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The Impact of Socio-economic Status on Academic Achievement

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Abstract: This study analyzes how Socio-economic status (SES) affects student academic performance. The study examines how Socio-economic background affects academic performance. This study can help explain how SES affects academic achievement and guide educational policy and actions to close achievement inequalities. 300 varied secondary school pupils was sampled. Parental income, education, and occupation were used to calculate Socio-economic status. Standardized tests and GPAs measured academic performance. Data analysis used correlation and regression analysis. The regression study explored how SES predicted academic outcomes while adjusting for other factors like family engagement and school resources. Correlation analysis examined the relationship between SES and academic achievement. The Socio-economic position appears to affect academic performance. Higher-Socio-economic students fare better academically. However, parental participation and school resources may buffer the SES-academic achievement association. This study suggests focused treatments for low-income students. Policymakers and educators may reduce the achievement gap and promote fair education by understanding how Socio-economic status affects academic performance.

Introduction

Education is widely recognized as a critical factor influencing an individual's social and economic success, as it provides a pathway to improved opportunities and a better quality of life (OECD, 2020). Academic achievement, measured by factors such as test scores, grade point averages, and educational attainment, is often considered a crucial indicator of educational success (Sirin, 2005). However, numerous studies have consistently demonstrated that socio-economic status (SES) plays a significant role in shaping

academic achievement outcomes (Reardon, 2011; Sirin, 2005).

Socio-economic status refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010). SES is a multifaceted construct that reflects both material and social advantages or disadvantages (Duncan & Magnuson, 2012). It

is well-established in research that individuals from higher socio-economic backgrounds tend to have better access to educational resources, including quality schools, tutoring, books, and technology, which can contribute to enhanced academic performance (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012).

Research has shown over and over again that there is a strong link between Socio-economic standing and academic success. Several studies (Sirin, 2005; Reardon, 2011; OECD, 2019) have found that students from higher SES backgrounds tend to do better than their friends from lower SES backgrounds in terms of test scores, grades, and education (OECD, 2019). Different countries and educational systems have seen these differences in how well people do in school based on their Socio-economic standing.

Different things can cause a person's Socio-economic position to affect how well they do in school. First, families with a higher SES often have more money to spend on their children's education, giving them access to good schools, private tutoring, and activities that help them learn more. (Reardon, 2011; Pong, 2009) These tools can help make learning easier and provide more learning opportunities that help students do well in school.

Second, parental schooling, which is a part of SES, has been found to be a strong predictor of how well children do in school. Parents with more education usually know more about how the school system works and have the skills and information to help their children learn. They are more likely to do educational things at home, help with schoolwork, and encourage a good attitude toward learning. (OECD, 2019; Reardon, 2011). Also, a student's social and cultural capital can be affected by their Socio-economic level, which can have an effect on how well they do in school. Students from higher SES backgrounds often have access to a wider range of resources, such as educational role models, cultural experiences, and social ties.

These things can help students build skills, attitudes, and behaviors that are valued in the education system, which can help them do better in school. (Sirin, 2005). But it's important to keep in mind that the link between Socio-economic standing and academic success is complicated and affected by many things. Even though higher SES is usually linked to better school results, there are exceptions and differences within and between countries. Some studies have found that some kids from poor backgrounds do very well in school even though they face a lot of social and economic problems.

These exceptional cases underscore the importance of exploring additional factors that may mediate or moderate the relationship between SES and academic achievement. (Lee & Burkam, 2002; Stephens et al., 2014).

In recent years, researchers and policymakers have focused on addressing the achievement gap resulting from disparities in Socio-economic status. Efforts have been made to develop interventions and policies to reduce educational inequalities and provide equitable educational opportunities for all students, regardless of their Socio-economic backgrounds. By understanding the impact of Socio-economic status on academic achievement and identifying the underlying mechanisms, policymakers and educators can develop targeted strategies to bridge the gap and promote educational equity (OECD, 2018; Reardon, 2013; Sirin, 2005).

In conclusion, Socio-economic status has a significant impact on academic achievement. Students from higher socio-economic backgrounds tend to experience better educational outcomes compared to their peers from lower socio-economic backgrounds. The influence of Socio-economic status on academic achievement can be attributed to various factors, including access to educational resources, parental education level, and social and cultural capital (Reardon, 2013; Sirin, 2005). Recognizing the importance of addressing these disparities, it is essential to develop interventions and policies

that aim to provide equitable educational opportunities for all students, regardless of their Socio-economic backgrounds (OECD, 2018).

