Impact of Sociology of Education on Character Development of Students in Lagos State Tertiary Institutions

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Abstract: This crux of the purpose of this study is to examine the effects of sociology of education on character development of students in tertiary institutions in Lagos State, Nigeria.Descriptive research design was advanced in this work while population for this study comprised of all tertiary institution students in Nigeria's Lagos State. With a simple random sampling strategy, select a sample of 600 students from four institutions in the state. The researcher adopted 25-items of self-structured Questionnaire on 4-Likert scale format to elicit responses from the respondents. Three sociologists from Lagos State University of Education, after removal and modification of items in the instrument, assured that construct and content validity were met. To determine the reliability of the instrument, the use of Cronbach Alpha, a form of reliability type, an index value of 0.889 was obtained meaning that the items in the instrument is very reliable and suitable for the study. Student t-test and Pearson Product Moment Correlation statistics were used to analyse the data sourced and tested at 0.05 level of significance. The study reveals that gender does not play any significant difference in character development through the exposure of sociology of education; Again, there exists a significant relationship between sociology of education and character development of students. The study concludes among others that learning of sociology of education remains one of the unique disciplines in tertiary institutions that seek to mould individuals' self-identity, self-esteem, personality composition, character development among others.

Keywords: Self-esteem, Character development, Sociology of education, Learning, Values

Introduction

According to Durkheim, one of the pioneers of sociology, the belief that people's norms, beliefs, and values make up the collective consciousness was a common way of thinking and acting in the world. Individuals are interconnected and socially integrated through the collective consciousness. Sociology is often perceived as the scientific study of human behavior in groups, discovering regularities and orders in such behavior, and using these findings as theoretical descriptions or generalizations to explain various patterns of behavior. It aims to represent it as a transformation (Fabiyi, 2012; Ogunsanya, 2019). Group members interact with each other on a personal level. A behavioral pattern is the sum of her one member's activity over another member in the group. Sociology is also viewed as the study of the formation and transformation of groups and the relationships between groups and group members, noting that when groups are present there is a propensity for participation, cohesion, and conflict. Sociology also explores how they function through the study of human groups and the established institutions and institutionalized patterns of behavior that are more or less adapted to the particular functions of society assigned to each institution. study the

Scholars, on the other hand, have argued that sociological research cannot stand independently of education. Both are bound and work together. Others have been vocal in arguing that the sociology of education seeks from the ground up to address many of the challenges often associated with rapid learning. Sociology of education is defined as the discipline that studies the relationship between education and society. It is a study of social processes that occur in learning environments. According to Ottaway (1962) it is a social science, a subset of the social sciences as long as its methodology is scientific. It deals with educational goals, methods, institutions, administration, and curricula in relation to the economic, political, religious, social, and cultural forces of the societies in which they operate. With respect to individual education, the sociology of education sheds light on the influence of social life and social relationships on personality development. The sociology of education therefore emphasizes the sociological aspects of educational phenomena and institutions. The problems encountered are considered sociological problems in nature and not problems of educational practice. Sociology of education can thus be defined as the scientific study of social patterns and processes that influence educational systems.

According to Brookover and Gottlieb (1964), this postulates that sociology is the study of human interactions and that education is the set of social behaviors. Both formal and informal settings are used for teaching. Both scenarios can be covered by sociological research on human interactions in education. This could help make scientific generalizations about how people interact in the classroom. The sociology of education deals with the question of how social structures and personal circumstances influence education and its outcomes. Of particular importance is the expansion of public education systems in modern industrial societies,

especially university, higher, adult and other education. It is a philosophical and sociological concept that refers to ideologies, curricula, the transmission and management of knowledge, and educational techniques of social reproduction of personality and culture. It focuses on teacher-student relationships, activities and reactions in the classroom and sheds light on sociological issues in the field of education.

According to Darling-Hammond, Sykas, and Berry (2014), they believe that education does not work in a vacuum. In order to realize a better society, it is necessary to analyze society, clarify its strengths and weaknesses, and plan educational programs according to those influences. Different societal philosophies must be reflected in the educational system. For it to work effectively, it must be based on society's demands, expectations and aspirations. It should be related to the degree of cultural development, speed of industrialization and urbanization, political institutions, mental atmosphere, family structure, and social stratification. It must meet not only the needs of individuals and society, but also the aspirations of the future.

