

Interactionism

Becker believes negative labelling of students leads to a self-fulfilling prophecy – usually of failure. His idea that teachers evaluate students on what they perceive to be the **‘ideal student’** – usually hard-working, obedient and middle-class.

Hargreaves’ classification of teachers – **speculation, elaboration, stabilisation**.

Rist conducted a study on kindergarten (nursery) children and found that pupils are labelled on their class and appearance, then placed on tables according to teachers’ perception.

Ball believes that **setting and streaming** creates stereotypical behaviour – best behaved at the top/worst behaved at the bottom.

Keddie believes that teachers transmitted more knowledge in A/B streams whereas less in lower streams and the pupils believed that they would not succeed.

Rosenthal and Jacobsen’s work on the **Pygmalion Effect/Halo Effect**. Teachers constantly judge and classify pupils as being bright, lazy, troublemakers or hardworking, etc. This process of stereotyping a pupil from non-academic information can produce a ‘halo-effect’. The halo effect is when a pupil is stereotyped from first impressions as being good/bad or thick/bright. These impressions can shape future pupil-teacher relations.

Coole’s looking-glass self, labelling and teachers’ perceptions developing due to identity and appearance.

Don’t forget criticism – this is important for the exam!



The **New Right** believe education prepares children for the world of work and teaches them the skills that are needed in the workplace. However, they believe that education is failing to do this as the policies that were created to promote mixed ability teaching were not materialising.

Chubb and Moe believe standards in education are declining and can only be solved by the introduction of the market principle. Education is like a business: parents are the consumers who are offered choice, i.e. state vs private schools.

They argue that parents could be offered a voucher system where they could ‘buy’ their children’s education – this would improve standards as it would keep schools ‘on their toes’, ensuring that they are more efficient which would reduce costs.

League tables and standardised tests

The **New Right** favoured standardised tests and league tables as a way of marketing the school and its achievements to help parents decide.

However, Marxists argue that such policies only demotivated students and parents that did not have the same opportunities of choice. Therefore, once again, the students that succeeded were usually those from middle-class and upper-class backgrounds.

General research and studies: Pro- and anti-school subcultures

Lacey in *Hightown Grammar School* notes children begin school full of enthusiasm but over the years some lose the commitment when streamed.

Parsons’ view ‘sifted and sorted’.

Ball’s study *Beachside Comprehensive* shows some students did not fit neatly into pro or anti-school subcultures, therefore there can be flexibility.

Gillborn’s analysis of City Road Comprehensive School displays that some children who were committed to education and with high levels of ability, also play truant and rebel against some rules, e.g. ‘adapt the school uniform’ (especially in the example of girls).

Mac an Ghail’s study of Parnell School, with five groups of different male students: Ordinary Lads, Macho Lads, Academic Achievers, New Enterprisers and Real Englishmen.

Social democrats believe education should be striving to make society more equal.

Schools can provide real opportunities to promote equal opportunities and therefore an equal society along with increasing social mobility. If all students had the same chances – whatever their class – they would continue to have such benefits into adult life and create a ‘better-off’ society.

Halsey, Floud and Anderson all believe the failure of the 11+ tests created an unequal society.