

## **Chapter 4**

# **SOCIAL INSTITUTIONS**

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## **INTRODUCTION**

As we grow up there are many different influences which affect our behaviour. When we are very young, it is the family, especially mother and father who affect us the most. After a certain age, we begin to go to school. School has a major impact on our behavior and in shaping our personality. In addition, the community of which we are a part also affects us and guides our actions. All of us belong to a particular religious group; each religion also has guidelines about right behaviour. In today's world, T.V and mass media also exert a very strong influence on our thoughts and activities. In this unit all these influences in the form of different social institutions are discussed.

Social Institutions focuses on the systematic understanding of social interaction, social organization, and social change. There are five social institutions on which society revolves and if any of the institution becomes weak it results in destruction and disturbance of society. Each society has its own social institutions; these are not buildings or places, but structures of relationship, obligation, role and function, which influences on individual as well as on groups.

## **OBJECTIVES**

After reading this unit you will be able to;

1. define family and state its changing nature;
2. state the role of family as a social unit and optimal functioning of human behaviour;
3. recognize the characteristics of community;
4. indicate the role of religious group and how they influence social behaviour;
5. assess the role of school as a socializing agent;
6. identify the socializing influence of recreational institutions;
7. explain the importance of economic, political and educational institution in the society

## **4.1 Definition of Social Institutions**

An institution is a mechanism of social cooperation that governs the behavior of a set of individuals within a given human community. Institutions are identified with a social purpose and stability that helps individuals to excel in their lives and intentions. Every society has structures which provide a common social framework. These structures can be broadly referred to as social institutions and are distinct from any organization that results from the political realm.

The term "institution" is commonly applied to customs and behavior patterns important to a society, as well as to particular formal organizations of government and public service. As structures and mechanisms of social order among humans, institutions are one of the principal objects of study in the social sciences, such as political science, anthropology, economics, and sociology. Institutions are also a central concern for law, the formal mechanism for political rule-making and enforcement.

The term social institution encompasses everything from marriage, to schools, celebrations, rituals, sports, organized social groups, and various religions. It is these institutions that provide opportunities for social interaction and development and which frequently regulate our daily lives.

“Social institution are those ways of inter relationship in society which are eternal and acknowledge by the society.” (C.L.Wood)

“Social institution is the name of inter co-ordination of social relationships.” (Young and Mac)

“Social institution is an organization of several folkways, mores and norms which undertake different functions for the betterment of Society.” (Green)

“Social institution represents the social structure and machinery through which human society organizes, directs and executes the multifarious activities, required to satisfy human needs.” (H. L. Barners)

### **4.1.1 Characteristics of Social Institutions**

Following are the characteristics of social institutions:

1. An institution is not anyone or anything that is established and traditional. An institution is not limited to specific organizations, such as a school or a prison or a hospital. An institution is much broader in scope and importance than a person, a custom, or a social organization.
2. Institutions are social arrangements that channel behavior in prescribed ways in the important areas of social life. They are interrelated sets of normative elements/norms, values, and role expectations that the people making up the society have devised and passed on to succeeding generations in order to provide permanent solutions to society's perpetually unfinished business. Institutions are

cultural imperatives. They serve as regulatory agencies, channeling behavior in culturally prescribed ways. Institutions provide procedures through which human conduct is patterned.

3. Institutions arise from the uncoordinated actions of multitudes of individuals over time. These actions, procedures, and rules evolve into a set of expectations that appear to have a design, because the consequences of these expectations provide solutions that help to maintain social stability. The design is accidental, however; it is a product of cultural evolution.

All societies face problems in common. Although the variety of solutions is almost infinite, there is a functional similarity in their consequence, which is stability and maintenance of the system. Table 1 cites a number of common societal problems and the resulting institutions. This partial list of institutions shows the type of societal problems for which solutions are continually sought. All societies, for instance, have some form of the family, education, polity, economy and religion. The variations on each theme that are found in societies are almost beyond imagination.

