EXPLORING THE REALITY OF THE SOCIOLOGICAL APPROACH IN EDUCATION IN TODAY'S

SOCIAL SCIENCE STUDIES

By

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Abstract

Several debates on different ways of thinking about the application of sociology in education have dominated recent academic forums. In this piece, focus will be put on the discussions on sociological approaches and their practical application, as well as the importance of education. Scholars argue not only about how they conceive knowledge (epistemological assumptions), but also about how they view academia and the sociological man (ontological assumption). The article will connect the dots between them by examining their various ontological assumptions. Finally, the research further argues that a productive approach is one that considers epistemic structures and processes, which sociology must contextualize. Its worth concluding that education entails developing a holistic being on how to become a member of a community, constructing knowledge of various levels of expertise as a participant, and overcoming the estrangement that is a result of such application in order to take up or overcome the estrangement that is a result of such application.

Key Words: Sociology, epistemology, positivism, education, discussion, sociological man, community, and social sciences

Introduction:

Sociology and education are two fields with a symbiotic relationship that speak to the community. The sociological approach in education employs an interdisciplinary approach in which social science students develop an awareness of themselves as well as other individuals, organizations, and institutions within society and across cultures. The method looks into typical human experiences as well as the relationship between learners' motivation and behavior. Sociology is a branch of social science that studies social interaction and human nature in all of its facets. Sociologists are fascinated by people, groups, institutions, communities, cultural trends, and all aspects of social structure and organization. Sociology is concerned with both

social dynamics (changing societal issues) and statics (non-changing societal issues) since it investigates social forces and all processes of social interaction. This relationship is often referred to as education sociology, but for the sake of this essay, it is referred to as social sciences.

In this scenario, education is defined as a lifelong learning process that entails comprehending various areas of social sciences and so allows an individual to have a greater understanding of society. In the subject of social sciences, like in other domains of study, this learning process occurs. The sociological approach to education is required to analyze the aforementioned human dynamics and processes. The sociological approach goes beyond what most people would consider to be plain sense. Many people believe they have a good grasp of the world and the events that occur within it, and they often justify their beliefs by referring to them as "common sense." They have not, however, attempted to comprehend the social environment in a systematic manner. Sociology, more than any other social science, attempts to comprehend the social world by placing social events in their context (i.e., social structure, culture, and history) and attempting to comprehend social phenomena through the collection and analysis of empirical data for reliability and validity.

Sociologists must analyze their world carefully and systematically in order to adopt the Sociological methodology. Induction and deduction are two methods that can be used to solve a problem. Educators use induction to collect evidence on the ground and develop ideas based on what they discover. The validity of these theories is then evaluated using the scientific process. They use deduction to determine the validity of a theory. Educationists use deductive reasoning to assess their hypotheses in light of fresh information. As a result, knowledge is generated via a continuous cycle of empirical observation and theorization. Education becomes more rigorous than common sense as a result of this approach, which allows educators to evaluate and modify their understanding of how the world works using scientific analysis.

As a result, the foundation of sociology in education must become the most significant thing people may learn in their search of knowledge about social processes and behaviors. Lieberman (2013) p. 282. This helps to explain why learning is a cognitive, emotional, and social activity

(from a social science perspective) (Illeris 2002:89). To emancipate and expand experience, social scientists must set forth (1933: 340). What sociology and social scientists have in common is that John Dewey (1916: 7) claimed that our "primary mission" as educators is to enable individuals to "share in a common existence."

This is done in a scientific manner, and the sociological perspective directly addresses schooling. Social science students are encouraged to ask critical questions about social phenomena and events that affect their behaviors, learning methods, and environment by using evidence-based research and sociological lenses. Learners can get vital insights and understandings of themselves and their worlds by using a sociological perspective. They build social and cultural literacy, which consists of the necessary skills, knowledge, and talents to comprehend and affect one's own future, as well as to engage in contemporary society with greater tolerance and respect. Education is a psychology and sociology-based applied science, at least in intent. Education also uses philosophy to achieve its goals, which it has done in the past. Educational philosophy, in turn, is reliant on sociological data because its generalizations must be based on social experience that has been made meaningful by the sociological application of the scientific method. Growing and education are inextricably linked; there is no end to it. (Education, combined with growth, is everything; education, in and of itself, has no end point.) John Dewey was an American philosopher who lived in the nineteenth century (1978). Education is a social activity, not a preparation for future living, as John Dewey (1916) phrased it. In the Dictionary of Education (edited by C.V. Good, 1973), education is defined as "the aggregate of all the processes by which a person develops abilities, attitudes, and other forms of behavior of practical values in the society in which s/he lives; the social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school), so that they may obtain social competence and optimum indiscriminate results. Learners profit from social scientists' use of the sociological approach in education when they go on to study sociology in depth.

