



“Effectiveness Of Structured Teaching Program on Knowledge Regarding Delay Speech Among Parents Of Toddler In Selected Areas Of The City: A Pre-Experimental Study.”

Jannet Rijo Mathew

MSC Nursing Student, Child Health Nursing Department of VSPM MDINE Nagpur, India

jannetpillay92@gmail.com

Bincy KP

Lecturer, Child Health Nursing Department of VSPM MDINE Nagpur, India

binicy.ross@gmail.com

Abstract-

Objectives: The objective of the study leads to investigate the pre-test assessment of delayed speech along with parents of a toddler. To evaluate the post-test assessment regarding delayed speech among parents of a toddler. To discover the relation linking knowledge assessment levels to the selected demographic variable.

Method: This study used one group pre-test post-test pre-experimental design in which 60 parents of toddlers were engaged, with the aid of using a non-probability convenient sampling technique.

Result: The self-structured questionnaire was used to compare the outcome that reveals the pre-test assessment average score which is 5.56 ± 1.29 and the post-test assessment average score is 19.71 ± 3.17 . The table value of 't' was 2.00 and the calculated value of 't' was 40.61 considerably greater than the table value at $p < 0.05$ level of significance. Thus, it was statistically interpreted that the structured learning program was an effective tool for improving knowledge of speech delay across subjects.

Conclusion: Investigator came to the conclusion that the structured learning program was successful and will help improve the knowledge of the parents of the toddler.

Keywords: Effectiveness, delay speech, toddler.



Introduction

Language means more inclusive and refers to a complete system for expressing and receiving data in extraordinary and meaningful ways. Language involves understanding, processing, and producing communication. According to reports, the occurrence of delayed speech in kids aged 2 to 7 an age varies from 2.3 to 19%. Severe language impairment in young children impairs later academic performance even with intensive interventions. Mature children have been shown to have more reading and writing problems during school attendance. Children with speech disorders after 5.5. Attention problems and social problems increase, with advancing age. Children aged 7.5 to 13 years and older with certain speech and language deficits were found to have significant deficiencies in spelling and punctuation and limited writing skills compared to children without speech and language deficits. is shown.

Need of the study

Delayed speech is one of the foremost encountered downsides within which language and speech development amount doesn't proceed by traditional development amount and in atypical (not normal) childhood. Delayed speech affects the child's psychological features, and emotional and social life to an oversized extent. Risk and protecting Factors Early Language Delay a key driver in managing language delay is to supply early intervention services to kids who gain an advantage from them, specifying their developmental outcomes would be completely affected, while at the same time not providing services that will be spare, ineffective or harmful or to kids who wouldn't gain profit.

All parents want their child to develop well, and a child's speech delay, if not treated properly, can affect other aspects of their development, therefore based on the above findings the researcher concluded that knowledge about speech delay in toddlers among parents is very important. for the prevention of further complications in children.

Problem statement

Effectiveness of A Structured Teaching Program On Knowledge Of Delayed Speech Among Parents of A Toddler In Selected Urban Areas: A Pre-Experimental Study

Hypothesis

The hypothesis will be evaluated at a significance level of 0.05.

- Null hypothesis: There will not be a difference between pre-test and post-test knowledge regarding delayed speech.



- Research hypothesis: There will be a difference between pre-test and post-test knowledge regarding delayed speech.

Review of Literature

To determine the impact of a structured teaching program on the parents of toddlers in particular parts of the city, a review of the relevant literature was conducted for the current study. The review was compiled using information from books, journals, and online searches.

The following categories have been used to arrange the literature review for this study:

Section 1: Literature on toddler milestones

Section 2: Literature about speech delays

Section 3: Literature relating to Parents' perceptions of and understanding of speech delay

Section 4: Literature related to the effectiveness of structured teaching program

Materials and Method

The institutional ethical committee (M.Sc. Nsg./Esth/717/2021 dated 15/6/2021) approved the proposal, and the concerned authorities granted permission before conducting the study. We also explained the entire research process to the parents of toddlers in their native language before acquiring the consent letter, and the investigator maintained confidentiality regarding the sample information by employing different code numbers.

In this study, a quantitative approach is used and a pre-experimental one-group pre-test and post-test design is used to investigate the effectiveness of a structured teaching program on knowledge of delayed speech among parents of toddlers, 60 parents of toddlers were the variable by using a convenience non-probability sampling technique.

Inclusion Criteria

The study involved educated parents of toddlers from different language backgrounds and willing to participate.

Exclusion criteria:

The study rejected the parents who were not present at the time of data collection and health care, workers.



Tool development

Two major sections constituted the descriptive tool being used in this study, semi-structured questionnaire variables, Self-Structured Knowledge Questionnaires. The content and construct validity of the tool was done by 22 experts. Hence the tool was valid for the study. The reliability of the tool was calculated by Karl Pearson correlation coefficient formula, the reliability of the tool is 0.9842.

