

The Research Dialogue

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: **2583-438X**

Volume-2, Issue-3, October-2023

www.theresearchdialogue.com



The Impact of Economic Inequality on Student Learning Outcomes

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Abstract:

This research study aims to identify the impact of economic inequality on students' learning outcomes. Economic inequality can have significant effects on students' learning outcomes. Thematic analysis is highlighted in the literature review based on the research objectives. The impact of economic inequality and its effect on the student's life is highlighted and mentioned in this study. The primary qualitative data collection process is emphasised, and Descriptive research design and deductive research approaches have been used. Data has been collected from 55 respondents, and questionnaires have been made based on ten questions. Statistical results are helping in hypothesis testing purposes. The data has been analysed with SPSS software, allowing statistical information to be gathered. Therefore, demographic test and variable-related test is highlighted. More relevant numerical details have to be collected with the aid of this research study. Descriptive statistics, therefore, multiple regression tests, are highlighted in this section. After that, with the support of the SPSS software, researchers can find out the correlation between the variables. This study is based on educational inequality, which has a diverse effect on the education process. Therefore, with the aid of this economic inequality, students from disadvantaged backgrounds

often face various challenges, such as limited access to quality education resources, inadequate healthcare, and unstable living conditions. This research study is based on the impact of economic inequality on the education process. Therefore, with the aid of this research study, it is noticed that the education process is a basic need of every child. Moreover, educational inequality has a diverse effect on this process. The background of the research and research objectives are highlighted in this study. Therefore, thematic analysis is highlighted based on the research objectives. After that, this study helps determine the relationship between economic inequality and students' learning outcomes.

Keywords: Economic inequality, Education process, Student Motivation, Learning outcomes.

Introduction:-

Economic inequality can have significant effects on students' learning outcomes. Students from lower-income households may need help with access to quality education, resources, and support, which can hinder their academic performance (Huang & Zhang, 2020). This study is based on the impact of economic inequality on the education system. This study is based on analysing the impact of educational inequality and its effects on the students' lives. Moreover, students' health and wellbeing is the vital factor that is highlighted by this economic inequality process, as they may experience stressors like food insecurity, housing instability, and limited access to healthcare, all of which can negatively impact their ability to focus and learn effectively (Parolin & Lee, 2021). Therefore, equal economic facilities and their effect on the education process are vital factors to be addressed in this study.

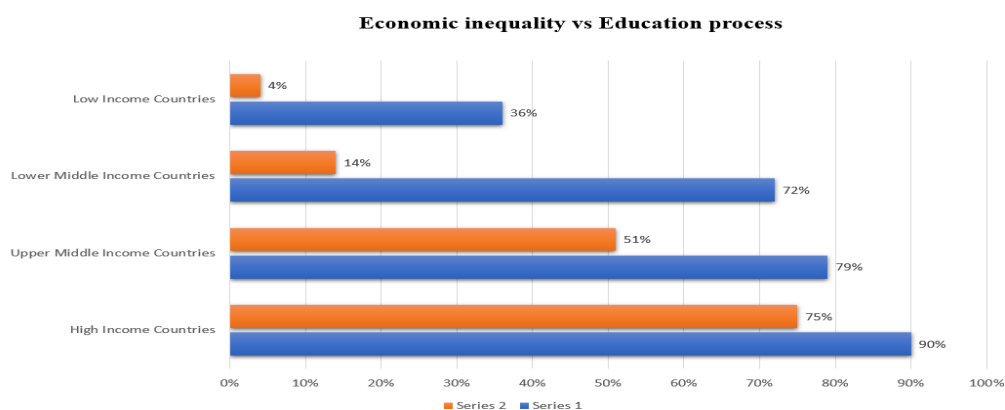


Figure 1: Economic inequality vs Education process n (Source: Parolin & Lee, 2021)

Figure 1 helps to analyse that low-income countries face various difficulties during the educational system. Therefore, it is also noticed that their economic structure becomes stable in countries with a higher educational process. Overall, the students' learning experience is based on the economic stabilities of the families; therefore, it has a diverse effect on the education system (Turner-Skoff & Cavender, 2019). Therefore, schools in economically disadvantaged areas might have less qualified teachers and inadequate facilities, leading to lower-quality education (Reimers, 2022). Lower quality education, lack of resources, and lower physical and extracurricular activities are facilitated due to economic inequality. Moreover, financial hardships can create stress and instability at home, leading to emotional challenges that may affect students' focus and performance in school.

Parents facing financial difficulties may have less time and energy to actively participate in their children's education, impacting their academic support (Hardy & Logan, 2020). Unequal distribution of education funding can lead to disparities in school resources, teacher salaries, and class size, further exacerbating learning inequalities. Economic inequality is crucial to improving learning outcomes. Policy measures like equitable funding, targeted support for low-income students, and providing access to resources can help mitigate the impact of economic disparities on the educational system (Sahlberg, 2021). Moreover, economic imbalance brings differences among students, which hurts the educational system.

