

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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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 **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 *Education and Sociology* David Levinson,Peter W. Cookson,Alan R. Sadovnik,2002 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company

Speaking Justice to Power Kim Forss,2017-09-08 Efficiency economy and equity are policy goals pursued by

governments around the world but analysts and evaluators have devoted more effort to measuring and evaluating the first two In Speaking Justice to Power contributors examine the concept of equity the role it plays and its application in policy evaluation Here some of the most valuable thinkers in the area of policy studies address key questions How should evaluators develop criteria for measuring equity as they analyze both program and policy implementation as well as their impacts What distinctions among people should be taken into account when measuring and valuing impacts What sorts of data should be used to analyze processes and impacts in different settings How might such data be validated The contributors employ grounded theory thinking as they translate key ethical principles into their work and draw important lessons from their experiences The work discusses equity in interventions addressing a variety of social and environmental problems This volume continues the fine tradition of Transaction s Comparative Policy Evaluation series **Reassessing Vocational**

Education in China Xu JinJie,2023-06-23 Based on the international comparison of vocational education in major countries and regions this book revisits and reappraises China s vocational education in terms of its institutional advantages and recent outstanding performance For a long time vocational education in China has been undervalued among the public and students in vocational schools are also underrated as academic failures Drawing on the empirical methods and data of the Programme for International Student Assessment PISA the author compares vocational education across the globe including Germany Austria and those with traditional high performing vocational education systems as well as China Japan South Korea and other Southeast Asian countries The results show that Chinese vocational school students performed well especially exhibiting competency in adapting to transforming requirements for labor force in an intelligent era The book also presents the policy achievements of vocational education in promoting equity in China It aims to reshape the public s understanding of the competency development of students in vocational schools and give insights into promoting curriculum reform The book will appeal to scholars and students of vocational education education policy Chinese education and PISA and also policymakers and practitioners of vocational education What Works in Schools Robert J. Marzano,2003 Schools can and

do affect student achievement and this book recommends specific and attainable action steps to implement successful strategies culled from the wealth of research data *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 **Proceedings of the 2nd World Conference on Social and Humanities**

Research (W-SHARE 2022) Andi Anto Patak,Abdul Hafid Hasim,2023-07-14 This is an open access book The 2nd World Conference on Social and Humanities Research W SHARE was conducted on November 20 21 2022 in Makassar Indonesia W SHARE the leading forum for the presentation of proposed research and research results is organized by Universitas Negeri

Makassar UNM Universitas Negeri Makassar has been concerning on the pre service teacher s education UNM has the capacity to promote Building Resilience its is the ability to cope and prosper in the face of unfavorable events obstacles or adversity Social competence responsibility optimism hope for the future attachment to family self efficacy and favorable respect are all important characteristics of resilience in school aged children and adolescents UNM as one of the leading educational universities in Indonesia can collaborate with schools to enhance resilience through programs which build positive social norms and generate a sense of connectedness to teachers peers and the academic goals of the school The cooperation should provide a program that focuses on improving personal and social capabilities such as self awareness self management social awareness and social management using an evidence based approach 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 *Prioritizing Integration* Bertelsmann Stiftung,2011-02-01 The global recession is having a major impact on immigrant integration With cuts in public budgets and a rise in anti immigrant sentiment across the Atlantic many governments have made short term decisions responding to the economic crisis that will have long term implications for immigrants and the broader society This book takes stock of the impact of the crisis on immigrant integration in Europe and the United States It assesses where immigrants have lost ground using evidence such as levels of funding for educational programs employment rates trends toward protectionism public opinion and levels of discrimination This systematic look at where and how immigrants have been affected by the recession s pinch allows us to deeply examine how governments can use the recovery period as an opportunity for more meaningful and targeted investments in integration ones that will boost economic competitiveness and improve social cohesion The book concludes with a set of priorities for the integration related investments national and local governments should be making in the coming decade **Research in Education** ,1973 *New Challenges in the Research of Academic Achievement: Measures, Methods, and Results* Juan Luis Castejon,José Carlos Núñez,Raquel Gilar-Corbi,Iván Manuel Jorrín Abellán,2021-02-24 Equity Policies in Global Higher Education Orlanda Tavares,Carla Sá,Cristina Sin,Alberto Amaral,2022-02-24 This book discusses and analyses global policies and practices aimed at promoting equity in higher education participation and attainment Although the massification of higher education systems has facilitated the participation of students from deprived backgrounds socioeconomic inequalities persist in access to the most prestigious

institutions and programmes Privileged students benefit from a number of advantages in the competition for selective and scarce places access to information lower aversion to debt higher expectations better previous schooling and higher academic achievement The chapters present a critical analysis of equity policies in different countries with or without affirmative action policies within a context of neoliberal policies or within a social democratic model and the reasons why they have failed to promote equity and fairness preventing students from achieving their full educational potential This is an open access book

