FAMILY - SCHOOL EDUCATION IN NATIONAL DEVELOPMENT:
COMPARATIVE ANALYSIS

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ABSTRACT

Education is one single tool facilitating development, especially the western education system that has globalized the world through the school system. Although, education is acquired through different ways - informal, non formal and formal but all these processes have collectively contributed in developing society today. The family system plays initial significant role in the upbringing of the child, while the school system plays extraordinary roles which the family cannot completely execute, thus any comparative analysis of the family and school would be liken to comparative analysis of technology in developed and developing societies. It is self-evident, that even in developed societies, there is disparity as education may be determined by levels of varying infrastructural and instructional facilities, quality and quantity of teaching and supportive staff, welfare packages, professional development plans, curriculum planning and implementation process, budget and actual funding. However, the benefits and challenges affecting family and school education are enormous to be exhaustively highlighted in this paper. All these culminated to affect the quality assurance methods invoked in keeping the task together. Improved quality service in education cannot be easily achieved through the family unit alone as such; the school is an additional avenue through which missing gaps can be harnessed. The family provides limited education services complemented by the school. In the succeeding paragraphs these issues are highlighted and taken into consideration in the discussion with summary, recommendations and references.

Keywords: Family education, school education, national development, comparative analysis.

INTRODUCTION

Western education system has played unquantified vital roles in modern societal development that no nation, society, community, group or individual can boost of meaningful development and growth in this 21st century without it being the central factor for its occurrence. Prior to this period, many societies were cut off developmentally due to poor scientific and technological explorations and education was informally managed and administered by most families alone. Only few nations have the opportunity of school education. According to Wikipedia (2012) formal schools have existed at least since ancient Greece (see Academy), ancient Rome (see Education in Ancient Rome) ancient India (see Gurukul), and ancient China. Traceable to this fact, it maintained that the Byzantine Empire had an established schooling system beginning at the primary level according to traditions and encounters in 425 AD. These schools were in miniature state and later beginning in the 1920s, one-room schools were consolidated into multiple classroom facilities (Wikipedia, 2012).

Today, education is a huge investment opportunity requiring private and public involvement. Wikipedia (2012) further maintained that the chief business of traditional education is to transmit to a next generation those skills, facts, and standards of moral and social conduct that adults deem to be necessary for the next generation's material and social success. Despite
this, informal, non-formal and formal educational processes have jointly contributed immensely to the cultural transmission from generation to generation and growth world over. School education generally triggered scientific and technological inventions and innovations that changed the living standard of people. The dividends of school system are the medical doctors, lawyers, engineers, accountants, academic professors, doctors and teachers and host of other professionals. Uche in (Babalola & Ayeni, 2008) maintained that education is an essential instrument that influenced and transformed the individual behaviour for his self – development and his contribution to development and sustainability of his community. In view of this, Okorosaye – Orubite in (Agabi, Okorosaye-Orubite, Ezekiel-Hart & Egbezor, 2005) maintained that education exercises some modernizing influence on the values, beliefs and behaviour of the people that are subjected to it either in primitive and semi-primitive societies or in the already industrial societies. The different behavioural changes in societies and mostly the ingenuity of local craftsmen seen today as well as other inventions that do not pass laboratory tests or workshops presupposed that educational process is multi dimensional. However, all these learning approaches brought significant lime light in societal development evident in areas of science and technology.

More importantly, recent technologies developed through informal processes have some modernizing effects which have assisted development in small scales to the people like the formal educational process. Many of these ingenious acts have their attendant social and economic implications. In Nigeria and some other developing societies, cultural norms and values experienced some set back, but the formalized setting of education has significantly led to meaningful articulation of these cultural norms and values held by the people through different transformation processes to the betterment of the lives of the society. The school system now serves as main stream for harmonizing cultural differences hitherto hindering the cohesion of societal development by continually improving these held norms and values.

The world is now a global community because of formal educational development process and other approaches towards world common interest and unification. The emergence of school system entirely brings to focus the required quality assurance deemed necessary for meaningful integration and development through the explorations of science and technology. This milestone in educational development and growth indeed has been the beginning of major challenges as educational planners and administrators are constantly faced with task of quality in the system. This has bordered many nations and the quest world over has been the search for this quality assurance in education.