**Table 1: Institutions and Societal Problems**

<b>Institution</b>	<b>Societal Problem</b>
Family	Sexual regulation; maintenance of stable units that ensure continued births and care of dependent children
Educational Institutions	Socialization of the newcomers to the society
Political Institutions	Maintenance of order, the distribution of power
Economic Institutions	Production and distribution of goods and services; ownership of property
Religious Institutions	Understanding the transcendental; the search for meaning of life and death and the place of humankind in the world
Play and Recreational Institutions	Fosters the child's Social, Physical, Intellectual, Creative and Emotional development

4. Institutions are, by definition, conservative. They are the answer of custom and tradition to questions of survival. Although absolutely necessary for unity and stability, institutions in contemporary society are often outmoded, inefficient, and unresponsive to the incredibly swift changes brought about by technological advances, population shifts, and increasing worldwide interdependence.

At the base of virtually all formulations of the concept of a social institution lies the notion of rule-following behavior. Institutions reflect behavior that is highly organized, in the sense that the behavior represents a relatively predictable or non-random pattern. And such patterns emerge as the result of the following of rules; they are systems of rules of conduct.

Sometimes the rules seem to be a property of the human agents themselves. Agents follow rules unconsciously as if, in effect, programmed to do so. Writers who take an evolutionary perspective on social institutions often incline to this interpretation, even though most are aware that rules have other meanings as well. They stress the skill-like nature of behavior, which implies that the rules guiding behavior are often necessarily inexplicit or tacit). Sometimes, however, social institutions seem to consist of rules external to individuals. Such rules are more in the nature of side-constraints that channel the behavior of individuals whose operating principles may not be the following of rules in the first sense. For example, the agents may be consciously maximizing their utility within a framework (like private property rights) that constrains their choices. In both cases, the rules generate an orderly pattern of behavior.

As we look at the institutions of our society we must not forget that institutions are made by people and can therefore be changed. We should be guided by the insight that even though institutions appear to have the quality of being sacred, they are not. They can be changed, but critical examination is imperative. Social scientists must look behind the facades. They must not accept the patterned ways as the only correct ways.

Another important aspect of social institutions, one closely related to their order-producing and rule-like aspects, is their capacity to economize on knowledge or information. The late Ludwig Lachmann put it this way:

An institution provides a means of orientation to a large number of actors. It enables them to coordinate their actions by means of orientation to a common signpost. . . . The existence of such institutions is fundamental to civilized society. They enable each of us to rely on the actions of thousands of anonymous others about whose individual purposes and plans we can know nothing. They are nodal points of society, coordinating the actions of millions whom they relieve of the need to acquire and digest detailed knowledge about others and form detailed expectations about their future action. (Lachmann, 1971, cited in Langlois, R. N. (1986).

Thus, by making the behavior of others more predictable, institutions reduce the amount of information we need to behave effectively in society. Institutions viewed as rules, customs, routines, habits, or conventions contain or embody knowledge about effective behavior.

## **4.2 Functions/Roles of Social Institutions**

Following are some functions of social institutions:

- 1) **Economic Functions:** Economic institutions fulfill the economic needs of the society. These needs are provided under the system of production, Distribution of Wealth, Expenditures and Services. This institution satisfies the basic needs of society.
- 2) **Political Functions:** The main function of political institution is to deep the human character in an organize form. The further objective of this institution is to maintain social organization. This done through the governments and related bodies.

- 3) **Familial Functions:** The main responsibility of social institution is to increase the human race. Similarly the social institutions are supposed to bring up the new generation this is done through the family and marriage.
- 4) **Religious Functions:** The principle aim of the religious institution is to satisfy the religious or spiritual needs of the society. The religious institutions uphold mutual relationship between human being and Allah (S.W.T). It provides sustain ability and durability to society.
- 5) **Social Control:** The basic objective of the social institutions is to maintain social control in the society. Social institutions provide formation to its members through exemplary characters. Through this formation it expected from the members that they would be following these models in their normal routine social life.
- 6) **Social Transformation:** The social institutions protect the social inheritance by transforming it from one generation to another. If this transformation is not done then it will be difficult to sustain the existences of the society. e.g. in our daily life we act and behave whatever we are taught during to process of socialization.
- 7) **Socialization:** Social institutions play vital role in the socialization of the individuals. It is therefore, the members of each society posses particular characteristics which separate them from the other societies. The purposed characteristics of social institutions are also necessary for their own existents. For this purpose the social institutions organize the socialization of its members.

#### 4.3 Types of Social Institutions

One distinguishing characteristic of societies is the existence of a set of institutions. The popular usages of this term are imprecise and omit some important sociological considerations. An institution is not anyone or anything that is established and an institution is not limited to specific organizations, such as a school or a prison or a hospital. An institution is much broader in scope and importance than a person, a custom, or a social organization.

