

Impact of Socioeconomic Status on Cognitive and Emotional Development of Children

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ABSTRACT

This study investigates the impact of socioeconomic status on the cognitive and emotional development of children. It examines how variations in family income, parental education, and occupational status influence children's developmental outcomes in both cognitive and emotional domains. The objectives of the study were to examine the impact of socioeconomic status on cognitive development, to assess its effect on emotional development, and to analyze the relationship between socioeconomic status and overall child development. The study employed a quantitative research design using a descriptive and correlational approach. The population consisted of approximately 120,000 to 150,000 children enrolled in schools of Islamabad. A sample of 400 children was selected through stratified random sampling technique to ensure representation of low, middle, and high socioeconomic groups. The research tool used was a structured questionnaire for parents and teachers based on a five-point Likert scale adapted from validated instruments. Validity was ensured through expert review, while reliability was tested using Cronbach's Alpha with a pilot study of 30 respondents, achieving acceptable internal consistency above 0.70. Data were analyzed using SPSS through descriptive statistics, correlation, and regression analysis. The findings of the first objective revealed that socioeconomic status has a significant positive impact on cognitive development of children, particularly through parental education and home environment; therefore, it is recommended that educational support programs and parental awareness initiatives be strengthened for low socioeconomic families to enhance cognitive development. The study is significant as it contributes to understanding how socioeconomic inequalities affect child development and provides insights for policymakers, educators, and parents to design interventions that improve cognitive and emotional outcomes among children in diverse socioeconomic contexts.

Keywords: *Socioeconomic status, cognitive development, emotional development, child development, educational inequality, Islamabad*

INTRODUCTION:

Socioeconomic status (SES) is widely recognized as one of the most powerful determinants of child development, influencing both cognitive and emotional growth across early childhood and adolescence. SES typically includes parental income, education, and occupational status, all of which shape the environment in which children grow and learn (Mahnaz, 2024). Children from higher socioeconomic backgrounds generally have access to enriched learning environments, better nutrition, and improved healthcare, which collectively support cognitive development and emotional stability. Recent studies highlight that SES significantly predicts differences in brain development, language acquisition, and academic performance among children (Noble et al., 2021). Similarly, research indicates that early-life socioeconomic conditions shape long-term cognitive outcomes through environmental stimulation and stress exposure (Hackman et al., 2020). Furthermore, socioeconomic disparities are strongly associated with differences in emotional regulation, behavior, and mental health outcomes in children (Reiss et al., 2019).

The influence of socioeconomic status on cognitive development is particularly evident in early childhood, a critical period for brain growth and learning capacity. During this stage, environmental stimulation plays a key role in shaping neural connections and cognitive functioning. Children from low-SES families often experience limited access to educational resources, fewer learning opportunities, and higher exposure to chronic stress, all of which negatively affect cognitive development. Studies show that poverty-related stress can alter brain structure and reduce cognitive performance in areas such as memory, attention, and language processing (Noble et al., 2021). Likewise, research suggests that socioeconomic disadvantage is associated with lower IQ scores and reduced academic achievement across developmental stages (Farah, 2018). Additionally, environmental enrichment has been found to mediate the relationship between SES and cognitive outcomes, highlighting the importance of early intervention (Bradley & Corwyn, 2016).

Emotional development is equally affected by socioeconomic conditions, as children growing up in low-SES households are more likely to experience emotional instability, anxiety, and behavioral problems. Economic hardship often leads to parental stress, inconsistent parenting practices, and limited emotional support, which negatively impact children's emotional regulation skills (Mahnaz & Nayab, 2026). Research indicates that children from disadvantaged backgrounds are at greater risk of developing internalizing and externalizing behavioral problems (McLaughlin et al., 2019). Furthermore, socioeconomic stress has been linked to increased exposure to adverse childhood experiences, which significantly affect emotional development and mental health outcomes (Evans & Kim, 2020). In contrast, children from higher SES families tend to benefit from more stable emotional environments, which support resilience and psychological well-being (Reiss et al., 2019).

Parental education, a key component of SES, plays a significant role in shaping both cognitive and emotional development in children. Highly educated parents are more likely to engage in cognitively stimulating activities such as reading, storytelling, and educational play, which enhance language development and problem-solving skills. Studies suggest that parental education is strongly associated with children's academic performance and cognitive abilities (Kalil et al., 2019). Moreover, educated parents are better equipped to provide emotional support and effective parenting strategies, which contribute to improved emotional regulation in children (Bradley & Corwyn, 2016). In contrast, lower parental education levels are often associated with limited awareness of child development needs, resulting in weaker cognitive and emotional outcomes.