Result**Section I**

This section deals with the distribution of the proportion of the parents of toddlers according to the demographic characteristics. 60 qualified subjects were selected from the studied community who were from selected areas of the city. Data were collected to describe sample characteristics such as age, gender, religion, education, number of children, family type, language spoken at home, awareness of speech delay, and source of knowledge.

Section II

Table No. IV.1: Distribution of parents of a toddler about the level of pre-test knowledge about speech delay

n=60

Level of pre-test knowledge	Score range	Level of pre-test knowledge score	
		No. of parents of toddlers Frequency(f)	Percentage (%)
Poor	0-20% (1-6)	46	76.67
Average	21-40% (7-12)	14	23.33
Good	41-60% (13-18)	0	0
Very Good	61-80% (19-24)	0	0
Excellent	81-100% (25-30)	0	0
Low score		2	
High score		8	



The mean knowledge score	5.56 ± 1.29
The mean percentage	18.55 ± 4.31

The result shows that 76.67% of parents of toddlers have a low knowledge score and 23.33% have an average knowledge score.

Section III

Table no. IV. 2: Distribution of parents of a toddler about the level of Post-test knowledge about speech delay

n=60

Level of post-test knowledge	Score range	Level of post-test knowledge score	
		No. of parents of toddlers Frequency(f)	Percentage (%)
Poor	0-20% (1-6)	0	0
Average	21-40% (7-12)	0	0
Good	41-60% (13-18)	24	40
Very Good	61-80% (19-24)	30	50
Excellent	81-100% (25-30)	6	10
Low score		13	
High score		26	
The mean knowledge score		19.71 ± 3.17	
The mean percentage		65.72 ± 10.59	

The result shows that 40% of

the toddler's parents have a good, knowledge level, 50% have a very good knowledge level, and 10% have an excellent knowledge level

SECTION IV

Table IV.3: Significance of differences between parents' knowledge of toddler speech delay before and after the test

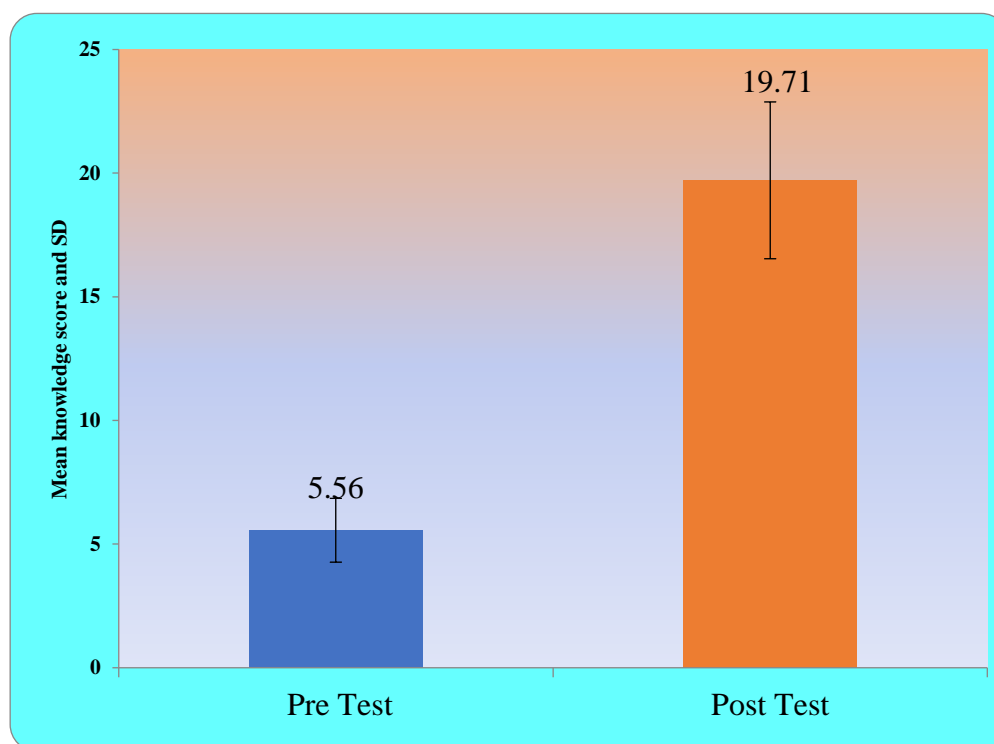
Overall	mean	SD	Mean difference	Df	Tabulated value	t-value	p-value
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Pre-Test	5.56	1.29	14.15±2.69	59	2.00	40.61	0.0001
Post-Test	19.71	3.17					S,p<0.05

This table compares what parents of toddlers knew about speech delay before and after testing. Therefore, it is statistically interpreted that a structured teaching program on knowledge related to parental speech delay in toddlers was effective. Therefore, H1 is accepted.

