

# The Impact of Socioeconomic Factors on Language Development in Young Children

Sandeep Kumar Verma<sup>1</sup> and Dr. Naresh Kumar<sup>2</sup>

Research Scholar, Department of Education<sup>1</sup>

Professor, Department of Education<sup>2</sup>

Sunrise University, Alwar, Rajasthan, India

**Abstract:** *Socioeconomic status (SES) is one of the most studied constructions in the social sciences. Several ways of measuring SES have been proposed, but most include some quantification of family income, parental education, and employment status. Many studies show that SES is associated with a variety of health, cognitive, and emotional social outcomes in children, with effects that begin before birth and continue into adulthood. Therefore, research activities are conducted on the socio-economic background of families on language development in children aged 5 to 7 years. Data were collected from interviews with teachers, observation of children's activities at school, and questionnaires distributed to parents. From the data set generated: (1) the influence of socio-economic status on child language development; and (2) the impact of socioeconomic status can be minimized by involvement of children in school programs.*

**Keywords:** Socioeconomic Status (SES), Early Childhood.

## I. INTRODUCTION

Poor children have poor shelter, food, sad parents, and cognitive stimulation. [1]. Stresses are common for kids. Child health in low-income countries varies by class. [2], [3].

Poverty affects language, cognition, and behavior, and low-income or low-educated children are underachieving. Tran et al. [4] recommend strengthening home care to reduce poverty-related early childhood development issues. In early childhood programs, service subsidies, maternity allowances, and parental leave may lessen socioeconomic selection. [5].

Family impacts education. Family is a child's first social institution and influences their views. Complete education must be paid by family. The idea that high-socioeconomic-class parents can meet their children's educational needs while low-socioeconomic parents cannot. Children would struggle to learn without them.

Richer parents can satisfy their needs sooner. Compliance with educational requirements enhances potential. Rich kids may profit from such situations.

Education, employment, money, position, and class impact parents' socioeconomic status. Economic status impacts family needs. Wealthy parents help more. Education develops awareness, appreciation, and self-actualization.

Socioeconomic position affects child rearing, family relationships, home environment, language development and learning, training, future schooling, and youth job goals. Berger et al. [6] say family influences child behavior and language development.

Written, spoken, and gestural language use everyday symbols. Intermediate and late childhood linguistic thinking develops. In Curriculum 2013, the Ministry of Education and Culture evaluates 5-6-year-olds' oral communication, vocabulary, and symbol identification for reading, writing, and math.

Less supportive or stimulating environments impact child development. Parental income impacts language. Low parental education and poverty reduce behavioral stimulation and achievement expectations, which indirectly affects language development, according to Davis-Kean [7]. Poverty affects child development and schooling via mediation, moderation, and transactional processes [8]. Development of Man Child Care Research EarlyNetworks revealed that

low-income children had worse cognitive and academic performance and more behavioral disorders due to a lack of behavioral stimulation and familial experiences. Encourage early language.

Ivan Pavlov's behaviorism says visual stimuli may generate visible reactions. Meaningful stimulation might indicate meaningful response. Meaningful reactions need conditions. These scenarios need stimulus-habituation picture fit.

Home, play, and school may help a child learn language. Language development improves from parental stimulation. Parents may assist language development to increase listening, speaking, reading, and writing.

This study examined how parental socioeconomic status influences child language development. This study may examine ways to reduce socioeconomic status's impact on language development.

Organized as: Section II covers supplies and methods. Section III covers results. This work ends with Section IV.

## II. MATERIAL & METHODS

The type of this research is descriptive quantitative to describe the influence of socioeconomic status of parents on language development of children aged 5-7 tahun. Data obtained by interview, observation and questionnaire. The questionnaire was given to 40 parents of students at Labschool Rumah Cita and TK YWKA Yogyakarta. Of these, 15 have been completed and returned on time.

## III. RESULT AND DISCUSSION

Results are presented and discussed here.

