



Study On The Impact Of Socio-Economic Status On The Cognitive Development Of Children At The Pre-Primary Level

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The purpose of the current study was to examine the impact of socio-economic status on the cognitive development of children at the pre-primary level. A total of 360 children were selected from urban area schools and 360 children from rural area schools. For measuring cognitive development at the pre-primary level, Pande's Cognitive Development Test (PCDTP) was used, and for assessing socio-economic status, Singh and Saxena's socio-economic status scale was used. The mean, standard deviation, and t-test were employed for comparison. The study found a significant difference in the cognitive development of urban and rural children, but no significant difference was observed in the cognitive development between boys and girls.

Keywords: Socio-economic status, cognitive development, pre-primary children.

The development of cognitive processes in human infants begins immediately after birth, and through this developmental process, they gradually become capable of understanding the characteristics of their environment. These processes allow children to recognize elements of their surroundings, and this knowledge is crucial for their behavior and adjustment, as most of their actions are directly influenced and guided by their cognition. "Cognition includes all processes related to knowledge-based experiences. In short, it involves all processes related to awareness." (Encyclopedia Britannica).

As a result of the above discussion, it is natural to raise the question: What impact does socio-economic status have on the cognitive development of children? To what extent does socio-economic status influence the cognitive development of children?

Thus, this study attempts to explore the impact of socio-economic status on the cognitive development of pre-primary children.

Problem Statement

Study of the impact of socio-economic status on the cognitive development of children at the pre-primary level.

Objectives of the Study

1. To study the impact of socio-economic status on the cognitive development of boys and girls.
2. To identify the differences in the cognitive development of boys and girls based on socio-economic status.
3. To conduct a comparative study of the cognitive development of urban and rural children based on socio-economic status.

Delimitations of the Study

1. The study is limited to Agra district (urban and rural areas).
2. The study includes only children aged 4 to 5 years (both boys and girls) at the pre-primary level.

Hypotheses of the Study

1. Socio-economic status does not affect the cognitive development of boys and girls.
2. There is no difference in the cognitive development of boys and girls based on socio-economic status.
3. There is no difference in the cognitive development of urban and rural children based on socio-economic status.

Methodology

For the current study, the Descriptive Survey Method was used with the Ex-post Facto Method.

Selection of the Sample

The study included 720 children aged 4 to 5 years from nursery schools in urban and rural areas of Agra district. The sample was selected using stratified random sampling. Of these, 360 children were selected from urban schools, and 360 children were selected from rural schools.

Tools of the Study

For assessing cognitive development in children, the *Pandey's Cognitive Development Test for Preschoolers (PCDTP)*, developed by Hema Pandey, was used. This test consists of six sub-tests: perceptual skills, information, awareness, visual conceptualization, memory, and vocabulary related to objects. The socio-economic status was measured using Singh and Saxena's Socio-Economic Status Scale.

Statistical Techniques

The data were analysed using mean, standard deviation, and t-test.

Analysis and Interpretation of Results

Table 1

Cognitive Development Scores of Urban Boys (Aged 4-5 years) based on Socio-Economic Status (High, Medium, and Low)

socio-economic status	mean	standard deviation.	t-test.	Significance Level
High	40.6	9.167	2.112	*P<0.01
Medium	35.233	10.47		
Medium	35.233	10.47	3.559	
Low	26.416	7.984		
High	40.6	9.167	6.392	
Low	26.416	7.984		

It is clear that there is a significant difference in cognitive development among children from high, medium, and low socio-economic backgrounds. Children from higher socio-economic backgrounds outperformed those from medium and low socio-economic backgrounds in cognitive development.

Table 2

Cognitive Development Scores of Urban Girls (Aged 4-5 years) based on Socio-Economic Status (High, Medium, and Low)

socio-economic status	mean	standard deviation.	t-test.	significance level
High	36.233	10.148	.665	*P<0.01
Medium	34.5	10.019		
Medium	34.5	10.019	3.457	
Low	25.05	11.124		
High	36.233	10.148	4.068	
Low	25.05	11.124		

The statistical analysis indicates that urban girls from higher socio-economic backgrounds performed better in cognitive development than those from medium and low socio-economic backgrounds.

Table 3

Cognitive Development Scores of Rural Boys (Aged 4-5 years) based on Socio-Economic Status (High, Medium, and Low)

Socio-Economic Status	Mean	Standard Deviation.	t-test.	Significance Level
High	32.8	6.676	4.989*	*P<0.01
Medium	30.166	5.988		
Medium	30.166	5.988	3.604*	
Low	24.633	5.904		
High	32.8	6.676	5.019*	
Low	24.633	5.904		

The data reveals that rural boys from higher socio-economic backgrounds demonstrated better cognitive development compared to those from lower socio-economic backgrounds.

Table 4

Cognitive Development Scores of Rural Girls (Aged 4-5 years) based on Socio-Economic Status (High, Medium, and Low)

socio-economic status	mean	standard deviation.	t-test.	Significance Level
High	32.0	8.115	1.593	*P<0.01
Medium	28.866	7.089		
Medium	28.866	7.089	1.103	
Low	26.8	7.42		
High	32.0	8.115	2.59**	
Low	26.8	7.42		

The cognitive development of rural girls from higher socio-economic backgrounds was superior to those from medium and low socio-economic backgrounds.

Achievements and Conclusions

Based on the analysis and interpretation of the results, the following conclusions were drawn:

1. Urban children exhibited superior cognitive development compared to rural children.
2. There were significant differences in the cognitive development of urban children from high, medium, and low socio-economic backgrounds.
3. There were significant differences in the cognitive development of urban girls from different socio-economic backgrounds.
4. Rural children from different socio-economic backgrounds also showed varied cognitive development.
5. Significant differences were found in the cognitive development of rural girls from different socio-economic backgrounds.

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