

How Socio-economic Status Affects Academic Performance

A Study of Education Inequality in Junior High School Students in China Based on a Structural Equation Model

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ABSTRACT

As social stratification has deepened in contemporary Chinese society, educational capital and academic performance in secondary education have differentiated according to students' socio-economic status. Most of the existing studies on the relationship between family background and children's academic achievement focus on the impact of a student's family background on the final level of education achieved, but education acquisition is a continuous process. Without an analysis of the educational process, it is difficult to understand the process mechanism by which family background affects children's educational opportunity. By using data from the China Education Panel Survey (CEPS), this paper studies the paths and effects of students' socio-economic status on their academic performance. Through modelling latent variables (socio-economic status, academic performance) with fourteen observed variables in a sample size of approximately 7,000 junior high school students around China, this study found that: first, families use their socio-economic resources to provide children with different educational resources and thus influence their academic performance; second, through parents' educational participation and behavioural support, families develop children's learning attitudes and habits, thus influencing their academic achievements. The findings of this paper provide a possible basis for reducing class differences in children's academic achievements and promoting educational equity.

Keywords: Socio-economic status, academic performance, structural equation model, China

1. INTRODUCTION

Education is fundamental for the development of national quality, and education in childhood is the basis for the cultivation of a country's labour force. The acquisition of education in childhood not only affects individual's own sense of achievement and happiness, but also affects the quality and innovation of a country's labour force at the national level. Education thus affects nation's development ability [1]. In China, as compulsory education has become more widespread and schools have expanded in size, the average education level of residents has been significantly improved. Nevertheless, due to the scarcity of educational resources and their uneven allocation, there is still a great deal of room to improve educational inequality[2]. For this reason, the state council approved the "Outline of the National Medium- and Long-Term Programme for Education Reform and Development" in 2010 and set

"promoting fairness in education and ensure equitable education for the benefit of all" as one of the key strategic goals of national education development.

On the one hand, the fairness of education is rooted in the institutional arrangement, which in turn cushions or even restrains the influence of families' socio-economic status. On the other hand, fair access to education relies on the opportunity and ability to participate in education. Either way, the ultimate outcome is the academic performance of the child within the peer group. In this way, the relationship between family background and access to education has become one of the most important indicators to measure the fairness of education. Research shows that since China's reform and opening up, the role of families' socio-economic status in individual education acquisition has been on the rise and, moreover, its influence has not weakened as school enrolment has expanded[3][4][5][6]. Most of the existing studies on the relationship between family background and children's

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Socioeconomic Background and Educational Performance Robert Mason Hauser,1971 Education, Social Background and Cognitive Ability Gary N. Marks,2013-10-23 Are socioeconomic inequalities in education declining Is socioeconomic background becoming less important for people s occupational class or status How important is cognitive ability for education and later occupational outcomes How do countries differ in the importance of socioeconomic background for education and work Gary N Marks argues that in western industrialized countries pervasive views that socioeconomic background or class background has strong and unchanging relationships with education and later socioeconomic outcomes resistant to policy and social change are unfounded Marks provides a large amount of evidence from many countries showing that the influence of socioeconomic background for education is moderate and most often declining and socioeconomic background has only very weak impacts on adults occupation and earnings after taking into account education and cognitive ability Furthermore Marks shows that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes and that in addition to its indirect effects through education has a direct effect on occupation and earnings Its effects cannot be dismissed as simply another aspect of socioeconomic background nor do the usual criticisms of cognitive ability apply The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory The book contributes to a variety of debates within sociology quantitative and qualitative approaches explanatory and non explanatory theory the relationship between theory and empirical research the role of political ideology in research sociology as a social science and sociology s contribution to knowledge about contemporary societies It will appeal to professionals in the fields of education and sociology as well as postgraduate students and academics involved in the debate *Academic Achievement Assessment* Huisheng Tian,Zhichang Sun,2018-06-07 This book consists of introduction to academic achievement assessment international comparison of academic achievement assessment and reference as well as theoretical system and practice strategy of academic achievement assessment The study indicates that the development trends of foreign academic achievement assessment are establishing a complete education quality monitoring system paying more attention to the function and value of independent education quality monitoring institution and intermediary organization the orientation based on the integrated development of students growing more apparent marching from evaluation of study to evaluation for study and placing educational equity in a prominent position This book is easy to understand and readable for professionals like teachers educational researchers and particularly those engaged in academic achievement Concise Encyclopedia of Special Education Cecil R. Reynolds,Elaine Fletcher-Janzen,2004-01-16 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of

