

The Influence of Parental Involvement and Socioeconomic Status on Language Development among Children in Lagos Metropolis.

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Abstract: This study explored the impact of parental involvement and socioeconomic status on language development among children in the Lagos metropolis. The study's data was collected utilizing a probability sampling technique (random). The population for the study came from three local governments in Lagos State, Nigeria. The respondents were selected at random using a probability sampling technique. A total of 400 responders were chosen from the pool. Pearson product moment correlation (PPMC) and multiple regression were the statistical methods utilized to examine the four study topics, yielding the following results: (a) There is a positive significant relationship between parental involvement and language development ($r = 0.401^{**}$, $N = 400$, $p < 0.01$); (b) there is a positive significant relationship between socioeconomic status and language development ($r = 0.620^{**}$, $N = 400$, $p < 0.01$) (c) Parental involvement and socioeconomic status have a joint significant influence on language development $F(2, 396) = 248.104$, $P < 0.01$ (d) Parental involvement and socioeconomic status have a relative significant influence on language development, socioeconomic status been the most potent ($\beta = 0.520$, $t = 10.837$, $p < 0.01$). Thus, parental involvement and socioeconomic status has a significant positive effect on language development. Recommendations were made based on the outcome of the study.

Keywords: Children, Language, Language Development, Parental Involvement, Socioeconomic Status.

I. Introduction

Language development is important in many facets of a person's life, providing numerous benefits that go beyond basic communication. Language development refers to the process by which children acquire the ability to comprehend and effectively use language [1]. Analogously, [2] opined that, Language development is a higher order cognitive talent that involves oral and auditory perception in humans in order to verbally communicate needs and wishes.

However, children go through critical stages that influence their language development during their early years of life. Their key techniques of language acquisition include observation, practice, and listening [3]. By the age of five, most children have a solid foundation in their native language, including a wide vocabulary and basic grammar principles. This process continues throughout childhood, beginning at birth. Language development covers a variety of themes, including pragmatics (using language in context), morphology (word form), syntax (sentence structure), semantics (meaning), and phonology (making sounds) [4]. Language development in children occurs when a child learns to pronounce their first words, then progresses to phrases, and finally participates in complex discussions. However, studies revealed that parental involvement [5] and socioeconomic status [6] have a significant effect on language development.

Parental involvement is the term used to describe the continuous, dynamic process by which parents or other primary caregivers participate in their child's education. [5] opined that, parents can demonstrate their commitment in their children's education at home by reading aloud to them, helping with homework, talking about school events, attending school events like parent-teacher conferences, and volunteering in the classroom. However, in the context of language development, parental involvement is an active role that parents or other caregivers provide for their children's language development from early childhood to adolescence which might involve a variety of activities, like reading books, conversing and singing with their child, playing games in different languages, and giving their child the chance to connect with friends and adults in a variety of linguistic settings.

According to research, parental involvement is essential for kids' language development [7]. As a child's first teachers, parents provide them the fundamental abilities needed for clear communication. Early parental language input, both in terms of quality and quantity, has a substantial impact on children's vocabulary growth, grammatical development, and general language ability [8]. Furthermore, a study conducted by [9] established the significance of crucial parental participation for bilingual or multilingual kids. By using both languages regularly and encouraging their child to do the same, parents who speak a different language at home than the one spoken at school can aid in closing the language gap between the two [10]. This promotes cultural awareness and pride in one's native tongue in addition to aiding in the linguistic development of young children.

According to [11], Socio-economic status (SES) refers to a multidimensional construct that describes an individual's or group's position in society based on income, education level, and occupational prestige. Income is however, one of the primary components of SES. It reflects a family's or an individual's financial resources, which can impact their access to educational opportunities, nutritious food, healthcare services, and other essential resources that support language development. For instance, children from low-income families may face challenges in acquiring age-appropriate vocabulary due to limited exposure to print materials and fewer opportunities for enriching conversations with adults [12].

Education level is another essential dimension of SES. It reflects the formal learning experiences individuals have had throughout their lives. Education plays a significant role in language development as it provides children with opportunities to learn new words and grammatical structures through formal instruction and interactions with peers and teachers [13]. Moreover, higher-educated parents with higher levels of education talk more to their children, using a wider vocabulary and lengthier utterances [14; 15].

Occupational prestige is the third component of SES. [16] delineated occupational prestige as the social value attached to different jobs or professions. It can influence language development indirectly by shaping the home environment and providing access to resources that support language learning. For example, parents with high-status occupations may engage more frequently in complex conversations with their children due to their greater educational attainment and exposure to diverse linguistic input [17].

