

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF PSYCHOLOGY

KNOWLEDGE OF MOTHER'S ON CHILD LANGUAGE MILESTONES
DEVELOPMENT AND THEIR PARENTING PRACTICE: THE CASE OF GAMBELLA
REGION, ANYWAA ZONE, ABWOWU WOREDA

BY
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A THESIS SUBMITTED TO JIMMA UNIVERSITY DEPARTEMENT OF
PSYCHOLOGY FOR THE PARTIAL FULFIMENT OF MASTERS OF ART DEGREE
IN DEVELOPMENTAL PSYCHOLOGY

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JIMMA, ETHIOPIA

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Declaration

I declare that the work in this thesis, titled "Knowledge of Mothers on Child Language Milestones Development and Parenting Practice: The Case of Gambella Region Anywaa Zone Abwowu Woreda," was completed under the supervision of Dr. Zenebe Negaw and Dereje Mokenin. I declare that this is my original work for the Masters of Art in Developmental Psychology degree.

.No part of this thesis was previously presented for another degree or diploma at this or any other University. The information derived from literature has been duly acknowledged in the text and a list of references provided.

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Abstract

The main objective of this study was to assess mothers knowledge on child language milestones development and their parenting practice. To achieve the objective of the study, descriptive survey research design was employed with mixed research approach. From the total 320 population 177 sample were included in the study. To collect data from the participants, mothers knowledge on child language interview question and focus group discussion(FGD) was used for qualitative part. Where as parenting practice and mothers child interaction questionnaire was used for quantitative part. The collected data from qualitative was analysed by describing the audio reports that was transcribed in to words and quantitative part was analysed by descriptive statistics such as mean, standard deviation, frequency ,and percentage. The qualitative result of the study displayed that mothers have poor knowledge on their child language milestones development respectively. whereas the quantitative results for three parenting practice revealed that the rating score was found as 4116(31%) with mean score of (23.25) and (3.908)standard deviation on authoritative parenting practice, also rating score was found as 3489(28%) with mean score of (19.71) and (3.212) standard deviation on permissive parenting, and 3350(26%) with mean score of (18.93) and (2.822) standard deviation on authoritarian parenting practice. Those revealed that authoritative parenting practice was the dominant parenting practice with the highest rating score in selected area and mothers shows highest frequency score on good interaction, whereas the lowest on poor interaction. Furthermore, the finding of this study showed that mothers have poor knowledge on language milestones of their childrens and practiced authoritative parenting practice with good interactions with their childrens so they need effective education on milestones development, parenting & mother child interactions even though they have showed good parenting it might last only for childhood.

Keywords: Knowledge on Language Milestones | Parenting Practice | Mother Child Interaction

Abbreviations and Acronyms

AAP _____ American Academy of Pediatrics

BSID _____ Bailey Scales of Infant Development

FGD _____ Focus Group Discussion

GPNRS _____ Gambella People's National and Regional State

IQ _____ Intelligent Quotient

LS _____ Language Scale

MCMDO _____ Mother and Children Multi Sectoral Organization

MDGs _____ Millennium Development Goals

MS _____ Milestones

PSK _____ Parenting styles Knowledge

RCT _____ Randomized Control Trial

SES _____ Socio Economic Status

SNNRP _____ Southern Nations Nationality and Region People

UNICEF _____ United Nations Children Fund

ZPD _____ Zone of Proximal Development

Chapter One

1. Introduction

1.1 Background of the study

Early childhood is a critical period in human life, with the rate of development being faster than at any other stage (Birhanu, 2015). Development can be defined as the process by which individuals grow and change over the course of their lives, and it can occur in a variety of domains: biological, which includes characteristics such as physical growth and motor skill development; cognitive, which refers to changes in thought processes such as memory, reasoning and problem solving, imagination, creativity, and language; emotional, which focuses on changes in emotional experience and understanding; and social, which refers to changes in our understanding.

Parental knowledge, as defined by Benasich and Brooks-Gunn, is defined as parents' understanding of developmental norms and milestones, processes of child development, and familiarity with caregiving skills, and such knowledge is conceptualized as a result of personal experience with children and social interactions (Benaisch and Brooks-Gunn, 1996). Mothers' knowledge of their capability may help to improve their children's developmental, progress and promote families' confidence and capability regarding their children's current and future development (Dempsey, Keen, Pennell, O'Reilly, and Neilands 2009; Desjardin 2006).

It has been observed that a good start in a child's life helps to create an efficient person in the future society, because the first five years of a child's growth are a critical period, particularly for brain development (Isaranurug 2005). Parental child raising and parenting is regarded as one of

the most important factors in the evolution and persistence of behavioral problems in children (Conger, Conger, Elder 1992; Diaz, 2005).

Mothers who are well-informed can improve their interactions with their children. Positive interactions with one's child may boost a mother's self-esteem; however, these interactions appear insufficient to address underlying causes of maternal depression (Daisy R Singla, Elias Kumbakumba, and Frances E Aboud....2015).

According to Baumrind (1967), there are four major parenting styles. Authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting are the four parenting styles.

According to Baumrind (1997), in an authoritative parenting style, parents control their children in a way that respects their personality while also instilling social values; additionally, in this style, parents have a high level of intimacy with their children (Mash & Johnston, 1983).

In an authoritarian parenting style, parents place a high value on controlling their children while also placing a value on their children obeying their orders (Papalia, Wendkos & Duskin, 2006).

This style also includes the use of direct punishment strategies (Qurido, Warner & Eyberg, 2002). In a permissive parenting style, parents exercise little control and, in fact, pamper their children (Papalia, Wendkos & Duskin, 2006). They make few demands of their children and impose few restrictions on their children's behavior (Qurido, Warner & Eyberg, 2002).

As a result, mothers' awareness of developmental aspects of her child is very important, appropriate parenting is that you can't strive more or rely more on observing each and every movement of the kids, it brings confidence on mothers, and positive interactions between mothers and children can reduce parenting tensions because mothers can easily detect such exploratory behavior and fix on the underlying cause. Thus, the purpose of this study was to

assess mothers' knowledge of language milestones development of their child and parenting practices in Gambella regional state, Anywaa zone, Abwowa woreda.

1.2 Statement of the problems

Parenting is a way of reflecting on parent-child relationships. It is a complex activity that includes many specific attitudes and behaviors that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent's behaviors are expressed (Darling & Steinberg, 1993; Darling, 1999). Through their world of influence, parents essentially mold and shape their children into adults (Baumrind, 1971). Maternal knowledge influences parenting behaviors, as well as the development and well-being of children. Mothers' understanding of child development has been shown to have a significant impact on how they interact with their children and the learning opportunities they provide (Atmane Ikhlef and Fatima Al-Maadadi...2014).

A number of studies have been conducted globally on maternal knowledge, parenting practice, and their knowledge, role, and factors on the children's. For example, a study conducted by (Lujain and Enas, 2017) revealed that there was no significant association between mother's knowledge of cognitive and vision development and mother's occupation; the same is true for knowledge of language and hearing development. Furthermore, a study conducted on developing countries by (Ertem, Atay, Dogan, Bayhan, Bingoler, et al.2007) revealed that more than half of mothers believed that all developmental skills, with the exception of two (grasping small objects with fingers and walking), and all developmental stimulation activities should occur later than normative ages.

In fact, there have been few studies on parenting practices in the Ethiopian context. Local studies in Ethiopia, on the other hand, are more concerned with the impact of parenting training, parenting and influence on adult academic achievement. In Ethiopia, for example, a study

conducted by (Habtamu, 1979; Levine, 1965; Ringness & Gander, 1974) revealed that authoritarian parenting style is the dominant parenting style.

The number of local studies on mothers' knowledge that have been conducted by researchers can be counted. There have been very few studies that have focused on knowledge, perception, and practice. As an example: Wonda Garoma Berra (2013) assessed the Knowledge, Perception, and Practice of Mothers/Caregivers and Families in Nekemte Town, Ethiopia, regarding Child Nutrition (under 5 years of age). According to the findings of the study, knowledge is an important factor that influences breastfeeding perceptions and practices.

Despite the lack of sufficient and readily available data, the researcher knows from his practical experience that in the Gambella region, assessing mothers' knowledge of milestones and parenting practices has become an important issue that raises awareness among mothers who bear the society's future hope. To raise awareness, knowledge about milestones and parenting practices, as well as parents' interactions with their children, must be researched. In terms of the researcher's knowledge, there is a research gap in this area. As a result, the purpose of this study was to fill that gap by assessing mothers' knowledge of language milestones in their children's development as well as their parenting practices. Furthermore, the current study attempted to investigate the interactions between mothers and their children during parenting practices and addressed the following research questions.

1.3 Basic Research Questions

1. What is the most parenting practice do mothers apply in the selected area?
2. What is mothers' interaction with their child during parenting practices in the selected area?
3. What is mother's knowledge about language milestones development of a child?

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study is to assess mother' knowledge about child language milestones development and their parenting styles.

1.4.2 Specific objectives

1. To investigate the dominant parenting practice that mostly applied by mothers in the selected area.
2. To investigate the relationship or mothers child interaction in their parenting practices.
3. To investigate the knowledge of mother's regarding language milestones development of child.

1.5 Significance of the Study

The findings of the study are expected to be significant to a variety of stakeholders, including the government, researchers, mothers, and children.

