

# Examination of the Relationship between Demographic Characteristics of the Family and the Language Development of Children

Ahmet Akçay<sup>1</sup>,

<sup>1</sup> Ağrı İbrahim Çeçen University, Faculty of Education, Department of Turkish and Social Sciences Education, Turkey

Correspondence: Ahmet Akçay, Assist. Prof. Dr., Ağrı İbrahim Çeçen University, Faculty of Education, Department of Turkish and Social Sciences Education, Ağrı, Turkey.

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## Abstract

The aim of this study is to determine the relationship between the demographic characteristics and the language development of children. In the research, a "Personal Information Form" consisting of 14 items containing information about the demographic structure of the family was used and a "Language Development Checklist" consisting of 25 items that the students are required to possess the language skills in the learning process was used. The sample of the study consists of 147 children who are studying in Ağrı province center determined by purposeful sampling method. Descriptive statistics, t-test and one-way analysis of variance (ANOVA) and Tukey test of multiple comparison tests were used for the analysis of data in the study. As a result of the research, it was determined that there is a direct relationship between the demographic characteristics of the family and the language development of the children. The increase in the level of income and the level of educational background of the parents has influenced the language development of the child; besides, families with democratic attitude have been found to be more successful in terms of children's language development.

**Keywords:** Demographic characteristics, Family, Language, Language development

## 1. Introduction

Language is the main element that provides communication between people. Language is an important means of communication that people use to communicate knowledge, desires, thoughts and feelings to one another. The language that provides the communication between humans, establishes relationships between people and objects, reflects the way a society perceives the world by transferring the real world into fiction, allows people to form their thoughts and understand their thoughts is defined as a system based on human voices to be analyzed and a double-jointed system (Börekçi, 2009: 8-9). At the same time, the language cannot be considered separately from people and society, and is related to the fields such as the science, art, technique, culture, and creates them at the same time (Aksan, 2007).

In our world, the language that people can communicate with each other is acquired during the infancy and childhood. In the process of language acquisition, children of the same age exhibit similar features. It was found that, in the early periods of language acquisition, approximately all children in the world basically used the same grammar rules (Clifford, 1981). Language development and mental development occur in parallel (Erden & Akman, 1995). However, the development rate and process of each child can differ, and even the bio-psycho-sociological development of children in the same age group can vary (Karakuş, 1997).

Language provides the child with many functions in his life as well as communication. It helps the development of memory and categorization skills in cognitive processes, especially in the evaluation of the behaviors when the child encounters difficult and new problems (Koçak, Ergin & Yalçın, 2014). In this respect, it is of utmost importance to follow the language development of the children and to determine the factors affecting the children's language acquisition processes, and the children acquire language in a healthy way.

In order to examine child development, seven areas including physical, cognitive, social, psychosexual, emotional, moral, and temperament skills are emphasized. These areas may also include the field of language development. It is assumed that each field is mature independently of the other, but at the same time each field affects the outcome of the other field. Children are said to have a developmental delay unless they mature individually and in all areas

(Fidan, Kırpınar, Ceyhun & Aras, 2013). Many factors are influential in the development of these areas of development. One of these factors is demographic factors.

Demographic factors can have a positive or negative impact on children's development processes. Inadequate conditions, which children from lower socio-economic and cultural families have, can have negative effects on basic language skills and future reading achievement (High, Lagasse, Becker, Ahlgren & Gardner 2000). Families in the upper socio-economic level can support their children in all respects (nutrition, accommodation, instructional support, special education, social activities, individual needs, etc.). Families at the lower socio-economic level often do not have these opportunities. This leads to the fact that the children of these families cannot develop in many ways (Gunn & Duncan, 1997). It is thought that one of the areas where children will have difficulty developing themselves is the language development.

