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“Educational Research and School Practice”

**TOWARDS A MORE
EQUITABLE EDUCATION:
FROM RESEARCH TO CHANGE**

BOOK OF PROCEEDINGS

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December 1st, 2023

Faculty of Philosophy, Belgrade

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SOCIAL-STATUS-RELATED INEQUALITIES AS A TOPIC IN CONTEMPORARY EDUCATIONAL RESEARCH¹

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Introduction

Throughout the history of sociology of education, the debate on educational inequalities and their effects on social reproduction has dominated scholars' attention (Gevric & Krib, 2012). Constructs such as social class, social status, socioeconomic status (often reduced to only 3 letters – SES), and cultural, social, or economic capital are at the core of what we know as sociology of education. These concepts emphasize different aspects of social status (such as cultural or economic capital) and reflect the perception of social status as more of a structural (class) or individual characteristic (SES). However, they all essentially deal with relations between educational practices and some aspects of *social status*, understood in this paper as “a hierarchical position in a vertical social order, an overall social rank, standing, and social worth” (Pakulski, 2006, p. 585).

Research Questions and Methodology

In this paper, I intend to analyze: 1. the representation of papers on social-status-related inequalities in education in contemporary mainstream sociology and pedagogy, and 2. the extent to which these papers can provide clear implications for the reduction of social-status-related inequalities.

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For the past several decades, *the debate on class* (i.e., the usefulness of this concept) has been highly prominent in sociology (Antonić, 2008; Cvejić, 2002). Hence, I wanted to assess the representation of papers dealing with social-status-related inequalities. The second research question was born out of researching papers dealing with cultural capital (Radulović, 2023). Namely, it would appear that numerous papers have confirmed the effects of cultural capital on different educational practices, but even though the importance of cultural capital for these practices has become evident, very few papers have attempted to test different ways of reducing cultural-capital-related educational inequalities. From a Bourdieusian standpoint, it is quite clear that drastic changes in the educational sphere hinge on commensurate changes in the entire society. Hence, it is surprising that almost no papers have had clear implications regarding the potential of specific educational policies or teaching practices to mitigate the effects of cultural capital. I wanted to test if similar was true for educational studies dealing with different aspects of social status and if papers written by pedagogists or education policy specialists might have offered more “solutions” than the ones written by sociologists.

To answer these questions, I conducted a content analysis of papers published in the most influential international and domestic journals during the current decade, i.e., over the past two and a half years (from January 2021 to June 2023). I analyzed a total of 303 papers published in the *American Sociological Review*, the *Review of Educational Research*, *Sociology of Education*, the *Sociologija* journal, and *Journal of the Institute for Educational Research* (see Appendix). In the first step, I examined each paper’s title and abstract to determine if it dealt with education. If not, the paper was excluded from further analysis (this step was omitted for papers published in journals that exclusively focus on educational topics). I also excluded papers that included students in their samples or used education levels as independent variables, but focused on topics outside the domain of sociology of education. In the second step, I determined whether social-status-related concepts were central to the research design. Finally, for papers that dealt with education and used social-status-related concepts, I determined each author’s field of expertise (sociologists, pedagogists, psychologists...), the kind of methodology used, and arguably most subjective, the extent to which the analyzed research could aid the formulation of education policies or practices that could mitigate inequalities. When assessing a paper’s potential contribution to the mitigation of inequalities, the focus was not on determining whether education policies or practices were mentioned in the

paper's discussion, but on analyzing the extent to which the research design and answers to the proposed research questions had clear implications for educational policies and practices.

Results and Conclusions

Representation of Papers Analyzing Status-Related Inequalities

Regarding the first research question, 21 out of 303 analyzed papers dealt with social-status-related inequalities in education to an appreciable extent.

When it comes to sociological journals, in the international journal (*American Sociological Review*), more than 10% of papers dealt with education (12 out of 95), with four of them focusing on social-status-related inequalities. Conversely, in the domestic sociological journal (*Sociologija*), sociology of education was less represented (one paper out of 71) and there were no papers dealing with social-status-related inequalities. In the international pedagogical journal (*Review of Educational Research*), five papers (out of 61) dealt with social-status-related inequalities to some extent, though only two of them exclusively focused on social status, while the remaining three analyzed social-status-related inequalities along with other inequalities (e.g., gender inequalities or inequalities concerning disabilities and race – Kim et al., 2021). Similarly, in the domestic pedagogical journal (*Journal of the Institute for Educational Research*), there was only one paper (out of 33) that dealt with social-status-related inequalities to some extent, i.e., that mentioned class-based inequalities along with inequalities related to gender, race, and ethnicity (Pikić Jugović et al., 2023). Expectedly, papers dealing with social-status-related inequalities were most represented in *Sociology of Education* (11 out of 41 papers), though many of them (five papers) analyzed social status alongside race.

