UNIT 7 SCHOOL AS A SOCIAL ORGANIZATION

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7.1 INTRODUCTION

The term 'school' — and its equivalent in all European languages — has its origin in a Greek word meaning leisure or recreation. In pre-industrial societies, schooling was available only to a handful of people who had the time and the money available to pursue it. Religious leaders or priests were most of the times the only literate groups, using their knowledge to read and interpret sacred texts. Another reason why so few were able to read was that all texts had to be laboriously copied by hand, and so were in short supply and expensive. Printing, an invention, which came to Europe from China, changed the situation. The increasing use of written material in many diverse spheres of life led to higher levels of literacy. Education in its modern form, involving the instruction of the pupils within specially constructed school premises, gradually began to emerge. Yet most of the population continued to have no schooling whatsoever until the first few decades of the nineteenth century, when in the European countries and the United States systems of primary school began to be established.

In this unit, we will learn about school as a social system and study the structure and organization of the school system.

7.2 OBJECTIVES

After going through this unit, you should be in a position to:

- define what a system is and spell out the various characteristics that make the school a system;
- describe the social structure of schools in terms of elementary and secondary schools, giving a description of the school class;
- state the functions of school as a system; and
- explain the structure and organization of school with the defining characteristics of school as organization and the principles of authority.
7.3 SCHOOL AS A SOCIAL SYSTEM

School may be described as a system of positions and roles. A system is an entity consisting of parts, which are interrelated and interdependent, whereby a change in one part would bring about a relative change in other parts or the parts are so structurally related to each other that a change in one part affects the others. From a functionalist perspective, school may be seen as a system, that is, as a set of interconnected parts which together form a whole. In particular they are understood with reference to the contribution they make to the system as a whole. A system is thus any structured or patterned relationship between any number of elements where this system forms a whole or unity. So a school as a system would consist of patterned relationship between its various positions, having a part-whole relationship.

Functional analysis focuses on the question as to how social systems are maintained. In a School, it is through role allocation and performance that the system is accomplished and maintained. This brings us to the structure of the school. The structure of the school is the formal arrangement of its parts, i.e. formal arrangement of the positions. Therefore, there are social positions of the student, and members of the teaching and non-teaching staff in the school. Each of these positions has a role to play, thus there is the role of the teacher, that of the student, of the headmaster and so on. Structure of a system like a school permits us to understand the notion of continuity.

When we view school as a social system, as Willard Waller does in his Sociology of Teaching, we analyze the social roles involved in the formal and informal social structure of educational organizations. While presenting a description of the norms governing social behaviour in the school, Waller emphasizes that schools contain two cultural systems, which are frequently in conflict with one another: the normative system of the student and that of the educator, with the set of social relationships that exist between the student and that of the educator being in a constant state of "perilous equilibrium", with the authority structure that invests power in the professional educators, the stabilizing force in the relationship. It has been recognized that the source of many of the strains and tensions to which the incumbents of the educational positions are exposed must be sought in the relationship of the school to other social systems in its external environment, such as the family, the road traffic, and various economic, religious and political organizations.

The early meaning of the term 'school' was not tied to a building. Even as late as the early eighteenth century England, the term 'school' did not necessarily indicate that a special building existed, but referred to the group within which the process of schooling occurred and which particularly at times when teachers were dissuaded from teaching by the king or the State they met in a succession of different places.

That part of education which is undertaken in formal organizations, especially for those up to the age of eighteen, can strictly be referred to as schooling. It is a method of education, a process of learning and management of socially approved knowledge which involves an approved curriculum and pedagogy. The age of entry and of leaving school and therefore of compulsory schooling, under formal schooling systems, are legally specified. For instance, in the United Kingdom, they are 5 and 16, but these ages and the duration vary between societies. The divisions of schooling have come to be divided by age into primary age, that is, 5 to 11 of 12 years of age, secondary, that is, 11 or 12 to 18 years of age. Until the UK, Education Act of 1944, the system was divided by status into Elementary Schools, which catered for the whole age range up to 18, but were less well-equipped and of lower status, and the Secondary Schools, catering mainly for those over 11 years, which were better equipped and of higher status. A similar division still exists in some other European countries.
Having described the school as a social system, let us now examine its social structure and the functioning.

7.3.1 Social Structure and Functioning of the School

School constitutes a socialization system of great importance. It has the formal responsibility of imparting knowledge in those disciplines which are most central to adult functioning in the society. As Talcott Parsons says, the elementary school is the primary social environment in the latency phase of child development and the secondary school serves in this capacity during the adolescent phase.