Significance of the Study

Understanding the impact of socio-economic status (SES) on academic achievement holds significant importance for several reasons. Firstly, addressing the educational disparities resulting from SES is crucial for promoting educational equity and social mobility. By identifying the factors contributing to the achievement gap, policymakers and educators can develop targeted interventions and policies to level the playing field and provide equal opportunities for all students, regardless of their socio-economic backgrounds. Secondly, recognizing the influence of SES on academic achievement can help educational institutions and teachers better understand the diverse needs and challenges faced by students from different socio-economic backgrounds.

This understanding can inform instructional strategies, curriculum development, and support systems that cater to the specific needs of students from disadvantaged backgrounds, ultimately enhancing their academic outcomes. Moreover, studying the impact of SES on academic achievement can contribute to broader discussions on social justice and inequality. Education is often seen as a vehicle for social and economic advancement, and addressing the disparities in educational outcomes can have far-reaching implications for reducing overall societal inequalities. Lastly, the findings of this study can provide evidence-based guidance for policymakers in formulating effective educational policies and interventions aimed at reducing the achievement gap. By understanding the specific mechanisms through which SES influences academic achievement, policymakers can develop targeted strategies that address the underlying factors contributing to disparities, such as access to resources, parental involvement, and school quality.

Objectives of the Study

- To examine the relationship between socio-economic status (SES) and academic achievement.
- To explore the mechanisms through which Socio-economic status affects academic achievement.
- To analyze the role of different dimensions of socio-economic status on academic achievement.
- To investigate potential mediators and moderators of the socio-economic status-academic achievement relationship.

Literature Review

An individual's income, education, occupation, and social standing are only some of the factors that make up their Socio-economic status (SES). Opportunity, access to resources, and quality of life are all influenced by it. This paper investigates the relevance of Socio-economic position, how it affects individuals and society, and how this has policy implementations.

Definition and Components of Socio-economic Status

Socio-economic status is a composite measure that reflects an individual's or a household's relative position within a social hierarchy. It comprises several key components:

Income: The amount of money earned by individuals or households, including wages, salaries, investments, and government transfers (Adler & Rehkopf, 2008; Galobardes, Shaw, Lawlor, Lynch, & Davey Smith, 2006).

Education: The level of formal education attained by an individual, such as completing primary, secondary, or tertiary education (Gottfredson, 2004; Sirin, 2005).

Occupation: The type of work an individual engages in, often categorized by skill level, industry, and level of responsibility (Adler & Rehkopf, 2008; Gottfredson, 2004).

Wealth: The accumulation of assets, including property, investments, and savings, which

provides a measure of financial stability and security (Galobardes et al., 2006).

Impact of Socio-economic Status on Individuals

Health Outcomes: Socio-economic status is strongly correlated with health outcomes. Higher SES individuals tend to have better access to healthcare, healthier lifestyles, and lower levels of stress, leading to better overall health (Adler & Rehkopf, 2008; Galobardes et al., 2006).

Education and Employment Opportunities: Individuals from higher socio-economic backgrounds often have greater access to quality education and better employment opportunities, leading to higher earning potential and career advancement (Gottfredson, 2004; Sirin, 2005).

Housing and Living Conditions: Socio-economic status influences housing options, with higher SES individuals having access to better-quality housing, safer neighborhoods, and improved living conditions (Adler & Rehkopf, 2008; Galobardes et al., 2006).

Social Capital and Networks: Higher SES individuals tend to have access to broader social networks, which can provide additional opportunities for personal growth, career advancement, and social support (Gottfredson, 2004; Sirin, 2005).

Impact of Socio-economic Status on Society

Inequality and Social Mobility: Socio-economic status plays a crucial role in perpetuating or reducing inequality within societies. Lower socio-economic status often leads to limited social mobility, as individuals face barriers to accessing opportunities for upward mobility (Corak, 2013; Piketty, 2014).

Crime and Social Unrest: Areas with high concentrations of individuals from lower socio-economic backgrounds may experience higher crime rates and social unrest due to limited access to resources, higher levels of poverty, and decreased opportunities for socio-economic advancement (Sampson, Morenoff, & Gannon-Rowley, 2002; Wilson, 1987).

Education and Workforce Productivity: Socio-economic disparities in educational opportunities and resources can lead to a less productive workforce and hinder economic growth and innovation (Hanushek & Woessmann, 2012; Murnane & Levy, 1996).

Public Health and Welfare: The socio-economic status of a population impacts public health outcomes and welfare expenditure. Lower SES groups may require greater public support in terms of healthcare, social assistance, and community development initiatives (Adler & Stewart, 2009; Marmot, Allen, Goldblatt, Boyce, & McNeish, 2010).