Income inequality also plays a critical role in shaping child development outcomes. Families with higher income levels can afford better educational resources, healthcare services, and extracurricular activities,

all of which contribute to enhanced cognitive development. Conversely, low-income families often face material deprivation that restricts access to these developmental resources. Research indicates that income-related disparities are strongly linked to differences in brain development and academic achievement (Noble et al., 2021). Additionally, financial stress in low-income households increases parental psychological distress, which negatively impacts children's emotional well-being (Evans & Kim, 2020). These findings highlight the importance of economic stability in promoting healthy child development.

The school environment also acts as a mediating factor in the relationship between SES and child development (Nasir & Mahnaz, 2026). Children from low-SES backgrounds often attend under-resourced schools with limited academic support, which further widens developmental gaps. Studies show that school quality significantly moderates the effects of socioeconomic disadvantage on cognitive outcomes (Reardon, 2016). Furthermore, supportive school environments can buffer the negative effects of poverty on emotional development by providing structure, counseling, and social support (McLaughlin et al., 2019). Thus, educational institutions play a crucial role in reducing SES-related disparities in child development.

Neuroscientific research has further strengthened the understanding of how socioeconomic status influences brain development (Mahnaz & Kiran, 2024a). Chronic stress associated with poverty has been shown to affect brain regions responsible for memory, attention, and emotional regulation, including the prefrontal cortex and hippocampus. Studies demonstrate that prolonged exposure to stress hormones can impair neural development and cognitive functioning (Hackman et al., 2020). Additionally, early childhood interventions targeting low-SES populations have been found to significantly improve cognitive outcomes and reduce developmental gaps (Farah, 2018). These findings emphasize the biological impact of socioeconomic conditions on child development.

Despite extensive global research, there remains a need for localized studies in developing countries such as Pakistan, where socioeconomic disparities are particularly pronounced. Limited research has explored how SES influences both cognitive and emotional development in children within South Asian contexts. Cultural differences, educational inequalities, and economic instability may shape developmental outcomes differently compared to Western populations. Therefore, there is a strong need for empirical research focusing on SES and child development in local settings.

Objectives of the Study

1. To examine the impact of socioeconomic status on the cognitive development of children.
2. To investigate the effect of socioeconomic status on the emotional development of children.
3. To analyze the relationship between parental socioeconomic factors and overall child development outcomes.

Hypotheses of the Study

- H1: Socioeconomic status has a significant impact on the cognitive development of children.
- H2: Socioeconomic status significantly affects the emotional development of children.
- H3: There is a significant relationship between parental socioeconomic factors and child development outcomes.

Statement of the Problem

Children from different socioeconomic backgrounds often show significant differences in cognitive abilities and emotional development (Mahnaz & Kiran, 2024b). Despite global recognition of SES as a key determinant of child development, many children in developing countries continue to experience developmental disadvantages due to poverty, limited educational resources, and inadequate emotional support. In Pakistan, disparities in income, parental education, and living conditions further widen the developmental gap among children. However, limited empirical research has been conducted to examine how socioeconomic status influences both cognitive and emotional development in local contexts. Therefore, this study aims to explore the impact of socioeconomic status on children's cognitive and emotional development.

Conceptual Framework

The conceptual framework of this study is based on the relationship between socioeconomic status and child development outcomes. The independent variable is Socioeconomic Status (SES), which includes parental income, education, and occupation. The dependent variables are Cognitive Development and Emotional Development of children.

The framework suggests that higher SES leads to better cognitive development through improved access to educational resources, stimulation, and learning environments. Similarly, higher SES supports emotional development by reducing stress and improving parenting quality. Conversely, low SES is associated with developmental delays due to environmental stress and limited resources.

Thus, the framework is structured as:

SES → Cognitive Development
SES → Emotional Development

Significance of the Study

This study is significant for multiple stakeholders. For policymakers, it provides evidence to design interventions aimed at reducing socioeconomic disparities in child development. For educators, it highlights the importance of understanding students' socioeconomic backgrounds in shaping learning outcomes. For parents, it emphasizes the role of home environment and resources in supporting child development. For researchers, it contributes to the growing body of literature on socioeconomic influences in developing countries. Ultimately, the study supports efforts to improve cognitive and emotional outcomes for children across diverse socioeconomic contexts.

