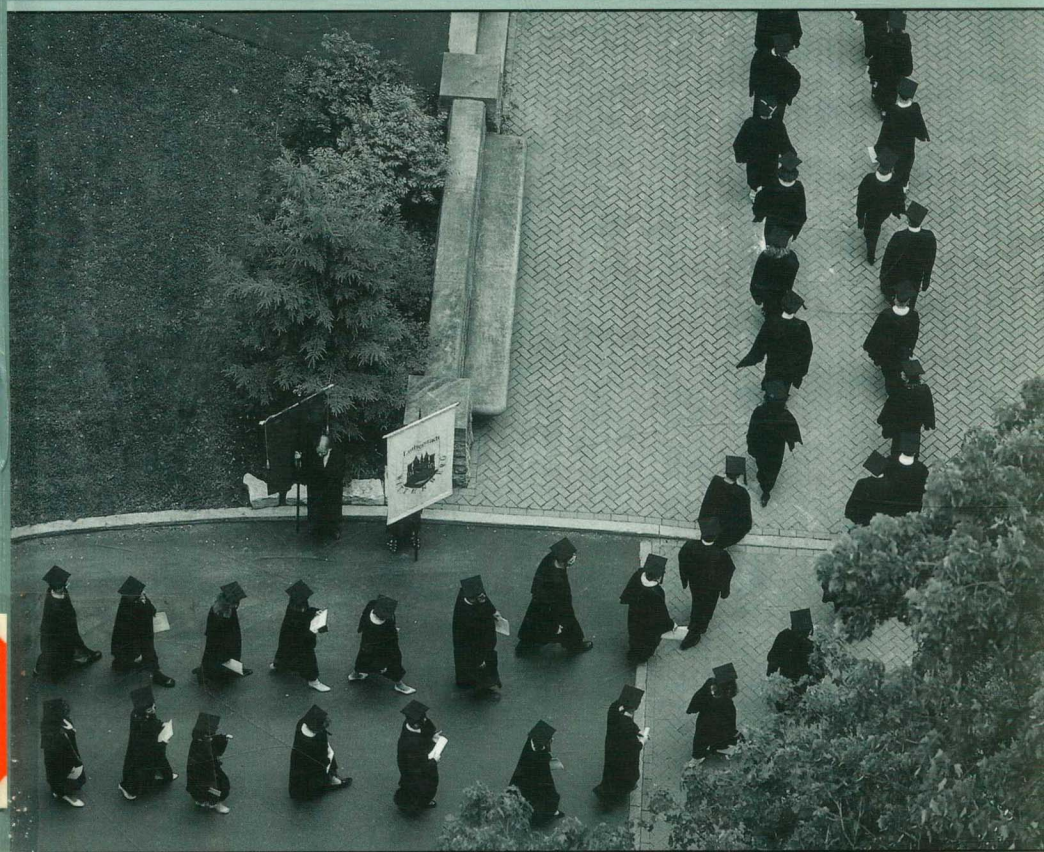


# THE SOCIOLOGY OF EDUCATION

A SYSTEMATIC ANALYSIS

FIFTH EDITION



JEANNE H. BALLANTINE

**EDITION 5**

# *The Sociology of Education*

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## *A Systematic Analysis*

**JEANNE H. BALLANTINE**

*Wright State University*

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# *Preface*

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Integrating the important and diverse topics in the field of sociology of education by showing how they are related is the main goal of this text. It emphasizes the diversity of theoretical approaches and issues in the field and the application of this knowledge to the understanding of education and schooling. Education is changing rapidly; it is no easy task to present the excitement of a dynamic field with diverse and disparate topics. To present the material to students in a meaningful way, a unifying framework—an open systems approach—is used. It is meant to provide coherent structure, not to detract from the theory and empirical content of sociology of education. In the fifth edition of the text, several changes are noted. There are three new chapters. One is on students in the educational system, including factors affecting achievement, in particular family and peers. The former chapter on schools around the world has been divided and expanded into two chapters: one dealing with theories of varying educational systems, the other providing case studies of educational systems within a framework representing several different types of societies, from core to periphery and developed to developing, with different political-economic systems. In addition, extensive updating of findings on educational problems and additional updated data have been included.

