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**Impact of socio-economic condition on students' overall development
of upper primary school**

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Abstract

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence. It does not progress at the same rate and each stage is affected by the preceding types of development. Development refers to those changes which are qualitative in nature. Growth means increment of body tissues, especially it refers to increase in height and weight. Present research is about the impact of socio-economic condition on overall development of upper primary school of rural area. Total seven developments are included in the overall development in the present research. Survey method was used to collect the data from the respondent and to achieve the objectives of the research. Data was collected by Interview schedule from respondents. One school from rural area of Dhari taluka was selected for present research. The name of the school was Shree Mithapur Dungari primary school. Sample was selected through random sample method out of total population. Total 30 parents and 30 students were selected from the standard eight as a sample from the said school. The result of the hypotheses indicated that there was no significant difference or impact of socio-economic condition on overall development of upper primary school of rural area of Dhari taluka of Amreli district.

Key words: Socio-economic condition, Student, Parents, Overall development, Upper primary school

1. Introduction

Child development entails the biological, 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. It is a continuous process with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development. Development refers to those changes which are qualitative in nature. Growth means increment of body tissues, especially it refers to increase in height and weight. They develop, evolve and mature mastering ever more complex understandings of the people objects and challenges in their environments observation makes it possible to recognize the uniqueness of the individual to gain knowledge and insight into the dynamic process of development. "Overall development is a concept that includes both physiological and psychological development of a child, along with instilling the aspects of communication skills, learning, emotional, moral and social values in him. Mostly people confuse overall development merely with bodily growth and that related to intelligence (Finzi, p.1)." Total seven developments are included in the overall development in the present research which are described bellow.

The motor development or motor skill development they enable greater control, co-ordination and balance,



walking, running and jumping are basic skills that develop naturally during the early childhood years. Motor development means the physical growth and strengthening of a child's bones, muscles and ability to move and touch his/her surroundings. A child's motor development falls into two categories: fine motor and gross motor. Typical motor skill development follows a predictable sequence. It starts from the inner body, including the head, neck, arms and legs, and then moves to the outer body such as hands, feet, fingers and toes. Motor development is important throughout a child's early life.

A Cognitive ability refers to the processes involving knowledge about the world, capacity to infer to think and to understand a phenomenon rightly. This emphasis on the ability to generalize and formulate idea to solve problems. Hence, cognition includes thinking, remembering problem solving, planning, imagining, judging and deciding cognitive changes at any period in the life span are affected to a certain extent by perceptual development. Cognitive abilities refer to the way an individual processes information and builds up a conceptual model of the world. Bloom has given six levels of cognitive learning: Knowledge, understanding, application, analysis, synthesis and evaluation. By making use of discussions, debates, presentations, asking thought provoking questions the teacher can extend the knowledge of the learners, focus their attention, develop problem-solving and decision-making skills.

Physical development refers to increase in bodily tissues. Physical development is an important aspect of development. Growth means increase of body tissues specifically it refers to increase in height and weight. The term physical development applies to all aspects of growth of the human organism. Growth refers to the natural changes in size resulting from multiplication of cells or increase in intercellular substances. "Generally it denotes height and weight changes, in body proportions, bone growth, muscular development and development of the nervous system (Hurlock, 2004)".

The emotional development of childhood are more common and more intense it is a time of imbalance when the child is out of focus in the sense that he is easily aroused to emotional outbursts. As a result he is difficult to lie with. This is true of the major part of childhood. Thorndike referred that it as the power of good responses from the point of view of truth of fact the ability to undertake activities that are characterized by difficulty, complexity, abstruseness, and economy, adaptiveness to a goal, social value and emergence of originals and to maintain such as activities under conditions that demand a co centralism of energy and a resistance to emotional force up.



Social development means development of social competencies – this involves abilities to interact and communicate with others, working in a team, coordination, and cooperation with others, etc. Social development refers to the process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions. Social development most often refers to how a child develops friendships and other relationships, as well how a child handles conflict with peers. Social development can actually impact many of the other forms of development a child experiences. A child’s ability to interact in a healthy way with the people around her can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student, to successfully navigating the challenges of adulthood.

