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Modern School Role in Human Potential Development

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Abstract

The article attempts to analyze critically the role of the modern school in the development of human potential. Based on the conducted research procedures (the focus group study of the parent community, the questionnaire survey N = 90), they determined the domination of parental position, according to which there is the lack of equal opportunity provision by the state for quality education. The commercialization of the educational industry, the increase of the informal sector of the economy at the market of educational services ensure the reproduction of social inequality, limit the access to quality education for students, primarily from low-resourced families. The results of the study illustrate the growing dissatisfaction of parents with the ability of the school to develop a sufficient cultural level of students, to build the system of spiritual needs, values and interests of young people. The system of school education develops the contradiction between the expectations of parents to intelligence, social and communicative skills, the moral qualities of students and actual learning outcomes. Professional burnout, the deformation of modern teacher social role significantly reduces the effectiveness of the educational impact on the younger generation. The modern school is not fully capable of sustainable human development provision due to the following dysfunctions: an insufficient legitimacy of disciplinary impact on student behavior, high pedagogical workload, conflict risks, the distortion of teacher traditional role. The promising trend for the development of human potential in modern Russian conditions is to increase the prestige of teacher profession, overcome the key deformations of its position, form creative spaces in the school environment, expand the diversity of educational programs, and focus on “gifted” children support.

Keywords: school education, modernization, socio-economic development, human potential.

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1. Introduction

School education as the central element of the educational system, acting as the foundation for the accumulation of modern youth knowledge, becomes the factor in the socio-economic development of any state (Feinberg, 2012; Rogach et al., 2017). The strengthening of educational policy effectiveness provides the possibility of our time challenge overcoming, such as the heterogeneity of the social, economic and intellectual potential of different regions (Nikulina, 2015); the cultivation of centrifugal processes capable of nation weakening (Skorodumova, 2017), the creation of a competitive knowledge economy and the achievement of a balanced spatial development (Frolova, Rogach, 2017).

“In modern market economy, education is rightfully viewed as the investment in human capital” (Zhelezov et al., 2009). The studies conducted in the EEC countries in order to determine the degree of education impact on economic growth indicate a close interdependence of population education level and the growth of macroeconomic indicators. In particular, the increase of enrollment in secondary school by 1 % leads to the annual increase of GDP per capita at the amount of 1-3 % (Gafurov, 2013). This circumstance makes schooling an important tool for human potential development (Avraamova, Loginov, 2014).

Human potential determines the national wealth of the country (Maksakovsky, 2011), it is considered as the most significant reserve for the economy efficiency improvement (Sakharovsky, 2012). The high interest of researchers in human potential is conditioned by a number of reasons, most of which lie in the plane of awareness of the human factor influence on the prospects for the socio-economic development of the state and its institutions (Bailey, 1991; Periklis, 2013), the increase of knowledge, the preservation of cultural heritage (Urmina, Horvat, 2017). The dominant approach to the study of human potential phenomenon is based on the idea of “capability approach”, which allows us to consider the development of any state not through the focus of economic prosperity growth and through the empowerment of its citizens (Sen Amartya, 2005). The expansion of the social choice of young people, the development of sustainable life success models for graduates is of key importance (Alkire, 2009). As the part of this approach to the understanding of human potential economic essence and its relationship with the educational industry, the position that economic growth determines the development of the human factor dominates when it provides the increase of income per capita and also allows you to maintain an adequate level of investment in social sphere (Sen Amartya, 2001).

An equitable distribution of resources in the economy provides the opportunity of consideration in a single analytical framework: the demand for educational services, the impact of the educational industry on economic growth and social stratification. At the same time, the development of internal rates of return as the regulator of investment distribution between the education system and other sectors of the economy, makes it possible to evaluate the effectiveness of public investments in education (Joo Hyun-Jun et al., 2010; Hooge Edith, Honingh Marlies 2014). “In economics, the assessment of the return rates from primary education ranges from 50 % and above, from secondary education - about 20 %, and from higher education – no more than 10 %, and this indicator has tended to decline recently in the conditions of certified labor force overproduction” (Rogach, 2016). A number of authors who consider human potential among the priority prerequisites for the development of territories determines the relationship between the size of the investment in human resources and the increasing performance of population needs (Kapelyushnikov, 2007; Kuzminov, 2014).

