Low income and how it effects children's education

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**Introduction**

Income is defined as the financial timeline of a family. It would not be wrong to say that poverty is one of the stubborn and harsh acts of life. Poverty and low income has been one of the continuing concerns for a number of years taking into account that there is no permanent solution that could address it. It is evident that wealth and income can cast a direct impact on the accessibility and affordability of life resources, taking into account that education is one of the resources and necessity. Having better economic resources can allow an individual to access a wide range of resources, leading to variety of life experiences that can empower learning. The other paradigm of economic timeline, “poverty”, refers to the lack of resources taking into consideration that it can have a direct impact on all the aspects of life. It is also evident that lack of economic resources will pave way for hindrances in approaching educational resources. High income families have the potential to be more versatile in the child’s cognitive development, as compared to those who live in poverty. Although there are several government initiatives that have been taken to facilitate people with low income, still low income hampers the stance of child’s education.

In accordance with the Connecticut Commission on children, about 40% of American children are living below poverty line and they aren’t able to get themselves enrolled in kindergarten by the time age fellows of such students are engaged in academic activities. There are a number of factors that are associated with “low-income”; taking into account that “readiness gap” is posed as one of the serious threats that could hamper crux of learning. A child feels alienated from his social setting and become a victim of insecurities because education is one of the flower that embellish personality. Side by side, there is an enduring and constant feeling of powerlessness because deprivation is one of the factors that act as a catch line of economical setup, playing a major role in formulating the educational and academic aspects of a child’s life.

**Problem**

In accordance with an article, “Conflicting education”, referring to “conflict theory” has highlighted that there is no way out to highlight the gap between institutions, “public and private”. The stance of sheer inequalities has directed attention towards a complex situation where income has become major factor in determining the future of students. It is asserted that low income refers to low standard institutions while high income directs students to good institutions, taking into account that institutes reflect the future aspects of ambitions. (Neuman, et, al. 2018).

**Hypothesis**

Sociological as well as comprehensive research has paved the way to opt for exegetical analysis, in order to know how low income impact child’s education. In order to understand the measure of impact, data will be gathered by EBSCO and other databases taking into account that different survey reports and quantitative research methodologies would be used to identify the relationship and measure the “intensity” of relationship.

**Literature Review**

According to psychological research by Szewczyk (2005), it is asserted that starting from the birth of child, relationship that is formed between children and parents is actually a clear indication of the quality of relationship that a child will have with his teachers and peers. There is a significant role of parent child relationship in determining social function such as, arousal, social competence, curiosity and emotional regulation. Any child who is deficit in these areas face inability of the brain cells, taking into account that the path of maturation, and reworking of healthy neural activity and circularity in the brain of a child. It paves the way for an undermined emotional and social ability paving way for emotional dysfunction. It is significant to note that families who are earning low income are actually over-whelmed by a diminished self-esteem, accompanied by depression and a strong sense of powerlessness. There is a great influence on the inability of the parents to cope and address feelings that are passed on to children in the form of regressive attributes and a failure to focus on comparative subject and impart concentration. A comprehensive study on the child education highlights that the stress of poverty increases the rate of depression among mothers that results in an increased influence of physical punishment. A child is himself doomed to depression and other low familial attributes that are then prevalent in a classroom where child is shy and reluctant to all incentives. Students who are raised in poverty are a greater subject to stressors that actually undermine the behavior of a child in school and his performance. (Thomas, et, al. 2018).

A common example is a girl who is exposed to child abuse will be more towards mood swings in academic setting, side by side a boy who experiences a conserve social setting is more towards impairment in terms of memory, curiosity and learning. It is significant to note that middle class families are more attracted towards economic and social development that affirms low-income households are actually not voluntary. There is an increased uncertainty of children about future; these oscillations are compounded with stress loads coupled by social interactions both in academic environment as well as community. It is asserted that despite being one of the most empowered and developed countries, Unites States has a high rate of global child poverty. It is highlighted that a child born or raised in poverty faces a number of disadvantages, one of the most evident stance in education. Poverty reduces the readiness of a child taking into account that it leads to poor motor skills and physical health accompanied by the inability of child to remember information and concentrates on information, referring to curiosity, motivation and attentiveness. A child belonging to low income families are more likely to have complex background referring to low test scores, they are at a greater risk of being dropped out of school as well. It is also observed that a student’s belonging to middle class families are less likely to attend college as to student who belong to a family of higher income families. (Neuman, et, al. 2018).

Another research has highlighted that an assessment of income-related disparities can arise in a child as young as infancy. According to a research, about 46 percent of 3-6 years old children who are living in poverty are able to write their names in contrast to those “64 %” of entities living above poverty. The difference of cognitive skills between high income and low income children is evident when a child enters kindergarten. In a simplified form, the growth of socioeconomic achievement gap has appeared to be versatile because affluent parents are investing more time and money on their kid, taking into account that sole aim is to infer educational enrichment primarily at the beginning of child’s life. Thomas (2007) has highlighted that there is a direct association between decreased readiness for school and low income households. It is observed that children who have weak socio-economic background score are very low in terms of communication and vocabulary. There is an increased ratio of symbol use and copying taking into account that the students are less confident. Students having below average income are more towards an analysis of circumstances rather than opportunities. (Thomas, et, al. 2018).

**Analysis**

In accordance with literature review, it can be asserted that low income and low educational standards are interlinked in fact directly connected. There are several other factors that are associated with it, such as lack of personality attribute leads to depressed standard of living. There are several steps that can be opted by government in order to prevent long term future goals of children such as free education program, measure of equivalence and prime focus on the analysis of the child’s need in terms of readiness. Minimized economic standards affect learnability of children by imparting inferiority complex. It is significant to note that the other impacts of low income such as depressive home environment, effect on children’s nature and harsh attitude of parents are equally devastating and destructive when a student enters the realms of education institution. It is asserted that a student fails to put himself into “academics” adhering to the impression of abuse and physical violence. Government and other authorities can make efforts to address children’s need at first edge in terms of education and forbidding the stance of economic obsession that discourages other students. Education institutions should be scheduled on certain parallel bases that could allow equal participation of all the student void of social classes.

**Conclusion**

In accordance with critical theory of education as well as conflict theory, it can be highlighted that society is a universal platform, education being a social institution should also be equally balanced. Although low income impacts education, still this conflict of long term hampering can be addressed by incorporating certain universal educational setting and introducing strategies that could allow deprived people to take part in education. Incorporation of sociological perspective can also administer to incorporate certain strategies that can allow deprived students to play their role in society by achieving education equivalent to those who belong to higher class.

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