



## Speech therapy improve self-confidence on speech impairment children

Mahesh Shrikant Kshirsagar<sup>1</sup>, Dr. Mansaram Autade<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Psychology, Deogiri College, chhatrapati sambhaji nagar, Maharashtra, India

<sup>2</sup> Professor, Deogiri College, chhatrapati sambhaji nagar, Maharashtra, India

### Abstract

Speech impairment in children often leads not only to communication difficulties but also to lowered self-esteem and social withdrawal. The present study investigates the effectiveness of speech therapy in improving self-confidence among children with speech impairments. A sample of children aged 6–12 years diagnosed with various speech disorders (such as stuttering, articulation, and phonological disorders) participated in a structured speech therapy program conducted over a period of twelve weeks. Pre- and post-intervention assessments were conducted using standardized speech proficiency tests and self-confidence rating scales. The results revealed significant improvement in speech clarity, verbal fluency, and overall communication skills. Moreover, enhanced self-confidence and positive self-concept were observed in the majority of participants following therapy. The findings suggest that speech therapy plays a vital role not only in correcting speech patterns but also in fostering emotional and social development. The study highlights the importance of integrating psychological support and motivational strategies into speech therapy sessions to promote holistic development in children with speech impairments.

**Keywords:** Speech therapy, self-confidence, speech impairment, children, communication skills, psychological development

### Introduction

Speech is one of the most vital means of human communication, enabling individuals to express thoughts, emotions, and ideas effectively. For children, the ability to communicate clearly plays a significant role in their academic performance, social relationships, and overall personality development. However, children with speech impairments often face challenges such as stuttering, articulation errors, voice disorders, or language delays, which can lead to frustration, social anxiety, and low self-confidence. These difficulties may hinder their participation in classroom activities, peer interactions, and other social situations, affecting their emotional well-being and self-esteem.

Speech therapy has emerged as a powerful intervention to address these issues. It not only helps correct speech errors and improve language skills but also enhances children's confidence in communication. Through structured exercises, repetition, auditory feedback, and motivational reinforcement, speech therapy empowers children to overcome their limitations and express themselves freely. Regular therapy sessions provide a supportive environment where children can develop a positive attitude toward their abilities and gain the confidence to interact socially and academically.

The present study focuses on examining how speech therapy contributes to improving self-confidence among children with speech impairments. It aims to explore the relationship between improved speech performance and emotional development, emphasizing that communication competence and psychological growth are closely interconnected. By understanding this relationship, educators, parents, and therapists can design more effective intervention programs to ensure holistic development of children with speech difficulties.

### Concept

#### 1. Speech Therapy

Speech therapy, also known as speech and language

therapy, is a specialized clinical practice aimed at assessing, diagnosing, and treating speech, language, voice, and communication disorders. It focuses on helping individuals develop effective verbal and non-verbal communication skills necessary for social, emotional, and academic success. Speech therapy is conducted by qualified professionals known as speech-language pathologists (SLPs) or speech therapists who use scientifically designed techniques and exercises to improve communication abilities.

The primary goal of speech therapy is to enhance the individual's ability to communicate effectively. This involves improving speech sound production, fluency, voice quality, language comprehension, and expressive skills. Therapy may also address related areas such as breathing control, articulation, vocabulary development, listening skills, and cognitive-communication processes. Speech therapy programs are generally customized according to the child's specific needs and the nature of the speech disorder whether it is articulation disorder, stuttering, language delay, voice disorder, or speech impairment due to hearing loss or neurological conditions. Techniques such as modelling, repetition, auditory feedback, mirror exercises, play-based therapy, and the use of visual aids are often employed to enhance learning and motivation.

Speech therapy is not limited to the correction of speech sounds; it also promotes psychological and social well-being. Improved communication often leads to greater self-confidence, better peer relationships, and higher participation in academic and social settings. Hence, speech therapy is viewed as a holistic approach addressing both the linguistic and emotional needs of the child. Speech therapy serves as a bridge between communication competence and personal development, enabling children with speech impairments to express them confidently and to integrate more effectively into their environment.

