

TEACHER'S VIEWS TOWARDS STUTTERING

By

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Bachelor of Science in Speech & Language Therapy

Bangladesh Health Professions Institute (BHPI)

(The academic institute of CRP)

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A Research presented to the
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University of Dhaka

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Declaration

I am Shubhra Mahbuba, want to confirm that any single discussion of my research project will not be harmful to other. All the sources I have used in this study have been cited correctly.

All errors or inaccuracies are my own.

Signature & Date

.....

Shubhra Mahbuba

4th year, B.Sc. in Speech & Language Therapy

BHPI, CRP, Savar, Dhaka

Bangladesh

Dedication

This study is dedicated to my dear parents

Love You

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List of Acronyms

Abbreviation	Elaboration
ASK	Alabama Stuttering Knowledge Test
BHPI	Bangladesh Health Professions Institute
BTX	Botulinum Toxin Type A
CWS	Children with Stuttering
MDT	Multi- Disciplinary Team
POSHA-S	Public Opinion Survey on Human Attribute- Stuttering
PWS	Person with Stuttering
SD Scale	Semantic Differential Scale
SLP	Speech and Language Pathologist
SLT	Speech & Language Therapist
SPSS	Statistical Package for the Social Sciences
SWS	Student with Stuttering
TATS	Teachers Attitude towards Stuttering Survey
TPSI	Teachers Perception of Stuttering Inventory
USA	United State of America

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Abstract

Teachers are one of the crucial part of the multidisciplinary team as they are one of the main communication partners of children with stuttering. Views of teachers toward stuttering and children who stutter are therefore very monumental as views are likely to influence behavior. Determining the views of teachers toward stuttering will help speech and language therapist to develop and implement professional development programs just only for teachers if they need. The primary purpose of the study is to know the views of teachers toward stuttering related their beliefs, reactions, feelings, classroom management in the context of Bangladesh. Additionally the study has identified the knowledge, training need etc. The study has described the socio demographic characteristics of the study. The study was quantitative type in nature and conducted by using cross – sectional survey method at Dhaka city and Baraigram Upazilla of Natore district. Number of the participants of the study was 196 and they were selected using purposive sampling. Data of the study was collected by using a semi-structured “Teachers Attitude Toward Stuttering Survey” (TATS) questionnaire. Result of the study indicated an overall positive views toward stuttering. Teachers were very likely to help children with stuttering although they had lack of knowledge, education and training. They had demonstrated inadequate knowledge about strategy of classroom management. They recognized that they had significant role in the management of student with stuttering. They believed that children with stuttering are equally capable like children with non-stuttering.

Key words: *Views, Stuttering, Teacher*

1.1 Introduction

Views of teachers towards student with stuttering have significant effect on the assessment, instruction, and educational progress of children with stuttering in their classes. They play a significant role in the educational process of children with stuttering (Lass et al., 1992, cited in Hobbs, 2012). They are the central component of communication environment of children with stuttering and they play a crucial role in building the skills of successful communication of children who are stutter (Argyriadis, 2017). The education what is offered by the therapist is inadequate to treat children with stuttering and they spend a lot of time in their classrooms. To teach and improve communication and language acquisition skills of student with stuttering is the responsibility of primary and secondary schools teachers in Bangladesh. If teachers do not have a proper knowledge and tolerance about stuttering the students may become shy, nervous and embarrassed in the classroom and may be failure to build up a successful communication. Communication with teachers can play a significant role in the psychological development and self-concept of children with stuttering. Student with stuttering are often teased by their peers who are not stutter (Blood et al., 2011 cited Nicholls, 2013). Teacher can plays a remarkable contributions to change attitude of the peers of children with stuttering. In Bangladesh identifying the attitude of teachers towards stuttering is very important because there are many students in the classroom of primary and secondary schools who are stutter. Internationally there are few researches which have explored the views of teacher toward stuttering and there is no research in Bangladesh about the views of teacher toward stuttering is positive or negative. Difference in social attitudes and cultural values can influence the reactions of human to people who stutter (Abdalla & St. Louis, 2014). As there is no research in Bangladesh about views of teachers toward stuttering so the study is very important in the context of Bangladesh. The current study will identify the attitudes of teachers toward stuttering and children with stuttering. The study will give a superficial idea about level of knowledge of primary and secondary school teachers about classroom management, communication skills in their classrooms where there is any student with

stuttering read. The study will provide perception of teacher if they need or not any training opportunity to manage classrooms in where student with stuttering present.

Stuttering otherwise known as stammering in England which is an issue that concerns any communication specialist. It refer to non-fluent speech (Sattar, Sultana & Uzzaman, 2015). Stuttering refers to a disorder which can be defined as the breakdown of normal speech fluency due to repetition and blockages (Bloodstein & Bernstein Ratner, 2008 cited in Li & Arnold, 2015).

There is no accurate estimation about the prevalence of stuttering in Bangladesh. A national survey on the neighboring country named India published incidence and prevalence of various disabilities for 2002. Approximately 0.4% within the urban areas (cities and towns) were reported to have stutter in India (Pachigar, Stansfield & Goldbart, 2011). Carig, Hancock, Tran, & Peters (2002) cited in Pachigar et al., (2011) suggested that the prevalence of stuttering in Australia is 0.72. Prevalence of stuttering in UK is about 1-3% of their total population (Millichap, 2008). Yairi & Ambrose (2012) informs us that maximum possibility of stuttering initiation is over by age 5. According to Millichap (2008) boys are more likely to get stuttering.

There are numbers of theories about the cause of stuttering. Different influences such as genetic, physiologic, psychogenic and environmental influence demonstrate the way of development of stuttering (Ambrose, 2004).

According to Donaghy & Smith (2016) stuttering occurs during the preschool years. Young children are mostly affected with stuttering. Young children shows faster rate of recovery than others. However, it is not possible to interpret which children will overcome their stuttering without intervention. However it is largely recognized that stuttering therapy at the time of childhood gives safeguard against chronic stuttering in later life.

The primary outcome of Klompas & Ross (2004) study indicated that most of the participants think that their stuttering negatively affected their school performance as well as relationship with peers and teachers. Most of the participants feel that stuttering negatively marks their self-esteem and self-image.

Stuttering intervention is dependent on the person who are part of his environment. In management of stuttering Speech and Language Therapists work collaboratively with educators and parents. Researches indicates that attitudes of parents and teachers

towards children with stuttering can significantly effect on elimination of stuttering. There are few studies which focus on the significance of the teachers in the classroom, and their role in a successful speech or language program. Teachers with higher knowledge of stuttering hold more positive attitude (Argyriadis, 2017).

So it is very necessary to investigate the views of teacher toward stuttering and student with stuttering in the context of our country.

1.2 Significance of the study

Information about the prevalence of speech difficulties including stuttering is still unavailable in Bangladesh. From 1998 Bangladesh is celebrating October 22 as International Stuttering Awareness Day. But it is matter of sorrow that in our country learning, language and speech disorders are taken very little attention and stuttering is almost completely failed to receive any real attention. From various literature we know that people in the child's environment influence the child's experiences of their stutter communicative ability and their progress in therapy. Generally school aged children spend a large amount of time at school so teachers are figures of authority who have a significant impact on early years of a child. Unsubstantiated views of teachers on stuttering can have a negative impact on how they perceive and interact with children who stutter. On the other hand if teacher show empathy it can bring a good outcome for children with stuttering. Positive attitude of teachers make confident the SWS. Role of teacher also influence to change the conduct and view of peers to children with stuttering. We know that success of the therapeutic process is largely dependent on understanding the attitudes of significant others such as teacher, family, parents, peers and surroundings where the children with stuttering lives. We know a little about attitude of teachers towards stuttering. Teachers are primary component of environment of child. So understanding the attitude of teachers is very important for speech and language therapist. Understanding the attitude of teacher towards stuttering will help to speech and language therapist to plan and develop appropriate interventions. For optimizing the success for CWS in the classroom and in therapy, SLTs can support teachers by working collaboratively with them to implement efficient, well-organized training for teachers. By help of collaboration with SLTs and parents, teachers can play a significant role in the reduction of communicative stress. They can assist CWS to get

more positive speaking experiences. The significance of collaboration with teachers in the management of CWS within the classroom setting has been understood by us. The primary purpose of this study is to understand teachers' attitudes toward stuttering as a basis for informing intervention planning. It will be helpful for inclusive education. The study will be helpful for planning inclusive education. It will be helpful for counselor, psychiatrist, and other health professionals for further research.

1.3 Literature review

There are some international studies which have described the opinions and attitudes of teacher towards stuttering. In Bangladesh there is no literature about perception of teachers toward stuttering. Our nearest country India has conducted a research about the attitude of their teachers towards stuttering. Pachigar et al. (2011) conducted a study about Indian teacher's attitude towards children who stutter with 58 sample which was explorative in nature and was designed in mixed method. The study was investigated through using a questionnaires which was formed by combination of two questionnaire TATS (Teachers Attitude Toward Stuttering) and TPSI (Teachers Perception of Stuttering Inventory) and semi-structured interviews. Findings of the study demonstrated that teachers of India had positive attitude toward stuttering. They possesses positive approach to manage student with stuttering in their classroom.

Irani and Gabel (2008) aimed to determine American school teachers' attitudes towards people who stutter (PWS) by running a study in America by taking 178 teacher as sample. The author used 14-item semantic differential scale as measurement tool to detect teachers' attitudes towards PWS and the result was compared with fluent speakers. Findings of the study showed positive attitudes of teachers towards both PWS and fluent speakers and the attitude of teacher was more positive with PWS for three items on the measurement scale. Educational and experiential factors of the study showed that there is no systematic effect on the teachers' attitudes toward PWS.

In another study Irani, Abdalla and Gabel (2012) investigated the attitudes of Kuwaiti Arab teachers towards people who stutter (PWS) in where the result was compared with attitudes of American teacher in-order to detect whether there is any cultural differences is present or absent. A 14-item semantic differential (SD) scale (Burley & Rinaldi, 1986) was the assessment tool which was converted in Arabic version from English

version. The results demonstrated that maximum number of Arab teachers possess neutral or positive attitude towards PWS and the findings of the study published that one-third of Arab teachers indicated negative views on that questions which were concerned with employment and social skills. The findings of the study also indicated that attitude of teachers of Arab and America was positive towards stuttering but American teachers attitude were grater positive than Arab teachers.

Li & Arnold (2015) also conducted a research in United State about perceptions of teachers and non- teachers towards stuttering. The core purpose of the study was identifying is there any difference between the reactions of kindergarten to twelfth grade teachers and non-teachers toward people who stutter. Public Opinion Survey on Human Attribute –Stuttering (POSHA- S, St. Louis, 2012) was used as data collection tool. Data was gathered from 263 teacher and 1336 persons who are not teacher. According to the demographic information of the study (age & education) the reaction of teachers and non-teachers to person with stuttering was compared. Comparative value demonstrated that teachers had used a larger number and multiple of information sources about person with stuttering than non- teacher. Male teacher had used more information sources than female teacher. There were no significant difference in the reactions of two group participants. Findings of the study suggested that reactions of women to person with stuttering were greater accommodating and helpful than male.

Erdem (2013) ran a research which investigate the attitude of Turkish language and primary school teacher. Investigator used a self-developed questionnaire to collect the data. Researcher accumulated the data of 290 teachers participated and their work place was Malatya Province. The researcher develop a stuttering scale which was administered to 219 primary school teachers and 71 Turkish language teachers. Among the participants 219 teachers were taken from primary school and remaining 71 participants were language teacher. The result of research suggested that environmental factors as well as psychological assessment is needed for intervention of stuttering. The study suggested that views of teacher largely influence the attitude of stuttering children. The outcome of the study informed that teachers demonstrates positive attitude on the scale. The study also mentioned that attitude of teacher to students with stuttering may vary on different demographic factors.

Abrahams et al. (2016) conducted a quantitative type of cross sectional survey with 469 teachers of primary school in two education district of South Africa in-order to investigate the attitude of primary school teacher toward stuttering. The study used cluster sampling technique to determine sample of the study. The data was gathered through using Public Opinion Survey of Human Attributes–Stuttering (POSHA-S) measurement tool. Findings of the study highlighted that majority of teacher demonstrated positive attitudes towards stuttering and their classroom management. But teachers had false perception about personality trait and etiology of stuttering. The study suggested that in the time of intervention strategy making some considerations should be taken which will provide a baseline for speech-language therapists to cultivate appropriate intervention with teachers for classroom management.

Yang (2012) operated a research for identifying perceptions and belief of Taiwanese teachers toward Mandarin-speaking stuttering children who were in the first grade. Researcher sent invitation letter to 130 schools for screening their students individually. 113 elementary school returned the screening from after filling that completely. Researcher took interview of 13 teacher on stuttering. The study followed content analysis procedure to evaluate the data. Then result of analysis was compared with teachers who speaks English. Compared value suggested that Taiwanese teachers hold almost appropriate observations about the conducts of children with stuttering but they carried misperceptions regarding the cause and appropriate classroom management strategy of stuttering. But they thought that their strategies were appropriate and effective but they were unable to prove. Outcome of the study recommended that that teacher require training programs concerning stuttering.

Abdalla & St. Louis (2014) conducted a study to know the attitudes of Arab school teachers toward stuttering. The study was quasi-experimental design in nature. It described the impact of an educational documentary video in modifying views of in-service public school teacher and pre- service trainee. Ninety nine pre-service trainees (48 control, 51 experimental) and 103 in-service teachers participated (49 control, 54 experimental) participated in the study. Data was collected through Public Opinion Survey of Human Attributes—Stuttering (POSHA-S; St. Louis, 2005). All participants completed 17 more items before and after treatment. Experimental group enjoys the video. Findings of the study reported that educational documentary video can positively modify attitude of pre-service trainees toward people with stuttering.

