

A Comparative Study on Joint and Nuclear Family Regarding Social, Cognitive and Language Development among Preschool Children of Ahmedabad, Gujarat

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Abstract

A comparative study was conducted on joint and nuclear family regarding social, cognitive and language development among preschool children of Ahmedabad, Gujarat. The main objectives of the study were to compare the social, cognitive and language development of pre-schooler children among joint and nuclear family and to identify the association between The Urie Bronfenbrenner's Ecological Theory of Human Development (1979) was used as the conceptual frame work. A quantitative approach with descriptive study design was used to achieve the objectives of the study. The samples consisted of 300 children from joint and nuclear family of Ahmedabad. The simple random sampling technique was used to collect the sample. Structured questionnaire was used to assess the social, cognitive and language development among preschool children. The tool was validated by the experts. Cronbach alpha was used to establish the reliability of tools. The tool was found to be valid and reliable. Data gathered was analysed and interpreted using both descriptive and inferential statistics. The study shows that 150 samples were taken from joint and 150 samples were taken from nuclear family. Males were 142 and females were in 158. Man Whitney test shows that there is significant relationship with (joint family) social, cognitive and language development and (nuclear family) social, cognitive and language development. The study reveals that there is significant association between Family income and social, cognitive and language development of pre-schooler while rest of demographic variables are statistically independent with social, cognitive and language development of joint and nuclear family.

Keywords: Compare; Joint and Nuclear Family; Social; Cognitive and Language Development; Children.

Introduction

Growth and development is a fundamental feature of children, child's growth and development purely depends upon the fulfilment of his basic needs and must be satisfied for higher growth.¹ while we often speak of growth and development together, they are not the same thing. Growth is when something gets taller, bigger, stronger, or longer. Development is a broader term that includes advances in the body (such as brain synapses connecting, or eyes focusing more clearly with age) and skill development. Growth is a part of development. Development includes both visible changes and changes that cannot be seen with the naked eye. The changes that occur in a child's development in the first few years of life are truly remarkable.² The nuclear family generally

consists of a married man and woman and their unmarried children. The traditional joint family generally consists of a man, his wife, his unmarried daughter, his sons and their wives and children. If the grandsons are married, then the irwives and children are also a part of the same joint family.³ In India, the joint family system has been in existence since ancient times. The father is considered as the head of the family. His wife, sons, daughters-in-law and grandchildren together constitutes a joint family. The head of the family feels proud of the great number of members. However, with the passage of time, the joint family system has disintegrated; giving rise to the nuclear family system.⁴ The nuclear family consists of a man, his wife and their children. Job opportunities

available in the cities become the main cause of the disintegration of the joint family system. People migrated to the cities in search of jobs. For a number of reasons, a joint family system could not exist in the cities. There is a lack of living space in the cities. It is difficult to accommodate all the members of a joint family in a single house in the city. To cost of living is very high in the Cities.⁵

Need for the Study

The family is a complex and dynamic institution in India. For many decades, several studies were carried out to understand this complexity. Some of the studies in the past have put forth the proposition of the existence of a joint family in the traditional Indian society (Mandelbaum, 1959; Gore, 1965, 1968). The divergence towards nuclear families has been reasoned to be the result of industrialization and the subsequent urbanization (Agarwala, 1962; Cohen, 1981). Various sociologists and anthropologists (Parsons, 1949, 1961; Linton, 1952; Weber, 1950; Goode, 1963) have argued that the family type functionally consistent with modern, urban industrial economy is the nuclear family, that composed of a couple and their unmarried children. Compared to nuclear family, there is higher bond of unity and affection among different family members and relations in a joint family. In a joint family, the prosperity and adversity of the family are shared equally.⁶ between 2001 and 2011, the Indian economy grew at an average rate of 7.4% a year, bringing in its wake increasing prosperity, jobs, in migration from villages and towns to cities. The theory was that the demographic shift would create more nuclear families, typically denied as a household with a single married couple, living alone or with their kids, rather than the generational "joint family" households that are more common in rural areas. Indian Census data shows that just hasn't been happening. Between 2001 and 2011, the percentage of nuclear families as a percentage of all families actually declined slightly, from 70.34% to 70.11%. The number of nuclear families increased in absolute terms, from 135 million in 2001 to 172 million in 2011, but at a slower pace than the overall population.⁷ Hence, the investigator is keen to do a comparative study on joint and nuclear family regarding cognitive and social development among preschool children of Ahmedabad, Gujarat.

Problem Statement

A Comparative Study on Joint and Nuclear Family Regarding Social, Cognitive and Language Development among Preschool Children of Ahmedabad, Gujarat.

