

## A Study on Schooling as Social Culture Process

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### Introduction

In order to comprehend the culture of the school, it is vital to have a fundamental comprehension of the concept of culture. Because many individuals and establishments each have their own point of view on what constitutes culture, the concept of culture is one that is not only exceedingly broad but also somewhat difficult to comprehend. The fact that it is an abstract concept, which makes it more difficult to understand, is one explanation for this phenomenon. Culture is a concept that originates from a certain culture; it is communicated via our ideas, beliefs, and actions; and it influences both our way of thinking and the way we behave. Culture is a reflection of an individual's whole cultural experiences, and as such, it can be seen in a person's personality and character. This is because culture is a mirror of an individual's cultural experiences.

The objects, the values that are cherished, and the presumptions that are accepted without question make up the three levels that make up culture. These levels span from relatively explicit indications to deeply embedded, unconscious, basic ideas. Explicit signs are on the higher end of this spectrum. The level of explicit indications is at its lowest point. In addition to its physical traits, an organization's set of rules, norms, and traditions can be considered artifacts. The tangible products and procedures of an organization are referred to as its artifacts. The ideals, principles, goals, and principles that are campaigned for are referred to as "espoused values."

### Schooling As Social Culture Process

Society, Cultural Heritage, and Acquired Know-How Organization of Society and the Reproduction of Society The Institution of Education as a Sociocultural Process There is no such thing as a really homogeneous society. There is a wide variety and amount of complexity in social organization at all levels, including the family, the community, the region, and even the nation. In addition to this, it is characterized by inequality in terms of social class, caste, and gender.

Additional social factors, such as racial identity, religious affiliation, cultural background, and geographical region, further complicate the picture. Research carried out in a variety of countries has shown us that the aforementioned elements both shape and impact the social and political interactions that exist inside a community. The relative amount of social and political power that is held by different portions of society is directly tied to how long specific social classes or powerful sections are able to maintain their status across several generations. Therefore, the importance of social organization to the social, political, and economic reproduction of a society cannot be overstated. Understanding of One's Own Culture and Its Context Culture is the overarching defining characteristic of human society. There are many different ways to define culture, but one thing that is consistent across all of these ways is the idea that culture offers a landscape, or "I map," of several alternative meanings that may be used to make sense of the world. The meanings that are affixed to things through personal experience act as a filter between the signals about ourselves that we get from the world around us and the sign systems that exist within any culture.

### Review Literature

Andrea Adams(2016) -Manning This research examines the connection between a supportive school climate, the caliber of teachers, and the effects these factors have on student attendance and suspensions. The study is based on information acquired from 50 public schools in the southern part of the country. Surveys were sent out to look at the qualities of a good teacher, the components of educational leadership, and the factors of a cooperative school culture. Data were examined in light of instructor input characteristics such certification, number of years spent teaching, the proportion of time spent instructing outside of one's specialty, and highest degree earned. The results showed that the model anticipated a 6.709% drop in student suspensions as teacher cooperation increased. Additionally, the model projected that student suspensions would go down by 0.16% as the proportion of non-specialist instructors in a school

rose. The number of students suspended also climbed by 22% as the proportion of non-certified instructors in a school grew. The results may have an impact on educational policy, teacher preparation programs, educational leadership, and school reform projects because they provide light on the qualities of effective teaching and school culture that have the most influence on student attendance and suspension rates.

