



# A STUDY ON IDENTIFYING EDUCATIONAL INEQUALITIES AND PROPOSING SOLUTIONS THROUGH CURRICULUM, INSTRUCTION, AND STUDENT INTERACTION IMPLICATIONS

HAN QI 1<sup>st</sup> , MUHANTHA PARAMALINGAM 2<sup>nd</sup>

## ABSTRACT

It is obvious that not everyone abides by the United States Constitution's provisions on equality, notwithstanding those provisions. Where it is not prevalent is in the realm of education. Individuals should be able to pursue their own happiness without interference from the government, as Thomas Jefferson said in the Declaration of Independence. These two ideas are related, as both educational equality and educational adequacy point out. A substantial body of comparative research indicates that different Western cultures have different levels of educational achievement discrepancy. In addition to studying the effects of socioeconomic differences inside individual countries, researchers have shown that educational systems in different countries influence the varying degrees of educational gap between them. findings suggest that standardized testing does two things: (1) it pushes schools to use more objective criteria to sort children into tracks, and (2) it increases the likelihood that institutions will invest more in students on lower tracks by holding them more accountable for their grades. Therefore, central evaluations in regulated educational systems reduce the impact of parental participation on students' performance.

**Keywords:** *Inequality in Education, Curriculum Consequences, Educational Implications, Students Communication Implications.*

## 1. INTRODUCTION

In light of a recent literature review, this article examines the ways in which a developing agreement in the field of developmental psychology impacts educational practice (Boneva et al., 2021). Research in the learning sciences and other fields of education on effective ways of creating the safe spaces and offering the stimulating lessons that kids need to grow and develop is compiled here via the use of a developmental systems lens. So that schools can equip children for healthy trajectories as they grow up, it is important to review the research on practices that



could help instructors react to kids' distinctive qualities, cope with adversity, and encourage resilience. Individuals should be able to pursue their own happiness without interference from the government, as Thomas Jefferson said in the Declaration of Independence. Despite this, the majority of studies that have looked at the link between curricular tracking and educational inequality have neglected to account for other institutional issues that impact students' origins and their academic performance. The correlation between tracking and socioeconomic disparity has not been investigated in this research since no other institutional variables have been included. They have instead come to believe that tracking is the only cause of the widening achievement gap between students from different socioeconomic backgrounds. Researchers want to fill this knowledge gap with the current effort. To fully grasp how family money affects pupils' academic performance, researchers think it's crucial to know the level of national standardization in education. The final standardized exam of the academic year is an important part of the system that ensures all students take the same tests. These and other studies have shown that standardized testing encourages schools to perform at their highest potential by offering a fair measure of academic achievement and financial rewards for top performers. Because they depend more on formal schooling than their more fortunate classmates, children from low-income homes may benefit greatly from this (Adams-Prassl et al., 2020)

## **2. BACKGROUND OF THE STUDY**

Historical records reveal that educational inequality has been a problem for the US from its foundation. It was implied, but never explicitly stated, in *Brown v. Board of Education* that the



purpose of the decision was to provide equal educational opportunities for all students. Since it debunked the "separate but equal" doctrine, which had shielded children from the injustice of segregated schools, it's reasonable to assume this. The fact that minority groups bear a disproportionate burden of unfavorable results is evidence of opportunity inequality. There are many compelling arguments in favor of raising the bar for tracking. One is to increase student accomplishment by allowing students with varying interests and learning capacities to pick the learning style that works best for them. Yet, several studies highlight the detrimental impacts of tracking on the academic performance of pupils with fewer resources, such as widening socioeconomic disparities, and there is little evidence to support this assertion. The evidence does not adequately back up this assertion. More specifically, there are two main ways that monitoring exacerbates educational inequality. Central examinations are positively associated with student progress, according to a large body of data. Some have hypothesized that this correlation is due to the increased "signalling" of academic success. Students' results on standardized exams may be compared and assessed by both colleges and universities and prospective employers. As an incentive for pupils to do well, this comparison also has implications for the pros and cons of the effort required to learn. According to (Acciari et al., 2019), Chiang showed that more school accountability led to better utilization of school resources, which in turn improved student success (Adermon et al., 2021).

