

B.Ed. (1.5 Years)
**CITIZENSHIP
EDUCATION AND
COMMUNITY
ENGAGEMENT**

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FOREWARD

Education prepares young people for entry into society and is thus a form of socialization, for this purpose teacher plays a crucial role in the development of community. Someone once said that if you want to study the nature of the citizens of the country then meet some teachers and study their nature. After all, the community is a replica of teachers living in it. Teachers help students transform into good citizens with a positive attitude, confidence and motivation to pursue excellence.

Keeping in view the tremendous role of teachers, Allama Iqbal Open University is making strenuous efforts to prepare competent teachers and professionals from primary to higher level of education. For this purpose, Faculty of Education is offering different courses to cope with the requirements of our schools by emphasizing ethncal and professional standards, informed decision making, reflective practice, pedagogical knowledge, diversity, content knowledge, effective communications and technological competence. Particularly citizenship education and community engagement is new and introductory course in teacher education programme and provide a historical, sociological and philosophical perspective on education. This course is designed to provide an opportunity to develop awareness about linkage among school, community and teacher for effective education programme. Through this course students will have an exploration of interaction between teaching and learning within school and community.

While students are provided with important knowledge pertaining to the role of community, engagement and citizenship education the course requires students to take an active part in thinking about the goals and purposes of education. So as a learner of this course prospective teachers are expected to demonstrate developing competence in all of these areas.

So I congratulate Dr. Naveeda Sultana, Associate Professor, Secondary Teacher Education Department and her team members for their professional input and efforts and all those involved in the development of this course.

Prof. Dr. Shahid Siddiqui
Vice Chancellor

INTRODUCTION

Education modifies the behaviour of person, thus education can perform this duty well if the system of education runs effectively. For making the education system successful teachers play an important role for implementing the different components of education. It has become the dire need of the society to make teachers well conversant about the requirements of the society.

It is clear that teacher makes a tremendous contribution to our society. A teacher is the one who shapes the personality and entire life of children. It is one of the noble professions as it contributes in building the future of the country and overall society. Teachers play a significant and valuable role as they influence the lives of children who are the future. Students get influenced by the teacher's character, his/her affection and commitment, his/her competence and his/her morals and ethics. So it is important that only the best and the intelligent human beings are allowed to become teachers so that a safe future is ensured. The role of a teacher in education system is pivotal. He is the implementer of society and the yardstick that decides the quality of education system. Successful teachers enjoy working with children, managing and motivating people, working well with the community.

The course emphasized how to experience the social contact with the community, and how to mobilize community for the development of the school. The course includes wider issues including culture, gender, special needs, equity and equality and collaborative working condition within the school and community. This course will provide an orientation for the process of socialization and social development. It also emphasize on social factors which may affect education. This course has not only a theoretical perspective but some practical aspects as well, like community work, improving social interaction activities, and promotion of healthy environment. This course contains nine units. Unit-1 covers the nature, characteristics, and functions of society and culture and cultural diversity. Unit-2 highlights the nature, role and dynamics of group. Unit-3 describes the concept, aims, factors and responsible agencies of socialization. Unit-4 focuses on social institutions. Unit-5 addresses the concept, methods and role of school and teacher in social control. Unit-6 highlights the relationship of school, society and teacher. Unit-7 covers the effective role of teacher. Unit-8 highlights the technological change and its impact on society. And Unit-9 describes collaboration between school and community while covering the community development theory, objectives for collaboration, collaboration plans, involvement of parents and effective communication mechanism.

We wish to express our indebtedness to the writers and reviewers who put their ideas and efforts in the preparation of this course. We all are thankful to the leadership of AIOU whose commitment to quality education and encouraging attitude enabled the course development team to accomplish the task in a more congenial environment. Even the man made things always possess the chance of mistake so any criticism and suggestions for the improvement and revision of next volume will be welcomed.

Dr. Naveeda Sultana
Chairperson
Secondary Teacher Education Department

OBJECTIVES

The course is designed for the prospective teachers of B.Ed. Many researchers have highlighted the need of relationship between the education and community. The community is the base and schools are to create the healthy and conducive relationship between the community and citizens. The philosophy behind the schools is to prepare individuals that are well aware of the community needs and work for the benefit of other citizens of the community. Teacher is the major component of the school, without teacher a school is just a building, here teacher shapes the individuals' behaviours. Keeping in view the above mentioned facts, it was felt that a course that enlightens the basic relationship between citizenship education and community engagement is mandatory for the teacher education programme.

After completion of the course, the prospective teachers will be expected to:

- discuss relation between citizenship education and community engagement.
- describe the process of socialization and social development.
- identify the social factors affecting education and how it can support the development of education.
- explore the role of teachers and school in socialization of students and development of community.
- exhibit the role of different groups and agencies in community engagement.
- identify the role of technology in community.

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Unit-1

SOCIETY AND CULTURE

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INTRODUCTION

School society and culture provide the strong theoretical and disciplinary foundations for the study of a broad range of educational processes, forms of cultural production, transmission and socialization, across the life span. On one hand, efforts have been made to the recognition that education (broadly conceived) is shaped by the dynamic and changing structures of society, culture and political economy in our contemporary world. On the other hand, educational phenomena have also become increasingly crucial to the understanding of a wide variety of social processes such as identity formation, immigration, nationalism, globalization, state formation and political and economic transformations. Therefore, the central role of education in our complex and changing world has become dynamic.

Through education students are encouraged to deconstruct the social, cultural, psychological, and historical underpinnings and assumptions that every individual carries with them into educational settings. Deconstruction however is a means, and not an ends: the critical examination of current contexts allows us to examine what works, for whom and with what consequences so that new frameworks can be articulated through which schooling can potentially promote social change both in the country and around the world.

Culture and society are co-existence. Society is the combination of people with different cultures. In the other hand, culture deal with the behaviours, language, occupation, dressing, eating and festival of a particular people within a geographical area.

It is known to all that the relation among school, society and culture is very close and integral. We cannot think of a school without a society and culture on the other hand, society and culture without school are quite absurd. One without the other does not carry any sense. Therefore, the school should arrange its programs in such a way that they strengthen the relationship among school, society and culture. Some measures that cultivate the relation among school, society and culture are presented in this unit.

The school must play an active part to relate itself with the society and culture. There are many educative forces in the society, e.g. places of historical interest, temple, church, mosque and remnants of human civilization. These forces may act as educator to the young people. In order to create a relationship among school society and culture, the school can organize educational excursion. Again, the relation of these elements can be consolidated if school can assemble different agencies of education and organize cultural program where students, teachers, parents and the other members of the society will take

part. Socialization and acculturation among all, particularly different sections of the society, will enrich learners' society.

OBJECTIVES

After studying this unit, students will be able to:

1. define and understand concept, structure and functions of society.
2. evaluate the role of individual for the development of society.
3. explain the concept and importance of social interaction for living successfully in society.
4. discriminate the meaning of culture and cultural diversity also analyze the cultural elements of Pakistani society.
5. comprehend the role of education in preserving and promoting the culture.

1.1 Definition, Structure and Function of Society

(a) Society

Man is gregarious by nature; he cannot live alone even for a day. So, just imagine why we live in a society. A society, or a human society, is a group of people [related](#) to each other through persistent relations, or a large social grouping sharing the same geographical or virtual territory, subject to the same political authority and dominant cultural expectations. Human societies are characterized by patterns of relationships ([social relations](#)) between individuals who share a distinctive [culture](#) and [institutions](#); a given society may be described as the sum total of such relationships among its constituent members. The term "society" came from the [Latin](#) word [societas](#), which in turn was derived from the noun *socius* ("[comrade](#), friend, ally"; adjectival form *socialis*) used to describe a bond or interaction among parties that are friendly, or at least civil. Without an article, the term can refer to the entirety of humanity (also: "society in general", "society at large", etc.), although those who are unfriendly or uncivil to the remainder of society in this sense may be deemed to be "antisocial". [Adam Smith](#) wrote that a society "may subsist among different men, as among different merchants, from a sense of its [utility](#) without any mutual love or affection, if only they refrain from doing injury to each other."

A society can also consist of like-minded people governed by their own norms and values within a dominant, larger society. This is sometimes referred to as a [subculture](#), a term used extensively within [criminology](#).

Sociologists define society as the people who interact in such a way as to share a common culture. The cultural bond may be ethnic or racial, based on gender, or due to shared beliefs, values, and activities. The term *society* can also have a *geographic* meaning and refer to people who share a common culture in a particular location. For example, people living in arctic climates developed different cultures from those living in desert cultures. In time, a large variety of human cultures arose around the world.

More broadly, a society may be described as an [economic](#), [social](#), or [industrial infrastructure](#), made up of a varied collection of individuals. Members of a society may be from different [ethnic groups](#). The word *society* may also refer to an [organized voluntary association](#) of people for religious, benevolent, cultural, scientific, political, patriotic, or other purposes. A "society" may even, though more by means of metaphor, refer to a [social organism](#) such as an [ant colony](#) or any [cooperative](#) aggregate such as, for example, in [some formulations](#) of [artificial intelligence](#).

Used in the sense of an [association](#), a society is a body of individuals outlined by the bounds of functional [interdependence](#), possibly comprising characteristics such

as [national](#) or [cultural identity](#), [social solidarity](#), [language](#), or [hierarchical organization](#).

The greatest capacity of society is its ability to actively foster the personal growth and development of its individual citizens. The empowerment and fulfillment of the individual may be the greatest evolving force at work in society today. The ability of the society to support the individuals self-fulfillment, is the measure of the society. As society overcomes its own divisions such as war, poverty, disease, lack of conflict. Societies are being challenged by the rising tide of expectations of the individual. That is because of heightened expectations due to education, communications, and media, and the background force of a movement of the empowerment and fulfillment of the individual.

Society consists of group of individuals who takes their decision together towards common goal and it has important role in society because individual learn from society. Society has a very important role to play for the betterment of an individual. It is their bounden duty to keep the atmosphere healthy.

(b) Social Structure

Social structure refers to the pattern of social relationships in a society. Such structure regulates the interactions among members of the society, providing guidelines within the cultural norms for achieving the goals defined by [cultural](#) values. Generally, social structure maintains societal stability. However, when the social structure and the societal values become incompatible, the structure must embrace [social change](#) to allow the society to survive and continue healthy development. While a variety of [sociological](#) approaches have sought to describe the development and maintenance of social structure, understanding the relationship between structure and change is necessary for the development of a peaceful world society.

Social structure is the distinctive, stable system of social relations that exists in any human society. It is not concerned with people as individuals, in groups, or in the organizations forming the society, nor the ultimate goal of their relationships. Rather, social structure deals with the organization of their relationships: how they are arranged into patterns. Thus, the concept of social structure assumes that human social relationships are not arbitrary or coincidental, but rather they follow certain patterns that can be identified.

Social structure is the institutional framework that makes for order in repetitive, rhythmic (whether daily, weekly, or yearly) interactions among people. The key to

the social structure of a society lies in understanding its social institutions and their intertwining combinations. Social institutions provide the order necessary to make social structure possible.

Overall the way in which society is organized into predictable relationships, patterns of social interaction (the way in which people respond to each other). These patterns etc, are to some extent independent of the particular individual, they exert a force which shapes behaviour and identity.

Social structure may be seen to influence important social systems including the [economic system](#), [legal system](#), [political system](#), [cultural system](#), and others. [Family](#), [religion](#), [law](#), [economy](#) and [class](#) are all social structures. The "social system" is the parent system of those various systems that are embedded in it.

Social structure can also be divided into [microstructure](#) and [macrostructure](#). Microstructure is the pattern of relations between most basic elements of social life, that cannot be further divided and have no social structure of their own (for example, pattern of relations between individuals in a group composed of individuals - where individuals have no social structure, or a structure of organizations as a pattern of relations between [social positions](#) or [social roles](#), where those positions and roles have no structure by themselves). Macrostructure is thus a kind of 'second level' structure, a pattern of relations between objects that have their own structure (for example, a political social structure between political parties, as political parties have their own social structure). Some types of social structures that modern sociologists differentiate are *relation structures* (in family or larger family-like clan structures), *communication structures* (how information is passed in organizations) and [sociometric structures](#) (structures of sympathy, antipathy and indifference in organisations).

Briefly we can say both "micro-structure" and "macro-structure" can be found within social structure. Micro-structure is the pattern of relations among the basic elements of social life that cannot be further divided and have no social structure of their own (i.e. pattern of relations between individuals in a group composed of individuals, where individuals have no social structure). Macro-structure is thus a kind of "second level" structure, a pattern of relations among objects that have their own structure (e.g. the relationship among political parties, as political parties have their own social structure). Overall social structure contains on the following aspects.

Society: self contained, self sufficient population united by social relationships, bounded from other populations by geographic locations

Stratification: unequal distribution of valued goods or holdings in a population (i.e. class, status, resources, grades, wealth, positional goods, etc.)

Network: pattern of relationships in a population of actors

Social structure variables: pattern of relationships, size of institution, income distribution, and concurrency of social relationships

[Karl Marx](#) developed a view of social structure as he argued that society moves to the next stage when the dominant [social class](#) is displaced by a new emerging class, resulting in a new social structure.

Marx's approach includes several core assumptions that are not specific to any period of history:

- Human beings are social creatures who live in complex societies.
- Human society consists of human beings collectively working to achieve the necessities of life.
- Human society develops a complex [division of labor](#).
- Over time, unlike [ants](#) or [bees](#), human beings develop better methods of harnessing nature through the development of science and [technology](#).
- Human beings have the ability to reflect on their society and interaction with nature, but their thinking and organization are always dependent on the state of development of their society and of the power structures in their society.

(1) **Elements of Social Structure**

Social structure is an abstract phenomenon. It refers to external aspects of society. Its units are groups, institutions, associations and organizations. When men relate themselves to each other, they establish a structural form. It may be a group, an association or an organization. Social structure is made up of these structural forms, which are arranged in an inter-related way to enable the society to function in a harmonious manner. Following elements of Social Structure may be helpful to understand the real meaning of it:

1. Normative System:

People attach emotional importance to the ideals and values, which are called norms of society. The institutions and associations are inter-related according to these norms. The individuals perform their roles in accordance with the accepted norms of society.

2. Position System:

Position system refers to the statuses and roles of the individuals. The proper functioning of social structure depends upon proper assignment of roles and statuses.

3. Sanction System:

Proper enforcement of norms needs sanction of society. It integrates and co-ordinates different parts of society. The stability of social structure depends upon the effectiveness of its sanction, system.

4. A system of anticipated responses:

The anticipated response system calls upon the individual to participate in the social system. The successful working of social structure depends upon the realization of his duties by the individual and his efforts to fulfil these duties.

5. Action System:

The whole social structure revolves around the action system. The action is the root cause, which weaves the web of social relationships and sets the social structure in motion.

(2) Types of Social Structure:

Tolcott Parsons has described four principal types of social structure. His classification is based on four social values universalistic social values, particularistic social values, achieved social values and ascribed social values. The four types of social structure are-

1. The Universalistic-Achievement Pattern:

Universalistic achievement value patterns sometimes are imposed to the values of social structure built mostly about kinship, community, class, race etc. When universalism is combined with achievement values, it produces a social structure of universalistic achievement pattern. Under this type of social structure, the choice of goal by the individual must be in accord with the universalistic values. His pursuits are defined by universalistic moral norms.

2. The Universalistic-Ascription Pattern:

Under this type of social structure, the value orientation is dominated by the elements of ascription. Therefore, in such a social structure strong emphasis is laid on the status of the individual rather than of his specific achievements. The emphasis is on what an individual is rather than on what he has done. Status is ascribed to the group than to the individual. The individual derives status from his group. Therefore, it can be said that the universalistic achievement type of social structure is individualistic whereas the universalistic ascription type is 'collectivistic'.

3. The Particularistic - Achievement Pattern:

This type of social structure combines achievement values with particularism. It is more traditionalistic value. Persons have kept the Indian and the Chinese social structure under this category.

4. The Particularistic-Ascriptive Pattern:

In this type the social structure is organized around the relational reference points notably those of kinship and local, community but it differs from the particularistic achievement type. The structure tends to be traditional and emphasis is laid on its stability. Parsons says that Spanish social structure is such type.

(c) Functions of Society

(i) Functions of Society may be discussed as under:

The greatest capacity of society is its ability to actively foster the personal growth and development of its individual citizens. The empowerment and fulfillment of the individual may be the greatest evolving force at work in society today. The empowerment and fulfillment of the individual is perhaps the main determinant of the existence and spread of the Internet today. Perhaps society's greatest challenge is to support the empowerment and fulfillment of the individual. Societies are being challenged by the rising tide of expectations of the individual. That is because of heightened expectations due to education, communications, and media, and the background force of a movement of the empowerment and fulfillment of the individual.

(ii) Society Supporting Individual's Fulfillment

The ability of the society to support the individual's self-fulfillment is the measure of the society. As society overcomes its own divisions -- such as war, poverty, disease, lack of conflict -- it is more likely to support the fulfillment of the individual. Society's divisions and dualities are extensions of the divisions and dualities of creation itself. This division and duality is also ironically the cause of the greatest diversity, which enables the greatest potential for delight as the societies discover its true nature.

(iii) Society Supporting Talents of Individuals

It is talents that accomplish anywhere, but the rewards do not necessarily go to talents. They go to one in position. The older the culture, the harder for pure talents without status to thrive. America accomplished shortly what Europe took ages to accomplish. Only in times of revolution called a transitional period, talents rise from nowhere to everywhere overnight. A nation can prosper if all doors are open to all kinds of talents, wiping off rules, regulations, degrees, conventions, etc.

(iv) Recognition of Collective and the Individual for One Another

The collectivity should recognize the complete freedom of every individual. On the other hand as the individual advances spiritually, one finds one's self more and more united with the collectivity and the all.

(v) The Empowerment of the Individual; and the Individual for the Collective

The role of the family in life is beginning to vanish, as the individual person is learning to stand on his own. On the other hand, we see the organization he works for playing a greater role in his life. That is, his work is more and more for the society, the world, the collective. (E.g. Today it is hardly possible for any technology to be just for the individual. All new technologies are for the collective.)

There is thus a further movement to the uniqueness and individuality of the person; even as he begins to work for the collective purpose.

(vi) Individuals Developing All Their Skills in Order to Avail of All the Social Achievements

The Individual in the mass should be so developed in all skills as to fully avail of all the social achievements before the society can evolve further.

(vii) Individual Achievement and Achievement of Society

Man can achieve anything on which he sets his Mind, provided it is already an achievement of the society. It is unthinkable for us to conceive of hundreds of geniuses in the future. It will be real when the society fixes its mind on it.

(viii) Society's Support of the Full Emergence of the Individual

The individual in our world is left to fend for himself. If he develops the skills and has the necessary drive, he can succeed for himself in the wider world. Society in that sense offers a wide scope of possibility for each person. When we are born unto this world, we function within the values, influences, and institutions of society. But does society *actively* support his efforts?

(ix) Birth of Individual Supported by Social Change

The birth of the individual, understood as mental individuality, must be preceded by so many attributes of the society. These attributes will be positive as well as negative. The positive will be in the ascendancy. The negative will be receding. What recedes may sometimes rise in strength and dominate the whole.

Activity:

Keeping in view the concept of society, define an ideal society in your perspective.

1.2 Individual Status and his/her Role in Society

In sociology individual **social status** is the honour or prestige attached to one's position in society (one's social position). It may also refer to a rank or position that one holds in a group, for example son or daughter, playmate, pupil, etc.

Social status, the position or rank of a person or group within the society, can be determined two ways. One can earn his or her social status by one's own achievements, which is known as achieved status. Alternatively, one can be placed in the stratification system by his or her inherited position, which is called ascribed status. Ascribed statuses can also be defined as those that are fixed for an individual at birth. Ascribed statuses that exist in all societies include those based upon sex, age, race ethnic group and family background. For example, a person born into a wealthy family characterized by traits such as popularity, talents and high values will have many expectations growing up. Therefore, he or she is given and taught many social roles as he or she is socially positioned into a family becoming equipped with all these traits and characteristics. Achieved statuses meaning also what the individual acquires during his or her lifetime as a result of the exercise of knowledge, ability, skill and/or perseverance. Occupation provides an example of status that may be either ascribed or achieved, it can be achieved by one gaining the right knowledge and skill to become socially positioned into a higher position of that job; building a person's social identity within the occupation.

A **role** or a **social role** is a set of connected behaviours, rights and obligations as conceptualized by actors in a social situation. It is an expected or free or continuously changing behaviour and may have a given individual social status or social position. Individuality is not the impersonal and mechanistic thing that the State treats as an "individual". The individual is not merely the result of heredity and environment, of cause and effect. He is that and a great deal more, a great deal else. The living man cannot be defined; he is the fountain-head of all life and all values; he is not a part of this or of that; he is a whole, an individual whole, a growing, changing, yet always constant whole.

For understanding the individual role in society it seems better to highlight the role of family, school, society and individual which are affecting each other.

1. Human family protects the young ones, thus illustrating the fact that the species comes into existence for more than procreation.
2. Society developing the weaker members is an extension of the role of the family.
3. School offers organized education.
4. Family and society precede and succeed the school in offering institutionalized cultural education and education that is not yet fully organized.
5. Society creates the individual and submits to his leading it.
6. The final aim of the individual is to create a society where every individual is fully evolved.

7. Family trains by social authority, school by the authority of knowledge, society by its subconscious wisdom.
8. In his growth the individual moves from physically inherited habits to opinion and attitude and finally by his own motive.
9. Opinion of the mind, attitude of the vital are superseded by the motive of the being.
10. Society fulfils itself when it discovers the wisdom, which it developed in the individual.

Activity:

Discuss with your course mates about your role in society and enlist at least five roles which you and your course mates are not performing properly in society.

1.3 Social Interaction

Social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behaviour that tries to affect or take account of each other's subjective experiences or intentions. This means that the parties to the social interaction must be aware of each other--have each other's self in mind. This does not mean being in sight of or directly behaving towards each other. Friends writing letters are socially interacting, as are enemy generals preparing opposing war plans. Social interaction is not defined by type of physical relation or behaviour, or by physical distance. It is a matter of a mutual subjective orientation towards each other. Thus even when no physical behaviour is involved, as with two rivals deliberately ignoring each other's professional work, there is social interaction.

Moreover, social interaction requires a mutual orientation. The spying of one on another is not social interaction if the other is unaware. Nor do the behaviours of rapist and victim constitute social interaction if the victim is treated as a physical object; nor behaviour between guard and prisoner, torturer and tortured, machine gunner and enemy soldier. Indeed, wherever people treat each other as object, things, or animals, or consider each other as reflex machines or only cause-effect phenomena, there is not social interaction. Such interaction may comprise a system; it may be organized, controlled, or regimented.

(a) Forms of Interaction

Forms of relation and interaction in sociology and anthropology may be described as follows: first and most basic are animal-like behaviours, i.e. various physical movements of the body. Then there are actions - movements with a meaning and purpose. Then there are social behaviours, or social actions, which address (directly or indirectly) other people, which solicit a response from another agent. Next are social contacts, a pair of social actions, which form the beginning of social interactions. Social interactions in turn form the basis of social relations. Symbols define social relationships. Without symbols, our social life would be no more sophisticated than that of animals. For example, without symbols we would have no aunts or uncles, employers or teachers-or even brothers and sisters. In sum,

Symbolic interactionists analyze how social life depends on the ways we define ourselves and others. They study face-to-face interaction, examining how people make sense out of life, how they determine their relationships.

(i) Exchange Relationships

Exchange Relationships occur when a person acts in a certain way towards another to receive a reward or return

(ii) Cooperation

Cooperation-is the interaction of people or groups in order to achieve common interests or goals.

Robert Nisbet-Types of cooperation:

Spontaneous Cooperation-is the oldest and most universal. (Mutual aid.)

Traditional Cooperation-Cooperation that becomes fixed in a society's customs.

Directed Cooperation-Cooperation that is directed by a third party.

Contractual Cooperation-Occurs when groups formally agree to cooperate in certain ways.

(iii) Conflict Relationships

Conflict can bind people on opposing sides into groups and conflict can lead to needed social change. Georg Simmel-Defined four major types of conflicts:

War between groups.

Conflict within groups.

Litigation

Clash over impersonal ideals.

(b) Importance of Social Interactions

The opportunity for social interactions with others is very important for the development of all children. Through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children. When playing with others, children learn appropriate social behaviours, such as sharing, cooperating, and respecting the property of others. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills.

Most opportunities for social interactions among young children occur during play. This opportunity to play with others is critical if a child is to develop appropriate social skills. Therefore, encouraging children with disabilities and nondisabled children to play together is an extremely important part of instruction in integrated preschools. The children must

have the opportunity to play together if they are to become friends. These friendships will help the nondisabled child form positive, accepting attitudes toward persons who are disabled. In addition, the child who is disabled will have the opportunity to learn age-appropriate social skills.

Children who learn appropriate social skills often have a higher self-esteem and show a greater willingness to interact with their environment as they grow. Opportunities for social interaction not only enhance development in the early years, but also may be important for the future of the young child who is disabled. The ability to interact competently with is a skill that is required throughout life and may affect future educational and vocational opportunities. Assisting young children who are disabled to learn through positive social interaction with nondisabled children may help them acquire skills from which they will benefit throughout their life.

(c) Promoting Social Interactions

Interacting and playing with peers provides many learning opportunities for young children. In integrated preschool settings, nondisabled children and children with disabilities may need to be encouraged to play together. Social interaction between the two groups of children can be encouraged in a number of different ways. Suggestions for ways to use teacher attention and to structure the classroom to promote socially interactive play are discussed below.

Teachers and adults can be very effective in promoting social interaction by encouraging children to play together and by praising them when they do. However, it is important to remember that too much adult attention may interfere with the children's interactions. It is a good idea, therefore, for adults to remove themselves from the play situation once children have begun to play together.

Teachers and other adults also can promote interactions by teaching children specific ways to ask other children to play, to share toys, to take turns, to express affection and to help other children.

Assisting children to control their aggressive behaviour encourages the formation of friendships.

Planning small group activities that require cooperation and sharing motivates socially interactive behaviour. For example, painting a mural or making soup as a group encourages children to learn to work together.

Being sociable is an important quality in adults, but it goes further than this. Child needs to learn how to interact socially in order to make lasting friendships and enable them to belong. There are many places where child can improve their social skills: the park, nursery, friend's house, the local store. Every place that child has the opportunity to practise their ability to interact.

But why is it important? Well, let's be honest, we have all seen the child in the nursery or in the park that is unable to interact with their peers. They are self centered, unable to communicate with their peers and generally look miserable. No one wants their child to feel like this. That is why children need to be able to interact with their peers and why we need to help them to be able to do this in a positive manner.

Children who are unable to interact socially usually are having these difficulties because they have not been given the opportunity in the past. Social interaction has to be one of the most important activities that child can be involved in. It teaches them the rights and wrongs in their wider community, helps them to build relationships and teaches them how to cope in group situations.

(d) Tips for Improving Social Interaction

According to Bryce "Social interaction is a two way street. Make sure you are driving on the right side."

Many people are having with interpersonal relations and communications. Many find it easier but some find it difficult. To overcome this problem, Bryce offers the following suggestions for improving a person's social interaction. There is nothing magical here; just ten commonsense tips to help for developing better relationships with each others.

1. Greet Someone

Nobody wants to feel unwelcome or unappreciated. If they do, they will feel like outcasts and less likely to help anyone with something. The objective is to make people feel pleasure and friendly attitude with each other. This can be accomplished with a simple greeting or a firm handshake while looking at the person directly in the eyes. A good, basic greeting can work wonders in building cooperation between people.

It is easy to detect when a greeting is sincere or routine. The main focus is to appear genuinely concerned about the person. This can be achieved by:

- Complimenting on some personal attribute of the person (e.g., clothes, hair, car),
- Inquiring about a person's family (e.g., birthday observed, anniversary, graduation, pets, health, etc.),
- Asking about an event the person recently experienced (e.g., attendance at an event, participation in a volunteer organization/charity, a new job or project assignment, etc.),
- Commenting on something newsworthy - community, sports, weather ("*What did you think about...?*").

2. Engage In A Conversation

People have a natural curiosity as to what you are all about. The best way to communicate this is to engage in simple conversation. Some people are naturally shy and tend to withdraw from such discourse. If one person is not willing to start a conversation, another should take the initiative simply by asking the other, "*How are you?*" or "*What do you think?*"

3. Volunteer

Many people prefer to sit back and watch as others perform the work. Volunteering your time or skills may add an additional burden but it tells others you believe in them and are willing to help out. Such an expression also makes it easy for you to solicit support when you are in need of help.

4. Ask For Advice

Too often people are too proud (or too stubborn) to ask for directions in our journey through life. But asking for advice from a colleague accomplishes two things: first, you might get the answer you seek, and; second, it says to the person you trust and respect their opinion. By confiding in an individual, the advisor becomes concerned with your best interests. This leads to mutual trust and respect between people.

When you are asked to offer advice to another, be as articulate and rational as possible. If you do not know the correct answer, do not fabricate advice or mislead the person. This will only shatter the person's trust in you. Instead, point him in another direction where he might find the answer he is seeking.

5. Network

It seems participation in trade groups and volunteer organizations today are dwindling. This is surprising since such groups provide a convenient vehicle to meet and exchange ideas with your peers. Such forums are useful:

- To exercise our basic social skills.
- To stay abreast of current developments in our field of interest.

- To establish relationships with people who possess different skills and knowledge that can help us.

6. Turn Opponents into Proponents

Today we live in a competitive society (some prefer the expression "a dog-eat-dog world"). This is somewhat natural. There is nothing wrong with some friendly competition; it is when it turns vicious, thereby turning competitors into enemies that you have to be careful. To overcome this problem, be gracious in defeat and magnanimous in victory. This was the secret to Abraham Lincoln's success. After losing earlier political campaigns, Lincoln would stun his opponents by appearing at their victory celebrations and offering a sincere hand of congratulations and support. Because of this, his early opponents became his proponents later on. After winning the presidential campaign of 1860 he again stunned his opponents by offering them seats in his cabinet. These former opponents became his closest confidants during the dark days of the American Civil War.

It is one thing to go into a contest confidently; it is quite another to go in with a chip on your shoulder, thereby inviting trouble. Take disagreements in stride and pick your fights carefully. Ask yourself if it is really necessary to create an enemy at this point in your career.

7. Be Courteous

Your manners and how you interact with others says a lot about a person's character. Basic courtesy means you are socially well adjusted.

8. Be Positive

People naturally gravitate to others with a positive or upbeat personality. This doesn't mean we always have to wear a smiling face, but we should concede that people like optimists as opposed to pessimists. As such, we should always be looking for reasons why something should be done, as opposed to reasons why it shouldn't.

This leads us into the area of effective criticism. Avoid the temptation to maliciously criticize someone or something. First, it makes the person look like a whining and jealous naysayer; second, it tends to be more destructive as opposed to constructive. It is simply good practice, when identifying problems, to suggest alternatives as opposed to simply criticism. As Winston Churchill astutely observed, *"Any idiot can see what is wrong with something. But can you see what is right?"*

9. Be Observant

It is well said about change, if there is anything constant in life, it is change. Change is always around us, but it takes a perceptive person to be able to spot the smallest of changes, whether it is a new hair style, someone losing weight, a small

job well done, or whatever. When a change is observed, ask yourself why it has happened. Be inquisitive and understand the rationale for the change. This will help you adapt to the change as well as improve your interpersonal relations. For example, people are easily flattered when someone compliments them on a change. It means you are perceptive and interested in the person, both of which put you in good standing with the other person.

Included in this area is the observance of the names of people. It is embarrassing to both parties when a name is forgotten. In particular, it sends a signal to the other person that he/she is irrelevant in your eyes. This certainly does not help build relationships. Asking for business cards is one thing, remembering names are something else. This may require a little effort but it is time well spent.

10.

Be Honest

The linchpin to good interpersonal relations is trust. Regardless of our form of discourse, nothing builds trust better than honesty, the basic building block of confidence. Having an honest character conveys an image that you are dependable, that your word is your bond, and you can be trusted to do the right thing. But your reputation can be shattered overnight if you are caught in a lie. Therefore, don't falsify or mislead. If you do not know an answer, do not fabricate one, but make every attempt to find the answer elsewhere.

Activity:

Think about the daily routine of your classroom teachers and your personal life and enlist at least five tips for improving social interaction which you and your teachers performed in your daily life.

1.4 Meaning and Characteristics of Culture

Culture refers to the pattern of human activity and the symbols, which give significance to this activity. Culture is represented through the art, literature, costumes, customs and traditions of a community. Different cultures exist in different parts of the world. The natural environment greatly affects the lifestyle of the people of that region, thus shaping their culture. The diversity in the cultures around the world is also a result of the mindsets of people inhabiting different regions of the world.

The word 'culture' that hails from the Latin word, 'cultura' derived from 'colere', means, 'to cultivate'. Hence the way in which the minds of the masses inhabiting a particular region are cultivated, in some way determines the culture of a region.

However, the word "culture" is most commonly used in three basic senses:

- Excellence of taste in the fine arts and humanities, also known as high culture

- An integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for symbolic thought and social learning
- The set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group

McGrew suggests a definition of culture that he finds scientifically useful for studying primate culture. He points out that scientists do not have access to the subjective thoughts or knowledge of non-human primates. Thus, if culture is defined in terms of knowledge, then scientists are severely limited in their attempts to study primate culture. Instead of defining culture as a kind of knowledge, McGrew suggests that we view culture as a process. He lists six steps in the process:

- A new pattern of behaviour is invented, or an existing one is modified.
- The innovator transmits this pattern to another.
- The form of the pattern is consistent within and across performers, perhaps even in terms of recognizable stylistic features.
- The one who acquires the pattern retains the ability to perform it long after having acquired it.
- The pattern spreads across social units in a population. These social units may be families, clans, troops, or bands.
- The pattern endures across generations.

Culture refers to the pattern of human activity and the symbols that give significance to these activities. Culture manifests itself in terms of the art, literature, costumes, customs, language, religion and religious rituals. The people and their pattern of life make up the culture of a region. Cultures vary in the different parts of the world. They are different across the land boundaries and the diversity in cultures results in the diversity in people around the world. Culture also consists of the system of beliefs held by the people of the region, their principles of life and their moral values. The patterns of behaviour of the people of a particular region also form a part of the region's culture.

(a) Elements of Culture

Culture of any society consists of following elements:

(i) Artifacts

Artifacts are the physical things that are found that have particular symbolism for a culture. They may even be endowed with mystical properties. The first products of a company. Prizes won in grueling challenges and so on are all artifacts.

Artifacts can also be more everyday objects, such as the bunch of flowers in reception. The main thing is that they have special meaning. The purpose of

artifacts are as reminders and triggers. When people in the culture see them, they think about their meaning and hence are reminded of their identity as a member of the culture, and, by association, of the rules of the culture. Artifacts may also be used in specific rituals. Mosques and churches do this, of course. But so also do organizations.

(ii) Stories, Histories, Myths, Legends, Jokes

Culture is often embedded and transmitted through stories, whether they are deep and obviously intended as learning devices, or whether they appear more subtly, for example in humor and jokes.

A typical story includes a bad guy (often shady and unnamed) and a good guy (often the founder or a prototypical cultural member). There may also be an innocent. The story evolves in a classic format, with the bad guy being spotted and vanquished by the good guy, with the innocent being rescued and learning the greatness of the culture into the bargain.

Sometimes there stories are true. Sometimes nobody knows. Sometimes there are elaborations on a relatively simple truth. The power of the stories are in when and how they are told, and the effect they have on their recipients.

(iii) Rituals, Rites, Ceremonies, Celebrations

Rituals are processes or sets of actions which are repeated in specific circumstances and with specific meaning.

They may be used in such as rites of passage, such as when someone is promoted or retires. They may be associated with company events such as the release of a new event. Whatever the circumstance, the predictability of the rituals and the seriousness of the meaning all combine to sustain the culture.

(iv) Heroes

Heroes in a culture are named people who act as prototypes, or idealized examples, by which cultural members learn of the correct or 'perfect' behaviour.

The classic heroes are the founders of the organization, who are often portrayed as much whiter and perfect than they actually are or were. In stories they symbolize and teach people the ideal behaviours and norms of the culture.

(v) Symbols and Symbolic Action

Symbols, like artifacts, are things which act as triggers to remind people in the culture of its rules, beliefs, etc. They act as a shorthand way to keep people aligned.

Symbols can also be used to indicate status within a culture. This includes clothing, office décor and so on. Status symbols signal to others to help them use the correct behaviour with others in the hierarchy. They also lock in the users of the symbols into prescribed behaviours that are appropriate for their status and position.

(vi) Beliefs, Assumptions and Mental Models

An organization and culture will often share beliefs and ways of understanding the world. This helps smooth communications and agreement, but can also become fatal blinkers that blind everyone to impending dangers.

(vii) Attitudes

Attitudes are the external displays of underlying beliefs that people use to signal to other people of their membership. This includes internal members (look: I'm conforming to the rules. Please don't exclude me).

Attitudes also can be used to give warning, such as when a street gang member eyes up a member of the public. By using a long hard stare, they are using national cultural symbolism to indicate their threat.

(viii) Rules, Norms, Ethical Codes, Values

The norms and values of a culture are effectively the rules by which its members must abide, or risk rejection from the culture (which is one of the most feared sanctions known). They are embedded in the artifacts, symbols, stories, attitudes, and so on.

(b) Importance of Culture

The cultural values of a community give it an identity of its own. A community gains a character and a personality of its own, because of the culture of its people. Culture is shared by the members of a community. It is learned and passed from the older generations to the newer ones. For an effective transfer of culture from one generation to another, it has to be translated into symbols. Language, art and religion serve as the symbolic means of transfer of cultural values between generations.

Culture is a bond that ties the people of a region or community together. It is that one common bond, which brings the people of a community together. The customs and traditions that the people of a community follow, the festivals they celebrate, the kind of clothing they wear, the food they eat, and most importantly, the cultural values they adhere to, bind them together.

Culture is seen as a system of social control, wherein people shape their

standards and behaviour. The cultural values form the founding principles of one's life. They influence one's principles and philosophies of life. They influence one's way of living and thus impact social life.

The importance of culture lies in the fact that it is a link between people and their value systems.

(c) Characteristics of Culture

Culture is shared, by which we mean that every culture is shared by a group of people. Depending on the region they live in, the climatic conditions they thrive in and their historical heritage, they form a set of values and beliefs. This set of their principles of life shapes their culture. No culture belongs to an individual. It is rather shared among many people of a certain part of the world. It belongs to a single community and not to any single human being.

Culture is learned. The members of a culture share certain ideals, which shape their lives. Generations learn to follow these ideals and principles. Culture propagates through generations, which adopt their old customs and traditions as a part of their culture. The ideals they base their lives on is a part of their culture. Cultural values are imparted from one generation to another, thus resulting in a continual of traditions that are a part of culture. The language, the literature and the art forms pass across generations. Culture is learned, understood and adopted by the younger generations of society. No individual is born with a sense of his/her culture. He/she has to learn it.

What are the elements of culture? The language, other forms of expression as also the thoughts and emotions of the people, their social and cultural norms, their principles and beliefs are the basic elements of culture. For an effective transfer of culture from one generation to another, it has to be translated in terms of symbols, which represent the cultural values of a community. Language, art and religion form the system of symbols that render a deep meaning to culture.

Despite the efforts of the older generations to transfer their cultural values to the forthcoming generations, many tend to remain unaware of their culture. People are often found to have an incomplete knowledge of their culture. People seldom know their culture completely.

A gradual change is characteristic to almost every culture. Cultures are subject to change. Culture loses some of its traits and gains new ones. The aspects of culture that change vary across societies. With the passage of

time, new technologies emerge, new modes of work come up, social thinking undergoes transitions and so does culture. Every culture changes in time although the rate of change of every culture varies.

It is well established fact that no culture can remain in isolation. There is hardly any social community that is completely isolated from the rest of the world. Every culture hence, is mostly influenced by cultures of the surrounding regions. Cultural values are prone to be affected by the values of communities in close vicinity. The cultures, which emerged during the same periods of time often, show certain similarities. Modern times have witnessed an intermix of cultures. Cultures are blended together giving rise to shared cultures.

Activity:

Identify general elements of culture and compare it with the elements of Pakistani culture.

1.5 Cultural Diversity

What is *cultural diversity*? Diversity is nothing more than a difference from the majority. In any culture there is a majority and many minorities. Culture is a set of norms that set standards for a society of what is acceptable behaviour.

In every culture there are basic standards for social interaction such as personal space distance, eye contact, amount of body language displayed in public, negotiating style, etc. Cultural diversity makes our country richer by making it a more interesting place in which to live. Cultural diversity also makes our country stronger and better able to compete in the new global economy. People from diverse cultures bring language skills, new ways of thinking, and creative solutions to difficult problems and negotiating skills.

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase cultural diversity is sometime misused to mean the variety of human [societies](#) or [cultures](#) in a specific region, or in the world as a whole; but these phenomenon are multiculturalism rather than cultural diversity. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

The many separate societies that emerged around the globe differed markedly from each other, and many of these differences persist to this day. As well as the more obvious [cultural differences](#) that exist between people, such as language, dress and traditions, there are also significant variations in the way societies organize themselves, in their shared conception of [morality](#), and in the ways they interact with their environment. Cultural diversity can be seen as analogous to [biodiversity](#).

