



Research Article

COMPARATIVE ANALYSIS OF PARENTAL FACTORS AND THEIR INFLUENCE ON LANGUAGE DEVELOPMENT OF RURAL AND URBAN PRESCHOOL CHILDREN

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Abstract: The study was conducted in Dharwad with the aim to analyze the influence of parental factors on language development of preschool children. A sample of 240 children (47 boys and 73 girls) from urban and 45 boys and 75 girls from rural areas with an age cohort of 2-3, 3-4 and 4-5 years were selected from preschools viz., play home, nursery, LKG and UKG sessions. Differential design and correlation design were employed to know the relationship between language development among urban and rural preschool children. Preschool Language Scale-5 (PLS-5) was used to know the auditory comprehension, expressive communication and overall language development of children among rural and urban areas. Socio-economic status scale was used to get information on parent's education and occupation. Chi-square and t-test were used to know the association between language development of children with parent's education and occupation. The results of the analysis revealed that, auditory comprehension, expressive communication and overall language development among rural and urban children were highly associated with parent's education and occupation. Significant differences were observed between parent's education, occupation with auditory comprehension, expressive communication and overall language development. Highly educated parents had children with higher level of language development in both rural and urban areas as compared to children with lower educated parents. In parent's occupation, working parents had children with high level of language development in both rural and urban areas as compared to children of non-working parents. In rural area, there was no facility for the children to improve upon their language. Hence, there is a need of increase parent's knowledge on child's language development in order to enhance auditory comprehension, expressive communication of children.

Keywords: Auditory comprehension, Expressive communication, Language development, Preschool Children, Parents education, Parents occupation

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Introduction

Parents role in the child language development is an imperative piece of the linguistic puzzle. They serve as models and teachers for their child's very first interactions with language, and their influence is extremely important in shaping development. A parent first exposes their child to language as soon as they are born. Parents naturally speak to their babies and engage them in communication from their first days. Furthermore, they adjust their speech to "baby talk" almost instinctively. Parents continue to adjust their language to fit the stage of their child's development, and for the most part, they do it intuitively.

Moreover, language is foundational stone to children's school readiness and achievement. Children have an innate ability for language. Every child, regardless of where they are from, and what their birth circumstances are, develops language. Although they possess this natural aptitude for speech, their interaction with adults has a major influence on the richness and quality of speech that they develop. Although all children will develop language, the richness and the quality vary greatly from child to child. Parents' involvement in their child's oral language development plays a huge role in not only their language acquisition but also on their later success in school. Oral language is a vital part of a child's literacy development, which includes not only speaking, but also reading and writing. One of the most important things a parent can do to develop their child's skill with language is to talk with them. Although that sounds extremely simple, it does not always come naturally to everyone. Another extremely important thing that parents can do at home for their infants, toddlers and preschoolers is to read aloud to them. Parents can alternate between the types of sing-song, predictable books that they enjoy, and some that contain a little more advanced language.

When parents read aloud to their children, they are exposing them to many language and literacy principals. Children are hearing rhymes, learning book language, and gaining vocabulary. Parents often think that the youngest children cannot understand and enjoy books, but by exposing them at a very early age, you are helping shape their language development as well as starting them on their lifelong path toward reading. Keeping this in view the study was undertaken with the aim of a comparative analysis of parental factors and their influence on language development of rural and urban preschool children

Materials and Methods

Research design

A differential design was used to compare language development of preschool children between rural and urban areas of Dharwad taluk.

A correlation design was employed to know the relation between language development of preschool children among rural and urban areas

Population and sample: Population of the study comprises of children in the age group of 2-5 years selected from preschools of rural and urban areas of Dharwad taluk A sample of 240 children, (45 boys and 75 girls) from rural, (47 boys and 73) girls from urban areas with a age cohorts of 2-3, 3-4 and 4-5 years were selected randomly from Nursery, LKG and UKG sessions.

Data collection procedure

Permission was obtained from the preschool teachers to carry out the research work in selected four schools from urban and four schools from rural areas.

In each school 30 children were selected randomly according to age cohort (2-3, 3-4 and 4-5 years) to assess the influence of familial factors on language development of preschool children in rural and urban areas.

Socio-Economic Status scale

It consists of 23 statements which assess parents' education, occupation, location, type of family, number of children, possessions of agricultural land, domestic animals, and social status of the family.

