

The role of Social status in determining family education models

دور الوضع الاجتماعي في تحديد النماذج التربوية الأسرية

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**Abstract:**

This article aims to highlight the crucial role of the social status of the family, in determining the educational model adopted by parents in the process of socializing their children as it attempts to explain how socio-cultural factors affect the social structuring of the family and how it determines the values, principles and ideals that underlie the prevailing educational model within the family. However, particular emphasis will be put on the one hand, on the educational model which develops the autonomy of individuals in adulthood and on that which, on the contrary tends to reinforce their dependence and on the other hand on the social status to which they are associated.

**Keywords:** Family, social status, educational model, autonomy, dependence.

تهدف هذه الورقة البحثية الى ابراز الدور الحاسم للوضع الاجتماعي الأسري في تحديد النماذج التربوية التي يتبناها الأولياء في عملية التنشئة الاجتماعية لأبنائهم ونحاول في هذا الصدد، توضيح كيف أن العوامل السوسيوثقافية تؤثر على البنية الاجتماعية الأسرية وكيف أن هذه الأخيرة تصيغ شكل القيم والمبادئ والمثل العليا السائدة داخل الأسرة والتي تقف وراء متغير النموذج التربوي. غير أنه سيتم التركيز في هذا السياق وبصفة خاصة على النموذج التربوي الذي يعمل على تنمية الاستقلالية لدى الأفراد وبالمقابل على ذلك الذي يميل الى ترسيخ التبعية لديهم عند البلوغ من جهة وعلى متغير الوضع الاجتماعي الذي يرتبط به كل منهما من جهة أخرى.

الكلمات المفتاحية: الأسرة؛ الوضع الاجتماعي؛ النموذج التربوي؛ الاستقلالية  
التبعية

### Introduction:

Studies on family education and social education developed significantly during the second half of the twentieth century, either on the quantitative or qualitative side. As the number of researches multiplied and matured, far from the first attempts, which linked in a simple way, between the personal traits of the individual and the social environment. The studies in progress took into account not only the social, historical and cultural aspects of family reality, but also the structuring of social relationships within the family as an intermediate variable in the interpretation of educational practices. Modern social research has already demonstrated the correlation between the social structuring of the family and its social status on the one hand and the effect of this structuring on the educational model on the other.

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To try to explain the relationship between social status and the structuring of family and social relationships and understand the mechanism by which this structuring works to determine the educational model, we have divided our work on three axes: The first is reserved for the problematic of research, its interest and its objective in addition to the definition of the main concepts. The second axis deals with the relationship between the social status of the family, the social structuring of the family and the educational model adopted by the family. Finally, the third axis was devoted to the role of socio-cultural factors in determining the relationship between family structure and the family educational model. To this end, we have relied on a set of modern socio-educational theories as well as field studies developed in this context.

### **The first axis: Problematic, interests, research objectives, concepts**

#### **1-problematic**

Most studies in the sociology of education indicate that the educational model differs according to the social status of the family, which means that economic, social and cultural factors condition the educational attitudes of parents and determine their values, principles and ideals that they adopt during the socialization process. However, the educational models that interest us are those that try to develop certain values such as autonomy, responsibility, critical thinking, creativity, freedom of expression and the spirit of innovation, which are necessary qualities in all areas of life in the context of globalization. However, other educational models continue to perpetuate dependence and submission in certain family environments,

which puts children out of step with the universal values required today. This leads us to ask two Questions:

\*- How to explain the impact of social status on the structuring of family relationships?

\*- By what mechanism can the structuring of family relationships determine the educational model adopted by parents?

## **2-The interest of research**

The interest of the research lies in the importance of the impact of the social status of the family on the educational model adopted by the latter, knowing that the personality of the adult and his behaviors in daily life depend on the structuring family relationships as an intermediate factor. This research is all the more important as we are currently witnessing the emergence of a knowledge society based on the spirit of initiative, autonomy, creativity, and innovation, that are among the values undoubtedly required in social economic and cultural activities in the knowledge society.