Studies carried out with various demographic characteristics of children show that the characteristics of the children cause difference among the children. In the research conducted by Ustun, Akman & Uyanık (2000) on children from a total of 143 different socioeconomic levels, 47 from the lower socioeconomic level, 46 from the middle socioeconomic level and 50 from the upper socioeconomic level, they tried to determine the maturity levels using a scale consisting of six sub-tests: word comprehension, sentences, general information, matching, numbers and copying, and there was a significant difference between the socioeconomic levels and school maturity. Koçak, Ergin & Yalçın (2014) conducted a survey on 292 children in order to determine the factors that affect children's level of Turkish language use. The result of the study is that the variables of age, gender, educational background of the family and duration of pre-school education were significantly different in the language development levels of the children and that the number of siblings and birth order variables did not cause any significant difference. The study by Dereli & Koçak (2005) examines the language levels of children between the ages of 4 and 6 who attend pre-school education in terms of care style and educational background of the parents. It was found that the care style and educational background of the mother caused a significant difference in the results of the research that involved 265 children and it was found that the level of educational background of the father did not cause a significant difference. Ergin (2012) investigated the relationship between children's level of language development and social acceptance, and it was found that there was a significant linear relationship between children's level of language development and social acceptance status.

The social and economic opportunities provided to the child has a share in the importance given to the child by the mother and the father in the readiness of the child (Yavuzer, 2009). Especially when children take the pre-school education, their language skills develop considerably (Cankılıç, 2009; Kök, Tuğluk & Bay, 2006; Ocak, 2007; Şen, Çiçekler & Yılmaz, 2010). According to Kırca (2007) and Obalar's researches, students of the mothers and fathers with higher education level get higher scores in preparation skills for the literacy. Weigel, Lowman & Martin (2007) found that children of the mothers with higher levels of education have a higher level of language skills than other children. Likewise, the study of Erkan and Bilir (2015) found that parents' level of education has an effect on Turkish language skill. However, according to the results of this study, the number of siblings has no effect on Turkish language skills.

According to Bradley & Corwyn (2002), there is a direct relationship between children's socio-economic levels and their cognitive development. Likewise, the research of Üstün, Akman & Etikan (2004) on 65 children at different socio-economic levels reached the conclusion that the cognitive development of children differs in different socio-economic levels. Clark and Kragler (2005) found that children from low-income families were about two years behind their peers in terms of the development of literacy skills.

Again, as a different demographic factor, children's families were examined whether they are with their family or separated. The developmental levels of the children staying in the nursery, including language-cognitive, fine motor, gross motor and social skills were found to be significantly lower than the children living with the parents (Fidan, Kırpınar, Ceyhun & Aras, 2013). In addition, as a result of the comparison of 99 children between the ages of three and six with the 56 children staying with their family and not neglected or abused, it was found that there is developmental delay in the language and general cognitive functions (Pears & Fisher, 2005).

The study conducted by Şimşek (2007) found that the language skills did not show any significant difference according to the number of siblings of the children. Similarly, Aydoğan and Koçak (2003) examined the factors affecting language development of pre-school children and found that the number of siblings did not affect the language development scores of the children according to the results of the research. Akkaya's (2003) research found that as the number of siblings increases, the level of language development of the students decreases.

The aim of this research is to determine the relationship between children's demographic structures and language

development. We sought the answers for the following questions in this direction:

- 1) Does the birth mother have an impact on children's language development?
- 2) Does the mother's age have an impact on children's language development?
- 3) Does the educational background of the mother have an impact on children's language development?
- 4) Does the mother's occupation have an impact on children's language development?
- 5) Does the birth father have an impact on children's language development?
- 6) Does the father's age have an impact on children's language development?
- 7) Does the education background of the father have an impact on children's language development?
- 8) Does the father's occupation have an impact on children's language development?
- 9) Does the divorce of the parents have any impacts on the children's language development?
- 10) Does the monthly income of the family have an impact the children's language development?
- 11) Does the attitude of the family have an impact the children's language development?
- 12) Does the number of siblings have an impact on the children's language development?
- 13) Does the order of birth have an impact on the children's language development?

## 2. Method

This study is a descriptive research aimed at determining the influence of the demographic structure of the family on the language skills of the child. Descriptive research is a research model that aims to identify any situation in a given context (Erdoğan, 1998).

### 2.1 Population and Sample

The population of the research consists of first grade primary school students in Ağrı province center. Because of the size of the population, we preferred the sample choosing and used the purposeful sampling method. In this direction, the sample of the research consists of the parents of 147 students and 13 class teachers who are the teachers of these students.

### 2.2 Data Collection Tools

"Personal Information Form" and "Language Development Checklist" were used in order to collect data in the research. The Personal Information Form, which contains information on the demographic structure of the family, consists of 13 items. In the form, the status of birth-step parents, the divorce status of the parents, the age of the mother and father, the education background, the occupation, the monthly income of the family, the number of siblings, the birth order of the students included in the research, the primary preference of the parents in the discipline and the attitudes of the parents towards the children are included.

