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Unnati Pitale

Prof. & HOD, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Rohit Pandey

P.G. Student, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Hitesh Mankad

P.G. Student, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Suyasha Raghuvanshi

P.G. Student, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Shikha Dhakad

P.G. Student, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Manish Verma

P.G. Student, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Correspondence

Unnati Pitale

Prof. & HOD, Department of
Periodontics Modern Dental
College and Research Centre
Indore, Madhya Pradesh,
India.

Assessment of translation and validation of the Hindi version of the oral health knowledge, hygiene attitudes & behavior among English & Hindi medium school teachers

Unnati Pitale, Rohit Pandey, Hitesh Mankad, Suyasha Raghuvanshi, Shikha Dhakad and Manish Verma

Abstract

Oral health has traditionally been defined in term of disease. Today, health is seen in a wider context: taking into account its impact everyday living. There is several studies are being designing to improve the quality of life.

Education of oral health awareness to schoolchildren is important. School teachers can play a major role in imparting knowledge of the causes and prevention of common oral diseases. A school-based program is most effective because children are approached at a time when their health habits are forming.

Aim: To assess the oral health knowledge, attitudes and behaviour of Hindi and English medium schoolteachers toward oral hygiene and oral health in the English and Hindi version of the oral health questionnaire in Indore city.

Material and Methods: In this present study randomized Hindi and English medium schools were chosen in different areas from the city Indore, and teachers of schools constituted the target population of the study. Questionnaires were distributed to the interested teachers.

Results: Majority of school teachers reported acceptable knowledge, attitudes and behaviour, but the English medium school teachers tended to possess more positive attitudes and behaviour than their counterparts (i.e. Hindi medium school teachers).

Conclusion: All the teachers should be engaged in the design and planning stages of school health programmes. Teachers should be made aware of their duties as role models, facilitators and partners of parents and community members. They can avail benefits from oral health promotion efforts and the same way oral health promotion can help them to achieve learning and teaching objectives and skill.

Keywords: School teachers, Oral health, Oral hygiene.

1. Introduction

The principal official language of the Republic of India is standard Hindi, while English is the secondary official language [1]. Recently, the definition of (oral) health has shifted to address more than the absence of physical disease. The new definition defines health as an individual's perception of his health in the context of physical, psychological and social well-being [2]. Oral disease prevalence has been studied in different samples of adults, but less is known about how the disease and symptoms affect adults' daily activities and quality of life [3].

School teachers in India constitute one of the biggest organized forces [4]. This organizations shapes the future of the country and prepare young ones for life. Thus they should remain as role models for the children [5]. Behavioral modification may be the family responsibility for the child population, but oral health education could also be given by the school teachers [4] effectively, if teacher itself educated and motivated for effective oral hygiene measures.

There are very few reports from Indian subcontinent that assessed the school teachers' dental health knowledge and awareness [4], which is very essential to make them aware about the proper oral hygiene and its maintenance. School teachers play a major role in society equivalent to parents for their personality as a whole.

Behavioral pattern and life style education has play incredible role in person’s health. Teachers make the student positively charged in their important age to direct them for health promotion habits.

A school-based program is most effective measure, because children are approached to school at the time when their health habits are forming [6]. Aiming to extend the benefits of the importance of the oral health to the children through the teachers we conducted a study in school at Indore city, Madhya Pradesh, India.

This study was aimed to assess the knowledge, attitude and practices of school teachers toward oral hygiene and oral health, so directly they can provide benefits of their correct knowledge to the school children for the same.

2. Aim of the Study

To know about oral health promotions, its understanding and motivational capacity among the Hindi and English medium school teachers, by distributing the information in first stage- other than their own teaching language and in second stage – in their own teaching language, and obtaining the difference between them.

3. Materials and Methods

In this present study randomized Hindi and English medium schools were chosen in different areas from the city Indore, and teachers of schools constituted the target population of the study.

The total sample were 200 teachers which divided into main two groups as follows-

Group A - consist of 100 Hindi medium school teachers (who teach all the subjects in Hindi language only, considering a local language of (Indore) Madhya Pradesh also the first official language of India).

Group B - 100 English medium school teachers’ (who teach all the subjects in English language only, considering a second official language of India).

The study began by taking benefits of those qualitative health promotional information, preparing 22 questionnaires in English language (Because English is a global language having maximum communication in health promotions) the same was translated to Hindi language to conduct the study in group B and A.

