



Exploring the Relationship between Parental Socio-Economic Status and Learning Disabilities in Children

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Abstract

Stress is experienced by parents of children with particular learning disabilities (SpLD) while they adjust to their child's condition. The complex thought of parental socioeconomic position is especially critical for children's development, advancement, wellbeing results, and instruction. Its definition by and large alludes to the parents' pay, business circumstance, and instructive foundation. Consequently, the child's life, wellbeing, training, and social incorporation are completely influenced by the parent's destitution and absence of monetary assets. In like manner, a parent's lower socioeconomic standing has enduring ramifications on their posterity. Subsequently, it's critical to address the immediate impacts of destitution while creating interventional programs for youngsters whose parents have unfortunate salaries, lower socioeconomic statuses, and lower levels of instruction. The study's goal was to determine whether there were any appreciable differences in problem behaviour amongst kids depending on their family's socioeconomic position and their parent-child connection. According to the findings of the current study, parent-child relationships and socioeconomic position have a substantial influence on children's problem behaviour.

Keywords: Socio economic status, Learning disabilities, Children, Parent child relationship.

1. INTRODUCTION

Dyslexia, dysgraphia, and dyscalculia are persistent learning challenges that children with specific learning disabilities (SpLD) experience in spite of having normal intelligence, attending a traditional school, having their hearing and vision intact, being sufficiently motivated, and having access to social and cultural opportunities. These "seemingly normal" kids don't get the grades in school that are commensurate with their IQ. Additionally, their "academic problems" have a negative long-term effect on their social interactions, peer and family relationships, and self-perception (Bradley RH, 2001). It is well-known that parents of children with SpLD are

unaware of their child's health and experience stress as a result of dealing with the child's illness. Chronic stress is also known to have a negative impact on parenting techniques, parent-child relationships, and child outcomes.

Socioeconomic status (SES) is a multifaceted notion that is particularly significant to academics working on children's physical and mental development. The three primary factors of household income, education, and occupation, in accordance with the majority of scholars, establish a person's socioeconomic standing (E., 2004). Numerous studies have shown a connection between poor health in parents and children with low SES, as well as sluggish child development, from infancy to adulthood. Growing up in more or less resource-rich households is variably connected with distinct levels of stress experience.

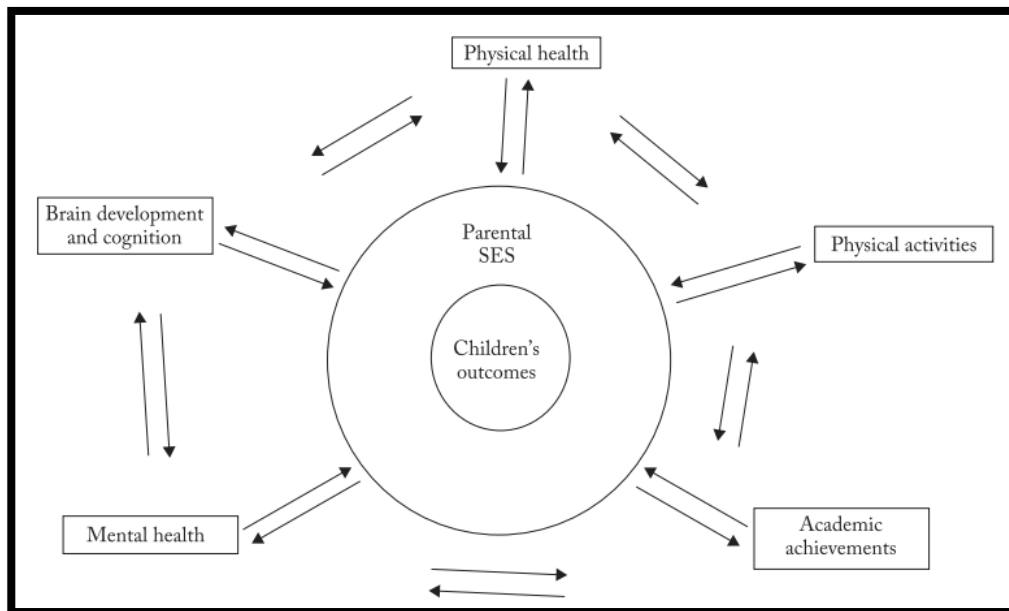


Figure 1: The connection and dependency between parental socioeconomic position and several factors that each have an impact on how children turn out

1.1. SES and Academic Achievement

The social and economic remaining of relatives fills in as an impression of and a check for socioeconomic position. The predominant agreement is that SES and children's scholarly achievement and mental improvement are unequivocally and reliably related. The consequences of the examinations, be that as it may, are disconnected. Various specialists have found that family foundation factors are huger than schools in making sense of most of the variety in understudies' scholarly accomplishment. From birth through pre-adulthood, there is a positive relationship among SES and scholarly accomplishment that turns out as expected for every single racial gathering (Clark, 2000). SES, be that as it may, seems to make little difference to scholarly achievement, as per a few examinations.

