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A STUDY ON IDENTIFYING THE INEQUALITIES IN EDUCATION AND FINDING THE SOLUTION WITH IMPLICATIONS OF CURRICULUM, INSTRUCTION, AND STUDENT INTERACTION

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ABSTRACT

Even though the Constitution of the United States talks about equality, it is clear that it is not always followed. Education is a big place where it is not. Thomas Jefferson wrote in the Declaration of Independence that people have the right to live freely and do what makes them happy. Both educational adequacy and educational equality draw connections between these two conceptions. According to a large corpus of comparative studies, the extent of disparity in educational results varies throughout Western cultures. Researchers have proven that the varied degrees of educational disparity across nations are impacted by the structure of education in those countries, in addition to investigating the implications of socioeconomic variations within specific countries. According to our research, central examinations (1) encourage schools to distribute students to tracks based on more objective measures, and (2) make it probable for institutions to invest more than that in lower-track students by making them more responsible for their performance. So, in monitored educational systems, the effect of paternal involvement on children's performance is mitigated through central assessments.

KEYWORDS: Inequalities in Education, Implication of Curriculum, Implication of Instruction, Implication of Student interaction.

INTRODUCTION

Based on a recent review of the research, this essay looks at how a growing consensus in the science of development and learning affects the way schools work. In this study, they use a developmental systems lens to compile data from the learning sciences and

other areas of education research on tried-and-true methods for providing the nurturing environments and enriching educational experiences that are essential for children's growth and development. In addition, examine the literature on strategies that might aid teachers in responding to students' unique characteristics, coping with hardship, and encouraging resilience so that schools can provide children with the tools they need to have healthy trajectories as they grow up. Thomas Jefferson wrote in the Declaration of Independence that people have the right to live freely and do what makes them happy (Anderson, 2016).

Yet, most research on the topic of how curricular tracking contributes to educational inequality has ignored other institutional factors that have a bearing on how students' backgrounds affect their performance in school. These studies haven't looked at other institutional factors that might explain the link between tracking and social inequality. Instead, they have assumed that tracking is the only reason why social differences in student success are getting worse. Our present work is an attempt to close this knowledge gap. Researchers believe that the degree of national standardisation in education is also important for understanding the role of family income in students' academic success. The last standardised test of a school year is a vital cog in the wheel of educational uniformity. Based on the findings of this and other studies, central exams motivate schools to operate at their best by providing incentives for excellence and a reasonably objective indicator of academic progress. This could be especially beneficial for children from low-income families, who rely more heavily on formal education than their more privileged peers (Pineda, 2016)

BACKGROUND OF THE STUDY

Evidence from the past shows that educational disparities have plagued the United States ever since its inception. In Brown v. Board of Education, it was clearly suggested but never stated that the goal of the judgement was to ensure that all pupils have access to equal educational opportunities. It's safe to presume this since it invalidated the "separate but equal" theory, which had previously protected kids from the inherent inequality of segregated schools. Inequality of opportunity is reflected in the fact that minority groups experience a disproportionately high share of negative outcomes (Goldenberg, 2008). Increasing the standards for tracking is important for a number of reasons. One is to give students with different interests and learning abilities the chance to choose the type of education that best fits their needs, with the goal of raising the overall level of student achievement. But there isn't much evidence to back up this claim, and many studies point out the negative effects that tracking has on the achievement of students with less advantages, such as making socioeconomic gaps bigger. This claim is not well supported by evidence. To be more explicit, there are two primary ways in which tracking contributes to the unequal distribution of educational opportunities (Aud, 2010). There is a lot of evidence that shows a positive link between

central exams and student success. It has been suggested that the greater "signalling" of academic accomplishment may be responsible for this link. The performance of students on centralised tests is able to be evaluated and compared by potential employers as well as educational institutions of higher learning. This comparison has repercussions for the advantages and disadvantages that are associated with the amount of work that is put into learning, and it acts as an incentive for students to do well. Chiang demonstrated that increased school accountability enhanced student achievement by increasing the efficiency with which school resources were used (McCarty & T. L. 2009).

