



The Role of Social Class in Cognitive Deficits: A Comprehensive Analysis

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DESCRIPTION

Cognitive deficits refer to a range of difficulties in mental processes, such as memory, problem-solving, and learning. These deficits can affect individuals from all walks of life, but studies have shown that those from lower socio-economic backgrounds are more likely to experience cognitive impairments. While study has traditionally focused on the cognitive deficits themselves, it is becoming increasingly important to examine the social context in which these deficits occur. This article will explore how social class can influence cognitive deficits and offer insight into potential interventions that could help reduce their impact. The link between social class and cognitive performance has been well-documented in the literature. Studies have found that individuals from lower socio-economic backgrounds tend to score lower on tests of academic achievement than their peers from higher socio-economic backgrounds. Additionally, those from poorer homes are more likely to suffer from poor nutrition and limited access to educational resources, both of which can lead to cognitive impairments. By examining the effects of social class on cognitive performance, we can begin to understand how our society impacts individuals' ability to learn and grow. With this knowledge comes an opportunity for us to develop strategies that will help mitigate the effects of poverty and other inequalities on our educational system.

Social class is an important factor that influences a person's cognitive development. The lower one's social class, the more likely one is to experience cognitive deficits. This article will discuss how social class affects cognitive development, and what can be done to mitigate its negative effects. A person's social class has been linked to their academic performance and educational attainment. Studies have shown that children from lower-class households are more likely to perform worse in school than those from higher-class households. This is due to a variety of factors, such as access to resources, parental involvement, and family structure. Lower-class households often lack the financial resources needed for a quality education. It means children is not have access to the books, computers, or other learning tools

they need to succeed in school. In addition, working-class parents to being the time or energy to guide and encourage their children in their studies. Usually experience less stability an unstable atmosphere that makes it challenging for children to concentrate on learning and academic development. The effects of social class on cognitive development can also be seen in a child's language development.

Children from lower-class households tend to have less extensive vocabularies than those from higher-class households due to limited exposure to books and other reading materials. They may also have difficulty understanding complex concepts due to lack of exposure or guidance in this area. Fortunately, there are ways that we can mitigate the negative effects of social class on cognitive development. Mentoring programs can provide disadvantaged children with access to resources and guidance they need for academic success. Additionally, providing access to books and other educational materials can help level the playing field between high and low socioeconomic backgrounds when it comes to learning opportunities. Finally, creating stable home environments through parenting classes or family counselling can help ensure that all children have an equal chance at success regardless of their background or social class. By understanding how social class affects cognitive development and taking steps towards ameliorating its negative impact, we can ensure that all children have an equal opportunity at academic success regardless of their background or socioeconomic status. Cognitive deficits are often associated with socioeconomic status (SES) groups. However, there is much more to this issue than simply attributing cognitive deficits to low SES. To better understand the factors that contribute to cognitive deficits in lower SES groups, it is important to look beyond the traditional explanations and investigate other potential factors at play. Study has suggested that environmental, educational, and psychological factors may all play a role in cognitive deficits in lower SES groups. For example, studies have found that poor living conditions and limited access to educational resources can lead to poorer academic performance among lower SES

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students. Additionally, psychological factors such as anxiety and depression can also negatively impact cognitive functioning.

It is a well-known fact that social class can have a significant impact on one's educational opportunities and outcomes. In order to gain a better understanding of how social class shapes educational experiences, it is important to investigate how social class influences access to education and the opportunities available to individuals. One of the most obvious ways that social class affects education is through access. Depending on their socioeconomic status, education the origins are more probable

than those from income backgrounds to face less levels of achievement. Furthermore, social class can also affect educational experiences in terms of resources available in schools. Schools with higher concentrations of students from lower-income backgrounds tend to have fewer resources available such as textbooks, technology, and qualified teachers. This can lead to an unequal learning experience for students based on their socioeconomic status and can limit their ability to reach their potential.