



PARENTS' AWARENESS OF THE IMPORTANCE OF PARENT-CHILD INTERACTION FOR LANGUAGE DEVELOPMENT

Ms. Naveena Thomas, Ms.Christy Baby, Mr. John O Pious, Ms. Cynthia Santhmayor

Abstract:

Parent child interaction or relationship plays an important role in child's language development. The communication between parents and children helps children in socializing, creates a family communication environment and to enhances the relationship values and skills. Parents are the primary people engaging and interacting with infants on a consistent basis. Positive quality of parent child interactions and increased responsiveness are essential in shaping a child's literacy environment and language development (Rasha Farouk Safwat ,2014). Language development is the backbone to academic as well as social and vocational success. Thus this study aims at evaluating the awareness of parents of the role of parent-child interaction in facilitating the speech and language skills in the child. Objective of this study is to find out the awareness in parents on the importance of parent child interaction for language development. The study included 59 parents whose children were ranging between 1 to 5 years. The study was conducted using a questionnaire to find out the awareness on parent-child interaction. The result showed that majority of the parents had excellent awareness with respect to parent-child interaction and its implications on speech and language development. Also it has been highlighted that 42.37% of parents have adequate awareness, whereas about 5.09% of parents fall short on awareness

regarding the importance of parent child interaction for the development of language. This study helps in estimating the level of awareness in parents regarding the importance of parent-child interaction and provides an idea on training the children in a well stimulative environment. It is very helpful for the parent who requires additional help and support in order to provide adequate stimulation to the child during the critical age. This variable helps in giving information about the intervention services to the parents whose children show delay in speech and language development.

INTRODUCTION

Parent child interaction plays a pivotal role in child's adequate language development. Intensive stimulation gives the child, a positive and qualitative social environment in his/her life. In order to enhance the relationship values and communication skills, language development is important. Parents are the primary people who interact with the children on a consistent basis. In early childhood learning to speak and understand language is difficult, without adequate interaction with the child. Positive quality of parent child interactions and increased responsiveness are essential in shaping a child's literacy environment and language development (Rasha Farouk Safwat ,2014).

Communication with children provides them the social support, healthy behaviors and helps to cultivate a healthy family communication environment. It is the most influential and meaningful behavior in an individual's life. Lack of interaction with the children leads them to several communication related problems. (L K Boyce,2017) Adequate interaction with the children greatly helps in their language development and later academic success. Young children rely on parents for their basic needs, attention and health care. Parents are the

best teachers who help the children to develop self-esteem and to create their own positive environment. PCI is also important to decrease the externalized child behavior problems such as aggression, temper tantrums etc. It increases the child's social skills, cooperation and life experiences. Developing good parenting environment is essential for the healthy development of a child's body and mind. Language development is an important factor that decides child's adequate development and other related skills. (Lenze SN,2011).

Knowledge of the language development in children helps parents to foster creative minds and social skills in children. It helps the children to understand and to communicate during early childhood. Language is a communication system that helps to transmit information from one person to the other. Parents who are aware about the language development, give the child adequate stimulation and enhance their developmental skills. Young children develop the skills they need to succeed in life through the stimulation given at home (Glascoe FP,2010).

Nowadays, parent-child interaction is highly lacking in the family environment due to both parents working full time outside home. It is the major factor in developing language in children. Awareness on PCI in parents is important for language development in children. Lack of awareness leads to various communication and developmental problems in children. Parents should focus on expanding the parent child relationship and provide them the social support they need. It is important that parents nurture the communication skills of their children, which helps them in socialization through interaction and play with siblings and friend. It also helps in promoting the child's mental, linguistic and emotional development. Children also gain strong

problem solving skills through the positive relationship provided. Trust and respect are the main key factors which gives positive relationship with the child (Lieneman CC, Brabson LA,2017).

Lack of communication with the child adversely affects the family environment. Children develop receptive language abilities before their verbal or expressive language develops. Lack of stimulation affects the receptive and expressive language development. By listening and mimicking parent's actions and words, a child can learn how to communicate. The more you communicate with your child, the earlier and quicker they will develop these skills (Evans MA, Shaw D,2008).

