

**ROLE OF PARENTS IN OVERALL
DEVELOPMENT OF PRIMARY
SCHOOL CHILDREN IN PIMPRI
CHINCHWAD AREA**

A Thesis submitted to

Tilak Maharashtra Vidyapeeth, Pune

For the Degree of Doctor of Philosophy (Ph. D.)

In Social Work subject

Under the board of Social Work Studies

Submitted by

Mrs. Deshpande Kanchan Pravin

Under the guidance of

Dr. Kulkarni Ajit Mahadeo

March 2015

CERTIFICATE

This is to certify that the thesis entitled "Role of parents in overall development of Primary school children in Pimpri-Chinchwad area" which is being submitted herewith for the award of the degree of Vidyavachaspati (Ph.D.) in Faculty of Moral and Social sciences of Tilak Maharashtra University, Pune is the result of original research work completed by Mrs. Deshpande Kanchan Pravin under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any degree or similar title of this or any other University or examining body upon her

Dr.Kulkarni Ajit Mahadeo

Research guide

Place:

Date:

Acknowledgments

Under the par excellence of supreme commander God, I record my deep sense of gratitude to my dynamic, dedicated, kind hearted and enthusiastic guide Dr. Ajit Mahadeo Kulkarni for his valuable guidance, sympathetic approach to my personal being, sustained interest and constant encouragement till the final shaping of the present investigation.

I wish to record my special thanks to Tilak Maharashtra Vidyapeeth for providing facilities and encouragement to carry out the research.

I gratefully acknowledge my thanks to Mrs. Aruna Deshpande and Mr. Kumar for guiding me in conducting the statistical analysis of this research. My sincere thanks to the Management of City Pride School and Novel International School, Pune for extending cooperation during this study.

I express greatest gratitude and love to all the children and their parents, who are included in this study for their valuable participation and cooperation.

The words are not enough to express my profound gratitude, sentiments of thanks and love to my dear Parents, husband and my daughter for their constant encouragement in building up my educational career. My sincere thanks to my sisters, relatives, colleagues and my friends for encouraging me all the time and making my research work successful.

Place: Pune

Mrs. Deshpande Kanchan Pravin

CHAPTER - 1

INTRODUCTION

All plans and schemes of National development ultimately depend on the human being. Since ultimately it is the human being that counts and if the human being counts well he counts much more as a child than as a grown up – Pandit Jawaharlal Nehru.

Family is a basic and universal institution. Every society is constituted by its smallest but very vital unit i.e. family. Hence you can see the changes in society immediately when there is change in the families. The society exists if the people are bound together in their families. Every family consists of parents and their offspring. Parents play a vital and crucial role in the lives of children. Parenting is defined as a single minded, unconditional desire to provide a loving, caring home. It is parents who influences more on each and every phase of human beings life. The parents bring child into the beautiful world and gives first experience to see the world. The child learns the meaning of love and affection from the parents. Since birth the child observes the parents minutely. Probably an adult cannot observe the way child observes the parents. Since then the process of learning starts. The attitude, behaviour and approach of the parents play an important role in shaping the child's behaviour. It shapes child's personality. Parents set the stage for the development of many important personality characteristics and provide experiences both within and outside the home. Parenting behaviour is always very complex and that has a great impact on the child's behaviour and all the developmental domains. Family is the first school for the child. Hence along with the behaviour of the parents, education of the parents plays an important role in the formation stage of the child's education. Hence it becomes very important for the family to provide the educational support and guidance to the children. Hence indirectly every minute aspect of the family is very important when it comes to overall development of the child. Hence for the overall development of the children it is essential to have good family background.

According to the Hinderson (1965), the family needs to provide a favorable environment at home so as to meet the basic needs of the child also the optimum development of the child. Each child is entitled to the best care of his family to progress on the road of maturity. The first few years of child's life are very important from the point of view of the development of the child. The true foundation for child's overall development is laid during these formative years. Widmare (1970) stated that "As the twig is bent so grows the tree". Hence it becomes very essential for the families to make the foundation of every child very strong. This leads to form the ideal families and eventually the ideal nation.

Parents' interaction with the child is very important. Every behaviour of the parents counts in the development of the child. The children always try to see themselves through other's vision. One needs to be constantly positive towards child in the family. This positive reinforcement will make child feel good and positive. This leads to better understanding and positive development of the child. Not only development but also growth gets affected with the negative comments and approach by parents. On the other hand the constant criticism becomes a huge hurdle in the child's development. This also affects child's growth. Today's generation needs logical reason for every criticism they face. Of course there are ways to criticize someone. Hence it becomes very important for every parent to interact smartly with their child. The parents who get this knack of interacting positively with their child, gets a positive response back. Those who do not get this will find it very difficult to be a friend of their child.

The children look at parent as a philosopher and guide. Children look at them as their supporter. They get confidence that their parents are always available whenever they need them. The parents need to create this confidence among their child.

Almost all the parents, new as well as old needs guidance and advice on how to take care of their children specifically when the children are adamant and stubborn. Similar is situation when it comes to the health and nutrition of the children. The psychologists and counselors through different books,

seminars and interactions always try to take out the parents from such crises. Prior to the 1970s, publications emphasized the central role of mothers in healthy child development. In the 1980s, fathers were encouraged to share in the full range of child upbringing responsibilities as research revealed that they influence all aspects of psychological development.

From the mid 1990s to the present, an increasing number of books responded to concerns over the consequences of social change for parents' and children's well-being. More working parents complained of overly demanding lives and reported spending less time with their children in joint mealtimes, conversations and leisure activities. (Hofferth & Sandberg, 1999). At the same time, many parents reported worrisome changes in their children, including reduced engagement in school and increases in emotional and behaviour problems (Vandivere, Gallagher, And Moore, 2004). And in one nationally representative survey of American parents, more than half judge the job that they were doing in rearing their children as "Fair" or "Poor". Many of these respondents believe that parents of previous generations had done better (Public Agenda, 2002). Few felt that they knew what to do to rear their children effectively.

Now a day it is observed that majority of the families are nuclear and stay in cities. Hence the role of the parents differs from the earlier role. Earlier the other members in the family were supporting parenting. There was a helping hand from the other members. The priority is changed along with the days. Earlier the ladies of the family used to be a major part of parenting. In today's era, it is very essential for the ladies of the family to step out of the house. This has become necessity to help the family in maintaining the budget. Similarly we can see that the husbands of the nuclear families of today's generation are equally involved in upbringing of the children in the family. Men's participation in child upbringing as traditionally been viewed as of minimal importance and even as inappropriate (Josselyn, 1956: NASH, 1965). The importance of the father's role in child development gained increasing recognition through research concluded in 1970's in what Lamb (1979) has called as "Era of parental Rediscovery".

In this era, most of the parents are very busy but at the same time more and more parents have started taking their parental duties relatively serious. They are serious and cautious of their role as parents than earlier. Parents try to modify the home environment in which child lives for the best advantage of child's learning.

Laurence Steinberge (2004) stated ten basic principles of good parenting. This helped the parents to understand the good practices of child upbringing. These ten principles help children become kind, secure and competent. These principles are, be loving, establish rules and set limits, treat your child with respect and foster independence by helping your child think through decisions.

In the recent years the upbringing practices of the children and parenting become a vital part of one's life. The parents are more alert about the practices to be used for upbringing of children. They are trying to balance their household, professional life and their vital responsibility as a parent. The parents would like to make their child more competent in the world. They would like to make their child more socially accepted.

School is another place where child spends more time. After family the child learns the basic manners, team work, social values, sharing and caring. The parents need to go hand in hand with the school for upbringing the child. It is well said that the parents are the first teachers. Once the child steps into the school it becomes teacher's responsibility to carry out the activities further for the overall development of the child. Education is basically a process that leads to mental and psychological growth of a child. Since kindergarten a child is handed over to the teachers and teachers nourish him and bestow him with the love support and good habits.

Parents on the other hand are responsible for the overall development of the child; they play a very important role in the socializing process of the child. Right from the bed time stories to the behavioral habits parents play a very important role in making a child a responsible citizen.

An alert parent always takes care of the suggestions given by the teacher of the child. This helps the child to develop well. Hence it is very important to have clear and healthy communication between the teacher and the parents.

Stacia Tauscher has written some famous quotes and in one of the famous quotes she remarkably said "We worry about what a child will become tomorrow, yet we forget that he is someone today." The amount of pressure and mental trauma the child faces results in his underdevelopment and spoils his tomorrow. Hence it is very important to provide a stress free environment to the child at home as well as in school.

The research of Diana Baumrind (1970) is particularly noteworthy. Baumrind has published a series of studies on the relation between parental child upbringing styles and social competence in children of preschool and school age. She had collected data by observing nursery school children. Data on the children's parents were obtained through home observations and interviews of both mothers and fathers. Three contrasting parenting styles were identified by Baumrind: authoritarian, permissive, and authoritative, each of which has implications for the child's social competence with peers and adults. The three parenting styles differ particularly on two parenting dimensions: the amount of nurturance in child-rearing interactions and the amount of parental control over the child's activities and behavior.

Authoritarian parents always have high control on the child's behaviour. They set the rules and regulations for their children and they are not negotiable. They expect their child to follow all the rules and regulations without asking the reasons why they need to do that. These types of parents are not well accepted by the children. The children try to bully these parents to avoid the arguments. They are not very close to their parents. Many a times the children of authoritative parents become more aggressive. This comes as a result of observation. They start comparing their parents with the other parents.

In sharp contrast, permissive parents tend to be moderate to high in nurturance, but low in parental control. These parents have only a few

demands from their children. When it comes to social behaviour of these children, they are little less responsible for their own misbehavior, as they are aware about their parents' neutral reaction when they misbehave.

Authoritative parents, in contrast to both authoritarian and permissive parents, tend to be high in nurturance and moderate in parental control when it comes to dealing with child behavior. It is this combination of parenting strategies that Baumrind and others find the most facilitative in the development of social competence during early childhood and beyond. The following discussion describes specific behaviors used by authoritative parents and the role these behaviors play in fostering social development.

The ideal parents always show affection towards their child. They always balance between the social expectations from the child and the child's feelings, desires and needs. These kinds of parents are more interactive and friendly with their children. They always respect their child's point of view and expressions.

The advantages of high levels of nurturance in fostering social development have been confirmed again and again in studies of children. This type of high level of nurturance in child upbringing results in more positive interaction in between the adult and the child. This leads to good returns of love and affection from the child to the parents. The child also feels relaxed and happy to spend good time with the parents. At the same time the child understands his responsibilities and tries to be more responsible. Then the children try to fulfill the parental dreams.

After all there are no hard and fast techniques which could be used to gain the good results in upbringing of the children. It changes from child to child and family to family.

The primary school years are very important in child's life. During this phase the child learns physical skills such as balancing, running, jumping, bicycling, and swimming. They learn lots of skills from their peer group.

They also learn how to control their emotions and manage them in the peer group and society. Their temperament stabilizes and their personality becomes clear: thinker, doer, quick tempered or calm. Finally, they are acquiring values and beliefs. They think about right and wrong. They differentiate between good and bad.

The child also learns language when he interacts with the peer group and teachers in the school as well as the parents at home. It is observed that the child catches most of the words during the primary years of his life from the peers and parents. The vocabulary is well developed during primary years. The reading habits could be well developed during these formative years of the child's life. The parenting style helps the child develop his language. The child learns how to use grammatically correct sentences. This is the phase where children start making their own stories.

Cognitive development is very important domain during one's life. There are many factors which influence cognitive development of the child. Parents, home environment and the school play a vital role in the cognitive development of the child. Positive and supportive environment plays an important role here in child's cognitive development.

These important developmental years are also known as the middle years of childhood. Not only are children growing physically, but also important social, emotional, and cognitive development is occurring. Children are learning a lot about themselves during these years. They can also be subject to mood swings.

It is through this learning experience that children acquire strong or weak self-esteem. Getting along well with other children is vital to the development of strong self-esteem as is becoming skilled at the games and rituals of childhood. Providing a loving and supportive family life is also vital to good self-esteem as is parental approval for children's achievements at school, home and on the playing field and clubs.

Up until now children have learnt to obey rules and leave it to others to monitor their behaviour. Now they start to internalize the rules of what is good

and bad and to make them their own conscience. They start to set their own standards and be able to manage their behaviour on that basis rather than personal impulse and desire.

As a parent it is very important to give equal importance to every developmental domain. One should encourage the child for the development.

“No one parenting style is “right” and all other parenting styles “wrong.” Parenting is a lifelong job of trials and errors and hindsight is always 20/20. All parents must decide for themselves how to raise their children, there are no fixed rules, no written instructions, and no operator’s manual. No two kids are alike. What works for one child may not work for another. There are situations in each of our lives that influence the way we choose to do things, consciously and subconsciously. This includes parenting. How we were raised, when we were raised, and where we were raised are all factors that play an important role in child rearing. Parents should be open-minded to the choices other parents make, learn about the parenting styles of other cultures and consider if there aren’t things we could be doing differently” This is quoted by Small, 1998). “Parents of all cultures should be able to learn from one another” (Chua, 2011).

Keeping in mind the importance of parenting in this changing era, this topic was selected for the study deliberately. This study focuses on the effect of parenting on the overall development of the children. This study will be useful for the parents, child counselors, family counselors, the social workers, doctors and educationists. The results of this research would be used as a guideline in all the above mentioned sectors.

The present study was conducted keeping in mind the hypothesis:

- 1) The parents’ education, occupation and socio economic status has effect on the development of the developmental domains such as physical, cognitive, socio-emotional and language development.
- 2) The type of family and socio economic status of the family affects the developmental parameters of the developmental domain such as physical, cognitive, socio-emotional and language development.

CHAPTER - 2

RATIONAL AND SIGNIFICANCE OF THE STUDY

The welfare growth and development of a community depend upon the health and wellbeing of its children. They are very important and get a vital place as assets and also future of our country. They are the future manpower capital of our country, which has to be grown and developed properly. These children need special care and attention during their early years. Hence the early years of one's life are very important.

Parents play an important role in the development of their child. They try to give exposure to their children. Through their own experiences and through interaction with others, they try to inculcate good values, habits among their children. Parenting behaviour is a complex network of many variables, which exert great influence on parenting patterns. Equally important is the education of the parents. The most important role of the parents is to educate their child at home first. If both the parents are educated, they cannot only give proper guidance in the field of study but also help their child to grow as a complete person. Parents who are better educated tend to be more permissive in child training than those, whose education is limited. (Henry, 1977). The Indian parents give vital importance to the children when they go for higher studies. They do not give importance to the education at the initial stage of life. Hence it is needed to conduct the research programme based on the same topic so that it will be useful to the parents to understand importance of it.

Parents know their children better than anyone else. They have the most complete understanding of a child's physical, social development and family history. Parents are the only adults in the educational process who have been and will continue to be deeply involved throughout the child's school career; and while they may not be educators themselves, they bring their years of experience in other professions and aspects of life to the process.

Hence for the growth of our nation we need to concentrate on the growth and development of the children which will be incomplete without efforts and support from the parents. So it is important to study the relation between the education and profession of the parents with the overall development of their children.

Theories of social work:

There are many social work theories that guide social work practice. The following theories were considered during this study.

System theory – This describes human behaviour in terms of complex systems. It is premised on the idea that an effective system is based on individual needs, rewards, expectations and attributes of the people living in the system. According to this theory, families, couples and organisation members are directly involved in resolving a problem even if it is an individual issue. Psychosocial development theory is an eight stage theory of identity and psychosocial development articulated by Erik Erikson. Erikson believed everyone must pass through eight stages of development over the life cycle hope, will, purpose, competence, fidelity, love, care and wisdom. Each stage is divided into age ranges from infancy to older adults.

Theories of child development and parenting:

This study has taken a base of the theories mentioned below:

One of the best known theories of parenting style was developed by Diana Baumrind (1966). She quoted that “parents fall into one of three categories: authoritarian (telling their children exactly what to do), indulgent (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing). Baumrind believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal

variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style.”

In Holy Bible very strict parenting style is mentioned. The parents are authoritarian in these cases. It's a model of strict obedience and others based on empathy with the emotional state of a child.

There are different types of parents. Few parents get involved in children and are always supportive. And few parents rarely support children. There is no certain right or wrong method of parenting. It is a matter of debate. There are many tips available for the parents. They can get the tips through internet, books, and articles on parenting. But finally they need to decide which style of parenting will suit their child. It is universal truth that the parents need to be involved at the fullest in upbringing of their child.

Beginning in the 17th century, two philosophers independently wrote works that have been widely influential in child upbringing. John Locke's (1693), book *Some Thoughts Concerning Education* is a well known foundation for educational pedagogy from a Puritan standpoint. Locke highlights the importance of experiences to a child's development, and recommends developing their physical habits first. In 1762, the French philosopher Jean-Jacques Rousseau published a volume on education, *Emile: or, On Education*. He has given utmost importance to child's interactions with the world. He strongly believes that the child learns less from the books and more through his interaction with the world. Of these, Rousseau is more consistent with slow parenting, and Locke is more for concerted cultivation.

Other theorists, mainly from the twentieth century, have focused on how children develop and have had a significant impact on childhood education and how parents rear their children.

Jean Piaget's theory of cognitive development describes how children represent and reason about the world. This is a developmental stage theory that consists of a sensorimotor stage, Preoperational stage, Concrete operational stage, and Formal operational stage. Piaget was a pioneer in the field of child development and continues to influence parents, educators and other theorists.

A theory by Erik Erikson, a developmental psychologist, describes eight life stages through which each person must develop. In each stage, they must understand and balance two conflicting forces, and so parents might choose a series of parenting styles that helps each child as appropriate at each stage. The first five steps take place during childhood. The virtue of hope requires balancing trust with mistrust, and typically occurs from birth to one year old. Will balances autonomy with shame and doubt around the ages of two to three. Purpose balances initiative with guilt around the ages of four to six years. Competence balances industry against inferiority around age 7 to 12. Fidelity contrasts identity with role confusion, in ages 13 to 19. The remaining adult virtues are love, care and wisdom.

Rudolf Dreikurs described a theory and he believed that pre-adolescent children's misbehavior was caused by their unfulfilled wish to be a member of a social group. He further explains that first the children seek attention, If they do not get it, they aim for power, then revenge and finally feel inadequate. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior. Other parenting techniques should also be used to encourage learning and happiness.

Frank Furedi has worked in the area of parenting and families. He believes that the actions of parents are less decisive than others claim. He further describes "the term infant determinism, as the determination of a person's life prospects by what happens to them during infancy, arguing that there is little or no evidence for its truth. While other commercial, governmental and other interests constantly try to guide parents to do more and worry more for their children, he

believes that children are capable of developing well in almost any circumstances.” Furedi quotes Steve Petersen of Washington University in St. Louis: "development really wants to happen. It takes very impoverished environments to interfere with development. He further says do not raise your child in a closet or do not punish them harshly. Similarly, the journalist Tim Gill has expressed concern about excessive risk aversion by parents and those responsible for children in his book No Fear. This aversion limits the opportunities for children to develop sufficient adult skills, particularly in dealing with risk, but also in performing adventurous and imaginative activities.

In 1998, independent scholar Judith Rich Harris published *The Nurture Assumption*, in which she argued that scientific evidence especially behavioral genetics showed that all different forms of parenting do not have significant effects on children's development, short of cases of severe abuse or neglect. According to her the different types of parenting is the result of heredity, culture and the way parents treat them.

As parenting is very complex process, so to focus further on this topic this research was carried out keeping in mind these theories stated by different psychologists and sociologists. This study will be useful for the parents, psychologists, researchers and doctors.

CHAPTER -3

A SURVEY OF PREVIOUS WORK DONE

A research was conducted on Parents' Depression Corresponds with Children's Depression (Study name: "Remission of depression in parents: links to healthy functioning in their children," Garber et al., 2011, *Child Development*, Volume 82 (1), p. 226 - 243.) By conducting six observations across two years of parents (70 percent were moms) in treatment for depression, along with their kids, this study shown the results that the parents' depression affects the child's behaviour. These included decreases in symptoms that corresponded to treatment effects, increases in symptoms once treatment effects ended, and lack of improvement in depression if parents didn't respond to treatment. Other studies have shown how treating parental depression leads to improved behavior in their kids. This study, however, demonstrates how episodic and harmful depression is in adults even after successful treatment, and how such recurring depression has an immediate corresponding negative impact on their kids' functioning. Another critical point is that parents need to find treatments that work for them because being in treatment is not enough, and treatment effects are not always long-lasting. Depression is a common disorder, especially among women of childbearing and child-rearing age. It also affects men, but at a lower rate. Because kids are extremely sensitive to increases in parental depression, it's important for parents to learn the signs of depression, seek help, find a treatment that works, and be prepared to seek out new (and possibly different) treatment of depression recurs. Expect more studies that focus on treatment strategies for parents and kids at risk for depression and more studies about depressed dads and the effects of their depression on kids.

This shows the effect of parents' behavior on the development of their children. Hence the present study was based on the effect of parental education and the home environment of the overall development of their children.

A research was conducted on "Children's sleep and cognitive performance: A cross-domain analysis of change over time," (Bub et al., 2011, *Developmental Psychology*, Volume 47 (6), p. 1504-1514.) By recording children's sleep problems and cognitive problems in 250 second- and third-grade students over a three-year period, this study showed that kids who reported problems with sleepiness during the day, with increased sleepiness over time, did not show growth in their cognitive development. Over time, this resulted in learning losses that were significant compared to the normative gains among kids without signs of sleep deprivation.

A study was conducted on "Zero to eight: Children's media use in America," A Common Sense Media Research Study, (Fall 2011.) By conducting interviews with 1,384 parents, this study provided detailed estimates about the high media use (TV, DVD, and mobile media that included tablets and smart phones) by kids between ages 0 to 8 years old. Some highlights include: 1) kids under age 2 spent an average of 53 minutes a day watching TV/DVD but only 23 minutes a day reading or being read to; 2) 42 percent of kids have a TV in their bedroom; 3) 53 percent of 2- to 4-year-olds have used a computer; 4) 52 percent of kids between ages 0 to 8 have access to mobile media. Parents need to weigh the advantages of modern technology against the disadvantages of increased screen time, including interference with reading time, encouragement of sedentary behavior, and decreased opportunities for social interaction with parents and peers. This study is the tip of the iceberg, as researchers are just starting to observe how kids are adding mobile devices into their repertoire of media use. Expect more studies on the positive and negative effects of increased media consumption by kids. In the meantime, encourage reading as well as play and social interaction at all ages, given the amount of time kids are devoting to media use.

A study was conducted on "Maternal Factors Related to Parenting Practices, Developmental Expectations, and Perceptions of Child Behavior Problems" by Robert A. Fox et al.(2010). Parenting practices of a representative sample of 1,056 urban mothers with very young children were studied via the Parent Behavior Checklist (Fox, 1994) and the Behavior Screening Questionnaire

(Richman & Graham, 1971). Potential determinants of parenting practices were also addressed, including maternal age, marital status, education level, number of children living at home, and family socioeconomic status. Less positive parenting practices concerning nurturing and discipline were found among mothers who were younger, had more than one child living at home, were single, had a lower income level, and had lower educational attainment. These mothers also tended to perceive their children as demonstrating more difficult behavior problems. However, the negative influence of some determinants of parenting practices, such as low income, was found to be moderated by the presence of other determinants, such as more education. The present results provide evidence that multiple determinants influence parenting practices among parents of young children.

A research conducted at England which was published in 2008, (Audience for the presentation: DfE, Primary School teachers of Key Stage 2 pupils, Primary Schools, Researchers). The findings were, growing awareness of the importance of parents and the home environment in shaping children's achievement, coupled with the recognition of the school as a site for engagement in broader aspects of social and personal development, has raised interest in the interactions between these different influences as a way of addressing issues of educational attainment and inequality. This study explores the nature of these links and considers the relative contribution of different aspects of four different 'contexts' or likely spheres of influence on pupil achievement in England at Key Stage 2 (age 10/11), as well as their associations with one another.

A research was conducted on "Teen time use and parental education: evidence from the CPS, MTF, and ATUS" by Shirley L. Porterfield et al. (2007); surveys indicate that parental education plays a critical role in the way teen spend their time and employment and other activities; in recent years, teen employment rates have declined most for those with more highly educated parents, while their rate of engagement in volunteer activities has increased.

A study was conducted by Elva M. Arredondo et al. (2006), on “Is parenting style related to children's healthy eating and physical activity in Latino families?” Parenting styles influence a child's risk for obesity. The goals of this study are to evaluate the influence of (i) parenting style on children's health behaviors (physical activity and dietary intake), (ii) children's sociodemographic characteristics on parenting style and on children's health behaviors and (iii) parents' sociodemographic characteristics on their use of controlling styles to promote a healthy home environment. Survey and anthropometric data were collected from a community sample of Latino parents ($n = 812$) and their children in kindergarten through second grade. Parental use of positive reinforcement and monitoring was associated with children's healthy eating and exercise. Also, parents' use of appropriate disciplining styles was associated with healthier eating, while parental use of control styles was associated with unhealthy eating. The daughters of parents who used controlling styles ate more unhealthy foods than did the sons. Older, employed and more acculturated parents used less controlling styles than their counterparts. Parenting interventions targeting children's dietary intake and physical activity should encourage parents to use more positive reinforcement and monitor their children's health behaviors as these parenting styles are associated with healthier behaviors. Moreover, intervention researchers may want to encourage Latino parents to use less controlling styles with girls as this parenting style increased girls' risk for unhealthy eating.

A study was conducted by Chevalier et al. (2005). This paper addresses the intergeneration transmission of education and investigates the extent to which early school leaving (At age 16) may be due to variations in permanent income, parental education levels, and shocks to income at this age. Least squares estimation reveals conventional results-stronger effects of maternal education than paternal and stronger effects on sons than daughters. They find the education effects remain significant even when household income is included. Moreover decomposing the income when the child is 16 between a permanent components and shocks to income at age 16 only the latter is significant. It would appear that

education is an important input even when we control for permanent income but that credit constraints at age 16 are also influential. However, when we use instrumental variable methods to simultaneously account for the endogeneity of parental education and paternal income, they find that the strong effects of parental education become insignificant and permanent income matters much more, while the effects of shocks to household income at 16 remain important. A similar pattern of results are reflected in the main measure of scholastic achievement at age 16yrs. These findings have important implications for the design of policies aimed at encouraging pupils to remain in school longer.

A study was undertaken on “A model of the inter-generational effects of parental education” (Leon Feinstein, Kathryn Duckworth and Ricardo Sabates, 2004). The report concludes that the inter-generational transmission of educational success is a key element inequality of opportunity. It does not make firm conclusions about the benefits of specific interventions, but describes the context in which interventions must work. The authors hope that an understanding of the way in which the features of their holistic model interact will help in the formation of effective cross-cutting qualities. E.g., the widespread finding that families are more important than schools as influences on children’s development means that engagements with parents will be very important.

A research was conducted on “Parental education and child’s education: A natural experiment” by Arnaud Chevalier (2003). The findings are; Parental education has significant effects on child’s decision to participate in post-compulsory schooling. The effect of parental schooling only for parents with a lower test for education and may not reflect the general social returns of parental education. However, since policies are more likely to target children at risk of not maximizing their educational potential, the estimates are of interest. Contrary to recent evidence, there was a positive effect of both parents education on their children’s schooling achievements when focusing on natural parents only. Step parents have no or a negative impact on children’s education. In most cases, the endogeneity of parental education is rejected. These estimates suggest

substantial social returns to education for same-sex parent. The estimates are robust to the introduction of additional controls for income, labour force participation, fertility and neighbourhood quality, indicating that the effect of parental education is direct.

Currie & Moretti, (2002), conducted a research and the findings are; One year of mother's schooling increase grades completed by 0.19 years. Effect is non-linear, stronger effect of basic education father's schooling is at least as important as mother's evidence of gender effects. Unobserved characteristics of the parents correlated with their education may be transmitted to the children.

"Extending Research on the Consequences of Parenting Style for Chinese Americans and European Americans". This study was conducted by Ruth K. Chao (2001). This study examined the effects of parent-adolescent relationships on school performance to provide a clearer understanding of why authoritative parenting does not have as beneficial effects for Asian Americans as it does for European Americans. Over 500 adolescents of Chinese- (148 first and 176 second generation) and European-descent (208 primarily third generation or more) families from seven different high schools completed measures of (1) parenting style, (2) parent-adolescent closeness (cohesion subscale from the Family Adaptability and Cohesion Environment Scales II and relationship satisfaction), and (3) school performance. Positive effects of both authoritative parenting and relationship closeness on school performance were found for European Americans and, to some extent, second-generation Chinese, but not first-generation Chinese. These effects were also stronger for European Americans than first-generation Chinese. Through examination of the mediating role of parent-adolescent relationships, this study also found that among European American families, the beneficial effects of authoritative parenting are explained through relationship closeness.

Jerome Kagan, PhD from Harvard University, Cambridge, Massachusetts in July 1999, conducted a study on The Role of Parents in Children's

Psychological Development This article reviews the three major ways parents influence children: direct interaction, identification, and transmission of family stories. This essay summarizes some of the relevant empiric data in support of this claim and describes the operation of other mechanisms that also contribute to the child's development. The profile of cognitive abilities, beliefs, ethical values, coping defenses, and salient emotional moods that characterizes each child at each developmental stage is the result of diverse influences operating in complex ways. Most students of human development agree that the most important determinants of the different profiles include 1) the inherited physiologic patterns that are called temperamental qualities, 2) parental practices and personality, 3) quality of schools attended, 4) relationships with peers, 5) ordinal position in the family, and, finally, 6) the historical era in which late childhood and early adolescence are spent. Each of these factors exerts its major influence on only some components of the psychological profile and is usually most effective during particular age periods. For example, the quality of social relations with peers affects primarily the child's beliefs about his/her acceptability to others and has its major effect after school entrance. By contrast, parental conversations with the child, and especially naming unfamiliar objects, affect the child's future verbal talents and have maximal effect during the first 6 years of life.

The influence of these extra familial factors suggests that it is more accurate to state that parental qualities contribute to a child's psychological profile, rather than to conclude that family conditions determine a particular outcome. An infant's secure attachment to a parent does not guarantee a benevolent outcome or protect a child against psychological problems later in life, but the secure attachment probably constrains the likelihood of producing an adult who is homeless. Physicians are familiar with this form of restrained conclusion. Chronic middle ear infection during the first 2 years of life does not always lead to language delay, but it can make a small contribution to that phenomenon.

A.N. Kanade, S.B. Joshi and S. Rao, Undernutrition and adolescent growth among rural Indian boys.(*From the Department of Biometry and Nutrition,*

Agharkar Research Institute, Pune 411004, India. Manuscript received: January 13, 1998; Initial review completed: May 3, 1998) The objectives of the study were to evaluate impact of under nutrition on various adolescent growth parameters among rural Indian boys. Adolescent boys covering 8-18 yr age group were observed longitudinally for a period of 3 years. Adolescent boys (n = 673) from seven different villages within 30 to 40km from Pune were studied. Method: Six monthly measurements on weight (upto 50 g) and height (upto 0.1 cm) were recorded and age assessment was done from school records with reasonable accuracy. Results: Stunted and underweight boys were lighter (by 4 kg) and shorter (by 8 cm) at 10 yr of age compared. to their normal counterparts but this difference increased to 12 kg and 10 cm respectively by adulthood. Undernourished boys however, revealed significant height gains at later ages especially beyond 14⁺ yr, compared to normals suggesting' slow, gradual but continual growth. Undernutrition delayed age at take-off and age at PHV by about 2 yr, and lowered attained height at PHV (by 5 cm) and adult height (by 7 cm). Conclusion: Normal⁴nd malnourished children from the same rural community show wide differences in their adolescent growth performance. Nutritional deprivation thus seems to affect almost all growth parameters and final adult size too.