Lagos is the most populous city and the economic and cultural hub of Nigeria, with an estimated population of 21 million as of 2015 [18]. Lagos Metropolis is a unique socio-cultural milieu in which the interaction of parental participation, socioeconomic position, and language development may have distinct characteristics.

Factors like cultural attitudes about parenting duties, access to educational resources, community support networks, and economic inequities can all have an impact on how parental participation and socioeconomic status affect language development in children in this particular setting. Researchers have investigated various factors that influence language development in children; hitherto, there has been a dearth of research on parental involvement and socioeconomic factors as significant factors. As a result, this study focuses on the influence of parental involvement and socioeconomic status on language development among children in Lagos Metropolis.

II. Statement of The Problem

Language development, particularly in children, has been a significant focus of research and dissertations among speech-language pathologists, psychologists, educators, and researchers in the fields of linguistics and child development. These professionals are interested in understanding how language skills impact various aspects of children's psychosocial and emotional development. However, language development can be greatly influenced by factors like environment, parent-child interaction, peer interaction, socio-economic factors and education amongst others. Studies have shown that parental involvement and socio-economic factors have a great influence on language development. Parental involvement plays a crucial role in a child's language development. Children whose parents actively engage with them through talking, reading, and interactive activities tend to have better language skills. Socio-economic factors can also significantly impact language development, as research suggests that children from lower socio-economic backgrounds may be at a disadvantage due to limited access to resources such as books, educational toys, and quality childcare. This study seeks to explore how parental involvement and different socioeconomic backgrounds may contribute to differences in language acquisition and proficiency among children in Lagos Metropolis.

III. Objectives of the Study

The main objective of the study was to examine the influence of parental involvement and socioeconomic status on language development among children in Lagos state, Nigeria. The specific objectives of the study were to:

- i. Determine the relationship between parental involvement and language development among children in Lagos State, Nigeria.
- ii. Determine the relationship between socioeconomic factors and language development among children in Lagos State, Nigeria.
- iii. Determine the joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria.
- iv. Determine the relative contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria.

IV. Research Questions

- i. What is the relationship between parental involvement and language development among children in Lagos State, Nigeria?
- ii. What is the relationship between socioeconomic factors and language development among children in Lagos State, Nigeria?
- iii. What is the joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria?
- iv. What is the relative contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria?

V. Methodology

The study used multiple regression and Pearson product moment correlation. Three local governments in Lagos State, Nigeria, were chosen at random to provide the study's population. From the three local governments, 400 respondents in total were chosen at random. Children in the city of Lagos were the target respondents. A total of 483 questionnaires were distributed, of which 400 were utilized for the research project's ultimate analysis. To choose the respondents at random, a random sampling technique was applied. A validated questionnaire was

used to gather the data. The questionnaire was designed to investigate the effects of parental involvement and socioeconomic status on children's language development in Lagos, Nigeria. Using the test-and-test-retest method, the instrument's reliabilities were determined.

VI. Ecological Systems Theory

Urie Bronfenbrenner established the ecological systems theory in 1979, which highlights the intricate relationships that exist between people and their surroundings [19]. According to this theory, a child's development is impacted by a number of interrelated systems, from larger societal structures to their personal family. The child's direct immediate surroundings is represented by the microsystem. In this regard, a parent's involvement is very important in influencing the linguistic development of their child. Parents who actively engage with their children through conversations, reading, and exposure to language-rich environments contribute significantly to the child's linguistic skills. The mesosystem highlights the connections between different microsystems in a child's life. In the case of language development among children in Lagos metropolis, the interaction between parental involvement and other systems such as schools, community resources, and peer groups can impact linguistic outcomes. The exosystem encompasses external influences that indirectly affect the child. Socioeconomic status (SES) is a critical factor that can shape language development outcomes. Families with higher SES often have greater access to educational materials, healthcare services, and enrichment activities that promote language skills. The macrosystem represents the broader cultural context in which the child is embedded. In Lagos metropolis, cultural norms, values, and societal expectations regarding education and language proficiency can influence parental attitudes towards involvement in their children's linguistic development. The chronosystem emphasizes how changes over time impact a child's development. In Lagos metropolis, shifts in economic conditions, government policies related to education and social welfare programs can influence parental involvement and SES levels, subsequently affecting language development among children

