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## **An analysis of the inequality of educational opportunities in schools and its relationship with social origin and children's academic success.**

### **ABSTRACT**

This article analyzes inequality of educational opportunity in schools and its relationship to family social background and children's academic success. The main objective was to examine how social, cultural, and economic factors associated with family background influence children's educational trajectories, as well as to identify the mechanisms that explain the persistence of educational inequalities within schools. The methodology adopted was analytical-theoretical and sociological, based on a critical review of classic and contemporary contributions to the sociology of education. The study drew particularly on the approaches of Pierre Bourdieu, Jean-Claude Passeron, Basil Bernstein, and Raymond Boudon, in addition to previous empirical research addressing the relationship between cultural capital, economic capital, family practices, and academic performance. The results demonstrate a strong correlation between social background and academic success, showing that children from families with greater cultural and economic capital have a higher probability of academic success. Furthermore, it was observed that schools tend to reproduce social inequalities through selection mechanisms, implicit curricula, and dominant cultural models that favor socially privileged groups. In conclusion, the study argues that, while social origin remains a determining factor in academic success, it is not absolute. Individual factors, family commitment, equitable pedagogical practices, and institutional action aimed at equal opportunities can contribute to reducing educational inequalities and promoting greater social justice within the school system.

**Keywords:** Social origin, family, academic success.

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## **Un análisis de la desigualdad de oportunidades educativas en las escuelas y su relación con el origen social y el éxito académico infantil**

### **RESUMEN**

El presente artículo analiza la desigualdad de oportunidades educativas en el ámbito escolar y su relación con el origen social de la familia y el éxito académico infantil. El objetivo principal fue examinar cómo los factores sociales, culturales y económicos asociados al origen familiar influyen en las trayectorias escolares de los niños, así como identificar los mecanismos que explican la persistencia de las desigualdades educativas dentro de la escuela. La metodología adoptada fue de carácter analítico-teórico y sociológico, basada en la revisión crítica de aportes clásicos y contemporáneos de la sociología de la educación. El estudio se apoyó

especialmente en los enfoques de Pierre Bourdieu, Jean-Claude Passeron, Basil Bernstein y Raymond Boudon, además de investigaciones empíricas previas que abordan la relación entre capital cultural, capital económico, prácticas familiares y rendimiento escolar. Los resultados evidencian la existencia de una fuerte correlación entre el origen social y el éxito académico, mostrando que los niños provenientes de familias con mayor capital cultural y económico poseen mayores probabilidades de éxito escolar. Asimismo, se observó que la escuela tiende a reproducir las desigualdades sociales mediante mecanismos de selección, currículos implícitos y modelos culturales dominantes que favorecen a los grupos socialmente privilegiados. En conclusión, el estudio sostiene que, si bien el origen social continúa siendo un factor determinante del éxito académico, no actúa de manera absoluta. Factores individuales, el compromiso familiar, las prácticas pedagógicas equitativas y la acción institucional orientada a la igualdad de oportunidades pueden contribuir a reducir las desigualdades educativas y favorecer una mayor justicia social en el sistema escolar.

**Palabras clave:** Origen social, familia, éxito escolar.

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## **Uma análise da desigualdade de oportunidades educativas nas escolas e a sua relação com a origem social e o sucesso escolar das crianças.**

### **RESUMO**

Este artigo analisa a desigualdade de oportunidades educativas nas escolas e a sua relação com o contexto socioeconómico familiar e o sucesso escolar das crianças. O principal objectivo foi examinar como os factores sociais, culturais e económicos associados ao contexto familiar influenciam as trajetórias educativas das crianças, bem como identificar os mecanismos que explicam a persistência das desigualdades educativas dentro das escolas. A metodologia adotada foi analítico-teórica e sociológica, tendo por base uma revisão crítica de contributos clássicos e contemporâneos para a sociologia da educação. O estudo baseou-se particularmente nas abordagens de Pierre Bourdieu, Jean-Claude Passeron, Basil Bernstein e Raymond Boudon, para além de pesquisas empíricas anteriores que abordam a relação entre o capital cultural, o capital económico, as práticas familiares e o desempenho académico. Os resultados demonstram uma forte correlação entre o contexto socioeconómico e o sucesso escolar, mostrando que as crianças de famílias com maior capital cultural e económico têm maior probabilidade de sucesso escolar. Além disso, observou-se que as escolas tendem a reproduzir as desigualdades sociais através de mecanismos de seleção, currículos implícitos e modelos culturais dominantes que favorecem os grupos socialmente privilegiados. Em conclusão, o estudo defende que, embora a origem social continue a ser um factor determinante para o sucesso escolar, não é absoluta. Os factores individuais, o compromisso familiar, as práticas pedagógicas equitativas e as ações institucionais que visam a igualdade de oportunidades podem contribuir para a redução das desigualdades educativas e para a promoção de uma maior justiça social no sistema escolar.

