Book Analysis – Urban youth and Schooling

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[Course]

Introduction

The Book *Urban Youth and Schooling* written by Archer, L., Hollingworth, S. and Mendick, H. is a study which engages 89 adolescents who are usually considered as "at risk".

The basic aim of this book is to understand the educational situation of adolescents of London between 14 to 16 years of age of such youth who are considered at risk of dropping out from school. The book tries to answers the following questions:

- How the urban, working-class young people educational disengagement can be understood?

- What is the influence of schools and education policies in these adolescents' difficult relationship with education?

- What role does school play to support and engage this segment of urban youth?

This book investigates the multifaceted nature of urban youth's associations with schooling and education and talks about methodologies for tending to these issues. Drawing on a two year investigation of urban 14-16 year olds, the parents of the adolescents and other educational professionals, the book centers top to bottom on the perspectives and encounters of ethnically differing youthful Londoners who had been recognized by their schools as 'at danger of dropping out of school' and as 'unlikely to advance into post-16 education'.

Given the rapid changes of knowledge and diversity of paradigms, it requires competent professionals that respond to the problems of a complex and dynamic reality; adopt a reflective and critical attitude with regard to the educational reality and having vocational to scientifically

investigate creatively transform this reality and suitability. It also needs professionals assume as thinkers. The rationale of this book is to understand the problems and difficulties faced by youth belong to ethnic minorities because this segment is more likely to discontinue their education at school level due to several reasons. This book is a research study which gives the solution that how this segment of urban youth can be engaged in education activities and what role can schools play in this regard. This research study is very timely because the overall dropout rate, according to Department for Education (2013) has been increased from 5,080 during 2010-11 to 5,170 during 2011-12. The rate of permanent exclusion of England is much higher than the other three nations of UK. This study helps to pint out the reasons of increasing dropout rate among youth, especially such urban youth which are at risk.

<div align="center">Why the book Urban Youth and Schooling is educational research?</div>

The educational research is an area of knowledge, which is currently in a time of change due to the advancement of new systems to access and exchange of information and the impact it has had on computerization and so this is producing collection and processing mode of information.Some of the most debated issues in education research is referred to critics of rigour by which it regulates the various methods to acquire the character of science; one of the elements of this process is the expert will communicate with the results.In turn, and beforehand, the researcher needs to resort to consulting various sources of information in order to establish the state of knowledge on the issue he plans to investigate the phenomenon (Psacharopoulos, 2014).The task of acquiring the sources and organize them for easy access corresponded traditionally the libraries, which are specialized centres added at present computed documentation.

Education Research is a set of actions which deals systematically with goals themselves, who supported a framework or one reference in a theoretical framework or one reference in a scheme of suitable work and with a definite horizon, describe, interpret or act on the educational reality, organizing new knowledge, theories, methods, means, systems, models, patterns of behaviour and procedures or modifying existing educational concept.

It is essential to learn how to research, have a direct experience with the problem to study, whose findings go beyond the mere collection of information. It is therefore essential to introduce the research tools in the study of everyday situations, for further theoretical and reflective analysis and implementation of strategies of such practices. In education, as in other sciences, research has become a precise and elemental activity (Psacharopoulos, 2014). For this reason, educational research has originated as a discipline that addresses the issues and problems concerning the nature, epistemology, methodology, goals and objectives within the framework of the gradual pursuit of knowledge in education.

Education research traditionally has followed the basics and rules arising from the positivist. This current is related to the empiricist and positivist ideas. Its basic assumptions are that the natural world has its own existence and that is governed by laws that the researcher must discover objectively and with scientific procedures, to explain, predict and therefore control all phenomena (Hammersley, 2003). In addition, this knowledge acquired on the basis of the hypothetical-deductive methodology (scientific and valid for all sciences) is supposed legitimate for all times and places, objective and factual.

From this view, educational research amounts to scientific research applied to education and should be aligned with the rules of scientific method in its strictest sense. Value to empirical

research is granted, sustained in the same principles and foundations of natural sciences. Only knowledge is accepted as such when it is subordinated to the rules of scientific method and can therefore be used to construct laws that explain and predict phenomena. From this perspective, research in education is aimed at stripping the laws governing educational facts to formulate theories to guide and control the educational practice.