Objectives

1. To assess the social, cognitive and language development of the pre-schooler children in joint family.
2. To assess the social, cognitive and language development of pre-schooler children in nuclear family.
3. To compare the social, cognitive and language development of pre-schooler children among joint and nuclear family.

4. To find out Correlation between social, cognitive and language development of preschool children of joint and nuclear family.
5. To find out association between socio demographic variable and social, cognitive and language development of preschool children of joint family.

Assumptions

The children's of joint family may have good cognitive, social and language development compare to nuclear family child.

Operational Definition

Comparative study: A comparative study refers to comparison of cognitive, social and language development of pre-school age children belongs to joint and nuclear family.

Nuclear family: In this study the nuclear family refers to a single family unit comprise of husband, wife, and children.

Joint family: In this study a joint family refers to a child living along with parents, grandparents, siblings and first and second degree relatives using common kitchen in single roof.

Pre-school Children: It refers to the children between the age group of 4 to 5 years.

Cognitive development: In this study cognitive development refers to the understanding relationship between things and ideas, making judgment based on perceptual and conceptual thinking with complete intellectual growth according to their age group.

Social development: In this study social development refers to the social and emotional development of children an ability to understand, cooperation, following direction, self-control and build relationships.

Language: In this study Language skills are about how they communicate with other, putting words together in a way that will express their thoughts and feelings and understanding the meaning of both the written and spoken word.

Review of Literature

A cross-sectional study was done on family environment and child's cognitive development: an epidemiological approach, at Department de Psicologia. UFB. Salvador, BA, Brasil 1999. The objective of the study was to assess the association between quality of stimulation in the family environment and child's cognitive development considering the impact of mother's schooling on the quality of stimulation. The study sample size was 350 children aged 17-42 months were carried out. The study result shown that there was a statistically significant association between quality of positive stimulation in the family environment and child's cognitive development. The study concluded that quality of stimulation in the family environment is crucial for child's cognitive development, besides the significant role of the available resources and family dynamics. The study findings showed the pertinence to cognitive development of

interventions which improve the quality of the environment and the child-caregiver relationship.⁸

Methodology

Research methodology indicates the general pattern of organizing the procedure for gathering valid and reliable data for an investigation. The content of this chapter includes research approach and its rationale, description of setting and population, description of sample, tool selection, construction, description and rationale of the tool, procedure of data collection, data analysis and statistically methods used.

Table 1: Frequency and percentage distribution of Preschool children of joint and nuclear family.

Demographic variable	(N=300)			
	Joint family N=150		Nuclear family N=150	
Gender				
Male	81	54%	61	40.6%
Female	69	46%	89	59.3%
Respondents				
Mother	108	72%	123	82%
Father	31	20.6%	20	13.3%
Care taker	11	7.3%	7	4.6%
Educational status of respondents				
Non formal education	19	12.6%	35	23.3%
Primary education	23	15.3%	31	20.6%
Secondary education	66	44.0%	49	32.6%
Higher secondary education	38	25.3%	30	20.0%
Graduation	3	2.0%	5	3.3%

Post-graduation	1	0.6%	-	0.00%
Income of family per month				
<2500	2	1.33%	1	0.67%
2500 -5000	81	54.0%	78	52.0%
5001-10000	58	38.6%	62	41.3%
>10000	9	6.0%	9	6.0%
Sibling				
Zero	13	8.6%	26	17.3%
One	61	40.6%	59	39.3%
Two	58	38.6%	50	33.3%
More than two	18	12.0%	15	10.0%

Table 2: Findings related to social, cognitive and language development of the pre-schooler children in joint family.

Group: Joint family	Social development	Cognitive development	Language development	Total
Mean	13.35	13.73	11.23	38.31
Standard deviation	2.04	2.55	2.05	5.29

Table 3: Findings related to social, cognitive and language development of the pre-schooler children in Nuclear family.

Group: Nuclear family	Social development	Cognitive development	Language development	Total
Mean	9.4	9.8	7.6	27.5
Standard deviation	2.0	2.9	1.9	5.3

Table 4: Comparison between the social, cognitive and language development of pre-schooler children among joint and nuclear family.

	Group	(N=300)		
		Social Development	Cognitive Development	Language Development
Mean	Joint family	13.35	13.73	11.23
	Nuclear family	9.49	9.87	7.69
Standard deviation	Joint family	2.04	2.55	2.05
	Nuclear family	2.07	2.97	1.98
Man Whitney test	Joint family	2115	3601.5	2570.5
	Nuclear family			
P value	Joint family	<0.001	<0.001	<0.001
	Nuclear family			

Table 5: Chi square value showing association between socio demographic variables and social, cognitive and language development of preschool children of joint family and nuclear family.