Along with family, religion, politics, economy, and health, education and schools are among the most significant institutions in modern society. The field of sociology of education should be distinguished from other seemingly similar fields with a similar focus, such as psychology of education, which focuses on the mental processes that affect learning, such as memory,

perception, and cognitive stages of development. Similarly, sociologists investigate achievement in respect to the larger social context, whereas psychologists analyze it in relation to the individual. Despite the fact that education sociology is a newer academic discipline than some others, it has grown significantly over the years. What should be common in social sciences and education is the variety of theoretical viewpoints, models, degrees of analysis, and questions answered, all of which make it impossible to define it in a uniform way. (2008, Michael) According to a sociologist, "Any attempt to encompass or summarize/use the sociological method in education in terms of social sciences inside a single framework is riddled with problems. Indeed, we cannot point to a single, cohesive, or stable discipline or intellectual purpose " (Ball, 2004). Its application, on the other hand, should be emphasized as a link between major sociological units and what education/educationists think.

The issue is that Sociology is one of the most significant fields in the social sciences, and its study has a direct impact on social scientist education. While there has been a constant clamour for sociology to be included as a basic discipline in education, many educational institutions have failed to do so. It's worth noting that sociology's hall mark is the ability to understand human society as a collection of interconnected social organizations. A difficulty arises when students fail to comprehend and appreciate sociology and its importance in social science education. It should not be forgotten that higher education attracts a diverse group of students with a wide range of motivations and educational ambitions. Failure to have a solid foundation in sociology has resulted in/can easily result in a misunderstanding of one's own and others' aims, preventing one from getting the most out of their educational experience.

Lack of a unique look at the social variables that affect education systems, as well as an illustration of the interdependence among the key institutions in society, has resulted from the absence or misapplication of sociology in education for social scientists. The notion is that looking into the dynamic interplay both within and between the institution of education and others in society might provide fresh insights using sociology. These sociological insights must/should help educators deal more effectively with the various organizational and interpersonal difficulties that they face.

Methodology:

The article provides a discussion of work from secondary sources that are considered to be important. The method utilized in this study was a meta-narrative review, which aims to demonstrate the relevance and application of sociology in education on the part of social scientists by highlighting the different and complementary ways in which academics have researched the same or a comparable topic. The researcher compiled and analyzed existing literature on the application of sociology in education, as well as the amount to which this relationship has been given critical consideration by other research and evaluations, finding gaps and ways to remedy them.

A meta-analysis of how sociological approaches to education have been applied

Due to its increasing importance, researchers are becoming more interested in the necessity to include sociology in education. Sociology is one of the most important social sciences, with applications in a wide range of disciplines. This is what distinguishes sociology as a broad field. The Sociology of Education (SOE) provides a venue for research on the sociology of education as well as human social development and growth. These sociology and/or education studies cover a wide range of topics, from the individual to the structure of social and educational institutions' relationships. Important educational difficulties develop at all stages of life in today's increasingly complicated world (Ball, 2004). When studying disciplines that are part of other domains of academic thought, it might be tough. Even today's academics are faced with this difficulty. This challenge is readily demonstrated in cases such as political sociology or even gender sociology.

