



Original Article

Association between Parenting Style and Language Development in Children

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ABSTRACT

Parenting style plays an important role in the development of children from birth to five years of age including language development as well. Hence, parents can play important role in the development of their children because their quality of time matters. **Objective:** To determine the association between parenting style and language development and to identify the type of parenting style mostly use by the parents. **Methods:** This cross-sectional study, with a sample of n=384 parents, was conducted at Riphah International University, Islamabad from 1st August, 2022 to 31st January, 2023. Parents of typical children of both genders, aged birth to 36 months were included. Basic demographical sheet, Parenting style questionnaire and Receptive Expressive Emergent Language (REEL) 3rd edition were used for data collection. SPSS version 21.0 was used for data analysis. Point-Biserial Correlation was used to determine correlation between the parenting style and language development and p<0.05 was considered significant. **Results:** Results indicate significant (p<0.001) relationship between parenting style and language development of children. The correlation of parenting style was low with receptive language but high with expressive language. The results also indicate that parents used different parenting styles with majority 225(58.6%) using authoritative parenting style and least 12(3.1%) used permissive parenting style. **Conclusions:** Study concludes that parenting styles have great impact on language development of children. Different types of parenting style are being used among which authoritative parenting style is the most and permissive being the least common.

INTRODUCTION

Birth to five years of age is rapid developmental age of a child, where child not only grows physically but cognitive, linguistic, social and emotionally as well. This is the time period where parent's interaction and their parenting style affect the child growth and development [1]. Parenting style is defined as a constellation of parent's attitudes and behaviors toward children and an emotional climate in which the parent's behaviors are expressed [2]. Parenting means an attitude and behavior which shows or express by parents towards their children according to the emotional consequences [1]. Parenting has been defined on the basis of response and demand. Parenting is divided into four groups according to the response and demand of the

parents which include i) authoritative parenting style [3] which means high demands but they also provide warmth, supportive relationship to the child and also clarify the rules as well; ii) authoritarian parenting style [4] means low response, high demands, holistic control over their children and use harsh punishments; iii) indulgent or permissive parenting means low demand high response, satisfy their child needs but no control to teach rules to their children; iv) neglect parentings have low response and demand, teach rules to their children and not provide warmth relationship to their children as well [5]. Language development is the process of understanding and communicating language. Different authors and scholars

have given definition and theories about language. Aristotle considered language as a magical instrument which enables a person to deliver past, present, and future in words. He also saw language as means of expressing and communicating thoughts which are intentionally and unintentionally related with the world [6]. Theorists of modern structuralism define the language as social phenomena and structured system because it exists at any particular time and also change with the course of time [7]. Receptive language is ability to understand, comprehend and interpret the spoken language It refers to the ability to gather information from the outside world and understand other people language which they are using for communication [8]. Expressive language refers to the ability that the child expresses through words or by speaking. Expressive language is a way of communication. We use both verbal and non-verbal ways of expressive language. Expressive language includes facial expressions, semantic, vocabulary, grammar, body postures, gestures and word formation etc. Written language is also part of expressive language [9]. Problems in receptive language leads to the problems in expressive language as well [10]. Language development is important for a child for communication, to read and write, interact and progress socially, as well as and in pursuance of educational goals [11]. Different factors create impact on the child language development. Risk factors which affect the language development included maternal anxiety, depression substance misuse low show economic status and low educational attainment. According to the research, to increase the child language development the parents should improve their language output instead of enhancing the child language environment [12]. Parenting style plays important role in the development of the children. First five years are the rapid developmental ages because child first interaction starts from home and from their parents. Parenting style affects child development and behavior [13]. Parenting styles reveal a prevalence of authoritative style (73.1%), permissive (3.8%) style, negligent (65.2%), permissive (66.7%) and authoritarian (56.0%) [14]. Masud et al., has suggested that there is need and room to conduct research on the topic in developing countries [15].

Keeping in view the fact that parents can play an important role in the development of their children [13], and the fact that language development is important for communication as well as in achieving social and educational goals [11], and need of research on the topic [15], current study was conducted to determine the association between parenting style and language development and to identify the type of parenting style mostly use by the parents. This study is of significant importance for professionals and researchers since, it can

help better guide parents to ensure better language development of their children and act as a base for further research.

