Effective Strategies Utilizing Street-Smart Wealth to Bridge the Educational Poverty Gap in Accounting Education in the United States

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Educational poverty refers to the lack of access to quality education, which can perpetuate socioeconomic disparities. Street-smart wealth refers to the knowledge, skills, and experiences gained outside formal educational settings. Evidence is presented which shows the specific strategies and practices that educational institutions and policymakers can implement to bridge the educational poverty gap. The findings emphasize the importance of recognizing and valuing street-smart wealth as a valuable resource in accounting education. They represent another step toward integrating street-smart wealth into accounting education can enhance students' learning experiences, improve their understanding of real-world applications of accounting concepts, and increase their employability in accounting. The study concludes by providing recommendations for accounting educators and policymakers, which may contribute toward reducing the educational poverty gap in the United States. By implementing the proposed strategies to effectively utilize street-smart wealth in accounting education, the study aims to contribute to developing inclusive and equitable accounting education, ensuring that individuals from all backgrounds have equal opportunities to succeed in the accounting profession and contribute to economic growth.

Keywords: street-smart wealth, accounting education, educational poverty

INTRODUCTION

The research identifies practical strategies and initiatives to guide accounting educators and policymakers in effectively integrating street-smart wealth into accounting education. Navigating the intersection of formal accounting or business education systems with street-smart wealth development unveils a rich tapestry of insights and challenges. To examine the experiences of individuals with street-smart wealth, data were collected through surveys with accounting professionals, educators, and policymakers. On one hand, formal education lays the foundation with systematic methodologies and theoretical frameworks. On the other hand, the invaluable hands-on perspective from street-smart experiences offers an authentic grasp of business realities. This study maps out both realms in detail, highlighting their respective roles and significance. During analysis, the potential synergies between these educational backgrounds become evident, the tangible benefits of firsthand business experiences in enhancing academic understanding come to light, and the richness that diverse street-smart perspectives bring to classroom discussions is underscored. These synergies, however, do not exist in isolation.

This study identifies conflicts that are further amplified by divergent learning styles, from the tension between theoretical models and practical realities to the distinct cultural and class dynamics prevalent in formal educational settings. A comprehensive set of strategies as potential solutions are provided, creating a blueprint that emphasizes the integration of practical learning, champions diversity and inclusion, tailors educational paths, and fosters collaboration. This study aims to harmonize academic knowledge with street-smart wisdom, ensuring a holistic, inclusive, and enriched learning environment for future accounting professionals. Three research questions are addressed: (1) What are the characteristics and experiences of individuals who have successfully leveraged their street-smart wealth to overcome educational poverty and excel in accounting and business education? (2) What are the potential synergies and conflicts between formal accounting or business education systems and street-smart wealth development, and how can they be effectively navigated to reduce educational poverty and promote diversity and exclusivity in the accounting profession? (3) How can educational institutions and policymakers integrate street-smart wealth development into accounting education to address educational poverty and promote holistic student development in the accounting field? The research hypotheses are as follows:

H1: *The integration of street-smart wealth development into accounting education by educational institutions and policymakers has a significant impact on educational poverty, and promote holistic student development in the accounting field.*

H2: *The characteristics and experiences of individuals who have successfully leveraged their street-smart wealth have a significant impact on educational poverty and excel in accounting and business education.*

LITERATURE REVIEW

Characteristics for Overcoming Educational Poverty

Resourcefulness

One of the hallmarks of individuals who have navigated the treacherous waters of educational poverty is their profound sense of resourcefulness (Che Embi et al. 2019; Elshaer and Saad 2022; Hartmann et al. 2022; Nisula and Olander 2023; Santoro et al. 2020; Smith et al. 2022). Shaped by the challenges of their environments, these individuals develop an innate ability to make the most out of seemingly scant resources. Their resourcefulness does not merely pertain to financial or tangible assets, but spans the gamut from tapping into local community networks to repurposing existing knowledge for new challenges. The scarcity they might have faced often becomes a training ground for innovation. In the context of accounting and business education, being resourceful often allows individuals to devise novel solutions to complex problems, giving them a unique edge in the contexts of their academic and professional pursuits.

Resilience and Determination

Life's hardships can serve as a crucible, forging resilience and determination in those who face them head-on. Individuals who have harnessed their street-smart wealth to transcend educational barriers often embody these traits (Che Embi et al. 2019; Elshaer and Saad 2022; Hartmann et al. 2022; Nisula and Olander 2023; Santoro et al. 2020; Smith et al. 2022). Their paths are rarely straightforward; they are strewn with obstacles, skepticism, and at times, outright discouragement. However, instead of being deterred, these challenges galvanize their resolve. This unwavering determination is not just about personal success but is often rooted in a deeper desire to uplift their families or communities. In the world of business and accounting, such resilience translates to perseverance in the face of setbacks, making them formidable students and professionals.

Practical Problem-Solving

Those with a background in street-smart wealth possess a keen sense of practical problem-solving. Instead of relying solely on theoretical models or textbook solutions, they draw heavily from their lived experiences (Che Embi et al. 2019; Elshaer and Saad 2022; Hartmann et al. 2022; Nisula and Olander 2023;

Santoro et al. 2020; Smith et al. 2022). Often punctuated by real-world challenges, these experiences provide a rich tapestry of insights that inform their decision-making. In the domain of accounting or business, this means they approach scenarios with a blend of academic knowledge and practical wisdom—a combination that frequently results in solutions that are both innovative and grounded in reality.

Adaptive Learning

The ability to adapt is paramount in ever-changing landscapes, and this holds particularly true for learning (Che Embi et al. 2019; Elshaer and Saad 2022; Hartmann et al. 2022; Nisula and Olander 2023; Santoro et al. 2020; Smith et al. 2022). Those who have used their street-smart wealth as a stepping stone to academic achievement often display a remarkable aptitude for adaptive learning. They recognize that valuable lessons are not restricted to formal classroom settings. Whether it is gleaning business acumen from community elders, tapping into digital resources, or seeking mentorship outside conventional frameworks, their thirst for knowledge is both diverse and relentless. This kind of versatility in exposure to different kinds of learning enriches their academic journey in accounting and business, making them well-rounded and holistic learners.

Networking Ability

In a world where opportunities often arise from connections, the networking prowess of these individuals stands out. They understand, perhaps more than most, that the journey to success is rarely undertaken alone (Che Embi et al. 2019; Elshaer and Saad 2022; Hartmann et al. 2022; Nisula and Olander 2023; Santoro et al. 2020; Smith et al. 2022). Their roots in community-centric environments underscore the importance of collaboration and mutual upliftment. As a result, they proactively foster relationships, not just for immediate gains, but with a vision for long-term collaboration. In academic and professional spheres, this translates to forming alliances with peers, seeking guidance from mentors, and actively participating in networking events. Their genuine, relationship-centric approach often earns them respect and opens doors that might otherwise remain closed.