Nicholls (2013) conducted a study which aimed to find out the perception of teacher toward stuttering and who stutter with 35 sample for quantitative measurement and 2 sample for interview. The study was designed under mixed method approach and the study used 15 item of semantic differential scale and 32 items of attitudinal statement scale (TATS) which gave quantitative findings. The study also used semi-structured interview which gave qualitative study. Findings of the study reported that teachers possesses a positive or neutral view for the semantic differential adjective pairs and the attitudinal statement. The study showed that teachers did not think stuttering as a barrier to academic result. The study also find out that teachers were undecided about the use of best techniques with SWS. The findings also indicated that they were in dark about the nature and cause of stuttering. Education about stuttering and experience with student with stuttering can bring change in attitude of teachers toward student with stuttering.

Hobbs (2012) also conducted a research about knowledge and views of teacher towards stuttering which aimed to identify is there any connection between knowledge of teacher and perceptions of stuttering between pre and post in-service training. The primary purpose of the study is to measure whether teacher training on stuttering expand the knowledge of teachers about stuttering and helps to develop positive attitude towards students with stuttering (SWS). Teachers of twenty three elementary and secondary school from Wolfe County Kentucky who currently had students in their classrooms who stuttered were taken as sample in this study. Two instruments were used to measure the knowledge and perceptions of teacher before and after an in-service training. 'Alabama Stuttering Knowledge Test' (ASK) was used as tools to identify the knowledge of teacher and the tool named 'Teacher Attitudes Toward Stuttering Survey (TATS)' was used as tool to measure the attitude of teacher toward stuttering.. Report of the study suggested that there was a significant difference present between overall knowledge of teacher regarding stuttering and their attitude toward stuttering following training. The results of this study indicated that there was a connection between teachers' knowledge concerning stuttering and their views toward student with stuttering in their classroom.

Adriaenssens & Struyf (2016) conducted a study at Flanders in Belgium with secondary school teacher who taught adolescent with stuttering in-order to know their beliefs, attitudes, and reactions to stuttering and student with stuttering. Researcher took semi-structured interview of ten teachers to collect the data and analyzed that thematically. Findings of the study informed us that teacher think that stuttering is not problem and they also narrated that if peers do not react to the stuttering SWS can participate and practice the lesson. Findings of the statement of teacher also informed us that they tried to exempt from them to give any reaction to stuttering and they rare discussed about stuttering.

Kumar & Varghese (2018) ran a study which basically aimed to measure the awareness and attitudes of teachers toward primary school going children who are stutter. The study was held in primary schools of Dakshina Kannada, Mangalore, Karnataka districts of India with using 70 teachers as sample who were teaching primary school that time. The study was cross sectional type in nature and a self –developed questionnaire was used to collect the data. Collected data was analyzed through descriptive statistics. Result of the study suggested that teachers hold a positive attitude towards children with stuttering. Teachers were known about the development of speech and language patterns and the general errors which are seen during the developmental time of children. The study reported that teachers were known about the appropriate referral for children with stuttering.

1.4 Research Question

What is the teachers views toward stuttering?

1.5 Objectives of the study

1.5.1 General objectives

- ✓ To explore teacher's views towards stuttering

1.5.2. Specific objectives

- ✓ To discuss the socio- demographic characteristics of the study.
- ✓ To identify the attitude of teachers towards stuttering is positive or negative.
- ✓ To determine the level of attitude of teachers toward stuttering.

1.6 Operational Definition

Key word: Views, Teacher, Stuttering

Views:

Views means overall measurement of something which may on the basis of different kind of information such as cognitive, affective or behavioral information (Maio and Haddock's, 2009 cited in Abrahams et al. 2016). In this study the term has been used to mean the perception of teacher toward stuttering and children with stuttering. Synonyms of views are thought, perception, opinion, attitude (Abrahams et al. 2016).

Teacher:

A person who teaches, especially in education setting (at a school or similar institution), usually as a job (Teacher, 2018). Similar word of teacher are master, educator, tutor, trainer etc. This study also mentions the professionals who teaches as teacher.

Stuttering:

Stuttering refers to a speech disorder which is characterized by involuntary interruptions of speech which obstructs the ability of communication effectively through repetition of sounds, syllables or whole words, prolongation of sounds, the interjection of breaks in the production of words or interruption between words (Abramovitz, 2017). In this study the term 'stuttering' means the condition stuttering and person with stuttering.

2.1 Study design

Investigator used quantitative type of cross sectional survey design in-order to conduct the study. According to Nailey (1997) quantitative research is used to establish facts. In current study investigator has aimed to find out the attitude, knowledge of teachers toward stuttering and the findings shows few percentage and some associations which referred quantitative study. Cross sectional study explain the group at one point in time and they are used for measurement of what is about a group rather than giving information on why (Hicks, 2000). Information which are collected in survey research covered a large array of topics and may include items ranging from attitudes, beliefs, and levels of information rather than answering why. So it is cross sectional study. For these reason investigator selected these study design to conduct the study.

2.2 Study place

- ✓ Primary and secondary schools of Dhaka city and Natore district.

2.3 Sampling

2.3.1. Study population

- ✓ Primary and secondary school teachers of Dhaka city and Natore district.

2.3.2. Sample size

A group of subjects that who are selected from the population and use in pieces of research is called sample (Hicks, 2000). Larger sample is the representative of the population in a survey study, but in many situations it is not possible for the researcher both for practical and financial reasons (Hicks, 2000).

The investigator used a sampling equation to determine the sample size. The equation is-

Here,

Number of total population of Bangladesh = 160000000

Number of primary and secondary school teacher = 770915

$$p = (770915 \times 100) / 160000000 = 0.48 \% = 0.0048$$

$$q = (1-p) = (1-0.0048) = 0.99$$

$$z = 1.96, \quad d = 0.05$$

We know that-

$$n = z^2 pq / d^2$$

$$= (1.96)^2 \times 0.0048 \times 0.99 / (0.05)^2$$

$$= 7.302$$

$$= 7$$

But only 7 sample was not enough for quantitative study. As a result the investigator gathered 196 samples for this study.

2.4. Characteristics of the participants

2.4.1. Inclusion criteria

- ✓ All teachers of primary and secondary school.
- ✓ Both male and female
- ✓ Age range 20-60

2.4.2. Exclusion criteria

- ✓ Participant who were unwilling to participate in study
- ✓ Substitute teacher

2.5 Data collection tool

A semi-structured questionnaire- TATS had been used as a data collection instrument adapted from James Robert Nicholls, 2013) which was originally developed by (Crowe and Walton, 1981). The English questionnaires was converted into Bangla language to ask the participants during the interview because of being the native language of participants. The investigator took permission from each participant by using a written consent form.

2.6 Data collection Method

The demographic questionnaire consisted of questions to indicate highest degree obtained, age, number of years of teaching experience, gender, previous training on stuttering, number of fluency students during career different geographic areas of teaching employment. The Teacher Attitudes Toward Stuttering Survey (TATS) was adapted from survey of James Robert Nicholls (2013) which is originally developed by (Crowe & Walton, 1981). Statements on the TATS were related to stuttering etiology, personality traits of children who stutter, how stuttering affect the individual and role of teachers with children who stutter. Survey was originally structured to assess teacher attitudes towards stuttering and their behaviors for handling situations in the classroom when students stutter. Attitudinal statements were useful to explain the views of teachers towards children who stutter. The survey used a 5-point Likert scale strongly agree, somewhat agree, undecided, somewhat disagree and strongly disagree.

2.7 Data collection procedure

At first investigator took permission from SLT department of Bangladesh Health Professions Institute and then the authority of different school. Then investigator went to the study place with consent form and Bangla version of questionnaire “Teachers’ Attitude Toward Stuttering” (TATS) and explained the participants about the purpose of the study and also ensured that any personal information would not be published anywhere. After taking consent, investigator will gave the questionnaire and teachers filled up the form.

2.8 Pilot Study

Before conducting the study the researcher did a pilot study with 5 participants. According to Bailey (1997) the pilot study is a preliminary trial of the study in which most of the steps of final study remain included but on a smaller scale and it is a way to check on the feasibility of various components of the study.

2.9 Data Analysis

Descriptive statistics is used to described, organize and summarize data (Bailey, 1997). It used for describing the survey data usually (Hicks, 2000). A great deal of quantitative data can be effectively analyzed using descriptive statistics (Bailey, 1997). That's why investigator used descriptive analysis to analyze the result of the study. Investigator used a computer program "Statistical Package for the Social Science, version -22 (SPSS-22)" as data analysis tool where the variables were labeled in a list. The investigator established a computer based data definition record file which made of a list of variables for order. After putting the name of the variables in the variable view of SPSS and defining the types, values, decimal, label alignment and measurement level of data the investigator cleaned new data files to check the imputed data set to ensure that all data had been accurately transcribed from the questionnaire sheet to the SPSS data view. Then the raw data was ready to analysis in SPSS. Data was analyzed by descriptive statistics and calculated as percentage and presented by using a table, bar graph and pie charts. At last, the result of the survey consisted of quantitative data.

2.10 Ethical consideration

Investigator took the approval from ethical committee and course coordinator of department of Speech and Language Therapy to conduct the research project. Consent had been taken from the participants before conducting the study and explained them about the aims and objectives of research project. Investigator also informed the participants that they had full rights to withdraw any task any time. Investigator strictly maintained the confidentiality of participant's personal information like age, sex, date of birth etc. Participants were informed that this study would not be harmful for them.

Data were analyzed through descriptive statistics and calculated as percentage presented by using bar graph, pie chart and tables.

3.1 Demographic Information of the Participants

3.1.1. Gender of the participants

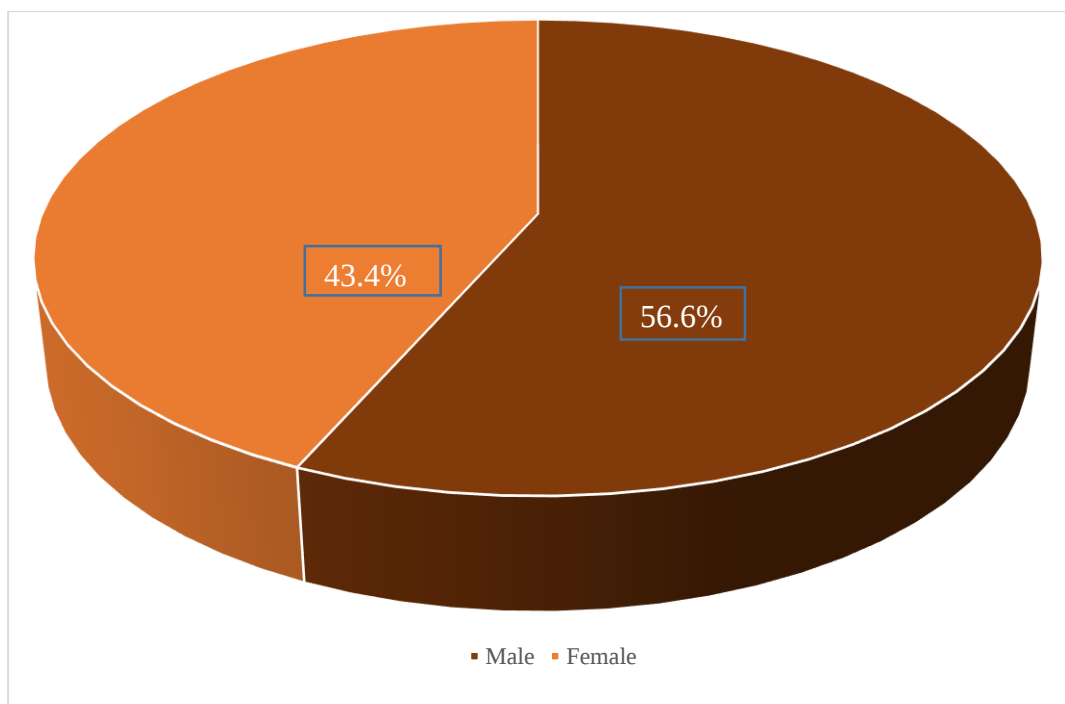


Figure - 3.1.1. Gender of the participants

Among 196 participants 56.6% (111) teacher were male and 43.4% (85) teacher were female.

3.1.2 Age of the participants

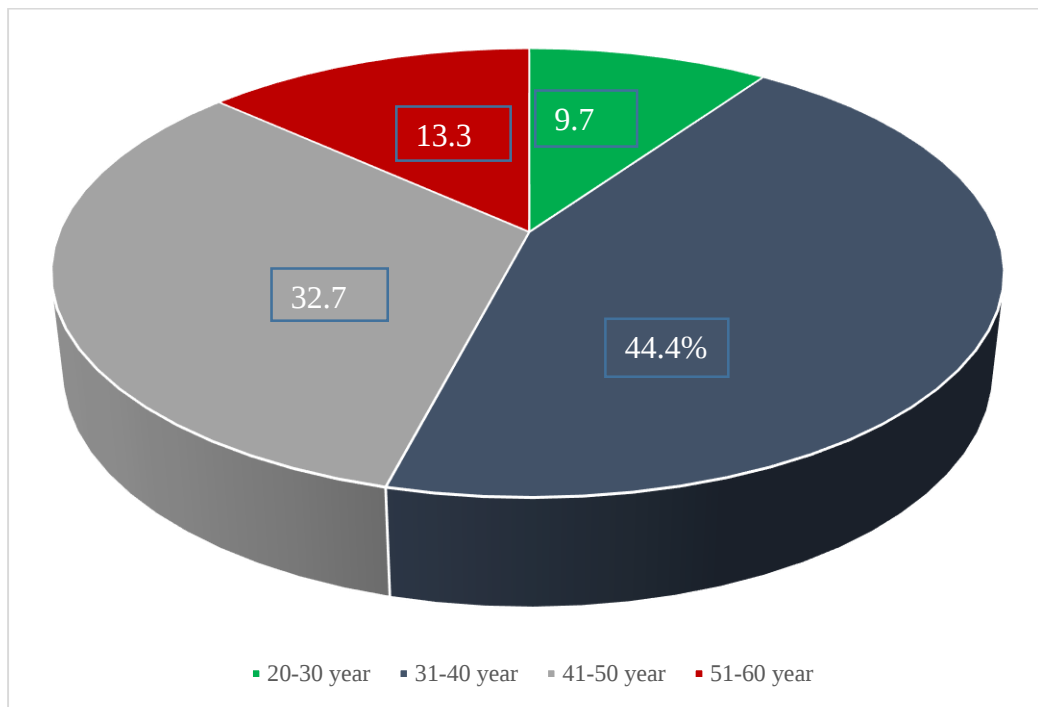


Figure - 3.1.2. Age of the participants

Maximum number of participants 44.4% (87) were in the age of 31 year- 40 year above. 32.7% (64) participants were in the age of 41 year- 50 year above. In this study 13.3% (26) participant were in the age of 51year - 60 year above and 9.7% (19) participants were in the age of 20 year – 30 year above.