Government

The findings of this study will help the government (MoH, MoWCYA, Regional Health Bureau, and Women's, Children, and Youth Bureau) understand the importance of maternal knowledge on language milestones, parenting practices, and mother-child interactions.

Thus, the findings could be used by the government to develop appropriate policies for the implementation of various policies that increase mothers' awareness about appropriate parenting and interactions with their children.

This study will also be used by the government to lobby stakeholders such as the United Nations Children Fund (UNICEF), Mother and Children Multi Sectoral Organization (MCMDO), and

Save the Children to prepare trainings for mothers, as all of the organizations mentioned above share a common goal of protecting child development around the world.

Mothers

Second, the study will raise awareness of existing and overall empirical frameworks of parenting practices, as well as address issues concerning parents and the community.

Children's

The new born children will benefit from being treated in appropriate parenting that has mother binding if the government, in collaboration with their stakeholders, takes this result into action and prepares pre-training for all mothers in the region as well as across the country.

Researchers

Fourth, this will be used as a reference for stakeholders, health workers, community mobilizers, social workers, and psychologists to inform them that the development and care of their children is the responsibility of all parents. Finally, it will serve as a reference material for the rest of the world research community who may be interested in conducting research on this topic in the future.

1.6 Delimitation of the Study

The study focuses on mothers' knowledge of language milestones, parenting practices and their interactions. The study was geographically limited to Gambella regional state, Anywaa nation's zone, Abwowa woreda.

1.7 Operational Definitions

Mother's knowledge: a mother's ability to recognize when and where her child should begin responding to a stimulus (e.g., responding to her voice, smiling with other people's faces, etc.).

Milestones: - A descriptive term used to denote a specific level of achievement (e.g., babbling, sitting without support, crawling, and vice versa) by the child at a specific stage.

Language milestones: - are specific skills such as babbling, saying "mama" or "dada," or combining two words. Typically, a child must master one milestone before moving on to the next.

Parenting practice: - the child-treatment system in which mothers punish, reward, and interact with their children on a daily basis.

1.8 Limitations of the study

The study assessed mothers' knowledge of their child's language milestones and parenting practices. This study also looked at the interaction between mothers and their children during parenting practice. However, this study did not identify the possible factors associated, as well as the correlations between parenting and maternal knowledge.

Chapter Two

2. Review of Related Literature

This chapter intends to consider a review of the related literature on mother's knowledge about language milestones development of the children and how mother's care for their children's or in other words parenting practices. The literature review included the concept of child milestones development, importance of mother's knowledge on child language milestone's development, Links among mother's knowledge, parenting practices, and language milestones of children, parenting practices, theoretical framework of the child milestones development.

2.1 Concept of Milestone Development of Children

Without a doubt, the early years – from birth to kindergarten– include the most extraordinary period of development in a child's lifetime. Learning begins in infancy when a child's development of knowledge, skills, and attitudes toward learning serves as the basis for healthy development and lifelong achievement. Infants and young children are by nature keen learners – enthusiastic, creative scientists who observe, explore, experiment, and practice skills until they are mastered, and then continue to the next challenge.

Although they learn much through independent exploration, infants and young children need competent adult guides to provide the critical elements of high-quality learning environments at optimal times. Skillful adults, including parents, grandparents, child care providers and teachers, provide the safety and security, both physical and emotional that support young learners through adventures of discovery and mastery. Skillful adults provide warm, responsive relationships that foster confidence as they respond to children's needs consistently. They structure the

environment to provide maximum opportunities for children to learn, and provide enriched language interactions with meaningful conversation and feedback to foster optimal development. These dedicated adults become learning partners who guide and support young children as they explore the world in which they live.

There is a well-established link between what mothers know and how they behave with their young children, which in turn affects child outcomes. For instance, rigorously designed evaluations of home visiting models that aim to improve parenting knowledge support this association. Parenting knowledge is critical to ensuring children's healthy growth and development, especially an understanding of how to quiet an infant, express love and affection, and respond to an infant's bids for attention, as well as good nutrition and safe sleep practices. Compared to mothers with limited knowledge of child development, mothers with more knowledge engage in higher-quality parent-child interactions, use more effective parenting strategies, and participate in more developmentally supportive activities with their children. They also have more appropriate expectations of their children, and in turn engage in more effective, less harsh discipline practices.

Few researchers have examined associations between parenting knowledge and social-emotional development, but existing findings suggest a link. For example, a randomized control trial (RCT) study of low-birth weight, premature infants—approximately half of whom were black and half of whom had other racial and ethnic backgrounds—and their mothers (Benasich & Brooks-Gunn) found that children of mothers with greater general knowledge of child development at 12 months were less likely to have behavior problems at 36 months relative to children of mothers with less developmental knowledge 24. Furthermore, the intervention

literature, including a number of experimentally designed studies, indicates that the best child outcomes occur when parents learn to attend to children's signals and respond sensitively (i.e., when the intervention teaches knowledge and application of parenting skills), as favorable social-emotional outcomes are explained in part by the quality of early parent-child relationships.

2.2 Mother's knowledge on child milestones development

Broadly defined, *parenting knowledge* is an understanding of “developmental norms, milestones, processes of child development, and familiarity with care giving skills. *Parenting practices*, on the other hand, are “parenting behaviors or approaches to childrearing that can shape how children develop.

Maternal knowledge is important to parenting behaviors, children's development and well-being. Mothers' knowledge of child development has been shown to have a significant influence on the way mothers interact with their children and the learning opportunities they provide. (Fatima Al-Maadadi1 and Atmane Ikhlef1...2014)

It was observed that a good start at the beginning of the child's life helps to create an efficient person in the future society, because the first five-years in a child growth are a crucial period particularly for the development of the brain (Isaranurug 2005). Milestone” (MS) is a descriptive term used to denote a specific level of achievement (e.g., sitting without support) by the child at a particular stage. Since children vary in the progress of their development, milestones have a range of normal variation, meaning they are not fixed. Each child develops at its own unique pace and it may be difficult to predict exactly when a child will acquire a given skill. However, the developmental milestones give a general idea of when to expect specific changes as a child grows older (ICUDCY, 2003).

Normative data exists for these milestones, for example, a child should be able to walk unaided at about one year, the years 0-3 are critical in the formation of intelligence, personality and social behavior. Brain development before the age of one year is more rapid and intense than previously realized and the brain is much more vulnerable to environmental influences than suspected including nutrition, quality of interaction, care and stimulation (Tinajero and Loizillon, 2010).

2.3 Links among mother's knowledge, parenting practices, and language milestones of a children

“A child's first relationship, the one with his mother acts as a template that permanently molds the individual's capacity to enter into all later emotional relationships” (Schoore, 2002).

Developmental milestones, for instance neck control sitting without support, crawling, standing, walking...etc., are generally understood to be vital stages of neurological development (Adolph and Berger, 2006; Gerber 2010). Due to that the first person that a child interacts face to face from the beginning without doubt is mother unless if that child is unfortunately unlucky when his/her mom died during delivery period. Therefore a mother's child interaction begins with face seeing, smile, crying when hunger, and finally develop by responding to the sound of mothers.

While there is a fair amount of research linking parenting knowledge to parenting practices, previous work looking directly at relations between parenting knowledge and child outcomes is limited. If the pathway between parenting knowledge, parenting practices and child outcomes is strong, one would expect to see direct relations between parenting knowledge and child outcomes. In fact, Benasich and Brooks-Gunn (1996) found direct links between parenting

knowledge and child behaviour problems (negative) and child IQ (positive). Fuller and colleagues (Fuller, 2010) found no relation between parenting knowledge and child cognitive development as measured on the Bayley Scales of Infant Development (BSID) at the same age (9 months) with SES, ethnicity and other background and parenting factors controlled. However, using the same dataset, Glick and colleagues (Glick, 2009) found a positive relation between parenting knowledge at child age 9 months and child cognitive development at age 2 years, with similar education, immigration status and other background and parenting factors controlled, suggesting the effect of parenting knowledge on child outcomes may take time to substantiate. Indeed, Lee (2005) found positive relations between parenting knowledge and child cognitive development at age 3 years, controlling for education, SES and other background factors using data from the Infant Health and Development Program. Noble argue that children's language and literacy development is the area of cognitive development most strongly influenced by social class (e.g. Noble, 2007) and is also related to aspects of parent-child interaction during early childhood (e.g. Sénéchal & LeFevre, 2002).

The study on mother's knowledge on child development and child care Practices in Lahore, Pakistan shows that majority of the mothers were twenty to thirty years and majority of them were educated. It is also explored that most of the mothers were female children and most of the children were one-year-old. It is also revealed that most of the mothers know about necessity of breast feeding. The findings also explored that majority of the mothers preferred breast feeding than bottle milk, solid diet and juice for the baby feeding. The results also show that mothers have the knowledge and awareness of the food to be given to the children by the passage of time as the children grow.

In above study, the results explored the child care practices and factor for the infant feeding, maternal health and diet, psycho-social and health care as well as hygiene practices were also identified. Child care is a composite set of behaviors that starts from the child feeding practices. It also promotes healthy and safe surroundings for the child and provides sufficient health care for the psycho-social care and emotional support of the child.

2.4 Parenting practices

Parents basically mold and shape their children into adults through their world of influence (Baumrind, 1971). A way of reflection between parent and child relationships is parenting and it is a complex activity that includes many specific attitudes and behaviors that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent's behaviors are expressed (Darling & Steinberg, 1993; Darling, 1999). Parenting can be explained in terms of two components such as parental responsiveness and demandingness (Fletcher, Walls, Cook, Madison, & Bridges, 2008).