Quality has been capitulated obviously in modern educational process because of its multi-disciplinary nature, population explosion, dwindling economy, mismanagement of funds, wrong policy implementations, poor educational facilities, poor welfare packages and corruption that has eaten the fabrics of society. The traditional (family) education system do not much experienced these problems since education is streamlined to one straight curricula process ,otherwise particularistic and without much general implications. Even though, education has meaning in its own context of individual and societal development, school education has necessitated the secularization of science-technological learning culture in making the world a global district involving exchange of resources and or Information Communication Technology (ICT) links and linkages among nations, states, communities, villages and individuals because of educational technological possibilities leading to aggressive demands and upward social mobility in different organizational stratum.
The management and administration of family educational process is limited. It primarily involves inducting the younger ones into their cultural settings (informal education) with its best resources. For instance, the best craftsmen prepare the young ones in craft internships and other family inherited trades. Only the best and experienced people pass to the younger people the required instructions through out the period as to maintain the family name. This process often involves a high degree of organization on the part of the purported instructor and the pupil does a lot of thinking to master the trade as to protect the family lineage.

Indeed, every family aims at continuity to a great extent that only those cultures or trades that society considered worthwhile are offered to the younger people with the simplest way of assessing quality of its teachers and pupil. The family roles in controlling and assuring quality cannot be overstressed as research effort has shown that family involvement contributes to elementary-school-age children's learning and development (McAspe, Lopez & Wolos, 2007). They opined that in the period of early childhood, family involvement processes are critical for elementary-school-age children’s learning and development.

In addition, Adiele in (Agabi, et.al. 2005:125) stated that “it is in the family that the child first learns attitudes and way of behaving”. What he learnt from the family at this stage has strong influence on him as he enters into the school. This assumption indicates that those attitudes, values, norms, traditions and folklores (culture) are the best in making the child responsive and responsible member of the society if positively imbibed. The strategy of “learning by doing,” is mostly adopted in family education process. The family is the transiting point to the school while the school system modifies the entire process of acquiring knowledge or skills by the child. The school serves as collective centre for group knowledge building. It provides multi-dimensional approach in teaching and learning through formalized process. The teachers and learners are grouped together for the purpose of transmitting and acquiring relevant skills and knowledge for meaningful educational development unlike family process.

Today, science and technological development have spread wildly that even the traditional skills are acquired not manually again but in a more sophisticated ways. The family and school provide complementary roles towards the simultaneous upbringing and growth of the child. There is no divorce amongst the two as the family is stepping point of the child’s educational journey. The school thus, formally synthesizes the process and type of experiences the teacher transmits and what the child acquires for self and societal development (Igwe, 1999).

The deviating point between the family and school is the bureaucratic processes in the school that makes it complicated than the family, if not both contribute to development along specific direction. As Sen (2012) submitted like every project that needs a framework to guide its progress, school education process too needs some planning to guide the teachers and the students. However, school system provides concrete background for all round planning and development as the child is obviously exposed to various experiences and circumstances through regulated teaching and learning activities. Sen (2012) further elucidated that in case of a school such a framework would consist of a set of courses, including their content, the teaching methods to be implemented and the means by which students will be assessed. This is one important characteristics of the school that differ it from the family system.

The bureaucracy in the school ensured application of administrative processes that help facilitate easy goal achievement through designed curriculum and practice. Bureaucratic
principles developed by the German Sociologist and political economist Max Weber (1864-1920) x-rayed an ideal type of organization life. With this conceptualization, people behaviours are channel towards these principles in action which brought significant progress when appropriately applied and or become undemocratic when misapplied in managing people (concept of redtapism). Weber arguably postulated six basic principles in support - rules and regulations, hierarchical structure, division of work (specialization), impersonality (formalization), career orientation, written documentation (records) which have helped the school operations, as Madumere - Obike and Abraham in (Nnabuo; Okorie & Agabi, 2002) asserted that the school is a formal organization influenced by bureaucratic principles. It obeys these principles which provide continuity often lacked in traditional method of education (informal organization) because the death of prominent personality that sacrosanct held the culture or trade may abruptly terminate the transmittal of the supreme values held by the people. The hopes of family members sadden when he dies without parting the experiences, culture or knowledge to others.