Cultural diversity is a driving force of development, not only in respect of economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life. This is captured in the seven culture conventions, which provide a solid basis for the promotion of cultural diversity. Cultural diversity is thus an asset that is indispensable for poverty reduction and the achievement of sustainable development.

At the same time, acceptance and recognition of cultural diversity – in particular through innovative use of media and ICTs – are conducive to dialogue among civilizations and cultures, respect and mutual understanding.

Cultural diversity is when we have people from different countries who of course have different beliefs, speak different languages, male and female living and working together peacefully.

Cultural diversity is a term used to mean that a group or area contains people from many different cultures and backgrounds. These areas are considered diverse because everyone is unique and different.

(a) Importance of Cultural Diversity:

- Culture is important because it is what makes a society unique. For example, this could include a certain religion or type of clothing. Each of these things is unique to a culture. The beauty of culture is its diversity which alives the culture
- Cultural diversity is important because our country, our workplaces and our schools include persons of various ethnics groups and interests. We can learn from one another, but first we must have a level of understanding about one another in order to work together effectively. Cultural diversity training also helps people to dispel negative stereotypes about one another.
- Diversity is important because it provides our society and culture with unique and inspirational perspectives. Diversity can create new ideas and changes that can be beneficial to a society, or even the world.
- Diversity is important to get over our little mindedness because of the cultural and religious differences it brings. Socializing with someone of a different culture and or different religion brings about a better understanding of it. The more we understand other cultures and religions, the more tolerant we become.
- Cultural diversity is important because it affects everyone and their lifestyle, guiding beliefs and basic assumptions about life.
- Diversity is extremely important in school because it really benefits the students that attend the school. Students need to see the importance of other cultures.

- Diversity is important because it provides society with a unique perspective and new ideas. With diversity, different opinions can be voiced and beneficial changes can be made through the simple inspiration of diversity.

Activity:

Conduct an interview with teachers in your institution about importance of cultural diversity and highlight the factors affecting it in our society.

1.6 Culture and Cultural Elements of Pakistani Society

Pakistan came into existence on August, 14, 1947 from British Rule. Its population in 2009 was about 174.58 million with an area of 340, 499 sq mi (Britannica.com, 2010). Islam is the major religion of the people of Pakistan. It is a Muslim dominated country with 95 percent Muslim and only 5 percent others. However, being a pathway to many military conquests in the history, it has given birth to several ethnic groups. The interaction between invaders and the locals had given birth to a common language called Urdu; however the locals kept their particular ethnic and cultural values alive. The society and **culture of Pakistan** comprises numerous diverse cultures and ethnic groups: the [Punjabis](#), [Kashmiris](#), [Sindhis](#) in east, [Muhajirs](#), [Makrani](#) in the south; [Baloch](#) and [Pashtun](#) in the west; and the ancient [Dardic](#), [Wakhi](#) and [Burusho](#) communities in the north. These Pakistani cultures have been greatly influenced by many of the surrounding countries' cultures, such as the [Turkic peoples](#), [Persian](#), [Arab](#), some parts of South Asia, [Central Asia](#) and the [Middle East](#) ([UNESCO World Heritage State Parties Pakistan](#) Retrieved 09 July 2010).

In ancient times, [Pakistan](#) was a major cultural hub. Many cultural practices and great monuments have been inherited from the time of the ancient rulers of the region. One of the greatest cultural influences was that of the [Persian Empire](#), of which Pakistan was a part. In fact, the Pakistani *satraps* were at one time the richest and most productive of the massive Persian Empire. Other key influences include the [Afghan Empire](#), [Mughal Empire](#) and later, the short lived but influential, the [British Empire](#).

[Pakistani society](#) is largely [multilingual](#), multi-ethnic and [multicultural](#). Though cultures within the country differ to some extent, more similarities than differences can be found, as most Pakistanis are mainly of [Aryan](#) heritage or have coexisted side by side along the [Indus River](#) for several thousand years, or both. However, over 60 years of integration, a distinctive "Pakistani" culture has sprung up, especially in the urban areas where many of the diverse ethnic groups have coexisted and the country now having a literacy rate of 55%, up from 3% at the time of independence. Traditional family values are highly respected and considered sacred, although urban families increasingly form [nuclear families](#), owing to socio-economic constraints imposed by the traditional culture of the extended family.

Pakistani Culture is very unique in terms of its social and ethical values. These values are something which are given due importance. This culture revolves around the religion of Islam which teaches equality among every human being that exists on this planet. Pakistan's culture is very diverse. Pakistani culture has the following elements:

1. Islamic Values

Pakistani culture is actually a part of the contemporary Islamic civilization which draws its value and traditions from Islam and rich Islamic history. Majority of population comprises of Muslims and follows teachings of Islam, i-e., belief in one Allah, Prophethood of Hazrat Muhammad P.B.U.H, brotherhood, equality and social justice etc. Islam is religion of peace and patience. Pakistani society is very cooperative. National calendar is marked by religious days which are observed with great devotion.

2. Religious Festivals

Festivals play an important part of our culture. Eid-ul-Fitr and Eid-ul-Azha are our two main religious festivals .They are celebrated with great happiness throughout the country.

3. National and Regional Languages

Pakistan is a large country which comprises of four provinces, the Federally Administered Tribal Areas (FATA) and Federally Administered Northern Areas (FANA). All of these component parts have their own regional languages. As such Punjabi, Pashtu, Sindhi, Balochi, Barohi and Kashmiri are regional languages. However, Urdu is the national language which is spoken and understood in all parts of the country.

4. Mixed Culture

Practically speaking Pakistani culture is a beautiful blend of the Punjabi, Sindhi, Pathan, Baluchi, Barohi, Seraiki and Kashmiri cultures. In addition, the presence of Hindu community in Sindh gives touches of dance and music in the Sindhi region. The Hindus sing Bhejan but Pakistani culture has adopted Qawwali which is a praise of the Holy Prophet P.B.U.H.

5. Rich Literature

Pakistani culture is rich in the literatures of Urdu, Punjabi, Sindhi, Pashtu, Barohi, Baluchi and Kashmiri languages. Urdu literature boasts of the masterpieces of Maulana Azad, Iqbal, Shibli, Hali, Ghalib, Agha Hashar, Manto and Faiz whereas the Punjabi literature stands out with great names like Waris Shah, Sultan Bahu, Ghulam Farid, Bulhay Shah and Shah Hussain etc. Similarly, Sindhi literature glitters with the masterpieces of Shah Abdul Latif, Sachal Sarmast, Shah Qadir Bakhsh, and Faqir Nabi Bakhsh. The Pushto literature also boasts of names like Sheikh Saleh, Ragoon Khan, Akhund dardeza, Khushal Khan Khattak and Rahman Baba. The Baluchi literature comprises of masterpieces of Jam Durk, Muhammad Ali, Zahoor Shah Hashmi, Ghani Parvez, Hasrat Baluch, Abbas Ali Zemi and Aziz Bugti etc.

6. Male Dominated Society

Pakistani society is dominated by male members. Each family is headed by the senior most male member who is responsible for arranging the bread and butter of the family.

7. Variety of Dresses

Pakistani culture is rich in variety of dresses: The people of Punjab, the Pathans of KPK, the Baluchi people and the Sindhis wear their own distinct dresses. These dresses are very colorful and prominent and give attractive look during national fairs and festivals.

8. Fairs and Festivals

The culture of Pakistan has great tradition of fairs and festivals. These fairs are held in all parts of the country. Moreover, annual urs of great saints are held to commemorate their anniversaries. On these occasions, fairs are also held in which people take part in great numbers. Out of these the Horse and Cattle shows of Lahore, Mianwali and Sibi are famous whereas the Polo festival of Gilgit is prominent at national and international level. Moreover annual urs of Hazrat Daata Ganj Bakhsh, Madhu Lal Hussain, Baba Bulhay Shah, Baba Farid Gunj Shakar, Baba Gulu Shah, Pir Jamaat Ali Shah, Abdul Latif Bhittai, Hazrat Noshah Ganj Bakhsh, Bari Imam, Lal Shahbaz Qalandar, and Bahauddin Zakriya are celebrated with great fervour.

9. Sports

Pakistani people are great lovers of sports and games. Modern games like hockey, cricket, football, badminton, squash, table tennis and lawn tennis are played throughout the country. In addition wrestling, boxing, and athletics are also very popular among masses. Pakistan has produced great sportsmen in the past. These include Bholu in Wrestling, Hanif, Miandad, Imran, Wasim Akram, and Inzamam in cricket, Shehnaz sheikh, Islahuddin, Khalid Mahmood, Akhtar Rasool, and Munir Dar in hockey and Jahangir, Jansher in squash.

10. Handicrafts

Pakistan enjoys great distinction in handicrafts at international level. Wooden furniture of Chiniot, sports goods of Sialkot and embroidery of Multan and Hyderabad is world famous.

11. Arts and Architecture

The iconoclasm of Islam has given a characteristic form and pattern in the use of elegant designs, based on geometric figures and floral forms borrowed from nature. The Shah Jahan Masjid, Shalimar Garden, Badshahi Masjid, Shahi Qila and many such graceful buildings are a living proof of the excellent Mughal architecture.

12. Recreational Activities-Sports

The recreational activities all over the Pakistan are common. The games like wrestling, hockey, cricket, football, squash, Kabaddi etc are popular in every part of our country. These games reflect our cultural identity.

13. Education

Education contributes a great deal in developing national character. Educational system plays a vital role in the formation of culture, unity and solidarity of a nation. It is, therefore, important that the entire syllabi right from the lower to higher level should be placed in accordance with the ideology of Pakistan.

14. Ulema, Mushaikh and Sufi Poets

Ulema, Mashaikh and Sufi Poets occupy an honoured place in our cultural aspect of life. Sufis like Lal Shahbaz, Data Ganj Baksh, Shah Abdul Lateef, Sachal Sarmast, Hazrat Sultan Bahu and Waris Shah rendered meritorious services for the spread of Islam in the Sub Continent.

CONCLUSION

Culture which includes religion, literature art, architecture, dresses, music manners and customs has its roots in the Islamic culture Islam has described the rights and duties of every individual. Even in drinking, eating and dressing, we have to observe certain rules prescribed by Islam. So it may be said that Pakistani culture represents the true picture of Islamic culture.

Activity:

Discuss with your parents about the customs of your family and enlist positive and negative aspects of your family customs and traditions.

1.7 Role of Education in Promoting and Preserving Culture

Education is essential for every society and individual. It is life itself but not a preparation for life. Man has various qualities. These qualities of the individual should be developed for the improvement of the country. So education plays a complementary role for overall individual, social and national development. It enables an individual to realize his highest self and goal. The key functions and roles of education towards individual, society and country are listed below.

Education is taken as an attempt to bring the change in the behaviour of individual through which they will be able to understand the society. From the view point of the welfare of a society, education means the transmission of culture. It is a platitude to say that man is born a biological heritage *into*, a social heritage. Culture is another name for this social heritage. In a subtle way, the essence of all human achievements is culture. In the words of E.B. Tylor: "Culture is that *'complex whole'* which includes knowledge, beliefs, art, morals, law, custom and any other 'capabilities and habits acquired by man as a member of society. This culture is transmitted by every society to its next generation in the interests of the stability and continuity of the society. Education is the process of cultural transmission. J.S. Mill has defined education referring to this meaning: Education is the, culture which each generation purposely gives to those who are to be its successors, in order to qualify there for at least keeping up, and if possible for raising, the level of improvement which has been maintained." Two points have to be noted in the above definition.

- a) Preservation of culture is possible only through education. The goal of all activities of every generation is the preservation of culture. For example, the life of our culture is in the hands of our youth. If they ignore or overlook the glory of their culture and begin to imitate another culture, it will be detrimental to the present progress of country.
- b) There is no culture which can be said to be perfect. There is a need to refine it. For instance, though Pakistani culture has a hoary past is one of the great illustrations of ancient cultures, is claimed to be timeless, still a number of customs which have grown with it over time such as the caste system, un-touch ability and child-

marriage need refinement. Similarly there is a need to refine the techniques of production and technology of agriculture. Such refinements have to be brought about through education only.

Just as an individual insures his life so that his dependents may not suffer after his exit from this world, similarly the elders-of a society insure the stability, security and welfare of their younger generations through education. They would see to it that the younger generation will not suffer after they pass away. Hence, education is transmission of culture. For understanding the role of education regarding the progress of culture, it seems better to understand the the functions of education towards individual, society and country as these components are interrelated.

(a) Functions of Education Towards Individual:

- (1) Development of inborn potentialities- Education helps the child to develop the inborn potentialities of child providing scope to develop.
- (2) Modifying behaviour- Education helps to modify the past behaviour through learning and through different agencies of education.
- (3) All-round development- Education aims at the all round development of child-physical, mental, social, emotional, and spiritual.
- (4) Preparing for the future- After completion of education the child can earn its livelihood getting proper education, which has productivity. The education should be imparted according to the own interest of the child.
- (5) Developing personality- The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.
- (6) Helping for adjustability- Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

(b) Functions of Education Towards Society

(1) Social Change and Control

The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or believe in the blind beliefs, which are hindrances towards our development. Education helps to walk with the development of science and technology.

(2) Reconstruction of Experiences

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his past experiences which are unable to adjust in the society. So education helps the individual to reconstruct the experience and adjust with the environment.

(3) Development of Social and Moral Value

Society is always in tension with narrowism. There is no social or moral value. Now the man is behaving like an animal. Animality can be changed with moral education. Education teaches the moral value and social value like co-operation, tolerance, sympathy, fellow feelings, love affection, respect towards elder, helping the poor and needy persons.

(4) Providing Opportunity or Equality

Islam believes in 'equality' and leads the education system towards equality. Unfortunately we are not getting equal opportunities in all aspects. So education teaches us to give equal opportunities in all aspects irrespective of caste, creed, colour, sex and religion.

(c) Functions of Education Towards Nation

- (1) Inculcation of civic and social responsibility- Education helps to make rising generation to understand its rights and duties as citizens of a democratic country.
- (2) Training for leadership- The leadership quality of the individual is developed when he participates in all spheres of social, political, religious and educational activities.
- (3) National integration- We are living in one country having diversities in respect of color, caste, language, diet, dress, habits and physical environment.
Educational integration leads to emotional integration. Education trains people for unity, not for locality, for democracy and not for dictatorship.
Education serves the most important end of educating the man.
- (4) Total national development- Education helps for bringing about total national development by developing its all aspects i.e. social, economic, cultural, spiritual, moral, educational, etc.
Therefore, really education is an essential ingredient for all ages and stages of the life of an individual, society as well as the nation.
Education can be a real panacea for all social evils.

Activity:

Discuss with your classmate about our system of education and enlist its points in which our education system is lacking to promote our culture.

Summary

Society is an ever changing entity. That which is indispensable today, may have no relevance in the society of tomorrow. All changes in social life are concomitant with the changes of human need. A school has to keep pace with the changing society and to do that the curriculum should be reviewed regularly keeping in mind the change in social demand and needs.

All human societies have a culture and culture can only exist where there is a society. Hence there schools direct the society, reforms the society and ensure the progress of the society by analyzing the principles and rules and selecting only those which have some good effects on society. If the schools fail to do it, the society will become a stagnant organization. For having the understanding about the relationship of school, society and culture this unit concentrates on essential elements of social life such as culture, its diversity, individual role, nature and functions of society, social structure and interaction and their impact on human life. These social aspects contribute to develop an ideal society and give it individuality among other societies.

1.8 Self Assessment Questions

1. Define the society and its structure. Discuss major functions of society.
2. Why individual is necessary for society? Critically examine his/ her role in society.
3. Discuss the importance of social interaction. Also describe tips for improving the social interaction in classrooms.
4. Analyze the culture and cultural diversity. Would you consider culture influences the development of society? How?
5. Critically examine the culture of Pakistan society.
6. Discuss the role of education in promoting and preserving the culture. Also highlight the cultural factors which are affecting our education system.

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Unit-2

GROUP AND GROUP DYNAMICS

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INTRODUCTION

Group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of belongingness and who work together to achieve a common set of goals.

According to Shaw (1971) a group is two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other. Most researchers define a small group as having at least three and no more than twelve or fifteen members. A group needs to have at least three members; otherwise it would simply be a dyad. With three members, coalitions can be formed and some kind of

organization is present. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group.

A group's members must be able to communicate freely and openly with all of the other members of the group. Groups will develop norms about discussion and group members will develop roles which will affect the group's interaction.

A group must have a common purpose or goal and they must work together to achieve that goal. The goal brings the group together and holds it together through conflict and tension. The groups operate on a common task and common attitudes. The group dynamics are concerned with the interaction between the group members in a social situation. This is concerned with the gaining in the knowledge of the group, how they develop and their effect on the individual members and the organization in which they function.

The group dynamics is essential to study since it helps to find how the relationships are made within a group and how the forces act within the group members in a social setting. This helps to recognize the formation of group and how a group should be organized, lead and promoted.

With the derivation of the complex and multifaceted societies, there came into being the different social groups that are largely significant for the human or individual welfare. A group is formed when there is need to pull off the requirements of the members in the course of interaction of the members who develop a group ideology, which regulates the members to develop their attitudes and actions which influence their satisfaction. The group has a specific structure in which the members interact. The group dynamics is dedicated in the advancement of the knowledge about the groups and is employed to study the organizational behavior and stress on the dynamics of members of the informal or formal groups.

The nature and the scope of groups have been discussed in this unit with more focus upon group dynamics. The social process by which people interact and behave in a group environment is called group dynamics. Group dynamics involves the influence of personality, power, and behavior on the group process. It is also called as relationship between individuals to achieving the group's goals. The group dynamics, individual's behavior in the group and teachers role in modeling behavior of the students are key topics under consideration in this unit. In order to address these topics the following objectives are formulated.

OBJECTIVES

After reading this unit, you will be able to:

1. define and understand the groups and group dynamics
2. understand and describe the formation of groups and principles of group dynamics
3. explain the types of social group.
4. be aware of individual and group behavior in school and classroom environment
5. evaluate the effects of school on formation of the students' behavior.
6. comprehend the role of teachers and school in molding individual and group behavior in classroom environment.

2.1 Meaning of Group

A group is simply a number of people who interact with each others on a regular basis it establish relationships among social beings. Groups are units of society, having all characteristics of society, except for the fact that groups are concrete entities. We live in group such as family; we belong to groups like clan and the like. Therefore, sociologists have also described sociology as science of social groups. Persons in all the societies, infect are always involved in several forms of interactions (having meaning and purpose). These appear in collectively as well as these interactions take place between persons having collectivity linked identity. These identities play an important role in the formation of groups.

A group is:

- Two or more people who share a common definition and evaluation of themselves and behave in accordance with such a definition. (Vaughan & Hogg, 2002, p. 200)
- A collection of people who interact with one another, accept rights and obligations as members and who share a common identity.

For a collection of people to be defined as a group, the members must:

- interact with one another
- be socially attracted to each other
- share goals or objectives
- have a shared identity which distinguishes them from other groups

People may underestimate the importance of society and group memberships on their lives. Whilst people sometimes undertake unaccompanied journeys on the basis of their own experiences of life involves being engaged with others and groups. The nature of these groups can be quite varied, from a family going for a walk, to the crowd at a football game, to an internet discussion group, to a group of fellow workers.

Criteria for a group include:

- formal social structure
- face-to-face interaction
- two or more persons
- common fate
- common goals
- interdependence
- self-definition as group members
- recognition by others

Societies can be seen as large groups consisting of a myriad of sub-groups.

Attributes of a Group

Benson (2001) identifies the following distinctive attributes of a group:

1. A set of people engage in frequent interactions
2. They identify with one another.
3. They are defined by others as a group.
4. They share beliefs, values, and norms about areas of common interest.

5. They define themselves as a group.
6. They come together to work on common tasks and for agreed purposes.

2.2 Group Dynamics

The study of Groups, groups' structure, groups' functions and groups' behavior is simply called group dynamics.

The group dynamics is that division of social psychology that investigates the formation and change in the structure and functions of the psychological grouping of people into self-directing wholes.

2.2.1 Concept of Group Dynamics:

The group dynamics refers to changes which take place within groups and is concerned with the interaction and forces obtained between group members in social settings. It is a study of forces operating within a group. A group doesn't simply mean individuals possessing same identical features. For instance, a collection of students doesn't form a group. These are class. A group is formed when the "Two or More individuals, interacting and interdependent, who have come together to achieve particular objectives.

2.2.2 Why We Study Groups: Importance of Group Dynamics

Groups are significant in many ways and conduct. Different sort of considerations are triggered when we analyze the groups. So, the study of groups becomes more promising and workable when we discuss groups in different aspects, that are, scientifically, sociologically, psychologically, practically and personally.

1. Psychological Aspects

Groups are important psychologically, for individuals' actions, thoughts and emotions cannot be understood without taking into considerations the groups they belong to, and the groups which surround them. Human behavior is more often than not group behavior, so people can't be understood when cut apart from their groups (including their families, work groups, peers). Groups also have a profound impact on individuals; group shape actions, thoughts and actions.

2. Scientific Aspects

Scientists study so many aspects of the world, and it is ironic that they only begun to turn their attention to themselves after they studied things like rocks, mountains, distant planets and germs. Groups are more interesting than these natural phenomena, and more complicated. Groups are also more interesting than individuals: more powerful, more dynamic, more puzzling, and more challenging to study.

3. Sociological Aspects

The dictionary that defines the society as "an organized system of individuals as member of a community" is mistaken. A society is more than individuals; rather society is an organization of groups. Individuals are recognized by the characteristics of the groups they are comprised of. Societal forces such as traditions, values and norms don't reach directly to the individuals, but instead

these work through the groups to which each individual belongs to.

4. Practical Aspects

Groups are also important for the practical reasons. Much of the world’s work is done by groups, so by understanding them we move toward making them more efficient. If we want to improve the productivity in a factory, problem-solving in a boardroom, or learning in the classroom, we must understand groups. Groups are the building blocks of society, and any attempt to change the society will succeed only if the groups within the society change.

5. Personal Aspects

Groups are personally important. We spend our entire life surrounded and embedded in groups. Through membership in groups, we define and confirm our values and beliefs and take on or refine a social identity. When we face uncertain situations, in groups we gain reassuring information about our problems and security in companionship. In groups, we learn about relations with others, the type of impressions we make on others, and the way we can relate with others more efficiently and effectively. Groups influence us in consequential ways, so we ignore their influence at our own risk.

Activity-1

Think about your personal life and list at least five groups in which you are/have playing/ played an active role.

2.3 Types of Groups

There are numerous types of groups. But for their in depth understanding the comparison is presented. This may help to grasp the meanings of different types of groups more easily.

1. Psychological vs. Social Groups:

A psychological group may be defined as one in which the two or more persons who are interdependent as each members nature influences every other person, members share an ideology and have common tasks. These include families, friendship circles, political clubs, work, educational, religious, neighborhood, and recreational groups.

The social groups may be defined as integrated system of interrelated psychological groups formed to accomplish a defined function or objective. Political parties with its many local political clubs, friendship circles form the social organizations.

2. Formal vs. Informal Groups:

Formal groups refer to those which are established under the legal or formal authority with the view to achieve a particular end result and group is named after on the basis of its organizational structure, having work assignments establishing tasks. For example, teachers union.

Informal groups refer to the aggregate of the personal contacts and interaction and the network of relationships among individuals obtained in an informal way. These

groups may take the form of the interest or friendship groups for example players associations etc.

3. Primary vs. Secondary Groups:

The primary groups are characterized by small size, face to face interactions and intimacy among the members of the group. The examples are family groups, and neighborhood groups.

The secondary groups are characterized by large size and individuals' identification with the values and beliefs prevailing in them rather than actual interactions. The examples are occupational associations and ethnic groups.

4. Membership vs. Reference Groups:

The membership group is those where the individual actually belongs and reference group is one in which they would like to belong.

5. Command vs. Task Groups:

The command groups are formed by subordinates reporting directly to the particular manager and are determined by the formal organizational chart. For example an assistant regional transport officer and his two transport supervisors form a command group.

The task groups are composed of people who work together to perform a task but involve a cross- command relationship. Its boundaries are not located within its immediate hierarchical superior, e.g. for finding out who was responsible for causing wrong medication order would require liaison between ward in charge, senior sisters and head nurse.

6. Interest vs. Friendship Groups:

The interest group involves people who come together to accomplish a particular goal with which they are concerned .Office employees joining hands to go to vacation or get vacation schedule changed form an interest group .

The friendship groups are formed by people having one or more common features. The people coming from a particular area or having same language to speak belong to a friendship group.

2.3.1 Group Structure and Size

Effective group performance depends to a large extent, on the size and composition of the group. A group may consist of as few as two people (giving credibility to the statement that "two heads are better than one"), or as many as three or four hundred. In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement. Larger groups increase the possibility of conflict due to the variety of viewpoints, few opportunities for the development of social relationships, a decrease in participation levels, and lack of opportunity for individual recognition. Individual skills and performance must be a consideration in forming a group.

Diversification is a factor in both group development and skill requirement. A more diverse group may take longer to reach peak performance due to the number of cultures, language differences, and interpretation of the task to be completed, but once they do

develop, diverse groups are equally productive and may even be more creative in problem-solving because members have access to a broader base of ideas for solutions.

2.3.2 Group Development

The appointment of individuals to a group based on their compatibility, diversity, or expertise does not assure effectiveness in achieving group goals. A group is initially a collection of personalities with different characteristics, needs, and influences. To be effective, these individuals must spend time acclimatizing themselves to their environment, the task, and to each other. Organizational experts and practitioners have observed that new groups go through a number of stages before they achieve maximum performance. Each stage presents the members with different challenges that must be overcome before they can move on to the next stage. These stages have been identified as forming, storming, norming, performing, and adjourning.

1. Forming:

At this first stage of development, members are preoccupied with familiarizing themselves with the task and to other members of the group. This is sometimes referred to as the dependent stage, as members tend to depend on outside expertise for guidance, job definition, and task analysis.

2. Storming:

At this stage, the group encounters conflict as members confront and criticize each other and the approach the group is taking to their task. Issues that arise include identification of roles and responsibilities, operational rules and procedures, and the individual need for recognition of his or her skills and abilities. This stage is also referred to as the *counter-dependent stage* where members tend to “flex their muscles” in search of identity. In some cases, the group may have problems getting through this stage. This may occur if the group encounters difficulty clarifying their task, agreeing on their mission or mandate, or deciding how they will proceed. Lack of skills, ability or aptitude can also contribute to their inability to get beyond this stage.

3. Norming:

At this point, members start to resolve the issues that are creating the conflict and begin to develop their social agreements. The members begin to recognize their interdependence, develop cohesion, and agree on the group norms that will help them function effectively in the future.

4. Performing:

When the group has sorted out its social structure and understands its goals and individual roles, it will move toward accomplishing its task. Mutual assistance and creativity become prominent themes at this stage. The group, sensing its growth and maturity, becomes independent, relying on its own resources.

5. Adjourning:

During this phase, the group will resort to some form of closure that includes rites and rituals suitable to the event. These may include socials and parties, or ceremonies that exhibit emotional support or celebration of their success.

Activity-2

Identify different groups prevailing in the society and name them as per types of groups discussed earlier.

2.3.3 Group Functions

Three functions that influence the effectiveness and productivity of groups are task functions, maintenance functions, and self-interest functions.

1. Task Functions:

The purpose of formation of the group is to accomplish the task. To achieve the task, they must have members that fulfill some or all of the following roles:

- a) **Initiating:** refers to identification of goals and specification of tasks, defining problems and suggesting procedures for a solution.
- b) **Information seeking:** refers to collection of relevant information or data and asking the ideas or suggestions.
- c) **Information giving:** refers to offering facts, providing information, stating beliefs, and giving suggestions or idea.
- d) **Clarifying ideas:** refers to interpreting and clarifying input, indicating alternatives and giving examples.
- e) **Bringing closure:** refers to summarizing, restating, and offering solutions.
- f) **Consensus testing:** refers to checking for agreements and sending up 'trial balloons'.

2. Maintenance Behavior

Each group needs social-emotional support to be effective. Some members of the group will take the lead in providing this support which consists of the following:

- a) **Encouraging:** refers to showing regard for other members and providing positive response to their contributions and works.
- b) **Improving group:** refers to expressing group feelings, sensing moods and relationships, atmosphere and sharing feelings.
- c) **Harmonizing:** refers to reconciling differences and reducing group tension.
- d) **Compromising:** refers to admitting errors and looking for alternatives.
- e) **Gate-keeping:** refers to attempting to keep communications flowing, facilitating the participation of others, and suggesting procedures for sharing discussion.
- f) **Standard setting:** refers to reminding members of group norms, rules, and roles.

3. Self-Interest Behavior

This third function displayed by some individuals, members generally takes away from group performance and affects task achievement at the expense of the group. Activities that identify self-interest behavior are as follows:

- a) **Dominating and controlling:** refers to displaying lack of respect for others, cutting them off, not listening, and restating other members' suggestions with a different meaning.
- b) **Blocking:** refers to stifling a line of thought, and changing the topic either away from the point of view or back to his/her own interest.
- c) **Manipulating:** refers to providing self-serving information, or a single point of view designed to achieve a decision that is consistent with their position.
- d) **Belittling:** refers to sneering at other's point of view, or making jokes about another member's contribution.
- e) **Splitting hairs:** refers to searching for insignificant details that delay a solution, or undermining another person's point of view.

2.3.4 Group Norms

Development of the group is time taking activity that starts with the developments of standards and acceptable behaviors named as norms. Sometimes these are in written form or verbal understanding and these may be formal or informal. Norms are not individual behaviors, but are collectively held expectations of how a group will function. For example, a new member who joins a group may initially search for clues about what type of behavior is acceptable. What are the dress codes? How do I address my supervisors? What is proper etiquette? What topics or discussions are acceptable or avoided?

Recognition of these norms is important, since they provide regularity and predictability to individual and group behavior. Bosses are more likely to insist on norms regarding work performance or attendance, whereas other norms might address the acceptability of rearranging personal space or assisting co-workers. Group norms can be named as:

- **Loyalty norms** such as the belief that managers have to work on weekends and holidays or accept transfers to prove their loyalty to the company.
- **Dress norms** may include anything from uniforms to shirt and ties to bikinis, depending on the establishment or business.
- **Reward norms** include perks or benefits that come as a result of individual or group performance. Criteria may include productivity levels, loyalty, equality (everyone gets the same reward), or social responsibility (those who need it most).

Activity-3

Develop norms for the group that you want to develop to accomplish any task assigned to you. List also the task functions for the group.

2.3.5 Principles of the Group Dynamics:

1. The members of the group must have a strong sense of belonging to the group. The barrier between the leaders and to be led must be broken down.
2. The more attraction a group is to its members, the greater influence it would exercise on its members.
3. The greater the prestige of the group member in the eyes of the member the greater influence he would exercise on the theme.

4. The successful efforts to change individuals sub parts of the group would result in making them conform to the norms of the group.
5. The pressures for change when strong can be established in the group by creating a shared perception by the members for the need for the change.
6. Information relating to the need for change, plans for change and the consequence of the changes must be shared by the members of the group.
7. The changes in one part of the groups may produce stress in the other parts, which can be reduced only by eliminating the change or by bringing about readjustments in the related parts.
8. The groups arise and function owing to common motives.
9. The groups survive by pacing the members into functional hierarchy and facilitating the action towards the goal.
10. The intergroup relations, group organization, member participation is essential for effectiveness of a group.

These principles may not apply for some environment but an individual can adapt these as per requirement and the situation.

2.3.6 Features of Group Dynamics:

Group dynamics is concerned with group .Wherever a group exists the individuals interact and members are continuously changing and adjusting relationship with respect to each other. The members of the group may interact , may be in state of tension , may be attracted or repelled to each other, may seek the resolution of these tensions and return to equilibrium after the resolution.

Changes go on occurring like introduction of the new members, changes in leadership, presence of old and new members and the rate of change – fast or slow. The groups may dissolve if the members are not enthusiastic about the goals; they have no faith in the ideology and don't identify themselves with the group. This means that the cohesiveness in the group has decreased.

There may be rigidity or flexibility (cohesiveness or conflict) that influence a group dynamics. If the members get along well there is smooth sailing for the group and if there is conflict it leads to problems. A rigid group may not change and lacks adaptability to change. But the members if are able to solves the problems, the equilibrium can be maintained. The conflict and tension if increases within the group, this can cause an open flare up and strong measures are urgently.

The group organization is essential. It leads to greater group effectiveness, participation, cooperation and a constructive morale. The leader will be effective only if the group is organized and stable. Some degree of organization is essential for effective functioning of the group and depends on the proportion of the well-defined roles for the members in the group. The organized group; is one with every member having specific roles and acting towards other members in the prescribed manner.

Dynamic group always is in continuous process of restructuring, adjusting and readjusting members to one another for the purpose of reducing the tensions, eliminating the conflicts and solving the problems which its members have in common. The changes may take within a group and it is interesting to study the way the change do occur. The frequent changes indicate the capacity of the group to change and adapt.

Activity-4

Discuss the implementation of principles of the group dynamics with any senior teacher and report findings.

2.4 Individual Behavior and Group Behavior

People in groups behave differently than they do individually. Group expectations influence individual behavior, and individual behavior affects the group. Teachers need to be aware of the characteristic traits of group behavior.

Characteristics of Group Behavior

1. Groups create their own psychological forces that influence individual behavior teacher awareness of group dynamics is important to effective classroom control.
2. Group behavior in the classroom is influenced by how students perceive the teacher. Students see teachers as filling many psychological roles.
3. Dealing with classroom conflict requires diagnostic thinking by the teacher. This thinking involves:
 - a) forming a first idea;
 - b) gathering facts about the idea;
 - c) applying hidden factors to draw conclusions;
 - d) taking action; and
 - e) being flexible.
4. Teachers maintain group control through various influence techniques. These techniques include:
 - a) supporting self control,
 - b) offering situational assistance,
 - c) appraising reality, and
 - d) Invoking pleasure and pain.

The important aspect to control behavior is to locate the reason behind particular behavior. Students exhibiting certain behavior must have some objective, focus that objective and try to satisfy the needs of the students or of the group.

- A) **Supporting Self-Control** techniques are used at the initial stage. They address the problem before it becomes serious. They include eye contact, moving closer, humor, encouragement, and ignoring.
- B) **Situational Assistance** techniques are necessary when students cannot regain control without assistance from the teacher. Techniques to provide assistance include:
 - a) helping students over a hurdle;
 - b) restructuring the schedule;

- c) establishing routines;
 - d) removing the student from a situation;
 - e) removing seductive objects; and
 - f) physical restraint.
- C) **Appraising Reality** techniques involve helping students understand underlying causes for misbehavior and foresee probable consequences. Teachers 'tell it like it is', offer encouragement, set limits, and clarify situations with post - situational follow-up.
- D) **Rewarding** good behavior and punishing bad behavior is an important characteristics, punishment should be used only as a last resort because it is too often less productive.

A group creates conditions such as its members will behave in certain ways because they belong to it; at the same time the manner in which the parts function affects the whole. In other words, group expectations strongly influence individual behavior, and individual behavior in turn affects the group.

2.4.1 Roles of Individuals within the Classroom

Several roles are available to individuals in groups. The following are some of the roles that can cause trouble in the classroom:

1. Leader

A leadership role is available in almost every group. The role varies according to the group's purpose, makeup, and activities. Within the same group, different people may act as leaders in different activities. For example, a student who is a leader in one activity may be assigned different role in the other activity, it creates problem when a person is exhibiting different roles he/she may not restrain him/herself from the other role. Group leaders tend to share certain qualities. They are above average in most respects (intellect, social skills, responsibility, and socio-economic status). They generally have a highly developed understanding of others, and they embody group ideals. Teachers must be aware that the leaders they appoint are not necessarily the group's natural leader. Such mismatches often lead to conflict within the group.

2. Clowns

Clowns are individuals who take the position of entertainer of the group. Students sometimes take this role in order to mask feelings of inferiority, thinking it best to make fun of their own before others have a chance. Clowns sometimes help the group and sometimes hinder it. Clowning can be beneficial to both teacher and the group, especially when students are anxious, frustrated, or in need of relief from tension. At times, however, group members may support the disruptive antics of the clown as a way of expressing hostility to the teacher.

3. Fall Guys

A fall guy is an individual who takes blame and punishment in order to gain favor with the group. Members of the group feel free to misbehave knowing that they can set up the

fall guy to suffer the penalties. Teachers need to be aware of this kind of manipulation and be sure to focus their corrective actions on the instigator of misbehavior

4. Instigators

Instigators are individuals who cause trouble, but appear not to be involved. They often solve their inner conflicts by getting others to act them out. They may even feel that they are benefiting the victim in some way. Teachers need to look into recurring conflicts carefully to see if there is an unnoticed instigator. It may be necessary to point out this role to the group, as it is often undetected by them. The group may need help in recognizing and discouraging this role.

2.4.2 Teachers Role to Optimize the Functioning of Group:

All of the roles described here are played by individuals in groups either because the role fills a strong personal need or because the group expects or enjoys it. By playing a role, an individual finds a place within the group one of the main desires of almost all students and becomes a functioning part of the group.

1. Psychological Roles of Teachers:

The ways in which groups and individuals behave in the classroom are greatly influenced by how they perceive the teacher. Like it or not, teachers fill many different roles and present many different images. Some of these roles and images are:

2. Representatives of society:

Teachers reflect and develop values, moral attitudes, and thinking patterns typical of the community. Teachers also judge students' behavior, character, work, and progress.

3. Source of knowledge:

Teachers are the primary source of knowledge, a resource from which to obtain information. Teachers' help students learn by giving directions, furnishing information, requiring that work be done, removing obstacles to learning, and facilitating problem solving.

4. Role of Director

Teachers arbitrate and make decisions when disputes arise. They maintain security in the classroom; discover wrongdoing, and handout consequences. They are responsible to model customs, manners, values, and beliefs that students are to imitate. This all ultimately help to anxiety by maintaining standards of behavior, consistent environments, regular schedules, and freedom from danger or threat.

As you can see, teachers are assigned many roles by students. Sometimes they have little choice about those roles, but they can usually decide in part on the roles and on how and when to assume them. They may assume some roles wholeheartedly and avoid others completely, depending on how they wish to relate to students. Sometimes they may adopt or avoid certain roles, if they are aware of a strong group need. In any event, teachers need to be sure that they are steady and consistent in the roles they do assume.

Activity-5

Conduct interviews of five teachers about their roles in the classrooms and make the list of roles identified, compare that list with the roles described in the sections 2.6.1 and 2.6.2 above.

2.5 Role of School and Teacher in Modeling the Individual and Group Behavior

Group dynamics, both positive and negative, occur whether school personnel recognize them or not. Some examples of school dynamics are as follows.

- A teacher who continually points out the bad behavior of a particular child is possibly setting up non-conducive environment that will allow the students and the teacher to produce their anger and aggression.
- A teacher who openly criticizes particular manual/rules that he/she is required to use is, without realizing it, encouraging the children to resist the work associated with that manual. One of the reasons for the children's so-called negativity may be their identification with the teacher. If she does not like the manual, they won't like it or want to use it. So, although the pupils' behavior is reflecting their alliance with the teacher, their negative behavior may be interpreted as disobedience. If the teacher goes on this assumption, without checking with her students, he/she may feel justified to scolding the students. Unconsciously, the children's behavior gives the teacher the excuse to scold them, rationalizing that they were not doing their work properly. He/she feels justified in showing anger toward bad kids rather than acknowledging her/his own anger and frustration.

Often teachers and class, or the whole school, staff and pupils, "the group as a whole," struggle with such problems as severe anxiety, fear of other attacks, discomfort within the school itself, and diversity of ethnicity, and language. The enormous psychological power of many individuals in a group situation may create behavioral reactions that would not occur in a one-to-one situation. The group-as-a-whole produces an entirely different personality than that of the individuals from whom the character emerged. In other words, the characteristics of the class group are broader and more encompassing than that of one individual student. "Class as a whole" issues also lead to role-taking by individual members or role assignment to members via group pressure. For example, if a lesson is boring, some student will invariably become "time keeper," letting the teacher know that the class has had enough, or the "class clown" will distract the lesson with jokes and funny behavior.

Children's methods of developing a sense of safety within the class setting are understandably weak and often regressive. The methods they use will be determined by ego and superego development, as well as control over impulsive behavior. This developmental process will determine how much psychic energy is available to focus on the subject at hand.

There are many other dynamic conditions that emerge in school settings without the knowledge of the participants. For example, teachers may use punitive disciplinary

tactics because of their own overly strict upbringing, or they may encourage raucous acting out because of their desire to be rebellious. Most teachers would agree that class order or class control is an important challenge. In order to address the issues of class order and to create an environment most conducive to classroom learning, it is helpful to understand the causes of class management difficulties.

2.5.1 Causes of Class Management Difficulties

1. Transference:

Transference refers to the patient perceiving and acting as if the therapist is some other significant person in his or her life. The concept is similar in group therapy, only more complex as the transferences may involve members of the group and the group leader. There is a similar structure for counter-transference in which the therapist experiences reactions that are either induced by the patient(s) or a result of the therapist's unresolved conflicts. These same dynamics occur in classroom groups, although unknown to the participants. Although many teachers intuitively understand the importance of relationships in facilitating learning, teachers generally have no training in the ways that both students and teachers bring a whole history of past relationships into classroom interactions. Training in this area could help teachers react less defensively with difficult students. The problem is more severe when the students knowingly tease the teachers and have command on that.

