

Analysis of Employed and Unemployed Mother's Perspectives Towards Story Narration in Typically Developing Children between 2 to 5 Years

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Abstract : The dyadic interaction between the parent and child during story narration facilitates the emergence of early literacy skills. Early shared reading experiences positively predict better reading and language outcomes in children who experience rich communicative and effective interactions during shared book reading. However, research is yet to systematically explore mother's perspective towards story narration and how employment may influence their perspectives. The study analysed the perspectives of employed and unemployed mothers of typically developing children between the age ranges of 2 to 5 years through a questionnaire which covered domains on story narration exposure and parental attitudes & beliefs. The results indicate no statistical difference between employed mothers ($M=8.5$, $SD=3.4$) and unemployed mothers ($M=10.1$, $SD=1.06$). Whereas, post-hoc comparisons using the scheffe test, revealed a significant difference in scores. An increasing score was obtained as the age of the child increased. This change could be attributed due to the integration of children in preschools which could have contributed to the change of perception towards story narration. Older children's mother perceive story narration to be an important part of their curriculum, which could facilitate rich vocabulary and language output. Younger children's parents are however not realising the significance of story narration and its impact on the emergent literacy skills. Parent-child interaction is a significant contributor to a healthy social and cultural development. The study emphasises on the need of mothers to engage in preliterate based activities which contribute to better academic performance in later stages.

Keywords : early literacy skill, employment, language development, mother's perspective, story narration

Conference Title : ICSHS 2018 : International Conference on Speech and Hearing Sciences

Conference Location : Venice, Italy

Conference Dates : November 14-15, 2018