Education is derived from the Latin word 'educare,' which means 'to lead forth.' The process of teaching or educating is defined by Webster as education. Furthermore, the word "educate" means "to enhance the knowledge, abilities, or character of." Given the foregoing, it may be inferred that the goal of education is to help students grow their abilities, character, and knowledge.

A structural theory is the sociological theory of functionalism. A functionalist sees society like a human body with many interconnected elements that work together to keep the whole healthy. Education performs various key tasks in society from a functional standpoint, including socialization, social integration, social placement, and eventually, social and cultural innovation. Socialization is perhaps the most essential function of schooling. Emile Durkheim, a French sociologist, once claimed that education's primary purpose is to disseminate society's norms and ideals in certain areas. One of these fields is concerned with social norms. One of these fields is concerned with social norms. Children must learn to interact with people at school according to a set of principles that include learning punctuality, respect for authority, cooperation and sharing, and other responsibilities.

Furthermore, material and cultural deprivation theories do not account for how elements within the school influence accomplishment. The term "cultural deprivation" encompasses a wide range of disparities between middle-class and working-class existence. It overlooks working-class families that respect education and assumes that working-class families have no culture or that working-class culture is irrelevant to the school. Education has evolved into not simply a means of preparing people to work in many sectors, but also a requirement for some employment. It prepares individuals for increasingly specialized responsibilities. More than that, education has become a must in today's world in order to track scientific and technical advancement. As a result, it is a tool for supporting economic growth. Education is just as important as any other tool for social change. It encourages social mobility, or people moving from one social level to another. It has an impact on social stratification. In totalitarian and communist nations, education is frequently used to preach various chauvinist and communist ideals.

Furthermore, one critique of the cultural aspects is that they ignore material hardship. Poverty may be more relevant than views in explaining why working-class and ethnic minority youngsters do not continue their education after high school. These communities may have fewer access to instructional toys and other materials. They might be stuck in a vicious cycle of poverty. Because of prejudice, ethnic minorities may be denied access to jobs and adequate housing. The fundamental practical goal of a university, according to the great writer Newman, is to develop socially responsible citizens.

Another set of evidence suggests that teachers' attitudes toward pupils have an impact on how much they learn. When teachers believe their pupils are brilliant, they spend more time with them, call on them, and reward them when they do it right. These children, unsurprisingly, learn more as a result of their professors' actions. Teachers, on the other hand, who believe their pupils are less intelligent tend to spend less time with them and act in ways that cause them to learn less. Robert Rosenthal and Lenore Jacobson performed one of the first investigations to discover an example of a self-fulfilling prophecy.At the start of the school year, they tested a group of pupils and reported their instructors which students were bright and which were not. They retested the pupils at the conclusion of the school year, and it came as no surprise that the brilliant children had learnt more over the year than the less bright ones. However, it came out that the researchers had chosen which students would be labeled as bright and which would be labeled as less bright at random. Because the "bright" students learned more throughout the school year despite not being brighter at the start, their teachers' actions must have played a role. Their professors did, in fact, spend more time with them and gave them more praise than the "less brilliant" children. This form of self-fulfilling prophesy helps us understand why tracking is negative for the pupils who are being tracked.

Modern schooling has undergone significant transformations. The government wanted to create a system of equitable education for all students. Despite this, the data demonstrate that schools do not always meet the requirements of all students. In general, the educational system aspires for the appropriate goals, but the practical consequences must be considered.