We may consider that the mother acts as a holder for feelings that threaten to overcome the immature child. If the children feel safe, they will eventually be able to manage difficult feelings such as rage, despair, hostility, and suspicion. In schools and classrooms, the teachers and administrators are also affected by their feelings of safety or lack of safety. Teaching adults to provide containment would enhance the climate of the class and help students to manage a "nameless dread" that often accompanies learning.

Studies have implied that teachers who were critical and punitive tended to create an unsafe holding environment that led to the children behaving with counter-aggression or passivity. When the teacher focuses on the pupils' needs, academic, social, and emotional, the children are able to respond to the rules and regulations stipulated by the school.

2. Group-as-a-Whole:

This is a complex concept with many consequences. One key aspect is that through projection and projective identification, individuals in groups feel, speak, and act not only on their own behalf but also on behalf of others who have disowned or split-off corresponding pieces of themselves. For example, a child who is repeatedly confused about assignments, who is always the one to ask annoying obvious questions about the homework, is likely to be expressing confusion on behalf of others in the group, who need not feel so stupid or confused if someone else can feel it for them. There are many instances when attending to the problems of an individual child isn't effective since the problem lies with the group as a whole. If the teacher sends a disruptive child to the principal, a second disruptive

child may spring up and take the first child's place. This is a signal that it is not an individual problem and that the class problem has not been effectively addressed.

3. Group Roles:

As in group therapy, individual students may adopt particular roles that in some way influence the direction of the learning process. These roles may include the instigator, the self-righteous judge, the caretaker, the clown, and many others. It would be helpful for educators to understand what is motivating these roles, including the ways in which individuals enact these roles on the behalf of others in an interconnected system. Teachers could help students learn how to adapt these roles in order to enhance the academic learning process.

4. A Systems Approach:

A systems view of group dynamics draws attention to the impact of different layers of a system on each other in an interconnected web. Just as individuals in groups take on roles on behalf of others, groups take on roles within institutions, as do institutions within society. As an example, the practice of tracking may allow those who are on the top rung to feel smarter and more accomplished by comparison with those who are on the bottom rung. Success in this structure depends upon the failure of others.

Such a structure defends teachers from the anxiety that a more personal, intimate relationship with students might arouse. In addition, if schools were structured to better support real learning and were no longer cemented in the convenient role of societal scapegoat, others of society's institutions would be forced to examine their own roles and might be forced to change as well.

5. Parallel Process:

One aspect of systems thinking is parallel process. This refers to dynamics on one level of a system being played out in other levels of the system. A teacher who is made to feel like an infant by an administrator, for example, may be more likely to make her own students feel like infants. Following is an example of parallel process in action. Children perceive the teachers role as good, if he/she gives everything they want, and remain uncritical of their wrong doings. When this fantasy is not realized, the teacher becomes the bad who punishes and denies. This dilemma occurs frequently in classroom groups.

Most teaching and learning takes place in groups; however, school personnel have little understanding of either the anxiety that group membership arouses or the learning opportunities afforded by the power of a group. The quality of the relationships and the level of safety that is present in the group in which children learn will determine the extent to which they can explore the unknown and take risks, both of which are necessary for learning. An understanding of the covert processes of groups will help teachers to understand the group's enabling as well as destructive power. It will also help them to allow students greater access to the full range of their own feelings and behaviors, and use them more positively in the work of learning.

2.6 Summary

Group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals. The study of Groups, groups' structure, groups' functions and groups' behavior is simply called group dynamics. The group dynamics is that division of social psychology that investigates the formation and change in the structure and functions of the psychological grouping of people into self-directing wholes. The study of groups becomes more promising and workable when we discuss groups in different aspects, that are, scientifically, sociologically, psychologically, practically and personally. In short, group dynamics occur consciously and unconsciously in classrooms and schools. The list of ongoing dynamics is of course not complete. More research and observation is needed. There is a need that the teachers and the administrators understand the students grouping in the classrooms so that they may be able to use these group dynamics for the enhancement of learning.

But this particular unit may serve the basis for the understanding of group and group dynamics.

2.7 Self Assessment Questions

- Q.No.1 Define group and group dynamics. Discuss major characteristics and functions of the groups.
- Q.No.2 Why techniques for managing group dynamics necessary? How do techniques for managing group dynamics help in learning group behavior? Give examples with your answer.
- Q.No.3 Discuss types of social groups. Also describe why do people join group?
- Q.No.4 Groups are developed for specific purposes under varied circumstances. Explain different models of group development. Which model describes the developmental process more accurately in your point of view?
- Q.No.5 Analyze the individual behavior and group behavior. Would you consider individual behavior influences the group behavior in the classroom? How?
- Q.No.6 Why we need to improve group behavior? How do the different factors affect the group behavior? Discuss.
- Q.No.7 Critically examine the model of dealing with group?
- Q.No.8 Discuss the role of individuals within the classroom. Give a detailed note of teachers' role to manage the group behavior.
- Q.No.9 Describe the impact of school and classroom rules on the change of behavior.

2.8 Suggested Readings

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Unit–3

SOCIALIZATION

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INTRODUCTION

Socialization is not a new process and concept. It is an antique and primitive process and concept. It is predominately an unconscious process by which a newborn child learns the values, beliefs, rules and regulations of society or internalizes the culture in which it is born. Socialization, in fact, includes learning of three important processes: (1) cognitive; (2) affective, and (3) evaluative. In other words, socialization includes the knowledge of how things are caused and the establishment of emotional links with the rest of the members of the society. Socialization, therefore, equips an individual in such a way that he can perform his duties in his society. The agents of socialization vary from society to society. However, in most of the cases, it is the family which is a major socializing agent, that is, the nearest kinsmen are the first and the most important agents of socialization. The other groups which are socializing units in a society vary according to the complexity. Thus, in modern complex society, the important socializing agents are educational institutions, while in primitive societies, clans and lineages play a more important role. Socialization is extremely important thing for all individuals because no one can live in seclusion and social interaction is very crucial and inevitable. All human beings are social animals and survival in loneliness and separation is not pragmatic and practical. There is no fixed time regarding the beginning and the end of this process. However, some sociologists formulated different stages of socialization as childhood, adolescence, adulthood and age sixty five and beyond. Moreover agencies of socialization are also mentioned as family, school, peers, religion, government, media, work, ethic background, clubs/social groups etc. All the stages and agencies of socialization are discussed in detail in this unit. The role of teacher is very crucial in this regard. The teacher can be a role model in this context of socialization. Therefore, this unit mainly focus on the socializing agents and specifically the teacher.

OBJECTIVES

After reading this unit, you will be able to:

1. Define and understand socialization.
2. Knowledge of socialization process.
3. Awareness of types of socialization.
4. Understand different stages of socialization.
5. Identify the functions of different agencies in socialization.
6. Figure out the role and responsibilities of teacher in the socialization.

3.1 Meaning of Socialization

The meaning of the term socialization varies from content to content and community to community. Therefore some of the definitions are presented below:

1. Socialization is the process whereby individuals are made aware of behaviours that are expected of them with regards to the *norms, beliefs, attitudes*, and *values* of the society in which they live.
2. Socialization is the means by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience.
3. Socialization refers to the ways in which people learn to conform to their society's norms, values, and roles.
4. Socialization is a gradual process of learning. The newborn child is not taught all the things about social life at once. It proceeds from simplicity to complexity. During the early stages of life (infancy and childhood) socialization takes place within the 'simple' limited social world. Gradually this social world becomes broader and broader and the child is confronted with several things to learn and to adjust.
5. Socialization – the process by which an individual learns how to interact with others and becomes a member of society. Socialization is a complex, lifelong process. We are all products of our social experience.
6. Socialization is the process by which children and adults learn from others. We begin learning from others during the early days of life; and most people continue their social learning all through life (unless some mental or physical disability slows or stops the learning process). Sometimes the learning is fun, as when we learn a new sport, art or musical technique from a friend we like. At other times, social learning is painful, as when we learn not to drive too fast by receiving a large fine for speeding.
7. Socialization is the process by which human beings as material organisms living with other material organisms must learn to pattern their behaviour, and adapt it to the ways of acting that are considered appropriate to that society in which they live. Basically, it's how you learn how to act.
8. Process by which individuals acquire the knowledge, language, social skills, and value to conform to the norms and roles required for integration into a group or community. It is a combination of both self-imposed (because the individual wants to conform) and externally-imposed rules, and the expectations of the others. In an organizational setting, socialization refers to the process through which a new employee 'learns the ropes,' by becoming sensitive to the formal and informal power structure and the explicit and implicit rules of behaviour. See also organizational culture and orientation.
9. The general process of acquiring culture is referred to as **socialization**. During socialization, we learn the language of the [culture](#) we are born into as well as the roles we are to play in life.
10. Socialization is a general term for many different ways and processes by which children come to be able to function as members of their social community. It is in part a process of learning and in part a process of being taught, but modern views of socialization also stress the active role of children in making sense of their social world, and constructing their own ways of being part of their social group. There are also strong predispositions, visible even in very young infants, to engage and interact with other people in preference to all the other objects in the world. Infants seem to be born as social beings.
11. Socialization is also a long, drawn-out process and in some respects can continue throughout our whole lifetime: for example when adults find themselves interacting with

people from unfamiliar cultures. Even when we join a new social group in our own culture there may be a need to adjust to new ways of behaving.

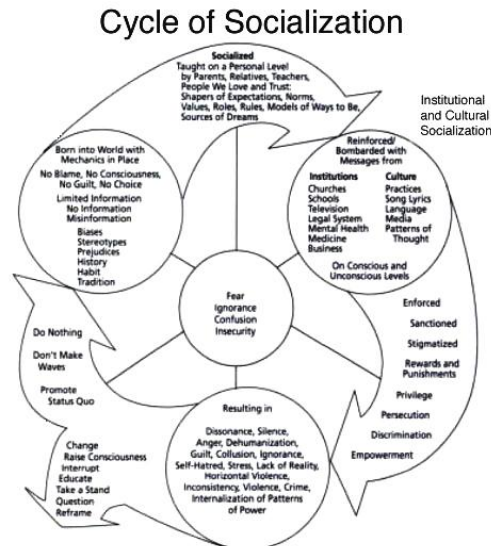
12. Socialization, the process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (or society). According to most social scientists, socialization essentially represents the whole process of [learning](#) throughout the [life](#) course and is a central influence on the [behaviour](#), beliefs, and actions of adults as well as of children.

Activity:

Discuss with your coursemate about the concept of socialization and identify its role in learning process. Summarize how the concept vary from individual to individual.

3.2 Socialization Process

Socialization is the process by which children and adults learn from others. We begin learning from others during the early days of life; and most people continue their social learning all through life (unless some mental or physical disability slows or stops the learning process). Sometimes the learning is fun, as when we learn a new sport, art or musical technique from a friend we like. At other times, social learning is painful, as when we learn not to drive too fast by receiving a large fine for speeding.



From book: Readings for Diversity and Social Justice By Maurianne Adams.

Natural socialization occurs when infants and youngsters explore, play and discover the social world around them. Planned socialization occurs when other people take actions designed to teach or train others -- from infancy on. Natural socialization is easily seen when looking at the young of almost any mammalian species (and some birds). Planned socialization is mostly a human phenomenon; and all through history, people have been making plans for teaching or training

others. Both natural and planned socialization can have good and bad features: It is wise to learn the best features of both natural and planned socialization and weave them into our lives.

Positive socialization is the type of social learning that is based on pleasurable and exciting experiences. We tend to like the people who fill our social learning processes with positive motivation, loving care, and rewarding opportunities. Negative socialization occurs when others use punishment, harsh criticisms or anger to try to "teach us a lesson;" and often we come to dislike both negative socialization and the people who impose it on us.

There are all types of mixes of positive and negative socialization; and the more positive social learning experiences we have, the happier we tend to be -- especially if we learn useful information that helps us to cope up well with the challenges of life. A high ratio of negative to positive socialization can make a person unhappy, defeated or pessimistic about life. One of the goals of Soc 142 is to show people how to increase the ratio of positive to negative in the socialization they receive *from* others -- and that they give *to* others.

Socialization coupled with valuable information about life and the skills needed to live well, can be a powerful tool for promoting human development. We all have an enormous human potential, and we all could develop a large portion of it if we had the encouragement that comes from positive socialization and the wisdom that comes from valuable information about living. Information about both natural and planned socialization can be especially useful.

Our prior socialization helps explain a gigantic chunk of who we are at present -- what we think and feel, where we plan to go in life. But we are not limited by the things given to us by our prior social learning experiences; we can take all our remaining days and steer our future social learning in directions that we value. The more that we know about the socialization process, the more effective we can be in directing our future learning in the ways that will help us most.

Because we were not able to select our parents, we were not able to control much of the first 10 or 20 years of our socialization. However, most people learn to influence their own socialization as they gain experience in life. It takes special skills to steer and direct our own socialization, and many of us pick up some of those skills naturally as we go through life. Having a course on socialization can help us understand *which* skills are most effective in guiding our socialization toward the goals we most value.

It is important to know that we all come into life with a variety of psychology systems that foster self-actualization and favor the development of our human potential. These are the biosocial mechanisms that underlie natural socialization. We can see and study natural socialization by examining the socialization of primates and other mammals. Once we understand the natural biosocial processes, we can try to build strategies of self-actualization that are compatible with the natural biosocial mechanisms we are born with to make self-development as easy and rewarding as possible.

Activity:
Differentiate between positive and negative role of socialization in teaching learning process.

3.3 Types of Socialization

These are the main types of socialization:

- 1. Primary Socialization:**
Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. For example, if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behaviour is acceptable, and could continue to have this opinion about minority groups.
- 2. Secondary Socialization:**
Secondary socialization refers to the process of learning that what is appropriate behaviour as a member of a smaller group within the larger society. It is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization; e.g., entering a new profession or relocating to a new environment.
- 3. Developmental Socialization:**
Developmental socialization is the process of learning behaviour in a social institution or developing your social skills.
- 4. Anticipatory Socialization:**
Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.
- 5. Resocialization:**
Resocialization refers to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle (Schaefer & Lamm, 1992: 113).

Resocialization can be an intense experience, with the individual experiencing a sharp break with their past, and needing to learn and be exposed to radically different norms and values. An example might be the experience of a young man or woman leaving home to join the military, or a religious convert internalizing the beliefs and rituals of a new faith. An extreme example would be the process by which a transsexual learns to function socially in a dramatically altered gender role.

6. Organizational Socialization

Organizational socialization is the process whereby an employee learns the knowledge and skills necessary to assume his or her organizational role.^[27] As newcomers become socialized, they learn about the organization and its history, values, jargon, culture, and procedures. This acquired knowledge about new employees' future work environment affects the way they are able to apply their skills and abilities to their jobs. How actively engaged the employees are in pursuing knowledge affects their socialization process. They also learn about their work group, the specific people they work with on a daily basis, their own role in the organization, the skills needed to do their job, and both formal procedures and informal norms. Socialization functions as a control system in that newcomers learn to internalize and obey organizational values and practices.

7. Group Socialization

Group socialization is the theory that an individual's peer groups, rather than parental figures, influences his or her personality and behaviour in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. For example, twin brothers, whose genetic makeup are identical, will differ in personality because they have different groups of friends, not necessarily because their parents raised them differently.

8. Gender Socialization

Gender role has an important place in Socialization as Henslin (1999:76) emphasized "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behaviour and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization. The family is certainly important in reinforcing gender roles, but so are one's friends, school, work and the mass

media. Gender roles are reinforced through "countless subtle and not so subtle ways" (1999:76).

As parents are present in a child's life from the beginning, their influence in a child's early socialization is very important, especially in regards to gender roles. Sociologists have identified four ways in which parents socialize gender roles in their children: Shaping gender related attributes through toys and activities, differing their interaction with children based on the sex of the child, serving as primary gender models, and communicating gender ideals and expectations.

9. **Racial socialization**

Racial socialization has been defined as "the developmental processes by which children acquire the behaviours, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group". The existing literature conceptualizes racial socialization as having multiple dimensions. Researchers have identified five dimensions that commonly appear in the racial socialization literature: cultural socialization, preparation for bias, promotion of mistrust, egalitarianism, and other. Cultural socialization refers to parenting practices that teach children about their racial history or heritage and is sometimes referred to as pride development. Preparation for bias refers to parenting practices focused on preparing children to be aware of, and cope up with, discrimination. Promotion of mistrust refers to the parenting practices of socializing children to be wary of people from other races. Egalitarianism refers to socializing children with the belief that all people are equal and should be treated with a common humanity.

Activity:

Visit some schools of your area and conduct an interview of at least 10 teachers and ask the teachers as how they try to socialize their students.

3.4 **Stages of Socialization**

There are four basic stages in the socialization process: childhood, adolescence, adulthood and age sixty-five and over. During each of these stages of life, people typically begin to learn and to develop important and useful skills; these skills continue to evolve, carrying over and preparing each of us for the next stages of life. Very early on, organized institutions and specific groups of people help us through these four stages. These agents of socialization include family, school, peers, media, religion and the workplace. Without experiencing the essential stages of socialization and interacting with the agents of socialization, a person's growth and opportunity become stunted.

Childhood is the most important stage of socialization. The first thing that humans go through in life is called primary socialization, in which children develop personality,

motor skills, reasoning, language and most importantly, self-concept. A little later in childhood, they are introduced to roles, values and norms. Primary socialization is the building block for socialization throughout the rest of one's life. Without learning and developing these skills early on, a person is not likely to develop them and therefore, will not have the tools to become an active member of society. During the childhood stage, the family acts as the most important agent of socialization. The family provides a nurturing environment that is instrumental in normal cognitive, emotional and physical development. Interaction with one's family allows a person to develop language, to learn and refine simple motor skills - such as shoe tying and eating - as well as to share emotional care and understanding. After the child masters some of the simple life skills, the parents begin to teach the meanings of right and wrong, obedience and conformity; ultimately, our parents teach and give us the foundation for the future of our lives.

It becomes clear that without both the childhood development stage and its accompanying familial involvement, children would be entirely unprepared to survive alone, to interact with others and to move any further toward the next stage, adolescence. **Adolescence** is the next stage in the socialization process; it continues the development of childhood lessons while, at the same time, setting us up for the socialization that will occur during adulthood. During adolescence, the biggest development is taking on independence from one's parents. This dramatic change is noted as anticipatory socialization, during which adolescents learn about and prepare for roles that they may take on later in life, in the stage of adulthood. Prevalent examples of anticipatory and adolescent socialization depend on the role of two agents of socialization, schools and peers. One of the most important things - that families try to set their children up for during the childhood stage - is the social challenges of school. Beyond teaching general knowledge, schools teach and reinforce society's culture, values, norms and ideals. For example, although more freedom of choice has opened up in recent years, girls are generally swayed toward taking home economics while boys usually gravitate toward technology or shop. In many middle schools throughout the country, this reinforced some of the gender norms that were likely learned during childhood and also, seemed to anticipate that girls would be housewives while men while went out into the workforce. Even beyond typical subjects and societal norms, schools teach children about following rules, obeying authority and finally, they are instrumental in introducing us to our peers. Our peers have a big role in the process of socialization, particularly during the stages of adolescence and early adulthood. It is natural for a person to search for acceptance; and so, when one finds a group of people with whom they can identify, they tend to conform to the norms associated with that group. Conforming is also known as giving in to peer pressure, which can lead a person to do a number of things to fit in including, dressing in a certain style, using drugs and participating in extracurricular activities. While fitting into a desired group may be very important to the adolescent individual, this may cause conflict with their family, who helped to shape their personality earlier in life. This, among other conflicts, exemplifies the difficulties of adolescence, particularly with finding oneself and separating from one's parents.

The third stage in the socialization process is **Adulthood**. At this stage, people are likely to be fully prepared for what they will face in life, given their anticipatory experiences during the previous two stages. Although anticipatory socialization exists to prepare us for what will most likely be our future role in society, we must go one step further and enter into the "real world." We will most likely get a job forcing us to go past anticipatory socialization and through professional socialization. This process prepares us for a job by providing the knowledge and cultural background to be successful in our respective work environment.

The workplace is the final ordinal agent of socialization. Most people spend a large portion of everyday at work for many years. People are socialized by their workplace in different ways depending on their occupation. For example socialization as a construction worker is much different from the professional socialization one would encounter as a businessman. A simple difference can be seen in the dress code of each job. They are drastically different, with the construction worker wearing jeans and a t-shirt while the businessman is expected to wear a suit.

The fourth and final stage of socialization is referred to as **age sixty-five and beyond**. In our society, many people enter the world of retirement around the age of sixty-five; entering into retirement can also be called a role exit or referred to as leaving an important social role. This stage of socialization is much less important to the individual, as it does not really set them up for the next stage of their life and in most cases, retirees take up hobbies just to occupy their time.

Activity:
Diffrentiate between adulthood and Adolescence with the help of relevant examples.

3.5 Agents of Socialization

Agencies of socialization are categorized into two as primary and secondary. Primary agents familiarize a child to the society and family is a crucial primary agent of socialization. Secondary agents or agencies familiarize a child to an organized place or institution and it is more systematic than primary agents of socialization. The best example is none other than the school wherein there is a particular set of rules and regulations to be followed. Family, school, peer groups, mass media, education institutions, work places, religion and politics are key agents of socialization.

Family

Family is the most important and crucial institution of socializing a child. Soon after the birth, a child has to be with the mother and the child learns particular behavioural patterns from her. Of course, this is a crucial experience in his/her life. Subsequently he/she learns to interact with other members/individuals in the family. Activities such as sucking milk, smiling, carefulness and tottering are

important in primary socialization. The infant gets fulfilled all physical and psychological needs within the family itself.

Child rearing practices such as nutrition, sleeping and use of toilets are to be trained at home. However, all these practices keep changing from society to society. In Asian countries these practices are experienced with simplicity and relaxation on the contrary rigid practices are followed in western countries since in western countries such as Britain, France, Germany, etc, the mother does not be with the child for a long period of time. However, Asian mother stays with the child for a long period in comparison to western mother.

In addition to child rearing practices, rewarding, threatening, punishing, bargaining and pleading help to socialize a particular child. Intention of all these methods is to make the child conformed to the society.

As far as sociologists are concerned, early childhood experiences affect the personality development. Both love and affection of parents strongly influence the development of his personality. At the same time, lack of warmth, love and affection form an affectionless figure or personality. When a particular individual has both over-affection, he becomes an unbalanced character. The individual who has the excessive love and affection is not self-confident while who is rejected can be harmful to the society.

School

The school is another important and crucial agent of socialization. The child who has been with the family for years extends his relationship with the outer society through school. The child receives his school education from six to eighteen years. The school is known as a micro system and it is an institution where learning takes place and individuals develop. The school provides the intellectual and social experiences from which individuals develop knowledge, skills, customs, beliefs, interest, and attitudes that characterize them and shape their abilities to perform adult roles.

However, provision of good members to the society is the objective of education. Subject knowledge which is being taught by a set of teachers is exclusively a new experience.

However, just after the admission to the school emotional bond and relationship the child had with the family and its members keeps reducing. The child is able to develop his skills through the new environment. At the same time he has the ability to identify the school as a place where his ideas and activities are appreciated and admired. The rewards he receives as appreciation, commendation, etc, may influence over the formation of his personality.

Imitation affects the formation of the personality of an individual. The child has the opportunity to associate closely with the teacher in subject oriented activities and in extra curricular activities. He is motivated to imitate his teachers. The personality of the child is formed by following and imitating not only external characteristics of teachers such as accent, behaviour, handwriting, etc, but also their ideas and opinions as well.



Peer Groups

A peer group is a social group consisting of people who are equal in such respects as age, education, or social class. Friendship groups and age grades are also known as peer groups. In course of child's growth, he is motivated to be with the friends of his age. It is mainly prominent from teen ages to adulthood.

The socialization that takes place with peers is different from those of the family and school. Similar tastes, likes, dislikes and ideas influence of the formation of such groups. Those who like sports and music get together and form into groups is such an example. In peer groups, the child acquires a greater understanding in respect of conforming to laws and regulations. The child who does not conform to standard laws and regulations is rejected with ease from his group. Not being able to abide by the rules and regulations of the sports team and being unable to obey the order of its leader may be subjected to ejection.

According to ideas and activities of the members certain controlling methods such as commending, accepting, punishing or rejecting are operative within a group. Children who are disobedient to their children may be subjected to ideas and control of such groups. Peer groups are important as a place where in an individual could discuss certain issues, problems and matters which cannot be

discussed with their adults in the family or school. Owing to movement with peers, a particular individual is able to solve certain problems. Socialization takes place by imitating the individuals who are appreciated by the peer group as well. Things such as accent, fashions, hair styles, ways of behaviour, etc, are often imitated.

In peer groups, there may be certain notions that are mismatched with the norms of the adults. It can be a reason for creating conflicts between the two groups. Now and then there are situations in which such groups formed can be mismatched with the society and culture. A friendship group abusing intoxicants or drugs is a group which is incompatible with the culture of the society. The socialization takes place by peer groups may strongly affect the formation of the personality of an individual.

Mass Media

Theorists, like Parsons, and textbook authors, like Ely Chinoy (1960), and Harry M. Johnson (1961), recognized that socialization didn't stop when childhood ended. They realized that socialization continued on into adulthood, but they treated it as a form of specialized education.

Johnson (1961), for example, wrote about the importance of inculcating members of the US Coastguard with a set of values so as to respond to commands and act in unison without question. Some scholars accused theorists of socialization of not recognizing the importance of the mass media which, by the middle of the twentieth century, was becoming more significant as a social force. There was concern about the link between television and the education and socialization of children, a concern that continues today, but when it came to adults, the mass media were regarded merely as sources of information and entertainment, rather than molders of personality.

Some sociologists and theorists of culture have recognized the power of mass communication as a socialization device. Dennis McQuail recognizes the argument: ... the media can teach norms and values by way of symbolic reward and punishment for different kinds of behaviour as represented by the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations, and with the expectations which go with a given role or status in society. Thus, the media are continually offering pictures of life and models of behaviour in advance of actual experience. (McQuail 2005: 494)

However, the most important agent of socialization for the development of the child is the mass media. The Mass Media are the different processes that facilitate communication between the sender of a message and the receiver of that message. It

plays an important role in the socialization of children. In fact, there are many types of media; these include newspapers, magazines, radio, films, CDs, Internet, and television. These kinds of media, especially television, affect children's and adult's behaviour in different ways.

Having the mass media as one of our major agents of socialization could be very hard on our society today. When watching different TV shows seeing all those actors and actresses with these great figures hurt many people in the society today. In other ways watching TV could be a good thing when an actor or actress is on TV in different shows or music it could bring many good things like being a role model for an adolescent teenager who wants someone to look up to. Having these agents is a great guideline for people who want to start with a great start with their children or wants to be a good communicator.

The average family in the United States has at least one television turned on for at least seven hours a day. Television is the biggest mass media in a country and has positive and negative aspects. There are some programs which are very helpful with lots of information for the children. For example; on channel thirty-three, there is a good program called "Dora, the Explorer". Children can learn to speak Spanish and also do things such as singing, standing up and pronouncing words in English. On the same channel, there is also a program called "Blue's Clues". In this program, children learn how to think, sing and discover clues. When children watch these programs, they are not the same people anymore because they can become more knowledgeable. These programs are very good because they change children's minds and make the children different from what they were before.

However, there are also television programs that affect children negatively which have too much violence, and unfortunately children love it. Children should not see these kinds of programs because children tend to imitate the fighters. In addition, there are some movies that have a lot of violence and unwanted words and children love these kinds of movies. Children like and learn how to use knives, guns and explosives because they watch it on TV. Sometimes children take the role of their superheroes in real life because they see their favorite actors using these weapons. For example; when children watch the actor stealing a car on TV, they learn from it and they also want to steal because they want to be like their superheroes.

Other agencies of socialization

People are also influenced by other agencies of socialization as well. The other most predominant agent amongst them is religion. Religion or religious conviction forms social and cultural patterns for individuals. The manner the Muslims dress is not the way for other religious groups. Any religion inculcates

moral values such as love and compassion for others. Religions do not permit anyone to engage in adultery and theft and robberies. Also, scouts, youth organizations, the military and employment settings are some agents of socialization. In some countries the military training is even given to ordinary youths recruited for some other professions since it helps to produce individuals with discipline.

3.6 Role of School in Socialization

School is an important part of the society. It is known as social organization because it is the school which provides an exposure to students and it prepares the students to occupy social roles according to their capacities after receiving the school. School is considered as a second home for students because it is a school wherein students pass most of the time of his day and this is utilized in form of learning. Every student learns about social life, social norms and social believes etc and he will be produced as a social being. So in the process of socialization school plays a very significant role. Its functions are as under.

The first and the foremost function of the school is to transmit knowledge and skills to the younger generation. So in the process of socialization, the younger generation can utilize the knowledge and skills. They are become aware about social rights, rules, regulation and social believers so that they live according to their own ideas and knowledge. They develop thinking skill so recreation lies in their behaviour.

School keeps the moral power of the society, secure and also maintain social heritage of the society. This social heritage is handed on the following generation by the school. So it brings awareness in an individual about moral power of society and social heritage. School protects the historical continuity of society. It performs the function of acquainting the new generation with ancient myths and legends and maintaining the patterns of behaviour in the form of traditions and customs. So students become aware about ancient myths and legends and behaviour thereby they behave in a particular social way. The school is like a family, a social; institution which socializes the individual and provides him some experience in social control therefore, the individual will learn to accept the kind of social control that is imposed on him in school and will also demand similar social control from society for this reason, there is a great insistence in democratic countries that the atmosphere in the school should be democratic and we find the democratic climate in school around us which acquaints students with democratic norms of social control which is very important in the process of socialization. Thus students learn how to live with democratic norms and how to behave with each other which help in the process of socialization.

School fosters all round development in personality of students, physical, mental, emotional and social. School involves all students in different co-curricular activities so that students develop physically, mentally and socially, for example curricular activities like Puzzles, games, group discussion, sport related to the curriculum. Which develop students physically, socially and mentally thinking skills and co-curricular or extra activities including debate, elocution, competition, drawing etc develop individual differences and particular skills to students. They also develop social leadership qualities other political leadership traits etc which indirectly help every individual to be a social being that mean every individual are socialized by such activities.

The school provides social environment before children by organizing students unions, social service camp social functions and parents- teacher association etc. So that all the socially desirable values namely sympathy, co-operation, tolerance, social awakening and discipline in them so school develops social dealing in all children. School works under the light of social ideals and develop the child with reference to such ideals and aims. School encourages children to come in active contact with the libraries and youth welfare countries organized by the community or Govt.

The miniature school life is brought into active and lively contact with wider world out-sides that means school provides a conducive climate. The head masters and teachers allow freedom to the students which make them more responsible. They impart knowledge of social customs and traditions and develop values of society among students.

The importance of the school as an agency of socialization can be divided into three subtopics: the school and society, the classroom, and the teacher. When children begin school it is usually the first time that they come under the supervision of people who are not their relatives. It is likely that the school is the first agency that encourages children to develop loyalties and sentiments that go beyond the family and link them to a wider social order. The school as an agency of socialization should be recognized as the first organizer of social relationships (Elkin & Handel, 1978). The classroom is often seen as a place where the child is easily faced with socializing amongst peers. Since most of the things that children do in the classroom are done in the presence of their peers, they have to learn how to deal with a more formalized group situation? Parental expectations and perceptions of their children's development of both cognitive and motor skills serve to affect the transition to the school environment (Coates & Wagenaar, 1999).

Humor in the classroom touches on socialization, one of the major functions of schools: to acculturate knowledgeable, understanding, compassionate, and empathetic new members to our society (Freda & Pollack, 1997). The teacher also plays an important role in the social development of the child. If one of the tasks of adolescence is to achieve a balance between conformity and rebellion, then the role of the teacher is an important one in assisting children as they attempt that process. When teachers confront a negative student with humor, they often find that this use of humor is an effective way to diffuse the student's anger and hostility. If a teacher and student can laugh together, they can most likely work together and also plan together.

Activity:
Plan a program in the school for student socialization by role play method.

3.7 Teacher as a Role Model

Schools are one of the first places where kid's behaviour and future educational success is shaped. Teachers are carriers of either positive or negative behaviour toward students. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers must love their career to pass enthusiasm, to assist, and to provide a warm environment to the students.

Teachers are the second mothers for the students because students spend a lot of time with their teachers. At the same time, a real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand, they become experts on the field. We know that mothers look the best for their kids and one of their goals is to raise their kids so they can become professionals and pioneers for the society. Some of the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

A teacher is someone who becomes through many years of training and experiences in the field. It is urgent for everyone who is a teacher or is planning to become one to get prepare in the field the best they can. All teachers who get prepare will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control the classroom.

A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy or feels anger, it will be spread among children because the attitudes of the teacher gets contagious. If the teacher laughs, students also laugh, why? Because teachers are responsible for the social behaviour in the classroom. If something goes wrong the only responsible is the teacher even if it was not their foul.

The teacher must create a warm and protective environment but at the same time that approach should be professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first days most of the students are afraid of the teacher because they do not know how is the teacher's personality. It will change until the point that the teacher and students discover to have common hobbies with each other.

Sometimes, the teacher's caring attitudes could have a long positive or negative influence on students. Student's self-esteem could be lifted up because it could create ambitions in their minds for future academic success. Psychologically, students could be affected if they have problems with their teachers. One of the results could be that students will avoid going to school. As professional teachers, we do not want any conflict with the students.

Sometimes, the behaviour of students demonstrates that something is not going right. Therefore, I think teachers must pay attention to any suspicious signs that could bother the student. As teacher our responsibility is to find out what is going on with the students in the classroom. Kids deep in their hearts feel that teachers could help them but sometimes they are afraid to ask the teacher. This issue is very common in the school. The students prefer to talk to their friends about their problems and sometimes teachers are the last person to find out about the problem. Sometimes is the teacher's fault that students do not seek his/her help because sometimes the teachers do not form a bond of communication. The teachers must let students know how she feels when students do not trust her, maybe it would help students to change their minds about telling the teacher his/her problem.

Often, there is a debate about, if a teacher should be a role model for students. Teachers are being respected by society because they are viewed as knowledgeable about different subjects of school. Even if teachers do not like to be pointed out as being role models, it is certainly true that they are. Teachers have the qualities to be or become role models for students. Why? Because most teachers respect, love, care, instruct, and guide their students to become a successful person. Students view teacher as being wise therefore they look up to them. Students know that if they need something they just need to ask them. Kids learn from every lesson the teacher gives. At the same time, students should not look to their teacher to copy them but rather to compare and to see the mistakes to not do them in our lives. Students should concentrate in doing their work and being proud of the way they are.

It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. The future education success of the students depends on their first years. It's never late to start a relationship between teacher and students. As human, sometimes teachers do things that are not correct, however we always have another chance to do it better. It is believed that teachers need to show respect, caring,

become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success. The only who gets the benefits are the students and sometimes it could be a negative or positive.

A teacher is someone considered as an ideal self or a role model by children. Children see these role models in their parents and also in teachers. Both have a powerful and lasting impact on the behaviour and attitudes of children. It is difficult to say when this influence starts and when it actually stops. What we know is that impressions formed throughout the school years and last a life time. It is therefore very important that teachers demonstrate qualities that impress children and they become examples of ideal self for children.

Teachers have a responsibility to demonstrate highest examples of acceptable behaviour, be it in class or outside the classroom. In other words teachers must walk the talk. In classrooms, we impart knowledge to shape young minds, their attitude, their beliefs, values and their current and future behaviour. Our objective should be to produce goods citizens well-grounded in Islamic teachings, values, culture and beliefs- ready to be a member of a responsible society.

We know the lasting, deep and permanent impressions formed by teachers on young minds. So what are the qualities or attributes that we would like to see in teachers who are in charge of influencing or modelling our children?

How do we become role models as teachers? There are a number of ways that we can act as role models. For example, punctuality is something that we all should value. A teacher who is repeatedly late to classes will find it difficult to convince the students on the value of this behaviour. Similarly a teacher who appears ill-prepared will find it hard to convince the students on the importance of being organized.

To be a successful role model, teachers must demonstrate highest examples in a number of attributes.

Honesty is a key attribute that excellent teachers possess. Teachers must be honest in all the interactions and dealings with children. Teachers should never discriminate among children or play favouritism. These are two highly undesirable behaviours that all successful teachers must avoid at all times. A teacher who is seen to be discriminatory or favouring certain children is eroding the motivation and the respect of other children. Such teachers will find it difficult to discharge their responsibilities and earn the respect of the children that are in their care.

Another quality that we seek in successful teacher is affection. Being human beings we all need love and affection. Children are no exception. Hence, teachers must be affectionate to all the children in their care. It is said that it is the love and affection that children get in this stage of their life that makes them lovable and affectionate human beings later in life.

A third quality of a good role model is that teachers should know his or her subject matter. Children expect teachers to be a source of knowledge and information. This is an attribute that cannot be under estimated. Children by their nature have a longing for learning and seek answers for various questions. Teachers should know that children do not take much time to assess the capacity of a teacher. Hence, the teachers must be current with their knowledge and information through continuous learning and development and by being prepared to class. A teacher should never pretend to know the answer for something he or she does not know. This could be seen as an example of being dishonest. Teachers who admit their limitations will also be teaching children the value of being honest and the importance of accepting human limitations, instead of simply justifying their own actions or behaviour.

A good role model also should respect and be appreciated of the problems that children go through in their life. Many children bring into classrooms problems that take place elsewhere. Good teachers should be willing to listen to children's' problems and be willing to offer guidance and help wherever possible. In cases, where a teacher is unable to provide further support, a teacher should encourage seeking professional help either in the school or externally. When children know that they can trust and confide in the teachers, they develop confidence and try to address their problems, instead of keeping the problems to themselves. This is very important for the emotional well-being of the children and makes them motivated learners.

Also, in a technology friendly world a teacher should be a role model for acceptable use of technological equipment such as mobile phone. Technology tends to break the traditionally accepted norms and behaviours in society. For instance, playing music on a bus/ferry loudly is unacceptable as it tends to disturb the privacy of others on the bus/ferry. Likewise, talking loud or simply using the mobile phone in a certain space can be a nuisance to the others who use/share the same space, e.g. a hospital ward.

3.7.1 Specific Role of Teacher

1. Teachers are carries of either positive or negative behaviour toward students.

2. Teachers must love their career to pass enthusiasm, to assist, and to provide a warm environment to the students.
3. Teachers are the second mothers for the students because students spend a lot of time with their teachers.
4. A teacher is someone who becomes through many years of training and experiences in the field.
5. A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him.
6. The teacher must create a warm and protective environment but at the same time professional.
7. Sometimes, the teacher's caring attitudes could have a long positive or negative influence on students.
8. Sometimes, the behaviour of students demonstrates that something is not going right. Therefore, the teachers must pay attention to any suspicious signs that could bother the student.
9. The teachers must let student know how he/she feels when students do not trust in her maybe it would help students to change their minds about telling the teacher his/her problem.
10. A teacher is someone considered as an ideal self or a role model by children.
11. Teachers have a responsibility to demonstrate highest examples of acceptable behaviour, be it in class or outside the classroom.
12. We know the lasting, deep and permanent impressions formed by teachers on young minds. So what are the qualities or attributes that we would like to see in teachers who are in charge of influencing or modeling our children?

Activity:

Discuss with your coursemate about the role of teacher as agent of socialization in community and analyze their opinions.

3.8 Summary

At last we have the ability to come to a conclusion that the socialization is the persistent process of familiarizing individuals to the society. Socialization provides an understanding in respect of society and culture in which the individual lives and also helps to form his personality. The institutions that make the individuals familiarize to the society are known as agents of socialization. Amongst them the primary socialization is done by family influences the formation of individual's personality. In addition to it, school, peer groups, mass media, religion, work place and politics influence in forming a particular individual's personality.

3.9 Self-Assessment Questions

1. Define socialization. Why is it important for the human beings to study the same?
2. Distinguish between different types of socialization.
3. How do different stages of socialization influence the developmental stages of a child?
4. Discuss in light of the education, how do schools influence the children in bringing up their socialization process?
5. How do teachers positively act as role models in the society?

3.10 Suggested Readings

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Unit-4

SOCIAL INSTITUTIONS

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INTRODUCTION

As we group up there are many different influences which affect our behaviour. When we are very young, it is the family, especially mother and father who affect us the most. After a certain age, we begin to go to school. School has a major impact on our behavior and in shaping our personality. In addition, the community of which we are a part also affects us and guides our actions. All of us belong to a particular religious group; each religion also has guidelines about right behaviour. In today's world, T.V and mass media also exert a very strong influence on our thoughts and activities. In this unit all these influences in the form of different social institutions are discussed.

Social Institutions focuses on the systematic understanding of social interaction, social organization, and social change. There are five social institutions on which society revolves and if any of the institution becomes weak it results in destruction and disturbance of society. Each society has its own social institutions; these are not buildings or places, but structures of relationship, obligation, role and function, which influences on individual as well as on groups.

OBJECTIVES

After reading this unit you will be able to;

1. define family and state its changing nature;
2. state the role of family as a social unit and optimal functioning of human behaviour;
3. recognize the characteristics of community;
4. indicate the role of religious group and how they influence social behaviour;
5. assess the role of school as a socializing agent;
6. identify the socializing influence of recreational institutions;
7. explain the importance of economic, political and educational institution in the society

4.1 Definition of Social Institutions

An institution is a mechanism of social cooperation that governs the behavior of a set of individuals within a given human community. Institutions are identified with a social purpose and stability that helps individuals to excel in their lives and intentions. Every society has structures which provide a common social framework. These structures can be broadly referred to as social institutions and are distinct from any organization that results from the political realm.