Conventional wisdom is that the mother has widespread positive substantial effects on child's education. (Behr man, 1997). The results of the research further say that; Parents with more schooling spend time with children more effectively. Parents with more schooling are better at assessing the returns to education. They add more to the household environment. They serve as role models for their children.

A study was conducted by Stewart and Barling (1996), on "Fathers' work experiences effect children's behaviour via job related affect and parenting behaviours". The study suggests that fathers' work experiences (decision latitude, job demands, job insecurity and interrole conflicts) indirectly influence children's behaviour (Acting out, shyness and school competence) through their sequential

effects on job related affect (Job satisfaction, negative job related mood and job tension) and parenting behaviours. (Punishing, rejecting and authoritative behaviours) Data on work experiences, job-related affect and parenting behaviors were obtained from 189 fathers; teachers provided ratings of the children's behaviors. Path analysis provided support for the proposed model. Conceptual implications and suggestions for future research on fathers' employment and the links between work and family are discussed.

A research was conducted on "Association of Income, Occupation, and Parental Education with growth and Scholastic Achievement in School Children in Bombay" by Rajeshree et al India (1987). Three hundred and forty-seven urban school children from various socio-economic groups who were studying in the same school were measured for height, weight, skin fold thickness, and upper arm circumference to assess growth. Their respective class teachers assess scholastic achievements. Skeletal maturity was also assessed. Nutritional history, parental heights, income, occupation and education were recorded. An analysis of variance and multiple regression analysis, was done with the aid of the SPSS (Statistical Package for Social Science) Computer programme at the London University Computer Center. The joint effect of income, occupation and education were statistically significant in contributing to male weight, skin fold thickness and upper arm circumference, but not to height. They contributed very significantly to female heights and weight, but not to their skin fold thickness and upper arm circumference. Parental education was more important than occupation and income for all the measurement. In fact it was statistically significant in its contribution to male child's skin fold thickness and upper arm circumference, and to female child's weight. Scholastic achievements were dependent on income, occupation, father's education, and mother's education to a very high degree. (Relationship of Parental Education with Parental Patterns, T.Kang and S. Jaswal Department of Human Development and Sociology, College of Home Science, Punjab, Agricultural University, Ludhiana, Punjab, India) The present study was undertaken to study the relationship of educational level of parents with parenting

patterns used by them on their children. Samples of 300 families (300 fathers & 300 mothers) were randomly selected from Amritsar, Ludhiana, Patiala and Hoshiarpur cities of Punjab. 'Socio-Economic Status Scale' by Bhardwaj and 'Multi-Dimensional Parenting Scale'. By Chouhan and Khokhar were used as quantitative measures. Results showed that parenting patterns used by parent vary with their level of education.

A study was conducted on the relationship between socio economic factor and anthropometric measurements of new born babies by Gai et al. 1982. This study indicating that at the age of the mother is increased, the anthropometric measurements of the infants also increased as the order of birth of the infant increased up to fifth order, but later they decreased. The change in the gravid of mother influences the anthropometric measurements of the infants. No significant relation between size of the family and different anthropometric measurement at birth was observed.

Assessment of nutritional status of tribal children (0 – 12 yrs) of Maredupalli block done by anthropometry by Vijayalakshmi and Rao in 1988 indicated that the non tribal children found to have better nutritional status than the tribal children.

Jones, 1954, documented the co relational evidence on environment and mental development. Scores on the intelligence tests were found to be related to social, economic and educational classification of the families of the infants tested.

Bradley and Caldwell (1976 b), stated that aspects of home environment contribute to intellectual growth. For optimizing the child's capacities at every developmental level in early childhood it is necessary to include restructuring the child's settings as its capacities, change and also communicating. A sense of appreciation for emotional needs as well as intellectual achievements at each stage.

Gottfried and Gottfried, (1979), studied longitudinally on a sample of 130 infants to see the relationship between home environment and cognitive

development in young children of middle socio-economic status families. The infants were tested on the Boyley scale of infants development at 12,18 and 24 months. The result of study showed the positive significant correlations between the home scales and the cognitive measures across all of the ages.

Bradly and Caldwell (1981) had reported that the home environment scores of children were less strongly related to race,gender and even SES than they were to family structure, variable such as birth order, the amount of crowding and family intactness.

Bradly and Caldwell (1984) examined relation between the home observation for measurement of home environment and several child status and family structure variables. The result showed consistent relations with HOME scores of the six home scale, organization of the environment, provision of appropriate play materials and maternal involvement showed the strongest relation to the status and structural measures.

Bradly et al.(1989) attempted to examine the generalizability of environment on developmental relationship among three years of life. Results indicated fairly consistent relationship between home scores and children's developmental status. Measures of specific aspects of the child's home environment, such as parental responsibility and availability of stimulating play materials, were more strongly related to child's developmental status.

Pedapallikar (1994), reported in her study conducted on slum toddlers' home environment that majority of the slum toddlers included in the study were provided with lowest middle home environment while a meagre percent slum toddlers found to have middle half home environmental level based on the total score obtained on home inventory developed by Caldwell and Bradly (1984).

Findings of Karkal (1975), highlighted the effect of economic status and education of mothers on the feeding practices of infants. But no correlation between infant feeding practices and socioeconomic status was noticed by Singh et al. (1983).

A study on “The personal and marital adjustment of parents as related to observed child deviance and parenting behaviors” was conducted by Dr Stephen M. Johnson (1974) The purpose of this study was to document the relationship of parents' personal and marital adjustment to their own behavior as parents and the behavior of their children. A total of 31 families who had been referred for behavioral counseling regarding their male child's behavior problems were given a diagnostic battery which included home observations as well as administration to parents of the Minnesota Multiphasic Personality Inventory (MMPI) and the LockeWallace Marital Adjustment Test. Results revealed consistent negative relationships between marital satisfaction and the observed level of child deviance. Similarly, there were consistent negative relationships between marital satisfaction and the level of observed “negativeness” to the child. Analyses using the MMPI indicated that a large number of the fathers ' MMPI scales were related to child deviance, but this finding was not replicated for mothers. Several MMPI scales were related to marital satisfaction for both parents. These results are discussed in terms of their implications for the assessment and treatment of families with a problem child.

Nalina Devi (1968) studied the infant upbringing practices adopted by the families belonging to two income levels in rural areas. Significant differences were found in the infant up bringing practices adopted by the families according to their level of income. Higher the income level of rural families betters the adopted infant upbringing practices.

Mathur and Shah (1979), studied the child upbringing practices adopted among different areas and localities. Variations in child training methods were found within different social groups' parents. In rural areas parents were on the whole more authoritarian in the child training methods than urban parents. Social class differences in child training were studied to be significant. Middle social class parents found to begin training earlier than the parents of lower social class. The parents found to supervise their children's activities more closely and put greater

emphasis on individual achievements than do the parents from the lower social class.

Koepke and Williams (1981) conducted telephone interviews with a random sample of parents having children of birth to 6 yrs, in which they were questioned about the resources they used in coping with their child upbringing concerns. The major resource of most parents was their own network of friends, consulted weekly if not daily. They occasionally turn to the media for information and made relatively little use of professional assistance.

Problems of employed women of Marathwada region in infant upbringing were studied by Ramannama et al. 1992. It was found that about 30 – 40% employed mothers faced various types of problems in upbringing infants. Majority of the mothers from low SES expressed dissatisfaction over the care given to the infants in their absence by the care takers as compared to the mother from middle SES.

Sharma et al. 1977 conducted a study on immunization status of infants and preschool children belonging to urban and rural areas of Jammu. 1200 urban and 1000 rural mothers were interviewed about immunization of their youngest child below 5 yrs of age. 82% of urban and 73% of the rural had received primary smallpox vaccination. Reasons for non vaccination were ignorance and traditional belief. The coverage of BCG and polio was 14 and 20% in urban and 5, 18 % in rural children respectively. The immunization status was related to sex, socioeconomic status, maternal education, birth order and family structure.

Ramannamma and Patnam (1991) conducted a study on opinions and problems expressed by rural women on immunization of young children. The survey was conducted among the 300 rural mothers having children below 3 yrs age. About 35 % women could not manage to immunize their children due to lack of time, while ignorance accounted for 28.5% followed by fear of child's sickness (17.14%), mobility 5.71%, additional expenditure (5.7%) and vaccine unavailability (2.85%). Rajguru (1981) found similar types of results expressed by rural people in

his study for non immunization of their children. As regards post effects of immunization on child's health, it was revealed that fever was reported in majority (76.48%) of the immunized children followed by fever and diarrhea (5.09%), fever and cough (3.93%), cough, 3.53%, diarrhea (91.18%) and death (0.78%). No health problems were reported in 9.01% cases.

Darling and Tiedje (1990) pointed out that fathers whose wives worked full time were more involved in direct child care activities. However mother still had the major responsibility for the physical care of their children. Further, the professionally employed 63.9% women included in the study revealed that they were satisfied with their husband's contribution in child care.

CHAPTER - 4

AIMS AND OBJECTIVES

The research titled “Role of Parents in Overall Development of Primary School Children in Pimpri-Chinchwad Area” was planned based on the theories mentioned in the chapter No. 2 Rationale and significance of the study. The need of the research is also mentioned in the same chapter.

This research study will help the social workers, family counselors, child counselors, doctors, and researchers etc to help and guide the parents.

The research was conducted by keeping the following objectives in mind,

To study the effect of:

- ❖ Parental education
- ❖ Parental profession
- ❖ Family background
- ❖ Socio-economic status

on upbringing and overall development of the 200 sample children in Pimpri-Chinchwad area of Pune, Maharashtra, India.

This study is based on the theories of social work and parenting. As these theories are applicable everywhere in India, the sample was selected which represents the mass of a metropolitan city like Pune.

This is need of the hour to do research on this topic as it will be useful for the above mentioned beneficiaries.

Chapter 5

METHODOLOGY AND TECHNIQUES USED **DURING THE STUDY**

The present study, “Role of Parents in overall development of Primary School children of Pimpri Chinchwad area.” Was planned to know the effect of parental education, occupation and home environment on the overall development of the children. The main four developmental domains, Physical development, Cognitive development, Socio-emotional development and language development were selected for the study. The materials and methods used in this study are presented under the following heads:

5.1 Selection of sample.

5.2 Collection of data.

5.3 Anthropometric assessment.

5.4 Nutritional deficiencies.

5.5 Vineland and Social maturity scale (Indian adaptation)

5.6 Mohite home environment inventory scale.

5.7 Socio-economic status scale.

5.8 Statistical analysis.

5.1 - Selection of sample:

The research was conducted in Pimpri Chinchwad area of Pune , (Maharashtra, India) which is known as one of the biggest industrial areas in Maharashtra state. The Pimpri Chinchwad is known by many nomenclatures worldwide. It is also recognized Detroit of the East with the presence of many National and multinational companies. Most of the families in Pimpri Chinchwad have working

parents. The study focused on the parental education and occupation hence the area was selected deliberately.

Two hundred children attending primary schooling were randomly selected from this area irrespective of in which school they are studying. The sample was divided into different groups based on their age, parental education and occupation. The children were divided into different age groups as 8, 9 and 10 yrs. The parents were divided into two different groups based on their education as graduate and post graduates, also based on their occupation as only father working and both the parents working.

5.2 - Collection of data:

The data was collected by the combination of the personal interviews of parents and the observation of the children for their development. The survey was conducted using oral questionnaire (Ref. Annexure - I) method. (Swami Nathan, 1986). The questionnaire consisted a number of questions printed. Most of the questions printed in the questionnaire were close ended so that the respondents could give the accurate opinion. Where required the questions were open ended so as to get the additional information. (Tatke, 2011)

Before using this method, a 'pilot survey' was conducted for testing the questionnaire. It was used for 20 samples. The questionnaire was revised based on the experience the researcher has received. The revised questionnaire was used for the survey by the researcher. The three important scales Vineland social maturity scale, Mohite home environment inventory and Socio-economic status scale, were included to make the study more comprehensive. (Ref. Annexure - I)

5.3 - Anthropometric assessment:

Anthropometric measurements were taken as per the method described by Jelliffe (1966) which includes height and weight. It was compared with the standard measures to check the health of the samples.

Appropriate normal values or standards for comparison:-.

It is very important to know the accurate age of the sample child so as to have accurate assessment. The body measures increases age. During the primary years of life these changes are very important. NCHS (National center for Health statistics) was used standard for comparison. (Update version 2007)

Table 5.1 - Height and weight : Age 8 to 10 yrs.

<u>Year</u>	<u>Weight (kg)</u>		<u>Height (cm)</u>	
	Boys	Girls	Boys	Girls
7	22.9	21.8	121.7	120.6
8	25.3	24.8	127	126.4
9	28.1	28.5	132.2	132.2
10	31.4	32.5	137.5	138.3

Height for age:

The height needs to be measured when a child is without any footwear. Length and height of a child is very important as it reflects the total increase in size of the child. This is very important for us to know the child's health and the height of the child indicates the same. It increases too slowly and so is not a very sensitive measure to check malnutrition. It does not decrease and so cannot indicate deterioration in health. The researcher had used the method accordingly.

A measuring tape was fixed vertically on the wall so that to measure the accurate height. The children were asked to stand bare foot and perpendicular to the wall. Height is then measured with a measuring tape in cm.

Age assessment is equally important to record the age of the individual correctly for proper interpretation of height and weight.

Weight for age:

Weight of the children is equally important and is a commonly used indicator of body size, it also shows the idea of food intake by the child. The change of weight with age is more rapid than that of height and is much more sensitive to changes

in growth pattern of the individual. Monitoring weight gain is very important during early years so as to get the idea of child's health. When child's weight is compared and if it shows lower reading than the standards given by NCHS, the child is called as underweight. Same when the child shows more weight, the child is called as overweight. This was referred when the researcher conducted the study.

Weight for height

By relating the weight of a child to its height, an objective measure of the child's degree of thinness can be obtained. This is age-independent type of measurement. The following graph was used to compare the height and weight of the children.

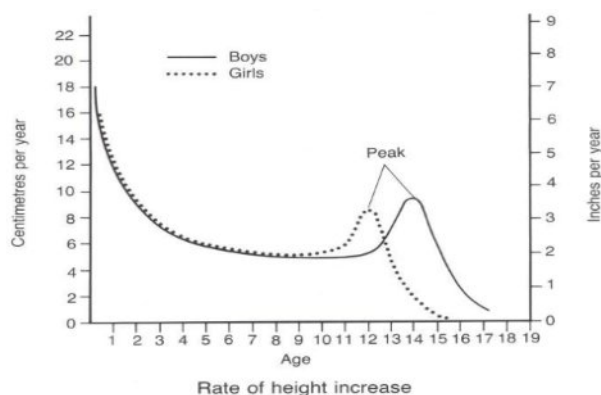


Figure 5.1 – Rate of height increase

5.4 - Nutrition deficiencies:

Malnutrition is directly responsible for certain specific nutritional deficiency diseases. The commonly reported in India are kwashiorkor, marasmus, beri beri, goiter, etc. Hence good nutrition is very important. This prevents the malnutrition and deficiency diseases. The child's growth gets hampered when there are any nutritional deficiencies present. Few deficiencies were included in the survey form to check whether the child has any nutritional deficiencies.

Vitamin "A" deficiency: If the deficiency of Vitamin A gets prolonged, skin lesions, night blindness & ulceration of the cornea in the eyes are seen in such cases. The severe deficiency of vitamin A results in gastro intestinal tract problems and respiratory tract problems and it leads to low resistance power of the children. In

developing countries like India, children with severe vitamin A deficiency become totally blind due to corneal changes.

Deficiency of vitamin D: Deficiency of vitamin D results in malformation of the skeleton. In children, deficiency of vitamin D leads to rickets which leads to the problems in skull and bone, swelling of wrists also the skull becomes soft. Gradually the child becomes very restless.

Deficiency of vitamin C: Vitamin C deficiency is known as scurvy. In children deficiency leads to swelling and bleeding of gums.

Deficiency of calcium & phosphorus: It leads to rickets in children.

Deficiency of iron: It leads to anemia. It is found commonly in infants and children. The children look very pale. They do not have resistance power if they suffer from iron deficiency. Anemic person has pale skin, pale conjunctiva, lips, tongue & nails. The nails also become flat or spoon shaped. The hemoglobin level becomes lower than the standard values. The above mentioned signs and symptoms were observed among the children by the researcher.

5.5 - Vineland social maturity scale: (Indian adaptation):

The Vineland social maturity scale, Mohite home environment inventory scale and Socio-economic status scale were taken from the National Psychological Corporation (NPC), Agra, which is established in 1971. It is recognized as well as well known center for developing the various psychological and educational tests. It publishes and distributes a number of textbooks, research and reference books in the field of psychology and education and arranging a variety of psychological instruments and educational aids to many educational institutions, guidance and counseling centers, hospitals and industries. National Council of teachers' education (NCTE), New Delhi has recommended NPC as a reliable place for obtaining materials for psychological resource center. Hence the tests are taken for the authentic results.

The Vineland social maturity scale was originally devised by Doll in 1935. This test is being used with some modifications in many parts of the world. It

proved itself to be uniquely useful instrument in measuring social maturity of children and young adults. Since its first publication, it has served the useful purpose of estimating the differential social capacities of an individual. The very first attempt to adapt this scale to Indian cultural conditions was done by Malin while working at the Nagpur child guidance center. This scale is being used at many clinics, university departments and institutions. The results to date appear so promising that the use of this scale at many other clinics, guidance center may bring forth further valuable information. This scale is not only used to measure the social age and social quotient but it also indicated the social deficits and social assets in growing children.

The scale is designed to measure social competence defined as a functional composite of human traits that sub serve social usefulness and are reflected in self sufficiency and in service to others from birth to 30 yrs of age. It measures 8 categories of behaviour: self help general, eating, dressing, communication, self direction and socialization.

The administration for this scale was carried out in an informal atmosphere by having the mother along with the child or having the child alone depending upon the demands made by the items. The researcher requested mother to keep silence and non participant in testing situation but just to provide security to the child by being present. There is a Consumable booklet provided along with the manual for the test which describes how the test should be administered. There are total 89 items included in the consumable booklet. Among which 16 items related to the age group of the samples were selected for the observation.(Ref. Annexure II). The score was calculated by pure summation of the items present. A table for conversion of raw scales to the social age is provided in the manual which was referred to observe the social development of the children. (Ref. Annexure III)

5.6 - Mohite Home Environment Inventory (MHEI):

It is essential that the children receive as much help as can be given at home. What gives concerned persons hope, and cause for some

measures of optimism, is that factors in the home have a major role to play. A study conducted by the National Council of Educational research and training (NCERT), in 1978, revealed that home variables and children's intelligence account for differences in academic achievements; moreover , keeping I.Q. and socio-economic status (SES) constant. The single most important variable which tilted the balance in favor of school achievement was facilitation of language development in the home.

Recent trends in the west advocate a move away from the rigidity of such status variables towards assessing what it is that parents actually do with their children (Walberg & Marjoribanks, 1976), and status variables are seen to be mediated by process variables. This has positive implications since, while neither the quality of schooling nor status characteristics can be changed quickly, parental awareness can be created or heightened and attitudes and skills changed or built-up towards the aim of enhancing a child's learning environment in the home.

As per the manual provided by Mohite (Founder of the test Mohite Home environment Inventory), the observation of the samples was carried out and the test was administered. A consumable booklet containing 24 items was provided with the manual. Each item was marked present or absent depending upon the observation. (Ref. Annexure IV) The total score was obtained by simple summation.

Table 5.2 - Score for Mohite home environment Inventory

<u>Sr. No.</u>	<u>Score</u>	<u>Particulars</u>
1.	0 - 10	Poor, Lacking
2.	11 - 19	Moderate
3.	20 - 24	High

Children from the homes falling in the lowest category are likely to face or may already facing learning difficulties.

5.7 - Socio-economic status scale :

Every individual struggles for a position in society. The social change varies from time to time. It depends upon the region, culture and paying capacity of people. Growing economy of India, implementation of New pay Scales as recommended by the Sixth pay commission (2008), technological explosion, impact of electronic media, print media and education has changed many parameters of social position in last few years. People are more into social networking sites such as face book, twitter, orkut etc. This is the era of globalization, liberalization and privatization. Today modernity is regarded as more important than money, hence, social status of a person cannot be measured only with financial and occupational status. The level of education, modern life style, health status and kind of gadgets, facilities and services that a person is enjoying must be taken into consideration while determining his / her social position.

Keeping in mind the Socio-economic status scale was developed by Dr. Ashok K. Kalia and Dr. Sudhir Sahu (2008) and approved by National Psychological Corporation, India was used to check the socioeconomic status of the parents.

This scale comprised of 40 items on 5 different area or dimensions of Socio-economic status

Viz. (i) Socio-cultural component,

(ii) Economic component

(iii) Possession of goods and services.

(iv) Health component &

(V) Educational component.

There is no time limit for filling the scale. While administering SES scale the following precautions were kept in mind:

- 1) A proper seating arrangement was made for the respondents in a peaceful environment.

- 2) A minimum facility of writing material was arranged for respondents.
- 3) All the instructions mentioned in the test booklet were readout to the respondents.
- 4) Respondents were instructed to give the responses only on consumable test booklet. (Ref. Annexure V).
- 5) Test administrator motivated the respondents for free and frank responses by establishing proper rapport with them.
- 6) All doubts were clarified before the start of the test.
- 7) Before collecting the response sheets, the test administrator ensured that all the test items were answered by the respondents.

The socio-economic status was decided based upon the following scores calculated by merely adding the total score. The user manual was referred to score different items. The following scores were used:

Table 5.3 - Score for socio-economic scale

Sr. No.	Status	Score
1	High Socioeconomic status	73 + above
2	Middle socioeconomic status	46 - 72
3	Low socioeconomic status	Below 45

5.8 - Statistical analysis:

In order to draw the valid conclusions from the study the collected data was consolidated, computed and exposed for statistical analysis. Mean is the simplest measurement of central tendency and is a widely used measure. Its chief use consists in summarizing the essential features of a series and in enabling data to be compared. It is amenable to algebraic treatment and is used in further statistical calculations. It is relatively a stable measure of central tendency.

For the continuous variables like height and weight of the children, mean was calculated. And to compare the chi square was calculated. To compare the other parameters percentages were calculated.

The formula to find out mean is:

$$\bar{X} = \frac{\sum X}{N}$$

Where X = The symbol used for mean.

Σ = Symbol for summation.

X = Value of the ith item X, i = 1,2,3....

n = Total number of items.

Standard deviation is most widely used measure of dispersion of a series and is commonly denoted by the symbol σ (Pronounced as sigma) or s. Standard deviation is defined as the square root of the average of squares of deviations, when such deviations for the values of individual items in a series are obtained from the arithmetic average. It worked out as under.

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Σ = Symbol for summation.

X = Value of the ith item X, i = 1,2,3....

n = Total number of items.

Comparison of mean was done by t test and the percentages were compared with chi square test. The formula to calculate chi square is

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = the frequencies observed

E = the frequencies expected

∑ = the 'sum of'

the cell frequencies observed in the Bivariate table.

the cell frequencies that would be expected if the variables were independent. We solve for this by using the following:

$$\frac{(\text{Row Marginal} \times \text{Column Marginal})}{N}$$

Row Marginal = Add across Column Marginal = Add down

Where,

X = Mean of the sample,

= Hypothesized mean for population.

= Standard deviation of the population

The statistical significance between different parameters was tested by applying ANOVA test. The variance is splitted into four parts as under:

- i) Variance between columns.
- ii) Variance between rows.
- iii) Variance between varieties.
- iv) Residual variance.

Difference between the groups and relationships between variables was examined by using bi variate analysis of variance.

Chapter 6

Results and Discussion

The study entitled 'Role of parents in overall development of primary school children in Pimpri Chinchwad ' was conducted in Pimpri Chinchwad area of Pune district of Maharashtra. The Pimpri Chinchwad area was deliberately chosen for the study. Being industrial hub, the area is cosmopolitan. The survey was conducted for 200 sample children in the age range of 8 to 10 years from the area who studies in primary school. This particular age group was chosen to avoid any probability of the pubertal growth. The data was collected with the help of different tools used throughout the study with the questionnaire where most of the questions were close ended, anthropometric assessment, Vineland social maturity scale (Indian adaptation), Mohite home environment inventory scale and the socio economic status scale (Dr. Ashok Kalia and Dr. Sudhir Sahu).

The study was conducted to find out the effect of parental education, occupation, family background and socioeconomic status on upbringing and overall development of the sample children.

The collected data was pooled, tabulated and analysed using the software '*SPSS*' (Statistical package for social science).

The findings are presented and discussed under the following headings:

- 6.1 – Family background of the sample children.
- 6.2 – Physical development of the sample children.
- 6.3 – Cognitive development of the sample children.
- 6.4 – Socio-emotional development of the sample children.
- 6.5 – Language development of the sample children.

6.1. – Family background of the sample children.

Table 6.1.1 – Education occupation of the parents

	Mothers		Fathers	
Education	Frequency	Percentage	Frequency	Percentage
Up to Graduation	150	75.0	123	61.5
Above Graduation	50	25.0	77	38.5

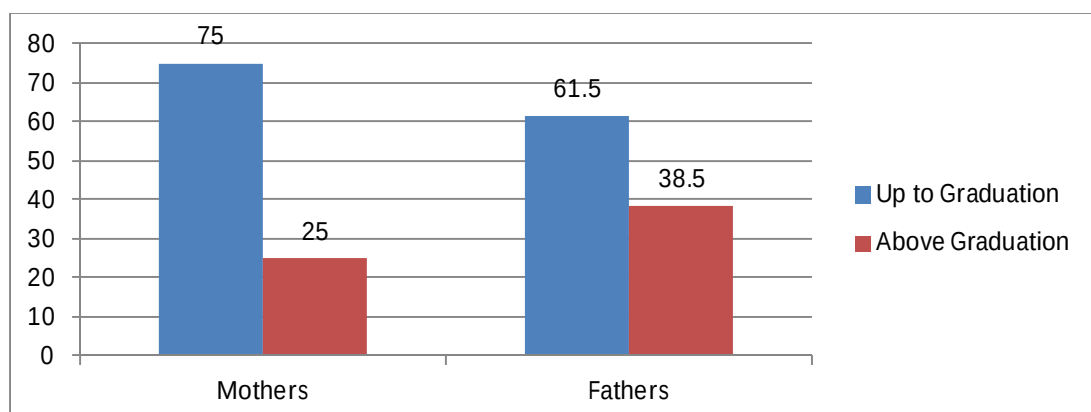


Figure 6.1 – Education of the parents

To conduct the study, 200 samples were chosen from Pimpri-Chinchwad area. As it was mentioned in one of the objectives that the study will be conducted to observe the effect of parental education on overall development of the sample children, the information about the education of the parents was collected. Total 75 per cent of the mothers of sample children are graduates whereas 25per cent studied above graduation. Whereas 61.5 per cent and 38.5 per cent fathers of the sample children are studies up to graduation and above graduation respectively. (Table 6.1.1)

Table 6.1.2 – Occupation of the parents:

	Mothers		Fathers	
Occupation	Frequency	Percentage	Frequency	Percentage
Non-working	126	63.0	---	---
Working	74	37.0	200	100.0

Parents' occupation was treated as one of the most important aspects when it comes to having effect on overall development of the children. Being male dominated society, it was observed that all the fathers of sample children are working. It was observed that only 63 per cent of the mothers of sample children are home makers whereas 37 per cent are working mothers. While interacting with the mothers especially it was observed that most of the mothers irrespective of whether they work outside or home maker, they were very keen about the development of their children.

Table 6.1.3 – Type of family

Type of family	Frequency	Percentage
Nuclear	114	57.0
Joint	86	43.0

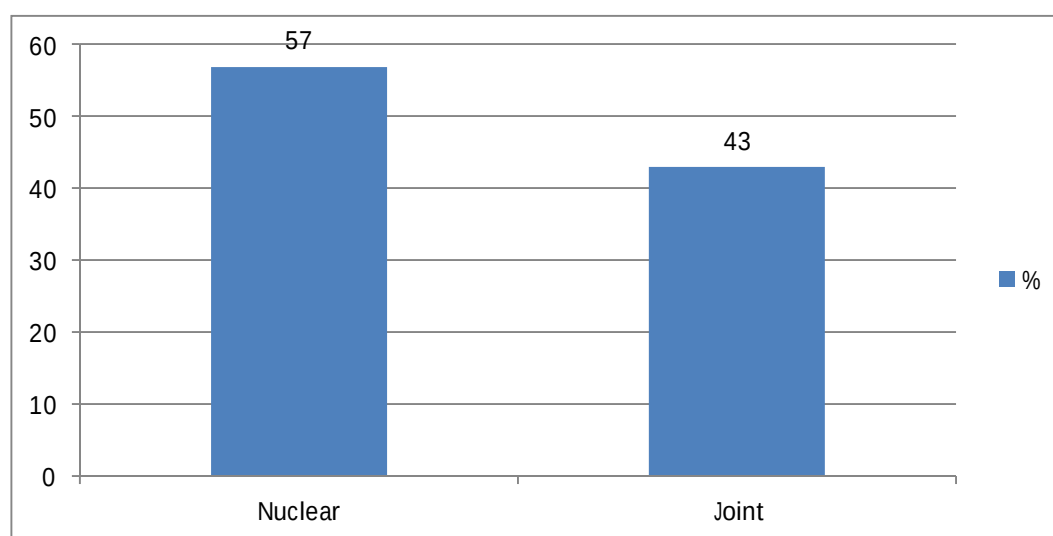


Figure 6.2 – Type of families of sample children

The family background of the sample children was also treated as one of the important aspects throughout the study. It was observed that 57per cent families of the sample children are nuclear whereas 43 per cent are joint families.

Table 6.1.4 – Family Size of the sample children.

No. Of members	Frequency	Percentage
3 - 4	113	56.5
5 - 6	55	27.5
More than 6	32	16.0

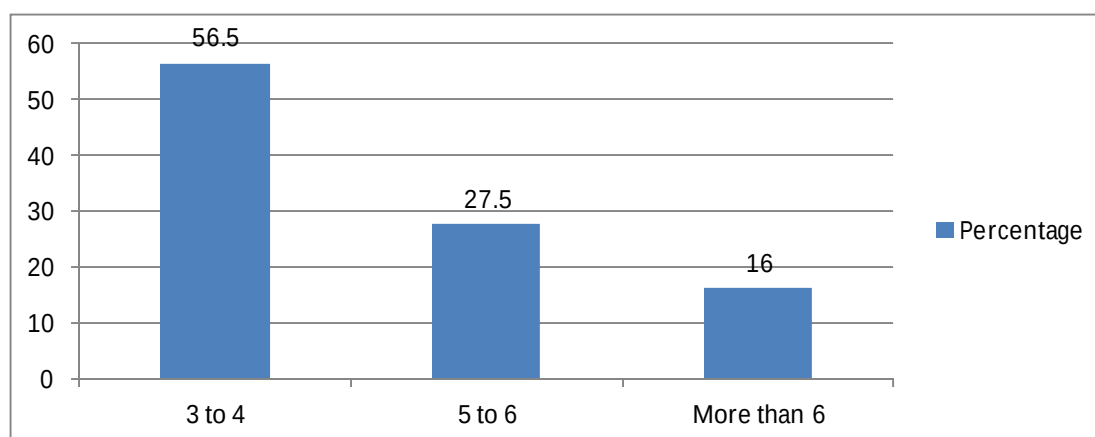


Figure 6.3 – Family size of the sample children

During the study it was found that the 56.5 per cent sample children are staying in the family which has 3 to 4 family members. Whereas 27.5 per cent children are staying with the families having 5 to 6 members. The respondents shared that if the parents can give more attention towards the children if they belong to a family with fewer members.

