

A Study to Assess the Effectiveness of Video Assisted Teaching on Knowledge Regarding Speech Disorders of Children among Pre-Primary School Teachers in Selected Schools of Uttar Pradesh

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Abstract: *Hearing loss, or difficulty controlling the movements of the mouth. Therefore, it is important for nurses to strengthen their knowledge related to speech disorders in children among nursing students. The objectives of the study these studies are to assess the pretest level of knowledge regarding speech disorders of children among nursing students and to associate the level of knowledge regarding speech disorder of children with their selected demographic variables. The research approach used was descriptive research design used for this study with aim to assess the level of knowledge regarding speech disorders of children among nursing students. Non-probability convenient sampling technique was used to select the sample. The sample size of the study consists of 100 nursing students and data were collected by self structured knowledge questionnaire. The result revealed that majority of the nursing students (80.0%) had moderate knowledge and 20(20.0%) nursing students had inadequate knowledge. The chi-square value was found to be statistically non-significant at p-value. Based on the findings of the study, the following conclusion were drawn that highest percentage of nursing students having moderate level of knowledge and lowest percentage of nursing students having inadequate knowledge. Therefore, it is important to provide them strategies to improve level of knowledge related to speech disorders of children among nursing students via patients oriented and also by organizing structured educational programmes to improve knowledge in nursing college and special primary schools. Therefore it is important for the institutions to conduct studies to analyze and improve level of knowledge among nursing students.*

Keywords: Speech disorders, pre-primary school teachers, Knowledge level

1. Introduction

Speech and language are critical to the human revel in; they're the critical manner via way of means of which human beings bring and acquire understanding, mind, feelings, and different inner studies. Acquisition of verbal exchange capabilities starts early in formative years and is foundational to the capacity to advantage get right of entry to culturally transmitted understanding, to prepare and proportion mind and feelings, and to take part in social interactions and relationships. Speech and language capabilities permit an infant to have interaction in exchanges that result in the purchase of understanding in his or her network and the instructional arena. Communication capabilities are vital to the improvement of wondering capacity, a experience of self, and complete participation in society.

Many youngsters will revel in a transient put off in speech and language improvement. Most will sooner or later seize up. Others will maintain to have problem with verbal exchange improvement. Communication problems encompass speech problems and language problems. Speech problems are mentioned in this newsletter and a few trendy pointers also are given. This will assist making a decision in case your infant desires to be examined via way of means of a speech-language pathologist.

An infant with a speech disease can also additionally have problem with speech sound production, voice, resonance or

fluency (the glide of speech).Speech Sound Disorder of youngsters is not able to mention all the speech sounds in words. This could make the kid's speech tough to recognize. People won't recognize the kid in ordinary situations. For maximum youngsters, the motive of the speech sound disease is unknown. Other speech sound problems may be related to matters along with a cleft palate, troubles with the teeth, listening to loss, or problem controlling the moves of the mouth. Voice Disorders takes place while the voice is produced as air from the lungs actions up via and vibrates the vocal folds. This is known as phonation. With voice problems, the voice can be harsh, hoarse, raspy, reduce in and out, or display unexpected modifications in pitch. Voice problems may be because of vocal nodules, cysts, papillomas, paralysis, or weak spot of the vocal folds. Resonance problems is the general best of the voice. A resonance disease is while the best of the voice modifications because it travels via the different-formed areas of the throat, nose, and mouth. Fluency Disorders (Stuttering) Fluency is the natural "glide" or ahead motion of speech. Stuttering is the maximum not unusualplace kind of fluency disease. Stuttering occurs while there are an atypical quantity of repetitions, hesitations, prolongations, or blocks on this rhythm or glide of speech. Tension will also be visible withinside the face, neck, shoulders, or fists. There are many theories approximately why youngsters stutter. At present, the motive is maximum in all likelihood related to underlying neurological variations in speech and language processing. Internal reactions from the man or woman talking, and outside reactions from different

listeners, can also additionally effect stuttering, however they do now no longer motive stuttering.

I aimed to observe whether or not the lack of understanding can be an evidence of the unfavourable speech problems of youngsters studies often reported. Further, if the incorporation of emotional help ought to propel a client's fulfillment in speech therapy.

This observes provide us an perception approximately the need of understanding of Speech sound problems amongst nursing college students with a purpose to recognize and advantage understanding approximately speech troubles of youngsters. Hence, the purpose turned into to evaluate the understanding concerning speech problems of children's among preprimary school teachers.