© GSJ

REVIEW OF LITREATURE

According to Rasha Farouk Safwat and Aya R sheikhany (2014), to shape a child's language development, positive quality of parent child interaction is essential. This study evaluated whether the quantity and quality of parent child interaction contribute to language development. In this study, they had included 100 parents and their children, included 60 women and 40 men. Their ages ranged between 21 and 43 years. Parents were asked to fill a questionnaire, which had A and B sections. Section A described the parent's communicative behavior and section B included information on parents and their knowledge about the causes and management of delayed language development. Results revealed that majority of the parents did not use effective methods for child's language acquisition and also their knowledge about language development and intervention was adequate.

According to Niever, Van Egreen & Pollard, (2010), parent child interaction is much better in giving positive parenting behavior and child outcomes compared with modeling and homework with less parent involvement. Parenting stress, depression, and all other related problems limits the parents' ability to actively participating in services being provided to the children.

Dixon, Graber and Brooks-Gunn, (2008) reported that strife in parent child relationships results in family issues and other emotional outcomes. Those effects will more get affected on children who are impaired or disabled. Children with borderline intellectual functioning had more challenging behaviors and related issues if their parents were not interactive (Fenning, Baker and crnic, 2014). According to Smith and Grywacz (2014) more emotional symptoms and incompleteness of daily

activities are reported in middle aged parents with children who require special consideration than parents of children who do not require special consideration. For the development of parent child interactions, the parent's perceptions are very important. There are many factors involved in language development; socioeconomic status is considered as one of many important factors (Rasha et al., 2014). For three year old preschool children, effective strategies for promoting language growth were given (Hart and Risley's., 1980). The strategies include: following the child's lead, commenting and labeling, imitating and expanding, asking questions, using in the fill in the blank, using positive feedback, praise, attention and providing choices. According to Sigman & Siller., (2002), the major areas which autism spectrum disordered children concerned are language development and communication skills. Deficits in early socio communication abilities, language development and play skills are the main criteria for an ASD diagnosis.

In order to develop cognitive skills children need expressive communication abilities. Children will be at greater risk for delays if they enter in school without the essential communication skills (Hart & Risley, 1995).

According to Walker et al, (1994)., One of the variable that affects child's communication skills is their socioeconomic status. Also maternal interactions plays a major role in how children acquire communication skills (Fewell & Deutscher., (2004). It is important that both parents' and child's variables should be examined, so that children do not fail in their communication development. Mother who was more responsive to their children had higher cognitive growth in children compared with the mothers who were inconsistently

responsive with their children. According to, Partfitt, Pike & Ayers., (2014), the quality of interaction of children with mother contribute to linguistic development and the quality of interaction with the father contributes more to motor development. Conversation between parents with their children develops their language learning and communication.

Quality of parent child relationship is important for deaf children who have poor auditory stimulus and social emotional interaction conveyed by it (Goss, 1970). There are varieties of means through which the child can express his /her intentions. It includes gestures, facial expressions, signs, and vocalizations and if parents are sensitive to these intentions and respond to them, the child will develop a communication system. Therapists and teachers working with the hearing impaired children and their parents can teach these parents to change the quality of the language they use with their child (Goss., 1970).

AIM OF THE STUDY

This study aims to find out the awareness in parents on the importance of parent child interaction for language development.

© GSJ

METHODOLOGY

The study was conducted using a questionnaire adopted from the parent article. The participants were asked to sign a free and informed consent form. The invitation for participation in the study was carried out through online survey forms.

The data collection procedure was carried out by answering the personal identification and characterization form. The parents answered the questionnaires from their home using electronic gadgets after the explanation about the aims of the study from the researcher. The questionnaires were sent back electronically to the researcher. The data were collected between March 2019 and May 2019.

The subjects were selected using the following criteria

1. Parents having child with normal speech and language development.
2. Parents in the age range 21-43 years.
3. Parents having only one child.
4. Parents with children under 5 years of age.

The following subjects were excluded from the study:

1. Parents whose children have speech and language deficits, which could prevent them from correctly answering the questionnaire.

A total of 59 subjects were taken according to inclusion and exclusion criteria. The subjects were informed to correctly answer all of the questions of the questionnaire.

The questionnaire assessed the awareness in parents on the importance of parent- child interaction for language development.