After teaching sociology of education to many undergraduate and graduate students and using a variety of materials, I was concerned that the materials

available, though excellent in quality, were not reaching undergraduate students who were from sociology, education, and other majors. The level of many texts is quite advanced, the themes of some books make their coverage or approach limited, or the books present research in such depth that they are beyond the grasp of undergraduates. During my work with the Project on Teaching Undergraduate Sociology, I focused on presentation of materials to undergraduates, and I have attempted to translate the ideas developed there to this text. The book is best suited for sociology of education and social foundations of education courses at the undergraduate or beginning graduate level.

Several goals guided the writing:

1. *To make the book comprehensible and useful to students.* Realizing that most students are interested in how the field can help them deal with issues they will face, I emphasize the usefulness of research findings. Choices had to be made concerning which studies and topics to cover. Those chosen should have high interest for students and help them as they interact with school systems.
2. *To present material in a coherent framework.* The instructor has leeway within the open systems approach to add topics, exclude sections of the text, and rearrange the order of topics without losing the continuity and integration present in this framework.
3. *To present diverse theoretical approaches in sociology of education.* Several valuable perspectives exist today; the book gives examples throughout of theories and how they approach issues in the field.
4. *To include as major sections several topics that have not been singled out by many authors but are important current or emerging topics and are of interest to students.* Separate chapters are devoted to higher education, informal education ("climate" and the "hidden curriculum"), the school environment, education around the world, and educational movements and alternatives.
5. *To indicate how change takes place and what role sociologists play.* With the increasing emphasis on applied sociology, more courses are including information on applied aspects of topics covered. This is the focus of the final chapter but is covered throughout the text.
6. *To stimulate students to become involved with educational systems where they can put to use the knowledge available in textbooks.* This text can be used to stimulate discussion and encourage other topics of interest to be introduced into the course in a logical way. Useful features of the book to enhance teaching effectiveness include projects at the end of each chapter; the coverage of issues; and the Instructor's Manual complete with classroom teaching aids, techniques, and test questions.

The book does not attempt to use one theoretical approach to the exclusion of others. Rather, it focuses on the value of several approaches and their different emphases in dealing with the same issue. Because the book is meant as an overview, it surveys the field rather than providing comprehensive coverage of a few topics. This allows instructors flexibility to expand where desired.

The fifth edition provides an update of issues and data, as well as revisions in theories when new trends or developments have occurred.

Thanks go to many people for suggestions on early drafts of the first edition: Peggy Hazen, Paul Klohr, Alan McEvoy, Reece McGee, Matthew Melko, Darryl Poole, Ted Wagenaar, and colleagues at Bulmershe College of Higher Education in England. For reviews of the manuscript of the fifth edition, I am grateful to Edythe M. Krampe, University of California-Irvine; James P. Marshall, University of North Colorado; and Lewis A. Mennerick, University of Kansas. Thanks for help on the research go to Jeffrey Dixon, graduate student at Indiana University, and Harden Ballantine, Ed.D., for the section on alternatives in education. For providing the materials and atmosphere for producing the end product, thanks go to Antioch University Library, University of Reading (England) Library, and the University of London and Bodleian libraries. A special thanks go to the supportive group at Prentice Hall, especially Nancy Roberts and Sharon Chambliss who provided expert editorial assistance.

Finally, my interest in this field is constantly stimulated by the diverse and everchanging experiences of my children as they pass through the stages of schooling and share their experiences, and by Hardy, whose knowledge and creative ideas in the field of education gave original impetus and continuing support and encouragement to this work.

