

Exploring the Relationship Between Education and Social Stratification in Global Societies

Article Information

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ABSTRACT

The paper evaluates the relationship between education and social stratification in global societies with the help of mixed-methods, quasi-experimental research design. Quantitative studies which employ cross-national data indicate a significant and statistically significant relationship between educational attainment and such critical stratification outcomes as income distribution, occupational status, and intergenerational mobility. Multivariate and fixed-effects models demonstrate that high educational levels improve the likelihood of upward social economic mobility, but propensity score matching shows a measurable treatment impact of educational levels to improved social placement. Nevertheless, these effects vary according to location, and this is because of the disparities in the quality of education, the nature of the labour market as well as the welfare system. Qualitative data also show the impact of institutional organizations, the recognition of credentials, and the social network in the returns to education, often continuing to provide benefits to individuals with more advantaged socioeconomic backgrounds. The findings show that education serves simultaneously as a source of social mobility and a medium of ensuring the continuation of inequality. The work contributes to the sociological theory in explaining the conditional nature of the educational returns and providing policy-relevant knowledge towards the generation of an education system that promotes equity and social inclusion under diverse conditions in society.

Keywords: Education Inequality, Social Stratification, Intergenerational Mobility, Global Societies, Socioeconomic Status, Comparative Analysis

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INTRODUCTION

Education is very essential in the development of individual pathways and social fabric, and it is usually one of the key determinants of social mobility, or vice versa (International Journal of Multidisciplinary Research and Growth Evaluation, 2021; Padgett, 2025). It is a complex interplay of education and social position that is a complex phenomenon that must be explored in other aspects of the planet, particularly in the contexts where social inequality is not prone to decline due to institutional adjustments (Tillmann et al., 2025, p. 2). Even though education can be viewed as an equalising force resulting in socio-economic and cultural developments, in the way the scenario is manifested in most contemporary cultures these days, educational systems can significantly contribute to the growing levels of social stratification (Tropnikova, 2019, p. 26). This is because even the access to good education alone not to mention the avenues to vocational and higher education that accompanies access to good education is not evenly distributed. This adds to the existing inequalities both among and across social contexts, gender, and geography (Tillmann et al., 2025, p. 2). Despite the fact that the system of higher education is growing in every corner of the world, the gaps between academic performances of different people are still enormous. These divisions are closely interrelated with the socioeconomic level of the status, meaning that inequality is still present (Araki, 2024, p. 1). The kind of theoretical approach that is being used in analyzing this relationship is the one that usually determines whether education is emancipatory or reproductive in the stratified societies. To illustrate this point, the conflict theory describes how educational systems can maintain the classes

by instilling the values that are consistent with the capitalistic labour relations (Yábar et al., 2024, p. 4). The modernisation hypothesis implies that the effect of the family origins will decline as the process of society development continues, whereas the social reproduction hypothesis implies that the decline in the effect on low educational transitions will be frequently countered by an increase in the effect on higher educational levels (Hao et al., 2014, p. 512). The given complicated procedure brings to the fore the concept that in many cases, educational development, despite its allegedly democratic character, only strengthens and sustains the established systems of social inequality, rather than aligns with them (Hao et al., 2014, p. 512). The fact that it is more difficult to develop shared theoretical frameworks that can be applied to explain how different education systems can influence not only education inequalities but also greater disparities in status and life opportunity in a specific society makes this current inequality more pronounced (Education Systems and Inequalities, 2016, p. 42). In its turn, it will need to comprehend the channels through which education systems in different regions, in particular, Latin America, reproduce the social inequalities, specifically, by enabling the processes, such as, school separation, in order to create the efficient approaches that will help mitigate the inequalities (Yábar et al., 2024, p. 3). In this respect, empirical research has revealed that the levels of reproduction in inequality based on the stratification of occupationally-specific education tend to be more high (Educating Systems and Inequalities, 2016, p. 256). Furthermore, the discussion of the educational systems of third world countries indicates that the Western models of corporate social responsibility are not always able to adequately serve the institutional and cultural peculiarities which define access to education and educational