VII. Results

Table1. Demographic Characteristics of Respondents

Demographic Characteristics of the Respondents	Frequency	Percentages(%)
Age		
Below 20 years	21	5.3
21-30 years	155	38.8
31-40 years	104	26.0
41-50 years	77	19.3
51 years and above	43	10.8
Total	400	100
Ethnicity		
Yoruba	182	45.5
Hausa/Fulani	59	14.8
Igbo	115	28.8
Others	44	11.0
Total	400	100
Religion		
Islam	153	38.3
Christianity	214	53.5
Others	33	8.3
Total	400	100
Monthly Income		

Below 50,000 naira	27	6.8
50,000-80,000 naira	70	17.5
80,000-100,000 naira	94	23.5
100,000-150,000 naira	45	11.3
150,000-200,000 naira	49	12.3
200,000-300,000 naira	36	9.0
Above 300,000 naira	79	19.8
Total	400	100
Education Level		
SSCE/WAEC	71	17.8
B.sc/HND	206	51.5
OND/NCE	82	20.5
Uneducated	22	5.5
Others	19	4.8
Total	400	100
Occupation		
Trader	62	15.5
Entrepreneur	155	38.8
Artisan	87	21.8
Student	20	5.0
Professional	48	12.0
Others	28	7.0
Total	400	100
Local Government Areas		
Ikorodu Local Government	177	44.3
Epe Local Government	104	26.0
Ojodu Local Government	119	29.8
Total	400	100

Source: Field survey, 2024.

According to the respondents' demographics, 5.3% of them were under the age of 20, 38.8% were between the ages of 21 and 30, 26.0% were between the ages of 31 and 40, 19.3% were between the ages of 41 and 50, and 10.8% were 51 and older. This suggests that the majority of responders were between the ages of 21 and 30. Regarding ethnicity, Yoruba made up 45.5% of the respondents, Hausa/Fulani made up 14.8%, Igbo people made up 28.8%, and other people made up 11.0%. This suggests that the Yoruba ethnic group made up the majority of the responders. Regarding religious affiliation, 38.3% of respondents practiced Islam, 53.5% practiced Christianity, and 8.3% practiced another religion. This suggests that Christians made up the majority of the responders. On monthly income, 6.8% were earning below 50,000 naira, 17.5% were earning between 50,000-80,000 naira, 23.5% were 80,000-100,000 naira, 11.3% were 100,000-150,000 naira, 12.3% were 150,000-200,000 naira, 9.0% were 200,000-300,000 naira, while 19.8% were above 300,000 naira. This implies that majority of the respondents were earning between 80,000-100,000 naira. On education level, 17.8% of the respondents had SSCE/WAEC qualification, 51.5% had B.sc/HND qualification, 20.5% had OND/NCE, 5.5% were uneducated, while 4.8% had Other qualifications. This implies that majority of the respondents had B.sc/HND qualification. On Occupation, 15.5% were traders, 38.8% were entrepreneurs, 21.8% were artisans, 5.0% were students, 12.0% were professionals, while 7.0% were practising other occupations. This implies that majority of the respondents were entrepreneurs. On Local Government Area, 44.3% of the respondents were from Ikorodu local government, 26.0% were from Epe local government, while 29.8% were from Ojodulocal government. This suggests that the Ikorodu local government area accounted for the majority of the respondents.

Research Question1: What is the relationship between parental involvement and language development among children in Lagos State, Nigeria?

Table2: PPMC summary showing the relationship between parental involvement and language development among children in Lagos State, Nigeria

Variables	N	Mean	Standard deviation	Df	r	Sig	r ²
Language Development	400	35.3740	5.32387	388	0.401**	0.000	0.1608
Parental Involvement	400	30.0840	3.60833				

Source: Field survey, 2022

Table 2 reviews a positive significant relationship between parental involvement and language development among children; $r(388) = 0.401^{**}$, $r^2 = 0.160$, $p < 0.01$. The table further reveals that increase in parental involvement would lead to an increase in language development. Effect size ($r^2 = 0.160$) reveals that parental involvement explained 16.0% increase in language development of children in Lagos State, Nigeria.

Research Question2: What is the relationship between socioeconomic factors and language development among children in Lagos State, Nigeria?

