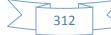# EDUCATION AND SOCIOLOGY

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INTRODUCTION

The practices of Social Control are as old as the history of organized system of Social institutions. Institutions are well established patterns for fulfilling various human needs. In the opinion of Sumner, it has to perform two major roles. In one hand institution has to perform the socially sanctioned patterns of activity to meet human needs and on the other, it has to maintain organizational pattern for their execution. This indicates that certain abiding human needs and activities are essential for any form of social institution. There is no exception to this principle to Governmental institution, economic, religious or academic institution. It is for this reasons, any form of institution (without exception to academic one) desires, directs, regulates and even enforces, its members to comply with its order, norms, values and abiding needs and activities. In order to maintain order and achieve progress, the institution has to exercise some type of control over its members, so that, there may be no marked deviations from the established ways of regulations, norms and values threatening its welfare. Such types of regulatory processes and control are understood by modern sociologists as social control. The concept of social control in a systematic form was first advocated by E.A. Ross of America in 1901, in his famous book on Social Control. The idea was to extend social control over law, belief, religion, public opinion, ideals and ceremonial performances and the like. Henceforth, social control indicates a system of devices by means of which modern society extends its role to control the activities of the individual members and institutions within its preview. So, its implications to educational principles and practices, in a systematic way, are of modern origin. The academic institution or the school is a special type of organization having certain specific social objectives to fulfil. It stands for academic order and progress. It, therefore, enjoys social sanction to exercise some type of social control over its members and beneficiaries.

Social control is exercised in three principal ways First, it socializes its members in order that they would behave as they should do, Secondly, imposition of group pressure so as to conform to the group norm, and Finally,

control through force and punishment is used when other control fails. The school, as a social institution, is subjected to the control of the state administration in one hand and on the other the Board of Education of the State or the region that directs and conveys the entire academic rules, principals and activities that are to be followed by the school.

It is for all these reasons the researcher feels the urge for studying how far schools of West Bengal are subjected and acidized in the principles and practices of social control in different ways and means. This is an unexplored area of investigation in the school system of education in West Bengal.

OBJECTIVES OF THE STUDY

The major objectives of the study are as follows:

To understand the relationship between social control and academic activities of school in West Bengal.

a) To examine the significance of Social Control in School Administration in West Bengal.
b) To examine the relationship between Social Control and School Administration.
c) To examine the relationship between Social Control and Academic Achievement.

METHODOLOGY OF THE PAPER

We know, there are different types of methodology for any study. Here the survey method of research is used. In the present study and the approach is quantitative in nature.

RELATED STUDIES

- Bhutia, Tashi Yangzam,(2006). Corporal punishment in Chennai schools: a study. This study was done to assess the corporal punishment giving in Chennai schools.
- Kittipong (2015) studied the relationship between total quality management and secondary school practice.
- Bais (2015) made a study entitled "A Historical Survey of Educational Administration in India".
- Dubey (2015) in her study "An Appraisal on Organizational Climate of Higher Secondary Schools of Sagar District".

HYPOTHESIS OF THE STUDY

The following Hypotheses are framed for the study:

- H_{01}: There is significant mean difference between urban boys and rural boys in Social Control of 9th Grade school going children.

- H_{02}: There is significant mean difference between urban boys and urban girls in Social Control of 9th Grade school going children.

- H_{03}: There is significant difference between urban girls and rural girls in Social Control of 9th Grade school going children.

- H_{04}: There is no significant relationship between Social Control and Academic Achievement of urban students.

- H_{05}: There is no significant relationship between Social Control and Academic Achievement of rural students.

- H_{06}: There is no significant relationship between Social Control and Academic Achievement of urban boys.

- H_{07}: There is no significant relationship between Social Control and Academic Achievement of rural boys.

- H_{08}: There is no significant relationship between Social Control and Academic Achievement of urban girls.

- H_{09}: There is no significant relationship between Social Control and Academic Achievement of rural girls.

DELIMITATION OF THE STUDY

The study has some delimitation. These are:

- **Area: The** schools were selected from both urban and rural areas.

- **Number of schools: Twelve** schools were selected for administering free tests on basis of purposive factor.

- **Types of schools:** Three types of schools (co-educational, boys" and girls") were selected from West Bengal Board of Secondary Education only.