TRADITIONAL ACCOUNTING EDUCATION VS STREET-SMART WEALTH DEVELOPMENT

Theoretical Versus Practical

One of the most prominent conflicts that emerge between theoretical and practical learning in accounting education is the juxtaposition of theoretical models with the pragmatic approach intrinsic to street-smart wisdom. Traditional academic settings tend to emphasize structured methodologies, abstract models, and regimented learning processes (Tasadduq et al. 2021), while the strength of street-smart wealth lies in its roots—genuine, real-world experiences. Such firsthand experiences lay a solid foundation that synergizes impeccably with formal academic theories (Rangkoon et al. 2022; Yu et al. 2022). Individuals ingrained with this sort of wealth have often grappled with the practical nuances of finances, commerce, and even rudimentary business dealings long before they step into a formal classroom setting (Rangkoon et al. 2022; Yu et al. 2022). Thus, theoretical constructs might occasionally appear detached from reality or even overly convoluted (Tasadduq et al. 2021) for someone steeped in street-smart experiences. While an academic course might dive deep into intricate financial models and forecasting techniques, a person with hands-on experience in managing a small business might feel that some of these models do not capture the unpredictable nature of real-world finances. Someone who has experienced the realities of cash flow in a small family business would grasp the intricacies of cash flow statements in accounting with a depth that textbooks alone might not convey. The dissonance in aligning lived experiences with abstract academic constructs can sometimes lead to feelings of frustration or alienation (Tasadduq et al. 2021).

The synthesis of practical experience and formal knowledge does not just benefit the individual; it also enriches classroom discussions, bringing academic concepts to life in a manner rooted in reality. At the core of street-smart wealth lies an uncanny ability to navigate challenges, often with limited resources and under pressing circumstances (Rangkoon et al. 2022; Yu et al. 2022), making problem-solving skills a

significant asset in the academic realm. When the practical approach of street-smart individuals converges with the structured methodologies taught in formal education, the result is often a blend of innovative and efficient solutions. Such individuals might approach a complex accounting problem or a business challenge by marrying academic principles with their intuitive understanding of real-world dynamics, particularly those related to diverse background experiences (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). This combination leads to academic solutions that are innovative and often more adaptable to real-world implementation.

Culture and Class Dynamics

The realm of formal education, particularly in esteemed institutions, can sometimes be enmeshed in specific cultural and class dynamics. Students who bring with them the wealth of street-smart experiences might, at times, feel like outsiders in an environment dominated by traditional academia (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). These feelings can be further exacerbated by latent biases or stereotypes, where their pragmatic knowledge might be undervalued or even overlooked (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). The subtle undertones of these dynamics can manifest in various ways—from classroom interactions to group projects, leading to potential feelings of isolation or self-doubt.

The tapestry of business and accounting education becomes richer and more vibrant when threaded with diverse perspectives (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). Students hailing from backgrounds steeped in street-smart wealth often bring with them a wealth of unique experiences and insights. Whether it is analyzing a business case study or brainstorming a marketing strategy, their perspectives—shaped by their unique journeys—can offer fresh, innovative angles (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). Such diversity in thought often leads to more comprehensive discussions, better problem-solving, and a more holistic understanding of business scenarios (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020). Additionally, for their peers, interacting with individuals with varied experiences can be an enlightening journey, broadening their horizons and challenging preconceived notions (Goedhart et al. 2019; Hofstra et al. 2020; Hussain and Jones 2021; Wolniak et al. 2020).

Learning Styles

Every individual has a unique approach to learning, shaped by their experiences, environment, and personal inclinations (Pocaan 2022). However, conventional educational frameworks often lean toward a one-size-fits-all methodology (Tasadduq et al. 2021). This standardized approach can clash with the diverse learning styles of those accustomed to more experiential or hands-on learning (Pocaan 2022). A student who, for example, has learned the nuances of a trade by helping at a family-owned store might find the passive nature of lecture-based learning less engaging. They might yearn for more interactive sessions, real-world case studies, or even practical simulations that mirror their prior experiences.

INTEGRATING STREET-SMART WEALTH INTO ACCOUNTING EDUCATION

Curriculum Design

There is undeniable merit in theoretical knowledge, but an over-reliance on abstract concepts can sometimes leave students feeling disconnected (Chatterjee and Correia 2020; Gemmel et al. 2020; Ghani et al. 2021; Sabah 2023; Seibert 2021; van Der Vleuten and Schuwirth 2019). It is therefore crucial to weave real-world scenarios and practical applications into the curriculum. For students from economically disadvantaged backgrounds, there is inherent value in ensuring the curriculum is culturally relevant. The curriculum content must mirror their real-life challenges to make it more engaging, relatable, and ultimately, more effective in its educational impact (Bryant 2019; Butler et al. 2019; Lee et al. 2022; Lopez-Hernandez et al. 2023; Sathe and Yu 2021; Seow et al. 2021).

Integrating hands-on experiences, like workshops, simulations, and case studies based on real businesses, can bridge the gap between academic theories and street-smart realities (Chatterjee and Correia

2020; Gemmel et al. 2020; Ghani et al. 2021; Sabah 2023; Seibert 2021; van Der Vleuten and Schuwirth 2019). The integration of technology, such as interactive e-learning apps and platforms, can also be used to simulate real-world financial scenarios, giving students a risk-free environment to hone their decision-making skills (Krasodomska and Godawska 2021; Liu and Zainuddin 2021). Gamification, the use of game design in non-game contexts, can be a boon for younger students (Blohm and Leimeister 2013). Games that teach them about budgeting, financial decision-making, or even basic entrepreneurship principles can make learning engaging, and fun (Blohm and Leimeister 2013). Table 1 below indicates how street-smart education can leverage aspects of game mechanics and design to reward particular motives and learning outcomes among students. This kind of guidance can be applied to integrate street-smart learning into digital pedagogy. Integrating such approaches into the curriculum provides all students with a richer, more applicable learning experience that prepares them for real-world challenges (Chatterjee and Correia 2020; Gemmel et al. 2020; Ghani et al. 2021; Sabah 2023; Seibert 2021; van Der Vleuten and Schuwirth 2019).

Educational institutions must also ensure their broader curriculum does not just include, but intimately interweaves, topics related to street-smart wealth. Topics such as practical finance, entrepreneurship, and real-world problem-solving (Bryant 2019; Butler et al. 2019; Lee et al. 2022; Lopez-Hernandez et al. 2023; Sathe and Yu 2021; Seow et al. 2021) should be intertwined with other academic subjects, ensuring a seamless flow of knowledge.

Financial Literacy

Financial literacy is foundational. An understanding of concepts like budgeting, saving, investing, and credit can drastically impact an individual's ability to make informed financial decisions (Goyal and Kumar 2021; Klapper and Lusardi 2020; Kumar et al. 2023; Younas et al. 2019; Yuesti et al. 2020; Zhao and Zhang 2021). Educational institutions should therefore prioritize emphasizing these concepts within accounting courses.

Financial literacy is not just about theory. Students benefit immensely from practical, hands-on experiences (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023). Hosting workshops where students are tasked with managing mock investment portfolios or evaluating investment options in simulated environments can deepen their understanding (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023).

Entrepreneurship

The world of entrepreneurship offers its own set of challenges and opportunities (Murad et al. 2021; Raine and Pandya 2019; Rapsoso and Paco 2011). Educational institutions can proactively cultivate an entrepreneurial spirit amongst students beyond just theoretical courses. While understanding the principles of entrepreneurship is essential, it is equally important for budding entrepreneurs to witness and understand the journey firsthand (Murad et al. 2021; Raine and Pandya 2019; Rapsoso and Paco 2011). Inviting successful local entrepreneurs to share their stories, challenges, and victories can be inspiring. Additionally, forging partnerships with business incubators, which provide resources, mentorship, and even initial funding, can guide and support student ventures.

