

Social Development of Children and their differential Economic Status Need for Intervention Strategies

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Abstract

To become socialized, children must like people and social activities. If they do, they will make good social adjustments and be accepted as members of the social group with which they are identified. Social development means acquisition of the ability to behave in accordance with social expectations. Becoming socialized involves three processes which, although they are separate and distinct, are so closely interrelated that failure in any one of them will lower the individual's level of socialization (Child development Elizabeth B. Hurlock Pg: 228-240). A total number of **300 children** were selected using **Simple Random Sampling method** and hundred each from low income, middle income and high income groups in Guntur were selected and the **Primary Data** was collected by using **pre-designed Interview Schedule**. Behaviour of children in the class has been evaluated through teachers and it was found that 95% children in LIG, 100% each in MIG and also HIG exhibited satisfactory behaviour, while 5% of LIG were found unsatisfactory. Seventy percent of LIG children were active in their classroom curriculum. Where as in MIG and HIG 62% and 85% children were active. In HIG 90% of the children's belonged to intelligent category while the rest of 10% children exhibited above average 10% performance. Differential economic status of children leads to differences in nutritional values intake of the food of the children which subsequently will have tremendous impact on Social Development of the Children. Therefore there is a great need for Intervention Strategies to inculcate better behavioral aspects, cognitive abilities and moral ethical aspects in young minds for better Social Development of the Children.

KEYWORDS : Social development, peer group, Social movement, Academic standards cognitive ability

Introduction

To become socialized, children must like people and social activities. If they do, they will make good social adjustments and be accepted as members of the social group with which they are identified. Social development means acquisition of the ability to behave in accordance with social expectations. Becoming socialized involves three processes which, although they are separate and distinct, are so closely interrelated that failure in any one of them will lower the individual's level of socialization. (Child development Elizabeth B. Hurlock Pg: 228-240)

Methodology

Three Schools i.e. Government Municipal School (Z.P. Elementary School, Pattabhipuram, Guntur), second one Public School (Dr.K.L.P. Public School,

Vidyanagar, Guntur) and third School (S.V.Balakuteer, Shyamalanagar, Guntur) were selected for the present study and from each school a sample of 100 of 6-8 years age children were selected from three different income groups in Guntur in Andhra Pradesh. A total number of **300 children** were selected using **Simple Random Sampling method** and hundred each from low income, middle income and high income groups were selected and the **Primary Data** was collected by using **pre-designed Interview Schedule**

The performance of children in school and academics has been consolidated based on teachers evaluation of the students. Various aspects of child performance in school have been included in the questionnaire and given to the teachers to fill up. The results of this evaluation are tabulated was given in table1.

Table: 1
Information regarding children's behaviour in school

Variable	Particulars	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Children's Behaviour in school	Satisfactory	31.6(95)	33.3 (100)	33.3(100)	98.3(295)
	Un satisfactory	1.6(5)	0(0)	0(0)	1.6(5)
Total		33.3(100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

Behaviour plays very important role in our day to day life. The people who were having good behavior were respected in the society. From the school, children learn the behaviour by observing peer, teachers and society. In LIG, 5 children exhibited unsatisfactory behaviour. Whereas, in MIG and HIG children's behaviour was satisfactory. In total 98% of the children were having satisfactory behaviour in the schools.

Behaviour of children in the class has been evaluated through teachers and it was found that 95% children in LIG, 100% each in MIG and also HIG exhibited satisfactory behaviour, while 5% of LIG were found unsatisfactory.

Table: 2
Children's active participation in classroom.

Variable	Particular	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Activeness of Children	Yes, active	25.3(76)	20.6(62)	28.3(85)	74.3(223)
	Not active	8.0(24)	12.6(38)	5.0(15)	25.6(77)

Total	33.3(100)	33.3(100)	33.3(100)	100(300)
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Source: Field Survey Data

The above table 2 represents that the information regarding whether the child is active or not in classroom. Seventy percent of LIG children were active in their classroom curriculum. Where as in MIG and HIG 62% and 85% children were active. The children coming from different family backgrounds were grouped together. On an average 220 (74.3%) children were active in their school and the remaining 80 (25.6%) children were not active. This is due to many reasons like, some children were not interested in studies, some may not like to come to school living to mother etc. At this age the child has a tendency to prefer play at home. He feels comfort in the home rather than in the school because there were no restrictions and rules and regulations in the home.