Preschool Language Scale-5

The scale is an individually administered instrument that assesses the auditory, expressive and language developmental functioning of preschool children between 0 months to 84 months of age. It consists of two dimensions, auditory comprehension and expressive communication. The auditory comprehension scale (65 items) includes evaluation of attention, semantics, and language structure e.g. comparison and inference. The expressive communication scale (67 items) includes evaluation of vocal development, social communication, semantics and language structure. Children are observed on the activities they perform and are scored "1" for performing the activity "0" for not performing. Raw score is obtained by adding total points. After obtaining raw scores it is converted to scaled scores as per the age of the child.

Range	Categories
130>	Highly above average
115-129	Above average
86-114	Average
78-85	Mild
71-77	Low
<70	Very low

Statistical analysis

Chi-square test, t-test, correlation and regression analysis were used to know the significant difference between auditory, expressive, language development, home environment and socioeconomic status of the sample.

Results and Discussion

The results from [Table-1a] presented association between dimensions of language development and mother's education of rural and urban children. With regard to rural area, majority of children whose mother's education was graduation fell under average level (55.00 %) and remaining 45.00 % fell under mild level of auditory comprehension. Among PUC/Diploma, majority of children fell under mild level (70.42 %) followed by low level (21.12 %) and average level (8.45 %) of auditory comprehension. Among children with mother's education being primary pass but<10th, majority of children belonged to mild level (62.00 %) followed by low level (31.00 %) and average level (6.89 %) of auditory comprehension. Therefore, the significant association between level of auditory comprehension and mother's education was evidenced ($\chi^2=30.71^{**}$).

With respect to expressive communication, majority of children whose mother's education was graduation fell under mild level (65.00 %) and average (35.00 %) level of expressive communication. Among PUC/Diploma, most of the children had mild level (60.56 %) followed by low level (23.94 %) and average level (15.49 %) of expressive communication. Among children with mother's education being primary pass but<10th, majority of children belonged to mild (41.37 %) followed by 41.37 percent low and average level (17.24 %) of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with mother's education ($\chi^2=13.26^{*}$).

With regard to overall language development, whose majority of children whose mother's education was graduation fell under mild level (65.00 %) and average (35.00 %) level of language development. Among PUC/Diploma, most of the children fell under mild level (66.19 %) followed by 23.94 percent low level and average level (9.85 %) of overall language development. Among children with mother's education being primary pass but<10th, majority of children belonged to mild level (62.06 %) and low (37.93 %) level of overall language development of children. Chi-square analysis revealed that language development was significantly associated with mother's education ($\chi^2=20.85^{**}$).

Regarding urban area, it was observed that among urban mothers with graduation, all children fell under average level (84.61 %) and mild level (15.38 %) of auditory comprehension. Among children with mothers having PUC/Diploma education, most of them belonged to average level (72.46 %) followed by mild level (27.53 %) of auditory comprehension. Among mothers who had primary pass but<10th, most of the children fell under average level (50.00 %) and mild level (50.00 %) of auditory comprehension. Therefore, the significant association between level of auditory comprehension and mother's education was evidenced ($\chi^2=5.98^{*}$). With respect to expressive communication, it was observed that among urban mothers with graduation, all children fell under average level (74.35 %) and mild level (25.64 %) of expressive communication. Among children with mothers having PUC/Diploma education, most of them belonged to average level (72.46 %) and mild level (27.53 %) of expressive communication. Among mothers who had primary pass but<10th, most of the children fell under mild level (58.33 %) and average (41.66 %) level of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with mother's education ($\chi^2=7.67^{NS}$).

With regard to overall language development, majority of children whose mother's education was graduation had average level (74.35 %) and mild (25.64 %) level of overall language development. Among children with mothers having PUC/Diploma education, most of them belonged to average level (66.66 %) and mild level (33.33 %) of overall language development. Among mothers who had primary pass but<10th, most of the children fell under mild level (75.00 %) and average (25.00 %) level of language development. Chi-square analysis revealed that language development was significantly associated with mother's education ($\chi^2=10.02^{**}$).