METHODS

This cross-sectional study was conducted at Riphah International University, Islamabad over a period of 6 months from 1st August, 2022 to 31st January, 2023 after permission of Research ethical Committee vide Ref: RIPHAH/RCRS/REC/Letter-01338 dated 6th July, 2022. A sample of N=384 parents of typically developing children was recruited using non-probability convenient sampling from daycare centers (Gulberg Greens Campus), pre-school departments/institutions (Dar-e-Arqam School, Smart Start Academe, Iqra Tadrees-UI-Quran School) and from homes. Sample size was calculated using EPI tool with confidence interval of 95%. Sample included parents of typically developing children of either gender, aged birth to 36 months. Parents of children with any disability or comorbidity were excluded from the study. A basic demographic sheet, Parenting style questionnaire (PSQ) and Receptive-Expressive Emergent Language-(REEL-3rd) was used for the study [16]. The basic demographic sheet was developed by the researcher and the content validity of the basic demographic was done from 10 experts. Each question was rated on four-point i.e., relevancy, ambiguity, simplicity, and clarity. According to experts, there were some questions which were relevant but need little modification so these questions were modified according to the suggestions of the experts. The finalized version of the basic demographic variables consisted of 19 items. The PSQ tool was used to identify the parenting style of the parents frequently used by them with their children [17]. The age range of this scale was from pre-school and school aged children. The scale had 3 subscales, authoritative which consist of 13 items, scored on six-point scale from 1- never to 6- always. Total score was obtained for this category by dividing the score by 13. Authoritarian Parenting Style also consisted of 13 items, and Permissive Parenting Style consisted of four items with Authoritative Cronbach alpha of .91, Authoritarian Cronbach alpha of .86, and Permissive Items consisted of questions with a Cronbach alpha of .75. The tool (REEL) receptive and expressive emergent language [18] was used to check child language. The scale was used with age range of 0 to 36 months. The tool covered 2 domains of language which were receptive and expressive and both had 66 items answered by yes-no. Administration time was approximately 20-30 minutes. For data collection parents of children age birth to 36 months were approached. The parents were briefed about the questionnaire and after obtaining the consent of the parent's data were collected starting from calculation of the chronological age of the

child. According to the chronological age of the child, different questionnaires were filled by the parents. Data were analyzed by SPSS version 21.0. Descriptive analysis was done by using frequency distribution, Correlation coefficient, frequency, percentage, mean and standard deviation. The association between the parenting style and language development was calculated by using Point-Biserial correlation with $P < 0.05$.

RESULTS

To determine the association between parenting style and language development basic demographic sheet was developed and its content validity determined using a sample of 10 experts, which revealed I-CVI of above 0.98 for all items and S-CVI of 0.997. Study sample $N=384$ comprised of majority 202 (52%) females with most 100 (26%) being 25-36 years of age (table 1). Majority were speaking other local languages 199 (51%) and most 147 (38%) had no siblings and one school going child 109 (28%).

Table 1: Participant characteristics ($N=384$)

Variables	Group	Frequency (%)
Age of children (Months)	0-6	78 (20)
	7-12	63 (16)
	13-18	90 (23)
	19-24	53 (14)
	25-36	100 (26)
Gender	Male	202 (52)
	Female	182 (47)
Language	Urdu	89 (23)
	English	14 (3)
	Urdu and English	82 (21)
	Others (Punjabi, Pashto, Majri, Hinko)	199 (51)
Number of siblings in a family	No	147 (38)
	One	113 (29)
	Two	34 (9)
	Three	25 (7)
	Four	54 (14)
	Five	11 (2)
Number of school-going children	None	199 (52)
	1	109 (28)
	2	18 (5)
	3	34 (9)
	5	24 (6)
Number of special children in family	Yes	14 (4)
	No	370 (96)
Financial demographic	Below 25000	33 (9)
	25000-50000	118 (31)
	50000-80000	132 (35)
	80000 and above	99 (26)
Family setup	Nuclear family setup	155 (40)
	Joint family setup	197 (51)
	Single parent	32 (8)

Support available to mothers	Yes	215 (56)
	No	169 (44)
Work demographic	Mother working	243 (63)
	Mother not working	141 (36)
	Father working	364 (94)
	Father not working	20 (5)
Mother's qualification	Primary	62 (16)
	Middle	60 (15)
	SSC or HSC	117 (30)
	BS or MS	74 (19)
	others	62 (16)
Father's qualification	Primary school	26 (6)
	Middle pass	65 (16)
	SSC or HSC	133 (34)
	BS or MS	131 (34)
	others	27 (7)
Medication by parents	Medication taken	131 (34)
	Medication not taken	253 (65)
Time spent with child by father	One to five hours	172 (44)
	Six to ten hours	140 (36)
	Eleven to fifteen	20 (5)
	Fifteen to twenty hours	1 (3)
	Most of the time	51 (13)
Time spent with child by mother	One to five hours	16 (4)
	Six to ten hours	30 (7)
	Eleven to fifteen	1 (3)
	Fifteen to twenty hours	4 (1)
	Most of the time	333 (86)
Activities done by father with child	Physical activities	256 (67)
	Books reading	63 (16)
	Others (play games on T.V, watch TV, no activities)	62 (16)
Activities done by mother with child	Physical activities	82 (21)
	Books reading	90 (23)
	Others (household work, help in the kitchen, no activities)	212 (55)

Descriptive statistics revealed that authoritative parenting style was most common 225 (58.6%) and permissive parenting style least common 12 (3.1%) (table 2).

Table 2: Descriptive statistics of parenting style ($N=384$).