Aim

This research study aims to identify the impact of economic inequality on students' learning outcomes.

Research Objectives

- 1:** To investigate the correlation between economic inequality and academic achievement among students
- 2:** To analyse how economic disparities affect access to quality education resources and opportunities
- 3:** To explore the influence of economic inequality on students' motivation and engagement in the learning process

4: To explore the role of parental involvement and support in mediating the effects of economic disparities on students' learning outcomes

Research Questions

1: How to investigate the correlation between economic inequality and student academic achievement?

2: How do economic disparities affect access to quality education resources and opportunities?

3: How to explore the influence of economic inequality on students' motivation and engagement in the learning process?

4: What is parental involvement and support's role in mediating economic disparities' effects on students' learning outcomes?

Hypothesis

H1: There is a positive relationship between economic inequality and student learning outcomes.

H 2: Economic inequality and parental involvement are highly co-related to each other

H 3: There is an existing correlation between economic inequality and academic achievement among students

For instance, students from lower economic families are more likely to attend schools with a lack of infrastructure, lower-qualified teachers, outmoded pedagogical practices, and a lack of ambitious peers than those in more affluent areas. Therefore, students are more likely to have lower learning outcomes (Parolin & Lee, 2021). Therefore, it is also noticed that the economic structure of the family has a positive impact on the educational system. On the other hand, the lower growth of the students becomes facilitated by the support of economic inequality. Parental involvement and support play a crucial role in mediating the effects of economic disparities on students' learning outcomes. Research has shown that students from economically disadvantaged backgrounds often face challenges in academic achievement (Bonacini et al.). However, these negative effects can be mitigated when parents actively participate in their child's education and provide consistent support. Engaged parents can foster a positive learning environment at home, help with homework, and encourage their children to value education. They can also collaborate with teachers and schools to address their child's needs.

Literature Review

Critically analyse the correlation between economic inequality and academic achievement among students.

The correlation between economic inequality and academic achievement among students is a complex and multifaceted issue. Research has shown a strong association between the two; however, it is essential to consider various factors that influence this relationship. As stated by Azevedo et al. (2021), students from economically disadvantaged backgrounds may face barriers to quality education, including limited access to educational resources, technology, and extracurricular activities, which can impact their academic performance. Therefore, economic inequality can affect early childhood development, leading to disparities in cognitive and social skills, which can have long-term effects on academic success. On the other hand, as commented by Major, Eyles, Machin, (2020), unequal funding distribution can result in underfunded schools in low-income areas, affecting the quality of education and teachers' ability to provide effective instruction.

After that, economic inequality is influenced by various factors such as family background, country status, etc. Therefore, based on this economic inequality, students become affected, and it also hurts their education process. Economic diversity and education processes are closely interconnected. Jaspal and Breakwell (2022) commented that a diverse economy provides various opportunities for individuals, making education a vital tool for preparing the workforce to thrive in different sectors. Education is crucial in equipping people with the skills, knowledge, and critical thinking abilities necessary to adapt to changing economic conditions and contribute to society's growth. By providing quality education students' economical structure has to be highlighted, and it also helps to enhance the motivation of the students. Therefore, extra curriculum activities of the students are also enhanced by this economic quality everywhere.

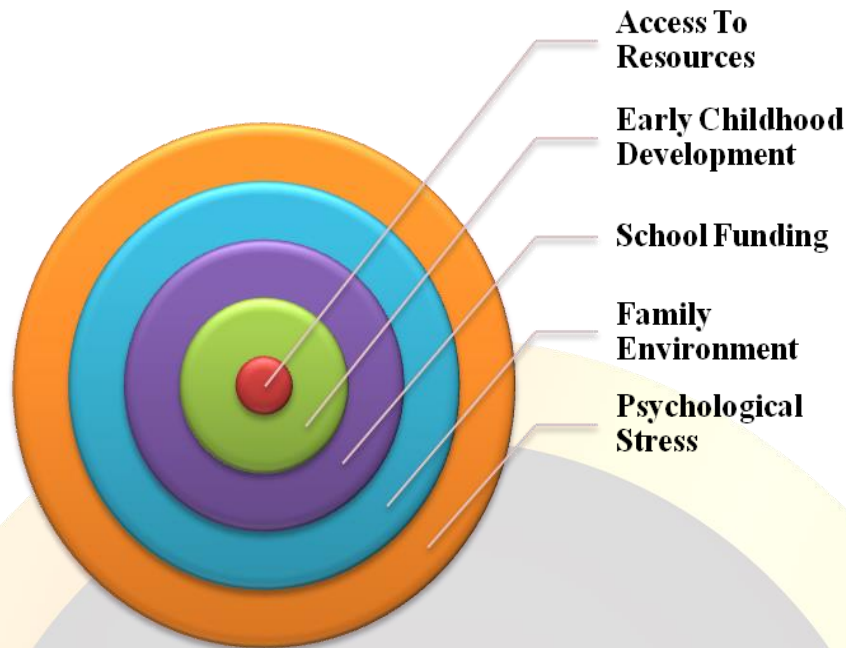


Figure 2: Factors that influence the relationship between economic inequality and academic achievement.