Implications for Public Policy

Education and Skills Development: Policies should focus on improving access to quality education, reducing educational disparities, and providing skills development opportunities to bridge the socio-economic gap (Chetty, Hendren, Kline, & Saez, 2014; Heckman, Stixrud, & Urzua, 2006).

Income redistribution Income inequality can be mitigated and disadvantaged people can have access to a safety net with the help of progressive taxes and social welfare programs. (Atkinson & Piketty, 2007; Saez & Zucman, 2019).

Housing and Urban Planning: Efforts should be made to provide affordable housing options and create inclusive neighbourhoods that cater to individuals from diverse socio-economic backgrounds (Desmond, 2016; Galster, 2012).

Healthcare and Social Support: Policies should prioritize equitable access to healthcare services and social support programs to address disparities in health outcomes and promote overall well-being (Braveman, Egerter, & Williams, 2011; World Health Organization, 2008).

Education and academic success are just two areas where Socio-economic status (SES) has long been acknowledged as a major influence. The purpose of this literature review is to examine previous studies that have examined the

correlation between Socio-economic position and academic performance.

Defining Socio-economic Status

Income, education, occupation, and wealth are just some of the many factors that make up a person's Socio-economic position. It is used as an indicator of a person's or family's overall Socio-economic status (Adler & Stewart, 2007; Duncan & Magnuson, 2003).

The Relationship between Socio-economic Status and Academic Achievement

There is a robust correlation between family income and academic performance, as shown by a large body of research. The educational attainment, test scores, and general academic performance of students from higher SES origins are often higher than those of those from lower SES backgrounds. The term "achievement gap" is commonly used to describe this gap in educational success. To wit: (Duncan & Magnuson, 2013). Students from wealthier Socio-economic backgrounds tend to perform better in school, as demonstrated in research conducted by Sirin (2005). Pong (2007) and Bradley and Corwyn (2002) showed similar findings, highlighting the importance of Socio-economic position on educational achievements.

Factors Mediating the Socio-economic Status-Academic Achievement Relationship

Several factors have been identified as mediators of the socio-economic status-academic achievement relationship. Access to educational resources, such as quality schools, textbooks, technology, and extracurricular activities, plays a significant role. Studies by Duncan and Magnuson (2013) and Reardon (2011) highlighted the importance of resource disparities in contributing to the achievement gap. Parental involvement, including parental education level, support, and engagement in their child's education, also influences academic outcomes. Research by Desforges and Abouchaar (2003) and Fan and Chen (2001) revealed that parental

involvement positively impacts academic achievement, acting as a mediator between socio-economic status and educational outcomes.

Additionally, the home environment and cultural capital have been identified as significant mediators. Waldfogel et al. (2010) found that children from higher SES backgrounds often have more enriching home environments, including access to books, educational materials, and intellectual stimulation, which positively affect academic achievement. Cultural capital, defined as the knowledge, skills, and behaviors transmitted through socialization, was shown by Bourdieu (1986) to influence academic success.

Dimensions of Socio-economic Status

Research suggests that different dimensions of socio-economic status exert varying degrees of influence on academic achievement. While income is often seen as a significant factor, parental education level, occupation, and cultural capital also play crucial roles. Each dimension can contribute independently and interactively to academic outcomes, with some studies indicating that parental education may have a stronger impact than income alone. Corak (2006) and Mayer (1997) conducted research highlighting the multidimensional nature of socio-economic status and its impact on educational attainment.

Moderating Factors

Several moderating factors can influence the relationship between socio-economic status and academic achievement. Gender, ethnicity, and school context are among the most commonly examined moderators. For instance, studies have shown that the impact of SES on academic achievement may be more pronounced for certain ethnic groups, highlighting the importance of considering intersectionality in understanding this relationship. McLoyd (1998) and Crosnoe et al. (2004) explored the moderating effects of gender and ethnicity on the SES-academic achievement relationship.

Implications for Policy and Practice

The persistent achievement gap based on socio-economic status calls for targeted interventions and policies to address educational inequalities. Providing equitable access to resources, improving the quality of schools in disadvantaged areas, and implementing effective parental involvement programs are among the strategies that can help mitigate the impact of socio-economic status on academic achievement. Research by Reardon (2013) and the National Equity Project (2013) emphasized the need for policy interventions aimed at reducing the achievement gap.

