

Periodic Research

Relationship of Language Development With Personal and Socio – Economic Variables of Preschoolers

Abstract

The present investigation was carried out in rural and urban areas of district Hisar to assess the Relationship of language development with personal and socio – economic variables of preschoolers . A total number of 120 preschoolers of age group 4 to 5 years were taken. Two villages namely Kaimari and Mangali were taken as rural location and for urban the Hisar city was selected for collection of data, out of which 60 children were from urban and 60 from rural areas. Reynell Developmental Language Scale (RDLS, 1985) was used to test the language development of children and socioeconomic status was assessed with self structured interview schedule. Result revealed that verbal comprehension A (VCA) had significant and negative correlation with age of the preschoolers and it was positively though significantly correlated with ordinal position, area, no of sibling, maternal education, paternal education, maternal and paternal occupation. This showed that as the age of the preschooler's increased verbal comprehension A also increased. Data also exposed that residential area of the preschoolers was statistically positively as well as significantly correlated with verbal comprehension A. result further highlighted the correlation of Verbal Comprehension B (VCB) with personal socio-economic variables for preschoolers. Significant and positive correlation between VCB and residential area, no of sibling, parental education and parental occupation but non significant correlation with ordinal position, type and size of the family.

Keywords: Language development, Socio-economic variable, vocabulary, home and social systems

Introduction

Language is a tool for communication which is required for interaction in a social group. It is through language that children learn about their world and then communicate their understanding to others around them (Howell *et al.* 1990). As children talk they learn to manipulate oral language and experiment with words to convey meaning. Most children by age four use the basic form and structure of their language appropriately (Cohen *et al.* 1983). But like all developments, the combination of environmental support and individual differences in ability brings children of the same age to different levels of language facility. The years from age two to five are especially crucial in the process of acquiring language. This is the period of time when a child's vocabulary expands from 250 words to 3000 words, and he or she learns the rules of putting words together properly to speak in complex sentences (Beaty, 1990).

Development of language is very important in the preschool period as during this stage the rapid growth of language takes place which includes vocabulary, grammar and syntax. Language ability gets gradually integrated with other fields of behavior during this period. Therefore, importance of the study of language development during this stage of life cannot be denied. A rich language background helps the child in the acquisition of skills of categorization, classification, generalization and in the development of concept of time, space and contingency. Language is an important part of children's life. Without language, they are unable to communicate their needs, want and desires to others. Language development itself represents an important pre-requisite to other skills important to later academic success, such as reading. Language is central to child's development (Saywitz and Goodman, 1996).The early years of child's life are very crucial for language development.The school,thehome and social systems are responsible for child's language development. The

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language style of the child's parent play a dominant and important role in the language a child learns and the way he communicates. The emphasis should start at an early stage as these are critical years in child's life span since the rate of development is more rapid than at any other stage of development. To develop his or her full potential, a child, particularly in these years need a stimulating environment (Sangwan *et al.* 2012).

The quality of environment inputs through material, non-material processes has the ever lasting impact on child's language skills. The kind of environment the child gets, affects the level and quality of language he/she acquired. The language style of parents plays a dominant and important role in the quality of language a child learns and way he communicates.

Norman (1982) found significant positive relationship between parental support and language development. Parents and teachers who are around children in the early stages of language learning have a great deal of influence on how and what they learn. Language experiences should be given right from birth and children should be involved in activities that demand close interaction between the child and the parents/care takers. A child's success in school can be viewed as a sequence of events consisting of several language-related skills that create a connection between family and school. School achievement is linked to a child's success in learning to read, while learning to read is connected to oral language development and oral language development stems from an environment that is linguistically stimulating (Heath, 1983). The quantity and quality of children's language experiences in their preschool years is profoundly important. Opportunities for children to paraphrase expand responses and share books with adults provide the link between oral language development and literacy skills (Morrow, 1995).

A preschool classroom that is "talk-friendly" has an environment that calls for communication (Booth and Thornley-Hall, 1991). The teacher focuses on establishing and maintaining surroundings that help children realize the importance of communication. The classroom that is talk-friendly motivates children to develop their oral communication skills in a variety of situations. Children need to understand that their ideas are valued and respected. Language is learned through hearing and using language. An environment that creates opportunities for authentic and productive communication assists young children in their growth towards becoming effective and confident speakers and listeners.