**Palavras-chave:** Origem social, família, sucesso escolar.

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### **INTRODUCTION**

The family is considered the first school where an individual grows and acquires moral values, cultural and social standards and his basic needs, by drawing on his knowledge, experiences and behaviors; also, the role of the family environment and its importance emerges, through satisfying its children's desires and fulfilling their demands, so that when they enroll in school, they will have a continuous extension of the acquisition of cognitive and cultural benefits, according to a structured scientific method from primary to university education. As human needs evolve under the great technological and scientific revolution, other challenges than

the children's socialization have emerged for the family, through accompanying children and following them throughout their educational path, to enhance their chances of school success.

Achieving success by children does not come in a vacuum, but is governed by the strong relationship between the family and the school. If the school is a space in which students from different social classes gather, the family is the space in which the child's personality is built. (Oudir, 2013, p. 24). In this regard, several studies have demonstrated that the orientation of parents towards studying and the extent to which they participate with their children in their schoolwork and guiding them, are considered important factors in the pupil's school success, as confirmed by Establet and Baudelot: "School success is not an end in itself, because its value to pupils lies in the transformation of this school wealth into social wealth" (As cited in Bouchard et al., 1994, pp. 153 - 167).

"G.chauveau and E.rogovas-chauveau" (1996) add: "That school success is more necessary than ever for social success" (Dridi, 2008, p. 2).

Academic success at any stage of education is important at both individual and community levels. It is considered the hope, in itself, for all the families; the orientation act of education in its first chapter related to the foundations of school, confirms the formation of a good individual in life. Therefore, it is important to provide every individual attending school at the end of his course with proven qualifications, to enable him to contribute to the advancement of society, Through the acquisition of a basic common culture between family and school, it is crucial to achieve the desired success at the individual or collective level (National Curriculum Committee, 2016, p. 52).

Research and sociological studies, which have given considerable attention in addressing the issue of children's school success, through their social origin, kept coming and multiplied, by addressing a range of social, cultural and economic variables and factors that may contribute to enhancing or diminishing their chances of success ; Pierre Bordeaux and Jean-Claude Passeron, in their publication: heirs (1964) and reproduction (1970), see that the capitalist educational system perpetuates inequality in school success between pupils and students according to their social origins. In the same context, Watfa (2011) addressed the issue of unequal educational opportunities in the university environment, by highlighting the overlap of socio-professional conditions in creating academic success opportunities and university guidance. On this basis, it intervenes in our analysis, factors underlying the nature of social origin, in determining the children's academic success, which in itself explains the determinants of academic success in the lives of individuals and their families.

Hence, this study which investigates the determinants of academic success in relation to social and class inequalities within the school community and excretions in society. So, talking about the social origin of the family leads us to look for ways to enhance children's chances of success, through its various mechanisms. On this basis, the current study attempts to shed light on the chances of children's academic success, in relation to social origin, by addressing some of the sociological approaches that have addressed this issue with studies and analysis, through answering the following question:

What is the relationship between the social origin of the family and children's academic success?

This question has given rise to secondary questions that we have address in four key elements:

1. What is the sociological definition of social origin and school success?
2. What are the most prominent concepts associated with social origin?
3. What is the relationship between the family's social origin and academic success, and what are the most important theories interpreting it?
4. What are the school strategies for creating equal opportunities for academic success?

## I. Identifying the sociological definition of the concept of social origin:

The concept of social origin has been widely used in social sciences, particularly in education sociology and in school guidance. It refers to parents' income, level of education and occupation, as well as to the idea of social classes stemming from a certain Marxist vision (Kabore, 2018, p. 5)

At the sociological level, individuals' social origin is determined by a number of variables, such as: the profession of parents, their cultural and scientific level, and their level of income (Watfa, 2011, p. 159).

Watfa (2011) affirmed that the concept of community origin symbolizes a complete pattern of individual's social and economic status. The social origin of an individual in industrialized countries is often determined by the individual's social status. Three basic classes are often referred to in industrialized societies: the bourgeois class, the middle class and the workers' class. Each class situation is determined by its position in the labor market and by a systematic number of clear indicators which indicate the class situation of the individual in these countries.

