

FACTORS AFFECTING EDUCATION SYSTEMS

The following are the **FACTORS that affect national educational systems:**

- i. Ground motives,**
- ii. Cultural factors**
- iii. Natural factors**

1. WHAT ARE GROUND MOTIVES

- **These are forces that motivate:**
- **thoughts and**
- **actions in the individual or**
- **society in the development of national educational systems.**

THREE CATEGORISE OF GROUND MOTIVES

i. Religious

ii. Philosophical and

iii. political ideologies

➤ **In countries where a single ground motive exists the Educational systems tends to be uniform or centralised.**

what does the statement above imply?

➤ **In countries where there is a blending of various ground motives the education system is decentralised.**

what does the statement above mean?

2. CULTURAL FACTORS THAT INFLUENCE THE EDUCATIONAL SYSTEMS

- **education is a cultural phenomenon or reality and as such**
- **it must be rooted in the culture of a community or society.**

The following are the cultural factor:

- 1. Logical or Analytical Aspect**
- 2. Historical Influences**
- 3. Language aspects**
- 4. Population factors**
- 5. Pistic or religious influences**
- 6. Racial factors**
- 7. Political conflicts factor**
- 8. Juridical or Judicial consideration**
- 9. Economic factors**
- 10. Aesthetic values**

1. LOGICAL OR ANALYTICAL ASPECT

➤ **The logical or analytical aspect is reflected in the:**

i. systematisation,

ii. planning and

iii. classification of the education system.

➤ **Every education system is functionally planned between:**

i. primary,

ii. secondary and

iii. tertiary education for easier classification.

2. HISTORICAL INFLUENCES

- **Every education system ensures the recasting and transmission of culture.**
- **In Africa colonial influences are such in the educational philosophy Curriculum and institutional arrangements.**
- **Previously schools were attached to examination boards of ex-colonial rulers e.g. France, England or Portugal.**

3. LANGUAGE ASPECTS

- **An educational system is influence by language factors.**
- **In a unilingual (one language) countries :**
- **the language of the people is also medium of instruction
and therefore,**
- **tends to result into a centralised system of education.**

- **Bilingual societies (two Languages) tend to adopt a decentralised education system.**
- **For example Canada and Cameroon are bilingual countries with French and English as National languages.**
- **Therefore English speaking provinces have maintained.**
- **while French speaking provinces have maintained a have maintained a French education system.**

4. POPULATION FACTORS

- **Educational facilities provided are directly influenced by spatial distribution and density of population.**
- **The population ratio in relation to the size of the country offers variations in the administration of the educational system.**
- **The last Census of Population and Housing in Zambia was carried out in 2010 by the Central Statistics Office (CSO). Zambia's 2016 population is projected at 15,933,883 million.**

Primary Schools:

- **40,471 in 2015 to 39 941 in 2016, a reduction of 530 permanent classrooms and this is attributed to the close Community schools.**

special education

- **However, achievements were noted with respect to special education permanent classroom spaces:**
- **Then number of permanent special education classrooms increased from 347 in 2015 to 396 in 2016.**
- **This is in line with the policy of educational inclusiveness being implemented by the government.**
- **While the total number of staff houses was reported to be 19,253 in 2015, this increased to 20 014 in 2016.**

Secondary Schools

- **Infrastructure development has continued in order to increase the classroom spaces at all levels.**
- **In 2015, the total number of permanent classroom spaces reported for secondary schools was 9,115; this increased to 10,113 permanent classrooms in 2016.**
- **The number of secondary staff houses increased slightly from 7,104 in 2015 to 7 545 in . The increase in educational infrastructure is a result of ongoing Government infrastructure development.**

However, the degree of increase at secondary school level as compared to primary suggests that there is a concentration on building more schools at secondary to increase access at that level .