### Result

From a sample of 15 children, the results of questionnaires on the socioeconomic status of parents and the provision of stimulus to language development are interpreted in graphs and tables, whereas interview results will be interpreted in narrative form.

### Parent questionnaire

Parents' education and job, as indicated in Figures 1 and 2, and family income are graphed:

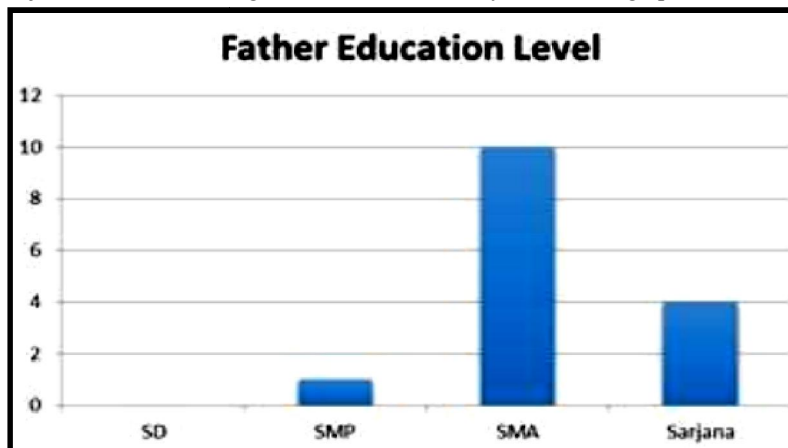
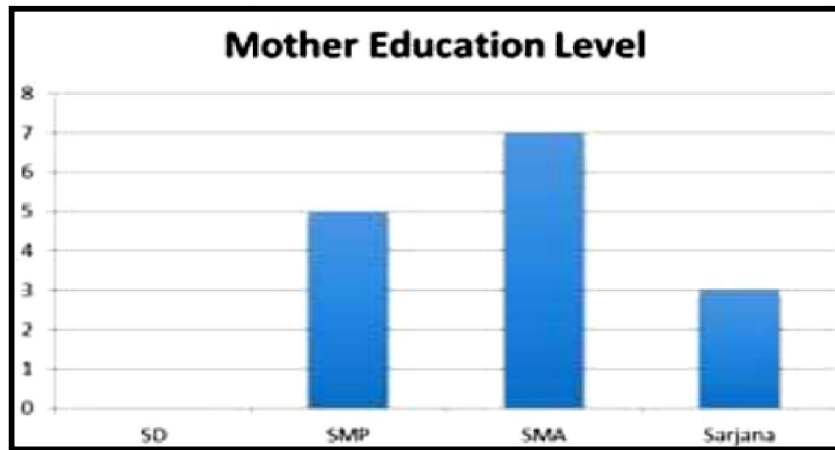
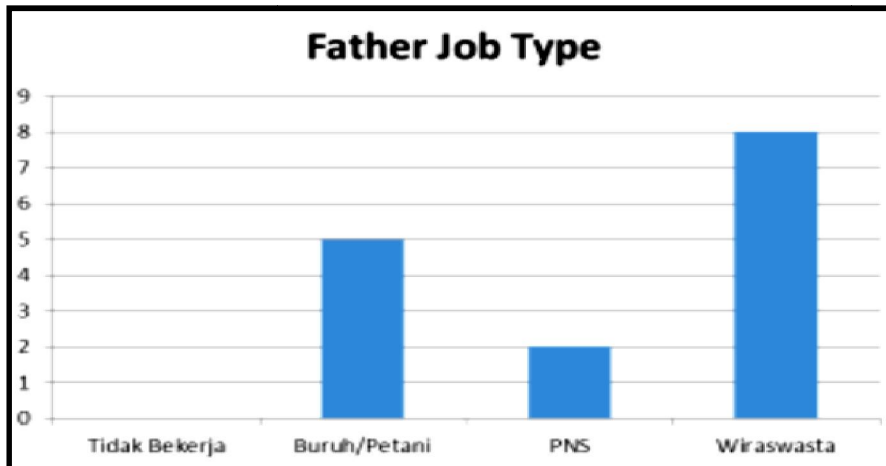