1.2. The Influence of Family SES on the Parent–Child Relationship and Children’s Reading Ability

The development of children's reading abilities is greatly influenced by family SES. Numerous studies have uncovered connections between SES and reading proficiency. Numerous studies have emphasized the significance of SES in the Chinese cultural context for children's reading proficiency.

It is frequently believed that SES can modify some other factors while having a more indirect impact on children's academic ability. The child, family, and school traits that operate as mediating factors may act as important conduits for the impact of SES on academic attainment. Non-financial resources provided by the family are crucial for children's academic success in addition to material and social resources. SES affects academic performance and cognitive development through a number of factors related to the family environment, including parental educational expectations, parenting principles and practices, and parent-child interactions (Corwyn RF, 2000).

The parent-child relationship should be visible as a "span" among SES and children's ability to peruse in view of the convoluted relationships between the two. The social and economic assets that parents can offer are reflected in the SES of the family. It can impact how parents think and act in association with the rest of the world and their own loved ones. The family stress model cases that parents in low SES families experience more significant levels of monetary pressure and profound sluggishness, which are connected to low pay and low self-adequacy. This could prompt parents utilizing ominous strategies to coexist with their children, which would prompt a terrible parent-child association.

1.3. Family SES and children’s academic achievement

The wealth, influence, and social standing of a family are all reflected in the family SES. Conger and Donnellan's comprehensive study (2007) found that SES has an impact on family and individual functioning through a variety of stress and investment processes. For instance, family economic stresses might show up as unmet material requirements, high debt to asset ratios, and forgoing even necessary expenses. These variables may all add to more prominent family struggle, diminished conjugal science, and less fortunate parenting abilities, jeopardizing the advancement of children (Hair, 2005). High-SES parents, then again, are better ready to commit monetary, social, and HR to their children's development, including instructive materials, mentoring assets, expectations for everyday comforts, neighborhood conditions, and instructive exercises both inside and outside the home, advancing their children's sound advancement from earliest stages to adulthood.

There has additionally been broad examination on the particular connection between family SES and children's scholastic achievement. Family SES was found to have a positive, yet slow, relationship with understudies' scholarly accomplishment at the singular level in an early US-based meta-examination by White (1982). A further meta-investigation affirmed White's finding that the SES-accomplishment connect declined over the long run, but it uncovered a more modest relationship between's family SES and children's scholastic capacity than White (Khalaila, 2015).

2. LITERATURE REVIEW

Parental contribution in the schooling system essentially affects children's accomplishment, as per Vellymalay (2012). The cash and inclinations of parents seem to play a more huge effect in a child's schooling as instructive parentocracy develops. Hence, numerous specialists have communicated incredible worry about the impact of the parent's SES on parental contribution and their child's scholastic achievement. The instructive fulfillment of parents fundamentally affects their children's scholastic accomplishment. Since taught parents are better ready to perceive the obstructions to their children's schooling and are more proficient at moving and lighting their energy in scholastic pursuits (KN, 2012).

Parental inclusion well affects understudy achievement at every socioeconomic level, as indicated by Al-Mataka (2014), and SES to a great extent affects it contrasted with different determinants. Since they regularly approach a more extensive scope of assets to advance, investigate, and support small kids' psychological and actual turn of events, families with high SES much of the time have more achievement setting up their little youngsters for school. In contrast, parents from low SES backgrounds sometimes struggle to increase their financial resources and find themselves short on time when it comes to teaching their kids morals, etiquette, and good values. This can even lead to parents' children going without the basic nutrition or immunizations that they need. The reason why students from low socioeconomic level families perform poorly academically is that their parents are overburdened with family, employment, and other commitments that take time, money, and effort and cause them to pay less attention to their children's education (FI, 2014).