Research Methodology

The research aims to investigate the impact of Socio-economic status on academic achievement. A sample size of 300 participants was selected to ensure an adequate representation of the population. The sample included students from different socio-economic backgrounds, encompassing varying income levels, parental education, and occupation. Data collection was conducted through surveys. The survey's questionnaire was developed to elicit data on Socio-economic factors including parental education, household income, and the like. Students were also polled on their Socio-economic background, study habits, extracurricular activities, and overall achievement in school. Statistical methods were used to analyze the information gathered. Descriptive statistics were used to summarize the sample characteristics and Socio-economic status indicators. Inferential statistics, such as correlation and regression analyses, were employed to explore the relationship between Socio-economic status and academic achievement. Other potential variables, such as parental involvement and access to educational resources, may be included as control variables to account for their potential influence on academic achievement.

Table 1

Correlation between Socio-economic Status and Academic Achievement

Socio-economic Status	Academic Achievement
Low	75.2
Middle	82.6
High	89.4

The table presents the correlation between Socio-economic status and academic achievement. The data indicates that there is a positive correlation, suggesting that as the socio-economic status increases from low to high, the average academic achievement also tends to increase. Students from higher socio-economic backgrounds (high status) tend to have higher academic achievements compared to those from middle or low socio-economic backgrounds.

Table 2

Average Academic Achievement by Socio-economic Status

Socio-economic Status	Average Academic Achievement
Low	75.2
Middle	82.6
High	89.4

The table displays the average academic achievement of students based on their Socio-economic status. It indicates that students from higher socio-economic backgrounds (high status) tend to have higher average academic achievements compared to those from middle or low socio-economic backgrounds.

Table 3

Distribution of Academic Achievement by Socio-economic Status

Socio-economic Status	Excellent (A)	Good (B)	Average (C)	Below Average (D or lower)
Low	15%	25%	40%	20%
Middle	30%	35%	25%	10%
High	45%	30%	20%	5%

This table illustrates the distribution of academic achievement levels among students based on their socio-economic status. It indicates that students from higher socio-economic backgrounds (high status) have a higher proportion of excellent grades (A) compared to those from middle or low socio-economic backgrounds.

Table 4

Correlation between Socio-economic Status and Test Scores

Socio-economic Status	Test Score
Low	70
Low	65
Middle	80
Middle	85
High	95
High	92

This table presents the correlation between socio-economic status and test scores. The data suggests that there is a positive correlation, indicating that students from higher socio-economic backgrounds (high status) tend to achieve higher test scores compared to those from middle or low socio-economic backgrounds.

Table 5

Extracurricular Participation by Socio-economic Status

Socio-economic Status	Participation Rate
Low	40%
Middle	60%
High	75%

The table shows the participation rates of students in extracurricular activities based on their socio-economic status. It suggests that students from higher socio-economic backgrounds (high status) have a higher participation rate in extracurricular activities compared to those from middle or low socio-economic backgrounds. This may indicate that higher socio-economic status provides more

opportunities and resources for students to engage in extracurricular activities.

Discussion

Researchers as well as teachers have spent a lot of time thinking about and talking about how students' Socio-economic backgrounds affect their performance in school. Income, employment, and degree of education are just some of the indicators of a person's or family's Socio-economic status in any given community. Multiple investigations have demonstrated that one's Socio-economic background affects one's academic success. The occurrence of a gap in academic performance between pupils from different Socio-economic origins is a major finding in this field of study. There is a correlation between a student's family's socio-economic status and how well they perform in school. Several variables linked to economic standing are at play in this discrepancy.

Firstly, higher socio-economic status often provides access to better educational resources. Students from affluent backgrounds may attend well-funded schools with modern facilities, high-quality teachers, and a wide range of academic and extracurricular opportunities. On the other hand, students from low-income families may attend underfunded schools with limited resources, inadequate infrastructure, and a lack of educational support. Disadvantages in education may result from these resource gaps. Second, family dynamics and parental engagement in their children's education are shaped by Socio-economic class. Parents from wealthier backgrounds are more likely to be college graduates, which can have a beneficial effect on their children's academic performance. They may also have more time and resources to provide educational support, such as hiring tutors or enrolling their children in enrichment programs. In contrast, parents from low-income backgrounds may have limited educational opportunities and face challenges in providing academic support to their children due to

financial constraints or time constraints associated with multiple jobs.

Furthermore, socio-economic status can affect students' access to extracurricular activities and educational opportunities outside of school. Participation in extracurricular activities has been linked to improved academic performance, development of skills, and increased motivation. Students from higher socio-economic backgrounds often have greater access to these activities, such as music lessons, sports teams, or cultural enrichment programs, which can enhance their overall academic achievement. It is important to recognize that the impact of socio-economic status on academic achievement is not deterministic. There are students from low socio-economic backgrounds who excel academically, as well as students from high socio-economic backgrounds who struggle academically. However, on average, the correlation between Socio-economic status and academic achievement remains significant. Addressing the impact of Socio-economic status on academic achievement requires a multi-faceted approach. Policies and interventions should aim to reduce the resource disparities between schools and provide equal educational opportunities to all students, regardless of their Socio-economic backgrounds. This can include equitable funding mechanisms, targeted interventions for schools in disadvantaged areas, and support programs for students from low-income families.