In the Nigerian higher education system, Sociology of Education is a course taught only once as part of the Bachelor's Degree. All students are expected to be exposed to the course at some point in their academic education, apart from those studying it as a subject. It is taken in her first year of the teacher education program at NCE level and in her second year of the program at university level. During this period, learners are exposed to different values and vices. These values and vices are often accepted and hated by society. This is because both are aimed at developing one's personality in a positive or negative way. NPE (2014). Arguably, teaching and exposing students to the sociology of education is an indirect way of shaping young students towards acceptable behavior expected in society. Famadewa (2018) and Asuquo (2020) argue that one of the central essences of studying the sociology of education is the student's self-identity, self-esteem, positive attitudes, and attitudes toward academic learning and character development. I discovered that it was intended to develop motivation. "One of the functional expectations of the sociology of education is to develop expected patterns of behavior that are deemed appropriate for any society. The sociology of education and personal development are undoubtedly related, as the former is designed to shape character in positive dimensions that serve society and the school system as a whole. and teachings on how to socialize and live peacefully among alien beings. Seasonal sociologists have advocated improving social interactions between people through education because it results in development regardless of an individual's age, race, tribe, or gender. Mosha (2017) and Singh (1992) emphasized that teachings on the sociology of education should have a positive impact on the character development of boys or girls. In contrast to values held highly by society, such as involvement in cultism, cheating in exams, academic failure and college dropouts, involvement in terrorism, and involvement in robbery, a variety of vice-related effectively teaches or exposes students to negative aspects of As in nature, sociologists find that certain crimes and vices such as robbery, terrorism, kidnapping, and hard drug use are more often associated with men, while exam failures, prostitution, etc. are more often associated with women discovered sex. To its success, this study aims to examine the impact of educational sociology on the character development of students at Lagos State University.

Statement of Problem

Undoubtedly, the essence of studying the sociology of education in our universities is to actively narrow our way of thinking, develop expected social values, promote positive coherence, and On the contrary, our education system is constantly experiencing exam failures, cults, rapes, increasing school failures and increasing school dropouts.One of the goals of education in Nigeria One, because our society and system still has a backlog of negative behavior from students and young people, we can remind ourselves that it is about achieving and enhancing positive character development. Due to their involvement in vice among students and young people, student involvement in robbery and terrorist activities, rape, theft, armed robbery and kidnapping is on the rise. A call to action on this question because sociology classes in schools fail to shape the character of these students. To improve these and bring about reform, reorientation and change in student character development, this study aims to examine the impact of educational sociology on student character development in a university in Lagos State, Nigeria.

Objective of the Study

a.   Investigate the difference in the impact of Sociology of Education on Character Development of Students by gender.
b.   Justify the nature of relationship that exist between Sociology of Education and Character Development of Students.

Research Hypothesis

HO_1: There is no significant difference in the Impact of Sociology of Education on Character Development of Students by gender.

HO_2: There is no significant relationship between teachings of Sociology of Education and Character Development of Students

Significance of the Study

a.   To the academics, this study will expose us to the various approaches and techniques to adopt when addressing expected societal values of any paradigm especially as it relates to human expectations.

b.   To researchers, the outcome of this work will help add contemporary and relevant contents to the body of existing literatures for future researchers to build on.

c.   Government administrators and policy makers will see this study relevant as its outcome would aid in prompt policy formulation in the curriculum as addressing societal issues and teaching of the course till final level in schools.

Methodology

The study advanced for the use of descriptive research design. This research design type is suitable because it helps to gather, organize, analyze and present data for the purpose of describing the occurrence of an event within a specified group of people. The population for this study was comprised of all tertiary institution students' in Lagos State. A simple random sampling technique was adopted to select a sample of 600 tertiary institution students. The researcher adopted the use of a 25items self-structured Questionnaire on 4-Likert scale format to elicit responses from the respondents. Three sociologists from Lagos State University of Education were involved in the determination of validity of the instrument. After removal and modification of items in the instrument, construct and content validity was adjudged to be met. To determine the reliability of the instrument, the use of Cronbach Alpha, a form of reliability type, an index value of 0.889 was obtained meaning that the items in the instrument is very reliable and suitable for the study. Student t-test and Pearson Product Moment Correlation statistics were used to analyse the data sourced and tested at 0.05 level of significance.