The results from [Table-1b] portrayed the comparison of dimensions of language development by mother's education among rural and urban children. In case of rural area, children with mother's education being graduation had high mean scores as compared to children with mothers having education of PUC/Diploma and primary pass but<10th. The one-way ANOVA showed significant difference between the auditory comprehension ($F=6.83^{**}$), expressive communication ($F=4.35^{**}$) and overall language development ($F=8.34^{**}$). In the same way in urban area, mothers with graduation had higher scores with contrast to children with mothers having PUC/Diploma and primary pass but<10th. The one-way ANOVA showed significant difference between the auditory comprehension ($F=4.70^{*}$), expressive communication ($F=3.91^{*}$) and overall language development ($F=4.88^{**}$). Reason may be mothers are graduated and they have more knowledge regarding child language development

Influence of father's education on dimensions of language development among rural and urban children

The result from [Table-2a] presented association between dimensions of language development and father's education among rural and urban children. With regard to rural area, majority of children whose father's education was graduation fell under mild level (70.27 %) followed by 21.62 percent fell under low level and 8.10 percent were in average level of auditory comprehension. Among PUC/Diploma, majority of children fell under mild level (67.18 %) followed by average level (23.43 %) and low level (9.37 %) of auditory comprehension. Among children with father's education being primary pass but<10th, majority of children belonged to low level (52.63 %) followed by mild level (42.10 %) and average level (5.26 %) of auditory comprehension. Therefore, the significant association between level of auditory comprehension and father's education was evidenced ($\chi^2=22.80^{**}$).

With respect to expressive communication, majority of children whose father's education was graduation fell under mild level (70.27 %) followed by 18.91 percent were in low level and average level (10.81 %) level of expressive communication. Among PUC/Diploma, most of the children had mild level (43.75 %) followed by average level (29.68 %) and average level (26.56 %) of expressive communication. Among children with father's education being primary pass but<10th, majority of children belonged to mild (73.68 %) followed by 26.31 percent were in low level and none of them fell under average level of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with father's education ($\chi^2=33.1^{**}$).

Table-1a Association between language development of rural and urban children with mother's education

Dimensions	Levels (scores range)	Mother's education										
		Rural (n=120)					Modified χ^2	Urban (n=120)				
		Graduation (n=20)	PUC/Diploma (n=71)	Primary pass but<10 th (n=29)	Total	Levels (scores range)		Graduation (n=39)	PUC/Diploma (n=69)	Primary pass but<10 th (n=12)	Total	Modified χ^2
Auditory comprehension	Average (86-114)	11(55.00)	6(8.45)	2(6.89)	19(15.83)	30.71**	Average (86-114)	33(84.61)	50(72.46)	6(50.00)	89(74.16)	5.98*
	Mild (78-85)	9(45.00)	50(70.42)	18(62.00)	77(64.16)		Mild (78-85)	6(15.38)	19(27.53)	6(50.00)	31(25.83)	
	Low (71-77)	-	15(21.12)	9(31.00)	24(20.00)							
Expressive communication	Average (86-114)	7(35.00)	11(15.49)	5(17.24)	23(19.16)	13.26*	Average (86-114)	29(74.35)	50(72.46)	5(41.66)	84(70.00)	7.67 ^{NS}
	Mild (78-85)	13(65.00)	43(60.56)	12(41.37)	68(56.66)		Mild (78-85)	10(25.64)	19(27.53)	7(58.33)	36(30.00)	
	Low (71-77)	-	17(23.94)	12(41.37)	29(24.16)							
Overall language development	Average (86-114)	7(35.00)	7(9.85)	-	14(11.66)	20.85**	Average (86-114)	29(74.35)	46(66.66)	3(25.00)	78(65.00)	10.02**
	Mild (78-85)	13(65.00)	47(66.19)	18(62.06)	78(65.00)		Mild (78-85)	10(25.64)	23(33.33)	9(75.00)	42(35.00)	
	Low (71-77)	-	17(23.94)	11(37.93)	28(23.33)							

Figure in parenthesis indicates percentage, *0.05 level significant, **0.01 level significant, NS-non significant

Table-1b Comparison of mean scores of language development of rural and urban children by mother's education