Against this back drop, the resources in school are enormous and cannot be handled like a family issue, else school is bureaucratic as it accomodates hierarchical structure, rules and regulations, formality and specialization process in teaching and learning. Despite these, curriculum planning is school methods to ensuring effective classroom process and helps teachers as well as students move towards the completion of their courses. The family education curriculum is parochial and do not accommodate all it takes to make complete knowledge. The school is a place for continued transmission of cultural values, interests and serves as catalyst for individual and national development.

Formal (school) education system has broadened the horizon for development and it’s a business with huge investment returns as most parents seek quality education in private hands. Today the society and family subscribe to school concept because it enabled upward mobility and status enhancement. Education is a basic need that every nation uses as tool for its overall development. The school roles differ entirely in molding the children from the home. Even though, the family inculcated proper discipline, ethical virtues, adaptive behaviours, values and norms, the school on the other hand helped to refine these behaviours, values, moral principles and norms offered by the home in a socially universally acceptable form. The child is society asset not the family alone and is every one responsibility to assist in the development of the child in an acceptable communal manner.

The school plays unending roles in its services to the society in sanitizing the behaviours and attitudes of the child. Applying the "tabula rasa" ideology (John Dewey) the right academic fruit must be passed unto the child’s clean mind through a refined method of instructions so that the child absorb those qualities that will positively build him as a responsible citizen. Oyedepo (2010) in (Ojo & Olumuyiwa, 2011) stated that children are biological raw materials that only training from parents, teachers etc can turn to assets. Having gone through these syntheses, the role played by the family and school cannot be separated in training the child as useful person in the society. In other words, there is synergic and symbolic relationship existing amongst them (Igwe, 1999; Hoy & Miskel, 2008). In addition, Abraham in (Agabi & Okorie, 2002) upheld similar view and is pertinent to remark that family and school cannot exist independently without the complimentary roles of the other in educating the child.
This paper thus examined the family and school type of education concepts, advantages and disadvantages of informal and formal education as performed by the family and school as organization.

THE FAMILY EDUCATION SYSTEM

The term family has been variously defined scientifically, politically, sociologically, biological and anthropologically. Many see it as having biological, social and political relationships. In this context, biological relationship portrays what exactly a family is in real concept of dealing with animate explanation. Family is an independent and homogenous social organization that has one primary goal. Also it is a fundamental social group in society typically consisting of one or two parents and their children (Family tree Dictionary, 2012). Nevertheless, in the most basic definition, a group of people who shared a legal bond or a blood bond is a family. It is further defined as any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins: to marry into a socially prominent family (Dictionary.com, 2012). All these definitions point at the family as any group of persons closely related by blood. Accordingly, Ezekiel – Hart and Piagbo in (Agabi, et.al. 2005) adopted socio-economic model using functional and Marxian theories to explain family firstly in terms of what role or function and how such roles are relevant to societal development. Secondly, the evolutionary process and need for a family to exist as to satisfy economic purpose. Hence, family is simply defined as group of person related to each other biologically, more importantly, parents and children and their siblings within a given community.

Traditionally, family or home base education simply refers to learning process outside the formal school setting. Gauld (2012) postulated that the home is the primary classroom and parents are the primary teachers. Complementing this idea, Igwe (1999) severally opined that the home is the stepping for the education of the child starting with the mother who provides all it takes for the child’s educational journey. The father and siblings also contribute immensely to the upbringing of the child including the wider community playing part in the induction and socialization processes which the child finds himself in maturity.

All these assertions underpinned Nduka (1964) propositions in (Igwe, 1999) in drawing contraction about the mother and child that proved no significant difference among them. To him, the child is the mother; mother is the child who can circumstantially be regarded as family and the child. Therefore, the family roles significantly prepared the child for the wider educational activities by the school and providing the child with pre-school nurturance. In essence, the primary socialization at home provides the child the opportunity of future socialization from other agencies in the society. In addition, biblical expression has proved that the upbringing of child determines what he is at later stage in life (train up the child ….. he does not depart from it (Proverb 22 verse 6). Obviously, a good home nurturance facilitates good child education, in line with Igwe (1999) husband – wife match principle. The family education process is inducting the child into the basis of societal norms, folklores, attitudes and values and trades that are relevant family inheritance for continuity of the lineage. The child is prepared however, for lifelong activities which are transferred from generation to generation.