The Language Development Checklist, in which the students possess the necessary language skills in the teaching process, consists of 25 items. We sent the checklist prepared to primary school first-grade teachers and asked the teachers to fill out separately for each student in their class. Teachers evaluated the skills on the checklist with the options of "at all times/sometimes/never". In addition, we collected information from parents of the students to obtain some of the demographic characteristics.

### 2.3 The Analysis of the Data

Descriptive statistics, t-test and one-way analysis of variance (ANOVA) and the Tukey test of multiple comparison tests were used to determine the effect of the demographic structure of the family on language skills in the study

## 3. Findings

The findings obtained from the research are given below in tabular form.

### 3.1 The Impact of the Birth-Mother on the Children's Language Development

The t-test results of the children's scores on the language development checklist according to the birth mother variable are given in Table 1.

Table 1. The average scores and t-test results of the children according to the birth-mother variable

<b>Birth Mother</b>	<b>N</b>	<b>X</b>	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p</b>
Birth Mother	135	51,4519	17,96918	145	-2,088	,039
Step Mother	12	40,3333	13,62707			

As seen in Table 1; it can be seen that the children that have birth mother have 51,4519 of the arithmetic mean of the results of the language development checklist, and the standard deviation 13,62707; it is seen that the children that have step mother have arithmetic 40,3333 of arithmetic mean of the results of the language development checklist and the standard deviation is 17,96918. As a result of the t-test, it was determined that there was a significant difference between the scores of the birth-mother and the step-mother ( $t(145) = -2,088; p > 0.05$ ).

### 3.2 The Impact of the Age of Mother on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the age of the mother variable are given in Table 2.

Table 2. The average scores and ANOVA results of the children according to the age of the mother variable

<b>Variance Resource</b>	<b>KT</b>	<b>sd</b>	<b>KO</b>	<b>f</b>	<b>p</b>
				1,005	,369
Inter Groups	642,464	2	321,232		
Intragroup	46029,999	144	319,653		
Total	46672,463	146			

As seen in Table 2; when we examine the distribution showing the comparison of the one-way ANOVA test for the scores of the children obtained according to the variable of the mother's age; there was no significant difference between mothers' ages and language development of the children ( $f \text{ value} = 1,005 \text{ } p = ,369 > .05$ ).

### 3.3 The Impact of the Educational Background of the Mother on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the educational background of the mother variable are given in Table 3.

Table 3. The average scores and ANOVA results of the children according to the education background of the mother variable

<b>Variance Resource</b>	<b>KT</b>	<b>sd</b>	<b>KO</b>	<b>f</b>	<b>p</b>
				2,659	,025
Inter Groups	4021,016	5	804,203		
Intragroup	42651,447	141	302,493		
Total	46672,463	146			

As seen in Table 3; we found that there was a significant difference between the educational background of the mother and the language development of the children when the distribution of the one-way ANOVA test comparing the scores of the children were taken according to the educational background of the mother ( $f \text{ value} = 2,659 \text{ } p = ,025 < .05$ ). The results of variance analysis on the differentiation of children's level of language development according to their mothers' educational background show that children's language development levels differ according to their mothers' educational background. On these results, Tukey test was performed to determine the groups from which these differences originated and the results are presented in Table 4.

Table 4. The average scores and Tukey Test Results of the children according to the education background of the mother variable

	<b>Illiterate</b>	<b>Primary School</b>	<b>Elementary School</b>	<b>High School</b>	<b>Graduate</b>	<b>Post-Graduate</b>
<b>Illiterate</b>	X=40,0000					P<.05
<b>Primary School</b>		X=48,2571				
<b>Elementary School</b>			X=52,0556			
<b>High School</b>				X=53,2258		
<b>Graduate</b>					X=55,0513	
<b>Post-Graduate</b>	P<.05					X=63,5000

As seen in Table 4; we found that the level of language development of children differs according to the educational background of the mother. While it is clear that there is a significant difference between the children of the illiterate mothers and post-graduate mothers, it is seen that the children of the graduate mothers are more successful than the children of the high-school graduate mothers, the children of the high-school graduate mothers are more successful than the children of the elementary-school graduate mothers, the children of the elementary-school graduate mothers are more successful than the children of the primary-school graduate mothers, the children of the primary -school graduate mothers are more successful than the children of the illiterate mothers.