Institutions are social arrangements that channel behavior in prescribed ways in the important areas of social life. They are interrelated sets of normative elements, norms, values, and role expectations that the people making up the society have devised and passed on to succeeding generations in order to provide permanent solutions to society's perpetually unfinished business. Institutions are cultural imperatives. They serve as regulatory agencies, channeling behavior in culturally prescribed ways. Institutions arise from the uncoordinated actions of multitudes of individuals over time. These actions, procedures, and rules evolve into a set of expectations that appear to have a design, because the consequences of these expectations provide solutions that help maintain social stability. The design is accidental, however; it is a product of cultural revolution.

In sociology, "institutions" refer to a realm of public action with its own sets of organized rules and beliefs that direct how a society will carry out its basic needs. Following are the institutions which play an important role in building of a society:

##### 4.3.1 The Family

A family is defined as “a group of people who are related to one another by bonds of blood, marriage, or adoption and who live together, form an economic unit, and bear and raise children.” In addition to the functions listed above, families serve many other important purposes such as providing love and moral support. When studying familial relations, they can be further broken down into two categories:

- family of orientation and
- family of procreation

Families of orientation are those in which a person is born into. It is in these groups that an individual learns to communicate effectively with others. That individual then goes on to later form what is called a *family of procreation*, which includes all members of their newly formed family. For example, a spouse and children.

Most parental units are legally bound to each other through marriage. A marriage is the union of two consenting adults. This partnership is formed in many countries around the world and depends on the societal norms classified by a particular society. In the United States, the only legal form of marriage is **monogamy**. This form of courtship can only take place between one man and one woman. However, in other countries, such as in the Middle East, **polygamy** is an accepted form of marriage. Polygamy allows more than two people to be wed without becoming a social outcast in their community. The marriage patterns in an area are determined by what is viewed as acceptable in that society. (Kendall, 2006)

Within the field of sociology there are many different points of view regarding the importance of family and the role of its members. From the **functionalist perspective**, these groups are viewed as essential in maintaining the social stability of society. However, according to those of the **conflict and feminist perspectives**, families “are sources of social inequality and conflict over values, goals, and access to resources and power (Kendall, 2006).” They serve no other purpose than to create hardships and distress. The third perspective is that of the **symbolic interactionist**. They believe that family’s main purpose is to act as a form of support in which relatives develop and share many commonalities. Lastly, the **postmodernist perspective** praises the diversity of families but states that “as people have pursued individual freedom, they have been less inclined to accept the structural constraints imposed on them by institutions.” (Kendall, 2006)

In earlier times, women were expected to stay at home, maintaining the house and raising the children, but now it is perfectly acceptable for women and men to share the work load and household responsibilities. An additional structural change includes the single-parent household where there is only one parent to raise the child/children. In recent years, there has been an increase in one-parent households due to divorce.

Have you ever thought about who you are? Where I belong to? To whom do I owe my existence? What and where are my roots? You may not have given a conscious thought to it. But if asked, you will immediately reply that my name is so and so. You will tell your grandfather’s name. You may also tell some famous ancestor’s name. You may tell the



name of the city you were born, the city you live at present. All these statements are mostly related to your family, some to neighborhood and community.

All of us belong to a family. Family is the basic unit of any society. Family is that basic unit where we learn to live with other fellow beings. In more than one way it teaches us to be social, to live in harmony with other human beings. It also teaches us moral values and social norms. Man is a social being. Man cannot live in isolation. To live in a society we have to follow certain rules and regulations. These are called social norms. There are certain legal rules too. By not following them one can go to jail. There are some moral and ethical rules for which there is no punishment by law for them but we are answerable to a higher court that is our inner self. We may suffer a great deal by not following those norms.

Our first teachers are our parents, our family. In our Society we have always given importance to family. Earlier we mostly had joint families. In joint families 3 or 4 generations used to live together. There were grandparents, uncles and aunts living under one roof. We have always given great deal of importance to our familial relationships. That is why we have different pronouns for different relationships in the family. For one word uncle & aunty in western societies we have different synonyms in our relationships. For our maternal and paternal grandparents, we have Nana, Nani, Dada and Dadi, not just Grandma or Grandpa. Family acts as the foundation stone of our lives.