This brings us to the systematic analysis of the differences in social structure between the elementary and the secondary school and the impact of these differences on the process of socialization.

7.3.2 Elementary School

In the elementary school, pupils of similar age are brought together under one teacher usually a female. Usually, in an elementary school one teacher works with the same group of children for the entire school year. At the elementary grade level, there are several classrooms in most schools at the same grade level with multiple teachers, as opposed to a single teacher in the same class. Generally the elementary school is staffed now-a-days by females but an increasing proportion of elementary school principals are still men.

All advanced industrial societies have universal compulsory schooling at the primary stage. Their curricula is designed to equip the whole population with the three R's — reading, writing and simple computation, or the understanding of basic literacy and numeracy in preparation for possible entry to more specialized education at the secondary stage. Elementary schools are at the same time the major agencies of socialization into groups beyond family. According to Talcott Parsons, the American primary school weans children from complete reliance on the moral assumptions of particularism and diffuseness, which are characteristics of kin relations and inculcates acceptance of universalism and specificity as the essential basis of role playing in a differentiated industrial economy. He says that the elementary school phase is concerned with the internalization in children of motivation to achievement, and the selection of persons on the basis of differential capacity for achievement. The focus is on level of capacity.

In the secondary school phase, on the other hand, says Parsons, the focus is on differentiation of qualitative types of achievement. As in the elementary school, this differentiation cross-cuts sex roles.

7.3.3 Secondary School

Secondary schools are structurally very different from elementary schools. Each child participates in a number of classes and must attempt to adjust to a number of teachers of both sexes, as well as to a much larger number of students. The student is given the opportunity to participate in a wider and more complex network of social relationships. He/she is supposed to be taught skills and given knowledge that will allow him/her to function successfully in the several positions that he/she will occupy as an adult in the society.

Everywhere educational expansion takes place as a result of economic demand for trained scientific and professional manpower and growing political demand for equality of educational opportunity. The systems of education vary enormously throughout the world. For example, in the former Soviet Union, the school system was centrally organized to meet estimated demands for labour through selective technical education;
incorporating both political indoctrination and a fusing of school and work at the secondary level in order to foster loyalty to Soviet society and its political and social ideology. In much of Europe, the organization of education still preserves its traditional form, reflecting the demands of the class system for schooling according to social origin and as preparation for a particular social position. Secondary schools are differentiated with a minority offering curricula that prepare pupils for entry to higher education. Entry to skilled trade in most European countries is accomplished by some form of apprenticeship or learnership system within the industry. However, the trend is towards transferring industrial training to technical schools and colleges, along either American or former Soviet lines.

Secondary schooling developed in the United States from a movement to Americanize large numbers of immigrants and to raise the educational and social levels of new and growing communities. At the same time, in many countries there has generally been opposition to the integrated extension of compulsory common schooling. In Europe and many of its Asian and African colonial or former colonial territories, the problem is to develop comprehensive types of secondary education out of systems of separate schools with unequal social prestige, which were designed historically for different social classes. Attempts in this direction have met with erratic success. In former Czechoslovakia, former Yugoslavia and elsewhere in the Eastern Europe during Communist days, the break with tradition has been sharp. There is also a strong movement in Scandinavia in favour of “Comprehensive Schools”. In these schools, all school age children are compulsorily given various types of training within the same institution. In France and Britain there are weaker movements in favour of such schools.

From an understanding of secondary school, let us now focus our attention to school class.

Check Your Progress 1

1) What is a Single Teacher School?

2) Where did School System initially develop and for what purpose?

7.3.4 The Indian System

In the Indian context schooling developed around individuals who had acquired knowledge through personal efforts or by sitting at the feet of the learned. They were
largely known as the 'Pandit' or the learned. However, the counterpart who was the followers of Islam was known as the 'Maulvi'. Young learners, in small groups went to their homes for private tuition. The practice was widespread.

The corpus of pedagogic transaction was also mostly religious texts and objective moral education besides the language and mathematics. Specialized or higher education also largely followed the same pattern.

During the British Rule the system became more formalized accommodating large number of aspirants. The present system in India is only a replica of the British system with minor improvements to make it more suitable to the participants and fulfilling Indian needs and aspirations.