Fig 1. Chart 1 . Father Education Level

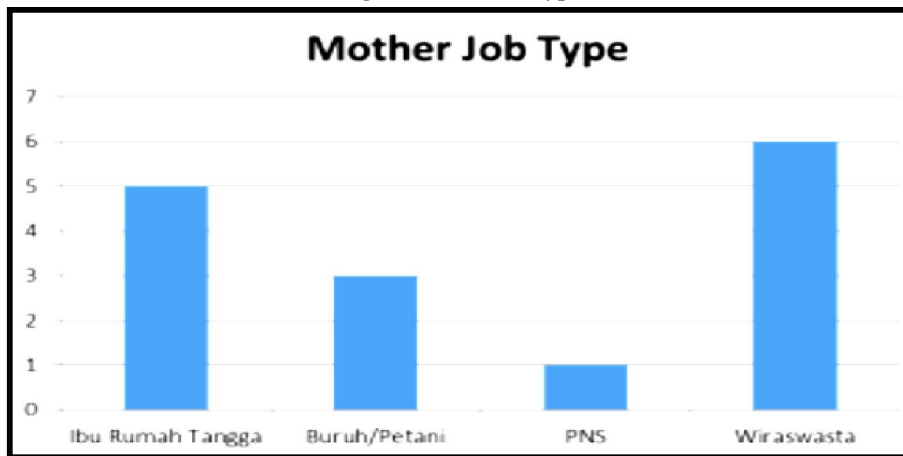


**Fig 2. Mother Education Level**

Based on the Figures 1 & 2 above, both father and mother have the highest level of education completed until Senior High School.

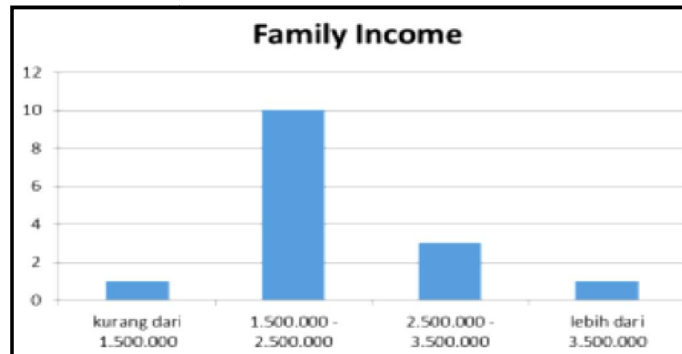


**Fig 3. Father Job Type**



**Fig 4. Mother Job Type**

According to Figures 3 and 4, fathers and mothers tend to be self-employed, however the proportion of moms not working is considerable.



**Fig 5. Family Income**

Figure 5 shows that Central Statistics Agency (BPS, 2008) classifies household income as very high (3,500,000+), high (2,500,000–3,500,000), medium (1,500,000–2,500,000), and poor (1,500,000). According to the statistics, the average household earns 1,500,000–2,500,000 each month.

The data above also evaluates parents' work, education, and income socioeconomic status. Each component will predict low, medium, and high parent socioeconomic status. Four alternative replies get four high and one poor ratings. Out of 10 questions, scored best (10x4) = 40 and lowest (19x1) = 19. Data from 25 Mi and 5 SDI ideals Data is then separated into three primary socioeconomic groups.

Parental socioeconomic status was moderate (9 individuals) or low (6 people).

1. Low category =  $\leq (Mi - 1SDi)$
2. Medium category =  $(Mi - 1SDi)$  up to  $(Mi + 1SDi)$
3. High category =  $> (Mi + 1SDi)$

Information:

Mi = average value of magnitude obtained from  $\frac{1}{2}$  (highest score + lowest score)

SDi = standard deviation or standard deviation obtained from  $\frac{1}{6}$  (highest score - lowest score).