In their article titled, Awareness of learning disabilities among elementary school teachers, Shukla P. et al. (2015) found that, despite their sex and teaching backgrounds, the teachers who took part in this study have little knowledge of specific learning disabilities. This may be because they have not received adequate training on how to teach students with invisible disabilities, such as learning disabilities. The writer has concluded To prevent further mental and social harm through specialized education, rehabilitation, and treatment procedures based on the personal needs of the teacher, primary school teachers need to become more familiar with students with a specific learning disability and to be better able to identify and recognize these types of students in their class (Shukla, 2015).

Student with learning problems; social views is the title of Meadan H et al.'s (2004) article. We looked at how students with learning difficulties in inclusive settings—students from high and low socioeconomic status—perceive the social situation. According to the findings, the two categories differ in (1) their sensitivity to environmental issues, (2) how they interpret social events in light of their own experiences, and (3) their levels of self-control (Meadan, 2004).

In their article titled, Deficiencies in Social Disabilities and Learning, Kavale KA et al. The results provided more information about the nature of social inadequacies. Their view of teachers and students with learning disabilities was significantly influenced by the lack of perceived academic competence of students with learning impairments. Their perspective of social work was significantly influenced by the primary determinant of

learning disabilities—academic competence impairments. Teachers shared a similar perspective on how kids with learning impairments adjust more poorly (Kavale, 2006).

According to Ogunshola and Adewale (2012), student health status was found to have a statistically significant impact on academic achievement, not parental SES, which was revealed to have no meaningful impact on student academic performance (Ogunshola, 2012).

3. SES & WELL-BEING

3.1. Health

Studies on adults have shown a link between SES and health for many years. Children's data is a little less extensive and consistent, although there is evidence of a significant relationship that starts before birth. Inadequate neurobehavioral development in utero and growth retardation are more prevalent in children from low-SES families. Untimely birth, low birth weight, hypoxia, birth defects, disabilities, fetal liquor disorder, and Heps are bound to happen in them (A., 1999). Poor pre-birth care, substance maltreatment by moms, insufficient nourishment during pregnancy, maternal ways of behaving that increment the gamble of contamination (smoking, drug use), and dwelling close to regions with formative dangers for babies (chemical treatment plants) are normal reasons for early medical problems.

Low-SES babies are bound to support wounds and pass away. SES is connected to various illnesses in kids, including respiratory circumstances. Dental depressions, raised blood lead levels, an iron deficiency, hindering, and tactile disability are completely connected to low SES. These outcomes undoubtedly mirror different low SES-related issues, for example, lacking eating regimen, nicotine openness, inability to get suggested antibodies, and inadequate admittance to medical care (Luo S, 2019).

In any case, not all diseases are connected with SES, and more populist nations show a less articulated SES/wellbeing slope. Moreover, the associations between unambiguous SES pointers and wellbeing related elements might be very complicated. For example, the impact of low pay appears to change on the length of destitution and the age of the child during that time.

At the point when children from low-SES families have medical problems, the impacts are as often as possible more serious. Contrasted with their more rich partners, low-SES children who are conceived preterm are substantially more liable to encounter negative wellbeing and formative results. Low-pay children are a few times bound to foster a ruptured appendix complexities and bacterial meningitis, as well as to encounter mishaps and sicknesses that outcome in death at whatever stage in life. Unfortunate children invest more energy in intense consideration medical clinics on normal than do children who are not poor (McGrath PJ, 2015). Discoveries showing early wellbeing abuses might have long haul impacts are similarly huge. Children with high lead levels are bound to foster long haul neurological issues than children with lower levels of lead, and low-birthweight children who likewise had perinatal sicknesses were bound to encounter school disappointment. Different models incorporate untimely children who lived in neediness for the initial three years of their lives and showed more issues with development, wellbeing, knowledge, and conduct. SES and

wellbeing status among young people are related, however the relationships are not areas of strength for however they may be among grown-ups (Nuru-Jeter M, 2010).

3.2. Cognitive and Academic Attainment

Throughout the course of recent years, research has gathered on the connection among SES and scholarly/scholastic inclination. As per McCall (1981), there is early proof that SES and mental capacity are connected. Various examinations have shown that lower levels of scholastic accomplishment and level of intelligence later in childhood are connected with neediness and uninformed parents. Kennedy and partners (1963) distributed the discoveries of an irregular example of African American understudies in 1st through 6th grades who were decided to address African Americans in the south-eastern US. The mean intelligence level of the gathering with the best SES was 25 focuses higher than the mean of the gathering with the least SES (Piotrowska P, 2015).