Generally, the results suggest that papers dealing with social-status-related inequalities in education are still well-represented in mainstream journals. Nonetheless, such papers seem to be more represented in sociological and international journals than in pedagogical and domestic journals. The lower representation of this topic in domestic journals does not necessarily indicate the rejection of this topic (which was

apparent in the Yugoslav sociological scene after the 1950s – Milić, 1959), but may merely reflect the current underdevelopment of domestic sociology of education. The analyzed papers dealing with social-status-related inequalities most frequently used the concept of social class (11 papers using social class), though a significant number of papers relied on concepts reflecting the understanding of social status as more of an individual characteristic, such as SES (6 papers). Finally, it should be noted that there were numerous papers dealing with educational inequalities that featured no mention of social-status-related inequalities. While four papers in the *American Sociological Review* dealt with social-status-related inequalities, there were another four papers that dealt with different inequalities, mostly based on race, but also gender and sexual orientation. Similarly, in *Sociology of Education*, nine papers dealt with inequalities based on race. Since five out of 11 papers that dealt with social-position-related inequalities also focused on race-based inequalities, it could be claimed that in this journal, race is a more dominant topic than social status. Bearing in mind that social-status-related inequalities such as income inequalities (United Nations, 2020, p. 3) are on the rise in contemporary societies, it is possible that the representation of race-oriented research is not a consequence of the rise of these inequalities, but of the dominant ideology shifting the focus away from the polarities created by the ways of functioning of contemporary capitalism.

From Research to Change

Out of 21 selected papers, many did not even seem to intend to offer knowledge that might be useful for reducing social-status-related inequalities in education.

While having in mind the inherent subjectivity, it is my assessment that 10 papers could not offer useful inputs for educational policies or practices. For instance, these papers analyzed the temporal dynamics of economic and racial inequalities (Conwell, 2021) or compared the impacts of racial and cultural-capital-related inequalities (Planson, 2023). This limited their usefulness for effecting educational change to the understanding of the scope of inequalities. Among papers with potentially useful implications for creating a more equitable education, the vast majority (nine out of 11) had implications for educational policies. For example, these papers tested the effects of vouchers (Cheng & Peterson, 2021), charter schools (Haber, 2021), or student tracking

(Terrin & Triventi, 2023) on the equity of the education system. Only two papers might have provided some implications for teaching practices and these papers tested how social class shaped students' peer interactions (Johnson, 2022) and analyzed how students were taught about their social position in different schools (Harvey, 2023).

A lack of papers with clear implications for educational policies and educational practices in particular might be partially explained by the dominance of sociologists (13 papers) and education policy experts (four papers) as authors of these papers and the consequently small number of papers written by pedagogists (one paper) or interdisciplinary teams combining the skills of sociologists and pedagogists (one paper). Excluding meta studies (five papers), quantitative studies dominated the sample (11 out of 17), with only three qualitative studies and two mixed-method studies. In spite of the scarcity of qualitative studies, it should be emphasized that both papers with clear implications for educational practices relied on qualitative research.

Finally, it can be concluded that despite the debate on class, social-status-related inequalities still constitute a prominent topic in educational research. Nonetheless, some other concepts dealing with educational inequalities seem to be (unwarrantedly) even more represented. Even though papers dealing with social status are well-represented in mainstream journals, it seems that authors tend to dwell on the scope of inequalities instead of analyzing education policies and practices that could mitigate them. Hence, it would be beneficial if future studies explored the potential of different educational practices to reduce social-status-related inequalities. Furthermore, it would seem prudent and necessary for such endeavors to involve the work of interdisciplinary teams and avoid exclusive reliance on quantitative methodology.

Keywords: social status, educational inequalities, educational research

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Appendix

Table 1. *Impact Factors of Selected Journals*

Type	Title	IF and Category
International Journals	American Sociological Review	IF 12.444, the second highest among journals categorized as “Sociology” – journal with the highest IF is Annals of Tourism Research and it was not analyzed due to its specific topic
	Review of Educational Research	IF 13.551, the highest among journals categorized as “Education & Educational Research”
	Sociology of Education	IF 4.619, the highest among journals explicitly dealing with sociology of education
Domestic Journals	Sociologija	IF 0.3, The only domestic sociological journal with a calculated IF
	Journal of the Institute for Educational Research	IF 0.3, The only domestic pedagogical journal with a calculated IF

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