3.1.3 Education level of the participants

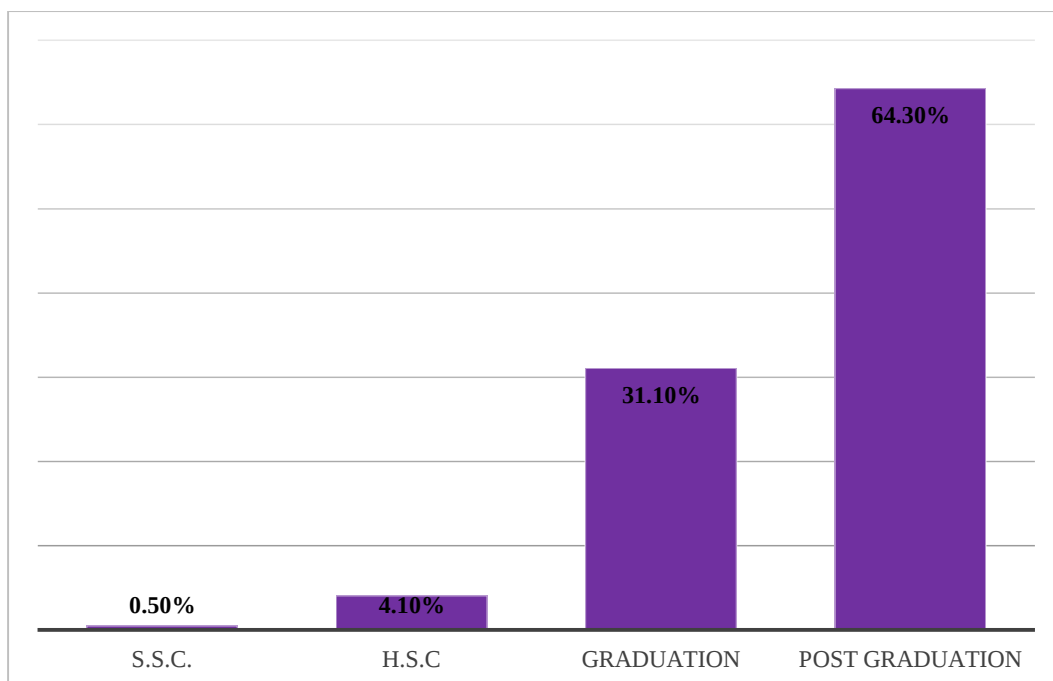


Figure - 3.1.3 Education level of the participants

Among 196 participants 0.5% (1) were Secondary School Certificate examination passed, 4.1% (8) were Higher Secondary School Certificate examination passed, 31.1% (61) had completed their graduation and 64.3% (126) completed their post – graduation status.

3.1.4 Grade level of teaching of the participants

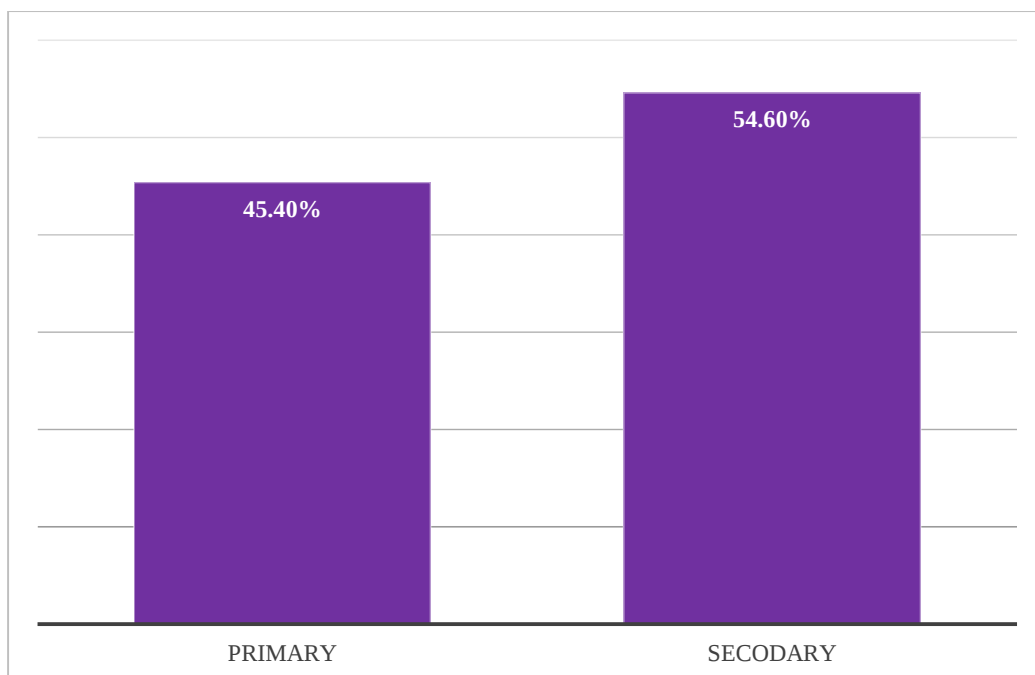


Figure - 3.1.4 Grade level of teaching of the participants

In this study 196 teachers were participated and among of them 45.4% (89) teachers were primary school teacher and 54.6% (107) were secondary school teacher.

3.1.5. Experience of teaching of the participants

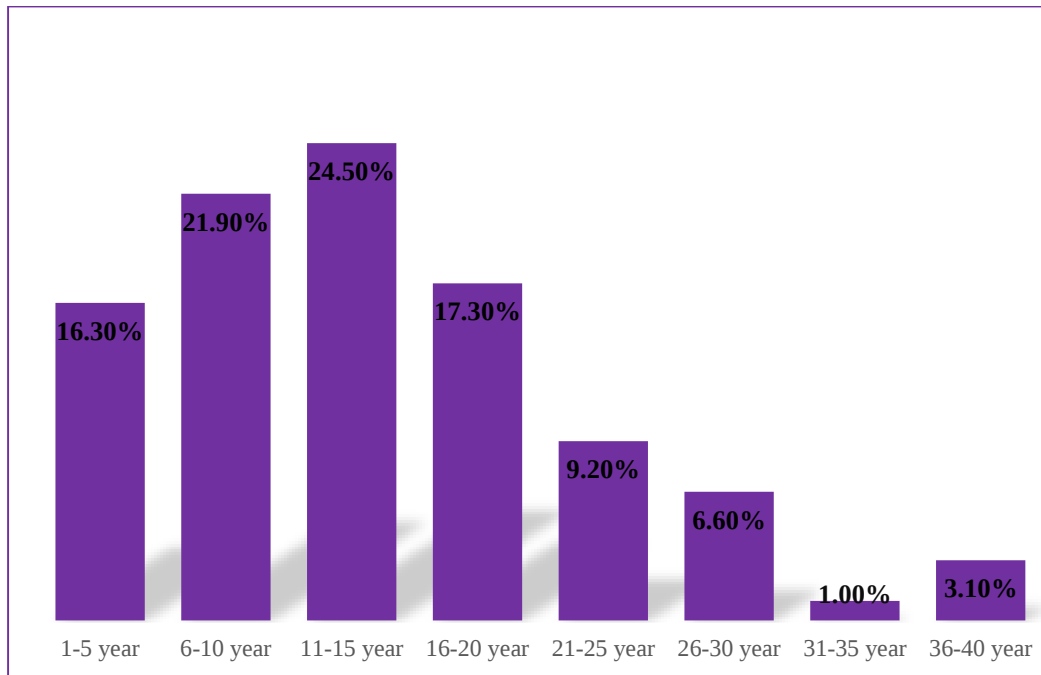


Figure – 3.1.5 Experience of teaching of the participants

Among 196 participants 16.3% (32) had 1-5 year teaching experience, 21.9% (43) had 6-10 year teaching experience. Maximum 24.5% (48) had 11-15 year teaching experience. The study found out that 17.3% (34) had 16-20 year teaching experience, 9.2% (18) had 21-25 year teaching experience, 6.6% (13) had 26-30 year teaching experience, 1.0% (2) had 31-35 year teaching experience and 3.1% (6) had 36-40 year teaching experience.

3.1.6. Do you stutter?

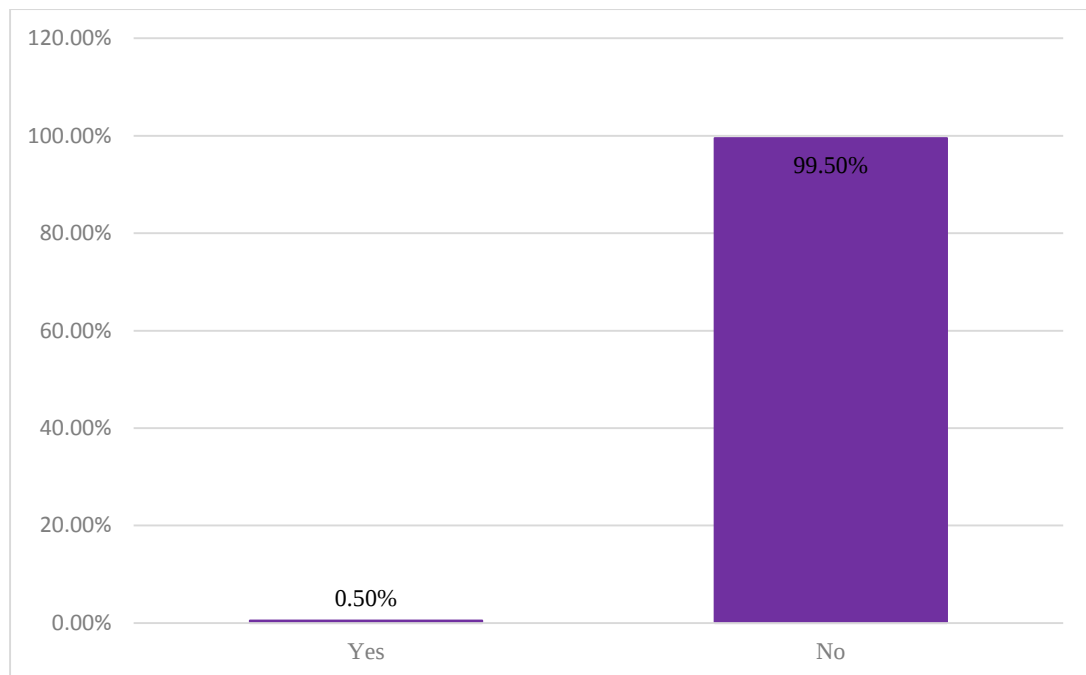


Figure-3.1.6 Do you stutter?

Among 196 participant 99.5% (195) teacher were not stutter and only 0.5% (1) teacher was stutter.

3.1.7. Do you know someone who stutter?

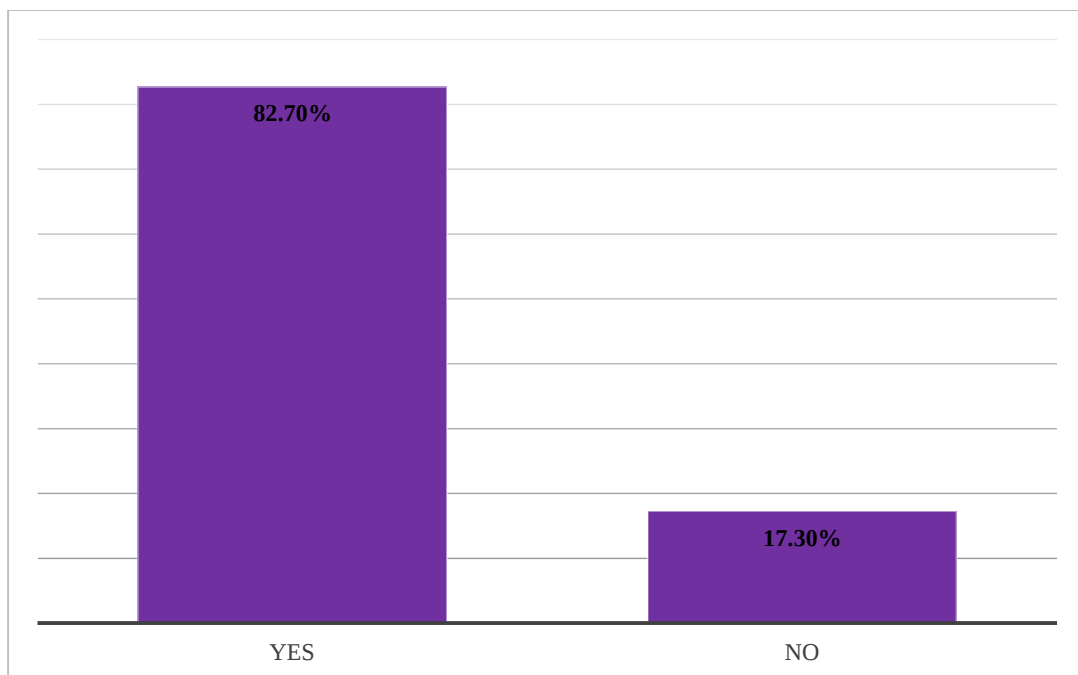


Figure – 3.1.7 Do you know someone who stutter?

Among 196 participants 82.7% (162) teachers knew someone who stutter and 17.3% (34) teachers did not know someone who stutter.