### 7.3.5 School Class

School class is a type of learning situation. It is a method by which schools function as organizations by grouping their pupils according to various pedagogic principles. As Talcott Parsons says, it may be regarded as the focal socializing agency. Learning or socialization in school class involves a clear distinction between two groups: the pupils, and the professionals like teachers, instructors, or lecturers who are charged with the responsibility of providing education, that is the prescribed curriculum. Some of the most important insights into class interaction have come from the tradition of Emile Durkheim, notably through the work of Basil Bernstein, emphasizing the cognitive impact of the hidden, as opposed to the visible, curriculum and pedagogy of the classroom. Influenced by symbolic interactionism, ethnographic studies have emphasized the roles and moral careers of both teachers and pupils. Both groups create meanings about what is going on, for instance, when pupil conformity is negotiated in exchange of relaxation of the demands of the official curriculum; or when self-fulfilling labels are attached to pupils and become the source of fixed behaviours and attainment. An attempt has been made by sociologists to analyze the relation between such micro-processes and the reproduction of function power on a macro level. Functionalists like Talcott Parsons have pointed out to the progressive shift in classroom dynamics from the particularism of the elementary years, which supposedly mirrors the child’s family, to the universalism of the later stages, which anticipates the labour market and employment, in contrast to recent Marxist writing in the United States and Britain, which have drawn on to the range of historical, statistical and ethnographic data. Such writings have claimed that classroom learning is mainly significant in socializing a docile labour-force for capitalist industry.

So far the structure of the school has been described. Let us now see what kind of function or contribution it makes to the society.

### 7.3.6 Functions of School

Any system is expected to serve a function, i.e. making its contribution to the larger whole. Each society faces an interplay between the normative and behaviour patterns. The school has the function to make a deliberate attempt to maintain the normative and action patterns of society by influencing its new entrants. It thus has to play the role of a referee in maintaining values while facing the realities of actual behavior. School as a formal social system has external relations and internal patterns that condition the educational process, which has a particular part to play in the educational division of labour. Its place in the institutional web affects the status of the organization and its members. Society tends to judge schools by the yardstick of how its main tasks relate with its status system. For instance, “vocational” secondary schools that lead to the low-status occupations everywhere, labour under the stigma that affects the recruitment and morale of the teachers and the self-conception and ambition of students, as compared to the “academic” secondary schools leading to high status
occupations. It is virtually an iron law of the school status that a similarity of esteem cannot be achieved by schools performing different educational and social tasks. For instance, in systems of specialized secondary schools, like the tripartite structure in England, the difficulties of school esteem turn some educators and lay men toward the more comprehensive forms of school organization, which group curricular streams within a common school order. This is to avoid the status degradation of a good share of teachers and the students.

School is a part of a wider organization, in the sense it is connected both to the education office of the local authority, which supervises its activities, and to the Department of Education which periodically inspects it. Consequently, it has been argued, the role of the school teachers in the school is severely restricted, as they cannot teach precisely what they wish to teach or in the way they would like to teach, as a result of which they are less free as professionals. As far as teachers are concerned, the concept of role set in this context is relevant to their positions. Role-set, as described by Robert Merton, for any social position is a "complement of role relationships in which persons are involved", and he illustrates this with reference to the school teacher who by virtue of his/her position has roles to play in relation to the pupils, colleagues, head teacher, parents, members of the school board, his professional association, and so forth. There is a great possibility of conflict in such a role-set, because what the parents feel should constitute the education of the child is not necessarily what the school board considers it should be, with the head teacher having his/her own views, so may be the case with the professional association and other organizations; finally, the teacher, too, has his/her opinions. Merton, in this connection, says: "It raises the general problem of identifying the social mechanisms which serve to articulate the expectations of those in the role-set so that the occupant of a status is confronted with less conflict than would obtain if these mechanisms were not at work".

As mentioned earlier, the school has many relationships with persons and organizations in the wider society and the school teacher has to try to reconcile influences bearing upon him from inside and outside the four walls of the school. On the whole, one would see the school as community-oriented, for both children and teachers live in the same community, meeting during school hours, which are working hours and there are vacations of some length when the school is dispersed. In the school and within the classroom this wider society is represented and indeed in the classroom the models of roles, of various kinds, played outside in the wider community are held up before the children. They may include occupational roles like that of a scientist, clerk, bus driver, engineer and the like whereas other models refer to familial roles, neighborhood roles, citizenship, and so forth. All schools perform this function although the actual content will vary from one country to another, and from one culture to another. Besides, the school classroom is a situation where a child not only learns about adult roles but learns also how to perform them. The three R's are imparted to the child, as are also minor manual skills like drawing, craft or making things in wood or metal, cloth or wool.

