**Social Change Concerns Affecting Students’ Educational Outcomes**

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Assignment

**100-Day Assignment**

○ Identify a social issue or phenomenon needing a Christian contextualized response.

○ Reflect on Stage of 5 of the Interdisciplinary Research Process

○ Consider the Five Spheres of Life as you consider your strategy for contextualizing a social

concern.

○ See sample essays of contextualization in the PHI 923 Course Resources folder.

2. Structure (Paper Evaluation includes the following structure below).

a. Download the “OGS APA Course Assignments Template 7th Ed 2021” template

from the General Helps folder in the AA-101 The Gathering Place Course on

DIAL. Using the template, create the following pages.

b. Title Page (not included in page count).

c. Copy and paste the assignment instructions from the syllabus starting on a new

page after the title page, adhering to APA 7th edition style (APA 7 Workshop,

Formatting, and Style Guide, APA 7 Quick Guide).

d. Start the introduction on a new page after the copied assignment instructions.

3. Be sure to meet the following expectations.

a. Document all sources in APA style, 7th edition (APA 7 Reference Example, APA 7 Quick Guide)

b. Include a separate Works Cited page, formatted according to APA style, 7th edition (not included in page count).

c. Use a minimum of seventeen scholarly research sources (three to four books and the remaining scholarly peer-reviewed journal articles).

4. Submit the completed paper to DIAL

This paper discusses social problems affecting students' educational outcomes, emphasizing the importance of strong role models, parental participation, academic self-efficacy, and strong connections. It emphasizes the importance of family and support structures for safety and belonging.

**Social Change Concerns Affecting Students’ Educational Outcomes**

1. **Presenting a situation for Social Concern**

Students, schools, and communities are interconnected, influencing their growth and learning. They desire to manage social, emotional, and behavioral demands, often giving up on adult assistance. Motivation is crucial for achieving objectives, leading to greater perseverance, coping skills, academic delight, and inner satisfaction. It encourages adaptive behaviors, enhancing students' academic lives and success. These attributes significantly impact motivational development, fostering perseverance and creativity, which are essential for learning and personal growth.

1. **Social Analysis: Family, Church, and Community**

Humans have an innate need to develop and sustain long-term, pleasant relationships that provide a sense of belonging. A student's sense of connectivity and varied labels help to understand the similarities and differences between diverse concepts (Korpershoek, et. al., 2020, pp. 641-680). Children's upbringing is significantly influenced by their interactions with others. Being part of a community that invests in and cares for them is crucial for their success. Students, schools, communities, and societal concepts are interconnected, influencing every level of a child's growth and learning (Pascoe et. al., 2020).

1. ***Family and Culture*-** Children will recognize the worth and significance of something when their parents appreciate it and demonstrate its relevance to them.

Immigrant parents are a rising yet understudied demographic with unique experiences and expectations. Parental participation is a strong predictor of children's academic success. Language barriers and a lack of experience with a host country's educational system, according to studies, present specific challenges to immigrant parents' engagement. As a result, growing pressure on parents to be more accountable for their children's educational success may lead to additional educational inequities among varied groups of learners (Newman, 2019, pp.362-381). Language hurdles and a lack of experience with the school system of a host country can make it hard for foreign parents to get involved.

Differences in family resources, economics, academic assistance, parental participation, and language abilities may all contribute to the success gap between students from affluent and poor socioeconomic backgrounds. Peers and support groups, in addition to family members, influence achievement ability. Many factors outside immediate family members significantly affect one's capacity to succeed (Mishra, 2020).

The opportunity gap in education is primarily influenced by societal factors beyond the control of African American students. Research studies often overlook socio-cultural impediments, such as race, sex, gender, and identity, which can lead to achievement disparities. Academics can better understand the relationship between education and inequality by considering sociocultural obstacles.

There is a distinct cueing of hidden norms across and among groups and economic classes. One method individuals communicate belonging to a group is by demonstrating an understanding of the secret rules. When secret rules are broken, the offenders may be labeled as outsiders. Learning about hidden norms from the people they serve may be very beneficial to service providers and organizations. Because those who are impoverished are typically the finest inventors when it comes to addressing their problems.Hidden norms are clearly cued across and across communities and economic classes (Payne et. al., 2001).

Secondary school students face various personal, family, friend, and school issues. They incorporate resistance into their self-perception to overcome these challenges and turn learning into educational urgency. These experiences provide a counter-narrative to stereotypes and limitations imposed by deficit framing and low expectations. They also offer insights into understanding and appreciating Black males' schooling experiences, resistance efforts, and goals, shedding light on the potential limitations imposed by these factors (Brooms 2022, pp. 351-369).