3.1.8. Did any of teacher training deal with speech disorder?

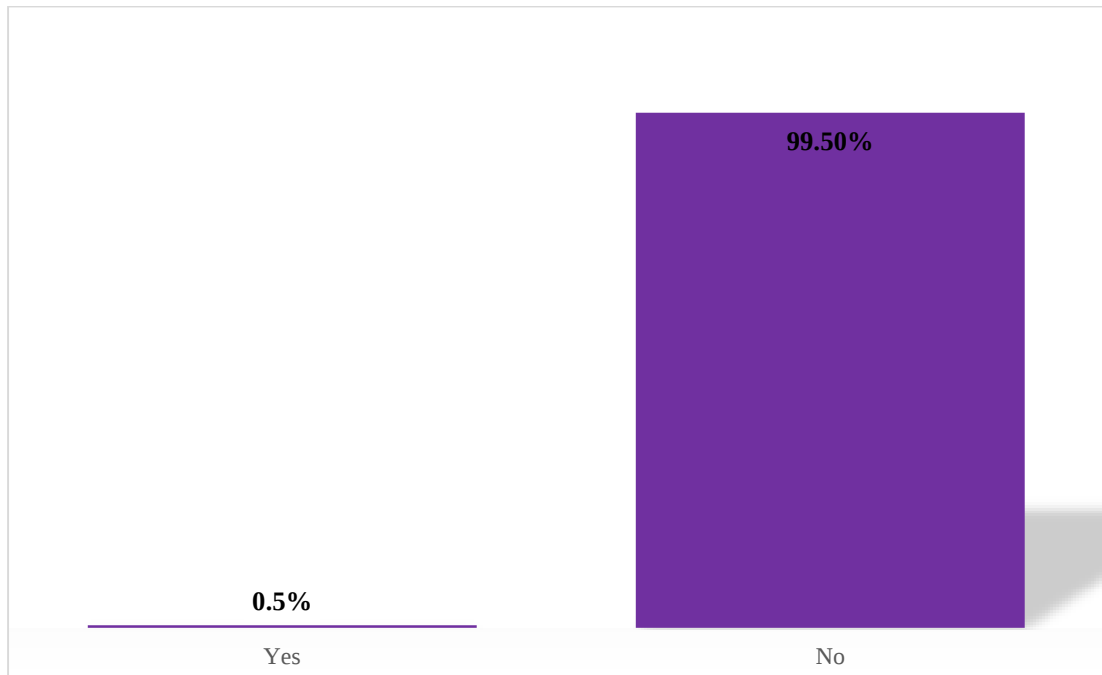


Figure – 3.1.8. Did any of teacher training deal with speech disorder?

Among 196 participants 0.5% (1) teacher had training to deal with speech disorder and 99.5 % (195) teacher had no training to deal with speech disorder.

3.1.9. Have you done any professional reading or research toward stuttering?

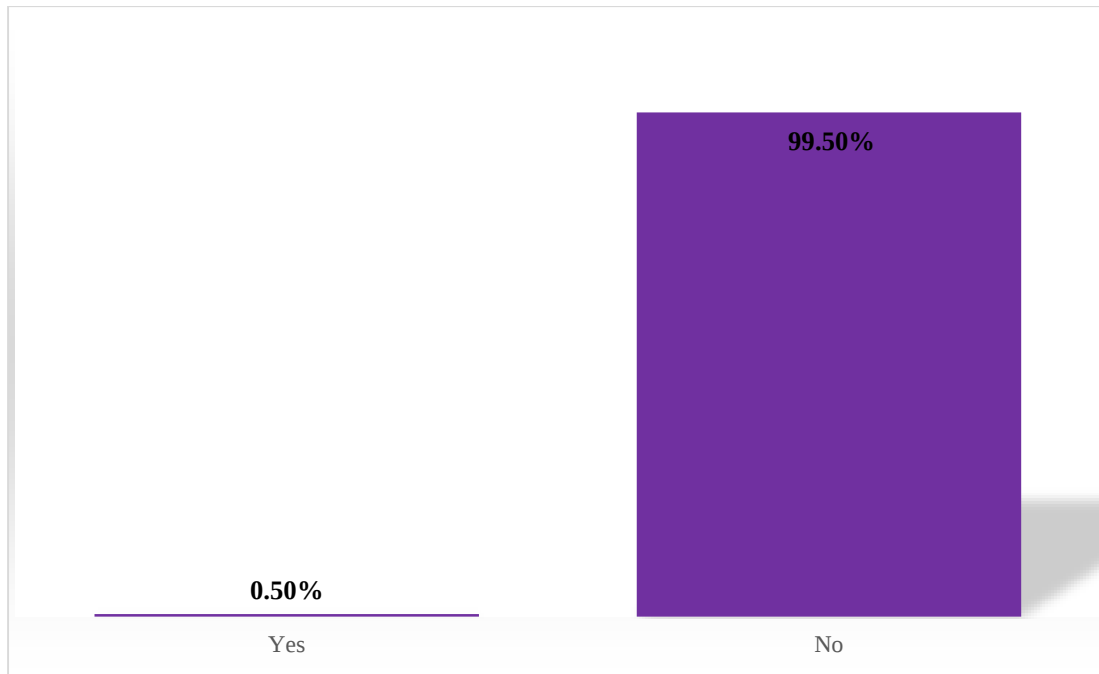


Figure – 3.1.9 Have you done any professional reading or research toward stuttering?

Among 196 participants 0.5% (1) teacher had done any professional reading or research toward stuttering and 99.5 % (195) teacher had not done any professional reading or research toward stuttering.

3.1.10. How many children who stutter you have taught?

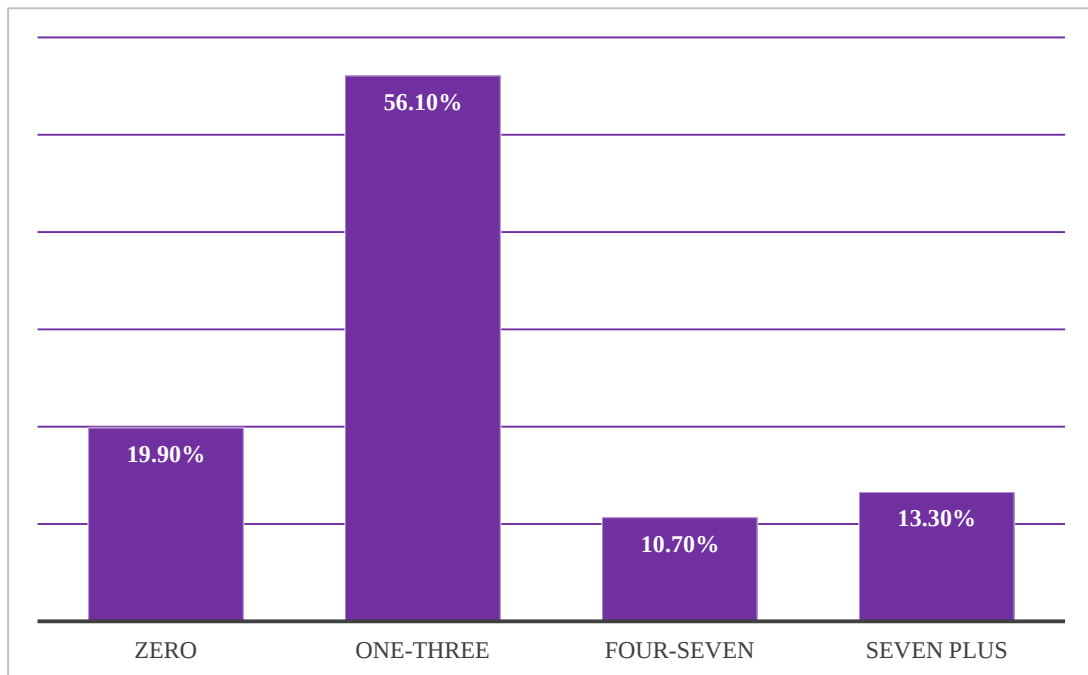


Figure – 3.1.10. How many children who stutter you have taught?

Among 196 participants 19.9% (39) teachers had taught no stuttering student, 56.1% (110) teachers had taught 1-3 number of student with stuttering, 10.7% (21) teachers had taught 4-7 number of student with stuttering and 13.3% (26) teachers had taught more than 7 number of students with stuttering.

3.1.11. Do you currently have a student in your class who stutter?

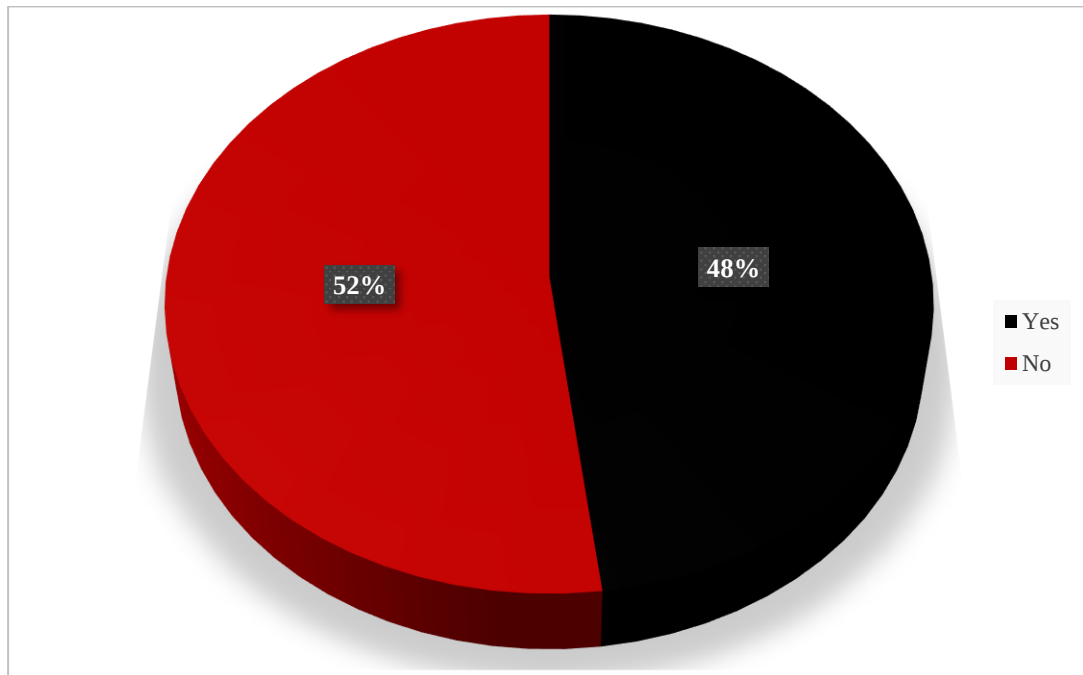


Figure -3.1.11. Do you currently have a student in your class who stutter?

Total number of participant of the study was 196 and among of them 48.0% (94) teachers had a student with stuttering in their classroom on that time and 52% teachers had not any student with stuttering in their classroom on that time.

3.1.12. Do you think SLT can help to reduce stuttering?

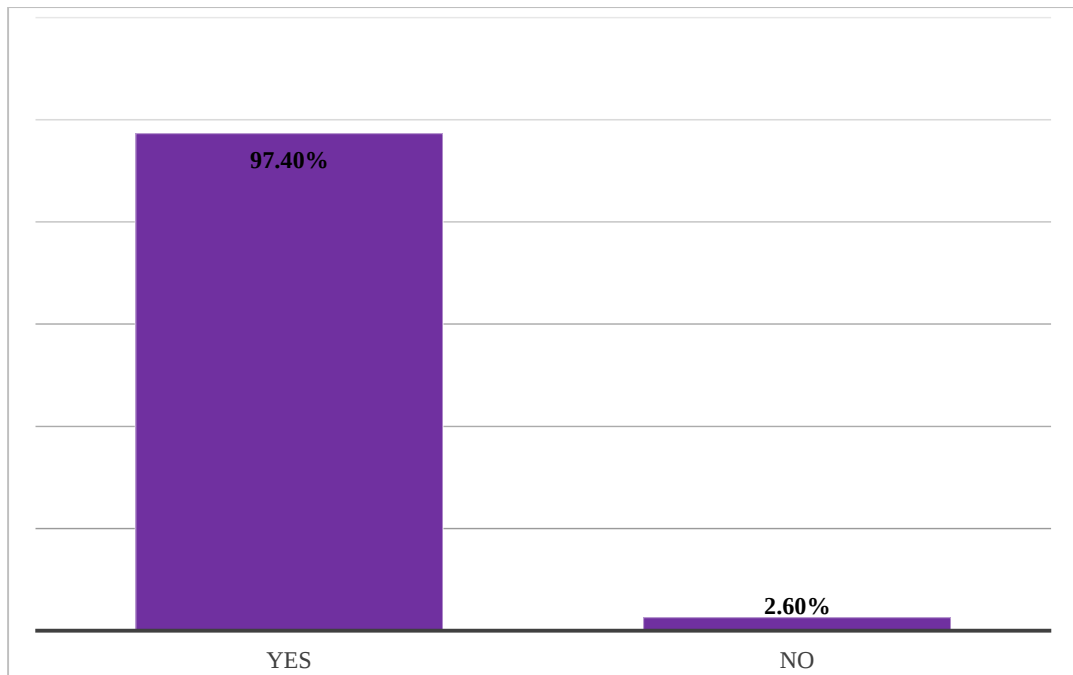


Figure – 3.1.12. Do you think SLT can help to reduce stuttering?

Total 196 participants were participated in the study and maximum of them 97.4% (191) teachers thought that SLT can help to reduce stuttering and only 2.6% (5) teachers thought that SLT can -not help to reduce stuttering.