Fig. IV. 1: Bar diagram representing differences between parents' knowledge about toddlers' speech delay before and after the test



Section V

Correlation of selected demographic variables with knowledge scores

Analysis showed correlations between post-test knowledge scores and three demographic variables: parental age, education, and language spoke at home.

Discussion



In 2017, a survey was conducted to assess mothers' pre-existing knowledge of child development milestones. This study was conducted in one of the rural areas of Wardeh and 60 people were selected based on the inclusion criteria and a non-probability sampling method was used. The instrument is a structured questionnaire and programmed instructions before and after the test. The survey results classify pretest knowledge scores into four categories: poor, average, fair, and excellent. 33.8% of the mothers of new-borns had an average awareness score, 71.67% were average and 20% were aware before the test. The average awareness score was 6.93 ± 1.83 . Regarding post-test knowledge scores, 26.67% of mothers whose children obtained good results and 73.33% of mothers obtained excellent scores in post-test knowledge scores. The average knowledge score is 13.35 ± 1.41 . Therefore, it is understandable that most parents have a good understanding of developmental milestones and their importance in easily detecting abnormalities in growth and development. 33.8% of the mothers of newborns had an average awareness score, 71.67% were average and 20% were aware before the test. The average awareness score was 6.93 ± 1.83 . Regarding post-test knowledge scores, 26.67% of mothers whose children obtained good results and 73.33% of mothers obtained excellent scores in post-test knowledge scores. The average knowledge score is 13.35 ± 1.41 . The resulting structured training program was effective, relevant, and applicable. This helps to supplement the mother's existing knowledge about the baby's developmental stages.

Conclusion

After a comprehensive review, this study reaches the following conclusions:

Parents of toddlers have good, very good, and excellent knowledge about speech delays. The knowledge of parents of young children has increased significantly after the introduction of structured educational programs. To determine the effectiveness of structured training programs, the paired t-test was used and the post-test scores were significantly higher than the pre-test scores at the 0.05 level. We see that 40% of parents of toddlers have a high level of knowledge, 50% of parents of toddlers have a very high level of knowledge, and 10% of parents of toddlers have a very high level of knowledge.

Therefore, it was concluded that a structured teaching program on the knowledge of speech delay among parents of young children in selected areas of the city is an effective educational strategy.

Therefore, based on the above findings, there is little doubt that the researchers' educational



interventions in the form of structured educational programs have helped parents of young children to increase their knowledge about speech delay.

Limitations

- This survey was conducted only for parents of children in a certain neighborhood of the city.
- A small sample size was used to generalize the findings.
- The survey was limited to measuring the knowledge of parents with young children living in selected areas of the city.

Implication Of Study

The results of this study may have implications for nursing practice, nursing education, nursing management, and nursing research.

Nursing practice

- 1) The nurse should educate parents of infants about speech delay as part of her health care services so that parents can improve their child's personality, developmental milestones, and health status by gaining knowledge about the meaning of speech delay.
- 2) The findings of the study highlight that there is a need for nursing education, nursing students prepare structured curricula and enhance their current level of knowledge.
- 3) Nurses can use the results of the study in practice.

Nursing Education

- 1) Provide health education to parents about speech delay.
- 2) Health education modules can be prepared by researchers in the field of speech delay to increase students' knowledge.
- 3) This study helps students to better understand the importance of speech delay.
- 4) Student nurses should be motivated to participate and organize educational programs in various aspects whenever they are placed in a clinical environment.
- 5) Nursing educators should take the lead in publishing books and journal articles on speech delay.

Nursing Administration



1) Nursing appointments in community areas help focus on parents of young children. Health services should include individual and group health education about the process and importance of speech milestones.

2) Nursing managers can disseminate research knowledge to paediatric nurses and parents can benefit from them.

Nursing research

1) It is very important to determine the current level of knowledge regarding speech delay among parents of toddlers. This motivates other researchers to conduct further research on the same topics from different angles/locations with larger sample sizes. It is very important to provide healthy communication to improve knowledge about speech delay.

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Personal Experience

During the research, the researchers gained valuable experience. It helped me develop critical thinking and analytical skills and understand the importance of effective communication with my respondents. The entire study was a varied and rich learning experience that allowed the researchers to focus on their interpersonal skills. Better conceptual understanding of the entire research area. Researchers at all levels received guidance and support from mentors. This gave me the courage to continue the planned work. Also, the cooperation of the subjects was excellent. For the researchers, the study was a great learning opportunity.

Advice

- ❖ Similar studies can be replicated in larger populations to generalize the findings.
- ❖ Comparative studies can be conducted to assess the delayed speech skills of toddlers of rural and urban parents.
- ❖ Descriptive studies can be done on the attitude of parents of young children toward language delay.



- ❖ Similar studies could be conducted to evaluate the effectiveness of video-assisted educational programs for language delay in young children.

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