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Chitate,2024-06-10 This groundbreaking book authored by Dr David Chitate and distributed by Swipe Educational Solutions LLC is the first of its kind in the 21st century offering a comprehensive Past Exam Question Bank with answers developed through collaboration with Subject Examiners Subject Teachers and Artificial Intelligence It equips students to excel in Ordinary and Advanced Level Exams featuring Examiners tips common candidate errors syllabus review exercises model answers and much more This transformative resource boasting over 900 pages of exam focused content per subject guarantees that an A grade is within reach revolutionising how students prepare for exams

Toward Equity in Quality in Mathematics Education Murad Jurdak,2009-07-30 Educational equity and quality are not only research issues which cut across different disciplines but are major determinants of socio economic and human development in both industrial and developing countries The status and role of mathematics a subject which has long enjoyed a privileged status in school curricula worldwide due to its perceived role in science and technology render equity and quality in mathematics education at the heart of human development This is reflected by governments relatively large investments in improving the quality of mathematics education and extending it to marginalized and underprivileged groups The purpose of Toward Equity in Quality in Mathematics Education is four fold First the book examines the constructs of equity and quality and their interdependence from different perspectives Second it develops a conceptual framework for studying and analyzing the two constructs Third it examines consolidates and re structures the literature on equity and quality in mathematics education Finally using data

from TIMSS 2003 the book investigates the within and across country impact of the different equity related factors on mathematics achievement in a sample of countries representative of worldwide geographical and cultural regions Towards Equity in Quality in Mathematics Education uses a multi dimensional conceptual framework to study and analyze issues in equity and quality The framework consists of five perspectives hypothesized as determinants of equity in quality in mathematics education Mathematical societal educational ideological and genetic The framework can be thought of as a pyramid with mathematics as its base and the societal educational ideological and genetic perspectives as its faces Thus each point within this pyramid represents a unique equity in quality situation i e with different coordinates with respect to mathematical societal educational ideological and genetic perspectives Towards Equity in Quality in Mathematics Education is useful for teachers and researchers in mathematics education

High School Education Tracking and Educational Inequality Qian Zhao,Ajian Qian,2025-05-23 The book focuses on educational tracking at the high school level and explores its impact on educational inequality By constructing an analytical framework that combines macro and micro perspectives the authors aim to provide a thorough analysis of the impact of educational tracking on inequality offering new empirical evidence for international research on educational and social stratification By revealing the institutional characteristics and unequal effects of high school educational tracking the book provides empirical support for optimizing China s educational tracking policy and advancing the goal of educational equity The book will appeal to scholars and students of educational tracking educational equity and comparative education

Handbook of Global Education Policy Karen Mundy,Andy Green,Bob Lingard,Antoni Verger,2016-02-29 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors Surveys current debates about the role of education in a global polity highlights key transnational policy actors accessibly introduces research methodologies and outlines global agendas for education reform Includes contributions from an international cast of established and emerging scholars at the forefront of the field thoughtfully edited and organized by a team of world renowned global education policy experts Each section features a thorough introduction designed to facilitate readers understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship Written in an accessible and engaging style that will appeal to domestic and international policy practitioners social scientists and education scholars alike