The researcher Bissert (1974), defined social origin based on the following indicators:

- Economic Status: through parents' occupation - property-livelihoods...etc.
- Social Status: type of relationships-number of family members-number of rooms...etc.
- Cultural status: through the educational level of family members: father, mother, grandfather.

In this regard, Colman points out in his work on the issue of equal educational opportunities, that only social origin clearly reflects its impact on the level of school success (Watfa, 2004, p. 186).

## II/ Concepts associated with social origin:

Several concepts associated with social origin emerging in the sociological field, have contributed to the analysis and interpretation of various social phenomena, including:

- Social stratum: Many sociologists believe that the concept of social class is an ancient theoretical concept, and prefer to use the concept of the "stratum" instead, and the concept of the stratum is based on an empirical approach. It means that we have classified the individuals who make it up, according to a criterion that allows us to order them; the stratum is a simple category, in the sense that it's a statistical compilation; and when using the concept of stratum, it indicates that we refuse to divide society into classes. and there are several social groups, graded by various measures: income - certificates - power...etc. (Boukhrissa, 2017, pp. 321-322).

The concept of social origin may lead directly to introduce the concept of stratum, as an organized structure of a group of individuals, compulsorily entering into relationships with one another, beyond the awareness and practice of individuals (Naji, 2013, p. 25).

- Social Position: Social origin in sociology refers to the social status, inherited by the individual (session of the Economic and Social Council, May 2009). Radcliffe-Brown is the first to use this terminology to illustrate the point occupied by an individual in social structure; it is defined as the place in society occupied by an individual on the basis of age, sex, birth, occupation or marriage. Individuals' positions are influenced by the prevailing culture in society, and they are inherited or acquired (Sharoon et al., 2024).

The social position may include those who share an objective characteristic, such as speaking about groups of doctors and employers, or about writers...etc., each group constitutes a particular center group (Hamed, 2018, p. 54).

- Social stratification: Is the division of the society into segments and social classes, divergent in the social position occupied by each segment in the social ranking, which expresses the distinction and differentiation within the same society; social classes in modern capitalist society is a form of social stratification and a form of social divergence, based on the function, Social divergence is a Universal phenomenon, required by the necessity of a vital function in society (Sachan, 2024).

Sociologists acknowledge that social stratification is the achievement of unjust or unequal distribution of wealth, income, privilege and status; this difference between people determines the positions and the degrees of such social stratification (Sabido, 2017).

II/School success:

2-1- Concepts on school success:

Larousse Dictionary (Larousse, 1987, p. 308) mention the word "réussite" (success), in the sense of winning and achieving satisfactory and good results; it was also stated in the Encyclopedia of Psychology that success refers to the status of a person who has attained a goal previously set or to the achievement of an institution's mission. (Sillamy, 1980, p.1032). While Jamati defines a successful pupil as the one who, receives on time, the good information and practical skills offered in the educational institution in application of the adopted curricula. (As cited by Zekawa, 2014, p. 44).

Ali Watfa (2011) has shown that the degree of school success is measured by the success rates of the school certificate examinations, or by the student's grades in the transition process from one class to another, or by the length of time during which the student passes the grades, or by the number of failure during his educational achievement.

Dumba has come to the conclusion that the idea of school success is not new, but its implications for the pupil's career direction, as well as for his potential social and professional integration, have not always been as important as we realize today. This concept is linked to the achievement of the learning goals of each school stage; because school success is not limited to grading, exam results, the transition to the next level, obtaining certificates, but concerns also developing skills and qualifications, which is essential for integration into professional and social life. Therefore, the definition of school success remains largely linked to performance and standards of academic excellence (Demba, 2016).

2-2- Explanatory theories of school success:

There are two sets of theories that attempt to explain the nature of school success and issues of equal educational opportunities:

1. Determinism theories: represented by Basil Bernstein and Pierre Bourdieu, who attach the utmost importance to the history and past of the individual in determining his school and educational destiny, and the importance of class and social life conditions in determining the future of children at professional and school levels as well, i.e., the past is the determinant of the features of the future.

2. The theory of individualists: which takes into account the importance of the individual and his role in self-making, and the proponents of this theory reject the determinism of social conditions, and believe that individuals are able to make their own school and professional destiny, based on their social initiatives and effectiveness; one of the most important trends of these theories is the school of the French thinker "Boudon", who has long focused his research and studies on the importance of future factors in determining an individual's destiny, which means that the future itself is the determinant of individuals destiny (Watfa, 2011, pp. 167-168)

The interpretations of school issues, and school success in particular, are a critical milestone, as they are of great importance at the individual and social levels. This explains the changes that have taken place in society in general and in the educational system in particular, where

Durkheim states that "educational systems are deeply linked to social systems". (Durkheim, 1966, p. 86). It means that education is not isolated from society and its changes, and according to the theories of individualists, individuals are considered the makers of their own destiny, especially in the early years of their schooling. As times evolve, several social and even economic factors interfere in determining the fate of individuals, through family capital and what they own, in order to contribute to the success of their children in one way or another.