The book *Urban youth and Schooling* is an education research because it has all the characteristics of education research. The multiplicity of objectives and intended purposes, the uniqueness of the phenomena studied and the plurality of its methods are dimensions that give researcher(s)' own to the research while making more complex and arduous study description and specificity. This book uses education research to address the problems, the nature of the object being studied, which makes possible recommended methods and specific techniques. The desire to use a single method for the study of all phenomena, both natural and social, is just that, a simple wish.

<div align="center">Why this book is an example of Qualitative Research?</div>

Qualitative research is aimed at studying in depth the complex social reality, which in the process of data collection, the researcher builds numerous texts from different techniques (Bryman, 2012). The analysis of this information should be addressed systematically, aimed at generating constructs and relationships between them, constituting this methodology in a consistent way to get to theorizing mode.As its name suggests, the term refers to systematic system, i.e., to an interconnected group treated the elements holistically.

The term "qualitative" ordinarily used in two senses. A like quality "guy has a great quality: he is sincere." And another, more holistic and comprehensive, as when we refer to

"Control quality ", where quality is the nature and essence , total, complete a product. It deals with the question about the nature or essence of a being, what is? How? The answer is pointing or describing his or set of qualities is given quality of it. It is not the study of separate or separable qualities; it is the study of an integrated whole that forms or constitutes a unit of analysis and makes something what it is: a person, ethnic, social, business entity, a product, etc.; but it could also study a specific quality, provided that they take into account the linkages and relationships one have with the whole, which contribute to give its own significance. Thus, qualitative research seeks to identify the underlying nature of reality, its dynamic structure, one that gives full reason for its behavior and demonstrations (Bryman, 2012).

The qualitative research approach is, therefore, and by its very nature, dialectical and systemic. These two budgets, epistemological and ontological, should make explicit in any research or development project, through a brief "epistemological framework "to avoid misunderstandings on the assessors themselves. Indeed, most assessors or qualitative research projects, usually do from the epistemological framework of "speculate model", which is why the evaluation fails for the base (Lichtman, 2013).

The interpretivist theories postulated that human actions are not governed by mechanical movements or by an immanent and external order to individuals, but by the meanings they assign to their actions. This poses is that by watching the people with whom we are working to see what the act meant to them they are doing. We have to take action or act as such but put ourselves in the place of another, not literally but try to approach more or less to an interpretation of what the other does or says, thinks or feels and see what is He is trying to convey with this action, which is the meaning that is putting (O'Reilly, 2009). The meanings of the practices may change from one society to another is why the observer must adapt and try to understand them in their own

logic. For this, the observer should use techniques that eliminate ethno-and socio-centric notions. Perhaps some practice which are doing the research subjects have a meaning, that maybe has nothing to do with what they are giving, observation and participation will help us in this, our job is to interpret what people make, he says he does and is supposed to do.

The researcher to carry out their work builds his performances from his subjectivity, this means that when making their interpretations cannot be separated from all those things that grew, their customs, their cultural and social belonging. The fact of being in the field observing, experiencing, sharing things with research subjects never compares to the fact that someone else collect the information we put it into a book. Because the interpretation that can make a person is not the same as that might make another, perceptions are not the same. This underscores what mostly differentiates the ethnographic practice of other investigative procedures (Bryman, 2012).

The book Urban Youth and Schooling is a qualitative research in the sense that it emphasizes on the "theoretical framework" that comes before any qualitative research. The reason for this approach is that it imposes a theoretical framework from the beginning a whole theoretical, conceptual and interpretative world that may not be best suited to understand reality we are studying. After that, does not approach to a specific problem because in qualitative research the problem area is wider in which there may be many problems intertwined not envision until it has been sufficiently advanced research. Therefore, in general, from one problem, the possible horizon closes with the complex realities such as human realities.

The book is not presenting a single hypothesis to verify because qualitative research is open to all plausible hypotheses and is expected to better emerge from the study of the data and is imposed by its convincing force. It is very difficult that the researcher has the best hypothesis

sight: if so, would not need to do research. Therefore, a great openness to all scenarios are consistent and revealing is necessary. The assumptions are rather tentative, and are modified during the process, not narrow our perspective and vision of reality. In general, the authors of the book follow qualitative methodology where the researcher is not so interested in testing a specific hypothesis, as it clearly reveals the best. Thus, we can say with certainty that this book is an example of Qualitative Research.

