

# “AN EXPLORATORY STUDY TO ASSESS THE KNOWLEDGE AND PRACTICE OF PRIMARY SCHOOL TEACHERS REGARDING COMMUNICATION PROBLEMS AMONG PRE-SCHOOL CHILDREN, IN ORDER TO DEVELOP INFORMATION BOOKLET ON COMMUNICATION SKILL”

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## ABSTRACT

*A communication problem refers to "an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems". Normal development of communication requires the interaction of an intact mechanism with a favorable environment. The components of an intact mechanism include hearing sensitivity, perception, intelligence, structural integrity, motor skill, and emotional stability. A favorable environment is one that provides the child with adequate language exposure and stimulation, reinforces the child's communicative attempts, and holds realistic expectations according to the child's developmental stage. Children with communication problems frequently do not perform at grade level. They may struggle with reading, have difficulty understanding and expressing language, misunderstand social cues, avoid attending school, show poor judgment, and have difficulty with tests. Difficulty in learning to listen, speak, read, or write can result from problems in language development. Problems can occur in the production, comprehension, and awareness of language sounds, syllables, words, sentences, and conversation. Individuals with reading and writing problems also may have trouble using language to communicate, think, and learn. Parents and teachers should refer any student who shows signs of a speech-language problem or delay to the school-based child study team. Screening, assessment, and treatment of communication problems may involve cooperative efforts.*

**KEYWORDS:** Knowledge, Practice, Primary school teachers, communication problems, Pre-school children

## INTRODUCTION:

## BACKGROUND OF THE STUDY

Preschool teachers play a key role in detecting children with communication problem. Early detection of communication problem difficulties by preschool teachers, influence children's cognitive and psychosocial development and their academic achievement. Also, in therapy process, preschool teachers are one of the team members who should continuously be in contact with the speech and language therapists about the generalization of the learned abilities in the therapy settings and to prevent drop-outs (Blackorby and Wagner, 1996) Speech-language pathology is a new areas in Turkey, Although the number of graduate students in this area increases, there is still a need for preschool teachers to learn about this new profession and the distinctive role of SLT among the other professions in the treatment of communication problem .The number of studies related the knowledge levels of preschool teachers about speech and language disorders in Turkey is limited. (Law et al, 2000, Bayle et al, 2010)

It is important to incorporate and coordinate various perspectives and accumulate knowledge in developing communication skills during childhood Peer-communication ensures critical thinking, objectivity and reflexivity. Communication

is a predictor of cognitive development. Moreover, peer- communication fosters prosocial behavior, prevents bullying and contributes to a favorable emotional climate in class. Therefore, it is important to determine how to develop and research the role of teacher-child interactions in the formation of peer- communication during childhood. (Eisenberg, Mussen, 2011).

Effective teaching in early childhood education and care (ECEC) should include sensitive and warm interactions, responsive feedback, and verbal communication, and preference should be given over the structured and highly regulated approach. A not overly structured interaction provides good results in literacy and social development. Trust and a close teacher-child interaction can decrease aggressiveness and provide pro-social behavior (Birch & Ladd, 1988; Graves, Howes, 2011; Locasale-Crouch, DeCoster, Pianta, 2013). Recent research has also demonstrated associations between the teacher-child interaction and school-readiness. Good teacher-child interactions provide high scholastic achievements. (Scott- Little, La Paro, Thomason, Pianta et al., 2011).

Preschool communication is an objective necessity in child development and a special activity. Interactions with others and self-image depend on it. Communication and relationships can be developed by playing with peers. Preschooler's peer-communication is complicated and is a holistic system with special strict and evolutionary dynamics. At the age of 5-7 years, children's relationships become more selective and stable. At this stage, there are stable groups of friends. Preschoolers tend

to spend more time playing and talking with peers. Peers' opinion and access become very influential. (Sobkin, Skobeltsina, 2012).

#### **AIMS:**

The main aim of this study is to assess the knowledge and practice of primary school teachers regarding communication problems among pre-school children.