Developing these ideas, the concept of human potential begins to evolve in the search for parity between the observance of social justice and the achievement of economic efficiency (Mahbub ul Haq, 1976). Most researchers note that the government policy focused on the growth of macroeconomic indicators does not fully take into account the key needs of the population and does not pay enough attention to their satisfaction, thereby stimulating individual economic activity (Mincer, 1989; Romanova, 2008). Therefore, in the current socio-economic conditions of the leading country development, the position of the state focused not on consumption equality observation, but on equality of opportunities provision looks more promising (Darling-Hammond, 2006). This is of particular importance in the field of education and health care (Schischka, 2002).

In Russia, the topic of human potential, while remaining quite pragmatic and closely linked to the socio-economic objectives of state-building, is based on an activity approach. This provision makes it possible to single out the system of needs, abilities and the readiness of social actors to

accept social roles and perform socially necessary activities among the basic components of human potential (Ivanov, 2010). Considering this circumstance, the increased relevance of human development limitation and resource study is conditioned by its sociocultural orientation, where the institution of education forms the cultural level, spiritual needs, interests and the value system of social actors. Family and education are the primary institutional factors in human potential development and use (Sakharovsky, 2012)

In practical application to economic realities, the role of school education in the development of human potential lies in the formation, the consolidation and the translation of successful social practices that reflect the value orientations of leading social groups and the economic interests of state development. The role of school education in the development of human potential cannot be expressed in terms of value due to the impossibility of its reduction to a quantitative assessment. For a deeper understanding of this relationship, it is important to assess the quality of social life and the existing economic conditions for the potential formation and implementation among modern schoolchildren: their needs, abilities and the readiness to perform successful behavioral models (Chaucer, 2012; McCann et al., 2012; Shpakovskaya, 2015).

Based on the ideas, the authors aim to study the specifics of the impact of modern school on the formation of human potential, as well as the analysis of key barriers and opportunities for its development in the modern system of Russian secondary education. In the formation of the hypothesis that requires empirical testing, the authors relied on modern human potential studies that reveal its relationship with the development of knowledge and support of gifted children (Periklis, 2013), ensuring equality of access to educational opportunities (Darling-Hammond, 2006; Schischka, 2002; Sen Amartya, 2005), the expansion of social choice of young people, the formation of sustainable models of success of graduates (Chaucer, 2012; McCann et al., 2012; Shpakovskaya, 2015). In particular, the authors put forward the following hypothesis: sustainable human development is limited by the dysfunctions of the modern Russian school, the key of which are the insufficient level of equality of opportunities for quality education, the problems of implementation of the educational function of the school, the insufficient level of efficiency in the system of selection and support of gifted children.

2. Materials and Methods

The object of the study was the educational complexes of the city of Moscow, since it was the capital that received the greatest opportunities for educational system development. In Moscow, as an economically powerful and dynamically developing subject of Russian Federation, the scale of socio-economic transformations and tasks to be solved manifests itself most vividly, and here the trends of a qualitatively new level reaching for Russian school are visible most of all. It is important to note that the conclusions of the study are relevant to the context of large cities, and should not be interpreted without taking into account a number of assumptions as appropriate for small urban or rural settlements.

The focus-group study of high school student parents was used as a leading research method. The sample was made of 90 people. Predominantly female parents were interviewed (81.4 %). The average age of the respondents in the sample was 40.15 years with the range of 26-46 years. 88.4 % of parents in the sample have a higher education: 9.2 % have academic degrees. 22.1 % of parents rate their income as low, 65.8 % of parents have an average income, and 12.1 % have a high income.