Dimensions	Mother's education							
	Rural (n=120)			F - value	Urban (n=120)			F - value
	Graduation (n=20)	PUC/Diploma (n=71)	Primary pass but<10 th (n=29)		Graduation (n=39)	PUC/Diploma (n=69)	Primary pass but<10 th (n=12)	
	Mean \pm SD	Mean \pm SD	Mean \pm SD		Mean \pm SD	Mean \pm SD	Mean \pm SD	
Auditory comprehension	83.75 \pm 3.76	79.47 \pm 5.22	78.48 \pm 5.85	6.83**	90.66 \pm 5.90	90.63 \pm 7.09	84.66 \pm 2.26	4.70*
Expressive communication	83.25 \pm 5.51	79.56 \pm 6.08	78.06 \pm 6.65	4.35*	91.00 \pm 8.16	89.84 \pm 7.43	84.33 \pm 3.82	3.91*
Overall language development	82.45 \pm 4.50	78.26 \pm 4.88	76.96 \pm 4.70	8.34**	90.08 \pm 7.55	89.51 \pm 6.64	83.33 \pm 2.60	4.88**

*0.05 level significant, **0.01 level significant

Table-2a Association between language development of rural and urban children with father's education

Dimensions	Levels (Score range)	Father's education										
		Rural (n=120)					Modified χ^2	Urban (n=120)				
		Graduation (n=37)	PUC/Diploma (n=64)	Primary pass but<10 th (n=19)	Total	Levels (Score range)		Graduation (n=49)	PUC/Diploma (n=65)	Primary pass but<10 th (n=6)	Total	Modified χ^2
Auditory comprehension	Average (86-114)	3(8.10)	15(23.43)	1(5.26)	19(15.83)	22.80**	Average (86-114)	27(55.10)	56(86.15)	6(100.00)	89(74.16)	16.26**
	Mild (78-85)	26(70.27)	43(67.18)	8(42.10)	77(64.16)		Mild (78-85)	22(44.89)	9(13.84)	-	31(25.83)	
	Low (71-77)	8(21.62)	6(9.37)	10(52.63)	24(20.00)							
Expressive communication	Average (86-114)	4(10.81)	19(29.68)	-	23(19.16)	33.21**	Average (86-114)	25(51.02)	56(86.16)	3(50.00)	84(70.00)	16.25**
	Mild (78-85)	26(70.27)	28(43.75)	14(73.68)	68(56.66)		Mild (78-85)	24(48.97)	9(13.84)	3(50.00)	36(30.00)	
	Low (71-77)	7(18.91)	17(26.56)	5(26.31)	29(24.16)							
Overall language development	Average (86-114)	3(8.10)	11(17.18)	-	14(11.66)	27.89**	Average (86-114)	27(55.10)	53(81.53)	3(50.00)	78(65.00)	14.76**
	Mild (78-85)	21(56.75)	48(75.00)	9(47.36)	78(65.00)		Mild (78-85)	22(44.89)	12(18.46)	3(50.00)	42(35.00)	
	Low (71-77)	13(35.13)	5(7.81)	10(52.63)	28(23.33)							

Figure in parenthesis indicates percentage, **0.01 level significant

Table-2b Comparison of mean scores of language development of rural and urban children by father's education

Dimensions	Father's education							
	Rural (n=120)			F - value	Urban (n=120)			F - value
	Graduation (n=37)	PUC/Diploma (n=64)	Primary pass but<10 th (n=19)		Graduation (n=49)	PUC/Diploma (n=65)	Primary pass but<10 th (n=6)	
	Mean \pm SD	Mean \pm SD	Mean \pm SD		Mean \pm SD	Mean \pm SD	Mean \pm SD	
Auditory comprehension	79.78 \pm 5.73	81.18 \pm 4.52	76.10 \pm 6.03	7.10**	91.72 \pm 6.07	97.00 \pm 6.41	86.97 \pm 5.94	12.82**
Expressive communication	77.86 \pm 7.02	81.96 \pm 5.10	76.36 \pm 6.07	9.50**	91.53 \pm 7.92	94.50 \pm 8.09	87.30 \pm 6.88	5.57**
Overall language development	77.54 \pm 4.87	80.40 \pm 4.33	74.89 \pm 5.31	11.74**	91.00 \pm 6.97	95.33 \pm 7.42	86.12 \pm 6.15	10.11**

**0.01 level significant

With regard to overall language development, whose majority of children whose father's education was graduation fell under mild level (56.75 %) followed by 35.13 percent were in low level and average level (8.10 %) of language development. Among PUC/Diploma, most of the children fell under mild level (75.00 %) followed by 17.18 percent average level and low level (7.81 %) of overall language development. Among children with father's education being primary pass but<10th, majority of children belonged to low level (52.63 %) and mild (47.36 %) level of overall language development of children. Chi-square analysis revealed that language development was significantly associated with father's education ($\chi^2=27.89$ **).

