The Effects of Socioeconomic Status on Children's Categorization and Cross-classification Skills

By

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Abstract

Categorization and cross-classification are fundamental conceptual skills and help children to form a basis for structuring and organizing their world. Past studies assert that age and education effect children's categorization skills. This research was conducted in order to examine whether socioeconomic status (SES) effects children's categorization and cross-classification skills or not. The sample of the study consisted of 150 six-year-old children coming from low and middle income families. Children were presented categorization and cross-classification triads that contain food items. Each triad consists of a target, a choice categorically related to the target and a choice categorically unrelated to that target. Children's task in each triad was to find the item in the same category as the target. In addition, after each categorization triad, children were asked to elaborate on their choices. At the end of the research, it was revealed that children from middle income families performed better in categorization and cross-classification tasks. Besides, It was determined that while making categorization, middle income children mostly based on categorical relations whereas low income children based on non-categorical relations.

Keywords: *Early childhood, socioeconomic status, categorization, cross-classification*