7.3.7 School-Child Relations

As far as the role structures of the school child is concerned, one significant feature is his/her relationship with the school staff. He/she will probably have one teacher, when he/she is an infant in primary school, who will teach him/her everything he/she has to learn at that age; but he/she will move from one classroom to another in a junior school, although he/she may have one which is his/her base. This moving from one classroom to another, means a change of subject and teacher, for at this stage in his/her school career his/her teachers specialize in particular subjects, and this of course continues and becomes even more marked as the child proceeds up the educational ladder. The manner adopted by a teacher, his/her style and method, may
vary from one person to another but it is difficult to say which kind of manner on the part of the teacher is most successful. Some teachers are popular but it is possible that they may be less effective as compared to less popular ones. The variation in style and method is considerable and this represents variation in role-playing.

The complex processes of interaction between the teacher and the pupil becomes evident in the findings where it was found out that children of the primary school, who were aware of their teacher’s feelings had a higher estimate of themselves, a better school achievement and, according to the teacher, were better behaved in class. It was also found that usually the teacher who wins the confidence and admiration of the class is the most successful, though one cannot generalize with confidence on this issue. But it is clear that it is in the quality easy flow of interaction between the teacher and the pupil where the answer lies as to how learning may be communicated and enquiry stimulated. At the same time, it has to be remembered that communication and stimulation in the classroom depend mostly on the type of language used in the classroom. The studies carried out by Bernstein into the relationship of social class and linguistic development is highly relevant to this topic which you will study in detail in Unit-14. There are, in short, certain formal relationships defined by norms relating to the interaction of pupils and teachers within the structure of the school class and school itself. It will be helpful to study the role of informal relationships of a kind that stem from the personality and methods of the teacher and the social background of the children besides the kind of linguistic expression they are used to.

Now let us examine school from a different angle: that of being an organization. In the following section we shall be looking at this organization with reference to theories of organization and then go on to describe the salient features of school as an organization, and finally, look into the principles of authority.

Check Your Progress 2

3) What does ‘Particularism’ mean?

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4) Mention the major role-relations in a school community?

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7.4 STRUCTURE AND ORGANIZATION OF A SCHOOL

7.4.1 Introduction

The study of school as an organization has its place in sociology of education mainly as an application of theories of organization. The school, in such theories, is treated as a self-contained system of social relationships. The link to the wider network of
Social Context of School

social relationships of which any organization must be a part is then treated in terms of boundary maintenance, functional exchange, or the distinction between internal structure and external environment, it is argued. At the societal level, organization of the school is studied in relation to the functional relations of the school and other institutional structures of the society like the economy, the polity, religion and kinship. The social structure and functioning of a school is studied at descending levels of generality. It will have a formal constitution defining the distribution of roles within it, the allocation of resources and disciplinary powers, and the content and method of teaching. There will also be an informal pattern of power, influence and communication and a characteristic value system. Initially, the formal arrangements are meant to pursue defined ends; however within them arise spontaneous friendships, loyalties, habits of work, and routines of communication that may support or subvert, but that will in any case modify and complicate the functioning of the formal system.

The structure and culture of a school is shaped in an important way by outside influences while partly deriving from the logic of teaching and learning situation. Persons who enter this organization bring along with them their expectations and assumptions about their own rights and obligations. Therefore, the family, neighborhood, class, and ethnic environment of pupils bring them to school with varying attitudes toward their educational experience.

There is a differentiation of roles induced by the work activities in the internal structure of the organization of the school. This means administration becomes separated from teaching and because of the need for coordination, a hierarchy of administrative levels comes into being. As knowledge proliferates teaching itself becomes more specialized. There comes into picture, a non-teaching counselor, to take up the responsibility of advising and counselling the students. Bureaucratization of relations, with responsibilities and jurisdictions formally circumscribed and rules formally elaborated to perform decisions for maximum fairness and dependability takes place as the role structure of the school becomes more complicated.