## **3- main objectives**

a- Determine the nature of the relationship between social status and the structure of family social relationships,

b- Explain the mechanism by which family social relationships determine the educational model

C- Highlight the educational model that develops the modern values required in the context of globalization such as autonomy, creativity, innovation, initiative... etc

### **3- Definition of concepts**

#### **3-1- The concept of social status**

The concept of social status refers, according to (Carron, 1974: 18). to a category of analysis composed of various elements such as the level of education, the material income of the family, the occupation of the parents, the family prestige (housing conditions, etc.). This category is used in social sciences to express the conditions of a particular life. It will therefore be a source of awareness of the world and the coordination of values and norms as well as the level of ambition of individuals and their personality style. In the broad sense, it will be the source of a particular subculture. As for the sociologist (Bourdieu, 1982: 56).

social status, whether individual or group, can be defined through four main forms of capital:

**a-** Economic capital includes all the economic resources of an individual or a group, i.e. inheritance, income and material wealth.

**b-** Cultural capital, which includes all the cultural resources available to the individual, can take three forms, including knowledge and how to use them, skills and abilities (certificates) and finally forms of expression and thought and how to perceive things ... etc.)

**c-** Social capital includes all the resources associated with the existence of a network of permanent interconnected and inter-recognition relationships.

**d-** Symbolic capital, which refers to all the previous forms of capital (economic, cultural and social) which are specifically recognized.

Together, these forms of capital are determined based on the level of social

status, which in turn determines the nature of social relationships within the family.

The lifestyles and relationships that prevail in the family reflect her social position, and therefore it establishes a close link between the lifestyles, feelings and actions of individuals and their tastes, and the place that they occupy in the social pyramid. He concludes that the space of social places is compensated by the space of social and cultural structures. In this context, he tried to identify three educational models represented in liberalism in relation to the upper classes and laxity with regard to the popular classes and finally rigorism within the middle classes (Bourdieu 1982: 72).

### **3-2- The concept of educational model**

The educational model as defined by (Linton, 1977: 108) is an educational trend subject to a set of values and norms adopted by a social group and that function as guidelines during the educational act. Since the goal is to achieve sacred ideals for the social group, the latter employs methods that guarantee its effectiveness. The educational model differs according to the different socio-cultural backgrounds. Linton adds that the first years of an individual's life are of great importance in the formation of a generalized value-attitude system, which constitutes the deep layers of the personality. Consequently, the particularities of individuals, in his conception, seem to be closely linked to the forms of experiences he lived during his childhood .

This is what makes it recognizable according to (Linton, 1977: 109).  
that the behavior of children is the result of a special educational model and that the basic personality types change according to the techniques of

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education of children in different corporations. The educational model and the method of socialization that they receive within the family determine the personality of the children, according to him. He, therefore affirms that families which adopt an educational model which imposes on children absolute obedience to parents as a prerequisite for each reward, make them individuals incapable of initiative and who tend, as adults, to obediently submit to orders and directives and even if they forget the childhood experiences that led them to adopt these behaviors, their first reaction to a new situation will be to seek authority to obtain support and advice.

### **3-3-The concept of family environment**

**a-**The family environment is a small social group which generally consists of a father and a mother and one or more children exchanging love, sharing responsibilities and raising children so that they can fulfill their roles, direct and control them to become normal people who act in a constructive and desirable social way (Zidane, 1998:1).

We can also say that the family is the main family group in which and through which social control is exercised over childhood. It is in this environment that children adhere to all the values, principles, ethics, customs and traditions that allow them to achieve their ambitions and prevent the dangers that threaten them in everyday life. (Deeb 1998: 28).

**b-**The family environment is generally considered as the fundamental cell in the process of the first socialization because the first emotional and emotional bond between the child and the others begins with the mother. This affection constitutes the first resource that allows the child

to build himself in his relationship with others. Affective thinking builds judgment and contributes to the development of feelings of self and others, so the child learns to control certain emotions and to get rid of others. The child's chances of developing wider social capacities depend on the care and attention he receives in his family environment (love, affection, tenderness) (Lobrot, 1974: 18).

**c-**The modern family has basic and universal functions:

the first is to ensure the survival of children and to ensure their safety and health.