2-3- Pierre Bourdieu approaches to school success:

The studies of Bourdieu have created a wide debate in the field of education, as he approaches the concept of re-production with analysis, study and evaluation, because he focuses his sociological attention on the French educational system, along with his friend Jean-Claude Passeron, in their book "the reproduction", since the sixties of the previous century, because this period was the phase of the scientific and methodological development and prosperity of education sociology; it can be said that Pierre Bourdieu and Jean-Claude Passeron have confirmed that learners do not have the same opportunities to achieve school success, and this difference is due to social hierarchy, class disadvantage and individual differences within the same classroom. Hence, sociological and statistical research led Bourdieu and Passeron to a basic conclusion: The culture received by the learner at the French Capitalist School is not a topical, impartial or neutral culture, but a culture of hegemony and culture of the ruling class, Hence, socialization is not the liberation of the learner, but an integration for him in society, within a culture of consensus, typology and social discipline. School will therefore reproduce the same social classes through selection and election. Hence, it is a school of social inequality (Hamdaoui, 2015, pp. 238-239).

In the heirs' book (1964), which is a statistical study of the French society, it is centered on the objectivity of social inequality, as opposed to the problem of school success on the one hand, and the future of students according to their social origins on the other hand, i.e. there is a clear link between school success (University) and the cultural and linguistic heritage of the student, which in turn relate to social origin, and here Bourdieu considers that the unjust distribution of linguistic cultural capital between the different social classes, constitutes one of the hidden mediations in which the inherent relationship between social origin and school success is established (Ziani, 2019, p. 44).

Bourdieu asserts that school success depends mainly on cultural capital, especially among the privileged families with cultural capital, including the families of intellectuals, or teachers, etc. which means that the more important families' cultural capital is, the greater their relative weight is than the economic capital and they invest more in school education. Thus, we understand that higher institutes, those that lead social conditions to the top, become a monopoly on the children of the distinct categories, hence, the educational system is conducted through a series of screening processes, by the separation between those inherited cultural capital, and those who are deprived of it, because the differences in predispositions are closely linked to the existent social differences, as because school success must pass through social success. (Bourdieu, 1998, pp. 48-51), i.e., the measures of success are social rather than school.

In contrast to the claim of Pierre Bourdieu, that school is an institution for the reproduction of social disparities and inequality among the members of society, through the curricula and contents of education, which implicitly favors a form of culture, specific to the dominant classes; "Raymond Boudon" criticized strongly the works of Bourdieu claiming that school itself legitimizes social disparities, as long as it conceals social selection processes, behind an ideological discourse on equal opportunities, and justifies these disparities by approving the school certificate, as the work of "Raymond Boudon" constitutes, in his book "Unequal Opportunities", published in 1972, explicitly criticized the work of "Bourdieu and Passeron", because he believes that these works are dominated by determinist interpretation, because they emphasize that individuals act in accordance with social predispositions, acquired

subconsciously in their childhood, which control their behavior, and thus, in his opinion, "Bourdieu and Passeron", neglect many factors besides these predisposition, and may be determinant to the behaviors of individuals more than the predispositions they acquired (Hamdaoui, 2019).

2-4- Social determinants of school success: Social determinants are among the main pillars of school success. Zakawa (2014), in his study on the identification of the main determinants of school success; A socio-psychological study, identified the existence of subjective determinants, school and educational determinants, values determinants, as well as social determinants, in promoting pupils' chances of success in educational institutions. Social determinants have emerged as key factors in children's success within and outside school walls, through a family that is the first building block in the socialization of its children; as they provide them with a conducive climate to good achievement, through accompanying and parental follow-up, in addition to the economic and social conditions that contribute strongly to the preparation of children for academic and professional success, that is why many sociological studies have focused on social, cultural and economic backgrounds in relation with school success opportunities in particular.

According to Rollande and Egide, the studies that concerned themselves which dealt with the, role of family in the educational process, were divided into two currents; the first current was led by « Pronffebrenner», who emphasizes the importance of the family subtype in terms of its characteristics and parental practices for school success, and the second stream has revealed the impact of the family-school modality, i.e., the family-school relationship on school success (Yahyaoui, 2018, p. 7).