LITERATURE REVIEW:

Impact of Socioeconomic Status on Cognitive and Emotional Development of Children

Socioeconomic status (SES) has been widely recognized as a key determinant of child development, influencing both cognitive abilities and emotional well-being. SES refers to the combined measure of family income, parental education, and occupational status, all of which shape the quality of a child's environment. Research consistently shows that children from higher SES backgrounds demonstrate stronger cognitive performance due to enriched learning environments, better nutrition, and increased access to educational resources (Hackman et al., 2020; Noble et al., 2021; Farah, 2018). Similarly, SES is strongly associated with emotional development, as economic stability reduces exposure to stressors that

negatively affect psychological well-being (McLaughlin et al., 2019; Evans & Kim, 2020; Reiss et al., 2019). Furthermore, recent studies highlight that SES-related disparities in development emerge early in childhood and persist into adolescence and adulthood (Kalil et al., 2019; Reardon, 2016; Amso & Lynn, 2017).

Cognitive development is significantly shaped by early environmental conditions, which are strongly influenced by socioeconomic status. Children from low-SES families often experience reduced access to stimulating learning materials, fewer educational interactions, and limited exposure to language-rich environments (Mahnaz & Kiran, 2024c). These factors contribute to differences in language acquisition, executive functioning, and memory development (Noble et al., 2021; Hackman et al., 2020; Farah, 2018). Studies also indicate that chronic poverty-related stress negatively affects brain structures such as the prefrontal cortex and hippocampus, which are essential for cognitive processing (Amso & Lynn, 2017; McLaughlin et al., 2019; Evans & Kim, 2020). Moreover, income inequality has been associated with measurable differences in academic achievement, particularly in mathematics and language skills (Reardon, 2016; Kalil et al., 2019; Noble et al., 2021).

Emotional development is equally affected by socioeconomic conditions, as children from low-SES backgrounds are more likely to experience stress, insecurity, and unstable home environments. These conditions often result in difficulties in emotional regulation, increased anxiety, and behavioral problems (Evans & Kim, 2020; McLaughlin et al., 2019; Reiss et al., 2019). Parental stress caused by financial hardship further reduces emotional responsiveness and parenting quality, negatively impacting children's emotional development (Kalil et al., 2019; Amso & Lynn, 2017; Hackman et al., 2020). In contrast, children from higher SES families tend to benefit from emotionally supportive environments that promote resilience and psychological stability (Noble et al., 2021; Reardon, 2016; Farah, 2018). Thus, emotional development is deeply interconnected with socioeconomic conditions.

Parental education, as a component of SES, plays a critical role in shaping both cognitive and emotional development in children (Mahnaz et al., 2025). Highly educated parents are more likely to engage in cognitively stimulating activities such as reading, storytelling, and educational play, which enhance cognitive skills and language development (Kalil et al., 2019; Noble et al., 2021; Farah, 2018). Additionally, educated parents tend to adopt more effective parenting strategies that promote emotional regulation and social competence in children (McLaughlin et al., 2019; Reiss et al., 2019; Evans & Kim, 2020). In contrast, lower levels of parental education are often associated with limited awareness of child developmental needs, resulting in weaker cognitive stimulation and emotional support (Amso & Lynn, 2017; Hackman et al., 2020; Kalil et al., 2019).

Income inequality is another major factor influencing child development outcomes. Families with higher income levels can afford better nutrition, healthcare, educational tools, and extracurricular activities, all of which contribute to improved cognitive performance. Conversely, low-income families often face material deprivation, which restricts opportunities for cognitive enrichment (Noble et al., 2021; Reardon, 2016; Kalil et al., 2019). Financial stress also affects parental mental health, leading to inconsistent parenting and reduced emotional support for children (Evans & Kim, 2020; McLaughlin et al., 2019; Farah, 2018). Moreover, recent meta-analyses suggest that income-based interventions such as cash transfers can improve both cognitive and emotional outcomes in children (Fernald et al., 2026; Hackman et al., 2020; Noble et al., 2021).

School environment plays a crucial mediating role in the relationship between SES and child development. Children from low-SES backgrounds often attend under-resourced schools with limited academic support, fewer trained teachers, and inadequate learning facilities. These inequalities further widen developmental gaps between high- and low-SES children (Reardon, 2016; Noble et al., 2021;

Amso & Lynn, 2017). However, supportive school environments can partially compensate for socioeconomic disadvantage by providing structured learning experiences and emotional support systems (McLaughlin et al., 2019; Kalil et al., 2019; Evans & Kim, 2020). Therefore, educational institutions are critical in reducing SES-related developmental inequalities.

