

# Socioeconomic Factors and Educational Outcomes Among Grade 6 Learners

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*Abstract* — The relationship between socioeconomic factors and educational outcomes among Grade 6 learners is a critical area of study, as it highlights the impact of economic and social conditions on academic performance. This research examined the various socioeconomic determinants, including family income, parental education levels, and access to educational resources, and their influence on the academic achievements of Grade 6 students. This study employed a descriptive quantitative method of research. Findings indicated that learners from higher-income families tend to perform better academically due to access to more educational resources, such as private tutoring and extracurricular activities. Additionally, parental education levels play a significant role, with children of more educated parents often receiving greater academic support at home. Conversely, students from lower socioeconomic backgrounds face numerous challenges, including limited access to learning materials and less parental involvement in their education, which can hinder their academic progress. The study also explored the role of school environments and community support systems in mitigating the effects of socioeconomic disparities. Schools with robust support programs and community engagement initiatives show improved educational outcomes for disadvantaged students. The test of null hypothesis was Rejected. The research underscored the need for targeted interventions and policies aimed at reducing educational inequalities and promoting equitable access to quality education for all learners, regardless of their socioeconomic status. These disparities are addressed to educators and policymakers to work towards ensuring that every child can succeed academically and reach their full potential.

*Keywords* — **Readiness; HUMSS Students; Ex-post-Facto; Performance; Career Goal; Potential Challenges**

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## I. Introduction

Addressing educational gaps among students in Grade 6 requires an understanding of how socioeconomic variables affect academic results. A child's socioeconomic status (SES), which includes parental education, employment, and family money, has a big impact on their academic achievement. Education has continuously emphasized the significant impact of socioeconomic status on academic performance, exposing a recurring disparity between students from various socioeconomic origins (Reardon, 2022).

Students from low-income families are five times more likely to miss school or lag behind academically worldwide, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (UNESCO, 2023). Nearly 50% of children in low-income households in the Philippines, particularly in rural regions, struggle with basic reading and numeracy abilities, according to the Philippine Statistics Authority (PSA) (PSA, 2022). There are concerning performance differences between students in urban and remote barangays, according to the Department of Education in Region VI. According to the results of the 2023 National Achievement Test (NAT), students in Grade 6 from both rural and urban underprivileged schools in the San Carlos City Division score noticeably less than the division average in critical areas like science, math, and English. Guadalupe Elementary School, which is placed in a more accessible, non-remote location, and Natuyay Elementary School, which is situated in a rural region, are two schools that exhibit similar difficulties. These scholarly gaps highlight the urgent need to investigate the underlying causes of discrepancies, especially those pertaining to socioeconomic issues.

Better educational options, such as prestigious institutions, private tutoring, and extracurricular activities, are typically available to students from higher socioeconomic backgrounds. Compared to their counterparts from lesser socioeconomic situations, who sometimes attend underfunded schools with fewer enrichment possibilities, these resources provide them a major edge. According to Brooks-Gun (2023), one of the main causes of the achievement difference seen among students in Grade 6 is this unequal access to resources.

The Department of Education has responded by launching a number of programs that are in line with the Education Sector Development Plan (DepEd 2030). The goal of Pillar 2: Equity is to improve educational results and assist underprivileged students via focused initiatives. The School-Based Feeding Program (SBFP), which was made official by Republic Act No. 11037, also known as the Masustansyang Pagkain para sa Batang Pilipino Act, is one such program. As reaffirmed in OM-OUOPS-2024-09-049441, this initiative feeds malnourished students wholesome meals to improve their focus and attendance at school. The home-school relationship is further strengthened by Republic Act No. 11310 (Pantawid Pamilyang Pilipino Program Act), which emphasizes parental responsibility in guaranteeing children's academic performance and attendance at school.

Additional legal frameworks that require inclusive, equitable, and high-quality education for everyone, with strong support from families and communities, include UNCRC Article 18, Sustainable Development Goal 4, and Article XIV, Section 1 of the 1987 Philippine Constitution.

