

Relationship between Inequality and Poverty and the Impacts of Teachers and Schooling

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ABSTRACT- This study is a consequence of dissatisfaction with the outcomes of recent educational changes. These attempts failed. They must be given up. In their place, we must acknowledge that economic disparity creates numerous societal issues, including educational issues. Sadly, among all affluent countries, the USA has the greatest economic disparity between rich and poor. There is a correlation between a country's or state's economic imbalance and the prevalence of social problems. As a result, better social and economic initiatives might have a greater impact on our schools than school curriculum alone. Teachers, curriculum, assessment and administration have all been targeted as potential causes of school failure. This article argues that America's educational issues stem from factors outside of school, mainly economic disparity. Thus, focused economic and social policies may be more effective in improving schools than virtually any other federal, state, or municipal policy proposal. This article examines the causes behind virtually every recent school reform effort's failure. It is a study on how inequality impacts our society as a whole, for example, research and social reforms that may improve our educational establishments. The greatest approach to improve American schools is to create employment that pay a decent wage. Other programmes for disadvantaged kids are mentioned. Inequality in income, and the poverty that results from it, is what matters most for education.

KEYWORDS- Education, Entitlement, Inequality, PISA, Poverty.

I. INTRODUCTION

Reminding policymakers and the wider public to abandon erroneous notions like "Anyone who tries might pull them upward by their rugged individualism," or "Teachers are the most essential factor in deciding the achievement of our children", we must first understand what they believe. These assertions are believed to be true by many ordinary people and politicians, despite the fact that life and study have shown that such statements are almost always unfounded. While it is true that some individuals do manage to pull themselves up by their bootstraps and that some instructors really do make a difference in the lives of their pupils, it is also true that these are more frequently the exceptions than the norm. The same is true for overweight, heavy drinkers, and cigarette smokers in their golden years; nevertheless, no one takes these exceptions to the rule seriously and suggests that it is completely OK

to consume as much food and liquid as one desires while being healthy. The general paradigm is used to create food, drink, and smoking regulations, rather than just the exceptions to these norms that arise in particular situations. In the field of education, this is not the case [1].

For reasons that are difficult to comprehend, a disproportionate number of individuals think that in education, exceptions are the norm. Whenever a story of a child's rise from poverty to accomplishment and fortune is presented, presidents and leaders of both major parties jump at the chance to highlight it as remarkable. As a result, they regularly and proudly tell the heroic, unusual, and seldom replicated impact of teachers and schools. A common narrative in the United States is that individuals whom was born in poverty or instructors who altered the quality of education are heroes, and these stories have been honored in the media and in the arts for decades. However, they are little more than American folklore meant to make us feel good about ourselves as citizens. Because they are based on real events, these success stories are well worth exploring in order to learn more about what makes them happen. The general tendency, however, is that the poor stay poor, and that the instructors and universities that serve the impoverished youngsters are not particularly effective in improving the long-term prospects of their students [2].

The horrible truth of Modern culture is that a considerable number of disadvantaged schoolchildren schools that aid the poor could not go on to also have good careers as adults. Reality is not like as comforting as fiction. Reality does not make people feel good about themselves. However, the statistics are unequivocal. Even when exposed to great educators, the vast majority of students born into lower social classes will fail to rise beyond their social station [3–7]. A simple statistic demonstrates this point: Only 9 percent of low-income children will earn college degrees in an era when having a college degree is critical to determining one's level of success in adulthood. To make matters worse, these figures are based on data obtained before with the current crisis, which has lowered take home pay and led to huge increases in college tuition. Low-income kids are less likely than average to complete their education after high school. Many social constraints limit the poorest in society, and our society suffers as a result of our failure to do more to address these issues [8].

Social programmers are bound to failure since they're not anchored in reality since we expect people to manage their own disabilities and schools to rescue the underprivileged

from stressful lives. Our demonstrably erroneous beliefs about the causes of achievement have become the driving force behind national educational programmers. In this way, we guarantee that our country spends time and money on reform initiatives that do not consistently work for the majority of children and their families, while at the same time squandering the public's good will. As a result of the present legislative climate, we often continue to alienate the same children and families we are trying to help, while also putting undue pressure on teachers to perform at levels much above their competence.

The significance that disparity in income and poverty play in influencing many of the social outcomes that we desire for our children is discussed in more detail in the sections that follow. As a result, it is thought that we may better comprehend our nation's cultural and academic policies if we realize that they are merely myths, we would be able to improve the effectiveness of our nation's social and educational policies[9].

