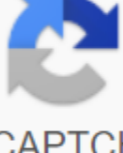


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Social and economic status (SES) includes not only income, but also the level of education, financial security and subjective perception of social status and social class. Social and economic status can encompass the attributes of quality of life, as well as the opportunities and privileges afforded to people in society. Poverty, in particular, is not a single factor, but is characterized by numerous physical and psychosocial stresses. In addition, SES is a consistent and reliable predictor of a wide range of lifelong outcomes, including physical and psychological health. Thus, SES is relevant to all areas of behavioral and social sciences, including research, practice, education and advocacy. SES affects our society SES affects the overall functioning of the person, including our physical and mental health. Low SES and its correlates, such as declining academic performance, poverty and poor health, ultimately affect our society. Inequalities in the distribution of health, resource allocation and quality of life are growing in the United States and around the world. Society benefits from increased attention to the fundamentals of socio-economic inequality and efforts to narrow deep social and economic gaps in the United States and abroad. SES and educational studies show that children from low-SES and community families develop academic skills more slowly than children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009). For example, low SES in childhood is associated with poor cognitive development, language, memory, social and emotional processing, and therefore low income and health in adulthood. School systems in low-SES communities often lack sufficient resources, which has a negative impact on student performance and performance (Aikens and Barbarin, 2008). Inadequate education and an increase in the number of children dropping out of school affect children's academic performance, perpetuating the low status of the community. Improving school systems and early intervention programs can help reduce some of these risk factors; it was therefore important to expand research into the relationship between CEEs and education. The gaps in EEU literacy and family resources among children from different socio-economic backgrounds exist before formal schooling begins. Children from low-SES families are less likely to have experience that encourages the development of fundamental acquisition reading skills such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, and Beeman-Wheldall, 2013). Children's initial reading competence correlates with home literacy environment, number of books belonging, and parental distress and Barbarin, 2008; Bergen, Kuyen, Bishop, Yu Jong, 2016). However, poor households have less access to educational materials and experiences, including books, computers, stimulating toys, skills training lessons or tutors to create positive literacy literacy (Bradley, Corwin, McAdoo, Garcia Coll, 2001; Orr, 2003). Potential college students with low-level SES backgrounds are less likely to have access to information resources about college (Brown, Wohn, Ellison, 2016). In addition, young people from low-SES families have a higher risk of accruing student loan debt above the national average (Houle, 2014) compared to counterparts with high CES levels. Studies show that school conditions contribute more to SES differences in learning levels than family characteristics (Aikens and Barbarin, 2008). Researchers say the classroom plays an important role in the results. Students who were randomly assigned to a higher quality class in K-3 grades earned more, were more likely to attend college, saved more for retirement, and lived in better areas (Chetty et al., 2011). Years of experience and quality teacher training correlate with children's academic performance (Gimbert, Bol, and Wallace, 2007). Children in low-income schools are less likely to have highly qualified teachers (Clotfelter, Ladd, s Vigdo, 2006). The following factors were found to improve the quality of schools in areas with low SES: emphasis on improving teaching and learning, creating an information-rich environment, creating a learning community, continuous professional development, parental participation, and increased funding and resources (Muijs, Harris, Chapman, Stoll, Russ, 2009). Schools with the highest concentrations of poverty have fewer library resources to rely on (less staff, libraries are less hours per week, and staff are less well rounded) than those that cater to middle-income children (Pribesh, Gavigan, th Dickinson, 2011). SES and Academic Achievement Studies continue to associate lower SES with lower academic achievement and slower academic progress than higher SES communities. Children from low-SES families enter secondary school with secondary literacy skills five years later than high-income children (Reardon, Valentino, Kalogrides, Shores, and Greenberg, 2013). In 2014, the highest dropout rate among 16- to 24-year-olds was highest among low-income families (11.6 percent) compared to high-income families (2.8 percent; National Education Statistics Center, 2014). Low-income students' success rates in science, technology, engineering, and mathematics are significantly lower than those of students who are not underrepresented students (Doerschuk et al., 2016). According to the U.S. Census Bureau (2014), those with the top share of the family income quartile are eight times more likely to receive a bachelor's degree by the year 24 with people from the quartile with the lowest family income. Psychological Health Increase Evidence Supports Link Between Lower SES and Learning Disabilities or or negative psychological outcomes that affect academic performance. Low SES and susceptibility to adversity are associated with a decline in educational success (McLaughlin and Sheridan, 2016). Such toxic stress in early childhood leads to long-term effects on learning, behaviour and health (Committee on Psychosocial Aspects of Children's and Family Health, etc., 2012). Children from families with lower SES levels are about twice as likely as children from high-SES families to show behavioral learning problems. A SES mother is also due to her child's inattention, disinterest, and lack of co-operation at school (Morgan et al., 2009). Perceptions of family economic stress and personal financial constraints affected emotional stress/depression in students and their academic results (Mistry, Benner, Tan, and Kim, 2009). The SES and Career Aspiration Social Class has been shown to be an important factor in influencing career aspirations, trajectories and achievements. Diemer and Blustein (2007) found that racial, ethnic and socioeconomic barriers tended to hinder people's professional development. Career barriers are significantly higher for people from poor backgrounds, people of color, women, the disabled and individuals identified by LGBTIC (Blustein, 2013). The study found that people from the lower social class tend to have less career-related self-reactive when it comes to professional aspirations (Ali, McWhirter, th Chronister, 2005). People from higher social classes tend to be more successful in developing career aspirations and are generally better prepared to work in the world through access to resources such as career offices, leadership consultants, top schools, high-level social subjects and family experience with higher education (Diemer and Ali, 2009). Get involved Links Aikens, N.L., and Barbarin, O. (2008). Socioeconomic differences in reading trajectories: the contribution of family, district and school contexts. In the journal Educational Psychology, 100, 235-251. Ali, S.R., McWirtter, E.H., Chronier, C.M. (2005). 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