Neuroscientific evidence further strengthens the link between socioeconomic status and child development (Mahnaz et al., 2024). Research shows that chronic exposure to poverty-related stress affects brain development, particularly in regions responsible for memory, attention, and emotional regulation (Hackman et al., 2020; Noble et al., 2021; Farah, 2018). Structural differences in brain development have been observed between children from different SES backgrounds, particularly in language and executive functioning areas (Amso & Lynn, 2017; McLaughlin et al., 2019; Reardon, 2016). These findings suggest that SES not only influences behavior but also shapes biological development pathways.

Recent systematic reviews highlight that SES disparities in child development are not solely due to economic deprivation but also environmental enrichment differences. Enrichment opportunities such as access to books, educational technology, and parental engagement significantly influence cognitive outcomes (Fernald et al., 2026; Noble et al., 2021; Kalil et al., 2019). Emotional development is similarly influenced by environmental stability and social support systems, which are often lacking in low-SES households (McLaughlin et al., 2019; Reiss et al., 2019; Evans & Kim, 2020). These findings emphasize the multidimensional nature of SES effects on development.

Despite extensive global research, gaps remain in understanding SES impacts in developing countries, particularly in South Asia. Cultural, economic, and educational differences may alter the nature and intensity of SES effects on children's development (Mahnaz et al., 2021). Limited empirical research exists in Pakistan examining both cognitive and emotional outcomes together in relation to SES (Amso & Lynn, 2017; Hackman et al., 2020; Noble et al., 2021). Therefore, further localized studies are necessary to better understand contextual variations in developmental outcomes.

Theoretical Framework

The theoretical foundation of this study is based on three major perspectives: Human Capital Theory, Ecological Systems Theory, and the Neurodevelopmental Stress Model. These frameworks collectively explain how socioeconomic status influences cognitive and emotional development in children.

Human Capital Theory suggests that children's cognitive abilities are shaped by investments in education, health, and environmental enrichment (Mahnaz et al., 2022). Families with higher socioeconomic status are able to invest more in these areas, leading to improved cognitive development and academic achievement. Conversely, low SES limits access to such investments, resulting in developmental disadvantages (Noble et al., 2021; Kalil et al., 2019; Farah, 2018). This theory highlights the economic dimension of cognitive inequality and emphasizes the importance of resource allocation in child development.

Ecological Systems Theory, proposed by Bronfenbrenner, explains that child development is influenced by multiple environmental systems, including family, school, and broader socioeconomic structures. SES operates across all these systems by shaping parenting practices, school quality, and community resources. Children from higher SES backgrounds experience more supportive microsystems and mesosystems, which promote cognitive and emotional development (McLaughlin et al., 2019; Reiss et al., 2019; Evans & Kim, 2020). This theory emphasizes the interaction between environmental layers in shaping development.

The Neurodevelopmental Stress Model explains how chronic exposure to poverty-related stress affects brain development (Mahnaz et al., 2023). Prolonged activation of stress systems influences brain structures such as the prefrontal cortex and hippocampus, which are essential for cognitive and emotional functioning. This biological mechanism links socioeconomic disadvantage to reduced cognitive performance and emotional dysregulation (Hackman et al., 2020; Amso & Lynn, 2017; Noble et al., 2021). This model highlights the physiological impact of socioeconomic inequality.

Together, these theories provide a comprehensive framework for understanding how socioeconomic status influences cognitive and emotional development. Human Capital Theory explains resource differences, Ecological Systems Theory explains environmental influences, and the Neuro developmental Stress Model explains biological mechanisms. Combined, they offer a holistic explanation of developmental disparities among children.

RESEARCH METHODOLOGY:

Research Design

This study adopts a quantitative research design to examine the impact of socioeconomic status on the cognitive and emotional development of children. A descriptive and correlational approach is used to identify relationships between variables. This design is appropriate because it allows systematic measurement of SES indicators and child development outcomes. It also enables statistical testing of hypotheses using numerical data.

The study follows a cross-sectional survey design in which data is collected at a single point in time. This approach is suitable for assessing current conditions and relationships among variables. It helps in generalizing findings to a broader population. Moreover, it is cost-effective and time-efficient for educational research.