Table: 3
Children's movement with the peer group in different income groups.

Variable	Particulars	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Children's social movement in the peer group	Yes, social	33.3(100)	33.3(100)	33.3(100)	100(300)
	Not social	0	0	0	0
Total		33.3(100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

Social movement with the peer group plays active role in every body's life. Social development was also one of the stages in children's development. From the above table, it was known that all the children from three income groups had active social movement with the peer group. Social movement with the peer group can lead the children having good social development because, the socially developed children can freely mingle with the society and he may be a good future citizen. It gives a healthy atmosphere for the society.

(Studies of social adjustments have revealed that personal relationships in the home are highly influential: *relationships* between children and their siblings, and between them and their parents. The *position* of the child in the family-whether the oldest, the middle, the youngest, or an only child-was also important. Older children, or those with siblings widely separated in age or of all different sexes, tend to be more withdrawn when they are with other children. Children with siblings of the same sex as they are find it difficult to make associations with other children of the opposite sex but easy to make associations with children of the same sex.)

Table: 4
Children's respect towards elders.

Variable	Particular	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Children's respect towards elders	Satisfactory	30(90)	33.3(100)	33.3(100)	97.6(290)
	Un satisfactory	3.3(10)	0	0	3.3(10)
Total		33.3(100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

The above table represents the children's respect towards elders. In LIG 10% children showed unsatisfactory behaviour. Remaining children in LIG 90% and all in MIG and HIG forming a total of 97.6% showed respect towards elders. In India showing respect towards elders is tradition and that it came from our culture to show respect towards elders. The results represent that our culture was continuing by showing respect towards elders.

(From studies of children of children over a period of time, Waldrop and Halverson have concluded that "sociability at 2½ years was predictive of sociability at 7½ years". Because attitudes and behavior patterns tend to be persistent, the necessity of laying good foundations in the early years of life is apparent. If, on the other hand, the foundations are such that children get off to a bad start in their social lives, they are likely to acquire reputations of being unsocial. When this occurs, it has a seriously damaging effect on personal and social adjustments)

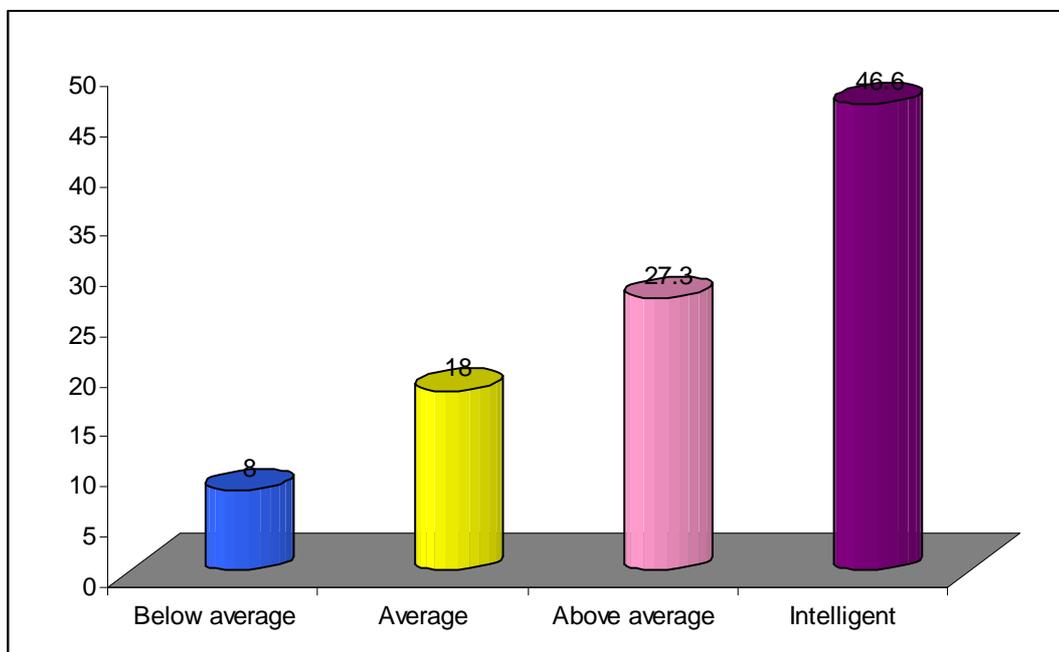
Table: 5
Teacher's opinion regarding the children's performance in school.