3.1.13. Do you think any training need on stuttering?

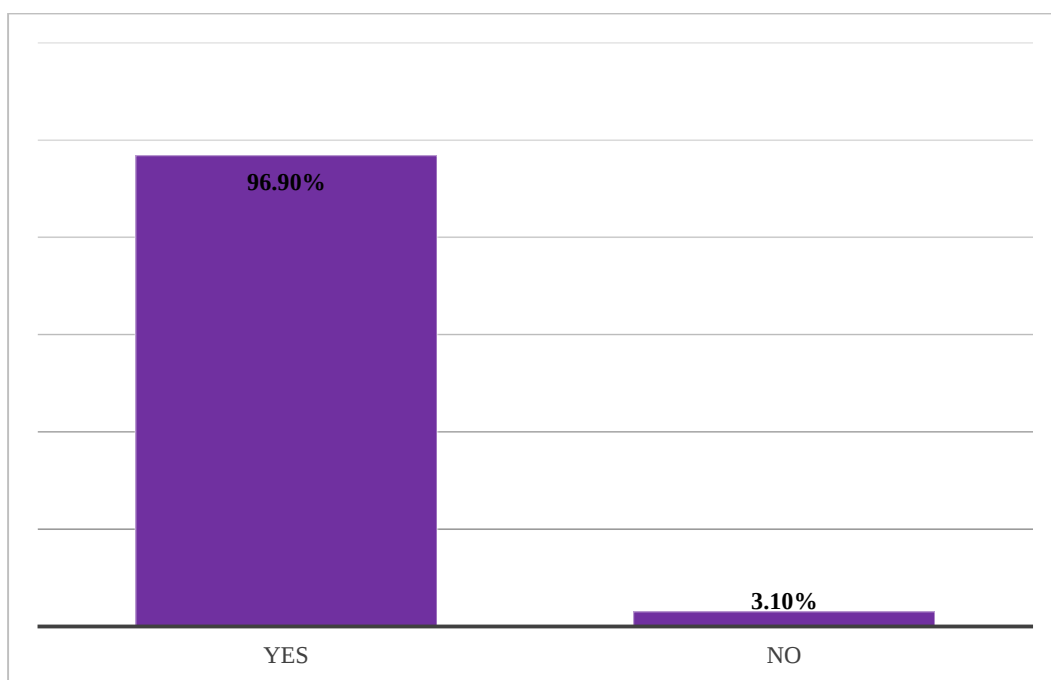


Figure – 3.1.13. Do you think any training need on stuttering?

The number of teacher is 196 who participated in the study, among of them 96.9% (190) teachers thought that training is needed on stuttering and 3.1% teacher did not think that any training is need on stuttering.

3.2.1 Association between grade levels of teaching with Do you think any training need on stuttering?

		Do you think any training need on stuttering?		Total	Chi-square	P value
		Yes	No			
Grade level of teaching	Primary	87	2	89	.364	.546
	Secondary	103	4	107		
Total		190	6	196		

Table 3.2.1 Association between grade levels of teaching with Do you think any training need on stuttering?

Among 196 participant number of primary school teacher was 89 and number of secondary school teacher was 107. Among 89 primary school teacher 87 (97.75%) participants responded as yes which indicates that they thought training is needed on stuttering and 2 (2.25%) participants responded as no which indicated that they did not think any training is needed on stuttering. Among 107 teachers of secondary schools 103 (96.26%) responded as yes that means they thought any training is needed on stuttering and 4 (3.74%) teachers responded as no which indicated they did not think that any training is not needed on stuttering. That means majority responded positively. In the cross tabulation chi square test shows the value is 0.546 and degree of freedom is 1 which defines that the result is not significant. That means there is no association between grade level of teaching and thinking of teachers towards the training need on stuttering.

3.2.2 Association between grade levels of teaching with Do you think SLT can help to reduce stuttering?

		Do you think SLT can help to stuttering?		Total	Chi-square	P value
		Yes	No			
Grade level of teaching	Primary	89	0	89	4.268	.039
	Secondary	102	5	107		
Total		191	5	196		

Table 3.2.2 Association between grade levels of teaching with Do you think SLT can help to reduce stuttering?

Among 196 participants number of primary school teacher was 89 and number of secondary school teachers was 107. Among 89 school teachers all of them (100%) responded as yes which indicated that they thought that SLT can help to reduce stuttering. Among 107 secondary school teacher 102 (95.32%) they responded as yes which indicated that they thought that SLT can help to reduce stuttering and 5 (4.68%) teacher responded as no which indicated that they did not think that SLT can help to reduce stuttering. Here the chi square value is 0.039 where the degree of freedom 1. This value indicates that there is significant association between grade level of teaching and thinking of teachers towards SLT can help to reduce stuttering.

3.3 Teachers Attitudes toward Stuttering Survey (TATS) table

The study asked teachers to identify their level of agreement with statements and explain the attitudes and perceptions of teachers toward stuttering and children who stutter. The percentage of each attitudinal statements are displayed in few tables bellow

3.3.1 Table of result of the statements related to the nature of stuttering

Instructions: SA= Strongly Agree, SWA= Somewhat Agree, U= Undecided

SWD= Somewhat Disagree, SD= Strongly Disagree

SN		SA	SWA	U	SWD	SD
4	Stuttering can never be completely cured	6.1%	19.4%	25%	20.9%	28.6%
19	There are various degrees of stuttering severity	64.8%	19.4%	8.2%	4.1%	3.6%
20	There is no relationship between fear and stuttering	27%	25%	14.3%	12.8%	20.9%
25	Teachers have little influences on the development of stuttering, since stuttering is probably predisposed before or at birth	24%	23%	14.8%	14.3%	24%

Four of the attitudinal statements required the teachers to respond to statements about the nature of stuttering (statement 19), etiology of stuttering (statement 20 and 25) or prognosis for people with stuttering (statement 4). Maximum 64.8% (127/196) teachers were strongly agreed, 19.4% (38) teachers were some- what agreed, 8.2% (16/196) were undecided, 4.1% (8/196) were some - what disagreed, and 3.6% (7/196) were strongly disagreed with the nature of stuttering statement, “There are various degrees of stuttering severity.” The result indicate that maximum teacher knows appropriate information about nature of stuttering. Twenty eight percent (56/196) teachers were strongly disagreed, 25.0% (49/196) teachers were undecided 20.9% (41/196) were somewhat disagreed, 19.4% (38/196) teachers were somewhat agreed and 6.1% (12/196) teachers were strongly agreed with the statement “stuttering can never be completely cured” (statement 4). Findings of the statement indicated that maximum teacher had right knowledge about prognosis of stuttering. The statement “there is no relationship between fear and stuttering” showed varied responses, most of teachers 27% (53/196) was agreed, 25% (49/196) were somewhat agree, 14.3% (28/196) were undecided, 12.8% (25/196) were somewhat disagree and 20.9% (41/196) were strongly disagreed with this statement.

3.3.2 Table of result of the statement related to the personality traits of children with stuttering

Instructions: SA= Strongly Agree, SWA= Somewhat Agree, U= Undecided

SWD= Somewhat Disagree, SD= Strongly Disagree

SN		SA	SWA	U	SWD	SD
6	Stutterers should be made aware that they are different from other children	15.3%	9.7%	5.1%	19.4%	50.5%
17	In general, children with stuttering are not as polite socially as children who do not stutter	1.5%	3.6%	5.6%	14.3%	75%
21	Stutterers can in general be considered as being psychologically different from normal speaking students	11.7%	23.5%	16.8%	17.9%	30.1%
22	Many children stutter as an attention getting device	4.1%	21.9%	20.9%	17.3%	35.7%
30	Children with stuttering are generally not as responsible as child with non-stuttering	3.6%	6.6%	4.1%	13.8%	71.9%
31	Stuttering may be viewed as a preliminary sign of character weakness.	19.4%	28.1%	12.2%	17.9%	22.4%

Six statements asked the teachers to respond to attitudinal statements about the personality traits of children with stuttering (Statements no 6, 17, 21, 22, 30 & 31). Result of the statement “stutterers should be made aware that they are different from other children” showed 50.5% (99/196) were strongly disagree, 19.4% (38/196) were somewhat disagree, 5.1% (10/196) were undecided, 9.7% (19) were somewhat agree and 15.3% (30/196) were strongly agree with the statement. Most of teacher 50.5% (99/196) were strongly disagreed with the statement. Findings of the statement indicated that teacher responded positively with the statement. Findings of statements (17) “In general, children with stuttering are not as polite socially as children who do not stutter” showed that 75.0% (147/196) teacher were strongly disagree, 14.3% (28/196) were somewhat disagree, 5.6% (11/196) were undecided, 3.6% (7/196) were somewhat agree, and 1.5% (3/196) were strongly agree with statement. Maximum 75% (147/196) teachers were strongly disagree with the statement. Result of the statement indicated that teachers responded positively with this statement. 30.1% (59/196) teacher were strongly disagree, 17.9% (35/196) teacher were somewhat disagree, 16.8% (33/196) teacher were undecided, 23.5% (46/196) teacher were somewhat agree and 11.7% (23/196) teacher were strongly agree with statement (21) “stutterers can in general be considered as being psychologically different from normal speaking students”. The statement showed that maximum 30.1% (59/196) teachers were strongly disagree with it. Findings of the statement suggested that maximum teacher responded positively with this statement. Maximum 35.7% (70/196) teachers were strongly disagree with the statement (22) “many children stutter as an attention getting device.” 17.3% (34) teachers were somewhat disagree, 20.9% (41/196) were undecided, 21.9% (43/196) teachers were somewhat agree and 4.1% (8) teachers were strongly disagree with the statement. Result of the statement indicated that maximum teacher responded positively with the statement. Response of the statement (30) “children with stuttering are generally not as responsible as child with non-stuttering” showed that maximum 71.9% (141) teacher were strongly disagree, 13.8% (27) were somewhat disagree, 4.1% (8) were undecided, 6.6% (13) somewhat agree, and 3.6% (7) were strongly with the statement. Response of majority with this statement suggested that maximum teachers responded positively. With another statement “stuttering may be viewed as a preliminary sign of character weakness” (statement 31) 22.4% (44) teachers were strongly disagree, 17.9% (35) teachers were somewhat disagree, 12.2% (24) teachers were undecided, 28.1% (55) teachers were somewhat agree and 19.4% (38) were

strongly agree. Response of the statement showed that maximum 28.1% (55) were somewhat agree with this statement. With this statement maximum teachers responded negatively. In this study findings of the six questions which asked the teachers to respond to attitudinal statements about the personality traits of children with stuttering (Statements no 6, 17, 21, 22, 30 & 31) teachers responded positively with five statement and responded negatively with only one statement.

3.3.3 Table of result of the statement related to the academic proficiency of children with stuttering

Instructions: SA= Strongly Agree, SWA= Somewhat Agree, U= Undecided

SWD= Somewhat Disagree, SD= Strongly Disagree

SN		SA	SWA	U	SWD	SD
18	Stutterers cannot be expected to perform as well academically as non-stutterers	5.6%	1%	2%	12.2%	79.1%
29	In general, it is not as important to encourage children with stuttering to pursue higher education, compared to children with non-stuttering	2.6%	2%	3.1%	9.7%	82.7%
32	Allowances should be made when evaluating the academic performance of a stutter.	8.7%	14.3%	7.1%	21.9%	48%

There were three statement (statement no 18, 29, 32) which asked the participants to respond to statements about the academic proficiency of children who stutter. Maximum 79.1% (155) teachers were strongly disagree with the statement “Stutterers cannot be expected to perform as well academically as non-stutterers” (statement 18). 12.2% (24) teachers were somewhat disagree, 2.0% (4) teachers were undecided, 1.0% (2) teachers were somewhat agree, 5.6% (11) teachers were strongly agree with the statement. Result of the study indicated that maximum teacher 79.1% (155) were strongly disagree with the statement. Result of the study also indicated that maximum teacher responded positively with this statement. With statement (29) “In general, it is not as important to encourage children with stuttering to pursue higher education, compared to children with non-stuttering” 82.7% (162) teacher were strongly disagree, 9.7% (19) teacher were somewhat disagree, 3.1% (6) teachers were undecided, 2.0% (4) teachers were somewhat agree, 2.6 % (5) teachers were agree. From the maximum response of this statement it was clear that majority of teachers 82.7% (162) strongly disagree with the statement and responded positively. 48.0% (94) teachers were strongly disagree with the statement “Allowances should be made when evaluating the academic performance of a stutter” (statement 32). 21.9% (43) teachers were somewhat disagree, 7.1% (14) teachers were undecided, 14.3% (28) teachers were somewhat agree, 8.7% (17) teachers were strongly agree with the statement. In three statement (statement no 18, 29, 32) which asked the participants to respond to statements about the academic proficiency of children who stutter teachers responded positively.

3.3.4 Table of result of statements related to teacher and their influence on, strategies for, and feelings toward children who stutter

Instructions: SA= Strongly Agree, SWA= Somewhat Agree, U= Undecided

SWD= Somewhat Disagree, SD= Strongly Disagree

		SA	SWA	U	SWD	SD
1	A teacher should exempt a stutterer from oral or group discussions	5.6%	6.1%	-----	8.2%	80.1%
2	It is best for teacher to ignore the stuttering of their disfluent students	15.8%	5.1%	5.1%	16.3%	57.7%
3	It is helpful to the stutterer for his/her teacher to complete words on which he experiences pronounced disfluency	82.7%	12.8%	0.5%	0.5%	3.6%
5	It is a good policy for teachers to make children repeat stuttered words until they can speak them fluently	63.3%	22.4%	3.6%	4.6%	6.1%
8	Children are more fluent when teachers insist they relax	52.6%	23%	4.6%	7.7%	12.2%
9	Teachers need to exercise extra patience in disciplining children who stutter	71.9%	17.9%	2.6%	2%	5.6%

10	It is important for teachers to be good listeners in dealing with stutterers	84.2%	9.7%	2.6%	1.5%	2.0%
11	Teachers have relatively little influence on the stutterer's attitudes toward stuttering; the child develops most of his own attitudes independently	19.9%	30.6%	18.4%	20.4%	10.7%
13	It is natural for teachers to feel embarrassment when speaking to a stuttering child	8.2%	14.8%	9.2%	19.4%	48.5%
14	It is a good policy for teachers to suggest that stutterers avoid certain difficult speaking situations	13.3%	13.3%	8.7%	19.9%	44.9%
24	Teachers should caution the stutterer to think before he/she speaks	12.8%	31.6%	12.2%	17.3%	26%
26	Teachers should advise the stutterer to take a deep breath before speaking	7.7%	14.3%	39.8%	14.8%	43.5%
28	Teachers are important influences in the overall process of helping the child adjust to his/her speech problem	73%	16.3%	1.5%	4.1%	5.1%

