



# **GRETSA UNIVERSITY - THIKA**

## **UNIVERSITY EXAMINATIONS JANUARY – APRIL 2017 SEMESTER**

### **BACHELOR OF EDUCATION (ARTS)**

**COURSE CODE: BEFO 101**

**COURSE TITLE: SOCIOLOGY AND COMPARATIVE EDUCATION**

**DATE: 5 APRIL 2017**

**TIME: 8.00 AM – 11.00 AM**

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#### **INSTRUCTIONS TO CANDIDATES**

1. SECTION A IS **COMPULSORY**.
2. SECTION B: ANSWER ANY OTHER **THREE** QUESTIONS.
3. **DO NOT** WRITE ANYTHING ON THIS QUESTION PAPER AS IT WILL BE AN EXAM IRREGULARITY.
4. ALL ROUGH WORK SHOULD BE AT THE BACK OF YOUR ANSWER BOOKLET AND CROSSED OUT.

**CAUTION:** All exam rooms are under CCTV surveillance during the examination period.

## **SECTION A**

1. a) Differentiate between sociology and sociological education (4mks)
- b) The media agent is a highly influencing agent, identify and explain four ways in which the media negatively influence the youth (8mks)
- c) i. Identify the characteristics of authoritative families (5mks)  
ii. Explain the characteristics of children in authoritative families (4mks)
- d) Briefly explain five ways in which the peer groups can negatively influence one another (5mks)
- e) Explain any four roles played by education as socialization agent (8mks)
- gi) Define comparative education (2mks)
- ii) Highlight the importance of studying comparative education (4mks)

## **SECTION B**

2. a) Define deviant behavior (2mks)
  - b) Deviant behavior is a very common practice in secondary schools. As a recently appointed principal explain four ways of identifying deviance behavior amongst your students (8mks)
  - c) Explain five ways you would use in curbing deviant behavior (10mks)
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3. a) Define the term culture as used in sociology of education (3mks)
  - b) Identify and explain any three contents of cultural changes using appropriate examples (9mks)

- c) Explain four ways through which culture influences the secondary school curriculum in Kenya (8mks)
4. a) Define symbolic interaction theory (4mks)
- b) Discuss two ways in which symbols facilitate social interaction (6mks)
- c) Discuss five ways in which symbolic interaction imply to education (10mks)
- 5 a) Compare and contrast aims of education in Cuba and the USA (16mks)
- b) Identify aspects of Cuba or America system of education could be borrowed to reform the Kenyan education system . (4mks)
- 6 a) Outline ways in which education and training of secondary school teachers could be Improved (4mks)
- b) Discuss challenges facing secondary and higher education in Africa. (14mks)