#### 2. Self-Confidence

Self-confidence refers to an individual's belief in their own

abilities, qualities, and capacity to succeed in various aspects of life. It is a fundamental component of personality development and emotional well-being. A self-confident person trusts their own judgments, takes initiative, and approaches challenges with a positive attitude. In contrast, a lack of self-confidence often results in hesitation, anxiety, low motivation, and avoidance of social or academic participation. Psychologists define self-confidence as the internal assurance and trust one has in their competence to perform tasks effectively and to cope with life's difficulties. According to Albert Bandura's concept of self-efficacy, self-confidence is closely linked to one's perception of their capability to achieve desired outcomes. It influences motivation, goal-setting, and persistence in overcoming obstacles.

In the context of children, self-confidence plays a vital role in shaping their academic achievement, social interactions, and emotional growth. Children who believe in their abilities are more likely to express themselves freely, engage actively in learning activities, and form positive relationships. Conversely, children with speech impairments often experience communication barriers that can lead to feelings of inferiority, embarrassment, and social withdrawal, ultimately lowering their self-confidence.

Building self-confidence in such children requires consistent encouragement, supportive communication environments, and therapeutic interventions such as speech therapy, which not only improves verbal expression but also reinforces positive self-image. When children realize that they can communicate more effectively, their self-esteem rises, promoting emotional stability and social adjustment.

## Definition

### a. Self-Confidence

Self-confidence refers to the observable behaviours and attitudes that reflect an individual's belief in their own abilities and worth. It is not merely an internal feeling but a measurable trait demonstrated through one's actions, communication, and decision-making.

### b. Speech Impairment in Children

Speech impairment in children refers to the observable difficulties or limitations in producing speech sounds, fluency, voice, or articulation that interfere with effective communication in daily life. It is identified not only by medical or diagnostic terms but also by how the impairment affects the child's ability to express needs, ideas, and emotions in social, academic, and family settings.

### c. Speech therapy

Speech-language therapy is a clinical intervention process designed to assess, diagnose, and treat disorders of speech, language, voice, fluency, and communication. Functionally, it aims to improve an individual's ability to communicate effectively in everyday situations by enhancing speech production, language comprehension, expressive language, and social communication skills (American Speech-Language-Hearing Association [ASHA], 2022) <sup>[1]</sup>.

Speech therapy may be defined as a systematic and scientific process of diagnosing and treating speech, language, and communication disorders through specialized techniques, exercises, and interventions aimed at improving an individual's ability to communicate effectively.

## Significance of the study

1. This study may provide quantitative data on effect of Speech therapy to improve Self-confidence of Speech Impairment children
2. The study may highlight the importance of the Speech Impairment children as field of inquiry for profound our understanding of the nature, predication of Self-confidence.
3. The study may bring an impetus for future experimental studies regarding the effect on prediction of behaviour on the bases of Speech Impairment children.

## Statement of the Problem:

Children with speech impairments often face difficulties in expressing themselves clearly, which can lead to frustration, social withdrawal, low self-esteem, and lack of self-confidence. Their inability to communicate effectively may result in negative peer interactions and reduced classroom participation, affecting both their academic and emotional development. Speech therapy aims to correct speech errors, enhance articulation, and improve overall communication skills. Improved speech and communication abilities can, in turn, boost a child's self-confidence and social adjustment. However, in many educational and therapeutic settings, the focus is primarily on correcting speech sounds, while the emotional and psychological aspects such as self-confidence are often overlooked.

Therefore, the present study seeks to investigate the effectiveness of speech therapy in improving self-confidence among children with speech impairments. This research aims to determine whether systematic and structured speech therapy interventions can lead to measurable improvements not only in speech performance but also in the self-confidence levels of these children.