Pam Sammons(2016) The purpose of this article is to show how effective leaders combine the all-too-often divided practices of transformational and instructional leadership in various ways during various stages of the development of their institutions in order to gradually "layer" and shape the improvement culture in order to improve student outcomes. Research Techniques Empirical data were derived from a 3-year mixed-methods national study (the "Impact Study") that examined relationships between principals' efforts in successful and improving primary and secondary schools in England and student outcomes as defined (but not limited) by their national examination and assessment results over the course of three years. In order to better understand principals' and key staff members' perspectives of school development techniques and activities that they thought had aided in greater student achievement, the study first conducted a critical review of the body of literature. This was followed by a nationwide survey. Multiperspective in-depth case studies of a subsample of 20 schools were used to supplement this. Findings: The study offers fresh empirical proof of how effective principals use transformational and instructional leadership tactics to accomplish and maintain progress both directly and indirectly over time. The results demonstrate that schools' capacity to enhance and maintain effectiveness over time is not primarily a function of the principals' leadership style, but rather of their awareness of and diagnosis of the needs of the school, as well as their application of clearly stated, organizationally shared educational values through numerous combinations and accumulations of time and context-sensitive strategies that are "layered" and progressively embedded in the school's work, curriculum, and instruction. Implications: Compared to single lens quantitative analyses, meta-analyses, or purely qualitative approaches, mixed-methods research designs are likely to provide finer grained, more nuanced evidence-based understandings of the leadership roles and behaviors of principals who achieve and sustain educational outcomes in schools. The results clearly highlight the need for more specialized, context-specific training and development for current and future principals.

**A period of problems :** The period of adolescence is a turbulent one, during which a variety of issues manifest themselves in every society, regardless of the culture from which they originate. The teenagers are quite sensitive to comments that are made about them personally and are very aware of their own sense of self-worth. They have a tendency to get passionate, irritated, aggressive, and violent, and they are willing to confront any problem that comes their way. Delinquency, antisocial behaviours such as thefts, robberies, and sexual offences, as well as running away from families and occasionally even committing suicide and dying are some of the regular unpleasant incidents that frequently take place among teenagers (Rajamanickam, 2007). According to Mathew (2006), teenagers are confronted with a multitude of challenges, including pressures, uncertainty, and competitiveness. Those individuals who are unable to meet these demands are more likely to encounter issues with their mental health. To have economic interference in order to get free of parental involvement, to fill aspirations, to figure out how to spend leisure time, and to come to a decision about which philosophy of life to embrace are the primary challenges that teenagers face. As a result, they frequently experience anxiety over their social behaviour and make an effort to avoid the comments of others. Because of this worry, they develop undesirable characteristics such as carelessness, less concern for other people, comfort, giving rude responses, being short-tempered and expressing displeasure, interfering in the conversation of others, arguing with guardians in order to obtain more freedom, beating younger children at home, and rejecting the advice of other people (Davoudi and Kumar, 2008).

### **Impact of school environment (SE) on values of adolescents**

In a study titled "Early adolescent's perceptions of the classroom social environment, motivational beliefs and engagements," which was carried out by Ryan and Patrick in 2007, there was a substantial amount of evidence indicating that the perception of the classroom

social environment has a significant impact on the academic and social beliefs that students have about themselves, which in turn has an effect on the behaviour that they exhibit in the classroom. An investigation into "The quality of India's education" was carried out by Danino (2007) on Indian students who were recruited from 278 schools located in 21 different states. The findings of this investigation revealed that fifty percent of the students believe that the educational system is lacking in some way. One of their primary concerns is that there is a lack of Indian culture, which is followed by a lack of practical and practical relevance. The number of pupils who attend private urban schools who believe that their education fosters overall development is decreasing.

An investigation named "Indiscipline among school students: A teacher's challenge" was carried out by Patankar and colleagues in the year 2007. According to the findings of the survey, the vast majority of pupils in secondary school displayed a high level of disobedience. Girls in secondary school shown a higher level of discipline than their male counterparts. Students in secondary school exhibited a lack of discipline due to a number of factors, including the following: teaching became monotonous, teachers assigned additional homework, teachers did not show empathy and affection, the physical environment was not suitable, the teacher's voice did not reach students sitting in the backbenches, teachers did not provide adequate motivation and guidance, teachers were constantly critical of their students, and some teachers were afraid of their students. According to the findings of the study, children were disciplined when instructors recognised the difficulties that students were experiencing, when teachers gave personalised attention to students, when teachers asked the reason for misbehaviours before punishing them, when teaching was successful, and when teachers had clear expectations for what students should do. Therefore, the atmosphere of the school was the primary cause of the students' lack of discipline. A number of recommendations were made by the research, including the implementation of adolescent education at the secondary level in schools, the implementation of relevant teaching to encourage students, and the effective organisation of classrooms.

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