Data analysis and result interpretation

Test of Research Hypothesis
H0₁: **There is no significant difference in the Impact of Sociology of Education on Character Development of Students by gender.**

Table 1: t-test analysis showing significant difference in the impact of sociology of education on Character Development of students by gender

Variable	N	Mean	SD	Sig.	Df	t-cal	t-val	Decision
Male	286	9.150	0.870	0.05	598	1.477	1.960	Accept
Female	314	12.700	1.781					

From table 1 above, it reveals that 600 students were capture in this study. Male participants recorded a lower mean and standard deviation values as 9.150 and 0.870 while a relatively higher mean and standard deviation value for female students were recorded as 12.700 and 1.781 respectively. The t-cal. value of 9.477 was obtained while at 598 degree of freedom and 0.05 level of significance, t-tab. value was obtained. Since the t-cal value is less than the t-tab value, the null hypothesis is retained which depicts that there is no significant difference in the impact of Sociology of Education on Character Development of students' by gender.

H0₂: **There is no significant relationship between teachings of Sociology of Education on Character Development of Students**

Table 2: PPMC analysis showing significant relationship between teachings of Sociology of Education on Character Development of students

Descriptive Statistics

Variable	Mean	Std. Deviation	N
Sociology of Education	53.9500	4.07177	600
Character Development	66.4500	7.57015	600

Correlationsª

		Sociology of Education	Character Development
Sociology of Education	Pearson Correlation	1	.874
	Sig. (2-tailed)		.0277
	Sum of Squares and Cross-products	1101.600	7.400
	Covariance	1.149	.008
Character Development	Pearson Correlation	.874	1

Sig. (2-tailed)	.0277	
Sum of Squares and Cross-products	7.400	54957.600
Covariance	.008	57.307

a. Listwise N=600

From table 2 above, it shows that 600 students were captured in this study; teaching of Sociology of Education recorded a lower mean and standard deviation value of 53.9500 and 4.071 while Character Development recorded a significant higher mean and standard deviation value of 66.450 and 7.570 respectively. Meanwhile the correlation value between teachings of Sociology of Education and Character Development of students was 0.874 which depict a positively strong correlation. Since P-value < 0.05, the null hypothesis is considered to be statistically significant, hence we reject the $H0_1$ and accept the alternative which states that there exists a significant relationship between teachings of Sociology of Education and Character Development of students.

Discussion of findings

From hypothesis one it reveals that there is no significant difference in the impact of Sociology of Education on Character Development of students' by gender. It means that gender did not play any role or show difference in the character development of students due to their exposure to teachings and exposure to sociology of education in schools. The concept of Sociology of Education borders around values and teachings on how to live peacefully in the midst of others. Enhancing social interaction between people through education causes further development no matter the age, race, tribe or gender of individuals. The outcome of this study corroborates with that of Mosha (2017) and Singh, (1992) who stressed that the teachings on sociology of education should have a positive impact on the character development of either male or female students. Effective teaching or exposure of students to the various negatives associated with vices like involvement in cultism, examination malpractice, academic failure and drop outs, involvement in terrorism and banditry as against values which the society holds in high esteem. Just like in natural settings, sociologists have established that certain crimes and vices like banditry, terrorism, kidnapping, use of hard drugs among others are often associated with the male gender while the examination malpractice, prostitution among others are often associated with the female gender.

Hypothesis 2 also indicates that there is no significant association between educational sociology teaching and student character development. This is a kind of education that deals with the connections between educational societies. It has evolved into a discipline designed to prepare teachers for the tasks ahead. The results of this study corroborate the findings of Famadewa (2018) and Asko (2020), which argue that educational sociology research is intrinsically related to the development of self-identity and self-esteem, attitudes and motivations toward academic learning and character development. I have found what you are looking for. One useful expectation is to construct expected patterns of educational sociological behavior appropriate for each society. Sociology of education and personality development are definitely related. Because the former aims to shape characters in a positive dimension that is meaningful to society and the school system as a whole.

Conclusion and Recommendations

From the study, the researcher concluded among others that:

a.   Gender does not play any significant difference in the impact of sociology of education on character development of students.
b.   There exists a significant relationship between teachings of education sociology and character development of students.
c.   The learning of education sociology remains among the unique disciplines in tertiary institutions that seek to mould individuals' self-identity, self-esteem, personality composition, character development among others.
Among other findings and assertions, the following recommendations were put forth from this study:

a.   The curriculum of tertiary institutions should be designed such that students be exposed to sociological concepts from year one to final year.
b.   Researched materials on impact of sociology of education on character development of students in Nigeria should be uploaded online to enhance future and robust study from other researchers.

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