A. Education Policy:

The No Kid Left behind Act (NCLB), which was enacted in 2001 with bipartisan legislative support in the United States, mandated that every child in every public and charter school in the nation be tested in grades 3-8 and grade 10. Schools that did not make significant improvements in a short period of time suffered serious repercussions. In order to inspire students, teachers, and administration who were slacking off, the high-stakes ensure high at the core of the regulation was devised. Those who visited and served in schools with a substantial percentage of disadvantaged children were specifically targeted. Desired that the accomplishment gap between destitute children with those from middle- and upper-class households, as well as the gaps in performance between black, Hispanics, Indian, and white pupils may be narrowed by this method." It didn't work out at all. A few small gains in achievement have been made, notably in mathematical, but not as clearly apparent in reading comprehension. It is possible that the improvements that have been seen are smaller than those that occurred prior to the implementation of the NCLB Act. All the authors of chapters in a recently released book presenting different solutions to NCLB have agreed with the National Research Council's assessment that the NCLB programmer is a failure, as has the Expert Panel. Also in recent years, a variety of adverse side effects associated to high-stakes testing have been thoroughly documented [10].

By 2008-2009, following at least five years of high-stakes testing in all states, about one-third of all U.S. schools had failed to achieve the targeted objectives set forth in the No Child Left behind Act. According to projections made by the United States Secretary of Education in 2011, more than 80 percent of all public schools in the United States would fail to meet their performance goals in 2012, and by 2014, nearly every single school in the nation will be insolvent [11–15]. In addition, this universal failure is true in the sense that each state utilizes its own testing devices, determines its own test scores, and expects instructors to prepare pupils as completely as they possible can. States willing to collaborate with other "development" projects that will also fail are granted exemptions from the unachievable goals of the failed NCLB law, which the

federal government is fast dismantling at the time this piece is being written. Forced deployment of the Common Core, many tests from post through graduating from high school that are tied to the Curricula, and the grading of schools based on kids' test performance are other unsatisfactory improvements enforced by the government [16].

A reaction against high-stakes testing is beginning to emerge among teachers, administrators, and parents at the same time this article is being prepared. Despite this, the majority of state legislatures, education departments, and members of Congress continue to believe that if we can only get the assessment programmer right, we will be able to solve what is wrong with America's schools. They are not willing to abandon their confidence in a policy that has been widely recognized.

Those who believe that standardized testing is an effective tool for improving educational outcomes will be disappointed by the results of the PISA exams, according to the authors. From 2000 to 2003, countries that used high-stakes testing saw an overall decline in their test results, and by 2006, the trend had reversed. While Finland has demonstrated improvement throughout the three PISA administrations, this is despite the fact that High-stakes examinations and a system of accountability that prioritizes teacher intuition and school-level expertise above test results do not exist in the nation.

B. Impact of Income Inequality and Poverty:

When there is economic disparity among households, it is unlikely that there would be equality in academic performance results between them. The extent of the impact that socioeconomic class has on test results within nations is an essential issue for each country to consider. In the most current PISA test of reading performance, socio-economic factors accounted about 17% of the variance in results for students in the United States of America (US). But in nations like Norway, France, Finland, and Quebec, socioeconomic status accounted for less than 10% of the difference in results. Even though the social class of a family has a larger impact on measured performance in certain countries, it is also apparent that the impacts of familial social class on student school accomplishment in some countries are about half of what they are in the United States. For example, a student's PISA result would rise by 31 points if their family immigrated up one deviation in income group on the PISA indicator, deny the reality that the exam has a norm of 500 points and a confidence interval of 100. However, A 42-point rise in the teenager's score would have occurred worldwide, indicating that socioeconomic status has a higher influence on test scores within Children in this country than does the among Swedish children by nearly 30% [17].

On the basis of the PISA data, it was also possible to determine the percentage of children in a country who came from poor circumstances but nevertheless managed to do admirably on the exam. Other countries have devised policies that impact children from lower socioeconomic classes and their families in such a way that those children and their families have a greater chance of succeeding in school. It seems that the United States has laws and procedures that limit the amount of underprivileged

children who are potential to do well on mental aptitude tests [18].

C. *Properties of Inequality and Poverty:*

A society in which the gap between the rich and the poor is so wide may make poverty appear even worse those who are poor, maybe because they are constantly surrounded by others who still have more. In this way, rather than causing poverty per se, relative poverty, defined as poverty in the context of enormous affluence, may exacerbate the negative consequences of poverty by amplifying their impact. This is an issue for the United States since the country has the highest degree of income disparity of any rich country in the world [19–23]. This has a negative impact on our country in many ways[24]. Creating an index comprised of a variety of factors reflecting the health of a society, such as the teenage birth rate, infant mortality rate, ability to achieve in life regardless of one's family's financial circumstances, crime rate, mental illness rate, longevity rate, PISA performance, and so on, reveals a significant finding. For example: The degree of inequality inside a country, low performance on this social repercussions indicator is more likely to be predicted by a country's poverty than by its GDP. All 50 states of the United States have reached the same conclusion, which is also true as in United States. Numerous detrimental effects are brought about for the people living in an unequal state by its inequalities [25].

