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## **Study on impact of socio-cultural activities on educational experiences.**

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### **Abstract**

The paper presents an analytical and evaluative study of the impact of socio-cultural environment on education system. The paper is based on theoretical survey of the socio-cultural characteristics of Indian society and its major sub-societies. The analysis of the relationship of socio-cultural environment and its influence on education system is built on a blend of scattered observations and some qualified reasoning about the distribution of business ownership amongst Indian ethnic groups, and gender. Primarily, the study reveals that socio-cultural environment significantly impact, both negatively and positively, on education in society.

The Success for All school restructuring program is currently being implemented in more than 1,150 elementary schools nationwide, primarily in urban locations. This study conducted quantitative and qualitative analyses of the quality of implementation in a sample of more than 400 of these schools, to examine how the Success gain. The data collection strategies included surveys, one-on-one interviews, group interviews, focus groups, and school site observations. The goal of the analyses was to document the evolution of the implementation process and identify factors that contribute to the successful replication of Success for All and the scaling up process. The analyses examined factors related to quality of implementation in schools where the implementation was identified

as high quality, medium quality, and low quality. The quantitative analyses identified six within-school factors and three socio-cultural factors that significantly influenced quality of implementation of the program. The within school factors that contributed to high quality implementation were the creation of a supportive culture for institutional change, the overcoming of program resistance on the part of a minority of teachers, a commitment to implementing the structures of the program, a strong school-site facilitator, less concern among teachers for handling an increased workload, and availability of program materials. The three socio-cultural factors that contributed to high quality implementation were lower student mobility, higher school attendance rate, and a

greater percent of the student body being white. Qualitative analyses based on case studies of 30 of the schools implementing the program provided further elaboration on the influence of the racial composition of the student body in the schools, the factors involved in program resistance, and the importance of each school having a full-time school-site facilitator.

## **Introduction**

Cultural and education can not be divorced from each other. They are interdependent. The cultural patterns of a society guide its educational patterns. As for example, if a society has a spiritual pattern of culture, then its educational procedures will emphasize the achievement of moral and eternal values of life. On the other hand if the culture of a society is materialistic, then its educational pattern will be shaped for the attainment of material values which promotes pleasures of senses and material comforts. A society devoid of any culture will have no definite educational organization. Hence, the culture of a country has a very powerful impact on its educational patterns. Education as a part of culture has the twin functions of conservation and modification or renewal of culture. It is the culture in which education germinates and flourishes and exerts a nourishing influence. Human being receives from society the gifts of family life, community life, education, vocation, legal rights, safety and

protection in the same way he/she inherits from the culture the gift of cultural heritage. The present chapter discusses the relationship between culture and education

The influence of culture on beliefs about education, the value of education, and participation styles cannot be overestimated. Many Asian students, for example, tend to be quiet in class, and making eye contact with teachers is considered inappropriate for many of these children (Bennett, 2003). In contrast, most European American children are taught to value active classroom discussion and to look teachers directly in the eye to show respect, while their teachers view students' participation as a sign of engagement and competence.

In the course of the most recent two decades, various national investigations and reports have archived both the struggles and failings of public education. The arrival of *A Nation at Risk* (1983) moved the concentration and need of existing national policy, moving the change of public education to the highest point of the public policy plan (Lusi, 1997). Teachers, policymakers, and analysts alike presumed that an expansive number of schools, especially in high poverty urban centers, were insufficient at addressing the necessities of assorted understudy populations.

## Literature Review

**J. Bhullar (1976)** made a study of the university student towards physical activity in relation to academic performance, intelligence, socio economic status and personality characteristics. His sample consisted of 400 students (Boys and Girls). Who were exposed to university environment for at least a year, was taken from various teaching departments of Punjab University, Chandigarh. His main findings are subjects with higher intelligence tends to have more favourable attitude towards Physical activity in relations to its place in the University programme for health and fitness, as aesthetic experience, and for catharsis, students who were academically better tended to possess more favourable attitude towards physical attitude as a Social Experience, for health and fitness, and appreciated participation in activities possessing certain artistic qualities.

**S. N. Jha (1985)** had highlighted about the progress and development in education, covering pre-and post-independence periods. He viewed that education should inculcate socialistic, secular and democratic values among the students. In the survey of education, the author had covered deliberations and suggestions of various committees and commissions set up from time to time.

**Jain, B. (1982)** studied on a classroom behaviour pattern of teachers in relation to their attitude towards profession, moral and values. It

was to find out the teacher's attitude towards profession and the classroom behaviour pattern of teachers, the teachers moral and the classroom behaviour pattern of teacher's and the teachers values and the teacher's attitude towards profession. Some of the findings were that pupils interacted differently in the classes of married, unmarried or deserted teachers, Male teacher's devoted more time in asking questions than female teachers, and young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers.