In the midst of this attraction between the school and the community, which is determined by the two previous trends in determining the factors of success and school failure of the children, the researcher acknowledges that the school success or failure of the children is the responsibility of everybody, the pupil's own will and his aspiration for success share some responsibility, as well as both family and school, and each one has his own role in shaping the desired success.

### III/Social origin and the issue of academic success:

Sociological studies dealing with the issue of social origin and school success confirm a strong and positive correlation between school success and pupils' social origin. In the course of these findings, it is noted that the higher the social level of children, the greater the likelihood of their school success. The study of Moussa (2016), revealed the secrets of the educational system and focused on the relationship between social origin and school success, by showing that school failure has social causes. The chances of success are relevant to the dominant social class level, and the school mode aims to exclude the less privileged social class; Social origin strengthens the chances of success; also, the inherited cultural capital has a strong connection with school capital, that is why it is overly pessimistic; Thus, it considers the pupils' success to be of modest social origins as a "miracle" (p. 75).

Indeed, till this date, school success remains strongly linked to social origin, and linked to the school's exclusion and graduation mechanisms, that undermine the principle of equal opportunities which assumes that all pupils receive the same education regardless of their individual and family characteristics. Also, the principle of individual entitlement, which explains school success or failure, in fact, results in the exclusion of a large number of pupils from school (Higher Council for Education, Training and Scientific Research, 2018, p. 7).

As noted by Sheikh and Balghit (2021), in their study on "Anthropology of the educational mode of the Algerian family - field study on the contribution of cultural capital and religious values of the family to the educational success of children", on the role of parents' cultural and educational capital in the educational success of children, by revealing the family pattern and its role in using specific educational and religious practices with children, to pursue their studies in order to enhance their chances of success, because social success depends on

school success in the imagination of most parents, The study found that the cultural and educational capital of parents greatly contributes to children's educational success, especially if they can effectively apply educational strategies through continuous follow-up and the use of democratic and flexible treatment methods away from dictatorship and bullying.

III/Sociological treatment of social origin in relation with school success:

Educational sociology in the sixties of the previous century, asked the question of inequality, which was a fundamental question, on the basis that the school was a space for class, social, linguistic and symbolic conflicts, The approaches to this purely sociological reality, that social relations contribute to success, or behind the school failures; hence, these studies consider social origin an important element of sociological analysis, but it is not the only element in understanding and interpreting the educational phenomenon sociologically (Hamdaoui, 2020, p. 266).

In the same context, many researchers in the field of educational sociology have highlighted and discussed the interpretation and analysis of school issues, through their various theories, referring to the issues of school success and failure in their relationship with social origin, including:

- Pierre Bourdieu's theory: Pierre Bordeaux, with his colleague Jean-Claude Passeron, addressed the French educational system, starting from a basic sociological hypothesis: Learners do not have the same chances in achieving school success, and this difference in chances has resulted in a class and community diversity. They concluded that the culture received by the learner at the French capitalist school is not an impartial and objective culture, but an expression of the dominant culture or the culture of the ruling class. where failure is the fate of the children of the popular classes, while success is the destiny of the children of the rich classes and the children of the ruling class; which means that school became differential par excellence or a school of class selection and social discrimination (Hamdaoui, 2015, p. 120)

Bourdieu argued that school culture is the dominant class culture, by showing that there is a similarity between the functioning of the school system and the representations and practices of the dominant classes, and with the evolution of the school system, dominant culture is becoming more and more associated with school; as Bourdieu and Passeron address in their publication "The Reproduction". (La Reproduction 1970) and the book "Heirs" (Les Héritiers 1964), where these studies concluded that: School, rather than reducing social inequality, it contributes to and reproduces social distances and disparities in school culture (Boukhrissa, 2017, p. 141-173).

The theory of Basil Bernstein and the linguistic inequality in school:

Bernstein's thesis considers that the social environment determines the level and shape of the language, through multiple social mechanisms. We can distinguish in vernacular language a pattern of different models (local dialects), for example peasants' language, workers' language, and middle-class language. Middle classes use their own language and are different from the language models used by other social classes, which are, of course, different from the language models used in daily and family life.

In addition, the level and pattern of each category language model differs from the official (classical) language in different degrees, determined by the nature and level of social life of each particular social environment. Viewing language as an integrated social system requires us to view language as a system of perception, communication and knowledge; this means that language must be viewed as a social reality that is defined and shaped in the form and content of the social environment. Within the social context, we can identify a number of key elements that influence the form of language models and can mention the following factors:

1. Cognitive data of the social environment.
2. Material data of the social environment: things that exist in the framework of the medium.