Practical Finance

Practical knowledge is about ensuring that what is taught in classrooms does not remain confined within four walls. Organized visits to financial institutions, stock exchanges, or even successful businesses can provide students with a practical perspective. Internships, especially, are indispensable (Feldman 2021). They give students a tangible taste of real-world finance and accounting roles (Feldman 2021). They are not just about applying theoretical knowledge but also about understanding workplace dynamics, client management, and real-world problem-solving. Moreover, business simulations, which mirror actual market conditions, can be a fun and effective way for students to apply their classroom learning (Angolia and Reed 2019; Peters and Stamp 2021).

Problem-solving, particularly in the realm of finance and accounting, is a skill often acquired through practice (Blue and Grootenboer 2019; Salas-Velasco et al. 2021; Sawatzki et al. 2020). When integrated

into classroom settings as case studies, real-world challenges can provide invaluable insights (Blue and Grootenboer 2019; Salas-Velasco et al. 2021; Sawatzki et al. 2020). These case studies can serve as catalysts for group discussions, promoting brainstorming sessions where students collaboratively devise solutions. Furthermore, giving students an opportunity to collaborate with local businesses or non-profits on genuine, real-world financial dilemmas can conceivably bridge the gap between academic knowledge and real-world application.

Teaching Strategy

The traditional "one-size-fits-all" approach to education is increasingly becoming obsolete. Recognizing the unique journey and strengths of each student allows for a more tailored, effective educational experience (Grey 2020). Given the diverse backgrounds and financial understanding of students, personalized learning paths (Raj and Renumol 2022; Shemshack and Spector 2020) that allow for internships, community projects, or entrepreneurial ventures can tap into the strengths of those with street-smart experiences. Such tailored approaches not only cater to individual learning styles but also ensure that each student's potential is fully realized (Grey 2020).

Innovation is also key in the realm of teaching strategies, of which Problem-Based Learning (PBL) is a particularly effective approach (Ghani et al. 2021; Seibert 2021; van Der Vleuten and Schuwirth 2019). By introducing students to real-world financial challenges, PBL sharpens their problem-solving faculties, and gives them a glimpse into practical financial management (Ghani et al. 2021; Seibert 2021; van Der Vleuten and Schuwirth 2019). Another method, collaborative learning, holds tremendous promise (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023). Learning is as much about collaboration as it is about individual growth (Sobko et al. 2020). Each student's unique experiences can provide invaluable insights for their peers (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023). Platforms where students from varied backgrounds can collaborate, share stories, and learn from each other should be actively promoted (Bhati and Song 2019). Such interactions break down barriers, foster mutual respect, and cultivate a sense of community. Students can benefit from shared knowledge through group projects, discussion forums, or community outreach initiatives centered on financial literacy or entrepreneurship, which can be a melting pot of academic knowledge and street-smart wisdom.

Furthermore, the concept of the flipped classroom, where students access lectures or content outside the classroom and then use classroom time for workshops or discussions, can be particularly beneficial (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023). This allows a more in-depth, hands-on exploration of street-smart wealth topics in a collective setting (Chatterjee and Correia 2020; Gemmel et al. 2020; Sabah 2023).

For any pedagogical approach to remain effective, there also needs to be a system of continuous evaluation and feedback (Connelly 2021). Collecting regular feedback from students can help educators refine the curriculum and teaching methods, ensuring they remain relevant and impactful (Connelly 2021). Periodic skill assessments can serve as a metric to measure the effectiveness of integrating street-smart wealth into the curriculum, ensuring that students are indeed benefiting from these street-smart teachings.

Learning Environment

More institutions have been shifting from traditional classrooms to more dynamic spaces (Krasodomska and Godawska 2021; Liu and Zainuddin 2021). Practical workspaces, like mock trading floors or entrepreneurship hubs, immerse students in real-world scenarios, fostering a practical understanding that traditional teaching might miss (Bryant 2019; Butler et al. 2019; Lee et al. 2022; Lopez-Hernandez et al. 2023; Sathe and Yu 2021; Seow et al. 2021). Community engagement takes this a step further (do Amaral 2019; Guo-Brennan et al. 2020; Karasik 2020; Taoube et al. 2023). By connecting students with local businesses or community projects, the learning process becomes a two-way street. Students do not just gain knowledge but are also given an opportunity to contribute to their community, fostering a sense of responsibility (do Amaral 2019; Guo-Brennan et al. 2020; Karasik 2020; Taoube et al. 2023). Additionally, mentorship programs, especially those that rope in experienced professionals from the finance or business

sectors can provide a layer of guidance and real-world insight that textbooks might lack (do Amaral 2019; Guo-Brennan et al. 2020; Karasik 2020; Taoube et al. 2023).

The journey through academia, especially for those bridging two distinct worlds, can be emotionally taxing (Gast 2021). Feelings of imposter syndrome, adaptation challenges, or cultural navigation can weigh heavily on students (Gast 2021). Offering robust counseling and support services that address both academic and real-world financial challenges can provide a safe space for students to voice their concerns, seek guidance, and find strategies to navigate academic and personal challenges. In addition, faculty and staff training on cultural competence can break down unconscious biases (Arjani et al. 2022), while mentorship programs can offer guidance and support to students from diverse backgrounds (Harris and Lee 2019). Ensuring representation in decision-making bodies, student unions, and faculty positions further cements an institution's commitment to inclusivity. A truly enriching academic environment also thrives on diversity and an inclusive campus culture where all voices are heard and valued (Griggs and Thouin 2022). Institutions should actively nurture a culture that celebrates diverse backgrounds, experiences, and perspectives.

RESEARCH ANALYSIS

The result of the correlations was examined using the Holm correction to adjust for multiple comparisons based on an alpha value of .05. A significant positive correlation was observed between Q1_Age and Q5_occupation, with a correlation of .43, indicating a moderate effect size ($p < .001$, 95.00% CI = [.28, .56]). This suggests that as Q1_Age increases, Q5_occupation tends to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q7_experienced_educational_poverty, with a correlation of .37, indicating a moderate effect size ($p = .003$, 95.00% CI = [.22, .51]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q7_experienced_educational_poverty tends to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q13_observed_synergies_your_street_smart_wealth, with a correlation of .47, indicating a moderate effect size ($p < .001$, 95.00% CI = [.32, .59]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q13_observed_synergies_your_street_smart_wealth tends to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q16_personal_experiences, with a correlation of .38, indicating a moderate effect size ($p = .002$, 95.00% CI = [.22, .52]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q16_personal_experiences tend to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of .45, indicating a moderate effect size ($p < .001$, 95.00% CI = [.30, .58]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q11_How_instrumental, with a correlation of .33, indicating a moderate effect size ($p = .027$, 95.00% CI = [.17, .48]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q4_experience_with_street_smart_wealth_strategies and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .36, indicating a moderate effect size ($p = .006$, 95.00% CI = [.20, .50]). This suggests that as Q4_experience_with_street_smart_wealth_strategies increase, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant negative correlation was observed between Q10_Experiences_of_Successful_Ind and Q16_personal_experiences, with a correlation of -.34, Indicating a moderate effect size ($p = .021$, 95.00% CI = [-.48, -.17]). This suggests that