Table 6.1.5 – Socio-economic status of the families.

Socio-economic status	Frequency	Percentage
Low	68	34.0
Middle	66	33.0
High	66	33.0

Total sample size is 200 throughout the study. Deliberately the sample children were approximately selected equal from low, middle and high socioeconomic status. It helped in getting fair results. The selected area i.e.

Pimpri Chinchwad area of Pune is an industrial as well as the area with most of the popular software companies. So it helped to get interesting results. The respondents from high socioeconomic status families found keener for each and every development of their offspring. They were found more interested to know the findings of this study as well. Whereas the respondents from low socioeconomic status families shared that their children are more independent and confident as they have to face the situations alone most of the time.

6.2 Physical development of the children.

Table 6.2.1 – Descriptive statistics

Particulars	Range		Mean $\pm$ Std Deviation	Coefficient of Variance
	Minimum	Maximum		
Child age	8.00	10.00	8.80 $\pm$ 0.68	7.73
Child height-1(m)	0.85	1.90	1.23 $\pm$ 0.14	11.38
Child height-2 (m)	0.85	1.94	1.25 $\pm$ 0.15	12.00
Child Wt-1 (kg)	15.00	60.00	29.61 $\pm$ 7.84	26.48
Child Wt-2 (kg)	16.00	60.00	29.68 $\pm$ 7.64	25.74
BMI (kg / m ²)	7.70	48.80	19.82 $\pm$ 7.19	36.28

The table 6.2.1 explains the descriptive statistics of few parameters of physical development such as child's height, weight and the body mass index. As mentioned in the chapter 'Methodology and techniques used during the study', the anthropometric assessment of the sample children was done by using the standard as described by Jelliffe (1966) and was compared with the standard measures to check the health of the samples.

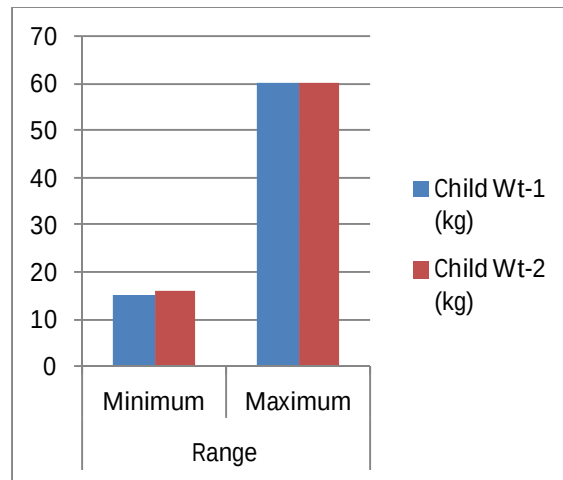


Figure 6.4 – Weight 1 and 2

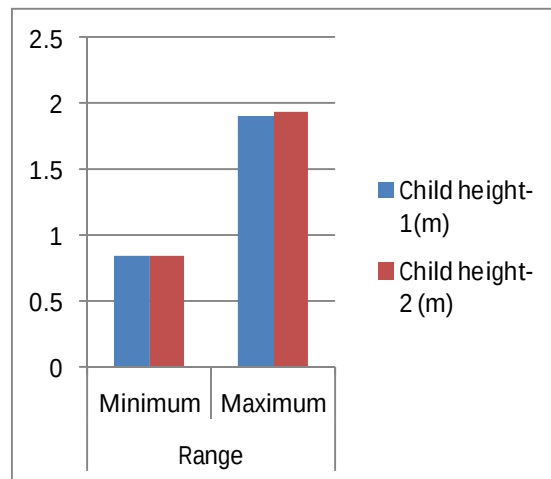


Figure 6.5 – Height 1 and 2

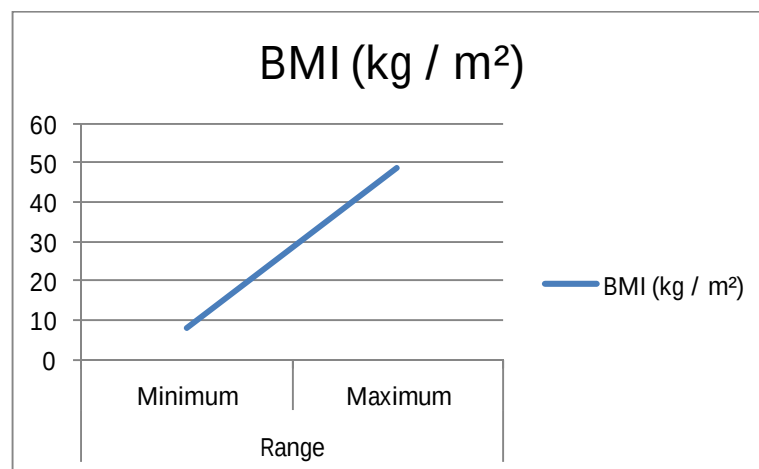


Figure 6.6 – Body Mass Index

The graph (Figure 6.4, 6.5 and 6.6) is self explanatory which explains the range of the height, weight and body mass index (BMI) of the sample children. The age of the children vary from 8 years to 10 years. The height 1 (The height measured during the first visit) of the sample children ranges from 0.85 m to 1.9 m whereas the height 2 (The height measured during the second visit) of the sample children ranges from 0.85 m to 1.94 m. Similarly the weight 1 (The weight taken during the first visit) and weight 2 (The weight taken during second visit) ranges from 15 kg to 60 kg and 16 kg to 60 kg respectively. The body mass index (BMI) was calculated according to the method described in the chapter 'Methodology and techniques used during the study'. The BMI of the sample children ranges from 7.7 to 48.8. Kg / m².

A study was conducted by Elva M. Arredondo et al (2006) on 'Is parenting style related to children's healthy eating and physical activity in Latino families?'. It was found that the parenting style influence a child's risk for obesity. Further it was found that the daughters of parents who used controlling styles ate more unhealthy foods than did the sons.

A.N. Kanade et al (1998). The objectives of the study were to evaluate impact of under nutrition on various adolescent growth parameters among rural Indian boys. Adolescent boys covering 8-18 yr age group were observed longitudinally for a period of 3 years. Adolescent boys (n = 673) from seven different villages within 30 to 40km from Pune were studied. Six monthly measurements on weight (upto 50 g) and height (upto 0.1 cm) were recorded and age assessment was done from school records with reasonable accuracy. The result shows that the Stunted and underweight boys were lighter (by 4 kg) and shorter (by 8 cm) at 10 yr of age compared to their normal counterparts but this difference increased to 12 kg and 10 cm respectively by adulthood. It was concluded that nutritional deprivation seems to affect almost all growth parameters and final adult size too.

Table 6.2.2 – Influence of mother’s and father’s education on physical development of the child

Particulars		Mother’s Education			Father’s Education		
		Sum of Squares	Mean Square	Significance level	Sum of Squares	Mean Square	Significance level
Height1 (cm)	Between Groups	0.00	0.00	0.87	0.02	0.02	0.27
	Within Groups	4.04	0.02		4.01	0.02	
Height-2 (cm)	Between Groups	0.00	0.00	0.90	0.04	0.04	0.20
	Within Groups	4.30	0.02		4.27	0.02	

The influence of mother’s and father’s education was analyzed. It was found that there is no significance when the two parameters parents’ education and height of the sample children were compared. This was done considering two groups such as between and within groups. The two groups as the parents who are graduates and the parents who studied above graduation were considered during the study. This shows that there is no effect of parents’ education on the height of the sample children.

A research was conducted on “Association of Income, Occupation, and Parental Education with growth and Scholastic Achievement in School Children in Bombay” by Rajeshree et al India (1987). Three hundred and forty-seven urban school children from various socio-economic groups who were studying in the same school were measured for height, weight, skin fold thickness, and upper arm circumference to assess growth. Their respective class teachers assess scholastic achievements. Skeletal maturity was also assessed. Nutritional history, parental heights, income, occupation and education were recorded. An analysis of variance and multiple regression analysis, was done with the aid of the SPSS (Statistical Package for Social Science) Computer

programme at the London University Computer Centre. The joint effect of income, occupation and education were statistically significant in contributing to male weight, skin fold thickness and upper arm circumference, but no to height. They contributed very significantly to female heights and weight, but not to their skin fold thickness and upper arm circumference. Parental education was more important than occupation and income for all the measurement. In fact it was statistically significant in its contribution to male child's skin fold thickness and upper arm circumference, and to female child's weight. Scholastic achievements were dependent on income, occupation, father's education, and mother's education to a very high degree. (T.Kang and S. Jaswal, 1987) The present study was undertaken to study the relationship of educational level of parents with parenting patterns used by them on their children. Samples of 300 families (300 fathers & 300 mothers) were randomly selected from Amritsar, Ludhiana, Patiala and Hoshiarpur cities of Punjab. 'Socio-Economic Status Scale' by Bhardwaj and 'Multi-Dimensional Parenting Scale'. By Chouhan and Khokhar were used as quantitative measures. Results showed that parenting patterns used by parent vary with their level of education.

Table 6.2.3 – Influence of parents education on the weight of the sample children

Particulars		Mother's Education			Father's Education		
		Sum of Squares	Mean Square	Significance level	Sum of Squares	Mean Square	Significance level
Weight-1(kg)	Between Groups	40.04	40.04	0.42	398.75	398.75	0.01**
	Within Groups	12185.75	61.54		11827.04	59.73	
Weight-2 (kg)	Between Groups	54.00	54.00	0.34	287.30	287.30	0.03*
	Within Groups	11551.52	58.34		11318.22	57.16	

The same groups as parents who are graduates and the parents who studied above graduation were analysed for the weight measured for the sample children, it was found that father's education is at 5 per cent significant level with respect to weight 1 (The weight taken during the first visit) and at 10 per cent significant level for weight 2 (The weight taken during the second visit). This shows that the weight of the sample children depends upon the father's education. The study conducted by Rajeshree et al (1987) also found that the father's education affected the dependent variable as weight of the sample children.

Table 6.2.4 – Influence of parents education on the difference in height and weight of the sample children

		Mother's Education			Father's Education		
Particulars		Sum of Squares	Mean Square	Significance level	Sum of Squares	Mean Square	Significance level
Diff in height (cm)	Between Groups	0.00	0.00	0.03*	0.00	0.00	0.07*
	Within Groups	0.06	0.00		0.06	0.00	
Diff in weight (kg)	Between Groups	0.04	0.04	0.65	0.11	0.11	0.46
	Within Groups	40.83	0.21		40.76	0.21	

* - Significant at 10 per cent level.

The mother's as well as father's education was compared with the difference in height and weight of the sample children; it was found these two parameters are significant at 10 per cent level. The difference in height and weight is dependent on the father's education.

Table 6.2.5 – Influence of parents education on the body mass index of the samples

Particulars		Mother's Education			Father's Education		
		Sum of Squares	Mean Square	Significance level	Sum of Squares	Mean Square	Significance level
Body mass index	Between Groups	40.925	40.93	0.38	32.66	32.66	0.43
	Within Groups	10249.03	51.76		10257.29	51.81	
Interpretation of Body mass index	Between Groups	1.04	1.04	0.31	0.12	0.12	0.73
	Within Groups	197.91	1.00		198.83	1.00	

The body mass index of the sample children was calculated using the standard formula mentioned in the chapter 'Methodology and techniques used during the study'. The effect of parents' education on the body mass index (BMI) was tested. It was found that the parents education do not have effect on the body mass index (BMI) of the sample children.

Table 6.2.6 – Influence of mother’s and father’s education on physical development parameters of the children.

Parameters of Physical development	t-test for Equality of Means Mother’s education		t-test for Equality of Means Father’s education	
	t	Sig. (2-tailed)	t	Sig. (2-tailed)
Growth of child’s teeth	0.12	0.91	-1.14	0.26
Child’s activeness	0.84	0.40	-0.13	0.90
Body proportion of the child	-0.42	0.68	-1.17	0.24
Child’s mastery in physical skills	-0.63	0.53	-0.34	0.74
Nutrition deficiency observed	1.38	0.17	0.99	0.32
Special activities planned for motor development	1.56	0.12	1.52	0.13
Special sports activities planned	0.24	0.81	-1.99	0.05***
Special diet plan for the child	0.66	0.51	-0.33	0.75

*** Significant at 1 per cent level

The t test was applied to compare the means. When the different parameters of physical development mentioned in the table were compared with the education of the parents, it was found that the father’s education has effect on the sports activities planned for the sample children. It is significant at 1 per cent.

The growth of the teeth of the sample children was treated as one of the important aspects of physical development of the sample children. It was found that the education of the mothers and fathers do not have effect on the teeth development of the sample children.

The child's activeness was observed during the survey also the feedback was taken from the parents of the sample children. It was observed that whether the parents are graduated or above graduated; it does not affect the activeness of the sample children.

The body proportion of the sample children was observed and it was found that the parents education do not have effect on the body proportion of the sample children.

As mentioned in the table 6.2.6, the child's mastery in physical skills such as using scissors properly to cut a paper perfectly was checked for the effect of parents' education. It was observed that this aspect was not affected by the education of the parents of sample children.

The nutritional deficiency such as calcium deficiency, iron deficiency, vitamin A and vitamin C deficiency was checked for the sample children during the study. The medical checkup reports of the sample children and the signs and symptoms were observed for the same. The two parameters as the parents' education and the nutritional deficiency of the sample children were compared and it was analysed that the parents' education does not affect on the nutritional deficiency observed in the sample children.

The parents' education does not have effect on the special activities planned by them for their children keeping in mind the motor development of the children.

Similarly it does not affect on the special diet planned for their children. It was observed that whether the parents are graduated or above graduated, it does not make any difference for the parameter; special diet planned for their children.

Table 6.2.7 – Influence of mother’s occupation on physical development of the children.

Parameters of physical development	t	Sig. (2-tailed)
Growth of child’s teeth	-2.92	0.00***
Child’s activeness	-0.71	0.48
Body proportion of the child	-0.15	0.88
Child’s mastery in physical skills	-0.59	0.56
Height-1	0.12	0.90
Height-2	0.19	0.85
Weight-1	1.65	0.10
Weight-2	1.49	0.14
Interpretation of BMI (Body mass Index)	2.13	0.04**
Nutrition deficiency observed	-0.34	0.73
Special activities planned for motor development	-0.41	0.68
Special sports activities planned	0.47	0.64
Special diet plan for the child	-0.42	0.67

*, **, *** 10, 5 and 1per cent level significance respectively.

The different parameters of physical development were tested. The effect of mother’s occupation on these parameters was tested. The teeth development of the sample children and the body mass index of the sample children have impact of mother’s occupation. The significance level is 10 per cent and 5 per cent respectively.

It was seen that whether the mother is home maker or working that doesn’t affect the activeness of the sample children.

The child’s mastery in the physical activities such as cutting the paper perfectly with scissors was observed and compared with the mother’s occupation. It was found that mother’s occupation does not have effect on the child’s mastery in physical activities.

Heights as well as weight of the sample children were taken twice with a gap of approximately one year. It was compared with the mother's occupation. The result shows that the mother's occupation does not affect the height and weight of the sample children. The same results were found in a study conducted by Rajeshree et al (1987).

The mother's occupation does not have effect on the nutrition deficiency such as deficiency of iron, calcium, vitamin A and C. Also on the parameter which describes the special diet planned for the sample children by the mother.

It also does not affect the parameters like the special physical activities planned for the motor development and the special ground activities planned for the sample children. This means that whether the mother is working or a home maker, it does not affect the parameter which shows the special activities planned for the sample children.

Table 6.2.8 – Influence of type of family on the physical development of the children.

Parameters of physical development	t	Sig. (2-tailed)
Growth of child's teeth	0.90	0.36
Child's activeness	0.74	0.45
Body proportion of the child	2.41**	0.01
Child's mastery in physical skills	0.62	0.53
Height-1	-2.24***	0.02
Height-2	-2.57**	0.01
Weight-1	0.55	0.58
Weight-2	0.89	0.37
Body mass index (BMI)	2.18***	0.03
Nutrition deficiency observed	-1.10	0.27
Special activities planned for motor development	-0.85	0.39
Special sports activities planned	-3.21**	0.00
Special diet plan for the child	0.53	0.59

*, **, *** 10, 5 and 1 per cent level significance respectively.

Different parameters of physical development were tested for the effect of type of family on these parameters of physical development. The sample children were divided into two groups such as joint and nuclear family. The effect of the type of family was tested on the different parameters mentioned in the table. It was found that the height and body mass index of the sample children is affected by the type of family. It is highly significant at 1 per cent. The body proportion of the sample children and the special sports activities planned for the sample children are having effect of type of family. Few respondents from the nuclear families mentioned that they plan different sports activities for their children as they can give more time to plan for their child because of small family size. Also they mentioned that the importance in such families is given for the education and development of the children.

Whereas the parameter; type of the family does not affect on the parameters; growth of child's teeth, child's activeness, child's mastery in physical skills, weight of the child, nutrition deficiency of observed and the special diet planned for the sample children.

Table 6.2.9 – Influence of low and middle socio-economic status on physical development of the sample children.

Parameters of physical development	T	Sig. (2-tailed)
Growth of child's teeth	1.21	0.23
Child's activeness	0.87	0.38
Body proportion of the child	2.21**	0.02
Child being active in ground activities	-1.19	0.23
Mastery in physical skills	1.49	0.13
Height 1	-2.13**	0.03
Height $\frac{3}{4}$	-2.09**	0.03
Weight 1	1.69*	0.09
Weight $\frac{3}{4}$	1.82*	0.07
Body mass index (BMI)	2.27**	0.02
Nutrition deficiency observed	1.15	0.25
Special activities planned for motor development	-0.87	0.38
Special sports activities planned for the child	-1.05	0.29
Special diet plan	-0.84	0.40

*, **, *** 10, 5 and 1per cent level significance respectively.

The different parameters as mentioned in the above table were tested. It was found that the socio economic status of the sample children has effect on their weight. It is highly significant. The socio economic status also has effect on the height of the sample children, the body proportion of the sample children also on BMI (Body mass index) of the sample children. The significant level is 5 per cent. The study conducted by Rajeshree et al (1987) showed that the effect of socio economic status exists on the weight of the sample children.

When the low and middle socio economic status was considered and was tested for the effect on different parameters on physical development; it was found that it does not affect the parameters such as growth of child's teeth,

child's activeness, child having mastery in physical skills, the nutritional deficiencies (such as iron deficiency, calcium deficiency, deficiency of vitamin A and C) and the special diet planned for the sample children.

Table 6.2.10 – Influence of Middle and High socio-economic status on physical development of the children.

Physical development parameters	t	Sig. (2-tailed)
Growth of child's teeth	1.13	0.26
Child's activeness	-1.42	0.15
Body proportion of the child	-0.13	0.89
Child being active in ground activities	-0.49	0.62
Mastery in physical skills	0.13	0.89
Height 1	1.64*	0.10
Height $\frac{3}{4}$	1.55	0.12
Weight 1	-5.17***	0.00
Weight $\frac{3}{4}$	-5.24***	0.00
Body mass index (BMI)	-5.55***	0.00
Nutrition deficiency observed	2.05**	0.04
Special activities planned for motor development	0.00	1.00
Special sports activities planned for the child	0.87	0.38
Special diet plan	0.17	0.86
Difference in height	-0.40	0.69
Difference in weight	-4.06***	0.00

*, **, *** 10, 5 and 1per cent level significance respectively.

When the means of two socioeconomic status middle and high socioeconomic status were tested for different parameters of physical development, the effect was found on the height of the sample children which is

highly significant. The significant level is 5 per cent when checked for nutritional deficiency observed among the sample children.

The significance level is 10 per cent for the parameters like height, weight and body mass index.

Table 6.2.11 – Influence of low and high socio-economic status on physical development of the children

Physical development parameters	t	Sig. (2-tailed)
Growth of child's teeth	2.25**	0.02
Child's activeness	-0.63	0.53
Body proportion of the child	1.79*	0.07
Child being active in ground activities	-1.62*	0.10
Mastery in physical skills	1.70	0.09
Height 1	-0.65	0.51
Height 2	-0.70	0.48
Weight 1	-4.07***	0.00
Weight 2	-4.01***	0.00
Interpretation of BMI	-2.63***	0.01
Nutrition deficiency observed	2.94***	0.00
Special activities planned for motor development	-0.87	0.38
Special sports activities planned for the child	-0.17	0.86
Special diet plan	-0.67	0.50
Difference in height	-0.59	0.55
Difference in weight	-2.33**	0.02

*, **, *** 10, 5 and 1 per cent level significance respectively.

The different parameters of physical development were compared for low and high socioeconomic status families. Body proportion of the sample children and the child being active in ground activities; these two parameters are affected by low and high socioeconomic status families. The significance level is high; at 1 per cent.

The growth of teeth of the sample children has 5 per cent significance level. The low and high socio economic status families have significance effect on weight and body mass index. The level of significance is 10 per cent.

Table 6.2.12 – Influence of gender on the physical development of the children.

Parameters of Physical development	t	Sig. (2-tailed)
Growth of the child's teeth	-1.88	0.06**
Activeness of the child	-1.69	0.09**
Body proportion of the child	-0.21	0.84
Child being active in ground activities	-2.48	0.01***
Mastery in physical skills	-0.39	0.70
Height-1	-0.68	0.50
Height-2	-0.72	0.47
Weight-1	0.62	0.54
Weight-2	0.41	0.68
Body mass index (BMI)	1.00	0.32
Interpretation of BMI	1.12	0.26
Nutrition deficiency observed	0.21	0.83

*, **, *** 10, 5 and 1per cent level significance respectively.

The interesting findings were observed when two genders compared for different parameters of physical development. The gender has effect on the teeth development and activeness of the sample children; the significant level is 5 per cent. Whereas the parameter as the child being very active in ground activities has low significance when compared with two genders. The significance level is 10 per cent. The study conducted by Rajeshree et al shows the results that the female child's height and weight were significantly affected by social variables.

One more study conducted on 'Maternal factors related to parental practices, developmental expectations and perceptions of child behaviour

problems' by Robert A. Fox et al (2010) provides the results that the socioeconomic status has effect on the parental practices.

A study conducted by Elva M. Arredondo et al (2006) on 'Is parenting style related to children's healthy eating and physical activity in Latino families?' explains the result that the parenting style influences the physical activities and dietary intake.

SUMMARY:

The different parameters of physical development of the sample children were compared with the parents' education, occupation and socio-economic status of the families. The following is the summary for the same.

- 1) There is no effect of parents' education on the physical development of the children.
- 2) Weight of the sample children depends upon the father's education.
- 3) Father's education has effect on the sports activities planned for the sample children.
- 4) The mother's occupation has effect on teeth development and body mass index of the sample children.
- 5) Height and body mass index of the sample children is affected by type of family.
- 6) The type of family also affects the special sports activities planned and the body proportion of the sample children.
- 7) Height, weight, body mass index and body proportion has effect of socio economic status of the families.
- 8) The nutritional deficiencies observed in the children are affected by the socio economic status of the families.
- 9) Growth of the child's teeth, activeness of the child and the child being active in the ground activities, these parameters of physical are affected by the socio economic status of the families.

6.3 – Cognitive development of sample children

Child development refers to the biological and psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment. Human beings have a keen sense to adapt to their surroundings and this is what child development encompasses. Every child would struggle to find their culture and identity in child development.

Piaget was a Swiss theorist who posited that children learn actively through the play process. He suggested that the adult's role in helping the child learn was to provide appropriate materials for the child to interact and construct. He would use Socratic questioning to get the children to reflect on what they were doing. He would try to get them to see contradictions in their explanations. He also developed stages of development. His approach can be seen in how the curriculum is sequenced in schools, and in the pedagogy of preschool centers across the United States.

According to Piaget, the stage of children in school age i.e. about first grade to early adolescence is Concrete stage. During this stage, accommodation increases. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena, which in the past he needed to manipulate physically to understand. In teaching this child, giving him the opportunity to ask questions and to explain things back to you allows him to mentally manipulate information.

Cognitive development is considered as one of the most important aspects of overall development. Different parameters of cognitive development were considered throughout the study. These parameters were compared with the education, occupation and socio economic status of the parents. The findings are as follows:

Table 6.3.1 (A)
Influence of mother's education on cognitive development of the sample children

Parameters of Cognitive development	Mother's Education	
	t	Sig. (2-tailed)
Particulars		
Book collection especially for children	-1.319	0.18
Providing puzzles for children	0.65	0.51
Child attending tuitions	0.28	0.78
Child exposed to exhibitions	-0.25	0.80
Special activities planned for cognitive development	-0.42	0.67
Internet usage especially for the children	-1.46	0.14
Child exposed to different competitive exams	-1.46	0.14
Child having interest in reading	-2.338**	0.02
Child enjoy maintaining collection	0.16	0.87
Child able to sequence the events	-2.892***	0.00
Arithmetic skills of children	-0.71	0.48
Child eager to know about the happenings around	0.06	0.95
Comprehension of story or passage	-0.93	0.35
Child can use grammatically correct sentences	-2.042**	0.04
Child's academic performance	-1.19	0.23
The family member involved in conducting child's studies	-0.85	0.39

, * 5 and 1per cent level significance respectively.

Table 6.3.1 (B)
Influence of mother's education on cognitive development of the sample
children
(Table of means)

Parameters	Mother's Education	Mean	Std. Deviation
Special book collection for child	Up to graduation	0.7267	0.4472
	Graduation & above	0.8200	0.3881
Providing puzzles	Up to graduation	2.1067	0.6147
	Graduation & above	2.0400	0.6688
Child attending tuition classes	Up to graduation	0.2600	0.4401
	Graduation & above	0.2400	0.4314
Child exposed to exhibitions	Up to graduation	1.9733	0.6548
	Graduation & above	2.0000	0.6999
Special activities planned for child's cognitive development	Up to graduation	0.6267	0.4853
	Graduation & above	0.6600	0.4785
Use of internet especially for the child	Up to graduation	0.6933	0.4627
	Graduation & above	0.8000	0.4041
Child appears for different competitive exams	Up to graduation	0.7867	0.4110
	Graduation & above	0.8800	0.3283
Child having interest in reading	Up to graduation	2.0667	0.8082
	Graduation & above	2.3600	0.6312
Child enjoys maintaining different collections	Up to graduation	2.2800	0.7429
	Graduation & above	2.2600	0.7508
Child able to sequence events	Up to graduation	2.1600	0.7335
	Graduation & above	2.5000	0.6776
Arithmetic skills of the child	Up to graduation	2.2733	0.7763
	Graduation & above	2.3600	0.6627
Child eager to learn about happenings around	Up to graduation	2.4667	0.7015
	Graduation & above	2.4600	0.6764
Comprehension of story or passage	Up to graduation	2.1267	0.7623
	Graduation & above	2.2400	0.6869
Child can use grammatically correct sentences	Up to graduation	1.9267	0.7151
	Graduation & above	2.1600	0.6503
Child's academic performance	Up to graduation	2.2067	0.6980
	Graduation & above	2.3400	0.6581
Who takes child's studies	Up to graduation	1.1067	0.3690
	Graduation & above	1.1600	0.4219

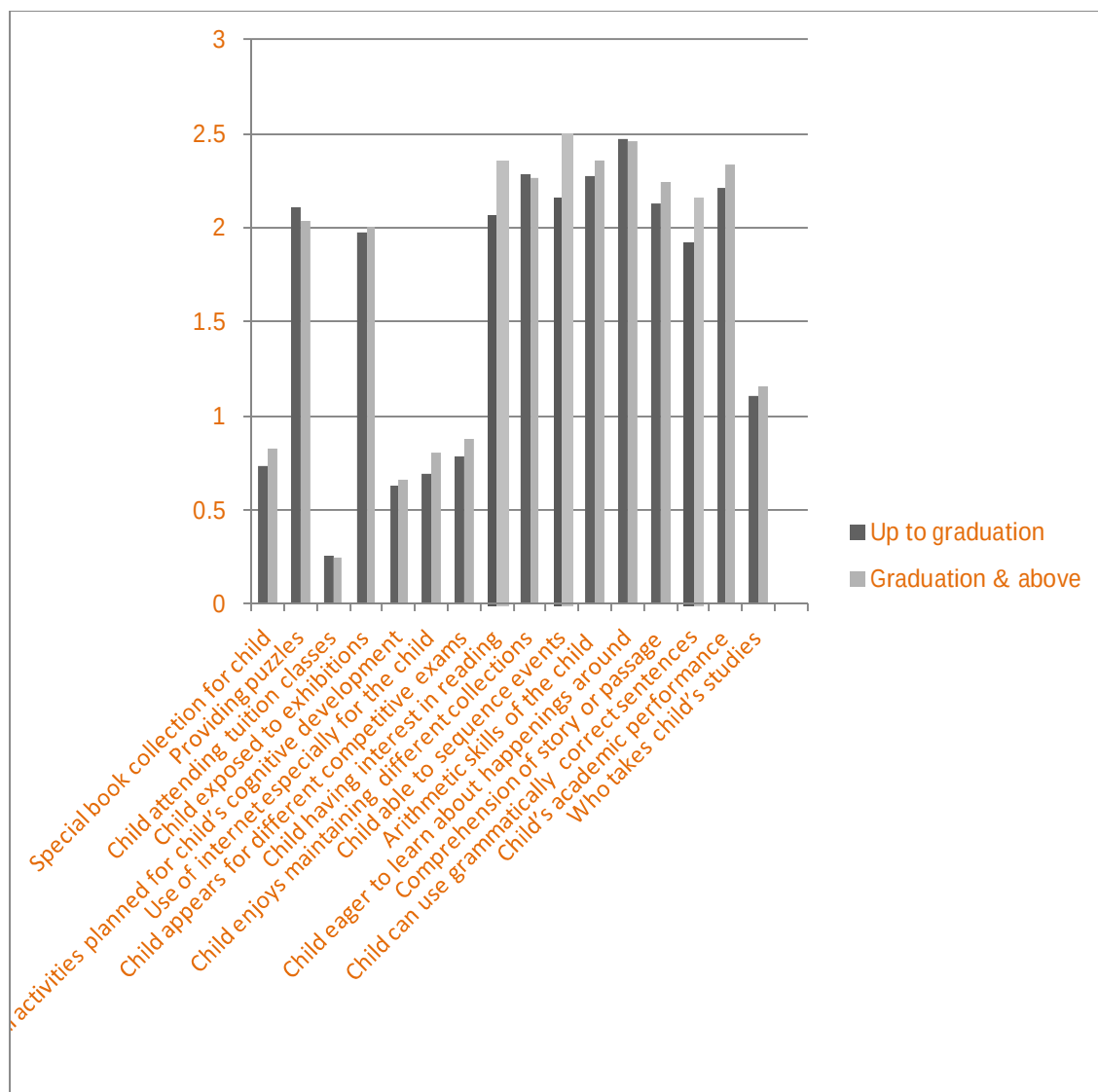


Figure 6.3.1
Influence of mother's education on cognitive development of sample children.

Different parameters (Table 6.3.1 A & B) were considered as important aspects for cognitive development of the sample children. They were observed and the information given by parents was also considered for the same. These parameters were compared with the mother's education of the sample children.

The graph 6.3.1 shows that the children of graduate and educated above graduation mothers have shown good academic performance.

When the means were compared; it was found that the two parameters; 'child exposed to the exhibitions' and 'child eager to know the happenings around' show the similar reading in both the groups. (Graph 6.3.1)

It was observed that mother's education do not have effect on the collection of different books especially for the sample children. The respondents mentioned about few comics and ethical story books especially bought for their children.

Providing exposure to the children is very important. Making various puzzles available for the children can motivate them to use their intelligence at the optimum level. It was found that the mother's education of the sample children do not have effect on providing puzzles to their sample. (Table 6.3.1 B)

During the survey work it was observed that the children are sent for various tuitions. The reasons provided by the respondents were different such as no time for the parents to take their studies, parents unaware about the new trends in the field of education and child not comfortable with the parents for studies etc. It was observed that the mother's education does not have effect on the aspect of child being sent to tuitions for different subjects.