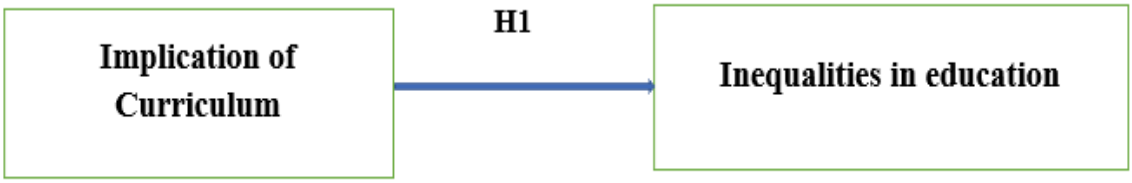
LITERATURE REVIEW

It has also been argued that the supposed beneficial influence that central tests have on educational performance is questionable. Exit examinations have been the subject of a number of studies, the most of which have been conducted in the U.s and have shown that they do not improve student achievement. Examinations, opponents of centralised examinations argue, are not a suitable tool to assess performance since instructors are required to prepare their pupils for the examinations; hence, testing leads to dishonest examination preparation. However, it has been suggested that "teaching to the test" has undesirable side effects, such as driving instructors and students to devote fewer hours to subject that is not evaluated and to be less involved with critical thinking. Exploring previous works in related fields can help build a solid theoretical foundation upon which to build as you go forward towards your research goals. Schools where teachers play an active role, pupils show enthusiasm for learning, and the management committee or other stakeholders are also dynamic are more likely to be successful. According to the Ministry of Education, a student's ability to learn, the effort put in by teachers, and the number of hours spent in class all contribute to the overall quality of a student's education. For schools to provide students with a high-quality education, parents may play a crucial role. It is the parental prerogative to enroll their children in any type of school, whether private or public, and to send them there regardless of the parents' personal beliefs (Palmer, 2013). The Ministry of Education (MoE) maintains the view that providing a high-quality education in schools is the best way to win over the public's support. It is hoped that with the right resources and talent, it was possible to improve educational quality. Most experts in the field of education agree that schools could do better if they paid more attention to the cultural backgrounds of their students and incorporated the local language and values into their lessons. High-quality schooling is only possible when teaching staffs are stable. It's possible that indications of teacher quality are a window into school quality. Curriculum, planning, transformation of curriculum, infrastructure development, learning materials, student engagement, and organization and management are other

requirements for quality education. On the other hand, it may want to consider the perspectives of parents and other stakeholders.

When it comes to management strategies, total quality management is better thought of as a long-term plan. It encompasses all aspects of quality management, from the provision of services to the management of finished goods. Quality assurance in secondary schools was the subject of Andrea's dissertation, titled "Quality Assurance in Transition towards Global Concern" (Andrea, 2010). Yet, it needs extensive clarification about the quality control of secondary schools that are private. According to Theodre's discussion paper "The Theory of Completely Integrated Education (TIE)" (Theodore, 2014), students are required to create mental structures that include what they are taught into their existing knowledge and understanding. The notion states that pupils become disengaged if they are presented with learning materials that are not inspiring and challenging. In classes where attention is lacking, students may nod off. If a student really dislikes their school and teachers, they might just quit.

CONSEPTUAL FRAMEWORK:



RESEARCH METHODOLOGY

The goal of quantitative research is to find statistically significant relationships between variables by collecting numerical data on those variables and feeding it into statistical models. Quantitative studies aim to get a more in-depth understanding of society. Researchers often use quantitative methods when examining phenomena with a personal effect. Quantitative studies provide hard data in the form of tables and graphs. Quantitative study relies heavily on numerical data, which necessitates a methodical strategy to collecting and analysing the data.

Sampling: A pilot study was conducted with the questionnaire using a group of 20 student and final study was conducted with the questionnaire on sample of 550 above students. A total of questionnaires was distributed among students selected in a systematic random sampling. All the completed questionnaires was considered for the study and any incomplete questionnaire was be rejected by the researcher.

Data and Measurement: Primary data for the research study was collected through questionnaire survey. The questionnaire was: Divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 24 was used for Statistical analysis.

Statistical Tools: A descriptive analysis was applied to understand the basic nature of the data. Validity and reliability of the data were tested through Cronbach's alpha; the researcher shall apply a logistic regression model and an ANOVA.