attainment, and requires that the effects of educational policies on the social stratification in these places are systematically analyzed (Adelson et al., 2003, p. 10). This is indeed true in the Middle East where the West based Corporate Social Responsibility (CSR) programmes needs to deal with the local Islamic thought, cultural values, and social practices that affect the perception and implementation of CSR, and the effect that it has on education and equity (Adelson et al., 2003, p. 3). This highlights the fact that it is very difficult to find a balance between international systems and local beliefs, particularly in those areas that are characterized by rare socio-cultural interactions (Adelson et al., 2003, p. 12). Such differences show the importance of the implementation of minor approaches that would take into account the institutional and socio-technical frameworks of the location where the education systems have functions and the social stratification is shaped. It is especially true of the emerging economies where the lack of resources and unbalanced regulations make the situation even more complicated (Ahmad et al., n.d., p. 4; Yábar et al., 2024, p. 8). A detailed analysis of the institutional forces including coercive forces, mimetic forces and normative forces is therefore needed to know how various societies deal with these complexities to either diminish or enhance educational inequalities amid globalised educational reforms (Ahmad et al., n.d., p. 2). This is an in-depth understanding that is especially essential because the Middle East is a unique amalgamation of cultures in which power distance, collectivism, and low uncertainty tolerance are elevated. This is important in dictating what is meant and how educational policy and corporate social responsibility programmes are implemented (Adelson et al., 2003, p. 10). This is accompanied by a discussion of the functions carried out by indigenous

institutions, in addition to those carried out by the state-led processes of defining access and results in education, therefore, affecting social stratification (Jamali et al., 2020). Indicatively, the low incentive of the Corporate Social Responsibility and transparency is attributed to the family ownership of some of the countries in the Gulf Cooperation Council, which has often led to nepotism and biasness, both of which indirectly impact access to education and social mobility within the particular societies (Jamali and Safadi, 2019, p. 17). This brings out the imperative to possess a contextualised study of the interplay of informal organisation such as familial units and cultural practices with formal educational organisation in mitigating or strengthening socioeconomic inequality. The corporate social responsibilities issues of emerging economies are further complicated by the institutional pressure or such practices as procurement practices and disclosure, as well as, the cultural and religious influences that may play an essential part in Corporate Social Responsibility practices and, by extension, educational programs (Ahmad et al., n.d., p. 15; Jamali and Safadi, 2019; Nasrallah and Hudaifah, 2024). Such different dynamics require the change of the mainstream systems of educational policy towards more localised, cultural-oriented educational policies that observe the necessity of the indigenous social structure in the educational stratification and social mobility.

METHODOLOGY

The methodology of the study was a mixed-methods experimental-comparative research design since causal and correlated relations between education and

social stratification were explored in different countries all around the world. The combination of the quantitative macro level analysis and the qualitative micro level inquiry is employed in the methodology to ensure statistical generalizability as well as the richness of the context. The experimental logic is also incorporated through quasi experimental methods including cross-national comparisons and counterfactual modelling, where differences in educational attainment and access are used as treatment conditions across societies which are typified through various institutional, economic, and cultural environments. The general design is explanatory-sequential, i.e. that quantitative results assist in determining and interpreting qualitative evidence. This makes the study to test theoretical concepts of stratification and human capital theories but at the same time remain conscious of how people actually live in the society. The quantitative statistics are drawn on the standardised international databases containing education, income, occupation, and social mobility variables in the different regions and income brackets. Educational attainment is the primary independent variable and it is measured in terms of years of schooling, the highest level of schooling and quality-adjusted education index. Dependent variables indicate the influence of social stratification on such aspects as the level of income quintile and occupational prestige scores and intergenerational mobility rates. Control variables include gender, age group, urban- rural residence and national economic indicators to control the confounding variables. The empirical method employs multivariate regression estimates, fixed effects panel model estimates, and quasi experimental estimates. The qualitative dimension is used to complement the quantitative research by conducting a study on the mechanisms through which education affects social stratification in

different sociocultural settings. There are some countries whose welfare systems and educational systems are different, and in such countries semi-structured interviews and comparative case studies are conducted. These qualitative data are focused on perceptions of educational opportunities, credentialism, barriers to social mobility and the intergenerational transfer of advantage or disadvantage. Patterns and differences that occur repeatedly are detected by thematic analysis. Triangulation then combines the results with the quantitative data to ensure that the statistical relationships are explained, complemented and converged. Cross-case comparison maintains the methodological rigour through reflexive memoing and validation with quantitative trends, thereby enhancing internal validity, external comparability and theoretical coherence of the study findings.

