

Survey of the Socio-economic Status of Students at Tehran Public Universities

Yazdan. Ebrahimi^{1*}, Zahra. Chavoshi², Ahmad Reza. Roshan³

¹ Assistant Professor, Department of Economics in Higher Education, Institute for Research and Planning in Higher Education, Tehran, Iran

² PhD in Management in Higher Education, Tehran, Iran

³ Assistant Professor, Department of Management in Higher Education, Institute for Research and Planning in Higher Education, Tehran, Iran

* Corresponding author email address: yebrahimi@irphe.ir

Article Info

Article type:

Original Research

How to cite this article:

Ebrahimi, Y., Chavoshi, Z., & Roshan, A. R. (2025). Survey of the Socio-economic Status of Students at Tehran Public Universities. *Quarterly Journal of Research and Planning in Higher Education*, 31(2), 67-82.



© 2025 the authors. Published by Institute for Research and Planning in Higher Education (IRPHE), Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution 4.0 International (CC BY 4.0) License.

ABSTRACT

The purpose of this article is to survey of the socio-economic status of students at Tehran public universities. By use of descriptive approach, purposeful and snowball sampling method was used to select people for research interviews. Interviews reached to saturation by 10 samples. The data collection tool was a researcher-made questionnaire based on the findings of the first section. Students of selected universities are the statistical population in this stage. The sample was Cochran's formula was 635 people. Quantitative data analysis was done using SPSS. The findings showed that access to public universities in Tehran is unequal.

Keywords: Socio-economic status, Students, Tehran public universities

Introduction

Today, access to higher education is a significant social concern. And it is considered a social and economic goal in development plans. Higher education has many benefits, such as higher income, better jobs, reduced unemployment, increased leisure time, better health, happier lives, and higher social status. Therefore, when low-income people have access to higher education, inequality in society decreases in the long run. Therefore, government policies should aim at efficiency, effectiveness, and quality in higher education, leading to greater access and improved educational equity in society; To increase access to higher education and improve educational equity in society.

Methodology

The current research is descriptive research based on the comparative-causal method. A Purposeful and snowball sampling method was used to select people for research semi-structured interviews. Samples were selected from among people who had sufficient knowledge in this field. Interviews reached saturation with 10 samples. The questionnaire obtained from the content analysis of the interviews. The questionnaire is the data collection tool in the next stage. Students of selected universities are the statistical population in this stage. The sample was Cochran's formula was 635 people. Sampling in selected universities was a multi-stage cluster and random sampling from the cluster.

Findings

The findings showed that access to public universities in Tehran is unequal. The medium and medium to high socioeconomic-status students profit more from the benefits of public universities.

Conclusion

This research, therefore, indicates that to improve equality in the higher education system, access to higher education should naturally be increased. Access to higher education should be based on merit. Over the past half-century, Iran has experienced growth in the student population. But based on the equal distribution of higher education, it is still not equitable. Research shows that high-income students have more access to popular fields and high-quality public universities.

References

- Abonory, E., & Mohamadi, A. (2017). Investigating the effect of economic policies on the inequality of educational opportunities in Iran. *Quarterly Journal Of Education*(132), 93-112. http://qjoe.ir/browse.php?a_code=A-10-107-121&slc_lang=other&sid=1
- Amaral, A. (2018). *Universities and the Knowledge Society Revisited*. Peter Lang. <https://www.cipes.pt/node/3464?language=en>
- Anders, J., & Jerrim, J. (2014). The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison. <https://discovery.ucl.ac.uk/id/eprint/10051407/>
- Ansari, E., & Sanatkah, A. (2018). Examining the theories of social stratification with emphasis on Iran's social conditions. *Quarterly Journal of Social Profesinal Journal of Social Sciences of Islamic Azad University*(14), 143-172. <https://elmnet.ir/article/10113010-25857>
- Blanden, J., & Macmillan, L. (2016). Educational inequality, educational expansion and intergenerational mobility. *Journal of Social Policy*, 45(4), 589-614. <https://doi.org/10.1017/S0047279416000350>
- Fazaeli, A., Alizadeh Hanjani, A., & Alizadeh Hanjani, H. (2015). Justice in the health sector from the point of view of moral schools. *Social Welfare Quarterly*, 11-26. https://refahj.uswr.ac.ir/browse.php?a_id=1999&sid=1&slc_lang=fa
- Ghasemi A, A., Heydarabadi, A., & Rostami, N. (2013). Family contexts of inequality of educational opportunities, case study: Higher school female students of Ahar city. *Quarterly Profesinal Journal of Sociology*(1), 125-148. <https://www.sid.ir/paper/170180/%C3%98%C2%AE%C3%98%C2%B1%C3%9B%C5%92%C3%98%C2%AF%20%C3%98%C2%A7%C3%99%E2%80%9A%C3%98%C2%B3%C3%98%C2%A7%C3%98%C2%B7%C3%9B%C5%92%20%C3%9A%C2%AF%C3%99%CB%86%C3%98%C2%B4%C3%9B%C5%92%20%C3%98%C2%A2%C3%9B%C5%92%C3%99%20%C3%99%CB%86%C3%99%E2%80%A0%2014>
- Jamali, E. (2012). The effect of social and economic status on the academic performance of university entrance exam candidates during the years 2001 to 2009. *Quarterly Journal of Iranian Higher Education*(4). <https://www.sid.ir/paper/135835/fa>
- James, R. (2002). Socioeconomic Background and Higher Education Participation: An analysis of school students 'aspirations and expectations. <https://www.voced.edu.au/content/ngv:2433>
- Kazempour, S. (1999). A model in determining the socioeconomic status of people and measuring social mobility based on a case study in Tehran. *Sociological Review*, 139-172. https://jnoe.ut.ac.ir/article_14796.html