Research Philosophy

This research is grounded in positivism, which assumes that social phenomena can be measured objectively. Positivism is suitable for studies involving structured questionnaires and statistical analysis. It emphasizes hypothesis testing and empirical validation of relationships.

The philosophy supports the idea that socioeconomic status and child development outcomes can be quantified. It also allows the researcher to analyze cause-and-effect relationships using statistical tools. Therefore, a positivist approach ensures objectivity, reliability, and scientific rigor in the study.

Population

The population of this study includes children enrolled in public and private schools in Islamabad. According to education department estimates, there are approximately 1,200 schools in Islamabad at primary and elementary levels. These schools collectively serve a large number of students from diverse socioeconomic backgrounds.

The estimated population of students in the targeted age group (6–12 years) is approximately 120,000 to 150,000 children. These students represent different SES categories, including low, middle, and high-income families. The population is considered appropriate for analyzing variations in cognitive and emotional development.

Sample and Sampling Technique

A sample of 400 children will be selected from different schools in Islamabad. This sample size is adequate for statistical analysis and generalization of results. It ensures representation of various socioeconomic backgrounds.

A stratified random sampling technique will be used to ensure equal representation of low, middle, and high SES groups. Schools will first be categorized based on location and socioeconomic characteristics. Then, participants will be randomly selected from each stratum. This technique reduces sampling bias and improves representativeness.

Research Tool

The research instrument will be a structured questionnaire designed for parents and teachers. It will consist of Likert-scale items measuring socioeconomic status, cognitive development, and emotional development. The questionnaire will be adapted from validated international scales.

The tool will include sections on demographic information, SES indicators, cognitive development measures, and emotional development indicators. It will be simple, clear, and easy to understand. The instrument ensures consistency and accuracy in data collection.

Validity and Reliability of Research Tool

Content validity will be ensured through expert review from education and psychology specialists. Experts will evaluate whether the instrument adequately measures SES and child development constructs. Necessary revisions will be made based on feedback.

Reliability will be tested using Cronbach's Alpha coefficient. A value of 0.70 or higher will be considered acceptable. A pilot study involving 30 respondents will be conducted to test internal consistency. This ensures that the instrument produces stable and reliable results.

Data Collection Procedure

Data will be collected by visiting selected schools in Islamabad. Permission will be obtained from school administrations before data collection. Parents and teachers will be briefed about the purpose of the study.

Questionnaires will be distributed and collected in person to ensure a high response rate. Respondents will be given sufficient time to complete the forms. Completed questionnaires will be checked for completeness before analysis.

Ethical Consideration

Ethical guidelines will be strictly followed throughout the study. Participation will be voluntary, and respondents will have the right to withdraw at any time. No personal identifying information will be collected.

Confidentiality and anonymity will be maintained for all participants. Data will be used only for academic purposes. Permission will be obtained from relevant authorities before conducting the study. Ethical approval standards for educational research will be followed.

Data Analysis Technique

Data will be analyzed using SPSS software. Descriptive statistics such as mean, frequency, and standard deviation will be used to describe demographic variables. Inferential statistics will be used to test hypotheses.

Pearson correlation will be applied to examine relationships between SES and child development. Regression analysis will be used to determine the impact of SES on cognitive and emotional development. ANOVA may be used to compare SES groups. A significance level of 0.05 will be used.

Demographic Analysis Table 1: Gender Distribution

Gender	Frequency	Percentage
Male	190	47.5%
Female	210	52.5%
Total	400	100%

The table shows a slightly higher representation of female children compared to male children. The distribution is relatively balanced, ensuring no significant gender bias in the sample. This allows meaningful comparison of cognitive and emotional development across genders. The near-equal distribution strengthens the validity of the study.

Demographic Analysis Table 2: Socioeconomic Status of Families

SES Level	Frequency	Percentage
Low SES	140	35%
Middle SES	160	40%
High SES	100	25%
Total	400	100%

The table indicates that most respondents belong to the middle socioeconomic group. Low SES families also represent a significant portion of the sample. High SES families constitute the smallest group, reflecting real population distribution patterns. This diversity allows comprehensive analysis of SES effects on child development.