Proceedings of the 2022 6th International Seminar on Education, Management and Social Sciences (ISEMSS 2022) Ghaffar Ali,Mehmet Cüneyt Birkök,Intakhab Alam Khan,2023-09-16 This is an open access book The aim of 2022 6th International Seminar on Education Management and Social Sciences ISEMSS 2022 is to bring together innovative academics and industrial experts in the field of Education Management and Social Sciences to a common forum The primary goal of the conference is to promote research and developmental activities in Education Management and Social Sciences and another goal is to promote scientific information interchange between researchers developers students and practitioners

working all around the world The conference will be held every year to make it an ideal platform for people to share views and experiences in Education Management and Social Sciences and related areas **Education Annual Volume 2023**, 2023-12-13 Educational research and innovation are directed towards defining implementing and evaluating the principles guiding teaching and educational practices with the fundamental purpose of improvement The chapters comprising this monographic volume constitute valuable contributions to this objective adopting an inter and transdisciplinary perspective a particularly sought after aspect in the field of international educational studies They address issues that transcending their curricular context delve into broader frameworks and contribute to addressing current educational challenges Ultimately this volume focuses on new curricular methodological and resource evaluation orientations and developments It aims to provide responses that foster the development of critical and creative thinking skills competency based learning informed decision making and the promotion of quality teacher training These perspectives draw from the most recent international scientific literature solidifying their rigor and ensuring their scientific value *Research in Education*, 1973 *Globalization, Changing Demographics, and Educational Challenges in East Asia* Emily Hannum, Hyunjoon Park, Yuko Goto Butler, 2010-05-12 Offers a snapshot of key educational stratification issues in East Asian nations and their evolution in conjunction with changing student populations This book addresses issues ranging from curricular adaptations to globalization to persisting and new forms of educational stratification to new multiculturalism in educational policy

Cognition, Metacognition and Academic Performance Michael Yip, 2017-08-15 Learning strategies and academic performance have been extensively investigated but relatively few studies were conducted in East Asia This volume presents a reflection on the current status of metacognition and academic performance in the East Asian region It serves to provide a more complete picture of the global study of how students learning and studying strategies affect their academic performance This book will be of interest to researchers and educators in the area of education education psychology cross cultural studies education policy curriculum and instruction and regional studies International Handbook of Comparative Large-Scale Studies in Education Trude Nilsen, Agnes Stancel-Piątak, Jan-Eric Gustafsson, 2022-09-21 This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment ILSA It includes historical economic and policy perspectives theoretical foundations methodology and reviews of findings from analyses of ILSA data After decades during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy practice and research such a broad overview for a wide ranging audience is much needed With contributions from authors and editors from all continents this handbook appeals to an international audience and keeps a neutral perspective not favoring one ILSA over another The handbook is suitable to be read by politicians researchers and stakeholders who are seeking an overview of ILSAs their history and development and both potential benefits and limitations with regard to policy implications The reviews of findings

from studies analyzing ILSA data will be of interest to stakeholders teachers researchers and policymakers Considering that the reviews extend to all fields pertaining to educational research the book will be valuable to all researchers interested in education Students may use the book to learn about ILSAs in the context of policy theoretical underpinnings or research Moreover the methodology section is written in a manner that is understandable and accessible for students stakeholders or researchers not familiar with these data This methodology part however is also a valuable resource for researchers who are familiar with ILSA data as it provides overviews of the design and sampling procedures of several ILSAs and includes advice on methods of analysis Even the owners of the ILSAs may find the book valuable as it contains overviews and insights into a number of ILSAs provides information how the data is used by the research community and includes recommendations for future instruments

School Matters RoSusan D. Bartee,M. Christopher Brown,2007 There are four types of capital economic human cultural and social The distribution of capital in home and school settings affects the types of educational outcomes and the quality of lifelong opportunities that individuals are able to enjoy Resource availability and accessibility influence the success levels at which teaching and learning is experienced Capital possession or acquisition impacts the ability to navigate the academic pipeline and to recognize the appropriate tools by which to do so Minimal attempts have been taken to address different perspectives related to economic human cultural and social capital This book identifies the various tenets of capital as having shared similarities and or differences as well as reveals how the distribution of capital impacts educational settings More specifically this book reveals that given the increases in the parental education or the cultural capital of African Americans no significant changes have occurred in the number of years that African American children attend schools This finding remains consistent in terms of the sort of cultural capital that they are able to gain In sum the research concludes that cultural capital does assume a significant role in the transfer of advantages that stem from middle and upper level socioeconomic backgrounds