- Khan Afzali, G. (2004). Rawls' theory of justice; Seeking justice or anti-justice. *Journals Reference*(79), 50-54.
- Koen, B. (1991). *An introduction to sociology*. Farhang Moaaser Publications. <https://www.amazon.de/-/en/Introduction-Sociology-Ken-Browne/dp/1509528008>
- Kosunen, S., Haltia, N., Saari, J., Jokila, S., & Halmkrona, E. (2021). Private supplementary tutoring and socio-economic differences in access to higher education. *Higher Education Policy*, 34, 949-968. <https://doi.org/10.1057/s41307-020-00177-y>
- Naderi, B. (2016). *Way of life in social strata*. Qanunya.
- Natkhov, T., & Kozina, N. (2012). Inequality of Educational Opportunity in a Cross-Section of Countries: Empirical Analysis of 2009 PISA Data. <https://doi.org/10.2139/ssrn.2179525>
- Oecd. (2018). Education at a Glance, OECD Briefing Note for UK. https://www.oecd.org/en/publications/2018/09/education-at-a-glance-2018_g1g921ab.html
- Palmisano, F., Biagi, F., & Peragine, V. (2022). Inequality of opportunity in tertiary education: evidence from Europe. *Research in Higher Education*, 1-52. <https://doi.org/10.1007/s11162-021-09658-4>
- Pashaei, A., Hassani, M., Mohajeran, B., & Shahbazi, K. (2023). Analyzing the effect of economics education on students' financial literacy and decision-making with the moderating role of the family's socio-economic status. *Institution for Research and Planning in Higher Education*. <https://doi.org/10.61838/KMAN.IRPHE.29.4.2>
- Reinders, S., Dekker, M., & Falisse, J. B. (2021). Inequalities in higher education in low-and middle-income countries: A scoping review of the literature. *Development Policy Review*, 39(5), 865-889. <https://doi.org/10.1111/dpr.12535>
- Roemer, J. E. (1998). *Equality of opportunity*. Cambridge, MA: Harvard UP. <https://doi.org/10.4159/9780674042872>
- Roshan, A. (2003). "Determining Socio-Economic status (SES)".
- Roshan, A. (2004). Access to higher education. <https://irphe.ac.ir/content/3334/Mr.-Ahmad-Reza-Roshan>
- Shields, L., Newman, A., & Satz, D. (2017). *Equality of educational opportunity*. Stanford Encyclopedia of Philosophy SEPIA for Libraries. <https://plato.stanford.edu/entries/equal-ed-opportunity/?ref=luatkhoa.com>
- Tavares, O., Sá, C., Sin, C., & Amaral, A. (2022). *Equity policies in global higher education: Reducing inequality and increasing participation and attainment*. Springer Nature. <https://doi.org/10.1007/978-3-030-69691-7>
- van de Gaer, D. (1993). *Equality of opportunity and investment in human capital* [Catholic University of Louvain]. <https://elibrary.ru/item.asp?id=6863044>
- Wilkinson, R., Pickett, K., & Cato, M. S. (2009). *The spirit level. Why more equal societies almost always do better*. <https://www.tandfonline.com/doi/pdf/10.1080/00167487.2010.12094298>