There were 13 statements which were concerned with teacher and their influence on, strategies for, and feelings toward children who stutter (statement 1,2,3,5, 8,9,10,11,13,14,24,26,28). Result of the statement represented that 80.1% (157) teachers were strongly disagree, 8.2% (16) teachers were somewhat disagree, 6.1% (12) teachers were somewhat agree and 5.6% (11) teachers were strongly with the statement “A teacher should exempt a stutterer from oral or group –discussions” (statement1) From the response the statement it is clear that maximum teacher 80.1% (157) teacher were disagree with the statement and responded positively. Findings of the study showed that 57.7% (113) teachers were strongly disagree, 16.3% (32) teachers were somewhat disagree, 5.1% (10) teachers were undecided, 5.1% (10) teachers were somewhat agree, and 15.8% (31) teachers were strongly agree with the statement “It is best for teacher to ignore the stuttering of their dis-fluent students” From the response of majority with the statement it was clear that maximum 57.7% (113) teacher were strongly disagree and responded positively. With the statement “It is helpful to the stutterer for his/her teacher to complete words on which he experiences pronounced disfluency” (statement 3) 3.6% (7) teachers were strongly disagree, (0.5%) only 1 teacher were somewhat disagree, (0.5%) 1 teacher were undecided, 12.8% (25) teachers were somewhat agree, and maximum 82.7% (162) teachers were strongly agree. From the result of the statement there was no doubt that maximum teacher responded negatively with the statement. Result of the statement “It is a good policy for teachers to make children repeat stuttered words until they can speak them fluently” (statement 5) showed that 6.1% (12) teachers were strongly disagree, 4.6% (9) teachers were somewhat disagree, 3.6% (7) teachers were undecided, 22.4% (44) teachers were somewhat agree and 63.3% (124) teachers were strongly agree with the statement. Findings of the study showed that maximum 63.3% (124) teachers were agreed with statement and it was clear indication that teacher had not appropriate knowledge about the strategy of stuttering management. With the statement “Children are more fluent when teachers insist they relax” (statement 8) 12.2% teachers were strongly disagree, 7.7% (15) teachers were somewhat disagree, 4.6% (9) teachers were undecided, 23% (45) teachers were somewhat agree and 52.6% (103) teachers were strongly agree. From the response of maximum with the statement it was clear that majority teachers were agree with the statement. Agreement with this statement suggested that teacher had lack of knowledge. 71.9% teachers were strongly agree with the statement “teachers need to exercise extra patience in disciplining children who stutter”

(statement 9). 17.9% (35) teachers were somewhat agree, 2.6% (5) teachers were undecided, 2.0% (4) teachers were somewhat disagree, and 5.6% (11) teachers were strongly disagree with the statement. Result of the statement “It is important for teachers to be good listeners in dealing with stutterers” (statement 10) represented that 84.2% (165) teachers were strongly agree, 9.7% (19) teachers were somewhat agree, 2.6% (5) teachers were undecided, 1.5% (3) teachers were somewhat disagree, and 2.0% (4) teachers were strongly disagree with the statement. Findings of the statement showed that majority of teachers 84.2% (165) are agree with the statement and proved that teacher had right knowledge on the statement. With the statement “teachers have relatively little influence on the stutterer’s attitudes toward stuttering; the child develops most of his own attitudes independently” (statement 11) 19.9% (39) teachers were strongly agree, 30.6% (60) teachers were somewhat agree, 18.4% (36) teachers were undecided, 20.4% (40) teachers were somewhat disagree, 10.7% (21) teachers were strongly disagree. From the response of majority with the statement it was clear maximum teacher were somewhat positive with this statement. 48.5% (95) teachers were strongly disagree with the statement “It is natural for teachers to feel embarrassment when speaking to a stuttering child” (statement 13). 19.4% (38) teachers were somewhat disagree, 9.2% (18) teachers were undecided, 14.8% (29) teachers were somewhat agree, and 8.2% (16) teachers were strongly agree with the statement. Result of the statement showed that majority of teachers 48.5% (95) were disagree with the statement. Result of the statement indicated that majority of teachers responded positively. With the statement “It is a good policy for teachers to suggest that stutterers avoid certain difficult speaking situations” (statement 14) 44.9% (88) teachers were strongly disagree, 19.9% (39) teachers were somewhat disagree, 8.7% (17) teachers were undecided, 13.3% (26) teachers were somewhat agree, 13.3% teachers were strongly agree. Response of the study informed that maximum 44.9% (88) teachers were strongly disagree with the statement. From the result of the statement it was clear that majority of teachers responded positively. The result of the statement “teachers should caution the stutterer to think before he/she speaks” (statement 24) showed that 26.0% (51) teachers were strongly disagree, 17.3% (34) teachers were somewhat disagree, 12.2% (24) teachers were undecided, 31.6% (62) teachers were somewhat agree, and 12.8% (25) teachers were strongly agree with that statement. Result of the study showed that maximum 31.6% (62) teachers were somewhat agree with this statement. That means a lot of teacher was not sure about the statement. Maximum

39.8% teachers were undecided with the statement “teachers should advise the stutterer to take a deep breath before speaking” (statement 26). 23.5% (46) teachers were strongly disagree, 14.8% (29) teachers were somewhat disagree, 14.3% (28) teachers were somewhat disagree, 7.7% (15) teachers were strongly agree with the statement. The statement showed that maximum 39.9% (78) teachers were undecided with the statement. That means teachers are unsure about the strategy. Maximum 73.0% (143) teachers were strongly agree with the statement “teachers are important influences in the overall process of helping the child adjust to his/her speech problem” (statement 28). 16.3% (32) teachers were somewhat agree, 1.5% (3) teachers were undecided, 4.1% (8) teachers were somewhat disagree, and 5.1% (10) teachers were strongly disagree with the statement. Result of the statement showed that 73.0% (143) teachers strongly agree with statement. From the response of majority with the statement it was clear that teacher’s attitude was positive to their role with student who stutter.

3.3.5 Table of result of statements related to strategies to use with children with stuttering

Instructions: SA= Strongly Agree, SWA= Somewhat Agree, U= Undecided SWD= Somewhat Disagree, SD= Strongly Disagree

SN		SA	SWA	U	SWD	SD
7	Consistently applied, interruptions and commands “not to stutter” are useful techniques in increasing fluency	15.8%	24.0%	11.7%	15.3%	33.2%
12	Children who stutter will probably make a better adjustment to their problem if they are encouraged to discuss openly their feelings about stuttering	66.3%	23%	4.1%	2%	4.6%
15	It is helpful to encourage the stutterer to speak rapidly so that people will notice the stuttering less	20.4%	14.8%	5.1%	16.3%	43.4%
16	Punishing stuttering behavior will increase fluent speech	3.6%	3.6%	3.6%	9.2%	80.1%
23	Punishment of the stuttering child could create a worsening of the speech problem	69.4%	13.8%	3.1%	5.1%	8.7%
27	Ridicule is a common human reaction to stuttering and may not significantly affect the stutterer’s speech. Therefore, the stuttering child should learn to accept and expect it	12.8%	10.2%	9.7%	20.4%	46.9%

Remaining six statements which were asked to participants to respond to the attitudinal statements regarding strategies to use with children with stuttering, in where did not link them to teachers' strategies (statement 7, 12, 15, 16, 23, 27). With the statement "consistently applied, interruptions and commands "not to stutter" are useful techniques in increasing fluency" (statement 7) maximum 33.2% (65) teachers were strongly disagree, 15.3% (30) teachers were somewhat disagree, 11.7% (23) teachers were undecided, 24.0% (47) teachers were somewhat agree, and 15.8% (31) teachers were strongly agree with the statement. Majority of teachers are strongly disagree with the statement. From the result of the statement there was no doubt that teachers responded positively with the statement. With the statement "children who stutter will probably make a better adjustment to their problem if they are encouraged to discuss openly their feelings about stuttering" (statement 12) maximum 66.3% (130) teachers were strongly agree, 23.0% (45) teachers were somewhat agree, 4.1% (8) teachers were undecided, 2.0% (4) teachers were somewhat disagree, and 4.6% (9) teachers were strongly disagree. Response of the statement showed that maximum 66.3% (130) teachers were strongly agree with the statement and responded positively with the statement. Maximum 43.4% teachers 43.4% (85) teachers were strongly disagree, 16.3% (32) teachers were somewhat disagree, 5.1% (10) teachers were undecided, 14.8% (29) teachers were somewhat agree, and 20.4% (40) teachers were strongly agree with the statement "It is helpful to encourage the stutterer to speak rapidly so that people will notice the stuttering less" (statement 15) Result of statement showed that maximum 43.4% (85) of teachers were strongly disagree. Result of the statement showed that maximum teachers responded positively with the statement. With the statement "punishing stuttering behavior will increase fluent speech" (statement 23) maximum 80.1% (157) teachers were strongly disagree, 9.2% (18) teachers were somewhat disagree, 3.6% (7) teachers were undecided, 3.6% (7) teachers were somewhat agree, and 3.6% (7) teachers were strongly agree. Findings of the statement showed that majority of teachers 80.1% (157) teachers were strongly disagree with the statement. From the result of the statement there was no doubt that majority of teachers responded positively with the statement. Maximum 69.4% (136) teachers were strongly agree with the statement "punishment of the stuttering child could create a worsening of the speech problem" (statement 23). 13.8% (27) teachers were somewhat agree, 3.1% (6) teachers were undecided, 5.1% (10) teachers were somewhat disagree, 8.7% (17) teachers were strongly disagree with the statement. With the statement "Ridicule is a common human

reaction to stuttering and may not significantly affect the stutterer's speech. Therefore, the stuttering child should learn to accept and expect it" (statement 27) 46.9% (92) teachers were strongly disagree, 20.4% (40) teachers were somewhat disagree, 9.7% (19) teachers were undecided, 10.2% (20) teachers were somewhat agree, 12.8% (25) teachers were strongly agree with the statement. Response of the statement showed that 46.9% (92) teachers were strongly disagree with the statement. Result of the statement showed that majority of teachers responded positively with this statement. Findings of the attitudinal statements indicated that teachers had a positive views toward stuttering and student with stuttering.

The current study investigated teachers' views toward stuttering and children with stuttering. Result had been made from the responses of 196 teachers who participated in the study. Responses of teachers to the 32 attitudinal statements suggested that teachers had a generally positive view towards children with stuttering. Nicholls (2013) also revealed a study using TATS about perceptions of teacher toward stuttering in where number of participants was 33 and result of the attitudinal statements was positive. The demographic part of the study showed who were participating in the study and asked questions to obtain information about their age, sex, teaching experience, experience with stuttering and knowledge about stuttering. In this study among 196 participants number of male teacher were larger than number of female teacher. 56.6% teacher was male and 43.4% teacher was female. The information suggested that ratio of male teacher in Bangladesh is greater than female teacher. Participating teachers were different in age. Among different age category of teacher percentage of 31-40 years (44.4%) aged teacher were maximum. Different age category refers that result of the study would be realistic. Maximum participants (64.3%) of the study had completed their post – graduation. The information suggested that participating teacher are highly profiled. Result of teaching experience of teachers was varied. Percentage of 11-15 years experienced is higher than other. But many teacher (19.9%) had no teaching experience with children who stutter. So that 19.9% teacher were not known about difficulties to managing CWS in classroom. So their feelings to CWS can change in future. Among 196 participants only 1 (0.5%) teacher was stutter and 34 (17.3%) teacher did not know someone who stutter. That means they had little experience about stuttering and CWS. 48% teacher had stuttering student currently and 52% teacher had no student with stuttering currently. The information suggested that maximum classes of our country were free from children with stuttering. Among 196 participants only single teacher had professional reading or research toward stuttering. The information suggested that teacher had limited or lack of knowledge about stuttering. Result of Nicholls (2013) also demonstrated that limited teacher had professional reading or research and very less number of teacher had deal training with speech disorder. In this study only one participant of had deal teacher training with speech disorder. That means

majority of the teachers were not known about appropriate management strategy to manage CWS in the classroom. They did not know how to deal with children who stutter. 97.4% teacher thought that SLT can help to reduce stuttering. That means 97.4% teacher had idea about referral of children with stuttering. Kumar & Varghese (2012) found out in his study that teachers had appropriate knowledge about referral and they thought that speech and language therapists are the right person to refer children with stuttering. 96.9% teacher thought they had need training about stuttering. That means 96.9% teacher had lack of practical knowledge to deal with children with stuttering in the classroom. Yang (2012) showed in his study that majority of teachers recommended training need on stuttering and they did not know appropriate strategy to manage CWS in classroom. Findings of the table 3.2 reported that there was no association between grade levels of teaching with thinking of teachers towards any training is needed on stuttering. The result of the table suggested that there is no significant difference in the thought of primary and secondary about necessity of training on stuttering. Findings of the table 3.3 reported there is an association with grade levels of teacher and thinking of teachers towards SLT can help to reduce stuttering. It suggested that there was significant difference in thinking of teachers of two grade teachers on the question “Do you think SLT can help to reduce stuttering.

Few attitudinal statements were asked in-order to know perceptions of teacher about nature of stuttering. The statement “there are various degrees of stuttering severity” in which majority of teachers were strongly agreed with but many teachers were unsure about the etiology and many of them answer wrongly. With the statement “stuttering can never be completely cured” majority of teachers were strongly disagreed. That means they had knowledge about the prognosis of stuttering. With the statement “there is no relationship between fear and stuttering” majority of teachers were disagreed and some teachers were unsure with the statement. That means they had not knowledge about the etiology of stuttering. The responses to statement 25 “ Teachers have little influence on the development of stuttering, since stuttering is probably predisposed before or at birth” informed that participants were aware of their valuable influence on children with stuttering. Result of the attitudinal statements which were related to the nature of stuttering showed teachers had lack of knowledge about the etiology of stuttering. Nicholls (2013) showed in the result of attitudinal statements related to nature of stuttering that teachers were unsure about etiology and prognosis of stuttering.

Previous study also showed that teacher had misconception about etiology of stuttering (Yang, 2012; Abrahams et al. 2016).