Parental demandingness is the extent to which parents set guidelines for their children, and how their discipline based on these guidelines. *Parental responsiveness* is the emotional characteristic of parenting. Responsiveness passes on to the degree to which parents support their children and attend their children's needs. Both parenting responsive and demanding has been linked to secure attachment in children (Karavasilis, Doyle & Markiewicz, 2003). Baumrind identified three styles: authoritative, authoritarian, and permissive with these concepts of responsiveness and demandingness in mind (Baumrind, 1971).

Authoritative parenting

Authoritative parent is combination of demandingness and responsiveness. They make logical demands, set limits and insist on children's compliance, whereas at the same time, they are warm, accept the children's points of view, and encourage the children's participation in decision making and often seek their children's views in family considerations and decisions (Berg, 2011; Weiss & Schwarz, 1996; Zupancic, Podlesek, & Kavcic, 2004). This type of parent monitors and disciplines their children fairly, while being very supportive at the same time (Baumrind, 1971).

Authoritarian Parenting

The authoritarian parenting style of parents is demanding and unresponsive. They engage in little mutual interaction with the children and expect them to accept adult's demands without any questions. Power-assertive techniques of socialization (threats, commands, physical force, love withdrawal) used by authoritarian parents and restrain children's self-expression and independence (Zupancic et al., 2004). Authoritarian parents are inclined to set high standards and guidelines and obedience is required. Authoritarian parents connect love with success and are not as nurturing as the other two styles of parenting (Berg, 2011).

Permissive Parenting

The permissive parenting comprises few clear and predictable rules because follow-through is not constant and misconduct is ignored, neutral or positive affective tone. They give children a high level of freedom and do not restrain their behaviors unless physical harm is involved (Rossman & Rea, 2005). Permissive parenting exposes an overly tolerant approach for socialization with responsive and undemanding parenting behaviour. These parents are nurturing

and accepting, but at the same time they avoid imposing demands and controls over child's behavior (Zupancic et al., 2004). They have little or no expectations for their children and often view their children as friends and have few limits imposed (Berg, 2011).

Carrasquillo and London (1993) described African parents as more of authoritarian type. Explaining why this happened, Carrasquillo and London noted that authoritarian parenting style is considered as a means of achieving parental goals such as internalizing respect to authority, conformity, and a sense of sharing. When coming to studies on child rearing practices in Ethiopia, consistent results have been documented. For example, some studies (e.g. Cox, 1967; Habtamu, 1979; Levine, 1965; Ringness& Gander, 1974) revealed that authoritarian parenting style is the dominant parenting style in Ethiopian context. On the other hand, other studies (e.g. Abesha, 1997; Birhanu, 1996; Markos, 1996; Seleshi, 1998; Seleshi, & Sentayehu, 1998; Sentayehu, 1998; Yekoyealem, 2005) reported that the type of parenting style predominantly practiced in Ethiopian context is authoritative.

2.5 The nature of development

Development can be seen as the way in which individuals grow and change over the course of their lifespan and this can take place in different domains: *biological*, which includes features such as physical growth and developments in motor skills; *cognitive*, which refers to changes in thought processes such as memory, reasoning and problem solving, imagination, and creativity and language; *emotional*, where the focus is on changes in emotional experience and understanding; and *social*, which refers to changes in our understanding of ourselves and other people and how we relate to others. While the division of development into different domains may be useful from the point of organizing our own thinking about the nature of development, it

is important also to recognize that development itself is a holistic process and each domain influences and is influenced by the others. For example, development in a child's motor skills, such as crawling and reaching and grasping (physical development), will allow them to explore both their environment and the objects in this environment, leading to a greater understanding of their surroundings (cognitive developmental).

A central issue in development is the nature versus nurture debate, in other words, the relative roles played by biological and genetic factors as opposed to environmental factors in shaping development. Nature refers to the role of biology and genetics and nurture to the role of experience and other environmental factors. Let's see the Watson quote below,

Give me a dozen healthy infants, well-formed and my own specified world to bring them up in, and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors.

(Watson, 1930: 104)

Today, most theorists do not take a rigid position on the role of nature and nurture and see development occurring through the interplay of both factors. For example, it is widely accepted that babies are born with different temperaments which can be classed as 'easy' or 'difficult', and there is likely to be an inherited basis for either.

Another aspect of development that has been subject to debate is whether it proceeds in a continuous or discontinuous manner. Continuous development implies a gradual but smooth pattern of change over time. Essentially, babies and children are seen as having the same basic capacities as adults and changes take place in the efficiency and complexity of their abilities until

they reach the mature, adult levels. Change is then essentially *quantitative* in nature. Just as children grow taller and can run faster as they get older, their psychological characteristics also change in the same way, for example they can remember more and their thought processes become more complex and sophisticated. The alternative discontinuous view is that development proceeds as a series of abrupt changes and with each change the child moves to a more advanced level of functioning. In this view, the child moves through a series of developmental stages, and with each new stage the child's behaviour, abilities or thought processes are *qualitatively* different to what they were in the preceding stage.

2.6 Theoretical frameworks

Protective factors and activities that help to mitigate language problem refer to:

- **Secure Attachment:** Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. According to Bowlby, attachment serves to keep the infant close to the mothers, thus improving the child's chances of survival (Bowlby 1988). Mothers have a positive nurturing relationship with the children (e.g. understanding infant cues, calming crying, understanding sleep needs, feeding attending to routine health needs), they have an appropriate respond to children's needs which stimulate healthy brain development (e.g. infant massage, reading to baby, choosing appropriate toys, ensuring a safe and stimulating environment), and promote positive play interaction between mothers and children (playtime, singing to baby).

Baumrind (1966) theoretical model of parenting style which included the nurturance and control dimensions of child rearing into a conceptualization of parenting style that was fastened in an emphasis on parents' belief system (Darling & Steinberg, 1993). For Baumrind, key

element of parental role is to socialize the child to conform to the necessary demands of others and maintaining a sense of personal integrity. She defined control as strictness, use of corporal punishment, consistency of punishment, use of explanations, and so on (Baumrind, 1966).

In contrast, Baumrind argued that parents' willingness to socialize their child is conceptually separate from parental restrictiveness. Knowledge of parenting and child development: Mothers who understand typical development patterns can better guide and discipline their children (Joseph and Stevens 1984). Recognition of usual steps promote healthy child development, help to setting appropriate limits if child needs special help.

Erikson (1963) was influenced by Freud but came to place less emphasis on sexual urges and more on the role of social and cultural factors. He saw development as involving the interaction between the individual's biological (somatic) processes, mental (ego) processes and wider societal influences arising from our membership of '*...groupings of geographical and historical coherence: family, class, community, nation*' (Erikson, 1963: 30).

Erikson, like Freud, proposed that development occurred in a series of stages, but unlike Freud, whose theory saw development as being complete by adolescence, he saw it as a lifelong process whereby its stages extend into adulthood and old age. He viewed these stages as occurring in a fixed, orderly sequence. At each stage of development, he argued that the individual is confronted with an age-related task or psychosocial crisis related to biological maturation and the social demands being faced by the individual at a particular point in their life. The successful resolution of each crisis led to healthy developmental outcomes.

Socio-cultural theory applies the work of Lev Vygotsky's socio-cultural theory of cognitive development. Vygotsky's discussion of grasping illustrates how mother- infant interaction

(Gauvain and Rogoff 1989) helps the child to understand the meaning of gesture well before the child is capable of language use. Thus Vygotsky describe children's development in the early year of life. Vygotsky believed that learning begins at birth and continues throughout life. Vygotsky described ZPD as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

Skinner's operant conditioning views are useful in practical settings such as promoting positive behaviours and form the basis for interventions for problem behaviours in children through the process of behaviour modification (Martin and Pear, 2007). Bandura, another learning theorist, accepted Skinner's views on the importance of operant conditioning in development, but also noted that children and adults acquire many new skills in the absence of rewards and punishments simply by watching and imitating the behaviour of others (Bandura, 1977). Applied to child development, learning can be seen as the child making the connection between certain ways of behaving and certain desirable or undesirable outcomes and this is seen to apply to all areas of development. An infant who vocalizes will be reinforced by praise and attention from parents, leading to a reoccurrence of this behaviour, and as vocalizations come closer to speech, the selective patterns of reinforcement received by the infant for this behavior lead to the development of language. A child who behaves in a friendly and considerate manner will receive praise and encouragement and this will strengthen the child's tendency to repeat this behaviour. Reinforcers and punishers can be *positive* and *negative* in nature.

Subsequent research has indicated that a variety of other behaviours such as prosaically acts and sex-roles can also be acquired in this manner. Bandura's later work (1989) has focused on the

development of a sense of self-efficacy, or beliefs about one's ability to succeed in everyday situations, such as learning in school. He argues that a sense of self-efficacy is also learned by observing the behaviour and attitudes of a model. Children whose role models demonstrate positive qualities, such as persistence when faced with difficult tasks, are more likely to develop a strong sense of self efficacy than children whose models who demonstrate less positive qualities, such as giving up easily in response to minor setbacks.