#### **OBJECTIVE:**

1. To assess the knowledge and practice regarding communication problem.
2. To find out correlation between knowledge and practice regarding communication problems.
3. To find out association between knowledge and practice regarding communication problems with selected socio demographic variable.

#### **HYPOTHESIS:**

H1- There is significant association between knowledge of primary school teachers regarding communication problems among pre-school children with their sociodemographic variables.

H2 – There is significant association between practice of primary school teachers regarding communication problems among pre-school children with their sociodemographic variables.

#### **MATERIALS AND METHOD:**

**Research Approach:** This study adopts an Quantitative Approach

**Research Design:** Non- experimental Exploratory research design was used

**Research Variables:+**

- **Demographic Variable:** Age, Gender, Religion, Educational qualification, Year of experience, Type of Family, Marital status, Number of children, Have you attend any training program related to communication problems among children
- **Research Variables:** Knowledge and Practice of Primary school teachers.

**Population:** The study focuses on Primary school teachers in selected school of Raipur city.

**Setting of the study:** The research study was conducted in selected schools in Raipur city.

**Target Population:** In research target population consisted of Primary school teachers in selected school of Raipur city.

**Sampling Technique:** The sample was selected through purposive sampling technique.

**Sample size:** Sample consist of 100 primary school teachers at Raipur city

Sampling Criteria:

**INCLUSION CRITERIA:**

- Primary school teachers who are willing to participate in the study

**Results:**

**Section 1:** This section deals with analysis of distribution of sample characteristics according to demographic variables of participation.

SR. NO.	DEMOGRAPHIC VARIABLE	FREQUENCY	PERCENTAGE
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- Teachers who are teaching from 1 to 5<sup>th</sup> std. only .

**EXCLUSION CRITERIA:**

- Primary school teachers who are not willing to participate
- Primary school teachers who are not available at the time of data collection.

**Tools for Data Collection:**

- ✓ Section -A Demographic data
- ✓ Section-B Self Structured Knowledge Questionnaire
- ✓ Section- C Check list to measure the Practice

**Procedure for Data Collection:**

The purposive sampling technique was used in data collection. Demographic data, self-structured knowledge questionnaire and check list on communication problems in preschool children are included. Data analysis was done mainly using exploratory statistics. The process of validity was done between 06/05/2024 to 15/05/2024. Data collection tool send to 9 experts for the content validity. The process of reliability was done after the validity. Tool was modified from 9 experts. The score of reliability was 0.72 for knowledge and 0.92 for practice so the study was feasible to conduct.

1	Age a) 21-30 years b) 31- 40years c) 41 – 50 years d) 51 – 60 years	30 40 20 10	30 40 20 10
2	Gender a) Male b) Female	30 70	30 70
3	Religion a) Hindu b) Muslim c) Christian d) Sikh	60 20 18 02	60 20 18 02
4	Education a) Graduation b) B.ED c) D.ED	28 70 02	28 70 02
5	Marital status a) Married b) Unmarried c) Divorce d) Widow/widower	60 25 10 05	60 25 10 05
6	Number of children a) No child b) One child c) Two children d) More than two	30 15 50 05	30 15 50 05
7	Types of family a) Nuclear b) Joint c) Extended	50 30 20	50 30 20
8	Type of service a) Government b) Private	70 30	70 30
9	Total service experience a) <-5years b) 6 – 10 years c) 11 – 15 years	30 45 10	30 45 10

