UNIVERSITY OF SWAZILAND
FINAL EXAMINATION
2005/06

TITLE OF PAPER : SCHOOL AND SOCIETY

COURSE NUMBER : EDF 310

TIME ALLOWED : THREE HOURS

INSTRUCTIONS :
1. THIS PAPER CONTAINS THREE (3) SECTIONS: **A, B** AND **C**

2. **NOTE**: ALL ANSWERS MUST BE WRITTEN IN THE ANSWER FOLDER PROVIDED

3. ANSWER ALL QUESTIONS IN SECTION A AND B

4. ANSWER ONLY TWO (2) QUESTIONS IN SECTION C

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

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Put "True" (T) or "False" (F) against each of the following statements:

1. The Swazi system of education is responsible for only preparing children to pass examinations, find jobs and be literate.
2. Infomal education is not a major concern of the teacher because, unlike in traditional, children are socialized through schooling in modern times.
3. Private schools which serve private objectives should be at liberty to claim support from public funds for their all operation since they are also located in Swaziland and teach Swazi children.
4. Languages of most African societies have reservoirs of proverbs, idioms and expressions which talk against crime.
5. During colonial days in Africa schools were owned and run by missions.
6. "Authority" means the same as "power" because those who are leaders exercise both.
7. For culture to continue to exist, there must be strong forces within itself to prevent foreign values from penetrating or influencing it.
8. Many of the problems that are caused by social and cultural change result from the fact that all part of society do not change at the same rate.
9. In periods of extreme rapid change in society, it can be predicted that the amount of stress present will increase in proportion to increases in the rate of change.
10. Equality of education must mean identical or same education if equity and fairness are to be achieved in developing children.
11. The theory of the stages of growth of societies by W. Rostow are in line or agreement with the definition of a universal culture as described by Edward Tylor.
12. Talcott Parsons' theoretical views represent those of the Marxists pespective.
13. The Marxist perspective on education is that teachers tend to reward higher grades for pupils' performance that 'conforms' than pupils' performance that is 'creative'.
14. Emile Durkheim identified three levels of cultural participation which are, universals, specialties, and alternatives.
15. The "Harambee" idea originated in Kenya and aims at promoting self-help in local communities.
16. Social scientists do succeed in studying their field of knowledge using scientific principles by predicting the behaviour of man and by studying themselves since they are human being.
17. Knowing scientifically means observing social phenomena selectively.
18. The historical approach to studying social phenomena is similar to the genetic approach.
19. There is no need for teachers lower grades in the primary school to make them reach 'self-actualization' because those children are still young.
20. Personal identities are associated with persons working in organizations such as schools and hospitals.
21. A statistical group reflects numbers of persons forming that group but does not tell us about the interaction or non-interation in the group.

22. The socio-economic status of children always has a major influence in the performance of pupils in school regardless of the stage of development of that society.
23. The traditional or indigenous education in African societies did not have aims or goals because people in such societies were illiterate.
24. The Swaziland government's efforts to address the plight of orphans and vulnerable children (OVC) aims at providing identical education.

SECTION B
(28 marks)

Match statements under "I" with word/expression under "II" below. Do not re-write the word or expression but simply write the letter of the correct word or expression against number of the statement.

"I"

1. This theorist advocates for the education of the child to be through nature because nature is not polluted by man.
2. Children brought up in this kind of family are more likely to become social deviants.
3. Schools as organizations can best operate as both these characteristics.
4. When formal education was introduced in African societies, African leaders tended to oppose it because it appeared be this to their authority.
5. It is expected that teachers must be this to children meaning that teachers should not necessarily pursuade pupils to subscribe to or follow particular ideologies or beliefs.
6. This kind of social group is characterised by impersonal behaviour of members even though the spirit of collective behaviour does exist among them.
7. This kind of social group is relatively small in size, has intimate relationships and has long duration.
8. The following is an example of this social function of education: "…a process by which society deliberately transmits its cultural heritage to future generations".
9. The following is an example this social function of education: "… a process by which individuals gain awareness of how power is generated, distributed and exercised in society".
10. The following is an example of this social function of education: "…a process of identifying persons and directing them to different areas of specialization and levels of occupations".
11. The following statement is associated with this theorist: "Society can survive only if there exists among its members a sufficient degree of homogeneity and education perpetuates and reinforces this homogeneity by fixing in the child the essential similarities which collective life demands".