The term "institution" is commonly applied to customs and behavior patterns important to a society, as well as to particular formal organizations of government and public service. As structures and mechanisms of social order among humans, institutions are one of the principal objects of study in the social sciences, such as political science, anthropology, economics, and sociology. Institutions are also a central concern for law, the formal mechanism for political rule-making and enforcement.

The term social institution encompasses everything from marriage, to schools, celebrations, rituals, sports, organized social groups, and various religions. It is these institutions that provide opportunities for social interaction and development and which frequently regulate our daily lives.

“Social institution are those ways of inter relationship in society which are eternal and acknowledge by the society.” (C.L.Wood)

“Social institution is the name of inter co-ordination of social relationships.” (Young and Mac)

“Social institution is an organization of several folkways, mores and norms which undertake different functions for the betterment of Society.” (Green)

“Social institution represents the social structure and machinery through which human society organizes, directs and executes the multifarious activities, required to satisfy human needs.” (H. L. Barners)

4.1.1 Characteristics of Social Institutions

Following are the characteristics of social institutions:

1. An institution is not anyone or anything that is established and traditional. An institution is not limited to specific organizations, such as a school or a prison or a hospital. An institution is much broader in scope and importance than a person, a custom, or a social organization.

2. Institutions are social arrangements that channel behavior in prescribed ways in the important areas of social life. They are interrelated sets of normative elements/norms, values, and role expectations that the people making up the society have devised and passed on to succeeding generations in order to provide permanent solutions to society's perpetually unfinished business. Institutions are cultural imperatives. They serve as regulatory agencies, channeling behavior in culturally prescribed ways. Institutions provide procedures through which human conduct is patterned.

3. Institutions arise from the uncoordinated actions of multitudes of individuals over time. These actions, procedures, and rules evolve into a set of expectations that appear to have a design, because the consequences of these expectations provide solutions that help to maintain social stability. The design is accidental, however; it is a product of cultural evolution. All societies face problems in common. Although the variety of solutions is almost infinite, there is a functional similarity in their consequence, which is stability and maintenance of the system. Table 1 cites a number of common societal problems and the resulting institutions. This partial list of institutions shows the type of societal problems for which solutions are continually sought. All societies, for instance, have some form of the family, education, polity, economy and religion. The variations on each theme that are found in societies are almost beyond imagination.

Table 1: Institutions and Societal Problems

Institution	Societal Problem
Family	Sexual regulation; maintenance of stable units that ensure continued births and care of dependent children
Educational Institutions	Socialization of the newcomers to the society
Political Institutions	Maintenance of order, the distribution of power
Economic Institutions	Production and distribution of goods and services; ownership of property
Religious Institutions	Understanding the transcendental; the search for meaning of life and death and the place of humankind in the world
Play and Recreational Institutions	Fosters the child's Social, Physical, Intellectual, Creative and Emotional development

4. Institutions are, by definition, conservative. They are the answer of custom and tradition to questions of survival. Although absolutely necessary for unity and stability, institutions in contemporary society are often outmoded, inefficient, and unresponsive to the incredibly swift changes brought about by technological advances, population shifts, and increasing worldwide interdependence.

At the base of virtually all formulations of the concept of a social institution lies the notion of rule-following behavior. Institutions reflect behavior that is highly organized, in the sense that the behavior represents a relatively predictable or non-random pattern. And such patterns emerge as the result of the following of rules; they are systems of rules of conduct.

Sometimes the rules seem to be a property of the human agents themselves. Agents follow rules unconsciously as if, in effect, programmed to do so. Writers who take an evolutionary perspective on social institutions often incline to this interpretation, even though most are aware that rules have other meanings as well. They stress the skill-like nature of behavior, which implies that the rules guiding behavior are often necessarily inexplicit or tacit). Sometimes, however, social institutions seem to consist of rules external to individuals. Such rules are more in the nature of side-constraints that channel the behavior of individuals whose operating principles may not be the following of rules in the first sense. For example, the agents may be consciously maximizing their utility within a framework (like private property rights) that constrains their choices. In both cases, the rules generate an orderly pattern of behavior.

As we look at the institutions of our society we must not forget that institutions are made by people and can therefore be changed. We should be guided by the insight that even though institutions appear to have the quality of being sacred, they are not. They can be changed, but critical examination is imperative. Social scientists must look behind the facades. They must not accept the patterned ways as the only correct ways.

Another important aspect of social institutions, one closely related to their order-producing and rule-like aspects, is their capacity to economize on knowledge or information. The late Ludwig Lachmann put it this way:

An institution provides a means of orientation to a large number of actors. It enables them to coordinate their actions by means of orientation to a common signpost. . . The existence of such institutions is fundamental to civilized society. They enable each of us to rely on the actions of thousands of anonymous others

about whose individual purposes and plans we can know nothing. They are nodal points of society, coordinating the actions of millions whom they relieve of the need to acquire and digest detailed knowledge about others and form detailed expectations about their future action. (Lachmann, 1971, cited in Langlois, R. N. (1986).

Thus, by making the behavior of others more predictable, institutions reduce the amount of information we need to behave effectively in society. Institutions viewed as rules, customs, routines, habits, or conventions contain or embody knowledge about effective behavior.

4.2 Functions/Roles of Social Institutions

Following are some functions of social institutions:

- 1) **Economic Functions:** Economic institutions fulfill the economic needs of the society. These needs are provided under the system of production, Distribution of Wealth, Expenditures and Services. This institution satisfies the basic needs of society.
- 2) **Political Functions:** The main function of political institution is to deep the human character in an organize form. The further objective of this institution is to maintain social organization. This done through the governments and related bodies.
- 3) **Familial Functions:** The main responsibility of social institution is to increase the human race. Similarly the social institutions are supposed to bring up the new generation this is done through the family and marriage.
- 4) **Religious Functions:** The principle aim of the religious institution is to satisfy the religious or spiritual needs of the society. The religious institutions uphold mutual relationship between human being and Allah (S.W.T). It provides sustain ability and durability to society.
- 5) **Social Control:** The basic objective of the social institutions is to maintain social control in the society. Social institutions provide formation to its members through exemplary characters. Through this formation it expected from the members that they would be following these models in their normal routine social life.
- 6) **Social Transformation:** The social institutions protect the social inheritance by transforming it from one generation to another. If this transformation is not done then it will be difficult to sustain the existences of the society. e.g. in our daily life we act and behave whatever we are taught during to process of socialization.
- 7) **Socialization:** Social institutions play vital role in the socialization of the individuals. It is therefore, the members of each society posses particular characteristics which separate them from the other societies. The purposed

characteristics of social institutions are also necessary for their own existents. For this purpose the social institutions organize the socialization of its members.

4.3 Types of Social Institutions

One distinguishing characteristic of societies is the existence of a set of institutions. The popular usages of this term are imprecise and omit some important sociological considerations. An institution is not anyone or anything that is established and an institution is not limited to specific organizations, such as a school or a prison or a hospital. An institution is much broader in scope and importance than a person, a custom, or a social organization.

Institutions are social arrangements that channel behavior in prescribed ways in the important areas of social life. They are interrelated sets of normative elements, norms, values, and role expectations that the people making up the society have devised and passed on to succeeding generations in order to provide permanent solutions to society's perpetually unfinished business. Institutions are cultural imperatives. They serve as regulatory agencies, channeling behavior in culturally prescribed ways. Institutions arise from the uncoordinated actions of multitudes of individuals over time. These actions, procedures, and rules evolve into a set of expectations that appear to have a design, because the consequences of these expectations provide solutions that help maintain social stability. The design is accidental, however; it is a product of cultural revolution.

In sociology, "institutions" refer to a realm of public action with its own sets of organized rules and beliefs that direct how a society will carry out its basic needs. Following are the institutions which play an important role in building of a society:

4.3.1 The Family

A family is defined as "a group of people who are related to one another by bonds of blood, marriage, or adoption and who live together, form an economic unit, and bear and raise children." In addition to the functions listed above, families serve many other important purposes such as providing love and moral support. When studying familial relations, they can be further broken down into two categories:

- family of orientation and
- family of procreation

Families of orientation are those in which a person is born into. It is in these groups that an individual learns to communicate effectively with others. That individual then goes on to later form what is called a *family of procreation*, which

includes all members of their newly formed family. For example, a spouse and children.

Most parental units are legally bound to each other through marriage. A marriage is the union of two consenting adults. This partnership is formed in many countries around the world and depends on the societal norms classified by a particular society. In the United States, the only legal form of marriage is **monogamy**. This form of courtship can only take place between one man and one woman. However, in other countries, such as in the Middle East, **polygamy** is an accepted form of marriage. Polygamy allows more than two people to be wed without becoming a social outcast in their community. The marriage patterns in an area are determined by what is viewed as acceptable in that society. (Kendall, 2006)

Within the field of sociology there are many different points of view regarding the importance of family and the role of its members. From the **functionalist perspective**, these groups are viewed as essential in maintaining the social stability of society. However, according to those of the **conflict and feminist perspectives**, families “are sources of social inequality and conflict over values, goals, and access to resources and power (Kendall, 2006).” They serve no other purpose than to create hardships and distress. The third perspective is that of the **symbolic interactionist**. They believe that family’s main purpose is to act as a form of support in which relatives develop and share many commonalities. Lastly, the **postmodernist perspective** praises the diversity of families but states that “as people have pursued individual freedom, they have been less inclined to accept the structural constraints imposed on them by institutions.” (Kendall, 2006)

In earlier times, women were expected to stay at home, maintaining the house and raising the children, but now it is perfectly acceptable for women and men to share the work load and household responsibilities. An additional structural change includes the single-parent household where there is only one parent to raise the child/children. In recent years, there has been an increase in one-parent households due to divorce.

Have you ever thought about who you are? Where I belong to? To whom do I owe my existence? What and where are my roots? You may not have given a conscious thought to it. But if asked, you will immediately reply that my name is so and so. You will tell your grandfather’s name. You may also tell some famous ancestor’s name. You may tell the name of the city you were born, the city you live at present. All these statements are mostly related to your family, some to neighborhood and community.

All of us belong to a family. Family is the basic unit of any society. Family is that basic unit where we learn to live with other fellow beings. In more than one way it teaches us to be social, to live in harmony with other human beings. It also teaches us moral values and social norms. Man is a social being. Man cannot live in isolation. To live in a society we have to follow certain rules and regulations. These are called social norms. There are certain legal rules too. By not following them one can go to jail. There are some moral and ethical rules for which there is no punishment by law for them but we are answerable to a higher court that is our inner self. We may suffer a great deal by not following those norms.

Our first teachers are our parents, our family. In our Society we have always given importance to family. Earlier we mostly had joint families. In joint families 3 or 4 generations used to live together. There were grandparents, uncles and aunts living under one roof. We have always given great deal of importance to our familial relationships. That is why we have different pronouns for different relationships in the family. For one word uncle & aunty in western societies we have different synonyms in our relationships. For our maternal and paternal grandparents, we have Nana, Nani, Dada and Dadi, not just Grandma or Grandpa. Family acts as the foundation stone of our lives.

a) Advantages of family

Joint or extended families have many advantages.

1. The young children, the aged, the weak and sick were all taken care of. It gave security to them all. For various reasons the trend today is of smaller families. They are called nuclear families. A family consists of parents and their children. It has been found that the children brought up in joint families have more balanced personality because joint families provide a more wholesome environment for the right development of the children.
2. Family environment plays a very important role in the child's growth.
 - It shapes their physical, mental and emotional faculties.
 - There is a great emotional bonding which takes place during childhood.
 - It gives them security and confidence which is important in dealing with difficult life situations, later in life.
 - Whether brought up in joint family or nuclear family a lot depends on the amount of time devoted to children by family members, be it father, mother, grandparents, uncles, aunts or elder brothers and sisters. It gives them the feeling of security and well being.
 - If the parents listen alternatively to them and reply to their questions, children feel important, it encourages them to develop their own thinking. This is the first Psychological step in the development of analytical and scientific mind.

Aristotle, one of the greatest philosophers has written “the family is a natural institution created to fulfill our daily needs.” Actually the institution of family was created, when people recognized the interdependence of men and women, and other fellow beings. The institution of family grew stronger with the growth of civilization and culture. Its form and structure has been changing. Today the change is more rapid, but the essential role of the family remains the same. With the advent of T.V. and internet the world has become smaller or rather our own inner world has become bigger. But even so the importance of family and family ties cannot be undermined.

Children must remember that if parents teach them something or impose discipline it is for their own good. If children do not realise this, it may give rise to a feeling of rebellion which can play havoc in their life later on.

b) The Specific Functions of the Family

1. The control and regulation of sexual behavior.
2. To provide room for new members of society (children).
3. To provide means for the economic and emotional maintenance of individuals.
4. To provide opportunity for primary socialization of children.

Activity-1

Fill in the blanks in each of the following:

1. Family environment shapes a child’s physical, mental and _____ faculties.
2. _____ type of family provided greater security.
3. Family is the basic social unit where we learn to _____ with others.
4. Our first teachers are our _____.
5. The _____ is a natural institution created to fulfill our daily needs.

Activity-2

There are multiple causes for the changes in the institution of the family noted above, both structural and cultural. However, there is ongoing debate as to whether these changes are more positive or negative for society. Write a 1-2 page essay that examines these changes in the family from either (a) a conflict perspective or (b) a functionalist perspective.

Instructions: While writing your essay, be sure to:

- Provide an overview of how society operates according to that theoretical perspective and then apply that perspective to the changes in the social institution of the family.

- Discuss whether or not someone coming from the theoretical perspective you chose would approve or disapprove of the changes in the family (and why or why not).

4.3.2 Economic Institutions

Sociologists understand the economy as the set of arrangements by which a society produces, distributes, and consumes goods, services, and other resources. Economic Institutions involve the production of goods and the organization of labor, the provision of care and similar factors, not just money, buying and selling. Every society has systems of provision or procurement. According to Diana Kendall, “economy is the social institution that ensures the maintenance of society through the production, distribution, and consumption of goods and services”.

It is obvious that a country’s political, legal, economic and social institutions will affect its rate of economic growth. However, it is much more difficult to identify exactly which institutions matter and exactly how they matter. This is an issue of some practical importance. Countries are free to redesign their institutions in order to improve their economic performance. But, unless they can pinpoint the beneficial aspects of particular institutions, the only option is to import wholesale the institutional structures of another, more economically successful country.

Economies have come in many different forms throughout the years. The way of improving an economy has even changed based on the situation a nation is currently in *pre-industrial*, *industrial*, and *post-industrial*. ***Pre-industrial economies*** are part of a more hunting and gathering culture. ***Industrial economies*** depend on alternative sorts of energy and machinery. ***Postindustrial economies*** rely on provision of sources and contain fast-food, transportation, and technology.

Industrial and postindustrial economies generally come in two categories: *capitalism* and *socialism*.

i. Capitalism:

Capitalism is a system of economics defined by a market owned and control by private citizens. The advantages of capitalism are the private ownership of property that produces income and competition to keep prices in check. The disadvantage, however, is the lack of government intervention which is what makes capitalism work best.

ii. Socialism

The alternative economic theory to capitalism is socialism. Socialism is the act by which all goods are publically owned and operated. The three features that make up the socialist theory are public ownership of the means of production, pursuit of collective goals, and centralized decision making. In

the ideal socialist economic theory the term is interchangeable with communism and the ideal communism has no separation of social classes or differentiation between leaders and people. In fact, there would ideally be no leader whatsoever involved in “pure” socialism or communism. The more often chosen economic theory is a mixture of capitalism and socialism that has been seen to benefit most involved (Kendall, 2006).

Economic institution is the system of organizations. For example, capitalism is a particular kind of economic institution, and in modern times capitalism consists in large part in specific organizational forms; including multi-national corporations; organized into a system. As a whole the politics and the economy are strongly tied together now and always. Economies organize how a society creates, distributes, and uses its goods and services. Today, we live in a global economy in which the economic system of capitalism dominates. Goods and services are created and sold, for profit, across national borders at an increasingly rapid pace. Inequality among nations is related to what each contributes to and takes from the global economy.

a) Specific Functions of Economical Institutions

1. Provide methods for the production of goods and services.
2. Provide methods for the distribution of goods and services.
3. Enable society’s members to consume goods and services which are produced

Activity-1

Imagine you live in a society in which the economic institution is not working properly (e.g., there is high unemployment or high inflation). According to the functionalist theoretical perspective, how might be the decline in the economic institution affect the other institutions in society? Specifically, how would it affect the (a) family, (b) education, (c) religious, and (d) governmental institutions?

Activity-2

Now, imagine that you live in a society in which the economic institution is strong and thriving. According to the functionalist theoretical perspective, how might the thriving economic institution affect the other institutions in society? Specifically, how would it affect the (a) family, (b) education, (c) religious, and (d) governmental institutions?

4.3.3 Religious Institutions

Another topic that has about as much diversity as today’s educational system is that of religion. Diana Kendall states “Religion is a system of beliefs, symbols, and rituals, based on some sacred or supernatural realm, that guides human behavior, gives meaning to life, and unites believers into a community”. Religion can commonly be seen as man’s (or woman’s) explanation to many unanswerable

questions such as the meaning of life. It tells us “why we exist, why people suffer and die, and what happens when we die” according to our textbooks. The religions that are created are categorized by their beliefs and gods.

Religions entail beliefs about the world, universal order and good, spiritual beings and powers, as well as rituals and ceremonies. For many peoples, religion is not separated into a separate sphere of life but is part of the fabric of society, making "conversion" difficult, because of the "religious" identity of the society. Concepts of loyalty, identity, faithfulness and personhood are in this category. Political and religious institutions are often related. This may involve "religious" ceremonies of cultural identity. We learn a lot from our cultural heritage. Our religion also gives us an identity as our family and community. We are influenced by our religious teachings and practices. One feels solidarity and brotherhood with the people following the same religion. It also gives a feeling of security.

Usually our religion is determined by birth. The important thing to remember is that whatever religious practices we follow, there are certain basic truths and values which are common to all. Religion teaches us to be truthful, not to steal, not to cheat any one, love the fellow beings, be tolerant, be good to others and so on. Our religion is a way of life. If we follow above tenets we will play a positive role in every share of life. We have to learn to use religion in a positive way. While following one’s own religious practices one should be respectful to people following other religions.

Religion and faith gives us inner strength, the strength to face difficult situation in life. Religion also teaches us to lead a disciplined life. Though religion influences us a great deal, a lot depends on the kind of interpretations that is passed on to us. We are all familiar with the famous lines of our Great poet Allama Iqbal “*Mazahab nahni Sikhata aapas mai bair rekhna*” No religion teaches us to fight with each other. But we see different religions groups fighting. We should try to understand the process behind it. If people follow the true spirit and teachings of their religion it can have a very good influence in building their outlook and personalities.

a) The Specific Function of Religious Institutions

1. Providing solutions for unexplained natural, phenomena.
2. Supplying a means for controlling the natural world.
3. Religion tends to support the normative structure of the society.
4. Furnishing a psychological diversion from unwanted life situations.
5. Sustaining the existing class structure.
6. Religion serves as an instrument of socialization.
7. Religious institutes may both promote and retard social change.
8. Religion may both reduce and encourage conflict in groups.

Activity

1. What does culture include?

2. Give any two examples of religious teachings.
-

4.3.4 Political Institutions

Politics is the social institution through which power is acquired and exercised by some people and groups. Politics is present in every society today in the form of a government or state. Political sociology is the process in which politics is studied in its relation to other factors such as the economy, education, or media (Kendall, 2006).

Every society has an organizational principle, with authority figures, with defined roles and obligations. There are written or oral laws. Some societies are tightly knited, while others are very loosely organized. Institutions that pertain to the governance of a society, its formal distribution of authority, its use of force, and its relationships to other societies and political units. The state, an important political institution in modern societies, is the apparatus of governance over a particular territory.

Politics brings about power and authority to those with power. Unfortunately politics often times brings about corruption and abuse of the power or authority gained. Those with power will very likely try to confuse their abuse of power forcefulness used to gain that power by falsely showing they have authority (Kendall, 2006).

Authority, while be a legitimate show of power, has a few ideal forms. The three types of authority as defined by Max Weber are traditional, charismatic, and rational-legal authority. *Traditional authority* is classified being a long-standing custom that weakens as traditions weaken. *Charismatic authority* is defined by a leader's outstanding qualities and accomplishments, but it is generally unstable leading to only a temporary solution. Finally *rational-legal authority* is the common authority as written by law and the authority lies with the office not the person (Kendall, 2006).

As with the types of authority there are also four major theories of political systems. These political systems found in what are today known as nation-states are monarchy, authoritarianism, totalitarianism, and democracy. A monarchy is a system in which power is passed down to each generation in a family by inheritance. Authoritarianism is a political system where the government is controlled by a selected few people and no one is allowed to enter the government by a popular vote. Totalitarianism is a stepped up version of authoritarianism in which not only is no one allowed to participate in the government, but those

outside of the government are controlled in both their personal lives and otherwise. The final form of government is the one in which Americans know best: democracy. A democracy is a government where the people rule either directly or indirectly through representatives (Kendall, 2006).

Now we look to the opposing perspectives of politics in the form of functionalists and conflict theorists. The functionalists believe in a pluralist model of government. The pluralist model distributes power in the system to many interest groups. The interest groups gain power by influencing those in the government. Some interest groups, known as political action committees, even go as far as raising money for various candidates in order to gain political power. Conflict theorists counter the functionalist's pluralist model with their own elite model. The elite model implies that all power in government is granted to a small minority with the rest of the population only desiring that power. The elite can be either a group known as the power elite or the ruling class. For either grouping the people in power are those at the top of their industry. The government of a country directly affects the economy of a nation.

a) The Specific Functions of Political Institutions

1. The Institutionalization of norms (Laws).
2. The enforcement of laws.
3. The adjudication of conflict (Court).
4. Provide for the welfare of members of society.
5. Protection of Society from external threat.

4.3.5 Educational Institutions

Education and religion have both been important factors in many societies around the world. Both shape how our societies interact within our own society and with other societies around us. The shaping of our societies begins with our families and friends shaping how our future lives will take place. This is when formal education and religion are brought about.

Even in "primitive" societies, there are highly developed methods of conveying knowledge and values. These methods will affect reception of new ideas. The effective communicator learns and uses the insider formats and channels.

As the child grows he/she comes in contact with neighborhood children and people. This extended group forms the community or social environment. The child's thinking and behavioural patterns are influenced by them too. Our community does not consist of our neighbors alone. Our friends, people who follow the same religion and religious practices; people belonging to same caste,

all are part of the community we belong. In fact all the people we come in close contact are part of our community. All these people play an important role in the child's development. When the child starts going to school he/she meets many children coming from different background. All this forms the part of the child's social environment. After family the child's teachers and peer group is the second largest influence in a child's life. By peer group it is meant the fellow students, neighbourhood children and people of the same age-group. As you have read in the lesson on adolescence that at this age peer group Social Institutions becomes even more important than parents, simply because at this age children spend longer time with them than their parents.

Diana Kendall said "Education is the social institution responsible for the systematic transmission of knowledge, skills, and cultural values within a formally organized structure". Functionalists believe education is one of the most important parts of our society. There are both manifest and latent functions of education. (Kendall, 2006)

The manifest functions of education are socialization, transmission of culture, social control, social placement, and change and innovation. Socialization is the subject matter learned according to age and skill level. Transmission of culture is how people learn of new cultures and those new to our culture are assimilated into our society. Social control teaches students how to maintain order in their society via discipline and the following of rules. Social placement determines who is best suited for what job in their society. Finally change and innovation is simply what it appears to be: students bring about change and make things new and better. (Kendall, 2006)

The last leg of education is college. Universities provide students with major degrees that they can take with them to gain high paying jobs that are worthy of their hard work for so many years of school. Education enables a person to fulfill his dreams by attaining a degree and get a job of their own choice. Just like the segregation in middle and high schools there is much cultural diversity in a college. Students are subject to the sight of those that may or may not be of the same racial and ethnic background as themselves as college continues. (Kendall, 2006)

a) The Impact of School

These are the most formative years of a child's life. As the child grows he/she goes to school. In the child's development school plays the second most important role. Its role is almost as important as family. A school and a college are called Alma Mater. It is derived from a Latin word meaning

nourishing (dear) mother. In this period of life teachers are like parents to him/her. He/she listens to them, loves them, fears them, and respects them. Children are taught many things at school. They not only learn to read and write, but learn to work in a group, in a team. One can say that the family sows a seed which blossoms into a flower in the school. A child's skill development takes place at schools. He discovers his/her talent and capacities. He/she learns to make friends, to get along with others, to socialize to be disciplined and to be a responsible citizen.

School is the place where the child receives most of his education. Education includes imparting knowledge, training and guidance. Although education is a lifelong process, the main role at school is to develop the child's in born capacities and talents in such a way that a child can use them lifelong. During this period character building also takes place. One learns about culture and religion. Education is important from both individual and society's point of view. At the individual level a child's physical, mental, spiritual, cultural capacity, personality and character building have to be taken care of. From society's point of view one has to develop into a responsible citizen, serve the society and country in a selfless manner, try to remove the social evils, help building a better society, develop leadership qualities, and learn to live and serve in a democratic manner. At social level too there has to be an emotional bonding. One learns to take pride in one's culture, religion, community and country.

School education also takes into account the progress taking place in the world in different fields. Everyday new scientific discoveries and inventions are taking place. Science and Technology is developing in leaps and bounds. A child should know and learn about them in such a way that they are useful for future career and life. To sum up the education should be such that it helps in the overall development of the child.

Children are also influenced by the kind of books they read. Here parental and teacher's guidance play an important role. Reading is a good habit. Here the context is the books outside school syllabus. Reading not only improves knowledge it gives greater command over language. It increases the child's vocabulary. Books are store houses of knowledge, and knowledge is power. Knowledge gives self-confidence and maturity and helps to develop a person fully.

b) The Specific Functions of Educational Institutions

1. Transmitting culture.
2. Preparation for occupational roles
3. Evaluating and selecting competent individuals

4. Transmitting functional skills for functioning in society.

Activity

Each statement has 4 alternatives. Choose the correct one.

1. A school is also called:

- | | |
|---------------------|----------------------|
| (a) Second Home | (b) Alma Mater |
| (c) Correction Home | (d) Religious Centre |

2. Education includes:

- | | |
|---------------|----------------------|
| (a) knowledge | (b) training |
| (c) guidance | (d) all of the above |

3. The main role of school is:

- | | |
|----------------------------------------------|--------------------------------|
| (a) to teach good things | (b) to develop the personality |
| (c) to develop the child's inborn capacities | |
| (d) none of the above | |

4. School is concerned with:

- | | |
|--------------------------|------------------------|
| (a) Character building | (b) Mental development |
| (c) physical development | (d) all of the above |

4.3.6 Play and Recreational Institutions

There is a dearth of similar material and definitions on recreation. As an institution play and recreation plays important role, it is important to emphasize the need for co-operation and networking to ensure both that the best quality of service is provided and that resources are not duplicated. Play & recreation are regarded as broadly similar activities and are considered together under the general term 'play'. Every child has the right to play and to participate fully in recreational activities. The play and recreational needs of children and young people are met by working together; parents, local communities, public agencies and voluntary organizations.

a) Play Values

The value of play in the development of children has long been recognised. Many psychologists and educationalists have identified the importance of play as the means by which children come to understand the world around them. Free play fosters the child's Social, Physical, Intellectual, Creative and Emotional development (SPICE) and by so doing:

- “Play promotes children’s development, learning, creativity and independence”
 - “Play keeps children healthy and active - active children become active adults”
 - “Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community”
 - “Play allows children to find out about themselves, their abilities and interests.”
 - “Play is therapeutic. It helps children to deal with difficult or painful circumstances such as emotional stress or medical treatment.”
 - “Play gives children the chance to let steam and have fun.”
- (Ref. The New Charter for Children’s Play, Children’s Play Council, 1998)

Young people gain similar benefits when participating in recreational activities. Play empowers children, supports their right to make choices, discover their own solutions and to develop at their own pace.

b) Benefits of Sports and Recreational Institutions

In general terms the benefits of socially inclusive sport and recreation programmes are maximized if they are organized to provide participants with the following:

1. A safe environment.

- Play and recreational activities are important for those who have become isolated and are withdrawn from the social settings. These activities need the programs that should highlight the philosophy of non violence.

2. Opportunities to develop and display competence.

- This is especially important among participants who are members of groups that experience social and cultural demotion in society.
- This also highlights the need for programmes to be integrated into the community in ways that allow participants to convert self-esteem in an athletic or recreational context into a sense of moral worth in the community.

3. Social networks.

- This is especially important among participants who regularly face conflict and difficulty in their everyday lives.

- It highlights the need for programmes to facilitate connections with peers, nurture supportive friendships, and promote communication and conflict resolution skills.
4. ***Moral and economic support.***
 - This is important among participants who lack access to supporters and adult ‘hook-ups’ in their lives.
 - It highlights the need for programmes to provide direct support and guidance to participants as they make moral and economic decisions in their everyday lives.
 5. ***Autonomy and control in the structures in which their experiences occur.***
 - This is important among participants who have few experiences showing them that they can control their lives and the contexts in which they live.
 - It highlights the need for programmes to include systematic opportunities for participants to be involved in decision-making be involved in decision-making processes.
 6. ***Hope for the future.***
 - This is important among participants who have a seriously restricted sense of possibilities to deal successfully with challenges in their lives.
 - This highlights the need for programmes to intentionally expose participants to a wide range of possibilities and visions for their lives.

Physical recreation programmes are to have a positive impact on the lives of young people, especially those living in communities characterized by economic need and social problems, “unless these needs can be met, recreation programs will never be a viable form of social intervention” (Coakley, 2002).

c) **Importance of Social Institutions of Society**

Why Pakistan is not progressing is due to our weak social institutions. Social institution can play an important role in making any country stronger. If the country has weak institutions than it will be very hard for the nation to survive without any problems and difficulties. Instead of strong institutions, we have strong Persons. The only way Pakistan can progress is my making its institutions strong by converting it truly into welfare state. Strong institutions means end of corruption, rule of law, all problems mentioned below are by product of weak institutions. While the progressing countries have only one thing in common they all have strong institutions. They prefer

merit instead of personal satisfaction which ultimately results in frustration among People.

1. Poverty
2. Illiteracy
3. Corruption
4. Terrorism/sectarianism
5. Foreign debt
6. Restoration/promotion of democracy results in Weak Institutions
7. Water crisis
8. Lack of leadership
9. Population explosion
10. Pollution
11. Provincial disharmony?

All these problems are the result of weak social institutions when family institution will be weaker than it will produce the disorganized members of society and then they cannot give their best in other social institutions of Pakistan. When one institution will be affected than the chain of disorganized society will keep moving and in every aspect of society weakness will occurs and will result in destabilizing of country.

Social institutions and its importance are not known by everyone. But really what actually social institution is. Each society has its own social institutions. These are not buildings or places, but structures of relationship, obligation, role and function. These are social concepts and practices, but also involve cognitive structures. Members of a society have a similar mental concept of right and wrong, order and relationships, and patterns of good (positive values). Those who do not honor these concepts are “criminals,” or at least antisocial.

4.4 Self-Assessment Questions

1. What is the impact of school on a child’s behaviour?
2. What is culture? Explain its influence.
3. Write short note on following:
 - (i) The family
 - (ii) The community
4. What is meant by peer group? Why is it important?

5. Given the choice, what kind of family would you like to live in joint family system or Nuclear family system and why?
6. Highlight the significance of social institutions with relevant examples from your own life.

4.5 Suggested Readings

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Unit-5

SOCIAL CONTROL

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INTRODUCTION

In our childhood how parents urged us to eat with our right hand, to respect our elders and our teachers, to be punctual and to help the needy. Subsequently, we learn that we should drive on the left side of the road and to obey the laws of the land. Still later, we are made aware about responsibilities that come with one's job.

It is clear that our behaviour is regulated by family, by prevalent customs and traditions, by society and by the state, too. The notion that unrestrained freedom will lead to anarchy and a demise of social order. Therefore, it is considered imperative for any society to maintain order and progress.

For the smooth functioning of any society, it is essential that its members conduct themselves in a manner that is acceptable to other members of that society. Our behaviour in everyday life is quite orderly and disciplined. We normally do not wish to antagonize (oppose) people we interact with each other, we do try to stick to various rules and to observe discipline in schools etc. those who do not obey these norms of society are criticized or looked down upon. Social control is efforts to ensure conformity to a norm. It includes all of the processes by which people define and respond to deviant behaviour.

OBJECTIVES

After reading this lesson, students will be able to:

1. explain the meanings and need for social control in a society;
2. define the forms/ means of social control;
3. define social deviance and understand the difference between formal and informal deviance;
4. describe the different methods of social control;
5. examine the role of school and teacher in developing social control.

5.1 Definition

Social Control refers to societal and political mechanisms or processes that regulate individual and group behaviour, leading to conformity and compliance to the rules of a given society, state, or a social group. It is the mean by which members of a society attempt to induce each other to comply with the societal norms. Social controls influence behaviour constantly because they are internalized and come into play every time a person has a deviant impulse.

Social control is general method of regulating the behaviour of individuals in a society through accepted social norms. It is a way to channelize the behaviour of individuals in a society so that they conform to the accepted code of conduct. Social control is defined as “the way in which the entire social order coheres and maintains itself, operates as a whole, as changing equilibrium”.

This Social control refers to the way society controls our behaviour, either through norms and practices or through the state and its compelling force. The regulation of behaviour in society, whether of individuals or of groups is undertaken in two ways:

- a) By adhering to establish norms and values of society; and
- b) By the use of force.

The term “social control” is generally used by sociologists to refer to this first kind of regulation. Individuals differ in their interests and capacities. If each individual is allowed unrestricted freedom to act and behave, it may lead to anarchy and disorder in the society. The resultant conflicts, frequent and persistent, would be a constant drain on society’s energy and efficiency.

As an analogy, we could consider traffic movement on roads in the absence of any traffic rules and traffic signals, etc. it is easy to imagine the chaos that would rule the roads and the unending traffic jams that would follow. If we add to it the frustration of the drivers and their heated tempers, it is easy to understand that the end result is totally undesirable. The fact that traffic rules help to maintain order and efficient movement of vehicle is only due to the presence of control.

Purpose of Social Control

Sociologists attribute many purposes of social control. The aim of social control is to bring about conformity in a particular group or society. At times, out of sheer ignorance, individuals could act in a manner that may or may not benefit them. But certainly society’s interests lie at the collective level. There are other situations when the individual is perfectly aware of the ill effects of his actions on the society but he continues with his behaviour because it increases his welfare.

For instance, in an industry where the owner is fully aware of the harmful effects of pollution but does not install pollution control device because he wants to maximize his profits at the cost of safeguarding the collective interests. Society seeks to regulate the individual behaviour. The purpose of social control is to regulate the interests of the both the individual and the group in a way that is beneficial to both.

The situation in society would be no different if there was no accepted mode of behaviour. Individuals, therefore, have to be made to co-exist in a manner that benefits them as well as the groups they comprise of social control becomes a necessity for the following reasons:

- a) **To maintain the old order:** For continuity and uniformity of a social group, it is important that the old social order is maintained. This function is fulfilled by the family. The old members of the family initiate and socialize the young ones into their traditions, value patterns and accepted forms of behaviour.
- b) **To regulate individual behaviour:** Individuals vary in their ideas, interests, attitudes, habits, etc. Even children of the same parents think and behave differently. Thus their behaviour needs to be regulated in accordance with the established norms which would lead to uniformity and solidarity of the group.
- c) **To check cultural maladjustment:** Society is changing at a rapid pace. The changes threaten to uproot the existing social system and replace it with a new system. There is a need for greater social control in order to distinguish between good and bad and to retain one's sense of balance and judgment.

Forms of Social Control

In primary groups, the relationships are close, direct and intimate. Social Control is often maintained by informal mechanism, i.e. customs, traditions, folkways, mores and religions. These are adopted means by informal groups.

Sociologists identify two basic forms of social controls:

1. Internalization of norms and values, and
2. External sanctions, which can be either positive (rewards) or negative (punishment)

Social control theory began to be studied as a separate field in the early 20th century. The means to enforce social control can be either formal or informal. Sociologist Edward A. Ross argued that belief systems exert a greater control on human behaviour than laws imposed by government, no matter what form the beliefs take.

1. Informal Social Control

The social values that are present in individuals are products of informal social control. It is exercised by a society without explicitly stating these rules and is expressed through customs, norms, and mores. Individuals are socialized whether consciously or subconsciously. During informal sanctions, ridicule or ostracism can cause a straying towards norms. The person internalizes these mores and

norms. Traditional society uses mostly informal social control embedded in its customary culture relying on the socialization of its members.

Informal social control, or the reactions of individuals and groups that bring about conformity to norms and laws, includes peer and community pressure, bystander intervention in a crime, and collective responses such as citizen patrol groups. Informal sanctions may include shame, ridicule, sarcasm, criticism and disapproval. In extreme cases sanctions may include social discrimination and exclusion. This implied social control usually has more effect on individuals because they become internalized and thus an aspect of personality. Informal sanctions check 'deviant' behaviour. An example of a negative sanction comes from a scene in the Pink Floyd film 'The Wall,' whereby the young protagonist is ridiculed and verbally abused by a high school teacher for writing poetry in a mathematics class. (Another example: About a boy, who hesitates to jump from a high springboard, is possible to say, that he is effeminate. By the fact, that he eventually jumps, he escapes from this denotation. His behaviour is conditionally controlled by a shame, which is unpleasant.

As with formal controls, informal controls reward or punish acceptable or unacceptable behaviour (i.e., deviance). Informal controls are varied and differ from individual to individual, group to group and society to society. For example, at a women's institute meeting, a disapproving look might convey the message that it is inappropriate to flirt with the minister. In a criminal gang, on the other hand, a stronger sanction applies in the case of someone threatening to inform to the police.

Informal mechanisms of social control include established and accepted institutions relating to socialization, education, family, marriage and religion etc. It is executed through informal sanctions, which may be positive or negative. Positive sanctions include smile, a nod of approval, rewards and promotions, etc. for instance, good performance in an examination may be rewarded with a bicycle or a watch by parents.

Negative sanctions include a frown, criticism, physical threats and punishments. The unruly behaviour in school may result in detention or severe punishment is an example of negative sanction. It must be mentioned here that with the variety in our ways of living, the means of social control also vary. Social control is specific to the group or the society in which it is exercised. Informal mechanisms of control vary accordingly. Besides family, informal social control is also exercised by other social institutions, like neighborhood, kin groups, clan and village, etc.

- i. **Folkways:** Folkways are norms to which individuals conform. It is customary to do so. Conformity to folkways is not enforced by law or any other agency of the society. It is the informal acceptance of established practices in each group or society. Folkways are manifested in matters of dress, food habits, observance of rituals, forms of worship and method of greeting, etc. for instance, the food habits in different provinces of Pakistan are different and these habits persist even when the person has moved to a different location away from his earlier surroundings.
- ii. **Mores:** Mores refer to moral conduct as distinct from the customary practice of folkways. They influence the value system of a society and are in the form of social regulations which aim to maintain social order. Mores seek to regulate the relationship between individuals in defined situations,, e.g. between husband and wife, parents and children and siblings etc. they may also refer to general social relationships in terms of honesty, truthfulness, hard work and discipline etc. Since mores are consciously designed and created with a view to preserve them. Violations of these often entail penalties. They are perhaps the strongest mechanisms of informal social control.
- iii. **Customs:** Customs are the long established practices of people, which occur spontaneously but gradually. Along with regulating social life, they also bind them together. In primitive societies, customs were powerful means of social control but in modern times, they have weakened due to rise in the forces of individualism and diversity.
- iv. **Religion:** Religion exercises a powerful influence on its adherents. Emile Durkheim defines religion as the unified system of beliefs and practices related to sacred things. Those who have common beliefs and practices are united into one single moral community through religion. Religion occupies a significant place in the life of an individual and fulfills the spiritual, social, psychological needs of an individual.

Religion helps in the process of social control in the following ways:

- a) Every religion has the concept of sin and virtue. Since early childhood, individuals are exposed to these concepts and to the notions of good and bad. These become ingrained in the individual's personality and guide his decision making during his life.
- b) Religious conventions and practices determine marriage, mutual relations among family members, property relations, rules of succession and inheritance etc.
- c) Religious leaders regulate the behaviour of individuals by exhorting them to follow a prescribed code of conduct.
- d) By organizing community activities, prayer meetings and by celebrating religious events and festivals, religious institutions also contribute to this process by bringing believers together and strengthening the common belief system thereby regulating individual behaviour.

2. Formal Social Control

Formal social control is expressed It is conducted by government and organizations using law enforcement mechanisms and other formal sanctions such as fines and imprisonment. In democratic societies the goals and mechanisms of formal social control are determined through legislation by elected representatives and thus enjoy a measure of support from the population and voluntary compliance.

The formal means of social control come from institutions like the state, law, education, and those that have legitimate power. They apply coercion in case of deviance. For instance, a person convicted of having stolen someone's property may be sentenced to imprisonment. In other words, these institutions exercise the legal power to control the behaviour the individual and the group.

- i. **Law:** In primitive societies, the groups followed similar occupations and individuals shared a direct, personal and intimate relation among themselves. These folkways, mores and customs suffered in controlling the individual behaviour. There was almost unquestioned compliance with the informal mechanism of social control.

