

Education as a Medium for Indulging in Social Change

Gautam Makwana*

Abstract

Education provides knowledge, skills, training, and new ideas for society's youth, while addressing outdated policies and values for enlightened progress. The purpose of this research study is to consider the ways in which education might change society. On the review of academic sources, a technique with a qualitative approach is suggested. According to the findings, education is the cornerstone for bringing about social change. In conclusion, sociology is the intellectual foundation that directs the course in the art and science of education, and teachers become protagonists of the change in thought. Education shapes societies and people, shaping thoughts, problem-solving, and life patterns, leading to individual and social change

Keywords: Pedagogy, Education, Social Change, Reproduction, Sociology, Theory, Critical

Introduction

Educational context involves social, historical, economic, and cultural realities intertwining with society's ends (Bondi and Matthews, 2017). Education transforms people and nations from ignorance to knowledge, transforming generations (Fägerlind and Saha, 2016). Human actions often represent ends related to state purposes through social institutions and government. Sociology of education is relevant in studying educational action, as it provides social bases for understanding why educational systems reproduce class interests (Chávez, 2017). Education, from a sociological perspective, is a formative process that develops individual and collective consciousness for life and the world (Swift, 2017). Critical thought and reasoning alone are insufficient for developing competent knowledge (Fogs, Hernández & Cardona 2016). Participation

*Gautam Makwana, Research Scholar (Ph.D), Department of Social Work, School of Social Sciences, Mizoram University, Aizawl 796004, Mizoram, India E mail: mzu1234567@mzu.edu.in

is crucial for community involvement, interaction, and convergence of interests, as it involves human actions (Hernández et Al 2018). This document analyzes sociology studies in education to understand transformative functions and ideological bases for a more inclusive education system, involving the most vulnerable (Rojas, 2014).

The analysis examines sociology's contributions to education and its potential to transform society. It examines discourses that maintain the educational system and critique reality, advocating for a change in the status quo. The constructivist paradigm of knowledge is developed through progressive processes (Martínez, Steffens, Ojeda, & Hernández, 2018). It has emphasized humanistic educational processes, emphasizing learning and student development (Moreno et al 2017). The university's role in social cohesion, integration democracy, and cultural diversity (Parra et al 2018). The text aims to contrast educational theories, focusing on reproduction and liberating perspectives, aiming to transform social, cultural, and educational landscapes. The focus is on analyzing reproduction theories, their characteristics, objectives, and understanding of education. The educational act, critical theory, pedagogy, and sociological theories to understand the discourses that perpetuate a subordinated educational system. It aims to identify discourses that promote renewal from below and oppressed classes, highlighting the importance of critical theory and pedagogy in understanding the subject. Participation in various contexts aims to satisfy contact, relate to the environment, and promote social cohesion, democratic integration, and cultural diversity in students, ultimately fostering values and respect (Parra, García, Durán& Moreno 2018).

Researchers' experiences in education project realities beyond information transmission, aiming to transform situations and analyze social systems, providing examples for other social systems (Ríos-Sánchez, Álvarez-Mejía& Torres-Hernández, 2018).

Methodology

Interpretive paradigm involves qualitative investigation using documentary review to explore topic information. Post positivism challenges current science's focus on quantifiable, replicable methods (Ramos 2015), while interpretative models emphasize natural analysis, considering complexity in phenomena (Aliyu et al 2014). Qualitative approach uses naturalistic mechanisms, including documentary review, to address problems. This design analyzes scientific publications to generate new theoretical perspectives on education and society, using databases like Scielo, Scopus, and Redalyc to collect information from the last five years (Lee 2019).

Results

Education: The General Education Law of Colombia, Law 115 of 1994, defines education as a permanent, personal, cultural, and social formation based on a person's dignity, rights, and duties. This holistic approach ensures the educational system achieves its goals and functions by focusing on educating the subject matter (Beltrán, et al., 2015). Education is crucial in shaping a society's customs and social order, shaping its future and shaping its values. It is a conservative and transformative function that reflects past traditions while fostering human growth (García, 2015). Education should preserve and transform past knowledge, fulfilling moral functions from an empirical and sociological perspective, rather than normative norms (Brighouse and McPherson, 2015). It encourages a realistic understanding of individuals as social entities and examines processes, promoting individual values cultivation and collective adherence to values through dialogue and reasoning. It aims to train students in correct behavior and cultural norms (Chávez and Navigation 2017).

