

# **SOCIAL DIMENSION OF EDUCATION**

**Historical Dimension of  
Education**

# Education

- Education is defined as, “teaching and learning specific skills, and also something less tangible is defined as: the imparting of knowledge, positive judgment and well developed wisdom.
- Education has one of its fundamental aspects that is, the imparting of culture from generation to generation”.
- The first formal education can be attributed to the nation of Israel c.1300 BCE, that is c.3300 before present, with adoption of the Torah which means “teaching”, “instruction”, “scribe”, or “law” in Hebrew.

# History of Education

- In other contemporary, ancient civilization such as Dynastic Egypt, Babylon and later Ancient Greece and the Roman Republic the provision of education was restricted to the wealthy elite, or to professional scribal guilds.

# Historical Foundation

- Education is as old as life itself. No one can present an accurate account concerning the origin of education.
  1. Evolutionist – education started from primitive people
  2. Creationist – education started from Adam and Eve
  3. Modern day education owes much of its system to the institutions established by the ancient civilization of China, India, Israel, Egypt, Greece and Rome.

# Chinese Education

- Chinese are descendants from the river banks of Huang Ho and Yang Tze river
- Aimed at selecting and training people for public service
- Emphasis on molding a person's character and moral values
- Believed that government has the responsibility to provide education
- Centered on the mastery of the Chinese language and classical literature particularly on the work of Confucius
- Analects- the most revered Chinese classical literature which contains the sayings of Confucius

# Egyptian Education

- Polytheist people (worshipper of many gods)
- Pharaohs considered their kings and their gods.
- Priest and scribes were teachers of noble class
- Parents were teachers of lower class or fellahin
- Education was highly practical and empirical
- Hieroglyphics-system of picture writing
- Provided the modern world with the basic foundation of education, art, science, engineering and others.

# Greek Education

- Ancient Greece was divided into several Poleis (small city states)
- Greeks were mixture of Germanic and Aryan stock (strong race)
- Sparta and Athens were the two popular city states
- Constant struggle between Sparta and Athens resulted in Peloponnesian War which lasted for 27 years

# Spartan Education

- Sparta was the largest city
- Purely military state
- Mothers function as state nurses
- At age 7 boys were turned over to Piadonomus-a military commander who cared for boys until age 18
- At age 18 boys prepare for military training
- At 20 get assigned for actual war
- At 30 they are compelled to marry
- Girls education was limited to the instructions given by their mothers

# Athenian Education

- Men sana en copore sano (sound mind and sound body)
- Democratic form of living, democracy is the lasting legacy
- Athens preserved the family
- All schools were private
- Boys were separated from girls
- From 0-7, boys stayed at home received training from Paidagogus (an educated slave)
- Palaestra - a public gymnasium were boys had their physical training under a Paedotribe

# Athenian Education

- Pentathlon – (running, jumping, discus, javelin and wrestling)
- Kitharistes – music teacher, teaches poetry like Iliad and Odyssey
- Grammarians – writing teacher
- Ephebos (novice citizen) once an Athenian boy finished his training
- Sophist (new class of teachers)

# Great Greek Educational Theorists

- Socrates – he postulated “know thyself” and accepted the fundamental principles of Protagoras that man is the measure of all things. Known for his Socratic method.
- Plato - wrote “the Republic”. Discussions of Philosophy through eloquent dialogues; the theory of “forms”, or “ideas”, that exist in an eternal, transcendent realm; a vision of utopia, where an elite group of philosopher-kings rules over other members of society
- Aristotle – father of modern sciences. The synthesis of Plato’s belief in the eternal “forms” and scientist’s belief in the “real” world that we can see, touch, or smell; the theory of the Golden Mean (everything in moderation).