It comprised of 18 questions, each one having three options, according to the frequency of occurrences: Never, Sometimes and most of the time, respectively. The questions in the questionnaire assessed the positive quality of parent-child interactions and increased responsiveness as they are essential in shaping a child's literacy environment and language development.

© GSJ

RESULT & DISCUSSION

The data obtained were subjected to statistical analysis. The frequency distribution of the data obtained is shown below. It can be inferred from the results that majority of the parents (n=31, 52.54%) have excellent awareness of the role of parent child interaction. It has been found that 42.37% of parents (n=25) have adequate awareness regarding parent child interaction for language development whereas about 5.09% of parents (n=3) fall short on awareness regarding the importance of parent child interaction for the development of language.



Table 01: Frequency distribution of the awareness in parents on the importance of parent child interaction for language development.

SCORE	FREQUENCY	PERCENTAGE
Less than 18 (Inadequate)	3	5.09%
18-25.2 (Adequate)	25	42.37%
25.2 and above (Excellent)	31	52.54%
TOTAL	59	100
Mean: 19.66		Standard Deviation: 14.74

The Table 02 below shows the frequency of response given by the parents for each of the questions given in the questionnaire.

Table 02: frequency of response indicated by the parents for each question of the questionnaire

QUALITY OF INTERACTION	NEVER (<50%)	SOMETIMES (50%-70%)	MOST OF THE TIME (>70%)
Do you face your child while speaking to him/her	1	5	53
Do you let your child lead in the conversation?	0	23	36
Do you use or practice parallel talk ?	6	39	14
Do you use self-talk while speaking to the child?	9	39	11
Do you vary tone while speaking to the child?	4	29	26
Do you slowdown your speech rate while speaking to the child?	5	33	21
Do you use simple short sentences while speaking to the child?	4	22	33
Do you try labeling surroundings ?	8	16	35
Do you wait for your child during conversations?	1	16	42
Do you respond immediately while communicating with your child?	5	14	40
Do you use gestures to convey meaning?	5	30	24
Do you emphasize your facial expressions while speaking to the child?	3	25	31
Do you talk about "here" and "now"?	3	31	25

Do you model certain behavior for the child?	11	38	10
Do you reinforce the child during communication?	10	23	27
Do you ask your child what he wants?	2	17	40
Do you correct your child's utterances?	3	20	37
Do you show the objects that you are talking about?	2	30	28

© GSJ

DISCUSSION & CONCLUSION

These study findings will provide valid information regarding the awareness of parents on the importance of parent child interaction in the development of language. The findings show that more than half of the parents have scored excellent in the questionnaire assessing the importance of parent child interaction in the development of language. From this it can be inferred that most of the parents are aware about the importance of parent child interaction for the development of language in a developing child. The unearthing obtained supports the interpretations that were obtained by Rasha farouksafwat and Aya R sheikhany., (2014). The study done by Niever, et al., 2010, states that the parent child interaction is most important in giving positive parenting behavior and child outcomes. This is only possible if the parents are well aware of its implications. The findings of this study confirm that the parents are aware regarding the parent child interaction, hence there would have been adequate speech language stimulation for the child during the developmental period. A lack of stimulation can result in a wide range of communication disorders that can be avoided if parents are well aware about the importance of parent child interaction. Therefore it is the duty of the Speech Language pathologist & Audiologist to ensure that the parents of a new born

baby are aware regarding the importance of nurturing the communication skills in their children, which helps them in socialization through interaction and play with siblings and friends.

Assessment of awareness of parents regarding the importance of parent child interaction for language development would help us to estimate the number of parents who are capable of upbringing the child in a well stimuable environment. It is very essential as it would help in identifying those parents who require additional help and support in order to provide adequate stimulation to the child during the critical age. Therefore the result of the study would help in identifying the number of such parents who are not aware of the importance of parent child interaction thus highlighting its importance.

CONCLUSION

The result of the study was obtained through a questionnaire and hence the chance factor of biasing cannot be completely eliminated. Also the parental education, stress, emotional status, maturity, physiological and other psychological factors as well as socio-economic factors can have an influence on the study findings. Since this research was primarily focusing on identifying the awareness of parents, such factors that may affect the study findings have not been assessed thoroughly. Hence the future researches that are being done can help in identifying the relation between the language stimulation given to the child and such factors and also quantify to what extent these factors have an influence on the development of language in a child. Also the areas that have not been assessed using the questionnaire could also be identified and studied on.