(N=300)

Demographic Variable	Joint Family N=150			Nuclear Family N=150		
	Fisher's Chi Square	DF	P Value	Fisher's Chi Square	DF	P Value
Gender						
Male	4.109	2	0.128	0.169	1	0.681
Female						
Respondents						
Mother	6.954	4	0.138	2.676	2	0.262
Father						
Care Taker						
Educational Status of Respondents						
Non Formal Education						
Primary Education						
Secondary Education	13.799	10	0.182	7.162	4	0.128
Higher Secondary Education						
Graduation						
Post-Graduation						
Income of Family Per Month						
<2500						
2500 -5000	12.887	6	0.045 (S)	3.726	3	0.293
5001-10000						
>10000						
Sibling						
Zero						
One	2.056	6	0.915	2.104	3	0.551
Two						
More Than Two						

Results

Study findings are organized and presented under following section:

Section 1: Frequency and percentage distribution of Preschool children of joint and nuclear family. According to mean percentage of sample characteristics, majority of participants in joint family (54%) were male while in nuclear family (46%) majority of participants were female. In joint family (72%) and in nuclear family (82%) majority of respondents was mother. Majority of respondents from joint family (44%) And nuclear family (32.6%) had completed their secondary education. Monthly income of joint family (54%) and nuclear family (52%) were 2001-50000. Majority of participants from joint family (40.6%) and nuclear family (39.3%) have one sibling.

Section 2: In joint family mean value of social development in pre-schooler (13.35), Mean value of cognitive development in pre-schooler (13.73) and mean value of language development in pre-schooler (11.23). In joint family standard deviation of social development in pre-schooler (2.04), Standard deviation of cognitive development in pre-schooler (2.55) and standard deviation of language development (5.29).

Section 3: In nuclear family mean value of social development in pre-schooler (9.4), Mean value of cognitive development in pre-schooler (9.8) and mean value of language development in pre-schooler (7.6).In

nuclear family standard deviation of social development in pre-schooler (2.0), Standard deviation of cognitive development in pre-schooler (2.9) and standard deviation of language development (1.9)

Section 4: In joint family mean value of social development in pre-schooler is (13.35), whether in nuclear family mean value of social development in pre-schooler is (9.49). In joint family mean value of cognitive development in pre-schooler is (13.73), whether in nuclear family mean value of cognitive development in pre-schooler is (9.87). In joint family mean value of language development in pre-schooler is (11.23), whether in nuclear family mean value of language development in pre-schooler is (7.69). In joint family standard deviation of social development in pre-schooler is (2.04%), whether in nuclear family standard deviation of social development in pre-schooler is (2.07). In joint family standard deviation of cognitive development in pre-schooler is (2.55), whether in nuclear family standard deviation of cognitive development in pre-schooler is (2.97). In joint family standard deviation of language development in pre-schooler is (2.05), whether in nuclear family standard deviation of language development in pre-schooler is (1.98). In joint and nuclear family man Whitney test value of social development in pre-schooler is (2115); in joint and nuclear family, Man Whitney test value of cognitive development in pre-schooler is (3601.5). In joint and nuclear family p value of language development in pre-schooler is (2570.5) in joint and nuclear family p value of social development in pre-

schooler is (<0.001), in joint and nuclear family p value of cognitive development in pre-schooler is (<0.001). In joint and nuclear family p value of language development in pre-schooler is (<0.001). Man Whitney test shows that there is significant relationship with (joint family) social, cognitive and language development and (nuclear family) social, cognitive and language development.

Section 5: There is significant association between Family income and social, cognitive and language development of pre-schooler ($\chi^2=12.887$, $DF=6$, p value <0.04) while rest of demographic variables are statistically independent with social, cognitive and language development of joint and nuclear family. (None have P value <0.05).

Discussion

This section evaluated the findings of the present study in the light of previous research studies. The discussion is organized based on finding of the study. The theoretical framework of the present study was based on concept of Urie Bronfenbrenner's Ecological Theory of Human Development (1979).

Recommendation

On the basis of the findings of the study, following recommendations have been made;

- A similar study may be conducted on a large wider samples would be more convenient for making generalization.
- This study can be conducted with randomization in selection of larger samples.
- This study can be done to assess the other aspects of development.

Conclusion

The study intends to compare the joint and nuclear family regarding cognitive and social development among preschool children of Ahmedabad, Gujarat. The study reveals that there is significant association between Family income and social, cognitive and language

development of pre-schooler while rest of demographic variables are statistically independent with social, cognitive and language development of joint and nuclear family.

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