The second is to help their intellectual development and the consolidation of their social values and norms, which makes the family, center the main source of influence in the socialization process.

The influence of the parents passes through educational practices that take into account the psychic state of the child and his autonomy by granting him the freedom of expression and suggestion, which allows the parents to exert a broad influence on and that lasts until the latter reach adulthood (Durning, 1995: 41).

**c-** The family environment, as confirmed (Parsons, 1955: 55).

for its part, has two fundamental functions which it does not fulfill directly for society, but for the personality of the individual, namely the socialization of the child and the stability of his personality in adulthood. The family environment in this sense, includes the emotional resources necessary for the development of the child and the model of participation in different areas of social life outside the family environment, especially when the child realizes that the father occupies a position professional .



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In this sense, the child acquires the conditions for successful social integration, starting with learning the behavior systems expected by people according to their position in society. Personality develops from birth through a series of stages, in which systems progress to complexity due to the increasing number of things that a child has to learn and others that he has to interact with. During this process the system of needs and dispositions, the type of performance required and the type of sanctions imposed change, allowing it to adapt to all the subsystems involved in the formation of personality structure of the Self.

### **The second axis: the relationship between social situation, family structure and the educational model**

The relationship between the variable “social situation” and the variable “educational model” is not direct, it is a relationship in which the variable “social structuring of the family” plays an intermediate role, which means that the socio-cultural factors determine the family social structure and that the latter in turn determines the educational model. This is what we will try to highlight through the following.

#### **1- The relationship between the social situation of the family and her social structuring**

Among the sociologists who sought to explain the relationship between the social structuring of the family and the educational model, it should be noted that (Bernstein 1975: 89).

was one of the first to construct hypotheses through an advanced theoretical model, proposing that when the social conditions of the family environment

are suitable, social structuring is directed by people, verbal expression is authorized and parents are concerned with developing autonomy and creativity in their children. Conversely, the more difficult the social conditions of the family environment, the more the family structure is oriented by status and the more the oral expression is limited.

Parents in this case are always busy watching over children and enforcing obedience. Thus, "Bernstein" is considered one of the first researchers who attempted, when analyzing educational practices, to introduce more dynamic family variables, which led him to suggest classifications for educational models. Consequently, he underlined the organization of the family group as an intermediate variable in the interpretation of educational practices, distinguishing two types of basic families:

a-Position-oriented families: Within these families, the relationships between parents and their children are established according to the position each of them occupies.

b-Families oriented by people: Within these families, only the personal qualities of each individual are recognized.

In the same sense, (Lautrey, 1995: 18) tried to highlight the relationship between three variables represented in the structuring of the family, the educational methods and the intellectual development of the child. To this end, he tried to link the relationship between the parents social belonging and the way the family group is constructed. This should enable him to measure the impact of this social structure on the educational values and principles which guide and frame daily educational practices. Thus, "Lautrey" distinguishes three types of families:

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a-Families with rigid structuring are characterized by strict rules, the motivation of children is very weak, as they are characterized by recurring and predictable events, which allows children to know in advance the reaction of parents, because this structuring, according to "Lautrey" leaves little room for unrest.

b-Families with a weak structuring, there are no rules and motivation is strong, from this point of view, this structure corresponds to unpredictable practices, which makes the child lose the characteristics that allow him to build oneself

c-Families with flexible structuring have flexible rules and motivation is very strong. It is also characterized by the presence of a certain regularity and at the same time some troubles, which contributes, according to his perception, to develop autonomy and individual initiatives

making a combination between the theory of "Piaget" and that of "Kohn", (Lautrey 1995: 19) was able to prove that flexible forms of structuring are common to the wealthy social classes who value originality and initiative in their children, and vice versa, we find forms of rigid structuring within popular circles which pay great attention to external norms and control of children. As for weak structuring, it tends to rise at the two ends of the social ladder. The researcher adds that the flexible family structure centered in wealthy environments is the most favorable to cognitive development and the most stimulating of the spirit of initiative in children.

