

# SOCIETY: THE DETERMINANT FACTOR OF SCHOOL EDUCATIONAL OUTCOMES.

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## **Abstract**

This paper explicitly focuses on the relationship between school and the society. It acknowledges a strong relationship between the concept of the home, socio-economic status and curriculum as co-factors that determines the educational outcomes of the school. Education is seen as a means of cultural transmission from one generation to another in a given society. Schools are subset of society which reflect the entire society, thereby creating a strong relationship between them and can't be separated since what happens to one affect the other. Educational system in any given society prepares a child for future life and instils in him those skills that will enable him leave a useful life and contribute to the development of the society. Fundamental points were stressed on socio-economic status impacts on educational outcomes, parental influence and students' educational outcomes, relationship between school and society, effects of school curriculum on society and characteristics of a functional school. Some recommendations were also made.

**Key words:** Society, determinant, educational factor, educational outcome and school.

The need for societal development to enhance better educational outcomes is incontrovertible. They are very crucial in this present world situation since it has a significant influence on the educational outcomes of the school. An American psychologist, James (2012) stated that when one is more concern about the school factor and ignores the society or home factors, then one is paying less attention to one major key factor in determining the educational outcomes of the school. It was also noted in his work that even though there is an attempt to reform the school using technology where every child learns deeply with an emphasis to play and write; this same society may not still accept the products of the educational programme which it has prepared especially in the third world countries. There is considerable debate about the relative importance of family versus school factors in producing student achievement, and whether and how their impacts vary across different student groups.

While studies have shown the importance of family factors in promoting student achievement, decades of education reform in this country have largely focused on raising school and teachers'

effectiveness. A primary reason for this limited focus lies in the belief that family factors such as race and ethnicity, socio-economic status (SES), household income and parental education cannot be easily influenced by policy interventions. However, children spend a large portion of their time at home and are inevitably influenced by their families through parental beliefs, expectations, behaviours, and parent-child interactions, these are factors that might be amenable to change with appropriate interventions

However, if the product of the school is situated in a technological oriented society, such product is readily accepted most times without critics. This implies that the society and school work interchangeably for better outcomes.

### **Socio-Economic Status Impact on Educational Outcomes**

Access to education has over many years of human development been a prerogative of those that could afford it with regards to the social class of the person. As a matter of fact, home factors have a strong impact on educational outcomes of a learner. Taylor (2008) identified two classes of parents, the wealthier parents and the poor parents. Wealthier parents could afford to send their children to better schools and generally because they were able to make a more reasonable decisions as to which school their children should attend as a result of the nature of the society in which they find themselves. However, poor parents can only afford sending their children to a low paid school since they are faced with disadvantage in financial income, thus, affecting their socio-economic status which invariably determines the educational outcomes of their wards. Therefore, the school is a mediating layer which influences intergenerational transmission of socio-economic status.

Research has shown that students leaving in a developed society perform far better than those in underdeveloped society due to the differences in their learning environment. Owoeye (1997) in a study carried on school location and academic achievement of secondary school students in Ekiti State, Nigeria revealed that students in urban areas had better academic achievements than their rural counterpart and recommended that government should bridge the gap between rural and urban locations by providing the rural dwellers the social amenities which will enhance better academic performance of students in their final examinations. This is an indication of the implication of the study that in a developed society students have access to social network like the internet service, and digital learning facilities. These aid high level of academic performance. The serene learning environment makes learning interesting as compared to learners from the underdeveloped society that are still using the didactic pattern of learning and have no access to social network for effective learning (Inyang-Abia 2004).

The problems learners are facing essentially as a result of dysfunctional homes, which include alcohol abuse, family violence, broken homes, drug abuse, etc; can be addressed. This is because the education of learners which is the product of the home will improve, not forgetting that the quality of the nation's education is the key factor to the economic growth of that nation (Kelvin 2004). Emerson, (2004) in a study also mentioned other strategies to estimate the extent to which family income determines children educational achievement, though it cannot be assumed that family income is unrelated to other factors (such as inherited ability) that determine both children's socio-economic status and their educational outcomes.

