

INVESTIGATION OF 60-72 MONTHS CHILDREN COMMUNICATION SKILLS BY AGE, GENDER, PARENT'S EDUCATION LEVEL AND PARENTING STYLES VARIABLES

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ABSTRACT

Social life begins with the child's birth. The child makes an effort to be adopted in that environment. Child needs support in order to be evolved socialization process. In this process the child receives support from the family members, especially father and mother (Andı, F; 2014). The family affection, attention towards child and creating confident environment for child are building blocks for child's success and child's compatible participation in society (Durmuş, R; 1996). Generally the parents are the first teacher of child. In fact some of the parents' reactions reinforce certain behaviors and some others have discouraging effect in determining the goals and values. In imitating process while children imitate most of their parents' personality traits; moral, cultural values and standards are also adopted (Durmuş, R;2006). Also children learn the way of expressing and governing themselves from their parents. The parent's treatment and imposed discipline shape the child's personality and other individual characteristics (Zeteroğlu, E; 2014). The parents' personality traits, values, attitudes, behaviors towards children, and social experiences opportunities in which provided in the first year of child life are effective in acquiring social skills (Andı, F; 2014). The common social skill with the purpose of acquiring is communication skill (Hinde, 1974; akt: Dökmen, 2006). All shares between people, revulsion, emotions, and the effect of revulsion on the people and transferring of all referred items from person to person or preceding them will be performed by means of communication. According to the Demiray (2010) it is the sharing and acquiring process that makes it possible to share certain kinds of information (Kaşgarlı;2014). The sample of the study, which was randomly selected from Istanbul province were 162 60-72 months state preschool kindergarten children and their parents. The "communication skills scale of 5-6 years children" which was filled out by their teachers (Önder.A, Dağal.A, Şallı.D; 2015) and "the parent's style scale" (Önder. A, Gülay. H; 2009) were considered in the common study.

Can parent's child's rearing style affect 60-72 month old children communication skills? Will be the main question of this study. The demographic information form and the scale of communication skills were applied to children at their preschools kindergarten. The scale of child rearing styles was handed

to parents at their home; all parents were from middle socio-economic level. The research design was shaped by the descriptive analysis of the quantitative analysis model. This research evaluates the specific independent variables effects on dependent variables; so, as it is possible to do one-dimensional comparison, and the dependent variables effect can be tested on multiple independent variables.

The analysis of data was done with relying on independent t-test, one way ANOVA and univariate ANOVA. The results indicated that the parents' with higher education level increase effectively the communication skill of children. The parents' child rearing styles, children's age and gender had no effect on children's communication skill development. The results were discussed in terms of related researches in this issue.

Keywords: 60-72 months children, communication styles, parenting styles, gender, parent's education level.

INTRODUCTION

Pre-school period is a period that forms the basis of human life. Children in pre-school period save all their experiences and are able to make relationship between them. This can be achieved through training and child's rearing. In fact along the information in which adults achieve, their support is crucial (Andi, 2014). The scientists; who were investigating on child's development and parents' role have stated these factors as defining ones (Çağdaş, 2002). According to Gordon (1993) parents' domain on the child is very extensive.

In this respect parents as people who fulfill all the requirements of children aged 0-6 years and supply all their needs are children first teacher in their training process. Given that the human personality developments come about 0-6 years; the crucial role of parents will be better understood (Zeteroğlu, 2014). In this period language and communication skills development must be emphasized. As far as language development, its evaluation and support have been focused but communication and its advancement haven't been considered largely (Erözkan, 2013). Communication is the most basic human skill and experience. A baby realization of adults advanced verbal interaction is inborn characteristics which it both follows up with verbal and nonverbal communication. Such behaviors, emotions, sharing of ideas and identification of needs find an expression in different behaviors (Chen, J; Shire, H; 2011). In order to have effective interpersonal relationship with others, there is a need for the development of communication skill in preschool periods. Accordingly for preschool children making or maintaining effective communication and being satisfied of this is required (Erözkan, 2013). To avoid experiencing communications problems in future years, children need to acquire communication skills in early ages. Being able to express their thoughts and feelings at early ages or training a child to enter the friend group easily makes the basis for being individuals who have convenient communication in their advanced ages. As it is known Children carry out this communication process in the family environment with the family members firstly. Consequently the period between 0-6 years is regarded as the basis of forming personality. In this process, family's socio-economic status, education level, the communication behavior of family members, parenting styles and many other variables can affect and shape the child's personality structure.