Sociology in Education: Sociology of education studies the educational act, examining how the system undermines its social function (Evetts 2017). Sociology of education studies social relations and institutions shaping educational fact as a cultural phenomenon (Castillo, 2012). Sociology views education as a scientific object, serving as a means of study, research, and theoretical foundations. It recognizes education as a human process expressing intentions, interests, and objectives through organizations and institutions within society, aiming to achieve specific purposes influenced by cultural context (Rojas 2014).

Understanding the relationship between education and sociology through a diagram and conceptual positions illustrated in Figure 1

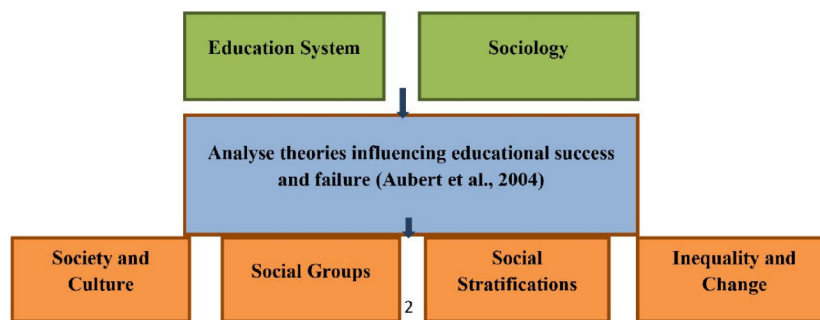


Figure 1 Relationship between education and sociology

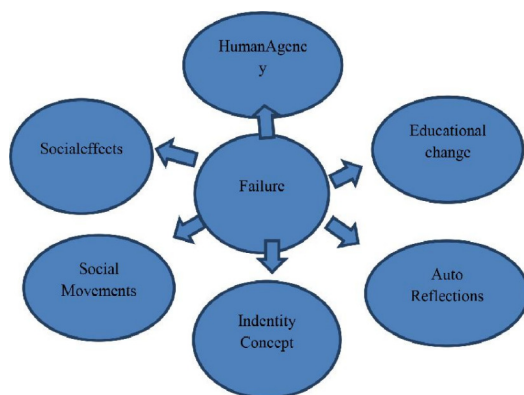
Identifying education functions and their relationship, examine educational systems' organization, characteristics, methodologies, aims, and objectives, and

sociology's interpretation to identify shortcomings and contradictions in academic discourses and reality.

Educational Theory: Reproduction Theory vs Critical Theory: Education theory explains and grounds knowledge about education and its behaviour (Saéz, 2016). Educational theory is shaped by context, knowledge, and individual needs, requiring three axes to achieve its goals (Moore, 1974). Education aims to achieve desired ends for subjects, with appropriate equipment and resources. Educational theory measures progress in practice throughout humanity, defining categories of analysis to highlight and prioritize elements. Education is closely related to the social body, fulfilling a social function (Wexler, 2017). Society's institutions, subject to ruling classes' interests, view education as useful for maintaining a specific system (Apple, 2017). The educational system's impact on society's maintenance and reproduction is analyzed through reproduction and critic models. These theories provide insights into its origins, persistence, and benefits/cons, allowing for a deeper understanding of education's implications.

Reproduction Educational Theory

The theory of reproduction in educational context is controversial, with opponents arguing adaptation to social conditions and historical times, while supporters defend the discourse. The reproduction theory, introduced in Sociology of Education from Critical Pedagogy, significantly contributes to the educational context but neglects essential elements in the approach (Camdepadrós and Pulido 2009). Authors argue that reproduction educational theory lacks equality of opportunities and focuses on social inequalities, lacking new elements to mitigate these issues (Giroux and Flecha 1992) in six limitations theoretical, which are detailed in Figure 2



Source: Giroux and Arrow (1992)

Figure 2 flaws in the theory reproductive educational

Based on figure 2, some clarifications of these concepts are made:

- 1) Human Agency concept is not analyzed due to subject's lack of relevance.
- 2) Lack of human agency cannot explain educational and social change.
- 3) Lacks Self-reflection concept, overlooks social interactions as crucial for inequality reproduction and communication rationality impact (Habermas, 1998)
- 4) Lacks sociological concept of identity or individual, as subjects' role is absent
- 5) Lack of concept of social movement and analysis of social change capacity in structures hinders analysis
- 6) This theoretical perspective lacks self-reflection on social and educational effects from one's reproduction model, but some authors defend its validity and relevance as an educational theory (Bourdieu and Passeron 1973) and (Bernstein et al., 1998)