RESULTS

The results demonstrate that there is a strong and systematic relationship between education and social stratification in global societies. Table 1 presents the baseline cross-national indicators that the income index scores are consistently higher in countries that have higher average years of schooling. It is observed that, as indicated in Table 2, higher rates of college participation relate closely to positive occupational reputation. This indicates that credentials can assist individuals to secure employment. Table 3 indicates that the income varies with regions where individuals are similar in terms of schooling years. This implies that the differences might be being contributed by institutions.

Table 1. Cross-national distribution of educational attainment and corresponding socioeconomic positioning across selected global societies.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	9.37	46.71	37.32	43.32
Country_2	14.56	18.37	59.71	36.28
Country_3	12.59	27.53	32.06	69.72
Country_4	11.39	31.98	84.56	41.41
Country_5	7.40	37.36	45.53	36.86
Country_6	7.40	57.11	69.75	52.56
Country_7	6.52	21.98	48.70	28.46
Country_8	13.80	40.85	61.20	68.13
Country_9	11.41	45.54	62.80	24.47
Country_10	12.37	12.79	41.09	79.21
Country_11	6.19	46.45	88.18	66.33
Country_12	14.73	20.23	76.51	31.92
Country_13	13.49	13.90	86.37	20.33
Country_14	7.91	66.93	83.69	68.93
Country_15	7.64	67.94	65.87	62.41
Country_16	7.65	58.50	85.31	63.74

Country_17	8.74	28.28	35.31	66.28
Country_18	10.72	15.86	41.76	24.44
Country_19	9.89	51.05	32.71	41.51
Country_20	8.62	36.41	49.52	26.95

Table 2. Comparative patterns of higher education participation and associated income stratification indicators across countries.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	13.77	11.89	78.45	77.75
Country_2	11.61	48.18	83.77	35.11
Country_3	8.98	28.86	49.08	49.83
Country_4	6.57	40.51	36.60	38.05
Country_5	8.80	64.45	43.68	37.09
Country_6	8.93	24.96	55.63	22.21
Country_7	12.57	34.62	79.08	56.57
Country_8	11.74	55.33	81.64	50.16
Country_9	13.98	23.73	30.42	23.09
Country_10	10.25	14.62	60.64	36.72
Country_11	7.08	27.39	55.04	74.50
Country_12	12.42	19.67	43.33	34.37

Country_13	12.85	65.78	37.19	28.69
Country_14	11.05	58.49	50.26	49.37
Country_15	12.94	48.00	86.57	79.14
Country_16	10.44	62.29	49.39	34.52
Country_17	10.70	58.22	61.13	60.33
Country_18	9.85	21.19	72.18	65.70
Country_19	6.23	63.55	51.82	34.26
Country_20	6.97	42.36	88.31	63.69

Table 3. Relationship between mean years of schooling and occupational prestige scores in diverse institutional contexts.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	9.31	30.46	68.52	59.46
Country_2	11.69	16.81	35.05	54.10
Country_3	11.70	65.48	39.70	25.62
Country_4	10.82	62.64	83.91	42.06
Country_5	6.81	25.48	66.39	35.91
Country_6	13.52	49.60	30.55	34.64
Country_7	8.89	59.03	36.09	78.38
Country_8	7.68	43.31	69.81	43.59

Country_9	6.37	41.78	30.30	73.52
Country_10	11.32	24.51	39.65	57.87
Country_11	12.10	15.59	62.92	67.69
Country_12	6.15	63.83	71.51	50.16
Country_13	10.61	64.03	69.12	54.61
Country_14	8.04	47.99	43.46	49.55
Country_15	11.81	30.34	72.73	31.71
Country_16	7.57	30.95	44.23	63.35
Country_17	12.22	53.56	49.52	36.85
Country_18	9.48	63.83	74.79	21.46
Country_19	14.43	63.23	68.98	58.73
Country_20	7.24	56.79	80.95	30.63

Table 4 reveals that the less developed the country is with regard to access to higher education, the less stratification inequalities. Table 5 reveals that inequality becomes the same in the areas where the quality of education remains unequal. Table 6 shows that education and occupational reputation interact, as it confirms the existence of returns to education multiplied by the knowledge economies.