Parenting Style	Frequency (%)
Authoritative	225 (58.60)
Authoritarian	147 (38.30)
Permissive	12 (3.10)

Language development and parenting style were analyzed using point biserial correlation which revealed a negative correlation between receptive and expressive language development and authoritarian parenting style and the results were significant with $p < 0.001$. For the authoritative parenting style there was positive correlation between it and the receptive and expressive language development and the results were also significant ($p < 0.001$). In the three parenting styles, the results indicate although the results were significant in all the three categories the highest magnitude was observed in the permissive category which also indicated a positive relationship (Table 3).

Table 3: Difference of degree of hearing loss among aided and unaided patients(N=66)

Language	Parenting Style (rpb, p-value)		
	Authoritarian	Authoritative	Permissive
Receptive Language	-0.211, 0.000	0.362, 0.000	0.896, 0.000
Expressive Language	-0.088, 0.000	0.369, 0.000	0.677, 0.000

(Note: rpb=Point-Biserial Correlation Coefficient)

Chi square independent test was used to identify the association between the parenting style and basic demographic variables. Most of the demographic variables have significant ($p < 0.001$) and high association with parenting style including 'house hold income' ($\phi c = .724$), 'mother is working' ($\phi c = .850$), 'father is working' ($\phi c = .688$), 'mother's qualification' ($\phi c = .868$) and 'father's qualification' ($\phi c = .864$), 'long term medication' ($\phi c = .755$), 'time spent with father' ($\phi c = .861$), 'time spent with mother' ($\phi c = .632$), 'activities done with father' ($\phi c = .882$), 'activities done with mother' ($\phi c = .772$), which means that these factors are affecting the parenting style. Others demographic variables were non-significant which means they are not affecting the parenting style.

DISCUSSION

Language development in children is affected by several factors linked to one another, including family system. The mother is seen the first person to influence the child language development [19]. The current study revealed that the most commonly used parenting style was authoritative parenting style (58.60%), followed by authoritarian parenting style (38.30%) and permissive being least common (3.10%). The prevalence of authoritative parenting style (58.60%) noted in current study is much higher than prevalence of 34% noted in another local study [20], while a Saudi Arabian study revealed a much higher frequency of 76.61% [21]. Current study also revealed a significant positive association with receptive language ($r = .362$) & expressive languages ($r = .369$), which is in compliance to available literature which reveals that among the parenting styles authoritative parenting style is mostly used by the parents. Parents with authoritative parenting style have close relationship with their children, use disciplinary actions and hence have clear expectations [4]. The authoritarian parenting is second most common style (38.30%) used by the parents noted in current study, which was slightly less (53%) reported in another local study [20]. In contrast a Saudi study revealed a prevalence of 12.50% [21]. Current study also revealed significant association with language with negative correlation both with receptive ($r = -.211$) and expressive ($r = -.088$) language. Children who grow up in the environment and under the rules of authoritarian parenting

style have highly mannered children but at the same time they are not able to make decisions by themselves [4]. Current study revealed that permissive parent style is least commonly (3.10%) used by parents, which is less than that noted in in other studies (20, 21). Current study revealed positive association of permissive parenting style with receptive ($r = .896$) and expressive ($r = .677$) language. Literature also reveals that in permissive parenting style, parents are less concerned about their children's development affecting the language. Parents fulfill the basic needs of their children and are detached from them giving freedom [4]. In present study, house hold income revealed significant and high association with parenting style (Cramer's = .724). This results also correlate with previous literature done on economic status of the parents [22]. When parents give quality of time to their children it affects the child life aspect with chi square showing high and significant results for father (Cramer's = .861) and mother (Cramer's = .632), which is in compliance with literature which indicates that the more parents spend time with their children the more have great impact on children wellbeing. It's also shows that mothers and fathers leisure activities and educational activities also have great impact on children wellbeing [23]. Current study also revealed that type of language used at home also affect the language abilities of child with significant and high association between parenting style and language spoken at home (Cramer's = .835). This is also in compliance with previous studies which proved this result that home environment has significant impact on the child language development. More over parents with low socio-economic status not use multiple languages with their children which leads a child to limited vocabulary and this would affect their verbal or communication abilities [24]. Different diseases, social and emotional problems for which parents use different types of medication also affects their psychological wellbeing and behavior as well which is evident from results of current study which reveals a high and significant correlation (Cramer's = .755), for parenting style and medication taken by parents which is in compliance with literature which reveals that life stresses lead parents to different diseases which affect their parenting and this create impact on children language development [25]. Parent's employment also revealed significant and high association with parenting style of mothers (Cramer's = .850) and for fathers (Cramer's = .688), in compliance with a previous study which showed that parent's employment also has impact on children's verbal abilities and also on their cognitive abilities [26].

CONCLUSIONS

Study concludes that parenting styles have great impact on language development of children. Different types of parenting style are being used among which authoritative parenting style is the most and permissive being the least common.

Authors Contribution

Conceptualization: NF

Methodology: SS1, NF

Formal analysis: SS1, SS2

Writing-review and editing: RM, GS

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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