*Jeanne H. Ballantine*

# Contents

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Preface

xiii

## CHAPTER 1

*Sociology of Education: A Unique Perspective on Schools*

1

The Field of Sociology of Education 2

*What Sociologists Study* 3

*Why Study Sociology of Education?* 3

*Kinds of Questions Asked by Sociologists of Education* 5

Theoretical Approaches and the Development of Sociology of Education 6

*Functionalist Theory* 7

*Conflict Theory* 10

*Interaction and Interpretive Theories* 13

*Recent Theories in the Sociology of Education* 14

*American Sociology of Education* 16

The Open Systems Approach 16

Research Methods in Sociology of Education 21

iii



Sociology of Education in the Twenty-First Century 22

Organization of the Book 23

SUMMARY ♦ SAMPLE STUDY QUESTIONS IN SOCIOLOGY  
OF EDUCATION ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 2

*Conflicting Functions and Processes in Education:  
What Makes the System Work*

27

Conflicting Functions of Education 27

The Importance of Processes  
in Educational Systems 29

The Function of Socialization: What We Learn  
and How We Learn It 29

*The Early Childhood Education Controversy* 30

*Role of the Media and Commercials in Socialization* 32

The Function of Cultural Transmission and Process  
of Passing On Culture 36

*Some Factors Affecting Learning* 37

*How to Pass On Culture* 38

*What Culture to Pass On* 39

The Function of Social Control and Personal  
Development 47

*Violence and Discipline in Schools* 48

The Function of Selection and Allocation:  
The Sorting Process 51

*The Testing Game* 52

*Achievement Tests* 54

The Function of Change and Innovation: The Process  
of Looking to the Future 55

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 3

*Education and the Process of Stratification*

60

The Crisis in Schooling 60

*Education and Stratification in America* 60

*Education and Stratification Around the World* 62



## The Process of Stratification: Is Inequality Inevitable? 63

*Determinants of Social Class* 64

*Major Explanations of Stratification* 67

## Stratification and Equality of Educational Opportunity 72

*The Meaning of "Equality of Educational Opportunity"* 72

*Social Class Reproduction: The Debate over Public  
versus Private Schools* 73

*The Controversial Issue of "Choice"* 75

*Ability Grouping and Teacher Expectations* 76

*Financing Schools in the United States* 85

**SUMMARY ♦ PUTTING SOCIOLOGY TO WORK**

## CHAPTER 4

### *Race, Class, and Gender: Attempts to Achieve Equality of Educational Opportunity*

89

#### Gender and Equality of Educational Opportunity 90

*Sex-Role Socialization* 90

*Sex Differences in the Educational System* 92

*Combating Gender Differences* 100

#### Class, Race, and Attempts to Rectify Inequalities in Educational Opportunity 102

*Trends in Public School Enrollments* 102

*The Underclass and At-Risk Students* 104

*Research on Equality of Educational Opportunity* 104

*The Battle over Desegregation* 106

*Court Cases on Desegregation* 106

*Effects of Efforts to Desegregate Schools* 109

*Student Goals, Aspirations, and Future Prospects* 109

#### Integration Attempts 111

#### Educational Experience of Selected Minorities in the United States 116

*Hispanic Students* 116

*Immigrants* 118

*Asian American Students* 120

*Native American Students* 121

*Special Education Students* 122

*Gifted Students* 125

#### Improving Schools for Minority Students 126

**SUMMARY ♦ PUTTING SOCIOLOGY TO WORK**

## CHAPTER 5

<i>The School as an Organization</i>	131
Social System of the School	132
Goals of the School System	134
<i>Societal and Community Goals</i>	134
<i>School Goals</i>	136
<i>Individual Goals</i>	137
School Functions: The Purposes of the School	137
<i>Diverse Functions</i>	137
<i>Unanticipated Consequences of Functions</i>	138
<i>Conflicting Goals and Functions</i>	138
The School as an Organization	139
<i>The School as a Bureaucracy</i>	140
<i>Characteristics of Bureaucracy</i>	140
<i>Development of Schools as Bureaucracies</i>	145
<i>Problems in Educational Bureaucracies</i>	147
<i>Schools as "Loosely Coupled" Organizations</i>	148
Centralized versus Decentralized Decision Making:	
The Fight over Control of Schools	149
<i>Centralization of Decision Making</i>	150
<i>Decentralization</i>	151
Professionals in the Educational System	153
SUMMARY ♦ PUTTING SOCIOLOGY TO WORK	

## CHAPTER 6

<i>Formal School Statuses and Roles: "The Way It Spozed to Be"</i>	157
The Meaning of Roles	157
<i>Status and Roles in the System</i>	157
<i>The School Organization and Roles</i>	158
<i>Role Expectations and Conflict</i>	159
<i>Perspectives on Roles</i>	159
Roles in Schools	160
<i>School Boards: Liaison Between School and Community</i>	160
<i>Superintendent: Manager of the School System</i>	163
<i>The Principal: School Boss-in-the-Middle</i>	166

<i>Teachers: The Front Line</i>	170
<i>Support Roles in the School: Behind the Scenes</i>	181
SUMMARY ◆ PUTTING SOCIOLOGY TO WORK	