### **Parental Influence and Students' Educational Outcomes**

Although much emphasis has been led on the need for parental influence on students' educational outcomes, no detailed fact examines the influence of parental involvement on the students' academic outcomes. This fact significantly contributes to the limited body of knowledge regarding which aspect of parental influence promotes students' educational outcomes and not just a general influence. Williams (2005) stressed that parental influence is associated with higher educational outcomes, though it holds that not only overall parental influence but most components of parental influence which is determined by

the level of societal development. Other factors have been highlighted in addition to parental influence. They are:

- The support and availability of the parents, their financial state and their standard of living.
- The geographical location of the school (societal factor)
- The percentage of students in the school whose mother tongue is not the language of instruction.
  
- The diversity of students' profiles in the same class.
- The teaching methodology used by the instructor (didactic or new learning)
- The various practices pertaining to admission requirement, example of some educational institutions admitting students indiscriminately, while others are strictly on merits base on their previous academic performance.

### **Relationship Between Society and School**

Education which serves a driver that transmits culture, ethics, norms and values from one generation to another. Parents plays the role of the teacher during the early stage of the child before sending the child to school which in return producing adequate manpower needed in the society for effective development. School being a subset of the society holds the responsibility of instilling in the child those skills which will afford them the opportunity of taking their position in the society, though this function cannot be effectively accomplished without the effort of the home since both the home and the school function complimentarily in the moral and intellectual development of a child (Daramola, 2012). This implies that a child cannot learn without the physical environment (society) since the school is part of the society.

Education, being the transmitter of cultural values to the child, can be influenced by the culture of the society in which it is practiced. This leads to environmental influence on the child in the course of learning and this can be achieve through a continuous process of interaction with individuals and the society. In order to realistically live and face the present challenges and problems in the society, humans need all-round education and such education should be designed to prepare and equip humans for acceptable, profitable and worth-while life in any society they may find themselves.

Education prepares humans for both the present and future; it could be either domesticating or liberating, or better still, both domesticating and liberating. It domesticates by encouraging and reinforcing, directly or indirectly, the status quo, pruning humans of critical tendencies and encouraging conformity. The society needs a stable set of values for its development in the areas of stable economy, political and social programmes, etc; which will bring about overall benefits of its citizens. It is logical to expect that the type of education existing in each society changes from time to time as the society undergoes social changes.

Education and society has a very strong relationship in the area of social interaction, since social interaction has to do with the relationship between people and groups with the aim of change in behaviour. The need for social interaction by the child in order to acquire the culture of the society is essential. This interaction in the society is therefore, part of the child's education which brings about positive changes in the child's behaviour as require by the educational system. This interaction may be from peer groups, family, etc. This social contact will in turn influence the personality development of the child.

Education can also relate with the society in the area of societal arrangement through the social structure in which education plays a vital role in positioning individuals into social classes. Ottaway (1980) observed that education is concerned with preparing people to fit in to the complex social structure of the society and plays a particular social responsibility as one of the members of the society. So,

individuals have to learn how to keep laws, shoulder responsibilities and also understand how there are governed in the society they find themselves. Through education, an individual knows the structure of the society and the different types of relationship that exist among the social structures in the society. In the same way, society is what forms the bases of education in the sense that the societal culture in the nation sets the curriculum along with the government aims and objectives. Education and society define the issues that are at the forefront of the debate over the relationship between the school and the socio-economic and political institutions which surround it. Social system presupposes a social structure consisting of different parts which are interrelated in such a way as to perform its function.

Education, being a sub-set of the society, performs certain functions for the society as a whole; the effectiveness of organised activities of the society depends on the interaction and inter relationship of these institutions which constitute the whole. Durkheim (1995) revealed that the major function of education is the transmission of societal norms and values to individuals; he maintains that society can survive only if there exists among its members a sufficient degree of homogeneity. Education perpetuates and reinforces this homogeneity by fixing in the child from the beginning, the essential similarities which collective life demands. Basically, according to the functionalists' view, the role of the school is to teach the necessary skills and norms for the individual to participate in society by sorting, selecting, and training people for jobs at each level, and this will maintain the suitability of social order.

### **The Effect of School Curriculum on The Society**

Curriculum, being a plan or programme of all experiences which the learners encounter under the direction of the school, has some significant effect on the society since the school is the sub-sector of the society. Over the years, people have debated on how best to prepare students to live in the society since educators believe that the way students are treated will determine the future of the society. This implies that the content

of the curriculum in school must be packed with cultural elements of the society; consequently, knowledge which is produced in the school system should be firmly grounded in the culture of the given society. This implies that no two societies can operate identical educational system since educational system is supposed to be a reflection of the society's culture, needs, and aspirations (Nakpodia, 2010).