Speech and language are central to the human experience; they are the vital means by which people convey and receive knowledge, thoughts, feelings, and other internal experiences. Acquisition of communication skills begins early in childhood and is foundational to the ability to gain access to culturally transmitted knowledge, to organize and share thoughts and feelings, and to participate in social interactions and relationships. Speech and language skills allow a child to engage in exchanges that lead to the acquisition of knowledge in his or her community and the educational arena. Communication skills are crucial to the development of thinking ability, a sense of self, and full participation in society.

Many children will experience a temporary delay in speech and language development. Most will eventually catch up. Others will continue to have difficulty with communication development. Communication disorders include speech disorders and language disorders. Speech disorders are discussed in this article and some general guidelines are also given. This will help you decide if your child needs to be tested by a speech-language pathologist.

2. Need for the Study

A child with a speech disorder may have difficulty with speech sound production, voice, resonance or fluency (the flow of speech). Speech Sound Disorder of children is unable to say all of the speech sounds in words. This can make the child's speech hard to understand. People may not understand the child in everyday situations. For most children, the cause of the speech sound disorder is unknown. Other speech sound disorders can be linked to things such as a cleft palate, problems with the teeth, hearing loss, or difficulty controlling the movements of the mouth. Voice Disorders occurs when the voice is produced as air from the lungs moves up through and vibrates the vocal folds. This is called phonation. With voice disorders, the voice may be harsh, hoarse, raspy, cut in and out, or show sudden changes in pitch. Voice disorders can be due to vocal nodules, cysts, papillomas, paralysis, or weakness of the vocal folds. Resonance disorders is the overall quality of the voice. A resonance disorder is when the quality of the voice changes as it travels through the different-shaped spaces of the throat, nose, and mouth. Fluency Disorders (Stuttering) Fluency is the natural "flow" or forward movement of speech.

Stuttering is the most common type of fluency disorder. Stuttering happens when there are an abnormal number of repetitions, hesitations, prolongations, or blocks in this rhythm or flow of speech. Tension may also be seen in the face, neck, shoulders, or fists. There are many theories about why children stutter. At present, the cause is most likely linked to underlying neurological differences in speech and language processing. Internal reactions from the person talking, and external reactions from other listeners, may impact stuttering, but they do not cause stuttering.

I aimed to study whether the lack of knowledge could be an explanation of the unfavorable speech disorders of children experiences frequently reported. Further, if the incorporation of emotional support could propel a client's success in speech therapy.

This study give us an insight about the necessity of knowledge of Speech sound disorders among nursing students so that they can understand and gain knowledge about speech problems of children. Hence, the aim was to assess the knowledge regarding speech disorders of children among pre-primary school teachers.

Research Problem

A study to assess the knowledge regarding effectiveness of video assisted teaching on knowledge regarding speech disorders of children among pre-primary school teachers in selected schools of Uttar Pradesh.

Objective of the study

- To assess the pretest level of knowledge regarding speech disorders of children among preprimary school teachers in selected schools.
- To assess the effectiveness of video assisted teaching on knowledge regarding speech disorders of children among preprimary school teachers.
- To find out the association between Pretest level of knowledge among primary school teachers with their selected demographic variables.

Hypothesis

Hypothesis is this statement of the relationship between two or more variables. In this study researcher hypothesis are- H⁰¹- There is no significant difference between pretest and posttest knowledge regarding Speech disorders of children among preprimary school teachers in selected schools.

H⁰²- There is no significant association between the level of knowledge regarding speech disorders among preprimary school teachers with their selected demographic variables.

H¹- There is significant difference between pre-test and post-test knowledge regarding Speech disorders of children among preprimary school teachers in selected schools.

H²- There is significant association between the level of knowledge regarding speech disorders among preprimary school teachers with their selected demographic variables.

3. Methodology

Research approach: A quantitative research approach was used in this study.

Research design: Quasi experimental one group pre-test post- test only research design.

Sample: pre-primary school teachers

Sample size: 60 sample

Setting: The study was conducted in Vivekananda School, New Baan Usha Deep Public School, Master Mind Public School, Pargahi, Kanpur, Sardar Patel School and Nature Public School in Mandhana, Kanpur, U.P.

Sampling Technique: Non-probability convenient sampling technique were used to select the sample.

Inclusion criteria

The teachers, who were,

- Teaching children of age group of 2-6 years.
- Pre-primary stage consists of preparatory class (pre-nursery), LKG and UKG.
- Teaching in Montessori schools, Kindergarten schools, Nursery schools.