Personality Theories have considered the importance of such variables but all have especially emphasized in crucial role of parents in children personality development. Therefore in most of the studies child-rearing attitudes of parents have been focused and the parents' personal characteristics and attitudes are considered as an important factor in the child's personality development (Durmuş, R; 2006). On the other hand other issue which is exploring parents' effect on children is parenting styles or child rearing styles (Cardinalli ve D 'Allura, 2001). As parental attitudes cause to the development of children personality, can affect child's communication behavior. This information will

light the way for examining the communication skills of children age between 60-72 months who receive pre-school education. As a result 60-72 months children's age, gender, parents' education level and parenting styles variables' effect on children communication skill development are examined. In order to catch the aim of research, the following questions are considered.

1. Does 60-72 months children communication skill change by age differentiation?
2. Does 60-72 months children communication skill change by gender differences?
3. Does 60-72 months children communication skill change by mother's education level?
4. Does 60-72 months children communication skill change by father's education level?
5. Does 60-72 months children communication skill change by child rearing styles differences?
6. Does 60-72 months children communication skill change by all age, gender, mother's and father's education level and child rearing styles' differences?

Limitations

1. The sample of study is limited to 60-72 months children of preschool kindergartens which were depended on national ministry official
2. And the findings are limited to 60-72 months children's communication skills scale, the communication skills scale was responded by children's teachers and parenting style scale was sent to these children's parents,
3. The sample of data was collected from families who were from middle socio-economic class.

METHODOLOGY

Research design was carried out by the descriptive analysis of the quantitative analysis model. This research evaluates the specific independent variables effects on dependent variables; so, as it is possible to do one-dimensional comparison, the dependent variables effect can be tested on multiple independent variables.

Data Collection

In order to measure the communication skill of 5-6 years old children, researchers (Önder, Dağal, Şallı; 2015) developed and used the communication skills development scale. The internal consistency of this scale was (Cronbach alpha) .98. The scale used in this study was determined to have four separate subscales. The names of subscales are "have active communication", "Taking into account the value of the communication", "follow the rules of communication," and "Positive Response Demonstration". The internal consistency of "have active communication" was Cronbach Alpha: .98, the value for "Taking into account the value of the communication" was .97, "follow the rules of communication" value was Cronbach Alpha; .97 and "Positive Response Demonstration" was .87. The other data collection instrument which was carried out by parents in the study was parenting style scale (Önder. A, Gülay. H; 2009). The scale was designed in accordance with 5 points likert scale and contained 27 items. The sub dimensions names in parenting styles scale were "authoritarian parental style", "democratic parental style" and "indulgent parents Style". The internal consistency of subdimensions were Cronbach Alpha; .98 for "have active communication", Cronbach Alpha; .97 for "taking into the account the others in communication", "follow up the rules in communication" Cronbach Alpha was .97, and "Positive Response Demonstration" Cronbach Alpha was; .87.

Sample

This study was done randomly in Istanbul province central states preschool kindergartens between 60-72 months children with middle socio economic level. Beside the socio-economic status of parents, school fees were also taken into consideration. The sample consisted of 162 children and 162 parents. Demographic information about the sample groups consisted of children and parents are presented below in Table 1.

Table 1: Demographics Information Of Children And Parents Participated In The Survey

Sampling groups		f	%
Gender	Male	79	48,8
	Female	83	51,2
Children Age groups	60-67	106	65,4
	68-72	56	34,6
Mother's Education Level	Primary education	36	22,2
	Secondary	18	11,1
	High school	36	22,2
	License	49	30,2
	Post Graduate	23	14,2
Father's Education Level	Primary education	30	18,5
	Secondary	17	10,5
	High school	44	27,2
	License	48	29,6
	Post Graduate	23	14,2
Parenting Styles	Authoritarian	113	69,8
	Democratic	20	12,3
	Indulgent	29	17,9
	Total	162	100,0

Procedures

"Communication skills" scale for children participated in survey was applied by their teachers. The teachers of children were considered to be known at least for two months. Before applying the scales by teachers, the researchers trained and informed them. The "parenting styles scale" which was filled out by parents was sent to the family through teachers.

Data Analysis

In analyzing the data, one-dimensional and multi-dimensional ANOVA analysis, and for measuring the differences SCHEFFE test was used.

Findings

The below table presents the children communication skills' changes in line with mothers' education levels' changes with relying on ANOVA analysis.