In contrast, the modern societies are characterized by immense diversity, individualism, division of labour and differentiation in terms of work, ethics and lifestyle. Urbanization and accelerated movement of people striving for more and more has changed the character of social groups. Relationships have become formal. Customs and folkways seem insufficient to control diverse population groups. Simultaneously, the state has grown stronger and more specialized groups. Simultaneously, the state has grown stronger and more specialized in nature. It is now necessary and possible to regulate individual behaviour by formulating a set of common laws which are backed by the legal, administrative and political machinery of the state, Laws and enforcement agencies are replaced by the customs and more as the regulations of behaviour and ensure social order.

Law has been defined in two ways. Some theorists have defined it in terms of "ideal behavioural norms", while others have referred to it as rules that are promulgated by the state, which are binding in nature.

Individuals obey laws due to prime reasons:

- a. **Fear of punishment:** punishment by state results in curtailment of essential freedom of individuals and hence acts as a deterrent.
- b. **Rules conforming habit:** many individuals believe that adherence to laws is necessary for their own well-being and prosperity as also for social stability and progress. This is called the "rule conforming habit". The family, educational institutions and religious preaches all play a role in inculcating and sustaining this behaviour.

Laws have their origin in customs, traditions, religion and judicial decisions. As such, they very often have a moral dimension too. This moral dimension and the fact that laws are supported by legal and institutional arrangements enable them to bring about a degree of conformity in human behaviour. Laws that have both

customary and legislative support (e.g. prohibition of bigamy) are readily accepted.

In modern states, laws are promulgated by legislative organs and enforced by the state through the governments. The governments, in this context, include all official agencies and functionaries through which the state achieves its ends. Laws thus regulate and control social behaviour by ensuring uniformity and conformity.

It may be noted that laws are different from customs in the following ways:

- a. Law has a coercive character. Therefore, it compels people to act in a particular way. Customs, on the other hand, are respected and practiced because of the sensivity of traditions and social approval associated with them.
- b. Customs are specific to groups and clans while laws have a more general and universal nature.
- c. Breach of law entails punishment by the state while disregard of customs frowned upon by the society and only in an extreme case may result in ostracism.
- d. Laws are a more recent phenomenon associated with the growth of the state and its institutions, while customs existed in one form or other at all times and in all societies.

With the emergence of modern nation states, an establishment of relationships among them such as political, trading and military, international laws have become necessary to maintain world order. Just as national laws are meant for establish order and control within domestic boundaries, international laws seek to establishing order and control within domestic boundaries, international laws seeks to establish orderly behaviour on the part of nations.

- i. **Education:** Along with laws, education has been an important agency of social control. It prepares the child for social living and teaches him the values of discipline, cooperation, tolerance and integration. Educational institutions at all levels, (i.e. schools, colleges, and university) impart knowledge as well as ethics through formal structured courses as well as behavioural inputs.



School as a medium of education

The different pace of the educational system in different societies, depends upon changing social mores, level of development and social needs. At schools, the ideas of democracy, equality and national goals are communicated to students in addition to the emphasis on our shared history, culture, heritage, norms and values. By inculcating the concepts of good moral behaviour, morality, discipline and social etiquettes, the educational system serves its role as an agent of formal social control.

- ii. **State:** State has a vital role in administering social control. Sociologists have defined the state as “an association designed primarily to maintain order and security, exercising universal jurisdiction within territorial boundaries, by means of law backed by force and recognised as having sovereign authority”.

State functions through the government. Modern nation states strive to be welfare states, i.e they seek to provide to the citizens a wide range of social services like education, medical care, old age pension and employment allowance. These are achieved by means of the co-operation of individuals and through collective efforts of media, the NGOs and other social institutions. For example, the pulse polio programmes of the government are exclusively supported by the use of television, posters, NGOs and educational institutions, all of which try to educate the public on the advantages of the government measures. In the above mentioned context, the state acts as an informal agency of social control, eschewing coercion.

However, certain functions, like maintenance of law and order, defence, foreign relations and currency, require the state to intervene in a formal and sometimes in a coercive manner.

Pakistan has a federal polity and government manifests itself at various levels- villages, blocks, district, state and at the national level. At all these levels, its functionaries can enforce rules and laws. In modern societies, state has become increasingly important as an agent of social control.

Agencies of Social Control-Family, Neighbourhood and Public Opinion.

1. **Family:** A child is a product of its genes and environment. He is born with certain inherent capabilities, which either grow or are stunted depending upon the environmental stimuli. In this, his situation is akin to that of a flower. With proper nourishment and care, it will bloom. If denied, it will decay.

Family is the most important agency of social control. Every child learns from his immediate environment, which is first provided by the family. Etiquettes, habits and attitudes are first learnt from the immediate role models (i.e. parents, siblings, kin groups etc.). The family socializes the child into norms, values, traditions and customs of the groups. Thus, family has a predominant role in shaping the personality of the child.

In villages, an individual gets his status from his family. The elders have a dominant role in shaping the personality of the individual. This is manifested in the individual attitudes, interests and life styles, etc. Marriages are mostly arranged by the elders and seen as an alliance between families rather than between two individuals.

In cities, the family continues to play a predominant role in shaping an individual's personality. However, industrialization, limited income and the paucity of space have contributed to the prevalence of nuclear family, this is very different from what is encountered in villages. Hence, families tend to focus upon themselves. This results in an increased accent on individualism as opposed to collectivism common in villages. The function of socialization that a family carries out is complemented by other secondary institutions such as the classroom, playground, peer group and the media. Unlike in a rural

surrounding, the individual derives his social status partly from his family but more importantly from his personal achievements. Parents and elders still largely arrange marriages in cities. However, the consent of the boy and the girl is sought. Marriages out side caste and religion are also on increased. Thus, we see that individual choice is becoming increasingly important. However, due to absence of the strong family support on both sides, individual disagreements are more likely to lead to separation and divorce as opposed to the rural setting where the family network provides a readily available conflict resolution mechanism.

2. **Neighbourhood:** Neighbourhood in villages comprises people normally belonging to the same kin group or caste. Hence, relationships that exist are intimate and formal. Beyond the immediate neighbourhood, the bonds are strong, as is evident from the fact that the son-in-law of a family is regarded as the son-in-law of a much larger group, sometimes of entire village.

In contrast, relationships between neighbours in the urban environment are characterised formally. They are marked by intermittent interactions and hence are far weaker than what is seen in the rural environment. In big cities, the ties of neighbourhood are almost relegated to the backseat. This is hardly any interaction between neighbours.

Thus, the village neighbourhood is an enthusiastic participation in many daily activities of a family. It thereby fulfils its role as medium of social control. It ensures uniformity and conformity and corrects deviant behaviour. For instance, in a village neighbours would subject a son not looking after his aging parents to sharp disapproval and even sarcasm.

In cities, while not controlling individual behaviours so closely, individual actions affect community are monitored by the neighbours, e.g. a person throwing trash in open would be pulled up by his neighbours for spoiling the ambience of neighbourhood.

3. **Public Opinion:** public opinion is commonly used to denote the aggregate views that individuals hold regarding matters that affect the interests of community.

Newspapers, radio, television, motion pictures, legislations, pamphlets and even the word of mouth mould public opinion.

Remote village communities, which do not have access to television and newspapers rely on “gossip” for information about the happenings around them and to express their opinion on these subjects. However, radio has increasingly become an important source to obtain news about events in distant places. There are group readings of newspapers too. Of late, television has also been introduced in the villages.

In cities, the print and visual media play a dominant role in shaping public opinion. As the audio medium is more powerful, television has slowly gained ascendancy over newspapers. However, newspapers continue to influence opinions among the educated group.

Activity:

- What is meant by social control? Create your own definition of social control.
- Collect newspaper cuttings and analyze how they are influencing public opinion?

5.2 Social Deviation and Tolerance

Social control is the means by which members of a society attempt to induce each other to comply with the society's norms. Social controls influence behaviour constantly because they are internalized and come into play every time a person has a deviant impulse.

Deviance describes as actions or behaviours that violate cultural norms including formally-enacted rules (e.g., crime) as well as informal violations of social norms (e.g., rejecting folkways and mores). It is the purview of sociologists, psychologists, psychiatrists, and criminologists to study how these norms are created, how they change over time and how they are enforced.

Toleration is "the practice of deliberately allowing or permitting a thing of which one disapproves. One can meaningfully speak of tolerating, i.e. of allowing or permitting, only if one is in a position to disallow". It has also been defined as "to bear or endure" or "to nourish, sustain or preserve". Toleration may signify "no more than forbearance and the permission given by the adherents of a dominant religion for other religions to exist, even though the latter are looked on with disapproval as inferior, mistaken or harmful".

Tolerance is an attitude of mind that implies non-judgmental acceptance of different lifestyles or beliefs, whereas toleration implies putting up with something that one disapproves of.

What is Social Deviance?

- Social deviance is any transgression of socially established norms. Deviance can be informal and formal.
 - a. Minor transgressions of these norms can be described as informal deviance.
 - b. Formal deviance or crime involves the violation of laws.
- Social norms and the punishments for violating them change over time and from place to place.
- There are couple ways to classify deviant behaviour; it can be formal or informal, and voluntary or involuntary. Depending on the situation and the norm or value being violated, different levels of deviance are achieved. For instance, an involuntary violation of an informal norm is far less offensive than a voluntary violation of a formal norm (i.e. Law). The distinction between formal and informal deviance rests in the definition society gives to the action, and the manner in which they do so. Formal norms and values would be laws, regulations, rules and codes of conduct, for example. Reactions to transgressions against formal norms and values are external to individuals in the form of punitive action, such as fines or imprisonment. Examples of informal norms and values include customs and traditions. Reactions to informal deviance are typically internal to the individual. Consider walking into a building on a windy day, and the person ahead allows the door to slam shut on the follower. The follower would have an internal reaction. Not all deviance is a voluntary action. Physical and mental disabilities can be examined as deviant behaviour, as they do not conform to the normal definition of a person. Often there are informal reactions

to physical disability or mental disability, however from time to time there are formal sanctions imposed upon those who are disabled.

Deviance and Social Control

1. Norms or rules about what members of a society should and should not do are *universal*, that is all societies have them and the members of all societies enforce them.
2. Some norms apply in specific contexts, settings, or situation. i.e. Laughing at a funeral.
3. Some norms apply to the behaviour of members of certain groups or collectivities but not to others. i.e. Street Gangs.
4. Some norms apply to everyone in a given society. i.e. Killing a baby.

Deviance as a Violation of Social Norms

Norms are the specific behavioural standards, ways in which people are supposed to act, paradigms for predictable behaviour in society. They are not necessarily moral, or even grounded in morality; in fact, they are just as often pragmatic and, paradoxically, irrational. (A great many of what we call manners, having no logical grounds, would make for good examples here.) Norms are rules of conduct, not neutral or universal, but ever changing; shifting as society shifts; mutable, emergent, loose, reflective of inherent biases and interests, and highly selfish and one-sided. They vary from class to class, and in the generational "gap." They are, in other words, contextual.

Deviance can be described as a violation of these norms. Deviance is a failure to conform with culturally reinforced norms. This definition can be interpreted in many different ways. Social norms are different in one culture as opposed to another. For example, a deviant act can be committed in one society or culture that breaks a social norm there, but may be considered normal for another culture and society. Some acts of deviance may be criminal acts, but also, according to the society or culture, deviance can be strictly breaking social norms that are intact.

Viewing deviance as a violation of social norms, sociologists have characterized it as:

- a. any thought, feeling or action that members of a social group judge to be a violation of their values or rules;
- b. violation of the norms of a society or group;
- c. conduct that violates definitions of appropriate and inappropriate conduct shared by the members of a social system;
- d. the departure of certain types of behaviour from the norms of a particular society at a particular time; and
- e. violation of certain types of group norms where behaviour is in a disapproved direction and of sufficient degree to exceed the tolerance limit of the community.

Deviance as Reactive Construction

Deviance is concerned with the process whereby actions, beliefs or conditions (ABC) come to be viewed as deviant by others. Deviance can be observed by the negative, stigmatizing social reaction of others towards these phenomena. Criminal behaviour, such as theft, can be deviant, but other crimes attract little or no social reaction, and cannot be considered deviant (e.g., violating copyright laws by downloading music on the internet). Some beliefs in society will attract negative reaction, such as racism and homonegativity or alternatively even race-mixing or homosexuality, but that depends on the society. People may have a condition or disease which makes them treated badly by others, such as having HIV, dwarfism, facial deformities, or obesity. Deviance is relative to time and place because what is considered deviant in one social context may be non-deviant in another (e.g., fighting during a hockey game vs. fighting in a nursing home). Killing another human is considered wrong except when governments permit it during warfare or self-defense. The issue of social power cannot be divorced from a definition of deviance because some groups in society can criminalize the actions of another group by using their influence on legislators.

Functions of Deviance

Deviant acts can be assertions of individuality and identity, and thus as rebellions against group norms

- a. Deviance affirms cultural values and norms,
- b. it also clarifies moral boundaries, promotes social unity by creating an us/them dichotomy, encourages social change, and
- c. provides jobs to control deviance.
 - "Certain factors of personality are theoretically and empirically related to workplace deviance, such as work environment, and individual differences."
 - "Situated in the masculinity and deviance literature, this article examines a "deviant" masculinity that of the male sex worker, and presents the ways men who engage in sex work cope up with the job."

Difference Between Deviance and Deviants

Deviance is behaviour that violates the norms of the social group in which the behaviour occurs whereas a deviant is one who is characterized as a violator of a norm. Engaging in deviant behaviour does not automatically lead to a deviant reputation or self-image.

Causes of Social Deviation

1. Lack in Socialization

Socialization plays vital role in forming a good and responsible citizen. If the process of socialization is not given proper attention then the degree of

social deviation increases in society. This is usually due to lack in socialization by the relevant social institution such as family.

2. Ridged

If the culture of society is un-flexible and un-compatible to the changing circumstances, the new generation expresses its anxiety over this rigidity. They deviate from such norms e.g. the norm inter caste marriages exchanged.

3. Unpopular Social Laws

In some cases the governments intact such laws which may be in the interest of the government but not in the general public's interest. People deliberately deviate from them and protest against such things.

4. Extra Ordinary Exploitation

If any group or nation is suffering from extra ordinary exploitation then such group or nation may deviate and protest over the exploitation to attract the attention of the government or international community. e.g. the object of freedom fighter in Kashmir is to attract the attention of Indian Government and international community towards their rights of self-determination.

5. Cultural Invasion

If a society's culture is being invaded in some form to an extreme degree the people deviate from their own cultural patterns and adopt the invaders cultural patterns. e.g. the eastern world is heavily influenced by the western world through media, as a result traces of westernization can be seen in countries such as Pakistan and India.

Activity:

1. Interview a prisoner and find out the factors behind his deviant behaviour.
2. Select two verses of Holy Quran regarding tolerance and analyze them in the light of current situation prevailing all over the world.

5.3 Methods of Social Control

Following are the methods of social control:

1. Internal
2. External
3. Informal
4. Formal
5. Semi-formal

1. **Internal Social Control**

The process of internalizing the norms of society and accepting them as valid. It operates through the process of socialization, that is learning and adopting the norms of the society or a particular group or collectivity within the society.

Agents of Socialization

- i) **Earliest Agent - The Family:** Its primary function is to help children internalize the norms of the society in which they live. Failure to socialize, leads to behaviours that society regards as deviant.
- ii) **Later Agents - Schools, Peers and the Mass Media:** When one accepts the norms of society as valid the norms are internalized. Thus, a person feels guilty if they engage in behaviour society considers wrong.

But there are always some people, usually a minority, who don't accept the legitimacy of the norms, society turns to external social control.

2. **External Social Control**

Society's effort to bring those who "stepped outside the lines" back into line. It is made up of the system of rewards and punishments, sanctions that persons, parties, and agents use to induce others to conform to a norm. Thus, a Positive Sanction is a reward and a Negative Sanction is a punishment. But a great deal of social control is coercive and repressive; it relies on punishment and force.

3. **Informal Social Control**

- Interpersonal actions between and among people to remind someone that their behaviour upsets or pleases them. i.e. frowning, smiling, criticizing, praising, shunning or being warm.
- Informal agents of social control act on their own, in an unofficial capacity.

Since, most people seek the approval of others whom they care about, they tend to adjust their behaviour to avoid the disapproval of significant others by discontinuing the offensive behaviour or hiding it from public view.

But in large, complex societies, because it becomes easy to ignore the disapproval of others, informal social control is no longer sufficient to bring about conformity to then norms. Thus, formal social control becomes necessary.

4. **Formal Social Control**

An effort to bring about conformity to the law by agents of the Criminal Justice System (CJS) i.e. police, courts and correctional institutions.

Formal Agents of Social Control

- Agents who have legitimate power to make people conform to the law.
- Formal agents occupy a specific status in bureaucratic organization. It is this position which gives them the legitimacy to sanction wrongdoers for violating the formal code.

But formal and informal social control can operate at the same time. i.e. A drug dealer who is arrested by the police and shunned by his neighbors.

5. Semi-Formal Social Control

- A huge territory of noncriminal, non-penal bureaucratic social control, administered by the government, which attempts to deal with the troublesome behaviour of persons under their authority.
- If a person's behaviour becomes extremely troublesome, an array of agencies, bureaucracies, and organizations may step in to handle or control that person, to punish or bring him or her into line with the rules. These employees of these agencies are known as Professional Controllers. i.e. social workers, psychiatrists, truant officers, and representatives, functionaries and officers of mental hospitals, civil courts, social welfare offices, unemployment offices, departments of motor vehicles, and public schools.

Professional Controllers

- Do not possess the power of arrest or incarceration, but can make recommendations to agents that may have bring on arrest and incarceration. But it is informal social control that is exercised the most, not representatives of bureaucratic organizations. So, informal social control is the foundation of social life.
- Problem is the place of informal control as the "foundation" of social life not being clearly part of the control perspective.

Activity:

If you have given an authority, how you will regulate social control in society?

5.4 Role of School and Teacher in Developing Social Control

School in the modern time is treated as the most suitable, active and formal agency of education. As per the changing need of the hour, school develops and grows with its specific goals. It is emerged out of the demand for education and pressure on the parents regarding their educational pursuit.

The word 'School' has been derived from the Greek word 'Skhole' that means leisure. It was before in the ancient Greece to utilize leisure time in a systematic way. But now this concept has changed to prime time activity. It is an essential

investment field now on which the entire superstructure of life of the individual and nation will build.

The two main functions of schools are to educate students and to socialize them. Schools teach general skills, such as reading, writing, and arithmetic, as well as specific skills needed for the workplace. Human capital is the knowledge and skills that make someone more productive and bankable.

Schools transmit values, beliefs, and attitudes that are important to society. This hidden curriculum serves to form a more cohesive society but has also been used to impose the values of a dominant culture on outsiders or minorities. Schools have been described as sorting machines that place students into programs and groups according to their skills, interests, and talents. Critics argue that this sorting process is not based solely on merit and that ultimately it serves to reproduce social inequalities.

Main Function of School:

1. **Conservation and Promotion Culture:**
The school conserves the valuable culture, tradition, values of the society and helps in promoting and developing these with the rolling of the time. It also spreads the store of culture to the next generation.
2. **All-round Development of the Individual:**
For all-round development of the individual school has a package of programmes. Through its different activities, it draws out the hidden potentialities of the child and develops them in a proper way.
3. **Development of Higher Values of Life:**
School helps in developing and cultivating good and higher values like truth, sympathy, love, cooperation, etc. in child. Through different social interactions and moral teachings, it spreads the message of righteous living in a society.
4. **Development of Social Responsibility:**
School is called a society in miniature. Because in school child shares his feelings with various children coming from different strata. So he learns the lessons of social duty, responsibilities and understanding the feelings of others. So school helps in social change and social control.
5. **Citizenship Training:**

School creates the first civic society for the child. So child learns the duty and civic rights for the country as a responsible citizen. So school trains the lessons of citizenship to a child.

6. Adjustability in Society:

School prepares child to face the problems of the society. So proper adjustment and application of learned knowledge can be checked and guided by school. So the main function of the school is to develop adjustment capacity of an individual.

7. Vocational Training:

Through different activities, school provides training in different vocations. It also cultivates the values of dignity of work and labor. It prepares children to face any challenge in the future to solve their bare necessities.

The role of school cannot be confined with these lines. In modern days, the role of school has been increasing day by day. It is called the hub of learning. Every developed state gives first priority to the schools for total national development. Really, school is now a prestigious institution in the society, which can be called a man-making factory.

School and teachers plays important role in socializing. We have long assumed that the classroom is an arena for significant socializing experiences although empirically we know relatively little about what in the social and emotional growth of children and youth can attribute to the school experience or more especially to the socializing influence of teachers. Furthermore, theory and research on socialization processes and institutions in general assume that functional social controls- norms, sanctions, and appropriate intervening procedures operate to structure and constrain the behaviour of social agents. This assumption may not hold for schools and particularly for teachers. It may be that the role of teacher is refractive to social control in ways we do not fully understand.

Teachers as Social Change Agents

It goes without saying that teachers are responsible for the change that takes place in learners. Their words and actions trigger positive behavioural and attitudinal changes in learners. But teachers' role as change agents is not limited to the school setting and their learners. In the communities where literacy rate is low and people are not aware of their rights and responsibilities, lack ideas on good health habits, development perspectives, local teachers can act as change agents. Because teachers are conscious and educated, they can cause change to take place in the community settings.

Activity:

Education prepares the child for social living and teaches him/her the values of discipline, cooperation, tolerance and integration. Conduct an interview with elementary teachers how they are preparing their students for social living?

5.5 Self-Assessment Questions

1. What is social control? Why we need social control in a society?
2. Enlist the methods of social control and explain their importance for promoting the social control among students.
3. How a teacher can develop social control? Demonstrate its importance with examples.
4. What are social agencies and how does it relate to social control? Choose a social institution to illustrate your answer with examples.
5. What are social control mechanisms? How definition of deviant depends on social context?
6. Explain how ideas about what counts as deviance change over time and how these changes are reflected in society?

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Unit-6

SCHOOL AND COMMUNITY

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INTRODUCTION

Man is a social animal. He lives in social groups in communities and in society. As a member of a social group he has to follow the behaviour patterns which are familiar and unique to the group. Society has become an essential condition for human life to arise, sustain and to continue. Each member of the social group has an intimate knowledge of the behaviour of persons; and the ways of performing duties; is referred as culture.

Education is seen as a means of cultural transmission from one generation to another in any given society. Society is defined as the whole range of social relationships of people living in a certain geographic territory and having a sense of belongingness to the same group. The relationships between the two concepts are so strong that it is not possible to separate them because what happens to one affects the other.

Educational institutions are micro-societies, which reflect the entire society. The education system in any given society prepares the child for future life and installs in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

Many sociologists have observed that there is a strong relationship between school and society. This observation is based on the fact that it is not possible to draw any differentiation between the two concepts. This is because of the fact that what happens to the educational system undoubtedly affects the society, and whatever occurs in the society influences or shapes the educational system in all its ramifications. So, the purpose of this unit is rigorously useful, which enables the students to meet the following objectives.

OBJECTIVES

After the completion of the unit the students will be able to:

- establish relationship between school and society;
- analyze the effects of school on community;
- explore the effects of community on school;
- identified the social role of school and teachers in Pakistani society

6.1 Relationship between School and Society

It is known to all that the relation between school and society is very close and integral. We cannot think of a school without a society and on the other hand, a society without school is quite absurd. One without the other does not carry any sense. These are two sides of a same coin. Therefore, the school should arrange its programs in such a way that they strengthen the relationship between school and society. Now some measures that cultivate the relation between school and society are presented here.

We know that programs in school must be planned and should be based on the social tradition and principles. So, curricular organization should be based on social needs and social experience of the learner. The school life divorced from direct life experience is futile and rather destructive. So, a learner must be acquainted with such experience which is relevant to his or her social life. This acquaintance makes the learner able to solve the social problem and satisfy the social needs.

Durkheim was one of the first sociologists to appreciate the relationship between education and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute perfectly defined facts and which have the same reality as another social fact are inter-related. They are inter-related internally, so that a given education system has unity and consistency, and also externally, so that the education system reflects a society's moral and intellectual values.

Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, whether developing or developed, complex or primitive, there is always an education system. Education systems are not the same, as no two societies are identical. Therefore, education systems in respect of their aims, contents and techniques differ from society to society.

Educational institutions are micro-societies, which mirror the entire society. This is one of the reasons. Therefore, societies try to evolve education systems and policies that would meet the needs, beliefs, attitudes and the aspirations of their people. Havighurst (1968) observed that the way to understand a society's education system is to understand how it is related to the other basic institutions of that society, in particular the family, the church, mosque, the state, the polity and the economy.

Each local school should be seen not only as an ‘educational institution’ but also as a rich collection of specific resources which can be used for strengthening the social and economic fabric of the entire community. At the same time, educators must see their local community as active, strong and full of assets. Successful communities come in all shapes and sizes, all economic levels, urban and rural, and they possess many assets, which, once mobilized and connected make community life rich and vibrant. The community environment in which a school is located has sets of pre-existing complexities that school administrators must navigate. But once relationships are established and continually cultivated, these relationships support school recruitment, after-school programming, student safety, parental involvement, and student achievement (Kretzmann & McKnight, 2007).

Ottaway (2010) contended that the transmission of culture is a vital function of education. One of the tasks of education is to hand on the cultural values and behaviour patterns of the society to its young and potential members. He further observed that our children are potentially the society of the future, which still belongs to the non-social community, and education in this respect can be regarded as a socialization of the young.

Each society has their own norms, values and her own ideal persons who stand out clearly for the younger generations to emulate. Since all these societies are not the same, then it means that a man regarded as a hero in one society because of his contributions to educational development of the society may not be regarded as such in another society where education is not given priority in the scheme of their daily activities. It, therefore, implies that children have different people to emulate in different societies.

6.1.1 Agent for Social Change

It is logical to expect that the type of education given in each society will change from time to time as the society changes. Many writers have argued that education is one of the causes of social change in the society, but another school of thought is of the opinion, that educational change tends to follow other social changes, rather than initiate them. Ottaway (1980) observed that ideas of change originate in the minds of men; often in the mind of a single man. Exceptional individuals invent new techniques and propound new values for their society. These ideas arise from the impact of men on his culture, but do not change the culture until they are shared and transmitted by a social group. In his own submission, Boocock (1972) noted that societies undergoing rapid social change or modernization have special problems in adapting the educational system to the

manpower needs of the world. They often suffer shortages of persons with special kinds of learning in engineering and other technical fields and may have difficulty in keeping persons with valuable skills once they have completed their education.

6.1.2 A Hierarchical Order

Another area of the relationship between education and society is through the arrangement of the entire society into a hierarchical order that is, through the social structure in which education plays a prominent and significant role in fixing educated individuals into social classes. Ottaway (1980) observed that education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. Individuals have to learn to be fathers or mothers, school teachers or civil servants, shopkeepers or priests. They have to learn to keep the law, to understand how they are governed and to be prepared to try and change the social moves when they see that they can be improved.

6.1.3 Preparation for Future Life

Education as a social phenomenon is also concerned with the preparation of the child for his future occupation in life. This is one of the main economic functions of education and this is in the interest of both the nation and the individual. Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society. The child is taught how to perform different roles within the social structure in the society. These roles are inter-related. For example, the role of a father is a relational role; a father could be a son to another person. So education allows the child to perform his role adequately within the social structure in the society. In addition, the child is able to understand the network of inter-relationships among the different social institutions that make up the society.

6.1.4 Social Interaction

Another aspect of the relationship between education and society is in the area of social interaction. Social interaction may be defined as any relation between people and groups, which changes the behaviour of the people in the group. There is a need for social interaction by the child before he could acquire the culture of his society. This interaction in the society is therefore part of the child's education, provided that the type of interaction brings about positive changes in the child's behaviour in a right direction as required by the educational system. One important point here is that the child has been taking part in group interaction long before he starts to attend school and the most common among these group interactions are within the family and the peer group.

These groups in which the child interacts give him the opportunity to learn from the wider circles in the society. From his social contacts, he learns his roles in different groups and this influences his personality development.

6.1.5 Transmission of the Cultural Values

Many sociologists have appreciated the relationship between education and society and have concluded that the two are so interrelated that one cannot isolate them. It has been observed that the educational system of any nation must be based on the needs and demands of the society and that any educational system that fails to meet the needs, aspirations and ambitions of the society is not relevant and is bound to fail. The educational system of any nation is concerned with the transmitting of the cultural values of today to those who will live in the world of tomorrow, and contents of education must somehow strike a balance.

6.1.6 Fulfillment of Individual's and Societal Needs

Finally, education has to fulfill both the individual's needs and those of the society and must keep pace with other sub-systems in the society, as both variables are inter-related.

Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

Activity:

In the context of education and society “A Hierarchical Order” plays important role. Write at least 5 benefits of hierarchical order and suggest how this relationship can be strengthened?

6.2 Effects of School on Community

The school must play an active part to relate itself with the society. There are many educative forces in the society, e.g. places of historical interest, temple, church, mosque and remnants of human civilization. These forces may act as educator to the young people. In order to create a relationship between school and society, the school can organize educational excursion. Again, the relation between the two can be consolidated if school can assemble different agencies of education and organize cultural program where students, teachers, parents and the other members of the society will take part. Socialization and acculturation among all, particularly different sections of the society, will enrich learners' society.

1. Keep Pace in Social Needs

Society is an ever changing entity that is need of today. It may have no relevance in the society of tomorrow. All the changes occur in social life are

associated with the changes of human need. A school has to keep pace with the changing society and to do that the curriculum should be reviewed regularly keeping in mind the change in social demand and needs.

2. Selection of Rules for Society

School directs the society, reforms the society and ensure the progress of the society by analyzing the principles and rules and selecting only those which have some good effects on society. If the school fails to do it, the society will become a stagnant organization.

3. Moral and Intellectual Development of Students

Schools are established in many societies of the world so as to instill in the pupils those skill's which will afford them the opportunity of taking their rightful positions in the society; but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation.

4. Development of Personality

For a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality. It is something which goes on both inside and outside the home and in the school. In other words, education is an activity of the whole community.

5. Transmission of the Cultural Values

Education is used to transmit cultural values in next generation. One important implication of looking at education as the transmitter of cultural values is the fact that education can be influenced by the culture of the society in which it takes place. For this reason, one may infer that for a child to be educated, he must be influenced by his environment and, in turn, be capable of influencing it. And it is only by the concept of the continuous interaction of the individual and his society that the development of personality can be properly understood. We have noted above that education is a means through which the cultural values of a particular society are transmitted from one generation to another. Through this process, the society is able to achieve basic social conformity and ensure that its traditional values, beliefs, attitudes and aspirations are maintained and preserved.

6.3 Effects of Community on School

The heart of place and community based education claim to increased student achievement. Dewey observed that in the absence of a strong connection between school and the life, children leads outside the classroom, educators must set “painfully to work, on another tack and by a variety of means, to arouse in the child an interest in school studies”.

Today community involvement has taken on renewed significance in configurations and discussions of school improvement. Federal, state and local educational legislation, political slogans, professional addresses and casual conversation as about schooling are likely to include references to the role or responsibility of the community.

Proponents of community involvement in schools emphasize its importance for effective school functioning, economic competitiveness, student well-being and community health and development. When describing the effects of community involvement on effective school functioning, proponents most often focus on the mounting responsibilities placed on schools by a nation whose student’s population is increasingly placed at risk.

1. Community Involvement to Produce Capable Workforce

Community involvement is seen as one way to help schools produce a more capable workforce. Students need advanced language, technical and communication skills to succeed in society. School community partnerships, specifically those that involve businesses are critically important because business leaders, managers and personnel are uniquely equipped to help schools prepare students for changing workplace.

2. Community Involvement for Students’ Well-Being

Social interaction is necessary for the healthy development of students. In schools social capital is created and exchanged through positive, caring relationships in which knowledge, guidance and values are shared. Schools can increase students’ social capital through their connections with students’ communities. Through a variety of community volunteer and service integration programs, schools can become islands of hope for students whose social environments are increasingly stressed and fragmented.

3. Community Involvement for Building Healthy Communities

Community involvement in schools is important for building and maintaining healthy communities. When discussing the role of school community collaborations in rural communities, Combs and bailey (1992) argued that as often the “largest and most visible institution in rural

community” schools should be involved in the community/economic development process. The educational, social, and recreational needs of the adult rural population can be enhanced by utilizing local school facilities and expertise. In turn, schools can use the community as learning resource.

6.3.1 Different Types of School-Community Relationship

The different rationales for community involvement can be realized through a variety of partnership activities. School community partnerships can be student centered, school centered, community centered or any combination of these.

1. *Student centered* activities include those that provide direct services or goods to students, for example, student awards and incentives, scholarships, tutoring and mentoring programs and job shadowing and other career focused activities.
2. *Family centered* activities are those that have parents or entire families as their primary focus. This category includes activities such as parenting workshops, parent/family incentives and awards, family counseling and family fun and learning.
3. *School centered* activities are those that benefit the school as a whole such as beautification projects or donation of school equipment and materials or activities that benefit the faculty such as staff development and classroom assistance. These types of activities can be initiated by the members of community.
4. *Community centered* activities have as their primary focus the community and its citizens, for example, charitable outreach, art and science exhibits and community revitalization and beautification projects. (Sanders, 2001)

Activity

Following are the four different types of school-community relationship. Furnish each type with daily life example.

1. <i>Student Centered</i>	2. <i>Family Centered</i>	3. <i>School Centered</i>	4. <i>Community Centered</i>

An effective method of promoting education and ensuring school support is involving the community in school activities. By inviting community members to join in school festivities, the school administration can improve the overall satisfaction of the student body, increase the effectiveness of the education and raise the likelihood that the school will continue to be supported by the community. School events that

include community members, both parents and non-parents, benefit both the students and the community at large.

1. Family Togetherness

In this fast-paced and high-stress world, many families fail to spend as much time together as they should to promote family unity and interdependence. By including community members, including the families of students, in school activities, the school administration can promote family togetherness and provide a forum in which family members can meet together and enjoy each others' company.

2. Value of Learning

Many students fail to value learning, and see school only as a necessary speed bump standing in their way along the road to the future. Seeing community members actively involved in school activities will help to dispel this notion. As students recognize that adult community members value education highly enough to come and participate in school activities, these students will begin to develop an understanding of the fact that education is important and that knowledge is a valuable commodity that they will need in the future.

3. Lifelong Learning

Learning is not something that you should stop doing. Ideally, you should continue to learn throughout your life, picking up new pieces of knowledge and expanding your horizons. By allowing community members to become involved in school activities, administrators can expose these individuals to information that may be new to them. This encourages grown community members to continue along with their learning journey and add to their knowledge.

4. Ownership of the School

When community members take part in school activities, they take ownership of their local school. This increases the likelihood that funding initiatives will be passed and fund-raising efforts will be supported. Community members who feel that they have ownership of their local school will start to take a vested interest in the school's success and work more fervently toward ensuring that the school continues to thrive and the that needs of the school, both financial and otherwise, are met.

6.4 A Critical Analysis of Social Role of School and Teachers in Pakistani Society

(i) Social Role of Schools and Education in Pakistani Society

In this rapidly advancing era, the importance of social role of school cannot be denied. It is crucial for progress and prosperity of any nation. Wikipedia published an article on March, 17 2012 which defines social role of education.

1. Economic Growth

It has been proved by development experts that basic education is essential for financial and societal progress. Every year of school increases individual's wages by 10 per cent globally. As many as 164 multinational companies working in Pakistan with an investment of 55.779 billion rupees are dependent on qualified people. Local industries also require educated people to proceed. A skilled and educated person has an immense potential to work efficiently.

2. Discipline

Discipline is the most essential quality of life. It is in fact the greatest law of nature. It is necessary not only importance in schools, colleges and homes, but it is equally important in the personal life of everybody. Needless to say that educated societies are disciplined and there is less violation of rules and regulations. People work in harmony with one another. Authorities are respected and people tend to fulfill their responsibilities.

3. Tolerance

Surprisingly, education inculcates tolerance. It is highly essential to fight against religious, class, social fanaticism. It is generally observed that intolerant societies are largely uneducated. There are more **anti-social activities as well**.

4. Solution for Domestic Problems

Regrettably, Pakistan is a country with high rate of domestic violence and family problems. The victims of these issues are either completely illiterate or not educated enough. So, they remain unable to eradicate such abominable practices.

Each year, a large number of women are beaten, tortured or burnt by their husbands or families. Victims have fewer places to escape to. Violence against women is not considered a major offense in the country.

Education gives empowerment, especially to women and they develop sense of their rights and responsibilities.

5. Communication Skills

It is a fact that education helps a great deal in improving communication. It plays an important role to uplift a nation. Consequently, social cohesion and mutual understanding is also achieved.

6. Identity

Today, people are recognized and appreciated by their qualification and profession. For instance, doctors and professors are held in high esteem in the society. The

only thing Pakistan has to offer to the world is human resource. Therefore, it needs to focus on its education sector.

7. Quality of life

Above all, education improves quality of life. It reduces poverty, develops sense of right and wrong and adds meaning to life. It helps modernize and update with the changing times.

a) Important facts

In Pakistan, every field requires educated individuals, especially the institutes of higher education, hospitals and health centers that are in awful condition owing to a dearth of loyal staff and administration. According to higher education commission of Pakistan, there are 124 universities in Pakistan of which 68 are public and 56 are private universities. Obviously, these cannot be controlled by laymen, avaricious mill owners, illiterate feudal, corrupt politicians, aimless fanatics or extremists that are abound in the country.

To combat with religious prejudice, social disparity, political disturbance and numerous internal problems; Pakistan urgently needs to improve and modernize its education system. It has to bring positive changes in its academic policy to rank among the fast growing nations in the world.

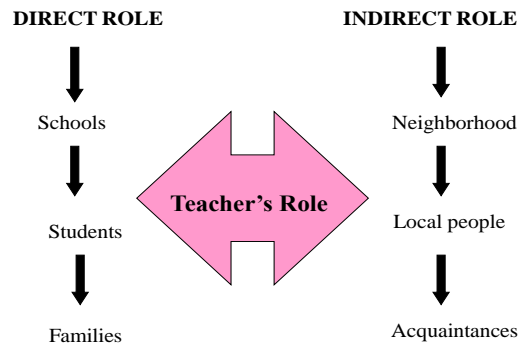
Activities

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Interview any 2 community members and asks them to suggest ways for strengthening school community relationship.2. Take two schools (one public and one private) and compare their contribution in building social interaction in students |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(ii) Social Role of Teachers in Pakistani Society

The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

Teacher has both direct and indirect role to play in developing the community.



a) **The teachers need to work for:**

1. **Excellence coupled with equity and social justice.**

A teacher need to achieve the objective of excellence coupled with equity and social justice by way of imparting quality education to all students without any discrimination between cast, creed, sex, religion and race so that they become physically fit, mentally alert, emotionally balanced and spiritually sound. Teachers are required to understand the need of every child for material education, education for becoming good human being and for divine education so that they can face the realities of life in the new millennium.

2. **National Integration**

Today, promotion of patriotism and education for national integration has become the need of the hour. Our foremost duty is to provide education in such a way so that the students can live and learn together and develop their full potentials.

3. **International Understanding**

We need to apprise the students that India needs a new race of man, a just world, a united world and a peaceful world. The present circumstances at international level compel us for proper international understanding by fostering the principle of Live & Let Live.

4. **Good quality modern education.**

Teachers need to work for good quality education to transform the students into self reliance and self assured citizen of the world. This can be achieved by successful curriculum transaction with modern education and educational technology together with strong component

of culture, inculcation of values, awareness of the environment, adventure activities and physical education.

5. Reasonable level of competence in three languages

Knowledge and skill in languages fosters intelligence in the learners. As such, teacher should make an effort to attain a reasonable level of competence in minimum three languages.

1. Regional language (when it is different from national language)
2. National Language
3. International Language

6. Focal point for improvement in quality of school education.

Every teacher should strive with heart and soul to raise children up to highest perfections of mankind to such a degree so that every one of them will be trained in the use of mind in acquiring knowledge, in humility and lowliness, in dignity and in ardor and love.

b) Role of teacher in child's social success

The effective teacher must be ever mindful of the simple fact that children go to school for a living. School is their job, their livelihood, their identity. Therefore, the critical role that school plays in the child's social development and self-concept must be recognized. Even if a child is enjoying academic success in the classroom, his attitude about school will be determined by the degree of social success that he experiences.

There is much that the teacher can do to foster and promote social development in the student. Children tend to fall into four basic social categories in the school setting:

- a) **Rejected:** Students who are consistently subjected to ridicule, bullying and harassment by classmates.
- b) **Isolated:** Students who, although not openly rejected, are ignored by classmates and are uninvolved in the social aspects of school.
- c) **Controversial:** Students who have established a circle of friends based upon common interests or proximity but seldom move beyond that circle.
- d) **Popular:** Students who have successfully established positive relationships within a variety of groups.

Many students with learning disabilities find themselves in the rejected or isolated subgroups. Their reputations as "low status" individuals plague them throughout their school careers. It is important for the teacher to assist the students' classmates in changing their view of this child. A teacher can increase a child's level of acceptance in several ways.