Regarding urban area, it was observed that among urban fathers with graduation, all children fell under average level (55.10 %) and mild level (44.89 %) of auditory comprehension. Among children with fathers having PUC/Diploma education, most of them belonged to average level (86.15 %) followed by mild level (13.84 %) of auditory comprehension. Among fathers who had primary pass but<10th, most of the children fell under average level (100.00 %) and none of them fell under mild level of auditory comprehension. Therefore, the significant association between level of auditory comprehension and father's education was evidenced ($\chi^2=16.26$ **).

With respect to expressive communication, it was observed that among urban fathers with graduation, all children fell under average level (51.02 %) and mild level (48.97 %) of expressive communication. Among children with fathers having PUC/Diploma education, most of them belonged to average level (86.15 %) and mild level (13.84 %) of expressive communication. Among fathers who had

primary pass but<10th, most of the children fell under average level (50.00 %) and mild (50.00 %) level of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with father's education ($\chi^2=16.25$ **).

With regard to overall language development, majority of children whose father's education was graduation had average level (55.10 %) and mild (44.89 %) level of overall language development. Among children with fathers having PUC/Diploma education, most of them belonged to average level (81.53 %) and mild level (18.46 %) of overall language development. Among fathers who had primary pass but<10th, most of the children fell under average level (50.00 %) and mild (25.00 %) level of language development. Chi-square analysis revealed that language development was significantly associated with father's education ($\chi^2=14.76$ **).

The result from [Table-2b] portrayed the comparison of dimensions of language development by father's education among rural and urban children. In case of rural area, children with father's education being PUC/Diploma had high mean scores as compared to children with fathers having education of graduation and primary pass but<10th. The one-way ANOVA showed significant difference between the auditory comprehension ($F=7.10$ **), expressive communication ($F=9.50$ **) and overall language development ($F=11.74$ **).

In the same way in urban area, fathers with PUC/Diploma had higher scores with contrast to children with fathers having graduation and primary pass but<10th. The one-way ANOVA showed significant difference between the auditory comprehension ($F=12.82$ **), expressive communication ($F=5.57$ **) and overall language development ($F=10.11$ **).

Table-3a Association between language development of rural and urban children with mother's occupation

Dimensions	Levels (Score range)	Rural (n=120)				Modified χ^2	Levels (Score range)	Urban (n=120)				Modified χ^2
		Service in private sector (n=14)	Working in agriculture (n=27)	House wife (n=79)	Total			Service in govt/public sector (n=16)	Service in private sector (n=23)	House wife (n=81)	Total	
Auditory comprehension	Average (86-114)	8(57.14)	10(37.03)	3(3.79)	19(15.83)	31.39**	Average (86-114)	16(100.00)	17(73.91)	56(69.13)	89(74.16)	6.64*
	Mild (78-85)	6(42.85)	16(59.25)	53(67.08)	77(64.16)		Mild (78-85)	-	6(26.08)	25(30.86)	31(25.83)	
	Low (71-77)	-	1(33.70)	23(29.11)	24(20.00)							
Expressive communication	Average (86-114)	8(57.14)	4(14.81)	4(5.06)	23(19.16)	33.82**	Average (86-114)	15(93.75)	18(78.26)	51(62.96)	84(70.00)	11.99*
	Mild (78-85)	6(42.85)	12(44.44)	50(63.29)	68(56.66)		Mild (78-85)	1(6.25)	5(21.73)	30(37.03)	36(30.00)	
	Low (71-77)	-	11(40.74)	25(31.64)	29(24.16)							
Overall language development	Average (86-114)	5(35.71)	6(22.22)	3(3.79)	14(11.66)	21.38**	Average (86-114)	15(93.75)	17(73.91)	46(56.79)	78(65.00)	9.01*
	Mild (78-85)	9(64.28)	18(66.66)	51(64.55)	78(65.00)		Mild (78-85)	1(6.25)	6(26.08)	35(43.20)	42(35.00)	
	Low (71-77)	-	3(11.11)	25(31.64)	28(23.33)							

Figure in parenthesis indicates percentage, *0.05 level significant, ** 0.01 level significant

Table-3b Comparison of mean scores of language development of rural and urban children by mother's occupation