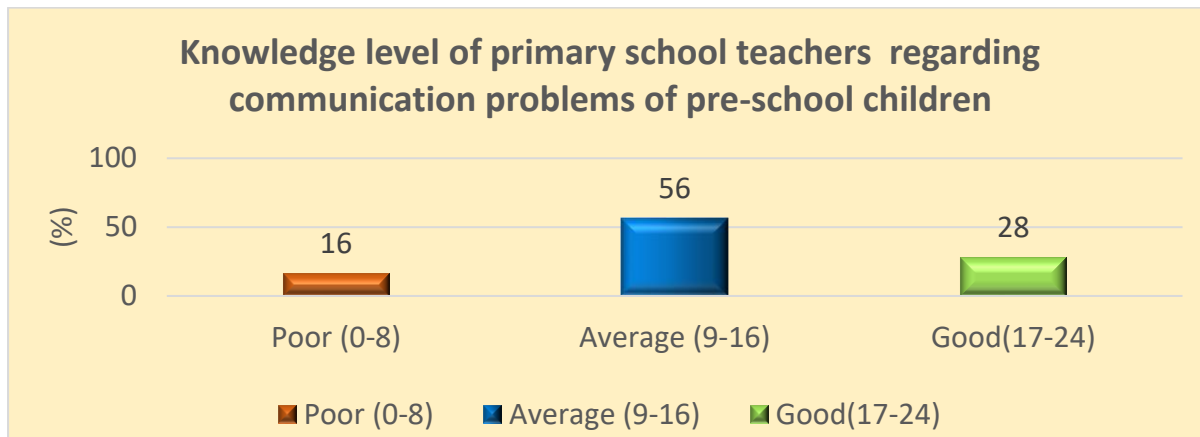
	d) >15 years	15	15
10	Monthly income of family		
	a) <Rs 5000	-	-
	b) Rs 5001 – 10000	10	10
	c) Rs 10001 – 15000	20	20
	d) >Rs 15000	70	70
11	Attended any programme or in-service training related to communication problem		
	a) Yes	30	30
	b) No	70	70

Table 1 shows that out of 100 samples of primary school teachers were belonging as 30(30%) to age group 21-30 years , 40(40%) to age group 31-40 years, 20(20%) to age group 41-50 years and 10(10%) to age group 51-60 years. Regarding gender majority were females with 70(70%) and 30(30%) were males. Regarding religion majority were Hindu with 60(60%), 20(20%) were Muslim, 18(18%) were Christian and 02(02%) were Sikh. Regarding educational qualification 70(70%), had studied B.ED, 28(28%) had studied B.ED and 02(02%) had studied D.ED. Regarding Marital status 60(60%) were married, 25(25%) were unmarried, 10(10%) were divorced,05(05%) were widow. Regarding Number of children 50(50%) had two children, 30(30%) had no child, 15(15%) had one child and 05(05%) had more than two children. Regarding Types of family 50(50%) were belonging to nuclear family, 30(30%) were belonging to joint family and 20(20%) were belonging to extended family. Regarding Type of service 70(70%) had government job and 30(30%) had private job. Regarding Total service experience 45(45%) had experience between 06-10 years, 30(30%) had experience <-5years, 15(15%) had experience >15 years and 10(10%) had experience between 11 – 15 years. Regarding Monthly family income 70(70%) had monthly income >Rs. 15000, 20(20%) had monthly income between Rs. 10001 – 15000, 10(10%) had monthly income between 5001 – 10000. Regarding Attended any any programme or in-service training related to communication problem 70 (70%) not attended any training program while 30(30%) attended training program related to communication problems among children.

**SECTION II:** This section deals with analysis and assessment of knowledge of Primary school teachers regarding communication problems among pre-school children.

LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE	
Good	28	28	
Average	56	56	
Poor	16	16	
Total	100	100	
	Mean	Mean %	SD
Level of knowledge	10.4	57.78	3.11