Total 4 sets (100 each) was prepared out of which 2 in English and two in Hindi language for group A and group B respectively and vice versa.

Initially in stage I, group A (Hindi medium school teacher) the English version of questionnaire and in group B (English medium school teacher) the Hindi version of questionnaire were distributed (100 for each group). And vice versa in later stage II of study, Group A the Hindi version of questionnaire and in group B English version of questionnaire were distributed.

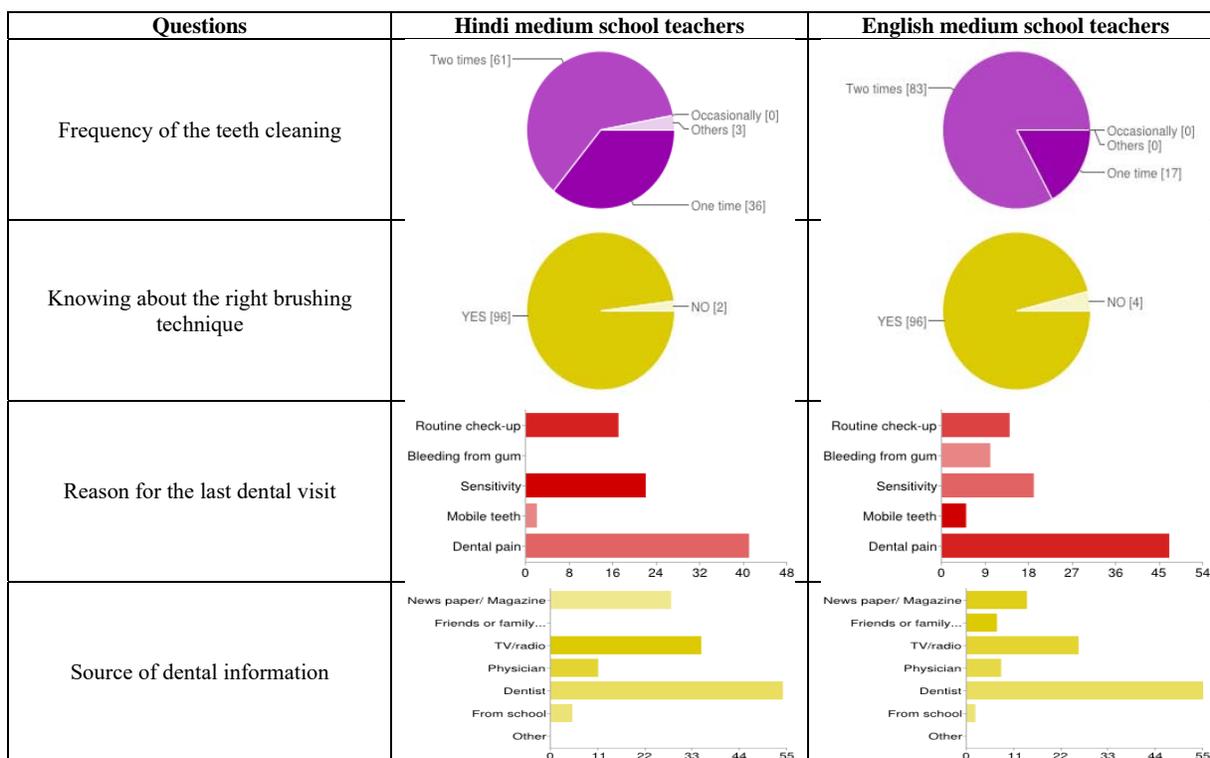
The above mentioned questionnaires were distributed to the interested teachers and purpose of the study was explained. Prior permission from the school heads was taken and ethical approval for conducting the study was availed from the ethical committee for research of Modern Dental College and Research Centre Indore.