In order to increase the relevance of the research and clarify the key points of the research results obtained during the focus groups, this analysis was supplemented with the data from the questionnaire survey of the respondents mentioned above. The questionnaire offered to respondents consisted of the questions relating to the assessments of the potential development of a child's personal potential in the school system, the assessments of the school educational and upbringing functions, and the determination of the key barriers to human development.

The results of the study were analyzed by using the Pearson's χ^2 test. Statistical significance was set at $p < 0.05$.

3. Results

The results of the study showed that in a fairly short period of time the offer of educational services made a significant leap towards the development of the non-state education sector, which

is not balanced by the previously dominant effective demand. This practice can be considered as the mechanism of artificial barrier creation for low-income families in quality education obtaining. There was a widespread opinion that educational services were transformed from a free privilege provided by the state into a kind of non-material goods, which not every family can afford to “buy”. The current situation causes a particular anxiety and discontent among schoolchildren parents. The parents who have the opportunity to pay for additional educational services provided by the school on a fee basis rate the school system higher, since commercial services supplement the gaps in free education. The parents who cannot afford to pay for additional commercial educational services point to the gaps in the school system and note the low level of opportunity development for a child’s personal potential in the school system. During the study, a certain relationship was established between the availability of commercial educational services and the assessment by parents of the development potential of a child’s personal potential in the school system ($\chi^2(4) = 12.208; p < 0.05$).

Table 1. The dependence of child personal potential development in the school system and the degree of commercial educational service accessibility in parent community estimates.

Evaluation of commercial educational service availability	Evaluations of the child’s personal potential development in the school system		
	high	average	low
High	9	4	5
Average	15	22	8
Low	4	10	13

The perception of the very practice of market management mechanism introduction in the educational sphere is negative by the parental public. The orientation of modern education to market mechanisms, in their opinion, is the dominant factor of free accessible education share reduction. A separate attention should be paid to corruption offenses of educational institution employees. According to the study, more than half of the parental community made payments “for good performance” under the guise of sponsorship to the school. “We had to pay for extra classes with the teacher so that they would not underestimate the grade. It does not give any additional knowledge, but at least they will not find fault during the lesson.” Every second parent talks about preventive measures in this area. “In addition to gifts from the class, we give teachers and school leaders separately from ourselves in order to make them treat our child with understanding. And we are not the only ones.” For low-resource families, this practice seems unacceptable both because of the absence of additional funds and a negative assessment of “payment for teachers by the means of parents”.

In view of this circumstance, the position of the parent community is dominant, according to which the state does not ensure the equality of opportunities for quality education. The differentiation on this basis affects not only the regions and individual municipalities, but also the educational complexes of the capital. The spontaneous nature of the educational service market development has led to the increase of informal sector share, which is accompanied by the lack of complete and reliable information from the parents of schoolchildren about the degree of the education market saturation, and, consequently, by the decrease of young people social choice. The results of the study showed that the factors initiating the increase in the informal sector of the economy at the educational service market are the following ones: low wages for teachers, the difficulties in tutoring service legalization, the desire to reduce financial costs, an insufficient training for USE passing. “I understand that you can’t do without a tutor today. It is much more convenient than the visit of official courses and paid classes at school. First, it’s even cheaper sometimes. Secondly, the quality is higher.” “Sometimes it seems to me that this system is specially built so that teachers can earn money. Without a special preparation, the exam will not be passed. Even the best students go to the tutor to pass the exam.”

During the study, parents noted that the modern education system poses barriers to the development of talented young people from low-income families. The inability to pay for additional commercial services reduces the possibility of a successful life trajectory development for a

schoolchild ($\chi^2(4) = 26.742; p < 0.01$) and increases the risks of passing the Unified State Exam at the level insufficient for university entering free of charge.

Table 2. The ability to develop a successful life trajectory of a student depending on family income level

Family income level	The evaluation of student successful life trajectory development possibility		
	high	average	low
High	18	5	0
Average	14	21	6
Low	5	10	11

The results of the study show that there are no institutional factors controlling commercial educational services in modern conditions in terms of the quality of their provision and the inadmissibility of corrupt practices in the provision of quasi tutoring services via bribes.