**a) Advantages of family**

Joint or extended families have many advantages.

1. The young children, the aged, the weak and sick were all taken care of. It gave security to them all. For various reasons the trend today is of smaller families. They are called nuclear families. A family consists of parents and their children. It has been found that the children brought up in joint families have more balanced personality because joint families provide a more wholesome environment for the right development of the children.
2. Family environment plays a very important role in the child's growth.
  - It shapes their physical, mental and emotional faculties.
  - There is a great emotional bonding which takes place during childhood.
  - It gives them security and confidence which is important in dealing with difficult life situations, later in life.
  - Whether brought up in joint family or nuclear family a lot depends on the amount of time devoted to children by family members, be it father, mother, grandparents, uncles, aunts or elder brothers and sisters. It gives them the feeling of security and well being.
  - If the parents listen alternatively to them and reply to their questions, children feel important, it encourages them to develop their own thinking. This is the first Psychological step in the development of analytical and scientific mind.

Aristotle, one of the greatest philosophers has written "the family is a natural institution created to fulfill our daily needs." Actually the institution of family was created, when people recognized the interdependence of men and women, and other fellow beings. The

institution of family grew stronger with the growth of civilization and culture. Its form and structure has been changing. Today the change is more rapid, but the essential role of the family remains the same. With the advent of T.V. and internet the world has become smaller or rather our own inner world has become bigger. But even so the importance of family and family ties cannot be undermined.

Children must remember that if parents teach them something or impose discipline it is for their own good. If children do not realise this, it may give rise to a feeling of rebellion which can play havoc in their life later on.

**b) The Specific Functions of the Family**

1. The control and regulation of sexual behavior.
2. To provide room for new members of society (children).
3. To provide means for the economic and emotional maintenance of individuals.
4. To provide opportunity for primary socialization of children.

**Activity-1**

**Fill in the blanks in each of the following:**

1. Family environment shapes a child's physical, mental and \_\_\_\_\_ faculties.
2. \_\_\_\_\_ type of family provided greater security.
3. Family is the basic social unit where we learn to \_\_\_\_\_ with others.
4. Our first teachers are our \_\_\_\_\_.
5. The \_\_\_\_\_ is a natural institution created to fulfill our daily needs.

**Activity-2**

There are multiple causes for the changes in the institution of the family noted above, both structural and cultural. However, there is ongoing debate as to whether these changes are more positive or negative for society. Write a 1-2 page essay that examines these changes in the family from either (a) a conflict perspective or (b) a functionalist perspective.

**Instructions:** While writing your essay, be sure to:

- Provide an overview of how society operates according to that theoretical perspective and then apply that perspective to the changes in the social institution of the family.
- Discuss whether or not someone coming from the theoretical perspective you chose would approve or disapprove of the changes in the family (and why or why not).

**4.3.2 Economic Institutions**

Sociologists understand the economy as the set of arrangements by which a society produces, distributes, and consumes goods, services, and other resources. Economic Institutions involve the production of goods and the organization of labor, the provision of care and similar factors, not just money, buying and selling. Every society has systems of provision or procurement. According to Diana Kendall, "economy is the social

institution that ensures the maintenance of society through the production, distribution, and consumption of goods and services”.

It is obvious that a country’s political, legal, economic and social institutions will affect its rate of economic growth. However, it is much more difficult to identify exactly which institutions matter and exactly how they matter. This is an issue of some practical importance. Countries are free to redesign their institutions in order to improve their economic performance. But, unless they can pinpoint the beneficial aspects of particular institutions, the only option is to import wholesale the institutional structures of another, more economically successful country.

Economies have come in many different forms throughout the years. The way of improving an economy has even changed based on the situation a nation is currently in *pre-industrial*, *industrial*, and *post-industrial*. ***Pre-industrial economies*** are part of a more hunting and gathering culture. ***Industrial economies*** depend on alternative sorts of energy and machinery. ***Postindustrial economies*** rely on provision of sources and contain fast-food, transportation, and technology.

Industrial and postindustrial economies generally come in two categories: *capitalism* and *socialism*.

**i. Capitalism:**

Capitalism is a system of economics defined by a market owned and control by private citizens. The advantages of capitalism are the private ownership of property that produces income and competition to keep prices in check. The disadvantage, however, is the lack of government intervention which is what makes capitalism work best.