Dimensions	Rural (n=120)			F- value	Urban (n=120)			F- value
	Service in private sector (n=14)	Working in agriculture (n=27)	House wife (n=79)		Service in govt/public sector (n=16)	Service in private sector (n=23)	House wife (n=81)	
	Mean \pm SD	Mean \pm SD	Mean \pm SD		Mean \pm SD	Mean \pm SD	Mean \pm SD	
Auditory comprehension	83.78 \pm 2.96	83.11 \pm 4.69	78.18 \pm 5.18	15.12**	93.62 \pm 4.58	90.47 \pm 6.51	89.22 \pm 6.78	3.13*
Expressive communication	86.00 \pm 5.39	82.66 \pm 6.55	77.74 \pm 5.25	17.51**	92.87 \pm 8.56	91.60 \pm 8.70	88.91 \pm 7.24	2.41 ^{NS}
Overall language development	83.92 \pm 3.75	81.74 \pm 4.02	76.65 \pm 4.37	26.86**	92.62 \pm 6.57	90.30 \pm 7.67	88.24 \pm 6.95	2.90*

*0.05 level significant, ** 0.01 level significant, NS-non significant

Table-4a Association between language development of rural and urban children with father's occupation

Dimensions	Levels (Score range)	Rural (n=120)				Modified χ^2	Levels (Score range)	Urban (n=120)				Modified χ^2
		Service in govt/public sector (n=11)	Service in private sector/ Business (n=57)	Self employed (n=52)	Total			Service in govt/public sector (n=20)	Service in private sector/ Business (n=86)	Self employed (n=14)	Total	
Auditory comprehension	Average (86-114)	3(27.27)	10(17.54)	6(11.53)	19(15.83)	17.88**	Average (86-114)	19(95.00)	61(70.93)	9(64.28)	89(74.16)	5.71*
	Mild (78-85)	8(72.72)	42(73.68)	27(51.92)	77(64.16)		Mild (78-85)	1(5.00)	25(29.06)	5(35.71)	31(25.83)	
	Low (71-77)	-	5(8.77)	19(36.53)	24(20.00)							
Expressive communication	Average (86-114)	3(27.27)	17(29.82)	3(5.76)	23(19.16)	18.07**	Average (86-114)	20(100.00)	57(66.27)	7(50.00)	84(70.00)	12.19*
	Mild (78-85)	7(63.63)	32(56.14)	29(55.76)	68(56.66)		Mild (78-85)	-	29(33.72)	7(50.00)	36(30.00)	
	Low (71-77)	1(9.09)	8(14.03)	20(38.46)	29(24.16)							
Overall language development	Average (86-114)	3(27.27)	8(14.03)	3(5.76)	14(11.66)	17.59**	Average (86-114)	19(95.00)	55(63.95)	4(28.57)	78(65.00)	16.12**
	Mild (78-85)	7(63.63)	43(75.43)	28(53.84)	78(65.00)		Mild (78-85)	1(5.00)	31(36.04)	10(71.42)	42(35.00)	
	Low (71-77)	1(9.09)	6(10.52)	21(40.38)	28(23.33)							

Figure in parenthesis indicates percentage, *0.05 level significant, ** 0.01 level significant

Table-4b Comparison of mean scores of language development of rural and urban children by father's occupation

Dimensions	Rural (n=120)			F- value	Urban (n=120)			F- value
	Service in govt/public sector (n=11)	Service in private sector/ Business (n=57)	Self employed (n=52)		Service in govt/public sector (n=20)	Service in private sector/ Business (n=86)	Self employed (n=14)	
	Mean \pm SD	Mean \pm SD	Mean \pm SD		Mean \pm SD	Mean \pm SD	Mean \pm SD	
Auditory comprehension	82.54 \pm 3.67	81.64 \pm 4.26	77.53 \pm 5.95	10.66**	92.30 \pm 5.30	90.08 \pm 6.85	86.64 \pm 5.56	3.13*
Expressive communication	82.09 \pm 6.12	81.24 \pm 6.44	77.76 \pm 5.64	5.25**	94.25 \pm 6.87	89.50 \pm 7.77	86.64 \pm 7.22	4.70*
Overall language development	81.09 \pm 4.39	80.28 \pm 4.36	76.34 \pm 5.05	11.25**	92.65 \pm 5.97	89.03 \pm 7.19	85.50 \pm 6.80	4.45*