Research supports the integration of speaking and listening, and the development of language

curricula that provide students with opportunities to use language for a wide variety of purposes, in different situations, and with different audiences. As children talk, they learn to manipulate the oral language and experiment with words to convey meaning. Young learners benefit from playing with words orally before and while they are encountering them in print (Clements and Warncke, 1994).

Wells (1985) suggests that the quality of the child's conversational experience is more important than social class or family background in accounting for variation in language development. The essence of preschool education is to lay the foundation for the potential for success in school and later life. Considering the powerful influence of a supportive family environment, a possible response to language delay is language intervention during the crucial preschool years, with tandem primary goals: first, to build the language skills of the child; and second, to educate parents in providing an environment to foster their young child's language development.

Methodology

Hisar district of Haryana state was selected purposively for the present study due to easy accessibility. From Hisar district two areas were selected i.e. urban and rural. Village Kaimari and village Mangali were selected purposively from rural area and Hisar city was selected purposively from urban area. The sample consist 120 preschoolers between the age group of 4-5 years. 60 preschoolers were selected randomly from village Kaimari and Mangali of Hisar block-1 and 60 preschoolers were selected randomly from Hisar city. Two types of variables i.e. independent and dependent were taken. The independent variables included personal and socio-economic variables. Self prepared Interview Schedule was used to assess personal and socio-economic variables. Language development was taken as dependent variable. Reynell Developmental Language Scale (RDLS, 1985) was used to assess the language development of the children.

Results

Personal profile of preschoolers

Area wise preschooler's personal profile via frequency distribution has been depicted in Table 1 and Fig. 2. Results illustrated that on an overall basis, 55.00 per cent of preschoolers were 4.5 to 5 years old followed by 45.00 per cent of 4 to 4.5 years old. In total, half of the preschoolers were male and another half were females. Information regarding ordinal position of the respondents indicated that 51.60 per cent preschoolers had third and above ordinal position among siblings, followed by second and first born, with 34.20 per cent, and 14.20 per cent respectively.

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Table 1: Personal profile of preschoolers (n=120)

Sr. No.	Residential area	Rural (n=60)	Urban (n=60)	Total (n=120)
	Personal variables			
1.	Age (Chronological age)			
	4 – 4.5 years	32 (53.30)	22 (36.70)	54 (45.00)
	4.5 – 5 years	28 (46.70)	38 (63.30)	66 (55.00)
2.	Gender			
	Male	30 (50.00)	30 (50.00)	60 (50.00)
	Female	30 (50.00)	30 (50.00)	60 (50.00)
3.	Ordinal position			
	First order	03 (05.00)	14 (24.00)	17 (14.20)
	Second order	18 (30.00)	23 (38.00)	41 (34.20)
	Third and above	39 (65.00)	23 (38.00)	62 (51.60)