Exclusion Criteria

The study excluded the teachers who-

- Were not present at the time of data collection.
- Were not willing to participate in the study.

Data Collection Procedure

The main study was conducted at Mandhana, Kanpur after getting permission from the principals of schools, the researcher met the mothers. The purpose and duration of the study was explained to the principal and teachers of each school and their written consent was obtained. The sample was collected by non-probability convenient sampling with reference to the selected criteria. The questionnaire was distributed to assess the effectiveness of video assisted teaching on knowledge regarding speech disorders of children among preprimary school teachers after pre-test video assisted teaching program was given. The primary teachers were encouraged to clarify their doubts; post test was conducted on the 7th day to assess the effectiveness of video assisted teaching in improving the knowledge regarding speech disorders of children by using the same questionnaire.

Section A: Assessment of knowledge of primary school teachers according to the pretest and post test knowledge level on speech disorder. (N=60)

S. No.	Level of Knowledge	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
1	Inadequate (Below10)	12	20.00%	0	0
2	Moderate Adequate (between 10-20)	48	80.00%	47	78.3
3	Adequate (Above20)	0	0%	13	21.7

Description of the tool

The researcher develops a Structured knowledge questionnaire consisted of part I and part II.

Section A: Socio-demographic variables.

Section B: Structured knowledge questionnaire

Section A: It contains 10 items such as age of teacher, gender of teacher, marital status, educational qualification, academic qualification, family monthly income, number of living children of teacher, source of information, is there previous history, any previous knowledge about speech disorders.

Section B: -Structured knowledge questionnaire for collection of data regarding speech disorders of children.

Scoring of key:

It consisted of 30 questions regarding speech disorders, types of speech disorders, symptoms, causes, treatment, and diagnostic evaluation. Total score is 30. Each favorable response carries one mark and unfavorable response carries zero mark.

Scoring key-

The level of knowledge was classified as:

- 1) Inadequate Knowledge = 0-10 score
- 2) Moderate Knowledge = 10-20 score
- 3) Adequate Knowledge = above 20 score

4. Result

The data was analysed sections

SECTION–A: Assessment of knowledge of primary school teachers according to the pre test and post test knowledge level on speech disorder.

SECTION–B: Comparison of pre-test and post-test knowledge level regarding speech disorders of children among primary schoolteachers.

SECTION–C: Effectiveness of video assisted teaching program on knowledge regarding speech disorders of children among preprimary school teachers.

SECTION–D: Association of the pre-test level of knowledge regarding speech disorders of children among pre-primary school teachers with their selected demographic variables.

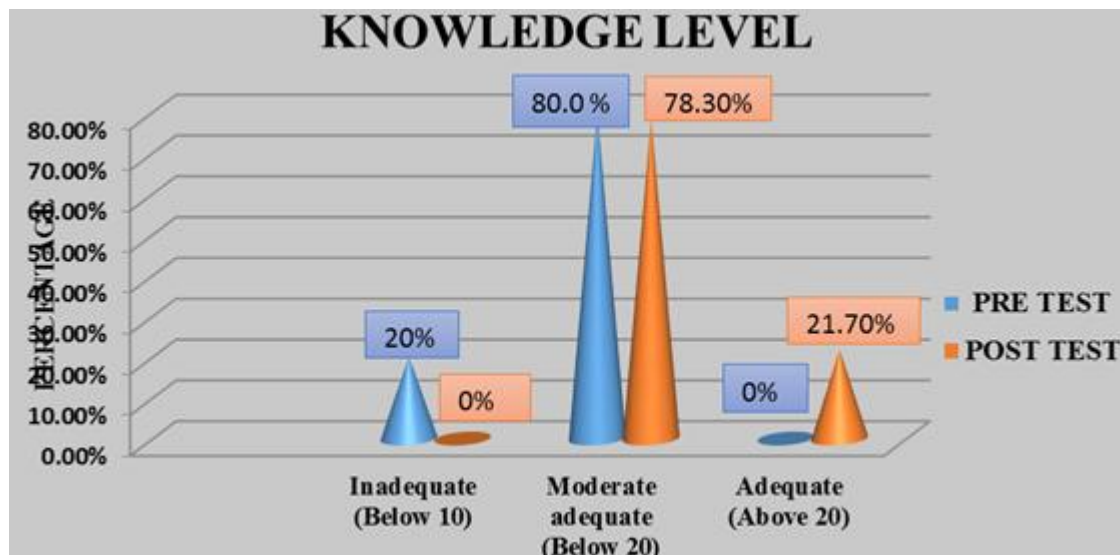


Figure 1: Cone diagram shows percentage wise distribution of pretest and posttest knowledge level on speech disorders of children on primary school teachers

Fig-1 shows that, the pre-test and post-test level of knowledge. Majority 48 (80.0%) of primary school teachers had moderate adequate knowledge, 12(20.0%) had inadequate knowledge and none of the primary school teacher had adequate knowledge.