(Source: Self-Created)

Figure 2, it is mentioned that early childhood development has a positive impact on the educational process. After that, school funding and physiological stress have a diverse effect on the country's education system. Economic inequality can create stress and emotional burdens for students and their families, affecting their ability to focus on academics and cope with challenges. As argued by Aiyar Ebeke, (2020), the economic background of peers can also influence a student's academic performance and aspirations. Therefore, economic inequality may impact students' expectations and aspirations, affecting their motivation and commitment to education. As opined by Park Weng, (2020), addressing the correlation between economic inequality and academic achievements requires comprehensive social and educational policies. Providing equitable access to quality education, early childhood interventions, targeted support for disadvantaged students, and increasing investment in underprivileged schools are essential steps toward reducing the gap and promoting equal opportunities for all students.

Discuss that economic disparities affect access to quality education resources and opportunities.

Economic differences have a significant impact on accessing equal education by all. Resources and opportunities required for quality education can bring disparities due to the economic condition of individuals. In the context of the topic, Di Pietro et al. (2020) explained that schools that are situated in an area that is disadvantaged in economic prospects often receive less allowance compared to schools in more affluent neighbourhoods. This results in insufficient infrastructure development, outdated teaching materials, and limited extracurricular training in schools serving disadvantaged communities. Apart from that, it can also be seen from the discussion of Kaiser et al. (2022) that educational institutes in elite regions tend to attract more qualified and experienced teachers capable of retaining them with proper perks and benefits. This can be missing in underprivileged areas as low-income areas struggle to afford the quality recruit and retain process for the learners. The difference in the quality of teachers can significantly impact the students' learning process.

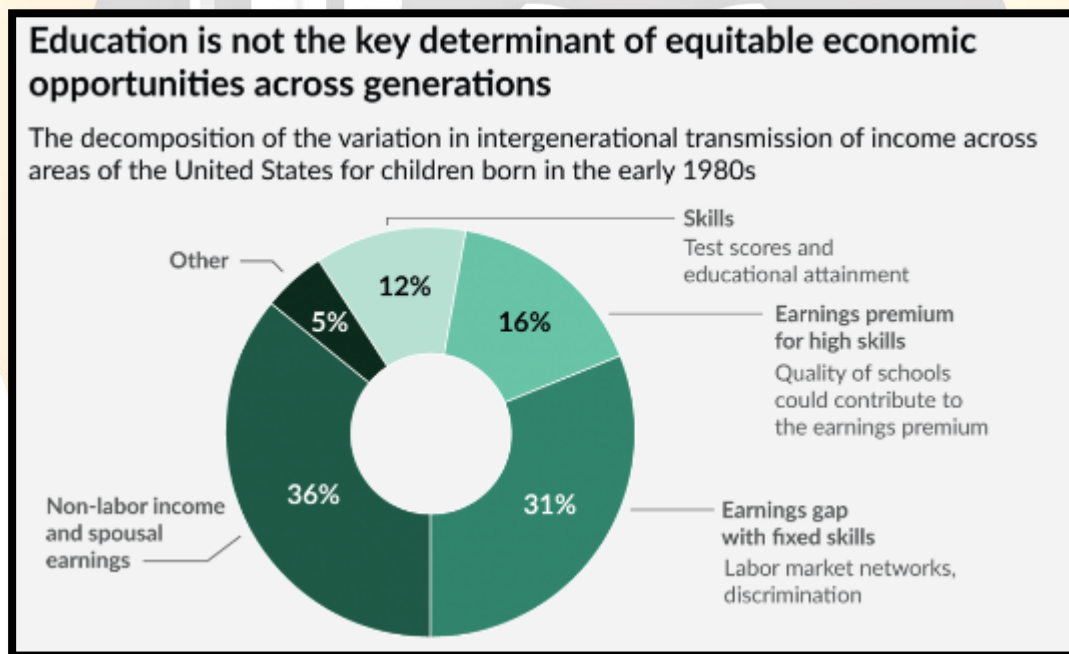


Figure 3: Economic opportunities for the education process

(Source: Turner-Skoff & Cavender, 2019)