In two different educational settings under the Division of San Carlos City—Guadalupe Elementary School, which is more accessible but still faces socioeconomic challenges, and Natuyay Elementary School, which is situated in a remote, remote barangay—this study is noteworthy because it offers empirical evidence on how socioeconomic factors affect the academic performance of Grade 6 students. The results will help supervisors of education programs, instructors, and school administrators understand the unique requirements of students in both remote and non-remote underprivileged schools. Additionally, it advances the objectives of the Educational Division Development Plan, especially by promoting focused assistance and resource allocation based on equity. The findings of the research can direct regional initiatives and policies that support division-wide and national objectives for educational growth.

This study's focus is restricted to investigating the association between the academic performance of Grade 6 students from Guadalupe Elementary School and Natuyay Elementary School and a few chosen socioeconomic indicators, including family income, parental education, and employment. Survey questionnaires and academic records will be used in the study to evaluate the socioeconomic backgrounds and performance levels of the students. The results offer vital insights into the difficulties experienced by students in both rural and non-remote marginalized settings, even if they might not apply to all of the division's schools. This study does not cover external factors like teacher-related variables or individual student characteristics.

The complex link between SES and educational results should be further investigated in future study, especially through longitudinal studies that monitor students' academic development over time. This allows us to assess the efficacy of different therapies and spot long-term trends. Addressing how socioeconomic variables affect educational achievements is important for both national growth and equity. Providing high-quality education to all students, regardless of their background, is crucial to creating a more successful and inclusive society. We can provide a learning environment where all children have the chance to thrive by working together as educators, parents, legislators, and communities.

### Literature Review

Understanding how socioeconomic variables influence educational results is critical for resolving educational inequities among Grade 6 students. The socioeconomic status (SES), which includes family income, parental education, and employment, has a major impact on a child's academic achievement. This section included conceptual and research literature, which the researcher will gather, as well as study-related ideas, concepts, generalizations, and findings. It was used as a reference by the researcher while constructing a project and helped to uncover essential facts similar to the current study.

## Conceptual Literature

The body of research on how socioeconomic status affects schooling shows a pattern of disparity that is constant across nations. For example, socioeconomic factors like parental education and family wealth have a major influence on academic success and educational attainment, according to a thorough assessment by Gupta (2020). In order to advance educational fairness, the study emphasized the differences in educational results among socioeconomic strata and the significance of removing socioeconomic barriers. Another research investigated the connection between SES and student success in different nations using data from the Trends in International Mathematics and Science research (TIMSS). The results showed that SES consistently affects educational achievements, even though the strength of the link varies (Broer et al., 2019).

Research has similarly shown how SES affects educational performance in the Philippines. They discovered that socioeconomic variables like parental education and family income had a big influence on primary school students' reading abilities. According to the report, students from lower-income families have less access to computers, literature, and extracurricular learning activities. According to Williams et al. (2025), these results highlight the necessity of context-specific interventions to address literacy disparities. Another research focused on shifts in the relationship between educational achievement and socioeconomic origin in order to analyze educational inequality in the Philippines. According to the study, socioeconomic background-related differences in secondary and postsecondary completion widened despite educational expansions (Ramirez Yee, 2023).

Francisco (2017) also looked at how socioeconomic variables affected students' educational success in the Philippines' rural areas. According to the survey, students from low-income households encountered several obstacles to receiving a high-quality education, such as restricted access to educational resources and subpar school infrastructure. The study underlined how critical it is to remove these obstacles in order to enhance educational results for underprivileged students.

Additionally, the conceptual link between SES and educational results has been investigated in Central Visayas. Cruz and Firestone's (2022) study examined how socioeconomic factors contribute to regional educational differences. According to the study, students from low-SES households encountered several obstacles to academic performance, including as restricted access to learning materials, subpar school facilities, and elevated stress levels brought on by unstable economies. To give out-of-school kids and adults other learning possibilities, the researchers suggested community-based interventions such the creation of community learning centers and non-formal education initiatives. These programs foster lifelong learning and work to address the educational access gap, especially for underserved populations.

Together, these studies demonstrate how socioeconomic issues have a widespread influence on educational attainment at the local, national, and worldwide levels. They emphasize the necessity of comprehensive interventions and focused administrative methods to remove barriers connected to socioeconomic status and advance educational fairness.