as Q10_Experiences_of_Successful_Ind increases, Q16_personal_experiences tend to decrease. A significant negative correlation was observed between Q10_Experiences_of_Successful_Ind and Q19_Educational_Interventions, with a correlation of -.32, indicating a moderate effect size (p = .039, 95.00% CI = [-.47, -.16]). This suggests that as Q10_Experiences_of_Successful_Ind increases, Q19_Educational_Interventions tends to decrease. A significant negative correlation was observed between Q10_Experiences_of_Successful_Ind and Q20_educational_interventions, with a correlation of -.36, indicating a moderate effect size (p = .007, 95.00% CI = [-.50, -.20]). This suggests that as Q10_Experiences_of_Successful_Ind increases, Q20_educational_interventions tend to decrease. A significant negative correlation was observed between Q10_Experiences_of_Successful_Ind and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of -.37, indicating a moderate effect size (p = .004, 95.00% CI = [-.51, -.21]). This suggests that as Q10_Experiences_of_Successful_Ind increases, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to decrease. A significant negative correlation was observed between Q10_Experiences_of_Successful_Ind and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of -.35, indicating a moderate effect size (p = .009, 95.00% CI = [-.50, -.19]). This suggests that as Q10_Experiences_of_Successful_Ind increases, Q15_Role_of_Practical_Skills_and_Experiences tends to decrease. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q16_personal_experiences, with a correlation of .47, indicating a moderate effect size (p < .001, 95.00% CI = [.32, .60]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q16_personal_experiences tend to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q19_Educational_Interventions, with a correlation of .44, indicating a moderate effect size (p < .001, 95.00% CI = [.29, .57]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q19_Educational_Interventions tends to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q20_educational_interventions, with a correlation of .43, indicating a moderate effect size (p < .001, 95.00% CI = [.27, .56]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q20_educational_interventions tend to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of .54, indicating a large effect size (p < .001, 95.00% CI = [.41, .65]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q11_How_instrumental, with a correlation of .46, indicating a moderate effect size (p < .001, 95.00% CI = [.31, .58]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q11_How_instrumental tends to increase. A significant negative correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q5_occupation, with a correlation of -.32, indicating a moderate effect size (p = .043, 95.00% CI = [-.47, -.16]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q5_occupation tends to decrease. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .35, indicating a moderate effect size (p = .013, 95.00% CI = [.18, .49]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q12_Experience_Conflicts_formal_ed_and_wealth, with a correlation of .46, indicating a moderate effect size (p < .001, 95.00% CI = [.31, .58]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases,

Q12_Experience_Conflicts_formal_ed_and_wealth tends to increase. A significant positive correlation was observed between Q13_observed_synergies_your_street_smart_wealth and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of .39, indicating a moderate effect size (p = .001, 95.00% CI = [.23, .53]). This suggests that as Q13_observed_synergies_your_street_smart_wealth increases, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q19_Educational_Interventions, with a correlation of .48, indicating a moderate effect size (p < .001, 95.00% CI = [.34, .61]). This suggests that as Q16_personal_experiences increase, Q19_Educational_Interventions tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q20_educational_interventions, with a correlation of .44, indicating a moderate effect size (p < .001, 95.00% CI = [.28, .57]). This suggests that as Q16_personal_experiences increase, Q20_educational_interventions tend to increase. A significant positive correlation was observed between Q16_personal_experiences and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of .53, indicating a large effect size (p < .001, 95.00% CI = [.40, .65]). This suggests that as Q16_personal_experiences increase, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q11_How_instrumental, with a correlation of .41, indicating a moderate effect size (p < .001, 95.00% CI = [.26, .55]). This suggests that as Q16_personal_experiences increase, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .34, indicating a moderate effect size (p = .018, 95.00% CI = [.18, .49]). This suggests that as Q16_personal_experiences increase, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q12_Experience_Conflicts_formal_ed_and_wealth, with a correlation of .32, indicating a moderate effect size (p = .041, 95.00% CI = [.16, .47]). This suggests that as Q16_personal_experiences increase, Q12_Experience_Conflicts_formal_ed_and_wealth tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of .48, indicating a moderate effect size (p < .001, 95.00% CI = [.33, .60]). This suggests that as Q16_personal_experiences increase, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q16_personal_experiences and Q18_socioeconomic_factors_and_facilitate_educational_poverty, with a correlation of .35, indicating a moderate effect size (p = .009, 95.00% CI = [.19, .50]). This suggests that as Q16_personal_experiences increase, Q18_socioeconomic_factors_and_facilitate_educational_poverty tends to increase. A significant positive correlation was observed between Q19_Educational_Interventions and Q20_educational_interventions, with a correlation of .52, indicating a large effect size (p < .001, 95.00% CI = [.38, .64]). This suggests that as Q19_Educational_Interventions increases, Q20_educational_interventions tend to increase. A significant positive correlation was observed between Q19_Educational_Interventions and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of .61, indicating a large effect size (p < .001, 95.00% CI = [.48, .70]). This suggests that as Q19_Educational_Interventions increases, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to increase. A significant positive correlation was observed between Q19_Educational_Interventions and Q11_How_instrumental, with a correlation of .47, indicating a moderate effect size (p < .001, 95.00% CI = [.32, .59]). This suggests that as Q19_Educational_Interventions increases, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q19_Educational_Interventions and Q12_Experience_Conflicts_formal_ed_and_wealth, with a correlation of .37, indicating a moderate effect size (p = .003, 95.00% CI = [.21, .51]). This suggests that as Q19_Educational_Interventions increases, Q12_Experience_Conflicts_formal_ed_and_wealth tends to increase. A significant positive correlation was