The characteristics of family education system thus, involve these amongst other variables: (i) **Fragmentary teaching and learning:** - It is non holistic and often distorted by the death of its instructor (ii) **Non-dynamic:** - teaching method is static - one method of teaching (craft
or vocational trade) (iii) **Limited Opportunity for learners:** - could be one instructor and one learner for particular trade (iv) **Segregative:** - certain trade is for boys and girls – hair plaiting, barbing, gold smith, black smith, decorations (v) **No written planned curriculum** for teaching and learning (vi) **Lack of educational budget:** – family capacity alone (vii) **Lack of adequate learning facilities:** – no classroom, blackboard, library (viii) **Lack of quality teachers:** – the parent or siblings may not be trained like conventional teacher (ix) **Lack of educational incentives:** - no bursary, loan or scholarship (x) **Closed ended system:** - no exchange of resources, family keep their value supreme and does leave their hands.

**THE FORMAL SCHOOL PROCESS**

School role in child’s educational development cannot be equated with that of the family. The school is an organized institution for learning (Hoy & Miskel, 2008). It involves assemblage of pupils of different cultures, ages, teachers and suitable environment for teaching and learning and prepares them for self sustainability and contribution to national development. It has all round development agenda than the family, with complicated administration and management (bureaucratic).

**Characteristics of school education system**

(i) assemblage of group of learners of different cultures, ages and needs (ii) trained teachers recruited to teach (iii) suitable formal classroom learning process (iv) rules and regulations (v) planned and designed curriculum (xi) time management schedule (classes, graduation durations) (xii) award of recognized certificates (xiii) upward social mobility (xiv) internal and external supervision (xv) proper evaluation - examinations (xvi) continuity in teaching and learning (xvii) open ended (xviii) government funding and assistance.

These are few conditions that make school a colossal part and that no meaningful development can take place in any social system (people-system) without the instrumentality of education through the school. Although, our education system has been characterized to be in crisis (Ozichi, 2008), that calls for appropriate policy implementation because educational policies in place are not appropriately implemented mostly due to political influences in funding process leading to strike actions by educational staffers.

Conceptually, education is becoming difficult to be demarcating the limiting points of family roles from the school, since the homes are becoming proactive to education issues as it is an avenue open for promoting standard of living. However, Ozochi (2008) cited Ocho (1998) as copiously viewed education as having the distinct primary purpose of virtue or character training. As clear as it is, the school is an agent of education in holding the societal values and cultures supreme. The school accordingly, has been stigmatized as the perpetrator of the mainstream culture in any given society which can cause conflicts while performing its functions in this complex and heterogeneous societies (Okorosaye – Orubite in Agabi, et. al., 2005). In making clear resolve, education through the school brought new face lift for societal development (Obasi & Oluwuo, 2008; Igwe 1999). The science and technological growth today is product of educational research and advancement supporting earlier views that education through the school provides avenue for all round society development.
SUMMARY

The obvious fact has been that societies have a hard time letting their children be branded failures in all ramifications. Parents even fight school authorities for purported wrong discipline in school. No parent wants their children to fail which is also one crucial problem experienced in most summative assessments. Education has made everyone to aim at success always. We must note that goals of family and school education aimed at transmission of cultural heritage from generation to generations but depending on the process. In every circumstance, no parent of our time will take failure of his child in this modern school system where education is pivot for development. In otherwords, parents today assess school on the basis of the curriculum and the effective classroom teaching methods implemented for the development of children (Sen, 2012). Similarly, success is a measure of final school performance in the summative examinations.

Nevertheless, the school education is a better way in meeting societal changes hitherto could not be met alone through family education method. The trades manually acquired in family education are acquired from the school in an organized way universally accepted. In nutshell, school experience provides proper way of harmonizing and assessing the recipients of education for its national and international acknowledgement.

RECOMMENDATIONS

It will be a welcomed development seeing that the school system is well articulated in meeting the societal demand in this era of science and technology. There be should periodic assessment of schools and teachers’ need to accomplish the nation’s educational targets if societal growth is important. The governments at various levels should step up to providing good teaching – learning environment through prompt payment of educational staff salaries and benefits, good school facilities and periodic assessment of schools to promote safety culture in the schools.

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