<div align="center">How adequate is this theoretical perspective for the study</div>

Social constructionism seeks to explain how people come to describe, explain or account for the world they live (Burr, 2003). One can understand constructionism in relation to two great intellectual traditions: empiricism (exogenic perspective) and rationalism (endogenic perspective). The first proposes knowledge as a copy of reality, while the second depends on the internal processing organization through which you can organize, copy, reality to make it understandable.

The controversy between endogenism also dyed exogenism and psychological research. For example, behaviourists give importance to the environment and the Gestalt perceptual organization inherent in man (endogenist). Cognitive psychology is also an endogenist perspective: human action depends on cognitive processing, or the world as it is familiar rather than the world as it is. However, cognitivism has failed to impose in psychology endogenist point of view.The negotiated understandings are connected with many other social activities, and to make them part of various social models serve to sustain and support certain models excluding others (Burr, 2003). Alter descriptions and explanations means threatening certain actions and invite others.

The problem of identity is a recurrent themein various academic fields and from differenttheoretical positions as having a wealthof studies that attempt to address it.  The current academic debate about identity (or identities) has acquired a priority characterin the context of the discussion modernity /Postmodernism and the consequent theoretical setabout the big groups, as well as the linguistic turn and self-reflexive attentionon language, discourse and narrative. Thus, this approach has the identitywhich criticized the notion of an original and unified identity, thinking it rather as strategic andpositional (Gee, 2014). Fragmented identitiesrepresent an unfinished processconstruction and contingent, which is the central difference of "otherness" in relation to otheridentities.

Analysing identities is an unfinished construction, affected bytemporalities, contingency and the various relational positions. Identity, then, is theresult of both symbolic processes as historicalrich quotas, which involves both themeanings as experiences around.  It is important to note that the identitiescan also be constituted as resistance spaceswhere collective actions of problematize institutionalized power relations(Of exploitation, domination and subjection) oftenare bonded by outlining the identities of their subject. Then,identities are not pre-exist on theseconflicts, but they are the product and becomecollective action.

In order to unravel the construction of identities, in recognition analysis becomes fundamental. Understanding that there is a distance between production and recognition, we believe it is understand the possible emergence of identities while policies do not focus only in respect of generating conditions of a given speech but primarily on the analysis of the readings to which it is subjected that speech, serves to recognize issues on the belief, legitimacy and imaginary (Both political and social) (Craib, 1992). The social identities are questioned about the social bond, is facing a recurring tension between the particular and the universal.

Identification acts do not produce a full identity to eliminate lacking. Then, from this theoretical approach antagonisms are not generated only as effects of semiotic-discursive border but also intervene between the enjoyments of lacking game. The opponent is the one who does not allow the enjoyment or who stole it. The lacking is what makes possible the (partial) recreation of identity (individual or collective) through new identification acts.  From a psychoanalytic approach to the problem of identity in relation to gender or social class specifically, concern to do with the discursive limits of sex and class.

Conclusion

The study Urban Youth and Schooling is an important study regarding the dropping out from schools of London youth which belongs to the ethnic minorities. This research tries to find the reasons why such youth are at risk and identify the role of schools in engaging such such children in order to avoid the dropout.

This book is an education research where the professionals approach the educational reality from different perspectives and using different research models, collecting information through a scarlet variety of techniques. This diversity reflects the different concepts and ways of interpreting social reality that is based on the different responses that can occur in the different answers that can be given to the questions raised from the ontological and epistemological dimensions and from different conceptions of human nature. The resulting methodological diversity derives from the different responses in each area.

It is a qualitative research where the authors discuss a wide spectrum and find number of reasons for ethnic minority youth being at risk. The study collects the data through interviews of

youth, parents and teachers to find the reasons increasing dropout rate and then identify the

strategies for school to engage the youth at risk.

The issue of identification is the process of 'taking' one sex and class and is related with

discourse by which heterosexual and suppressed class imperatives enable certain identifications

and excludes and / or disapprove other identifications. However this symbolization or

representation in broad terms, supposed discursive semiotics or completeness is always

complicated and destabilized its limits, and failed precisely because the same outside.

## Reflection

The study *Urban youth and Schooling* is an excellent and timely study on an important

subject. It gives an instructive and available review of the key issues, discusses and hypothetical

structures. It is critical perusing for school pioneers, educators and learning bolster colleagues

and additionally student instructors and instructive specialists.

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