**ii. Socialism**

The alternative economic theory to capitalism is socialism. Socialism is the act by which all goods are publically owned and operated. The three features that make up the socialist theory are public ownership of the means of production, pursuit of collective goals, and centralized decision making. In the ideal socialist economic theory the term is interchangeable with communism and the ideal communism has no separation of social classes or differentiation between leaders and people. In fact, there would ideally be no leader whatsoever involved in “pure” socialism or communism. The more often chosen economic theory is a mixture of capitalism and socialism that has been seen to benefit most involved (Kendall, 2006).

Economic institution is the system of organizations. For example, capitalism is a particular kind of economic institution, and in modern times capitalism consists in large part in specific organizational forms; including multi-national corporations; organized into a system. As a whole the politics and the economy are strongly tied together now and always. Economies organize how a society creates, distributes, and uses its goods and services. Today, we live in a global economy in which the economic system of capitalism dominates. Goods and services are created and sold, for profit, across national borders at an increasingly rapid pace. Inequality among nations is related to what each contributes to and takes from the global economy.

**a) Specific Functions of Economical Institutions**

1. Provide methods for the production of goods and services.
2. Provide methods for the distribution of goods and services.
3. Enable society's members to consume goods and services which are produced

#### **Activity-1**

Imagine you live in a society in which the economic institution is not working properly (e.g., there is high unemployment or high inflation). According to the functionalist theoretical perspective, how might the decline in the economic institution affect the other institutions in society? Specifically, how would it affect the (a) family, (b) education, (c) religious, and (d) governmental institutions?

#### **Activity-2**

Now, imagine that you live in a society in which the economic institution is strong and thriving. According to the functionalist theoretical perspective, how might the thriving economic institution affect the other institutions in society? Specifically, how would it affect the (a) family, (b) education, (c) religious, and (d) governmental institutions?

#### **4.3.3 Religious Institutions**

Another topic that has about as much diversity as today's educational system is that of religion. Diana Kendall states "Religion is a system of beliefs, symbols, and rituals, based on some sacred or supernatural realm, that guides human behavior, gives meaning to life, and unites believers into a community". Religion can commonly be seen as man's (or woman's) explanation to many unanswerable questions such as the meaning of life. It tells us "why we exist, why people suffer and die, and what happens when we die" according to our textbooks. The religions that are created are categorized by their beliefs and gods.

Religions entail beliefs about the world, universal order and good, spiritual beings and powers, as well as rituals and ceremonies. For many peoples, religion is not separated into a separate sphere of life but is part of the fabric of society, making "conversion" difficult, because of the "religious" identity of the society. Concepts of loyalty, identity, faithfulness and personhood are in this category. Political and religious institutions are often related. This may involve "religious" ceremonies of cultural identity. We learn a lot from our cultural heritage. Our religion also gives us an identity as our family and community. We are influenced by our religious teachings and practices. One feels solidarity and brotherhood with the people following the same religion. It also gives a feeling of security.

Usually our religion is determined by birth. The important thing to remember is that whatever religious practices we follow, there are certain basic truths and values which are common to all. Religion teaches us to be truthful, not to steal, not to cheat any one, love the fellow beings, be tolerant, be good to others and so on. Our religion is a way of life. If we follow above tenets we will play a positive role in every share of life. We have to learn to use religion in a positive way. While following one's own religious practices one should be respectful to people following other religions.

Religion and faith gives us inner strength, the strength to face difficult situation in life. Religion also teaches us to lead a disciplined life. Though religion influences us a great deal, a lot depends on the kind of interpretations that is passed on to us. We are all familiar with the famous lines of our Great poet Allama Iqbal “*Mazahab nahni Sikhata aapas mai bair rekhna*” No religion teaches us to fight with each other. But we see different religions groups fighting. We should try to understand the process behind it. If people follow the true spirit and teachings of their religion it can have a very good influence in building their outlook and personalities.

**a) The Specific Function of Religious Institutions**

1. Providing solutions for unexplained natural, phenomena.
2. Supplying a means for controlling the natural world.
3. Religion tends to support the normative structure of the society.
4. Furnishing a psychological diversion from unwanted life situations.
5. Sustaining the existing class structure.
6. Religion serves as an instrument of socialization.
7. Religious institutes may both promote and retard social change.
8. Religion may both reduce and encourage conflict in groups.