7.4.2 Defining Characteristics of School as an Organization

Though it is recognized to some extent that school systems have many features in common with other types of organization, there is little acknowledgement that they are also strikingly different in many ways. The focus in this section would be on three aspects of formal organizational structure of public schools, the incumbents of positions at different levels in educational organization being school board members, school administrators, teachers, and students.

a) An important defining characteristic of school systems relates to their organizational objective or goal. When it comes to the interpretation of the formal purpose of most organizations, there is little controversy. For example, the organizational goal of a business — to produce goods or services for a profit — is hardly a subject of debate but in the case of the organizational objective of a public-school system, the situation is different. This is because, “to educate” is an ambiguous and largely meaningless statement unless the content and the purposes of education are specified. This has reference to such aspects as to whether the public schools should or should not inculcate moral values; whether they should place greater emphasis on the emotional, the social, or the intellectual development of the child; whether they should encourage the student to question or accept the status quo — each of these is a value question on which there may be conflicting points of view and outside the educational systems. This suggests that value conflicts may be a basic source of strain for incumbents of educational positions and may exert an important influence on the functioning of organizations.
When there is vagueness in the formal educational objective of the school, it leads us to question the types of relationship pattern between the administrators and teachers and among teachers that tend to produce similar views on educational goals. In this context one needs to understand the kind of impact this may have on the functioning of the schools in the context of differential views on school objectives held by school personnel, on the one hand, and key formal and informal leaders of the community, on the other.

b) Another defining feature of the school relates to the social environment in which the goal of the school is accomplished. Most adults in the labour force work in and have to adapt to an adult work situation. But in the school, teachers function primarily in a youth culture and in comparison to most workers at least at the lower echelons, who are in close contact with a small group of their colleagues as they carry out their tasks, most teachers are isolated from their fellow teachers during the greater part of the day.

c) Though its functionaries are primarily professionals, the formal control of the school system is in the hands of the laymen – this is yet another defining characteristic of schools. The school board is the major structural link between schools and the community. It is a small group usually comprising three to ten individuals, elected usually by the community, which serves as an intermediary between the citizens and the professional educators. Its responsibility is to establish school policies, and the formal control of the local public educational system is in its hands wherein it has the formal right to hire and fire school personnel, determine the size of the school budget, and make most of the major decisions affecting the functioning of the organization. A school superintendent is appointed by the school board members to advise them, to carry out their decisions, and to administer the day-to-day functioning of the schools. The school superintendent may give greater primacy to the professional or to the executive-officer aspect of his position, operating on the basis of an internal or an external orientation to his/her job. That is, he/she may view his/her major responsibility as supervising the internal operations of the school system or as developing strong bonds between the schools and the community. When it comes to issues like teacher salaries, his/her orientation may reflect primary identification with his/her superordinates which is the school board or with his subordinates, that is the staff, or it may reflect a definition of his/her job as a negotiator between conflict groups in the organization. Depending on the pressures to which he/she is exposed, he/she may adopt a moralistic or an expediency orientation to the expectations.

7.4.3 Principles of Authority

Three principles of authority are distinguished by Burton Clark in the control of schools: public trusteeship, bureaucracy and colleagueship. Public trust is the dominant form through which control is exercised by a lay body representing state, community, religious, and other interests. This type of control is common in both state and private schools. The formal position of the internal administration of the school is subordinate to the policy of the lay governors in the public trust but in practice, the line between policy and administration is often difficult to determine.

Collegiate type presupposes the equal sharing of power and responsibility of peers.

Typically, bureaucratic organization may be found in large and internally differentiated groups that aim at producing a specified and standardized “product”. It is correspondingly viable in schools that concentrate on instruction rather than education and standardize their product by regular examinations. But where the relationship between teachers and students involve character training, there must be an element of particularism that cannot be bureaucratized.
The weight of bureaucracy varies among schools. It depends on the exercise of other forms of influence, especially the collegial authority of faculties, and on the informal counter pressures of faculty and student subcultures. Bureaucratization of schools also depends on whether the large school is a unitary organization or a federation of quasi-independent clusters of faculty and students. Organizational structure may possibly have strong and lasting effects on individual character. Personal identity is hard to establish especially in the modern fast changing world, and the campus is one of the critical locales of identity formation. But large mass campus will disturb and weaken identity processes, if identity is dependent on personal relations. Therefore, growing impersonality in schools has greater social consequence than impersonality in all other types of organizations.