*0.05 level significant, ** 0.01 level significant

Muluk *et al.*, (2015) [1] reported that higher level of mother education was significantly affecting the expressive and receptive language development at 3 to 4 years of children. Mother education was significantly associated with self-described use of teaching practices. Families in which the mothers had higher level of education reported a higher frequency of conversation eliciting and storytelling than families in which the mothers had lower levels of education [5]. Hupp *et al.* (2011) [2] reported that high level maternal and paternal education, children were in high level of language development compared to low level. Child's language development was significantly correlated with maternal and paternal education. Sidhu *et al.*, (2010) [3] found that low level of father education and mother education was significantly differing between high and low risk group, the largest difference was 12.75 language question points. Oslo (2017) [4] found that father's education significantly predicted children's (Norwegian) vocabulary scores while mother's education significantly predicted vocabulary scores of the preschoolers. Father's education significantly predicted minority (Turkish) vocabulary scores among the preadolescents.

Influence of mother's occupation on dimensions of language development among rural and urban children

The result from [Table-3a] presented association between dimensions of language development and mother's occupation among rural and urban children. With respect to rural area, majority of children whose mother's occupation was service

in private sectors fell under average level (57.14 %) followed by 42.85 percent fell under mild level and none of them were in low level of auditory comprehension. Among working in agriculture, majority of children fell under mild level (59.25 %) followed by average level (37.70 %) and low level (33.70 %) of auditory comprehension. Among children with mother's occupation being house wife, majority of children belonged to mild level (67.08 %) followed by low level (29.11 %) and average level (3.79 %) of auditory comprehension. Therefore, the significant association between level of auditory comprehension and mother's occupation was evidenced ($\chi^2=31.39^{**}$). With respect to expressive communication, majority of children whose mother's occupation was service in private sector were in average level (57.14 %) followed by mild level (42.58 %) and none of them were in low level of expressive communication. Among working in agriculture, majority of them had mild level (44.44 %) followed by low (40.74 %) and average level (14.81 %) of expressive communication. Among children with mother's occupation being house wife, majority were in mild level (63.29 %) followed by low level (31.64 %) and average level (5.06 %) level of expressive communication of children. Chi-square analysis revealed that expressive communication was significantly associated with mother's occupation ($\chi^2=33.82^{**}$). Overall language development, most of the children with mother's occupation was service in private sector and working in agriculture fell under mild level (64.28 % and 66.66 %) followed by average level (35.71 % and 22.22 %) and low level (11.11 %) of overall language development.

Among house wife, half of them were in mild level (64.55 %) followed by low level (31.64 %) and average level (3.79 %) of overall language development. Chi-square analysis revealed that overall language development was significantly associated with mother's occupation ($\chi^2=21.38^{**}$).

In case of urban area, majority of children with mother's occupation was service in govt/public sector, fell under average level (100.00 %) and none of them fell under mild level of auditory comprehension. Among service in private sector/business, half of them fell under average (73.91) and 26.08 percent were in mild level of auditory comprehension of children. Among house wife, majority of children had average level (69.13 %) and mild level (30.86 %) of auditory comprehension. Chi-square analysis revealed that auditory comprehension was significantly associated with mother's occupation ($\chi^2=6.64^*$).

Expressive communication, about 93.75 percent of children with mother's occupation was service in govt/public sector fell under average level and 6.25 percent of children were in mild level of expressive communication. Among service in private sector/business, majority of children belonged to average level (78.26 %) and mild level (21.73 %) of expressive communication. Among house wife, most of the children had average level (62.96 %) and mild (37.03 %) level of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with mother's occupation ($\chi^2=11.99^*$).

Overall language development, majority of children with mother's occupation is service in private sector were in average level (93.75 %) and mild level (6.25 %) of overall language development. Among working in agriculture, half of the children were in average level (73.91 %) and mild level (26.08 %) of overall language development. Among house wife, majority of children fell under average level (56.79 %) and mild level (43.20 %) of overall language development. Chi-square analysis revealed that overall language development was significantly associated with mother's occupation ($\chi^2=9.01^*$).

The comparison of mean scores indicated that there was significant difference on auditory comprehension, expressive communication and overall language development by mother's occupation of rural children is presented in [Table-3b]. In case urban area, auditory comprehension ($F=3.13^*$) and overall language development ($F=2.90^*$) was significant difference was observed between mother's occupation.