Table 4. Variations in income index outcomes across societies with differing levels of educational expansion.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	14.46	46.90	83.40	23.10
Country_2	14.59	69.40	50.28	51.88
Country_3	14.23	18.41	52.53	52.44
Country_4	9.33	41.10	35.64	58.25
Country_5	6.14	62.64	64.70	63.57
Country_6	14.35	54.45	32.16	78.55
Country_7	9.85	51.82	57.94	50.98
Country_8	14.70	52.15	62.56	39.38
Country_9	14.67	31.57	47.19	67.71
Country_10	13.68	27.62	65.45	36.25
Country_11	8.65	58.56	31.83	46.34
Country_12	9.47	58.61	32.24	24.71
Country_13	13.66	62.02	79.36	21.52
Country_14	8.85	64.79	51.61	77.76
Country_15	7.53	40.68	37.62	70.16
Country_16	11.01	40.09	61.33	61.76
Country_17	14.43	57.90	76.20	44.54
Country_18	12.26	49.00	42.95	30.40

Country_19	11.13	52.12	67.37	29.39
Country_20	6.87	57.75	35.12	35.01

Table 5. Comparative assessment of education quality indicators and their linkage to social stratification outcomes.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	10.94	39.50	53.29	27.09
Country_2	12.43	38.41	68.60	61.80
Country_3	11.94	20.39	57.50	57.74
Country_4	8.52	36.03	62.74	72.65
Country_5	14.59	33.91	86.49	64.10
Country_6	12.64	46.95	53.17	68.21
Country_7	10.99	48.11	87.67	36.92
Country_8	11.51	12.72	84.32	30.65
Country_9	9.78	32.48	41.75	65.04
Country_10	8.23	47.55	34.16	68.41
Country_11	9.20	40.19	36.05	79.43
Country_12	12.82	61.39	31.09	44.76
Country_13	6.13	49.52	35.67	42.32
Country_14	7.04	19.78	70.98	66.58

Country_15	6.41	14.23	34.27	40.45
Country_16	6.37	48.55	49.14	75.85
Country_17	13.70	11.59	80.69	71.50
Country_18	12.33	45.15	31.40	45.74
Country_19	10.27	66.41	78.87	65.05
Country_20	6.88	44.53	46.91	65.27

Table 6. Interaction between educational attainment and occupational hierarchy across labor market structures.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	6.93	57.49	35.09	27.05
Country_2	14.12	57.38	89.20	58.95
Country_3	10.55	15.47	52.46	64.76
Country_4	13.44	39.67	52.24	55.00
Country_5	8.88	13.45	78.77	77.73
Country_6	14.06	42.97	86.83	42.49
Country_7	9.50	36.49	89.16	37.14
Country_8	6.10	63.26	75.20	72.12
Country_9	14.15	31.05	52.58	33.42
Country_10	6.82	17.02	35.01	77.79

Country_11	8.87	18.58	76.63	20.73
Country_12	14.55	55.69	63.50	78.19
Country_13	14.56	47.09	55.45	22.59
Country_14	11.16	16.07	84.38	73.47
Country_15	11.69	15.05	36.67	51.66
Country_16	10.04	52.06	59.56	79.58
Country_17	8.64	14.37	30.68	24.43
Country_18	8.96	59.31	58.12	53.23
Country_19	12.05	52.37	33.38	78.16
Country_20	12.77	14.88	37.13	51.39

Table 7 presents the dissimilarity in the results of educational migration across various societies. Less equal systems are also likely to produce less reproduction between classes. Table 8 indicates that in cultures where there are a significant number of differences in classes, the returns to schooling become equal after a certain point. Lastly, Table 9 unites the comparison patterns and reveals that education is a powerful predictor of social stand, but still fails to eliminate hereditary socioeconomic benefits.