The differences in the learning experience can foster different senses regarding their responsibilities to society. Simamora (2020) stated here that the lack of resources for proper education imposes educational inequalities among the learners that differentiate their view of the world and sensitive events. Education is the crucial element to making everyone able to make proper decisions that can strengthen the life of an individual and an entire society. The

unequal practice of education due to economic drawbacks creates different skillset in society that make a nation with weak skillset (Turner-Skoff & Cavender, 2019). In the age of the fastest globalisation, the use of technology has increased vividly. Economically backward communities cannot afford a technologically advanced learning system for the students in the school in rural areas, and underprivileged communities often have no access to modern education due to the absence of proper technology. It can also be seen that many people are not technologically literate, which makes it difficult for them to understand the government facilities, subsidies, and other perks that are all available online.

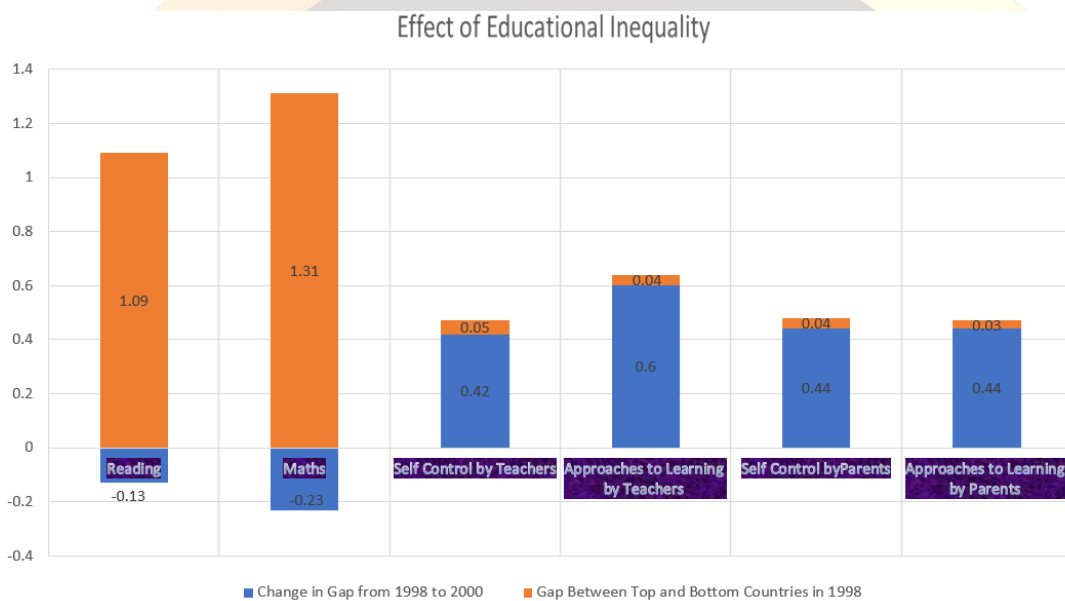


Figure 4: Effect of educational inequality

(Source: Turner-Skoff & Cavender, 2019)

Developing holistically is important for every child, in which taking part in extracurricular activities is vital. However, Martynushkin Konkina (2020) explained that extracurricular activities come with extra charges and require institutes that can burden the economically weaker classes. Thus, students in disadvantaged areas miss out on various opportunities and scope of extracurricular activities due to financial constraints. Early and proper education is essential for a child's cognitive development, that can be halted for people with lower income rates. It can be seen from the explanation of Kaiser et al. (2022) families in underprivileged areas are unable to afford quality early education, which can pose a disadvantage for the children even before the

initiation of their formal schooling. Even the worst cases can be seen in many other areas where the people of the under-reserved community cannot provide schooling facilities for their children due to the lack of transportation facilities. The primary element of learning and understanding better is proper health. Children from the economically weaker section of society often lack nutrition and health, hindering their learning ability.

Methodology

In this study, researchers can use the primary quantitative data collection method. With the support of this data collection process, researchers can analyze the collected data statistically. Moreover, better numerical pieces of information about the selected research topic have to be addressed by this process. After that, researchers can use SPSS software to analyse the collected data (Turner-Skoff & Cavender, 2019). Therefore, with the aid of demographic analysis, and statistical analysis, researchers can collect numerical data about the topic. After that, in this process, a questionnaire set has been made based on the ten questions, in which three questions are related to demographic questions and the other seven are based on variable-related questions. Therefore, based on the 55 responses, researchers can gather information about the research topic. Descriptive statistics, ANOVA tests, model summaries, and coefficient tests take place in this statistical analysis (Simamora, 2020). Therefore, these methods involve numeric data, leading to precise and objective results minimising bias and subjectivity. Moreover, large sample sizes in quantitative research allow for more generalised conclusions about the target population.