For learning theorists, the emphasis is placed on observable aspects of behaviour and the environmental factors that influence it, and the child's thought processes or cognition are largely irrelevant. An alternative view is that development is driven by the way a child thinks about the world and changes in the patterns of thinking are of prime importance. There are three influential cognitive-developmental theories – the stage theory of Piaget, Vygotsky's socio-cultural theory and, more recently, information processing theories.

Piaget's interest in child development originated when he worked in the laboratory of Alfred Binet who was interested in measuring intelligence in children. While administering various tasks to the children, Piaget became interested in the incorrect responses they gave and noted that children of the same age often gave similar incorrect answers. He concluded that it was not the case that the children lacked intelligence, Piaget was influenced by the biological notion of adaptation – just as our bodies are adapted to fit with our environments, our minds also adapt to help us to function in our worlds. Essentially human intelligence was an adaptation that enhanced our chances of survival (Piaget, 1950).

Piaget noted that children's thinking was often at odds with the nature of the world and that they could not think beyond their own perspective. Their view of the world was often egocentric

(Piaget and Inhelder, 1956), in other words, they were unable to see situations from any other viewpoint but their own, and animistic (Piaget, 1929), meaning that they often saw inanimate objects as having thoughts and feelings just like they did. For Piaget development was a process of change in which children, as a result of exploring their worlds, revise their knowledge so that it corresponds more closely with reality, and in so doing they achieve a state of *equilibrium* between their knowledge and the nature of the physical and social world.

A more recent approach to cognitive development is based on making an analogy between the human mind and the digital computer. Like computers, the human mind is seen as processing information based on a limited set of rules. Thought is seen as the flow of information through a system. We receive input from our senses, perform a series of operations on this input and transform it into some useful output, such as the answer to a question, the ability to recall a memory or the transformation of sound waves into meaningful speech.

When psychologists study child development, they often conduct their studies in the context of the immediate surroundings of the children, such as the family and school environment. However, the American psychologist Bronfenbrenner (1979) advocated an approach to development that saw the environment in broader terms, in a way that extends beyond the child's immediate surroundings. He saw the environment as consisting of a series of interacting systems with the child at the center. This approach has become known as the bio ecological model.

The innermost layer of Bronfenbrenner's system is the microsystem and refers to the immediate surroundings of the child, such as the home or school. Children are influenced by people in the microsystem, such as parents, teachers or peers, and the children's own biological and social characteristics (such as their personalities and physical abilities) also have a bearing on

development, influencing how they interact with others. The interactions between other people in the microsystem may also affect the child, such as a child being adversely affected by marital conflict between parents.

Chapter Three

3. Research Methods

3.1. Description of the Study Area

This research was carried out in Gambella People Regional State, Anywaa Zone, Abwowa Woreda. The region is located in southwestern Ethiopia at 705-8045 N Latitude and 33010-35015 E Longitude, approximately 776 kilometers from Addis Ababa. To the south and southeast, the region is bordered by Oromia and the Southern Nations Nationalities and Peoples (SNNP). To the west, the region shares an international border with South Sudan. The regional state has a total land area of 34,063km² and a population of approximately 307,096 people.

Gambella People Regional State is divided into three administrative zones (Anywaa, Nuer, and Majang zones) as well as 12 Woreda (districts), one special, and three city administrations. The region's Woreda has a total of 262 kebele (sub-districts). There are five Woreda Abwowa, Dimma, Jor, Gog, and Gambella/Abool in the Anywaa zone. Nuer zone has five Woredas, whereas Majang zone has two Woreda. Itang Woreda is a special Woreda. The Anywaa zone has a total population of 89,746 people, with 45,769 females and 43,977 males. According to the town's municipality, the Abobo district has a total population of 24,442, with 12,465 females and 11,977 males.

3.2. Study Design and Approach

Design and Approach

The study is a descriptive survey research design that employs both qualitative and quantitative research methods. The descriptive component of the study described the respondents' socio-demographic parenting practices, mother-child interaction, age, marital status, level of education, and employment status. A qualitative component was also used to investigate

mothers' knowledge of their children's language milestones. As a result, in terms of time dimension, this study used a descriptive survey study design to investigate mothers' knowledge of language milestones development and parenting practice in the study area. This study design was implemented by the researcher by taking into account the available resources to collect data from the study population at a specific point in time. Descriptive survey design was used to collect and analyze primary data from Abwowu mothers.

3.3. Source Population and Sampling Frame

A total of 320 mothers were obtained from the Abwowu district (woreda) health office department of maternal and child health in order to select respondents for the survey questionnaire (MCH). As a result, 177 mothers served as the study's sample frame.

3.4 Inclusion and Exclusion criteria

Inclusion Criteria

- ✚ Being a mother who is living in Abwowu woreda
- ✚ Those who are willing to participate in the study were included
- ✚ Mothers whose their child/children age are below 5 years were included

Exclusion Criteria

Mothers whose their child/children age are above 5 were excluded from participating in the study

Mothers who are not willing were excluded.

1.4 Variables of the study

The independent variable in the current study was mothers' knowledge of language milestones development and parenting practice, while the dependent variable was mother-child interactions during parenting practice.

3.6. Sampling technique

A randomized sampling technique was used from 19 kebeles in Abwowa woreda to determine the sample size for the current study. To make things easier for the researcher, five kebeles were chosen at random from each cluster. Yamane's (1967) formula was used to calculate the sample size for the study; thus, the formula is as follows:

$$\text{Sample Size (n)} = \frac{N}{1+N(e)^2}$$

Where: -n= the sample size

N= the total population size

e= the level of precision

Hence,

Sample size (n) = $\frac{N}{1+N(e)^2} = \frac{320}{1+320(1.8)^2} = \frac{320}{1.8} = 177$. Thus, the representative sample sizes for this research were 177 mothers. And for the interview and FGD respondents were selected from the sample size of each kebele

Table 1 : Sampling distributions across kebeles

Name of kebeles	Population of each stratum	Sample size	interview	FGD
Village 14	67	34	1	6
Abaaru	65	33	1	6
Wangkak	55	32	1	6
Village 17	68	37	1	6
Chobokiir	65	36	1	6
Total	320	177	5	30

Source: Abwowa woreda health office, department of MCH

3.7. Data gathering instruments (Measurements)

In this study, the mother's parenting practice and mothers' child interactions questionnaire were used to collect quantitative information from participants and knowledge of mothers on child language milestones interview questions were used to collect qualitative information from participants. FGD (focus group discussion) was used to support and crosscheck both variables. The researcher created this instrument to meet the study's objectives. The parenting practice scale has 21 items, whereas the mother-child interactions scale has 14 yes or no questions.

The Parenting Practice Scale consists of 21 items, and the scores represent questions about parenting styles or practice. The items on the scales include descriptions of Authoritative parenting, Authoritarian parenting, and Permissive parenting that mothers use during child rearing or day-to-day activities. The 5-point Likert scale was used as a response format. Scale of

Parenting Practice Degree: Scores 1 = never, 2 = rarely, 3 = occasionally, 4 = always, and 5 = frequently

To determine whether respondents used Authoritarian, Authoritarian, or Permissive parenting on their child, the 21 questions were divided into three sections, and their rating degree determined how frequently they rated. As a result of ascending and descending the positive and negative questions of the scale, the first seven questions (1-7) represent the authoritative answer, the next seven questions (8-14) represent permissive, and the final seven questions (15-21) represent authoritarian. The responses were divided into subcategories based on how frequently they agreed and rated, and then totaled and divided by the number of items (questions) to obtain the average (mean)

The Mothers Child Interaction Scale has 14 items in total, and the scores represent good or poor mother-child interaction during parenting practices. “Yes” or “No” questions were used as response formats. The scales' items include descriptions of both good and bad interactions during parenting practice. Scores 1 = yes and Scores 2 = no on the Mothers Child Interaction Scale.

To determine whether the respondent's level of mother-child interaction is good or poor, items were described in detail and presented in frequency and percentage. Items with a high frequency and percentage of interactions are said to be good, while items with a low frequency and percentage of interactions are said to be poor.

3.7.1 Questionnaires and interview questions guide

In this study, the first part of the questionnaires dealt with demographic characteristics of the respondents, while the other parts were designed to elicit information from mothers about their parenting practices and interactions; the answers to the questions were then coded by using a

Likert scale, in order to understand mothers' parenting practices; whereas Yes or No answers were for the other parts of the questionnaires.

More accurate knowledge about the age of onset of milestones was identified for interview questions. Mothers judged prelinguistic cooing and babbling (questions 1 and 2) to occur in the latter half of the first year, instrumental requests for comfort and objects (which do not yet express conventional words; questions 3 and 4) to occur at the end of the first year, imitations and labels (questions 5 and 6) to occur near the start of the second year, and the expression of possession and simple wiggles to occur near the end of the second year and (questions 12, 13, 14, and 15) to occur at the beginning of third year to five.

3.8 Pilot study

A pilot study, according to Bordens and Abbott (2011), is a small-scale version of a study used to establish procedures, materials, and parameters for the full study. Pilot studies can assist you in clarifying instructions, determining appropriate levels of independent variables, and determining the instrument's reliability and validity. They can also provide you with practice in conducting your research so that you make fewer mistakes when you do it for real. Pilot studies are scientifically valuable for the reasons stated above.

