

## THE ROLE OF SOCIOECONOMIC STATUS ON STUDENT ACHIEVEMENT.

*by:*

**Josafat L. Hernandez**

*Teacher I, Renato L. Cayetano Memorial School*

Socioeconomic status, or SES, considers a person's income, education degree, sense of financial security, and subjective perceptions of their social class and standing. A person's socioeconomic status can encompass their quality of life, opportunities, and societal advantages. In particular, poverty is not a singular issue but rather a collection of physical and psychological stresses. A person's physical and mental health are only two of the many outcomes that SES regularly and reliably predicts throughout their lifetime. Therefore, among other things, SES is relevant to behavioral and social science research, practice, teaching, and advocacy.

Li, Z. and Qiu. (2018) stated that the issue under investigation is how children's socioeconomic status affects their psychological well-being and global academic performance. A variety of circumstances may impact a child's academic success. These variables may be roughly categorized into two groups: the kid's inward condition and surroundings. Internal state includes IQ, diligence level, health, and anxiety. Some elements that make up the environment include suitable study spaces, adequate educational resources like textbooks, and fully functional labs. Over time, those working in teaching, administration, and educational policymaking have been increasingly interested in the elements that affect a child's academic performance (Behrman, J, Schott, S. Mani, 2018). In addition, talent, knowledge, and intellect are personal qualities. Institutions, society, and parents' or families' impacts are considered institutional factors. These include living conditions, accommodations, the relationship between professors and students, and tutors. School administrators, counselors, and psychologists have been

regularly studying the expanding body of research about the influence of children's socioeconomic background on their academic performance.

McArthur-Gupta, A. (2019) claimed that there is a significant and complex relationship between socioeconomic status (SES) and academic success. Studies show a substantial relationship between socioeconomic status (SES) and academic achievement, with students from better socioeconomic backgrounds typically outperforming their classmates. There are several reasons for this association. First and foremost, resources are crucial. Families with higher incomes usually have easier access to extracurricular activities, technology, and literature, which enhance learning and help students succeed academically.

Furthermore, Doerschuk, P., Martin, C., Bahrim, C., Daniel, J., Kruger, J., & Mann, J. (2016). Schools in more affluent communities often have better facilities, more financing, and more qualified instructors, all of which contribute to a more favorable learning environment. Furthermore, through academic support, mentoring, and lobbying within the school system, parental involvement—often stronger in families with better socioeconomic status—positively promotes student accomplishment. On the other hand, kids hailing from poorer socioeconomic backgrounds could encounter obstacles, including ongoing stress, insufficient healthcare, and poor nutrition, all of which might hinder their cognitive growth and academic achievement. Even though socioeconomic status undoubtedly affects educational outcomes, efforts to lessen its effects through targeted support, equitable funding, and community involvement can create a more level playing field and guarantee that all students, regardless of their socioeconomic situation, have the chance to succeed academically.

By acknowledging and addressing the role of SES in shaping educational outcomes, policymakers and educators can work towards creating a more equitable education system that ensures all students have the opportunity to succeed academically.

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