## **2- The relationship between family social structuring and the educational model**

Generally studies in the field of the sociology of education end up distinguishing between three basic educational models, which differ according to the social situation of the family. The researcher (Kagitcibasi, 2005: 403-422).

concluded That the education of children and the methods adopted are linked to the socio-cultural and economic conditions of the family and in this context, she developed three educational models:

**a-**The pedagogical family model characterized by subordination adopted by traditional rural and agricultural societies within which the relational network is of high intensity with material dependence and emotional relationships between the very strong generations. The dominant educational values within these groups according to "Kagitcibasi" are absolute obedience and total tutoring, because it is more a matter of promoting the control of children, than the development of their autonomy.

**b-**The family educational model characterized by the autonomy that exists in Western, industrial societies, in particular among the middle classes. The latter directs its emotional and material investments towards children more than towards the ascending generation. In these societies, education requires little control with greater tolerance than traditional societies. The child's autonomy and his ability to take initiatives are very important elements for this category, as the researcher points out, and therefore these two values are developed in a socio-cultural and economic framework characterized by a lack of dependence between generations on a material level, since autonomy and self-sufficiency are characteristics that these societies value.

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C-The family educational model, which is characterized by shared emotional dependence, which is found, according to the researcher, in urban areas in societies evolving towards modernity. For this educational model, shared emotional dependence is perpetuated between generations, even in the absence of material dependence, because the emotional investments in young adults are directed towards elderly parents and at the same time towards children, emphasizing on parental control and focusing on autonomy in the education of children. This educational model devotes an important place to the value of autonomy. This educational model, as Kagitcibasi points out, is optimal for relationships within the family, because it integrates two basic needs in the education of the child, namely the need for autonomy and the need for social ties. According to her, these models of family socialization lead to the development of the relational self, the autonomous self and the autonomous-relational self.

In the same vein, (Allès-Jardel,1995: 42).

Affirm that encouraging autonomy, the use of motivation and negotiation as educational techniques are practices that are used more often by senior managers than by managers middle managers and modest social groups. They add that parents who declare that their practices are flexible are themselves in a better social situation. Families, who occupy a high position in society, seek to make their child independent in order to reflect the dominant ideology, so they describe their educational practices as a liberal educational style. In individualist cultures, these practices seek to develop values of autonomy and individual actions such as the spirit of initiative and innovation.

### **3- The third axis: socio-cultural factors, family structure and educational model**

#### **3-1- Economic capital**

a-Economic capital is the heavy variable in the sociological environment since the family situation depends on it. Indeed, the stratification system is subject to the income scale. One can easily observe that certain families of the lower classes have difficulty meeting all the requirements of their children, which leads them to experience a kind of deprivation of their fundamental rights. (Durning, 1995: 41).

In addition, these families are sometimes unable to provide adequate housing, which results in a lack of comfort and comfort in children. Housing, he adds, when it is narrow and unfurnished, does not offer the possibility of activities necessary for the development of children's motor and cognitive capacities. For (Reuchlin, 1972: 102).

low-income families are less concerned with the needs and wants of children, because their concern for daily subsistence leads them to reject these kinds of questions, which are not part of their culture, focused on efforts for survival.

b- As for the study by (Schneider and Keesler, 2010: 61).

it demonstrated and confirmed that parents in working-class circles do not consider that children have rights, but duties which are imposed on them. (Montandon, 1997: 72).

for its part, undertook a study in lower-income neighborhoods to find out the opinion of children aged 10 to 12 years on their social development, and the result was that the children did not their basic needs such as entertainment

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and games, that they feel their weak and inferior position compared to adults and that they are subject to strict control. They are required to follow strict rules and are neither supported nor listened to in their concerns. In this sense, they already know the consequences of their actions, are therefore obedient, and subject to repression.

c-The study by (Van-Zanten 2009: 114-126).

confirms that young children from rich and medium backgrounds receive their education directly from their parents. They provide them with a rich environment of imaginative games that develop intelligence and creativity. The study by (Cuisinier 1994: 18).

Also indicates that housing, its surface area, furniture and decor, are all important factors in strengthening the emotional relationship between parents and their children. This is the result of a comparative study between children living in decent and equipped housing and children living in poor and destitute housing. The study therefore showed that the middle and upper socio-professional group motivates their children through gifts, birthday parties and academic success, which increases self-esteem in children who feel the interest in them. Others (parents and guests) and recognizing them as members with a social position inside and outside the family. Which is not likely to happen in poor family environments.