There were six attitudinal statements which were related to the personality traits of children with stuttering. Views on the personality traits of children with stuttering had received considerable attention. Result of the responses of the six statements regarding the personality traits of children stutter was positive in five statement. Result of the attitudinal statement informed that teachers do not believe children with stuttering should be aware that they are different from other children. Teacher did not also believe that stuttering is a way of getting attention. Majority of teachers did not think that children with stuttering are psychologically different from children who do not stutter. Result of statement “Children with stuttering are generally not as responsible as child with non-stuttering” showed that majority of them (71.9%) strongly disagree. Result of the statement “In general, children with stuttering are not as polite socially as children who do not stutter” 75% teacher were strongly disagree with the statement. Interpretation of the statements showed that teacher had positive attitude to the personality traits of children who stutter. Findings of the statements of personality traits of the study of Nicholls (2013) represented positive result also. On the other hand Abrahams et al. (2016) teacher had misconception about the personality stereotype of children with stuttering.

There were three attitudinal statements which were asked to know view of teacher toward the academic proficiency of children who stutter. Result of the statement showed that teachers believed that children with stuttering are capable equally like children who do not stutter. Analysis of the study also showed that teachers think children with stuttering should be encouraged to pursue higher education. Teacher did not believe that allowances should be made when evaluating the academic performances of a child who stutter. That means teachers believed that student with stuttering are capable of own, no need to mercy. So there was no doubt that attitude of teacher toward the academic proficiency of student with stuttering was very positive. Nicholls (2013) also revealed that attitude of teacher toward academic proficiency of student with stuttering was positive.

There were some statement which were asked to know the perceptions of teachers toward their feelings in classroom in where any children with stuttering reads. With the statement “It is natural for teachers to feel embarrassment when speaking to a stuttering

child” maximum (48.5%) teacher was strongly agree. Majority of did not think that it feeling embarrassment is natural during speaking to a children with stuttering. That means the result of the statement indicated that their feelings with CWS in classroom was positive. In the study of Nicholls (2013) similar (positive) response found.

Some responses were gathered from the attitudinal statement about teacher and classroom strategies for working with children with stuttering. They showed mixed perceptions to the statements. They had right knowledge about some statements and they showed some responses which were false. Teachers did not think that they should exempt a stutter form oral or group discussion. It indicates their positive attitude to children with stuttering. Teacher did not think that consistently applied, interruptions and commands “not to stutter” are useful techniques in increasing fluency and they did not suggest stutterers to avoid certain difficult speaking situations. Teachers were not agreed to encourage student with stuttering to speak rapidly so that other can notice stuttering less. Teachers were very disagree with the statement “punishing stuttering behavior will increase fluent speech”. Majority of teachers were believed that punishment of the stuttering child could create a worsening of the speech problem. There were responses which proved that they had not appropriate knowledge about strategy of dealing children with stuttering in the classroom. Let discuss these statements. Analysis of data of statement (2) showed that majority of teacher think that it is not best for teacher to ignore the stuttering of their non-fluent students. But teacher should ignore the stuttering and give importance on the statements of children with stuttering what say. Teachers thought that they should caution the stutter to think before he/she speaks. Teacher thought that it’s helpful to the stutterer for his/her teacher to complete words on which he experiences pronounced disfluency. But their knowledge about these strategy was false. They were strongly agreed that advising children to repeat stuttered words until they can speak them fluently. But the strategy is inappropriate to work with children with stuttering. They thought that they need to exercise extra patience to deal children with stuttering. But it’s not true. Teachers were undecided to advise take a deep breath before speaking. In these statements their response indicated that they were unsure about the strategy. Analysis of these statement proved that teacher had lack of knowledge about the management strategy of stuttering. Result of the study of (Nicholls, 2013; Yang, 2012; Abrahams et al., 2016) also suggested that teachers had lack of knowledge or unsure about the classroom

management strategy in where a children with stuttering reads. This can be due to lack of training and professional reading. Training can improve the knowledge and attitude toward stuttering (Hobbs, 2012). In this study majority of teachers believed with that they had significant influences in the complete process of helping the children with stuttering to adapt with their speech problem.

Conclusion of the current study suggested a positive views of teacher toward stuttering. It highlighted that teacher had optimum acceptance to children with stuttering and they tried to do their best help to them but because of very inadequate training and knowledge they can- not help properly. Conclusion of the study of Nicholls (2013) demonstrated above similar result about the views of teachers toward stuttering. Similar result found in the study of Pachigar et al. (2011).

- ✓ The study will help to speech and language therapist to develop and implement professional development programs for teachers if they need.
- ✓ The study will help other professional researcher, counselor, psychologist for further research.
- ✓ They study will help policy makers to assess necessity of recruiting speech language therapist in school level.

6.1. Limitation

Like every research there are some situation limitations and barriers of the study in different aspects which are given bellow:

- ✓ The study used 196 participants (teacher) as sample which was very little to generalize and interpret the study.
- ✓ The study was conducted in Dhaka city and Baraigram Upazilla of Natore district. So the data cannot be generalized as the views of all teachers of Bangladesh.
- ✓ It is the first research about teachers' views toward stuttering so local resources on this topic were not available to comparison.
- ✓ A purposive sampling was used that was not reflective on the wider population the study.
- ✓ Time and resources were limited that have a great deal of impact of the study.
- ✓ The demographic questionnaire has not included the contact number of the participants so verification of data is very difficult.
- ✓ The study was designed as quantitative study so depth information had not come out.

6.2 Recommendation

This is the only study on TATS on teachers' views toward stuttering in Bangladesh. So there are some limitations and barriers during conducting the study which are

- ✓ Purposive sampling was used to select participants and study place so further study can be conducted by simple random sampling.
- ✓ The association between social demographic characteristics (experience, education level, grade level of teaching) and views of teacher toward stuttering were not studied separately in this study. So next time it can be shown separately.
- ✓ In further research contact no of participant should be included so that verification of data can be done easily.
- ✓ Further time the study can be conducted in mixed method with large sample size.

Investigation result of the current study demonstrated that teachers generally had a positive view towards the stuttering and person with stuttering. Findings of the demographic part of the study suggested that teachers had lack of training and education and knowledge. Attitudinal statements of the study showed a positive result. In response of the attitudinal statements which were related to nature of stuttering teachers were positive except the statement related to etiology of stuttering. Responses of the statements regarding the personality traits of children with stuttering showed very positive result. With all statements related to the academic proficiency of children with stuttering was greatly positive. Feelings of teachers toward children with stuttering in the classroom was highly positive. Teachers were concern about their role but they had lack of knowledge greatly about the strategy of managing classroom in which minimum one children with stuttering reads. They were unsure, wrong in the response of some statements related to strategy of classroom. This can be due to lack of knowledge or training. Teachers were likely to help children with stuttering best but because of lack of knowledge or absence of training. Teachers recognized that they had significant role in the management and helping the children with stuttering. Teachers thought that children with stuttering are equally capable like children with non-stuttering.

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Annexure- 1(A)

Demographic Questionnaire

Name:

Age:

a) 20-30

b)30-40

c)40-50

d) 50-60

Gender:

a) Male

b) Female

How many years have you been working in education?

Experience of teaching:

Grade level of teaching:

Do you stutter? (Yes / No)

Do you know someone who stutter? (Yes / No)

Did any of teacher training deal with speech disorder? (Yes / No)

Have you done any professional reading or research toward stuttering?

How many children who stutter you have taught?

a) 0 b) 1-3 c) 4-7 d)7 plus

Do you currently have a student in your class who stutter? (Yes / No)

Annexure 1(B)

Teacher Attitudes Toward Stuttering Survey (TATS)

Date: _____

Education: Highest Degree _____

Number of years Teaching Experience: _____

Circle Age-Group: 20-29 30-39 40-49 50+

Grade level in which you teach: _____

	Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
1. A teacher should exempt a stutterer from oral or group - discussions.					
2. It is best for teacher to ignore the stuttering of their disfluent students					
3. It is helpful to the stutterer for his/her teacher to complete words on which he experiences pronounced disfluency					
4. Stuttering can never be completely cured					
5. It is a good policy for teachers to make children repeat stuttered words until they can					

speak them fluently					
6. Stutterers should be made aware that they are different from other children					
7. Consistently applied, interruptions and commands “not to stutter” are useful techniques in increasing fluency					
8 Children are more fluent when teachers insist they relax					
9. Teachers need to exercise extra patience in disciplining children who stutter					
10. It is important for teachers to be good listeners in dealing with stutterers					
11. Teachers have relatively little influence on the stutterer’s attitudes toward stuttering; the child develops most of his own attitudes independently					
12. Children who stutter will probably make a better adjustment to their problem if they are encouraged to discuss openly					

their feelings about stuttering					
13. It is natural for teachers to feel embarrassment when speaking to a stuttering child					
14. It is a good policy for teachers to suggest that stutterers avoid certain difficult speaking situations					
15. It is helpful to encourage the stutterer to speak rapidly so that people will notice the stuttering less					
16. Punishing stuttering behavior will increase fluent speech					
17. In general, children with stuttering are as polite socially as children who do not stutter					
18. Stutterers cannot be expected to perform as well academically as non-stutterers					
19. There are various degrees of stuttering severity					
20. There is no relationship between fear and stuttering					

21. Stutterers can in general be considered as being psychologically different from normal speaking students					
22. Many children stutter as an attention getting device					
23. Punishment of the stuttering child could create a worsening of the speech problem					
24. Teachers should caution the stutterer to think before he/she speaks					
25. Teachers have little influences on the development of stuttering, since stuttering is probably predisposed before or at birth.					
26. Teachers should advise the stutterer to take a deep breath before speaking					
27. Ridicule is a common human reaction to stuttering and may not significantly affect the stutterer's speech. Therefore, the stuttering child should learn to					

accept and expect it.					
28. Teachers are important influences in the overall process of helping the child adjust to his/her speech problem					
29. In general, it is not as important to encourage children with stuttering to pursue higher education, compared to children with non-stuttering					
30. children with stuttering are generally not as responsible as child with non-stuttering					
31. Stuttering may be viewed as a preliminary sign of character weakness.					
32. Allowances should be made when evaluating the academic performance of a stutter.					

Annexure 1(C)

ডেমোগ্রাফিক প্রশ্নাবলী

নামঃ

শিক্ষাগত যোগ্যতাঃ

লিঙ্গঃ

ক) ছেলে

খ) মেয়ে

বয়সঃ

ক) ২০-৩০

খ) ৩১-৪০

গ) ৪১-৫০

ঘ) ৫১-৬০

শিক্ষকতার অভিজ্ঞতাঃ

শিক্ষকতার পর্যায়ঃ

আপনি কি তোতলা? (হ্যাঁ / না)

আপনি কি তোতলামিতে আক্রান্ত কাউকে চিনেন? (হ্যাঁ / না)

আপনি কি কি কথার সমস্যা বিষয়ক কোন প্রশিক্ষণ নিয়েছেন? (হ্যাঁ / না)

আপনি কি তোতলামি বিষয়ে উচ্চতর লেখাপড়া বা কোন গবেষণা করেছেন? (হ্যাঁ / না)

আপনি কতজন তোতলামি আক্রান্ত ছাত্রছাত্রী পেয়েছেন? ক) ০ খ) ১-৩ গ) ৪-৭ ঘ) ৭+

আপনার শ্রেণীতে কি বর্তমানে কোন তোতলামিতে আক্রান্ত ছাত্র/ ছাত্রী আছে? (হ্যাঁ / না)

আপনি কি মনে করেন তোতলামি বিষয়ে কোন প্রশিক্ষণের প্রয়োজন আছে? (হ্যাঁ / না)

আপনি কি মনে করেন তোতলামি নিরসনে স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপিস্ট সাহায্য করতে পারেন? (হ্যাঁ / না)

Annexure 1(D)

Teacher Attitudes Toward Stuttering Survey (TATS) (বাংলা ভাষন)

নাম-

বয়স-

শিক্ষাগত যোগ্যতা -

তারিখ-

পেশাগত অভিজ্ঞতা-

শিক্ষকতার স্তর-

আপনার উত্তরে টিক চিহ্ন দিন

	খুবই সম্মত	মোটামুটি সম্মত	সিদ্ধান্তহীন	মোটামুটি অসম্মত	খুবই অসম্মত
১। শিক্ষকদের উচিত তোতলামিতে আক্রান্ত ছাত্রছাত্রীদের মৌখিক ও দলগত (গ্রুপে) আলোচনা থেকে বাদ দেওয়া-					
২। তোতলামি আক্রান্ত শিশুদের তোতলামিকে গুরুত্ব না দেওয়াই শিক্ষকদের জন্য ভাল-					
৩। ৪। যে সকল শব্দ উচ্চারণের সময় তোতলামি প্রবণতা বেশি দেখা দেয় সে সকল শব্দ উচ্চারণের সময় শিক্ষকদের উচিত ছাত্রছাত্রীদের সাহায্য করা-					
৪। তোতলামি কখনই সম্পূর্ণ ভাল হয় না-					
৫। সাবলিলভাবে বলতে না পারা পর্যন্ত জড়তায়ুক্ত শব্দটি বার বার বলানো শিক্ষকদের জন্য একটি ভাল পন্থা-					
৬। তোতলামি আক্রান্ত ছাত্রছাত্রীরা অন্যদের থেকে আলাদা এটা তাদের অবহিত করা উচিত					
৭। তোতলানোর সময় থামিয়ে তোতলামি না করতে বললে কথার সাবলিলতা (গতি) বৃদ্ধি পাবে-					
৮। শিক্ষকরা শিথিল হলে তোতলামি আক্রান্ত শিশুদের কথা স্বতঃস্ফূর্ত (জড়তা মুক্ত) বেশি হবে					
৯। তোতলামি আক্রান্ত ছাত্রছাত্রীদের নিয়ন্ত্রণের জন্য শিক্ষকদের অতিরিক্ত ধৈর্য ধারণের অভ্যাস করা প্রয়োজন-					
১০। তোতলামি আক্রান্ত ছাত্রছাত্রীদের কথা খুব মনোযোগের সাথে শুনা শিক্ষকদের জন্য খুবই গুরুত্বপূর্ণ					
১১। তোতলামি আক্রান্ত শিশুর তার তোতলামির প্রতি দৃষ্টিভঙ্গি গঠনে শিক্ষকরা খুবই কম প্রভাবিত করে। বাচ্চারা নিজেরাই নিজেদের দৃষ্টিভঙ্গি তৈরি করে-					
১২। তোতলামি আক্রান্ত শিশুদের তাদের সমস্যা সম্পর্কে অনুভূতিগুলো খোলাখুলিভাবে আলোচনা করতে উৎসাহিত করলে সমস্যাটির সাথে খাপ খাইয়ে নিতে তাদের সুবিধা হবে-					
১৩। তোতলামি আক্রান্ত বাচ্চাদের সাথে কথা বলার সময় শিক্ষকদের বিব্রত বোধ করাটা খুবই স্বাভাবিক-					