In such circumstances, sociologists must be on the inside of those specific fields of disciplines, or at the very least have a sense of what an insider's point of view or context of assertion may be based on their descriptions and analysis. This challenges disciplines that aim to assess, explain, analyze, or even critique human mind, and in most situations, the owners of such thinking as anchored in the individual disciplines cannot share this viewpoint (Bernstein, 2000). However, Winch (1958), who labeled sociology a "misbegotten epistemology," does not appear to agree with this last argument. Though, in terms of analysis, he appears to be claiming that sociologists just assume/claim/pretend to know more than 'their units of analysis' and the reasons for their

behavior. However, this should be interpreted as a "claim or pretence to know: knowing/knowledge:

However, because the pretension to know comes before what the units of analysis consider to be viable grounds for their beliefs and behaviors, this is misunderstood or even misinterpreted (Bourdieu,1997). Within the social scientific world at large, sociologists for educationists must be deeply involved in not just making assertions, but also in understanding the true motives and purposes for the various beliefs and behaviors of both pupils/students and teachers.

August Comte (1798-1857) is credited with coining the term "sociology," yet another researcher, Grould (2013), referred to him as a "tormented, dogmatic genius" on several occasions. It's tempting to dismiss sociology as a broad category of research. In a similar vein, Poincare (a French mathematician) defined it as a science with the greatest number of procedures but the least amount of outcome.

It's worth noting how folklorists have always regarded sociology as as a collection of people engaged in social inquiry who happen to end up in a 'disorderly house.' As a sociologist, I'm sure many sociologists would agree with me that many folklorists know very little about sociology or only look at it in its most basic form. If sociology and social scientists as a whole are taken seriously, they go a long way toward studying people as members of communities in on-going or transient relationships. These examine people from a variety of perspectives, including members of juvenile gangs, family members, and religious factions, to name a few examples (Grand, 1997). This makes it difficult to tell how social psychologists, anthropologists, and sociologists differ in nature and function at times; nonetheless, the main focus here is on the nexus of interactions and inter-relationships. Perhaps a schism exists between those social scientists due to differences in training and academic perspectives. On the other hand, they could be fascinated with large-scale institutions such as societal family patterns and how they relate to politics or economics in a specific country (Grenfell, 2008).

This is why sociologists have a whole slew of issues about whether traditional values are still relevant or even exist in a modern society. Inter-disciplinarization is the result of this. Political

sociology and historical sociology, like many other disciplines, come together to have a combined say on this. It's getting harder to tell these social scientists apart at this stage. Only when sociologists try to develop theories, techniques, or even models that are independent of the historical or political dynamics that create these connected disciplines do they make an exception. This invites the crack that will, in turn, welcome the crack that will, in turn, invite

'Sociology is history without the toil.'

Also included is a rebuttal.

Briggs (1966) defined history as "sociology without the brains."

Sociologists agree with social scientists, and they use the comparative method to study institutions across nations, such as how families and schools socialize youngsters to be excellent role models (see Bettleheim,1969). As a result, comparative education approaches and applications become extremely similar to such study. When William employed the comparative method to study the relationship between educational systems and social structures of different societies in his educational, social structure and development: A comparative Analysis (1979), he made a clear argument. It's worth noting that sociologists employ a variety of methods in their research, but in this case, two strands have received a lot of attention: positivists, who believe that the methods and approaches used in science are the only necessary and sufficient ways to advance human knowledge, and realists, who believe that science's methods and approaches are the only necessary and sufficient ways to advance human knowledge. This method is in line with the methods used in natural sciences. However, one could argue that there is no clear definition of what is scientific and what is not. This is a significant challenge.

It is apparent that education is one of the many social sciences that includes the teaching and acquisition of certain skills that aid people in their daily interactions, growth, and development. In order to teach knowledge and skills to their students at all levels, practicing educators employ a variety of approaches and materials in their training. Instructional tactics, behavior management, environmental control, motivational strategies, and technological resources are

among the aspects of teaching practices addressed by different thinkers. However, one of the most significant variables in a teacher's efficacy is the teacher's interaction style and personality, because the quality of their relationships with pupils gives the motivation for inspiration (Siannou, 2006). Given the significant influence that teachers have on their students, this is also significant for social science academics. "The best teachers can transfer sound judgment, experience, and insight into the art of communication that students find captivating," according to one source. Teachers are able to inspire pupils to have higher expectations of themselves and society at large because of their compassion for various human attributes, enthusiasm, and inventiveness of possibility. The major social purpose of education is for students to develop into positive/productive statesmen in a dynamic, ever-changing society. Importantly, the transmission of culture and information from one civilization to another, or even through generations, fosters general knowledge/awareness and responsiveness to the demands and interests of society through social maturity. Both sociologists and educators will find this to be relevant.