The study showed that the majority of representatives of the parent community agree with the statement that the school does not implement its functionality effectively. According to the respondents, the school implements activities related to the transfer of knowledge to students relatively better than other tasks, while the evaluation of the educational and motivational function is significantly lower. "The salary of teachers does not depend on a child's interest at school." The results of the study illustrate the growing dissatisfaction of parents with the ability of the school to develop a sufficient cultural level of students, to build the system of spiritual needs, values and interests for young people (Rogach et al., 2017).

Certain deformations are observed in teacher-student interactions. "Today, a teacher does not educate his students, and moreover allows himself to shout at them, speak insultingly with them. What can such a teacher teach if children feel negative about themselves?" The current situation is inherently bilateral. The student-teacher social relations, refracted in the prism of the formal interactions of "client" and "educational service provider", initiate the deformation of the educational space and the distortion of traditional roles. The parents of schoolchildren believe that the modernization of school education should include the transformation of teacher's social role, the enhancement of his social status. "Today a teacher has neither the authority nor the ability to stop rudeness among students. He cannot get a student out of the classroom, he can't also take the phone away."

Thus, in the course of focus groups, quite destructive characteristics of a modern teacher activity are revealed which have polar positions. On the one hand, there is indifference, the conniving attitude towards deviant manifestations in the adolescent environment on the part of the pedagogical corps, which is determined by a rather weak social position of a teacher, the need to maneuver constantly between the school administration and the parents. On the other hand, the dysfunctions of the legal field, the lack of legitimate disciplinary opportunities for a student's behavior control initiate destructive manifestations (cry, aggression, etc.). Organizational and economic dysfunctions of the school system functioning (a teacher's overload with routine paperwork, high pedagogical load combined with the need for tutoring, high conflict risks) initiate professional burnout and the deformation of the modern teacher social role.

Table 3. Distribution of answers to the following question: "Select the main barriers that impede the effective implementation of the educational function at school" (no more than 3 answers)

Main barriers	Number of men	%
teacher overloading with paperwork, high pedagogical workload, etc.	52	57.8
the lack of disciplinary levers used by a teacher	28	31.1
the lack of support from the administration	10	11.1
a teacher's low authority	35	38.9
the lack of partnership with parents (a unified approach to the educational process)	14	15.6

teacher's indifference	56	62.2
low professional level of a teacher	20	22.2
other	27	30.0
hard to answer	4	44.4

The educational system at school is characterized by a high level of activity imitation, the actual reduction of the mechanism for its implementation to a set of educational activities. "Holidays, theatrical performances are held for a tick at school, parents spend time and energy on the preparation of scenery, and teachers report, show how well they worked with the children."

Table 4. The dependence of school educational function effectiveness degree and the assessment of the teacher's authority (in the assessments of the parental community) ($\chi^2(4) = 10.374$; $p < 0.05$)

Teacher's authority level evaluation	The degree of school educational function effectiveness (from 0 to 2, where 0 is completely ineffective, 2 - very effective)		
	2	1	0
High	3	6	1
Average	7	15	10
Low	3	20	25

It is noteworthy that the institution of education in modern socio-economic conditions loses the social elevator function. "Weak performance students are sometimes much more successful than their classmates who have done well", "In our society, communication and acquaintance are much more important, and education is an additional factor to this." In essence, the development of successful life strategies by the graduates of schools is not associated by Russian parents with the quality of school preparation. The development of the ability and the readiness of the younger generation to accept social roles and perform socially necessary activities are taken out from the context of the modern school possibilities.