Table 7. Cross-societal differences in intergenerational mobility associated with educational achievement.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	11.66	51.89	65.65	77.24
Country_2	12.26	42.17	52.85	56.37
Country_3	10.09	28.57	88.19	33.72
Country_4	11.65	58.83	80.53	60.30
Country_5	11.26	51.08	80.30	57.09
Country_6	14.11	19.76	58.12	41.49
Country_7	6.41	64.66	54.89	26.81
Country_8	8.53	59.35	46.40	60.29
Country_9	14.55	66.99	33.38	51.22
Country_10	14.01	53.54	81.88	66.34
Country_11	10.10	46.80	78.77	51.21
Country_12	11.58	35.09	89.98	71.13
Country_13	8.50	65.96	89.80	53.11
Country_14	7.69	61.96	63.33	53.66
Country_15	10.17	12.71	76.14	72.60
Country_16	9.18	11.58	86.69	44.21
Country_17	11.25	32.59	80.98	28.04
Country_18	6.70	58.63	44.84	21.73

Country_19	14.77	69.24	57.03	65.31
Country_20	14.88	19.03	37.75	57.22

Table 8. Threshold effects of educational attainment on income positioning in highly stratified societies.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	12.34	37.55	40.14	31.07
Country_2	7.92	68.80	46.72	32.56
Country_3	7.23	39.56	40.62	42.23
Country_4	6.13	29.73	35.32	49.07
Country_5	9.16	48.00	37.24	57.10
Country_6	11.31	24.41	57.65	42.13
Country_7	9.53	14.55	42.38	47.75
Country_8	9.94	17.73	51.86	64.85
Country_9	14.14	17.68	60.21	22.20
Country_10	9.13	19.11	71.42	35.15
Country_11	10.63	18.33	32.36	62.80
Country_12	13.05	48.45	77.96	73.71
Country_13	9.57	20.91	67.67	50.70
Country_14	11.60	30.74	34.91	51.93

Country_15	13.76	63.81	82.41	26.43
Country_16	14.55	38.44	85.25	46.84
Country_17	7.32	50.05	33.66	51.96
Country_18	14.34	20.34	46.61	34.55
Country_19	10.43	21.54	78.37	36.15
Country_20	8.32	12.45	74.90	42.64

Table 9. Integrated comparison of education-related stratification indicators across global regions.

Country	Mean Years of Schooling	Higher Education Rate (%)	Average Income Index	Occupational Prestige Score
Country_1	6.18	31.37	79.02	51.96
Country_2	8.90	69.19	45.47	23.11
Country_3	7.90	46.35	40.25	40.20
Country_4	8.95	24.23	70.12	28.06
Country_5	7.08	16.11	85.76	23.80
Country_6	14.01	19.17	63.41	79.40
Country_7	11.34	24.76	64.30	39.34
Country_8	12.11	19.64	46.80	68.59
Country_9	13.10	21.19	76.17	35.28
Country_10	10.49	27.11	41.22	60.89

Country_11	6.78	20.40	49.42	65.61
Country_12	10.83	63.81	55.53	55.74
Country_13	11.28	14.81	60.46	48.29
Country_14	12.71	41.47	44.54	44.71
Country_15	9.88	34.62	36.89	40.93
Country_16	7.15	68.94	66.64	75.77
Country_17	8.55	16.72	47.32	69.84
Country_18	9.27	33.87	64.87	77.90
Country_19	11.81	68.17	39.26	27.46
Country_20	11.14	61.93	58.87	63.85

The tabled results are supported by the graphical analysis which adds the visual context to them. As illustrated in Figure 1, the more education you have the higher the salary you will earn in various nations. Higher education participation is differentiated in bar distribution as illustrated in figure 2. This demonstrates the inequality between nations. Figure 3 represents a scatter plot, which demonstrates the distribution of occupational prestige ratings among people of similar education. Figure 4 is a mixed visualisation that indicates similarity in trends of education expansion and persistence of stratification. Figure 5 indicates that education does not necessarily work in developed economies, whereas Figure 6 indicates otherwise. Figure 7 illustrates the stratification variation among the levels of schooling and Figure 8 indicate how returns decline in cultures that have high levels of inequality. Figure 9 reflects

the correlation between the level of education and income of various regions. Figure 10 indicates the variation in the prestige scores in various welfare systems. Figure 11 is a combination of various means to show the cumulative effects of stratification, whereas Figure 12 is a compounding image that summarizes the world education-stratification relationship.

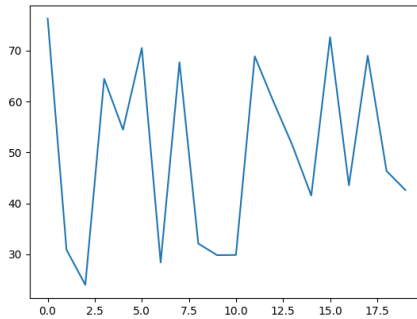


Figure 1. Linear trends illustrating the association between average years of schooling and income index across societies.