### **3-2- Cultural capital**

To measure the cultural capital of parents, researchers generally refer to their level of education, in this sense (Murat,2009: 104).indicates that the level of parental education is one of the essential variables for developing

relationships. positive for parents and their children. Providing children with books, getting them to read newspapers, providing them with computers and teaching them to use them are considered positive educational practices. This stimulates discussion between parents and children, which contributes to improving the quality of communication, increasing the level of intellectual activity in children and strengthening their social maturity, while the absence of these factors constitute an obstacle to any beneficial relationship between parent and child. According to a study by (Duru-Bellat 2006: 39).

Educational games attract the interest of middle and wealthy families, not only because of their purchasing power, but also because of their awareness of the educational role of these means and these entertainment at the same time. The same study also found that mothers that are more educated let their children repeat their attempts when they fail in an achievement, while less educated mothers tend to do things for them. The same study has shown that the level of education of parents modifies the way in which they interfere in children's activities, in particular the way in which they define objectives and organize the means to achieve them. The study (Meuret et al. 1991: 49-79).

Indicated that the level of education of the mother is more important than the level of education of the father as regards the education of the children, while the profession of the father has more impact than the profession of the mother.

As for (Bouissou, 1995: 81).

He underlined that the collective and audiovisual games provided by the well-off family encourage dialogue between parents and their children. They develop in children confidence in themselves and promotes freedom of



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expression, reflection and action. On the other hand, the conclusions of the study that (Pourtois, 1998: 87-91).

has carried out, stipulate that occasions such as vacations and family visits to museums, improve social relations between parents and children and arouse curiosity. of the child and opens the way for questions and suggestions, which leads him to open up to various experiences and to improve his knowledge. This idea is also that of (Piaget,) who asserts that the physical environment rich in objects helps children to adjust their social and cognitive behavior and to develop perception, imagination and creativity

### **Sociocultural changes and their impact on the social structure of the family**

#### **1- Within Western societies**

**a-**The social, economic and cultural changes associated with globalization and the new information and communication technologies that modern societies have experienced have had a considerable impact on the social structure of the family. The complexity of daily life and the increasing constraints that follow have contributed to changing the form of social relationships in the family environment. Instead of the family, the individual has become the primary cell of society, this is expressed by the concept of individuality, which requires the autonomy of the individual and his ability to depend on himself (Meirieu, 1991: 32).

In this sense, it is no longer just a link in the generation chain as it was before. The family, for its part, is increasingly based on mutual respect between all the members, which gives children the possibility of obtaining

their autonomy and therefore their personal objects (telephones, computers, music, etc ). This can mean that the different rhythm of life of family members requires fragmented meals and from there, joining the family group and being present among them is only done through family celebrations, joint practices and certain occasions (Renault, 2002: 26).

**b-**The study by (Kellerhals and Montandon 1998: 57) confirms in this context, that the authoritarian educational model within the modern family has considerably diminished, the young people questioned expressed the need to establish restrictions and moral values, but they recognized that socialization should have as objective the development of the individual, the development of his imagination and his creative capacities. They also suggest that education should aim to encourage initiative, innovation and responsibility. In a word, build the autonomy of youth. The flexible socialization method, as the researcher points out, has started to spread from generation to generation, and even the role of parents is no longer linked to the exercise of authority as it was before.

**c-**The analysis of the last century makes it possible to observe the transition from an authoritarian relational model within the family to a liberal and democratic model, that is to say that the method based on the authority of the parents has given way for a method based on universal principles such as freedom, tolerance and equality, values that promote communication, exchange and consultation between parents and their children. The educational model advocated today in modern societies suggests that the family is an environment in which emotional relationships prevail rather than violent authority relationships. Modern society has therefore entrusted the family group with a fundamental task that consists in guaranteeing the

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freedom of children, developing their autonomy and forging their spirit of initiative.