Finding and Analysis

Demographic Analysis

Gender

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	30	54.5	54.5	54.5
	Male	17	30.9	30.9	85.5
	Prefer not to say	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Table 1: Gender (Source: IBM SPSS)

Table 1 helps to analyse the frequency of the participants based on their gender. Therefore, according to this table, 30 female and 17 male participants are taking part in this process. After that, 8 participants are not preferred to participate in this data collection process.

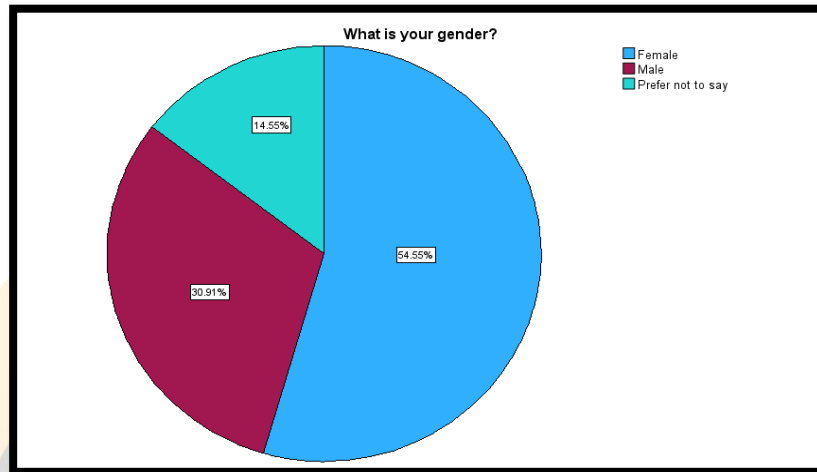


Figure 5: Gender
(Source: IBM SPSS)

Figure 5 analyses the response rate of the participants according to their gender. Therefore, 54.5% of female respondents are allowed to take part in this process, which is the maximum response rate for participants. Therefore, 30.9% of male participants take part in this process. After that, 14.5% of participants took part in this data collection process.

Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20 to 35 years	11	20.0	20.0	20.0
35 to 50 years	20	36.4	36.4	56.4
50 to 65 years	18	32.7	32.7	89.1
Above 65 years	6	10.9	10.9	100.0
Total	55	100.0	100.0	

Table 2: Age Group
(Source: IBM SPSS)

Table 2 is based on the age group of the participant. 11 respondents belong between 20 years and 35 years of age group. Therefore, 20 participants belong between the 35 to 50 years of age group. After that, 50-65 years of age group participants they carried out 18 frequencies of their responses. Additionally, 6 participants belong to 65 years age group.

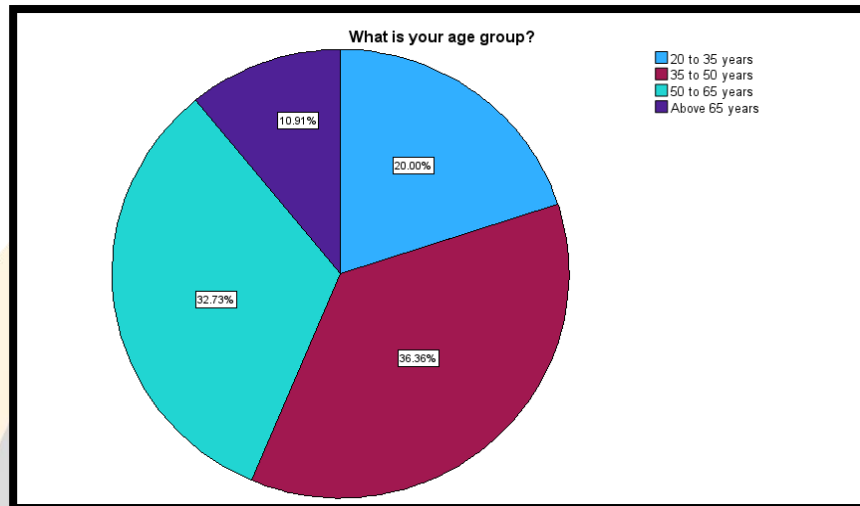


Figure 6: Age Group

(Source: IBM SPSS)

Figure 6 helps to identify the response rate of the participants. Therefore, the maximum response rate of participants belonged between the 35-50 years age group, and their response rates were 36.4%. Thus, the lowest response rate is above 65 years of age group, and their response rate is 10.9%

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	33	60.0	60.0	60.0
	Unmarried	22	40.0	40.0	100.0
	Total	55	100.0	100.0	

Table 3: Marital Status

(Source: IBM SPSS)

Table 3 is based on the response rate of the participants based on their marital status. 33 respondents have married status. Therefore, 22 participants are unmarried.