### 3.4 The Impact of the Occupation of the Mother on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the occupation of the mother variable are given in Table 5.

Table 5. The average scores and ANOVA results of the children according to the occupation of the mother variable

<b>Variance Resource</b>	<b>KT</b>	<b>sd</b>	<b>KO</b>	<b>f</b>	<b>p</b>
Inter Groups	2035,328	5	407,066	1,286	,273
Intragroup	44637,134	141	316,575		
Total	46672,463	146			

As seen in Table 5; there was no significant difference between the occupation of the mothers and the language development of the children ( $f$  value = 1,286  $p$  = ,273 > .05) when we examined the distribution of the one-way ANOVA test comparing the scores of the children obtained according to the mother's occupation variable.

### 3.5 The Impact of the Birth-Father on the Children's Language Development

The t-test results of the children's scores on the language development checklist according to the birth father variable are given in Table 6.

Table 6. The average scores and t-test results of the children according to the birth-father variable

<b>Birth Father</b>	<b>N</b>	<b>X</b>	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p</b>
Birth Father	138	51,4130	17,89822	145	-2,342	,021
Step Father	9	37,2222	11,63806			

As seen in Table 6; we found that the children that have birth father have 51,4130 of the arithmetic mean of the results of the language development checklist, and the standard deviation 17,89822; it is seen that the children that have step father have arithmetic 37,2222 of arithmetic mean of the results of the language development checklist and the standard deviation is 11,63806. As a result of the t-test, it was determined that there was a significant difference between the scores of the birth-father and the step- father ( $t$  (145) = -2,088;  $p$  > 0.05).

3.6 The Impact of the Age of the Father on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the age of the father variable are given in Table 7.

Table 7. The average scores and ANOVA results of the children according to the age of the father variable

Variance Resource	KT	sd	KO	f	p
Inter Groups	353,483	2	176,741	,549	,578
Intragroup	46318,980	144	321,660		
Total	46672,463	146			

As seen in Table 7; there was no significant difference between the age of the father and language development of the children when the distribution of one-way ANOVA comparison of the scores of children obtained by the father's age variable was compared (f value = 549 p = 578 > .05).

3.7 The Impact of the Educational Background of the Father on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the educational background of the father variable are given in Table 8.

Table 8. The average scores and ANOVA results of the children according to the education background of the father variable

Variance Resource	KT	sd	KO	f	p
Inter Groups	3522,957	5	704,591	2,302	,048
Intragroup	43149,506	141	306,025		
Total	46672,463	146			

As seen in Table 8; we found that there was a significant difference between the educational background of the father and the language development of the children when the distribution of the one-way ANOVA test comparing the scores of the children were taken according to the educational background of the father (f value = 2,302 p =,048 < .05). The results of variance analysis on the differentiation of children's level of language development according to their fathers' educational background show that children's language development levels differ according to their fathers' educational background. On these results, Tukey test was performed to determine the groups from which these differences originated and the results are presented in Table 9.

Table 9. The average scores and Tukey Test Results of the children according to the education background of the father variable

	Illiterate	Primary School	Elementary School	High School	Graduate	Post-Graduate
<b>Illiterate</b>	X=37,1429					P<.05
<b>Primary School</b>		X=45,1154				
<b>Elementary School</b>			X=50,7407			
<b>High School</b>				X=51,2857		
<b>Graduate</b>					X=53,4167	
<b>Post-Graduate</b>	P<.05					X=67,0000

As seen in Table 9; we found that the level of language development of children differs according to the educational background of the father. While it is clear that there is a significant difference between the children of the illiterate father and post-graduate father, it is seen that the children of the graduate father are more successful than the children of the high-school graduate father, the children of the high-school graduate father are more successful than the children of the elementary-school graduate father, the children of the elementary-school graduate father are more successful than the children of the primary-school graduate father, the children of the primary-school graduate father are more successful than the children of the illiterate father.

3.8 The Impact of the Occupation of the Father on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the occupation of the father variable are given in Table 10.

