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## Socioeconomic Status and Student Academic Performance

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# Socioeconomic Status and Student Academic Performance

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## Research Question

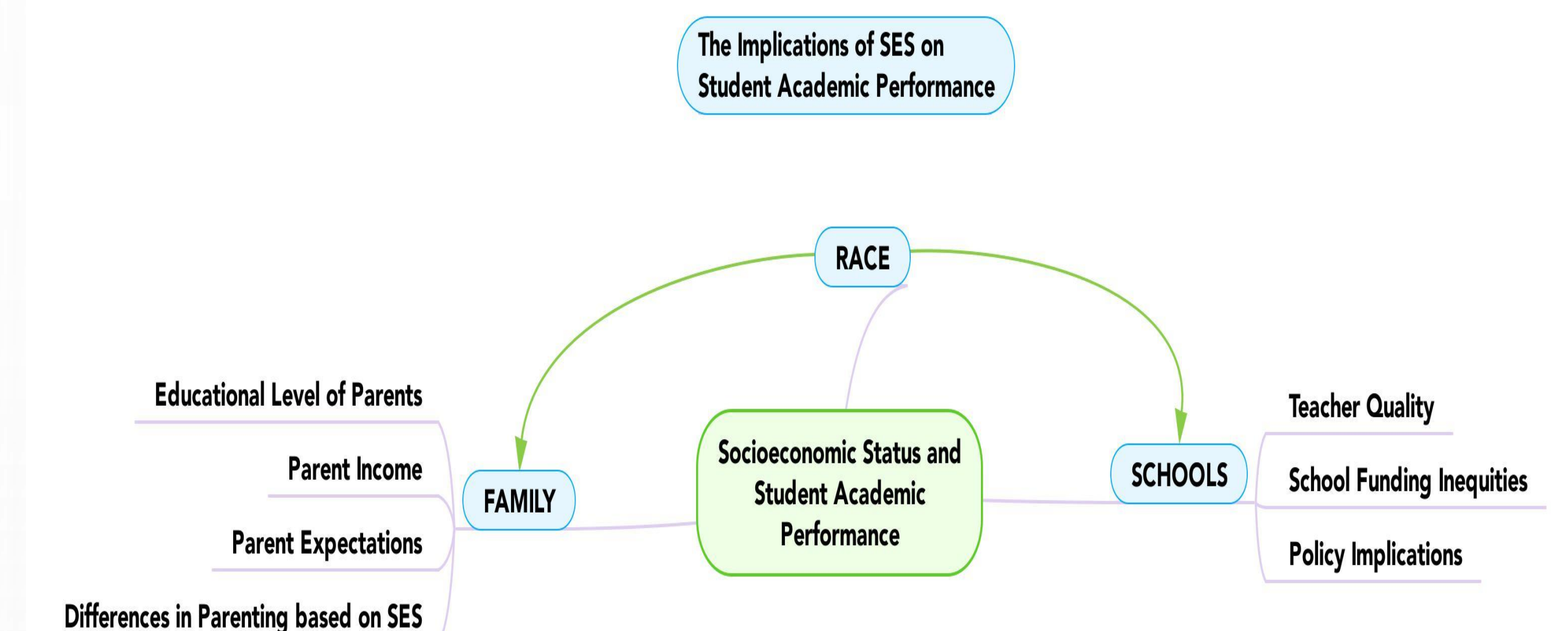
What implications does socioeconomic status have on student academic performance?

## Methodology

- Scholarly peer-reviewed research studies on how socioeconomic status impacts student academic achievement were synthesized.
- A three step conceptual framework was used for critical review of research. Key descriptors for the article search included: socioeconomic status, SES, achievement gap, school resources or allocations, academic achievement, parenting, race, and combinations of these topics.
- In accordance with Ryan and Bernard's (2003) *Techniques to Identify Themes*, repetition, transitions, similarities and differences, and missing information were implemented when analyzing data.
- Using these techniques, the following themes were used to organize the research: Family (parent income, education, expectations, and difference), School (resources/allocations, policy implications, and teacher quality), and race.

## Literature Review

- Race is imbedded in all aspects of SES and child development, as it is rooted in education, policy, geographic location, and the economy (Brooks-Gunn and Markman, 2005).
- The achievement gap is a continual issue in the United States, as lower class and racial/ethnic minority students perform at lower levels than their wealthier counterparts (Dotterer, 2012).
- Poorer families lack *cultural capital* which results in their inability to provide their children access to museums, trips, and books (Lam, 2014).
- Moreover, parent income, education, and expectations differ according to SES and the lack thereof hinders child development (Davis-Kean, 2005).
- On a broader scale, academic success is also clearly affected by funding, teacher quality, instructional resources, and poverty (Clayton, 2011).



**Figure 1.** Race, parenting, and school allocations

## Findings and Conclusion

- Race, parenting, and school resources are interdependent factors that contribute to student success.
- Teaching students of low SES requires that educators are knowledgeable and understanding of the indirect and direct influences that can greatly affect their academic success.
- Creating inclusive educational policies, offering equal educational opportunities and advocacy are some ways to improve learning environments for low SES students.
- For future research, it is essential to explore specific student cases with low socioeconomic status and the implications of SES on their academic development, including those who are exceptions to what previous studies have concluded.