### **3. LITERATURE REVIEW**



The purportedly positive effect of standardized testing on student achievement in the classroom has also been called into doubt (Aydemir et al., 2019). research on exit exams have shown that they do not raise students' performance, with the majority of these research taking place in the United States. Opponents of centralized examinations contend that tests are dishonest because they force teachers to cheat on their students' exams. This makes tests an inappropriate instrument to evaluate performance. Some argue that "teaching to the test" has unintended consequences, such as making teachers and students less invested in non-evaluable topics and less likely to use critical thinking skills. To create a firm theoretical groundwork for student study objectives, it is a good idea to peruse relevant prior publications. Schools have a better chance of succeeding when instructors are involved, students are excited to learn, and the management committee or other stakeholders are also engaged. A student's capacity to learn, the dedication of instructors, and the amount of time students spend in class are all factors that, according to the Ministry of Education, contribute to the overall quality of a student's education. Parents may have a pivotal role in ensuring that their children get an excellent education from their schools. No matter how strongly a parent feels about a particular school, they have the right to enroll their children in it and send them there. Offering a top-notch education in schools is, according to the Ministry of Education (MoE), the surest approach to garner public support. It is believed that higher-quality education might have been achieved with the correct mix of talent and resources. If schools were more sensitive to their kids' cultural origins and used the local language and beliefs in the classroom, most education experts would agree, pupils would benefit. Only when teaching staff are secure can high-quality education be ensured. Indicators of teacher quality may provide a glimpse into the quality of the institution as a whole. Additional necessities for high-quality



education include curriculum, planning, curriculum transformation, infrastructure development, learning resources, student involvement, management, and organization. The viewpoints of parents and other interested parties should be considered, nevertheless. Total quality management is best seen as an approach to management that is implemented over an extended period. It covers the whole gamut of quality management, from service providing to completed products management. "Quality Assurance in Transition towards Global Concern" (Bacher-Hicks et al., 2021) was the title of Andrea's dissertation, which studied quality assurance in secondary schools. Concerning the quality regulation of private secondary schools, however, much more explanation is required. Theodore states in his 2014 discussion paper "The Theory of Completely Integrated Education (TIE)" that in order for pupils to fully grasp a subject, they must first construct mental models that integrate new information with what they already know. According to this theory, students lose interest in studying when given boring or easy assignments. Students could doze off in lectures that aren't engaging. Someone could just stop going to school altogether if they despise their instructors and the school itself (Bansak et al., 2021).

#### **4. RESEARCH QUESTIONS**

- In what ways does social class impact educational inequality?

#### **5. RESEARCH METHODOLOGY:**

##### **5.1 Research design:**



SPSS version 25 was used for the analysis of quantitative data. The direction and magnitude of the statistical link were assessed using the odds ratio and the 95% confidence interval. Researchers indicated a statistically significant threshold at  $p < 0.05$ . A descriptive analysis was used to determine the main characteristics of the data. Data obtained by surveys, polls, and questionnaires, or by altering existing statistical data using computational tools, is often evaluated mathematically, numerically, or statistically via quantitative approaches.

### **5.2 Sampling:**

After pilot research with 30 Chinese researchers, 1200 Rao-soft pupils were included in the final researcher. Male and female researchers were picked at random and then given a total of 1,565 surveys to fill out. A total of 1341 questionnaires were used for the calculation after 1408 were received and 67 were rejected due to incompleteness.

### **5.3 Data and Measurement:**

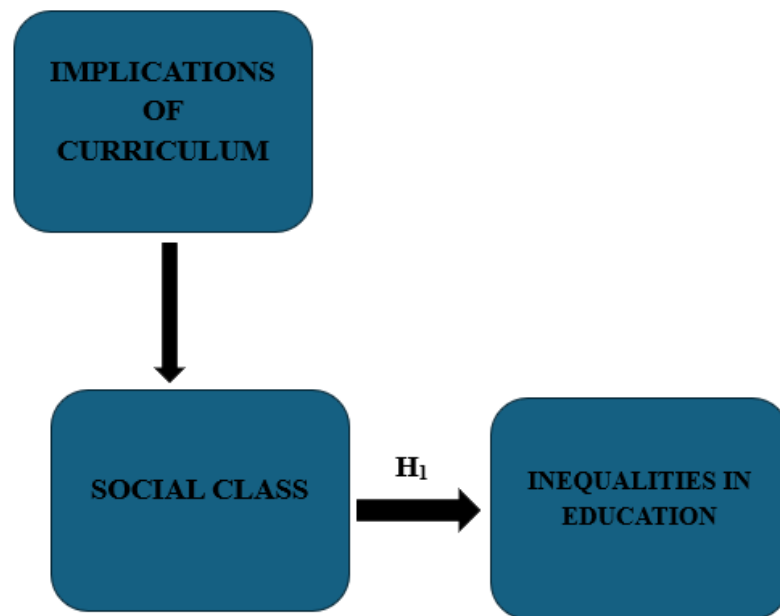
The primary instrument for data collection in the research was a questionnaire survey. Part A of the survey solicited fundamental demographic information, whilst Part B required respondents to evaluate several facets of online and offline channels using a 5-point Likert scale. Secondary data was collected from several sources, mostly focusing on internet databases.