## CHAPTER 7

### *Students: The Core of the School*

186

Student Characteristics	186
<i>Expectations for the Student Role</i>	188
<i>Learning the Student Role</i>	189
<i>Conflicting Expectations for the Student Role</i>	191
<i>Student Coping Mechanisms</i>	191
School Failures and Dropouts	192
<i>Who Drops Out?</i>	193
<i>Why Students Drop Out</i>	195
<i>Gangs and Schools</i>	195
<i>School Crime and Violence</i>	198
<i>Retention and Suspension: School Reactions to Problem Students</i>	199
<i>Adolescent Employment and Dropping Out of School</i>	200
<i>The Future for Dropouts</i>	201
<i>Criticisms of the Student Role</i>	203
Students and the Informal System	205
<i>Student's Self-Concept</i>	205
<i>School Value Climate and Student Achievement</i>	205
<i>Teacher and Student Expectations</i>	207
<i>Peer Groups and Student Culture</i>	207
<i>Student Coping Strategies</i>	210
Students and Their Environments	213
<i>Effects of Home Environment on Educational Achievement</i>	213
<i>Family Background and Parental Involvement</i>	215
<i>Social Class Background</i>	216
<i>Parenting Styles</i>	217
<i>Family Aspirations</i>	218
<i>Single-Parent Homes</i>	218
<i>The Role of Mothers</i>	219
<i>The Number of Siblings</i>	219

SUMMARY ◆ PUTTING SOCIOLOGY TO WORK	
-------------------------------------	--

## CHAPTER 8

*The Informal System and the "Hidden Curriculum":  
What Really Happens in School?* 223

## The Open Systems Approach and the Informal System 224

*The Hidden Curriculum* 225*Reproduction Theory and the Informal System* 226

## The Educational "Climate" and School Effectiveness 227

*The Value Climate* 228*The School Climate and Effective Schools* 229*Classroom Learning Climate* 231*Student Friendship and Interaction Patterns  
in the Classroom* 233

## Power Dynamics and Roles in the Informal System 238

*Theoretical Explanations of Power Dynamics  
in the Classroom* 239*Teacher Strategies and the Informal System* 240

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 9

*The Educational System and the Environment:  
A Symbiotic Relationship* 246

## The Environment and the Educational System 247

*Types of Environments* 248The School Systems' Environments: Interdependence  
Between Institutions 250*Home and Family Influences on School* 250*The Institution of Religion: Separation of Church and State* 252*The Economics of Education: Financing Schools* 256*The Political and Legal Institution* 261*Communities and Their Schools* 263

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 10

*The System of Higher Education* 267

## History and Development of Higher Education 268

*Historical Functions of Higher Education* 268*Trends in Development of Higher Education* 269

Theoretical Approaches to Higher Education	272
<i>The Expansion of Higher Education</i>	273
<i>Access to Higher Education</i>	274
<i>Stratification and Equal Opportunity         in Higher Education</i>	274
<i>Elite versus Public Colleges</i>	276
<i>Admissions and the Courts</i>	276
Characteristics of Higher Education in the United States	278
<i>Growth of Higher Education</i>	279
<i>The School-to-Work Transition and the Credential Crisis</i>	279
Functions of the Higher Education System	280
<i>The University as a Community</i>	281
<i>The Function of Research</i>	281
<i>The Function of Teaching</i>	281
<i>The Function of Service</i>	282
<i>The Function of the "National Security State"</i>	282
<i>Conflicts over the University's Function</i>	282
<i>The Academic Function of Universities         versus Big Business</i>	283
<i>What Type of Curriculum?</i>	285
Higher Education as an Organization	286
<i>Higher Education Structure and the Bureaucratic         Model: Does It Work?</i>	286
Roles in Higher Education	290
<i>Roles in Higher Education: The Clients</i>	290
<i>Gender and Race in Higher Education</i>	291
<i>The Graying of College Graduates</i>	296
<i>Roles in Higher Education: The Faculty</i>	298
<i>Faculty Issues in Higher Education</i>	299
<i>Roles in Higher Education: Administrators</i>	304
Environmental Pressures on Higher Education	305
<i>Government Influence on Funding         of Higher Education</i>	305
<i>The Courts and Affirmative Action</i>	307
<i>Environmental Feedback and Organizational Change</i>	311
Outcomes of Higher Education	312
<i>Higher Education: Attitudes, Values, and Behaviors</i>	312
<i>The Value of a College Education</i>	313
Problems and Reform in Higher Education	315