১৪। যে সকল স্থানে কথা বলা কষ্টকর সেসকল স্থানে তোতলামি আক্রান্তদের কথা না বলার উপদেশ দিতে হবে-					
১৫। তোতলামি আক্রান্তদের খুবই দ্রুত কথা বলতে বলা উচিত যেন তাদের কথা জড়তা মুক্ত মনে হয়-					
১৬। তোতলালে শাস্তি দিলে কথার সাবলীলতা (গতি) বৃদ্ধি পাবে-					
১৭। সাধারণত তোতলামি আক্রান্ত শিশুরা সাধারণ শিশুদের মত ভদ্র নয় -					
১৮। তোতলামি আক্রান্ত ছাত্রছাত্রীরা তোতলামি মুক্ত ছাত্রছাত্রীদের মত ভাল ফলাফল করবে আশা করা উচিত নয়-					
১৯। বিভিন্ন মাত্রার তোতলামি আছে-					
২০। ভয়ের সাথে তোতলামির কোন সম্পর্ক নেই-					
২১। স্বাভাবিকভাবে কথা বলতে পারা বাচ্চাদের থেকে তোতলামি আক্রান্ত বাচ্চাদের মানসিকতা ভিন্ন -					
২২। অনেক বাচ্চাই মনোযোগ আকষণের জন্য তোতলায়-					
২৩। তোতলামি আক্রান্ত বাচ্চাদের শাস্তি দিলে তাদের সমস্যা আর বৃদ্ধি পেতে পারে-					
২৪। তোতলামি আক্রান্ত বাচ্চাদের কথা বলার পূর্বে ভেবে কথা বলার জন্য সতর্ক করা উচিত-					
২৫। তোতলামি গঠনে শিক্ষকদের ভূমিকা খুবই সামান্য। কারণ এটা জন্মগত -					
২৬। তোতলামি আক্রান্ত বাচ্চাদের কথা বলার পূর্বে জড়ে শ্বাস নিতে বলা উচিত-					
২৭। তোতলামির সময় মানুষ উপহাস করে। এটি তোতলামি আক্রান্ত ব্যক্তির কথার উপর খুব একটা প্রভাব ফেলে না। তোতলামি আক্রান্ত বাচ্চাদের এটা মেনে নেওয়া উচিত					
২৮। কথা বলার সময় তোতলামো নিরসনে শিক্ষকদের গুরুত্বপূর্ণ ভূমিকা রয়েছে-					
২৯। তোতলামি আক্রান্ত ছাত্রছাত্রীদের সাধারণ ছাত্রছাত্রীদের মত উচ্চ শিক্ষায় উৎসাহিত করা গুরুত্বপূর্ণ নয় -					
৩০। তোতলামি আক্রান্ত ছাত্রছাত্রীরা সাধারণ ছাত্রছাত্রীদের মত দায়িত্বশীল নয়					
৩১। তোতলামিকে প্রাথমিকভাবে দুর্বল বৈশিষ্ট্য হিসেবেই দেখা হয় -					
৩২। তোতলামি আক্রান্ত ছাত্রছাত্রীদের শ্রেণীর ফলাফল মূল্যায়নের সময় দয়া দেখান উচিত -					

Annexure - 2 (A)

2.1 Association between grade levels of teaching and their thinking about training need on stuttering

Chi-Square Tests

	Value	Df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.364 ^a	1	.546		
Continuity Correction ^b	.035	1	.852		
Likelihood Ratio	.373	1	.541		
Fisher's Exact Test				.691	.432
N of Valid Cases	196				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.72.

b. Computed only for a 2x2 table

Association between grade levels of teaching and their thinking about training need on stuttering has no significance.

Annexure – 2(B)

2.2 Association between grade levels of teaching and their thinking about SLT can reduce help to reduce stuttering

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.268 ^a	1	.039		
Continuity Correction ^b	2.595	1	.107		
Likelihood Ratio	6.162	1	.013		
Fisher's Exact Test				.065	.046
N of Valid Cases	196				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.27.

b. Computed only for a 2x2 table

Association between grade levels of teaching and their thinking about SLT can reduce help to reduce stuttering has significance.

Annexure – 3(A)

Dr. Shahana Begum
Principal
Mirpur College
Mirpur, Dhaka-1206

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই)
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সিআরপি-বিএইচপিআই/১০/১৮/৬৮ তারিখ : ০২.১০.২০১৮

প্রতি
অধ্যক্ষ
আইডিয়াল স্কুল এ্যান্ড কলেজ
মতিবিল, ঢাকা-১০০০।

বিষয় : রিসার্চ প্রজেক্ট এর জন্য আপনার প্রতিষ্ঠান সফর ও তথ্য সংগ্রহ প্রসঙ্গে।

জনাব,

আপনার সদয় অবগতির জন্য জানাচ্ছি যে, পক্ষাঘাতগ্রস্তদের পুনর্বাসন কেন্দ্রে-সিআরপি'র শিক্ষা প্রতিষ্ঠান বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) ঢাকা বিশ্ববিদ্যালয় অনুমোদিত বিএসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্স পরিচালনা করে আসছে।

উক্ত কোর্সের ছাত্রছাত্রীদের কোর্স কারিকুলামের অংশ হিসাবে বিভিন্ন বিষয়ের উপর রিসার্চ ও কোর্সওয়ার্ক করা বাধ্যতামূলক।

বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্সের ছাত্রী শুভা মাহবুব তা'র রিসার্চ সংক্রান্ত কাজের তথ্য সংগ্রহের জন্য আগামী ১০.১০.২০১৮ তারিখ থেকে ১০.১২.২০১৮ তারিখ পর্যন্ত আপনার প্রতিষ্ঠানে সফর করতে আগ্রহী। তার বিসার্চ এর শিরোনাম :

“Teacher's views towards stuttering”.

তাই তাকে আপনার প্রতিষ্ঠান সফর এবং প্রয়োজনীয় তথ্য প্রদান সহ সার্বিক সহযোগিতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে

Sayed
মোঃ সাজ্জাদ হোসেন
সহকারী অধ্যাপক ও বিভাগীয় প্রধান
স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগ
বিএইচপিআই।



Annexure- 3 (B)



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
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সিআরপি-বিএইচপিআই/১২/১৮/৬৯

তারিখ : ২৪.১২.২০১৮

প্রতি
উপজেলা মাধ্যমিক শিক্ষা অফিসার
উপজেলা মাধ্যমিক শিক্ষা অফিস
বড়াইগ্রাম, নাটোর।

বিষয় : রিসার্চ প্রজেক্ট এর জন্য আপনার প্রতিষ্ঠান সফর ও তথ্য সংগ্রহ প্রসঙ্গে।

জন্মাব,
আপনার সময় অবগতির জন্য জানাচ্ছি যে, পঞ্চাশতন্ত্রদের পুনর্বাসন কেন্দ্রে-সিআরপি'র শিক্ষা প্রতিষ্ঠান বাংলাদেশ
হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই) ঢাকা বিশ্ববিদ্যালয় অনুমোদিত বিএসসি ইন স্পীচ এন্ড ল্যান্ডুয়েজ
প্রোগ্রাম কোর্স পরিচালনা করে আসছে।
উক্ত কোর্সের ছাত্রছাত্রীদের কোর্স কারিকুলামের অংশ হিসাবে বিভিন্ন বিষয়ের উপর রিসার্চ ও কোর্সওয়ার্ক করা
বাধ্যতামূলক।

বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন স্পীচ এন্ড ল্যান্ডুয়েজ থেরাপি কোর্সের ছাত্রী শুভরা মাহবুবা তার রিসার্চ
সংক্রান্ত কাজের তথ্য সংগ্রহের জন্য আগামী ২৫.১২.২০১৮ তারিখ থেকে ২০.১.২০১৯ তারিখ পর্যন্ত আপনার
প্রতিষ্ঠানে সফর করতে আশ্রয়ী। তার রিসার্চ শিরোনাম

“Teacher’s views toward Stuttering.”

তাই তাকে আপনার প্রতিষ্ঠান সফর এবং প্রয়োজনীয় তথ্য প্রদান সহ সার্বিক সহযোগিতা প্রদানের জন্য অনুরোধ
করা হল।

ধন্যবাদান্তে



মোঃ সাজ্জাদ হোসেন
বিভাগীয় প্রধান
এসএলটি, বিএইচপিআই।



Annexure- 3 (C)



বাংলাদেশ হেল্থ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) (The Academic Institute of CRP)

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তারিখ : ২৪.১২.২০১৮

প্রতি
উপজেলা প্রাথমিক শিক্ষা অফিসার
উপজেলা প্রাথমিক শিক্ষা অফিস
বড়াইগ্রাম, নাটোর।

বিষয় : রিসার্চ প্রজেক্ট এর জন্য আপনার প্রতিষ্ঠান সফর ও তথ্য সংগ্রহ প্রসঙ্গে।

জনাব,
আপনার সদয় অবগতির জন্য জানাচ্ছি যে, পক্ষাঘাতগ্রস্তদের পুনর্বাসন কেন্দ্রে-সিআরপি'র শিক্ষা প্রতিষ্ঠান বাংলাদেশ হেল্থ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) ঢাকা বিশ্ববিদ্যালয় অনুমোদিত বিএসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্স পরিচালনা করে আসছে।

উক্ত কোর্সের ছাত্রছাত্রীদের কোর্স কারিকুলামের অংশ হিসাবে বিভিন্ন বিষয়ের উপর রিসার্চ ও কোর্সওয়ার্ক করা বাধ্যতামূলক।

বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্সের ছাত্রী শুভরা মাহবুবা তার রিসার্চ সংক্রান্ত কাজের তথ্য সংগ্রহের জন্য আগামী ২৫.১২.২০১৮ তারিখ থেকে ২০.১.২০১৯ তারিখ পর্যন্ত আপনার প্রতিষ্ঠানে সফর করতে আগ্রহী। তার রিসার্চ শিরোনাম

“Teacher's views toward Stuttering.”

তাই তাকে আপনার প্রতিষ্ঠান সফর এবং প্রয়োজনীয় তথ্য প্রদান সহ সার্বিক সহযোগিতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে

মোঃ সাজ্জাদ হোসেন
বিভাগীয় প্রধান
এসএলটি, বিএইচপিআই।



মোঃ সাজ্জাদ হোসেন
২৫ ডিসেম্বর ২০১৮
জি.সি.সি.
মোঃ আকলিমা খানম
উপজেলা প্রাথমিক শিক্ষা অফিসার
বড়াইগ্রাম, নাটোর

Annexure- 4(A)

Consent form

This research is part of Speech & Language Therapy course and the name of the researcher is Shubhra Mahbuba. She is a 4th year student of B.Sc in Speech & Language Therapy in Bangladesh Health Professions Institute (BHPI). The study will entitle as **“Teachers views toward stuttering”**.

In this study I ama participant and I have been clearly informed about the purpose of the study. I am willingly participating in this study. I will have the right to withdraw from this study at any stage and I will not be bounded to answer to anybody. I understand that there will be no impact receiving treatment at present or in the future by participating in this study.

I am also informed that, all the information will collect from the interview that use in the study will be kept safe and maintain confidentiality. Only the researcher will be eligible to access in the information for his publication of the research result. My name and address will not published anywhere in this study. I can consult with the researcher and the research supervisor about the research process or get answers to any questions regarding the research project. I have been informed about the above-mentioned information and I am willing to participate in the study with consent.

Signature of the Participant	Date
Signature of the Researcher	Date
Signature of Witness	

Annexure- 4(B)

সম্মতি পত্র

এই গবেষণা স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগের অধ্যয়নের একটি অংশ এবং গবেষকের নাম শুভ্রা মাহবুবা। তিনি বাংলাদেশ হেলথ প্রফেশনস ইন্সটিটিউট এর বি,এস,সি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগের ৪র্থ বর্ষে অধ্যয়নরত ছাত্রী। তার গবেষণার বিষয় তেতলামি বিষয়ে শিক্ষকদের দৃষ্টিভঙ্গি মূল্যায়ন।

এই গবেষণায় আমি ----- একজন অংশগ্রহণকারী এবং আমি এই গবেষণার উদ্দেশ্য পরিষ্কারভাবে জানতে পেরেছি। আমি গবেষণার যে কোন সময় এবং যে কোন পর্যায়ে আমার অংশগ্রহণ প্রত্যাহার করতে পারি। এই জন্য আমি কারো কাছে জবাবদিহি করতে বাধ্য থাকবনা। আমি অবগত হয়েছি যে, এই গবেষণায় অংশগ্রহণ করার ফলে বর্তমান ও ভবিষ্যতে তা আমার ও অংশগ্রহণকারীদের কোন প্রভাব ফেলবে না। এই গবেষণার সাক্ষাতের সকল তথ্য গবেষণার কাজে লাগানো হবে তা সম্পূর্ণ গোপন রাখা হবে। গবেষকের নাম পরিচয় ছাপা হবে না। আমি গবেষণার পদ্ধতি এবং জটিলতা অথবা সুফলের বিষয়ে গবেষণা সংক্রান্ত যেকোনো প্রশ্নের উত্তর দানের জন্য এ গবেষণার তত্ত্বাবধায়কের সাথে আলোচনা করতে পারব।

আমি উপরোক্ত সকল তথ্য সম্পর্কে জানি এবং আমি এই গবেষণায় অংশগ্রহণে সম্মতি প্রদান করছি।

অংশগ্রহণকারীর স্বাক্ষর	তারিখ
গবেষকের স্বাক্ষর	তারিখ
সাক্ষীর স্বাক্ষর	তারিখ