#### Research Literature

Research literature on the impact of SES on education reveals a consistent pattern of inequality across different countries. For instance, a comprehensive review by Gupta (2020) found that socioeconomic factors such as family income and parental education significantly impact educational attainment and academic achievement. The study highlighted the disparities in educational outcomes across socioeconomic strata and underscored the importance of addressing socioeconomic barriers to promote educational equity. Another study used data from the Trends in International Mathematics and Science Study (TIMSS) to explore the relationship between SES and learner achievement across various countries. The findings indicated that while the magnitude of the relationship varies, SES consistently influences educational outcomes (Broer et al., 2019).

In the Philippines, research has similarly documented the impact of SES on educational outcomes. They found that socioeconomic factors such as family income and parental education significantly impact literacy skills among elementary learners. The study highlighted that learners from lower-income households face limited access to books, technology, and extracurricular educational opportunities. These findings emphasize the need for context-specific interventions to bridge literacy gaps (William et al., 2025). Another study examined educational inequality in the Philippine focusing on changes in the association between social origin and educational attainment. The research indicated that despite educational expansions, disparities in secondary and tertiary completion deepened in relation to social background (Ramirez Yee, 2023).

Additionally, a study by Francisco (2017) examined the impact of socioeconomic factors on the educational attainment of learners in rural areas of the Philippines. The study found that learners from low-income families faced significant barriers to accessing quality education, including limited access to learning materials and inadequate school facilities. The research emphasized the importance of addressing these barriers to improve educational outcomes for disadvantaged learners.

Furthermore, in Central Visayas has also explored the conceptual relationship between SES and educational outcomes. A study by Cruz and Firestone (2022) investigated the role of socioeconomic factors in educational disparities within the region. The study found that learners from low-SES backgrounds faced significant barriers to academic success, including limited access to educational resources, inadequate school infrastructure, and higher levels of stress due to economic instability. The researchers recommended community-based interventions, such as establishing community learning centers and non-formal education programs, to provide alternative learning opportunities for out-of-school youth and adults. These initiatives aim to

bridge the gap in educational access and support lifelong learning, particularly for marginalized communities.

These studies collectively highlight the pervasive impact of socioeconomic factors on educational outcomes at international, national, and local levels. They underscore the need for targeted administrative strategies and comprehensive interventions to address SES-related barriers and promote educational equity.

## II. Methodology

### Research Design

The quantitative method involved the use of structured surveys and academic records to collect data on learners' socioeconomic status (SES) and their academic performance. Stratified random sampling will be used to select a representative sample of Grade 6 learners from various schools, ensuring diversity in socioeconomic backgrounds. Descriptive statistics will be used to analyze the data and identify the extent to which different socioeconomic factors predict academic performance.

This mixed-methods approach aims to provide a holistic understanding of the impact of socioeconomic factors on educational outcomes and to inform the development of targeted interventions to reduce educational inequalities.

### Sample of the Study

Investigating the relationship between socioeconomic factors and educational outcomes among Grade 6 learners, a quantitative method was employed. The quantitative method involved the use of structured surveys and academic records to collect data on learners' socioeconomic status (SES) and their academic performance. Stratified random sampling was used to select a representative sample of Grade 6 learners from various schools, ensuring diversity in socioeconomic backgrounds.

**Table 1: Distribution of the Respondent Groups**

<b>Respondents</b>	<b>F</b>	<b>%</b>
<b>Teachers</b>	20	16.67
<b>Learners</b>	50	41.66
<b>Parents</b>	50	41.66
<b>Total</b>	<b>120</b>	<b>100.00</b>

Given the diverse backgrounds of the respondents, this study provided a well-rounded perspective on the socioeconomic challenges that influence learning and the effectiveness of administrative strategies in addressing these issues.

## Survey Measures

Gathered relevant data using a structured questionnaire administered through both face-to-face and online methods. The instrument adapted from existing studies related to socioeconomic factors and educational outcomes but modified to fit the specific context of this research.

