

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Selected Voice Disorders and its Prevention Among the Teachers Working in the Selected High Schools of BVV Sangha, Bagalkot

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Abstract:- Human voice is a source of individual and unique sounds that similarly to a mirror reflects our health condition, age, emotions and mood, expresses attitude and behaviour, impacts the course of communication and its outcome. Teachers express themselves in a noisy and frequently poorly sound proofed environment for several hours every working day. The Pre experimental, i.e one group pre test post test design was adopted for the present study. The sample includes 30 High school teachers from selected schools of Bagalkot District. Using Non probability convenience sampling technique. data collected using structures questionnaire & analysed using descriptive and inferential statistics.

Keywords:- Effectiveness, Voice Disorders and its Prevention, Structured Teaching Programme, Teachers.

I. INTRODUCTION

Human voice is a source of individual and unique sounds that similarly to a mirror reflects our health condition, age, emotions and mood, expresses attitude and behaviour, impacts the course of communication and its outcome. Melodious teacher's voice is one of the corner stones of a successful education process. It characterizes teacher's vitality and adds liveliness to each lesson taught.

The voice is going to play an important role in teaching profession. The voice of the teachers will influence in seeking attention of the students. Even the pitch of the voice may alter the concentration of the students in many aspects. Hence voice is an very important tool in teaching profession.

Occupational voice health is becoming more important as more people rely on their voices for their work. A number of studies have identified certain occupational groups at increased risk of developing

occupational voice disorders, namely teachers, singers and aerobics instructors.

In recent advancement all the voice disorders can be treated with the help of minor surgeries and may retained the original voice with longer duration.

Here in this study, Researcher approached to the problems facing by the teachers about Voice disorders and build up some of the preventer measures to co-op for the better quality of life for the teachers.

II. THE OBJECTIVES OF THE STUDY

- To measure the knowledge scores regarding voice disorders and its prevention among teachers working in selected high schools of B.V.V Sangha, Bagalkot.
- To determine the effectiveness of structured teaching programme on knowledge regarding voice disorders and its prevention among teachers working in selected high schools of B.V.V Sangha, Bagalkot.
- To rule out the association between the post test knowledge scores of teachers with their selected socio demographic variables.

III. HYPOTHESIS

- H1: There is a significant difference between the mean Pre test and Post test knowledge scores of teachers working in selected high schools.
- H2: There is a significant association between the Post test knowledge scores of Teachers with their selected socio demographic variables.

IV. METHODOLOGY

- Study Design The research design used in this study is Pre experimental one group pre -test and post – test design without control group.

- Study Population Accessible population for the present study consist of the teachers working in selected high schools of BVV Sangha, Bagalkot.
- Study Duration: March 2019- May 2019.
- Sample Size (N): The sample size of the present study will be 30 Teachers.
- Study Tool: In the present study data will be collected using structured closed ended knowledge questionnaire.. The tool validity was obtained from 8 experts from different states. According to the expert's opinion, warm exercises were included and items was organised in order.

V. FINDINGS OF THE STUDY

Majority (40.10%) of the High school Teachers were 31-32 years old, 23.30% of Teachers were between the age group of 25-30 years old, 23.30% of them were between the age group of 36-40 years old and only 13.30% of them were 40 years and above. Majority of Teachers (50%) were belonging to Hindu religion, 26.60% of them were Christian and 23.40% of them were belonging to Muslim

religion. Majority of Teachers 73% were Males and around 27% were Female Faculty. Majority 80% of Teachers had completed B.Ed, 13.40% had completed Bsc and 6.66% of Teachers had completed Msc. Majority (86.60%) of Teachers were Teaching more than 3 hours and 13% of Teachers were Teaching for 3 hours. Majority (50%) of Teachers teach for 75 Students, and 30% of Teachers teach for 50 students and 20% of Teachers teach for 25 students. Majority (60.10%) of Teachers had 1-5 years of Experience, 26.60% had less than 1 year experience and 13.40% of Teachers had 6-10 years experience. Majority (84.80%) of Teachers were Married, and 16.20% of Teachers were Unmarried and none of them were Divorced, Separated and Widow. Majority (94%) of Teachers have not suffered from Voice disorders and only 6% have suffered from Voice Disorders. Majority (54%) of Teachers had 2 Children, 30% of Children have one child and 16% of Teachers have 3 and more than 3 children. Majority (96.60%) of Teachers did not have any Family History of Voice Disorders and only 3.40% had a Family History of Voice disorders.

➤ Description of Socio-Demographic Characteristics of Sample

Variables	Frequency	Percentage
AGE		
25-30	7	23.3%
31-35	12	40.1%
36-40	7	23.3%
41 and above	4	13.3%
RELIGION		
Hindu.	15	50%
Muslim.	7	23.4%
Christian.	8	26.6%
Others.	-	-
GENDER		
Male.	22	73%
Female.	8	27%
EDUCATIONAL QUALIFICATION		
Tch	-	-
D.Ed	-	-
B.Ed	24	80%
Bsc	4	13.4%
Msc	2	6.66%
Phd	-	-
BPed.	-	-
NO OF HOURS OF TEACHING		
1 Hour	-	-
2 Hours.	-	-
3Hours.	4	13.4%
3 Hours and more.	26	86.6%

