



# AN ANALYSIS ON RECOGNIZING EDUCATIONAL INEQUALITIES AND INTRODUCING SOLUTIONS THROUGH CURRICULUM, DIRECTIONS, AND STUDENT INTERACTION IMPLICATIONS

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## ABSTRACT

Despite the fact that equality is mentioned in the United States Constitution, it is evident that this principle is not always adhered to. There is a large area where it is not in education. In the Declaration of Independence, Thomas Jefferson said that everyone has the inherent liberty to pursue happiness in whichever way they see fit. Educational equality and educational adequacy both link these two ideas. The degree of educational achievement gap differs between Western cultures, according to a substantial body of comparative research. Researchers have shown that educational systems in different countries influence the degree of educational inequality between them. They have also looked at the effects of socioeconomic differences within individual countries. Central exams, as far as study is concerned, do two things: (1) they push schools to use more objective criteria to sort students into tracks, and (2) they make lower-track students more accountable for their own performance, which increases the likelihood that institutions would spend more than that. Therefore, centralised evaluations in monitored educational systems reduce the impact of parental participation on students' achievement.

**Keywords:** *Inequity in Learning, Curriculum Achievements, Instructional Impacts, Implications for Student Engagement.*

## 1. INTRODUCTION

This article examines the ways in which a developing consensus in the field of learning and development impacts the functioning of schools, drawing on a recent literature assessment (Sandel, 2020). Using a developmental systems perspective, the researchers in this study compiled evidence from the learning sciences and other fields of education about effective practices for creating safe spaces and providing children with stimulating learning opportunities. Teachers may better equip



their students for successful lives by reading up on tactics that help them adapt to their students' individuality, overcome adversity, and build resilience. This will ensure that all kids have access to the resources they need to thrive. In the Declaration of Independence, Thomas Jefferson said that everyone should be free to pursue their own happiness. However, other institutional variables that impact students' origins and their academic performance have been largely disregarded in studies examining the role of curricular tracking in perpetuating educational inequality. Other institutional variables that may account for the correlation between tracking and socioeconomic disparity have not been included in these investigations. Rather, they have blamed tracking for the widening achievement gap between students from different socioeconomic backgrounds. To try to fill this informational void, Researchers have undertaken the current task. In order to comprehend the impact of family money on pupils' academic achievement, researchers think that the level of national standardization in education is also crucial. An essential part of the mechanism for educational consistency is the culminating standardized exam of the academic year. This and other research suggest that standardized tests encourage optimal school performance by serving as both an objective measure of student achievement and an incentive for teachers to strive for greatness. Children from low-income households, who are less likely to have access to other educational opportunities, may benefit the most from this (Sanders, 2023).

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

Research into American history reveals that educational inequality has persisted from the country's foundation (Savage, 2021). The return of inequality. Harvard University Press. The purpose of the decision in *Brown v. Board of Education* was implicitly indicated, but not explicitly stated, as guaranteeing equal educational opportunity for all students. Researchers may assume this since it



debunked the "separate but equal" idea that had shielded students from the injustice of segregated schools. The abnormally high rate of unfavorable outcomes experienced by minority groups reflects opportunity inequality. There are several reasons why it is critical to raise the bar for tracking. One is to increase student accomplishment by providing pupils with a range of educational options that cater to their individual interests and strengths in order to maximize their potential. However, this argument is not well-supported by research, and several studies highlight the detrimental impact of tracking on the academic performance of disadvantaged kids, including the widening of socioeconomic inequities. There is insufficient evidence to back up this allegation. To be more specific, tracking exacerbates educational opportunity disparities in two main ways. Central examinations and student progress are positively correlated, according to a lot of data. The stronger "signalling" of academic success might explain this correlation, according to others. Institutions of higher education and prospective employers may both see and compare students' test scores on standardized exams. Students are motivated to accomplish well since this contrast highlights the benefits and drawbacks of the amount of effort required for learning. Chiang showed that more school accountability led to better utilization of school resources, which in turn led to higher student success (Broer et al., 2019).