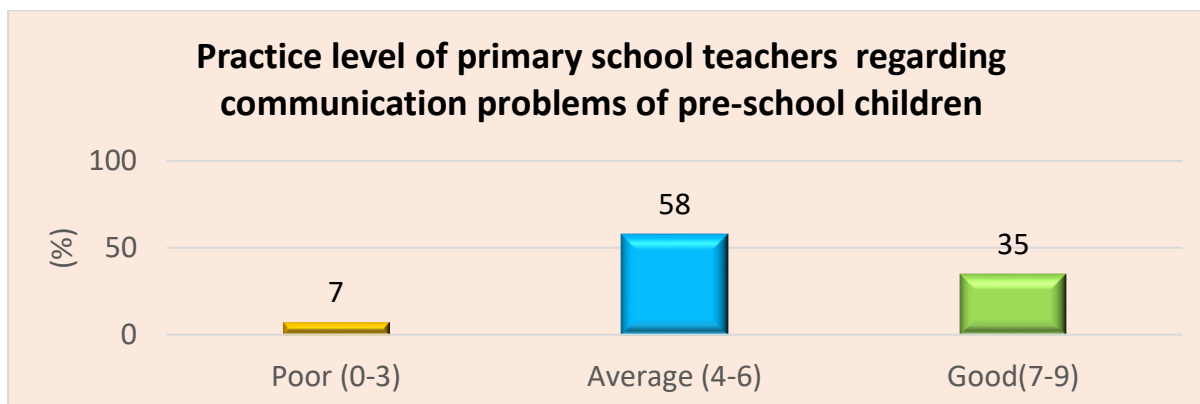
Table 2 shows the level of knowledge of Primary school teachers regarding communication problems. Out of 100 teachers 56(56%) had average knowledge, 28(28%) had good knowledge and 16(16%) had poor knowledge. It is inferred that among the primary school teachers majority had average knowledge regarding communication problems.



**SECTION III:** This section deals with analysis and assessment of Practice of Primary school teachers regarding communication problems among pre-school children.

LEVEL OF PRACTICE	FREQUENCY	PERCENTAGE	
Good	35	35	
Average	58	58	
Poor	07	07	
Total	100	100	
	Mean	Mean %	SD
Level of knowledge	6.07	67.4	1.48

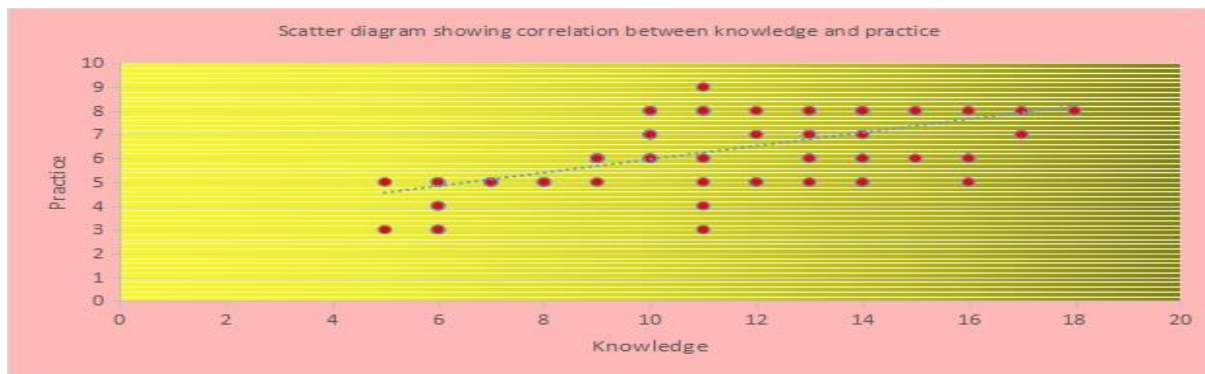
Table 3 shows the level of Practice of Primary school teachers regarding communication problems. Out of 100 teachers 58(58%) had average knowledge, 35(35%) had good knowledge and 07(07%) had poor knowledge. It is inferred that among the primary school teachers majority had average practice regarding communication problems.



**SECTION IV:** This section deals with analysis and co-relation between knowledge and practice regarding communication problems.

Variables	Mean	Mean%	SD	Karl Pearson's correlation co-efficient ( r )
Knowledge score	10.4	57.78	3.11	0.59
Practice score	6.07	67.4	1.48	

Table 4 shows co-relation between knowledge and practice score was 0.59 which indicates a significant positive relationship between knowledge and practice .