## Research Methodology

### Design

This study uses both quantitative and qualitative research methods, with data gathered from a sample of over 400 SFA schools across the country. A variety of data collection strategies were used: surveys, one-on-one interviews, group interviews, focus groups, and school site observations. An in-depth description of the data collection strategies can be found in Cooper and Slavin (1997).

The school site facilitator and principal surveys were sent out in June of 2014. That and subsequent mailings yielded over 150 survey responses from site facilitators and over 400 responses from school principals. The 550

responses represent 400 elementary schools across the India.

The quantitative data are augmented by qualitative data collected from intensive case studies. A stratified sample of 30 schools was selected for closer observation. The sample was stratified on three dimensions: quality of implementation, number of years implementing the program, and racial/ethnic composition of the student body. The primary methodological strategies used to gather information in these case studies were interviews and observations 6 conducted with site facilitators, principals, and appropriate district level officials. Although scheduling conflicts necessitated some group interviews, most interviews were conducted one-on-one. Each interview was recorded and transcribed. Additionally, interview notes were taken, consisting primarily of words, ideas, and key phrases that captured the language and emotions of the interviewee. These intensive case studies provided opportunities to examine questions that were explored quantitatively but whose importance might have gone undetected without closer examination. Additionally, because SFA is one of the most extensively evaluated school-change programs, previous research efforts gave insight to the current research questions.

## **Data Analysis**

Survey data in this study were triangulated with data collected in interviews and observations.

Particular attention was paid to how well schools developed the desired structures, engaged in the intended activities, and embodied the guiding principles. The goal of this analysis was to document the evolution of the implementation process and provide insight into the factors that contribute to SFA's successful replication and scaling up efforts.

In the analyses reported here, I first identified four categories of factors that influence implementation — non-school factors, within-school factors, SFA program factors, and socio-cultural factors. I then conducted quantitative analyses of how the socio-cultural factors and within-school factors influence implementation quality. I then examined the qualitative data and focused on one aspect of socio-cultural factors (the racial composition of the student body) and one aspect of the within-school factors (the politics of program resistance). Further analyses of both the quantitative and qualitative data in all four categories of factors that influence implementation will be presented in future reports.

## **Results**

Of the socio-cultural factors explored in this study, three were significantly related to the reported quality of implementation. The correlations between quality of implementation and student mobility, school attendance rate, and

percent of the student body that is white were statistically significant (+.23,  $p < .01$ , +.26,  $p < .001$  and +.15,  $p < .05$  respectively) Thus, schools that had lower student mobility rates, higher attendance rates, and a larger percent of white students were more likely to achieve high quality implementation of Success for All. Non-significant correlations between quality of implementation and other socio

cultural factors were -.05 for years of implementation, +.07 for poverty level, + .03 size of school, +.09 for urbanicity, +.04 for size of community. Thus, the quality of SFA implementation was not influenced significantly by how many years the school had been implementing SFA, how many students were receiving free or reduced lunch, whether the school was small or large, whether the school was in an urban, suburban, or rural location, or whether the school was located in a small or larger community.

Following socio cultural factors affected the results of the analysis conducted:-

1. Poverty level
2. Attendance rate
3. School size
4. Community size
5. Student mobility rate
6. Racial make up of the student body

## Conclusion

Thus, in classifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organization on certain subjects and encouraging originality and creativeness media and art proved to have greatly helped education. The influence of media and art forms on child's education is far great. However, its utilization in our schools is rarely taken up which makes teaching and learning processes boring, outdated and monotonous

Over the past decade much of the research on the Success for All program has focused on the content (Slavin et al., 1996a) and outcomes of the program (Slavin et al., 1996b). Exploring the process of SFA implementation fundamentally expands the research on SFA. Investigating the factors that contribute to the high quality implementation of SFA as a comprehensive school-wide change model pushes us to acknowledge the importance of understanding the process of school reform. The program is experiencing rapid growth—manu are implementing SFA as of the Fall of 2015. After a decade of research, the question for SFA is no longer whether

the program works, but rather under what conditions does it work best — what are the factors that contribute to successful implementation? One of the most important lessons gleaned from early SFA research was that the largest determinant of program success is quality implementation — fidelity to the model. The research was clear that SFA is good practice, but it is the high quality implementation of good practice that makes a difference. Because SFA is one of the most extensive current comprehensive school-wide change models, there is much to be learned from exploring its context, outcomes, and implementation processes, not only to facilitate further use of the model itself but also to improve the dissemination and implementation of other school reform efforts. The significance of this study lies in its focus on better understanding the broader implications of school-wide reform. As school communities adopt and implement school-wide reform efforts to improve student achievement, dissemination of information regarding the factors that contribute to high quality implementation is invaluable to school site administrators and district leaders (Johnson et al., 1996). Better understanding these factors can help school communities better plan and

execute their SFA implementation process and the implementation process involved in adopting other school-wide reform programs

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