Behavioural changes have also be seen as one of the effects of the school curriculum. Students who participate fully in the school educational activities have reduced behavioural problems in terms of self discipline, social practice, and routine activities which in turn promote the socio-economic standard of the society. Traditionally, curriculum is considered as content and examination. In post- modern society, the access to information is not a constraint at all. Learners can gain the information they need through any channel. A well designed curriculum will definitely attract attention of the societal culture and engage learners as the result of the four curriculum commonplaces. John Dewey the leading progressive educator of this century sees the society as needing improvement and the school as serving the function of helping students become thinking citizens who can contribute to create a more just society. Therefore, education is the fundamental method of social progress and reform.

### **Characteristics of a Functioning School**

The School, being a subset of the society, must have some functional characteristics so as to achieve its set goals; thereby, promoting the standard of the society. The following characteristics are highlighted;

- a. **Access to social network:** Social networkings websites have become increasingly integrated in to the way many people today act, think and relate to each other. The primary function of social networking sites is to provide ways for individuals to make connections with others by giving room for awareness, interactions and to become more globally knowledgeable. Here, everyone has equal

access to publicity on the site by making some contributions to knowledge and addressing public challenges as the case may be from different perspectives of life.

- b. International curriculum planning and greater curriculum coverage:** This sample route plans are based on our new idea of work and our existing knowledge which are updating. Every state funded school must offer a curriculum which is balanced and broadly based to prepare students for the opportunities, responsibilities and experiences of the future. It involves the conceptualization of ideas, identification of needs / situation analysis, formulation of objectives, selection and organization of content and learning opportunities, and choice of evaluation procedure and designating curriculum module. The teachers, learners and the society are the key factors to be considered when planning curriculum.
- c. Regular assessment of learners:** Without students assessment, it is difficult to examine if students have learnt or met the goals and course expectation. Regular assessment of students aids instructors to assign grades and also explore how to improve students' learning by maximizing the benefits of student's assessment through the syllabus.
- d. Access to digital learning tools:** In school, the authorities are meant to provide learners with access to a well-designed, reliable and sustainable network/ technological digital tools for equitable access to information. This is in consideration that learning resource centre has gradually replaced the traditional system of library service. This gives room for effective communication, collaboration, creativity and critical thinking in the learning environment as the result of the digital tools involved in the learning centre.
- e. Functional inventory management system:** Inventory management include taking stocks of materials or business assets such as labour, cash and materials items. This will enable the productivity of the organisation and enable the attainment of its goals.
- f. Frequent homework:** Homework is described as out- of -class task assigned to students as an extension or elaboration of classroom work. It comprises of practice, preparation and extension. Practice / assignment reinforces newly acquired skills, preparation assignment helps students get ready for activities that will occur in the classroom, extension assignments are frequently long-term continuing projects that parallel class work while frequent homework helps to foster students initiatives, independence, and responsibilities by bringing home and school together.
- g. School structure and resources:** School structures include organisational structures that allow learning to occur under variety of circumstance and conditions. The condition and availability of resources in schools plays some major factors. Well equipped classrooms with space and good ventilations usually help students to learn (especially those with disabilities) and focus on their instructions. School organisation refers to how schools resources are arranged in terms of space, personnel for maximum effects on students and learning. The school organisation plan addresses those issues affecting the school as a whole, such as master schedule, location of staff and assignment of responsibilities to people concerned.

These can be achieved if the school administrator acquires and uses recourses wisely for the purpose of students' academic achievement.

## **Conclusion**

Education is seen as the key factor of societal development taken together the result of the various research factors affecting educational outcomes of students. Though societal factor must be given due attention as the most determinant factor of school educational outcomes, parental influence and socio-economic factors are also contributors of the educational outcomes of any society since the school has

been recognize as the sub-set of the society which aim at preparing individuals for the future so as to shoulder the societal responsibilities of their time.

### **Recommendations**

Overall, the evidence suggests that society has a significant effect on school academic outcomes; socio-economic status impact and parental influence are cofactors. The following recommendations are made:

- Curriculum planners should place more emphasis on societal factors in respect to school while planning the school curriculum.
- Government should bridge the gap between rural societies and the urban counterparts so as to balance the school academic outcomes.
- Creation of employment by both government and private sectors should be embarked upon in order to improve the socio-economic status / standard of the society for equitable system of education.
- Only schools with functioning facilities should be licensed to operate in order to achieve better academic outcomes.

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