**Activity**

1. What does culture include?

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2. Give any two examples of religious teachings.

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**4.3.4 Political Institutions**

Politics is the social institution through which power is acquired and exercised by some people and groups. Politics is present in every society today in the form of a government or state. Political sociology is the process in which politics is studied in its relation to other factors such as the economy, education, or media (Kendall, 2006).

Every society has an organizational principle, with authority figures, with defined roles and obligations. There are written or oral laws. Some societies are tightly knited, while others are very loosely organized. Institutions that pertain to the governance of a society, its formal distribution of authority, its use of force, and its relationships to other societies and political units. The state, an important political institution in modern societies, is the apparatus of governance over a particular territory.

Politics brings about power and authority to those with power. Unfortunately politics often times brings about corruption and abuse of the power or authority gained. Those with power will very likely try to confuse their abuse of power forcefulness used to gain that power by falsely showing they have authority (Kendall, 2006).

Authority, while be a legitimate show of power, has a few ideal forms. The three types of authority as defined by Max Weber are traditional, charismatic, and rational-legal authority. **Traditional authority** is classified being a long-standing custom that weakens as traditions weaken. **Charismatic authority** is defined by a leader's outstanding qualities and accomplishments, but it is generally unstable leading to only a temporary solution. Finally **rational-legal authority** is the common authority as written by law and the authority lies with the office not the person (Kendall, 2006).

As with the types of authority there are also four major theories of political systems. These political systems found in what are today known as nation-states are monarchy, authoritarianism, totalitarianism, and democracy. A monarchy is a system in which power is passed down to each generation in a family by inheritance. Authoritarianism is a political system where the government is controlled by a selected few people and no one is allowed to enter the government by a popular vote. Totalitarianism is a stepped up version of authoritarianism in which not only is no one allowed to participate in the government, but those outside of the government are controlled in both their personal lives and otherwise. The final form of government is the one in which Americans know best: democracy. A democracy is a government where the people rule either directly or indirectly through representatives (Kendall, 2006).

Now we look to the opposing perspectives of politics in the form of functionalists and conflict theorists. The functionalists believe in a pluralist model of government. The pluralist model distributes power in the system to many interest groups. The interest groups gain power by influencing those in the government. Some interest groups, known as political action committees, even go as far as raising money for various candidates in order to gain political power. Conflict theorists counter the functionalist's pluralist model with their own elite model. The elite model implies that all power in government is granted to a small minority with the rest of the population only desiring that power. The elite can be either a group known as the power elite or the ruling class. For either grouping the people in power are those at the top of their industry. The government of a country directly affects the economy of a nation.

**a) The Specific Functions of Political Institutions**

1. The Institutionalization of norms (Laws).
2. The enforcement of laws.
3. The adjudication of conflict (Court).
4. Provide for the welfare of members of society.
5. Protection of Society from external threat.

**4.3.5 Educational Institutions**

Education and religion have both been important factors in many societies around the world. Both shape how our societies interact within our own society and with other societies around us. The shaping of our societies begins with our families and friends shaping how our future lives will take place. This is when formal education and religion are brought about.

Even in "primitive" societies, there are highly developed methods of conveying knowledge and values. These methods will affect reception of new ideas. The effective communicator learns and uses the insider formats and channels.

As the child grows he/she comes in contact with neighborhood children and people. This extended group forms the community or social environment. The child's thinking and behavioural patterns are influenced by them too. Our community does not consist of our neighbors alone. Our friends, people who follow the same religion and religious practices; people belonging to same caste, all are part of the community we belong. In fact all the people we come in close contact are part of our community. All these people play an important role in the child's development. When the child starts going to school he/she meets many children coming from different background. All this forms the part of the child's social environment. After family the child's teachers and peer group is the second largest influence in a child's life. By peer group it is meant the fellow students, neighbourhood children and people of the same age-group. As you have read in the lesson on adolescence that at this age peer group Social Institutions becomes even more important than parents, simply because at this age children spend longer time with them than their parents.