REFERENCES

1. Safwat RF, Sheikhany AR. Effect of parent interaction on language development in children. The Egyptian Journal of Otolaryngology. 2014 Jul 1;30(3):255.
2. Brinkmeyer, M.Y., & Eyberg, S.M. (2003). Parent-child interaction therapy for oppositional children.
3. Hembree-Kigin, T.L., & McNeil, C.B. (2013). Parent-child interaction therapy. Springer Science & Business Media.
4. Lenze SN, Pautsch J, Luby J. Parent-child interaction therapy emotion development: A novel treatment for depression in preschool children. Depression and anxiety. 2011 Feb;28(2):153-9.
5. Lieneman CC, Brabson LA, Highlander A, Wallace NM, McNeil CB. Parent-Child Interaction Therapy: Current perspectives. Psychology Research and Behavior Management. 2017 Jul 20.
6. Evans MA, Shaw D. Home grown for reading: Parental contributions to young children's emergent literacy and word recognition. Canadian Psychology/Psychologie canadienne. 2008 May;49(2):89.
7. Neuman SB, Koh S, Dwyer J. CHELLO: The child/home environmental language and literacy observation. Early Childhood Research Quarterly. 2008 Apr 1;23(2):159-72.
8. Glascoe FP, Leew S. Parenting behaviors, perceptions, and psychosocial risk: impacts on young children's development. Pediatrics. 2010 Feb 1;125(2):313.

9. Gartstein MA, Crawford J, Robertson CD. Early markers of language and attention: mutual contributions and the impact of parent-infant interactions. *Child Psychiatry Hum Dev* 2008; 39:9-26.
10. Eyberg SM, Robinson EA. Parent-child interaction training: Effects on family functioning. *Journal of Clinical Child & Adolescent Psychology*. 1982 Jun 1;11(2):130-7.
11. Lieneman CC, Brabson LA, Highlander A, Wallace NM, McNeil CB. Parent–Child Interaction Therapy: Current perspectives. *Psychology Research and Behavior Management*. 2017 Jul 20.
12. Hembree-Kigin TL, McNeil CB. Parent—child interaction therapy. Springer Science & Business Media; 2013 Jun 29.
13. McNeil CB, Hembree-Kigin TL. Parent-child interaction therapy. Springer Science & Business Media; 2010 Mar 10.
14. Tiano JD, Grate RM, McNeil CB. Comparison of mothers' and fathers' opinions of parent–child interaction therapy. *Child & Family Behavior Therapy*. 2013 Apr 1;35(2):110-31.
15. Robinson EA, Eyberg SM. The dyadic parent–child interaction coding system: Standardization and validation. *Journal of consulting and clinical psychology*. 1981 Apr;49(2):245.
16. Schuhmann EM, Foote RC, Eyberg SM, Boggs SR, Algina J. Efficacy of parent-child interaction therapy: Interim report of a randomized trial with short-term maintenance. *Journal of clinical child psychology*. 1998 Mar 1;27(1):34-45.

17. Naik-Polan AT, Budd KS. Stimulus generalization of parenting skills during parent-child interaction therapy. *Journal of Early and Intensive Behavior Intervention*. 2008;5(3):71.
18. Gilkerson J, Richards JA, Topping KJ. The impact of book reading in the early years on parent-child language interaction. *Journal of Early Childhood Literacy*. 2017 Mar;17(1):92-110.

© GSJ

APPENDIX

QUALITY OF INTERACTION	NEVER (<50%)	SOMETIMES (50%-70%)	MOST OF THE TIME (>70%)
Do you face your child while speaking to him/her			
Do you let your child lead in the conversation?			
Do you use or practice parallel talk ?			
Do you use self-talk while speaking to the child?			
Do you vary tone while speaking to the child?			
Do you slowdown your speech rate while speaking to the child?			
Do you use simple short sentences while speaking to the child?			
Do you try labelling surroundings ?			
Do you wait for your child during conversations?			
Do you respond immediately while communicating with your child?			
Do you use gestures to convey meaning?			
Do you emphasize your facial expressions while speaking to the child?			
Do you talk about "here" and "now"?			
Do you model certain behavior for the child?			
Do you reinforce the child during communication?			
Do you ask your child what he wants?			
Do you correct your child's utterances?			
Do you show the objects that you are talking about?			