Mental development is an important aspect of growth, embracing the various mental abilities. It begins right from birth, and as the child develops with the passage of time his mental reactions also change. These reactions are very simple to start with, but in due course, they lead to complex mental activities. Mental development includes such abilities as attending, perceiving, observing, remembering, imagining, thinking, solving problems and growth of intelligence as well as of language. These abilities change, grow and mature with age and decline in old age. The rates of change vary with age and special experiences. In spite of a general pattern of mental development, each individual grows and develops in his unique manner.

Ethical development also known as moral development, focuses on the emergence, change, and understanding of morality from early childhood through adulthood. Morality is cultivated over a lifetime. An individual’s experiences impact their ethical development and how they act when facing moral problems. **Moral development** is an important part of the socialization process. The term refers to the way people learn what society considered to be “good” and “bad,” which is important for a smoothly functioning society. Moral development prevents people from acting on unchecked urges, instead considering what is right for society and good for others.

2. Research Problem

The problem of the present research is “Impact of socio-economic condition on students’ overall development of upper primary school” Research scholar read many related literature and he is found that there is no any research on the said topic. This study has been done on the students of the upper primary school and particularly on the students of standard eight of rural area of Dhari taluka of Amreli district and tried to know whether socio-economic condition affect the overall development in the upper primary level or not.



3. Objective

- To Study the socio-economic condition of respondents.
- To study the overall development of respondent
- To study the relationship between socio-economic condition of parents and its impact on the overall development of their children.

4. Hypothesis

- There would not be significant difference between overall development of students and high and low socio-economic condition.
- There would not be significant difference between overall development of boys and high and low socio-economic condition.
- There would not be significant difference between overall development of girls and high and low socio-economic condition.

5. Methodology

It is very important to select the proper tool for good and authentic research. There are two ways to select and use the tool. First, researcher develops the tool as per her research requirement. Second, researcher uses the already developed and standardised tool. Research scholar developed the research tool as per her research requirement. For this research, researcher used the survey method to collect the data from the respondent and to achieve the objectives of the research. Data was collected by Interview schedule from respondents.

6. Sample

Sample was selected out of population as per research's objectives. Analyse the collected data and found out the result and did the assumption for the total population. For the present research selected the one school from rural area of Dhari taluka as a population. The name of the school is Shree Mithapur Dungari primary school. Sample was collected through random sample method out of total population. Total 30 parents and 30 students were selected from the standard eight as a sample from the said school.

7. Finding

The main purpose of the present study was investigating the effects of parental socio-economic condition on the overall development of upper primary school students. For this purpose investigator formulated 3 different



hypotheses. Results are shown in below given tables besides its graphical representation is also mentioned.

Table : 1 Socio-economic scores' statistical characteristics

Sr. No	Statistical value	value
1	Total Sample	30
2	Mean	17.93
3	Standard deviation	4.11
4	Minimum score	10
5	Maximum score	25

Table 2 Frequency of socio-economic condition score

value	Frequency	Percentage
10	1	3.3
11	3	10.0
14	1	3.3
15	3	10.0
16	1	3.3
17	6	20.0
18	2	6.7
19	2	6.7
20	2	6.7
21	4	13.3
23	1	3.3
24	3	10.0
25	1	3.3
Total	30	100.0

It is clearly indicated in table 1 that frequency distribution mean value was 17.93 and standard deviation value was

4.11 found. There were total 30 sample and out of them shown that minimum score was 10 and maximum score was 25. Histogram was prepared on frequency distribution.