The results of the study showed that the orientation towards the support of "gifted" children, including those from low-resource families, as the factor of human potential development (typical for most developed countries) (Mueller-Oppliger, 2010; Shavinina, 2012) is seen as one of the key components for education modernization. In particular, this trend, according to parents, will help to overcome the inherent school education standardization of the learning process, stereotyping and the averaging of schoolchildren knowledge. The development of creative spaces is of particular importance in this context within the school environment, with the aim of educational policy course changing from the "mass character" of school training towards the development of high school graduate potential.

The implementation of this trend will allow, in the opinion of schoolchildren parents, to reduce the destructive consequences of the formally declared variation in education. Today, the variability of educational programs is limited to the class profile, which significantly reduces the possibility of student professional choice. "Already in the 8th grade, a child must decide and choose a profile. It is difficult for him to choose even between the legal and natural science class, let alone talk about the choice between an in-depth study of physics or chemistry. It would be much better if a child could try himself in different fields." The consequence of this provision is the decline of student interest in learning, which is noted today by all parties of the educational process.

It is fair to note that this opinion is less characteristic of parents whose children are trained in gymnasiums and schools with the in-depth study of subjects. The high weight of the creative component in the educational process and the individual approach to the preparation of students in these educational institutions are complemented by a significant number of extracurricular hours (visiting of museums, theaters, project preparation, etc.), which, according to parents, reduces the negative consequences of the learning process standardization. Despite the increased parental burden with this approach to learning, they recognize the high efficiency of gymnasium training for children. The traditionally high competition for the admission to gymnasiums and

lyceums is, in fact, the reflection of parent opinions on the trend in which modern school education should be developed.

4. Discussion

The special interest of researchers in the subject of human potential in the focus of studying the problems of school education is due to the inextricable relationship of social and economic source of social development. At the same time, the complexity of the quantitative assessment of this relationship makes it urgent to ensure the availability of opportunities for school education, equality of educational opportunities and support for gifted children, the implementation of the school educational function, as well as the impact of school education on the success of building students a successful life trajectory. These provisions were considered by the authors as a hypothesis, which was confirmed in the course of the study.

Limitations. As a limitation of the study, the following assumptions should be taken into account: the empirical base of the study is represented by a large metropolis, which requires verification of the findings for small towns and rural settlements, according to the specifics of their socio-economic development. In addition, the grading of educational institutions on secondary schools, schools with in-depth study of subjects, private schools, etc., creates a certain reserve for the formation of new correlation dependencies unaccounted for in this study.

5. Conclusion

Throughout the history of social development, the institute of education has been the main tool for younger generation education, the most significant factor in human potential development. The essence of this function is to transfer the cultural values, interpreted in the broadest sense to the younger generation through the institution of education: scientific knowledge, the achievements in the field of literature and art, the norms of behavior and moral values, the knowledge and skills inherent in various types of professional activity, etc.

At the present stage of Russian society development, the sustainable human development is limited by certain dysfunctions of the modern school.

The spontaneous nature of the educational service market development in Russia has led to the increase of the informal knowledge economy share. An insufficient efficiency of market management mechanism adaptation to the specifics of the educational industry initiates the deformation of the economic interaction between the main actors of the educational space. At the same time, the declaration of ideas about the need to attract additional financial resources to the school through the commercialization of educational services does not find support among the parent community. The consideration in a single analytical framework: the quality of education and the investment in human potential suggests a significant impact of the educational industry on social stratification and the reproduction of social inequality.

At the same time, many parents show doubts about the ability of their children to accept social roles and perform socially necessary activities in the future. The contradiction between parents' expectations of intellect, social and communicative skills, the moral qualities of students and actual learning outcomes in a modern school is aggravated. Professional burnout, the deformation of the social role of the modern teacher significantly reduces the effectiveness of the educational impact on the younger generation.

The authors conclude that the institutional goals of educational policy should be correlated with the socio-economic conditions of society development. The development of creative spaces in the school environment is of particular importance in this context, with the aim of changing the course of educational policy from the "mass character" of school training towards the development of high school graduate potential; the orientation to "gifted" children support; and also the organization of a constructive dialogue between the main subjects of the educational space.

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