1. First, the teacher must become a "talent scout." Attempt to determine specific interests, hobbies or strengths of the rejected child. This can be accomplished via discussions, interviews or surveys. Once you have identified the child's strengths, celebrate it in a very public manner. For example, if the student has a particular interest in citizen band radios, seek out a read-aloud adventure story in which a short-wave radio plays an important role in the plot. Encourage the child to bring his CB into class and conduct a demonstration of its use. By playing the expert role, a rejected or isolated child can greatly increase his status.
2. Assign the isolated child to a leadership position in the classroom wherein his classmates become dependent upon him. This can also serve to increase his status and acceptance among his peers. Be mindful of the fact that this may be an unfamiliar role for him and he may require some guidance from you in order to ensure his success.
3. Most important, the teacher must clearly demonstrate acceptance of and affection for the isolated or rejected child. This conveys the constant message that the child is worthy of attention. The teacher should use his/her status as a leader to increase the status of the child.
4. The teacher can assist the child by making him aware of the traits that are widely-accepted and admired by his peers. Among these traits are:
 - smiles/laughs
 - greets others
 - extends invitations
 - converses
 - shares
 - gives compliments
5. It is important that the teacher recognize the crucial role that the child's parents and siblings can play in the development of social competence. Ask his parents to visit school for a conference to discuss the child's social status and needs. School and home must work in concert to ensure that target skills are reinforced and monitored. Social goals should be listed and prioritized. It is important to focus upon a small group of skills such as sharing and taking turns, rather than attempting to deal simultaneously with the entire inventory of social skills.

Activity

Many students with learning disabilities find themselves in the rejected or isolated groups. As a teacher take a case study of a learning disabled student and find out what difficulties he/she faces in social context?

1. **Teacher's Role with Preschoolers**

Early childhood educators are in a particularly good position to foster the acceptance of the socially incompetent child. By demonstrating acceptance of the child despite his behavioral or language weaknesses, the teacher generally finds that this attitude is mirrored by the child's classmates. The teacher's goals should focus on promoting age-appropriate language/communication skills for the child. This instruction should be provided in a positive, supportive and accepting manner.

2. **Teacher's Role with Elementary School Children**

Assign the troubled child to work in pairs with a high-status child who will be accepting and supportive. Cooperative education activities can be particularly effective in this effort to include the rejected child in the classroom. These activities enable the child to use his academic strengths while simultaneously developing his social skills.

The teacher must constantly **search for opportunities to promote and encourage appropriate social interactions** for the socially inept child (e.g., "Sana, would you please go over to Nadia's desk and tell her that I would like her to bring me her math folder?") Have students work in pairs to complete experiments, bulletin boards and peer tutoring.

The student with social skill deficits invariably experiences rejection in any activity that requires students to select classmates for teams or groups. This selection process generally finds the rejected child in the painful position of being the "last one picked". Avoid these humiliating and destructive situations by **pre-selecting the teams or drawing names from a hat**. An option is to intervene at the point when six or eight students remain unselected. Arbitrarily assign half of the students to one team and the remaining students to another. This prevents any one student from being in the damaging position of being "last picked".

Board games and card games can be used effectively to monitor and foster social development in the classroom. Such activities require students to utilize a variety of social skills (voice modulation, taking turns, sportsmanship, dealing with competition, etc.). These enjoyable activities can also be used to promote academic skills. Because games are often motivating for students, these activities can be used as a positive reinforcer. This setting also provides an opportunity to conduct effective social autopsies. However, these activities should be limited to a few times each week.

3. **Teacher's Role with Secondary School Students**

Teachers at the high school level must be particularly aware of the student who is being ignored or rejected by peers. During adolescence, it is critically important that the student be accepted by his classmates. The rejection suffered by adolescents with social skill deficits often places the student at risk for emotional

problems. It may be unrealistic to expect an overworked algebra teacher to conduct social skill activities but the professional should, at a minimum, be willing and able to refer the child to appropriate resources in the school administration or guidance department.

The socially incompetent child often experiences isolation and rejection in his neighborhood, on the school bus and in group social activities. The teacher can provide this student with a classroom setting wherein he can feel comfortable, accepted and welcome. In the words of Robert DeBruyn, "Coming to school every day can become a hopeless task for some children unless they succeed at what they do. We teachers are motivations against that hopelessness". (Lavoie, 2008)

Activities

1. Search quotations on internet related to school and community relationship
2. Write one page reflection on your field observations regarding the diversity in the classroom and how different students are treated differently and what does a teacher do to encourage girls' engagement and participation?

6.5 Self-Assessment Questions

1. How can you define "A Hierarchical Order" in context of collaboration b/w school and society?
2. How have schools used in the social context of improving student achievement?
3. A community can play its role in school, how a community can improve a school environment through different roles?
4. Enlist at least five factors in which a school effects a society?

6.6 Suggested Readings

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Unit-7

EFFECTIVE TEACHER

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Mahvish Naseem

Reviewed by:
Dr. Muhammad Tanveer Afzal

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INTRODUCTION

Every person performs a whole set of social roles. A teacher assumes the roles of a worker, husband/wife, parent, a member of higher religious group, and a citizen. In describing the roles of teachers, however, we shall not deal with various roles performed by teachers as persons, but only look at the roles performed by them as teachers. Thus, it is relevant here to examine the processes of reaching in its complexities.

Teaching is the single most important profession in the world. Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents, are the main source of knowledge and values for children. The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he/ she lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment.

Learning is a complex process and there are many interacting variables that influence learning. Learning is not an isolated human activity and for internal school students' learning occurs within the context of a classroom, the school, a broader community and a particular society. The teacher, who is a variable in the classroom context, is charged with the function of acting as an intermediary between the variables outside the classroom and the students to assist the students in their learning (Tylee 1992). The function of being an intermediary means that the teacher has the role of facilitating student learning, as well as being a part of the school and community. Fulfilling the functions of a teacher means that the teacher is also actively engaged in learning. Learning about themselves, the changes in their field, the expectations of the community and society and most importantly learning about their students and ways of enabling their students to grow and develop. The role of the teacher has many facets but that of facilitating student learning is very important.

OBJECTIVES

After the completion of the unit the students will be able to:

- outline the qualities of an effective teacher;

- establish a link between communication and effective teaching;
- define and explain motivation, its type and theories;
- explain the role of teacher in the provision of conducive learning environment.

7.1 Characteristics of Effective Teacher

Becoming an effective teacher takes practice and special guidance from mentors and administrators. Effective teaching does not involve presenting your exciting lessons or activities to the class, it is a craft learned over time.

Effective teachers share some common characteristics. Here are the top six keys to being a successful teacher. Every teacher can benefit from focusing on these important qualities. Success in teaching, as in most areas of life, depends almost entirely on your attitude and your approach.

1. Sense of Humor

A sense of humor can help you become a successful teacher. Your sense of humor can relieve tense classroom situations before they succumb to disruptions. A sense of humor will also make class more enjoyable for your students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humor will allow you to see the joy in life and make you a happier person as you progress through this sometimes stressful career.

2. A Positive Attitude

A positive attitude is a great asset in life. You will be thrown many curve balls in life and especially in the teaching profession. A positive attitude will help you cope up with these in the best way. For example, you may find out the first day of school that you are teaching Algebra 2 instead of Algebra 1. This would not be an ideal situation, but a teacher with the right attitude would try to focus on getting through the first day without negatively impacting the students.

3. High Expectations

An effective teacher must have high expectations. You should strive to raise the bar for your students. If you expect less effort you will receive less effort. You should work on an attitude that says that you know students can achieve to your level of expectations, thereby giving them a sense of confidence too. This is not to say that you should create unrealistic expectations. However, your expectations will be one of the key factors in helping students learn and achieve.

4. Consistency

In order to create a positive learning environment, your students should know what to expect from you each day. You need to be consistent. This will create a safe learning environment for the students and they will be more likely to succeed. It is amazing that students can adapt to teachers throughout the day that range from strict to easy. However, they will dislike an environment in which the rules are constantly changing.

5. Fairness

Many people confuse fairness and consistency. A consistent teacher is the same person from day to day. A fair teacher treats students equally in the same situation. For example, students complain of unfairness when teachers treat one gender or group of students differently. It would be terribly unfair to go easier on the football players in a class than on the cheerleaders. Students pick up on this so quickly, so be careful of being labeled unfair.

6. Flexibility

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

Effective teaching is a teaching philosophy that can distinctly change given the situation. For example, a classroom with five students is a much different situation than addressing a class of forty students. Having the skills and abilities necessary to become an effective teacher will allow you to craft your lessons and teaching style to accommodate any size of class.

Walker (2008) defined effective teacher who bears at least twelve characteristics of being an effective teacher. These twelve characteristics consistently affect students in positive ways.

1. Prepared
2. Positive
3. High Expectations
4. Creative
5. Fair
6. Personal Touch
7. Develops a Sense of Belonging
8. Admits Mistakes
9. Sense of Humor
10. Give Respect to Students
11. Forgiving
12. Compassionate

Effective teachers should have high expectations for their entire class. Whether a student constantly makes hundreds on tests or a fifty, each student should be given positive reinforcement in class. Effective teachers should exhibit positive expectations to ensure each student believes they can excel. Transmitting positive reinforcement by telling each student they have high abilities and are a capable learner will allow students to excel to their highest abilities. In addition, setting positive expectations in the classroom will help students who do not have proper motivation and support at home.

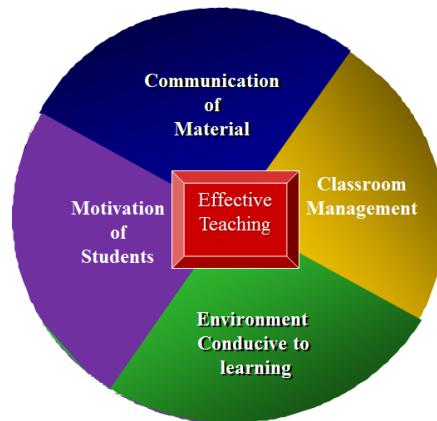
Effective teachers should always exhibit enthusiasm in the classroom. Enthusiasm will allow your students to be interested in class discussions and classroom activities. Effective teachers should speak in expressive ways, not a monotone style. In addition, gestures with arms and constantly moving around the classroom will allow your students to be interested in the classroom discussion. Effective teacher should also maintain eye contact with their students at all times.

Educators need to have proper classroom management skills in order to be effective teachers. Classroom management is not about disciplining your class, it deals with how to effectively manage the classroom. Classroom management

deals with how to take roll, keep an effective grade book and how to discipline students.

One of the most important skills for an effective teacher to master is how to design and implement lessons in the classroom. Designing lessons involves how to cater the needed curriculum into discussions, activities and assignments. In addition, an effective teacher should also be able to evaluate whether or not their students mastered the lesson.

An effective teacher should always establish rapport with their students. Establishing interpersonal relationships with students is crucial to form a trusting bond with each student. Effective teachers should be available outside of class to answer questions and provide additional help to students. In addition, an effective teacher should show tolerance to differing points of view during class.



Activity:

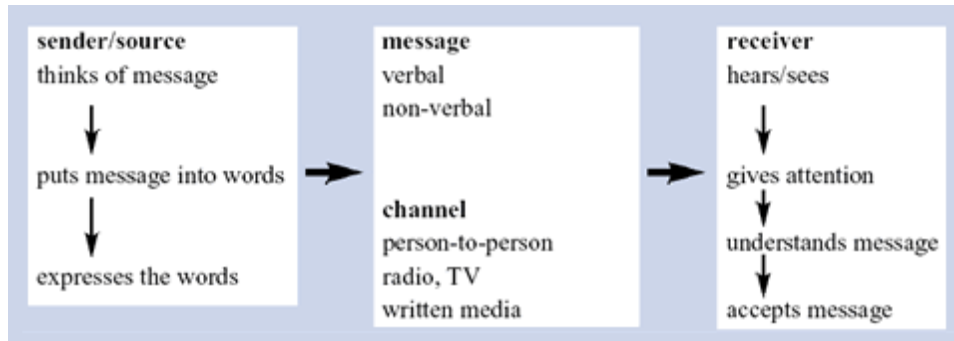
Make a list of different characteristics that a teacher should possess to be an effective teacher share it with your peers and see how many characteristics are common and how many differ.

7.2 Communication and Effective Teaching

7.2.1 Communication

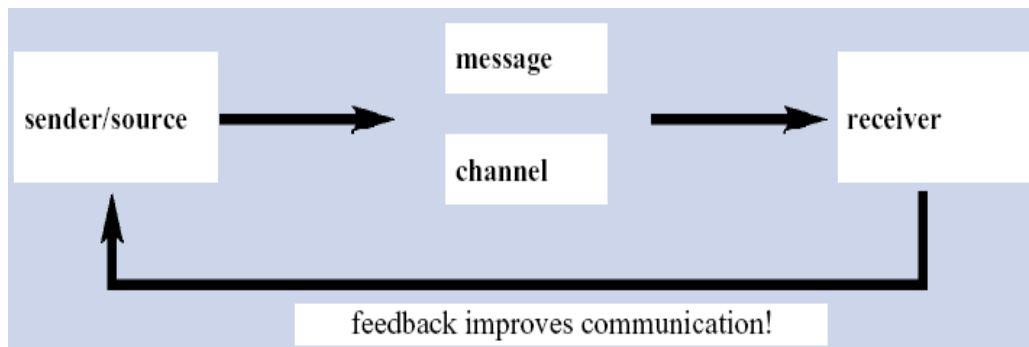
What is communication? According to the Concise Oxford Dictionary the word means the act of imparting, especially news, or the science and practice of transmitting information. These definitions clearly show the link between teaching and communication: teachers are constantly imparting new knowledge, or transmitting information. Hubley (1993) has shown us that communication is a complex process.

Communication Process



At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what he/she wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, teachers have to try to minimize these barriers to communication. We do this in a number of ways - for example, by making sure that the room is quiet and well lit; by speaking slowly and clearly; by only using words which the students should be able to understand. However, the most important way to overcome the barriers is two-way communication.

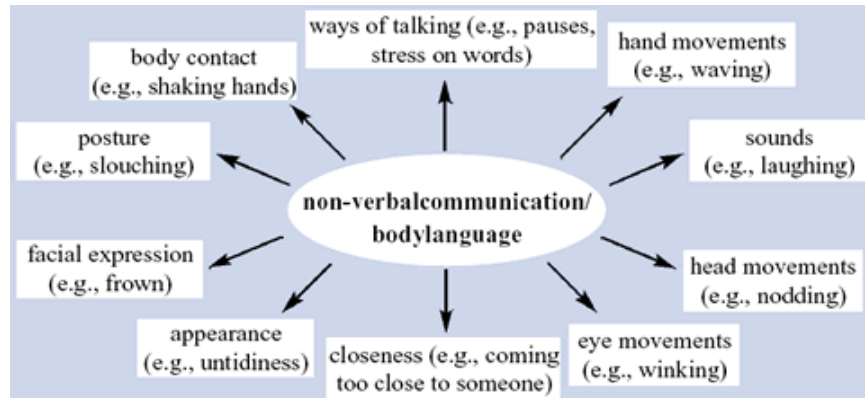
Two-way communication



This means getting regular feedback from the receivers (the students in this case): do they really understand what we are trying to put across?

Communication does not only take place by means of words; non-verbal communication (or body language) is equally important. We are all familiar with the different kinds of non-verbal communication

Non-verbal communication/body language



This kind of communication is usually subconscious - we use it without thinking about it; that is why we say that 'it is difficult to lie in body language'. If teachers really attend to the body language of their students they will know when they are bored or confused. From the body language of their teachers students pick up whether they are confident and enthusiastic.

7.2.2 Communication of Material

1. Person-to-Person Communication: Presentation Skills

Some teachers like to talk, and expect the students to write down what they say and to learn it (this style encourages superficial learning - and rapid forgetting!). Other teachers see their role as one of helping the students to learn at a deeper level - to understand new ideas and concepts so well that they can apply them in a work situation. Either way, these teachers will do a better job if they communicate well with their students.

An important element of communication in teaching is the use of teaching aids. We have all heard the saying: What I hear, I forget; what I see, I remember; what I do, I know. Pictures, written posters and practical demonstrations improve communication and we should use them as much as possible. Most of us have access to paper, posters, a chalkboard, or an overhead projector. We can use these to prepare aids for our lessons: summaries of important facts, or pictures and diagrams. The overhead projector is particularly useful, because it allows us to face our students while using it.

How can I know whether I am communicating well as a teacher? Communication is a skill - and we improve our skills by getting feedback on

the way we perform them. We can get such feedback by asking an experienced colleague to sit in on our teaching, and to give us feedback. We can also ask someone to record us on a videotape as we teach which we then inspect critically afterwards. In either case the feedback will be better if we use a checklist to judge our performance.

Checklist for Communication during Teaching

About the Style of Presentation

- Does the teacher speak clearly?
(loud enough; not too fast; faces the class; avoids mannerisms like 'um')
- Is the teacher's non-verbal communication suitable?
(appropriate gestures and expressions; moves around; eye contact with whole class)
- Does the teacher speak understandably?
(uses words that the students should be able to understand)
- Is the speed of presentation right?
(the students must be able to absorb the material that is presented)
- Is there two-way communication?
(the teacher checks regularly if the students have understood)
- Is there evidence of a good relationship between teacher and students?
(teacher and students respect each other, listen to each other)

About the Content

- Does the teacher emphasize important knowledge?
(the main messages are clear and emphasized, unnecessary detail is left out)
- Is information presented in a logical sequence?
(bits of information follow logically after one each other - easy to understand and remember)

About the Place Where the Teaching is Happening

- Is the place conducive to good communication?
(enough lights; no noise from outside)
- Are the students comfortable?
(adequate seating; students can see the teacher; not too hot/cold)

About the Use of Teaching Aids

- Are the teaching aids relevant?
(the aids only deal with the subject matter of the lesson, and clarify it)
- Are the teaching aids well prepared?
(only contain highlights/main points; neat; different colours are used)
- Are the teaching aids easy to read and understand?
(letters and pictures are large enough; not too much crammed onto one aid)
- Are the teaching aids skillfully used?
(the teacher handles them with confidence; uses a pointer; does not mix them up)

2. Written Communication: Handouts

Teachers communicate by speaking, but also by writing. We have seen how we can improve the overhead projector transparencies we use, if we write

them carefully. The same is true of the handouts that almost all teachers prepare for their students.

What is a handout? It is not a photo copy of a journal article, or of some pages out of a textbook. Rather, it is a document which the teacher writes him/ herself. It may be a summary of important points to be learnt; or a guide to students on work they have to do, or references they have to look up. Teachers may use handouts for students to refer to during a lesson, and students will definitely use them in their self-study time. Because handouts are such an important way of communicating with students, they must communicate effectively.

Checklist for Writing Good Handouts

About the Contents

- Does it emphasize important knowledge?
(makes clear what is important - the students don't know)
- Does it present information in a logical sequence?
(information logically connected, so it is easy to understand and to learn)
- Is it scientifically accurate and up-to-date?
(information is true, comprehensive, in-line with current thinking)

About the Style of Writing

- Are the sentences short? (not more than 20 words; one idea per sentence)
- Are active verbs used as much as possible?
(‘feed children regularly’ not ‘children should be regularly fed’)
- Are the readers likely to understand the words?
(no jargon; using the simplest word that will say what you want it to say)

About the Layout/Presentation

- Is it legible/easy to read? (handwriting, copies photocopies clear)
 - Is it well spaced and not too full?
(a page crammed full of print is discouraging, boring, difficult to read)
 - Is it striking and interesting?
(different letter sizes; bold font used for emphasis; pictures or diagrams included)
- These days many teaching institutions have websites where teachers put their handouts for the students to find. It doesn't matter whether the handout is on paper or on a website - it still needs to be well written.

Activity:

With the help of your teacher prepare a checklist for effective communication of material.

7.3 Motivation of Students

Definition

The word motivation refers to getting someone moving. When we motivate ourselves or someone else, we develop incentives or we set up conditions that start or stop behaviour.

In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience. In short: Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour.

“The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which all contribute to stimulating students’ interest in learning and their intention to engage in particular activities and achieve various goals.” (Krause, K.L, Bochner, S, & Duchesne, S., 2003)

Types of Motivation

There are 2 types of motivation. They are extrinsic motivation and intrinsic motivation as illustrated in figure

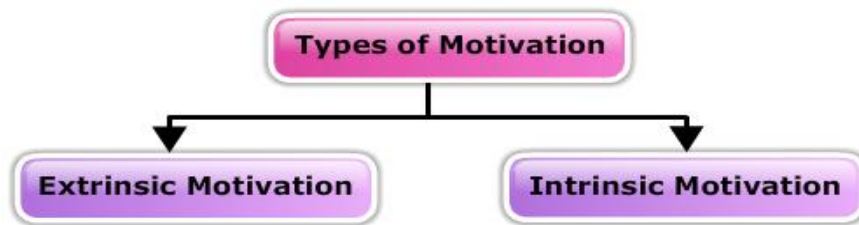


Figure: Types of motivation

1. Extrinsic Motivation

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour. Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged. In other words, Morris and Maisto said that: “Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.” (Morris & Maisto, 2002)

This motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity. These incentives are all external, in that they are separate from the individual and the task. Example, a child may do chores not because he enjoys them but because

doing so earns an allowance and students who are extrinsically motivated may study hard for a test in order to obtain a good grade in the course.

2. **Intrinsic Motivation**

Intrinsic motivation refers to rewards provided by an activity itself. Intrinsic motivation arises from internal factors. The motivation arises from internal factors such as a child's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity. Intrinsic motivation is the ultimate goal in education at every level.

Example: Children play game for no other reward than the fun they get from the game itself or students who are intrinsically motivated may study hard for a test because he or she enjoys the contents of the course.

Self Assessment Questions

1. What is motivated behaviour?
2. Review the key concepts in motivation such as extrinsic and intrinsic motivation and consider how these apply to you?
3. Can you identify if and how your motivation changes over time in the course you are studying at the moment? What factors have influenced your motivation to read or study or attend to listen to lectures in the past few weeks? Are these internal or external factors?

Theories of Motivation

Different psychological perspectives explain motivation in four different ways. Let us explore four of these perspectives; behavioural, humanistic, cognitive and social.

1. **The Behavioural Perspective**

According to the behaviourist view of learning, when children are rewarded with praise and a gold star for doing their job correctly, they will look forward to the next mathematics lesson, anticipating another rewards. At some time in the past, they must have been rewarded for similar achievements and this experience acts as a motivator for future learning of a similar type. For behaviourists, motivation is simply a product of effective contingent reinforcement. So, they emphasize the use of extrinsic reinforcement to stimulate students' task engagement. The reinforcement can take the form of praise, a smile, an early mark or loss of privileges such as missing out on sport. According to Brody: "Almost all teachers use extrinsic reinforcement in some form to motivate students, although they may not realize they are doing so and may not always use such reinforcement effectively." (Brody, 1992 in Krause, et. al, 2003)

2. The Humanistic Perspective

The humanist theory of motivation is interesting because it is not only linked to achievement and education, but also has implications for students' welfare and well-being through its concern with basic needs. It stresses on students' capacity for personal growth, freedom to choose their destiny and positive qualities.

There are two theories of motivation from humanistic perspective:

(a) Maslow's Hierarchy of Needs

Maslow (1954) perceived motivation in terms of a hierarchy of needs that can also be conceived as 'motives'. According to Maslow's model, once basic physiological needs have been satisfied, efforts are directed toward achieving needs associated with safety, love and belonging, and self-esteem.

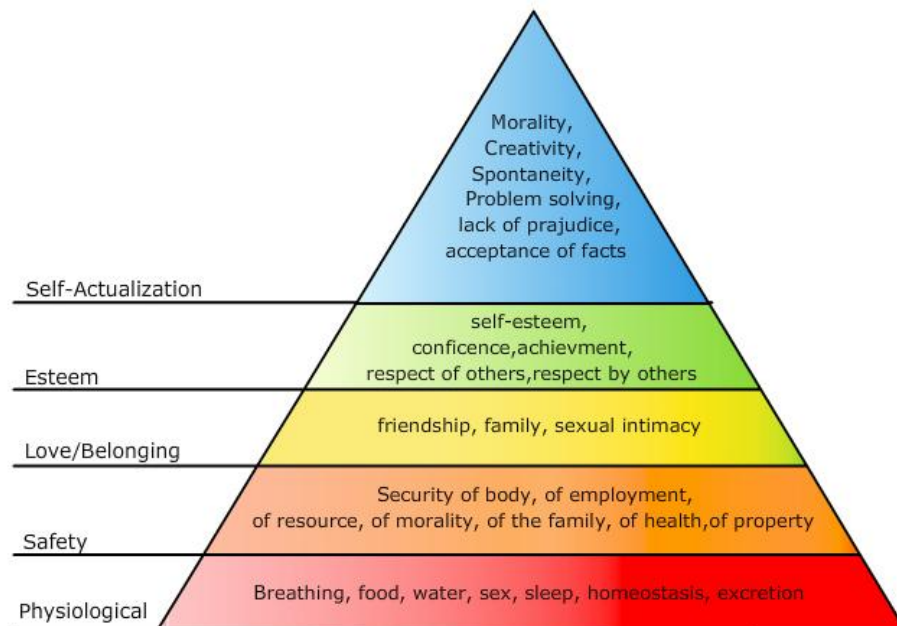
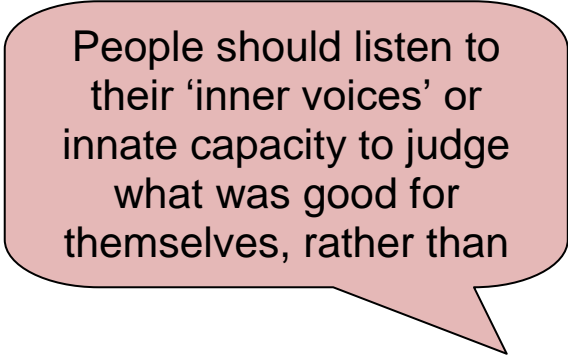


Figure: Maslow's Theory of Motivation

(b) Roger's Motivation Theory

Carl Roger's ideas are also influential in discussing the nature of motivation and its impact to human lives. Rogers argued that:

Behaviour was influenced by the individual's perception of both personal and



People should listen to their 'inner voices' or innate capacity to judge what was good for themselves, rather than

3. **Motivation Through Teacher Personality**

One aspect of motivation, probably the hardest to change, lies in the personality of the teacher. Like all human beings, teachers perceive the behaviours that are appropriate in a given environment. The classroom environment can be one of the most demanding environments on individuals' perceptions of their self-worth. In addition, from my own experience, most children exhibit the ability to see through a person's actions, recognizing those actions as genuine or fake.

Consequently, the teacher's task of exhibiting the characteristics necessary to motivate a class is a careful daily process that inevitably meets some failure and need for improvement.

Various characteristics of teachers are perceived as important for motivating students to learn. In Escalante's opinion, the required characteristics of a motivating teacher are obvious concern and caring for the students. According to Meek (1989), Escalante explained that "a teacher has to possess love and knowledge and then has to use this combined passion to be able to accomplish something" (p. 47). As stated by Vasquez (1988), "Student perceptions of whether the teacher cares for them have meaningful effects on their performance and behaviour" (p. 248). Vasquez compiled several studies and sources that indicate the importance of caring in a teacher who motivates students to learn. He noted, "Students who perceived that, while teachers would not lower their standards for them, teachers were willing to reach out to them and provide needed assistance in practical ways, were the highest achievers" (p. 249).

While love and caring seem to be the most important characteristics for a teacher to exhibit, some writers also include humor and high expectations of students.

Hunsaker (1988) claims that "the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions" (p. 285). Weaver and Cotrell (1987) studied the effects of humor in the classroom. They explain that in the classroom, students want most to see instructors as real human beings.

Weaver and Cotrell (1987) established a ten-step, systematic sequence for becoming more comfortable using humor in the classroom:

1. Smile/be lighthearted.
2. Be spontaneous/natural.
 - a) Relax control a little/break the routine occasionally.
 - b) Be willing to laugh at yourself/don't take yourself so seriously.
3. Foster an informal climate/be conversational and loose.
4. Begin class with a thought for the day, a poem, a short anecdote, or a humorous example.
5. Use stories and experiences that emerge from the subject matter. Use personal experiences.
6. Relate things to the everyday life of students.
7. Plan lectures/presentations in short segments with humor injected. Plan a commercial break use a slide or overhead.
8. Encourage a give-and-take climate between yourself and students. Learn their names.
9. Ask students to supply you with some of their jokes, stories, or anecdotes. Share these.
10. Tell a joke or two. Do outrageous things. Admit you're no good at it. Appear human.

Along with using humor, it has been found that teachers who motivate students have high expectations of them.

Vasquez (1988) indicated that "high expectations are communicated to the student through different types of cues, verbal or nonverbal, and the student's performance is consequently affected". He emphasized that students are affected by the high expectations of a teacher even if the student has negative expectations about that teacher. Glasser (1989) indicated that students will often work harder in a job at McDonald's than in school because they have been given a standard for quality work. According to Glasser (1989), the primary prerequisite to a solid, motivational routine is an identifiable standard of quality. When this quality is attained and explained to the students, they will work hard to maintain it. Teachers can determine a standard of quality and expect students to meet that standard. When teachers set a sufficiently high standard with clearly specified ways of attaining that standard, students will begin to have more success in meeting high expectations.

Motivation through Interaction and Worthwhile Tasks

Although a teacher's personality is of great importance in motivating students, teachers can also elicit students' desires to learn by a variety of teaching techniques. Most teachers think that motivational teaching has to be entertaining;

this perception is not necessarily accurate. As discussed in the previous section, much of motivation is dependent on the teacher's personality; consequently, the learning experience will depend on the interaction between the lesson structure and the teacher's personality. Teachers must be comfortable with themselves as well as with the tasks they are using in their lessons. Palardy and Palardy (1987) point out that "regardless of the cause, and regardless of the teachers' years of experience, teachers who are uneasy are going to communicate that uneasiness to their pupils. When this happens, the door to restlessness among pupils is wide open". As a teacher attains sincere concern for the students while allowing humor and expectations to increase, students' restlessness will decrease and learning tasks will motivate students more easily.

Also important to any learning experience is the interaction between the teacher and students. In his book *High Impact Teaching*, Brown (1988) emphasized the following statements repeatedly: "Teaching is interaction that facilitates learning if you can't interact with them, you can't teach them". The reason many teachers cannot interact with students is that they have not developed respect for the students.

Brown (1988) presented five postulates for establishing and maintaining an atmosphere of mutual respect between teachers and students:

- Teaching is interaction that facilitates learning.
- Differences must not only be tolerated, they must be affirmed.
- Values are neither right nor wrong; they simply exist in all of us.
- Freedom to choose is one of the most precious rights we have.
- Those who dare to teach must never cease to learn. (pp. 7-8)

Even though these statements seem basic to any foundation of education, they are seldom fully used. For instance, the second postulate encourages the affirmation of differences; yet most teachers treat all students alike. All students can do the same work; they can all be treated the same way. Such attitudes interrupt the interaction that is being nurtured. Not all students want to go to college; not all students want to make a lot of money or live as middle class citizens. When a teacher can accept those differences, the teacher has opened a door to interaction. Instead of having a class full of students, the teacher will have, for example, a "specialist" in 4 x 4 trucks, another "specialist" in rock music, and still another "specialist" in street talk or rap. Drawing from the expertise of these specialists, the teacher has many additional areas from which to present illustrations and real situations that can create the desire for students to learn. Brown (1988) states that "regardless of the lifestyle pursued, its quality is improved by the knowledge and skills acquired through active participation in the learning process" (p. 36).

Another of the postulates that deserves comment is "those who dare to teach must never cease to learn" (Brown, 1988, p. 8). Society is changing every day. Consequently, the subjects taught are also changing to meet the needs of this new society. In addition to the subject areas, teachers also need to be aware of student lifestyles. In an article on developing humor, Weaver and Cotrell (1987) point out, "One factor that creates distance between instructors and students is that the interests of the instructors vary dramatically from the interests of students" (p. 174). They went on to encourage reading the student newspaper, going to student-oriented movies, listening to "their" music, reading some of "their" books or magazines, attending student events. An instructor's interest in these events reveals a caring attitude toward the students (Weaver & Cotrell, 1987). Teachers who feel they can come in and teach their subject matter without taking the initiative to learn more about their students' interests are losing a great motivational technique. For many teachers, learning about their students' lives will be a unique challenge; yet it is essential in order to be the type of teacher that will truly impact students' lives.

The teaching techniques discussed thus far have dealt specifically with promoting interaction in the classroom. There are several other techniques that have been found to be very motivational. One of these techniques is cooperative learning. Escalante implements cooperative learning as a team approach: "I make them believe that we have a team which is going to prepare for the Olympics" (Meek, 1989, p. 47). The "Olympics" or goal to be achieved can be determined by the teacher or the class. For Escalante, it was the Advanced Placement calculus examination. For another teacher, it may be an organizational competition, college, a group or school project, or simply the next unit test.

Again, an important aspect about any technique used is that it must allow the teacher to feel comfortable with its implementation. Much has been written recently on cooperative learning. Brown (1988) recommends the use of the THINK-PAIR-SHARE model where students take time to develop answers to important questions, share their answers with a partner, and then reveal their results to the class in order to encourage the participation of each student in the class. In my classroom, I have used this method to help shorten the amount of time spent reviewing homework. Each student has a class partner with whom to compare the solutions to difficult problems. If a pair requires help after discussing a problem, we review the difficult problem as a class. Since the desired outcome of any motivational strategy is participation by each student, this type of cooperative learning can be a very effective strategy for teachers to use.

Many studies include the use of competition within the cooperative learning context. In fact, Slavin (1988) has conducted extensive research on what he calls "student team learning." This approach to instruction entails the use of student teams, each working cooperatively, competing as groups with the other student teams in the class. Many school systems have utilized student team learning with much success (Allen & Van Sickle, 1984; Frechtling, Raber, & Ebert, 1984; Lockwood, 1988). Maller (1929) a predecessor of Slavin, indicated, "In any study of incentives the element of competition holds a prominent place. It usually causes an act to be performed better or faster than it is performed by others or than the individual himself performed it before".

Many teachers have incorporated strategies involving competition, such as student team learning, into the routine of their classrooms. The routine starts with the teacher's assignment of students to learning teams. The teacher then presents a lesson, and the students work within their groups to master the concepts. At the end of a unit or a week, the teacher gives individual quizzes and compares team scores or team improvements; some teachers conduct a type of tournament during which some sort of quiz is given.

Peterson and Fennema (1985) concluded that competition is more motivational for boys and may even have a negative effect on girls. They also reported that girls performed better in cooperative learning environments while these environments were statistically ineffective for boys. Although Peterson and Fennema did not study the combined effect of cooperation and competition, Manos (1988) showed that students in a delinquency prevention program benefited from and enjoyed student team learning which involves both cooperation and competition.

Creative problem solving is another motivational tool that is gaining in popularity. Since the teacher is attempting to relate to the students' environment, it is important to see the way in which students would solve problems. Brown (1988) explains it this way: An effective way to solicit contributions indicating what students already know is through a process of creative problem solving. You may begin by having your class engage in brainstorming exercises designed to produce possible solutions for problems that affect the human condition. (p. 39)

This technique is motivational in that it requires eliciting responses from each student. It must be in a context of learning in which no one would feel exempt.

Schwartz also recommends using newspaper articles, magazines, and government documents as excellent sources for problems. Using such sources for problem

solving will generate motivation as well as a context for learning that will provide future benefits for the students.

Brown (1988) indicates, "One strategy for reducing the ability of students to predict what will take place in the classroom is the use of counter-intuitive interventions. By definition, things which fall into this category defy immediate comprehension by most students, but are not incomprehensible" (p. 48). Brown includes many different things as counter-intuitive:

Selections from Ripley's "Believe It or Not," optical illusions created by mirrors or straight lines, perpetual motion displays, dancing mothballs in a solution of vinegar and water, and creative uses of the center of gravity for balance are examples of things that work well.

Motivation Due to Environment

Although the personality of the teacher and the learning tasks in the classroom can be developed to create more effective teaching through motivation, a quality atmosphere for learning in the classroom can also be a motivational factor that contributes to effective teaching. Most teachers have experienced that, as the year progresses and the pressures mount, there is a tendency to limit the creativity in lesson plans in order to survive until the next holiday. Although it would be desirable to come up with some dynamic way of presenting the next topic, the stack of papers on the desk leaves little time for the teacher to do anything beyond the minimum. Because times like this will occur, it is good to know that there are methods that can be used to maintain a motivating environment within a pressured routine.

The use of routines can establish a comfortable atmosphere for learning because students know what to expect. It is important, however, that these routines not become mundane and boring. Establishing classroom routines that include the motivational techniques previously discussed will help prevent the routines from becoming mundane.

Johnson (1982) feels that his classroom routines help promote student success. During his routine for the end of the class period, his greatest goal is "to have the students leave class with confidence knowing that they have succeeded in mastering the objectives for the day" (p. 40). Having the students leave the classroom with a feeling of accomplishment is important in maintaining a motivating environment. When a student feels that he is succeeding in a class, he will continue to build the intrinsic motivation to succeed (Vasquez, 1988). If the students can leave the classroom feeling that they are more competent than before they started to learn and

their work can be recognized as a good job by anyone's standards, including their own, then quality education has been achieved.

Along with the classroom routines and the development of success of students comes the inevitable in any classroom environment discipline. Since motivated students would be indicated by students who are on task, act responsibly, and show good human relations, teachers who maintain effective discipline elicit characteristics in students that are important to motivating students.

A teacher who truly cares for the students will maintain consistent discipline because of its effects on learning, regardless of the students' dislike for such discipline. Many techniques can be used. Among these techniques is the use of preventative strategies that focus students' attention on behaviours to attain rather than on behaviours to avoid. Palardy and Palardy (1987) discuss nine preventative strategies:

1. Teachers must feel comfortable with themselves, their pupils, and their subject matter.
2. Teachers must believe in their students' capacity and propensity for appropriate classroom conduct.
3. Teachers must ensure that their instructional activities are interesting and relevant.
4. Teachers must match their instructional activities with their pupils' capabilities.
5. Teachers must involve their pupils in setting up "the rules".
6. Teachers must make certain that their pupils know and understand "the routine.".
7. Teachers must identify their problem times.
8. Teachers must remember that pupils are not "little adults".
9. Teachers must give evidence that they genuinely like and respect their pupils.

Most of these techniques can be seen as caring actions taken by a teacher whose role goes far beyond merely being a school district employee.

Activity:

Create a section in your classroom management plan that addresses motivation. In a few pages outline the principles and strategies you will use to support the motivational levels in your classroom.

7.4 Provision of Environment Conducive to Learning

The learning environment plays a very important role in creating a happy learning atmosphere. An environment conducive to learning can improve students' active participation and the effectiveness of teaching. That is why we need to review the learning environment. The learning environment in a classroom includes the physical conditions of the classroom (temperature, hygiene, air circulation, interior design, etc), the arrangement of the classroom, its management and use of

learning resources. For this activity discussion will focus on the use of learning resources, the arrangement of the students and displays of student work.

In reality, conducive to learning environments do not just happen, they are the result of effective classroom management that establish and maintain work systems for pupils to engage in their learning. A conducive to learning environment is one that is task-oriented and predictable, where pupils know what is expected of them and how to succeed. Pupils in these classrooms are consistently engaged in the learning tasks that their teachers have set for them and very few pupil behaviours interfere with those tasks (Emmer & Evertson, 1981; Doyle, 1990; Munn, Johnstone, & Chalmers, 1990).

For education in school to be effective, the environment needs to be conducive to learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. The learning environment plays a very important role in creating a happy learning atmosphere. A conducive environment can improve students' active participation and the effectiveness of teaching. That is why we need to review the learning environment. The learning environment in a classroom includes the physical conditions of the classroom (temperature, hygiene, air circulation, interior design, etc), the arrangement of the classroom, its management and use of learning resources. For this activity discussion will focus on the use of learning resources, the arrangement of the students and displays of student work.

Govender (1997) relates the learning environment which is inclusive of some of the following, lecture halls, individual study areas, libraries, instructional materials, support services and options available must not simply permit learning to occur in the educational institution. All environments should be conducive in a way so as to enhance the learning process. Going further, conducive learning can also include classroom management which means more than just maintaining strict and rigid control over the class and its content it means establishing a comfortable environment that allows everyone to learn and participate freely”

How to Create a Good Learning Environment

Creating a good learning environment to meet learners' needs involves adjusting classroom elements that within the instructors control.

A learning environment that is conducive to learning takes into consideration the comfort of all learners. Good lighting, seating, room temperature, acoustics and visual aids will ensure that participants are comfortable and engaged.

Good Lighting for Learning

Good lighting can not only improve the ambiance of a space but promote learning by improving visibility and the energy level within the room. Lighting can be altered by choosing when to have the full complement of lights turned on, when to use just natural light (if the room has windows) and creating a warm reading space with the addition of floor or table lamps or creating a seated task area with task lighting.

Arranging Seating to Allow for Active Learning

Training room layout or the seating arrangement is one factor that can be changed in most classrooms. Use the opportunity to create a space that is conducive to the activities planned such as a horseshoe arrangement for discussions, pods for small group activities and theatre style for large participant numbers where demonstrations or lectures are the main delivery style. Make sure that the room is large enough for the number of participants; cramped rooms can distract learners.

Comfortable Room Temperature Keeps Learners Engaged

Room temperature can influence attention spans and learning. It is important to check the room temperature and close blinds, open windows, use space heaters etc. if necessary. Basic comfort is needed if learners are to retain the information they are learning. Test room acoustics to see if sound equipment is necessary. If the room is large and the participant numbers is in excess of 50 people, a microphone and speakers may be necessary in order for the presenters or instructors voice to carry to the back of the room. Bad acoustics can be highly frustrating for learners who are intent on hearing the message. Good conference phone equipment is also important if learners are calling in to the session. Speakers may also be required if audio presentations such as video clips are shown.