The crucial point is that hidden rules determine a large portion of our first judgment of people and their talents. Not understanding the hidden rules of a differing class is often a crucial component in keeping a person from advancing forward in a profession or even acquiring a job in the first place. Provision of staff development to identify issues is essential. If we do not understand hidden norms of various economic classes we cannot support those individuals appropriately (Korpershoek et. al., 2020, pp.641-680).

1. ***Community*-** The expansion of high-resource areas may generate further barriers for minority students.There is evidence that economic disparity, racial inequality, and household adult education attainment are all highly related to Black/White student success differences. Per-pupil spending and teacher/student ratios at schools were not significant indicators. The most important driver of performance disparities was household adult educational attainment, with greater levels of adult education related to bigger achievement gaps, showing that high-resource areas may create extra hurdles for minority students (Hung et. al., 2020, pp. 175-193).

Many schools lack resources to provide executive function assistance, behavior experts, therapy, and appropriate stimulation, leading to students being labeled as having "behavior problems" and not receiving the necessary support for academic growth. Additionally, students who excel in class may be rewarded with additional assignments, which some may view as a deterrent to their success (Mishra, 2020).

This adds to my belief that structure and consistency within schools are of high importance. For many children who come from non-structured households and communities, school is the only ritualized setting in their lives (Sanchez, 2021).

In manyMontessori Schools, as every student and family arrive to school, they are greeted in a carline and at the classroom door, and welcomed in personally. The advantage of this is multifaceted, as it allows teachers to see part of the pandemonium of their daily ritual. Some families experience "rough mornings" on a regular basis, while others do not. Routines and structures absent at home might be adjusted once students join the educational setting. This beautiful process supports each child's feeling of peace and security.

1. **Theological/Moral Evaluation**

The Church is no better than anywhere else. Leaders aren’t equipped. Struggling families do not attend or feel welcome. Diversity and social concerns are problematic. According to Psalm 68:5, God is "Father of the fatherless and protector of widows in his holy habitation." His goal is to demonstrate compassion, care, and protection to orphans, and since these waiting children are important to him, they should be important to us as his Church. In Deuteronomy 10:18 it is stated that we are to “Learn to do good; seek justice, rebuke the oppressor; defend the fatherless, and plead for the widow. He dispenses justice for the fatherless and widow, and he loves the foreigner, providing food and clothes for him.” When children and our students do not have the role models or involved parents at hope it is imperative that we follow Biblical principles to demonstrate God’s compassion and care. We need to become spiritual mentors for these students.

Mentoring students is crucial as many of these children do not have strong role models within the family. A good picture of mentoring is seen in the Bible in the Book of Titus. Paul wrote Titus for a friend who was sent to visit Crete, a location famed for wickedness and corruption. Titus was tasked with restoring order to Crete's home churches and replacing corrupt professors with godly leaders. Part of the chapter focuses on qualities like self-control, fidelity, dignity, respect, holiness, and love. Younger men and women are to be mentored by older men and women, accordingly. Paul also instructs servants on how to submit to their lords. We learn to be deserving of respect by living godly lives and setting a good example for others. The elderly men were also expected to be self-controlling and spiritually healthy in all parts of their life, with strong faith, love, and endurance or tenacity. God calls us to take care of the

1. **Issues to Address**

Education is acknowledged as a fundamental human right. A significant problem is establishing the optimum education indicators and conditions, particularly in underdeveloped places striving to promote excellent education. Educational frameworks and diverse assessments may aid in narrowing the gaps and promoting quality (Madani, 2019, pp.100-109).

1. ***Social Networks*** -Social networks facilitate the discovery of information and communication partners, providing resources and time for individuals to produce their own messages. These platforms can boost an individual's sense of freedom and control over social interactions, as well as aid in self-presentation (Appel et. al., 2020, pp.60-74). However, during the Covid-19 outbreak, many parents believed providing devices for children to stay connected was beneficial. This had both positive and negative effects, some of which are difficult to reverse.
2. ***Student Outcomes and Motivation-*** Some students such as gifted and twice-exceptional students, often struggle to find peer groups that challenge and make them feel equal. Social networks can be useful with carefully monitored navigations. However, interdisciplinary research and culture have contributed to the pandemic of mental health concerns. The inability to comprehend the ideal Facebook life represents the issue of comparing oneself and their life to ideal moments on social media, which can lead to despair, unhappiness, and feelings of inadequacy.