The relationship among SES and mental accomplishment might be fairly mind boggling, with various SES factors affecting the advancement of explicit mental capacities in different ways and a few SES factors going about as supports against the effects of different SES factors. School attendance and the amount of years spent in school also seem to be impacted by SES. The effect on years completed seems to be less significant than the effect on academic performance (Tandon PS, 2012). Even yet, there is evidence linking low parental expectations and early sexual activity beginning to SES, making it one of the most reliable predictors of early high school dropout.

4. MATERIALS AND METHODS

4.1. Study Design

A cross sectional analytical study design.

4.2. Hypotheses

H1: Children's problematic behaviour varies significantly depending on their socioeconomic situation.

H2: Children's troublesome behaviours fluctuate significantly depending on the parent-child relationship (both mother-child and father-child relationships).

4.3. Using the Sampling Method

The purposive inspecting method has been utilized for the current review.

4.4. Sample

Men and women in the sample ranged in age from 30 to 45 and had kids no older than 10 years old. A total of 100 parents participated in the study, and it was made sure that none of them had any medical or mental illnesses that persisted over time. Parents who are presently isolated or separated and are not living with their children were likewise avoided from the review.

4.4. Procedure and Analysis

Data were gathered in groups at several schools under special appointment, with the participants' and the school authority's approval. Using SPSS 23, data were independently analyzed for the socioeconomic status scale and the parent-child relationship measure.

5. RESULTS AND DISCUSSION

The average age of the parents was 43.8 years (SD 7.9, 31.03–70.08). A total of 18 (14%) parents reported being "currently ill." Bronchial asthma was one of the reasons, followed by anxiety, backache, diabetes, hypertension, and two each of those conditions. Table 1 provides additional information on clinical and demographic variables.

Table 1: Clinical and demographic characteristics of parents

Characteristics	Percentage
Parent gender	
Female	65.5
Male	38.9
Parent age (years)	
<30	36.2
30 to <45	44.9
≥45	25.5
Relationship to child	
Biological parent	99.5
Adoptive parent	4.9
Marital status	
Married	96.9
Re-married	4.2
Widowed	3.5
Divorced	3.5
Separated	2.9
Socioeconomic status	

Upper	50.2
Upper middle	44.9
Lower middle	11.5
Parent health status	
Currently not ill	90.2
Currently ill	14.2

Table 2 records the means and standard deviations for the review's numerous segment factors, including age, socioeconomic position, mother-child and father-child relationships, and issue conduct.

The results showed that the mother has a higher mean score of parent-child relationship while the father has a higher mean score of age.

Table 2: Using 100 men (fathers) and 100 females (mothers), the mean and SD values for each variable were calculated.

Variable	Mean	Standard Deviation
Fathers' age	41	5.12
Mothers' age	39	4.76
Socioeconomic status	24.16	8.54
Mother-Child relationship	248.48	29.39
Father-Child relationship	237.91	31.05
Problem Behaviour	80.90	35.94