Diana Kendall said "Education is the social institution responsible for the systematic transmission of knowledge, skills, and cultural values within a formally organized structure". Functionalists believe education is one of the most important parts of our society. There are both manifest and latent functions of education. (Kendall, 2006)

The manifest functions of education are socialization, transmission of culture, social control, social placement, and change and innovation. Socialization is the subject matter learned according to age and skill level. Transmission of culture is how people learn of new cultures and those new to our culture are assimilated into our society. Social control teaches students how to maintain order in their society via discipline and the following of rules. Social placement determines who is best suited for what job in their society. Finally change and innovation is simply what it appears to be: students bring about change and make things new and better. (Kendall, 2006)

The last leg of education is college. Universities provide students with major degrees that they can take with them to gain high paying jobs that are worthy of their hard work for so many years of school. Education enables a person to fulfill his dreams by attaining a degree and get a job of his own choice. Just like the segregation in middle and high schools there is much cultural diversity in a college. Students are subject to the sight of those that may or may not be of the same racial and ethnic background as themselves as college continues. (Kendall, 2006)

**a) The Impact of School**

These are the most formative years of a child's life. As the child grows he/she goes to school. In the child's development school plays the second most important role. Its role is almost as important as family. A school and a college are called Alma Mater. It is derived from a Latin word meaning nourishing (dear) mother. In this period of life teachers are like parents to him/her. He/she listens to them, loves them, fears them, and respects them. Children are taught many things at school. They not only learn to read and write, but learn to work in a group, in a team. One can say that the family sows a seed which blossoms into a flower in the school. A child's skill development takes place at schools. He discovers his/her talent and capacities. He/she learns to make friends, to get along with others, to socialize to be disciplined and to be a responsible citizen.

School is the place where the child receives most of his education. Education includes imparting knowledge, training and guidance. Although education is a lifelong process, the main role at school is to develop the child's inborn capacities and talents in such a way that a child can use them lifelong. During this period character building also takes place. One learns about culture and religion. Education is important from both individual and society's point of view. At the individual level a child's physical, mental, spiritual, cultural capacity, personality and character building have to be taken care of. From society's point of view one has to develop into a responsible citizen, serve the society and country in a selfless manner, try to remove the social evils, help building a better society, develop leadership qualities, and learn to live and serve in a democratic manner. At social level too there has to be an emotional bonding. One learns to take pride in one's culture, religion, community and country.

School education also takes into account the progress taking place in the world in different fields. Everyday new scientific discoveries and inventions are taking place. Science and Technology is developing in leaps and bounds. A child should know and learn about them in such a way that they are useful for future career and life. To sum up the education should be such that it helps in the overall development of the child.



Children are also influenced by the kind of books they read. Here parental and teacher's guidance play an important role. Reading is a good habit. Here the context is the books outside school syllabus. Reading not only improves knowledge it gives greater command over language. It increases the child's vocabulary. Books are store houses of knowledge, and knowledge is power. Knowledge gives self-confidence and maturity and helps to develop a person fully.

**b) The Specific Functions of Educational Institutions**

1. Transmitting culture.
2. Preparation for occupational roles
3. Evaluating and selecting competent individuals
4. Transmitting functional skills for functioning in society.

**Activity**

**Each statement has 4 alternatives. Choose the correct one.**

**1. A school is also called:**

- |                     |                      |
|---------------------|----------------------|
| (a) Second Home     | (b) Alma Mater       |
| (c) Correction Home | (d) Religious Centre |

**2. Education includes:**

- |               |                      |
|---------------|----------------------|
| (a) knowledge | (b) training         |
| (c) guidance  | (d) all of the above |

**3. The main role of school is:**

- |  |                                |
|--|--------------------------------|
| (a) to teach good things                     | (b) to develop the personality |
| (c) to develop the child's inborn capacities |                                |
| (d) none of the above                        |                                |

**4. School is concerned with:**

- |                          |                        |
|--------------------------|------------------------|
| (a) Character building   | (b) Mental development |
| (c) physical development | (d) all of the above   |

**4.3.6 Play and Recreational Institutions**

There is a dearth of similar material and definitions on recreation. As an institution play and recreation plays important role, it is important to emphasize the need for co-operation and networking to ensure both that the best quality of service is provided and that resources are not duplicated. Play & recreation are regarded as broadly similar activities

and are considered together under the general term 'play'. Every child has the right to play and to participate fully in recreational activities. The play and recreational needs of children and young people are met by working together; parents, local communities, public agencies and voluntary organizations.