It was also observed that the mother's education of the sample children does not affect the child being taken to visit an exhibition. Few respondents irrespective of their education and occupation mentioned that they deliberately take their child to visit some good exhibitions which could be a good exposure for the child.

The mother's education does not even affect the various activities planned for the cognitive development of their children.

Being the technology era, most of the sample children knew about the internet usage especially from middle and high socio-economic status families. Few respondents shared that they have few sites especially planned for their children. The parents sit along with the children and inputs are given to them by using the internet. It was found that the mother's education does not affect on the usage of internet especially for their children.

This is the world of different competitive examinations right from the age of 6 years. It was found that most of the parents of the sample children are aware about these examinations and make their children appear for few of them. However it was found that the mother's education does not affect the aspect as children appearing for different competitive exams.

The mother's education of the sample children found to be influencing the reading habits of the sample children. The significant level is 5 per cent.

The respondents shared that the children read the comics and mythological stories especially written for the children as well as epics. Based on mean values, (Table 6.3.1 B) children of mothers with graduate and higher education do have better interest in reading than children of mothers with lower education.

The children were asked about the interest they have for different collections such as collection of different stamps, coins, books or some news paper cuttings etc. It was found that the mother's education does not affect the habit of maintaining collections among sample children.

While interacting with the sample children, they were observed for sequencing different events. It was observed that the mother's education has significant effect on this parameter of cognitive development. The significance level is 10 per cent. Children of mothers with higher education have better capacity for sequencing the events (Table 6.3.1 B).

The arithmetic skills of the sample children was checked by referring the school progress card and the feedback given by their parents, it was found that the mother's education does not affect the arithmetic skills of the sample children.

To be updated about the happenings around is said to be an integral part of one's personality. It was found that the mother's education does not affect on this parameter of the cognitive development.

The mother's education does not even affect the capacity of the sample children to comprehend a story or a passage. This is one of the important aspects of cognitive development of the children.

The mother's education has found having significant effect on child using grammatically correct sentences. The significance level is 5 per cent. Children of mothers with higher education do have better capacity for correcting sentences (Table 6.3.1 B).

The academic performance of the sample children and the family members involved in taking their studies does not have the effect of mother's education. When discussed with the respondents it was found that in most of the families the mothers are involved in taking the child's studies.

The means when compared, it was observed that the mothers who are graduate and post graduate; their children have interest in reading different

books. Probably the educated mothers might be guiding their children for the same.

A study was conducted by Pushkar Mitra and Anurag Sharm (2009) on “Parents and Children : Education across generations in India” and concluded that mother’s education is important at the initial transitions – decisions whether to attend school in first place or the decision on whether to attend secondary school. Hence has effect on the education of the children.

Rajeshree et al (1987) mentioned in the research that the scholastic achievement was very significantly influenced by the parental education. Similarly this study indicates that the children of graduate and above graduate mothers show good academic performance.

Table 6.3.2 (A)
Influence of father’s education on cognitive development of the sample children

Parameters of Cognitive development	Father’s Education	
	T	Sig. (2-tailed)
Particulars		
Book collection especially for children	-1.426	0.15
Providing puzzles for children	0.678	0.49
Child attending tuitions	-2.481*	0.01
Child exposed to exhibitions	-0.336	0.73
Special activities planned for cognitive development	-1.849*	0.06
Internet usage especially for the children	0.464	0.64
Child exposed to different competitive exams	1.999**	0.04
Child having interest in reading	-0.228	0.82
Child enjoy maintaining collection	-.747	0.45
Child able to sequence the events	-2.435***	0.01
Arithmetic skills of children	-0.249	0.80
Child eager to know about the happenings around	-0.041	0.96
Comprehension of story or passage	-0.402	0.68
Child can use grammatically correct sentences	-1.063	0.28
Child’s academic performance	0.101	0.92
The family member involved in conducting child’s studies	-3.007***	0.00

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.3.2 (B)
Influence of father's education on cognitive development of the sample
children
(Table of means)

Parameters	Father's education	Mean	Std. Deviation
Special book collection for child	Up to graduation	0.7154	0.4530
	Graduation & above	0.8052	0.3986
Providing puzzles	Up to graduation	2.1138	0.6168
	Graduation & above	2.0519	0.6468
Child attending tuition classes	Up to graduation	0.1951	0.3979
	Graduation & above	0.3506	0.4803
Child exposed to exhibitions	Up to graduation	1.9675	0.6132
	Graduation & above	2.0000	0.7434
Special activities planned for child's cognitive development	Up to graduation	0.5854	0.4947
	Graduation & above	0.7143	0.4547
Use of internet especially for the child	Up to graduation	0.7317	0.4449
	Graduation & above	0.7013	0.4607
Child appears for different competitive exams	Up to graduation	0.8537	0.3549
	Graduation & above	0.7403	0.4414
Child having interest in reading	Up to graduation	2.1301	0.7889
	Graduation & above	2.1558	0.7620
Child enjoys maintaining different collections	Up to graduation	2.2439	0.7928
	Graduation & above	2.3247	0.6578
Child able to sequence events	Up to graduation	2.1463	0.7648
	Graduation & above	2.4026	0.6541
Arithmetic skills of the child	Up to graduation	2.2846	0.7631
	Graduation & above	2.3117	0.7302
Child eager to learn about happenings around	Up to graduation	2.4634	0.7047
	Graduation & above	2.4675	0.6803
Comprehension of story or passage	Up to graduation	2.1382	0.7610
	Graduation & above	2.1818	0.7205
Child can use grammatically correct sentences	Up to graduation	1.9431	0.7048
	Graduation & above	2.0519	0.7052
Child's academic performance	Up to graduation	2.2439	0.7053
	Graduation & above	2.2338	0.6668
Who takes child's studies	Up to graduation	1.0569	0.2326
	Graduation & above	1.2208	0.5287

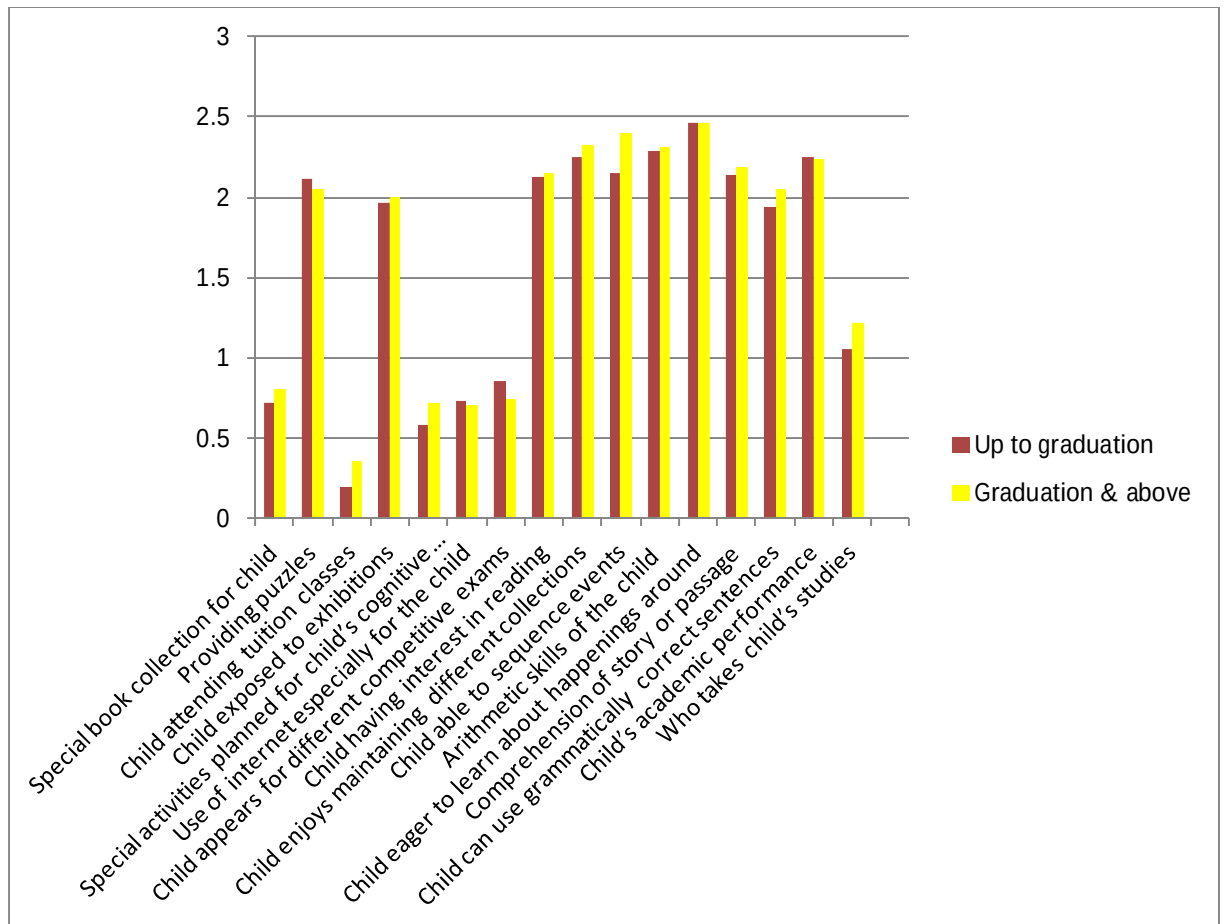


Figure 6.3.2 – Influence of father's education on cognitive development of sample children.

The parameters of cognitive development were compared with the father's education of the sample children as a part of analysis of the study. It was found that the two parameters; maintaining a book collection especially for the children and providing puzzles to the children do not have effect of father's education.

Whereas the sample children attending the tuitions for different subjects; this parameter was affected by the father's education of the sample children. It is highly significant and the level of significance is 1 per cent. The t value for this parameter is negative which shows that the number of highly educated parents is more who do not send their children for tuitions compare to the fathers educated up to graduation. (Table 6.3.2 A)

The father's education does not affect on the exposure given to the children to see different exhibitions. Similarly it does not affect on the internet

usage especially for the sample children and the child having interest in reading.

It was observed that the father's education affects the parameter; the special activities planned for the cognitive development of the sample children. It is highly significant and the significance level is 1 per cent.

The father's education of the sample children also found to be affecting the parameter; child exposed to different competitive examinations. The significance level is 5 per cent.

The child enjoys maintaining the collection is not affected by the father's education of the sample children. Even the parameters like arithmetic skills of children, child eager to know about the happenings around, comprehension of a story or a passage by the sample children, sample children use grammatically correct sentences, and child's academic performance are found to be not affecting the father's education of the sample children.

It was found that the father's education of the sample children affects the parameters such as child able to sequence the events and the family members involved in conducting the child's studies. The significance level is 10 per cent for both the parameters.

When the means for these parameters were compared, it was observed that almost all the parameters are rated same irrespective of the father's education. Particularly the father's education does not have effect on the parameter; the child eager to know about the happenings around.

A study conducted by S.K. Panneer Selvam (2013) on "Relationship between parental education and student achievement", found that there is no significant difference between male and female students with respect to influence of parents' education.

Table - 6.3.3 (A)
Influence of parents occupation on cognitive development of the children

Particulars	t	Sig. (2-tailed)
Book collection for the children	0.843	0.40
Providing puzzles for children	1.248	0.21
Child attending tuitions	1.049	0.29
Child exposed to exhibitions	2.335**	0.02
Special activities planned for the cognitive development	0.609	0.54
Internet usage especially for the children	0.885	0.37
Child exposed to different competitive exams	-.349	0.72
Child having interest in reading	2.609*	0.01
Child enjoy maintaining collection	1.713*	0.08
Child able to sequence the events	1.375	0.17
Arithmetic skills of children	1.604	0.11
Child eager to know about the happenings around	1.395	0.16
Comprehension of story or passage	1.888*	0.06
Child can use grammatically correct sentences	1.271	0.20
Child's academic performance	2.865***	0.00
The family member involved in conducting child's studies	0.811	0.41

*, **, *** 10, 5 and 1per cent level significance respectively.

Table - 6.3.3 (B)
Influence of parents occupation on cognitive development of the children
(Table of means)

Parameters	Mother's occupation	Mean	Std. Deviation
Special book collection for child	Working	0.7838	0.4145
	Not working	0.7302	0.4456
Providing puzzles	Working	2.1622	0.7028
	Not working	2.0476	0.5777
Child attending tuition classes	Working	0.2973	0.4602
	Not working	0.2302	0.4226
Child exposed to exhibitions	Working	2.1216	0.6400
	Not working	1.8968	0.6673
Special activities planned for child's cognitive development	Working	0.6622	0.4762
	Not working	0.6190	0.4876
Use of internet especially for the child	Working	0.7568	0.4320
	Not working	0.6984	0.4608
Child appears for different competitive exams	Working	0.7973	0.4048
	Not working	0.8175	0.3878
Child having interest in reading	Working	2.3243	0.7783
	Not working	2.0317	0.7583
Child enjoys maintaining different collections	Working	2.3919	0.6788
	Not working	2.2063	0.7727
Child able to sequence events	Working	2.3378	0.6880
	Not working	2.1905	0.7559
Arithmetic skills of the child	Working	2.4054	0.7199
	Not working	2.2302	0.7607
Child eager to learn about happenings around	Working	2.5541	0.6225
	Not working	2.4127	0.7296
Comprehension of story or passage	Working	2.2838	0.6307
	Not working	2.0794	0.7960
Child can use grammatically correct sentences	Working	2.0676	0.6481
	Not working	1.9365	0.7348
Child's academic performance	Working	2.4189	0.6412
	Not working	2.1349	0.6969
Who takes child's studies	Working	1.1486	0.3946
	Not working	1.1032	0.3759

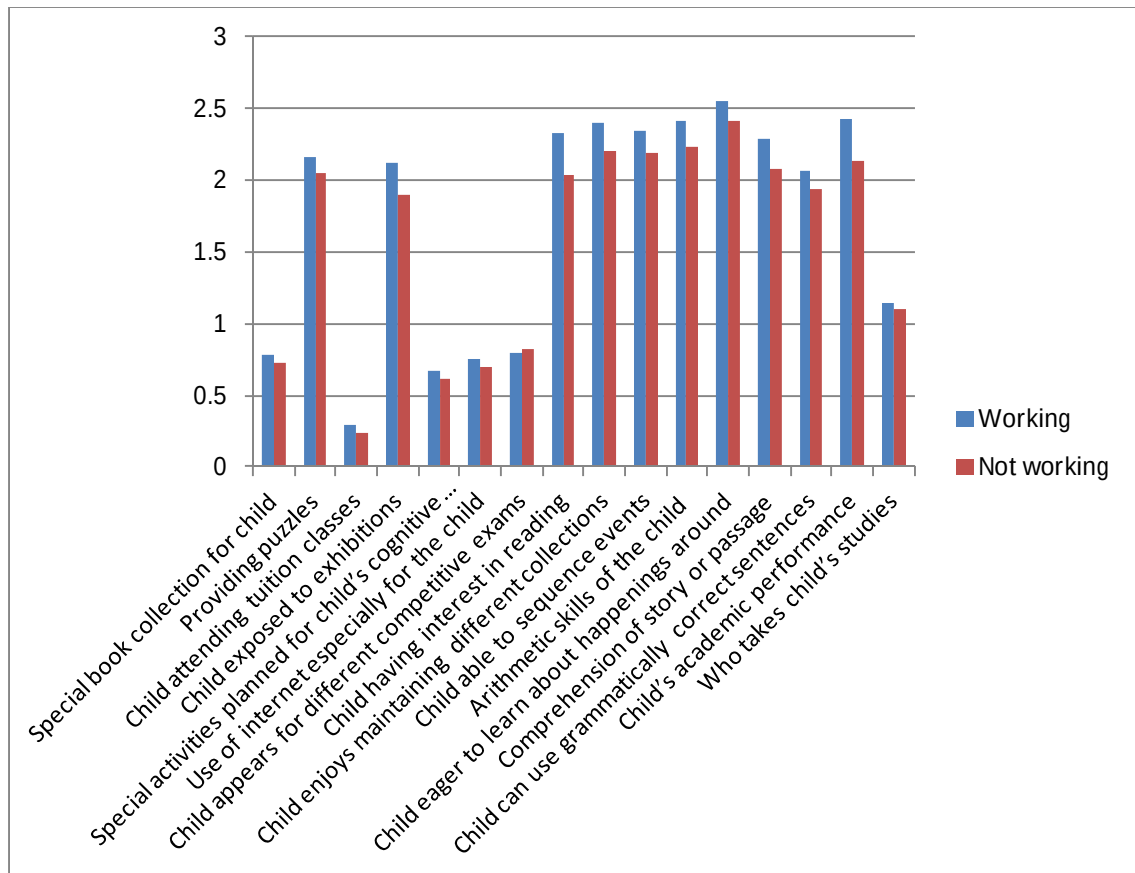


Figure 6.3.3 - Influence of parents' occupation on cognitive development of the children

The occupation of the parents was considered one of the most important aspects while comparing with the overall development of the sample children. When compared with different parameters of cognitive development of the sample children it was found that the parameter; maintaining special book collection for the children is not affected by the occupation of the parents.

The occupation of the mother of the sample children does not affect the parameters; providing puzzles for children and the sample children attending tuitions for different subjects.

The occupation of the mother affects the parameter; the child exposed to different exhibitions. The significance level is 5 per cent. This show the working mothers provide exposure to their children to different exhibitions.

It was found that whatever is the occupation of the mother; it does not affect the special activities planned for the cognitive development of the children.

The two parameters; internet usage especially for the children and the child exposed to different competitive examinations are not affected by the occupation of the mother.

The findings of the study indicated that if the mother is working it has got a highly significant effect on two parameters; child having interest in reading different books also child enjoying maintaining different collections. The significance level is 1 per cent.

The child's ability to sequence the events and the arithmetic skills of the sample children found to be not getting affected by the mother's occupation in this study. Whatever is the mother's occupation, it does not have effect on these two parameters.

The mother is working or a home maker, it was observed during the study that it does not affect the parameters of cognitive development such as the child eager to know about the happenings around, child using grammatically correct sentences and the family members involved in conducting child's studies.

Whereas it was found during the study that the working mothers have children who can comprehend a story or a passage in a better way. The significance level is very high and it is 1 per cent.

The academic performance of the sample children found to be getting affected by the occupation of the mothers. The significance level is 10 per cent.

When the means for the same were compared, it was observed that almost every parameter has effect of parental occupation. It shows that the working mothers have positive effect on the child's cognitive development.

A study was conducted by Suman Bala (2011) on "Influence of parental education and parental occupation on academic achievement of students". The study presents the influence of parental education and academic achievement of students. The study was conducted on a representative sample of 250 students of ninth grade and it was found that education and occupation of parents positively influence the academic achievement of children.

Table 6.3.4 (A)
Influence of type of family on the cognitive development of the children

Particulars	t	Sig. (2-tailed)
Book collection for the children	1.485	0.13
Providing puzzles for children	-0.741	0.46
Child attending tuitions	-0.676	0.50
Child exposed to exhibitions	0.704	0.48
Special activities planned for the cognitive development	0.476	0.63
Internet usage especially for the children	-0.977	0.33
Child exposed to different competitive exams	-0.123	0.90
Child having interest in reading	1.670	0.09
Child enjoy maintaining collection	0.893	0.37
Child able to sequence the events	1.380	0.16
Arithmetic skills of children	0.451	0.65
Child eager to know about the happenings around	2.501***	0.01
Comprehension of story or passage	1.216	0.22
Child can use grammatically correct sentences	-0.261	0.79
Child's academic performance	0.754	0.45
The family member involved in conducting child's studies	0.119	0.90

*** 1per cent level significance respectively.

Table 6.3.4 (B)
Influence of type of family on the cognitive development of the children
(Table of means)

Parameters	Type of family	Mean	Std. Deviation
Special book collection for child	Nuclear	0.7895	0.4095
	Joint	0.6977	0.4620
Providing puzzles	Nuclear	2.0614	0.5842
	Joint	2.1279	0.6825
Child attending tuition classes	Nuclear	0.2368	0.4270
	Joint	0.2791	0.4512
Child exposed to exhibitions	Nuclear	2.0088	0.5403
	Joint	1.9419	0.8023
Special activities planned for child's cognitive development	Nuclear	0.6491	0.4794
	Joint	0.6163	0.4891
Use of internet especially for the child	Nuclear	0.6930	0.4633
	Joint	0.7558	0.4321
Child appears for different competitive exams	Nuclear	0.8070	0.3964
	Joint	0.8140	0.3914
Child having interest in reading	Nuclear	2.2193	0.7497
	Joint	2.0349	0.8036
Child enjoys maintaining different collections	Nuclear	2.3158	0.6953
	Joint	2.2209	0.8030
Child able to sequence events	Nuclear	2.3070	0.6929
	Joint	2.1628	0.7801
Arithmetic skills of the child	Nuclear	2.3158	0.7203
	Joint	2.2674	0.7885
Child eager to learn about happenings around	Nuclear	2.5702	0.6513
	Joint	2.3256	0.7267
Comprehension of story or passage	Nuclear	2.2105	0.7223
	Joint	2.0814	0.7703
Child can use grammatically correct sentences	Nuclear	1.9737	0.6843
	Joint	2.0000	0.7356
Child's academic performance	Nuclear	2.2719	0.6821
	Joint	2.1977	0.6999
Who takes child's studies	Nuclear	1.1228	0.4236
	Joint	1.1163	0.3224

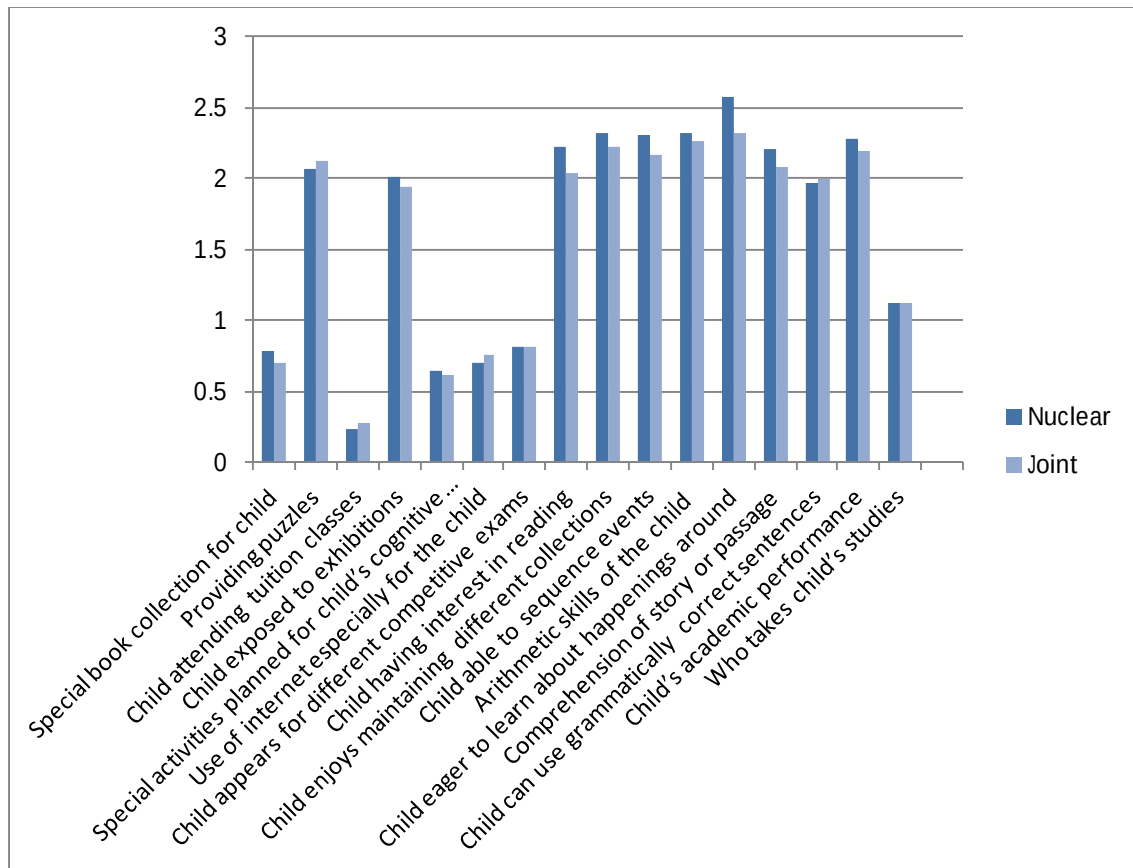


Figure 6.3.4 - Influence of type of family on cognitive development of the children

The type of the family plays a vital role in one's life. Throughout this study the sample children were taken from the nuclear and joint families. Few respondents mentioned that the joint family has positive effect on the cognitive development of the children as the children are deliberately exposed to different books, puzzles by the grandparents. On the contrary few respondents mentioned that as their family is joint; the parents do not get time to spend for their child's cognitive development.

Table 6.3.4 indicates the findings of the study when the type of family was compared with different parameters of cognitive development of the sample children. The type of the family whether it is nuclear or joint has found to be affecting the child being eager to know about the happenings around. The significance level is 10 per cent.

The other parameters as mentioned in the table 6.3.4 are not affected by the type of family. The parameters which are not affected by the type of family are special book collection especially for the sample children, providing puzzles

especially for the sample children, the sample children attending tuitions for different subjects, the sample children exposed to different exhibitions and special activities planned for the cognitive development of the sample children.

It was found that whether the family is joint or nuclear it does not affect the family having internet usage especially for the sample children. It does not even affect the sample children exposed to different competitive examinations.

Whether the sample children maintain the collection of some books, stamps or coins it is not affected by the type of family. The type of family does not even affect the child's interest in reading.

The parameters such as child able to sequence the events and arithmetic skills of a child do not affect by the type of family.

The table 6.3.4 also explains that whether the sample child belongs to joint or nuclear family; it does not affect the comprehension capacity of the child, child using grammatically correct sentences, the child's academic performance and the members involved in taking the child's studies.

When the means for the same were compared, it was found that the two parameters; child having interest in reading and the child eager to know about the happenings around; have effect of the type of family the child stay in. The children living in nuclear family are more interested in both the above mentioned parameters.

Table 6.3.5 (A)
Influence of socio-economic status on the cognitive development of the
children
(Low and middle socio economic status)

Particulars	t	Sig. (2-tailed)
Book collection for the children	-0.093	0.92
Providing puzzles for children	-0.815	0.41
Child attending tuitions	0.689	0.49
Child exposed to exhibitions	-0.987	0.32
Special activities planned for the cognitive development	-1.107	0.27
Internet usage especially for the children	-5.326***	0.00
Child exposed to different competitive exams	-0.852	0.39
Child having interest in reading	0.059	0.95
Child enjoy maintaining collection	0.915	0.36
Child able to sequence the events	1.358	0.17
Arithmetic skills of children	-0.343	0.73
Child eager to know about the happenings around	1.474	0.14
Comprehension of story or passage	0.319	0.75
Child can use grammatically correct sentences	-0.672	0.50
Child's academic performance	-0.371	0.71
The family member involved in conducting child's studies	0.202	0.84

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.3.5 (B)
Influence of socio-economic status on the cognitive development of the
children (Low and middle socio economic status)
Table of means

Parameters	Socio economic status	Mean	Std. Deviation
Special book collection for child	Low	0.7353	0.4445
	Middle	0.7424	0.4407
Providing puzzles	Low	2.0441	0.5842
	Middle	2.1364	0.7208
Child attending tuition classes	Low	0.2794	0.4520
	Middle	0.2273	0.4223
Child exposed to exhibitions	Low	1.8971	0.6263
	Middle	2.0152	0.7543
Special activities planned for child's cognitive development	Low	0.5735	0.4982
	Middle	0.6667	0.4750
Use of internet especially for the child	Low	0.4265	0.4982
	Middle	0.8333	0.3755
Child appears for different competitive exams	Low	0.8088	0.3962
	Middle	0.8636	0.3458
Child having interest in reading	Low	2.2500	0.7406
	Middle	2.2424	0.7455
Child enjoys maintaining different collections	Low	2.4118	0.6744
	Middle	2.3030	0.7010
Child able to sequence events	Low	2.3824	0.6471
	Middle	2.2273	0.6747
Arithmetic skills of the child	Low	2.3529	0.6860
	Middle	2.3939	0.6990
Child eager to learn about happenings around	Low	2.6324	0.5156
	Middle	2.4848	0.6383
Comprehension of story or passage	Low	2.2647	0.6828
	Middle	2.2273	0.6747
Child can use grammatically correct sentences	Low	1.9706	0.6905
	Middle	2.0455	0.5931
Child's academic performance	Low	2.3382	0.5887
	Middle	2.3788	0.6740
Who takes child's studies	Low	1.1029	0.3917
	Middle	1.0909	0.2897

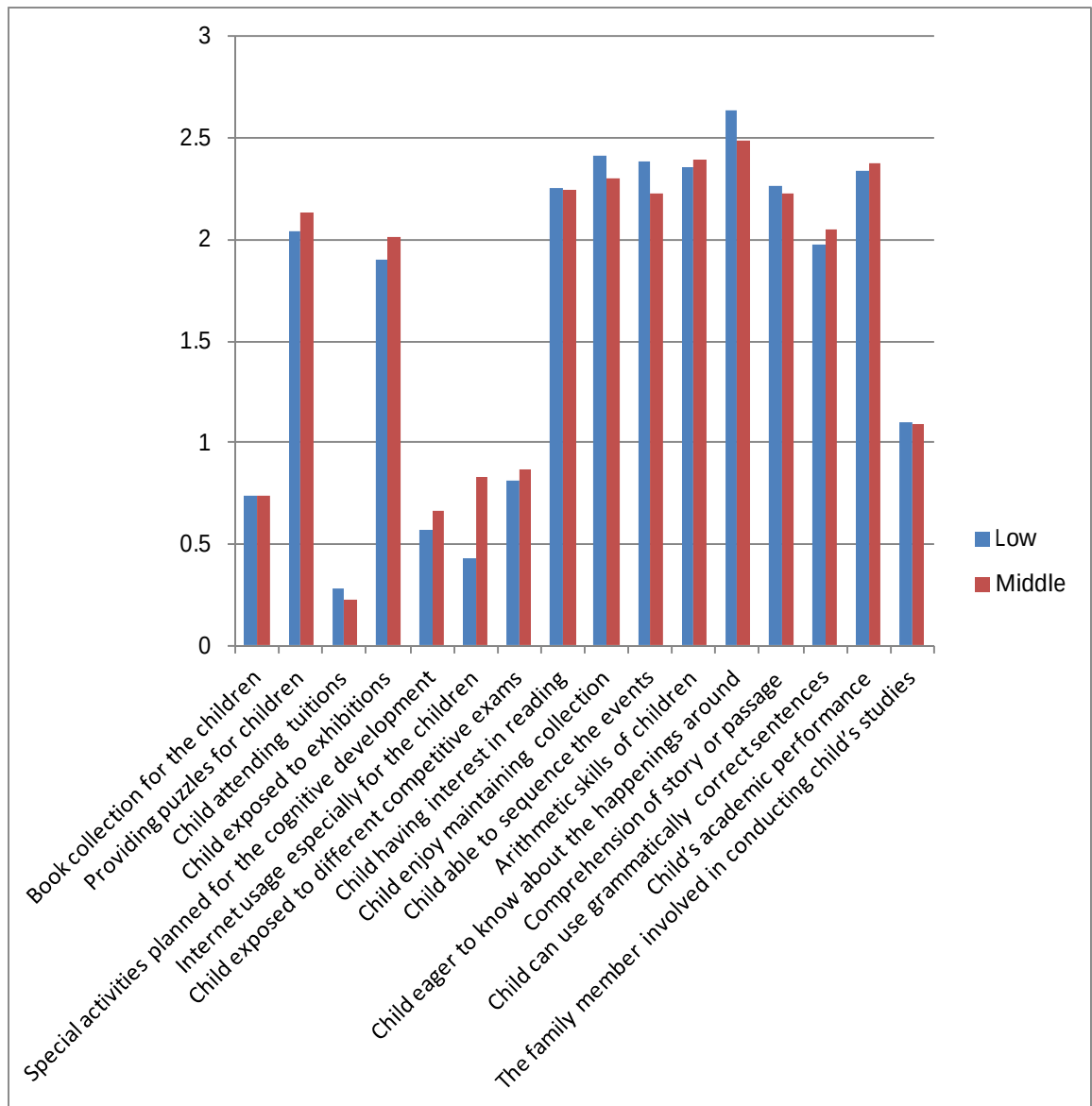


Figure 6.3.5 – Influence of socio-economic status of the family on cognitive development of children

Socio economic status of the families was treated one of the important aspects throughout the study. When the sample families from low and middle socio economic status were compared, the findings are mentioned in the table 6.3.5.