Figure 7: Marital Status (Source: IBM SPSS)

Figure 7 is based on the response rate of the participants, and it shows that the maximum response rate is 60.0% and respondents belong to a married category. Therefore, the lowest response rates for participants are unmarried, and their response rate is 40.0%.

Statistical Analysis

Descriptive Analysis

Descriptive Statistics								
	N	Minimum	Maximum	Mean		Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
DV	55	1	5	3.36	.154	1.144	-.385	.634
IV1	55	1	5	3.27	.155	1.146	-.888	.634
IV2	55	1	5	2.87	.172	1.277	-.951	.634
IV3	55	1	5	3.04	.151	1.122	-.903	.634
Valid N (listwise)	55							

Table 4: Descriptive analysis of different variables

(Source: IBM SPSS)

Table 4 helps identify the variables' "mean" and "standard deviation" values. Therefore, the "mean value" of the dependent variable (DV) is 3.36, and the "standard deviation" value is 1.144. Therefore, the first independent variable (IV 1) carried out the "mean value" of 3.27 and the "standard deviation" value of 1.146. Therefore, the second and third independent variables have 2.87 and 3.04 "mean" values and 1.277, and 1.122 "standard deviation" values, respectively.

Hypothesis 1

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.573 ^a	.328	.315	.947	.328	25.844	1	53	<.001	2.015
a. Predictors: (Constant), IV 1										
b. Dependent Variable: DV										
ANOVA ^a										
Model		Sum of Squares	df	Mean Square	F	Sig.				
1	Regression	23.184	1	23.184	25.844	<.001 ^b				
	Residual	47.544	53	.897						
	Total	70.727	54							
a. Dependent Variable: DV										
b. Predictors: (Constant), IV 1										
Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.				
		B	Std. Error							
1	(Constant)	1.492	.390		3.830	<.001				
	IV 1	.572	.112	.573	5.084	<.001				
a. Dependent Variable: DV										

Table 5: Linear regression analysis
(Source: IBM SPSS)

Table 5 details the regression analysis of the first hypothesis. As per the "model summary" table, the significant value of the first variable is 0.001. Therefore, according to "The ANOVA" table, the significance value of this variable is also 0.001. Therefore, the "t value" of this variable is 5.084. Moreover, with the aid of this table, it is mentioned that there is an existing correlation between these first variables and the dependent variable.

Hypothesis 2

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.488 ^a	.238	.224	1.008	.238	16.592	1	53	<.001	2.332
a. Predictors: (Constant), IV 2										
b. Dependent Variable: DV										
ANOVA ^a										
Model		Sum of Squares	df	Mean Square	F	Sig.				
1	Regression	16.863	1	16.863	16.592	<.001 ^b				
	Residual	53.865	53	1.016						
	Total	70.727	54							
a. Dependent Variable: DV										
b. Predictors: (Constant), IV 2										
Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.				
		B	Std. Error							
1	(Constant)	2.107	.337		6.249	<.001				
	IV 2	.437	.107	.488	4.073	<.001				
a. Dependent Variable: DV										

Table 6: Linear regression analysis for Hypothesis 2
(Source: IBM SPSS)

Table 6 shows the significance value is .001, and the "t value" is 4.073. This significance value is less than 0.05. Therefore, it is indicated that there is a significant relationship exists between these independent and dependent variables.

Hypothesis 3

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.552 ^a	.305	.292	.963	.305	23.247	1	53	<.001	2.315
a. Predictors: (Constant), IV 3										
b. Dependent Variable: DV										
ANOVA ^a										
Model		Sum of Squares	df	Mean Square	F	Sig.				
1	Regression	21.564	1	21.564	23.247	<.001 ^b				
	Residual	49.163	53	.928						
	Total	70.727	54							
a. Dependent Variable: DV										
b. Predictors: (Constant), IV 3										
Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.				
		B	Std. Error				Beta			
1	(Constant)	1.653	.378		4.374	<.001				
	IV 3	.563	.117	.552	4.822	<.001				
a. Dependent Variable: DV										

Table 7: Linear regression analysis for Hypothesis 3

(Source: IBM SPSS)

Table 7 helps to understand the relationship of the third hypothesis. Therefore, as per the "model summary" table, the significance value is .001 and this variable's "t value" is 4.822. Therefore, it is noticed that there is a highly correlated relationship exists between these variables.