### **3. LITERATURE REVIEW**

Furthermore, some have raised doubts about the veracity of the claim that standardized testing improves student achievement in the classroom (Waslander, 2020). The majority of the research on exit exams have come from the United States and have confirmed what many suspected: they



do not raise students' scores. Centralised exams detractors say that tests encourage dishonest study habits among students since teachers have to put so much effort into getting their students ready for the tests. One complaint leveled against "teaching to the test" is that it can lead to students and teachers putting less effort into non-evaluable subjects and a decline in critical thinking. Students may provide a firm theoretical foundation for their study by reading up on relevant literature from other disciplines. Successful schools have dynamic management committees or other stakeholders, engaged instructors, and students who are eager to learn. There are three factors that affect the quality of a student's education, according to the Ministry of Education: the student's aptitude to learn, the amount of time spent in class, and the instructors' effort. Schools may need parents' help a lot if they want to provide their kids a good education. No matter what the parents think, they have the right to send their children to whatever school they want, public or private. According to the Ministry of Education (MoE), the greatest approach to get public support is to provide a high-quality education in schools. With the right people and the correct tools, it should have been easy to raise the bar on education. The majority of education professionals believe that schools would benefit their pupils more if they were more sensitive to their cultural origins and used the local language and values in the classroom. The stability of teaching staffs is crucial for the provision of high-quality education. One potential indicator of school quality is the level of instruction students get. Among the many necessities for high-quality instruction are a well-thought-out curriculum, careful planning, ongoing curriculum change, new physical and digital facilities, instructional resources, active participation from students, and competent administration. But it may benefit from hearing from parents and other interested parties as well. When considering management techniques, it is more beneficial to see comprehensive quality management as an overarching strategy for the future. From service providing to completed



products management, it covers it everything in quality management. The topic of Andrea's dissertation, "Quality Assurance in Transition towards Global Concern" (Karakolidis et al., 2021), was the improvement of secondary school assessments. Private secondary school quality control, however, requires further clarity. Students are expected to integrate what they learn into their prior knowledge and understanding, as stated in Theodore's discussion paper "The Theory of Completely Integrated Education (TIE)". Students will lose interest in studying if they are not given stimulating and difficult course materials, according to this theory. When teachers aren't paying attention in class, some kids may doze off. Dropping out is an option for students who hate their school and instructors (Chmielewski & Anna, 2019).

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

- How do social barriers 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.



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### **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.

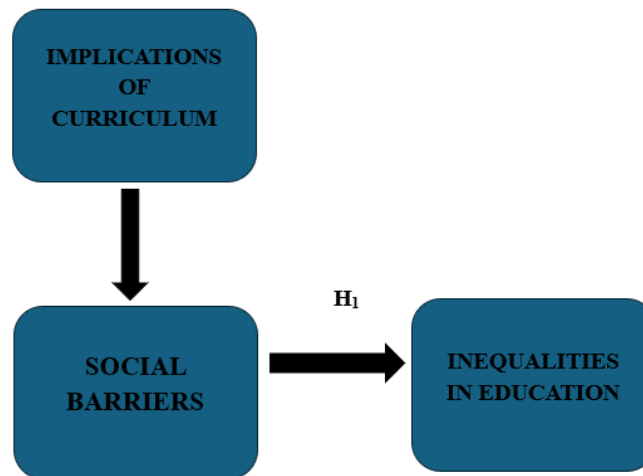
### **5.3 Data and Measurement:**

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

A course's "curriculum" is its predetermined plan for choosing and presenting its learning materials in a way that achieves predetermined goals (Bol & Thijs, 2020). The curriculum encompasses all programs and events put on by an institution with the goal of bettering the educational experience for its pupils. If I'm understanding this correctly, then the curriculum is based on the activities that instructors undertake in class. This view also incorporates the chances for informal learning that arise before, during, and after scheduled class time. Beginning with the definition offered by John Kerr and followed by Vic Kelly in their influential works on the subject would be a good place for researchers to start. Kerr refers to all of the ways in which a school organizes and directs its pupils' learning as curriculum. Curriculum occupies a vague middle ground between the extremes of the highly abstract and the really tangible. On one side of the curriculum, you'll find very practical lesson ideas and exercises, while on the other side you'll find more abstract requirements. Courses of study cover not just the "what" but also the "how" of teaching. Curriculum documents not only outline "what" is to be taught, but also provide clues as to how it should be taught, either explicitly or implicitly. Curriculums that cover a lot of ground might benefit more from a constructivist



pedagogy approach than from more traditional, lecture- or discussion-centered approaches. The curriculum includes instructional programs. The foundation of this should be research on current standards and best practices. Teachers should use it as a springboard to construct lessons for their students (Caucutt et al., 2020).