Visual Aids Need to be Seen by All Learners

Visual aids can have a huge positive impact on learners' ability to understand key concepts. However, if visual aids are poorly designed and are not visible to all learners within the classroom, they lose their impact. Choose font sizes of no less than 20 in PowerPoint presentations and choose backgrounds that are light with dark colored font.

Comfortable learners are engaged learners and so it is important for instructors to consider the elements that they can control to create a classroom environment that is conducive to learning.

Activity:

Illustrate through picture what type of classroom environment you will provide to your students for learning?

7.5 Classroom Management

Classroom management is the term educators use to describe methods of preventing misbehaviour and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession.

The ability of teachers to recognize classrooms and manage the behaviour of their students is critical to achieve positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction deduces, but does not eliminate, classroom behaviour problems.

Structuring a classroom so that it supports positive student behaviour requires forethought and planning. Highly effective teachers structure the classroom environment so that it decreases the likelihood of inappropriate student behaviour increases desirable student interactions and set up students for success.

Effective classroom structuring requires attention to the following features:

- Creating a physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behaviour.
- Making efficient use of classroom time, including transitions between various classroom activities.
- Ensuring that the nature and quality of student interactions is positive.
- Clearly communicating appropriate behaviours for particular classroom activities. For example, student may be expected to interact with one another during cooperative learning activities but not during independent work at their seats.

According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management.

Classroom management focuses on three major components: contents management, conduct management, and covenant management. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices.

Researchers showed that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, student comprehension or seat work is not monitored on a regular basis. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems.

How do the most effective teachers...

- *manage behaviour in their multi-ethnic, multi-cultural classrooms?*
- *develop and use classroom rules and routines?*
- *use classroom consequences that work?*
- *design positive behavioural supports for challenging behaviours?*
- *avoid career- and health-threatening frustration and burnout?*

The establishment and maintenance of safe and supportive classrooms that contribute to high quality student achievement are critical skills that are rarely taught at the university. Consequently, those skills must be crafted and honed “on the job.” Each school and each classroom presents its own unique challenges, and because every year brings a new group of students, teachers must become lifelong learners.

The foundation of this learning lies in just a few research-supported principles and actions. Everything starts with TEACH:

- T** – ***Tailor for diversity.*** Make it a point to know as much as possible about your students, including their diverse cultural, ethnic, behavioural, and learning characteristics, along with stressors they may experience outside of school.
- E** – ***Encourage positive behaviour.*** Aim for a 4:1 ratio of positive comments to negative corrections for all the students.
- A** – ***Arrange the environment for success.*** Teach your behavioural expectations directly and immediately through collaboratively-established classroom rules and well-designed classroom routines.
- C** – ***Consult your peers.*** Seek collaboration with experienced teachers and specialists before difficult problems start to become entrenched.
- H** – ***Hug yourself.*** Prevent stress and burnout by focusing each day on what you are accomplishing and not just on what is frustrating.

To help you implement the TEACH guideline, we have put together the next section that elaborates, clarifies, and expands on these five essential principles.

In well taught lessons, with pace, variety and challenge, behaviour problems were uncommon; in others order was maintained by spending a disproportionate amount of time quelling trivial but continual disruption and talking about behaviour, often to the detriment of pupils' learning. Where teaching is poor and teachers' expectations are low, pupils get bored and behaviour deteriorates.

Hence the following tips are offered as suggestions for improving classroom management by more effective teaching and learning:

- 1) Give students an **overview** of what they are learning. Don't teach isolated segments of content without showing how they link into the whole.
- 2) Help students to understand the **relevance** of what they are learning. Not only in terms of practical usefulness, but also how it relates to other areas of knowledge or the overall subject matter.
- 3) Use a **variety** of approaches for both input and student presentation of work. Research shows that students have different learning styles so a variety in both input and output allows more students to work in their preferred style. It is not only to encourage the participation of students less able in reading and writing, but also allows more able students to develop creativity.
- 4) **Make tasks clear.** Investing time at the outset by giving a full explanation to the whole class can save time later having to clarify the task for individual students. This may also involve teaching the language of the subject so that instructions are understood (key words and definitions can be kept on display in a subject classroom).
- 5) **Use tutorial groups** to have regular personal contact with students in a manageable way. Establish ground rules for this so that the rest of the class remains on task whilst you are talking to a particular group.
- 6) **Use a variety of resources** - video, audio, pictures, books etc and establish a system (colour coding, clear labeling) which enables students to access and replace resources easily so that the teacher does not become the resource manager.
- 7) Design **activities to develop understanding** rather than closed questions to produce the right answers (right answers and understanding do not always go hand-in-hand). Activities that require the student to process information rather than just transfer it from one place to another will improve motivation by challenging the student as well as deepen understanding.
- 8) When producing your own resources make them into **learning guides** which give an overview of the learning objectives of the task, provide prompts as to which resources could be used, and how the presentation of information could be made etc. to avoid students being over-reliant on the teacher to start and get on with their work.

Dimensions of Classroom Management

Morgado (2005) defined a Model of Differentiation in Classroom Management that can promote quality and inclusion and help the teachers to deal with the differences between pupils inside classrooms.

The Model is designed in six dimensions. In each of one, teachers should be considering different forms to carry out their work.

- A. Organization of pupils work** – this dimension is related to the different ways and goals that teachers can use to organize the functioning of pupils.
- B. Evaluation** – in this dimension we consider all the processes related to the evaluation and regulation of learning and teaching process including procedures and devices.
- C. Planning** – here we include the educational planning process namely curricular management.
- D. Materials/Resources** – in this dimension we analyse the importance attached to the use of different materials and resources to support learning and teaching process and the criteria to choose them.
- E. Learning activities/Tasks** – here we underline the importance attached to use of different learning activities and tasks considering the diversity of learning styles of pupils.
- F. Social Climate** – this dimension is essentially directed for social interactions between pupils and between teacher and pupils.

Activity:

What is a poorly managed classroom like?

<i>Look like</i>	<i>Sound like</i>
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

What does classroom management:

<i>Look like?</i>	<i>Sound like?</i>
--------------------------	---------------------------

2)	1)
3)	2)
4)	3)
5)	4)
6)	5)

7.6 Self Assessment Questions:

1. What are the characteristic of an effective teacher?
2. Describe communication and effective teaching, what are different types for communicating material in classroom?
3. Write a note on teacher's role in the provision of environment that is conducive to learning.
4. How conducive learning environment can be created?
5. Define and describe the term motivation. What are different types of motivation?
6. How expectations of a teacher can affects students' motivation?

7.7 Suggested Readings

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Unit–8

**TECHNOLOGICAL CHANGE
AND SOCIETY**

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INTRODUCTION

Only change is permanent in this existing world, the informational technology brought changes in a real manner because it involves the technology. Technologies significantly affect human as well as other species' ability to control and adapt to their natural environments. Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped to develop more advanced economies. Various implementations of technology influence the values of a society and new technology often raises new ethical questions. Examples include the rise of the notion of efficiency in terms of human productivity, a term originally applied only to machines, and the challenge of traditional norms.

Technological change is a term that is used to describe the overall process of invention, innovation and diffusion of technology or processes. The term is synonymous with technological development, technological achievement, and technological progress. In essence technological change is the invention of a technology (or a process), the continuous process of improving a technology (in which it often becomes cheaper) and its diffusion throughout industry or society. In short, technological change is based on both better and more technology. "There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered."

Technology is helping teachers to expand beyond linear, text-based learning and to engage students who learn best in other ways. Its role in schools has evolved from a contained "computer class" into a versatile learning tool that could change how we demonstrate concepts, assign projects and assess progress. This unit will concentrate on the technological changes and its impact on contemporary society in general and particularly in the schools.

OBJECTIVES

After learning this unit, students will be able to:

1. describe the relationship between technological change and society
2. examine the different sources of technological change
3. explore the effects of technology on jobs
4. investigate the impact of technological change on Pakistani society

8.1 Technological Change and Society

Technology is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function. It can also refer to the collection and utilization of such tools, machinery, and procedures.

It can strengthen as well as alleviate the impacts of human activities. The role of technology has recently moved to the forefront of both science and policy in addressing climate change. The long time span involved in climate change from decades to centuries puts technological change “in the driver’s seat”, because over long time periods technological systems are highly malleable, whereas in the short run they are largely inflexible.

Technology and society refers to cyclical co-dependence, co-influence, co-production of technology and society upon the other (technology upon culture, and vice-versa). This synergistic relationship occurred from the dawn of humankind, with the invention of simple tools and continues into modern technologies such as the printing press and computers.

Technology had become a trend to almost all aspect of the future nowadays. All had been conforming to how technology behaves. From the creation of new machines to the uses of micro devices that are now gaining recognition. As far as technology is concerned, almost all new created and establish things are in line with how technology affects it. Traditional ways of doing things are now beginning and slowly diminishing as new improved ways are starting to emerge. Even from the start of studying technology there are some downsides to its benefits. Technology is always viewed as a two way thing, giving benefits to the people and on the other side creates undesirable effect to the society as well as to the environment. Society today can be differentiate automatically to the way it looks and feel way back many years ago. There are many aspects and fields to which technology had affect the way people lived, from everyday living to political, social, economical, educational, and ethical issues of human beings. People had change greatly as technology had also been improving to help and address the needs of people in their application, whether to make work easier or to take pleasure and bliss out of the product from technology. If all would be enumerated to discuss all the effects of technology to how society now changes would have a long list of items. People are now discovering things that are to address their needs. Even communication is now very effective that distance is not an issue anymore. Even of greater distance, many people are able to be in touch with each other. Technology changes society by changing our environment to which we in turn, adapt. This change is usually in the material environment,

and the adjustment we make to the changes often modifies customs and social institutions.

8.1.1 Educational Technology and Change

Educational technology, the incorporation of information technology into the learning experience, is a term that continues to evolve alongside technological advancements in the field. Educational technology has played a major part in improving the learning outcomes of individuals by personalizing the learning experience. The immediate responsiveness of computer based programs, and the self-paced private learning environment that educational technology warrant seeks to promote higher levels of motivation among students worldwide. It has also provided greater access to education such as in the case of increased accommodation for students with severe physical disabilities and for students living in remote locations.

E-learning refers to the specific kind of learning experienced within the domain of educational technology, which can be used in or out of the classroom. Distance learning, computer-based training, and social networking tools are just a few examples of e-learning. Tools like TIGed (<http://www.tigweb.org/tiged>) combine engaging social networking technologies with citizenship and global education. Implementing such tools in the classroom addresses the pressing need for today's youth to be more aware of their global environment.

In our schools technology is playing its role. Association for Educational Communications and Technology (AECT) defines educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources" (Richey, Silber, & Ely, 2008). Technology of education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave.

Gone are the days when the teacher stood in the front of the classroom and lectured while students simply took notes. Today the classroom is an interactive world where the teacher as well as the student is engaged with technology. Because today's young people are hooked up and plugged in all of the time, whether it is with text messaging, iPods, social networking websites and more, it is important that teachers find a way to engage them on a technology level. Technology in the classroom is doing just that keeping students stimulated by using the latest and greatest inventions in computers and digital media.

8.1.2 Instructional Technique and Technologies

Problem based learning, project-based learning, and inquiry-based learning are active learning educational technologies used to facilitate learning as well as leaning in social context. Technology which includes physical and process applied science can be incorporated into project, problem, inquiry-based learning as they all have a similar educational philosophy. All three are student centered, ideally involving real-world scenarios in which students are actively engaged in critical thinking activities. The process that students are encouraged to employ is considered to be a technology. Classic examples of technologies used by teachers and Educational Technologists include Bloom's Taxonomy and Instructional Design.

Activities

1. Make a checklist of educational technologies. Visit your respective institution and check the availability educational technology
2. Discuss with the school teachers, how and which educational technology helps them in improving their teaching practice and make a one page report based on the discussion.

8.2 Sources of Technological Change

There are subsequent three sources of technological change.

1. Research and Development (R & D)
2. Learning-by-Doing
3. Spillover

1. Research and Development (R&D)

Research and Development is treated as relatively uniform in formal models, the reality is that R&D includes a broad range of activities, conducted by a range of individuals, and focusing on a broad range of different technologies or scientific disciplines. The major purpose of R & D efforts is not to formulate or test theory but to develop effective products for use in schools. Products produced by R & D efforts include: teacher training materials, learning materials, sets of behaviour objectives, media materials and management systems. R & D efforts are generally quite extensive in terms of objectives, personnel, and time to completion. Products are developed to meet specific needs and according to detailed specifications. Once completed, products are field tested and revised until a pre-specified level of effectiveness is achieved. Although the R & D cycle is an expensive one, it does result in quality products designed to meet educational needs. School personnel who are the consumers of R & D endeavors may for the first time really see the value of educational research.

R&D is often classified by the degree:

- to which it focuses on fundamental advances in scientific understanding is called *basic science*;

- to which it focuses on improving or understanding how to improve specific technologies is called *applied research*.
- a) **Basic Research**

Basic research is often assumed to be focused simply on improving scientific understanding without consideration of applications, this is not always the case; a great deal of basic research may be motivated by larger practical goals. e.g., curing diseases. Basic research can be further classified by the discipline(s) involved, for example, biology, chemistry, or some combination of disciplines. For example, much basic research has been conducted to determine principles of reinforcement and their effect on learning.
- b) **Applied Research**

Applied research is conducted in a field of common practice and is concerned with the application and development of research based knowledge about that practice. In education applied research usually focuses on problems that need to be solved to improve practice. To the extent that general theories are tested, the results may be generalized to different education settings. For example, basic theories of human memory, developed through basic research, could be tested in a new curriculum to discern improved retention of science concept. Other examples of applied research in education are studies that compare different teaching styles, identify characteristics of effective schools and examine the effects of lengthening the school day on student achievement. Educational research thus focuses on knowledge about educational theories and practices rather than on universal knowledge.

Applied research is designed to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake. The goal of the applied scientist is to improve the human condition. For example, applied research has been conducted to test the principles of reinforcement to determine their effectiveness in improving learning (e.g., programmed Instruction) and behavior (behavior modification). Some studies, those located in the middle of the continuum, try to integrate both approaches by conducting controlled research in special or simulated classrooms, using school children, and involving school relevant topics and materials.

Applied research can be classified by the particular element of a technology area that it addresses, for example, fuel cell membranes or turbine blades. It is conducted by industry, government, universities, not-for profit companies, and research associations. Applied R&D focuses on improving specific, well-defined technologies (e.g. fuel cells).

2. **Learning by Doing**

The concept of learning by doing has been used by Kenneth Arrow to explain effects of innovation and technical change. Learning by doing represents the notion that the more an individual or an organization repeats a task, the more adept or efficient the organization becomes at that task.

“Tell me and I forget, show me and I remember, involve me and I understand”

Chinese Proverb

This saying basically emphasize on learning by doing. This proverb is now used by many schools as a framework for teaching. Learning by doing refers to the capability of an individual to improve their performance by doing an action. The increased productivity is achieved through practice, self-perfection and innovations. Through learning by doing a teacher can help her students build a positive self-concept. There is really only one way to learn how to do something and that is to do it. If a student wants to learn to draw a ball, build vocabulary, or solve a puzzle s/he must have a go at doing it. For example, throughout history, youths have been apprenticed to masters in order to learn a trade or to get training from an experienced teacher. It means that learning a skill means eventually trying your hand at the skill. When there is no real harm in simply trying we allow novices to "give it a shot."

3. **Spillovers**

Technological change in an individual, organization, country, or domain of technology that arises from innovative activities in another individual, organization, country, or domain of technology is referred to as a “spillover.” Spillovers refer to the transfer of knowledge or the economic benefits of innovation from one individual, organization, or other entity to another.

Spillovers, uncompensated benefits that one person’s activity provides to another. Parents decision to educate their children well, making them into productive, taxpaying, law-abiding members of society, benefits the people who buy the goods they will produce, the people who will receive the government benefits their taxes fund, and the people they might otherwise have robbed. Invention of a computer spreadsheet benefited not just Dan Bricklin and his customers, who paid for the privilege, but also the teachers who used this spreadsheet in his/her classroom. A teacher conduct a research to explore the results of some specific techniques that improves his/her students’ performance and get published in a

journal for his/her own benefits. General public and other teachers can get access and they can get benefit from his/her publication.

Spillover benefits aren't intentionally provided. We don't plant flowers to benefit our neighbors, parents don't educate their children in order to give the government more money, Dan Bricklin and the teacher certainly didn't develop the spreadsheet in order to benefit the competitors his invention would eventually attract. These benefits are not the result of selflessness. Instead, they are incidental "extras" they spill over to others as a result of decisions we, parents and Bricklin made for our own purposes. While seemingly insignificant to us, spillovers turn out to be enormously significant to society. We are all incidental beneficiaries, each and every day. Spillovers "are a ubiquitous boon for society" because we share a common environment, live in communities, and interact with one another. The educational and social importance of spillovers is recognized in many contexts, but may be most significant in the context of innovation.

8.3 Technology and Jobs

Technology is assumed to be neutral, being developed on the basis of efficiency and use-value. But there is considerable evidence to support an alternative view that technology is developed to serve the particular needs of certain groups in society, especially powerful groups such as corporations and government bodies.

New technologies unquestionably have eased the lives of millions of people in many ways. New technology, however, has not been restricted to consumer items. Industry also has seen its share of advances with effects that have devastated the lives of millions of workers.

Technological change plays a major role in shaping the quality of employment. However, little attention has been paid to its differentiated nature to the contrasting effects that new products or new processes may have on employment. Research and development (R&D), design and engineering may lead to greater production and new jobs when they meet an adequate demand, and when they are not confined to replacing old goods. Technological changes, on the other hand, tend to replace labour with capital, often leading to productivity growth and job losses.

Computers, cell phones and the internet are just a few of the technological marvels created over the last few decades that have brought tremendous changes into our lives. Now we can communicate with our families, friends and coworkers from anywhere at any time just by picking up a cell phone or connecting to the

internet. New technologies not only made our lives easy it also facilitate teachers to make their classroom environment conducive to learning.

Technology in the institutions allows teaching to expand quickly and efficiently. Educational technology such as video conferencing, power point presentations and e-learning has removed institutional boundaries that were previously limited. With educational technology, institutions can target a wider community base and grow to higher levels. In organizations technology made the jobs easy and manageable.

1. Improve Communication

Educational technology is important because it improves communication in the organizations. Office workers are not limited to phone calls or inter-office mail to interact with one another anymore. Electronic mail allows staff to send messages instantly without interrupting the recipient. Educational technology also improves communication with students, parents and other community member because information can be passed through multiple channels almost instantly.

2. Human Capital

Technology in the organization improves the efficiency of screening, recruiting and hiring potential candidates. Organizations/institutes utilize the Internet to spread the word about the organization and advertise job openings. Technology like personality assessments and screening tools allow to determine whether a potential candidate is an appropriate fit for the organization.

3. Efficiency

Office technology saves times by speeding up the work flow process. Digital filing systems save space, paper and printing costs. The use of computer systems allows corrections to be made instantly. Resources like electronic files and access to information technology are available with the click of a button.

4. Mobility

Technology in the organizations practically eliminates space and time. Video conferencing technology let the individuals of an organization to interact with one another on any part of the globe. Technology reduces travel costs.

5. Employee Workload

Technology that helps to automate the processes and in the result it will help to reduce the workload of employees, freeing them up to work on other projects and assignments. New computer programs and software packages can help to collect and analyze data that would normally go unused or would take employees a good deal of time to extrapolate. New technology can also be used to help in improving the work processes and in turn it increase and the productivity for both the employee and the organization.

6. Accommodations

Disabled employees are perhaps the largest sector of the staff that can benefit from technological advances. With new technology, doors open for disabled personnel who previously may have lacked the ability to work a specific job due to the inability of an employer to provide accommodations. In addition, technology can help in increasing the productivity of disabled individuals who are already employed. Technology, such as touchscreen computers, can help employees more easily access and operate common office equipment.

8.3.1 Impact of Computer Technology on Jobs

Computer technology has had a major impact on the working world. This includes improved and expanded communications, providing more work opportunities for the disabled, reducing paperwork, providing for expanded learning and creating a more collaborative work environment.

Technological change and its impact on the work force have become a focus of attention nowadays. The innovations include advanced communication systems, industrial robots, flexible manufacturing systems, computer-assisted design (CAD), computer-assisted manufacturing (CAM), computer assisted instructions (CAI), computer mediated instructions (CMI), and computer management system (CMS).

Jobs are assumed to be appropriate slots for people to do valid work in a most favorable method, for which they receive adequate reward. Technology helps youth and adults to achieve their goals. In partnership with local schools, government agencies, and businesses, technology provide individualized assessments, career and job placement assistance. Educational institutions gives individuals the opportunity to identify, evaluate, and train on the latest computer adaptive technologies; the School-to-Future Program providing tools and support for students to further their education and prepare for employment and Access-to-Jobs, an employment service for the individuals.

Computer training is vital for every job in current era. Educational institutions provide training that empowers individuals to work in a variety of careers, and continue vocational learning if they choose. Microsoft has provided software and financial support that allows individuals to integrate computer use training while we are teaching job preparation skills such as resume writing, web based job search skills, budgeting and presentation skills. Microsoft support has also increased individuals ability to provide assistive technology training, integrated with basic computer skills. The assistive technology training is critical for so many individuals with disabilities who need accommodations to use a computer to be successful in school or at work.

Individual's goals are to achieve success in their education and careers. New technology helps individuals to find employment by helping them to understand what employers look for and expect from an employee. Microsoft Office skills help individuals; to create a resume, cover letters and a career portfolio. Professional communication skills can be developed by networking with employers and self-advocate for any accommodations individual might need. Through internet individuals are able to conduct a job search, obtain and maintain employment, and pursue their educational goals.

8.3.2 Computer Programming and Jobs

The control of technology and jobs to serve the interests of powerful groups can be illustrated in the area of computer programming. Until about 1965 almost all computer programmers were self-trained. Learning on the job was never found to be a difficulty. But in recent years it has become increasingly difficult to learn on the job, since it is difficult to get a job without undergoing fairly lengthy formal training. There have also been more and more restrictions on what a person is allowed to do in relation to computing. Formerly, people who wrote programmes also punched their cards and supervised the running of their programmes on the computer. They knew much about the physical equipment and software and its peculiarities because this knowledge was useful to them and because the information was readily available.

In recent years the running of programmes has been restricted to operators who themselves do little or no programming. Such tasks as card punching or the equivalent now the largest job category in the computing field, are done by people knowing nothing about the programme at all. Furthermore, the division of labour is being assumed in the design of physical facilities for computing. For example, computer terminals are designed so that ordinary typists can type in information without knowing anything about its meaning. Operating systems are designed so that many aspects of the system cannot be studied except with special access or permission. And the ordinary computer user has very little say in what and how computer facilities are designed. It is increasingly difficult to learn about many aspects of computing - such as computer hardware, operating, systems programming - except in courses for specialists, since the different aspects of computing are separated off into inaccessible domains. (These comments apply to large-scale computer systems. The rapid growth of smaller decentralised installations raises different possibilities and problems.)

All these developments are rational and natural-if one assumes certain priorities. The main aim in the development of computing technology and knowledge has been profit for computer companies and usefulness to organizations, such as banks and the military, that buy and use computers. Attention therefore has been focused on achieving the ability to perform certain tasks very efficiently, such as keeping records and accounts, without any assessment of whether those tasks are worthwhile. In the development of computer technology and knowledge it has not been a primary aim to enable as many people as possible to be involved in designing, producing, using and understanding computer equipment. Neither has it been a primary aim to foster equality and despecialisation of computer tasks. The capabilities of computing facilities are oriented towards serving the demands of business and government and not the self-expressed needs of the people. This can be seen as at least partly the result of the development of these facilities being out of the hands of the people.

Online jobs for teachers are slowly on the rise which does not only mean teaching and tutoring. Many educators and post educators are finding the benefits of working as online educational consultants, presentators, workshop organizers. There are also numerous online freelance writing jobs for the educational writing markets such as writing curriculum, readers, textbooks, correlating academic standards; writing text passages and lesson plans; in addition to actual teaching online. Using the Internet to find teaching work online has quickly become a niche of its own and is continuing to grow. But the allure of online teaching jobs does in fact, demand a bit of research and it can be slow. And while using the Internet can be useful and even fun, it is not the only way to access information.

8.3.3 Teaching Employment Online

Eduwizard represents an online learning and teaching platform that is becoming increasingly popular with educators who are looking for a break or to diversify their knowledge and expertise of their subject and for students who are looking for a unique tutoring experience. Teachers looking for a diverse online teaching employment will be sure to find one here. These platforms work differently with regard to technology, so it's best to research and perhaps experiment accordingly. Technical issues might be another consideration as well as differences in time zones as some students live in other parts of the world.

Activity:

Visit different sites of online teaching employment and make a list of the teaching and learning opportunities provided on these sites.

8.4 Organization of Technology

Educational technology in a way could be traced back to the emergence of very early tools, e.g., paintings on cave walls. But usually its history starts with educational film (1900s) or Sidney Pressey's mechanical teaching machines in the 1920s.

The first large scale usage of new technologies can be traced to US WWII training of soldiers through training films and other mediated materials. Today, presentation-based technology, based on the idea that people can learn through aural and visual reception, exists in many forms, e.g., streaming audio and video, or PowerPoint presentations with voice-over.

The 1950s led to two major, still popular designs. Skinners work led to "programmed instruction" focusing on the formulation of behavioral objectives, breaking instructional content into small units and rewarding correct responses early and often. Advocating a mastery approach to learning based on his taxonomy of intellectual behaviors, Bloom endorsed instructional techniques that varied both instruction and time according to learner requirements. Models based on these designs were usually referred to as computer-based training" (CBT), Computer-aided instruction or computer-assisted instruction (CAI) in the 1970s through the 1990s. In a more simplified form they correspond to today's "e-content" that often form the core of "e-learning" set-ups, sometimes also referred to as web-based training (WBT) or e-instruction. The course designer divides learning contents into smaller chunks of text augmented with graphics and multimedia presentation. Frequent Multiple Choice questions with immediate feedback are added for self-assessment and guidance.

The 1980s and 1990s produced a variety of schools that can be put under the umbrella of the label Computer-based learning (CBL). Frequently based on constructivist and cognitivist learning theories, these environments focused on teaching both abstract and domain-specific problem solving. Preferred technologies were micro-worlds (computer environments where learners could explore and build), simulations (computer environments where learner can play with parameters of dynamic systems) and hypertext. Digitized communication and networking in education started in the mid 80s and became popular by the mid-90, in particular through the World-Wide Web (WWW), email and Forums. There is a difference between two major forms of online learning. The earlier type, based on either Computer Based Training (CBT) or Computer-based learning (CBL), focused on the interaction between the student and computer drills plus tutorials on one hand or micro-worlds and simulations on the other. Both can be delivered today over the WWW. Today, the prevailing paradigm in the regular school system is Computer-mediated communication (CMC), where the primary form of interaction is between students and instructors, mediated by the computer. CBT/CBL usually means individualized (self-study) learning, while CMC involves teacher/tutor facilitation and requires scenarization of flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks. It also provides tools for student and curriculum management.

In addition to classroom enhancement, learning technologies also play a major role in full-time distance teaching. While most quality offers still rely on paper, videos and occasional CBT/CBL materials, there is increased use of e-tutoring through forums, instant messaging, video-conferencing etc. Courses addressed to smaller groups

frequently use blended or hybrid designs that mix presence courses (usually in the beginning and at the end of a module) with distance activities and use various pedagogical styles (e.g., drill & practice, exercises, projects, etc.).

The 2000s emergence of multiple mobile and ubiquitous technologies gave a new impulse to situated learning theories favoring learning-in-context scenarios. Some literature uses the concept of integrated learning to describe blended learning scenarios that integrate both school and authentic (e.g., workplace) settings.

a) Integrated Technology Development

Integrated technology development is defined as "the process of change of an organization in which organization and technology are designed and developed jointly in a task and need oriented way by the members affected: the organization members affected consider the existing problems, search and evaluate the problems' causes, and consider measures to solve the problems.

- (i) Establishing the Process:** A process of integrated organization and technology development starts with the perception of a problem in the daily work of an organizational unit. If a member of the organization finds that certain organizational aspects are preventing an efficient performance of his actual tasks, he should have the chance to articulate problems. Based on this perception, the members of an organization who are affected by the problem should discuss whether there is a need for an integrated process of change.
- (ii) Analysis of the Actual State:** At first, the actual state has to be analyzed with respect to organizational structure, technology and qualification. The results of this analysis have to be discussed. According to the knowledge of the organizational unit about the problem and its objectives there are different methods for an analysis. This analysis can consist just out of a group discussion of the organizations' members to develop a common understanding of the problem. Such a discussion can be prepared by change agents using open interviews or different work psychological instruments for task and work analysis.
- (iii) Creation of Alternative Options:** Having clarified the actual state with its problems, it seems important to generate alternative approaches to its solution. These alternatives may include different combinations of organization, technology or qualification measures. Based on these alternatives, the members of the organization discuss and find a consentaneous solution. To judge the human centred potential of the different options, these alternatives can be evaluated with work psychological methods.
- (iv) Planning of the Interventions:** After choosing a development option the members of the organizational unit have to decide on interventions in organizational, technological, and qualificatory dimensions. If software has

to be (re)implemented the establishment of the software development project happens in this phase.

- (v) **Interventions:** Interventions derived from organization development plays a central role within the wider process of integrated organization and technology development. Their main issue is the change of formal and informal aspects of an organization. Concerning the structures and processes of an organization, decentralization and new forms of division of labour may have to be introduced. Decentralized and cooperative structures are realized by formation of workgroups. Workgroup structures could be guided by concepts like semi-autonomous workgroups or linking pin systems. Methods to introduce work group structures are group dynamic techniques like training laboratories or team development.
- (vi) **Qualification for Participation:** Furthermore, the individuals involved in organization and technology development must be enabled to participate in the process adequately. Therefore, the social competences of the participants have to be promoted. Social competences in this context are communicative and cooperative abilities as preconditions for an involvement in discursive development. To take part in this process, an adequate capability for conflict management is necessary, too. These social competences can be trained by encounter group method, team development, training laboratories, group intervention. During the integrated process of organization and technology development there should be performed workshops for the promotion of social competences continuously.

8.5 Technological Change and its Impact on Pakistani Society

Schools are undergoing a major transformation as they transition to a digital learning environment. With greater opportunities to access information, collaborate with peers and teachers, and create new types of content, students are more engaged and have a stronger voice in their own education. Teachers are able to use actionable information to personalize learning based on individual student's learning needs and styles. In Pakistan technology is greatly affecting our schools and community.

1. Communication

Communication had been developing even in the earlier days by the use of telephone and the use of radio and telegraph in the purpose of exchanging messages to distant places. Today, in Pakistan the population has telephones as a means of necessity. Cellular phones are also now very effective and efficient not just as an accessory but as a guide to everyday living of people. There are many applications that could be installed into this small gadget that could give many uses. Example of these applications is having a

dictionary in the phone which is very helpful as guide, and also the conversion of many measurements.

2. Lifestyle

People are greatly affected to the progress of technology that even everyone's lifestyle also changes. People live differently to how they are used to in the past years. When technology is very reachable and human beings are very much willing to adapt this kind of technology, change is not a very impossible path. Technology had greatly improved the way people are living. It develops the standard of living. Every action of men correspond a specific machine that could help men one way or another. Examples of these are computers to which people are doing almost the electronic works. For leisure times, as also discussed in our Future Technology subject, entertainment concerning the gaming console is of now in high definition that it is almost like life like that you can easily be addicted to it. The music industry is also in greater pace in development. More and more develop machines are now more capable of handling greater amount of data in terms of music files. Gadgets are also handling many features like having a screen for viewing the music video.

Technology also affects people in many different ways. Example of this is how people work. Before, many businesses are doing most of its transactions using only paper to list the day to day operations as well as the billings. Systems are now being developed and highly utilized by businesses to make their processes more effective than the traditional ways of doing it. Doing business is also possible even if not having a physical presentation. Anyone can transact processes online as long as he or she has a credit card or digital money. The web offers many things that one could possibly imagine, from business to advertising and also to communication and gaming. Businesses consist of buying things online and selling products. Advertising also are in line to the businesses. Anyone can also book flights through the use of the internet.

Learning had been also in the verge of fully developing the use of technology by having its e-learning strategy. More and more students are now having forums and discussion using the internet. Classes are having their learning in the web. It is not necessary to be physically present in the classroom to be said you are doing great in school. This is also another way to which we can say that technology had greatly affect the way the society behaves nowadays. Because of the changes that are brought about by technology, people are conforming to it to be able to stay in way with how technology is moving.

3. Cause of Skill Shortage is Complex

Skill shortages could be traced back to the faulty educational system, myopic policy of labor export and persistent technical change. Educational flaws stemmed up from poor curriculum, inadequate teacher's training, and low public and private investment in education. The task of dealing with skill shortage is less urgent compared to the depression of labor surplus. Of course with fast-changing technologies demand for new skills would render some existing skills obsolete.

4. Industrialization

Technology has contributed to the growth of industries or to the process of industrialization. Industrialization is a term covering in general terms the growth in a society hitherto mainly agrarian of modern industry with all its circumstances and problems, economic and social. It describes in general term the growth of a society in which a major role is played by manufacturing industry. The industry is characterized by heavy, fixed capital investment in plant and building by the application of science to industrial techniques and by mainly large scale standardized production.

Industrialization is associated with the factory system of production. The family has lost its economic importance. The factories have brought down the prices of commodities, improved their quality and maximized their output. The whole process of production is mechanized. Consequently the traditional skills have declined and good number of artisans has lost their work. Huge factories could provide employment opportunities to thousands of people. Hence men have become workers in a very large number. The process of industrialization has affected the nature, character and the growth of economy. It has contributed to the growth of cities or to the process of urbanization.

5. Urbanization

In Pakistan, the growth of industries has contributed to the growth of cities. Urbanization denotes a diffusion of the influence of urban centers to the rural surrounding areas. Urbanization can be described as a process of becoming urban moving to cities changing from agriculture to other pursuits common to cities and corresponding change of behaviour patterns. Hence, only when a large proportion of inhabitants in an area come to cities urbanization is said to occur. Urbanization has become a world phenomenon today. An unprecedented growth has taken place not only in the number of great cities but also in their size. As a result of industrialization people have started moving towards the industrial areas in search of employment. Due to this the industrial areas developed into towns and cities.

6. Modernization

Modernization is a process which indicates the adoption of the modern ways of life and values. It refers to an attempt on the part of the people particularly those who are custom bound to adapt themselves to the present time, conditions, needs, styles and ways in general. It indicates a change in people's food habits, dress habits, speaking styles, tastes, choices, preferences, ideas, values, recreational activities and so on. People in the process of getting themselves modernized give more importance to science and technology. The scientific and technological inventions have modernized societies in various countries. They have brought about remarkable changes in the whole system of social relationship and installed new ideologies in the place of traditional ones.

7. Development of the means of transport and communication

Development of transport and communication has led to the national and international trade on a large scale. The road transport, the train service, the ships and the aero planes have eased the movement of men and material goods. Post and telegraph, radio and television, newspapers and magazines, telephone and wireless and the like have developed a great deal. The space research and the launching of the satellites for communication purposes have further added to these developments. They have helped the people belonging to different corners of the Pakistan or the world to have regular contacts.

8. Transformation in the economy and the evolution of the new social classes

The introduction of the factory system of production has turned the agricultural economy into industrial economy. The industrial or the capitalist economy has divided the social organization into two predominant classes; the capitalist class and the working class. These two classes are always at conflict due to mutually opposite interest. In the course of time an intermediary class called the middle class has evolved.

9. Unemployment

The problem of unemployment is a concomitant feature of the rapid technological advancement. Machines not only provide employment opportunities for men but they also take away the jobs of men through labor saving devices. This results in technological unemployment.

10. Technology and war

The dangerous effect of technology is evident through the modern mode of warfare. The weaponry has brought fears and anxieties to the mankind. They can easily destroy the entire human race reveal how technology could be misused. Thus greater the technological advancement the more risk for the mankind.

11. Changes in social institutions

Technology has profoundly altered our modes of life. Technology has not spared the social institutions of its effects. The institutions of family, religion, morality, marriage, state, property have been altered. Modern technology in taking away industry from the household has radically changed the family organization. Many functions of the family have been taken away by other agencies. People are becoming more secular, rational and scientific but less religious in their outlook. Inventions and discoveries in science have shaken the foundations of religion. The function of the state or the field of state activity has been widened. Modern technology has made the states to perform such functions as the weaker section and the minorities making provision for education, health care etc. Transportation and communication inventions are leading to a shift of functions from local government to the central government of the whole state. The modern inventions have also strengthened nationalism. The modern governments which rule through the bureaucracy have further impersonalized the human relations.

12. Environment

Technology provides an understanding, and an appreciation for the world around us. Most modern technological processes produce unwanted by-product in addition to the desired products, which is known as industrial waste and pollution. While most material waste is reused in the industrial process, many forms are released into the environment, with negative environmental side effects, such as pollution and lack of sustainability. Different social and political systems establish different balances between the value they place on additional goods versus the disvalues of waste products and pollution. Some technologies are designed specifically with the environment in mind, but most are designed first for economic or ergonomic effects. Historically, the value of a clean environment and more efficient productive processes has been the result of an increase in the wealth of society, because once people are able to provide for their basic needs, they are able to focus on less tangible goods such as clean air and water.

The effects of technology on the environment are both obvious and subtle. The more obvious effects include the depletion of nonrenewable natural resources, and the added pollution of air, water, and land. The more subtle effects include debates over long-term effects e.g., global warming, deforestation, natural habitat destruction, coastal wetland loss. Each wave of technology creates a set of waste previously unknown by humans: toxic waste, radioactive waste, electronic waste.

Activities

1. How social changes affect your society and you as an individual? Give a pictorial explanation.
2. Use of advance technologies in classroom is greatly affecting classroom learning in our Pakistani schools. Give a comparative overview of public and private classrooms.

8.6 Self-Assessment Questions

1. The government should take effective role in regulating emerging technologies (the Internet, etc.). Discuss
2. Explain how social change can be experienced in technology.
3. Mention sources of technological change.
4. Briefly explain how technology can facilitate classroom environment?
5. Explore the technology that brought change around you, also explain the merits and demerits of that technological change.
6. Explain how technological change in one part of the society affects another?
7. Mention five areas of life where technological changes have been experienced in Pakistan?
8. Itemize 3 possible reasons why people may resist technological change and the tactics you will employ as a change agent to manage them.

8.7 Suggested Readings

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Unit-9

COLLABORATION BETWEEN SCHOOL AND COMMUNITY

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INTRODUCTION

Schools have long recognized that they have a role in supporting young people's wider development, of which educational attainment is a critically important part.

The guidance notes that excellent teaching and learning to unlock the potential of every child must continue to be the core business of schools, on which they have the lead role. But schools can and do also make a significant contribution to other aspects of development, both because these are important in their own right for a good childhood and because they impact on children's ability to learn and develop.

Schools as the universal service for children and their families are uniquely well-placed to contribute to all aspects of their development, working with parents and with other services. The school without compromising on its core mission of educating children to their full potential contributes with others to all aspects of a child's social development, with a focus on early identification and prevention.

School-community collaboration occurs when groups or agencies come together to establish an educative community. The educative community is composed of a group of educating bodies such as school, home, places of worship, the media, museums, libraries, and community agencies. Everyone in the community is accountable for the quality of education.

There are seven characteristics of successful collaborations: shared vision, skilled leadership, process orientation, cultural diversity, membership-driven agenda, multiple sector representatives, and accountability. Some common barriers to collaboration are differences in philosophies, organizational cultures, and operating practices. These characteristics play an important role in building collaboration between school and community.

OBJECTIVES

After reading this lesson, students will be able to:

6. describe how to formulate objectives for effective community school collaboration
7. define how to develop yearly plans for community school collaboration and collaborate with local bodies;
8. identify the roles and responsibilities of partners in community development;
9. identify the steps to prepare for a group conference;
10. identify barriers and roadblocks for a successful parent teacher conference;
11. develop strategies for a positive parent teacher conference
12. recognize the strategies to overcome linguistic barriers

9.1 Community Development Theory

Since the late nineteenth century, the use of the term community has remained to some extent associated with the hope and the wish of reviving once more the closer, warmer, more harmonious type of bonds between people ambiguously attributed to past ages. Before 1910 there was little social science literature concerning 'community' and it was really only in 1915 that the first clear sociological definition emerged. This was coined by C. J. Galpin in relation to defining rural communities in terms of the trade and service areas surrounding a central village. A number of competing definitions of community quickly followed. Some focused on community as a geographical area; some on a group of people living in a particular place; and others which looked to community as an area of common life.

Beyond this there are issues around the way 'community' appears in political dialogue. For some it might mean little more than a glorified reworking of the market. For others, it may be a powerful organizing ideal. Here we will focus on understandings within social theory and will focus on collaboration between school and community.

Approaching the Theory of Community

It is helpful to begin by noting that community can be approached as a value. As such it may well be used to bring together a number of elements, for example, solidarity, commitment, mutuality and trust. Community can be approached as a descriptive category or set of variables. Initially community can be explored in three different ways.