**5.4 Statistical Software:** The statistical analysis was conducted using SPSS 25 and MS-Excel.



**5.5 Statistical Tools:** To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyze the data using ANOVA.

## 6. CONCEPTUAL FRAMEWORK



## 7. RESULT

- **Factor Analysis**

A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. In the absence of readily discernible visual or diagnostic indicators, it is customary to use regression coefficients to provide ratings. In FA, models are crucial for success. The objectives of modelling are to identify errors, detect intrusions, and establish evident correlations. A method to evaluate datasets generated by multiple regression analyses is by the use



of the Kaiser-Meyer-Olkin (KMO) Test. They confirm that the model and sample variables are representative. The data exhibits duplication, as shown by the figures. Reduced proportions facilitate comprehension of the data. The output for KMO is a value ranging from zero to one. If the KMO value ranges from 0.8 to 1, the sample size is deemed sufficient. These are the allowable limits, as per Kaiser: The subsequent approval requirements established by Kaiser are as follows:

A lamentable 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measure: .90

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square degrees of freedom = 190 significance = 0.000

This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.960 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.



**Table: KMO and Bartlett's**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.960
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

This illustrates that statements made to perform a sampling are valid. Researchers used Bartlett's Test of Sphericity to ascertain the relevance of the correlation matrices. A sample is deemed acceptable by the Kaiser-Meyer-Olkin criterion when the result is 0.960. The p-value from Bartlett's sphericity test is 0.00. The correlation matrix is not equivalent to an identity matrix, as shown by a statistically significant outcome from Bartlett's sphericity test.

## ❖ INDEPENDENT VARIABLE

### • Implications Of Curriculum

The term "curriculum" refers to a set of guidelines for selecting and arranging course materials that have been developed with specific objectives in mind. All activities offered by a school or other organization with the express purpose of enhancing students' educational experience are collectively known as the curriculum. Thus, the curriculum revolves on what teachers do in the



classroom if this is the correct interpretation. In this perspective, the informal learning opportunities that occur before, during, and after formal sessions are also included. Researchers could do well to begin with the definition proposed by John Kerr and continued by Vic Kelly in their seminal works on the topic. Everything that a school plans and guides its students to learn, whether in a classroom setting or otherwise, is what Kerr calls the curriculum. Curriculum is somewhere in the hazy center of a continuum that runs from very abstract to very concrete. There are very practical lesson plans and activities on one side of the curriculum and more abstract criteria on the other. The "what" and the "how" of instruction are both included in a curriculum. The curriculum sometimes includes "what" is to be taught, but it also indicates, either directly or indirectly, how it should be taught. For instance, a constructivist pedagogy method would be more appropriate for a curriculum with an excessive quantity of information and goals to cover than a conventional, discussion- or lecture-centered one. Instructional programs are included in the curriculum. Research on best practices and established standards should form its basis. It ought to serve as the basis upon which educators build lessons for their pupils (Barone et al., 2020).

## **❖ FACTOR**

### **• Social Class**

A social class is a social grouping whose members have a similar level of economic and social standing (Bell et al., 2022). The idea of class, as a group of people with comparable economic situations, has many practical applications outside of social theory, such as in censuses and research on social mobility. Members of the same social class are defined by their shared position



in society. Many things, including money, job, education, family, race, and ethnicity, contribute to one's social standing. Economic stratification is a common way of looking at social class in the US. Wealth and social standing are the two fundamental components of social class. Many individuals still identify with one of the three main socioeconomic classes—lower, medium, or upper—even if the boundaries between them have become more porous in most modern cultures. There are nations where people are born into a certain social class and have very limited opportunities to rise above it. Finding the lottery or finishing college could catapult student into a higher social stratum in other countries. People who are seen as belonging to the same social class are those who really share that position. Different social groups are defined by the unique set of assumptions, practices, and standards that each group clings to. Lifestyle choices are a typical manifestation of shared status, ideals, or characteristics. While education, hereditary status, social ties, self-perception, and acknowledgment by others do play important roles, financial position and employment are the principal markers for class distinction.