Bourdieu and Passeron examine reproduction structure and achievements. Bernstein et al. analyze transmission process, translating power relations into communication relations (Ávila-Francés, 2005). Education reproduces culture, social, and economic structure through class strategies, serving class interests by adapting or conserving curricular patterns against those promoting change and maintaining the ethos (Bourdieu and Passeron 1973). Social classes significantly impact schooling relationships, with familiar classes staying in time and alien classes reducing continuity, especially during big turns (Bourdieu and Passeron 1973). School's contributions are limited to reproducing social change, imposing authority guidelines and legitimating social hierarchies through degrees. Education promotes symbolic violence for the ruling class, perpetuating class hierarchies (Bourdieu and Passeron 1973). Educational system instills curriculum through symbolic violence, influenced by dominant forces (Guerrero Serón, 2002). Language studies cultural transmission and codes, cementing distinctions between social classes through linguistic use (Bernstein, et al 1998). Language plays a crucial role in social order, internalizing and contributing to individual experiences (Bonai, 1998). Social classes develop varying levels of complexity, with working classes having a limited language, and middle classes developing a universal language. This requires increased education and training for integration into society (Bernstein et al 1998),

In pedagogical relationships, transmitting agents maintain principles of conduct, character, and manners, promoting social order and identity (Bernstein et al 1998). The system imposes rules on individuals, obscuring their freedom. In educational context, students are expected to follow rules, granting authority and control, and

punishing non-compliance. Excessive structuralism in approaches neglects social change between classes, leading to theories of resistance, focusing on schools as sites of struggle and power-generating endurance (Bourdieu and Passeron 1973). Gender and sexism classification is reprehensible, as it perpetuates domination and superiority between men and women through language and codes (Bernstein, Santomé and Manzano 1998).

Critical Pedagogy: Critical pedagogy contributes to the Copernican turn, fostering social groups and democratic spaces in response to change and transformation.

Below, Table 1 presents the most prominent authors in the proposal made by the critical pedagogy, in the vision of an inclusive, democratic, egalitarian education, and transformative.

Educationist	Theoretical Principle	Approach
Paulo Freire	The pedagogy of the oppressed (1970)	Encourages dialogue among schoolchildren to transform reality and achieve common goals.
Michael Apple	Resistance model (1970)	Sociology of education should focus on resistance processes in schools, overcoming inequality for student success.
Henry Giroux	Radical Pedagogy (1992) teachers like intellectuals. To a critical pedagogy of learning. (1990).	School is a democratic source of cultural production, emphasizing educators as transformers, based on successful theories, and reflecting on their pedagogical function.
Donaldo Macedo	Literacy. reading of the word and reality (1989)	Theorizes poisonous pedagogy, guiding standardization and reproducing social dominant values.
Joe L. Kincheloe y Shirley Steinberg	Rethink the multiculturalism (1998)	Emphasize students' awareness of environment and learning within educational context.

Table 1 Reflections on pedagogy criticism and educational vision

Education is not autonomous, but rather influenced by external parameters, affecting society's maintenance and reproduction. The educational system's contribution is significant, as it represents how society is envisioned and shapes the desired citizens.

Conclusion

Education promotes equality and social justice by instilling knowledge and values in students, enabling participation in political, social, and cultural affairs, and promoting change in thought. Sociology enhances educational processes. Education should integrate authors' theories, foster interaction, and promote equal access to knowledge

and information. It should be attentive to sociology, fostering intellectual growth, and analyzing proposals against education rights.

Education plays a crucial role in society, contributing to development, progress, and advancement. It promotes values, principles, and knowledge, guiding coexistence, identifying cultures, and facilitating access to truth, science, and technology. Education is essential for social change, as it precedes it. Education is essential for social change, shaping perspectives, beliefs, values, promoting equal opportunities, empowering communities, and fostering economic development.

References:

- Aliyu, A. A., Bello, M. U., Kasim, R., & Martin, D. (2014). Positivist and non-positivist paradigm in social science research: Conflicting paradigms or perfect partners. *J. Mgmt. & Sustainability*, 4, 79.
- Apple, M. W. (1970). *Relevance and Curriculum: a study in phenomenological Sociology of knowledge* (Doctoral dissertation, Teachers College, Columbia University).
- Aubert, A., Duque, E., Fisas, M., y Valls, R. (2004). *Dialogue and transform: critical pedagogy of the 21st century*. Barcelona: Grao.
- Ávila-francés, M. M. A. (2005). Socialization, education and cultural reproduction: Bourdieu and Bernstein. *Interuniversity Journal of Teacher Training*, (52), 159-174.
- Beltrán-Villamizar, Y. I., Martínez-Fuentes, Y. L., y Vargas-Beltrán, Á. S. (2015). The system Colombian education on the road to inclusion: Advances and challenges. *Education and Educators*, 18(1), 62-75.
- Bernstein, B., Santomé, T., y Manzano, P. (1998). Pedagogy, symbolic control and identity: theory, research and criticism (No. 316.74: 37). morata
- Bonal, X. (1998). *Sociology of education A critical approach to currents contemporary*. Barcelona: Paidós.
- Bondi, L., y Matthews, M. H. (2017). *Education and society: studies in the politics, sociology and geography of education*. Routledge.
- Bourdieu, P., y Passeron, J. C. (1973). *The students and the culture*. Buenos Aires: Labor.
- Brighouse, H., y McPherson, M. (Eds.). (2015). *The aims of higher education: Problems of morality and justice*. University of Chicago Press.
- Camdepadrós, R., y Pulido, C. (2009). The sociology of education from critical pedagogy. *Educational Theory. Education and Culture in the Information Society*, 10(3).
- Castillo J. (2012). *Sociology of Education*. Third Millennium Network.

- Chávez, C. F., y Navegación, S. (2017). The formation of values: challenge of the XXI century. University Press.
- Chávez, M. N. (2017). In the labyrinths of modernity: Globalization and educational systems. National Pedagogical University. Congress of the Republic (1994). Law 115 of 1994. General Education Law
- Cox, C. (2001). The school curriculum of the future. Perspectives Magazine, 4(2), 213-232.
- Evetts, J. (2017). The sociology of educational ideas. Routledge.
- Fägerlind, I., y Saha, L. J. (2016). Education and national development: A comparative perspective. Elsevier.
- Freire, P. (2005). Pedagogy of the oppressed. XXI century.
- García, Á. D. M. (2015). From criticism. Compendium of sociology of emancipation. Journal of the Association for the Sociology of Education (RASE), 8(2), 303-306.
- Giroux, H. (1990). Teachers as intellectuals (pp. 171-178). Barcelona: Paidós.
- Giroux, H. A., y Flecha, R. (1992). Educational equality and cultural difference. Barcelona: El Roure.
- Guerrero Serón, A. (2002). Manual of sociology of education. Madrid: Synthesis.
- Habermas, J. (1998). Communicative action theory, Vol. 1. Madrid, Taurus. (p.o 1981).
- Hernández, Parra, García, Beleño, Romero & Duran (2018). Organizational behavior Citizen. As an example of participation generating a dialogue of knowledge. Vol. 39 (No. 07). Spaces Magazine. Year 2018.
- Kincheloe, J. L., y Steinberg, S. R. (2000). Rethinking multiculturalism. Octahedron.
- Lee, J. T. (2019). Book Review: Designing and conducting mixed methods research. HERD: Health Environments Research & Design Journal, 1937586719832223. Martínez, Olga; Steffens, Ernesto J.; Ojeda, Decired C. Y Hernandez, Hugo G. Estrategias Pedagógicas Aplicadas a la Educación con Mediación Virtual para la Generación del Conocimiento Global. *Form. Univ.* 2018, vol.11, n.5 ,
- Moore, T. W. (1974) Introduction to educational theory. Madrid, Alliance.
- Moreno, Tezón, Rivera, Duran & Parra (2018). Self-esteem: Development of personal autonomy in students of the technical area. Spaces Magazine Vol. 39
- Moreno, Rivera, & Rivera (2017). Competences and learning of the teacher: A challenge of the globalization. Pedagogical Hexagon Virtual Scientific Journal of Pedagogy. CURN
- Niebles-Núñez, W., Hernández-Palma, H., & Cardona-Arbeláez, D. (2016). Technological management of knowledge: modern tool for the management of educational institutions. Research, Development and Innovation Journal, 7(1), 25-36

- Parra, García, Duran & Moreno (2018) Training in values from the perspective of cultural diversity in the Colombian educational project1.Dialogue of knowledge from the Economic, Administrative and Accounting Sciences II.volume 2
- Ramos, C. A. (2015). Paradigms of scientific research. *Advances in Psychology*, 23(1), 9-17.
- Ríos-Sánchez, A., Álvarez-Mejía, M. L., & Torres-Hernández, F. A. (2018). Digital competences: a look from their evaluative criteria around learning styles. *Latin American Journal of Educational Studies (Colombia)*, 14(2), 56-78.
- Rojas-León, A. (2014). Contributions of sociology to the study of education (classic authors). *Education*, 38(1).
- Swift, D. F. (2017). *The sociology of education: introductory analytical perspectives*. Routledge.
- Wexler, P. (2017). *Social analysis of education: After the new sociology*. Routledge.