NO OF STUDENTS YOU TEACH		
25	06	20%
50	09	30%
75	15	50%
More than 75	0	
WORKING EXPERIENCE		
Less than 1 year.	06	20%
1-5yrs	18	60%
6-10yrs	04	13.4%
More than 10yrs.	02	6.6%
MARITAL STATUS		
Married.	25	84.8%
Unmarried.	05	16.2%
Divorced.	-	-
Separated.	-	-
Widow.	-	-
HAVE YOU EVER SUFFERED FROM VOICE DISORDER		
Yes	2	6%
No	28	94%
NO OF CHILDREN YOU HAVE		
One.	9	30%
Two.	16	54%
More than Two.	5	6%
FAMILY HISTORY OF VOICE DISORDER		
Yes	1	3.4%
No	29	96.6%

Table 1:- Frequency and Percentage Distribution of Socio-Demographic Characteristics

Analysis related to pre-test assessment of the level of knowledge of Teachers reveals that majority (40%) of the Teachers had good knowledge, 33.4% of them had good knowledge and 26.6% of them had very good knowledge there were no Teachers who had poor knowledge and very poor knowledge regarding Voice disorders and its Prevention. Whereas in post-test majority (54%) of the Teachers had good knowledge, 46% of them had very good knowledge regarding voice disorders and its Prevention.

Knowledge scores	Pre Test		Post Test	
	No Of Respondents.	%	No Of Respondents.	%
Very Poor.	-	-	-	-
Poor.	-	-	-	-
Average.	12	40%	-	-
Good.	10	33.4%	16	54%
Very Good.	08	26.6%	14	46%
Total.	30	100%	30	100%

Table 2:- Evaluation of the effectiveness of STP

H1: There is a significant difference between pre-test and post-test knowledge scores of High school Teachers on Voice disorders and its Prevention at 0.05 level of significance.

Paired ‘t’ test was used to find out the significance of the difference between the pre-test and post-test knowledge scores of High school Teachers on Voice disorders and its Prevention.

Knowledge area.	Test.	Mean.	SD.	Mean Diff.	SD Diff	Paired ‘t’ value.	Table Value.
General Questions	Pre Test.	4.63	1.37	4.43	0.91	6.43	2.045
	Post Test	9.06	2.28				
Incidence and prevalence	Pre Test.	1.1	0.7	1.33	0.21	4.33	2.045
	Post Test	2.43	0.91				
Causes, signs and symptoms	Pre Test.	2.53	0.99	4.08	0.02	4.13	2.045
	Post Test	6.61	1.01				
Prevention.	Pre Test.	4.66	1.44	4.67	0.41	4.67	2.045
	Post Test	9.33	1.85				
Treatment.	Pre Test.	0.93	0.85	3.2	0.07	4.61	2.045
	Post Test	4.13	0.92				
Total	Pre Test.	13.85	5.35	17.71	1.62	24.17	2.045
	Post Test	31.55	6.97				

Table 3

The overall findings reveal that the percentage of post-test knowledge score was more when compared to the pre-test knowledge score. Hence it indicates that the STP was effective in enhancing the knowledge of Teachers regarding Voice disorders and its Prevention.

Test	Mean	Std. Error	Mean Diff	SD Diff	Paired t-value	Table value
Pre-test (x ₁)	13.85	0.025	17.7	0.462	24.17	2.045
Post-test(x ₂)	31.55					

Table 4

The calculated values were much higher than table value (2.045). Hence the H1 stated is accepted. Findings reveal that the difference between mean pre-test (13.85±5.35) and post-test (31.55±6.97) knowledge scores of High school Teachers found to be statistically significant at 0.05 level of significance [t= 24.17, p<0.05].

Sl. No	Variables	Df	Chi-square value	Table value	Level of significance
1.	Age	1	3.60	3.84	P>0.05 NS
2.	Religion	1	3.46	3.84	P>0.05 NS
3.	Gender.	1	1.27	3.84	P>0.05 NS
4.	Educational Qualification	1	3.01	3.84	P>0.05 NS
5.	Number of hpurs of teaching.	1	3.63	3.84	P>0.05 NS
6.	No of Students you Teach.	1	3.21	3.84	P>0.05 NS
7.	Years of Working experience	1	1.85	3.84	P>0.05 NS
8.	Marriage	1	1.04	3.84	P>0.05 NS
9.	History of any VD	1	3.23	3.84	P>0.05 NS
10.	How many children you have.	1	1.18	3.84	P>0.05 NS
11.	Have you suffered from any VD	1	3.13	3.84	P>0.05 NS

Table 5:- Association between the Post-Test Knowledge Scores of Teachers Regarding Voice Disorders and its Prevention and Selected Socio - Demographic Variables

Findings reveal that there is no significant association between post-test knowledge scores of the Teachers and socio demographic variables, and no significant association found between knowledge of Teachers with their other demographic variables like age, religion, qualification, year of teaching experience, No of students they teach, No of hours of Teaching, Any Family History of Voice disorders, How many children you have, and have you suffered from any voice disorder. Thus H2 hypothesis rejected for all socio demographic variables.

VI. CONCLUSION

A significant difference was found between the post-test and pre-test knowledge scores of Teachers. The study showed that the STP was highly effective in improving the knowledge of Teachers on Voice disorders and its Prevention.

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