Table I shows trends in parent socioeconomic status variables:

**Table 1. Distribution Tables of Variable Trends in Socio- Economic Status Of Parents**

No	Score	Frequency	%	Category
1	<20	6	40.00	Low
2	20 – 30	9	60.00	Medium
3	> 30	0	0.00	High

Parents have a moderate socioeconomic level of 9 and a poor socioeconomic status of 6. How socioeconomic position impacts mothers' language stimulation of children. According to the questionnaire given to parents, lower socioeconomic status parents are less likely to stimulate their children's language development by reading stories, providing storybooks, or teaching language through play.

### Observation of Children's Activities

Parents' socioeconomic position and children's language development match researchers' classroom observations, particularly language acquisition. Researchers observed 2 kindergartens. A monitors 13 kindergarteners. Observation shows socioeconomic position influences linguistic skills. Poor kids have trouble talking. Kids still have trouble saying one phrase. Low-income youngsters play passively.

Researchers observed 5- to 7-year-old Pre SD a and b kindergarteners in Kindergarten B. Kids converse and write. All kindergarteners must pick and agree on activities. The youngster may say "I want to play dragon snake." He'll fight until the other youngsters agree. Daily living includes sad and hilarious stories. Children may request stories after

others tell them. Kids commonly speak in one-sentence phrases. Kids sound-write two- to three-word letters. Happy, swimming, etc. are still hard for kids to write.

Children speak and understand well. The youngster obeys the instructor. Language is difficult for some youngsters. When prompted to write and say his name, the kid has trouble distinguishing letters.

#### **Interview with teacher**

Instructor backs observational findings. Kindergarteners interviewed A teacher showed family socioeconomic status influences language development. Children talk more and form phrases as they become older. Teacher may struggle to influence child's linguistic passivity. Friends and classmates often humiliate and snub low-status kids due to their parents' employment.

Language skills have improved among schoolchildren. A youngster who doesn't comprehend the letters or what to say will want to communicate but need instructor assistance pronouncing them.

Kindergarten B instructors said socioeconomic status doesn't effect kids. Low-income youngsters start school with poor language abilities. The instructor claims socioeconomic status doesn't effect language development. Another element affecting home-school language usage (e.g., children use English at home but Indonesian at school). Even without instructor intervention, students picked Indonesian despite stuttering. Kindergarten B instructors believe social issues like underconfidence and self-reliance may hinder language development. Low emotional and social development might hinder child growth.

Time improves kid speaking. Storytelling and play by teachers teach youngsters oral and written language. Concerns surround child-led decision-making.

#### **IV. DISCUSSION**

The socioeconomic status criteria include parental education, old worker employment status, and family income. These three categories affect how children are raised, how families interact, the home environment and how well it supports language development and learning, discipline, future education plans, and child labor.

This research examines how parents' socioeconomic position affects language development in 5–7-year-olds. This research found that parents help youngsters learn language. This socioeconomic situation influences the parent's attitude toward promoting optimum child development. Due to increased work hours and a lack of storytelling or children's tale books, low-income parents spend less time with their children.

#### **V. CONCLUSION**

This study demonstrated that socioeconomic status influences 5–7-year-old language development. Children from low socioeconomic status may speak less than those from middle class. Improving preschool quality, engaging children, and teaching language development in schools may reduce it.

This research has some limitations, including (1) the collected data is not in accordance with the data disseminated because many parents have not collected a questionnaire; (2) missing data, i.e., some parents emptied important questions as material for measuring parents' socioeconomic status; and (3) the discussion of socioeconomic status's impact is still comprehensive,

Although limited, the research found that family care, child engagement in school programs, preschool programs, school program quality, and stimulation of childhood language learning activities diminish the influence of parents' socioeconomic position on child language development. Also, research how socioeconomic status education, job, and money affects children's language development. A child language development tool provides extra data.

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