With the rise of cities and commerce, bureaucracy became a method for organizing social relationships between members of society in modern times, with its emphasis on rational and legal restrictions on behavior, whereby the social structure became 'educative' in the sense of changing personalities. It was Max Weber who pointed towards the rational-legal characteristics of modern organizations as a major source of contributor of this trend, describing an 'ideal-type' or perfect refinement of a rational social organization. According to Weber a bureaucracy is a rational arrangement of 'offices' providing certain means for administration and control of the office-holders' actions. In the bureaucracy officials enter expecting security, specialization, salary and seniority based upon achievement and examinations. The rights, duties and the qualifications of the official will be carefully defined so that he is replaceable with a minimum of upheaval to the smooth running of the organization. There would be hierarchically arranged offices to facilitate demarcation of responsibility and promotion according to ability. Impersonality and uniformity are the intended consequences of these arrangements for the achievement of the goals of the participants. The whole arrangement is specifically designed to minimize the personal idiosyncracies and irrationality of the officials and as Weber described it, it is 'dehumanized'. This description raises serious doubts about its relevance to education – it can fit either a school or a national system only in certain superficial ways.

7.4.4 Bureaucratization of Schools

Nevertheless, the bureaucratization of schools results not only from the growing number of students being served by the individual schools and school systems but also from the greater degree of specialization required especially within a technologically complex society.

Weber’s five basic characteristics of bureaucracy are evident in the vast majority of schools at all levels, whether primary, secondary or even college level. They are as follows:

a) **Division of Labor**: To teach particular age levels of students and specific subjects, specialized experts are employed. Instructors are now employed by public schools whose sole responsibility is to work with children who have learning disabilities or physical impairments.

b) **Hierarchy of Authority**: In this case, each employee of a school system is responsible to a higher authority. For example, teachers must report to the principals and assistant principals and may sometimes also be supervised by departmental heads. Principals are accountable to a superintendent of schools, and the superintendent position hinges on decisions taken by the board of education. Even the students are ranked according to their grade and within clubs and organizations.
c) **Written Rules and Regulations:** Conformity to numerous rules and regulations by teachers and administrators in the performance of their duties is one of the defining characteristics of bureaucratization of schools.

d) **Impersonality:** As class sizes increase at schools, face-to-face interaction decreases whereby teachers experience difficulties in giving personal attention to each student.

e) **Employment Based on Technical Qualifications:** The teachers are hired on the basis of professional competence and expertise. Written personnel policies dictate promotions. People who excel may be granted lifelong job security.

So far certain special characteristics of the school as an organization have been stressed. However, school systems are viewed as belonging to a general class of bureaucratic organizations.

Like industrial firms, school systems can be differentiated on the basis of size and complexity of organizational structure. For instance, in small school systems, the line of communication between the principal and the superintendent is direct and short. But in large ones, there is a complex organizational structure intermediate between the formal leader of the entire school system and the formal leader of a single school within the system.

Moreover, school systems of the same size may be characterized by variant organizational structures. For example, some large school systems operate on a decentralized organizational basis. In this case, each school principal is given a great deal of autonomy in selecting staff members, textbooks, and the courses of study to be offered in contrast to other large school systems which may operate on a highly centralized basis. Such structural variability among school systems inclines towards the impact of differential organizational principles on school functioning.

Then there is the unified Vs. the non-unified school district which is yet another aspect of the variant organizational models of school structure. In the unified school district the responsibilities of the school board and its superintendent include the elementary school, the high school, and junior college program for a particular geographical area. In the non-unified district, their responsibilities are limited to one phase of the public educational program – for example, the elementary schools or the high schools – in a particular locality.

So far we are referring to variability in bureaucratic structure among educational systems in one society. But there are basic differences in the general organizational structure of public education in different societies. In American society, for example, in contrast to most other Western societies, control of the public schools is not in the hands of federal government but in the hands of local school boards which operate under the authority of state law and there is no American equivalent to the Ministry of Education found in many other Western societies. Besides, the American organization of public education is based on a single-track school system, a system under which all children tend to follow the same pattern through high school, regardless of their abilities and interests. But most European educational systems are based on a multiple-track system. This means, after completing elementary school, European children are usually routed to specialized vocational high schools or to schools that prepare them for admission to the universities.
Check Your Progress 3

5) Which school organization is a link between the school and the community?

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6) Explain collegiateship?

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7.5 LET’S SUM UP

Every society has its own sub-systems which together help a society to fulfill its commitments and obligations towards its citizens. School is a major sub-system of every society. It reflects the ideals and processes to further refine its understanding and processes. This unit has tried to explain how schools function within a social system of the society of which they are part and also develop their own processes. The unit also delineates the roles and relations of individuals in a society and a school, where social processes like ‘bureaucracy’ has got transformed. You as a creative reader can take up other areas of school system for your study and examination.

7.6 REFERENCES AND SUGGESTED READINGS