## Data Scoring and Interpretation

To analyze the responses, a Likert-type scale will be used to determine the extent of socioeconomic factors affecting education and the effectiveness of administrative strategies. The scoring system is as follows

Score	Scale	Descriptive Category	Verbal Description
4	3.26 - 4.00	Strongly Agree	means that the respondent strongly favors the statement in all cases
3	2.51 - 3.25	Agree	means that the respondent favors the statement in majority of the cases
2	1.76 - 2.50	Disagree	means that the respondent does not favor the statement in few cases
1	1.00 - 1.75	Strongly disagree	means that the respondent is not totally in favor of the statement

Through this comprehensive approach, the study aims to provide evidence-based insights into the role of socioeconomic factors in shaping educational outcomes and the effectiveness of administrative strategies in addressing these challenges. The findings helped inform policy decisions and school interventions aimed at reducing educational disparities between rural and urban communities.

This study examined how socioeconomic issues affect academic results and finds practical administrative solutions to close the achievement gap. The main topics are income, parental education, technological access, nutrition and health, and the environment.

## Procedures

The process of gathering data for this study was carried out systematically to ensure the reliability and accuracy of the findings. The primary goal was to investigate the impact of socioeconomic status on education outcomes and to identify administrative strategies that can help bridge the gaps.

To begin, the researcher developed an unstructured questionnaire, carefully adapted from related studies. This instrument was designed to measure how socioeconomic factors influence learners' academic performance and to assess the effectiveness of school-based interventions. To guarantee its validity, the questionnaire was reviewed by a panel of experts during the proposal

defense. Their recommendations was taken into account, and necessary refinements was made to improve the quality of the survey.

When the questionnaire has been validated, the researcher sought approval from the school administration and other relevant authorities to conduct the study. A formal request letter, signed by the thesis adviser, was submitted for this purpose. Before proceeding with the actual data collection, a pilot test was carried out with a small group outside the main sample. This step helped determine whether the questionnaire is clear and effective. Any issues identified during the pilot test was addressed through revisions to ensure the final instrument was well-structured and comprehensible.

For the main study, data collection took place at Natuyay Elementary School and Guadalupe Elementary School with a total of 120 respondents, including 50 learners, 50 parents, and 20 teachers. To ensure a fair and unbiased selection, the researcher applied Slovin's formula to determine the appropriate sample size. A simple random sampling technique was then used to choose participants from each category. The selection process facilitated by the Research Randomizer tool to maintain objectivity and eliminate selection bias.

The questionnaire was also translated into the local language to ensure that all respondents fully understand the questions. Before taking part in the survey, participants was briefed on the objectives of the study, and their consent was obtained to uphold ethical research standards.

After collecting the responses, the data was carefully coded and entered into a computer database for organization and analysis. Descriptive statistical methods was employed to summarize the findings and identify emerging patterns. The results was then be examined to determine the correlation between socioeconomic status and educational outcomes, as well as to assess the effectiveness of the proposed administrative strategies in addressing existing disparities.

By following this comprehensive process, the study aimed to generate meaningful insights into the influence of socioeconomic conditions on learners' learning experiences and to recommend practical strategies that school administrators can implement to improve educational equity.

### **Data Processing**

The data collected from the survey was systematically processed and analyzed using various statistical tools to ensure accurate interpretation. To summarize the demographic profiles of the respondents and the prevalence of specific responses, frequency tallies and percentages was computed. These statistical measures helped in identifying common trends and patterns regarding the impact of socioeconomic factors on educational outcomes.

Weighted means and standard deviations was employed to analyze the average perception of respondents regarding the extent to which socioeconomic factors affect learners' academic

performance. This approach provided a clearer understanding of the varying levels of impact based on different socioeconomic conditions.

Furthermore, the Chi-square test used to determine the significant relationship between socioeconomic factors and learners' academic outcomes. This test help established whether there is a meaningful association between economic conditions and educational performance, as perceived by the teacher and administrator respondents.

The insights derived from this analysis served as a foundation for understanding how socioeconomic disparities influence learner success and guided the formulation of effective administrative strategies aimed at bridging these gaps.

### **Ethical Considerations**

Throughout the research process, ethical considerations were strictly observed. Confidentiality and anonymity of the respondents were maintained, ensuring that no identifying information was disclosed. The study also adhered to the principles of ethical research by preventing any potential harm—be it physical, psychological, or emotional—to the participants. Additionally, cultural and social sensitivities were taken into account, respecting the diverse backgrounds of the respondents.

Finally, the research complied with institutional and national ethical guidelines, including the Data Privacy Act, ensuring responsible data handling and proper disposal of raw data after analysis. By adhering to these procedures, the study aimed to provide credible and actionable insights that could guide school administrators in implementing strategies that address socioeconomic barriers to education effectively.