QUALITY OF INTERACTION	അപൂർവമായി (<50%)	ചിലപ്പോൾ (50%-70%)	മിക്കപ്പോഴും (>70%)
നിങ്ങളുടെ കുട്ടിയോട് മുഖത്തു നോക്കിയാണോ നിങ്ങൾ സംസാരിക്കാറുള്ളത് ?			
സംഭാഷണം നയിക്കാൻ നിങ്ങൾ കുട്ടിയെ അനുവദിക്കാറുണ്ടോ?			
നിങ്ങൾ സമാന്തരസംവാദം ഉപയോഗിക്കാറുണ്ടോ ?			
കുട്ടിയോട് സംസാരിക്കുമ്പോൾ നിങ്ങൾ സ്വയം - സംവാദം ഉപയോഗിക്കുന്നുണ്ടോ?			
കുട്ടിയോട് സംസാരിക്കുമ്പോൾ നിങ്ങൾ സ്വരവ്യത്യാസം വരുത്താറുണ്ടോ ?			
കുട്ടിയോട് സംസാരിക്കുമ്പോൾ നിങ്ങൾ നിങ്ങളുടെ സംഭാഷണവേഗത കുറക്കാറുണ്ടോ ?			
കുട്ടിയോട് സംസാരിക്കുമ്പോൾ നിങ്ങൾ ലളിതമായ ചെറിയ വാചകങ്ങൾ ഉപയോഗിക്കാറുണ്ടോ ?			
നിങ്ങളുടെ കുട്ടിയുടെ മുന്നിൽ വെച്ചു ചുറ്റുപാടുകളെ പേര് ചൊല്ലി വിളിക്കാൻ ശ്രമിക്കാറുണ്ടോ ?			
സംഭാഷണത്തിനിടയിൽ നിങ്ങളുടെ കുട്ടിയുടെ പ്രതികരണത്തിനുവേണ്ടി നിങ്ങൾ കാത്തിരിക്കാറുണ്ടോ ?			
കുട്ടിയുമായുള്ള സംഭാഷണത്തിനിടയിൽ നിങ്ങൾ ഉടൻ പ്രതികരിക്കാറുണ്ടോ ?			
സംഭാഷണത്തിനിടയിൽ നിങ്ങൾ ആംഗ്യങ്ങൾ ഉപയോഗിക്കാറുണ്ടോ ?			
കുട്ടിയോട് സംസാരിക്കുമ്പോൾ നിങ്ങളുടെ ഭാവപ്രകടനങ്ങൾക്ക് നിങ്ങൾ ഊന്നൽ കൊടുക്കാറുണ്ടോ ?			
"ഇവിടെ "," ഇപ്പോൾ " തുടങ്ങിയ ആശയങ്ങളെക്കുറിച്ച് നിങ്ങൾ സംസാരിക്കാറുണ്ടോ ?			
കുട്ടിയുടെ ചില പ്രത്യേക പെരുമാറ്റങ്ങൾക്ക് നിങ്ങൾ മാതൃകയാകാറുണ്ടോ ?			
നിങ്ങൾ നിങ്ങളുടെ കുട്ടിയെ സംഭാഷണത്തിന് പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ			
അവസരങ്ങളിൽ, കുട്ടിക്ക് എന്താണ് വേണ്ടതെന്നു അവളോട് /അവനോടു ചോദിച്ചറിയാറുണ്ടോ?			
നിങ്ങൾ നിങ്ങളുടെ കുട്ടിയുടെ ഉച്ചാരണം തിരുത്താറുണ്ടോ ?			
നിങ്ങൾ സംസാരിക്കുമ്പോൾ			

പ്രതിപാദിക്കുന്ന വസ്തുക്കൾ കുട്ടികളെ കാണിക്കാറുണ്ടോ?			
---	--	--	--

© GSJ