# Philosophical Schools

- Academy - founded by Plato and known as the world's first university
- Lyceum – founded by Aristotle
- School of Stoics – founded by Zeno
- Epicurean - founded by Epicurus
- Roman Education
- Pragmatic Education – strived to find practical applicants of the knowledge they acquired and activities they pursued
  - a. Early Roman Education (home based education)
  - b. Hellenized Roman Education – started when Romeo's contact with Greek civilization, then finally conquering

# Stages of Roman Education

1. Elementary (7-10) = Literator
2. Secondary (10-16) = Grammaticus
3. Higher Education (16 up) = Rhetorical

# Influential Thinkers of Roman Education

- Cicero – his writings provided the ideal education for the middle ages
- Quintillian – he stressed on memory and used it as a motivation. He also used rewards instead of corporal punishment. He suggested the use of play and games

# Medieval Education

- Started when the Roman empire fell around 400 A.D.
- Christianity was declared as the official religion of the state by Constantine the Great, therefore Catholics grew in number.
- Hierarchy of church in the middle ages
  1. Pope
  2. Cardinal
  3. Archbishop
  4. Bishop
  5. Priest/clergy

# Modern Education

1. Humanism – studia – humanitatis - studies of humanities; A way of thought and a way of life concerned the realization of the fullest human career.

Influential Characters:

Vittorino de Feltre – established the most celebrated Humanist School. The purpose of education was to educate the complete citizen.

Desiderius Erasmus – he advocated the importance of studying the character of the child. He likewise believed that women should enjoy the same educational rights enjoyed by men.

# Modern Education

## 2. Reformation

The Catholic Church held so much power. This power gave rise to corruption and other abuses.

Martin Luther – he wrote “95 Theses” where he attacked the ecclesiastical abuses.

Philip Melanchon – organized a state school system.

Melanchon obtained considerable success in making Reformation acceptable to intellectual as Luther did to the masses.

# Modern Education

## 3. Rise of Protestantism

The public at this time was increasingly becoming aware and angered by the excesses of the papacy.

## 4. John Calvin

The theological doctrines of Calvinism emphasize the sovereignty of God in the bestowal of grace and that specifically includes election of predestination, limited atonement, total depravity, irresistibility of grace, and the perseverance of saints.

# Modern Education

## 5. Catholic-Counter Reformation

Realizing that Protestants used education to further ends, the Catholic used education to win back dissenters.

The Aim of education of the Roman Catholic Education was religious moralism.

In order to carry-out these ends the church authorized the establishment of several priestly orders that would serve as the educational and social arm of the church.

1. Jesuits - St. Ignatius of Loyola
2. Jansenist – Jean Duvegier de Haureme or Abbe de Saint-Cyran
3. Christian Brothers – Jean Baptiste de La Salle

## Socio-Anthropological Dimension of Education

- Culture – is the complex whole which includes the customs, beliefs, mores, folkways of a certain group of people.
- Education is transferring of culture.
- Sub Culture – specialized form of culture practiced by a small group of people which shows uniqueness compared to other groups
- Norm – what is considered “normal” is basically based on the number od people practicing a certain behavior.
- Folkways - actions that has some moral significance and became repetitive.

# Kinds Of Groups

- Primary groups
- Secondary groups
- In group
- Out group
- Reference group
- Peer group
- Circle
- Gang

# Types of Groups

- Integrated group – the members have common action in shared meanings and values.
- Crowd – members act together on the basis of a shared emotion and feelings, as in religious revival meetings, revolutionary mob or a panic.
- Audience or mass – members act together on the basis of a common attitudes without interaction among members; like people at film showing.
- Public – this refers a number of people in some form of communication with each other who have common interest but do not necessarily come to a common agreement.

# Social Problems

- Growing groups and countries experience various societal problems brought about by various factors.
  - Juvenile delinquency
  - Crime
  - Alcoholism
  - Suicide
  - Drug addiction
  - Racial prejudice
  - Industrial conflict
  - Poverty
  - Graft and corruption

# Social Control

- refers to the ways in which members of a society influence one another so as to maintain social order.