## ❖ FACTOR

### • Social Barrier

Social barriers are the disparities and biases that exist between various groups of individuals in each society. Gender, color, religion, and financial position are some of the factors that might create obstacles. Used most often to indicate the obstacles that persons with disabilities encounter in many aspects of society, including but not limited to: educational opportunities, employment, and transportation. Another kind of barrier is the social kind, which originates from other individuals. Some examples of these factors are the other person's degree of expertise or knowledge, their emotional state, their assumptions about you, and any linguistic or cultural barriers that might lead to misunderstandings. The belief that one group is inherently better than another, whether it be due to income, social status, educational attainment, or familial ties, is the root cause of social barriers. There is tension and social barriers between the two groups since the superior one does not want to be associated with the inferior one (Burgess & Simon, 2019).

## ❖ DEPENDENT VARIABLE

### • Inequalities In Education



In today's society, the uneven distribution of wealth is a basic example of social class inequality (Cattan et al., 2022). This leads to income, wealth, and other related statistic gaps among socioeconomic groups. Educational inequality occurs when resources such as funding, certified teachers, textbooks, and technology are not allocated fairly. People from historically oppressed groups often live in places without these amenities. Teaching children about educational inequality is important because it will help them comprehend the role that economic and racial factors play in perpetuating the achievement gap. To overhaul the educational system and guarantee that all children get an equal education in the future, it is imperative that today's youth be informed about the issue. The chapter provides a synopsis of prior studies on educational inequality and expands upon them by introducing new data. Educational disparity is strongly associated with little social mobility, and studies show that pupils from different socioeconomic backgrounds have vastly different levels of academic success. Furthermore, studies show that educational inequality trends change among countries, time periods, and generations. Scholars examine this information through the lens of economic models that include human capital investment and skill development. The models demonstrate that endogenous responses in parental and student investments in their education are responsible for the substantial association between economic disparity and educational inequality. School closures due to the COVID-19 pandemic were extensive and disruptive, and academics are worried about the impact on kids' education and the potential long-term repercussions on educational inequality. They also summarize the early evidence on these topics.

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



The ability to get an education may be severely impacted by social inequality. People from low-income households, disadvantaged neighborhoods, or certain racial and ethnic groups may encounter substantial obstacles in their pursuit of a decent education in many nations. Higher education is not the only level where educational opportunity inequality exists. In reality, unfair selection begins in the classroom and is only reinforced by higher education. When underprivileged groups do not have equal access to educational opportunities, such as sufficient financing, trained and experienced educators, classroom materials, technology, and physical space, this is known as educational inequality. Typically, these groups have a history of oppression and historical disadvantage. Inculcating in the next generation an awareness of and sensitivity to the values, norms, and expectations of their host community is education's principal function. Both society and educational institutions rely on one another, as education is fundamentally a social system (Carneiro et al., 2021).

- *H<sub>0</sub>: There is no significant relationship between social barriers and Inequalities in Education.*
- *H<sub>1</sub>: There is a significant relationship between social barriers and Inequalities 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	520	5655.517	651.853	.000
Within Groups	492.770	820	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 barrier and Inequalities in Education*" is accepted, whereas the null hypothesis is rejected.

## 8. CONCLUSION:

The scientific community, educational institutions, and developmental theory provide a foundation for improving children's health in a variety of contexts, and educational research spanning decades has yielded invaluable insights. The results of this study call into question the wisdom of a hundred-year-old system of institutions built on the factory model of management, which prioritised efficiency over individual creativity and collaboration. The school system can be designed to support children's growth and development through consistent and integrated support,



including home-school connections. Students can develop their social, emotional, and cognitive skills through well-structured instruction. Additionally, each student can receive culturally competent, individualized responses to their strengths and challenges. Both students and teachers are impacted by their surroundings. They are shaped by their educational, social, and historical backgrounds. The central topic of the book, disproportionality, has been shaped and sustained by the historical events discussed in this chapter. The curriculum continues to reflect the diversity of the student body in terms of both content and pedagogy. As a result, "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." By seeing challenges as opportunities, researchers may get closer to a more equitable educational system that allows every student to reach his or her full potential (Eyles et al., 2021).

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