- **Number of students:** The number of students was delimited to include only six hundred (600) students belonging to both sexes of whom three (300) hundred were boys and three hundred (300) are girls.

- **Tools:** Two questionnaires were developed and standardised by the researcher. The researcher utilisedtest-retest method of measuring value of reliability.

A questionnaire on Social Control prepared by researcher was used.

Academic Achievement is measured by the marks of annual examination of class – IX from the original recorded book of selected schools.

DEFINITIONS OF SOME IMPORTANT TERMS:

a) Social Control:

Social Control is nothing but control of the society over individuals. In order to maintain the organisation and the order of the society, man has to be kept under some sort of control.

b) Academic Achievement:

Academic Achievement is the outcome of education –the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessments but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts.

c) Urban Area:

Where population is more than 5000 and density of population is more than 400 per square kilometre and 75% of them are engaged in non-farming activity is called urban area. Mainly the administration is dependent on Municipality or corporation.

d) Rural Area:

Where population is less than 5000 and density of population is less than 400per square km. and 75% of them are engaged in farming as well as other primary workforce is called rural area. The administrative activity purely maintained by Panchayat.

e) English Achievement:

It refers to achievement test prepared and validated on the English subject of 9th standard in West Bengal Board of Secondary Education syllabus.

f) Ninth Standard Students:

It refers to 9th standard of 10+2+3 system of education pattern.

VARIABLES INVOLVED IN THE PRESENT STUDY

The variables are used in the study are as follows:

a) **Independent Variables:** Social control is independent variables here.

b) **Dependent Variables:** Achievement test is dependent variable here.

THE POPULATION

The students of 12 (twelve) secondary/ higher secondary schools situated in Burdwan, Nadia, and Hooghly districts were selected as the sample for the study. The researcher had chosen only the student of class IX of the selected schools.

Some characteristics of the population may be listed as :

☐ The subjects are nine standard students.

☐ Their mother tongue as well as medium of instruction is Bengali.

☐ They are full-time students of West Bengal Board of Secondary Education.

☐ They are day scholars and live with their own family.

SAMPLE AND SAMPLING DESIGN:

The researcher selected students of West Bengal Board of Secondary Education. He collected 600 data from rural as well as urban comprising Burdwan, Nadia and Hooghly districts and the data consisted of both sexes.

A purposive sampling procedure was adopted for selection of representative sample for the study. The ninth grade students representing the stated characteristics of the population had been drawn from twelve schools. The schools were boys, girls and also co-educational. Special care was taken for data collection.

Table-1 : District-wise Sample Distribution

	Burdwan		Nadia		Hooghly		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Urban Area	50	50	50	50	50	50	300
Rural Area	50	50	50	50	50	50	300
Total	**100**	**100**	**100**	**100**	**100**	**100**	**600**

Analysis of Hypothesis by 't'-test:

H_{01} : There is significant mean difference between urban boys and rural boys in Social Control of 9th Grade school going children

Table-2:   **Determination of significance of mean scores in Social Control between urban boys and rural boys of 9th Grade school going children**

Measures	N	M	SD	SE_D	df	t
Urban Boys	150	195.79	22.66			
Rural boys	150	186.89	29.78	3.06	298	2.92**

   **Significant at 0.01 level.

Analysis: The „t‟ value for the null hypothesis (H_{01}) is 2.92, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the computed value was significant and the null hypothesis (H_{01}) was rejected and the alternative hypothesis is accepted. So, it can be interpreted that there is significant mean difference between urban boys and rural boys in Social Control.

H02   : There is significant mean difference between urban boys and urban girls in Social Control of 9th Grade school going children.

Table -3: Determination of significance of mean scores in Social Control between urban boys and urban girls of 9th Grade school going children

Measures	N	M	SD	SE$_D$	df	t
Urban Boys	150	195.79	22.66			
Urban Girls	150	191.01	25.41	2.78	298	1.72NS

NS = Not Significant.

Analysis : The „t" value for thenull hypothesis (H$_{02}$) is 1.72, which is not significant at both the levels. So the null hypothesis is accepted.

Interpretation: As the computed value was not significant and the null hypothesis (H$_{02}$) was accepted and the alternative hypothesis was rejected. So, it can be interpreted that there is no significant mean difference between urban boys and urban girls in Social Control.