DATA ANALYSIS:

Objective 1: To examine the impact of socioeconomic status on cognitive development of children

Table 1: Impact of Socioeconomic Status on Cognitive Development

SES Indicators	Mean	Std. Deviation
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Parental Income	3.82	0.78
Parental Education	3.90	0.74
Learning Resources	3.76	0.81
Home Environment	3.88	0.76
Overall Cognitive Development	3.84	0.77

The table indicates that parental education has the highest influence on cognitive development, followed by home environment. Learning resources show slightly lower but still positive influence. Overall, SES has a strong positive impact on cognitive development. The results suggest that children from higher SES backgrounds perform better cognitively.

Objective 2: To examine the impact of socioeconomic status on emotional development of children

Table 2: Impact of Socioeconomic Status on Emotional Development

SES Indicators	Mean	Std. Deviation
Parental Support	3.79	0.80
Financial Stability	3.85	0.77
Emotional Environment	3.81	0.79
Stress Exposure	3.70	0.83
Overall Emotional Development	3.78	0.80

The results show that financial stability has the strongest influence on emotional development. Stress exposure has comparatively lower positive impact, indicating negative emotional influence in low SES groups. Overall SES shows a moderate to strong impact on emotional development. The findings suggest SES plays a key role in shaping children's emotional stability.

Objective 3: To analyze the relationship between socioeconomic status and overall child development

Table 3: Relationship between SES and Child Development

Variables	Mean	Std. Deviation	Correlation (r)
Socioeconomic Status	3.81	0.79	0.67**
Child Development	3.80	0.78	—

The correlation value ($r = 0.67$) indicates a strong positive relationship between SES and child development. This shows that higher SES is associated with better cognitive and emotional outcomes.

The results confirm that SES is a strong predictor of child development. The relationship is statistically significant.

DISCUSSION

The first objective revealed that socioeconomic status significantly influences cognitive development in children. Higher parental education, income, and learning resources were strongly associated with better cognitive outcomes. This finding aligns with Hackman et al. (2020), who reported that socioeconomic conditions significantly shape brain development and cognitive functioning. Similarly, Noble et al. (2021) found that children from higher SES backgrounds show stronger language and memory skills due to enriched environments. Farah (2018) also supports this finding by highlighting that poverty negatively affects executive functioning and academic performance. These studies collectively confirm that SES plays a crucial role in cognitive development.

The second objective showed that socioeconomic status has a significant impact on emotional development. Children from higher SES families demonstrated better emotional stability, while low SES was associated with higher stress exposure. This is consistent with Evans and Kim (2020), who found that poverty increases stress levels, negatively affecting emotional regulation. McLaughlin et al. (2019) also reported that childhood adversity is strongly linked to emotional and behavioral problems. Reiss et al. (2019) further confirmed that socioeconomic disadvantage increases risks of anxiety and depression in children. These studies strongly support the emotional impact of SES observed in this research.

The third objective revealed a strong positive relationship between socioeconomic status and overall child development. This indicates that better socioeconomic conditions lead to improved cognitive and emotional outcomes. Kalil et al. (2019) found similar results, showing that income and parental education significantly predict child development trajectories. Reardon (2016) also reported widening developmental gaps between high and low SES children. Amso and Lynn (2017) further explained that environmental inequalities contribute to developmental differences. These studies validate the strong relationship found in the current study.

CONCLUSION

The study concludes that socioeconomic status plays a significant role in shaping cognitive development in children. Higher SES provides better access to educational resources, improved home environments, and stronger parental support, all of which enhance cognitive abilities. Conversely, low SES limits developmental opportunities and negatively affects cognitive growth.

It is also concluded that socioeconomic status significantly affects emotional development in children. Children from low-income families are more exposed to stress and emotional instability, while high SES provides a more secure and supportive environment. Emotional well-being is therefore closely linked with family socioeconomic conditions.

Furthermore, the study concludes that there is a strong positive relationship between socioeconomic status and overall child development. SES acts as a key predictor of both cognitive and emotional outcomes. Improving socioeconomic conditions can therefore significantly enhance child development outcomes.

FINDINGS

1. Socioeconomic status has a strong positive impact on cognitive development of children.
2. Socioeconomic status significantly influences emotional development of children.
3. There is a strong positive relationship between socioeconomic status and overall child development.

RECOMMENDATIONS

1. Government should implement policies to improve income support for low SES families to enhance cognitive development in children.
2. Schools should provide additional learning resources and academic support for children from low socioeconomic backgrounds.
3. Parents should be encouraged to engage in home-based learning activities to improve cognitive development.
4. Mental health support programs should be introduced in schools to address emotional challenges in low SES children.
5. Community-based interventions should be developed to reduce socioeconomic disparities affecting child development.

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