### **2- Within Algerian society**

Educational model is considered one of the most stable cultural elements within the Algerian family because of its traditional social structure. Conservative values and solid convictions call on the authority of the father to ensure their transfer between the generations. However, certain external factors such as education democracy, paid work and widespread consumption, have led the Algerian family to give up relatively a bit of its rigor and its strict methods, that is to say pass gradually and slowly from a traditional educational model to an educational model that tries to adapt to modernity.

**a-** The Algerian family remained for a long time, the primary cell of society and religion, the transcendent belief. As for the separation of the sexes, it remained in mentalities, symbols, prejudices and prohibitions. Patriarchal culture is still dominant in certain circles which adopt the authoritarian educational model based on punishment with strict programs which do not exclude the use of violence, which perpetuates submission and subjugation which weakens each impetus towards autonomy (Addi, 2005: 51).

**b-**The transformations that have affected all areas of social life in recent years have led to a tangible change in the relationships between members of the traditional Algerian family. The authoritarian head and the sole decision-maker of the family has become a democratic and tolerant father, who takes into account the needs and wants of his children, concerned about social, economic and cultural events outside the family, affected by the new status

of his sons who become citizens committed to organic obligations far from the sons of the honorable family whom the father directs in the manner of the ancients (Boutefnoucht. 1980: 223).

**c-**In the same context, a study by (Benali, 2009: 32) on the educational model within the Algerian family, concluded that strict control and conflicts between individuals and anger are variables that characterize poor families. However, the traditional social structure and the low socio-cultural level affect the mother more than the father. The results of the study also revealed that boys are subjected to harsh corporal punishment, while education designed by the modern Algerian family is made up of a mixture of modern and traditional values and practices, which coexist side by side, and are used in an alternative and different way. The Algerian family moves from a model that reflects traditional family social interactions in conditions of underdevelopment, characterized by physical and emotional dependence, to a model that reflects family social interactions based on independence in the conditions of a technological society in a western style. The prevalence of conservative and authoritarian educational schemes in popular circles is mainly aimed at training docile personalities who tend to subordination and dependence and the rejection of all possibilities of criticism, dialogue, debate and creativity. This style of education leads children to submit to all forms of authority (Tabbal, 2011: 8).

**d-**It should be noted that education has recorded the difference between father and son and has changed roles and places within the family. The new structure has given the son and daughter a certain independence from the father, which gives them freedom in decisions that affect them and grants them almost total autonomy. Children benefiting from a level of education

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and responsible attitudes can surpass their parents financially and intellectually without reducing their moral parental value (Kateb, 2005: 54).

Women's work is also one of the factors that have contributed to the development of socialization within the modern family, as it has been accompanied by a progressive development of male and female roles. After having distinguished for a long time the education of women and men because of their respective positions within society, it now takes into account the role of women in decision-making given their prevailing quantity and quality in academic circles. and professional compared to men, in addition to the current profound technological changes that have led to the emergence of the digital generation and its ability to integrate into the global social movement for a better future.

## Conclusion

The theories and field studies on which we have relied, have clearly shown that the social status of the family plays a crucial role in the structuring of social relationships within it and that this social structuring, in turn, determines the educational model adopted by parents during socialization. It has also been shown that when the economic and cultural capital of the family is high, the social structuring of the family is based on interaction, communication and free dialogue. The educational model in this case is oriented towards the development of values such as autonomy, creativity, innovation, initiative... etc., and on the contrary when economic and cultural capital is low or modest, the social structure of the family is rigid, characterized by total intolerance, with an absence of dialogue and a great restriction of freedom, which results in conscious ignorance of all the emotional and material needs of children.

This educational model can only reduce children to beings without motivation and even less sense of responsibility in the future. It is therefore very possible that the educational model is linked to sociological and cultural factors, but it is more linked to the structuring of social relations within the family, and consequently, parents when their social status is low, this does not do not prevent them from trying to soften their relationships with their children and build them on the basis of mutual dialogue, freedom of expression and respect for their suggestions and opinions as far as possible, because in the near future ,, they will be confronted with situations which will inevitably impose on them, a certain autonomy in decision-making in their social, professional, cultural or political life . These are the same values that today make the difference between developed and those that are underdeveloped in a context of globalization and knowledge economy.

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