## CHAPTER 11

### *Educational Systems Around the World: A Comparative View* 319

#### Cross-Cultural Educational Studies 322

*Comparative Education as a Field of Study* 322

*Comparative Education and the Systems Approach* 324

#### Approaches to Cross-Cultural Studies of Educational Systems 324

*Comparative International Studies of Achievement* 325

#### Theoretical Perspectives and Typologies in Comparative Education 330

*Modernization and Human Capital Perspectives* 332

*"Legitimation of Knowledge" Perspective* 333

*Rich versus Poor: An Educational Typology* 334

*World System Analysis* 337

#### Global Institutional Interdependence 339

*Education and the Institution of Religion* 340

*Family, Social Class, and Education* 341

*Education and Economic Institutions* 342

*Political-Economic Divisions Between Societal Systems* 345

*Higher Education Around the World* 347

#### SUMMARY ◆ PUTTING SOCIOLOGY TO WORK

## CHAPTER 12

### *Educational Systems Around the World: Case Studies* 353

#### Education in Britain 354

*Development of Education in Britain* 354

*Control and Decision Making in Education* 356

*Structure of the Educational System* 356

*Composition of British Schools* 357

*Exams and Credentials* 358

*Inequality in Education and Occupational Mobility* 358

*Higher Education in Great Britain: Elite  
versus Mass Education* 359

#### Education in the People's Republic of China 360

*Recent Historical Events Affecting China* 361

*The Drive Toward Modernization* 361

*Status and Structure of Education in China* 363

*Higher Education in PRC* 364

Formal Education in Colonial Africa	365
<i>History of Ghanaian Education</i>	366
<i>Forms of Education</i>	367
<i>Structure of the Ghanaian Educational System</i>	369
<i>Equality of Opportunity in Ghanaian Education</i>	369
<i>Higher Education</i>	370

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 13

### *Educational Movements and Reform* 373

The Nature of Educational Movements	375
Educational Movements Throughout History	377
<i>Early European Education: Purpose and Function for Society</i>	377
<i>Educational Movements in the United States</i>	378
Alternative Education and Related Movements	381
<i>Third World Alternative Educational Movements</i>	382
<i>English Primary Schools</i>	382
<i>Open Classrooms</i>	383
<i>Back to Basics</i>	384
<i>Private Schools</i>	386
<i>Accountability Movements</i>	387
<i>Effective Schools and Educational Reform</i>	388

Structural and Curricular Changes in the Schools	389
<i>The "School Choice" Movement</i>	389
<i>"Multiculturalism" and "Political Correctness"</i>	391
<i>Technology and the Classroom</i>	392
<i>Other Movements, Reforms, and Fads</i>	392

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## CHAPTER 14

### *Change and Planning in Educational Systems* 397

The Dynamics of Change	398
<i>Change and Levels of Analysis</i>	399
<i>Sources of Change</i>	401
Perspectives on Change	403
<i>Structural-Functional Approach to Change</i>	403



*Conflict Approach to Change* 406  
*Open Systems Approach to Change* 406

Bringing About Change 408

*Individuals in the System* 409  
*Change at the School Level* 409

Strategies for School Change 410

*Types of Strategies* 411  
*Obstacles and Resistance to Implementation of Change* 413

The Sociologist's Role in Educational Change  
and Policy Formation 414

SUMMARY ♦ PUTTING SOCIOLOGY TO WORK

## EPILOGUE

*Schools in the Early Twenty-First Century* 418

Demographic Trends 418

Family, Economic, and Social Trends 419

Schools in the New Century 422

Reform and Policy in Educational Systems 423

*The National Education Goals* 423

Some Things We Have Learned 424

*References* 426

*Index* 469

# *Sociology of Education*

## *A Unique Perspective on Schools*

Education is a lifelong process. It begins the day we are born and ends the day we die. Found in every society, it comes in many forms, ranging from the “school of hard knocks” or learning by experience to formal institutional learning, from postindustrial to nonindustrial communities, from rural to urban settings, and from youth to older persons.

Remember your first day in the formal school setting? You anticipated that day for some time. You met the teacher who would serve as a surrogate parent for the year, and children you would get to know whether you liked them or not. Education was a given, a compulsory part of growing up, and going to college may have been “what people do after high school.” But in many areas of the world, education is a privilege available only to a select group. More than 885 million people in the world—49 percent of the adult population in developing countries—are illiterate, and the dropout rate at the primary level is as high as 100 percent in some poor areas. Though primary and secondary school enrollments have increased worldwide during the past several decades, many primary-age children in the world are not even in school, and 54 percent of young women in Africa and 37 percent in southern and western Asia are illiterate (Population Action International, 1998; UNESCO, 1995).

Sociologists are interested in learning experiences of all types, formal and informal, because they fit into the broader focus on group life. The purpose of