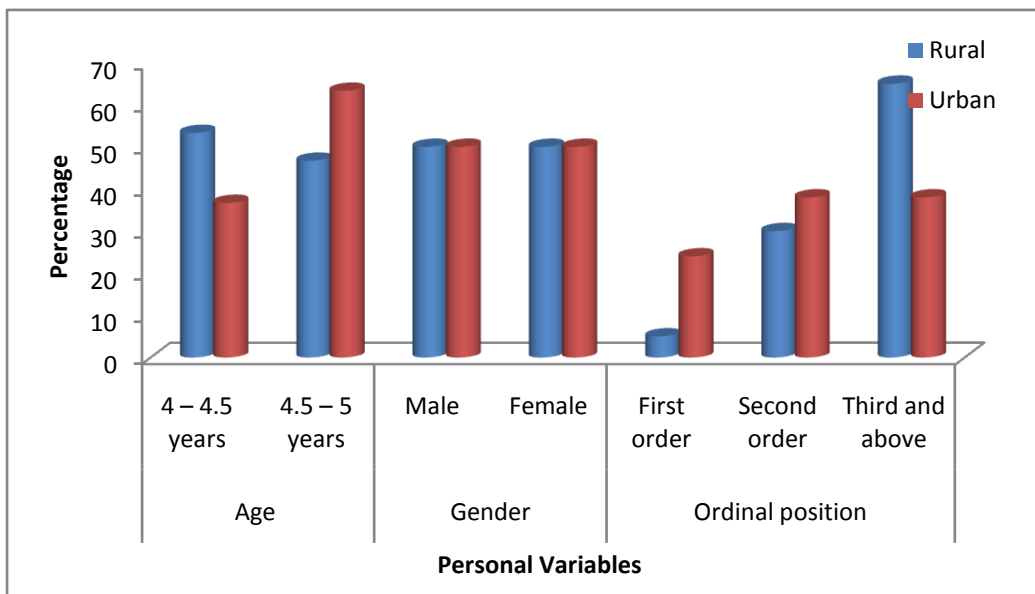


Fig. 2 : Personal profile of preschoolers

Socio-economic profile of preschoolers

Presented in Table 2 and Fig. 3a and 3b are the results pertaining to socio-economic profile of families on the basis of area of residence. With regard to caste, half of the preschoolers of urban area belonged to General Category, followed by 35.00 per cent of preschoolers were in BC category and only 15.00 per cent were in SC category. However among rural area's respondent less than half belonged to BC category (48.30%), remaining were falling in the SC and General category (31.70% and 20.00% respectively).

Results clearly envisages that majority of families residing in rural area were joint (55.00%). In case of urban area this trend of joint family was less than rural area as only 3.000 per cent families were joint in their structure. It was observed that 45.00 per cent families residing in rural area and 70.00 per cent families from urban area adopted nuclear family structure.

Examining the data of overall sample for family size, the Table unfolds that the trend of medium sized family was prevalent as half of the families were medium size (5-7 members) while, large sized families (8 and above members) accounted for 40.00 per cent and 25.00 per cent respectively from rural and urban area. Scanty percentage of rural (5.00%) and urban (30.00%) families had 1-4 family members. Information regarding number of siblings indicated that in rural area, 35.00 per cent preschoolers had 3 and above siblings and same per cent of preschoolers had two siblings and 30.00 per cent had up to one sibling, however in urban area, 56.70 per cent preschoolers had up to one sibling, 28.30 per cent had two siblings and only 15.00 per cent had 3 and above siblings.

The economic status of the families highlighted that majority of the families residing in rural area (90.00%) and in urban area (71.70%) had monthly income Rs 5,000- 15,000.

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Table 2: Socio-economic profile of preschoolers (n=120)

Sr. No.	Residential area	Rural (n=60)	Urban (n=60)	Total (n=120)
	Socio economic variables			
1.	Caste category			
	SC	19 (31.70)	09 (15.00)	28 (23.30)
	BC	29 (48.30)	21 (35.00)	50 (41.70)
	General	12 (20.00)	30 (50.00)	42 (35.00)
2.	Family type			
	Nuclear	27 (45.00)	42 (70.00)	69 (57.50)
	Joint	33 (55.00)	18 (30.00)	51 (42.50)
3.	Family size			
	Small(4 members)	3(05.00)	18(30.00)	21(17.50)
	Medium(5-7 members)	33(55.00)	27(45.00)	60(50.00)
	Large(8 and above members)	24(40.00)	15(25.00)	39(32.50)
4.	Number of sibling			
	One siblings	18 (30.00)	34 (56.70)	52 (43.30)
	2 siblings	21 (35.00)	17 (28.30)	38 (31.70)
	3 and above siblings	21 (35.00)	09 (15.00)	30 (25.00)
5.	Family income(monthly)			
	Rs 5,000- 15,000	54(90.00)	43 (71.70)	97 (80.80)
	Rs 15,000- 30,000	6 (10.00)	17 (28.30)	23 (19.20)
6.	Maternal education			
	Up to primary	30 (50.00)	09 (15.00)	39 (32.50)
	Middle	21 (35.00)	06 (10.00)	27 (22.50)
	Matric/senior secondary	09 (15.00)	23 (38.30)	32 (27.00)
	Graduate/post graduate	00 (00.00)	22 (36.70)	22 (18.00)
7.	Paternal education			
	Up to primary	12 (20.00)	00 (00.00)	12 (10.00)
	Middle	28 (46.70)	05 (08.30)	33 (27.50)
	Matric/senior secondary	17 (28.30)	19 (31.70)	36 (30.00)
	Graduate/post graduate	03 (05.00)	36 (60.00)	39 (32.50)
8.	Maternal occupation			
	Labourer	24 (40.00)	08 (13.30)	32 (26.70)
	Home maker	34 (56.70)	41 (68.40)	75 (62.50)
	Business/ Service	02 (03.30)	11 (18.30)	13 (10.80)
9.	Paternal occupation			
	Labourer	22 (36.70)	06 (10.00)	28 (23.30)
	Farmer	27 (45.00)	07 (11.70)	34 (28.40)
	Business/ Service	11 (18.30)	47 (78.30)	58 (48.30)