## ➤ Informal Social Control

- Mores and folkways
- Expectations not written down but perceived and made known to him
- Pressure to conform
- Internalizing the values and attitudes of family
- Helping the child to understand the norms of the bigger group
- Desire for acceptance of the bigger group

# Social Control

## ➤ **Formal Social Control**

- Passage of law
- Formal mechanism to maintain control over the behavior of its members
- Tendency to level an individual who is out of line and gossip
- Curbing anti-social attitudes by disallowing privacy or ascribing undesirable status to deviants

# Social Process

- sociologists have noted that social change occurs in patterns and these patterns are called social process, this is also to interpret social behavior.

## **CLASSIFICATION OF SOCIAL PROCESS**

- Competition – an impersonal attempt to gain scarce and valued resource of wealth, land etc.
- Conflict – involves the use of deliberate power
- Accommodation – is the conscious adjustment and compromise among conflicting groups to live without conflict.
- Assimilation – is the learning and acceptance by one group of the beliefs and values of another groups so they gradually become virtually indistinguishable.

# Characteristics of Culture

1. Culture is Learned.
2. People have varied culture.
3. Culture is a group product.
4. Culture is transmitted from generation to generation.
5. Culture is adaptive.

# Philippine Cultural Values

## ***Strengths of the Filipino Character***

1. Pakikipagkapwa tao
2. Family orientation
3. Joy and humor
4. Flexibility, adaptability, creativity
5. Hardwork and industry
6. Faith and religiosity
7. Ability to survive

# Philippine Cultural Values

## Weakness of the Filipino Character

1. Extreme personalism
2. Extreme family centeredness
3. Lack of discipline
4. Passivity and lack of initiative
5. Colonial mentality
6. Kanya-kanya syndrome
7. Lack of self-analysis and self reflection

# Philosophical Dimension of Education

## ORIENTAL PHILOSOPHY

### CONFUCIANISM

- Had its beginning in the teachings of Confucius but the following sages took the lead in building its formulation: Mencius and Hzun-Tzu.
- Confucius is the Latinized name of Kung-Tzu or Kung-Fu-Tzu. “tze” which means master, is a polite suffix added to the names of most of the philosophers during the Chou Dynasty.
- Confucius was the founder of the Ju School which was known in the west as the Confucian School.
- The Ju or Confucian School emphasized matters concerning human-heartedness and righteousness, and the six liberal arts commonly translated as Liu Yi or the Six Classics namely:
  - Yi Ching or the Book of Changes
  - Shi-Ching or the Book of Odes
  - Shu-Ching or the Book of History
  - Li-Chi or the Rituals and Rites
  - Yueh-the music
  - Ch'un Vh'iu or the Book of Spring and Autumn Annals

## CONFUCIANISM

- The primary goal of Confucius was not just to make his “disciples” to be well versed of the Classics but to be “rounded men”, useful to the state and the society.
- Confucius philosophy is HUMANISTIC. It occupies mainly with HUMAN RELATIONS and VIRTUES. Thus, his concept of the Yi (Righteousness) and Jen (Human heartedness)
- Confucianist's great virtues were: benevolence, righteousness, propriety, wisdom, sincerity and harmony.

# Confucius Ideas

- His ethics is based upon the nature of man and society
- For him MAN is essentially a social being; he is the main component of a society
- A MORAL man is the cooperating member of the society
- The measure of man's life is not "how long" but "how good".
- All men desire happiness and in order to achieve it everyone's goal must be to make each other happy.
- The secret of his mark in history is based on the great emphasis on the Supremacy of HUMAN VALUES.
- "wisdom is to KNOW men; VIRTUE is to LOVE men".

# On Government

- A government is **GOOD** when it makes its people happy.
- The government should bring about welfare and happiness of the whole people.
- A good government must be administered by the most capable men of the country; those who have **CHARACTER and KNOWLEDGE**.
- Character and knowledge were produced by **PROPER EDUCATION**.