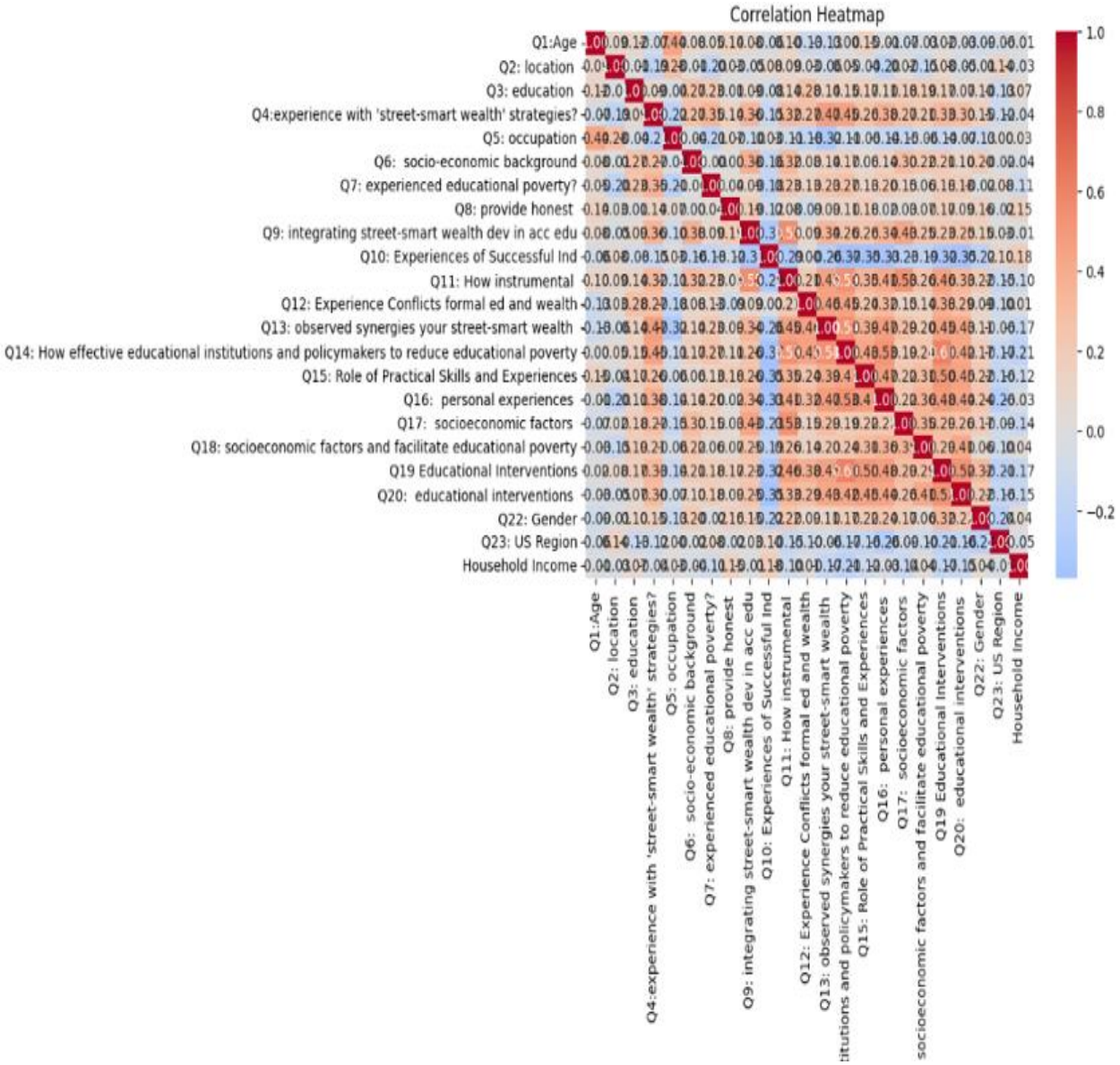
observed between Q19_Educational_Interventions and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of .50, indicating a large effect size ($p < .001$, 95.00% CI = [.36, .62]). This suggests that as Q19_Educational_Interventions increases, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q19_Educational_Interventions and Q22_Gender, with a correlation of .32, indicating a moderate effect size ($p = .046$, 95.00% CI = [.16, .47]). This suggests that as Q19_Educational_Interventions increases, Q22_Gender tends to increase. A significant positive correlation was observed between Q20_educational_interventions and Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty, with a correlation of .43, indicating a moderate effect size ($p < .001$, 95.00% CI = [.28, .56]). This suggests that as Q20_educational_interventions increase, Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty tends to increase. A significant positive correlation was observed between Q20_educational_interventions and Q11_How_instrumental, with a correlation of .33, indicating a moderate effect size ($p = .027$, 95.00% CI = [.17, .48]). This suggests that as Q20_educational_interventions increase, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q20_educational_interventions and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of .45, indicating a moderate effect size ($p < .001$, 95.00% CI = [.30, .58]). This suggests that as Q20_educational_interventions increase, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q20_educational_interventions and Q18_socioeconomic_factors_and_facilitate_educational_poverty, with a correlation of .41, indicating a moderate effect size ($p < .001$, 95.00% CI = [.26, .55]). This suggests that as Q20_educational_interventions increase, Q18_socioeconomic_factors_and_facilitate_educational_poverty tends to increase. A significant positive correlation was observed between Q17_socioeconomic_factors and Q11_How_instrumental, with a correlation of .53, indicating a large effect size ($p < .001$, 95.00% CI = [.39, .64]). This suggests that as Q17_socioeconomic_factors increase, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q17_socioeconomic_factors and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .44, indicating a moderate effect size ($p < .001$, 95.00% CI = [.29, .57]). This suggests that as Q17_socioeconomic_factors increase, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant positive correlation was observed between Q17_socioeconomic_factors and Q18_socioeconomic_factors_and_facilitate_educational_poverty, with a correlation of .35, indicating a moderate effect size ($p = .014$, 95.00% CI = [.18, .49]). This suggests that as Q17_socioeconomic_factors increase, Q18_socioeconomic_factors_and_facilitate_educational_poverty tends to increase. A significant positive correlation was observed between Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty and Q11_How_instrumental, with a correlation of .53, indicating a large effect size ($p < .001$, 95.00% CI = [.40, .65]). This suggests that as Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty increases, Q11_How_instrumental tends to increase. A significant positive correlation was observed between Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty and Q12_Experience_Conflicts_formal_ed_and_wealth, with a correlation of .44, indicating a moderate effect size ($p < .001$, 95.00% CI = [.29, .57]). This suggests that as Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty increases, Q12_Experience_Conflicts_formal_ed_and_wealth tends to increase. A significant positive correlation was observed between Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty and Q15_Role_of_Practical_Skills_and_Experiences, with a correlation of .43, indicating a moderate effect size ($p < .001$, 95.00% CI = [.28, .56]) (Intellectus Statistics, 2023). The summary statistics can be found in Table 1.

TABLE 1

Variable	*M*	*SD*	*n*	SE_M	Min	Max	Skewness	Kurtosis
Q1_Age	36.91	12.37	130	1.09	18.00	55.00	-0.04	-1.28
Q2_location	2.10	0.83	130	0.07	1.00	4.00	0.13	-0.91
Q3_education	2.21	1.18	131	0.10	1.00	5.00	0.84	-0.07
Q4_experience_with_street_smart_wealth_strategies	0.48	0.50	130	0.04	0.00	1.00	0.06	-2.00
Q5_occupation	2.78	1.50	130	0.13	1.00	5.00	0.54	-1.24
Q6_socio_economic_background	2.84	0.91	130	0.08	1.00	5.00	0.14	-0.09
Q7_experienced_educational_poverty	0.42	0.50	130	0.04	0.00	1.00	0.31	-1.90
Q8_provide_honest	0.95	0.21	130	0.02	0.00	1.00	-4.33	16.72
Q9_integrating_street_smart_wealth_dev_in_acc_edu	3.25	1.08	130	0.09	1.00	5.00	0.001	-0.64
Q10_Experiences_of_Successful_Ind	3.10	1.08	130	0.10	1.00	4.00	-1.04	-0.24
Q11_How_instrumental	2.93	1.12	130	0.10	1.00	5.00	0.20	-0.51
Q12_Experience_Conflicts_formal_ed_and_wealth	3.56	1.07	130	0.09	1.00	5.00	-0.009	-0.68
Q13_observed_synergies_your_street_smart_wealth	3.28	1.12	130	0.10	1.00	5.00	-0.14	-0.39
Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty	3.08	1.13	130	0.10	1.00	5.00	-0.004	-0.56
Q15_Role_of_Practical_Skills_and_Experiences	3.75	0.93	130	0.08	1.00	5.00	-0.39	0.07
Q16_personal_experiences	3.42	1.13	130	0.10	1.00	5.00	-0.40	-0.45
Q17_socioeconomic_factors	2.99	1.06	130	0.09	1.00	5.00	0.17	-0.32
Q18_socioeconomic_factors_and_facilitate_educational_poverty	3.62	0.96	130	0.08	1.00	5.00	-0.30	-0.39
Q19_Educational_Interventions	2.82	1.28	130	0.11	1.00	5.00	0.35	-1.30
Q20_educational_interventions	3.67	0.82	130	0.07	2.00	5.00	-0.09	-0.54
Q22_Gender	1.35	0.48	130	0.04	1.00	2.00	0.61	-1.63
Q23_US_Region	4.28	2.21	128	0.19	1.00	9.00	0.22	-0.89

Note. '-' indicates the statistic is undefined due to constant data or an insufficient sample size.