Before proceeding to the main research, the student/researcher conducted a pilot study in Gambella town with mothers from three kebeles. Questionnaires were distributed to 30 people in order to assess the reliability of the self-constructed parenting practice scale and the newly mothers' child interactions survey questions. As a result, after administering the instrument to the pilot samples, the responses were scored and their reliability was assessed using Cronbach Alpha. Thus, the reliability of both mother's parenting practice and mother's child interaction was

tested and found to be acceptable (Cronbach's =.94 & Cronbach's =.83, respectively). The above coefficients of reliability clearly show that the instruments seem to be highly reliable.

Table 2: Reliability for instrument of mother's parenting practice and mother child interactions

Cronbach's Alpha	Reliability for instrument of mother's parenting practice	Reliability for instrument of mother child interactions
	.94	.83

Furthermore, before distributing the questionnaires, the researcher demonstrated the instruments to the advisor and provided questionnaires for experts to comment on the data collection instrument in order to increase its validity.

3.9 Data Collection Procedures

The process of gathering information from respondents is known as data collection. This is accomplished by employing research instruments. The student (researcher) initially received a formal letter from Jimma University's college of education and behavioral sciences, department of psychology. The letter granted permission to conduct the research in the Gambella Region, Anywaa Zone, Abwowa woreda. Because the letter from Jimma University was written in English, the university provided a copy to the Abwowa woredas administration, and the woreda government attached the copy as well as another letter written in Amharic to the kebele leaders. Using the received letter, the student (researcher) communicated with kebeles leaders to obtain permission and obtain the required data from mothers. As an academic mater to obtain the data collector, each kebeles school director was contacted by the researcher because they are academicians who can understand the procedure of data collection instrument for a short period

of time, then a short term (30 m) has given to them in order to avoid direct contact of the researcher and respondents to minimize bias. For the focus group discussion, one health extension worker from each kebeles prepared a coffee ceremony that was funded by the researcher, and the data collector took advantage of this opportunity to raise questions about the ceremony that could spark a lively discussion. Finally, for the interview, the data collectors privately contacted the respondents and recorded their voices on their cellphones.

3.10 Data Analysis Techniques

The qualitative data collected from the interview was carefully listened to, first individually and then with senior researchers from the Gambella University Department of Psychology staff for more than two hours to pick out the accurate responses/answers from the respondents and finally the voices described in words. Reports from data collectors from focus group discussions were also summarized and described. Whereas quantitative data was processed and analyzed using SPSS version 20, descriptive statistics such as mean, percentage, standard deviation, and frequency were performed.

3.11 Ethical Considerations

The following ethical considerations and safety measures were taken while conducting this study; before beginning the data collection process, ethical clearance was obtained from Jimma University's department of psychology. While providing the self-designed parenting practice scale and mother child interactions questionnaire, interview questions, and FGD questions, participants in the study provided written consent. Before completing the questionnaire, a one-page consent letter was attached to the cover page of each questionnaire, stating the general purpose of the study, issues of confidentiality, and their consent to participate in the study. To

ensure confidentiality and privacy, no personal information or the participant's name has been included in the questionnaire. The data collection was done with extreme caution due to the corona virus (COVID-19), so before giving the questionnaire to the data collectors, the student researcher asked them to keep a two (2) meter social distance from each respondent and provided 10 face masks, gloves, and sanitizer (alcohol) in case they did not use the gloves appropriately.

Chapter Four

4. Results

4.1 Introduction

This section includes a descriptive summary of participants, mothers' knowledge of language milestones development of their child, Parenting Practice, and their interaction with children.

For qualitative information 5 mothers, one from each kebeles, participated in an interview session to elicit answers for the first objectives, knowledge of mothers on child language milestones, the FGD (focus group discussion) was held at the coffee ceremony, then data collectors presented the FGD questions to the group for further discussion, and he/she wrote the report, each group presented six mothers, and for quantitative parts, each group presented six mothers. Questionnaires were distributed to 177 mothers from various kebeles, and all 177 (100%) were completed and returned. As a result, all 177 completed questionnaires were taken into account for analysis. Background information about the participants, parenting practice, and mother-child interaction are provided below.

4.2 Demographic characteristics of participants

Table 3: Demographic characteristics of participants

Variables	Category	Numbers	Percent's
Marital status of Mother's	Married	160	90.4%
	Divorced	6	3.4%
	Widow	5	2.8%
	Total	171	96.6%
Educational Background of Mother's	grade 10 complete	69	39.0%
	grade 12 complete	61	34.5%
	certificate holder	21	11.9%
	diploma holder	22	12.4%
	degree holder	3	1.7%
	Total	176	99.4%
Employment Status of Mother's	Employed	63	37.1%
	Unemployed	107	62.9%
	Total	170	100%

As shown in table 3, there was no need to include gender in demographics because the research respondents were all mothers. As a result, all (100%) were females. The average age of mothers was discovered to be 23 years old, with a minimum age of 18 and a maximum age of 31 years old. In terms of marital status, 160(90.4 percent) of the respondents were married, 6(3.4 percent) of them were divorced, and 5(2.8 percent) were widowed. In terms of educational background, 69(39.0 percent) of participants completed grade ten, 61(34.5 percent) completed grade twelve, 21(11.9 percent) were certificate holders, 22(12.4 percent) were diploma holders, and only 3(1.7

percent) were degree holders. Concerning the participants' employment status, 63 (37.1 percent) were employed and 107 (62.9 percent) were unemployed.

4.3 Scores on three parenting practices

Table 4: Descriptive Statistics of Parenting Practice

Mothers parenting practice	Frequency	Percentage	Mean	Std. Deviation
Authoritative parenting	4116	31%	23.25	3.908
Permissive Parenting	3489	28%	19.71	3.212
Authoritarian Parenting	3350	26%	18.93	2.822

In terms of interpretation, based on their rating degree, the highest/lowest degree they rate is interpreted as they had applied that parenting practice in their day-to-day life with their child.

As shown in Table 4, the degree of mothers rating score on authoritative parenting practice was found 4116, (31 percent) percentage with mean of 23.25 and 3.908 standard deviations, whereas the degree of mothers rating score on permissive parenting practice was found 3489, (28 percent) percentage with mean of 19.71 and 3.212 standard deviations, and on authoritarian parenting.

The outcome indicates that mothers use authoritative parenting practices in the chosen area.

4.4 Mothers child interactions

Table 5: Mother's interactions during parenting practice

	Questions	Frequency			
		Yes	%	No	%
1.	Do you use facial interactions to make your child lough?	169	97.7%	4	2.3%
2.	Do you talk to your baby while breast feeding?	163	92.1%	6	3.4%
3.	Do you read a book with your child together?	13	7.3%	138	78.0%
4.	Do you allow your child to do his/her home work with you?	124	70.1%	35	19.8%
5.	Do you tell folks or story to your child?	170	96.0%	4	2.3%
6.	Do you stop eating your meal when your child is crying?	172	97.2%	1	0.6%
7.	Do you play “okaaro” to your child?	6	3.4%	169	95.5%
8.	Do you allow your child to play with his/her friends?	173	97.7%	2	1.1%
9.	Do you force your child to go to sleep?	32	18.1%	143	80.8%
10.	Do you spoil your child for eating in neighbor home?	1	0.6%	174	99.4%
11.	Do you punish your child for coming late from playground?	10	5.6%	167	94.4%
12.	Do you ask your child why he/she didn't eat well?	175	98.9%	2	1.1%
13.	Do you initiate your child to eat well by testing his/her food and say it is delicious?	176	99.4%	1	0.6%
14.	Do you ask your child to choose which clothe him/she wants to wear?	144	81.4%	32	17.5%

According to table 5, the second objective of this study was to investigate the relationship or mother's child interaction during their parenting practices. Mothers were asked whether they use facial expressions to make their child lough and 169(97.7 percent) of them responded yes, while

4(2.3 percent) only responded no. When asked if they can read a book together with their child, 13(7.3 percent) responded yes, while the majority 138(78 percent) responded no. When asked if they can allow their child to do homework together, 124(70 percent) responded yes, while the majority 138(78 percent) responded no. When asked if they can allow their child to do homework together, 124(70 percent) said yes, while 35(19.8 percent) said no. When asked if they can tell folks to their child, 170(96 percent) said yes, while 4(2.3 percent) said no. When asked if they can stop eating when their child is crying, 172(97.2 percent) said yes, while 35(19.8 percent) said no. Question number seven asked mothers if they can play okaaro (a cultural play in Anywaa tradition that can dig out how child knows his/her family background like the name of their ancestors) with their child, 6(3.4 percent) said yes and 169(95.5 percent) said no. Question number eight asked mothers if they allow their child to play with their friends, 173(97.7 percent) said yes and 169(95.5 percent) said no. On question number nine, mothers were asked if they force their child to sleep, 32(18.1 percent) responded yes and 143(80 percent) responded no, on question number ten, mothers were asked if they can spoil their child for eating at a neighbor's house, only 1(0.6 percent) responded yes and 174(99.4 percent) responded no, and on question eleven, mothers were asked if they can punish their child if he/she came late from playground 10(5.6 percent) responded yes and 167(94.4 percent) responded no, on twelve when asked if they asks their child if they didn't eat well the reason behind 175(98.9 percent) responded yes and only 2(1.1 percent) responded no, number thirteen mothers were asked if they can initiate their child's eating by testing the food and saying something like "the food is very delicious" in order to let them eat, and 176 (99.4 percent) responded yes, while only 1 (0.6 percent) responded no. The final question on mother-child interaction for this study was when mothers were asked if they ask their child's opinion to choose the clothes they want to put

on/wear. As a result of this study's statistical analysis, the highest percentage score was given to good interaction, while the lowest percentage score was given to poor interaction. During daily activities/parenting practices, the mother has positive interactions with their child.