In Post-test, highest primary school teachers 47(78.3%) had moderate adequate knowledge, 13(21.7%) of primary school teachers had adequate knowledge and none of them had inadequate knowledge regarding speech disorder of children. The above finding summarizes that, the video assisted teaching has significant beneficial effect in the level of

knowledge about speech disorders of children among primary school teachers.

Section B: Comparison of pre-Test and post-Test knowledge level regarding speech Disorders of Children among Primary School teachers. (N=60)

S. No.	Knowledge	Mean	Mean difference	Mean Percentage	Standard Deviation
1	Pre-Test	12.17	6.6	20.28%	2.16
2	Post-Test	18.77		31.28%	2.02

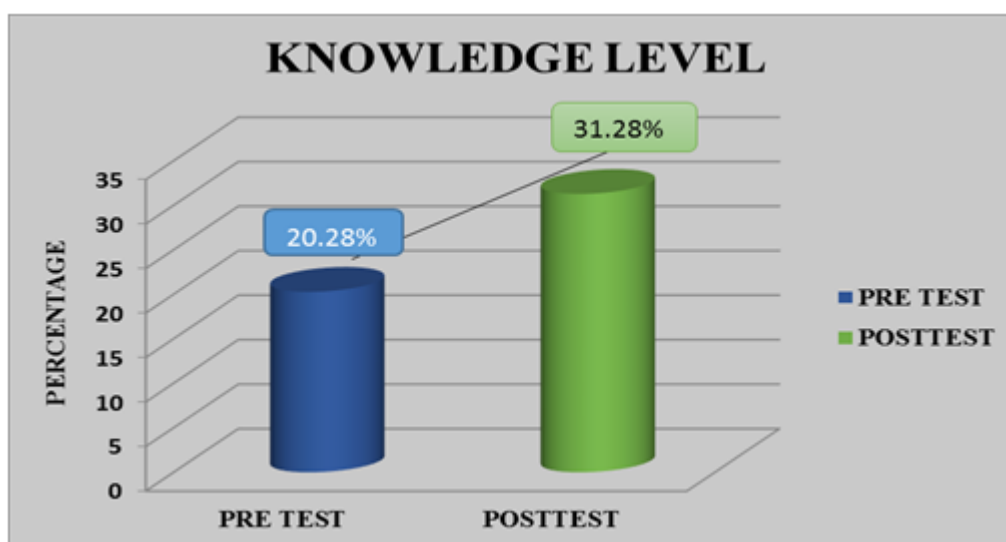


Figure 2: Bar diagram shows percentage wise distribution of preprimary school teachers according to their comparison of pretest and posttest knowledge level.

The above Fig.2 shows that mean score of pre-test knowledge level were 12.17, mean percentage was 20.28% , but meanscore of post-test knowledge level were 18.77and meanpercentage was 31.28% so, the score of mean difference between pre-test and post-test knowledge level was 6.6.It reveals that the post-test mean score (31.28) was high when compared to the pre test mean (20.28) score of knowledge.

Section C: Effectiveness of Video Assisted Teaching Program on Knowledge Regarding Speech Disorders of Children among Preprimary School Teachers, (N=60)

S.No.	Knowledge	Mean	Mean %	Paired 't' test	Inference
1.	Pre-test	12.17	20.28%	-18.07	Significant
2.	Post-test	28.8	31.28%		Significant

*0.05levelofsignificance

The above fig. No. 3 shows that the pre-test mean score were 12.17 and mean percentage were 20.28% and the post-test mean score were 28.8 and mean percentage were 31.28%. The calculated t values were -18.07 which shows significant at the 0.05 level of significance. Therefore, the finding implied that the video assisted teaching had significant effect in the improvement of pre-primary school teacher's knowledge regarding speech disorders of children. Hence, the formulated research hypothesis H1 was accepted and H01 was rejected because there were significant differences between pre-test and post-test knowledge regarding speech disorders of children among pre-primary school teachers.

Section-E: association of the pre-test level of knowledge regarding speech disorders of children among pre-primary school teachers with their selected demographic variables.

