

ROLE AND SCOPE OF SOCIOLOGY AND ITS HISTORICAL DEVELOPMENT

Sociology, a social science that studies human societies, their interactions, and the processes that preserve and change them. It does this by examining the dynamics of constituent parts of societies such as institutions, communities, populations, and gender, racial, or age groups. Sociology also studies social status or stratification, social movements, and social change, as well as societal disorder in the form of crime, deviance, and revolution.

Social life overwhelmingly regulates the behavior of humans largely because humans lack the instincts that guide most animal behavior. Humans therefore depend on social institutions and organizations to inform their decisions and actions. Given the important role organizations play in influencing human action, it is sociology's task to discover how organizations affect the behavior of persons, how they are established, how organizations interact with one another, how they decay, and, ultimately, how they disappear. Among the most basic organizational structures are economic, religious, educational, and political institutions, as well as more specialized institutions such as the family, the community, the military, peer groups, clubs, and volunteer associations.

Sociology, as a generalizing social science, is surpassed in its breadth only by anthropology—a discipline that encompasses archaeology, physical anthropology, and linguistics. The broad nature of sociological inquiry causes it to overlap with other social sciences such as economics, political science, psychology, geography, education, and law. Sociology's distinguishing feature is its practice of drawing on a larger societal context to explain social phenomena.

ROLE OF PHILOSOPHY IN EDUCATION

In a monograph on philosophy and workplace education, Miller (1994) stated that philosophy ought to provide the framework for establishing practice. Education-for-work practitioners should develop world views from which practice can be analyzed (McKenzie, 1991; Miller, 1994). Utilization of philosophic views gives education-for-work practitioners perspectives from which to view their roles in education.

Education-for-work needs to adopt or develop well-defined philosophic principles that will guide, support, or create practice in changing workplaces. In order to meet the needs of the workplace of today and the future, education-for-work practitioners must build on the philosophies that promote both technical-vocational needs and personal development and adapt appropriate philosophical views that will guide practice in terms of purpose. Education-for-work must identify philosophic foundations for practice and use them to prepare a workforce that will meet the needs of the workplace of the future

Philosophy has been defined as “a system of principles for guiding practical affairs” (Stein, 1980). Philosophical query asks why practitioners conduct practice in the manner they do, in order to (a) provoke reflection, (b) systematically analyze and evaluate procedures, and (c) determine the appropriate philosophy or philosophies to back or drive the practice. Miller (1994) argues that educational activities involved in education-for-work lack a coherent philosophic foundation to guide practice. He contends that philosophy is a means for building a vision for education-for-work in terms of purposes and practice. Education-for-work must identify philosophic foundations for practice, using them to prepare a workforce that will meet the needs of the workplace of the