3. The pattern of social relations prevailing in the concerned center, in particular the level of authority and the extent of social interaction in the center (Bouzar, 2018, p. 143-144).

In this context, researchers note that children, who come from well-to-do social environments, can achieve greater success compared to those of lower social classes. This phenomenon is due to the uniformity and homogeneity between school culture and the culture of the well-to-do social environments, particularly with regard to language as the cultural indicator that determines the level of a certain social culture (watfa, 2013, p. 24-25).

Roger Establet and Christian Baudelot also pointed to this perception, as they linked between the linguistic level and language mastery, and its reflection on school success, as school ideology serves one category but not the other, based on its production of a speech that serves to increase the attainment of the children of the bourgeois class to the detriment of the children of the hard working class, who do not understand this discourse; which means that social differentiation resulting from social differences, underlies the cause of the difference in the linguistic repertoire, and thus, the disparity in educational achievement and even school success (Zerrouki, 2016).

- Collins thesis: "Collins" considers that individuals are not selected and lined up on the basis of intelligent and technical abilities and collectible knowledge, but on the basis of membership of the culturally dominant group. Collins' thesis has shown that social and class origin have an important role in determining the fate of the individual, as well as their different ideological affiliations. (Hamdaoui, 2020, p. 277), as pupils with specific social privileges, such as class affiliation or prestigious social status, have a greater chance of school excellence, this is what Pierre Bourdieu tried to summarize when he said: "Intelligent differentiation is a form of social distinction, characterizing a dominant social class with authority and based in part on the possession of school certificates, which are guarantees of their intelligence and corresponding status" (Bourdieu, 1998, p264-265).

- Baudelot and Establet thesis: School in Baudelot's perception is only an instrument in the service of bourgeois, and works to drive the children of workers to fail and take their positions in social exploitation centers, in addition to that, it contributes to the re-production of existing bourgeois relations (Watfa & Achihab, 2003, p. 158).

The two researchers found that the capitalist school is divided into two channels: vocational-oriented primary education channel and professional-oriented secondary and higher education channel. In this sense, working-class children are confined to short vocational education, while bourgeois classes are interested in long higher education (Hamdaoui, 2015, p. 39).

- Jacques Hallak thesis: Jacques Hallak considers that the educational system exists not only to meet the needs of society in workers, but also to socializing children attending schools and preparing them to accept the political and economic systems, which are based on social equality, because the established school system became a substitute to the Church in enhancing the established social systems, because School, according to the perception of Hallak, plays a dual role, as it is meeting the needs of the Capitalist system in labor, on one hand, and legitimizing the class structure on the other hand (Malki, 2018, pp. 127 \_ 128)

- Christopher Jenkis thesis: This current see that "School is not responsible for social and educational inequality and is unable to influence or change this issue", Christopher states that the school ability to contribute to equality depends largely on a profound change in the existing economic and political structures.

In the same context, Watfa and Achihab (2003) emphasize that George Snyders's thesis fully agrees with Christopher's views, that: "social inequality is a source of various forms of educational and school inequality", thus he relies on the well-known Marxist thesis that "school in a class society will be and can only be a class school" (p. 193).

- Gender theory or approach: Giddens and Birdsall (2005) says: "Despite the relative increase in female enrolment in recent years in Arab schools and universities, and in some developing

societies, women's organizations continue to point to the apparent gender disparity between men and women at the educational level and in educational institutions in particular, and in higher education institutions..." (pp. 562-563), many studies have confirmed the disparity between males and females in the field of education, in terms of enrolment in schools and universities, employment and the pay ladder....etc.

- Ivan Illich's theory: or the so-called "school death theory", where this American thinker called for the cancellation and dispensation of school, and in his book, he called for the idea of a "society without school" (Illich, 1973). Because the liberal class school perpetuates the policy of underdevelopment and the principle of exclusion, and contributes to the inheritance of poverty, social misery and coercion. The theory of school death aims to eliminate the colonial capitalist school that deepens social, linguistic, class and cultural disparities, thus calling into question the integrity of today's absolute universal compulsory education.

IV/Social origin inputs into the issue of academic success:

Many studies on school success and failure have concluded that the result of this phenomenon belongs to the environment in which the pupil grew and lived (Deldime & Demoulin, 1975). The cultural environment and the family's economic factor are defined by this reality, and consists in:

1- The family's cultural environment:

The cultural environment is defined by a number of cultural variables, such as the level of parents' school achievement, the pattern of relationships between family members and the totality of perceptions, concepts, customs and traditions prevailing within the family environment. The sociological definition of the concept of cultural medium differs with the variables adopted in the definition, and the level of parents' educational attainment is highlighted as one of the most frequent variables in contemporary sociological studies. Also, the available cultural tools at home (books, magazines, television, video, etc.) are also important indicators in the study of the cultural level of the social environment (Watfa, 2003, p. 161).