The table 6.3.5 indicates that the socio economic status of the family affects the internet usage especially for the sample children.

The remaining parameters of the cognitive development mentioned in table 6.3.5 are found to be not getting affected by the socio economic status of the families of sample children. It does not matter whether the sample child is from the low or middle socio economic status family when it comes to maintaining a collection of the books and providing puzzles especially for the sample children.

The table 6.3.5 also indicates that the parameters like child attending tuitions, child exposed to different exhibitions and special activities planned for the child by the family for the cognitive development are not affected by socio economic status of the families.

Whether the child belongs to a low socio economic status or a middle socio economic status family, it does not have effect on the parameters like child exposed to different competitive examinations, child having interest in reading, the child enjoying maintaining collection and the child able to sequence the events; which are important parameters of cognitive development.

Similarly the parameters like the arithmetic skills of children, the child eager to know about the happenings around, child's comprehension about a story or a passage, child using grammatically correct sentences, child's academic performance and the family members involved in conducting child's studies are not affected by the socio economic status of the families.

Table 6.3.6 (A)
Influence of socio-economic status on the cognitive development of the children (Middle and high socio economic status)

Parameters of cognitive development	t	Sig. (2-tailed)
Book collection for the children	0.403	0.68
Providing puzzles for children	-0.401	0.68
Child attending tuitions	0.403	0.68
Child exposed to exhibitions	0.127	0.89
Special activities planned for the cognitive development	0.000	1.00
Internet usage especially for the children	1.298	0.19
Child exposed to different competitive exams	-1.557	0.12
Child having interest in reading	-2.349**	0.02
Child enjoy maintaining collection	-1.478	0.14
Child able to sequence the events	-0.794	0.42
Arithmetic skills of children	-1.916**	0.05
Child eager to know about the happenings around	-1.620***	0.10
Comprehension of story or passage	-1.941**	0.05
Child can use grammatically correct sentences	-0.851	0.39
Child's academic performance	-3.065*	0.00
The family member involved in conducting child's studies	1.150	0.25
Book collection for the children	14.218*	0.00

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.3.6 (B)
Influence of socio-economic status on the cognitive development of the
children (Middle and high socio economic status)

Table of means

Parameters	Socio economic status	Mean	Std. Deviation
Special book collection for child	High	0.7727	0.4223
	Middle	0.7424	0.4407
Providing puzzles	High	2.0909	0.5745
	Middle	2.1364	0.7208
Child attending tuition classes	High	0.2576	0.4407
	Middle	0.2273	0.4223
Child exposed to exhibitions	High	2.0303	0.6069
	Middle	2.0152	0.7543
Special activities planned for child's cognitive development	High	0.6667	0.4750
	Middle	0.6667	0.4750
Use of internet especially for the child	High	0.9091	0.2897
	Middle	0.8333	0.3755
Child appears for different competitive exams	High	0.7576	0.4318
	Middle	0.8636	0.3458
Child having interest in reading	High	1.9242	0.8098
	Middle	2.2424	0.7455
Child enjoys maintaining different collections	High	2.1061	0.8252
	Middle	2.3030	0.7010
Child able to sequence events	High	2.1212	0.8506
	Middle	2.2273	0.6747
Arithmetic skills of the child	High	2.1364	0.8392
	Middle	2.3939	0.6990
Child eager to learn about happenings around	High	2.2727	0.8512
	Middle	2.4848	0.6383
Comprehension of story or passage	High	1.9697	0.8407
	Middle	2.2273	0.6747
Child can use grammatically correct sentences	High	1.9394	0.8205
	Middle	2.0455	0.5931
Child's academic performance	High	2.0000	0.7442
	Middle	2.3788	0.6740
Who takes child's studies	High	1.1667	0.4501
	Middle	1.0909	0.2897

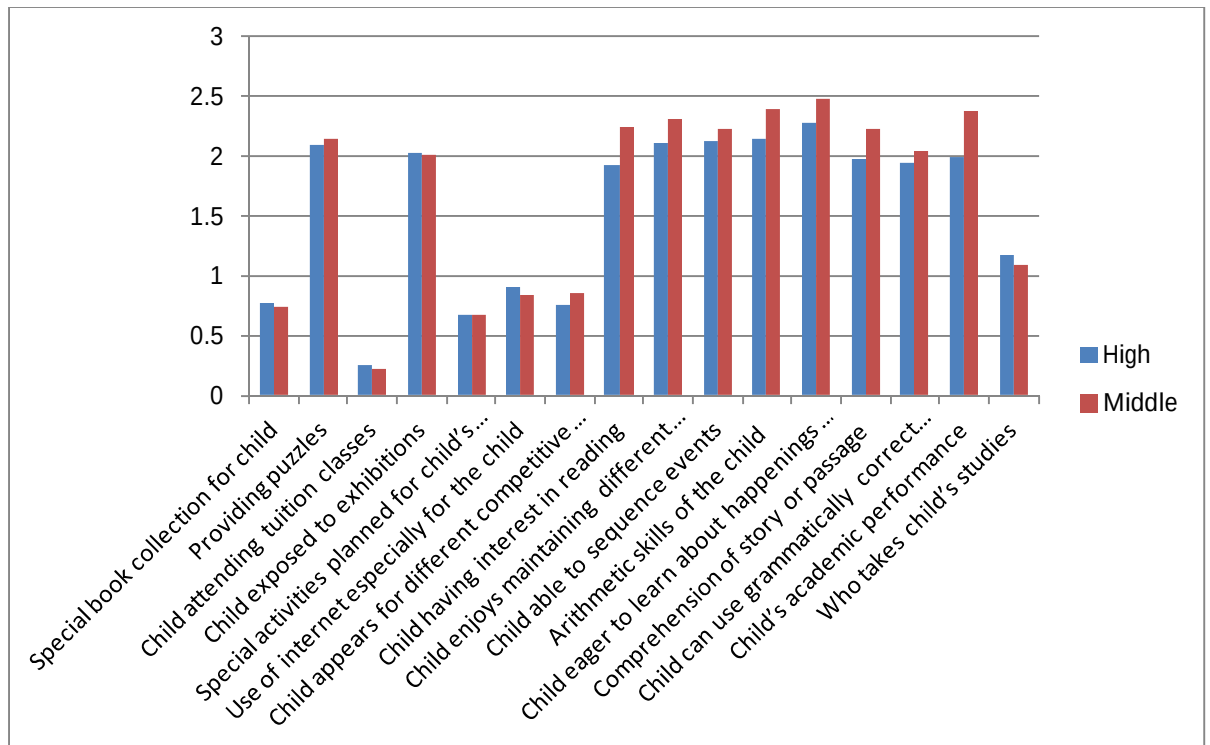


Figure 6.3.6 – Influence of socio-economic status of the families on cognitive development of children (Middle & High)

When the families from middle and high socio economic status were compared with every parameter of the cognitive development during the study, interesting findings could be seen which are mentioned in table 6.3.6.

The table 6.3.6 indicates that the child's academic performance is highly affected by the socio economic status of the sample families. The significant level is 1 per cent.

The parameters such as child having interest in reading, arithmetic skills of the children and comprehension of story or passage are affected by the socio economic status of the families. The significance level is 5 per cent.

It was found during the study that the socio economic status of the family affects the child being eager to know about the happenings around. The significance level is 10 per cent.

Few parameters of the cognitive development such as the family maintaining special collection of the books for the child, providing puzzles especially for the children, child attending tuitions for different subjects and child exposed to different exhibitions are not affected by the socio economic status of the family.

The socio economic status of the family does not even affect the parameters such as family plans special activities for the cognitive development of the child, internet usage especially for the child, child exposed to different competitive examinations and child enjoying maintaining different collections.

The capacity of the child arranging the events into sequence, using the grammatically correct sentences and the family members involved in taking the child's studies are not affected by the socio economic status of the sample families.

Table 6.3.7 (A)
Influence of the socio-economic status on the cognitive development of
the children.
(High and low socio economic status)

Parameters of cognitive development	t	Sig. (2-tailed)
Providing puzzles for children	0.467	0.64
Child attending tuitions	-0.283	0.77
Child exposed to exhibitions	1.250	0.21
Special activities planned for the cognitive development	1.107	0.27
Internet usage especially for the children	6.828***	0.00
Child exposed to different competitive exams	-0.716	0.47
Child having interest in reading	-2.431***	0.01
Child enjoy maintaining collection	-2.351**	0.02
Child able to sequence the events	-2.004**	0.04
Arithmetic skills of children	-1.638*	0.10
Child eager to know about the happenings around	-2.968***	0.00
Comprehension of story or passage	-2.233**	0.02
Child can use grammatically correct sentences	-0.238	0.81
Child's academic performance	-2.922***	0.00
The family member involved in conducting child's studies	0.875	0.38
Book collection for the children	4.019***	0.00

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.3.7 (B)
Influence of the socio-economic status on the cognitive development of the
children.
(High and low socio economic status)
Table of means

Parameters	Socio economic status	Mean	Std. Deviation
Special book collection for child	High	0.7727	0.4223
	Low	0.7353	0.4445
Providing puzzles	High	2.0909	0.5745
	Low	2.0441	0.5842
Child attending tuition classes	High	0.2576	0.4407
	Low	0.2794	0.4520
Child exposed to exhibitions	High	2.0303	0.6069
	Low	1.8971	0.6263
Special activities planned for child's cognitive development	High	0.6667	0.4750
	Low	0.5735	0.4982
Use of internet especially for the child	High	0.9091	0.2897
	Low	0.4265	0.4982
Child appears for different competitive exams	High	0.7576	0.4318
	Low	0.8088	0.3962
Child having interest in reading	High	1.9242	0.8098
	Low	2.2500	0.7406
Child enjoys maintaining different collections	High	2.1061	0.8252
	Low	2.4118	0.6744
Child able to sequence events	High	2.1212	0.8506
	Low	2.3824	0.6471
Arithmetic skills of the child	High	2.1364	0.8392
	Low	2.3529	0.6860
Child eager to learn about happenings around	High	2.2727	0.8512
	Low	2.6324	0.5156
Comprehension of story or passage	High	1.9697	0.8407
	Low	2.2647	0.6828
Child can use grammatically correct sentences	High	1.9394	0.8205
	Low	1.9706	0.6905
Child's academic performance	High	2.0000	0.7442
	Low	2.3382	0.5887
Who takes child's studies	High	1.1667	0.4501
	Low	1.1029	0.3917

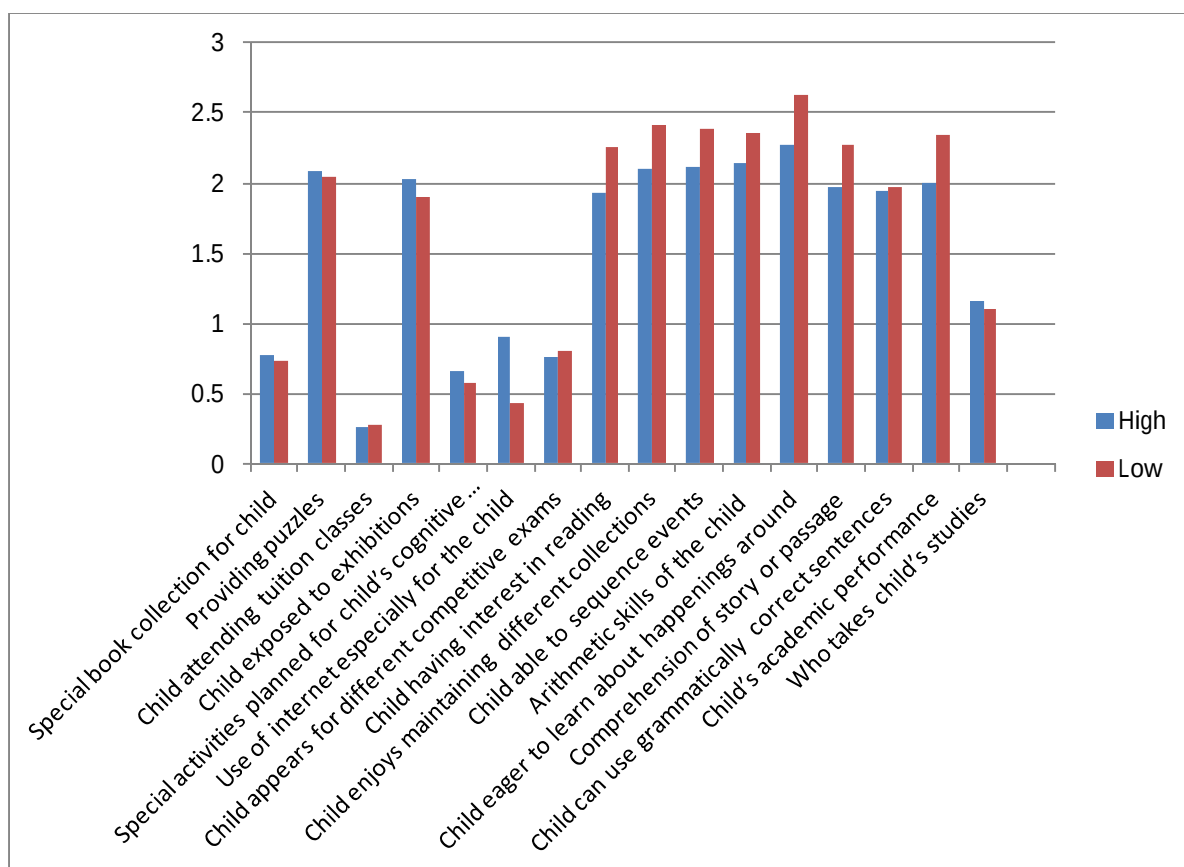


Figure 6.3.7 – Influence of socio-economic status of the families on cognitive development of the children (High & Low)

The high and low socio economic status families were compared for different parameters of cognitive development of the sample children. The results are mentioned in table 6.3.7.

The arithmetic skills of sample children were found to be affected by the socio economic status of the families. The significance is very high, it is 1 per cent.

When the other parameters were tested it was found that the socio economic status of the sample families affect the parameters like the child maintaining and enjoying different collections, child able to sequence the events and child can comprehend a story or a passage. The significance level is 5 per cent for these parameters.

The parameters like internet usage especially for the sample children, child having interest in reading, child eager to know the happenings around, the

child's academic performance and the special book collection maintained by the families are affected by the socioeconomic status of the families. The significance level for these parameters is 10 per cent.

Few parameters of cognitive development are not at all affected by the socio economic status of the families and they are the families providing puzzles for the children, child attending tuitions for different subjects, child exposed to different exhibitions, special activities planned for the cognitive development of the child, child exposed to different competitive examinations, child can use grammatically correct sentences and the family members involved in taking child's studies.

A research conducted on 'Children's sleep and cognitive performance: A cross-domain analysis of change over time' (Bub et al; 2011) showed results that kids who reported problems with sleepiness during the day, with increased sleepiness over time, did not show growth in the cognitive development.

Bradley and Caldwell (1976), stated that aspects of home environment contribute to intellectual growth. For optimizing the child's capacities at early developmental level in early childhood it is necessary to include restructuring the child's settings as it's capacities, change and also communicating. A sense of appreciation for emotional needs as well as intellectual achievements at each stage is needed.

SUMMARY:

The different parameters of cognitive development of the sample children were observed and compared with the education, occupation and family socio economic status of the sample children. The summary for the same is as follows:

- 1) The parameters of cognitive development such as, child having interest in reading, child able to sequence the event and child can use grammatically correct sentences are affected by the mother's education.
- 2) Father's education affects the parameters like, child attending tuitions, special activities planned for cognitive development of the

sample children, child exposed to different competitive exams and child able to sequence the events.

- 3) The parents occupation affects the parameters like, child exposed to different exhibitions, child having interest in reading, child enjoys maintaining collections, child's comprehension about a story or passage and child's academic performance.
- 4) Only one parameter of cognitive development i.e. child eager to know the happenings around is affected by the type of family he stays in.
- 5) The socio economic status of the sample families affects the parameters like internet usage especially for the children, child having interest in reading, arithmetic skills of children, child eager to know about the happenings around, comprehension of a story or passage, child's academic performance and book collection for the children.

6.4– SOCIO-EMOTIONAL DEVELOPMENT

Mothers and fathers tend to pick up different behaviours of parenting based on the sex of their child. Studies have shown that fathers can affect their daughters' emotional adjustment more through the style of parenting they demonstrate rather than through using disciplinary approaches, such as punishment. Also, both father and mother sometimes tend to use an Authoritative style towards their daughters, while feeling more comfortable switching over to an Authoritarian style for sons. (Ref: Article: Parenting and Late Adolescent Emotional Adjustment: Mediating Effects of Discipline and Gender.)

Children grow and change in many ways during their primary school years. As well as growing physically, children develop socially, emotionally and cognitively. Socio-emotional development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is passed on to children directly by those who care for and teach them,

as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As they develop socially children both respond to the influences around them and play an active part in shaping their relationships

While parents and care takers are clearly the first and most important influences on children's social development, there are many other influential aspects of the social environment. The people and settings that are most closely involved with the child – family, school and peers – are the important parameters. Through their daily contact with parents, care takers, family members, teachers and other school staff as well as with their peers, children learn about the social world and about the rules, practices and values that support it. By actively participating in these relationships, children also affect the ways that adults and their peers relate to them.

In addition, children's development is influenced by wider networks of social support, including extended family, friends and any community, cultural or religious groups a child may be part of. These networks provide opportunities for children to develop their social awareness and skills as they relate with different people and experience a range of roles and expectations.

The ideas, beliefs and knowledge that children have about who they are, what they can do and where they fit in society help to shape their understanding of themselves. Children base their self-concepts on feedback they receive from others as well as their own judgments. The kinds of things that primary school children take into account in developing their self-concepts include how well they are able to succeed with schoolwork and other activities, how they look, and how they get on with family and peers. Developmental patterns in the ways children typically describe themselves are related to their developing capacities for thinking and for understanding and managing their emotions and behaviour. As shown in the following table, preschool children often have very high opinions of their abilities. During primary school children

become much more aware of how their abilities and achievements compare with those of others.

It is very important for children's strengths and efforts to be recognised in order to support the development of a positive self-concept and to motivate children to be positively engaged in learning and in their relationships. Poor self-concept can be a significant contributing factor to children's emotional and behavioural difficulties.

Children's earliest and most extensive learning about social relationships occurs in the family. Parents and care takers can support positive social development when they treat children with respect and consideration and encourage children to be similarly respectful in all their relationships.

Socio-emotional aspects studied in the present work are presented

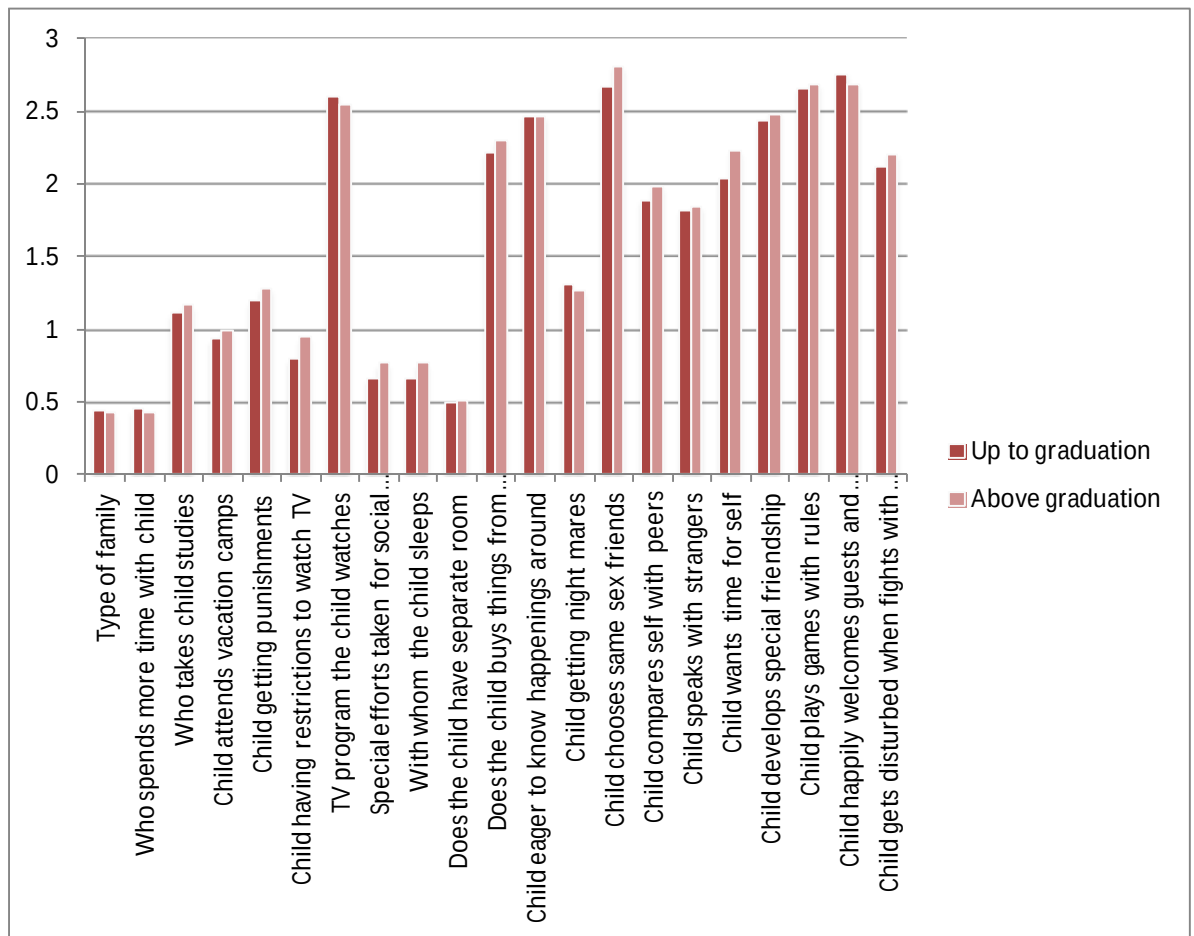
Table 6.4.1(A)
Influence of Mother Education on child social and emotional parameters

Parameters	Mother's education	
	t	Sig. (2-tailed)
Who spends more time with child	.327	.74
Who takes child's studies	-.853	.39
Child attends vacation camps	-.327	.74
Child getting punishments	-.588	.55
Child having restrictions to watch T.V.	-2.414***	.01***
T.V. program the child watches	.375	.70
Special efforts taken for social development	-1.317	.18
With whom the child sleeps	-1.317	.18
Does the child have separate room	-.163	.87
Does the child buy things from nearby shop	-1.286	.20
Child eager to know about happenings around	.059	.95
Child getting nightmares	.392	.69
Child chooses same sex friends	-1.342	.18
Child compares self with peers	-.935	.35
Child speaks with strangers	-.218	.82
Child wants time for self	-1.662***	.09***
Child develops special friendships	-.498	.61
Child plays games with rules	-.327	.74
Child happily welcomes guests and attends them	.887	.37
Child gets disturbed when fights with friends	-.774	.44

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.1(B)
Influence of Mother's Education on child social and emotional parameters

Parameters	Education of mother	Mean	Std. Deviation
Who spends more time with child	Up to graduation	.4333	.4972
	Above graduation	.4200	.4986
Who takes child studies	Up to graduation	.4467	.4988
	Above graduation	.4200	.4986
Child attends vacation camps	Up to graduation	1.1067	.3690
	Above graduation	1.1600	.4219
Child getting punishments	Up to graduation	.9267	.9973
	Above graduation	.9800	.9998
Child having restrictions to watch TV	Up to graduation	1.1867	.9720
	Above graduation	1.2800	.9697
TV program the child watches	Up to graduation	.7933	.4063
	Above graduation	.9400	.2399
Special efforts taken for social development of the child	Up to graduation	2.6000	1.0100
	Above graduation	2.5400	.8855
With whom the child sleeps	Up to graduation	.6600	.4753
	Above graduation	.7600	.4314
Does the child have separate room	Up to graduation	.6600	.4753
	Above graduation	.7600	.4314
Does the child buys things from nearby shop	Up to graduation	.4867	.5015
	Above graduation	.5000	.5051
Child eager to know happenings around	Up to graduation	2.2067	.4381
	Above graduation	2.3000	.4629
Child getting nightmares	Up to graduation	2.4667	.7015
	Above graduation	2.4600	.6764
Child chooses same sex friends	Up to graduation	1.3000	.6212
	Above graduation	1.2600	.6328
Child compares self with peers	Up to graduation	2.6667	.6310
	Above graduation	2.8000	.5345
Child speaks with strangers	Up to graduation	1.8867	.5968
	Above graduation	1.9800	.6543
Child wants time for self	Up to graduation	1.8133	.7805
	Above graduation	1.8400	.6503
Child develops special friendships	Up to graduation	2.0267	.7042
	Above graduation	2.2200	.7365
Child plays games with rules	Up to graduation	2.4267	.6589
	Above graduation	2.4800	.6465
Child happily welcomes guests and attends them	Up to graduation	2.6467	.6254
	Above graduation	2.6800	.6207
Child gets disturbed when fights with friends	Up to graduation	2.7533	.5042
	Above graduation	2.6800	.5127



Graph 6.4.1 – Influence of mother’s education on the socio emotional development of the children

Different parameters for the social and emotional development were designed to check the socio emotional development of the sample children. The different parameters were compared with the education of the mother. The two parameters; ‘child wants time for himself’ and ‘child having restrictions to watch T.V.’ are significant at 10 % level.

When the means were compared, it was found that in both the parameters, the children of graduate mothers have restrictions to watch T.V. They also want time for themselves.

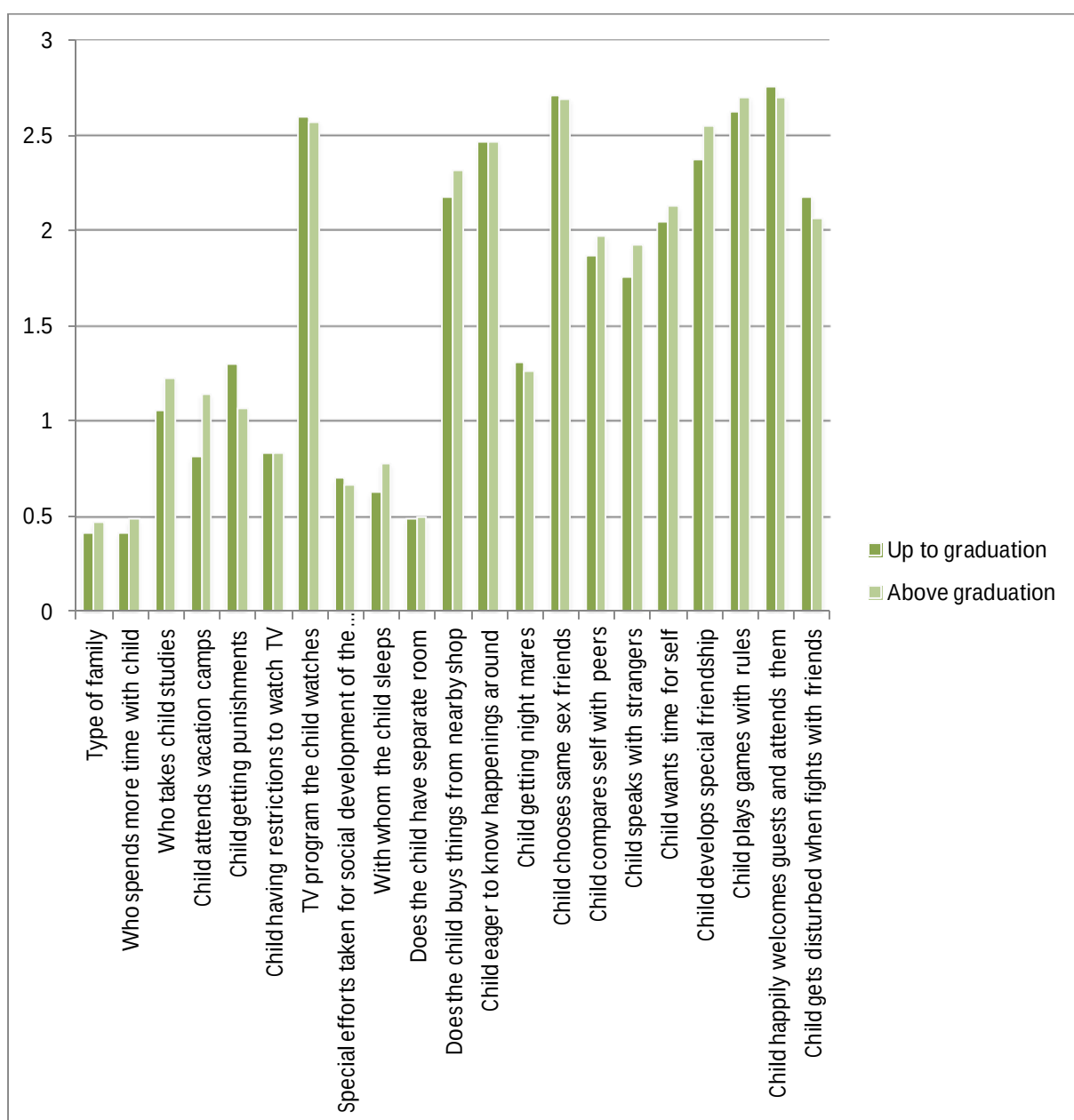
Table 6.4.2 (A)
Influence of Father's Education on child's social and emotional development parameters

Parameters	Father's education	
	t	Sig. (2-tailed)
Who spends more time with child	.164	.87
Who takes child's studies	.327	.74
Child attends vacation camps	-.853	.39
Child getting punishments	-.327	.74
Child having restrictions to watch T.V.	-.588	.55
T.V. program the child watches	-2.414*	.01*
Special efforts taken for social development	.375	.70
With whom the child sleeps	-1.317	.18
Does the child have separate room	-1.317	.18
Does the child buy things from nearby shop	-.163	.87
Child eager to know about happenings around	-1.286	.20
Child getting nightmares	.059	.95
Child chooses same sex friends	.392	.69
Child compares self with peers	-1.342	.18
Child speaks with strangers	-.935	.35
Child wants time for self	-.218	.82
Child develops special friendships	-1.662***	.09***
Child plays games with rules	-.498	.61
Child happily welcomes guests and attends them	-.327	.74
Child gets disturbed when fights with friends	.887	.37

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.2 (B)
Influence of Father's Education on child social and emotional parameters

Parameters	Father's education	Mean	Std. Deviation
Who spends more time with child	Up to graduation	.4065	.4932
	Above graduation	.4675	.5022
Who takes child studies	Up to graduation	.4146	.4947
	Above graduation	.4805	.5029
Child attends vacation camps	Up to graduation	1.0569	.2326
	Above graduation	1.2208	.5287
Child getting punishments	Up to graduation	.8130	.9780
	Above graduation	1.1429	.9962
Child having restrictions to watch TV	Up to graduation	1.3008	.9403
	Above graduation	1.0649	1.0044
TV program the child watches	Up to graduation	.8293	.3778
	Above graduation	.8312	.3771
Special efforts taken for social development of the child	Up to graduation	2.5935	.9737
	Above graduation	2.5714	.9925
With whom the child sleeps	Up to graduation	.6992	.4605
	Above graduation	.6623	.4760
Does the child have separate room	Up to graduation	.6260	.4858
	Above graduation	.7792	.4175
Does the child buys things from nearby shop	Up to graduation	.4878	.5019
	Above graduation	.4935	.5032
Child eager to know happenings around	Up to graduation	2.1789	.4253
	Above graduation	2.3117	.4662
Child getting nightmares	Up to graduation	2.4634	.7047
	Above graduation	2.4675	.6803
Child chooses same sex friends	Up to graduation	1.3089	.6289
	Above graduation	1.2597	.6156
Child compares self with peers	Up to graduation	2.7073	.5830
	Above graduation	2.6883	.6541
Child speaks with strangers	Up to graduation	1.8699	.5575
	Above graduation	1.9740	.6878
Child wants time for self	Up to graduation	1.7561	.7503
	Above graduation	1.9221	.7392
Child develops special friendships	Up to graduation	2.0407	.7059
	Above graduation	2.1299	.7318
Child plays games with rules	Up to graduation	2.3740	.6578
	Above graduation	2.5455	.6396
Child happily welcomes guests and attends them	Up to graduation	2.6260	.6324
	Above graduation	2.7013	.6084
Child gets disturbed when fights with friends	Up to graduation	2.7561	.4677
	Above graduation	2.7013	.5635



Graph 6.4.2 – Influence of father’s education on socio emotional development parameters of children.