II. DISCUSSION

As a critic of school reformers who push for more rigorous course work, improved standards of student accomplishment, firing of poor teaching, more accountability for teachers, and so on it is tough to refute. I agree with each and every one of them! However, all of this has been attempted in different forms and in many locations, with little or no improvement in the system as a result. Continuing to overlook the reality that public education works effectively for many couples and children in the United States may prove to be ineffective in investing in education, so there is a common trait among those for whom the education systems fail to deliver. Those characteristics include poverty, which is exacerbated by a wide inequality in wealth between individuals. There is good news in that it could be fixed.

We must begin by providing jobs where people are adequately rewarded so that they may preserve their self-respect while working and support their families. This can only be achieved if the employee is paid a livable wage, instead of just a pittance. That way, no matter what their job is, every employee and their family may have a reasonable standard of living. At \$7.25 an hour, a full-time worker would make less than \$15,000 a year at the current minimum wage. With our existing economic framework, that's not a huge amount of money at all. As defined by the Ministry Of Agriculture, a typical family living in most states in poverty earns no more than \$22,050 annually. However, making ends meet on \$22,050 is extremely impossible for a family of four. Now at time of writing this article, many locations will need a price of far more above \$12.00 an hour to be considered fair pay or a living wage. Even while this would raise the prices of goods and services, it would also have a substantial positive impact

on local economies and save money on public services such as education and the legal system in the long run.

Our nation also needs to raise taxes. This implies that you can't have a common if you don't have the money to pay for all of these staff members, including teachers, counsellors, school nurses, and sports coaches. Taxes must be collected to pay for the labor of police and fire services, park rangers and forests service staff, bridges and roads, transportation systems, medical care, aid for the elderly and the disabled, or any other service. Depending on whom you ask, public services like public schools, parks, affordable healthcare, public transportation aid, police protection, and so on, are either essential rights enjoyed by citizens of a democratic society or not. Assuming this is the case, the government will either have to directly employ or contract with private businesses to provide these services. It is necessary to generate money via both of those two means, either by establishing government jobs or by giving government help for private sector employment that increase the safety of commons.

No matter how many people protest and how many lies are spread in the media, the facts remain clear: The U.S. is a parliamentary republic. The America has a low tax rate when compared to the richest countries in the world, the Organization for Economic Co-operation and Development (OECD). Taxation is lower in two nations than in 29 other countries, although the difference is not statistically significant. Around 75% more tax money goes to fund civic life in countries like Norway and Sweden than we do here in the United States. For example, free preschool, medical, dental, and eye care are provided to the people of those nations. Additionally, assistance for jobless or single women is provided, as is no food insecurity among the poor. Additionally, free education is provided to those who pass the admission test.

Increased tax revenues may result in additional public sector employment, which would benefit both our country and our educational institutions. Children from low-income families may get strong early school education as a result of the monies raised for the commons' development. There is an almost guaranteed way to decrease the number of impoverished kids who end up in prison that has been discovered via repeatable study. Providing low-income children with access to high-quality early childhood education is a dependable way of accomplishing this goal. The Perry Preschool programmer, which served children from low-income families and provided them with a high-quality preschool education, was investigated by Nobel Laureate economist James Heckman. The long-term consequences of such programmer in maturity are astounding.

However, the cost of high-quality pre-school is considerable up-front, but in the medium haul it saves society billions. It has been shown by Heckman and associates that young person who participate in activities see a seven percent to ten percent annual return on their investment in the form of improved academic and career outcomes, as well as lower costs for services such as curative education and welfare and averted impact on the criminal justice framework On the other hand, a half-day public university nursery for at-risk youngsters in Chicago is estimated to offer the broader public with \$48,000 in

benefits for each kid. They were also less probable to be being hindered, to have required remedial help, but to have been incarcerated as a result of their participation in the Chicago study. According to the estimations, the estimated return on that investment was \$7.00 about every dollar invested. When it comes to current investing opportunities, these assets provide some of the strongest rates of return. Unfortunately, the United States prefers to punish and ignore its poor children rather than reinvest in them, despite long benefits to society!