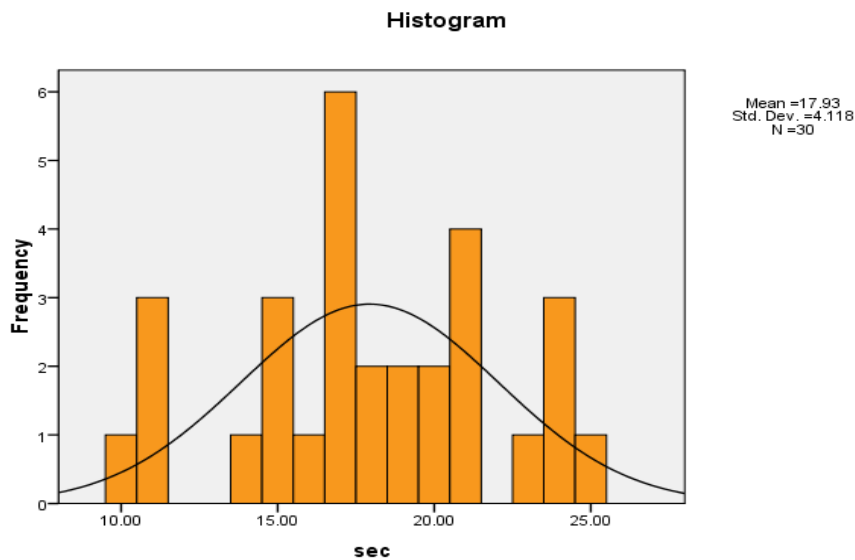


Fig. 1 Frequency of socio-economic condition score

Table : 3 Overall development scores' statistical characteristics

Sr. No	Statistical value	value
1	Total Sample	30
2	Mean	79.05
3	Standard deviation	8.6
4	Minimum score	55
5	Maximum score	90



Table : 4 Overall development scores' frequency

Value	Frequency	Percentage
55	1	3.3
58.33	1	3.3
70	2	6.7
71.67	1	3.3
73.33	1	3.3
75	3	10.0
76.67	4	13.3
78.33	2	6.7
80	3	10.0
85	4	13.3
86.67	3	10.0
88.33	3	10.0
90	2	6.7
Total	30	100.0

It is clearly indicated in table 3 that frequency distribution mean value was 79.05 and standard deviation value was 8.60 found. There were total 30 sample and out of them shown that minimum score was 55 and maximum score was 90. Histogram was prepared on frequency distribution.