Note: Figures in parentheses indicate percentage

Information related to family education revealed that half of the mothers in rural area and 15.00 per cent in urban area educated up to primary. On overall basis 27.00 per cent mothers were educated up to metric/senior secondary, 22.50 per cent were educated up to middle and only 18.00 per cent mothers were graduate/post followed by graduates. Figures pertaining to paternal education divulged that in rural area 46.70 per cent of fathers were educated up to middle, followed by metric/senior secondary, illiterate and graduate/post graduate (28.30%, 20.00% and 5.00% respectively). In urban area majority of the fathers (60.00%) were graduate/postgraduate, followed by metric/senior secondary and middle level (31.70% and 8.30% respectively).

Occupational pattern of mothers showed that majority of mothers from rural area (56.70%) and

(68.40) per cent of mothers from urban area were housewives. From rural area 40.00per cent and from urban 13.30 per cent mothers were engaged in labor work. It was found that out of the total sample; only 10.80 per cent mothers from rural and urban area were engaged in business/service. Turning to paternal occupation, data revealed that 45.00 per cent of fathers were farmers, followed by laborers and business/service oriented (36.70%, 18.30% respectively) from rural area. Majority (78.30%) of the fathers were engaged in business/services, 11.70 per cent were engaged in farming and only 10.00 per cent were engaged as laborers in urban area. Fathers of both the residential areas further revealed that 48.30 per cent fathers were engaged in business/services, 28.40 per cent were in farming and rest were engaged in labor work.

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Relationship of language development with personal and socio – economic variables of preschoolers

Correlation of socio-personal variables of preschoolers with the components of language development are explicated in Table 12 and Fig. 7. Verbal Comprehension A (VCA) had significant and negative correlation with age of the preschoolers and

it was positively though significantly correlated with ordinal position, area, no of sibling, maternal education, paternal education, maternal and paternal occupation. This showed that as the age of the preschooler's increased verbal comprehension A also increased. Data also exposed that residential area of the preschoolers was statistically positively as well as significantly correlated with verbal comprehension A.

Table 3

Relationship of language development with personal and socio – economic variables of preschoolers (n=120)

Sr. No.	Language components Personal and socio-economic variables	Correlation coefficients (r)		
		VCA	VCB	Ex La
1.	Age	-0.22*	-0.08	0.01
2.	Ordinal position	0.22*	0.15	0.15
3.	Area	0.43*	0.46*	0.46*
4.	Family type	0.12	0.12	0.14
5.	Family size	0.10	0.10	0.16
6.	No. of siblings	0.23*	0.18*	0.20*
7.	Maternal education	0.28*	0.25*	0.28*
8.	Paternal education	0.34*	0.29*	0.34*
9.	Maternal occupation	0.18*	0.18*	0.21*
10.	Paternal occupation	0.32*	0.28*	0.32*
11.	Family income	0.12	0.07	0.08

*Correlation is significant at the 0.05 level.

Note: VCA – Verbal comprehension A, VCB – Verbal comprehension B, Ex La – Expressive language