The same parameters were compared with the education of father and the results conclude that the parameter, ‘T.V. programs the child watches’ is significant at 10 % level.

Whereas the parameter; ‘Child develops special friendship’ is significant at 1 % level.

When the means for the same were compared, it was observed that the children of graduate and above educated fathers develop special friendship and are very close to such friends.

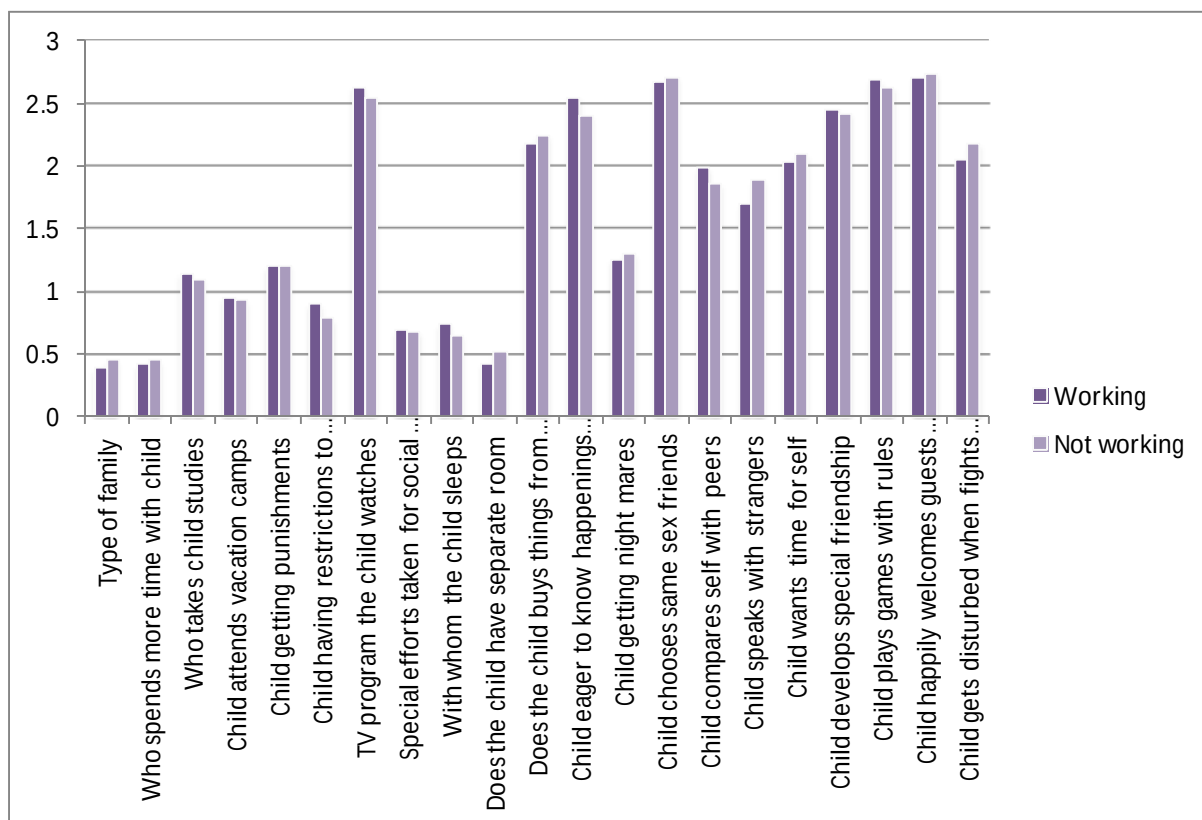
Table 6.4.3 (A)
Influence of Mother's Occupation on child social and emotional parameters

Parameters	Mother's occupation	
	t	Sig. (2-tailed)
Who spends more time with child	-.846	.39
Who takes child's studies	-.911	.36
Child attends vacation camps	-3.007***	.00***
Child getting punishments	-2.304**	.02**
Child having restrictions to watch T.V.	1.681	.09
T.V. program the child watches	-.035	.97
Special efforts taken for social development	.155	.87
With whom the child sleeps	.544	.58
Does the child have separate room	-2.288**	.02**
Does the child buy things from nearby shop	-.078	.93
Child eager to know about happenings around	-2.071*	.04*
Child getting nightmares	-.041	.96
Child chooses same sex friends	.543	.58
Child compares self with peers	.214	.83
Child speaks with strangers	-1.173	.24
Child wants time for self	-1.531	.12
Child develops special friendships	-.858	.39
Child plays games with rules	-1.813*	.07*
Child happily welcomes guests and attends them	-.831	.40
Child gets disturbed when fights with friends	.744	.45

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.3 (B)
Influence of Mother's Occupation on child social and emotional parameters

	Mother's Occupation	Mean	Std. Deviation
Who spends more time with child	Working	.3919	.4915
	Not working	.4524	.4997
Who takes child studies	Working	.4189	.4967
	Not working	.4524	.4997
Child attends vacation camps	Working	1.1486	.3946
	Not working	1.1032	.3759
Child getting punishments	Working	.9595	.9992
	Not working	.9286	.9974
Child having restrictions to watch TV	Working	1.2027	.9790
	Not working	1.2143	.9684
TV program the child watches	Working	.9054	.2947
	Not working	.7857	.4120
Special efforts taken for social development of the child	Working	2.6351	1.0010
	Not working	2.5556	.9679
With whom the child sleeps	Working	.6892	.4660
	Not working	.6825	.4673
Does the child have separate room	Working	.7432	.4398
	Not working	.6508	.4786
Does the child buys things from nearby shop	Working	.4324	.4988
	Not working	.5238	.5014
Child eager to know happenings around	Working	2.1892	.4586
	Not working	2.2540	.4370
Child getting night mares	Working	2.5541	.6225
	Not working	2.4127	.7296
Child chooses same sex friends	Working	1.2568	.6207
	Not working	1.3095	.6256
Child compares self with peers	Working	2.6757	.6643
	Not working	2.7143	.5777
Child speaks with strangers	Working	1.9865	.6301
	Not working	1.8651	.5980
Child wants time for self	Working	1.7027	.6970
	Not working	1.8889	.7717
Child develops special friendship	Working	2.0405	.7664
	Not working	2.0952	.6862
Child plays games with rules	Working	2.4595	.7251
	Not working	2.4286	.6123
Child happily welcomes guests and attends them	Working	2.6892	.6177
	Not working	2.6349	.6274
Child gets disturbed when fights with friends	Working	2.7162	.5369
	Not working	2.7460	.4889
Child gets disturbed when fights with friends	Working	2.0541	.6387
	Not working	2.1825	.7088



Graph 6.4.3 – Influence of mother's occupation on socio emotional development parameters of children

When the same parameters were compared with the occupation of mothers; quite a few parameters show significance level. The children of non working mothers found to be more inquisitive and eager to know about the happenings around them. The significant level is 10 %.

Whereas the parameter; 'child plays games with rules' found to be significant at 10 %. The children of working mothers are found to follow the rules while playing.

The parameter; 'child gets punishment from parents' is significant at 5 % level.

In a study conducted by Stewart and Barling (1996), on "Father's work experiences affect children's behaviour via job related affect and parenting behaviours"; concludes that father's work experiences such as decision latitude, job demands, job insecurity and interrole conflicts, indirectly influence the children's behaviour such as acting out, shyness and school competence.

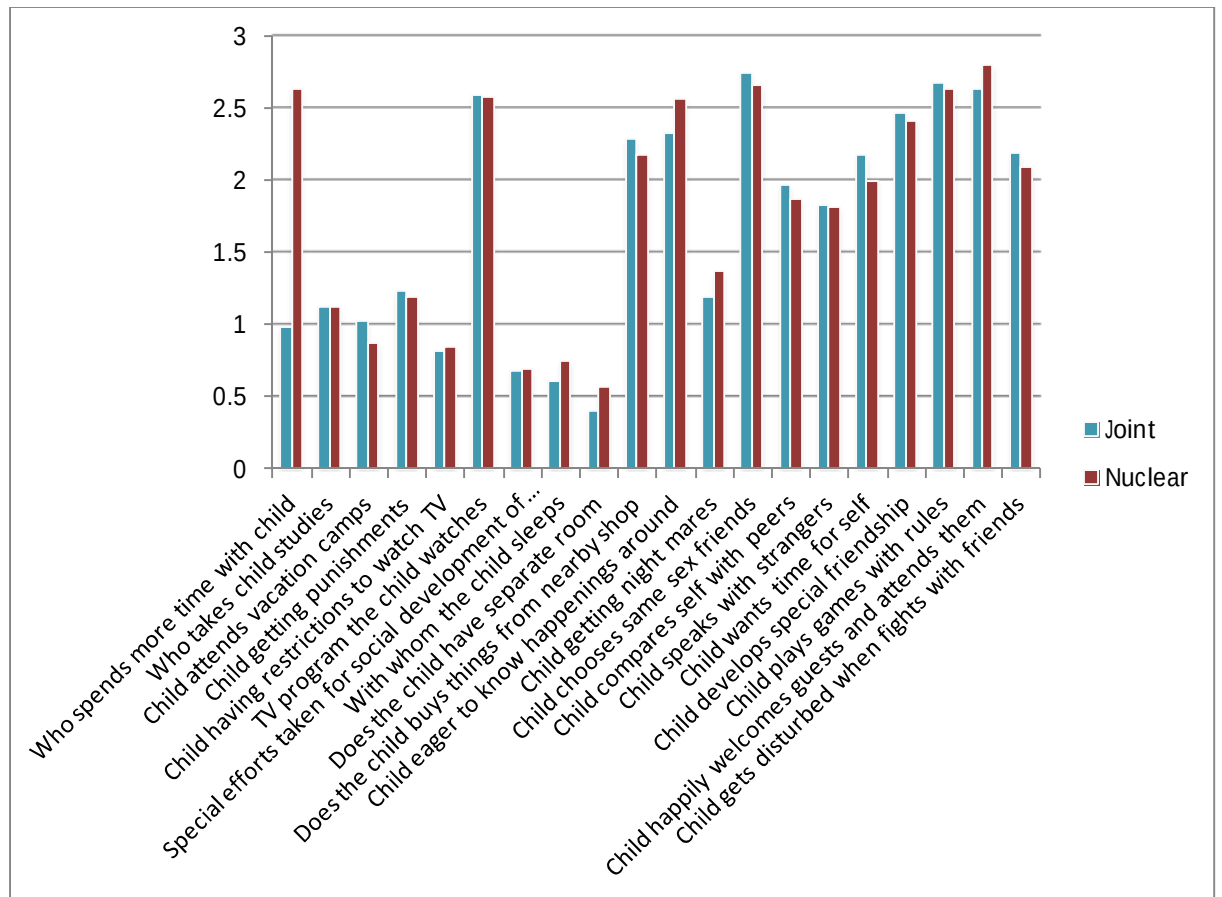
Table 6.4.4 (A)
Influence of Family background on child social and emotional parameters

Parameters	Family background	
	t	Sig. (2-tailed)
Who spends more time with child	-0.458	0.64
Who takes child's studies	0.811	0.41
Child attends vacation camps	0.211	0.83
Child getting punishments	-0.081	0.93
Child having restrictions to watch T.V.	2.191**	0.03**
T.V. program the child watches	0.554	0.58
Special efforts taken for social development	0.097	0.92
With whom the child sleeps	1.358	0.17
Does the child have separate room	-1.247	0.21
Does the child buy things from nearby shop	-0.994	0.32
Child eager to know about happenings around	1.395	0.16
Child getting nightmares	-0.578	0.56
Child chooses same sex friends	-0.431	0.66
Child compares self with peers	1.359	0.17
Child speaks with strangers	-1.706*	0.09*
Child wants time for self	-0.521	0.60
Child develops special friendships	0.321	0.74
Child plays games with rules	0.594	0.55
Child happily welcomes guests and attends them	-0.401	0.68
Child gets disturbed when fights with friends	-1.283	0.20

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.4 (B)
Influence of Family background on child social and emotional parameters

Parameters	Type of family	Mean	Std. Deviation
Who spends more time with child	Joint	0.9884	0.1078
	Nuclear	2.6320	0.1608
Who takes child studies	Joint	1.1163	0.3224
	Nuclear	1.1228	0.4236
Child attends vacation camps	Joint	1.0233	0.9938
	Nuclear	0.8772	0.9968
Child getting punishments	Joint	1.2326	0.9662
	Nuclear	1.1930	0.9765
Child having restrictions to watch TV	Joint	0.8140	0.3914
	Nuclear	0.8421	0.3663
TV program the child watches	Joint	2.5930	0.9503
	Nuclear	2.5789	1.0035
Special efforts taken for social development of the child	Joint	0.6744	0.4713
	Nuclear	0.6930	0.4633
With whom the child sleeps	Joint	0.6047	0.4918
	Nuclear	0.7456	0.4374
Does the child have separate room	Joint	0.3953	0.4918
	Nuclear	0.5614	0.4984
Does the child buys things from nearby shop	Joint	2.2907	0.4567
	Nuclear	2.1842	0.4324
Child eager to know happenings around	Joint	2.3256	0.7267
	Nuclear	2.5702	0.6513
Child getting nightmares	Joint	1.1860	0.5843
	Nuclear	1.3684	0.6417
Child chooses same sex friends	Joint	2.7442	0.5777
	Nuclear	2.6667	0.6334
Child compares self with peers	Joint	1.9651	0.6029
	Nuclear	1.8684	0.6171
Child speaks with strangers	Joint	1.8256	0.7850
	Nuclear	1.8158	0.7234
Child wants time for self	Joint	2.1744	0.7387
	Nuclear	2.0000	0.6913
Child develops special friendships	Joint	2.4651	0.6077
	Nuclear	2.4211	0.6899
Child plays games with rules	Joint	2.6744	0.6220
	Nuclear	2.6404	0.6258
Child happily welcomes guests and attends them	Joint	2.6395	0.5924
	Nuclear	2.8070	0.4181
Child gets disturbed when fights with friends	Joint	2.1860	0.6776
	Nuclear	2.0965	0.6909



Graph 6.4.4 - Influence of Family background on child social and emotional parameters

The sample families were divided broadly into two types, joint and nuclear. The parameters designed to check the socio emotional development were compared. The parameter; 'child having restrictions to watch T.V.' is found to be significant at 1 %. When the means for the same were compared, it was found that the children from nuclear families have more restriction to watch T.V.

The parameter; 'child speaks to stranger' is significant at 10 %.

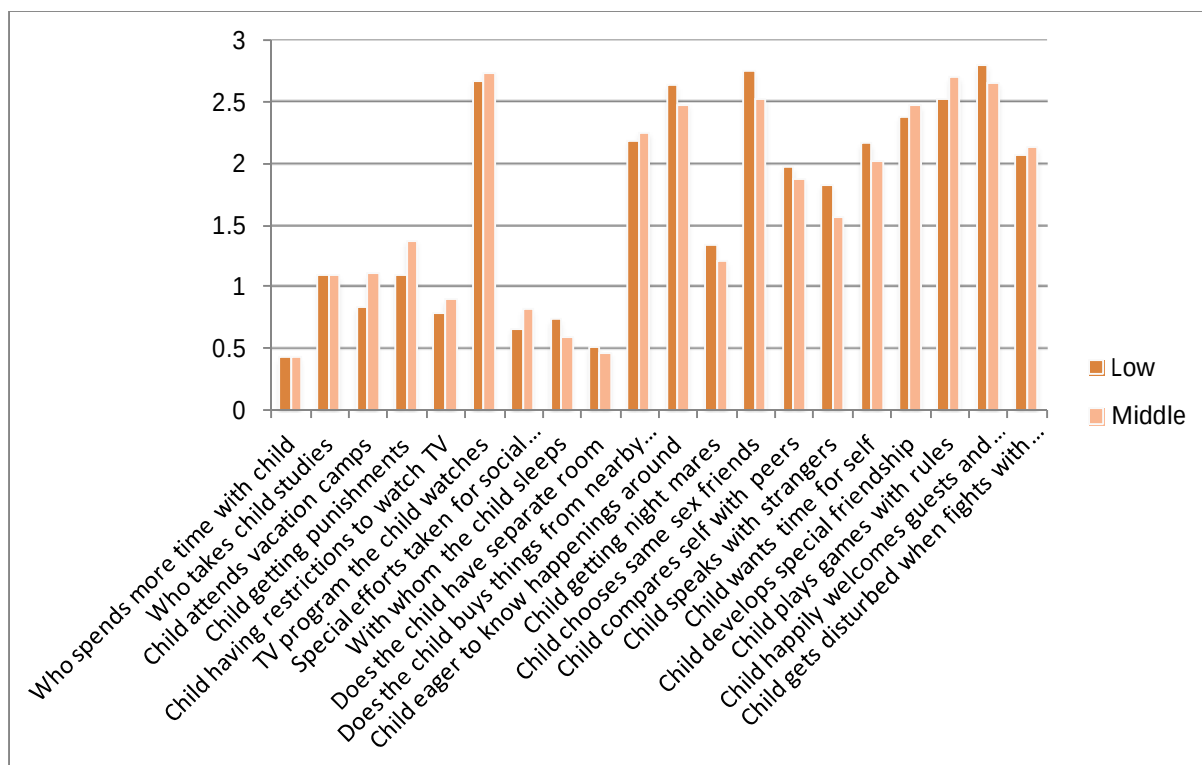
Table 6.4.5 (A)
Influence of Family status on child social and emotional parameters
(Low & Middle)

Parameters	Family status	
	t	Sig. (2-tailed)
Who spends more time with child	47.936***	.00***
Who takes child's studies	-.119	.90
Child attends vacation camps	1.027	.30
Child getting punishments	.285	.77
Child having restrictions to watch T.V.	-.522	.60
T.V. program the child watches	.100	.92
Special efforts taken for social development	-.278	.78
With whom the child sleeps	-2.138**	.03**
Does the child have separate room	-2.346**	.02**
Does the child buy things from nearby shop	1.683***	.09***
Child eager to know about happenings around	-2.501*	.01*
Child getting nightmares	-2.067**	.04**
Child chooses same sex friends	.890	.37
Child compares self with peers	1.108	.26
Child speaks with strangers	.091	.92
Child wants time for self	1.715***	.08***
Child develops special friendships	.470	.63
Child plays games with rules	.382	.70
Child happily welcomes guests and attends them	-2.343**	.02**
Child gets disturbed when fights with friends	.915	.36

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.5 (B)
Influence of Family status on child social and emotional parameters
(Low & Middle)

Parameters	Status of the family	Mean	Std. Deviation
Who spends more time with child	Low	.4265	.4982
	Middle	.4242	.4980
Who takes child studies	Low	1.1029	.3917
	Middle	1.0909	.2897
Child attends vacation camps	Low	.8382	.9866
	Middle	1.1061	.9943
Child getting punishments	Low	1.0882	.9885
	Middle	1.3788	.9243
Child having restrictions to watch TV	Low	.7941	.4074
	Middle	.8939	.3103
TV program the child watches	Low	2.6765	1.0140
	Middle	2.7424	1.0570
Special efforts taken for social development of the child	Low	.6618	.4766
	Middle	.8182	.3887
With whom the child sleeps	Low	.7353	.4445
	Middle	.5909	.4954
Does the child have separate room	Low	.5147	.5035
	Middle	.4697	.5029
Does the child buys things from nearby shop	Low	2.1912	.3962
	Middle	2.2576	.4743
Child eager to know happenings around	Low	2.6324	.5156
	Middle	2.4848	.6383
Child getting nightmares	Low	1.3382	.5628
	Middle	1.2121	.5952
Child chooses same sex friends	Low	2.7500	.5827
	Middle	2.5303	.7064
Child compares self with peers	Low	1.9706	.5978
	Middle	1.8788	.5119
Child speaks with strangers	Low	1.8235	.7906
	Middle	1.5606	.6356
Child wants time for self	Low	2.1618	.7453
	Middle	2.0303	.7010
Child develops special friendships	Low	2.3824	.7130
	Middle	2.4697	.6378
Child plays games with rules	Low	2.5294	.7222
	Middle	2.6970	.5810
Child happily welcomes guests and attends them	Low	2.7941	.4074
	Middle	2.6515	.5682
Child gets disturbed when fights with friends	Low	2.0735	.7190
	Middle	2.1364	.6768



Graph 6.4.5- Influence of Family status on child social and emotional parameters (Low & Middle)

Based on the socio economic status the families were divided into three groups, low, middle and high socio economic status. The different parameters which were designed to check the socio emotional development of the children were compared based on the socio economic status of the families.

When the parameters were compared for low and middle socio economic status families, it was found that the parameter; 'child eager to know the happenings around' is significant at 1 % level. The means were compared for the same and the result shows that the children from the low socioeconomic status families are found to be more eager to know the happenings around.

The parameters such as, 'child getting nightmares', 'who accompanies the child at night'; are significant at 5 % level.

When the means are compared; it was found that the children from low socio economic status families get nightmares and then they get emotionally disturbed.

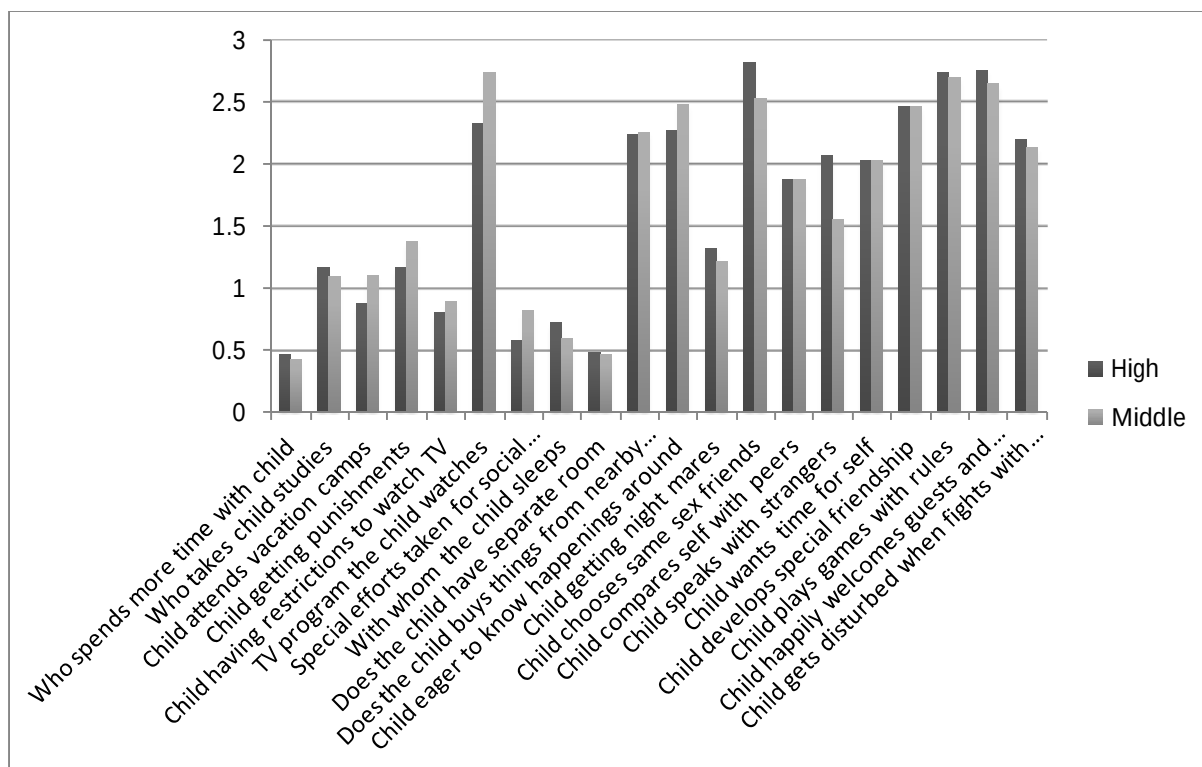
Table 6.4.6 (A)
Influence of Family status on child social and emotional parameters
Middle & High

Parameters	Family status	
	t	Sig. (2-tailed)
Who spends more time with child	.026	.97
Who takes child's studies	.202	.84
Child attends vacation camps	-1.565	.12
Child getting punishments	-1.756***	.08
Child having restrictions to watch T.V.	-1.592	.11
T.V. program the child watches	-.369	.71
Special efforts taken for social development	-2.078	.04
With whom the child sleeps	1.777	.07
Does the child have separate room	.518	.60
Does the child buy things from nearby shop	-.881	.38
Child eager to know about happenings around	1.474	.14
Child getting nightmares	1.261	.21
Child chooses same sex friends	1.966**	.05
Child compares self with peers	.954	.34
Child speaks with strangers	2.118**	.03
Child wants time for self	1.051	.29
Child develops special friendships	-.747	.45
Child plays games with rules	-1.477	.14
Child happily welcomes guests and attends them	1.673***	.09
Child gets disturbed when fights with friends	-.521	.60

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.6 (B)
Influence of Family status on child social and emotional parameters
(Middle status & High status)

Parameters	Family status	Mean	Std. Deviation
Who spends more time with child	High	.4697	.5029
	Middle	.4242	.4980
Who takes child studies	High	1.1667	.4501
	Middle	1.0909	.2897
Child attends vacation camps	High	.8788	1.0002
	Middle	1.1061	.9943
Child getting punishments	High	1.1667	.9858
	Middle	1.3788	.9243
Child having restrictions to watch TV	High	.8030	.4008
	Middle	.8939	.3103
TV program the child watches	High	2.3333	.8102
	Middle	2.7424	1.0570
Special efforts taken for social development of the child	High	.5758	.4980
	Middle	.8182	.3887
With whom the child sleeps	High	.7273	.4488
	Middle	.5909	.4954
Does the child have separate room	High	.4848	.5036
	Middle	.4697	.5029
Does the child buys things from nearby shop	High	2.2424	.4661
	Middle	2.2576	.4743
Child eager to know happenings around	High	2.2727	.8512
	Middle	2.4848	.6383
Child getting nightmares	High	1.3182	.7051
	Middle	1.2121	.5952
Child chooses same sex friends	High	2.8182	.4933
	Middle	2.5303	.7064
Child compares self with peers	High	1.8788	.7129
	Middle	1.8788	.5119
Child speaks with strangers	High	2.0758	.7298
	Middle	1.5606	.6356
Child wants time for self	High	2.0303	0.7010
	Middle	2.0303	0.7010
Child develops special friendships	High	2.4697	0.6132
	Middle	2.4697	0.6378
Child plays games with rules	High	2.7424	.5352
	Middle	2.6970	.5810
Child happily welcomes guests and attends them	High	2.7576	.5280
	Middle	2.6515	.5682
Child gets disturbed when fights with friends	High	2.1970	.6615
	Middle	2.1364	.6768



Graph 6.4.6 - Influence of Family status on child social and emotional parameters
(Middle status & High status)

When the same parameters for socio emotional development are compared on the basis of high and middle socio economic status families; it was found that the two parameters; 'the child chooses same sex friends' and 'child speaks with strangers' are significant at 5 % level.

When the means were compared it was found that the children from high socio economic status families were found to be more confident to talk to the strangers compared to middle socio economic status families.

Also the children from high socio economic status families found to make same sex friends.