H03   : There is significant difference between urban girls and rural girls in Social Control of 9th Grade school going children.

Table -4: Determination of significance of mean scores in Social control between urban girls and rural Girls of 9th Grade school going children

Measures	N	M	SD	SE$_D$	df	t
Urban Girls	150	191.01	25.41			
Rural Girls	150	181.44	21.22	2.70	298	3.54**

** Significant at 0.01 level.

Analysis: The „t" value for the null hypothesis(H$_{03}$) is 3.54, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the computed value was significant and the null hypothesis (H$_{03}$) was rejected. So, it can be interpreted that there is significant mean difference between urban girls and rural girls in Social Control.

Analysis and interpretation of 'r'

H04   :   There is no significant relationship between Social Control and Academic Achievement of urban students.

Table- 5: Determination of significance of relationship between Social Control and Academic Achievement

Measures	School Administration	Academic Achievement
N		600
df		598
R		0.02(NS)

NS =Not Significant

Here the value of „r‟ is 0.02 which is lower than the table value. So the null hypothesis (H04) is accepted.

Interpretation: It can be said that Social Control and Academic Achievement of urban students have low correlation between them.

H05   : There is no significant relationship between Social Control and Academic Achievement of rural students.

Table-6 : Determination of significance of relationship between Social Control and Academic Achievement

Measures	Social Control	Academic Achievement
N		600
df		598
R		-0.17(NS) *

* Significant at the0.05 level (2-tailed)

Here the value of „r‟ is -0.17 which is lower than the table value. So the null hypothesis (H05) is accepted.

Interpretation: It can be said that Social Control and Academic Achievement of rural students have low correlation between them.

H06   : There is no significant relationship between Social Control and Academic Achievement of urban boys.
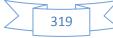
Table-7: Determination of significance of relationship between Social Control and Academic Achievement

Measures	Social Control	Academic Achievement
N		300
df		298
R		−0.03(NS)

NS = Not Significant

Here the value of „r‟ is −0.03 which is lower than the table value. So the null hypothesis (H_{06}) is accepted.

Interpretation: So, it can be said that Social Control and Academic Achievement of urban boys have low correlation between them.

H_{07} : There is no significant relationship between Social Control and Academic Achievement of rural boys.

Table-8: Determination of Significance of relationship between Social Control and Academic Achievement

Measures	Social Control	Academic Achievement
N		300
df		298
R		−0.18(NS)

NS = Not Significant

Here the value of „r‟ is -0.18 which is lower than the table value. So the null hypothesis (H_{07}) is accepted.

Interpretation: So, it can be said that Social Control and Academic Achievement of rural boys have low correlation between them.

H_{08} : There is no significant relationship between Social Control and Academic Achievement of urban girls.

Table-9: Determination of significance of relationship between Social Control and Academic Achievement

Measures	Social Control	Academic Achievement
N		300
df		298
R		0.02(NS)

NS =Not Significant

Here the value of „r‟ is 0.02 which is lower than the table value. So the null hypothesis (H_{08}) is accepted.

Interpretation: It can be said that Social Control and Academic Achievement of urban girls have low correlation between them.

H_{09} : There is no significant relationship between Social Control and Academic Achievement of rural girls.

Table-10 : Determination of significance of relationship between Social Control and Academic Achievement

Measures	Social Control	Academic Achievement
N		300
df		298
R		–0.19(NS)

NS =Not Significant

Here the value of „r‟ is –0.19 which is lower than the table value. So the null hypothesis (H_{09}) is accepted.

Interpretation: It can be said that Social Control and Academic Achievement of rural girls have low correlation between them.

CONCLUSION

All scientific research study leads to some educational contribution. The present research study applied in nature has some important educational conclusion. The study has revealed the relationship between academic achievement and social control as well as School Administration. Findings of the study are significant for the class teachers, school administrators, sociologists, economists, psychologists, philosophers and educational planners. The study is likely to highlights upon the direction of Academic Achievement and social control as well as school administration. The teacher can find the effects of achievement on social control and school administration of the child. The study is also helpful in the personality development of the students. This study will helpful in moulding the personality of the students by giving them positive direction of their age.

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