FIGURE 1
CORRELATION



Source: Compiled by Authors

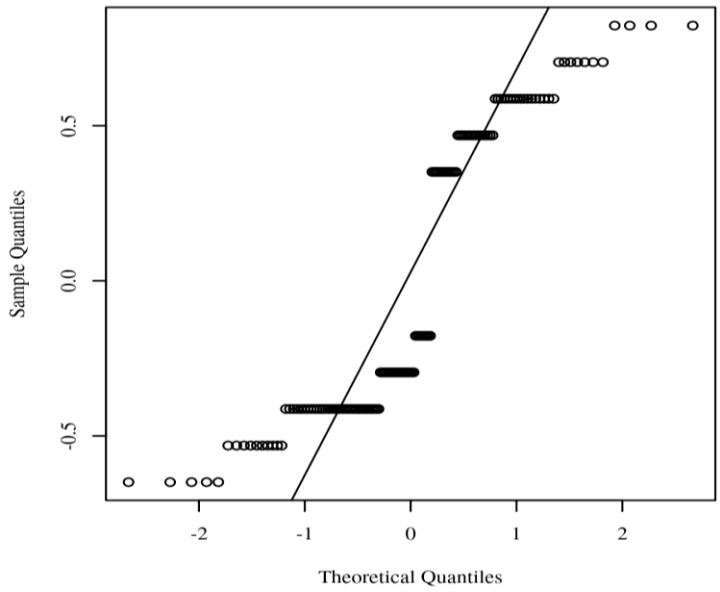
This suggests that as Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty increases, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q11_How_instrumental and Q6_socio_economic_background, with a correlation of .32, indicating a moderate effect size (p = .049, 95.00% CI = [.15, .47]). This suggests that as Q11_How_instrumental increases, Q6_socio_economic_background tends to increase. A significant positive correlation was observed between Q11_How_instrumental and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .55, indicating a large effect size (p < .001, 95.00% CI = [.42, .66]). This suggests that as Q11_How_instrumental increases, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant positive correlation was observed between Q11_How_instrumental and Q15_Role_of_Practical_Skills_and_Experiences, with

a correlation of .35, indicating a moderate effect size (p = .011, 95.00% CI = [.19, .49]). This suggests that as Q11_How_instrumental increases, Q15_Role_of_Practical_Skills_and_Experiences tends to increase. A significant positive correlation was observed between Q6_socio_economic_background and Q9_integrating_street_smart_wealth_dev_in_acc_edu, with a correlation of .38, indicating a moderate effect size (p = .002, 95.00% CI = [.22, .52]). This suggests that as Q6_socio_economic_background increases, Q9_integrating_street_smart_wealth_dev_in_acc_edu tends to increase. A significant positive correlation was observed between Q15_Role_of_Practical_Skills_and_Experiences and Q18_socioeconomic_factors_and_facilitate_educational_poverty, with a correlation of .32, indicating a moderate effect size (p = .048, 95.00% CI = [.15, .47]). This suggests that as Q15_Role_of_Practical_Skills_and_Experiences increases, Q18_socioeconomic_factors_and_facilitate_educational_poverty tends to increase. No other significant correlations were found. Table 2 and Table 1 present the results of the correlations (Intellectus Statistics, 2023).

Linear Regression Analysis

Research Hypothesis A linear regression analysis was conducted to assess whether Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty significantly predicted Q7_experienced_educational_poverty. The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 2 presents a Q-Q scatterplot of the model residuals (Intellectus Statistics, 2023).

FIGURE 2
Q-Q SCATTERPLOT FOR NORMALITY OF THE RESIDUALS FOR THE REGRESSION MODEL

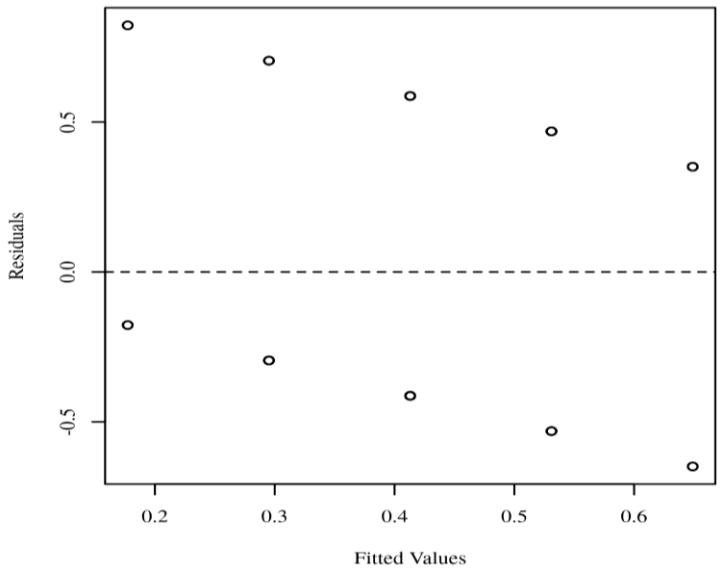


Source: Compiled by Authors

Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear

randomly distributed with a mean of zero and no apparent curvature. Figure 3 presents a scatterplot of predicted values and model residuals.

FIGURE 3
RESIDUALS SCATTERPLOT TESTING HOMOSCEDASTICITY



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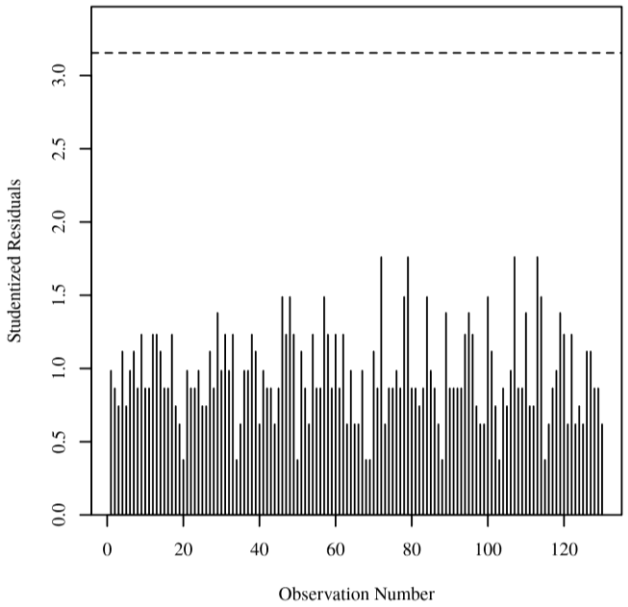
Since there was only one predictor variable, multicollinearity does not apply, and Variance Inflation Factors were not calculated. To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.15 in absolute value, the 0.999 quantile of a *t* distribution with 129 degrees of freedom, was considered to have significant influence on the results of the model. Figure 4 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.15.

The results of the linear regression model were significant, $F(1,128) = 9.92$, $p = .002$, $R^2 = .07$, indicating that approximately 7.19% of the variance in Q7_experienced_educational_poverty is explainable by Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty. Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty significantly predicted Q7_experienced_educational_poverty, $B = 0.12$, $t(128) = 3.15$, $p = .002$. This indicates that on average, a one-unit increase of Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty will increase the value of Q7_experienced_educational_poverty by 0.12 units. Table 2 summarizes the results of the regression model (Intellectus Statistics, 2023).