4.5. Knowledge of mothers on language milestones development of their child.

Based on the third objective, qualitative data was collected through interviews with mothers about their knowledge of their child's language milestones development. Under this major theme, interviews were conducted with five mothers to investigate their knowledge of their child's language milestones development. For example, when mothers were asked in an interview when their child looked around the room, then looked into the air and began vocalizing "ahhhh, ooohh" repeatedly, and when their child looked over to partner, responded to person's vocalizations with sounds such as "gagaga, bababa," which should occur in the latter half of the first year, mother reflected this:

It's too difficult to pinpoint the exact week or month, but I believe it will happen within one or two weeks. Rp 5

This will happen in three and a half months, maybe, I'm not sure, this is a difficult question. Rp2

Not satisfied with that, the interview continued when mother asked when does child whine "mamama mama" while distressed in request to be picked up by mother and when does child look at person, reach for cup, and grunt "uhhuhh" to ask for cap, which is an instrumental request by child that mostly occurs at the end of the first year most mothers reflect:

Excellent inquiries even though I am not certain of the exact answer, I predict that this will occur when the child begins to sit without support. RP 3

I'm not sure, but I believe this happens around the second year of a child's life, (kkkkkk) am I correct? Rp1

As the interview progressed, mothers were also asked if they knew when their child began imitations and expressions of possession by simple word, with questions such as when the child looked over to the dog's ball, said "dog dog," indicating the ball belongs to the dog, and when the child looked over to juice, reached for juice, and said "more ju" to request juice, which occurred toward the beginning of the second year mothers reflects...

This can happen when a child first starts crawling and when he or she sits without support. Rp2

It depends on the child's intelligence; for some, it happens when they start crawling, while for others, it happens before. Rp4

Mothers were also asked if they knew when their children began to use phrases that required substitutions, such as when did child began to use phrases that required substitutions. Say "baby down" to the picture of the park, indicating that the baby fell at the park last week, and when the child looks at the picture of the boy crying, point to the picture and say "boy sad." A mother reflects:

"Children's language development is very difficult to predict; for us mothers, even some of their dates of birth are kept in mind by their fathers, but I can tell you it might happen at four." Rp1

"My daughter was raised in the country, but I recall her asking such questions when she was three and a half years old.

Rp5

Finally, during the interview sessions, mothers were asked if they knew when their child started having language conversations without fear of anyone in the community, with questions such as when did your child use pronouns correctly and when did your child communicate easily with other children and adults. A mother reflects:

Rp3 Children between the ages of four and five begin conversations with anyone in the community and will even be sent and asked what and where to deliver the materials he/she delivered. Rp5

As stated briefly above, the audio records were carefully listened to and summarized during the interview session; mothers' results reveal that they do not have more knowledge on language milestones development of their child; therefore, for the purposes of this study, the transcriptions of mothers' reflections have concluded that mothers are not knowledgeable.

4.6. Summary of FGD

This section was created to supplement mothers' knowledge of their child's language milestones development and to identify factors related to mothers' knowledge. In order to obtain the results, the data collector's reports were summarized.

As those groups' reports reveal, all mothers who participated in the coffee ceremony focus group discussion show that they have never participated in such a discussion in their lives; instead, what we got were awareness creations by health extensions who thought us about stopping home delivery.

In the exploration questions, mothers were overjoyed to learn their child's language milestones because it was new to them, and they applauded that nothing new that came from an educated man could harm them. When the question of whether to use delayed/immediate punishment was raised, the report results revealed that it became very debatable between

mothers, and the average reports revealed that most of the time, immediate punishment was used. Praising the child for displaying good behavior has been discussed with a smile, and many mothers explained that a mother who can blame his child for doing good things or displaying good behavior is insane, because a child who displays good behavior is a model for the village. So someone who does not applaud her child for that has forgotten the agony of childbirth. As a “Anywwaa” community, consulting elders about parenting is not a mandate because we are extended family grandmothers are always looking for both mothers and their children even if anything wrong happens between we and our child immediately there will be a response from grandmothers/elders also if you punish your child they run to their grandmothers In most cases, mothers reacted positively to their child's ability to speak better than their peers and "say that my milk is so strong." At the end of the engagement questions, mothers react by saying, in some way, that the "baby I gave birth to is our child with his father as well, so in our culture shaping a child is important."

According to those reports, most groups chose immediate punishment during exit questions because if their child insulted anyone for the first time, they concluded that “culturally insulting some is evil did, even if he is learning a language it is not good at all.” Finally, when asked if they had anything to say about language milestones and parenting, they concluded that it was very interesting if we knew, because it made us avoid childish language that is not words in our language, such as "nyanya" to mean food, "kakka" to mean bad, and so many more. As a result, the above transcription was compiled from the reports of all six groups.

Chapter Five

5.1 Discussion

The purpose of this study was to assess mothers' knowledge of their children's language milestones, parenting practices, and their interaction during parenting practice. To draw the conclusion, 177 mothers were chosen as a sample from a total population of 320 in 5 kebeles of Abwowa woreda. The study's findings are discussed in relation to other findings in this section.

To determine whether mothers have good or poor knowledge of their children's language milestones, the interview audio recordings in "Dha Anywaa" were translated into English and then transcribed into text. According to the transcribed findings of this study, mothers have no knowledge of their children's language milestones. This study's findings are similar to those of a previous study (Ertem, Atay, Dogan, Bayhan, and Bingoler, et.al, 2007). In developing countries, more than half of mothers believed that all developmental skills, with the exception of two (grasping small objects with fingers and walking), and all developmental stimulation activities should occur later than normative ages. Most mothers were unaware that sight, vocalization, social smiling, and overall brain development begin in the first few months of life, or that they should begin talking to their children at a young age. Also, responsive interactions between parents and their children promote social and cognitive skills as well as positive relationships (Kochanska, G., 1997; Landry, Smith, & Swank, 2006).

These kinds of interactions help children develop self-regulation skills, which allow them to control impulsive behavior and cooperate with others (Chang et al., 2012; Rothbart, Ellis, & Posner, 2004). As a result of the foregoing, a positive interaction between mother and child is more advantageous. Most developmental psychologists, including Bandura, believed that an infant who vocalizes will be reinforced by praise and attention from parents, resulting in a

recurrence of this behavior, and that as vocalizations approach speech, the selective patterns of reinforcement received by the infant for this behavior lead to the development of language.

This has demonstrated that mothers' knowledge of language milestones is very important for children. This is also supported by Vygotsky's idea in his socio-cultural theory that mothers are an actor for ZPD (zone of proximal development) that mothers or caregivers help child to reach the competitive stage of development and that this support requires good interactions between them.

Furthermore, the study findings revealed that there were positive mother-child interactions and that mothers in the selected area primarily used authoritative parenting practices. This supports the findings of (e.g., Abesha, 1997; Birhanu, 1996; Markos, 1996; Seleshi, 1998; Seleshi, & Sentayehu, 1998; Sentayehu, 1998; Yekoyealem, 2005) who found that the most common parenting style in Ethiopia is authoritative. In addition, contrary to research (e.g., Cox, 1967; Habtamu, 1979; Levine, 1965; Ringness& Gander, 1974), authoritarian parenting is the dominant parenting style in the Ethiopian context. Also, contrary to Carrasquillo and London (1993), who described African parents as more authoritarian, it is possible that the reason why mostly mothers in Abwowa woreda practiced authoritative parenting is because of their good interactions with their child and their extended family. Another factor would be that in the culture of Anywaa mothers will be followed by elders.

Chapter Six

6. Summary, Conclusion and Recommendations

6.1 Summary

The overall goal of this study was to assess mothers' knowledge of child language milestones and parenting practices in Anywaa Zone, Abwowa woreda. The descriptive survey design was used to achieve the study's objectives. The mothers who took part in the study were chosen at random from five kebeles in Abwowa woreda. The study included a total of three hundred twenty (320) one hundred seventy seven (177) participants as a sample. Self-administered mothers' knowledge on language interview, parenting styles scale questionnaire, mother child interaction questions, and focus group discussion (FGD) were used to collect data from participants. The demographic data was gathered using a self-created questionnaire.

The quantitative data was analyzed using descriptive statistics, whereas the qualitative data (audio record and FGD) were first carefully translated from “Dha-Anywaa” to English and transcribed word for word. To identify, summarize, and describe the demographic and mothers' parenting practice and interaction, descriptive statistics such as mean, standard deviation, percentage, and frequency were used.

The study's main findings were summarized as follows:

Mothers found with poor knowledge of language milestones development of the children were more likely and then they display good interactions with their children. The highest degree rating score (maximum) was found on authoritative parenting practice, followed by permissive and authoritarian parenting practices.

The highest mean score was shown on good interactions 8.63, whereas the lowest score was found on poor interactions 4.89 between mothers and their children.