12. This is a kind of a person's up-bringing that involves learning concepts and behaviours which are expected to be displayed in the future or later in life.
13. One theory of social change discusses the interaction of these two factors which results in the emergence of culture.
14. The two kinds of social identities persons hold in society and organizations are these.
15. The realization of the fact that persons in general are not necessarily in charge of their own affairs as they may think, and that they do not educate their children exactly as they want or desire, relates to this understanding of social behaviour.
16. The following expression refers to the standards of behaviour which guide the ordinary affairs of everyday life and deviation from them is not subjected to harsh sanctions.
17. Julius Nyerere is associated with the theory that education should promote this function in society.
18. The two general ways in which schools socializes students politically are these.
19. The movement of individuals or social groups from one social position to another is known by this expression.
20. When a teacher takes time to influence the general behaviour of his/her pupils so that pupils are acceptable to society, he/she is performing this kind of school goal.
21. When the school encourages pupils to wear the school uniform properly, the school is performing this kind of school goal.
22. Early selection in the school system tends to favour children from this kind of social class.
23. School education selects and allocates persons to different occupation and areas of specialization through these activities.
24. This term refers to the intellectual qualities, talents and other potentials or capabilities available in society.

Words/Expressions

a. significant/affective others
b. pattern of school administration
c. normative
d. norms
e. pool of capability
f. Emile Durkheim
g. economic
h. sociological awareness
i. folkways
j. values
k. political
v. expressive
w. primary
x. cultural lag
y. social mobility
z. principles of the social realm
aa. B. F. Skinner
bb. formal
cc. professional
dd. threat
ee. emit value-free cues
ff. secondary
gg. instrumental
hh. adult socialization
ii. conservative
jj. selective and allocative

l. mores
m. tests and examinations
n. poor/less developed
o. techniques
p. personal
q. prefect system
r. Jean Rousseau
s. one child
t. bureaucratic
u. J. S. Farrant
kk. innovative
ll. Emile Durkheim
mm. anticipatory socialization
nn. Ralph Tylor
oo. categorical
pp. informal
qq. self-reliance
rr. Ujaama
ss. affluent
tt. shift mobility
uu. flat structure
vv. non-formal
ww. benefactor
xx. Ralph Linton
yy. W. Rostow

SECTION C
(60 marks)

CHOOSE ANY TWO (2) QUESTIONS FROM THIS SECTION AND ANSWER IN ESSAY FORM.

1. "The problem with some anthropologists (and sociologists) is that they tend to think of culture as one entity common to all societies in the world", (Ezewu, 2002).

    (i) Which view of cultural definition between that of Edward Tylor and Franz Boas is supported by the above statement? [10]

    (ii) Describe your personal perspective of culture and how you consider education should play its role in the position you have taken. [20]

2. G. Bishop argues that "equality of education" should not be confused with "identical education".

    (i) Explain with specific examples what you understand the differences between the two to be. [10]

    (ii) What influences does the socio-economic status of children have on their school performance vis-à-vis the stage of development of the society? [20]

3. Apart from the school, there are mass media, the family, and peer group as agents of socialization. Pick one of the three that you consider to be most influential agent in socializing children in Swaziland currently.

    (i) Briefly describe it. [6]

    (ii) Explain why you consider it most influential. [12]

    (iii) Suggest how a classroom teacher can best use it to promote effective learning of his/her pupils. [12]

4. The argument that an expansion of education always leads to economic growth and social development has been subjected to much debate.

    (i) What are your views toward this statement? Justify your position with reasons. [10]

    (ii) Suggest ways future education systems can be designed to benefit the economic and social growth of a state. [20]