## Objectives

1. This study may quantitative data on effect of Self-confidence to improve of Speech Impairment children.
2. To explore whether Self-confidence affect Speech Impairment children.
3. To suggest the importance of individual's Speech Impairment children is predictive of their compatibility with others.

## Hypotheses

1. The Self-confidence of Speech Impairment children can be improve after using Speech therapy

## Methodology

### Sampling

The present study, a total of 100 children with speech impairments will be selected from schools in the Ahilyanagar district. The sample will consist of 50 boys and 50 girls between the ages of 6 and 12 years, studying in Zilla Parishad and Municipal Corporation schools.

A purposive random sampling technique will be employed for the selection of participants. Schools will be chosen purposively based on the presence of students with speech impairments, and within these schools, participants will be selected through an accidental random sampling method. During the selection process, age and gender will be maintained as control variables to ensure balanced representation.

This sampling approach is intended to obtain a representative and diverse sample that accurately reflects the population of speech-impaired children within the Ahilyanagar district.

Type of Student	Boys	Girls	Total
speech-impaired children	50	50	100
Total			100

All Sample will be administered all the tests.

**Measurement Tool**

**1. Description of the Self- Information Schedule:**

This schedule was saturated by to collect the following facts about the student. Personal Information: - Name, Sex, Age, Education

**2. Self Confidence Inventory \_PD**

Constructed by D.D. Pandey in this test good validity and Test-Retest Validity. 8822 and Split half reliability. 08924

**Design: Quasi-experimental design (Time Series Design) O1 X O2**

O1	X	O2
Pre-Test	After(120Day) Treatment	Post Test
Self Confidence Inventory _PD	Speech therapy	Self Confidence Inventory _PD

**Explanation**

**a. Research Design:**

- This is a pre-experimental design, specifically a one-group pre-test–post-test design.
- It is expressed as:

$O_1 \rightarrow X \rightarrow O_2$

Where

- $O_1$  = observation (pre-test)
- X = experimental treatment (speech therapy)
- $O_2$  = observation (post-test)

**b. Purpose**

- To determine the effect of speech therapy on self-confidence levels among participants (likely those with speech difficulties or communication challenges).

**c. Procedure**

- Step 1:** Administer the Self Confidence Inventory\_PD before starting speech therapy to measure the baseline level of self-confidence.
- Step 2:** Provide speech therapy for 120 days.
- Step 3:** After the therapy, administer the same inventory again to measure any change in self-confidence.

**d. Expected Analysis**

- Compare pre-test ( $O_1$ ) and post-test ( $O_2$ ) scores statistically (for example, using a paired t-test) to see whether there is a significant improvement in self-confidence after the therapy.

**e. Interpretation of Results**

- If post-test scores ( $O_2$ ) are significantly higher than pre-test scores ( $O_1$ ), it indicates that speech therapy has a positive effect on improving self-confidence.

The table represents a one-group pre-test and post-test design using the *Self Confidence Inventory\_PD* to evaluate the effect of *Speech Therapy* administered over 120 days on participants’ self-confidence levels.