**SECTION V:** This section deals with analysis and assessment of association between the knowledge level of primary school teachers with their selected socio demographic variables.

**LEVEL OF KNOWLEDGE**

DEMOGRAPHIC VARIABLES	GOOD	AVERAGE	POOR	X2	Df	P value	Inference
Age							
a) 21-30 years	06	16	08	<b>17.18</b>	<b>06</b>	<b>12.59</b>	<b>P&lt;0.05 S</b>
b) 31- 40years	13	21	06				
c) 41 –50years	02	16	02				
d) 51 – 6years	07	03	00				
Gender							
a) Male	<b>13</b>	<b>12</b>	<b>05</b>	<b>5.57</b>	<b>02</b>	<b>5.99</b>	<b>P &gt;0.05 NS</b>
b) Female	<b>15</b>	<b>44</b>	<b>11</b>				
Religion							
a) Hindu	<b>14</b>	<b>37</b>	<b>09</b>	<b>3.06</b>	<b>06</b>	<b>12.59</b>	<b>P &gt;0.05 NS</b>
b) Muslim	<b>07</b>	<b>10</b>	<b>03</b>				
c) Christian	<b>06</b>	<b>08</b>	<b>04</b>				
d) Sikh	<b>01</b>	<b>01</b>	<b>00</b>				

Education							
a) Graduation	10	13	05				
b) B.ED	26	34	10	0.601	04	9.49	P>0.05
c) D.ED	01	01	00				NS
Marital status							
a) Married	18	34	08				
b) Unmarried	06	17	02	11.87	06	12.59	P>0.05
c) Divorce	03	02	05				NS
d) Widow/widower	01	03	01				
Number of children							
a) No child	08	16	06				
b) One child	05	08	02				
c) Two children	14	28	08	2.02	06	12.59	P>0.05
d) More than two	01	04	00				NS
Types of family							
a) Nuclear	12	27	11				
b) Joint	10	17	03	2.96	4	9.49	P>0.05
c) Extended	06	12	02				NS
Type of service							
a) Government	21	40	09	1.82	02	5.99	P>0.05
b) Private	07	16	07				NS
Total service experience							
a) <5years	09	12	09				
b) 6 – 10 years	10	31	04	14.18	06	12.59	P<0.05 S
c) 11 – 15 years	04	03	03				
d) >15 years	05	10	00				
Monthly income of family							
a) <Rs 5000							
b) Rs 5001 – 10000	03	06	01				
c) Rs 10001 – 15000	05	14	01	3.51	04	9.49	P>0.05
d) >Rs 15000	20	36	14				NS
Attended any programme or in-service training related							

to communication problem	12	17	01	6.50	02	5.99	<b>P&lt;0.05 S</b>
a) Yes	16	39	15				
b) No							

The analytical report of the table explains the demographic variables ( gender, religion, education, marital status, number of children, monthly family income, , type of family, type of service, ) obtained X<sup>2</sup> value below the level of tabulated value at the level of 0.05, so there is no significant association . demographic variables (age, experience, attend any training program related to communication problems) obtained X<sup>2</sup> value above the level of tabulated value at the level of 0.05, so there is significant association

**SECTION VI: This section deals with analysis and assessment of association between the practice level of primary school teachers with their selected socio demographic variables.**