Table 2: ANOVA Results For Children's Communication Skills Development In Relation To Parent Education Level

	N	Ort	ss	F	p
Primary	36	3,6612	,68740	5,237	,001
Secondary	18	3,7826	,50346		
High school	36	4,1783	,47200		
Graduate	49	4,0917	,55885		
Post graduate	23	4,1778	,69944		
Total	162	3,9932	,61884		

As it is represented in table 2 children's communication skill is changed in accordance with parents education level ($F=5,237$, $p<,001$). To find out the differentiation, Scheffe test was applied. Table 3 shows the results of Scheffe test.

Table 3: Scheffe Test Results For Children's Communication Skills Development In Relation To Mothers' Education Level

(I)mother's education level	(J)mother's education level	mid. diff	sh	p
primary	Secondary	-,12138	,16992	,972
	High school	-,51711(*)	,13874	,009
	Graduate	-,43046(*)	,12921	,029
	Post graduate	-,51653(*)	,15713	,033
Secondary	primary	,12138	,16992	,972
	High school	-,39573	,16992	,252
	Graduate	-,30908	,16224	,461
	Post graduate	-,39515	,18524	,341
High school	primary	,51711(*)	,13874	,009
	Secondary	,39573	,16992	,252
	Graduate	,08665	,12921	,978
	Post graduate	,00058	,15713	1,000
Graduate	primary	,43046(*)	,12921	,029
	Secondary	,30908	,16224	,461
	High school	-,08665	,12921	,978
	Post graduate	-,08607	,14878	,987
Post graduate	primary	,51653(*)	,15713	,033
	Secondary	,39515	,18524	,341
	High school	-,00058	,15713	1,000
	Graduate	,08607	,14878	,987

* $p<,005$

Table 3 shows how the level of mother's education affects children's communication skill, in other words the differences between primary, high school, graduate and post graduate education levels have been shown in the table. As it is represented mothers with higher levels of education from primary school demonstrated different results ($X_{SEC\ Prim}= 3,66$; $X_{SEC\ SEC}=3,78$; $X_{SEC\ High}= 4,17$; $X_{SEC\ Gradu}=4,09$; $X_{SEC\ Post}=4,17$). However there were no differences between high school, graduate and postgraduate mothers.

The below table presents the children communication skills' changes in line with fathers' education levels' changes with relying on ANOVA analysis.

Table 4: ANOVA Results For Children's Communication Skills Development In Relation To Father's Education Level

	N	ort	ss	F	p
Primary	30	3,554	0,634	6,195	0,000
Secondary	17	3,858	0,493		
High school	44	4,108	0,608		
Graduate	48	4,104	0,521		
Post Graduate	23	4,216	0,642		
Total	162	3,993	0,619		

As it is represented in table 4 father's education level can differ in accordance with children's communication skill ability ($F=6,195, p<,000$). The difference in the effect of education level is shown by scheffe test and the result of test is demonstrated in table 5.

Table 5: Scheffe Test Result For Children's Communication Skills Development In Relation To Fathers' Education Level

(I) father's education level	(J) father's education level	Ort farkı (I-J)	sh	p
primary	Secondary	-,30419	,17680	,566
	High school	-,55434(*)	,13790	,004
	Graduate	-,54973(*)	,13555	,003
	Post graduate	-,66164(*)	,16141	,003
Secondary	primary	,30419	,17680	,566
	High school	-,25015	,16632	,688
	Graduate	-,24554	,16437	,694
	Post graduate	-,35744	,18628	,454
High school	primary	,55434(*)	,13790	,004
	Secondary	,25015	,16632	,688
	Graduate	,00461	,12155	1,000
	Post graduate	-,10730	,14985	,972
Graduate	primary	,54973(*)	,13555	,003
	Secondary	,24554	,16437	,694
	High school	-,00461	,12155	1,000
	Post graduate	-,11191	,14770	,966
Post graduate	primary	,66164(*)	,16141	,003
	Secondary	,35744	,18628	,454
	High school	,10730	,14985	,972
	Graduate	,11191	,14770	,966

* $p<.005$

Table 5 shows how level of father's education affect children's communication skill, in other words the differences between primary, high school, graduate and post graduate education levels have been shown in table. As it is represented fathers with higher levels of education from primary school demonstrated different results ($X_{SEC\ Prim}=3,55; X_{SEC\ SEC}=3,85; X_{SEC\ High}=4,10; X_{SEC\ Gradu}=4,10; X_{SEC\ Post}=4,22$). However there were no differences between high school, graduate and postgraduate fathers.

Table 6 shows the ANOVA results for gender, age groups, parenting styles effects on children's communication skill development.