6.2 Conclusion

The study findings are concluded as follow:

The purpose of this study, as stated in the title, was to examine mothers' knowledge of their child's language milestone development and parenting practices in Abwowa woreda. The first objective data collected through interviews revealed that mothers have poor knowledge of their children's language milestones during the first five years. Also, the data collected through mothers' parenting practices, which represents the second objective of the study, shows that mothers in this area mostly used authoritative parenting practice. Finally, the third objective of the study was to investigate the interaction between mothers and their children on their daily parenting practice, which revealed that there was a good relationship.

6.3 Recommendations

The following recommendations were made based on the study findings and should be addressed to the following stakeholders in the study conducted Gambella Regional State, Anywaa Zone, Abwowa Woreda.

6.3.1 Recommendation to Gambella Region Woman's, Youth and Children Office

As a responsible governmental organization, working with partners such as Save the Children and UNICEF will be recommended in order to meet the millennium development goals by fostering mother-child interaction within regions.

Psychologists must have collaborated with government and non-governmental organizations to provide effective training on the significance and benefits of maternal knowledge on overall child developmental milestones.

Also, the zonal and woredas women's, children's, and youth offices must have strong follow-up and more education on how good parenting practices create responsible future generations.

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Appendixes

Appendix 1

Jimma University

Collage of Education and Behavioral Science

Department of Psychology

Part 1 Parenting practice questionnaire

Please rate how often you engage in the different parenting practices, listed below. Scores range from 1 to 5 which mean: 1, Never 2. Rarely 3. Ocasionaly 4 Always 5 Frequently accordingly you are kindly requested to circle one of these numbers.

1. I am responsive to my child's feelings and needs:

1 2 3 4 5

2. I can sing a songs to let my child quite/stop crying:

1 2 3 4 5

3. I explain to my child how I feel about his/her good/bad behaviour:

1 2 3 4 5

4. I encourage my child to talk about his/her feelings in own language:

1 2 3 4 5

5. I encourage my child to freely "speak his/her mind", even if he/she is right/wrong:

1 2 3 4 5

6. I explain to my child how to express his/her feeling in polite ways:

1 2 3 4 5

7. I provide comfort and understanding when my child needs me:

1 2 3 4 5

8. I can understand and explain my child babbles:

1 2 3 4 5

9. I will respond to my child no matter how many times she/he called me mama:

1 2 3 4 5

10. I respect my child's opinion and encourage him/her to express them:

1 2 3 4 5

11. I encourage and praise my child when calling the names of family including me:

1 2 3 4 5

12. I praise my child when he/she speaks first word and encourage to repeat it:

1 2 3 4 5

13. I have warm and intimate times together with my child:

1 2 3 4 5

14. When my child asks me a questions I will not answer all:

1 2 3 4 5

15. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends):

1 2 3 4 5

16. I yell when I disapprove of my child's behaviour:

1 2 3 4 5

17. I explode in anger towards my child:

1 2 3 4 5

18. I spank my child when I don't like what he/she does or says:

1 2 3 4 5

19. I use force to let my child reads alphabet:

1 2 3 4 5

20. I use threats as a form of punishment with little or no justification:

1 2 3 4 5

21. I punish my child by withholding emotional expressions (e.g., kisses and cuddles):

1 2 3 4 5

Question on mothers child interactions

The next few questions ask about how you interact with your child. There is no right or wrong answers; we are just interested in your opinion.

1. Do you use facial interactions to make your child lough?
2. Do you talk to your baby while breast feeding?
3. Do you read a book with your child together?
4. Do you allow your child to do his/her home work with you?
5. Do you tell folks or story to your child?
6. Do you stop eating your meal when your child is crying?
7. Do you play “okaaro” to your child?
8. Do you allow your child to play with his/her friends?
9. Do you force your child to go to sleep?
10. Do you spoil your child for eating in neighbor home?
11. Do you punish your child for coming late from playground?
12. Do you ask your child why he/she didn’t eat well?
13. Do you initiate your child to eat well by testing his/her food and say it is delicious?
14. Do you ask your child to choose which close he/she wants to wear?

Appendix 2

Jimma University

Collage of Education and Behavioral Science

Department of Psychology

Interview questions on mothers knowledge on language milestones

The main purpose of this interview is to gather information on the topic: mother's knowledge about language milestones development of their child.

Interviewee, you are therefore kindly requested to give necessary information on the issue related to the study. The success of this study directly depends up on your honest and genuine response to the interview. The information that will be obtained from responses to this interview will be used only for the purpose of the study.

Part- 1: Demographic Details.

Child's Age:Years.....Month. Child's code.....

Child's Gender: Boy Girl

Age of Mother

Mother's Educational Qualification grade 10 complete 12 complete Diploma Degree

1. When do child look around room and then look into air and begin vocalizing "ahhhh, ooooo" repeatedly?
2. When do child look over to partner, respond to person's vocalizations with sounds such as "gagaga, bababa."?
3. When child whining "mamma mama" when do distressed in request to be picked up by mother or father?
4. When does child look at person, reach for cup, and grunt "uhhuhh" to ask for cap?
5. When a child does looks at person leaving the room, say "bye-bye" in imitation after person says bye-bye?
6. When do child look at mother getting a bottle and spontaneously say "baba," labeling the bottle?
7. When do child look over to dog's ball, say "dog dog," indicating the ball belongs to dog?
8. When do child look over to juice, reach for juice, and say "more ju" to request juice?
9. When does a child Say "baby down" to picture of park, indicating baby fell at park last week?
10. When do child look at picture of boy crying, point to picture, and say "boy sad."?
11. When did your child talk without repeating syllables or words?
12. When did your child use pronouns correctly?
13. When did your child use three to six-words sentences?
14. When did your child communicate easily with other children and adults?
15. When did your child will answer the questions of story?

Appendix 3

Jimma University

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Department of Psychology

Questions for Focus Group Discussion

The main purpose of this focus group discussion is to allow a deep discussion and to gather information in wider sense on: Knowledge of mothers on language milestone development and parenting practice.

Engagement questions:

1. Have you ever discussed any topic relate to Knowledge of mothers on language milestone development and parenting practice?
2. What come to your mind during discussion?

Exploration Questions:

3. Do you feel that knowing language milestones of a child is very important for you? If yes, in which ways?

If not, Why?

4. When do you punish your child for doing wrong thing? Immediate, after or nothing at all?
5. Do you praise your child for displaying good behavior? What do you say if any?
6. Do you consult any mother or elder about parenting? If you do, what they say? And if you do
Not why?
7. How do you feel when a child speaks good language than his/her age mate? How do you react?
8. Do you feel any capability shaping your child behavior?

Exit question:

9. Suppose that your child insult your neighbor at the first time but he/she don't know about that language meaning. What would you do/say?
10. Is there anything else you would like to say about relation on knowledge of mothers about language milestones development and parenting practice?

Appendix 1

Jimma University

College of education and Behavioral science

Department of Psychology

Specialization in developmental psychology

Ngüccé mo miöö/background

Nyingat-beer yia met kiper man päängi jammi moi ni peny kany en ki køør mana näk kare.

- A. Cwiiri moi _____
- B. Nywöm dagø _____ nywöm opää _____
- C. Tüic dagø _____ Bung-gø _____
- D. Anguun kwänynyö/Göör mari 10 ___ 12 ___ “Certificate” _ “Diploma” ___ “Degree” _____
- E. Cwiic nyilaal mari _____

Ngäc yi jöö mar piith nyilaal

Nyingat-beer akwayya iini ki røk moi ni peny kany ii ni mana näk tüiyi tüyö ki yi nür piith mar nyilaal mari nee lwiegi, ki mano täge ri 1këel 5 ni nyootha gø ni 1, baløny, 2 otumë jaak, 3 ki kwör møøk, 4 cooth 5, cooth cooth. Kiper manø gø iina pwøc kiper ni cippi acaara mari ki met ec.

1. Jena teek bäata man tia ginu many nyilaal mara ki ginu jwøre:
1 2 3 4 5
2. Kanyo näk nyilaal mara jwöngö awär ki dudi jirë ni mara waaw gø nee lëengë:
1 2 3 4 5
3. Aani køba købø/ looba loobø ni kare ji nyilaal mara ni kare kanyo näk cwinya opädhö wala yia ominnö ki ginu tië ni raac/beer:
1 2 3 4 5
4. Nyilaal mara cwinyë døøya mo met/coga cogø ni gina näk ee jwørø caane ki dhøk mare keere:
1 2 3 4 5
5. Nyilaal mara cøga cøgø nee cäänë jaak ki ginu ööy ki yi ngedhe këet doo näk kare/pathakare:
1 2 3 4 5
6. Ni näk nyilaal mara di gin mo manye manyø cäänna cäänö mëeth jaak ni bung dilweel:
1 2 3 4 5
7. Nyilaal mara kanyo näk manynya aani døc kere yie tiiä tiiö ni met :
1 2 3 4 5
8. Kanyo näk mo nyilaal mara dwaali jaak gina dwaale kipere ngäa ngäa:

- 1 2 3 4 5
9. Këel nylaal mara a dee cøørø kwörë adii yia ba cwat apoot jïëy jaak:
1 2 3 4 5
10. Nyilaal mara acaara mare wøra wørø këel mano cøga gø nee cäänë døc:
1 2 3 4 5
11. Nyilaal mara kanyo kwany dhøk ki cøør nyeng jø paac këet ki nyenga thwø pwøa pwøø wala yie døøya mo met døc:
1 2 3 4 5
12. Nyilaal mara pwøa pwøø kanyo cäänë ki dwøl dikwøng kere oo cøgga gø thøw nee nøøye:
1 2 3 4 5
13. Jira di caa mo beer døc kiper met ec ki mëer marwa ki nyilaal mara
1 2 3 4 5
14. Kanyo näk nyilaal mara apëenyë pëenyö jaak a lëengö ni bung gin mo dwøga jirë:
1 2 3 4 5
15. Kanyo näk nyilaal mara obäyö ki man pwöda gø mana mänö ki jap tiic yie ni met ka teeng kar-kwääk, rang TV.):
1 2 3 4 5
16. A kwøngngö bäät nyilaal mara døc ni amänna gø ki gin mo raac yi bëetö mare:
1 2 3 4 5
17. A lääta bäät nylaal mara døc kanyo näk mo aano gootø:
1 2 3 4 5
18. Nyilaal mara löönga lööngö kanyo näk mo a ba many gin tiie ni raac icë:
1 2 3 4 5
19. Ki teek nyilaal mara tia tiö nee kwäänë ki göörë:
1 2 3 4 5
20. Nyilaal ngwönya ngwönyö ni a männa gø ki gin mo raac ni tiere ba caana jirë:
1 2 3 4 5
21. Nyilaal mara mänä männö ki cam kanyo näk o cämmö paac mør jaak:
1 2 3 4 5

Gäabö mar miö ki nyilaal mare

Pïéc moi ni piny kany yii nyootha yi jöö man gäap miö ki nyilaal mare yi nïr pïth, kiper manø gø bung lõk piéc mo kare wala pathakare ba wa manya acaara mari ki køør mano bëedi ki nyilaal mari ki gø, køøre akwayya iini nee dwøgi ni “Eëngë”(□) walla “Bung-gø”(×)

1. Yi tiïö ki ngiicë mo dëel kiper nyilaal mari nee ngeethe?
2. Løny man wääw ki nylaal kanyo näk mo mari dhwøth gø?
3. Yi kwäänö ki nyilaal mari ni yie aciel?
4. Nyilaal mari kønyi kønyinyø ki tii-paac mana näk ocibö jirë øt-göör nee tiïyu ni yie aciel ki gø?
5. Yi wää ki leere ki jammi mo opöödhö ji nyilaal mari?
6. Kanyo jwöng nyilaal mari ni yi ena bääat cam lõny man wiyyi cam ni cii bange?
7. Yi kwääk ko okaaro ki nyilaal mari ni yie aciel?
8. Nyilaal mari jïeyi jïö nee kwääk gi ki nyi-wääat gi?
9. Nyilaal mari magi maa ki teek nee ci bang niine?
10. Nyilaal mari pwötti pwödö kiper mana cämmë di-paac?
11. Nyilaal mari pwötti pwöddö kiper mana ruuë kar kwääk?
12. Nyilaal mari pëenyi pëenyö mëeth ki ginna män gø nee ba cämmë døc?
13. Kwön mar Nyilaal mari beli bellø nii para köö met døc kiper nee cämmë døc?
14. Nyilaal mari pëenyi pëenyö kiper nee jëetë ki abii man manye nee røe?

Iina pwøc ki met ec kiper mana jïeyi ni cippi dëeri kiper thurkar mar kwäänö man!

Appendix 2

Jimma University

Collage of Education and Behavioral Science

Department of Psychology

Interview questions on mothers knowledge on language milestones

Tier jiing piëc mana gina jiingi kipere bee per ni döötii coong ki kør mun luubö man ni köö en; ni ngeth wala gina näk ngac meë baät piith dhøk mar nyilaal/obwöre mogi

Nyingat-beer, ki kør met ec mari wa kwayya iinü ni lõk piëc mana näk ngäyyi nee dwøgi kiper thurkare mar kwäänö man. Kiper manø gø nø thurkar mar warakatta man källa ri döötii moo dwøgi kany ni tiir ki kør ngäadhë mari wala ginna ngäyi.. jammi mo nywaagi kiper warakatta man thøw kunyny kiper kwäänö man keere ni bung gin mør mo opää yie.

Ngüicë mo müö/background

Nyingat-beer yia met kiper man päängi jammi moi ni peny kany en ki kør mana näk kare.

- A. Cwiiri moi _____
- B. Nywöm dagø _____ nywöm opää _____ othøw _____
- C. Tüic dagø _____ Bung-gø _____
- D. Anguun kwänynyö/Göör mari 10 _____ 12 _____ “Certificate” _____
“Diploma” _____ “Degree” _____
- E. Cwiic nyilaal mari _____

1. A yi wännë ni wo ö nyilaal noo cak man rang nyeng øttø oo cak man köönggë ki dwøl(vocalizing) "ahhhh, ooooh" ni nøøye nøøyyø?
2. A yi wännë ni wo tåk nyilaal ki kööngngö ni "gagaga, bababa." Kiper mano joot wat ge walla ngato pür gø?
3. A yi wännë noo tåk nyilaal ki cwöddö ni “mamama mama” kiper mana näk jeno ööl ni manynya man tüngngi maal?
4. A yi wännë noo tåk nyilaal man kwöngngë ni "uhhuhh" ni kwaaya dhaanhø mo cere da gir piny ni kwayya ginni cë nee cüp jürrë?
5. A yi wännë noo tåk nyilaal ki man kööë ni "bye-bye" kiper mana kö ngat mo odøny wøk ki yikal ni bye-bye ki gø ni mare ngwaal gø?
6. A yi wännë ni wo ö nyilaal ni rang jü men/menni kiper mana näk cer men/menni da dääpu ni putta köö "baba," ni nyootha gø ni ji manynya dääpu?
7. A yi wännë ni wo tåk nyilaal man rang jü gwök ki kuura ni para cwöttö ni “gwök, gwök” ni nyootha gø ni kuura mar gwök?
8. A yi wännë ni wo tåk nyilaal ki rang wül juuc ni ci bang gø ni puta köö “juu møy” ni mare piëc ni ji manynya juuc?
9. A yi wännë ni wo lõnynye jü nyilaal mari man par wië ki nyilaal mo opü peny yi ngøøm kør ninë mo nøk ni puta köö ni nyilaal piny?

10. A yi wännë ni wo tāk nyilaal man jwöttë kiper nyilaal mo ogöörö ki cuura mo jwöngngö ni puta köö “nyilaal tuu”?
11. A yi wännë ni wo tāk nyilaal mari ki cäänö ki iini ni jammi/döötï ba nõøye?
12. A yi wännë ni wo tāk nyilaal mari ki man caan dhøk /cwøl nyeng gir peny ni tiir?
13. A yi wännë ni wo tāk nyilaal mari ki man cäänë ki tiet luum mo kaala adäk kēel raa abiciel?
14. A yi wännë ni tāk nyilaal mari ki waac ki nyi wäätgi kēel ki jey mo døøngø ni jööt jaak?
15. A yi wännë ni tāk nyilaal mari man duu løk piēc mar leerø?

Appendix 3

Jimma University

Collage of Education and Behavioral Science

Department of Psychology

Løk piëc mo waac bunna

Tier gïna jïng løk piëc mooy kipere bee per ni jøw wäac gi bäät man näk mëë jïggi di ngeth walla ngäc piith mar dhøk mo obwörë mo gi ki yi jöö man kää gi/piidhö mar gi.

Kaa mar tiet waac:

1. uuni ee ki kany mo yie bäär walla kany mo yie cään da tiet waac mo cäänö kiper mëë, mo pënya gø man näk da gïn mo ngäc gi kiper piith mar dhøk mar obwörë mo gi ki yi jöör piidhö thøw?

2. wøp ni ba a enø agïna ngø ni ö yi ngeth maro kiper manø gø?

Mun tier waac:

3. Da gïn mo öö wïththu ki man näk ngäc yi piith mar dhøk mar nyilaal mari kunynyö? Ni näk mo beer, a ni dï cøøn?

Ba ni näk mo ba beer thøw, a kiper ngø?

4. A yi wännë ni wo pwönyï nyilaal/obwörë moi kiper mana tië ki gïn mo obøth/raac? Yi caa manic a kere, ni ree ee jwömö mo thïnh walla bungö ni bärre bärre?

5. nyilaal mari wo pwøyi pwøø kiper mana tië ki gïn mo beer/ ngïëtë ki gïn mo yi thängö ki gø? A dwøl mane ni wo kønyi rii ki gø?

6. dhaanhø mo dwøng wo pëenyï pëenyö ki yi jöö man piith obwörë ki gø? Näk mo yï pëëö, agïnë wo caan gi? A ni näk mo yï ba pëëö, a kiper ngø?

7. aginnë wo jwøri walla jwøri gø ni dï kany wo ö nyilaal mari ni cäänë ki dhøk mo tiir ni kaala tiëng gi? Jwøri gø ni dï?

8. jïrri di ngäadhë ki man n:ak nyilaal mari piithi piidhö ne kwänynyë ki bëëtö mo beer?

Piëc mo bwøth-wøk:

9. köö jaak ecenø ni nyilaal mari ngat mo ena ya atat ajanynye ni (gwök) ba bung gïn mo ngäë ki man näk dwøl manicë jena dwør ajaany ni mare poot ni tak luubö dikwøng thøw. Agïnë noo tiïyi/caani?

10. da gïn mo meeto meedø kiper mëë man ngäc gi yi piith mar dhøk mar nyilaal walla yi jöö man piith nyilaal/obwörë ki gø?