Influence of father's occupation on dimensions of language development among rural and urban children

The result from [Table-4a] presented association between dimensions of language development and fathers' occupation of rural and urban children. With respect to rural area, children with father's occupation was service in govt/public sector had mild level (72.72 %) and average level (27.27 %) of auditory comprehension. Among service in private sector/ business, majority of children had mild level (73.68 %) followed by average level (17.54 %) and low level (8.77 %) of auditory comprehension. Among self-employed, majority of children were in mild level (51.92 %) followed by low level (36.33 %) and average level (11.53 %) of auditory comprehension. Chi-square analysis revealed that auditory comprehension was significantly associated with father's occupation ($\chi^2=17.88^{**}$).

Expressive communication, majority of children with father's occupation was service in govt/public sector had mild level (63.63 %) followed by average level (27.27 %) and low level (9.09 %) of expressive communication. Among service in private sector/ business, majority of children had mild level (56.14 %) followed by average level (29.82 %) and low level (14.03 %). Among self-employed, majority of children were in mild level (55.76 %) followed by 38.46 percent were in low and average level (5.76 %) of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with father's occupation ($\chi^2=18.07^{**}$).

Overall language development, majority of children with father's occupation was service in govt/public sector fell under mild level (63.63 %) followed by 27.27 percent of them fell under average and mild level (9.09 %) of overall language development. Among service in private sector/business, majority of children had mild level (75.43 %) followed by average level (14.03 %) and low level (10.52 %) of overall language development. Among self-employed, majority of children had mild level (53.84 %) followed by low level (40.38 %) and average level (5.76 %).

Chi-square analysis revealed that overall language development was significantly associated with father's occupation ($\chi^2=17.59^{**}$). In case of urban area, majority of children with father's occupation was service in govt/public sector were in average level (95.00 %) and only 5.00 percent of children were in mild level of auditory comprehension. Among service in private sector/business, half of them were belonged to average level (70.93 %) and mild level (29.06 %) of auditory comprehension. Among self-employed, majority of children had average level (64.28 %) and mild level (35.71 %) of auditory comprehension. Chi-square analysis revealed that auditory comprehension was significantly associated with father's occupation ($\chi^2=5.71^*$). Expressive communication, all children whose father's occupation was service in govt/public sector were belonged to average level (100.00 %) and none of the children were in mild level of expressive communication. Among service in private sector/business, majority of children had average level (66.27 %) and mild level (33.72 %) of expressive communication. Among self-employed, half of the children were in average level (50.00 %) and mild level (50.00 %) of expressive communication. Chi-square analysis revealed that expressive communication was significantly associated with father's occupation ($\chi^2=12.19^*$). Overall language development, majority of children whose father's occupation was service in govt/public sector were in average level (95.00 %) and only 5.00 percent were in mild level of overall language development. Among service in private sector/business were in average level (63.95 %) and mild level (36.04 %) of overall language development. Among self-employed, majority of children were in mild level (71.42 %) and average level (28.57 %) of overall language development of children. Chi-square analysis revealed that overall language development was significantly associated with father's occupation ($\chi^2=16.12^{**}$). In comparison of mean scores on auditory comprehension, expressive communication and overall language development was significant difference was observed between father's occupation of rural and urban children is presented in [Table-4b]. Service in govt/public sector was better than the service in private sector/business and self-employed in both rural and urban areas [5-7]. Sidhu *et al.*, (2010) found that low level of father occupation and mother occupation was significantly differing between high and low risk group, the largest difference was 12.75 language question points. Oslo (2017) reported that maternal education, pre-kindergarten education, household income and number of times moved before kindergarten were correlated with expressive and receptive language development.

Conclusion

Auditory comprehension, expressive communication and overall language development were significantly associated with the parent's education and occupation. Both in rural and urban areas, high level of mothers and father's education were better than low level of education in auditory comprehension, expressive communication and overall language development. Mother's occupation, service in private sector was better than the working agriculture and house wife. In case of father's occupation, service in govt/public sector was better than service in private sector and self-employed. In rural area, there was less facilities for the children to improve upon their language both in home and preschool. Hence, there is a need of increase parent's knowledge on child's language development in order to enhance auditory comprehension, expressive communication of children.

Application of research: The study helps in comparative analysis of parental factors and their influence on language development of rural and urban preschool children.

Research Category: Human Development and Family studies.

Abbreviations: PLS- Preschool language scale

LKG- Lower Kinder Garden, UKG- Upper Kinder Garden

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