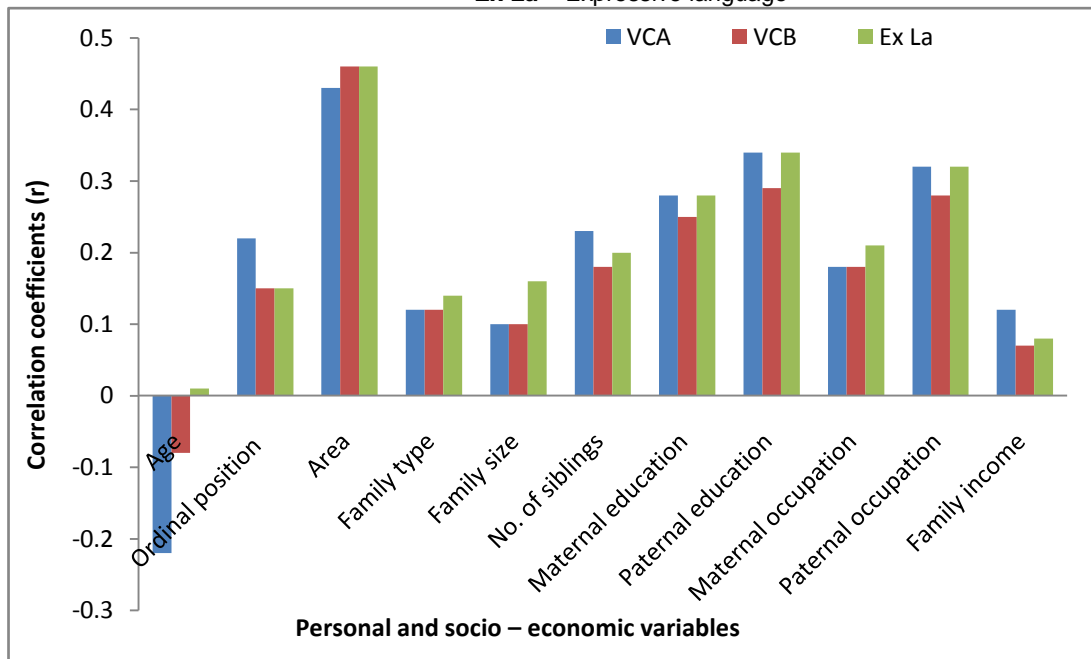


Fig. 7: Relationship of language development with personal and

socio – economic variables of preschoolers

Data in table 12 and Fig. 7 also highlighted the correlation of Verbal Comprehension B (VCB) with personal socio-economic variables for preschoolers. Significant and positive correlation between VCB and residential area, no of sibling, parental education and

parental occupation but non significant correlation with ordinal position, type and size of the family.

It is clearly visible from the Table 12 and Fig. 7 that significant and positive correlation of expressive language was found with number of sibling, maternal and paternal education as well as maternal and paternal occupation. Non significant differences were

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found in expressive language with ordinal position, family type and size of the family.

So this indicates that parent with higher education and residing in urban area contributed more towards the language development of their children. The probable reason for this might be more knowledge and awareness on the part of parents which made them conscious about their child's language development. Further parental occupation also had an impact on child's language development.

Discussion

Verbal comprehension A (VCA) had significant and negative correlation with age of the preschoolers. Data also exposed that residential area of the preschoolers was statistically positive as well as significantly correlated with all the three component of language development. Children vocabulary performance was found to be significantly related with no. of siblings. Number of sibling was significantly associated with adapted behaviour (communication skill, daily living skill, social skill and motor skill). Powell and Ogle (1985) reported that siblings influence each other and play an important role in social development of a child and siblings relationships make up a child's first social network and are the basis for his interaction with people outside the family. Thus children who had more number of siblings had more chances to increase their communication skills because when there are more children present in the family they have more chances doing communication activities.

Burger and Nuzzo (2008) showed that if there are more siblings in the family child learn more activities which help to promote his communication skills. Poresky (1996) found that children who had more siblings achieved higher scores on daily living skills.

Present study investigated the positive association between language development and parental education as well as parental occupation. The children of educated parents had better language than their counterparts who had less educated parents. Likewise the respondents who had high score on communication skills had highly educated fathers because educated fathers interact more with their children and had positive impact on their children's communication skills. These results were in conformation of findings of Dhanda (2000). Education of fathers of respondents had positive influence on daily living skills of children as also reported by Dhanda (2000). This revealed a positive association of language with the education and occupation of parents. Sharma *et al.* (2006) revealed a significant impact of father's occupation on communication skills of the children. Shanwal *et al.*, (2007) also obtained similar findings. Devi (2003) found that mother's educational level is important for child's language development. Bhardwaj (2005) reported a positive relationship between daily living skills and mother's education and Kumari (2007) supported the findings.

Singh and Dhanda (2009) supported that the relationship of human ecological system with language abilities revealed the type of family, size of family, parental relationship, parental occupation and

influence of school, relationship with neighborhood, going for outing and involvement in social and religious activities were highly correlated with language development of child. Saini (2008) reported that language of respondents was highly influenced by factors such as ordinal position, age and education of parent's, primary caretaker, family type, occupation of parent's and monthly income. Leena *et al.* (2008) also found that significant association of vocabulary with birth order was observed. Family size and family income influenced vocabulary of child as vocabulary increased with large families and better opportunities. Educational and occupational status of father and mother were the influencing factors for vocabulary development.

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