## ❖ **DEPENDENT VARIABLE**

- **Inequalities In Education**

A simple definition of social class inequality would be the unequal distribution of wealth in today's society (Berlinski et al., 2019). As a result, disparities in wealth, income, and other associated metrics emerge among social strata. When resources like money, qualified educators, textbooks, and technology are not evenly distributed, it leads to educational inequality. Groups who have endured historical oppression tend to reside in areas that lack these services. It is crucial to educate kids about educational inequality so that they may understand how racial and economic issues



contribute to the disparity in educational chances. Young people today must be educated about the problem if the educational system is to undergo reforms that will ensure future generations of students get an education that is equitable to everyone. This chapter summarizes previous research on educational disparity and adds to it by presenting fresh data on the topic. There is a strong correlation between educational inequality and social mobility, and researchers provide evidence of wide performance differences across students from diverse socioeconomic origins. Researchers also demonstrate that patterns of educational disparity fluctuate between nations, eras, and generations. From the vantage point of economic models of human capital investment and skill development, Researchers analyze this data. There is a strong correlation between economic inequality and educational inequality, and the models show how this correlation is due to endogenous reactions in parental and student investments in their education. Concerned about the prolonged school closures caused by the COVID-19 epidemic, researchers also provide a summary of the preliminary data on how the pandemic affected students' education and whether or not it had long-term effects on educational inequality.

- **Relationship between Social Class and Inequalities in Education**

Research on the correlation between socioeconomic status and educational equity dates back to the 1950s. Inequality in educational opportunities, resources, and outcomes (here meaning things like GCSE and A-level scores) are the three main manifestations of this problem. The overarching lesson from these seven decades of research is that students' socioeconomic status does affect their academic performance. However, efforts to resolve the disparity's underlying reasons generally focus on isolating certain aspects of class as the "solvable" cause of achievement discrepancy. For



instance, by looking into the possibility that working-class kids don't have as high of goals as middle-class kids or that there is an inherent bias in the educational system. In my opinion, Researchers need to take a broader view of the social backgrounds of the pupils. The aggregate of a child's lifestyle, including their access to resources, parental participation, and school experiences, is what sets off educational inequity. It is possible that media critics are correct in assuming that the current social policies are making inequality worse. However, attributing it only to factors like poor nutrition or lack of access to technology misses the point. Everything that makes up a child's daily life—their neighborhood, social circle, parental involvement, aspirations, and dreams—must be considered (Biasi & Barbara., 2021).

- *H<sub>01</sub>: There is no significant relationship between social class and Inequalities in Education.*
- *H<sub>1</sub>: There is a significant relationship between social class and Inequalities in Education.*

**Table 2: H<sub>1</sub> ANOVA Test**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	420	5655.517	651.853	.000
Within Groups	492.770	920	5.356		
Total	40081.390	1340			



This investigation yields remarkable results. The F value is 651.853 attaining significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis "*H<sub>1</sub>: There is a significant relationship between social class and Inequalities in Education*" is accepted, whereas the null hypothesis is rejected.

## 8. CONCLUSION:

By using the framework provided by the sciences, education, and development, together with the centuries of findings from educational research, it is possible to promote children's health in many contexts (Bingley et al., 2020). This evidence calls into question the wisdom of a century-old institutional framework predicated on factory-model companies that valued consistency above diversity. Consistent and integrated support (including home-school connections), well-scaffolded instruction to help children develop social, emotional, and cognitive skills, and culturally competent, individualized responses to each student's strengths and challenges are all ways that school systems can be structured to benefit children's growth and development. Environmental factors have an impact on both students and teachers. Their educational, social, and historical backgrounds impact them. The historical events discussed in this chapter have added to the problem of disproportionality, which is the central theme of the book. Students from different cultural and linguistic origins continue to be taught and expected a wide variety of things. Regardless of these obstacles, "the educational system in the country is ever evolving, and all



schools, teachers, parents, and students, together with the general population, are able to gain new knowledge." Researchers can make strides towards a more equitable educational system that allows all kids to reach their full potential if researchers see challenges as opportunities (Blair et al., 2021).

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