Table 10. The average scores and ANOVA results of the children according to the occupation of the father variable

Variance Resource	KT	sd	KO	f	p
				1,362	,218
Inter Groups	3415,815	8	426,977		
Intragroup	43256,648	138	313,454		
Total	46672,463	146			

As seen in Table 10; there was no significant difference between the occupation of the fathers and the language development of the children (f value = 1,362 p=,218 > .05) when the distribution of the one-way ANOVA test comparing the scores of the children obtained according to the father's occupation variable was examined.

3.9 The Impact of the Divorce Status of the Parents on the Children's Language Development

The t-test results of the children's scores on the language development checklist according to the divorce status of the parents variable are given in Table 11.

Table 11. The average scores and t-test results of the children according to the divorce status of the parents variable

Divorce Status of the parents	N	X	ss	sd	t	p
Together	139	51,3022	17,78318	145	2,169	,032
Divorced	8	37,3750	14,94693			

As seen in Table 11; we found that the arithmetic average of the language development checklist results of children whose parents are not divorced is 51,3022, standard deviation 17,78318; it is seen that the arithmetic average of the results of the language development checklist of the children whose parents are divorced is 37,3750 and the standard deviation is 14,94693. As a result of the t-test, it was determined that there was a significant difference between the scores of the children whose parents were divorced and the children whose parents were not divorced (t (145) = 2,169; p> 0.05).

3.10 The Impact of the Monthly Income of the Family on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the monthly income of the family variable are given in Table 12.

Table 12. The average scores and ANOVA results of the children according to the monthly income of the family variance

Variance Resource	KT	sd	KO	f	p
				2,629	,037
Inter Groups	3218,132	4	804,533		
Intragroup	43454,331	142	306,016		
Total	46672,463	146			

As seen in Table 12; we found that there was a significant difference between the income of the family and the language development of the children (f value = 2,629 p =, 037 <.05) when the distribution of the one-way ANOVA test comparing the scores of the children obtained according to the family income variable was examined. The results of variance analysis on the children's level of language development according to the income of the family show that children's language development levels differ according to the income of the family. On these results obtained; the Tukey test was conducted to determine which groups these differences originate and the results are presented in Table 13.

Table 13. The average scores and Tukey Test results of the children according to the family income variable

	1500 TL and below	1501-2500 TL	2501-3500 TL	3501-4500 TL	4501 TL and above
1500 TL and below	X=41,2778			P<.05	P<.05
1501-2500 TL		X=48,0526			
2501-3500 TL			X=49,6909		
3501-4500 TL	P<.05			X=52,8400	
4501 TL and above	P<.05				X=57,3333

Table 13 shows that the level of children's language development differs according to the income of the family. It is clear that the income of the family is significantly different between the children of the family whose income is 1500 TL and below and the children of the family whose income is between 3501-4500 TL and 4501 TL and above. In addition, as the income of the family increases, the level of language development of the children also increases. The children of the family whose income is 4501 TL or above is more successful than the children of the family whose income is 3501-4500 TL, the children of the family whose income is 3501-4500 TL is more successful than the children of the family whose income 2501-3500 TL, the children of the family whose income is 2501-3500 TL is more successful than the children of the family whose income 1501-2500 TL, the children of the family whose income is 1501-2500 TL is more successful than the children of the family whose income 1500 and below.

3. 11 *The Impact of the Family's Attitude on the Children's Language Development*

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the family's attitude variable are given in Table 14.

Table 14. The average scores and ANOVA results of the children according to the family's attitude variable

Variance Resource	KT	sd	KO	f	p
Inter Groups	2885,737	3	961,912	3,141	,027
Intragroup	43786,726	143	306,201		
Total	46672,463	146			

As seen in Table 14; we found that there was a significant difference between the attitudes of the family and the language development of the children (f value = 3,141 p =, 027 <.05) when the distribution of the comparison of the one-way ANOVA test for the scores of the children obtained according to the family attitude variable was examined. The results of the analysis of variance about the differentiation of children's level of language development according to the family's attitude show that children's language development levels differ according to the family's attitude. On these results obtained; the Tukey test was conducted to determine which groups these differences originate from and the results are presented in Table 15.