- 1) **Place:** Territorial or place community can be seen as where people have something in common, and this shared element is understood geographically. Another way of naming this is as 'locality'.
- 2) **Interest:** In interest or 'elective' communities people share a common characteristic other than place. They are linked together by factors such as religious belief, occupation or ethnic origin. In this way we may talk about the 'Muslim community' or the 'Hindu community'.
- 3) **Communion:** In its weakest form we can approach this as a sense of attachment to a place, group or idea (in other words, whether there is a 'spirit of community'). In its strongest form 'communion' entails a profound meeting or encounter not just with other people, but also with God and creation.

There is, of course, a strong possibility that these different ways of approaching community will also overlap in particular instances. Place and interest communities may well coincide, for example in the case of places where many of those who live there work in the same industry. It is legitimate to add a third understanding of community that of attachment as communities of place or interest may not have a sense of shared identity.

Communities are best approached as ‘communities of meaning’. In other words, “‘community’ plays a crucial symbolic role in generating people’s sense of belonging’. The reality of community lies in its members’ perception of the vitality of its culture. “‘People construct community symbolically, making it a resource and source of meaning and a referent of their identity’.

Community as Network and Local Social System

It is a fact that people live close to one another does not necessarily mean that they have much to do with each other. There may be little interaction between neighbours. It is the nature of the relationships between people and the social networks of which they are a part that is often seen as one of the more significant aspects of ‘community’.

When people are asked about what ‘community’ means to them, it is such networks that are most commonly cited. ‘For most of us, our deepest sense of belonging is to our most intimate social networks, especially family and friends. Beyond that perimeter lie work, religious places, neighbourhood, civic life, and a group of others. Wenger identified five types of support networks:

- ***the local family-dependent support network.*** This mainly relied on close kin, who often shared a household or lived locally.
- ***the locally integrated support network.*** This typically consisted of local family, friends and neighbours.
- ***the local self-contained support network.*** Usually restricted in scale and containing mainly neighbours, this form had relatively little kin involvement.
- ***the wider community-focused support network.*** Involving a high level of community activities, this form also typically entailed a high number of friends and kin.
- ***the private restricted support network.*** Characterized by an absence of close kin, aside from a spouse in some cases, this ‘type’ also meant few friends or neighbours.

The nature of the networks within in particular place or grouping is, thus, of fundamental importance when making judgments about ‘communities’ and the extent to which people can flourish within them. Humans are social animals. Connection and interaction both widen and deepen what we can achieve, and makes possible our individual character.

There are strong forces working against the formation and health of local social systems. Increasingly we operate across significant distances (for example, via letters, the telephone and the internet) when dealing with financial matters such as banking, shopping and the payment of bills. The various forces linked to globalization have led to

significant shifts in the locus of power.

Activity:

Think of your family, friends and neighbours and discuss the nature of relationship with these groups and how you as a member of community can make the relationship stronger.

Community Norms and Habits

Whether people are willing to engage with one another is dependent upon the norms of a particular society or community and the extent to which individuals make them what de Tocqueville (1994), called it ‘habits of the heart. To judge the quality of life within a particular community we, need to explore what shared expectations there are about the way people should behave and whether different individuals take these on. Three linked qualities appear with some regularity in discussions of communal life:

Tolerance: openness to others; curiosity; perhaps even respect, a willingness to listen and learn.

Reciprocity: Putnam (2000) describes generalized reciprocity thus: ‘I’ll do this for you now, without expecting anything immediately in return, and perhaps without even knowing you, confident that down the road you or someone else will return the favour’. In the short run there is altruism, in the long run self-interest.

Trust: the confident expectation that people, institutions and things will act in a consistent, honest and appropriate way (or more accurately, ‘trustworthiness’ – reliability) is essential if communities are to flourish. Closely linked to norms of reciprocity and networks of civic engagement (Putnam 1993; Coleman 1990), social trust – trust in other people – allows people to cooperate and to develop. Trusting others does not entail us suspending our critical judgment – some people will be worthy of trust, some will not.

One of the fascinating things about these qualities is that in a very important sense such expectations do not need to be imposed upon people. As Matt Ridley (1997) put it, ‘Our minds have been built by selfish genes, but they have been built to be social, trustworthy and cooperative’. He continues:

Humans have social instincts. They come into the world equipped with tendencies to learn how to cooperate, to discriminate the trustworthy from the treacherous, to commit themselves to be trustworthy, to earn good reputations, to exchange goods and information, and to divide labour... Far from being a universal feature of animal life, as Kropotkin believed, this instinctive cooperativeness is the very hallmark of humanity and what sets us apart from other animals. (Ridley, 1997)

To this extent, the cultivation of reciprocity, honesty and trust is less about building alien institutions and structures, than creating the conditions for their emergence. Self-interest may bring people together, but in interaction something else emerges. 'Feelings and ideas are renewed, the heart enlarged, and the understanding developed, only by the reciprocal action of men one upon another'.

Social Capital

A sense of belonging and the concrete experience of social networks (and the relationships of trust etc. that are involved) can bring significant benefits. However, the sense of attachment and quality of social networks varies greatly between the different 'communities' that people name.

The notion of social capital is a useful way of entering into debates about civil society whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called "civic virtue." The difference is that "social capital" calls attention to the fact that civic virtue is most powerful when embedded in a sense network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital. In other words, interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric.

Child Development is powerfully shaped by social capital. Trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community have far reaching effects on their opportunities and choices, and hence on their behaviour and development.

Public Spaces in high social-capital areas are cleaner, people are friendlier, and the streets are safer. Traditional neighbourhood "risk factors" such as high poverty and residential mobility are not as significant as most people assume. Places have higher

crime rates in large part because people don't participate in community organizations, don't supervise younger people, and aren't linked through networks of friends.

Economic Prosperity: A growing body of research suggests that where trust and social networks flourish, individuals, firms, neighbourhoods, and even nations prosper economically. Social capital can help to mitigate the insidious effects of socioeconomic disadvantage.

Relationship between Education and Society

We have seen education in particular as a means of cultural transmission from one generation to another. The parents are the first teachers of the child and they still maintain an educative function throughout the early and formative years of the child. In most of the developing nations of the world, including Pakistan, parents are responsible for sending their children to school. Since these nations are undergoing rapid socioeconomic and political changes, they witness special problems in evolving the appropriate education system, which will be able to produce the adequate manpower needs in all the segments of the society.

Schools are established in many societies of the world so as to instill in the pupils those skills which will afford them the opportunity of taking their rightful positions in the society; but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation. Therefore, for a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality. It is something which goes on both inside and outside the home and in the school. In other words, education is an activity of the whole community.

This means that education is used in the transmission of the cultural values. One important implication of looking at education as the transmitter of cultural values is the fact that education can be influenced by the culture of the society in which it takes place. For this reason, one may infer that for a child to be educated, he must be influenced by his environment and, in turn, be capable of influencing it. And it is only by the concept of the continuous interaction of the individual and his society that the development of personality can be properly understood. Education is a mean through which the cultural values of a particular society are transmitted from one generation to another. Through this process, the society is able to achieve basic social conformity and ensure that its traditional values, beliefs, attitudes and aspirations are maintained and preserved. Clarks (1948) observed that a general knowledge and acceptance of the ideals and aims of our society is essential for all its citizens, and it must be achieved through education but in a form, which makes it compatible with freedom. A society needs a stable and dynamic set of values and a unified purpose. It is when this is determined that meaningful economic,

political and social programmes can be embarked upon for the overall benefits of the citizens. To be a fully developed person in such a society implies full and creative membership of it with powers to change it.

Education depends on the total way of life of a people in a society. This suggests that the type of education provided will differ from society to society. Besides, each society has its own norms, values and its own ideal persons who stand out clearly for the younger generations to follow. Since all these societies are not the same, then it means that a man regarded as a hero in one society because of his contributions to educational development of the society may not be regarded as such in another society where education is not given priority in the scheme of their daily activities. It, therefore, implies that children have different people to emulate in different societies. It is logical to expect that the type of education given in each society will change from time to time as the society changes. Many writers have argued that education is one of the causes of social change in the society, but another school of thought is of the opinion, that educational change tends to follow other social changes, rather than initiate them. Exceptional individuals invent new techniques and propound new values for their society. These ideas arise from the impact of human beings on their culture, but do not change the culture until they are shared and transmitted by a social group.

Another area of the relationship between education and society is through the arrangement of the entire society into a hierarchical order that is, through the social structure in which education plays a prominent and significant role in fixing educated individuals into social classes. Ottaway (1980) observed that education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. Individuals have to learn to be fathers or mothers, school teachers or civil servants, shopkeepers or priests. They have to learn to keep the law, to understand how they are governed and to be prepared to try and change the social moves when they see that they can be improved.

Education as a social phenomenon is also concerned with the preparation of the child for his future occupation in life. This is one of the main economic functions of education and this is in the interest of both the nation and the individual. Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society. The child is taught how to perform different roles within the social structure in the society. These roles are inter-related. For example, the role of a father is a relational role; a father could be a son to, another person. So education allows the child to perform his role adequately within the social structure in the society. In addition, the child is able to understand the networks of inter-relationships among the different social institutions that make up the society. Like an individual, each institution has definite functions to perform in the society and the functions of each institution differ from one to another even though they are complimentary. Another aspect of the relationship between education and society is in the area of social interaction. Social interaction may be defined as any relation between people and groups,

which changes the behaviour of the people in the group. There is a need for social interaction by the child before he could acquire the culture of his society. This interaction in the society is therefore part of the child's education, provided that, that type of interaction brings about positive changes in the child's behaviour in a right direction as required by the educational system. One important point here is that the child has been taking part in group interaction long before he starts to attend school and the most common among these group interactions are within the family and the peer group. These groups in which the child interacts give him the opportunity to learn from the wider circles in the society. From his social contacts, he learns his roles in different groups and this influences his personality development.

Activity:

Discuss in your groups “what do you practice to make school and community relationship stronger as a prospective teacher?” share your reflections with others.

9.1.1 Formulation of Objectives for Community School Collaboration

Schools do not exist in isolation and they cannot go it alone. To keep students in school their social, economic, and family needs, as well as their academic needs must be met. They need the support and help of the whole community. The often heard statement, "It takes a village to raise a child," is very true. Volunteers and funding are two major ways that communities support their schools. Some of the initiatives that involve partnering with the community are School-to-Work Programmes, after-school centers, and parental involvement programmes. Coordinating community collaborations to avoid duplication and keeping them focused on a common goal is a challenge.

Improving School-Community Collaboration by Formulating Objectives

There are a variety of activities in which schools can become involved to help improve school-community relations; below are some points:

1. **Encourage community use of school facilities:** Often the school building sits empty after the end of the normal school day. Encouraging non-profit community groups to use the facilities is not only a good use of resources but also provides an opportunity for the school to put its best foot forward. Some schools have reported a reduction in destruction because of the various activities.
2. **Student Recognition:** Invite students who earned a place on the honour roll to an Honours Banquet; the banquet can be held at a local restaurant during school hours or in the evening. In many communities, restaurants may be willing to support a programme of this nature by providing meals at cost or even at reduced prices. Invite prominent people to speak at the banquet educational leaders, political leaders, business people; the list can be endless.
3. **Gold Cards:** give students who earn a place on the Honour Roll a Gold Card which is honoured by participating businesses who provide discounts to students for the marking period. Some businesses provide reduced prices on items in their stores while others allow students to have something for free, i.e., a free video rental.

4. **Honour Society:** make a determined effort to share the recognition of students by honouring them during the school day, with other students in attendance. Most parents are more than willing to come in during the day to participate in the ceremony. If it is not possible to have the ceremony during the day, have it in the evening but be sure to invite faculty, staff and students to attend.
5. **Honours Passes:** students who earn a place on the Honour Roll could receive an Honours Pass which allows them certain freedom of movement in the building. A list of guidelines can be developed and students can be asked to sign agreements to abide by these guidelines. We want to send the message that the students on the honour roll have demonstrated a commitment to academic excellence and have shown a maturity of judgment and an acceptance of responsibility that entitle them to more rights and privileges.
6. **Senior Citizens Banquet:** at least once a year, perhaps around the time of a music concert, invite senior citizens to a luncheon banquet at the school; the banquet, run with the cooperation of the school lunch programme, can be sponsored by a class, by a school service organization, or by the entire school, if it is small one. Parents have been very willing to come in to assist in the preparation of the meal. Prior to the banquet, invite the senior citizens to a dress rehearsal of the musical programme, since many senior citizens are reluctant to attend programmes in the evening.
7. **Senior Citizens Passes:** provide passes to area senior citizens to attend all school functions at no charge; while some will provide a donation in exchange for the ticket, many will appreciate the extra welcome provided by the school.
8. **Back to School Week:** choose a week during the school year to invite parents and community members to your school. Businesses have been more and more willing to provide release time to their employees for activities of this nature. Make a special effort to personally invite community and business leaders to attend school for the day, or part of the day.
9. **Honours Assemblies:** at the end of each marking period, hold an honours assembly at which students on the honour roll receive certificates, bumper stickers and gold cards for having earned a place on the Honour Roll.
10. **Student Recognition:** if a student performs exceptionally well, why not recognize that achievement? A short note from an administrator, mailed to the student, provides a significant boost in morale for the student.
11. **Career Day:** hold annual career days; not only this is a good educational experience for the students, it also helps local business people learn more about the school and our needs; conversely, it helps us understand the employment needs of business in our area.
12. **News Releases:** news releases mailed to local media can be helpful; publish things such as honour rolls, special class projects or activities, assemblies, school activities, etc.
13. **Newsletters:** provide periodic newsletters not only to the families of students but also to board members, business leaders, and other community members. A simple database can be used to include new people; encourage members of the school community so suggest other folks who might be included in the mailing list.
14. **Positive Reinforcement:** Faculty members should be encouraged to contact the families of students by phone or letter when the youngster has shown significant improvement or demonstrated positive qualities of behaviour. Administrators can also increase rapport with parents by contacting them when the youngster has done something well.

9.1.2 Selection of Representatives for Collaboration

A community representative must be a member of the community and can be a parent of a child in the school. Community representatives are appointed by

school council members. A community representative brings an additional perspective to council decision.

As a member of the school council, the community representative:

- expresses the viewpoint of the community they represent;
- communicates the activities of the council to stakeholders;
- works collectively towards the common goal of improving teaching, learning and student achievement;
- participates in the school development process with other participants; and,
- participates in and is prepared for council meetings and discussions.

Parent/Guardian Representatives

Any parent/guardian can be a parent representative on the school. The parent representative: expresses the viewpoint of the parents they represent;

- communicates the activities of the council to the other parents;
- works collectively towards the common goal of improving teaching, learning and student achievement;
- participates in the school development process with other stakeholders; and,
- participates in and is prepared for council meetings and discussions.

Teacher Representatives

Teachers may serve as parent representatives on any school their children attend, provided they are not employed as a teacher at that school. The teacher representative:

- expresses the viewpoint of the teacher community they represent;
- communicates the activities of the council to the other teachers;
- works collectively towards the common goal of improving teaching, learning and student achievement;
- participates in the school development process with other stakeholders; and,
- participates in and is prepared for council meetings and discussions.

Activity:

Have a parent (also a teacher) on the panel who could speak for both the community of parents and teachers (have two male and female to both perspectives).

9.1.3 Collaboration with Local Bodies

An effective family-community-school collaboration must come together at the local level. Thus, a school and its surrounding community are a reasonable focal point around which to build an infrastructure. Primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school based and neighbourhood control. From a local perspective, first the focus is on mechanisms at the school-neighbourhood level. Based on analyses of what is needed to facilitate and enhance efforts at a locality, mechanisms are conceived that enable several school-neighbourhood collaborative to work

together for increased efficiency, effectiveness, and economies of scale (e.g., connecting a complex or “family” of schools, such as a high school and its feeder schools). Then, system wide mechanisms can be (re)designed to provide support for what each locality is trying to develop. Developing an effective collaborative requires an infrastructure of organizational and operational mechanisms at all relevant levels for oversight, leadership, capacity building, and ongoing support. Such mechanisms are used to:

- a) make decisions about priorities and resource allocation;
- b) maximize systematic planning, implementation, maintenance, and evaluation;
- c) enhance and redeploy existing resources and pursue new ones; and
- d) nurture the collaborative. At each level, such tasks require pursuing an assertive agenda.

9.2 Identification of Role and Responsibilities of Partners

‘Two heads are better than one’ is really true when it comes to strengthening children and families in a holistic way. By thinking, planning, and working together, the individuals and groups that make a community can accomplish goals that neither could achieve alone.

Diverse partners shape their holistic efforts through **collaborative partnerships**. These partnerships give communities a structure for organizing, planning, and implementing their ideas. Collaborative partnerships are the mechanism for designing **comprehensive strategies** that strengthen children and families.

The process of building a collaborative partnership is multidimensional. It involves:

- recognizing opportunities for change;
- mobilizing people and resources to create changes;
- developing a vision of long-term change;
- seeking support and involvement from diverse and non-traditional partners;
- choosing an effective group structure;
- building trust among collaborators; and
- developing learning opportunities for partners.

Although the effort takes time and requires careful attention, it is essential to create strong, workable partnerships that produce lasting change.

How Do Collaborative Efforts Get Started?

Comprehensive partnerships begin because individuals reach out to like-minded people and groups to address issues that affect children and families.

There are many catalysts for comprehensive partnerships. Some form when school leaders or local policymakers initiate collaboration. Others begin when a community becomes aware of an urgent need for change, or when funding becomes available to respond to conditions in the community.

For example, a school superintendent notified of new public or private funds for comprehensive services, may work with teachers, parents, and community agencies to develop school-linked strategies for health care, adult education, child care, job preparation, and violence prevention programmes. Or, school staff may initiate collaboration with the community to respond to a recognized need:

In rural area, school staff learned of a developmentally delayed pre-school child whose parents had been unaware of the community services available to them but were willing to work with school, health, and human service providers to enroll the child in a pre-school programme. Agency staff formed a team to support the parents' efforts to work with their child at home. They also helped the father enroll in a job training programme. Encouraged by the success of this collaboration, the team decided to formalize its partnership in order to tackle similar issues.

Once an individual or small group of planners lights the spark of collaboration, school leaders join with families, community leaders and representatives, and health and human service providers to create individual programmes into comprehensive strategies. This core group evolves into a collaborative effort by:

- 1) understanding the context for collaboration,
- 2) expanding to include parents and other community partners,
- 3) forming a partnership, and
- 4) establishing an effective governance structure.

Forming a Partnership

While beginning partnership, it is necessary to attract appropriate participants to the collaborating table and that they can work effectively once they get there. Experienced partnerships offer the following role:

1. ***Ensure a broad based, inclusive partnership*** by seeking partners who represent a cross section of the community: parents, principals, teachers, councillors and other school staff, cultural and religious leaders, health care and human service providers, business and political leaders, staff and administrators from community organizations, and representatives from local universities and student groups. Partners should reflect diverse perspectives, experiences, cultures, and levels of authority.
2. ***Don't wait for all partners to get on board before moving forward*** with a plan. Most partnerships expand gradually over time. *For example*, in one community a partnership that focused on school linked strategies eventually joined forces with a partnership concerned with community policing. The joint effort, named "Peace Builders," built capacity for conflict resolution and supported community policing strategies. As the entire community gradually embraced the idea, the size and impact of the new partnership grew.
3. ***Secure a commitment to collaboration***. It is necessary that partner should designate representatives' names and responsibilities in writing; this makes it more likely the same people will be at the table every time the group meets.

Evolving collaborative partnerships often struggle between the desire to take immediate action and the need to plan for a sustained effort. There is no specific formula for how much time and energy to initially allocate for building relationships or for planning strategies, but experienced partnerships agree that both activities are essential to long-term success.

Activity:

Share how you think of developing interpersonal relationships between partners. Each group will make 5 minutes presentations.

9.3 Parent Teacher Meeting

Parent-teacher meetings are a regular feature of school life. Often they add to stress loads. Not only do they usually occur before or after a busy day of teaching, many teachers feel uncomfortable dealing with parents.

Communication with parents and guardians of students require considerable planning and effort on the teacher's part. One method will not work with all parents. Communication

with families can be face-to-face, written or electronic. An opportunity for face-to-face verbal communication occurs at parent-teacher conferences. If run effectively, conferences can offer great opportunities to establish good relationships, but if handled poorly, they can have negative consequences.

Setting up the environment for the interviews is important. Schools should have a clear space to meet with the parents. Wherever possible, avoid setting up a table between teacher and the parent. Ideally teacher should be seated alongside the parent so that discussion can be made properly.

Tips for a Successful Parent-Teacher Conference

Following are some tips for teachers:

1. It is important to ensure the space is private and that conversations can be held confidentially. A clearly signposted waiting area should be provided for parents. Provide waiting parents with a folder of their child's work samples or a list of questions they might like to reflect on. Identify key points and issues to discuss. Use appropriate work samples to illustrate key messages.
2. It is important to stick to the designated appointment times. If a longer period of time is likely to be needed, book a double block of time. If the allocated time has been utilized and there are more issues to be discussed, make another appointment.
3. Always begin the meeting with something positive about the student. Many teachers find the '**sandwich approach**' helpful. Start with a positive, discuss areas where improvements can be made and close with a positive statement. Parents want to know that teacher know and care about their child, even if there are challenges.
4. It is essential that the meetings should be held in clear, fair and transparent are honest and clear. The Stephen Covey term '**Talk straight**' is particularly relevant to Parent-Teacher meetings. It is important to ensure that teacher is not '**sugar coating**' things too much to avoid confrontation or being too blunt and thereby causing offence. Parents need to be given accurate information. However, teachers also need to phrase things carefully so that they are not seen as criticizing their parenting. Getting the balance right ensures that at the conclusion of the meeting the parent has received the clear message that the teacher had intended.
5. The intention of Parent-Teacher meetings should always be for both parties to share information about the student. The aim should be for both parties to have a better (hopefully shared) understanding of the student. It is therefore important to listen as well as give information to parents. Teacher should ask if they have any information that he/she should be aware of.

6. Avoid meetings becoming a '**point scoring**' event. The meetings are NOT about who is right and who is wrong. They are about building up a partnership to assist the student. Teacher should give some thought to know that how parents of this particular student could assist them at home?
7. At the end of the session, teacher should summarize with the help of parent, the plans or commitments that have been made and agree on the timeline. S/he should allow time in his/her schedule to jot down some notes of the key points and any commitments made.

Following are some tips for parents for a successful Parent-Teacher Conference:

1. Develop five questions specific to the child
2. Ask your child if there is anything that he would like you to discuss with the teacher.
3. Make a list of positives and negatives aspects that your child is having.
4. Arrive promptly or a few minutes early.
5. Introduce yourself to the teacher, and let the teacher know where you can be reached.
6. Ask questions. What is the class going to cover this year, and how can I help? What can we do at home to help?
7. Say a few words about your child's special interests and positive qualities, but you don't have to go into every dark secret. Your child may behave differently with this teacher; talking about negative qualities at this stage could put those expectations in a new teacher's mind. Avoid lengthy discussions of topics that are not related to the purpose of the conference.
8. Keep your emotions under control and be open-minded to suggestions from the teacher. Take notes about what has been discussed to share with your child.
9. Volunteer to help out. Let the teacher and the principal know when you are available. You could help organizer of a field trip, read to kids for an hour a week, or print the class newsletter on your home computer. But don't bite off more than you really have time for. Be consistent. Be someone the teacher can count on. Do not stay beyond your allotted time.

Activity:

Keeping in view the tips for successful parent teacher meeting arrange a mock parent teacher conference addressing communication barriers that parents and teachers face.

Dos and Don'ts for Parent Teacher Conference

Every new member should know for parent teacher meetings

Dos	Don'ts
<p>1. Always greet parents warmly at the door. Plan and create an inviting environment. Accompany parents to the place where meeting will be held.</p>	<p>Don't summon parents into the classroom and direct them to sit in front of desk. Parents may be anxious or fearful about meeting with the you, as it is key authority figure in their child's life.</p>
<p>2. Start the meeting by showing that you care and know something positive about their child. Summarize the student's strengths before raising problems. Of course, if you have a heavy student load, it can be hard to get to know each child well by early fall conferences.</p>	<p>Don't begin by focusing on the student's problems.</p>
<p>3. Dress in a way that reflects the meeting's importance and your respect for the parents and their child.</p>	<p>Don't dress too casually for the occasion. Some people think casual dress will make the parent feel more comfortable, but experts say that can backfire. You are a professional, and professional dress communicates that message.</p>
<p>4. Rehearse what you want to say. Practice warm up introductions, prepare an outline, and prepare a checklist of areas to cover. Plan how you will keep track of time.</p>	<p>Don't wing it.</p>
<p>5. Use materials from the student's work folder. It is much easier to demonstrate progress or show parents concretely what a student needs to do to improve if you utilize these materials.</p>	<p>Don't rely on verbal descriptions of the student's work and progress. Avoid subjective statements such as "His conduct is bad." Instead, cite specifics such as: "She talks out of turn," or, "He won't sit in his seat."</p>
<p>6. Use positive, nonverbal behaviour. Listen reflectively. Maintain good eye contact. Lean in when you speak</p>	<p>Don't point a finger at parents or place blame.</p>

or make suggestions.	
7. Engage parents in planning best ways to help their child. Seek their suggestions first.	Don't dominate a meeting so that parents can't ask questions or make suggestions. There's so much you want to tell them, but think hard about how much information parents need. Parents are most interested in specifics related to their child and will almost always have concerns or questions of their own.
8. Do give parents something to take home with them. They can review material more completely at home and refer back to it during the year. This can also save time at the conference.	Don't send them home empty handed.
9. Use clear and descriptive terms. Adjust to the parents' needs and levels of understanding.	Don't use education jargon or acronyms. This can have a chilling effect on parent communications. Some common buzzwords that you know but parents might not include whole language, math manipulatives, SATs, ACTs, IEPs, paradigm, inclusion and cooperative learning.
10. Do end positively, with a proactive message of hope. Set goals. Review how parents can help. Mention plans for follow through. Let parents know their support is needed and appreciated. If appropriate, send a follow-up letter.	Don't end the meeting on a negative note by recounting the problem.

Activity:
 Quickly write
 Participants will write for two minutes about what they think are characteristics of successful parent/teacher conference.

9.3.1 Allocation of Time for Parent Teacher Meetings

Allocation of time for parent teacher meeting requires careful planning and planning is necessary productive and successful meeting.

Planning for Parent Teacher Meeting

As with teaching, planning is critical to an effective meeting. Here are some important steps to include:

1. Prepare a send-home that invites parents for meeting, states the purpose of the meeting, and lists potential times, including both afternoon and evening slots. Have parents call or send a note to reserve a time slot.
2. Prepare an agenda that you as teacher wants share with parents before the meeting. Include such topics as general impression of the child, his or her progress in each academic area, test scores, goals for the child in each content area, and strategies you will use to meet goals.
3. Plan (and write down) questions to ask, points to make, and suggestions to offer.
4. Ask parents to bring to the conference a list of their child's strengths and weaknesses as they perceive them.
5. Listing the child's strengths and weaknesses and propose action to be taken.
6. Collect samples of student work to display.
7. Prepare to explain your goals and teaching strategies.
8. Schedule enough time for questions and discussion.
9. Pull together necessary materials such as a daily schedule of classroom activities, a checklist of skill areas and notes on student progress, sample work, test scores, and reports from other teachers where appropriate.

Planning for Parent Teacher Meeting on Part of Parents

A conference with child's teacher is similar to a visit to the doctor's office. Parents have a lot that they want to talk about, and a limited amount of time. The better prepared parents are going in, the more beneficial the meeting will be for both parent and the teacher. Here are some tips for a productive parent/teacher conference.

Steps to Take Before the Conference

1. **Schedule appointment early:** Parents need to get a time before meeting that will work well for them. If possible, both the parents should go to the conference together. This lets the teacher know that both of them are involved in their child's education. And parents can compare notes on what they heard and talk over how to deal with the information when they get home.
2. **Knowledge about child's progress at school:** Before the conference parents should ask from the child some very specific questions about school. What would he/she like them to ask the teacher? What does he/she like best about school? Are there any subjects at school that he/she is having trouble with? If he/she could change anything about school what would it be?
3. **Write down the questions:** Once parents are in a meeting with the teacher, it may be hard to remember what they wanted to talk about. Jot down the questions beforehand and bring them to the conference.

How to Make the Conference Time

1. **Stick to talking about the child:** Most parent/teacher conferences last only for 20 minutes. They shouldn't use this time to ask questions about basic school policies. That kind of information can usually be found in the school's handbook, on its Web site, or by calling the office during working hours. This is a chance to get detailed feedback on child, so grab it. If the parents have a specific question or issue that doesn't come up, they should not hesitate to ask. The teacher may be inexperienced or shy, or just not realize that the parents are concerned about a particular thing.
2. **Establish a rapport with the teacher:** The first parent/teacher conference is a chance to get to know the teacher. If they can make a connection early in the year, it will be easier to talk to the teacher in the future about any questions or concerns. To get off on the right foot, first listen to what the teacher has to say, and then base your questions on what is said. You may also want to ask her something about herself, her teaching philosophy, etc. to get a better understanding of who she is.
3. **Try not to get defensive:** Every parent wants to hear how wonderful his or her child is and the teacher should tell you about your child's special skills and achievements. But one of the main functions of these conferences is to point out areas where your child has room to develop. The teacher may even suggest testing, special classes, or some change in your behaviour. Keep in mind that this is a part of all parent-teacher conferences.
4. **Take a notepad and pen:** After the meeting is over you may forget some of what you discussed. Jotting things down as you go along will help jog your memory later. Taking notes is also a good way to let the teacher know you're really paying attention.
5. **Give the teacher relevant information:** Let the teacher know of any changes at home. A new baby, a divorce, or a death in the family can all affect the way your child behaves in the classroom. Resist the urge to talk about his successes outside of school, though. As much fun as it is to tell cute stories, this meeting is about assessing your child's academic progress.
6. **When speaking to other teachers stick to their area of expertise:** If you have the opportunity to meet with your child's other teachers, limit your questions to their particular subject. Discuss art with the art teacher, reading with the reading expert and so on.
7. **Leave with an action plan:** Before you shake hands and say goodbye, find out the best way to follow-up with the teacher. Can you call her? Does she have an e-mail address you can use? You may think of other questions later so find out the best way to ask them. As you end the conference, review any decisions that you've made together. And if you feel it's necessary, request another meeting.

9.4 Mechanism to Promote Communication

Teachers attempt to establish partnerships with parents to support student learning. Strong communication is fundamental to this partnership and to build a sense of community between home and school. In these changing times, teachers must continue to develop and expand their skills in order to maximize effective communication with parents. Epstein describes communicating with parents as

one of major type of parent involvement practices critical to establish strong working relationships between teachers and parents.

Avenues of Communication

Communication may involve impressions created or words expressed. In fact, communication begins with the welcome sign when the parent first enters the school building (Chambers, 1998). Welcome signs reflecting the range of languages spoken in the school community create an even more inviting atmosphere (Lai & Ishiyama, 2004). The next impression may be the smile or, conversely, lack of acknowledgement by office staff. Parents may also be positively influenced by the cleanliness of the school grounds, student artwork on the walls, and the sounds in the corridors. A parent friendly school environment reflects how highly communication with parents is valued by the school.

Expressed communication involves one-way or two-way exchanges. *One-way* communication occurs when teachers seek to inform parents about events, activities, or student progress through a variety of sources, such as an introductory letter at the beginning of the school year, classroom or school newsletters, report cards, communication books, school web sites, and so on. *Two-way* communication involves interactive dialogue between teachers and parents. Conversations may occur during telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities. Teachers should actively incorporate both strategies to maximize sharing information with parents.

One-Way Communication

“Written communication is probably the most efficient and effective way we can provide valuable ongoing correspondence between school and home” (Williams & Cartledge, 1997). Written communication is a permanent record between both the partners.

Two-Way Communication

Two-way communication occurs when teachers and parents dialogue together. Effective dialogue “develops out of a growing trust, a mutuality of concern, and an appreciation of contrasting perspectives” (Lawrence-Lightfoot, 2004). A teacher may contact parents to celebrate a child’s successful school experience.

However, more frequently, the contact is to share a concern about the child, which can be a source of significant tension for both teachers and parents alike. Teachers should strive to make these interactions as productive as possible.

Phone calls: One popular communication strategy is a phone call at home. It is the best way to contact the teacher. Making the initial phone call will open the lines of communication with teachers. Love (1996) advocates the use of “good news calls” to recognize the child for progress or a job well done as a way of promoting positive relations with parents. By keeping calls brief and leaving messages as needed.

As the teacher of a multi-age class, Gustafson (1998) called the parents of each child in her class monthly to discuss concerns or to answer questions. She noted that these contacts provided her with valuable information about the lives of her students, including extracurricular activities, bullying experiences, and a death in the family. Gustafson concluded that the solid academic performance of her students came, at least in part, from positive communication with parents by phone.

Parent Teacher Conference:

Another traditional occasion for dialogue is the parent-teacher conference. It can create a successful partnership so both parent and teachers are on the same page. Discussion can occur and avoid blame by taking a solution-focused approach. Effective parent-teacher conferences are an opportunity to create a successful partnership, but they may be anxiety provoking for both teachers and parents alike (Minke & Anderson, 2003). Follow-up after Parent-Teacher conferences helps to plan specific strategies if needed or discuss further with other teachers.

Activity:

Think of your student life experience and discuss the occasions when a conflict began between a parent and a teacher and how you or your teachers resolved it.

Barriers to Communication

Barriers that hinder good communication between educators and parents exist at several levels. **At a societal level**, Brandt (1998) notes that the public in general is becoming increasingly divided from public institutions, and schools are more frequently the target of negative reports. Additionally, Taffel (2001) notes that many parents today feel unsupported, misunderstood, and overwhelmed by the demands placed on them. To address these barriers, educators should appreciate that every positive interchange will serve to increase trust and build stronger relationships, not only with individual parents, but ultimately with the broader community as well. Local school needs to become a vibrant part of the community, and schools have the advantage of being a natural point of interaction with parents. As such, schools are in a position to host or facilitate workshops for

parents on a variety of topics ranging from child development to stress management. Schools can help create support groups for parents to address a range of needs (Molland, 2004). Schools can also provide a mechanism for the involvement of community stakeholders to lead workshops, provide resource links for families fund and participate in school projects, and support mentorship programmes.

Cultural differences can create significant communication challenges if teachers use “their own cultural lenses” to interact with culturally and linguistically diverse parents (Colombo, 2004). To address this potential disconnect, teachers need to seek out information to understand the cultural and linguistic diversity reflected in the families of their students. This knowledge and appreciation can be demonstrated by celebrating the various cultural traditions of their students, by incorporating speakers from the community, by appreciating the difficulties faced by immigrant parents, and by seeking out interpreter services as needed (Lai & Ishiyama, 2004). Similarly, teachers can incorporate the faces of diversity into children’s literature in the classroom (Molland, 2004).

Bilingual hotlines, as well as a bilingual phone tree, have been suggested as creative ways to enhance communication with culturally diverse families regarding upcoming events (Ramirez, 2001). Similarly, it may be appropriate to provide written communication in several languages to ensure the greatest access to the parent community.

However, knowledge regarding a culture is not sufficient according to Kasahara & Turnbull (2005). They noted that professionals must also to seek to understand the uniqueness of each family based on their own reality within their cultural milieu. Time and effort invested by teachers to research and better understand the cultures reflected in their school community can only serve to enhance partnership opportunities.

On a parental level, a parent’s own negative school experiences may impact positive relationships with teachers, or parents may simply not understand how to effectively interact with the educational system. These barriers can become particularly problematic when such a parent is faced with concerns regarding their child’s behaviour or academic progress. Schools can provide guidelines in a checklist format to assist parents in managing their concerns in a constructive manner (Hartman & Chesley, 1998). These guidelines would encourage parents to approach their concern from an information-gathering perspective, to start at the classroom level, to hear the teacher’s perspective fully, and identify how and when to engage the principal. Providing such information to parents at back-to-

school nights and in the school newsletter creates a proactive plan for parents to follow guidelines.

Economic and time constraints may also be primary obstacles to effective communication (Finders & Lewis, 1994). To address this, teachers can survey parents at the beginning of the school year to determine parent schedules and availability, and also to provide parents with information regarding how and when to contact the teacher. Meeting times need to be somewhat flexible to accommodate working parents, including those working shifts and those who commute.

Reaching out in the form of home visits may also be needed to connect with some families (Molland, 2004). Logistical constraints such as childcare and transportation create challenges for many parents (Geenen, Powers, & Lopez-Vasquez, 2001). Providing childcare options in the school building while parents attend meetings can make all the difference for some families.

Lack of technology also limits communication opportunities for many families. Teachers should never assume that students have access to technology at home (Ramirez, 2001). They should survey parents regarding access to voice mail, computers, and the internet. In addition, many teachers and parents are still uncomfortable with the use of technology. Thus, Ramirez noted that “paper-based” communication should still have a fundamental place in the overall communication strategy of the school, despite extensive technology use.

Importantly, the rules to written communication also apply to e-mail and web based content, and confidentiality of personal information must be ensured. On a school level, the use of educational jargon with parents is a common communication roadblock. Teachers should monitor their conversation and written communications to ensure jargon is avoided. If technical terms or acronyms must be used, these should be carefully explained. Audio messages may be appropriate to communicate with parents who have reduced literacy levels (Williams & Cartledge, 1997).

Finally, a significant barrier may be the ***still traditional 5-15 minute parent conference*** that offers little time for meaningful communication regarding a child’s academic and social progress. The perception that the teacher holds the “official evidence” of student achievement may further hinder a parent’s active participation (Nichols & Read, 2002). To address this, Nichols and Read suggest that teachers set the stage for an effective interview by providing parents with work samples in the weeks preceding the conference; these samples should be

accompanied by information explaining the task and any assistance or accommodations the student received. Parent-teacher meeting can also become a more effective interchange when parents feel invited and encouraged to attend, when conferences are well planned, and when teachers have identified the main points to be discussed with samples of the child's work at hand (Stevens & Tollafield, 2003). Effective use of communications skills, inviting the valuable insights of parents, and developing a reasonable plan reflecting the perspectives of the various participants all serve to make conferences as comfortable and productive as possible (Stevens & Tollafield). Finally, depending on the circumstance and goal, the child's presence at the conference may or may not enhance communication with parents (Potter & Bulach, 2001). Whether or not to include the child may require thoughtful consideration.

9.4.1 Overcoming Linguistic Barriers

There are many different ways of communication between living beings, spoken and written language is the most common way and the basic tool used for communication between human beings.

As a result of the geographic distribution of the origin of people, each one of them has developed its own linguistic code, which later on became an obstacle when they started to move beyond their boundaries seeking integration with other people. The differences between the various linguistic codes, in terms of spoken language as well as written representation, configure a barrier for communication and integration of people from different regions.

Challenging these barriers, it is noticeable an ever more intense movement towards integration. The huge technological progress reached by the human being, especially in air transport and in telecommunications, has accelerated the globalization process and it is turning more and more frequent the interaction between representatives of different people and different cultures.

The barrier of linguistic differences has an important impact on the efficiency of cultural, scientific, technological and commercial interchange; that is why it has grown so dramatically the demand for learning foreign languages. Otherwise, the great potential of information technology started to be exploited in order to help people to overcome the barrier of linguistic differences and a number of automatic translation tools have come out.

Language barriers are a common challenge in school settings and a two-way process. What speakers often don't realize is that frequently it is not the other person's accent but their *own way of speaking* that creates the greatest barriers to

effective communication. Use the strategies below to ensure you're not putting up your own roadblocks to effective communication.

1. Speak Slowly and Clearly

Focus on clearly enunciating and slowing down your speech. Even if you are pressured for time, do not rush through your communication. Doing so often takes more time, as miscommunication and misunderstanding can result and you will ultimately have to spend additional time in clearing up the confusion.

2. Ask for Clarification

If you are not 100% sure you have understood what others say, politely ask for clarification. Avoid assuming you have understood what's been said.

3. Avoid Idioms

Language is often contextual, and therefore culture specific. As a good general rule, if the phrase requires knowledge of other information be it a game or metaphor; recognize that this may make your communication more difficult to be understood.

4. Avoid Slang Language

Watch the use of TLAs (Three Letter Abbreviations) and other organizational language that may not be understood by parents and other community members. If you use them, provide in parentheses a description of what these are so others can learn to use the same language you do.

5. Be Specific

Spell out your expectations clearly. Instead of, 'Please get back to me shortly,' say 'Please meet me or report by 1 pm on Wednesday, February 21.'

6. Choose your Medium of Communication Effectively

Carefully choose your form of communication (face to face meeting, phone or email, instant message, etc.). Be mindful not to 'overuse' written. While useful, there are times when the medium is likely to be ineffective. When a message is complex and complicated or there is tension or conflict that needs to be resolved, switch to another medium.

7. Be Patient

Cross cultural communication takes more time. If not at all times, certainly initially you cannot expect your communication to occur with the same speed and ease as when you are communicating with someone from your own culture.

9.5 Self-Assessment Questions

1. How School-Community Collaboration can be improved by formulating objectives?
2. What steps you should consider as a prospective teacher for Parent Teacher Meeting?
3. What is 'Sandwich Approach'? How it helps a teacher during Parent Teacher Meeting?
4. What are some strategies for effective communication between parents and teachers?
5. What are the types of communication?

9.6 Suggested Readings

Collaboration between School and Community.

<http://www.communitydevelopment.com.au/Documents/Understanding%20Community%20Development.pdf>

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