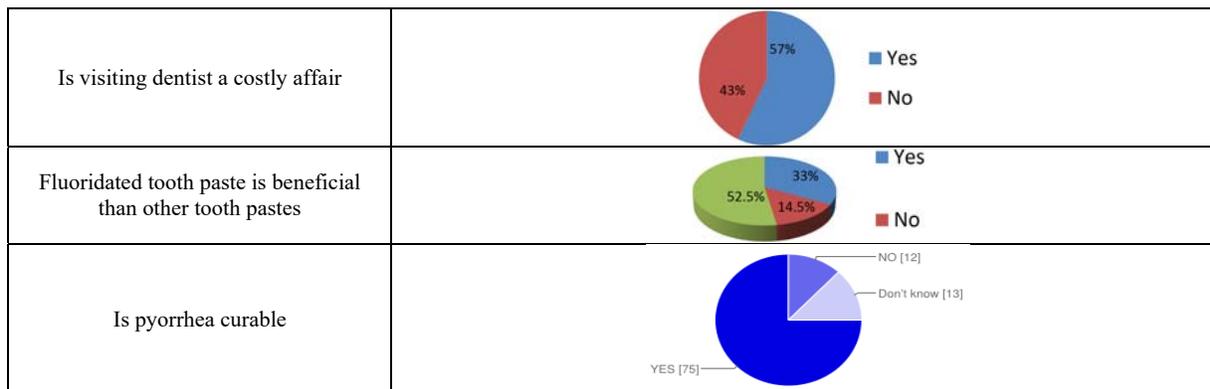
4. Results

It was observed that the group A (Hindi medium school teachers) on providing the questionnaire in English language initially, 37% answers were incorrect; also they were unable to understand some questions, due to lack of language command.

It was observed there was more understanding while providing the questionnaire in Hindi language in second stage to same group.

It was also observed that the group B had same understanding level, while providing them questionnaire in Hindi as well as in English, due to well understanding and command on both the languages.





5. Discussion

Oral health is the mirror to general well-being of an individual. Oral hygiene maintenance forms a small yet considerably significant part in everyday life. Effective oral hygiene is actually the only efficient method to prevent caries and periodontal diseases. Thus the knowledge about basic oral hygiene measures is a must for every professional population other than dentists [4].

The study area was limited to Indore city of Madhya Pradesh and hence the results of the present study may not represent the whole school teacher’s population of the nation. Overall, English medium school teachers possessed better oral health knowledge, attitudes and behavior than Hindi medium school teachers, for the brushing habit, mode of cleaning the teeth and frequency of brushing, many more English medium school teachers were reported positive responses about it.

Usually the teachers had received the information about oral health care through variety of formal and non-formal sources [4]. Most of the dental information sources and knowledge about oral health care and its importance in connection with overall health are available in English language and there is less scope for availability of such kind of knowledge and literature in Hindi. Although Hindi is the national language of India most of the population cannot take advantage of information and knowledge about the oral health care and its importance. This might be the plausible reason observed difference in the present study.

In our present study the observation and conclusion were as follows

Regarding the regularity of dental visit, 47% teachers visited to the dentist when they had pain.

22.5% teachers visited to dentist for the sensitivity and bleeding gums. Following pattern of teachers visiting to the dentist was due to: Pain> Hypersensitivity> Bleeding gums

It was observed 100% teachers visited to dentist when they had pain. 55.5% teachers reported their source of information was dentist. The opinion of 57% Hindi medium school teachers that visiting a dentist was a costly affair. 97% teachers reported that they knew about the right brushing technique but on evaluation and demonstration regarding the right brushing technique, none of them were able to follow the technique.

Fluoridated tooth pastes were reported beneficial by 33% out of all Hindi and English medium school teachers, and 14.2% reported other pastes to be beneficial, also 52.5% teachers reported that they don’t know anything about the importance of fluoridated tooth pastes.

To achieve these objectives for the social cause we must help to do the oral health promotions in regional or local

language by taking help of various information’s from other languages of national and international level so that most of the educationalist can be trained for the oral health care benefits and motivated.

Though, majority of school teachers reported acceptable knowledge, attitudes and behavior, but the English medium school teachers tended to possess more positive attitudes and behavior than their counterparts (i.e. Hindi medium school teachers). Hence, systematic training programmes for some teachers would be needed and practical support from dentists should also be given, including the provision of educational material.

6. Conclusion

All the teachers should be engaged in the design and planning stages of school health programmes. Teachers should be made aware of their duties as role models, facilitators and partners of parents and community members. They can avail benefits from oral health promotion efforts and the same way oral health promotion can help them to achieve learning and teaching objectives [4] and skill. The schoolteachers need to be motivated to increase the awareness amongst them, that the oral health does play an important role in general health also [6].

The respondents need to be improving their knowledge of dental problems and the reasons for the same. There is a need to improve their oral hygiene practices through education and motivation of other oral hygiene practices [6]. There should be an attempt made by the teachers for oral health education to the children.

A simple oral health education manual can be designed for the teachers to answer the oral health educational needs of the pupils [7].

Further studies with larger samples should be conducted to assess the oral health awareness among this major workforce of the nation. The educationalist is the best motivator, advisor to deliver the oral and overall health policy.

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