Socio-Economic Conditions Of Aided & Unaided College Teachers G.JERIN ROSE, **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

Higher Education in Taiwan Angela Yung-Chi Hou,Tung-liang Chiang,Sheng-Ju Chan,2020-12-30 This book discusses the situation of Taiwanese universities facing a rapidly changing domestic and global environment It examines the social structure drawing on professional perspectives data based and systematic analysis The book fills gaps in the literature of higher education systems in East Asia of which Taiwan is a representative nation It provides the readers with great opportunities to understand the historical political and cultural background of the higher education system in Taiwan and shares Taiwan s experience of how higher education institutions respond to the new challenges such as an ageing society the pursuit of equity and inclusion execution of talent recruitment and the use of technological innovation Finally the book discusses the implication of institutional research in university governance

The Future of Children: Spring 2005 Cecilia Rouse,Jeanne Brooks-Gunn,Sara S. McLanahan,2010-12-01 The Future of Children is a new semiannual publication that provies research and analysis to promote effective policies and programs for children This first issue focuses on School Readiness Closing Racial and Ethnic Gaps For more than 30 years researchers have seen white children outperform black and other minority children in tests of reading and math skills Though there is evidence that the gap has narrowed somewhat the very persistence of this racial and ethnic gap remains a source considerable concern for academics policy professionals and parents The ethnic and racial gaps appear to reach back to the preschool years When children reach the school door minority children exhibit lower school readiness skills at least those measured by standardized tests than their white counterparts From that point forward the achievement gap only widens If policy professionals are to address this disparity in

academic achievement and the consequent disparity in later opportunity the racial and ethnic gap must be examined in the very earliest years before students begin school with embedded inequalities This volume critically summarizes the research on the origin and trajectory of the racial and ethnic gap in the early years from several theoretical perspectives In particular research is analyzed to determine when these differences start to emerge in what areas they appear what factors contribute to their development by the time children enter grade school and what are the long term effects Contents Introducing the Issue of Test Score Ethnic and Racial Disparities Jeanne Brooks Gunn Sara McLanahan and Cecilia Elena Rouse Identifying Racial and Ethnic Differences in School Readiness Donald Rock and Jack Stenner Test Score Gaps The Contribution of Family and Neighborhood Characteristics Greg Duncan and Katherine Magnuson Genetic Differences and School Readiness William T Dickens Neuroscience Perspectives on Disparities in School Readiness Kim Noble B J Casey and Nim Tottenham Low Birth Weight and School Readiness Nancy Reichman The Impact of Health on School Readiness Janet Currie Parenting Jeanne Brooks Gunn and Lisa Markman Childcare and Early Education Katherine Magnuson and Jane Waldfogel

Private Education Debate Mason Ross, AI, 2025-02-21 Private Education Debate offers a comprehensive exploration of private education's global impact moving beyond simple assumptions to examine its complexities The book investigates the varying academic outcomes between private and public schools the socioeconomic factors influencing access to private education and the market forces driving its growth One intriguing insight is how the impact of private education significantly varies depending on national contexts and socioeconomic backgrounds The book is structured into three parts beginning with the fundamental concepts and diverse types of private schools It then delves into academic performance data drawing from OECD market studies and other reports to analyze the relationship between private schooling and student achievement Finally it investigates socioeconomic implications highlighting who accesses private education and the financial burdens it creates This approach ensures a balanced understanding making it valuable for academics policymakers educators and parents seeking to navigate the complex landscape of educational markets and school choice

Immigrant Student Achievement and Education Policy Louis Volante, Don Klinger, Ozge Bilgili, 2018-03-21 This book examines immigrant student achievement and education policy across a range of Western nations It is divided into 3 sections Part 1 introduces the topic of immigrant student achievement and the performance disadvantage that is consistently reported across a range of international jurisdictions Part 2 then presents national profiles from scholars in ten countries England Germany Italy Sweden Finland Netherlands Republic of Ireland Canada Australia and New Zealand These educational jurisdictions were selected because they represent a range of Western nations engaged in large scale reform efforts geared towards enhancing their immigrant students achievement Each of the national profiles provides a brief overview of the evolution of the cultural composition of their respective school aged student population explains the trajectory of achievement results in non immigrant and immigrant student groups in relation to both national and international large scale assessment measures and

discusses the effectiveness of policy responses that have been adopted to close the achievement gap between non immigrant and immigrant student populations It also examines the relationships between education policies and immigrant student achievement and discusses how education policies have evolved across various cultural contexts In conclusion Part 3 analyzes cross cultural approaches designed to address the performance disadvantage of immigrant students and proposes future areas of inquiry stemming from the national profiles The book offers insights into a diverse cross section of nations and policy approaches to addressing the performance disadvantage

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