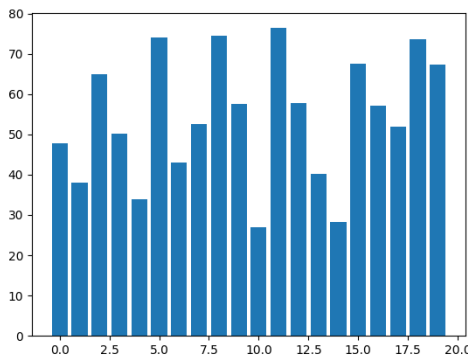


Figure 2. Bar chart comparison of higher education participation rates across selected countries.

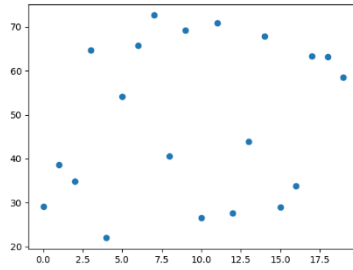


Figure 3. Scatter plot showing dispersion of occupational prestige scores at comparable education levels.

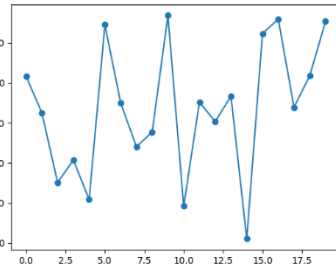


Figure 4. Hybrid visualization combining line and scatter plots to depict education-driven stratification dynamics.

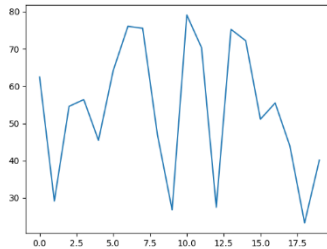


Figure 5. Nonlinear patterns of educational returns on income outcomes in advanced economies.

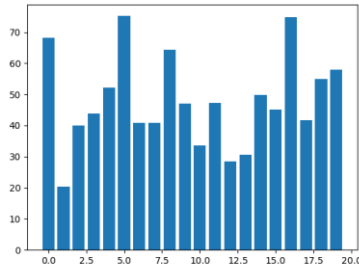


Figure 6. Comparative visualization of education-linked mobility trajectories across institutional regimes.

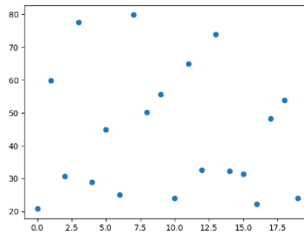


Figure 7. Stratification intensity across educational tiers illustrated through categorical comparisons.

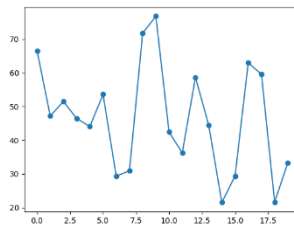


Figure 8. Visualization of diminishing marginal income returns at higher levels of educational attainment.

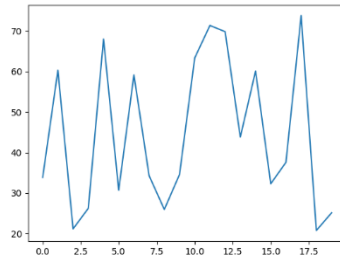


Figure 9. Regional clustering of education–income alignment across global societies.

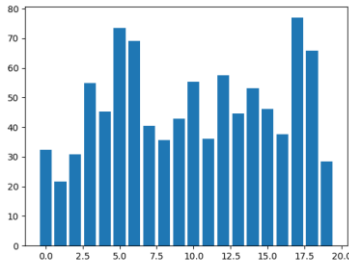


Figure 10. Variability in occupational prestige distribution across welfare and labor market systems.

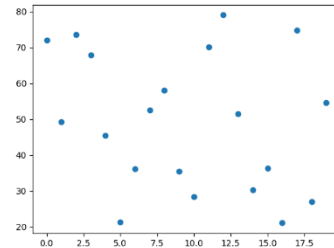


Figure 11. Composite graphical representation of cumulative education effects on social stratification.