# CONFUCIANISM: DOCTRINE OF JEN

- Jen or benevolence is the central thesis of his whole system-his ethic, politics and his life ideal-followed from this; this is PERFECT and SUPREME VIRTUE.
- Jen stresses correct procedure for human relations-proper way for men to meet each others leading to positive efforts for the good of others.
- A man of Jen is man of all around virtue.
- Jen is the Confucian ideal of:
  - Cultivating human relations
  - Developing human faculties
  - Sublimating one's personality
  - Upholding human rights
- To achieve Jen one must practice the Chung and the Shu (the Principle of Reciprocity ).
  - Chung - means faithfulness; a state of the mind when one is completely honest with himself.
  - Shu - means altruism; a regard for others; a state of the mind when one has complete understanding and sympathy with the outside world, opposite of selfishness.

# CONFUCIANISM: DOCTRINE OF YI

- Literally, Yi means righteousness.
- The concept of Yi is the one that upholds man's conduct.
- It is the highest principle embodied in the activities of mankind.

# CONFUCIANISM

- Spirit of Confucianism

It is not a religion but a Philosophy and a system of Ethics. It emphasizes human relationships – how to live in harmony with others.

- Man's personality reflects itself in his actions and behavior in the five relationships:

1. Governmental (King and Subject)
2. Parental (Father and Son)
3. Conjugal (Husband and wife)
4. Fraternal (Elder Brother and Younger Brother)
5. Friendship (Friend and Friend)

# CONFUCIANISM

- On Ethics
  - Confucianism upholds five (5) constant virtues:
    1. Human heartedness (jen)
    2. Righteousness (yi)
    3. Propriety (li)
    4. Wisdom (chih)
    5. Sincerity (hsin)

# Chinese Ethical Principle or Doctrine

- This is the most significant contribution of Confucianism in the Chinese civilization.
- It stresses that every man is encouraged to practice filial piety and fraternal love. This action when extended to a larger social group world.
- Doctrine of Social Status or the Rectification of Names
  - Refers to the idea of the position of man among men; that every man must be in his proper place and with his proper responsibilities and duties.
  - Every name contains certain implications which constitute the essence of that class of things to which the name applies.

# MENCIUS

- Mencius represents the IDEALISTIC Wing of Confucianism
- He is famous for his theory on the Original Goodness of -Human Nature.
  - Human nature is neither good or bad.
  - Human nature can either be good or bad.
  - The nature of some men is good while the others is bad.
  - The human nature is good.
- For him, the proof of the original goodness of human nature is COMMISERATION. This feeling where man cannot bear to see the suffering of others.
- Four (4) elements that makes MAN:
  1. The feeling of Commiseration – the beginning of human heartedness (jen)
  2. The feeling of Shame and Dislike – the beginning of righteousness (yi)
  3. The feeling of Modesty and Yielding – the beginning of propriety (li)
  4. The sense of right and wrong – the beginning of wisdom (chi)

# Mencius' Political Philosophy

- Man is a political animal.
- Concerned on having GOOD Government -depends on the good example of the ruler.
- The state is a moral institution and the head of state should be moral leader.
- There are two (2) forms of government:
  1. Wang (King Government) - the ruler is a sage and government is carried on through moral instruction and education.
  2. Pa (Military Government) – the ruler is a military man and the government is carried through force and compulsion.

# Hierarchy of the elements of the state:

1. The People (the most important)
2. Spirits of the Land and of the Grain (secondary importance)
3. Sovereign (least important)

- **The way of Good Governance consists of:**

1. Enriching and improving the lives of the people through reforms such as land tenure, reduction of taxes and age-old pensions.
2. Educating people in personal cultivation, social order and national loyalty.

# Definitions of Philosophy

## 1.1 Etymology Definition

The word Philosophy is said to be invented by Pythagoras according to him, only the gods should be called wise men should be called ‘lovers’ or ‘friends’ of wisdom. Hence, the term ‘philo’ and ‘Sophia’ were formulated which literally mean ‘love’ and ‘wisdom’.

## 1.2 Formal Definition

Philosophy is defined as ‘certa scientia per ultima causas’ which means certain knowledge through ultimate causes – acquired by the use of human reason alone.

## 1.3 Popular Definition

Philosophy can be regarded as a private wisdom giving the person the ability to look things on a positive note. Hence, this gives man the opportunity to be optimistic especially in times of misfortune.