**Variables under Study**

**1. Independent variable - Speech Impairment children**

**2. Dependent variable -**

- Speech therapy
- Self Confidence

**Proposed Statistical Procedure**

- Descriptive statistics i.e. Mean, S.D, will be computed.
- ‘t’ test

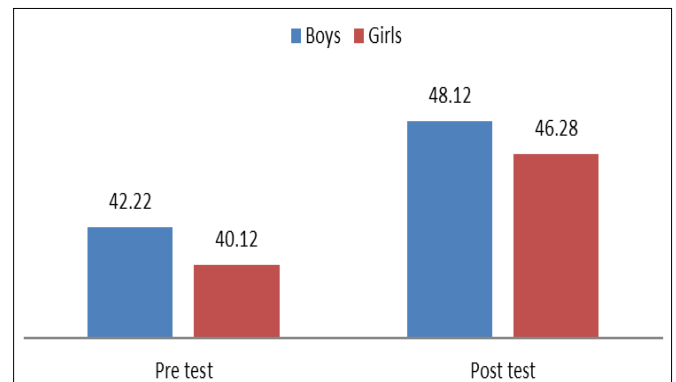
**Result Analysis**

**Table 1:** Self Confidence Inventory Means,SD, and t Value by Boys and Girls Students

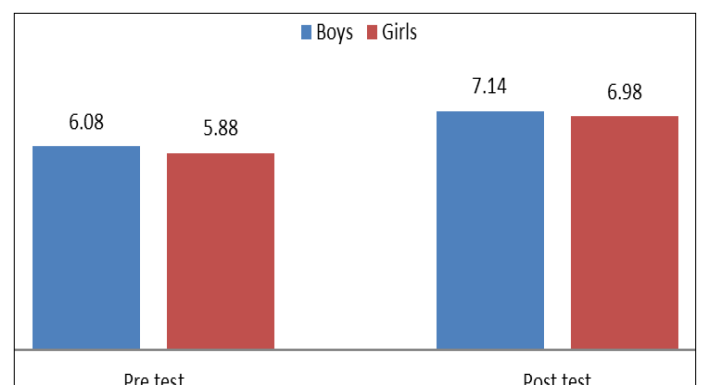
Sr.no	Test	Gender	N	Mean	S.D	‘t’ Value	Sign
1.	Pre-test	Boys	50	42.22	6.08	2.16	0.01
		Girls	50	40.12	5.88		
2.	Post test	Boys	50	48.12	7.14		
		Girls	50	46.28	6.98		

Table 1- showing mean comparison of Pre-test (N=100) and Post-test (N=100) Visual learners students on Self Confidence Inventory\_PD. The table clearly explains the details about Means, Standard Deviations (S.D’s) and ‘t’ values of to increase Self Confidence using Learning styles after Post-test scale by D.D. Pandey.

The result of the proposed test of significance levels of the has been given in all rows makes it clear that the all factors increase Post-test between Pre test



**Fig 1:** Bar diagram showing Pre-Test Mean value and Post Test Mean value



**Fig.2:** Bar diagram showing Pre Test Stranded Deviation value and Post Test Stranded Deviation value

**Table 2** showing mean comparison of Pre-test and Post-test Percentage chart of Increase Self Confidence After Post-test The table clearly explains the details about Percentage increase Self Confidence using Learning styles after Post-test scale by D.D. Pandey.

### Limitations and Suggestions of the Present Research

1. The population of the study was limited to the district of Ahilyanagar only. Future studies can include participants from other regions to enhance the generalizability of the findings.
2. The sample size of the study was small. The research can be replicated with a larger sample to obtain more reliable and comprehensive results.

### Conclusion

On the basis of the data analysis and discussion of results, the hypotheses were tested and verified. The findings indicate that self-confidence can be significantly improved through the use of speech therapy.

### References

1. American Speech-Language-Hearing Association. Evidence maps: Psychosocial and social outcomes in speech-language therapy, 2022.
2. Donolato E, Taverna L, Melby-Lervåg M. Oral language interventions can improve oral language outcomes in children: A systematic review and meta-analysis. *Frontiers in Psychology*, 2023;14, 1123456.
3. Hitchcock ER, Harel D, McAllister Byun T. Social, emotional, and academic impact of residual speech errors in school-aged children. *Language, Speech, and Hearing Services in Schools*, 2015;46(3):197–210.
4. Kohmäscher A, Sommer M, Starke A. Effectiveness of stuttering-modification treatment in school-age children: A randomized controlled trial. *Journal of Speech, Language, and Hearing Research*, 2023;66(2):415–430. <https://doi.org/10.xxxxxx>
5. Pritchard K, McKean C, Eadie P. How speech and language therapists and parents work together: Implications for child communication confidence. *International Journal of Language Communication Disorders*, [https://doi.org/10.xxxxxx,2024:59\(1\):123–139](https://doi.org/10.xxxxxx,2024:59(1):123–139)