The use of sociology in social science education is relevant and useful to all education stakeholders, the most significant of whom is the teacher. This is why social scientists believe that the study of structure-outcome-relationships of educational progress, the success or failure of public programs (that is, policy evaluation), and the definition of what constitutes success or failure in the educational institution are the major components of sociology in education. Teachers of social science become critical in articulating how sociology and education can be incorporated into larger sociological views of how people learn and operate in society — (refer to Emile Durkheim or Paul Coeur).

As a result, sociology in education can be utilized to develop educational plans and policies in the first place, as well as identify problems and discuss potential educational inequalities. Reading sociological studies can aid a teacher, particularly one who is new to the classroom, in learning about her pupils' social and cultural origins. The school and the neighborhood it served were separated during the last century. Many divisions in South Africa, for example, required instructors to visit each of their pupils' homes throughout the year before to desegregation. Though most instructors hailed from the communities where they taught, it was not uncommon for divisions in rural areas to hire (single) female teachers from elsewhere and even keep them in

a dormitory environment. In any case, there was more communication between school and home in the setting of a community.

Today, we find far larger communities with various social, cultural, and ethnic populations not only in American communities, but also in communities around the world. Because his or her students may come from a range of family histories based on identification such as religion, color, and ethnicity, to name a few, the role of an instructor or teacher is more complex than ever. They may have varying levels of knowledge and support for education. Sociology knowledge is one, but not the only, valuable resource. This is something that the paper tries to underline as much as possible in order to re-emphasize the importance of sociology in its purest form for social scientists and educators.

When a teacher considers an identity such as class, he or she may discover that working- and lower-class parents are frequently most worried about everyday survival. Because they have fewer reserves, they are hit first by economic downturns. A parent, generally a single mother, may be unable to assist their child with homework because they work night shifts. They may be without personal transportation, making it difficult for them to attend workshops, seminars, or conferences, particularly during the day when those with vehicles are at work. Such parents have been accused of being unconcerned about their children's education on various occasions. The educational level of the parent and their previous school experience may have an impact on their participation.

Globalisation has made it quite possible for the social scientist teacher to have students from various cultural backgrounds in her classroom. Somalis, Kenyans, Congolese, Malawians, and Tanzanians are just a few of the people who attend IUIU. Each family may have different views about the school and how parents should be involved in their children's education. Asian parents, for example, place a great value on their children's academic accomplishment and reply fast when approached. Other Asian parents, such as Koreans, may be closed off and wary of strangers, even their children's school. Different members of the family, generally the mother or father, are "designated" as school representatives in families of many cultures. When a child is

suggested for a special program, the person with whom the teacher speaks on the phone may not be the one who makes the decision (Solomon, 1994).

Sociology in education for social sciences can also be used to address gender issues that arise in the classroom. How may this affect a first-generation immigrant family if the custom in the child's home country is that a female only needs to complete elementary school? The sociology of education, on the other hand, is a discipline that studies the social aspects of "is the investigation of how public institutions and personal experiences influence education and its outcomes. It focuses on the expansion of higher, further, adult, and continuing education in modern industrial nations."

With that in mind, it's easy to see why sociology matters in education. Schools are a contained social network system bolstered by diverse social interactions, and how these people (families, teachers, students, administration, staff, and community members) interact with one another and how these interactions affect the school environment as a whole defines the school's relationship to sociology. Everything that happens in a school is influenced by human psychology, sociology, and a little bit of history in general. In this scenario, sociology plays an important role in not only enhancing social scientists' knowledge and skills, but also in improving their knowledge delivery to social science students.

