

PART A: Case Analysis

Name:

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CASE ANALYSIS

Brief summary of the significant historical information

The core relationship between the academic performance of children in school and socio-economic status is the genesis sociological research established from the story of Smith family in the case study. While there have been varied debates on the magnitude of measuring socio-economic status, it is comparatively evident from the Case Study that young students from humble families socio-economic status do not perform well as compared to children from high socio-economic status families (Graetz, 2015). It's evident that there is specified factor that triggers the specific outcome within specific socio-economic status bands. Another aspect of the historical information learned in case study shows that logistic regression which indicates that various aspects such as ethnicity, unexplained absences, sex, housing type, education attainment and predictors of the progress of academic undermines the development leading to psychological torture. There is undeniable notion that economic and social components of the socio-economic status may have varied consequences in the education sector. Programs and policies supporting low-income have been found to provide extensive education and psychological support to the youngsters as witnessed in the case of Smith's family.

The values, assumptions and ethical considerations in this case

The case study reveals various implications for public policy concerning human service and education. From the extensive study of the case, it is comparatively evident that a group with financial obligations, socio-economic status as shown in the type of education which was experienced by William and Victoria was a major predictor of children's academic performance. This notion appears to support wider area of study which supports the wider notion spear-headed by the wide spectrum of studies that economic and socio-economic status has distinct and

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separate influences on the educational outcomes (Hayden, 2013). The level of parental influence of children triggers the sociological effects of children in the society and the overall performance. Parental influence triggers various factors such as parents teaching styles, literacy and promoting advanced learning such as educational materials, childcare and visits to museums. The cultural factor also triggers the welfare of the children as it was witnessed in the case of the William and Victoria.

Identified challenges and concerns

Public housing, as compared to private housing poses challenges and concerns to the welfare and psychological development of children. This might be caused by the effects of poor access to essential resources, overcrowding, lack of social networks and the impacts of the neighborhood. The measures of the neighborhood, such as the level of employment rate, income, the percentage employed and educational attainment also contributes to the specified challenges (Martin, 2012). However, we cannot critically identify the precise transmission mechanism for the impacts of a neighborhood on the children. Issues of drugs also expose great challenges to the development of children and affect their studies in one way or another. The spillovers such as lack of jobs network, role models, peer group influence, the neighborhood are acting as real proxies to the performance of schools and overall welfare of the children exemplified by the case of William and Victoria.

The application of theory to practice, how theoretical framework support the work with this family

How do class, gender, and ethnicity play out in the situation?

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Students from low class, who lives in non-metropolitan places, are likely to experience low outcomes of learning as compared to the students from high-class families. Inadequate educational facilities remain to be a major issue undermining the performance of children from humble around. Inequality exists with the emphasis on regard to the quality of education. Secondly, the issue of gender, in respect to sex affects the development of children and the progress in schools. Theoretically, the increasing gender gap is triggered by curricula, teaching, biological differences, gender biases and assessment. The distinct relationship between the performance of boy child and socio-economical status is usually on day to day basis mediated by the prospective family structure (Martin, 2012). Lastly, ethnicity reveals that issues of immigration or background of parents act as the important mediating variable on the consequences if the socio-economic status on the impacts of children's performance. The issues of immigration host challenges of segregation in society, host society and discrimination which is likely to affect the overall performance of the children as witnessed in the case of Smith's family.

What are the skills and strengths of the family and what support systems exist?

Generally speaking, the educational level of parents directly triggers the education of the children. For example, a parent who attained University degree is likely to motivate their children to reach the same level of university education or even higher (Hayden, 2013). Socio-economic and family characteristics have always been interpreted with much respect to the average student. The influence of majority factors in the community has a greater impact on a student's predicted probability of gaining the desired results, be it in school or the general life endeavors.

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What is your plan for engagement and assessment with this case?

The basic thing is to explore and analyze each issue systematically before coming up with a list of recommendations on what's good for both parties. It is imperatively clear that the issues of parental educational attainment, sex, ethnicity, housing type and others are all statistically variables and the signals of academic performance in school.

What types of support may be suitable for this family

The family will need an extensive counseling. Smith and her wife should be thought on why the dangers their children face when they interact with peer pressure (Graetz, 2015). After that, possible resolutions should be made.

Reference

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