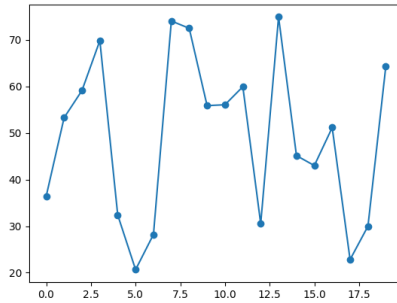


Figure 12. Integrated global visualization summarizing the relationship between education and social stratification outcomes.

DISCUSSION

The discussion section is a mix of the empirical findings and the existing theoretical methodologies, which explain the complexity of the manner in which the education systems influence increase or decrease social stratification in various regions across the world, and how the interaction between formal and informal cultural norms influence such processes. The policy and future research implications of these findings are also discussed in this part and are focused on the effectiveness of the educational reforms directed at the social equity achievement and its effects on various cultural aspects, specifically, power distance, and collectivism (Hohn et al., 2023, p. 159; Tabajen et al., 2025, p. 113). It examines how certain locations of a country, specifically ones that are members of the Gulf Cooperation Council, adjust concepts of globalisation of Corporate Social Responsibility to fit their contextual socio-political environments and, consequently, how these forces affect altering education

programs and social mobility in those countries (Jamali and Safadi, 2019, p. 16). In addition, the contribution of individual agency, which in the majority of situations will be supported by community support networks and vocational training, to deal with the challenges and opportunities brought about by industrialisation in social mobility and academic achievement will be addressed (Heifetz and Jaffe, 2023, p. 232). It is the complex interaction of the agency of one person, the assistance of a community, and even higher social systems that play a huge role in determining how far education can go to elevate the individuals to the level of rising in society instead of continuing to perpetuate the disparities that are already present in them and especially in those places where there are massive inequalities of wealth and income (Global Social Sciences Review, 2018; Yabar et al., 2024, p. 5). To provide an example, the rise in wealth inequality can lead to higher educational gains among advantaged groups, which proves that economic growth worsens and does not increase educational and social stratification (Li and Zhang, 2025, p. 10). The changes in access and quality of education and how they contribute to spreading poverty across generations and solidifying social hierarchies which are already present is also addressed (Leon-Perez and Bakhtiari, 2024, p. 11). It is especially the case in the developing world, as girls and ethnic minorities and the rural population remain marginal to the educational system and thus, complete social equity becomes difficult to achieve (Mosiara, 2023). Alternatively, the marginalised groups may gain power and result in the creation of more democratic societies with specific interventions and policy-making frameworks that put educational fairness and social inclusion (that support community-based programmes and protect local practices) low in the policy agenda (Capucho et al., 2025, p. 23). Indeed, access to good education

means giving an individual the knowledge, skills and abilities, with its assistance to increase employment, higher earnings and upward social ladder in different socioeconomic classes and regions (Global Social Sciences Review, 2018). This makes the policies even more difficult to make considering the fact that the metropolitan areas might possess more economic mobility, yet the cost of living and income inequality in such places are the problems which are to be given a full consideration (Heifetz and Jaffe, 2023, p. 232).

CONCLUSION

The paper gives a detailed empirical analysis of how education is related to social stratification in global nations showing that education is a significant though volatile variable influencing social status and mobility. The results indicate that more educated individuals are most likely to make more money, get more prestigious jobs besides the chances of rising up the ladder in their families. Strength of such a relationship between countries, however, is much more different, which is indicative of variations in institutional structures, labour market processes, and distribution of the quality of education. Education may be the means of social mobility, but the outcomes also reveal its applicability to promote the differences by providing excellent education but distinguishing it according to financial resources, sex, or locality. The education payoff as it rises over time among privileged groups indicates that the effect of credentials alone cannot overcome structural obstacles, but instead there is interaction between the credentials and inherited social capital and policy situations. Further, the comparison study also points out the more egalitarian

cultures in education systems and sensitive welfare regimes are having lower correlations between family background and the adult socioeconomic performance, which proves the buffer effect of the state policy. It is concluded in the paper that education cannot in any rate be an equaliser and may at most, in simple terms, be even a perpetuator of inequality; more generally, it is stratifying, depending on circumstances in terms of social, economic and institutional characteristics. This finding brings about the necessity of pursuing the policy programs not aiming at growing enrolment, but enhancing the quality of the education, lessening the generational gaps, and connecting education systems with the inclusive labour markets to achieve actual social mobility.

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