Table 15. The average scores and the Tukey test results of the children according to the family's attitude variable

	Oppressive Attitude	Over-protective Attitude	Loose Attitude	Democratic Attitude
Oppressive Attitude	X=43,6190			
Over-protective Attitude		X=45,5600		
Loose Attitude			X=50,1892	
Democratic Attitude				X=54,9688

Table 15 shows that the democratic attitudes of the families have an impact on the language development of the children and the students with the families exhibiting democratic attitudes are more successful.

### 3. 12 The Impact of the Number of Siblings on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the number of siblings variable are given in Table 16.

Table 16. The average scores and ANOVA results of the children according to the number of siblings variable

Variance Resource	KT	sd	KO	f	p
				,816	,576
Inter Groups	1841,831	7	263,119		
Intragroup	44830,631	139	322,523		
Total	46672,463	146			

As seen in Table 16; When we examined the distribution of the comparison of the one-way ANOVA test for the children's scores according to the number of siblings, there was no significant difference between the number of siblings and the language development of the children ( $f$  value = 816  $p = ,576 > .05$ ).

### 3. 13 The Impact of the Birth Order on the Children's Language Development

The variance analysis (ANOVA) results of the children's scores on the language development checklist according to the birth order variable are given in Table 17.

Table 17. The average scores and ANOVA results of the children according to the birth order variable

Variance Resource	KT	sd	KO	f	p
				,723	,632
Inter Groups	1401,899	6	233,650		
Intragroup	45270,564	140	323,361		
Total	46672,463	146			

As seen in Table 18; when comparing the distribution of the one-way ANOVA test for the children's scores according to the birth order variable, there was no significant difference between the birth order and the language development of the children ( $f$  value = 723  $p = ,632 > .05$ ).

## 4. Discussion and Conclusion

In this research, we aimed to examine the relation between the demographic structures and the language development of the students. As a result of the research, we have found out that the factors such as the birth mother, the educational background of the mother, the birth father, the educational background of the father, the divorce status of the parents, the income of the family and the family's attitude have an impact on the language development of the children, whereas the factors such as age of the mother, the occupation of the mother, the age of the father, the occupation of the father, the number of siblings and the birth order have no impact on the language development of the children.

In the study, we examined the level of language development of primary school first-grade students according to whether they had birth-parents or not; and as a result of the analysis, we found that the language development levels of the first-grade students differ according to whether they have birth-parents or not. Children that have birth-mothers or birth-fathers were found to have a higher level of language development than other children. Although the number of stepmothers or stepfathers involved in the survey is not high enough to comment, it can be stated that birth-mothers or birth-fathers are more likely to be involved with their children according to the survey.

The parent's role in the development of children's language is great. The constant and healthy communication of the children with their parents is also influential in language development. The children who are not supported by the mother and the father have difficulty in developing in the academic sense and therefore the development of language skills is not sufficient (Çelenk, 2005). Children with step-parents often face a variety of difficulties in terms of language skills, since their communication with their parents is not strong. It has been found that children who do not grow up in a communicative family environment cannot develop themselves in terms of language skills, especially speaking skills and vocabulary (Demirel, 2002).

It has been determined in this research that there may be a direct relationship between the educational background of the parents and the language development of the children. Oçak's (2007) research also presented the results supporting this finding; it shows that the children whose mothers are graduate, high school graduate or elementary school graduate are more successful than the children whose mothers are elementary school graduate or illiterate. According to Akay's (2007) study, there was a significant difference in terms of mental-language development scores between kindergarten and primary school first-grade children according to the educational background of mother variable. The results of the study of Koçak et al. (2014) also presented similar results, and showed that there was a statistically significant difference between the educational background of the mother and the language skills of the students. In the study of Doğru, Alabay & Kayılı (2010), there was no direct relationship between the educational background of the mother and the language development of the children. The studies in which the effect of the educational background of the mother is determined generally show that mother's influence in children's language development is great, especially with the increase of educational background of the mother, the language development of children also accelerates. It has been proved that the sensitiveness of the mother towards the communication initiatives of the child in interaction has a positive impact on the language proficiency of the children at the later ages (Erdoğan, Bekir & Aras, 2005). For this reason, the language development of children may be disturbed due to the fact that the relationships of mothers graduated from elementary schools with their children are not at an adequate level and they do not have enough verbal communication with their children.

