

PERCEPTION OF EARLY CHILDHOOD EDUCATION TEACHERS TOWARDS THE ROLES OF SPEECH-LANGUAGE PATHOLOGISTS

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ABSTRACT

The purpose of this study was to examine the perception of early childhood education teachers towards the roles of Speech-Language Pathologists and the need for collaboration between teachers and speech-language pathologists in assisting children with speech and language problems. Questionnaires were used as the research instrument. Data was analysed by using SPSS 11.5 Software and the results showed that reliability and validity of the questionnaire was high. A total of 86 of 100 questionnaires distributed were collected from early childhood education teachers at the Early Intervention Centre and Community Rehabilitation Centres around Kuala Lumpur and Selangor. The data collected was analysed using descriptive and inferential analysis. The results of the study revealed that 44% of early childhood education teachers showed high awareness on the roles of Speech-Language Pathologists. A further 81% of early childhood education teachers felt that a high collaboration between teachers and speech-language pathologists was needed in order to provide services for children with speech and language difficulties. In conclusion, early childhood education teachers had positive perception towards the roles of speech-language pathologists.

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