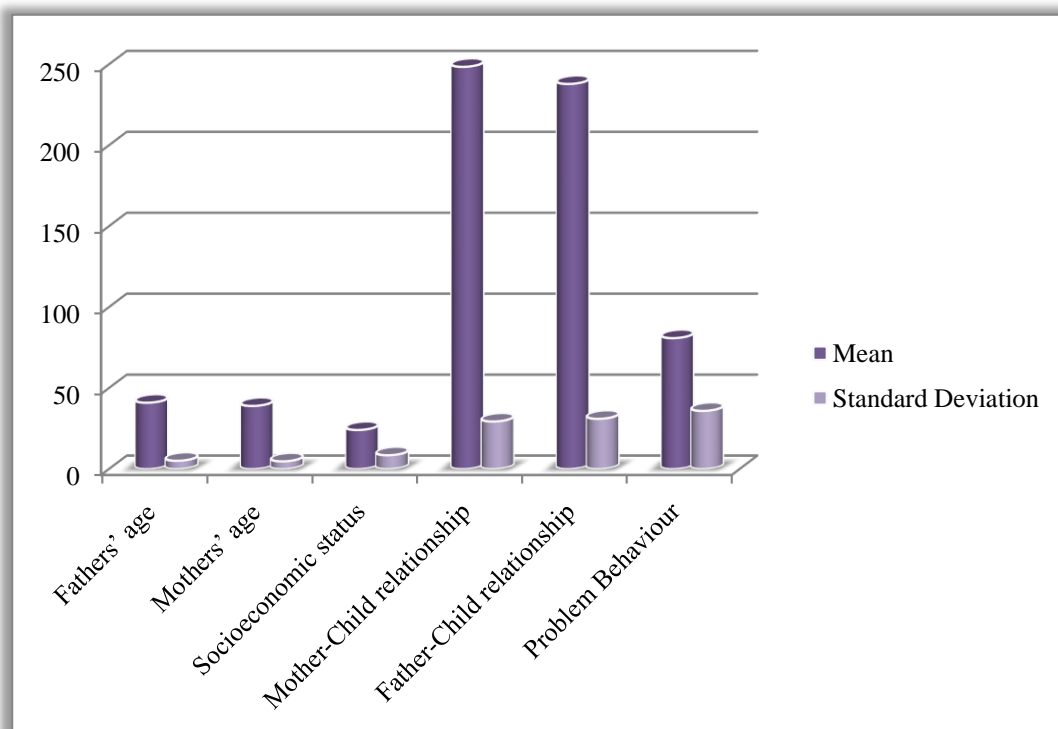


Figure 2: Graphical representation of Mean and SD values for all the variables

The formed speculations were scrutinized to grasp how issue conduct in children fluctuates with the distinction in the socioeconomic place of the family and parent-child relationships.

Investigation of Difference (one way) was performed with issue conduct as the reliant variable and socioeconomic status and parent-child relationships as the autonomous factors to test speculations 1 and 2. The discoveries are displayed in Tables 3 and 4 (df 2, 47), with a P esteem of .001.

Table 3:Results of ANOVA (one way) to determine the effect of socioeconomic status on problem behaviour

Independent variable	Levels	No. of families(N)	Dependent Variable	F
Socioeconomic status	Upper	33	Problem	15.18**
	Upper middle + behaviour	41	Lower middle	
	Upper lower	26		

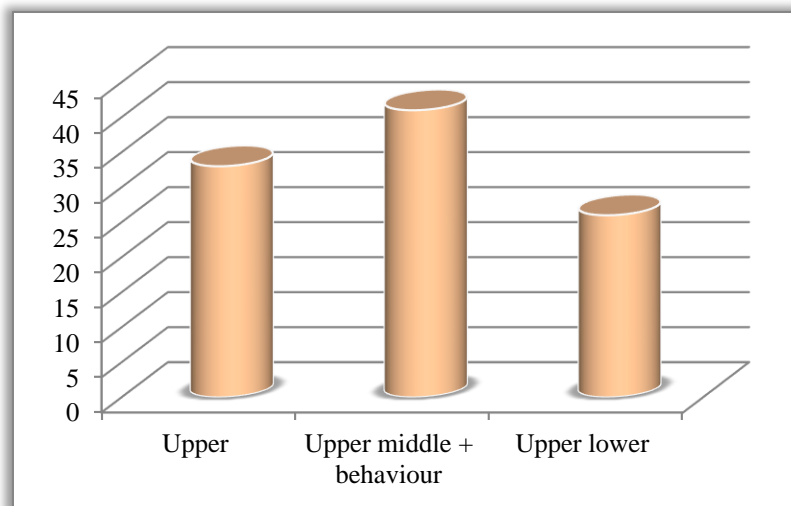


Figure 3:Graphical representation of number of families in different levels

Table 4:Results of ANOVA (one way) to determine the effect of parent-child relationship on problem behaviour

Independent variable	Levels	No. of individuals(N)	Dependent Variable	F
Mother-Child relationship	Above average relationship	38	Problem behaviour	24.09**
	Average relationship	42		
	Below average relationship	20		

Father-Child relationship	Above average relationship	36	Problem behaviour	23.16**
	Average relationship	40		
	Below average relationship	24		