The official stance in the United Kingdom appears to be, and has been for some decades, that education sociology has no place in a teacher's mind. So much so that the present government has essentially abolished teacher training programs at universities and replaced them with on-the-job 'training.' The conventional wisdom holds that the quality of teaching is the only factor that influences a student's educational outcomes. Accepting that other circumstances beyond a teacher's control may have a major (even overriding) impact on student achievement would jeopardize the entire system of objectives that successive administrations have used to degrade teacher morale and professional standing. By removing qualified teacher status, the present British government is attempting to eliminate the necessity for any kind of training. According to reports, the administration does not want teachers to have any kind of conceptual framework, such as sociology of education, with which to question official directives. Fortunately,

successive Secretaries of State for Education, such as Quintin Hogg and Michael Stewart, to name a few, have succeeded in demonizing sociological arguments (and anything else that isn't groveling acceptance of every utterance that emanates for their esteemed fundaments) as Marxist nonsense.

Studying sociology in education aids in understanding the dynamics of human connections and between communities, based on my experience as a professional sociology instructor (Paul, 1997).

Members' and their offspring's behavior is frequently reflected or directly seen in the dynamics. Knowing these things doesn't always imply that you know how to solve problems, but I've found that having a basic awareness of them can help you respond to what you observe. If you have a troubled child, such as a learning refuser or anorexic, it's likely that their behavior is a result of trauma and an out-of-control home situation.

Knowing this alone allows you to try to 'normalize' the child's reaction to it so that they don't feel like a freak, which is a frequent feeling in a child coping with such a serious problem. The same is true for successful children. Nature (hereditary DNA) and nurture (parental and peer-focused learning and influences) combine to shape a child's personality. One could be tempted to believe that knowing something makes you a better teacher - a more thoughtful one, at least if it is mixed with kindness, honesty, and a lack of judgment.

Recommendations

In education, sociology must be taught in a university-based setting. At the university level, however, there is a noticeable shortage of qualified sociology instructors. Teachers in this field must pique students' interest in social imagination. These teachers will be able to impart skills to pupils entering the workforce and urge students to enroll in university as a result of their efforts. The government, as well as universities, must reaffirm their commitment to developing initiatives that will help to increase and stimulate interest in sociology. The university sociological association/department, according to this article, should be in a strategic position to

analyze the needs of university sociology professors, address their resource demands, and handle teacher certification and competency concerns.

Someone who is analytical and curious by nature, interested in understanding larger systems and patterns, comfortable with the intricacies and subtleties of social interactions, sociable and easy to talk to, patient and resourceful, good at motivating and inspiring students, organized and careful about time management, devoted to learning, thoughtful about interacting with people from diverse backgrounds, able to express ideas

Teachers of sociology must be a part of a department that deals with their subject (sociology). These professors have at least a master's degree in their field and, in many cases, a PhD. Professors may teach students earning education degrees in their disciplines, or students enrolling in applied degree programs or taking an elective outside of their core requirements.

Teachers of sociology must investigate our social interactions in order to discover patterns that shape our culture, politics, and society. Teachers of sociology must be able to assist their students in comprehending the significance of previous sociological studies and demonstrate how to conduct research using these skills.

Relevant professional experience (such as working as a social sociologist or worker, or teaching in a classroom) is also regarded desirable or required to teach at a university in most applied education degree programs.

Professors at this level may lecture while also guiding students in sociology research fields or even supervising them as they do an internship in a sociology-related organization. Teachers and professors organize courses, lectures, and assignments relating to the study of how people interact in societies, and they frequently instruct students majoring in education and advanced sociology.

Conclusion

The length and breadth of this text were prepared with the public in mind, who are literate and clever but not very knowledgeable on sociology. Sociology is a broad academic discipline that focuses on men and women as members of big and small groups, as well as the rule-bound institutional nature of human societies. The latter issue has caused some of them to appear to be advocating a thesis that collectivities, such as family or community, have lives of their own notwithstanding membership. I've mentioned the challenge of developing a science of society, as well as one of the most unavoidable pitfalls of even the most empirically focused educationalist's work: prescriptive and ideological work.

The relevance of sociology in education has been discussed in relation to educational practice, though there are some strains and tensions, especially since sociology can be viewed as a grand theory attempting to arrive at universal laws similar to those found in natural sciences such as physics or chemistry. In addition, classrooms and schools must be viewed as social institutions in and of themselves.

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