**LEVEL OF PRACTICE**

DEMOGRAPHIC VARIABLES	GOOD	AVERAGE	POOR	X2	Df	P value	Inference
Age							
e) 21-30 years	07	21	02	<b>4.73</b>	<b>06</b>	<b>12.59</b>	<b>P&gt;0.05 NS</b>
f) 31- 40years	16	20	04				
g) 41 –50years	07	12	01				
h) 51 – 6years	05	05	00				
Gender							
c) Male	<b>05</b>	<b>22</b>	<b>03</b>	<b>6.40</b>	<b>02</b>	<b>5.99</b>	<b>P&lt;0.05 S</b>
d) Female	<b>30</b>	<b>36</b>	<b>04</b>				
Religion							
e) Hindu	<b>18</b>	<b>39</b>	<b>03</b>	<b>6.74</b>	<b>06</b>	<b>12.59</b>	<b>P&gt;0.05 NS</b>
f) Muslim	<b>07</b>	<b>11</b>	<b>02</b>				
g) Christian	<b>08</b>	<b>08</b>	<b>02</b>				
h) Sikh	<b>02</b>	<b>00</b>	<b>00</b>				
Education							
d) Graduation	<b>10</b>	<b>12</b>	<b>06</b>	<b>5.95</b>	<b>04</b>	<b>9.49</b>	<b>P&gt;0.05 NS</b>
e) B.ED	<b>30</b>	<b>34</b>	<b>06</b>				
f) D.ED	<b>02</b>	<b>00</b>	<b>00</b>				
Marital status							
e) Married	<b>20</b>	<b>36</b>	<b>04</b>	<b>10.78</b>	<b>06</b>	<b>12.59</b>	<b>P&gt;0.05 NS</b>
f) Unmarried	<b>13</b>	<b>12</b>	<b>10</b>				
g) Divorce	<b>02</b>	<b>06</b>	<b>02</b>				
h) Widow/widower	<b>00</b>	<b>04</b>	<b>01</b>				

Number of children							
e) No child	08	18	04				
f) One child	05	10	00	12.99	06	12.59	<b>P&lt;0.05 S</b>
g) Two children	17	30	03				
h) More than two	05	00	00				
Types of family							
d) Nuclear	16	29	05				
e) Joint	11	17	02	2.36	04	9.49	<b>P&gt;0.05</b>
f) Extended	08	12	00				<b>NS</b>
Type of service							
c) Government	29	36	05	4.5	02	5.99	<b>P&gt;0.05</b>
d) Private	06	22	02				<b>NS</b>
Total service experience							
e) <-5years	09	18	03				
f) 6 – 10 years	17	24	04	4.98	06	12.59	<b>P&gt;0.05</b>
g) 11 – 15 years	02	08	00				<b>NS</b>
h) >15 years	07	08	00				
Monthly income of family							
e) <Rs 5000	00	00	00				
f) Rs 5001 – 10000	05	05	00	4.90	04	9.49	<b>P&gt;0.05</b>
g) Rs 10001 – 15000	09	11	00				<b>NS</b>
h) >Rs 15000	21	42	07				
Attended any programme or in-service training related to communication problem							
c) Yes	12	16	02	0.47	02	5.99	<b>P&gt;0.05</b>
d) No	23	42	05				<b>NS</b>

The analytical report of the table explains the demographic variables ( age, religion, education, marital status, , monthly family income, , type of family, age, experience, attend any training program related to communication problems type of service, ) obtained  $X^2$  value below the level of tabulated value at the level of 0.05, so there is no significant association .

demographic variables (gender, number of children) obtained  $X^2$  value above the level of tabulated value at the level of 0.05, so there is significant association

### CONCLUSION:

Exploratory research design was conducted to assess the knowledge and practice of Primary school teachers regarding communication problems among pre-school children in selected school in Raipur city, with a view to develop an information booklet. The study consists of 100 samples that were selected on the basis of non-probability convenient sampling technique the data analysis was done by calculating the mean, % standard deviation, Karl Pearson split half method and chi square test. In that there was association between the knowledge and practice of primary school teachers with their selected socio demographic variables, correlation between knowledge and practice regarding communication problems. The study revealed that most of the primary school teachers have average knowledge and average practice regarding communication problems among pre-school children. However, few of them have good knowledge and practice. The information booklet formulated after the research according to the findings of the research were provided to the primary school teachers which lead to effective strategy in bringing about change in knowledge and practice of primary school teachers regarding communication problems among pre-school children in selected school in Raipur city.

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