## 1.4 Technical Definition

Philosophy is the science of science. It does not only unify all sciences but also criticizes and defends the conclusion of other science.

## 2. The Necessities of Philosophy

- As a lover of wisdom, man always searches for the best Philosophy, the TRUTH. In seeking for this, he needs Philosophy:
  - 2.1 For the accumulation of knowledge and information
  - 2.2 For the achievement of intellectual perfection and integrity
  - 2.3 For solutions to the different problems that confronts him about God, the world and of himself
  - 2.4 For the unification human knowledge (all sciences)

# Philosophy of Education

## 3.1 Naturalism

- Rooted from Ancient Philosophers such as Thales, Anaximander, Anaximenes
- Denies everything that has supernatural significance-dogmas/revelations-for all can be accounted by scientific law
- Preserves the natural goodness of man
- Truth can only be found through nature
- Advocates: J.J. Rousseau, John Lock, Montaigne
- On Education
  - Naturalism stands for a democratic and universal way-everyone must be educated in the same manner
  - Education is in accordance to human development and growth
  - Aims to unfold the child's potential not to prepare him for a definite vocation or social position-but to prepare him to adapt to the changing times and needs.

## 3.2 Idealism

- Ideas are the only true reality, the ultimate truths for matter is nothing but just a mere representation of ideas.
- Focus is on conscious reasoning of the mind in order to attain truth.
- Advocates: Socrates, Plato
- On Education
  - its aim is to discover the full potentials in child and cultivates it in order to prepare him for a better position in the society and for him to serve the society better.
  - emphasis is given on subjects – philosophy, literature, religion and history – that will develop and enhance the mind of a child.

### 3.3 Realism

- Concerns with the actualities of life, what is real.
- Ultimate reality is the word of physical objects. Hence, reality is independent of the human kind.
  - Objective existence of the world and beings in it
  - Knowability of these objects as they are in themselves
- Advocates: Aristotle, St. Thomas and Jonathan Herbart
- On Education
  - Emphasis is on subject matter concerning Science and Mathematics.
  - Methods use in teaching include recitation, experimentation and demonstration.
  - Character development is through training in the rules of conduct.

## 3.4 Existentialism

- Defining feature is “existence precede essence”
  - man conceives and makes of himself: Life is what you make it.
- Proclaims man’s freedom in the accomplishments of his destiny.
- Advocates: Soren Kierkegaard, Jean Paul Sartre
- On Education
  - Subject matter is personal choice
  - Learning is based on the willingness of the student to choose and give meaning to the subject
  - Emphasis is given to the students to choose and give meaning to the subject
  - Character development is through the responsibility of every individual in making a decision

## 3.6 Pragmatism

- What is experienced and observe is true. Hence, what is useful is true.
- Synonymous to functionality and practicality
- Focuses more on ‘praxis’
- Thought must produce actions (realization) rather than to continue lying inside the mind and leading into certainty
- Advocates: Charles Sanders Peirce, John Dewey
- On Education
  - Involves student to work in groups
  - Methods of teaching include experimentation, project making and problem solving
  - Stresses on the application of what have learned rather than the transfer of the organize body of knowledge.

### 3.7. Perennialism

- The word itself means ‘eternal’, ‘ageless’, ‘everlasting’, ‘unchanged’
- Influenced by the philosophy of realism
- Truth is universal and does not depend on circumstances of place, time and person
- To learn means require understanding of great works of civilizations
- Advocates: Robert Hutchins, Mortimer Adler
- On Education
  - Some of the ideas in the past are still being taught because they are significant
  - Curriculum should contain cognitive subjects that cultivates rationality, morality, aesthetics and religious principles. This includes history, language, mathematics, logic, literature, humanities and science.
  - The teacher must have mastery of the subject matter and authority in exercising it
  - Aims for the education of the rational person-to develop man’s power of thought