Table 6: ANOVA Results For Gender, Age Groups, Parenting Styles Effects On Children's Communication Skills Development

Variables	Type III total of square	sd	Mean square	F	p
Parenting style	,271	2	,135	,357	,700
Gender	,370	1	,370	,976	,325
Age	,188	1	,188	,497	,482
Style * gender	,599	2	,300	,790	,456
Style * age	,074	2	,037	,098	,907
Gender * age	,076	1	,076	,200	,655
style * gender * age	1,105	2	,553	1,458	,236
Error	56,860	150	,379		

Total	2644,807	162			
Corrected total	61,657	161			

R square = ,078 (corrected R square = ,010)

As it is illustrated in table 6 children's age, gender, parent's child rearing style did not effect statistically children's communication skill development by alone. (In order of ;Fstyle=0,357 p=0,70; Fgender=0,976, p=325; Fage=0,497, p=0,482).

Also non of pair effects (style*gender; style*age; gender*age) lead to a significant difference in children's communication skills (in order of; F style*gender=,790 p=,456; F style*age=,098 p=,907; F gender*age=0,200 p=,655). On the other hand the effect of three variables (parenting styles, gender and age) on children's communication skills development does not cause to significant differences statistically (in order of; F style*gender*age=1,458, p=0,236).

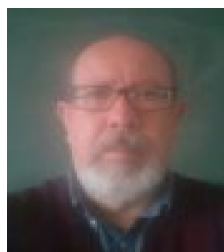
RESULTS AND DISCUSSION

60-72 months children's age and gender variables with parents' education level and parenting styles were considered independently. The results indicated that parenting styles did not related to communication skills of children. Hart, Newell and Olsen (2003) said in their short review on relation between parenting styles and social-communicative competence of their children there were limited results indicating that parenting styles influenced social- communicative competence of children. However in some research (Altay, Güre,2012; Yılmaz,2010, Aunola, Nurmi, 2005) various variables that could be related to communication skills of preschool children were found to be effected by parenting styles. In a research executed by Altay and Güre (2012) negative social relations of 5-6 years old children with their peers were found to be influenced by parenting styles. Namely, children with parents having democratic styles had negative relations with their peers compared with children who had parents having permissive styles. In Yılmaz's (2010) research it was concluded that parenting styles had effects on vocabulary level of six years old children. In other words excessive protectiveness and authoritarian parenting styles decreased vocabulary level of children. In a study of Turner and Harris (1984) protectiveness of parents were associated with preschool children's vocabulary. In another saying while protectiveness of parents increased so did vocabulary level of children. In examining the effects of variables on the children's communication skill developments, the results have shown that the parents' education level effected children's communication skill development, also such differences were in favor of the parents with higher level of education. In this case, as the parents' education level gets higher, the quality of communication established by children will be higher. The results of a study can be regarded as evidence in this issue. In the study done by Karetekin, Sönmez and Kuş (2012) on primary school students, they found out with increasing the level of parents' education level, the level of children communication skill would be increased. As far as it is not directly related to pre-school children's communication skills, but it is possible to consider the effect of parents' education level on children's different behavior in the case of communication skill development. In other study accomplished by Özyürek and Şahin (2005), the fathers with high education level are less preventive and less strict / disciplined. According to the same study the mothers with higher level of education are less strict and disciplined. As it is clear, as the level of education gets higher the parents' behavior towards children is changing. The children's gender, age groups, father and mother parenting styles by alone, in pairs or all together did not effect the children's communication skills. The study of Karetekin, Sönmez and Kuş (2012) had different conclusions in terms of gender. Accordingly, it revealed that the communication skills of female students were higher than male students. In an another study done by Galejs, Dhawan and King,(1983) male and female children's communication skills were higher in comparison with the younger students. It can be concluded that they found an age difference in this regard. Revealing the differentiation in male and female students' communication skills, "Parenting Styles" was found as related in the study of Denham, Basset and Wyatt (2010) and Özyürek, Şahin (2005). The researchers like Cüceloğlu, 2002; Faber and Mazlish, 1996; Noller and Fitzpatrick, 1993, put emphasis on parents never changing communicative behavior according to the gender of children (akt. Önder,

2004). In the study done with the sample of 165 people by Hyde and Linn (1988) the results revealed that male and female students were different in cognitive domains, including verbal skills that are relevant to language.

When it comes to the limitations of the study there is a limitation because of limited age groups. In that case the scale can be used for different age groups to determine the differences between age groups. The other related variables on Pre-school children's communication skills can be studied (e.g; social skills, language skills, peer skills, family social activities, teacher's communication skills). According to the results related to low level communication skills in children whose parents are low educated, the training programs on mother – father- children communication skills development could be suggested to the parents with low level education.

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