Table3: PPMC summary showing the relationship between socioeconomic factors and language development among children in Lagos State, Nigeria

Variables	N	Mean	Standard deviation	Df	r	Sig	r ²
Language Development	400	35.3740	5.32387	388	0.620**	0.000	0.3844
Socioeconomic factors	400	31.2520	3.80251				

Source: Field survey, 2022

Table 3 reviews a positive significant relationship between socioeconomic factors and language development among children; $r(388) = 0.620^{**}$, $r^2 = 0.384$, $p < 0.01$. The table further reveals that increase in socioeconomic factors would lead to an increase in language development. Effect size ($r^2 = 0.384$) reveals that socioeconomic factors explained 38.4% increase in language development of children in Lagos State, Nigeria.

Research question3: What is the joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria?

Table4: joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria.

R= 0.825 R ² = 0.680		Adjusted R ² = 0.678 Standard error=5.07159			
Model	SS	DF	MS	F	Sig
Regression	20387.027	2	6795.676	248.104	.000 ^b
Residual	11471.575	396	25.721		
Total	31858.602	398			

Source: Field survey, 2022.

Table 3 reveals the joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria. The R coefficient recorded 0.825, $R^2 = 0.680$, when factor variables are combined, they explain 67.8% variance in language development. 32.2% unexplained variance is as a result of variance outside the study. Therefore, there is a significant joint contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria; $F(2, 396) = 248.104$, $P < 0.01$.

Research question4: What is the relative contribution of parental involvement and socio economic factors on language development among children in Lagos State, Nigeria?

Table5: Relative contribution of parental involvement and socio economic factors on language development

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	Beta	Standard error	Beta		
Constant	13.371	2.605		5.286	.000
Parental Involvement	.129	.038	.118	2.399	.007
Socioeconomic Factors	.322	.026	.520	10.837	.000

Source: Field survey

Table 5 reveals that both of the two factors (parental involvement & Socioeconomic factors) are significant predictors of language development among children in Lagos State, Nigeria. The most potent predictor of language development is socioeconomic factors ($\beta = 0.520$, $t = 10.837$, $p < 0.01$) and parental involvement ($\beta = 0.118$, $t = 2.399$, $p < 0.01$). This implies that, increase in parental involvement and socioeconomic factors will explain 52.0% and 11.8% increase in language development respectively.

VIII. Discussion of Findings

The first research question seeking to determine the relationship between parental involvement and language development among undergraduate students in Lagos State, Nigeria revealed a positive correlation between parental involvement and language development. It was also inferred that an increase in parental involvement would result to an increase in language development. However, this finding correlates with [5] research on the impact of parental involvement subtypes on Chinese preschool children's language ability. The study concluded that parental involvement correlated with language development.

The second research question seeking to determine the relationship between socioeconomic status and language development among undergraduate students in Lagos State, Nigeria revealed a positive correlation between socioeconomic status and language development. It was deduced that an increase in socioeconomic status would result to a significant increase in language development. However, this finding is analogous with a study conducted by [6], which established that socioeconomic factor is a significant predictor of language development.

The third research question seeking to determine the joint contribution of parental involvement and socioeconomic factor on language development among children in Lagos State, Nigeria revealed a significant joint contribution of parental involvement and socioeconomic factor on language development. This finding is in line with a study conducted by Rokita-Jaskow (2013), which proved that change in language development is explained by the combination of both parental involvement and socioeconomic status.

The fourth research question seeking to determine the relative contribution of parental involvement and socioeconomic factor on language development among children in Lagos State, Nigeria revealed a significant relative contribution of parental involvement and socioeconomic status on language development. However, it was inferred that socioeconomic status was the most potent predictor of language development.

IX. Conclusion

The importance of language development cannot be overstated, as it serves as the foundation for communication, cognitive growth, and academic success. In the context of Lagos Metropolis, where parental involvement and socioeconomic status significantly impact children's language development, it is crucial to recognize the role these factors play in shaping linguistic abilities. Parents' active engagement in their children's language learning process and the provision of a supportive environment are essential for fostering strong language skills. Additionally, addressing disparities in socioeconomic status can help mitigate inequalities in access to resources that facilitate language development among children.

X. Recommendations

Based on the findings, the study recommends the following:

1. Parents should engage in daily conversations with their children, as regular verbal interactions can significantly enhance language development in children.
2. Parents should read to children and encourage them to read independently in order to boost their vocabulary and language skills.
3. The government should ensure that all children, regardless of socioeconomic status, have access to quality education and language development opportunities.
4. Future research should seek to evaluate the joint influence of parental involvement and socioeconomic factors on language development to extend the framework of this study.

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