Small classes for low-income students in the fourth grade have been found to improve their academic achievement. In the long term, this saves the public tens of thousands of dollars, despite the fact that it necessitates more financing in the near term. A meta-analysis of original research on class size, as well as reviews of classroom processes associated with smaller class sizes, were conducted by the researchers. They discovered that class sizes of 15 or 17 in the early grades have long-term effects on the life chances of youth who come from low-income families. The study was published in the journal *Pediatrics*. As a consequence of the Great Recession, we've been laying off instructors and raising class sizes, we should be recruiting teachers in the early grades to work in schools that serve the disadvantaged. Long-term, using those instructors to decrease class sizes for the poor would result in fewer special education needs, higher high school graduation rates, higher college enrollment rates, less imprisonment, and a fairer society at a cheaper cost.

Provision of summer educational options for impoverished kids that are both academic and cultural in nature is another strategy with a high likelihood of having a positive effect. During their summer school break, middle-class youth often see an increase in their assessed accomplishment. This is because to the local cultural opportunities provided by their parents. In contrast, students from less affluent families have less opportunities, and as a collective, they either fail to develop academically or suffer over the summer. Small monetary contributions may make a significant difference, resulting in improved academic performance. For this reason, we must increase the amount of money spent in the commons today in order to make our country a fairer one in the future.

Using prison time as an educational reform tactic is another example of an approach rooted in a punitive mentality, rather than one grounded in compassion and evidence. This is the district's and instructors' policy for retaining pupils in class who aren't performing to expectations. About a hundred states have recently passed new, extraordinarily aggressive restrictions aimed at penalizing third graders who aren't yet functioning at the level expected by their instructors. It's not fully true, but reasonable estimates show that our government is failing to promote about 500,000 students in grades 1-8 each year. As a result, it is anticipated that about 10% of all public school pupils, or approximately 5 million children and adolescents, will be held back at least once throughout the school year from kindergarten through eighth grade. According to the findings of research, this approach is detrimental to the vast majority of the children who are returned to their homes. Kids who are held back from advancing to a higher grade with their age peers, according

to research, do not make as much progress as students who are permitted to travel according to their age peers. Furthermore, retention policies in the United States are biased towards men and children from underrepresented minority groups. Furthermore, students who are kept in their current grades are more likely to fail out of university than those who are moved towards the next grade level, according to research.

Of course simple progression in grade does not address the issue of low academic achievement by certain of our nation's children. But there is a better way, and it costs nothing. Not meeting age-appropriate standards may get tutoring after school and over the summer. The average cost of educating a kid in grades K-8 is \$10,000 per year. A district or state commits \$10,000 to hold a kid behind for an extra year of education. The same amount of money may be better spent on one-on-one and small-group tutoring programmers over a long period of time to help the problematic student. To get their children to excel in school, rich parents use this method. As Dewey taught us too many centuries prior, the best and smartest parents always want the best for their children, regardless of their age.

As a result, kids from disadvantaged families should never be denied the same opportunity to come up in school. For the record, Finland's great educational system forbids students from being retained in previous grades. Only around 2% of its kids are retained, not 10%, and special education professionals are used to aid children who are considerably behind their counterparts in the classroom. Other measures that might benefit the poor and decrease social inequity include decreasing teacher turnover. It affects lower-class kids more, and it affects their grades. Policy for experienced teachers in schools with disadvantaged pupils must also be established. New instructors seldom equal a veteran of five years or more in achieving all current school goals.

III. CONCLUSION

From the end of World War II until about 1979, the United States' wealth was more evenly divided, and the rich got richer. The big economic disparity began about 1979 and accelerated afterwards, concentrating American wealth and adversely impacting employment rates. As a consequence, despite its tremendous riches, the USA has the highest income disparity in the Western World. Inequality leads to poverty, as does poverty. Schools shouldn't use poverty as an excuse to do less.

However, focusing on providing people good employment and decreasing economic disparity may reduce the need for or increase the effectiveness of programmers like preschool, summer programmers, and health care. Work enables families, whether they are headed by a single parent or not, to effectively care for their children. Too many jobless individuals do damage to themselves and to others. Death rates for employed men and women climb in tandem with unemployment. Young children in particular are impacted by the lack of adult careers. For the sake of our nation's educational system, both conservatives and liberals should work together to encourage well-paying professions and a reduction of unemployment.

Everyone in America, regardless of political party, knows that poverty harms families and lowers student achievement. But our political leaders and people must understand that inequality harms everyone in society, rich or poor. History tells us that huge economic disparities are only accepted for so long by the poor. Economic policies that reduce income inequality throughout the country are likely to have a positive impact on educational attainment, but they may also reestablish America as a beacon on a hill, shining brightly for all of its people, not just a few.

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