Academic self-efficacy and outstanding scores are crucial for educational outcomes. Identifying the elements influencing a student's academic achievement is essential for understanding and overcoming obstacles. Interdisciplinary research and alternative/variant analysis reveals that Montessori education is more effective in fostering concentration and trial-and-error processes, connecting students to lessons and problems until mastery is achieved. This sense of accomplishment encourages students to continue the intense concentration and perseverance required for mastery. Traditional education's use of grades has less effect on mastery and places more emphasis on grades. The first method identified as more effective for academic self-efficacy-enhancing educational strategy is Montessori education (Hyatt et. al., 2020, pp.1-11).

1. **The Spectrum of Critical Contextualization**
2. ***Poverty***- Poverty reduces the brain's ability to empathize with others, impacting social behavior and forming meaningful connections. Teachers should adopt a directive approach to help children with difficulty interacting. Many students in schools treat one another cruelly, lacking an understanding of the demands and the pain they experience. This can lead to a lack of empathy and understanding of the challenges faced by these individuals (Sanchez, 2021).
3. ***Diversity***- Culturally competent instruction is crucial for helping students of color develop a positive self-image, as it helps them understand external variables and develop self-acceptance and respect. It is essential to see role models and organize field trips and community partnerships to showcase successful black entrepreneurs. Instructors and community partners should seek diversity opportunities to serve children of color and others from different cultures (2021).
4. ***Prejudices-*** Teachers' attitudes and conduct are being undermined by societal prejudices, with many instructors unaware of these subliminal attitudes. Teachers need to build relationships with students and step outside their personal prejudices to create a secure learning environment. Mentorship and parental involvement are crucial for academic success, especially for gifted students. Ineffective educational programs for students with cognitive differences can result from a lack of parental involvement, making support from mentors, intervention specialists, and instructors essential for a student's success (2021).
5. **Conversion of Themes**

God’s intent in our lives and within the world is to have order and peace. God also is inclusive towards all, this is seen in Galatians 3:28, “There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.”

1. ***Stakeholders***- Children want to succeed, they also need to feel respected and supported in order to be competent for example, gifted students are frequently misdiagnosed as having behavior problems, mental health issues, and disorganization due to an inability to channel their thoughts and talents or to comprehend why they are socially distinctive leads the student to feel unsupported by themselves and others. Students wish to flourish but do not know where to start. These students feel that they lack support and often do. Students desire to manage social, emotional, and behavioral demands in school and life, often losing faith in adult assistance due to persistent problems. (Greene, 2009).

Social change has affected student education. Social media limits and boundaries are crucial for adolescents, as they increasingly communicate online rather than in person. The inability to unplug phones during conversations significantly impacts socialization, as phone usage predicts distraction. Students' constant desire to connect to the outside world hinders their ability to engage in activities. To address this issue, children and their families should establish media consumption limits, track social media use, and establish phone time limits. These limits should be kept in common areas of the home to reduce separation between the child and family. Regular learning and smartphone discussions should also be conducted to maintain healthy communication (Abi-Jaoude et. al., 2020).

Within the gifted student population, overcoming social issues that have an impact on educational achievements is much more obvious. Prior to addressing more significant societal concerns, efforts to foster meaningful ties between students and their education will not take place. There are many distinct facets of socioeconomic differences that separate our students and affect how well or poorly they do in school.

1. ***Resources-*** Resources are important markers of stability because they influence which initiatives will succeed. Interventions will be more effective if you operate from your strengths. When interventions are based on a deficient or unavailable resource, they seldom function.Interventions are more successful when you work from your strengths (Payne et. al., 2001).

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Educational frameworks and a variety of assessments may help to close disparities and promote quality.One size fits all testing is not adequate. Due to the cultural bias of standardized examinations, some students do not perform or even comprehend concepts as well as others. It's crucial to have a variety of tests and evaluation methods available to completely comprehend students. Each child has special abilities and difficulties that call for the right accommodations.

It is a useful resource for Interdisciplinary Research and Culture knowing ways other countries help students in poverty, while, it differs from my current viewpoint on how the government should assist impoverished students, for instance, China's government is in charge of subsidizing education. Subsidized monies are set aside for underprivileged regions and ethnic minority communities to meet the need (Liu, et. al., 2020, pp. 49-76). All students should have the chance to succeed, however, if there is no financial obligation, whether, to children of the wealthy or those in poverty, the internal motivation to succeed could be lessened.