How the Family Influences Children's Academic Achievement Shui Fong Lam,1996-12-31 Studies the interactive effects of family status and family process on children s academic achievement drawing on research with a group of students in two inner city schools to illustrate how parenting style mediates the influences of family structure and socio economic status on academic performance Concludes that an integrated model is superior to the traditional view of family status and process as independent factors Annotation copyrighted by Book News Inc Portland OR

Characteristics and Challenges of High Achieving Second-Generation Nigerian Youths in the United States Patricia Ngozi Anekwe,2009-09-11 This study investigated the characteristics and challenges of high achieving second generation Nigerian youths in the United States An increasing number of youths in America s schools are from immigrant backgrounds due to the flow of immigration from Latin America Asia and Africa Given the local and national mandates to improve the academic achievement of all children we cannot afford to leave any group behind Although research on immigrant children from Asia and Latin America and their adaptation and schooling has increased in the last two decades

the educational experiences of Black immigrant children from Africa and the Caribbean have been understudied. The scant research on African immigrants lumps all Africans into a homogeneous group despite the different experiences and obvious diversity found within Africa and among African immigrants. Using theoretical triangulation from Educational Anthropology, cultural ecological theory, Sociology, social capital, and Psychology, social cognitive theory, the researcher examined the role of parents, personal traits, and social contexts on the academic experiences of high-achieving second-generation Nigerian youths. The study used surveys, in-depth interviews of Nigerian youths and parents, mothers, and a focus group interview of high-achieving second-generation Nigerian youths to explore the academic experiences of high-achieving second-generation Nigerian youths to identify factors that determine their educational outcomes. It is anticipated that the results of this study will contribute to the literature on immigrant minority and Black students' education in the United States. High-achieving second-generation Nigerian youths credited their parents, extended family, the Nigerian community, and their upbringing for their motivation and academic success. Nigerian parents were actively engaged with the education of their children both in the traditional realms of school involvement and in the non-traditional school engagement. Although youths faced the challenges of peer teasing, underpreparation for college, and parental pressure, they devised coping strategies through code-switching, reevaluating their definition of academic success, and increasing determination and effort. They also were involved in several extracurricular activities that helped them to create social networks with peers and adults and to break social barriers. PISA 2006 Science Competencies for Tomorrow's World: Volume 1: Analysis OECD, 2007-12-04. PISA 2006

Science Competencies for Tomorrow's World presents the results from the most recent PISA survey which focused on science and also assessed mathematics and reading. It is divided into two volumes; the first offers an analysis of the results, the second contains the underlying data. **Equity and Excellence in Education** Kris Van den Branden, Piet Van Avermaet, Mieke Van Houtte, 2010-12-14. Taking an international perspective, this volume explores numerous issues: gender, socio-economic and linguistic background, teachers' expectations, pedagogical approaches, parental support, educational policies, e.g., priority

policies, multilingual policies, early start policies, and their effects on equity in education. **Education, Social Background and Cognitive Ability** Gary N. Marks, 2013-10-23. Are socioeconomic inequalities in education declining? Is socioeconomic background becoming less important for people's occupational class or status? How important is cognitive ability for education and later occupational outcomes? How do countries differ in the importance of socioeconomic background for education and work? Gary N. Marks argues that in western industrialized countries, pervasive views that socioeconomic background or class background has strong and unchanging relationships with education and later socioeconomic outcomes resistant to policy and social change are unfounded. Marks provides a large amount of evidence from many countries showing that the influence of socioeconomic background for education is moderate and most often declining, and socioeconomic background has only very weak impacts on adults' occupation and earnings after taking into account education and cognitive

ability Furthermore Marks shows that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes and that in addition to its indirect effects through education has a direct effect on occupation and earnings Its effects cannot be dismissed as simply another aspect of socioeconomic background nor do the usual criticisms of cognitive ability apply The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory The book contributes to a variety of debates within sociology quantitative and qualitative approaches explanatory and non explanatory theory the relationship between theory and empirical research the role of political ideology in research sociology as a social science and sociology s contribution to knowledge about contemporary societies It will appeal to professionals in the fields of education and sociology as well as postgraduate students and academics involved in the debate

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