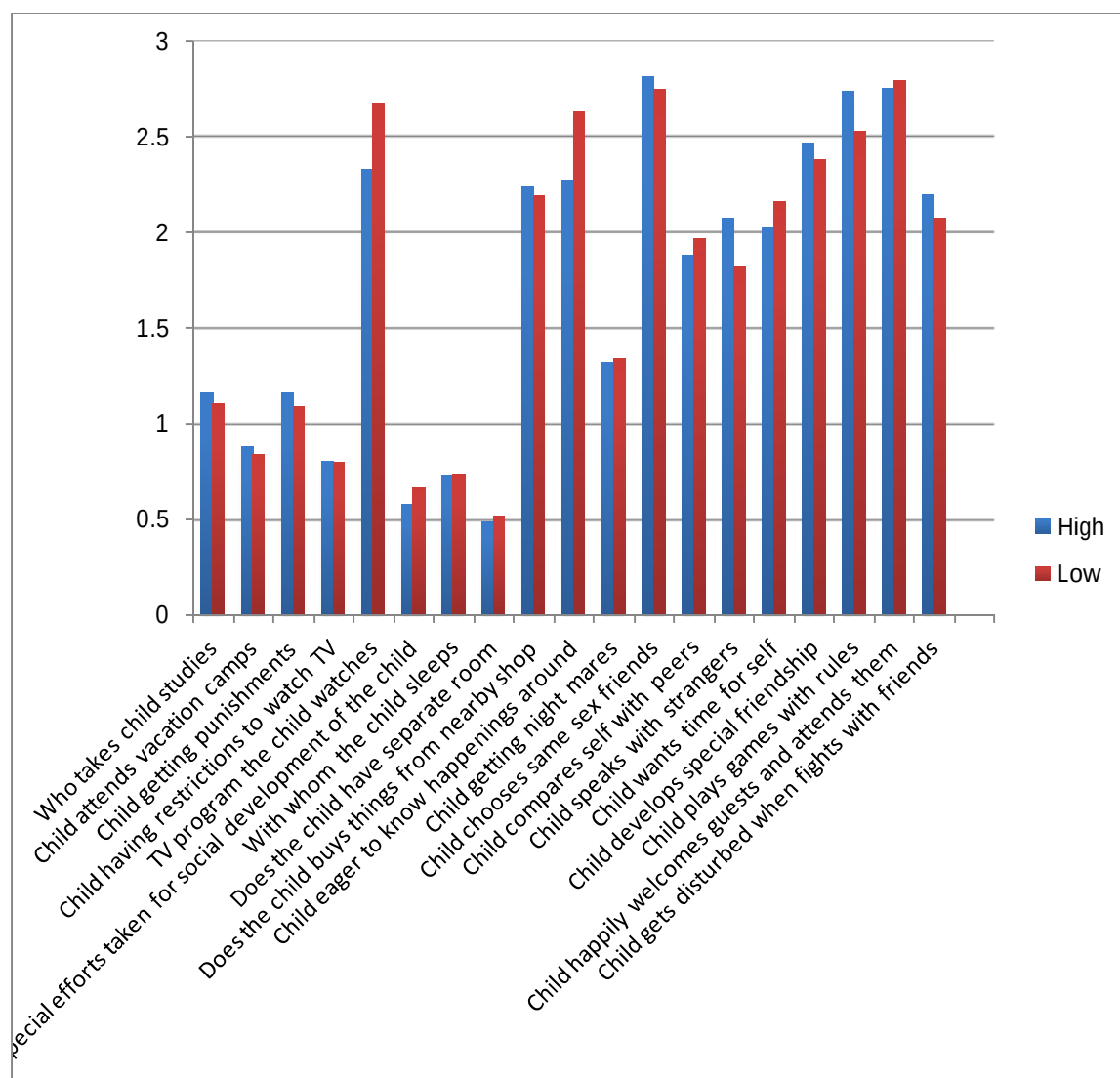
Table 6.4.7
Influence of Family status on child social and emotional parameters
(Low status & High status)

Parameters	Family status	
	t	Sig. (2-tailed)
Who spends more time with child	.522	.60
Who takes child's studies	1.150	.25
Child attends vacation camps	-1.309	.19
Child getting punishments	-1.275	.20
Child having restrictions to watch T.V.	-1.457	.14
T.V. program the child watches	-2.495*	.01*
Special efforts taken for social development	-3.118*	.00*
With whom the child sleeps	1.657***	.10***
Does the child have separate room	.173	.86
Does the child buy things from nearby shop	-.185	.85
Child eager to know about happenings around	-1.620***	.10***
Child getting nightmares	.934	.35
Child chooses same sex friends	2.714*	.00*
Child compares self with peers	.000	1.00
Child speaks with strangers	4.324*	.00*
Child wants time for self	.000	1.00
Child develops special friendships	.000	1.00
Child plays games with rules	.467	.64
Child happily welcomes guests and attends them	1.111	.26
Child gets disturbed when fights with friends	.520	.60

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.4.7 (B)
Influence of Family status on child social and emotional parameters
(Low status & High status)

Parameters	Family status	Mean	Std. Deviation
Who spends more time with child	High	.4697	.5029
	Low	.4265	.4982
Who takes child studies	High	1.1667	.4501
	Low	1.1029	.3917
Child attends vacation camps	High	.8788	1.0002
	Low	.8382	.9866
Child getting punishments	High	1.1667	.9858
	Low	1.0882	.9885
Child having restrictions to watch TV	High	.8030	.4008
	Low	.7941	.4074
TV program the child watches	High	2.3333	.8102
	Low	2.6765	1.0140
Special efforts taken for social development of the child	High	.5758	.4980
	Low	.6618	.4766
With whom the child sleeps	High	.7273	.4488
	Low	.7353	.4445
Does the child have separate room	High	.4848	.5036
	Low	.5147	.5035
Does the child buys things from nearby shop	High	2.2424	.4661
	Low	2.1912	.3962
Child eager to know happenings around	High	2.2727	.8512
	Low	2.6324	.5156
Child getting nightmares	High	1.3182	.7051
	Low	1.3382	.5628
Child chooses same sex friends	High	2.8182	.4933
	Low	2.7500	.5827
Child compares self with peers	High	1.8788	.7129
	Low	1.9706	.5978
Child speaks with strangers	High	2.0758	.7298
	Low	1.8235	.7906
Child wants time for self	High	2.0303	.7010
	Low	2.1618	.7453
Child develops special friendships	High	2.4697	.6132
	Low	2.3824	.7130
Child plays games with rules	High	2.7424	.5352
	Low	2.5294	.7222
Child happily welcomes guests and attends them	High	2.7576	.5280
	Low	2.7941	.4074
Child gets disturbed when fights with friends	High	2.1970	0.6615
	Low	2.0735	0.7190



Graph 6.4.7 - Influence of Family status on child social and emotional parameters
(Low status & High status)

The parameters for emotional and social development were compared based on the socio economic status of the families. When the results from high and low socio economic status families were compared, it was found that the parameters like 'with whom the child speaks' and 'child eager to know the happenings around' are found to be significant at 1 % level.

When the means for the same were compared; it was found that the children from low socio economic status families are found to be more curious about the happenings around. Also their social development found to be effected by the socio economic status of their families.

SUMMARY:

Different parameters considered for socio emotional status of the sample children were studied and compared with the education, occupation of the parents and socio economic status of the families. The following are the findings:

- 1) The parameters such as child having restrictions to watch T.V. and child wants time for self are affected by the mother's education.
- 2) Father's education of the sample children affects the parameters like, particular T.V. program the child watches and child develops special friendships.
- 3) The mother's occupation affects the parameters like child attends vacation camps, child getting punishments and child eager to know the happenings around.
- 4) Child having restrictions to watch T.V. and the child speaks with strangers; these two parameters are affected by the type of family child stays in.
- 5) The socio economic status of the families of sample children affects the parameters like, which family member spends more time with the sample children, with whom the child sleeps, does the child buys things from nearby shop alone, child eager to know about the happenings around, child getting night mares, child wants time for self and child happily welcomes guests and attends them.

6.5 – LANGUAGE DEVELOPMENT

Effective language skills are essential for children to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Language development is accepted as being critical to cognitive development and learning itself is seen by many as a social activity.

The development of speaking and listening skills requires the fuller and more intensive attention to make sure that children acquire a good stock of

words learn to listen attentively, and speak clearly and confidently. They are practical communication skills, hugely important in their own right and central to children's intellectual, social and emotional development. It is expected that when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well-being. In many ways our ability to communicate defines us, it is one of the ways we are judged and measured by others and the means by which we forget our relationships. Children starting school with speech, language and communication needs lot of attention may struggle with any aspect of communication and they can become withdrawn or present with challenging behaviour within the primary school environment. Based on recommendations from the *Rose Report*, the renewed *Primary Strategy for Literacy and Mathematics* recognizes the importance of speaking and listening in order for children to learn. Starting primary school is a huge transition in a young child's life. Children need to find their place in a new social and learning environment.

In the primary school years, it is very important to have good language development so as to have good command over the languages later which is need of the hour. So the language development of the sample children was observed using the survey form. (Ref.: Annexure-I)

Table 6.5.1 (A)
Influence of Mother Education on Language development
parameters of Children

Parameters	Mother's Education	
	t	Sig. (2-tailed)
Book collection for child	-1.319	0.18
Child having interest in reading	-2.338**	0.02
Comprehension of story or passage	-0.932	0.35
Child can use grammatically correct sentences	-2.042**	0.04
Child's academic performance	-1.186	0.23
Child speaks with strangers	-0.218	0.82
Child happily welcomes guests and attends them	0.887	0.37
Child writes neatly with correct language	-2.108**	0.03
Child understands conventions of conservations	-1.384	0.16
Child likes to write own stories	0.208	0.83
Child's performance in writing spellings	0.185	0.85
Child masters in reading	-1.283	0.20
Child speaks fluently	-1.612***	0.10
Child makes use of proverbs and idioms	-0.760	0.44
Child can translate a passage	-0.926	0.35
Child's reading habits	-0.859	0.39

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.1 (B)
Influence of Mother Education on Language development
parameters of Children (Table of means)

Parameters	Education of mother	Mean	Std. Deviation
Book collection for child	Below Graduation	0.7267	0.4472
	Graduation and above	0.8200	0.3881
Child having interest in reading	Below Graduation	2.0667	0.8082
	Graduation and above	2.3600	0.6312
Comprehension of story or passage	Below Graduation	2.1267	0.7623
	Graduation and above	2.2400	0.6869
Child can use grammatically correct sentences	Below Graduation	1.9267	0.7151
	Graduation and above	2.1600	0.6503
Child's academic performance	Below Graduation	2.2067	0.6980
	Graduation and above	2.3400	0.6581
Child speaks with strangers	Below Graduation	1.8133	0.7805
	Graduation and above	1.8400	0.6503
Child happily welcomes guests and attends them	Below Graduation	2.7533	0.5042
	Graduation and above	2.6800	0.5127
Child writes neatly with correct language	Below Graduation	2.1867	0.7178
	Graduation and above	2.4200	0.5379
Child understands conventions of conservations	Below Graduation	2.2533	0.5698
	Graduation and above	2.3800	0.5303
Child likes to write own stories	Below Graduation	1.9067	0.8139
	Graduation and above	1.8800	0.6893
Child's performance in writing spellings	Below Graduation	2.0600	0.6877
	Graduation and above	2.0400	0.5700
Child masters in reading	Below Graduation	2.0600	0.6778
	Graduation and above	2.2000	0.6389
Child speaks fluently	Below Graduation	2.1000	0.5879
	Graduation and above	2.2600	0.6642
Child makes use of proverbs and idioms	Below Graduation	1.6933	0.6750
	Graduation and above	1.7800	0.7637
Child can translate a passage	Below Graduation	2.0067	0.5964
	Graduation and above	2.1000	0.6776
Child's reading habits	Below Graduation	2.2200	0.7130
	Graduation and above	2.3200	0.7126

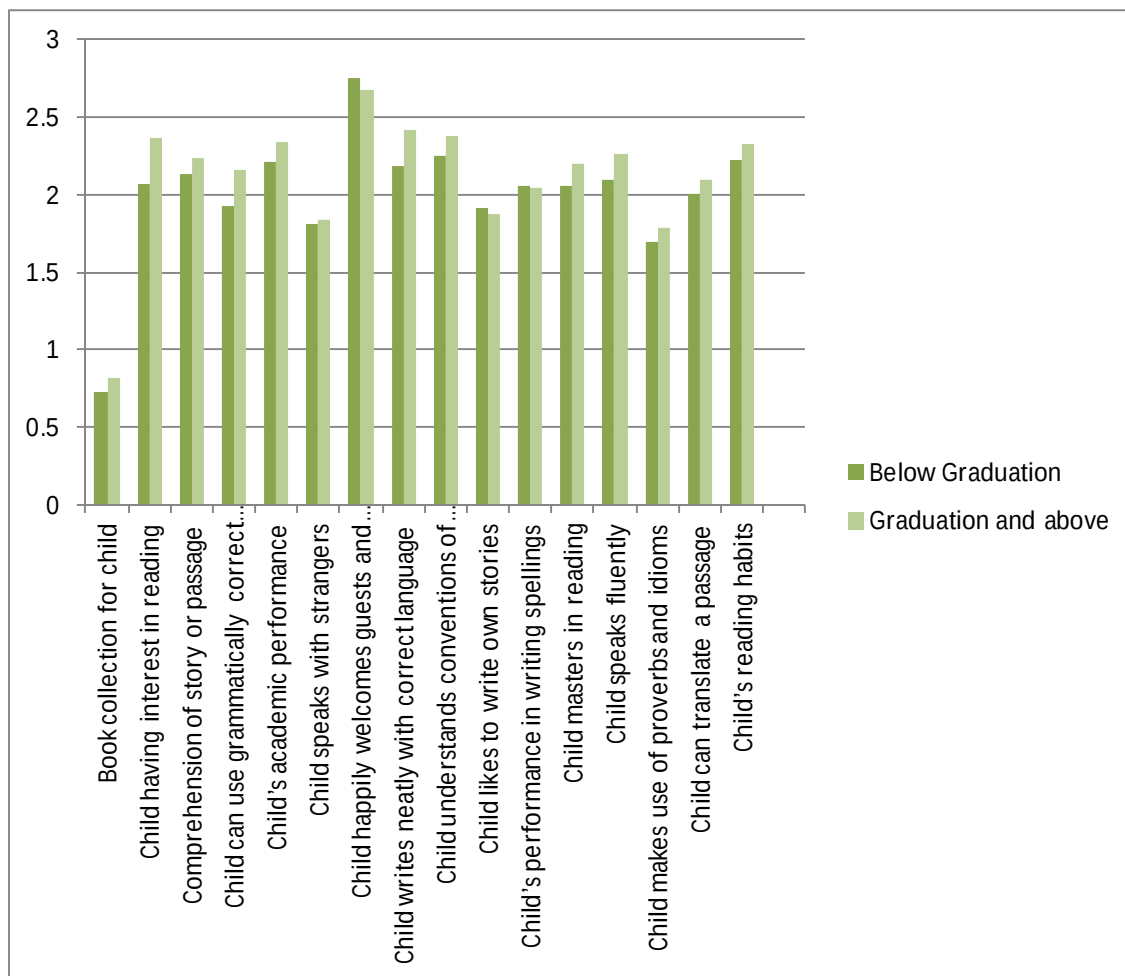


Figure 6.5.1- Influence of mother's education on language development

Mother's education plays a vital role in the language development of the young children who study in primary school. Different parameters for language development were used during the study.

It was found that the parameter 'child speaks fluently' is directly associated with mother's education. The significant level is 1 %. The mothers who are well educated found to be more cautious about the language their child uses. During the interaction and observation; the educated mothers found correcting their children grammatically while conversing.

The other two parameters, 'child uses grammatically correct sentences' and 'child writes neatly with correct sentences' are significant at 5 % level. The

graduate mothers found to be keener in their child's writing skills and the neatness the child maintains.

One more parameter; 'child having interest in reading' is significant at 5 %. It was observed that the highly educated mothers gift good books to their children. Few mothers have started library facility for their children. They shared that reading books is the best way to improve the language.

When the means were compared; (Table 6.5.1 B & Figure 6.5.1) most of the children whose mothers are graduate, have interest in reading compared to the children of with mothers with below graduate education.

Table 6.5.2 (A)
Influence of Father's Education on Language development
parameters of Children

Parameters	Father's Education	
	t	Sig. (2-tailed)
Book collection for child	-1.426	0.15
Child having interest in reading	-0.228	0.82
Comprehension of story or passage	-0.402	0.68
Child can use grammatically correct sentences	-1.063	0.28
Child's academic performance	0.101	0.92
Child speaks with strangers	-1.531	0.12
Child happily welcomes guests and attends them	0.744	0.45
Child writes neatly with correct language	0.183	0.85
Child understands conventions of conservations	-0.531	0.59
Child likes to write own stories	0.241	0.81
Child's performance in writing spellings	0.713	0.47
Child masters in reading	-0.799	0.42
Child speaks fluently	-0.528	0.59
Child makes use of proverbs and idioms	-1.451	0.14
Child can translate a passage	-2.551*	0.01
Child's reading habits	-1.048	0.29

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.2 (B)
Influence of Father's Education on Language development
parameters of Children (Table of means)

Parameters	Education of father	Mean	Std. Deviation
Book collection for child	Below Graduation	0.7154	0.4530
	Graduation and above	0.8052	0.3986
Child having interest in reading	Below Graduation	2.1301	0.7889
	Graduation and above	2.1558	0.7620
Comprehension of story or passage	Below Graduation	2.1382	0.7610
	Graduation and above	2.1818	0.7205
Child can use grammatically correct sentences	Below Graduation	1.9431	0.7048
	Graduation and above	2.0519	0.7052
Child's academic performance	Below Graduation	2.2439	0.7053
	Graduation and above	2.2338	0.6668
Child speaks with strangers	Below Graduation	1.7561	0.7503
	Graduation and above	1.9221	0.7392
Child happily welcomes guests and attends them	Below Graduation	2.7561	0.4677
	Graduation and above	2.7013	0.5635
Child writes neatly with correct language	Below Graduation	2.2520	0.6603
	Graduation and above	2.2338	0.7236
Child understands conventions of conservations	Below Graduation	2.2683	0.5443
	Graduation and above	2.3117	0.5907
Child likes to write own stories	Below Graduation	1.9106	0.7894
	Graduation and above	1.8831	0.7775
Child's performance in writing spellings	Below Graduation	2.0813	0.6477
	Graduation and above	2.0130	0.6785
Child masters in reading	Below Graduation	2.0650	0.6621
	Graduation and above	2.1429	0.6828
Child speaks fluently	Below Graduation	2.1220	0.5809
	Graduation and above	2.1688	0.6570
Child makes use of proverbs and idioms	Below Graduation	1.6585	0.6993
	Graduation and above	1.8052	0.6890
Child can translate a passage	Below Graduation	1.9431	0.5909
	Graduation and above	2.1688	0.6367
Child's reading habits	Below Graduation	2.2033	0.7351
	Graduation and above	2.3117	0.6739

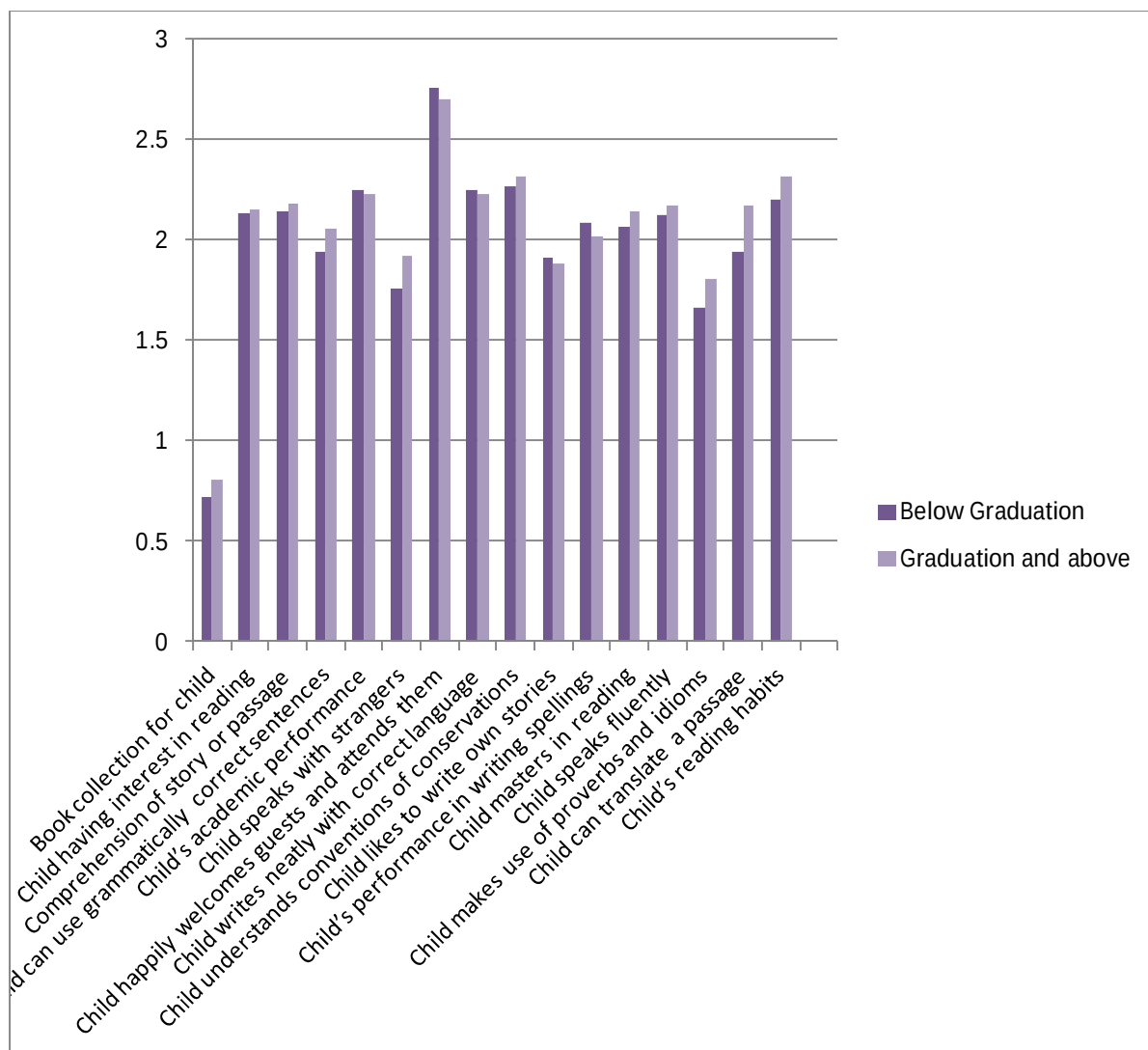


Figure 6.5.2 – Influence of father's education on language development

It was observed that most of the mothers of sample children take utmost care about their child's studies. The fathers most of the time are not involved even in the parameters of language development.

When the data regarding same was compiled and compared; it was found that only one parameter; 'Child can translate a passage' is significant when compared with the father's education. The significance level is 10 %.

The means for the same were compared (Table 6.2.2 B & Figure 6.5.2). It was observed that there is no much difference in the means of the different parameters of language development. This shows that the father's education does not have effect on the different parameters of language development of their children..

Table 6.5.3 (A)
Influence of Mother's occupation on Language development
parameters of Children

Parameters	Mother's Occupation	
	t	Sig. (2-tailed)
Book collection for child	0.843	0.40
Child having interest in reading	2.609*	0.01
Comprehension of story or passage	1.888***	0.06
Child can use grammatically correct sentences	1.271	0.20
Child's academic performance	2.865*	0.00
Child speaks with strangers	-1.706***	0.09
Child happily welcomes guests and attends them	-0.401	0.68
Child writes neatly with correct language	1.259	0.20
Child understands conventions of conservations	0.497	0.62
Child likes to write own stories	2.541*	0.01
Child's performance in writing spellings	0.873	0.38
Child masters in reading	1.753	0.08
Child speaks fluently	1.845***	0.06
Child makes use of proverbs and idioms	1.069	0.28
Child can translate a passage	1.374	0.17
Child's reading habits	1.208	0.22

*, *** 10 and 1per cent level significance respectively.

Table 6.5.3 (B)
Influence of Mother's occupation on Language development
parameters of Children (Table of means)

Parameters	Mother's Occupation	Mean	Std. Deviation
Book collection for child	Working	0.7838	0.4145
	Non working	0.7302	0.4456
Child having interest in reading	Working	2.3243	0.7783
	Non working	2.0317	0.7583
Comprehension of story or passage	Working	2.2838	0.6307
	Non working	2.0794	0.7960
Child can use grammatically correct sentences	Working	2.0676	0.6481
	Non working	1.9365	0.7348
Child's academic performance	Working	2.4189	0.6412
	Non working	2.1349	0.6969
Child speaks with strangers	Working	1.7027	0.6970
	Non working	1.8889	0.7717
Child happily welcomes guests and attends them	Working	2.7162	0.5369
	Non working	2.7460	0.4889
Child writes neatly with correct language	Working	2.3243	0.6643
	Non working	2.1984	0.6930
Child understands conventions of conversations	Working	2.3108	0.5716
	Non working	2.2698	0.5573
Child likes to write own stories	Working	2.0811	0.8068
	Non working	1.7937	0.7517
Child's performance in writing spellings	Working	2.1081	0.6737
	Non working	2.0238	0.6507
Child masters in reading	Working	2.2027	0.5963
	Non working	2.0317	0.7036
Child speaks fluently	Working	2.2432	0.6370
	Non working	2.0794	0.5879
Child makes use of proverbs and idioms	Working	1.7838	0.7634
	Non working	1.6746	0.6552
Child can translate a passage	Working	2.1081	0.6531
	Non working	1.9841	0.5931
Child's reading habits	Working	2.3243	0.7235
	Non working	2.1984	0.7045

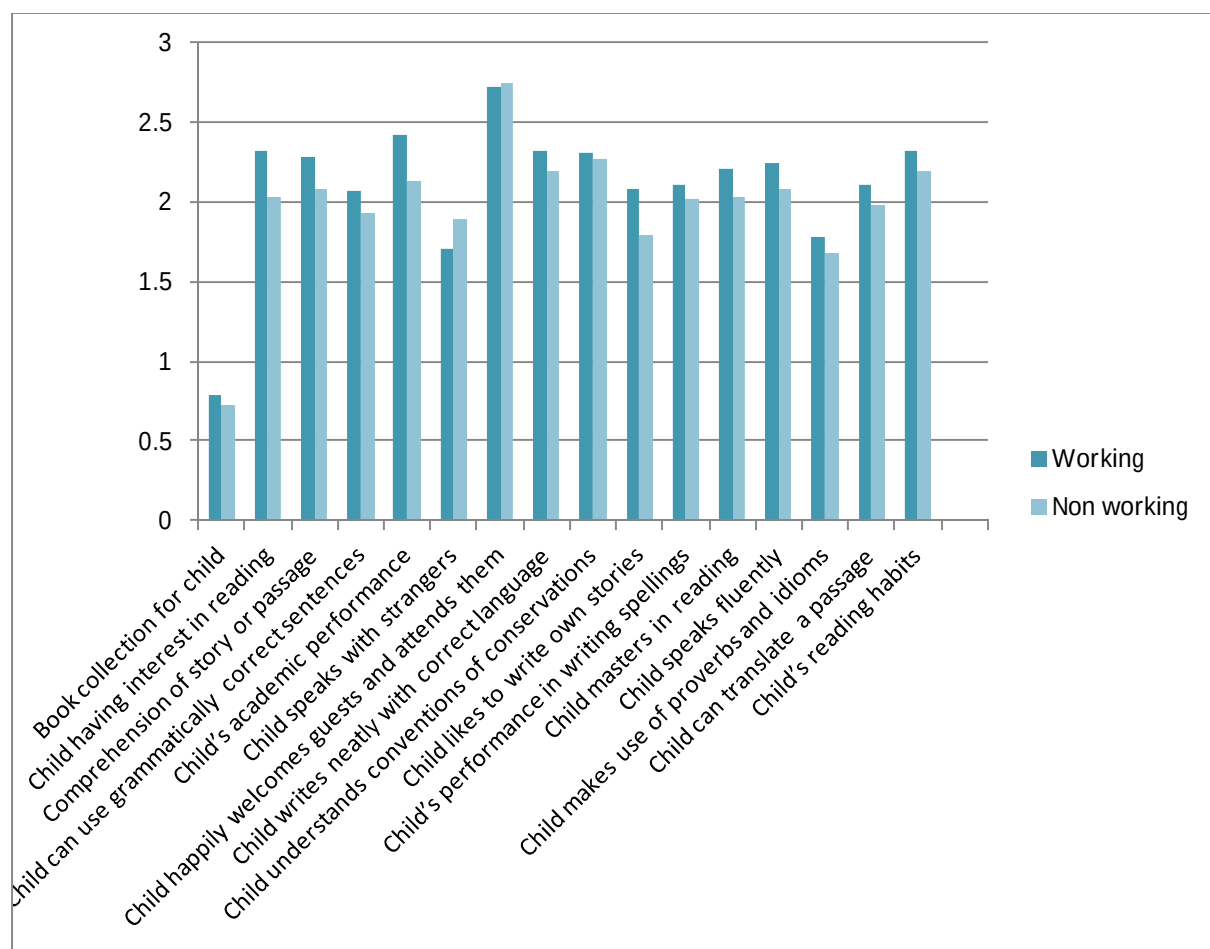


Figure 6.5.3- Influence of mother's occupation on the language development

The different parameters of language development were studied and compared with the mother's occupation. It was observed that, the mothers who are graduated have more interest in the language development of their wards.

The three parameters; 'child comprehends story and passage', 'child speaks to the strangers' and 'the child speaks fluently' are highly significant when compared for the occupation of the mothers. The significant level is 1 %.

It was shared by few mothers that because they are not always available at home because of their jobs; the children do not hesitate to talk to the strangers and are confident to comprehend the stories fast.

When the means were compared (Table 6.5.3 B & Figure 6.5.3), it was found that most of the parameters are taken care by the working mothers compared to the home makers.

Table 6.5.4 (A)
Influence of Type of Family on Language development
parameters of Children

Parameters	Type of family	
	t	Sig. (2-tailed)
Book collection for child	-1.485	0.13
Child having interest in reading	-1.670***	0.09
Comprehension of story or passage	-1.216	0.22
Child can use grammatically correct sentences	0.261	0.79
Child's academic performance	-0.754	0.45
Child speaks with strangers	0.091	0.92
Child happily welcomes guests and attends them	-2.343**	0.02
Child writes neatly with correct language	-0.850	0.39
Child understands conventions of conservations	1.143	0.25
Child likes to write own stories	-2.097**	0.03
Child's performance in writing spellings	-1.683***	0.09
Child masters in reading	-0.036	0.97
Child speaks fluently	0.458	0.64
Child makes use of proverbs and idioms	-2.595*	0.01
Child can translate a passage	-0.365	0.71
Child's reading habits	-2.450*	0.01

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.4 (B)
Influence of Type of Family on Language development
parameters of Children (Table of means)

Parameters	Type of family	Mean	Std. Deviation
Book collection for child	Joint	0.6977	0.4620
	Nuclear	0.7895	0.4095
Child having interest in reading	Joint	2.0349	0.8036
	Nuclear	2.2193	0.7497
Comprehension of story or passage	Joint	2.0814	0.7703
	Nuclear	2.2105	0.7223
Child can use grammatically correct sentences	Joint	2.0000	0.7356
	Nuclear	1.9737	0.6843
Child's academic performance	Joint	2.1977	0.6999
	Nuclear	2.2719	0.6821
Child speaks with strangers	Joint	1.8256	0.7850
	Nuclear	1.8158	0.7234
Child happily welcomes guests and attends them	Joint	2.6395	0.5924
	Nuclear	2.8070	0.4181
Child writes neatly with correct language	Joint	2.1977	0.6999
	Nuclear	2.2807	0.6719
Child understands conventions of conversations	Joint	2.3372	0.6252
	Nuclear	2.2456	0.5077
Child likes to write own stories	Joint	1.7674	0.7620
	Nuclear	2.0000	0.7871
Child's performance in writing spellings	Joint	1.9651	0.7268
	Nuclear	2.1228	0.5970
Child masters in reading	Joint	2.0930	0.7297
	Nuclear	2.0965	0.6236
Child speaks fluently	Joint	2.1628	0.5711
	Nuclear	2.1228	0.6400
Child makes use of proverbs and idioms	Joint	1.5698	0.6605
	Nuclear	1.8246	0.7071
Child can translate a passage	Joint	2.0116	0.5840
	Nuclear	2.0439	0.6434
Child's reading habits	Joint	2.1047	0.7361
	Nuclear	2.3509	0.6781

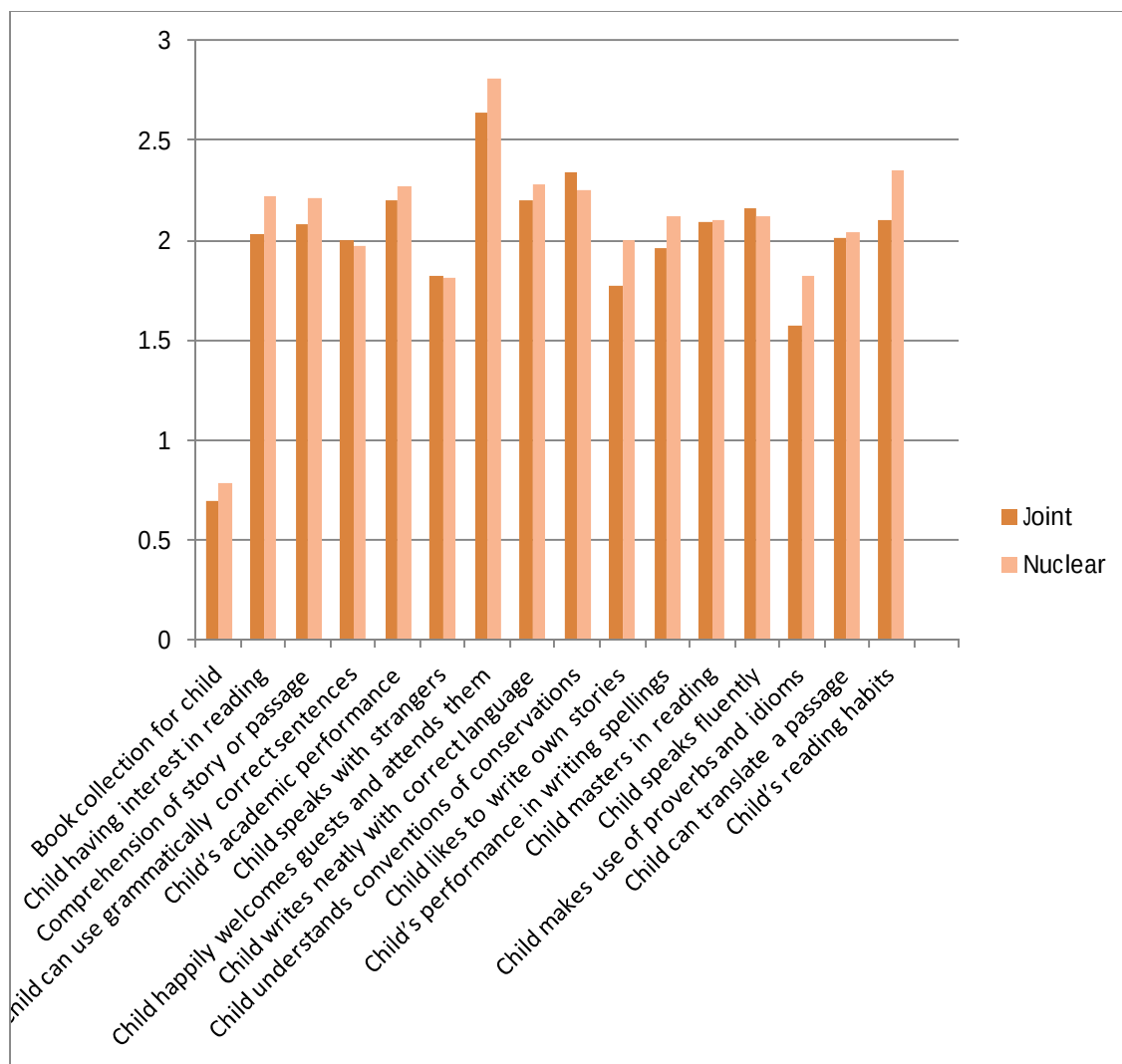


Figure 6.5.4 – Influence of type of family on the language development

The different parameters designed to monitor the language development of the sample children were compared with the type of family i.e. joint and nuclear . The two parameters; 'Child having interest in reading' and 'Child's performance in writing spellings' found to be highly significant at 10 % level.