Children form psychologically and socially along the lines of the cultural norms of the family in which they grow up and live, i.e., according to the reference cultural pattern as the "cultural basis for the formulation of one's behavior and personality", as modern anthropologists claim (Gilbert, 1969, p8).

The harmony between children's environment culture and school culture plays a significant role in determining their level of success and excellence in school. On the contrary, the widening gap between family reference culture and school culture would constitute a factor of school failure for children.

Also, the educational level of parents affects the maturity of the vocational trend and the attainment of children. Parents with a high degree of education, who are able to learn about their children's abilities and aptitudes, can develop positive attitudes in their children towards the type of education that corresponds to these abilities and steer them towards a profession that corresponds to their potential. The type of treatment within the family also plays a major role in the delays or progress of children in school. A child living in a bullying environment, where he is not allowed to discuss parents in certain matters, will witness a severe decrease in his school performance. This is demonstrated by the study of Brown 1972 and the study of Dervan 1968 (Farajallah, 2019, p. 43).

2- The family's economic factor:

The family's economic factor is determined by the level of material income, obtained and measured by the monthly salaries or annual incomes of family members. The income ratio is often calculated by dividing the physical income by the number of individuals. Economic level is sometimes measured by the level of the family's property such as rooms, houses, cars, real estate, or through tools found inside the home: television, video...etc. The material situation

of the family plays a significant role in children's socialization and school success (Watfa, Achihab, 2003, p. 161).

Watfa and his colleague (2003) noted that several studies show that the family's economic situation is directly linked to learning and education needs. Because families that can guarantee their children's material needs, from food, housing, toys, scientific trips and possession of educational devices, such as: computers, videos, books and stories, can also guarantee, in principle, the objective conditions for a healthy social upbringing. In contrast, the families that cannot guarantee these basic needs to their members, cannot offer the child ample possibilities for a good scientific or knowledge acquisition.

One of the studies carried out by l'Institut Supérieure de France (the Higher Institute of France), Children who are subject to failure are predominantly children of poor classes, many researchers in the field of educational sociology today, tend to believe that the family's educational demand takes place through the concepts of employment and investment, Thus, well-to-do families can finance their children's studies and achievements for greater success (Watfa, 1985, p. 56).

The French thinker Pierre Bourdieu emphasizes the importance of this idea, and says that "the economic factor of the family plays a specific role in the level of success of its children" (Hallak, 1974, p. 128).

"Facilitated social origin helps and facilitates the success of individuals who have it, and this is a universal reality", claims Alain Girard and Sercia (2009).

In this context, Jacques Hallak considers that "a family employs some of its income in the process of education, which would give children from rich families better opportunities to pursue their school and scientific achievement" (Watfa, Achihab, 2003, p. 147).

V/School and equal opportunities in school success:

Equality of opportunities is a fundamental criterion in measuring the quality of education. It is the cornerstone of the founding philosophy of public education, because it plays a crucial role in correcting class, nationality and geographical imbalances in society and because it has a significant role to play in reducing social disparities among pupils (Akdim, 2017).

As Akdim (2017) pointed out in the same context, inequality outside school is not the same as inequality within school, because the school is an institution for the reproduction of society, therefore, any imbalance in equal opportunities in school success will be only a gateway to future imbalances in society, The school is required to correct and reduce social inequality, not to enshrine, deepen and reproduce it. Through equal opportunities for school success at all levels of education, especially in the in the secondary phase, which is diverse in terms of branches and disciplines offers. This allows the perpetuation of unequal opportunities for school success, as the pupil faces multiple choices and diverse branches. This makes him controlled by his personal representations to the profession and by his insight for the future, that is governed by his social origins and class affiliation, which reduces the chances of equality in school success.

The researcher Akdim, has addressed the issue of inequality of opportunity, by addressing the chances of the children's school success. He acknowledged that there are divergences between equality outside and inside school, because school is an institution of social reproduction, Therefore, any imbalance in the chances of success will only become an entry point into the future social imbalance, through which it must provide equal opportunities for school success at all levels of education, especially at the secondary level, which have to be diverse in terms of the people's offers and occupations. Its vision for the future, in turn, is governed by its social origin and class affiliation, reducing the school's equal chances of success.