RESULTS

A total of 750 questionnaires were distributed to the respondents. Out of this number, 595 sets of the questionnaire were returned, and 572 questionnaires were analysed using the Statistical Package for Social Science (SPSS) version 25.0 software.

Factor Analysis:

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data was suitable for factor analysis..

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply your best judgement.

• KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows: Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059. • 0.60 - 0.69 below-average Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89. The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test[a]

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	325.968
	df	190
	Sig.	.000

The first step of EFA is to check the suitability of the data for performing factor analysis. In this regard, Kaiser recommended that the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy coefficient value should be greater than 0.5 as a bare minimum for performing factor analysis. The data used in this study has a KMO value of.880. Furthermore, the significance level was determined by Bartlett's test of sphericity as 0.00.

Test for Hypothesis

A major issue in the field of education is the widespread existence of inequity. It stems from a variety of factors and has far-reaching implications, including unequal opportunities for enrolment, graduation, and—most importantly—education. These distinctions may be explained by the varying degrees of economic growth around the world. Several factors, such as a student's socioeconomic status, family's native language, parental employment status, and (in certain countries) sex, might affect whether or not they are able to attend school in a given state. Whilst there has been global improvement in the total or relative numbers of students, there has been no reduction in the disparities between the world's wealthiest and poorest or between those who live in rural and urban regions.

Literally speaking, a grade level's curriculum is the set of topics and skills that are meant to be covered within that year of school. Subjects and other information are included in a curriculum. It provides forth a framework for several areas of student and teacher life, such as learning resources, class time, session length, lesson plan, assessments, and ways of evaluating pupils.

A school's curriculum might help organise the learning process (a term, session, period, etc.). The classroom is a group of courses and tasks that work together to help teachers and students reach their academic goals. To provide one specific example, a teaching method is a form of curriculum that teachers use in the classroom.

In this study, the result is significant which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “H1: There is a significant relationship between implications of curriculum” is accepted and the null hypothesis is rejected.

H1: “There is a significant relationship between implications of curriculum and the inequalities in education.”

H01: “There is no significant relationship between implications of curriculum and the inequalities in education.”

Table 2: ANOVA test (H1)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	820.320	165	4382.725	110.935	.000
Within Groups	138.590	406	16.861		
Total	958.910	571			

In this study, the result is significant. The value of F is 110.935, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the H1: “There is a significant relationship between implications of curriculum and the inequalities in education.” is accepted and the null hypothesis is rejected.

CONCLUSION

Promoting children's health across a range of situations is achievable thanks to the framework supplied by the sciences, education, and development, as well as the centuries of discoveries from educational research. This data suggests rethinking a century-old institutional structure based on factory-model organisations that emphasised uniformity and minimised connections. It shows how school systems can be structured around relationships that benefit children's growth and development: consistent and well-integrated support (including home-school connections); well-scaffolded instruction to help children develop social, emotional, and cognitive skills; and culturally competent, individualised responses to each student's strengths and challenges.The environment affects children and instructors. Their historical, sociological, and educational contexts affect them. This chapter's historical events have influenced and perpetuated disproportionality, the book's main issue. Whatever is taught and expected of students from various cultural and linguistic backgrounds remains quite diverse. Despite these challenges, "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." In this way, struggles can be considered opportunities, and progress towards a more equal learning system that lets all students fulfil their potential can be made."

LIMITATION

Most economically advanced societies increased secondary and postsecondary education attendance following World War Two. As investing in education boosts economic production and workforce productivity, governments spend more. As technology increases companies' demand for highly educated workers, education's financial rewards expand. According to this theory, many policies that expand school access may have little impact on workplace and family educational inequality. Families employ information logically and strategically. When wealthy and educated families benefited more from schooling, inequality in opportunities was preserved. Quantitative surveys use prepared, closed-ended questions. It solely yields preset research outcomes. Hence, results may not match reality. The researcher's preferences limit respondents' options. Due to the necessity for qualified specialists, quantitative approaches can cost more. Even major corporations employ quantitative methodologies sparingly since many applications are not cost-effective. When presented with a problem, managers usually rely on their gut rather than statistics.

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