The educational background of the father is also influential on the language development of the children. According to the findings of the research, the higher the father has educational background, the more the language development of the children increases. In parallel with the result of this research, the study of Özmermer (2008) on 200 children shows that as the education level of the fathers increases, the successes of the children in the language skills also increase. Tural (1977), Anlar (1983), Oçak (2007) and Akay (2017) also revealed similar results. The educational background of the father increases the interaction between the children and the father, and has a positive impact of the language development of the children just as it is in the case of the educational background of the mother. In the study by Dereli and Koçak (2005), it was found that contrary to these results, the level of father education did not cause significant difference.

Divorced parents cause various effects on children. As a result of this study, we found that there was a significant difference between the children whose parent are divorced and the children whose parents are not divorced. The language development of children whose parents are not divorced is more advanced than the other children. According to Çayırçimen (1999)'s research, there are significant differences between the language development of the children who are separated from their parents. The distancing of the child from any of the parents can cause various problems. One of these problems is that the level of language development is not sufficient due to lack of communication. The research of Çelenk (2001) reveals that parents who provide educational assistance to their children at home and who enter into close cooperation with the school for this purpose are more advantageous in terms of the language development of their children.

According to the research, a factor influencing the language skills of the students is the income of the family. It has been revealed in various researches that the language development levels of the children who are in good economic condition are higher than the other groups (Razon, 1976; Jersild, 1979; Oktay, 1983; Davaslıgil, 1985; Başal, 2003; Arı & Gonca, 2006; Demir, 2006; İpek & Bilgin, 2007; Oçak, 2007; Özmermer, 2008; Yıldırım, 2008; Ergin, 2012; Akay, 2017). Children who grow up in a high socio-economic environment interact with rich stimuli because they have the opportunity to participate in various activities, to visit different places, and therefore to learn and use language. Thus enriching the vocabulary and gaining new linguistic experiences. However, families with high socioeconomic levels are more committed to reading and speaking well, so they are making a good model for their children and are making efforts to ensure that their children can speak quickly and smoothly (Çelenk, 2005; War, 2006). It has been found in the researches that less educated mothers that has low economic level used simpler language structure while talking to their children, and did not use positive and supportive verbal communication (Baykan et al., 1995).

The fact that children from the lower socioeconomic level do not have a rich stimulating environment to experience the language and that the lack of vocabulary in the family, the lack of a good model using language and the inadequate oral communication with children cause them to fall behind in language development (Öztürk, 1995; Cantekinler, 2002).

The impact of the family's attitude on the language development of the children is another result of this research. Language development of children who are raised in families with democratic habits is better than children with other attitudes. Children whose mother or father has authoritarian attitude, whose mother is disciplined and father is passive, or whose mother bruises them, can have language disorders (Çelenk, 2005; Yavuzer, 2012). Demir (2006) 's research is also important for the fact that the parents' democratic behavior is positively affecting the child's receiving language. The children whose families are engaged in democratic behavior use the language better. Parents who are willing to help with a tolerant and supportive approach to the child positively contribute to the language development of their children, avoiding misconceptions such as excessive attention to the child or pressure to disturb the child (O çak, 2007).

The study found that the mother's age and mother's occupation, father's age, and father's occupation were not effective on the language development of the children. Dereli and Ko çak (2005)'s research also revealed similar results. According to Erdogan, Bekir and Aras (2005)'s research, it was determined that the mother occupation status did not differentiate the children's language scores and that the mother's occupation status was not effective in children' s language development.

The study found that the number of siblings and the birth order have no effect on the language development of the children. Brown & Dunn (1992), Baykan et al. (1995), Öztürk (1995), Dereli and Ko çak (2005) and Erdoğan, Bekir & Aras (2005)'s researches support this result. In the study of Doğru, Alabay & Kayılı (2010), they found that the number of siblings did not cause a significant difference in terms of language development, but there was a significant differentiation in favor of the middle born child between the birth order variable. In Akay's (2017) study, the scores of single children were found to be significantly higher than the scores of children with two siblings. In the case of a small number of family members, the interest and time of the parents spared for the children are much higher than those of very populated families. However, the important thing here is the quality of the interest and time spent rather than the number of siblings (Öztürk, 1995).

This research reveals that there is a relationship between the language development of the children and various demographic characteristics of the children. In this respect, in order to increase the success rate of children's language development, firstly parents should participate in the education of the children. This is because, the support of the family is extremely important for the child's language development (Dereli and Ko çak, 2005).

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