Correlation Test

		Correlations			
		DV	IV 1	IV 2	IV 3
DV	Pearson Correlation	1	.573**	.488**	.552**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	55	55	55	55
IV 1	Pearson Correlation	.573**	1	.631**	.468**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	55	55	55	55
IV 2	Pearson Correlation	.488**	.631**	1	.559**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	55	55	55	55
IV 3	Pearson Correlation	.552**	.468**	.559**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	55	55	55	55

Table 8: Correlation test between a dependent variable and independent variables

(Source: IBM SPSS)

As per Table 8, the significance value of the first variable is .001. Therefore, these two variables are co-related to each other. The significance values of the second and the third variables are both .001. Therefore, these variables also have highly correlated relationships with their dependent variables. With the support of this tangle, it is mentioned that economic inequality affects the student's education system.

Discussion

Educational inequality has a diverse effect on the education process. Therefore, with the aid of this economic inequality, students from disadvantaged backgrounds often face various challenges, such as limited access to quality education resources, inadequate healthcare, and unstable living conditions (Martynushkin & Konkina, 2020). Based on the above study objectives and questions, literature review, primary quantitative data collection and SPSS analysis, the below discussion has been undertaken.

Additionally, financial constraints can limit participation in extracurricular activities and access to technology, hindering their overall learning experience. Addressing economic inequality in education requires targeted efforts, such as providing equal access to resources, offering financial aid, and implementing policies that support students from marginalised backgrounds (Kaiser et al., 2022). Creating an inclusive learning environment can help mitigate the impact of economic disparities and ensure that every student has a fair chance to succeed academically.

Therefore, in this research process, the researcher has been allowed to collect primary data. Consequently, he is allowed to collect data statistically. More information about the research topic must be gathered with the support of this data collection process (Di Pietro et al., 2020). Afterwards, researchers were also allowed to use SPSS software to analyse the gathered data statistically. With the help of this data analysis process, researchers can know that economic inequality has a diverse effect on the education process.

Students from lower socioeconomic backgrounds may face challenges, such as limited educational resources, unstable home environments, and financial stress. These factors can lead to reduced motivation and engagement in school (Bonacini et al. 2021). Lack of access to quality education, extracurricular activities, and technology can hinder students' ability to fully participate in the

learning process. Financial hardships can also force some students to work part-time or care for family members, leaving less time and energy for academic pursuits (Dorn et al. 2020). In contrast, students from more affluent backgrounds often have greater access to educational opportunities, resources, and support, which can enhance their motivation and engagement in learning. Addressing economic inequality and providing equal opportunities for all students is crucial for fostering a more inclusive and equitable education system, ensuring that all learners can fully participate and excel in their academic journey (Manduca, 2019).

With the support of this research study, researchers can know that education is an essential process with equal rights for all students. Therefore, economic inequality should not affect education (Dorn et al., 2020). Thus, well-skilled teachers, better infrastructure, and an exciting education system can attract students, and they become motivated, which helps to foster the education process. Therefore, with the support of this education process, the mental growth of the students has to be generated, and it helps to create a good structure of society (Dorn et al. 2020). By being involved, the students' self-esteem, therefore, motivation of the students has to be highlighted with their family support. Therefore, family involvement and support are referred to as a protective factor, which helps students from the negative effects of economic disparities and fosters their overall educational outcomes.

Conclusion

This research study is based on the impact of economic inequality on the education process. Therefore, with the aid of this research study, it is noticed that the education process is a basic need of every child. Moreover, educational inequality has a diverse effect on this process. Children from low-income families are far more likely than other children to have poor early learning experiences, which puts them at greater risk of suffering detrimental effects on their academic performance, employment and wages, and political engagement, among other things. Inequalities in society and the economy have a significant and enduring impact on children's cognitive and socioemotional growth and educational performance. Several injustices work together to impair the learning capacity of marginalised children. As a result, the divide between privileged and underprivileged children grows over time.

There is an average tendency for a correlation between socioeconomic status and academic achievement; however, many students often perform better or worse than this expectation. The researcher has generated research questions based on the research objectives. With the support of this data collection process, the researcher can gather more statistical information; therefore, with the help of SPSS software, the researcher analyses the gathered pieces of information and can gather real-time pieces of information.

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Appendix 1: Questionnaires

Survey Link:

<https://docs.google.com/forms/d/1XPxawrDNLN29EzZ102mOVsg3rUHOXKhJ6ILbU6BqOLE/edit#responses>

1. What is your gender?

- Male
- Female
- Prefer not to say

2. What is your age group?

- 20 to 35 years
- 35 to 50 years
- 50 to 65 years
- Above 65 years

3. What is your Material Status?

- Married

- Unmarried

4. Economic inequality affects on learning outcomes of the students of different fields

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Students who come from economically disadvantaged backgrounds has to be faced extra hurdles to achieving academic success

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. Financial resources play a role in determining the quality of education a student receives

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. Students from lower income families have equal opportunities to participate in extracurricular activities that can enhance their overall learning experience

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. Scholarships can help bridge the learning gap between students from disforest economic backgrounds