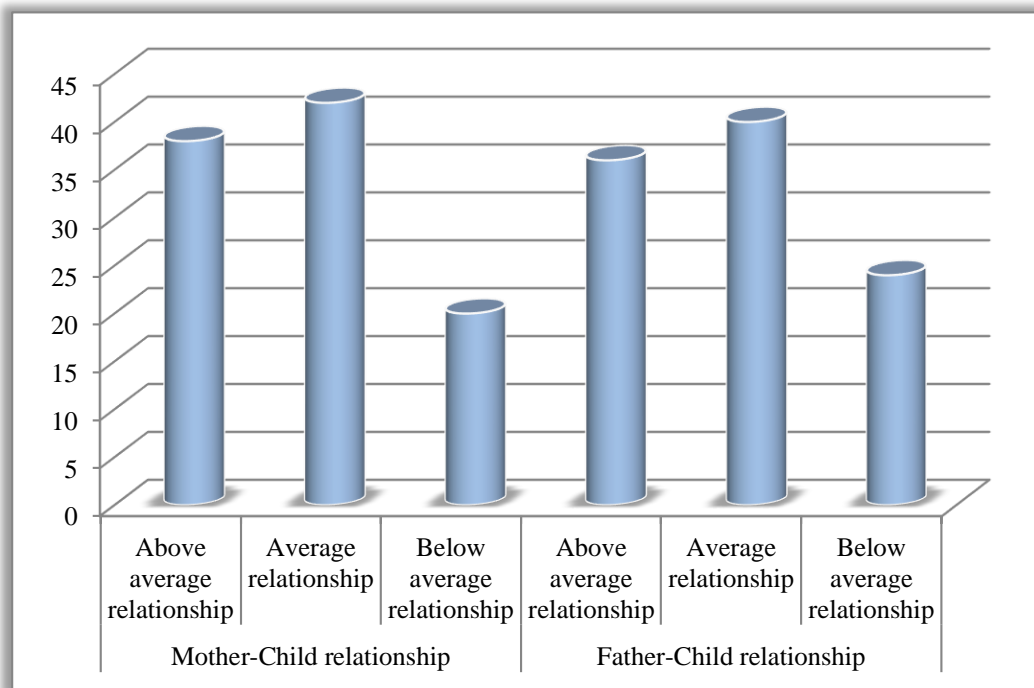


Figure 4:Graphical representation of results of the effect of parent-child relationship on problem behaviour

The consequences of the ongoing review showed that there is a significant relationship between issue conduct in children and the socioeconomic status of the family. Subsequently, socioeconomic status altogether affected the children's concern conduct.

These discoveries ought to act as the establishment for suggestions on the most proficient method to execute the suitable directing and advising systems, which ought to preferably begin at the preschool level (Ursache A, 2016).

One more significant finding of the review was the connection between's concern conduct in children and varieties in the mother-child and father-child relationships. Thus, the parent-child bond hugely affected the children's problematic way of behaving.

The ongoing review requires the quick advancement of school guiding arrangement to all segments of society for giving practical and need-based understanding about child improvement in the wake of examining its discoveries with regards to a few late significant examinations (Vrijheid M, 2000). Regardless of the accompanying limitations and limits, the current review

- 1) The study's generalizability has been affected by the sample size, which was quite small.
- 2) The majority of the study participants came from north Kolkata, which limited the use of zone-wise mapping for sample selection. As a result, the study sample was not free from bias.
- 3) A self-report inventory that may have incorporated self-reporting biases was one of the study's tools.
- 4) The present study did not include the parents of children whose parents are either separated or divorced and who do not continue to live with their children.

6. CONCLUSION

One important aspect that affects how well children perform academically is the socioeconomic position of the parents. Household income, education level, and occupation are the three key factors that determine socioeconomic status, which is a multifaceted notion. It is well established that there is a link between parental SES and children's results, underscoring the grave implications of poverty. The child's brain development may be impacted by the parents' socioeconomic status (SES), as family income is correlated with the growth of the child's white matter and cognitive flexibility. SES and mental health are correlated, as seen by the likelihood of psychosomatic symptoms or non-adaptive behaviour in children from lower SES homes.

The study's conclusions revealed a significant link between parental socioeconomic status and children's academic success in regional exams. The majority of pupils did better than those whose parents had low socioeconomic conditions compared to those whose parents had superior socioeconomic conditions. The current study comes to the conclusion that socioeconomic position and parent-child relationships have a major impact on problem behaviour in children. The aftereffects of the ongoing review have significant ramifications for understanding how to produce assimilating and externalizing issue conduct, once in a while independently and some of the time together, which may ultimately prompt the development of constant mental aggravations. Hence, fundamental preventive measures are definitely more significant in such circumstances than issue based therapeutic measures.

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