Variable	Particular	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Grade of the children	Below average	6.6(20)	1.3(4)	0(0)	8(24.0)
	Average	13.3(40)	4.6(14)	0(0)	18(54.0)
	Above average	10(30)	14(42)	3.3 (10)	27.3(82)
	Intelligent	3.3(10)	13.3(40)	30(90.0)	46.6(140)
Total		33.3 (100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

Fig. 1

Teacher's opinion regarding the children's performance in school



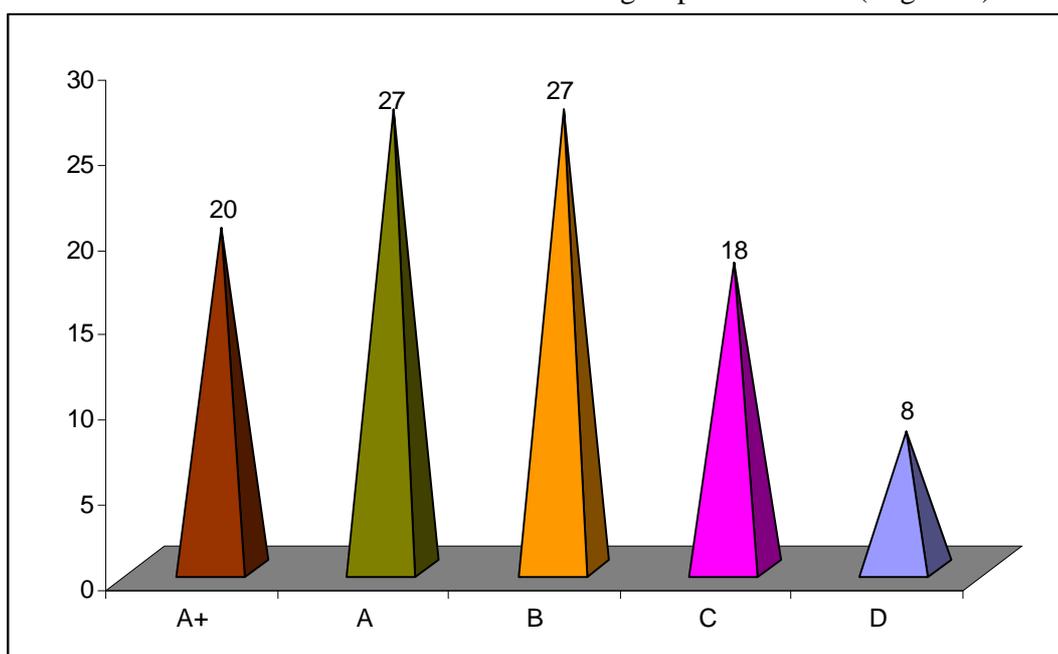
The teacher's opinion regarding the children's performance in school was given in table 5. In LIG 10% children were evaluated as intelligent by the teacher majority of children were considered (40%) followed by the children who were found above average (30%) and nearly (20%) children were below average. In MIG majority of the children belonged to above average and intelligent category, 42% and 40% respectively. 14% children were average and very less number of children 4% were below average. In HIG 90% of the children's belonged to intelligent category while the rest of 10% children exhibited above average 10% performance. When the data was compiled, majority of the total children belonged to intelligent performances constituting 46.6%, 27.3% children were above average and those who were in average position 18% and the remaining 8% children were in below average position. The results represents that majority of the children were intelligent and above average. Only few children were in average and below average position. Majority of the children in LIG were under below average and average group with 20% & 40% respectively. When compared to HIG and LIG majority of the children in MIG were under above average 42%. Very few children in LIG were in intelligent group, forming 10%. Majority of the children HIG were under intelligent group with 90% in MIG only 40% children were coming under this group. So the table shows that HIG children were mostly intelligent. MIG children were more in above average group. LIG children were more in average regarding teacher's opinion.