In the same context, Faubert (2013) explained that the need to study in the West was linked to a problem of inequality of chances in education, in this context, inequality means that the

extent of the realm of institutional education, which is subject to Government supervision, was associated to difference in chances of studying between the different classes and social categories in European societies, both at the level of enrolling education or the period of staying in it, or even at the level of school success (Malki, 2018, p. 118)

In her study entitled "The Explanatory Factors for Equal Educational Attainment", Al-Yahyaoui (2015), found that the educational results of learners are governed by a variety of factors, in which overlap the socio-economic and social platform of the reference group for the learner.

Malki (2018) promoted this proposition, in her study "the Problem of Inequality in Educational Conditions and Opportunities in School", the hidden tasks of the school, according to the most prominent educational researchers, the theoretical approach confirms that the school is an institution of social upbringing, Its mission is to transmit the culture of society from one generation to another, but some researchers see this as a tool for imprinting, reproduction and inequality among the classes of society. This difference is mainly due to the ideological and cultural backgrounds of various educational researchers and thinkers on what the school is and what its roles are.

For assuring the right to education for all without discrimination, many countries fought to achieve this principle, in order to enhance the chances, opportunities and success of education. In this context, the UNESCO convention on discrimination in education is considered a basic principle of non-discrimination and equal opportunities in education, The Convention, which was adopted in 1970 and has entered in force since 1972, does not aim to eliminate discrimination in education only, but also to adopt positive measures to promote equal opportunities and treatment. The Article 4 of the Convention, specifically sets out the obligations of the States who are parties in the Convention "to set, develop and implement a national policy aiming at supporting equality of opportunities and treatment in terms of education, through adequate methods with the circumstances and customs of the country (Harris et al., 2019).

## **CONCLUSION**

Differences in pupils' social origin reveal imbalances in the principle of success and school entitlement, because pupils are unequal in terms of social, cultural and economic origin when enrolled in school. They are equipped with different cultures, as a result of the situation of their families. This directly affects their schooling, on one hand, and their educational attainment on the other hand. Many previous studies, including those of Pierre Bourdieu and Claude Passeron, have overreached in linking the issue of children's school success to social origin, imposing it as an inevitable reality that we cannot override, and in another direction the researcher Anne Hébrard, found in her study, that when the school system is open to all and is democratic, successful members of the modest social classes emerge, despite the hidden social difference (Mousa, 2016, p. 81).

Based on the various previous studies, on one hand, and the current educational reality on the other hand, we can say that raising the question of social origin in its impact on children's school success is no longer alone in achieving this privilege, because we cannot, in any way, assert that the social, cultural and economic conditions of the family predetermine the successful pupil model, as there are other direct factors, which assure the chance of schooling and enhance pupils' chances in school and social success, which can be summarized as follows:

- Pupils' individual and skilled abilities and willingness to study and succeed: through their diligence and insistence on having skills that help them excel and invest their individual efforts and talents to enhance their success.
- Satisfaction and learning: are key factors that create the principle of pupils' competitiveness and motivates them more to achieve their school goals and succeed in them in the future.

- Hard work of educational and administrative actors: creates among pupils a desire for better outcomes, when serious follow-up and accompaniment by teachers and management staff, and the adherence to the principle of social justice in education are implemented, they would provide more chances for many pupils to achieve the desired academic success, regardless of their social, cultural and economic origins.

### **LIMITATIONS OF THE STUDY**

The present study has certain limitations that should be taken into account when interpreting its findings. First, as this is an analytical-theoretical study based on a review of classical and contemporary sociological literature, it does not include original empirical data or fieldwork, which limits the possibility of directly testing the proposed arguments in specific school contexts. In addition, the analysis relies mainly on structural approaches within the sociology of education, which may underrepresent subjective and contextual variables such as individual trajectories, concrete school experiences, and local pedagogical dynamics. Finally, the diversity of educational systems and sociocultural contexts restricts the full generalization of the results, since the mechanisms of reproduction or reduction of educational inequalities may vary according to national and institutional settings.

### **FUTURE RESEARCH**

Based on the findings and reflections developed in this study, several directions for future research can be identified. In particular, there is a need for empirical studies, both quantitative and qualitative, that allow for a more direct examination of the relationship between social origin and academic success in specific educational contexts. Future research could also focus on the role of inclusive pedagogical practices, teacher training, and educational policies aimed at promoting equal opportunities, in order to assess their actual impact on reducing educational inequalities. Furthermore, comparative studies across different educational systems and sociocultural contexts would be valuable, as well as research that incorporates the perspectives of students and families to enrich the understanding of the processes influencing academic success.

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