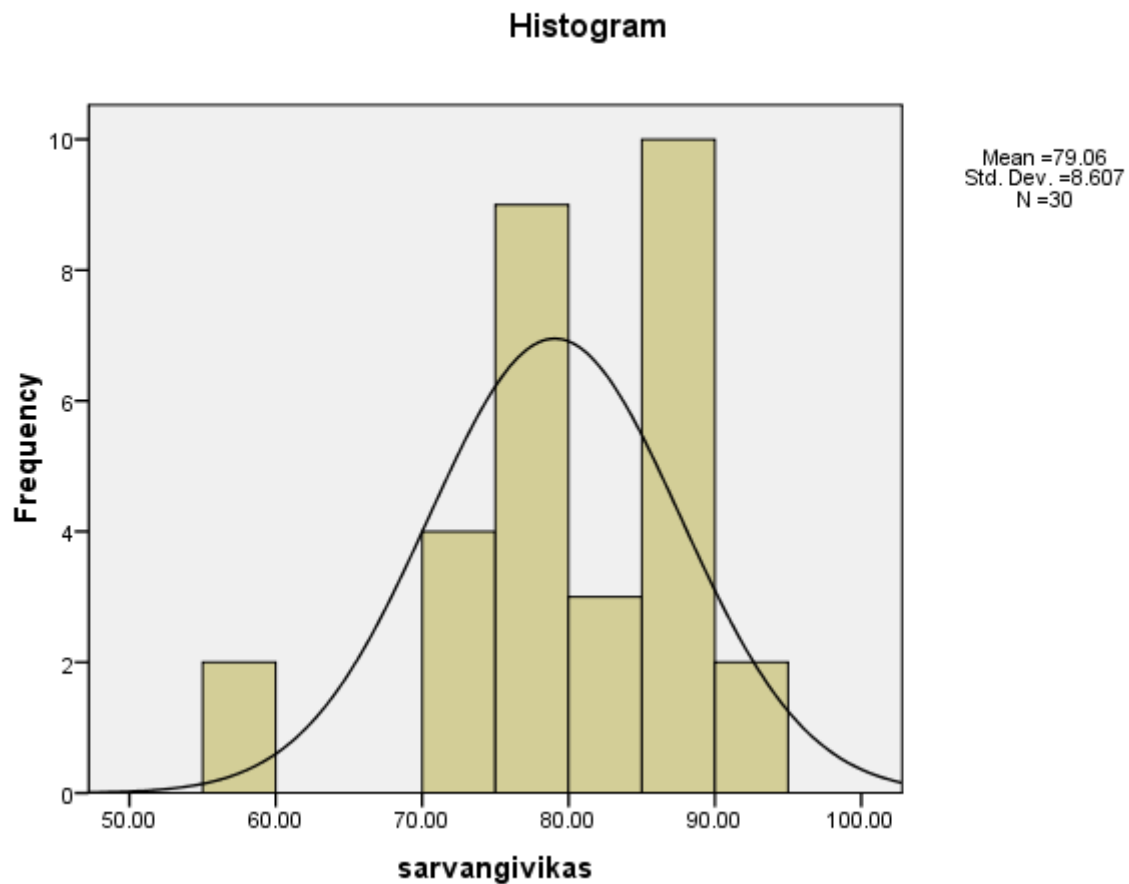


Fig. 2 Overall development scores' frequency

Researcher prepared first hypothesis to study the impact of socio-economic condition on education of students of standard eight of rural area. To analyse the hypothesis one, collected the data from the sample of standard eight. The t-test was conducted to test the significant of the difference between the mean of the impact of their socio-economic condition on their overall development.



Table : 5 Mean, standard deviation and t-value of impact of socio-economic condition of std. 8th students on their overall development

Socio-economic condition	Students of Standard 8	Mean	Standard deviation	t-value
Low socio-economic condition	8	73.75	11.33	-2.05
High socio-economic condition	9	82.40	5.34	

Table 5 indicated that the mean of low socio-economic condition of students of standard eight was 73.75 and standard deviation was 11.33. The mean of high socio-economic condition of students of standard eight was 82.40 and standard deviation was 5.34. The t-value between the mean of two groups were -2.05 which was less than 1.96 therefore, the t-value obtained was not significant at 0.05 level.

The hypothesis of the study “There would not be significant difference on educational achievement of students between high and low socio-economic condition” was accepted

Researcher prepared second hypothesis to study the impact of socio-economic condition on education of boys of standard eight of rural area. The t-test was conducted to test the significant of the difference between the mean of the impact of their socio-economic condition on boys overall development.

Table : 6 Mean, standard deviation and t-value of impact of socio-economic condition of std. 8th boys on their overall development

Socio-economic condition	Boys of Standard 8	Mean	Standard deviation	t-value
Low socio-economic condition	4	80.83	5.52	-2.24
High socio-economic condition	6	85.83	0.91	



Table 6 showed that the mean of low socio-economic condition of boys of standard eight was 80.83 and standard deviation was 5.52. The mean of high socio-economic condition of boys of standard eight was 85.83 and standard deviation was 0.91. The t-value between the mean of two groups was -2.24 which is less than 1.96 therefore, the t-value obtained was not significant at 0.05 level.

The hypothesis of the study “There would not be significant difference between overall development of boys and high and low socio-economic condition” was accepted.

Researcher prepared third hypothesis to study the impact of socio-economic condition on education of girls of standard eight of rural area. The t-test was conducted to test the significant of the difference between the mean of the impact of their socio-economic condition on girls overall development.

Table : 7 Mean, standard deviation and t-value of impact of socio-economic condition of std. 8th girls on their overall development

Socio-economic condition	Girls of Standard 8	Mean	Standard deviation	t-value
Low socio-economic condition	4	66.66	11.62	-1.27
High socio-economic condition	3	75.55	2.54	

Table 7 showed that the mean of low socio-economic condition of girls of standard eight was 66.66 and standard deviation was 11.62. The mean of high socio-economic condition of girls of standard eight was 75.55 and standard deviation was 2.54. The t-value between the mean of two groups were -1.27 which was less than 1.96 therefore, the t-value obtained was not significant at 0.05 level.

The hypothesis of the study “There would not be significant difference between overall development of girls and high and low socio-economic condition” was accepted

The result of the hypotheses indicated that there was no significant difference or impact of socio-economic condition on overall development of upper primary school of rural area of Dhari taluka of Amreli district.



8. Conclusion

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence. It does not progress at the same rate and each stage is affected by the preceding types of development. Development refers to those changes which are qualitative in nature. Growth means increment of body tissues, especially it refers to increase in height and weight. Present research is about the impact of socio-economic condition on overall development of upper primary school of rural area. Total seven developments are included in the overall development in the present research. Survey method was used to collect the data from the respondent and to achieve the objectives of the research. Data was collected by Interview schedule from respondents. One school from rural area of Dhari taluka was selected for present research. The name of the school was Shree Mithapur Dungari primary school. Sample was selected through random sample method out of total population. Total 30 parents and 30 students were selected from the standard eight as a sample from the said school. The result of the hypotheses indicated that there was no significant difference or impact of socio-economic condition on overall development of upper primary school of rural area of Dhari taluka of Amreli district.

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