FIGURE 4
STUDENTIZED RESIDUALS PLOT FOR OUTLIER DETECTION



Source: Compiled by Authors

TABLE 2
RESULTS FOR LINEAR REGRESSION WITH Q14_HOW_EFFECTIVE_EDUCATIONAL_INSTITUTIONS_AND_POLICYMAKERS_TO_REDUCE_EDUCATIONAL_POVERTY PREDICTING Q7_EXPERIENCED_EDUCATIONAL_POVERTY

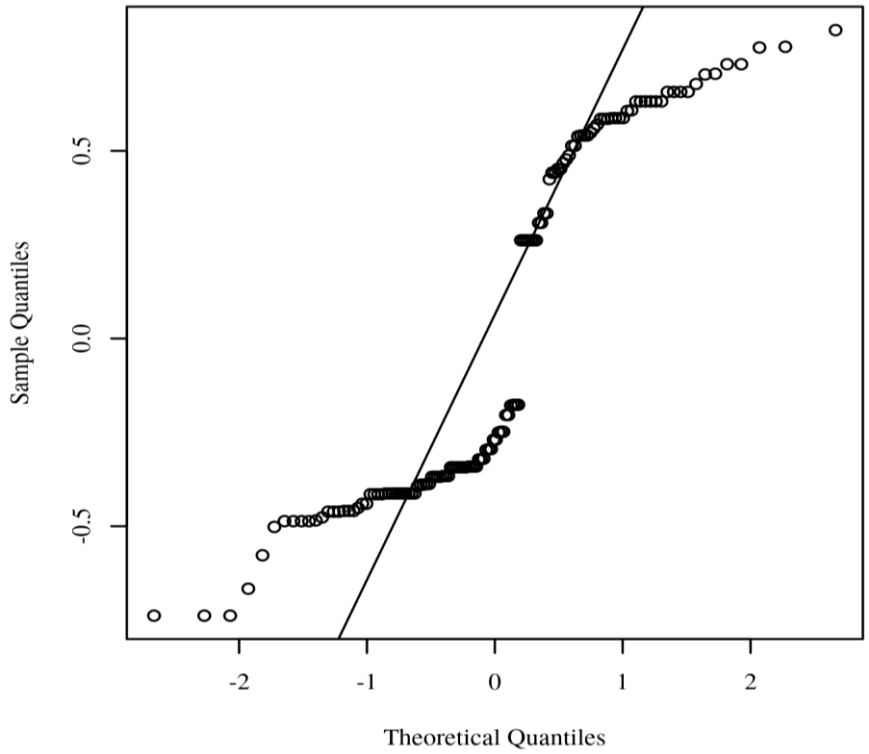
Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.06	0.12	[-0.18, 0.30]	0.00	0.48	.630
Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty	0.12	0.04	[0.04, 0.19]	0.27	3.15	.002

Note. Results: $F(1,128) = 9.92$, $p = .002$, $R^2 = .07$
Unstandardized Regression Equation: Q7_experienced_educational_poverty = 0.06 + 0.12*Q14_How_effective_educational_institutions_and_policymakers_to_reduce_educational_poverty

Research Hypothesis 2

A linear regression analysis was conducted to assess whether Q10_Experiences_of_Successful_Ind, Q11_How_instrumental, and Q16_personal_experiences significantly predicted Q7_experienced_educational_poverty. The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 5 presents a Q-Q scatterplot of the model residuals (Intellectus Statistics, 2023).

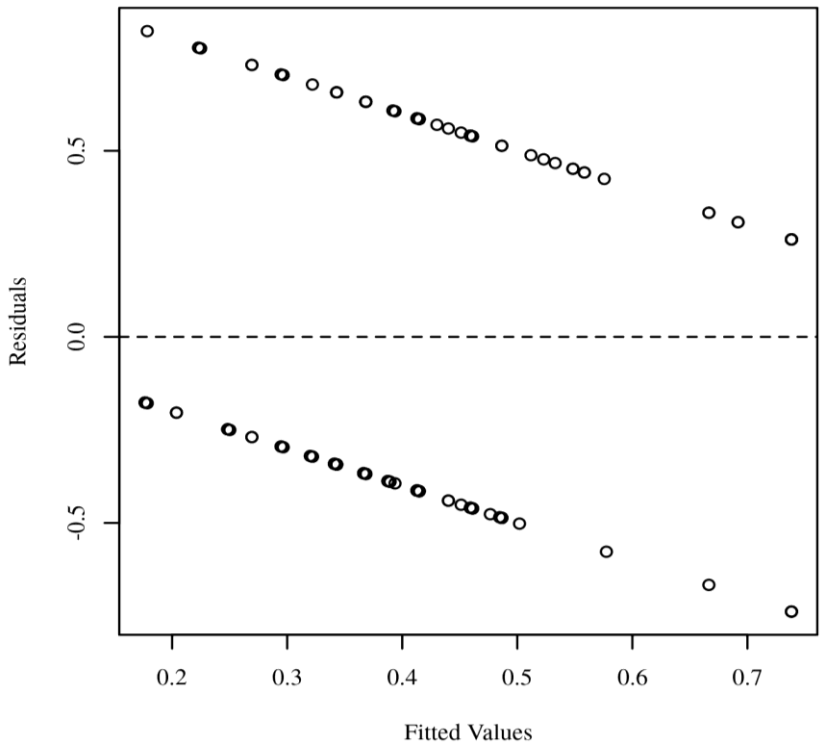
FIGURE 5
Q-Q SCATTERPLOT FOR NORMALITY OF THE RESIDUALS FOR THE REGRESSION MODEL



Source: Compiled by Authors

Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 6 presents a scatterplot of predicted values and model residuals.

FIGURE 6
RESIDUALS SCATTERPLOT TESTING HOMOSCEDASTICITY



Source: Compiled by Authors

Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors. High VIFs indicate increased effects of multicollinearity in the model. VIFs greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). All predictors in the regression model have VIFs less than 10. Table 3 presents the VIF for each predictor in the model (Intellectus Statistics, 2023).

TABLE 3
VARIANCE INFLATION FACTORS FOR Q10_EXPERIENCES_OF_SUCCESSFUL_IND, Q11_HOW_INSTRUMENTAL, AND Q16_PERSONAL_EXPERIENCES

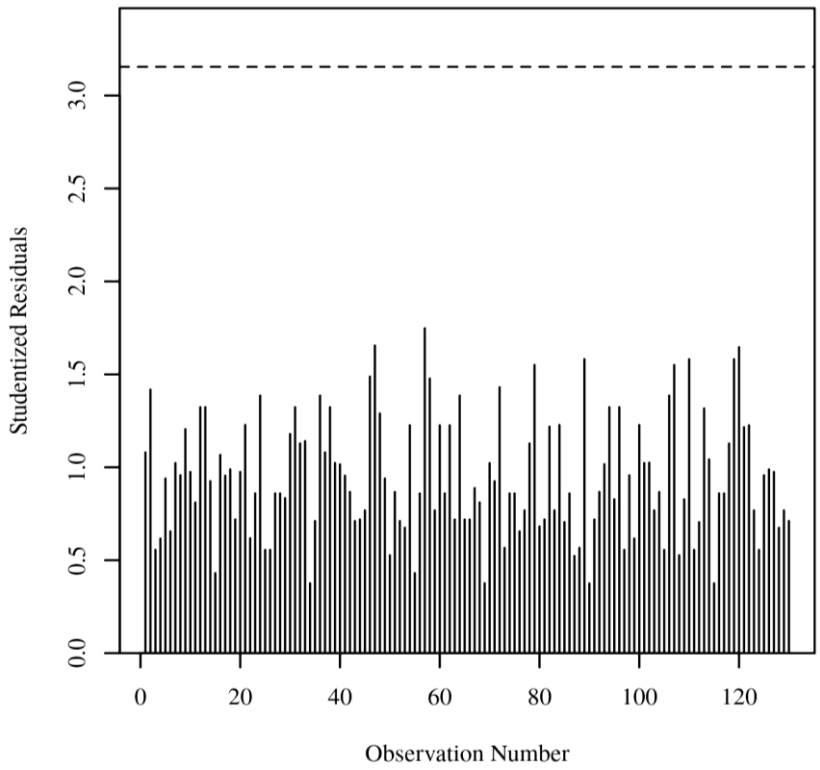
Variable	VIF
Q10_Experiences_of_Successful_Ind	1.16
Q11_How_instrumental	1.24
Q16_personal_experiences	1.28