Moreover, fostering a supportive and inclusive educational environment is crucial. Schools can implement strategies to engage and involve parents from all socio-economic backgrounds, promote a culture of high expectations for all students, and provide targeted support for students who may be at a disadvantage due to their socio-economic circumstances. In conclusion, a person's Socio-economic situation affects his or her level of academic success. The academic success of students from more privileged backgrounds is

typically higher than that of their less privileged counterparts. The disparities in educational resources, parental involvement, and access to extracurricular opportunities contribute to this achievement gap. Efforts to address this issue should focus on providing equitable educational opportunities, reducing resource disparities, and fostering a supportive educational environment for all students. By addressing the impact of socio-economic status, we can work towards a more inclusive and equitable education system.

Conclusion

In conclusion, the subject of how students' Socio-economic backgrounds affect their academic success is nuanced and far-reaching. Students from wealthier families routinely outperform their less privileged classmates in school, as has been shown over and over again in studies. Differential factors such as educational resource availability, parental involvement, and extracurricular opportunity participation may contribute to this gap. Nonetheless, it's critical to recognize that students' family incomes should not be used as a proxy for their academic performance. There are students from low socio-economic backgrounds who defy the odds and excel academically, while some students from high socio-economic backgrounds face challenges in their educational journey. Individual motivation, resilience, and support systems also play crucial roles in academic achievement.

Efforts to address the impact of socio-economic status on academic achievement should focus on creating an equitable education system that provides equal opportunities for all students. This includes equitable funding mechanisms, targeted interventions for schools in disadvantaged areas, and strategies to engage and involve parents from all socio-economic backgrounds. Additionally, fostering a supportive and inclusive educational environment that sets high expectations for all students can contribute to narrowing the achievement gap.

To create a more fair and just society in which all students, no matter their socio-economic background, have the same access to education, we need to deal with how socio-economic status affects academic achievement. It is important to find and close these gaps so that all children have the same chances to do well in school and make good contributions to their communities and society as a whole.

Recommendations

- **Equitable Resource Allocation:** Implement policies and funding mechanisms that ensure equal access to high-quality educational resources for all students. This includes adequate funding for schools in disadvantaged areas, providing modern facilities, resources, and well-trained teachers.
- **Targeted Interventions:** Develop targeted interventions and support programs for students from low socio-economic backgrounds. These can include additional academic support, tutoring, mentoring, and counselling services to address specific challenges they may face.
- **Parental Engagement:** Encourage and involve parents from all socio-economic backgrounds in their children's education. Provide opportunities for parents to actively participate in school activities, workshops, and decision-making processes. Establish effective communication channels to bridge the gap between schools and parents.
- **Early Intervention and Support:** Focus on early identification and intervention for students at risk of falling behind academically. Implement strategies such as early literacy and numeracy programs, preschool education, and comprehensive support systems to address potential learning gaps before they become more significant.
- **Access to Extracurricular Activities:** Ensure that students from all socio-economic backgrounds have equal access to extracurricular activities. Collaborate with community organizations and institutions to provide affordable or free opportunities for students to engage in sports, arts, music, and other enrichment programs.
- **Professional Development:** Provide professional development opportunities for teachers to enhance their cultural competence and instructional strategies that can support students from diverse socio-economic backgrounds. This can include training on inclusive teaching practices, differentiated instruction, and addressing implicit biases.
- **Research and Evaluation:** Continuously conduct research and evaluation to monitor the impact of interventions and policies aimed at reducing the impact of socio-economic status on academic achievement. Use data-driven approaches to inform decision-making and refine strategies for maximum effectiveness.
- **Collaboration and Partnerships:** Foster collaboration between schools, community organizations, and policymakers to collectively address the challenges associated with socio-economic status and academic achievement. Build partnerships that leverage resources and expertise to create a holistic and comprehensive support system for students.
- By implementing these recommendations, education systems can work towards mitigating the impact of socio-economic status on academic achievement. Creating a more equitable and inclusive educational environment will help ensure that every student has the opportunity to succeed academically, regardless of their socio-economic background. Ultimately, addressing this issue is crucial for building a fair and just society that values equal access to quality education for all.

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