The association of the pre-test level of knowledge regarding speech disorders of children among preprimary school teachers and selected demographic variables. The pre-test score of level of knowledge regarding speech disorders of children among pre-primary teachers with their selected demographic variable like age ($\chi^2=1.811$), gender ($\chi^2=1.128$), marital status ($\chi^2=0.071$), educational qualification ($\chi^2=0.267$), any other academic qualification done ($\chi^2=0.185$), family income ($\chi^2=0.268$), no. of living children ($\chi^2=0.186$) and any previous knowledge received about speech disorders of children ($\chi^2=1.352$) were found non-significant at <0.05 level of significance, whereas is there previous history of any speech disorder in family (p value=0.043) and source of information ($\chi^2=8.212$) were found significant at 0.001 level of significance.

So, the research hypothesis H2 was accepted and H02 was rejected because there was significant association between pre-test level of knowledge regarding speech disorders of children among pre primary school teachers with their selected demographic variables.

5. Nursing Implications

The finding of the present study has implication in the field of nursing practice, nursing education, nursing administration, nursing research.

Nursing Practice

Nurse can impart video assisted teaching program in effective manner after assessing primary teacher's knowledge regarding speech disorder.

- Nurses can encompass autonomous and collaborative care of individuals of families, groups and communities.
- Nursing practice today is composed of wide variety of roles and responsibilities necessary to meet the health care needs of the society.

Nursing Education

The finding of the study indicates that more emphasis should be placed in the curriculum for speech disorders of children among pre-primary school teachers. So, that nursing student can use different teaching method to impart appropriate

knowledge.

- Continue nursing education program can be organized for the nurses on this aspect.
- By education, development of all those capabilities in the teachers which help him/ her to control its severity.

Nursing Administration

- The nurse administrator can organize the in-service education training program for nurses and other health care professionals to update their knowledge regarding speech disorder.
- The nurse can provide adequate allocation of budget and manpower to implement effective video assisted teaching program which help the primary teachers to gain adequate knowledge and become confident to meet the need of self.
- The nurse administrator can allocate resources and provide motivation for further study in urban area.
- Nursing conferences, group discussion can be conducted by the administrators periodically.

Nursing Research

- The findings of the present study are helpful for the nursing professionals and nursing students to conduct further studies to find out the effectiveness of various methods of providing education on improving the knowledge regarding speech disorders of children among pre-primary school teachers and conduct the same study with different variables and large scale.
- Findings of the study will act as catalyst to carry out more extensive research on the largest samples in different settings.
- Nurses researcher must be aware of demand of health care system to enhance patient needs.

6. Recommendation

On the basis of the findings of the study, following recommendations put forward for further research.

- A similar study can be replicated on a large sample to generalize the findings.
- A comprehensive study can be conducted to assess the effectiveness of video assisted teaching regarding speech disorder among preprimary school teachers. A similar study can be conducted in hospital setting.
- An experimental study can be conducted with control group for comparison.

7. Conclusion

From the finding of the present study, it can be concluded that the knowledge regarding speech disorders of children among pre-primary school teachers were improved after intervention that is video assisted teaching. Hence, video assisted teaching was found effective in improving the knowledge of pre-primary school teachers regarding speech disorders.

The relevant data was collected and analyzed statistically based on the objective of the study. Prior to administration of video assisted teaching to pre-primary school teachers had total mean score 12.17, whereas after the administration of

video assisted teaching to pre-primary school teachers had total mean score 18.77 which had revealed that gain in the knowledge regarding speech disorders of children among pre-primary school teachers after administration of video assisted teaching. There was significant difference found with mean difference of (6.6) between the pre-test and post-test knowledge score among pre-primary school teachers. There was no association between pre-test knowledge.

Among 60 pre-primary school teachers, 6.67% having adequate knowledge regarding speech disorder, 80% having moderate and 13.33% having inadequate knowledge regarding speech disorder. The research reveals that there was significant difference in pretest and post-test knowledge of preprimary school teachers regarding speech disorder. The study also reveals that there was no association between demographic variable and knowledge of preprimary school teachers regarding speech disorder.

The following conclusion was drawn on the basis of data analysis.

Video assisted teaching program is effective in improving the knowledge of pre-primary school teachers regarding speech disorders of children.

The findings of the study revealed that there was no significant association of knowledge with selected demographic variables such as age, gender of teacher, marital status, educational qualification of teacher, academic qualification of teacher, family monthly income, number of living children, source of information, is there previous history, any previous knowledge received about speech disorders of children.

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