5. PISTIC OR RELIGIOUS INFLUENCES

- **Religious faith of any nation is reflected in the education systems and determines the content, direction and sometimes the structure of the education system.**
- **Differences between Churches have resulted in each one wanting to have separate educational systems or schools.**
- **Eg. In Nigeria the Muslim North and Christian south want to have separate education systems.**

6. RACIAL FACTORS

- **Racial differences have been used to determine varieties in education systems.**
- **Europeans or white ended up having progressive education compared with other races that end up being provided inferior learning environments.**
- **This is mainly to preserve cultural identity and superiority.**
- **eg South African, USA and Europe**

7. POLITICAL CONFLICTS FACTOR

- **During conflicts the economy is disrupted and many people are displaced.**
- **Boys and girls of school going aged are force to leave school and become refugees there by discontinuing with school.**
- **Some are forced to join the fighting as child soldiers like in Northern Uganda, Liberia, Ivory Coast and Sierra Leon.**
- **The conflicts thus deprive them of the right to education.**
- **Many developing countries allocate large portions of their budget to defence and security in order to keep the regimes in power.**

8. JURIDICAL OR JUDICIAL CONSIDERATION

- **An education system cannot be managed without laid down laws and principles.**
- **The rights of every individual are stipulated in the education system in accordance with the public law.**
- **The learner must be ethically guided to develop principles as stipulated in the national education Acts.**
- **The judicial aspect may further lead to international co-operative and good social relationships.**

9. ECONOMIC FACTORS

- **Educational finance is one of the most important factors in the development of national education systems.**
- **The amount of money spent on education is reflected in the structure and quality of national education systems.**
- **The education systems functions economically as a mother of all professions by producing skilled labour.**
- **The administration of educational finance must, therefore be done on an economic basis.**

10. Aesthetic values

- **An education Systems is bound to aesthetic standards.**
- **In the curriculum provisions are made for aesthetic education such as music, painting, poetry, designing and sculptor.**
- **The school environment also needs to strive for beauty in order to ensure quality life.**

THE CORRELATION BETWEEN EDUCATION, SOCIETY AND DEVELOPMENT

- **It lies in the belief that:**
- **change in society should bring about change in education and vice versa.**
- **This will depend on the natural and cultural factors.**

NEXT TOPIC

1. NATURAL FACTORS AFFECTING

i. Numerical Aspect

ii. Spatial Aspect

iii. Kinematic factors

iv. Physical factor

NUMERICAL ASPECT

- **Numeracy is a very important consideration in an education system.**
- **The number of schools,**
- **the number of pupils**
- **the number of classrooms**
- **The number of teachers**
- **Therefore, all educational planning must take into consideration the numerical aspect of the country.**

SPATIAL ASPECT

- **The spatial distribution of the population can determine and affect the establishment of institutions of learning.**
- **Areas with a high population density tend to have more education facilities than those with low population density.**

KINEMATIC FACTORS

- **Kinematic aspect is associated with the movement of groups and services**
- **as well as mobility of the people from one area to another.**
- **There is a connection between numerical, spatial and population aspects.**
- **People's migration is one of the problems that can be considered under Kinematic aspect.**
- **Pupils migrate from rural to urban areas in search of education facilities.**

PHYSICAL FACTOR

- **Physical aspects can be divided into two categories and these are:**
- **Natural physical aspects such as:**
 - **climate,**
 - **seasons,**
 - **the terrain,**
 - **mountains and**
 - **rivers, swamps and diseases.**

- **Technological Physical Aspects such as:**
 - ✓ **architectural features – like infrastructure,**
 - ✓ **air conditioning,**
 - ✓ **lighting system and**
 - ✓ **acoustics or hearing systems.**

- **The above aspect do most times influence the school calendar of an educational system.**
- **School calendars are arranged according to the season.**
- **In the northern cold parts of the world the school holidays are in most cases during the cold season to allow the pupils are at home during that period.**

BIOTIC FACTOR

- **Biotic factor is associated with the biological growth of a child.**
- **The educational system levels and stages are arranged according to the mental and physical development of a child.**
- **The child's nutrition and needs for medical services in school is another important biotic factor.**

PSYCHIC FACTOR

- **The psychic factor includes aptitudes interest and disability of school going children.**
- **The education systems should take into consideration the psychical and mental development of children with such challenges.**
- **There must be special schools for the visually impaired, physically challenged and the mentally impaired pupils**

Self assessment questions:

- i. Discuss the concept of universal education. Show the limiting factors in implementing this type of education. Give practical examples in relation to your country.
- ii. Identify the factors which affect the education system?
- iii. Discuss the concept of Ground motive in education system.
- iv. Discuss social cultural factors which affects the education system.
- v. Describe the natural factors that affects the education system.