## **III. Results and Discussion**

Research shows that socioeconomic factors significantly impact educational outcomes among Grade 6 learners. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the socioeconomic factors that significantly influenced educational outcomes among Grade 6 learners

Profile of respondents. This subsection provided the demographic profile of the respondents, In examining socioeconomic factors and educational outcomes among Grade 6 learners, respondents typically include teachers, parents, and learners from diverse socioeconomic backgrounds. These backgrounds are often measured by parental educational attainment, occupational status, and family income. Additionally, the profile of respondents may include information on access to educational resources at home, such as books and computers, and participation in extracurricular activities.

### **Demographic Profile Analysis.**

The demographic profile reveals that most of the **teachers** are female, aged 28 to 34, and hold at least a bachelor's degree, with some pursuing graduate studies—indicating a well-experienced and professionally qualified teaching staff. Most **parents** are aged 31 to 40, with most being mothers. Many attained high school education and are engaged in farming, informal labor, or small-scale businesses, with limited income, reflecting the economic conditions of the community. The **learners** are mostly between 11 to 12 years old, evenly split by sex, and enrolled in Grade 6, representing a critical stage in foundational learning. These profiles emphasize the need for strong collaboration among teachers, parents, and learners to support learner development amidst socioeconomic challenges.

### **Socioeconomic Factors in Relation to Educational Outcomes, as Perceived by the Respondents**

Respondents perceived that socioeconomic factors greatly affect learners' academic performance. Limited access to resources, such as school supplies and internet, hinders participation in learning activities. An unstable home environment often leads to poor study habits and lack of support. Health and nutrition issues, caused by low income, impact learners' energy and school attendance. Additionally, stress and mental health challenges brought on by financial difficulties affect focus and motivation. These factors collectively influence learners' ability to perform well in school.

### **Level of educational outcomes, as perceived by the Teacher Respondents**

The teacher respondents perceived that educational outcomes were generally satisfactory, though there were varying levels of achievement among learners. While many learners demonstrated strong academic performance, others struggled due to factors such as lack of resources, insufficient parental support, and personal challenges. Teachers observed that learners who had access to better learning materials and a supportive home environment tended to perform better. Furthermore, teacher respondents emphasized the importance of individualized attention and the need for tailored instructional methods to meet the diverse needs of learners. Overall, while teachers were optimistic about the potential for improvement, they acknowledged that certain obstacles, such as resource limitations and varying levels of parental involvement, continue to impact educational outcomes.

### **Issues and concerns.**

The study revealed that various socioeconomic factors significantly affect learners' educational outcomes. Limited access to resources such as books, internet, and learning tools is common among low-income families, making it harder for learners to keep up academically. A poor home learning environment, often due to cramped living conditions and lack of parental

support, further hampers academic focus. Health and nutrition issues, driven by poverty, result in frequent absences and reduced learning capacity.

Learners from financially challenged backgrounds also experience emotional stress and mental health struggles, affecting their motivation and classroom behavior. Low parental involvement, due to parents' work demands or educational background, limits support for learners at home. Additionally, teachers lack training to address the needs of diverse learners, especially those facing economic hardships. Financial constraints directly impact academic performance and limit access to early education and enrichment opportunities. Lastly, weak school and community support systems fail to adequately respond to the needs of underprivileged learners. These findings highlight the strong influence of socioeconomic conditions on learner learning and achievement.

#### **IV. Conclusion**

1. The results indicated that learners' academic performance is greatly influenced by socioeconomic conditions such as limited access to educational resources, poor home learning environments, health and nutrition issues, emotional stress, and low family income. There was also substantial agreement among the respondents regarding the extent to which these factors impact learning, reflecting a shared understanding of the challenges faced by economically disadvantaged learners. These findings were reinforced by the lived experiences and observations of both teachers and parents.
2. Based on these findings, it is concluded that there is a pressing need for inclusive and targeted interventions that address the impact of socioeconomic factors on learners. Collaborative efforts from schools, families, communities, and stakeholders are essential to create supportive learning environments and ensure that all learners, regardless of economic background, have equal opportunities to succeed.

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