- Strongly Disagree

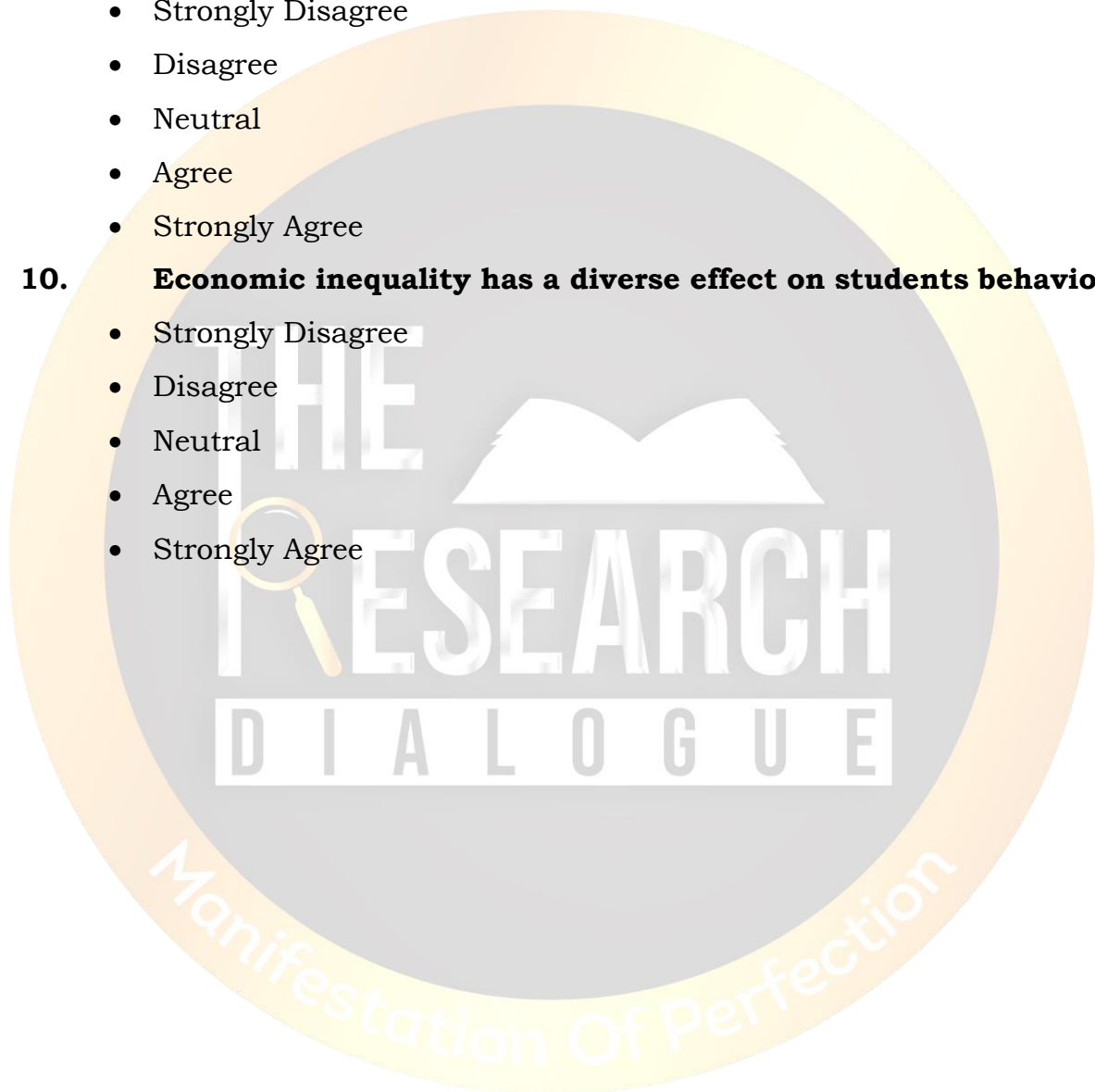
- Disagree
- Neutral
- Agree
- Strongly Agree

9. Societal attributes towards economic inequality influence educational policies and funding allocation

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. Economic inequality has a diverse effect on students behaviour

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed National Research Journal

ISSN: 2583-438X

Volume-2, Issue-3, October-2023

www.theresearchdialogue.com

Certificate Number October-2023/20

Impact Factor (IIJIF-1.561)

<https://doi-ds.org/doi/10.2023-11922556>



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This Certificate is proudly presented to

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for publication of research paper title

“The Impact of Economic Inequality on Student Learning Outcomes”

Published in ‘The Research Dialogue’ Peer-Reviewed / Refereed Research Journal
and E-ISSN: 2583-438X, Volume-02, Issue-03, Month October, Year-2023.

Dr. Neeraj Yadav
Executive Chief Editor

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