Table: 6
Academic standards of three different groups of children.(in grades)

Variable	Grade	No. of respondents			Total n:300
		LIG n:100	MIG n:100	HIG n:100	
Academic standard of children	A+	2(0.6%)	19(6.3%)	38(12.6%)	59(19.5%)
	A	8(2.6%)	21(7%)	52(17.3%)	81(27%)
	B	30(10%)	42(14%)	10(3%)	82(27.3%)
	C	40(13.3%)	14(4.6%)	0(0%)	54(18%)
	D	20(6.6%)	4(1.3%)	0(0%)	24(8%)

Source: Field Survey Data

Fig. 2
Academic standards of three different groups of children.(in grades)



The academic standards of three different income group children were tabulated in table 6. Their previous academic performance from the school records was taken and tabulated. Only 20% children were found in A+ grade and fifty percent of these children were from and remaining children were from MIG and LIG. In LIG only 2% children in A+ grade .Most of the HIG children 52% were in A grade and 21% children from MIG were also in A grade, with 8% children from LIG were in A grade. Majority of the children from MIG 42 (14%) were in B grade when compared to HIG and LIG. Here LIG children follow the next position with 10%. In LIG most of the children were in C

grade with 13% and only 5% children from MIG were in C grade. In LIG 7% children in D grade and MIG only 1% children were in D grade. When the data compiled together majority of the children were in A and B grades with 27% and the next position goes to A+ grade with 20% some children were in C grade with 18% only very few children were in D grade with 8%. From the above table we can reveal that the academic standards of LIG children. In our sample only 2 percent of them were in A+ category. Majority of the children 40 percent were in C category and the next position goes to B category which was 30 percent. Only few of the children 8 percent were in A category and the remaining children were in D category (20 percent). From the above table we may conclude that some children 27% were having good academic performance with 7-8 & 8-9 points out of 10 points and some children 20% were having grade 9-10 points. The children who were in C grade 5-6 points were only 18%. Children those who were under 4-3 points in their academic performance were only 8%. All the children coming from three different income groups show good academic performance. It shows the government's sarva siksha abhiyan running successfully regarding LIG children.

(Ref: Pam Harris (1970), reviewed research relating to parental involvement in children's development reveals that the major focus has been on low income family. Also makes this point, while most research focused on the effects of intervention on children at risk due to biological, emotional or environmental factors. New studies have considered the effects of providing parent's education, emotional support for middle class families.)

Conclusion

The fore going and the results of the discussion clearly brought out the impact of certain variables on the grasping power of the children while the teacher was teaching and also their behaviour attendance, active participation in classroom and outside movement with peer group etc. It was observed that the low income group children's behaviour was unsatisfactory at 2% level in the school, while the middle and high income groups children were having satisfactory behaviour. The LIG children were not attending the school regularly when compared to MIG and HIG. Some LIG children were sent to labour work by their parents to support their family and also some of them were having ill health problems like fever. Regarding the children's active participation in the class room, surprisingly MIG children were not active compared to LIG and HIG. Differential economic status of children leads to differences in nutritional values intake of the food of the children which subsequently will have tremendous impact on Social Development of the Children. Therefore there is a great need for Intervention Strategies to inculcate better behavioral aspects, cognitive abilities and moral ethical aspects in young minds for better Social Development of the Children.

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