1. **Commendation of Good Belief and/or Practice**

 Even the finest arguments will not change someone's viewpoint. A good narrative is the only thing that can do this. Families and support systems are the places where children are fostered, safeguarded, and developed. All emotional well-being is founded on a sense of safety and belonging. Relationships are formed by families and wider support structures to guarantee safety and belonging (Payne et. al., 2001).Despite strong arguments, some people will not alter their minds. The only thing that can accomplish this is open communication.Relationships and respect for one another need to be fostered and developed. When this type of nonjudgmental companionship occurs, God can be shared in ways that will be seen and accepted that previously would have been denied.

The hard question is not whether schools should focus on social and emotional skills, but rather how to turn good ideas into policies and actions. During the school day, a lot of things happen in a student's life. A lot of social contacts happen during this time, and if they aren't dealt with and helped, chances to help the child grow into a whole person are lost (Markowitz & Bouffard, 2022).  If we do not do anything to put good ideas into action they will never be more than ideas.

Academic, emotional, and social growth do not take place in a void. They take place amid a complex web of connections, memories, and beliefs that are all heavily impacted by racial, social, and cultural factors. Any effort to teach social and emotional skills must take into account the geopolitical, cultural, communal, and personal settings that affect both adults’ and students' thinking and behavior (2022). A proverb says, "You are what you have been becoming." To transform the happenings of the past into an entirely new group of conventional notions, either the commencement of the activities or their continuance is required to take place.

1. **Strategy for Contextualized Communication/Action for Social Change**

Academic self-efficacy and outstanding scores are among the greatest levels of Educational outcomes. Identifying the elements influencing a student's academic achievement has never been at the forefront of examination, but it has shown to be a crucial obstacle to overcome and comprehend (Hyatt et. al., 2020, pp.1-11). The beauty of Montessori education is seeing a child appreciate the concentration and trial-and-error process of figuring something out, which helps to connect the child profoundly to a lesson or problem until mastery is achieved. The sensation of accomplishment will encourage the student to continue the process of intense concentration and perseverance required for mastery. Traditional education's use of grades has less of an effect on mastery and places more emphasis on the grade. **S**elf-Efficacy beliefs motivate students to do well by improving their dedication and effort. Students gain high levels of self-efficacy as a result of increasing tenacity and attribute their failures to fewer tries to figure things out rather than aptitude. Task customization is more likely to discourage avoidance and procrastination (2020).Students gain high levels of self-efficacy when they work hard and blame their mistakes on not trying hard enough rather than on their skills.

Commercial social media are rapidly being used in formal learning environments, despite the fact that they were not designed primarily for education. Highly popular social services have been explored for their educational effects since they are growing in popularity among students nevertheless have mostly been disregarded by the research literature (Manca 2020).

Social media is increasingly being utilized in formal learning contexts, despite the fact that they were not developed with education in mind.To provide a curriculum, we battle to keep students away from technology. The most influential educational theories were all founded on historical understanding, observations, and innovation. Today's students are more involved in social media, therefore in order to keep sparking their creativity, it is imperative to employ what is relative. In order to stand a greater chance of enabling student success in their education incorporating both constructive and relative methods to enable student success should be included in today’s curriculum.

Teachers’ and students' emotional interactions must be nurtured and strengthened. Students must find it comfortable to work on projects and examinations; if there is a harmonic connection, that style of thinking will be supported (Tokan, & Imakulata, 2019).Healthy interactions between teachers and students promote better academic outcomes. In Montessori Method of Education is referred to as Nurturing the Spirit which is the happiest part of your life. It relates to what makes you feel connected and happy. This increases your self-esteem and self-confidence and facilitates connection with others, the environment and yourself.  When teachers and students find this harmony the student feels supported.

The student’s attitude toward learning is something that needs to be stimulated. Students learning behaviors are simultaneously impacted by both the intrinsic and extrinsic motivation they experience.

Students must be motivated. Furthermore, in order for it to be successful, we must connect to each student's preferred way of motivation. This is what determines a person's commitment to a task in order to achieve an objective. Motivation produces greater perseverance, greater use of coping skills, academic delight, and inner satisfaction, we observe more autonomous work, more profound thought, and more reflective research objectives. It encourages adaptive behaviors that enhance the academic lives and academic success of students. These attributes have a significant impact on their motivational development throughout their learning processes, as they foster perseverance and spark creativity, which becomes especially important in the desire to do better and learn more.

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