Source: Compiled by Authors

To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.15 in absolute value, the 0.999 quantile of a *t* distribution with 129 degrees of freedom, was considered to have significant influence on the results of the model. Figure 7

presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.15.

FIGURE 7
STUDENTIZED RESIDUALS PLOT FOR OUTLIER DETECTION



Source: Compiled by Authors

Results

The results of the linear regression model were significant, $F(3,126) = 3.51$, $p = .017$, $R^2 = .08$, indicating that approximately 7.71% of the variance in Q7_experienced_educational_poverty is explainable by Q10_Experiences_of_Successful_Ind, Q11_How_instrumental, and Q16_personal_experiences. Q10_Experiences_of_Successful_Ind did not significantly predict Q7_experienced_educational_poverty, $B = -0.04$, $t(126) = -1.05$, $p = .294$. Based on this sample, a one-unit increase in Q10_Experiences_of_Successful_Ind does not have a significant effect on Q7_experienced_educational_poverty. Q11_How_instrumental did not significantly predict Q7_experienced_educational_poverty, $B = 0.07$, $t(126) = 1.70$, $p = .091$. Based on this sample, a one-unit increase in Q11_How_instrumental does not have a significant effect on Q7_experienced_educational_poverty. Q16_personal_experiences did not significantly predict Q7_experienced_educational_poverty, $B = 0.05$, $t(126) = 1.09$, $p = .278$. Based on this sample, a one-unit increase in Q16_personal_experiences do not have a significant effect on Q7_experienced_educational_poverty. Table 4 summarizes the results of the regression model (Intellectus Statistics, 2023).

TABLE 4
RESULTS FOR LINEAR REGRESSION WITH Q10_EXPERIENCES_OF_SUCCESSFUL_IND, Q11_HOW_INSTRUMENTAL, AND Q16_PERSONAL_EXPERIENCES PREDICTING Q7_EXPERIENCED_EDUCATIONAL_POVERTY

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.19	0.24	[-0.29, 0.67]	0.00	0.80	.428
Q10_Experiences_of_Successful_Ind	-0.04	0.04	[-0.13, 0.04]	-0.10	-1.05	.294
Q11_How_instrumental	0.07	0.04	[-0.01, 0.16]	0.16	1.70	.091
Q16_personal_experiences	0.05	0.04	[-0.04, 0.13]	0.11	1.09	.278

Note. Results: $F(3,126) = 3.51$, $p = .017$, $R^2 = .08$ Unstandardized Regression Equation: Q7_experienced_educational_poverty = 0.19 - 0.04*Q10_Experiences_of_Successful_Ind + 0.07*Q11_How_instrumental + 0.05*Q16_personal_experiences

FINDINGS AND DISCUSSION

As shown in Figure 2, the model is statistically significant in predicting an experienced educational poverty gap and can be reduce by effective actions all educational institutions and policymakers that integrate all street-smart wealth into formal education systems. Our analysis indicates that the regression model used to predict the experienced educational poverty gap is statistically significant (Figure 2). It represents the effectiveness of actions taken by policymakers to integrate street-smart wealth into the American formal education system. Interestingly, when educational institutions and policymakers effectively incorporate street-smart wealth into formal education systems, the experienced educational poverty gap decreased. The statistically significant relationship indicates that there is a meaningful association between the two variables. The most important result was that suggesting that taking effective actions to integrate street-smart wealth into formal education systems can play a crucial role in reducing the experienced educational poverty gap. This finding highlights the influence of implementing comprehensive approaches that address the unique challenges faced by individuals with street-smart wealth in accessing quality education and reducing educational disparities. Moreover, it emphasizes the potential benefits of such integration efforts, such as improved educational outcomes, increased employability, and a more inclusive accounting profession.

The results in Table 4 indicate that the participants agreed that possessing certain key traits and experiences has contributed to their success in leveraging of street-smart wealth in the accounting field. Moreover, they believed that their street-smart wealth has been in overcoming educational poverty and excelling in accounting field. These findings suggest the importance of incorporating practical experiences and real-world knowledge into the accounting curriculum, supporting H1. Practical skills and experience have a significant effect on reducing the educational poverty gap. To truly integrate street-smart skills into educational settings, collaboration is key (Ali et al. 2021; Alshurafat et al. 2020; Kotb et al. 2019). Platforms where students, educators, and professionals come together to exchange ideas can ensure continuous growth and adaptation in various educational contexts (Ali et al. 2021; Alshurafat et al. 2020; Kotb et al. 2019). However, there is also a need for consistent skill assessment to ensure that the learned skills align with real-world demands. Digital tools, if used effectively, can greatly enhance the learning process (Ali et al. 2021; Alshurafat et al. 2020; Kotb et al. 2019). Yet, even as stakeholders advocate for digital solutions, the importance of the human touch cannot be sidelined. As torchbearers of knowledge, educators need to be equipped and trained to teach these skills (Ali et al. 2021; Alshurafat et al. 2020; Kotb et al. 2019). Their

professional development is vital and needs to be a focus area when providing support to educators who work on digital platforms. Some universities face major challenges and limitations in integrating street-smart wealth development into accounting education because they hire accounting faculty based only on whether they have a CPA license, and do not consider their significant professional accounting experience in the United States. This approach can create a bigger problem for academia in the future since the professor will not be able to teach lessons based on real-life scenarios.

Our study explores the experiences of all individuals and their influence on educational poverty and academic achievement. We gathered information on the specific street-smart wealth experiences that have been instrumental in their success. These experiences may include entrepreneurship, community involvement, self-directed learning, or other forms of practical knowledge gained outside of traditional educational settings. The analysis of the data collected involved assessing the significance of the relationship between the characteristics and experiences of individuals who have successfully leveraged their street-smart wealth, educational poverty reduction, and academic achievement. This includes statistical analyses such as regression models and correlation analyses to identify patterns and associations. We found that all individuals who serve as role models and mentors for students then the accounting professors business experiences inspire and motivate others to excel in accounting and business education. This result suggests that the characteristics and experiences of individuals who have effectively leveraged their street-smart wealth have a significant impact on educational poverty reduction and excel in accounting and business education, supporting H2. This finding indicates the importance of recognizing and valuing diverse forms of knowledge and experiences in the field. Overall, the discussion analysis provides a comprehensive evaluation of H2, drawing conclusions based on the findings and offering insights into the potential impact of the characteristics and experiences of individuals who have successfully leveraged their street-smart wealth on educational poverty reduction and academic achievement in accounting and business education.

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