When the means were compared, the children from nuclear families found to be better in their performance in writing spelling and having good habit of reading. (Table 6.5.4 B & Figure 6.5.4)

The two parameters; 'child happily welcomes the guests' and 'child likes to write own stories' are significant at 5 % level. When means for the same are compared; it is observed that the children in nuclear families are more happy to welcome the guests as well as to write stories on their own.

Whereas the two parameters; 'Child uses proverbs and idioms' and 'child's reading habits' are significant at 10 % level. When the means for the same were compared; it was observed that the children in nuclear families use more proverbs and idioms and have good reading habits compared to the children in joint families.

Table 6.5.5 (A)
Influence of family status on Language development
parameters of Children (Low & Middle)

Parameters	Family status	
	t	Sig. (2-tailed)
Book collection for child	-0.093	0.92
Child having interest in reading	0.059	0.95
Comprehension of story or passage	0.319	0.75
Child can use grammatically correct sentences	-0.672	0.50
Child's academic performance	-0.371	0.71
Child speaks with strangers	2.118**	0.03
Child happily welcomes guests and attends them	1.673	0.09
Child writes neatly with correct language	-1.076	0.28
Child understands conventions of conversations	-0.701	0.48
Child likes to write own stories	0.581	0.56
Child's performance in writing spellings	1.535	0.12
Child masters in reading	-1.005	0.31
Child speaks fluently	-1.148	0.25
Child makes use of proverbs and idioms	-0.820	0.41
Child can translate a passage	-0.134	0.89
Child's reading habits	0.049	0.96

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.5 (B)
Influence of family status on Language development
parameters of Children (Low & Middle)

Parameters	Socio economic status	Mean	Std. Deviation
Book collection for child	Low	0.7353	0.4445
	Middle	0.7424	0.4407
Child having interest in reading	Low	2.2500	0.7406
	Middle	2.2424	0.7455
Comprehension of story or passage	Low	2.2647	0.6828
	Middle	2.2273	0.6747
Child can use grammatically correct sentences	Low	1.9706	0.6905
	Middle	2.0455	0.5931
Child's academic performance	Low	2.3382	0.5887
	Middle	2.3788	0.6740
Child speaks with strangers	Low	1.8235	0.7906
	Middle	1.5606	0.6356
Child happily welcomes guests and attends them	Low	2.7941	0.4074
	Middle	2.6515	0.5682
Child writes neatly with correct language	Low	2.1618	0.6604
	Middle	2.2879	0.6965
Child understands conventions of conservations	Low	2.3088	0.5797
	Middle	2.3788	0.5755
Child likes to write own stories	Low	1.9559	0.7418
	Middle	1.8788	0.7945
Child's performance in writing spellings	Low	2.1176	0.6116
	Middle	1.9545	0.6185
Child masters in reading	Low	2.1176	0.6809
	Middle	2.2273	0.5763
Child speaks fluently	Low	2.0735	0.6537
	Middle	2.1970	0.5876
Child makes use of proverbs and idioms	Low	1.6912	0.7177
	Middle	1.7879	0.6449
Child can translate a passage	Low	1.9853	0.6346
	Middle	2.0000	0.6325
Child's reading habits	Low	2.2941	0.7136
	Middle	2.2879	0.7599

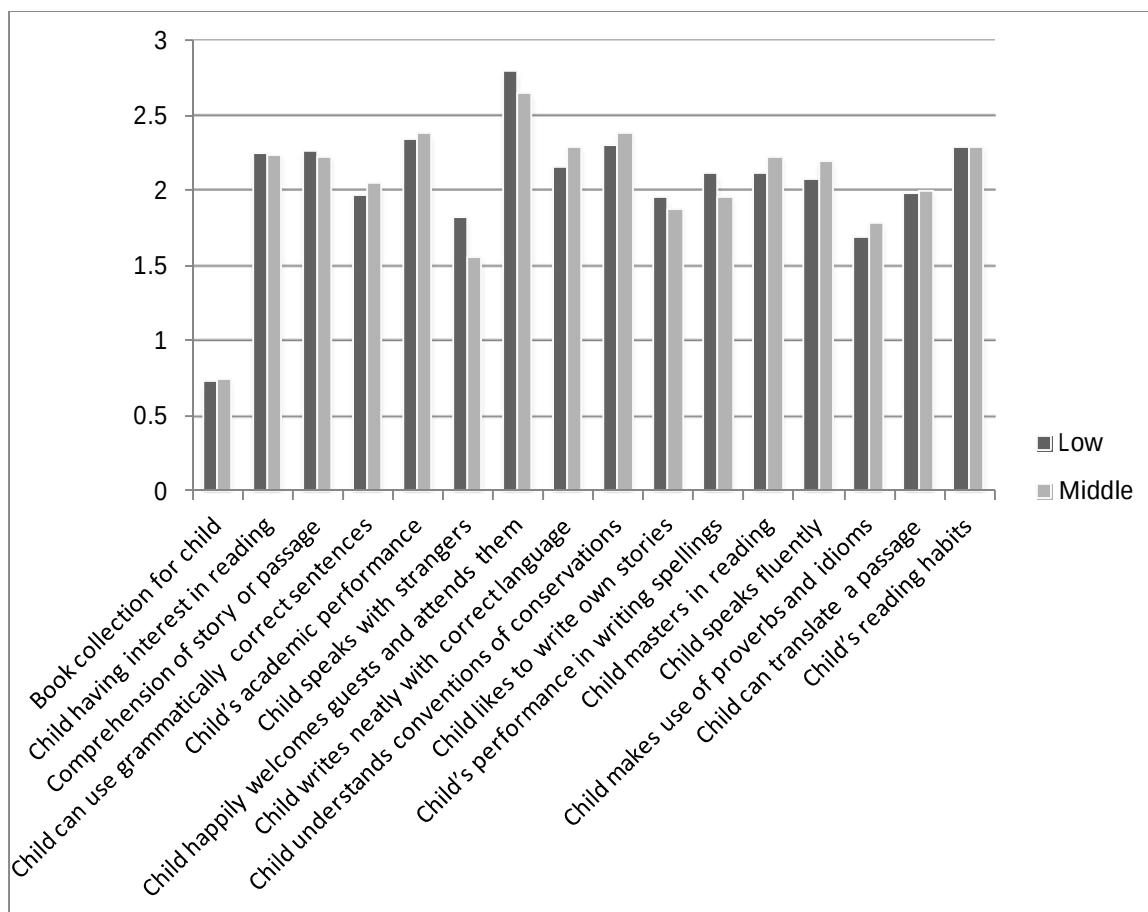


Figure 6.5.5 – Influence of family status (Low & Middle) on language development

The families of sample children were divided into three groups as low, middle and high socio economic status families with the help of scale mentioned in the chapter 'Methodology and techniques'. Every group of families was compared to the other two groups and the results were observed.

When the low and middle socio economic status families were compared for different language development parameters it was found that only one parameter; 'child speaks with stranger' is significant at 5 % level. It was observed that the children from low socio economic status families do interact with the strangers very freely compared to the middle socio economic status families.

Table 6.5.6 (A)
Influence of family status (High & Middle) on Language development parameters of Children

Parameters	Family Status	
	t	Sig. (2-tailed)
Book collection for child	0.403	0.68
Child having interest in reading	-2.349**	0.02
Comprehension of story or passage	-1.941**	0.05
Child can use grammatically correct sentences	-0.851	0.39
Child's academic performance	-3.065*	0.00
Child speaks with strangers	4.324*	0.00
Child happily welcomes guests and attends them	1.111	0.26
Child writes neatly with correct language	0.000	1.00
Child understands conventions of conservations	-2.233**	0.02
Child likes to write own stories	-0.108	0.91
Child's performance in writing spellings	1.150	0.25
Child masters in reading	-2.534*	0.01
Child speaks fluently	-0.444	0.65
Child makes use of proverbs and idioms	-1.011	0.31
Child can translate a passage	1.000	0.31
Child's reading habits	-1.099	0.27

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.6 (B)
Influence of family status (High & Middle) on Language
development parameters of Children (Table of means)

Parameters	Socio economic status	Mean	Std. Deviation
Book collection for child	High	0.7727	0.4223
	Middle	0.7424	0.4407
Child having interest in reading	High	1.9242	0.8098
	Middle	2.2424	0.7455
Comprehension of story or passage	High	1.9697	0.8407
	Middle	2.2273	0.6747
Child can use grammatically correct sentences	High	1.9394	0.8205
	Middle	2.0455	0.5931
Child's academic performance	High	2.0000	0.7442
	Middle	2.3788	0.6740
Child speaks with strangers	High	2.0758	0.7298
	Middle	1.5606	0.6356
Child happily welcomes guests and attends them	High	2.7576	0.5280
	Middle	2.6515	0.5682
Child writes neatly with correct language	High	2.2879	0.6965
	Middle	2.2879	0.6965
Child understands conventions of conversations	High	2.1667	0.5139
	Middle	2.3788	0.5755
Child likes to write own stories	High	1.8636	0.8206
	Middle	1.8788	0.7945
Child's performance in writing spellings	High	2.0909	0.7385
	Middle	1.9545	0.6185
Child masters in reading	High	1.9394	0.7207
	Middle	2.2273	0.5763
Child speaks fluently	High	2.1515	0.5882
	Middle	2.1970	0.5876
Child makes use of proverbs and idioms	High	1.6667	0.7303
	Middle	1.7879	0.6449
Child can translate a passage	High	2.1061	0.5852
	Middle	2.0000	0.6325
Child's reading habits	High	2.1515	0.6620
	Middle	2.2879	0.7599

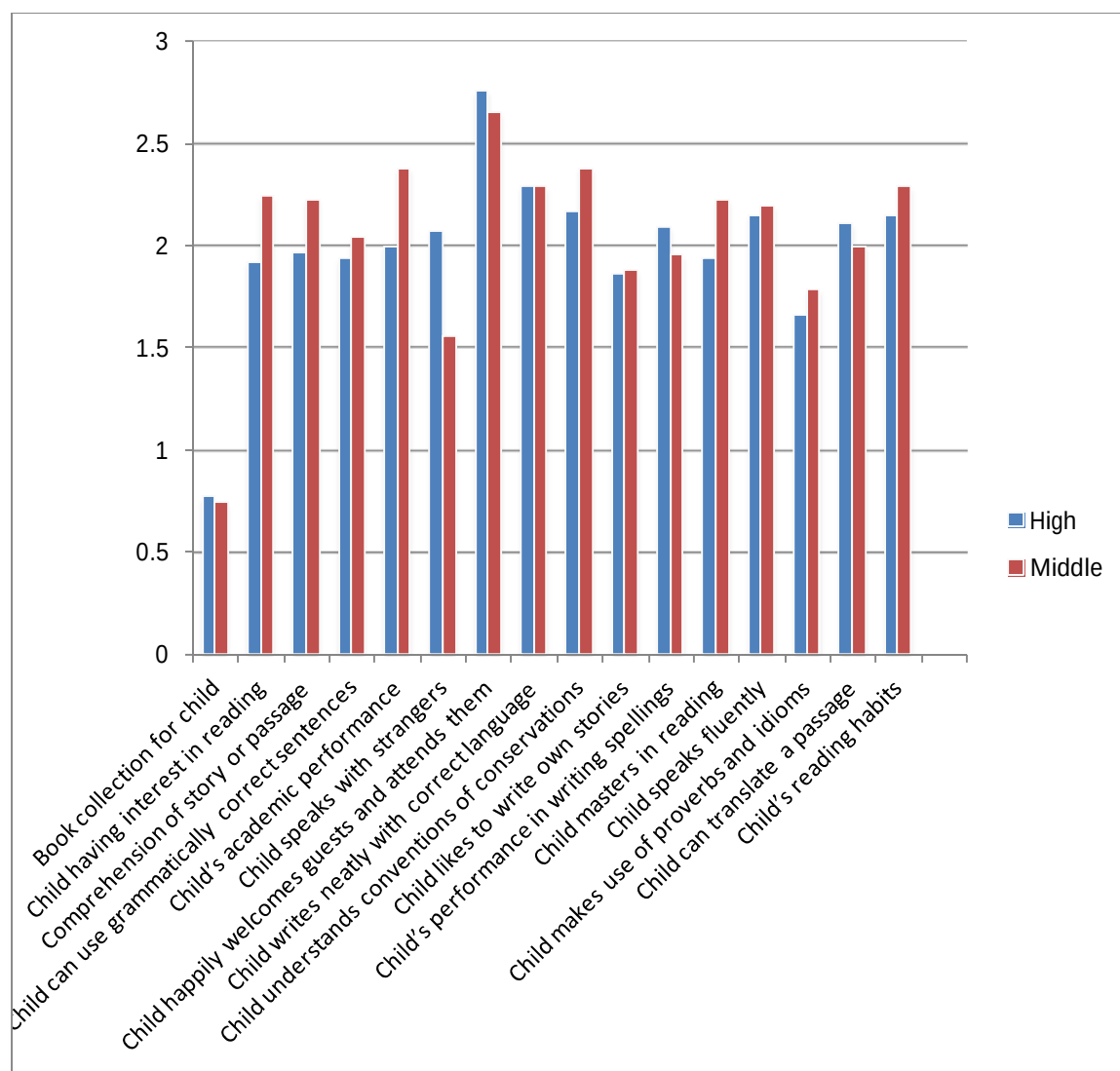


Figure 6.5.6 – Influence of family status (High & Middle) on language development

The other two groups i.e. families from middle and high socio economic status families were compared for different parameters of language development. The parameters; 'child having interest in reading', 'comprehension of story or passage' and 'child understands conventions of conservations' are significant at 5 % level.

When the means for the same were compared; it was found that the children from middle socio economic status families score high compare to the high socio economic status families.

The other two parameters; 'child speaks with stranger' and 'child masters in reading' are significant at 10 % level. When the means were compared it was found that the children from high socio economic status

families are found to be more confident to talk to the strangers compared to the children from middle socio economic status families.

Table 6.5.7 (A)
Influence of family status on Language development
parameters of Children

Parameters	Family status	
	t	Sig. (2-tailed)
Book collection for child	-0.500	0.61
Child having interest in reading	2.431 *	0.01
Comprehension of story or passage	2.233 **	0.02
Child can use grammatically correct sentences	0.238	0.81
Child's academic performance	2.922 *	0.00
Child speaks with strangers	-1.917 **	0.05
Child happily welcomes guests and attends them	0.449	0.65
Child writes neatly with correct language	-1.076	0.28
Child understands conventions of conversations	1.500	0.13
Child likes to write own stories	0.683	0.49
Child's performance in writing spellings	0.229	0.82
Child masters in reading	1.472	0.14
Child speaks fluently	-0.725	0.47
Child makes use of proverbs and idioms	0.196	0.84
Child can translate a passage	-1.144	0.25
Child's reading habits	1.198	0.23

*, **, *** 10, 5 and 1per cent level significance respectively.

Table 6.5.7 (B)
Influence of family status on Language development parameters of
Children
(Low & High, Table of means)

Parameters	Socio economic status	Mean	Std. Deviation
Book collection for child	Low	0.7353	0.4445
	High	0.7727	0.4223
Child having interest in reading	Low	2.2500	0.7406
	High	1.9242	0.8098
Comprehension of story or passage	Low	2.2647	0.6828
	High	1.9697	0.8407
Child can use grammatically correct sentences	Low	1.9706	0.6905
	High	1.9394	0.8205
Child's academic performance	Low	2.3382	0.5887
	High	2.0000	0.7442
Child speaks with strangers	Low	1.8235	0.7906
	High	2.0758	0.7298
Child happily welcomes guests and attends them	Low	2.7941	0.4074
	High	2.7576	0.5280
Child writes neatly with correct language	Low	2.1618	0.6604
	High	2.2879	0.6965
Child understands conventions of conversations	Low	2.3088	0.5797
	High	2.1667	0.5139
Child likes to write own stories	Low	1.9559	0.7418
	High	1.8636	0.8206
Child's performance in writing spellings	Low	2.1176	0.6116
	High	2.0909	0.7385
Child masters in reading	Low	2.1176	0.6809
	High	1.9394	0.7207
Child speaks fluently	Low	2.0735	0.6537
	High	2.1515	0.5882
Child makes use of proverbs and idioms	Low	1.6912	0.7177
	High	1.6667	0.7303
Child can translate a passage	Low	1.9853	0.6346
	High	2.1061	0.5852
Child's reading habits	Low	2.2941	0.7136
	High	2.1515	0.6620

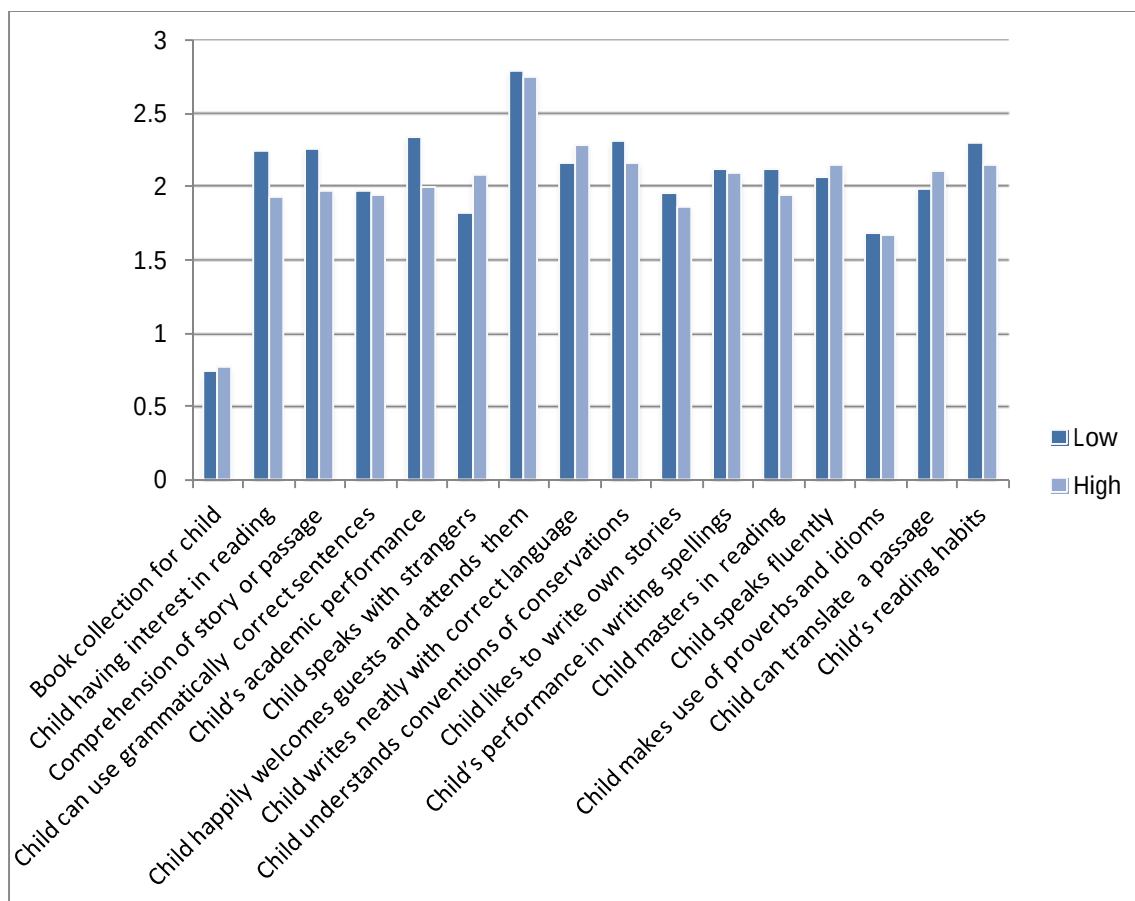


Figure 6.5.7 – Influence of family status (Low & High) on language development

The different parameters for language development for the children in low and high socio economic status were compared. It was observed that the two parameters; 'child speaks to the stranger' and 'the child comprehends the story or passage' are significant at 5 % level.

When the means were compared; it was observed that the children from low socio economic status families can comprehend the story or passage very well compared to the other group. Whereas the children from high socio economic families are freer with the strangers and they talk to them easily compared to the other group.

SUMMARY:

Different parameters considered for language development of the sample children were compared with the education, occupation of the parents and socio economic status of the families. The summary for the same is as follows:

- 1) Mother's education affects the parameters like child having interest in reading, child can use grammatically correct sentences, child writes neatly with correct language and child speaks fluently.
- 2) Influence of father's education is influencing only one parameter of language development i.e. child can translate a passage.
- 3) Mother's occupation affects the parameters such as child having interest in reading, comprehension of story or passage by the child, child speaks with strangers, child speaks fluently and child likes to write own stories.
- 4) The type of family child stays in affects the parameters such as, child having interest in reading, child happily welcomes guests and speaks to them, child likes to write own stories , child's performance in writing spellings, child's reading habits and child makes use of idioms and proverbs.
- 5) All the parameters included in the language development of the sample children are affected by the socio economic status of the families.

CHAPTER - 7

TESTING OF HYPOTHESIS AND CONCLUSION

The present study was conducted keeping in mind the hypothesis:

- 1) The parents' education, occupation and socio economic status has effect on the development of the developmental domains such as physical, cognitive, socio-emotional and language development.
- 2) The type of family and socio economic status of the family affects the developmental parameters of the developmental domain such as physical, cognitive, socio-emotional and language development.

The result showed that there are some parameters which are affected by the parents' education, occupation, the type of family the child stays in and the socio economic status of the family.

The testing of the hypothesis was done. The following parameters of the developmental domains have shown significant results when they were compared with the education and occupation of the parents also the type of family and socio economic status of the families. The significance level for the same is less than or is equal to 0.5.

Physical development:

- 1) Weight of the sample children is affected by the education of the parents. The level of significance is 0.01 and 0.03 respectively when weight was measured two times with the gap of 8 months to 12 months.
- 2) When the height was measured, it was observed that difference in height is affected by the parents' education, the significance level is 0.07.
- 3) The special sports activities planned for the children are affected by the parents' education and the significance level is 0.05.

- 4) Mother's occupation affects the parameters such as growth of child's teeth and body mass index of the child. The significance level is 0.00 and 0.04 respectively.
- 5) The type of family children stay in affects the parameters of physical development such as, body proportion of the child (significance level 0.01), height 1 and 2 (0.02 and 0.01), body mass index (0.03) and special sports activities planned (0.00).
- 6) Body proportion of the child, height 1, height 2, body mass index and special sports activities planned for the children; these parameters are affected by the type of the family children stay in. The significance level is 0.01, 0.02, 0.01, 0.03 and 0.00 respectively.
- 7) When the low and middle socio economic families were compared for different parameters of physical developmental domains, it was observed that, body proportion of the child, height 1, height 2, weight 1, weight 2 and body mass index. The significance level is 0.02, 0.03, 0.03, 0.09, 0.07 and 0.02 respectively.
- 8) The different parameters of physical development were tested for the significance from the middle and high socio economic status of the families. The parameters such as height 1, weight 1, weight 2 and body mass index. The significance level is 0.10, 0.00, 0.00, 0.00 and 0.04.
- 9) Low and high socio economic status families were compared to study its effect on the physical development of the children, the results shown that it affects the parameters such as growth of child's teeth, body proportion, child being active in ground activities, weight 1, weight 2, body mass index and nutrition deficiencies. The significance level is 0.02, 0.07, 0.10, 0.00, 0.00, 0.01 and 0.00.

Cognitive development:

The different parameters for cognitive development were observed during the research. The following results were derived from the study:

- 1) When the mother's education was considered, it affects the parameters like child having interest in reading, child able to sequence the events and child can use grammatically correct sentences. The significance level is 0.02, 0.00 and 0.04 respectively.
- 2) Father's education affects the parameters like child attending tuitions, special activities planned for cognitive development, child exposed to different competitive exams, child able to sequence the events and the family members involved in conducting child's studies. The significance level is 0.01, 0.06, 0.04, 0.01 and 0.00 respectively.
- 3) When parents' occupation was considered, the result shows, it affects the parameters such as child exposed to exhibitions (significance level 0.02), child having interest in reading (significance level 0.01), child enjoys maintaining collections (significance level 0.08), comprehension of story or passage (significance level 0.06) and child's academics performance (significance level 0.00)
- 4) The parameter; child eager to know about happenings around is affected by the type of family the child stays in. The significance level is 0.01. The children from nuclear families are found to be eager to know about happenings around the world.
- 5) The parameter, internet usage especially for the children is affected by the socio economic status of the family. The significance level is 0.00. This result was obtained when low and middle socio economic status families were compared.

- 6) When the middle and high socio economic status families were studied, it was found that the parameters like child having interest in reading (significance level 0.02), arithmetic skills of children (significance level 0.05), child eager to know about happenings around (significance level 0.10), comprehension of story or passage (significance level 0.05), child's academic performance (significance level 0.00) and books collection especially for the children (significance 0.00) affect the cognitive development of the children.
- 7) The high and low socio economic status families were studied, the result shown that the parameters such as internet usage especially for children, child having interest in reading, child enjoy maintaining collection, child able to sequence the events, arithmetic skills of children, child eager to know about happenings around, comprehension of story or passage, child's academic performance and book collection especially for children are affected by the socio economic status of the families. The level of these parameters is higher with better socio economic status. The significance level is 0.00, 0.01, 0.02, 0.04, 0.10, 0.00, 0.02, 0.00 and 0.00 respectively.

Socio-emotional development

Different parameters of socio emotional development were studied to see the effect of parental education, occupation, type of family and the socio economic status of the families. The following results were derived from the study:

- 1) When mother's education was studied for different parameters, the result shown that the parameters like child having restrictions to watch T.V.(significance 0.01) and child wants time for self (significance 0.09) are affected by the mother's education. The values are higher in case of mothers who are educated till graduation and further.
- 2) There are two parameters such as, T.V. program the child watches (significance level 0.01) and child develops special friendship (significance

level 0.09) are affected by the father's education. It was found that the children of graduate and above graduate parents develop special friendship.

- 3) The mother's occupation affects the parameters such as, child attends vacation camps, child getting punishments, child having separate room, child eager to know about happenings around and child plays games with rules. The significance level is 0.00, 0.02, 0.02, 0.04 and 0.07 respectively.
- 4) The family background of the child affects two parameters such as child having restrictions to watch T.V. and child speaks with strangers. The significance level is 0.03 and 0.09 respectively. Both the values are more in case of children from nuclear family.
- 5) When middle and low socio economic status families were studied for the socio emotional development of their children, it was observed that the parameters such as who spends more time with the child (significance level 0.00), with whom the child sleeps (significance level 0.03), does the child have separate room (significance level 0.02), does the child buy things from nearby shop (significance level 0.09), child eager to know about the happenings around (significance level 0.01), child getting night mares (significance level 0.04), child wants time for self (significance level 0.08) and child happily welcomes guests and attends them (significance level 0.02) are affected by the socio economic status of the families.
- 6) Total four parameters are affected by the socio economic status of the families, they are, child getting punishments, child chooses same sex friends, child speaks with strangers and child happily welcomes guests and attends them. The significance level is 0.08, 0.05, 0.03 and 0.09 respectively.
- 7) When the low and high socio economic status families were studied, the result shown that the parameters such as, T.V. program the child watches (significance level 0.01), special efforts taken for social development

(significance level 0.00), with whom the child sleeps (significance level 0.10), child eager to know about happenings around (significance level 0.10), child chooses same sex friends (significance level 0.00) and child speaks with strangers (significance level 0.00) are affected by the socio economic status of the families.

Language development

Different parameters related to language development were observed. The results shown are as follows:

- 1) Mother's education affects the parameters such as child having interest in reading, child can use grammatically correct sentences, child writes neatly with correct language and child speaks fluently. The significance level is 0.02, 0.04, 0.03, and 0.10 respectively.
- 2) Father's education affects only the parameter, child can translate a passage. The significance level is 0.01.
- 3) Mother's occupation affects the parameters such as, child having interest in reading (significance level 0.01), comprehension of story or passage (significance level 0.06), child's academic performance (significance level 0.00), child speaks with strangers (significance level 0.09), child likes to write own stories (significance level 0.01) and child speaks fluently (significance level 0.06).
- 4) The type of family child stays in affects the parameters such as, child having interest in reading, child happily welcomes guests and attends them, child likes to write own stories, child's performance in writing spellings, child makes use of idioms and proverbs and child's reading habits. The significance level is 0.09, 0.02, 0.03, 0.09, 0.01 and 0.01 respectively.

- 5) When low and middle socio economic status families were studied, it was found that only one parameter, child speaks with strangers is affected by the socio economic status of the families. The significance level is 0.03.
- 6) The parameters such as child having interest in reading (significance level 0.02), comprehension of story or passage (significance level 0.05), child's academic performance (significance 0.00), child speaks with strangers (significance level 0.00), child understands conventions of conversations (significance 0.02) and child masters in reading (significance level 0.01) affected by the socio economic status of the families.
- 7) The four parameters are affected by the socio economic status of the families, when the low and high socio economic status families were considered. The parameters are, child having interest in reading, comprehension of story or passage, child's academic performance and child speaks with strangers. The significance level is 0.01, 0.02, 0.00 and 0.05 respectively.

Conclusion:

There is effect of parents' education, occupation, type of families the children stay in and the socio economic status of the families; on some important parameters of the developmental domains such as physical, cognitive, socio emotional and language development.