**a) Play Values**

The value of play in the development of children has long been recognised. Many psychologists and educationalists have identified the importance of play as the means by which children come to understand the world around them. Free play fosters the child's Social, Physical, Intellectual, Creative and Emotional development (SPICE) and by so doing:

- "Play promotes children's development, learning, creativity and independence"
  - "Play keeps children healthy and active - active children become active adults"
  - "Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community"
  - "Play allows children to find out about themselves, their abilities and interests."
  - "Play is therapeutic. It helps children to deal with difficult or painful circumstances such as emotional stress or medical treatment."
  - "Play gives children the chance to let steam and have fun."
- (Ref. The New Charter for Children's Play, Children's Play Council, 1998)

Young people gain similar benefits when participating in recreational activities. Play empowers children, supports their right to make choices, discover their own solutions and to develop at their own pace.

**b) Benefits of Sports and Recreational Institutions**

In general terms the benefits of socially inclusive sport and recreation programmes are maximized if they are organized to provide participants with the following:

**1. A safe environment.**

- Play and recreational activities are important for those who have become isolated and are withdrawn from the social settings. These activities need the programs that should highlight the philosophy of non violence.

**2. Opportunities to develop and display competence.**

- This is especially important among participants who are members of groups that experience social and cultural demotion in society.
- This also highlights the need for programmes to be integrated into the community in ways that allow participants to convert self-esteem in an athletic or recreational context into a sense of moral worth in the community.

3. ***Social networks.***

- This is especially important among participants who regularly face conflict and difficulty in their everyday lives.
- It highlights the need for programmes to facilitate connections with peers, nurture supportive friendships, and promote communication and conflict resolution skills.

4. ***Moral and economic support.***

- This is important among participants who lack access to supporters and adult ‘hook-ups’ in their lives.
- It highlights the need for programmes to provide direct support and guidance to participants as they make moral and economic decisions in their everyday lives.

5. ***Autonomy and control in the structures in which their experiences occur.***

- This is important among participants who have few experiences showing them that they can control their lives and the contexts in which they live.
- It highlights the need for programmes to include systematic opportunities for participants to be involved in decision-making processes.

6. ***Hope for the future.***

- This is important among participants who have a seriously restricted sense of possibilities to deal successfully with challenges in their lives.
- This highlights the need for programmes to intentionally expose participants to a wide range of possibilities and visions for their lives.

Physical recreation programmes are to have a positive impact on the lives of young people, especially those living in communities characterized by economic need and social problems, “unless these needs can be met, recreation programs will never be a viable form of social intervention” (Coakley, 2002).

c) **Importance of Social Institutions of Society**

Why Pakistan is not progressing is due to our weak social institutions. Social institution can play an important role in making any country stronger. If the country has weak institutions than it will be very hard for the nation to survive without any problems and difficulties. Instead of strong institutions, we have strong Persons. The only way Pakistan can progress is by making its institutions strong by converting it truly into welfare state. Strong institutions means end of corruption, rule of law, all problems mentioned below are by product of weak institutions. While the progressing countries have only one thing in common they

all have strong institutions. They prefer merit instead of personal satisfaction which ultimately results in frustration among People.

1. Poverty
2. Illiteracy
3. Corruption
4. Terrorism/sectarianism
5. Foreign debt
6. Restoration/promotion of democracy results in Weak Institutions
7. Water crisis
8. Lack of leadership
9. Population explosion
10. Pollution
11. Provincial disharmony?

All these problems are the result of weak social institutions when family institution will be weaker than it will produce the disorganized members of society and then they cannot give their best in other social institutions of Pakistan. When one institution will be affected then the chain of disorganized society will keep moving and in every aspect of society weakness will occur and will result in destabilizing of country.

Social institutions and its importance are not known by everyone. But really what actually social institution is. Each society has its own social institutions. These are not buildings or places, but structures of relationship, obligation, role and function. These are social concepts and practices, but also involve cognitive structures. Members of a society have a similar mental concept of right and wrong, order and relationships, and patterns of good (positive values). Those who do not honor these concepts are “criminals,” or at least antisocial.

#### **4.4 Self-Assessment Questions**

1. What is the impact of school on a child's behaviour?
2. What is culture? Explain its influence.
3. Write short note on following:
  - (i) The family
  - (ii) The community
4. What is meant by peer group? Why is it important?
5. Given the choice, what kind of family would you like to live in joint family system or Nuclear family system and why?

6. Highlight the significance of social institutions with relevant examples from your own life.

#### **4.5 Suggested Readings**

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