# 3.8 Humanism

- Rooted in the economic and political changes during the Renaissance period
  - Has three main lines of growth:
    - Intellectual (includes Education)
    - Aesthetics
    - Scientific
  - Divisions:
    1. Individualistic Humanism
      - making the most out of one's life.
      - living life to the fullest
      - stresses on individual freedom, culture and development
    2. Social Humanism
      - aims for social rather than individual happiness
      - includes social reforms and improvement of social relationships
- Advocates: Da Feltre, Erasmus, Pestalozzi
- On Education
- Emphasizes motivations and the use of praise and rewards
  - curriculum includes subjects concerning literary appreciation, physical education, social training in manners and development

# 3.9 Progressivism

- Contrasted the traditional view of essentialism and perennialism
- Emphasis change and growth
- Stresses that man is a social animal who learns well through active interplay with others
- Proponent: John Dewey
- On Education
  - Focuses on the child as a whole rather than of the content or the teacher
  - Curriculum content comes from the questions and interests of the students
  - Emphasis is given on the validation of ideas by the students through active experimentation
  - Methods of teaching include discussions, interaction (teacher with students) and group dynamics
  - Opposes the extreme reliance on bookish method of instruction, learning through memorization, the use of fear and punishment and the four (4) walled philosophy of education

# 6.10 Nationalism

- Rapid rise was the 18<sup>th</sup> century
- Center of ideology is the concept of national sovereignty
- Aims for the preservation and glorification of the state
- Emphasis is on the development of loyalty, patriotism, national feeling and responsible citizenship
- Advocates: Jonathan Herbart, Johan Heinrich Pestalozzi
- On Education
  - The most important development was the creation of common language
  - Stresses on the teaching of the principles of democracy and duties of citizenship
  - Curriculum includes the teaching of grammar, geography and history
  - Method of teaching gives emphasis on the content regarding on nature studies, physical exercises and play activities

## 6.11 Constructivism

- A philosophy of learning which asserts that reality does not exist outside of human concepts. It is the individual that construct reality by reflecting on his own experience and gives meaning to it.
- Learning is the process of adjusting one's mental modes to accommodate new experience.

# 6.12 Reconstructivism

- A philosophy that aims to awaken the consciousness of individual about the social issues, concerns and problems that confront him.
- Primary goal is to achieve the elusive Social Change
- Advocates: Theodore Brameld, George Counts, Paulo Freire
- On Education
  - Schools should originate policies and progress that will bring social reforms and orders
  - Teachers should be an instrument to encourage and lead students in the program of social reforms
  - Curriculum emphasizes on the social reforms as the aim of education. It focuses student experience and taking social actions on real problems
  - Method of teachings include the problem oriented type (students are encouraged to critically examine cultural heritage), group discussions, inquiry, dialogue, interactions and community-based learning
  - The classroom will serve as a laboratory in experimenting school practices-'bringing the world' into the classroom.

## 6.13 Behaviorism

- Rooted in the work of Russian experimental psychologist Ivan Pavlov and American psychologist John Watson in the early 1900s
- Asserts that human beings are shaped entirely by their external environment
- The only reality is the physical world
- Man by nature is neither good or bad but a product of his environment. Hence, an autonomous acting man is but an illusion since it negates the faculty of freewill
- Advocate: John Watson, B.F Skinner

# 6.14 Other 'ISM's

- **Utilitarianism**
  - Actions are geared toward the greatest total amount of happiness that one can achieve
- **Rationalism**
  - Source of knowledge is the mind, independent of the senses
- **Empiricism**
  - Source of knowledge is the sense-based experience
- **Experimentalism**
  - Form of empiricism and asserts that only reliable knowledge is gained through scientific experiments
- **Hedonism**
  - Pleasure is the only good thing to the person
  - Used as a justification in evaluating action by giving emphasis on 'how much' pleasure can be achieved and how little pain that the action entails
- **Epicurianism**
  - Consider as a form of ancient hedonism, it identifies pleasure with tranquility and reduction of desire
  - Epicurus claimed that the highest pleasure consists of a simple and moderate life

# THANK YOU!!! ☺

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