

Ending Literacy Poverty: The Role of Early Childhood Educators and Caregivers in Developing Oral Language

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ABSTRACT

Oral literacy development is the basis for other language skills, lifelong learning, and acquisition of indigenous knowledge. The oral literacy skills of language lay a solid foundation for other skills. This paper aims at exploring the teacher role of oral literacy facilitation in the early grades. The paper is a qualitative type. Thematic explanatory and descriptive approach were used. Population for the study was all primary schools in a deprived district of Volta Region in Ghana. Fifty early grade classrooms were purposively selected in four circuits in the district for data collection. Observation, interview, and focus group discussion were the data collection instruments. It was found that teacher talk time in lesson delivery is high as compared to learner talk time. Low usage of Teaching and Learning Resources (TLRs) in lessons was evident. Inadequate professional capacity of the use of TLRs is a factor that requires attention. It was found that many strategies are available for oral literacy development in the classroom. The paper concludes that, teachers do not purposefully teach oral literacy at the early grade levels. Consequently, learners acquire less vocabulary and comprehension skills. Learners struggle along the levels of education to acquire lexical competency in many fields. The paper suggests a review of the content of the Colleges of Education curriculum to include courses in oral literacy development. It also recommends a purposeful use of the Professional Learning Community of the Standard Based Curriculum to continuously equip teachers with knowledge and skills of classroom practices to develop oral literacy skills. The supervision unit of Ghana Education Service should be resourced to monitor and coach teachers to facilitate oral literacy in early grade classrooms. Parents and caregivers are encouraged to involve children in oral interactive activities at home.

Keywords: Early grade, Interactive strategies, Oral literacy, TLRs.

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I. BACKGROUND

As an implementation strategy of the Four Year Bachelor of Education (B.Ed) program in Colleges of Education (CoE) in Ghana since 2018, pre-service teachers are expected to go on one-semester teaching practice (internship). This is to align the B.Ed programs in Colleges of Education to what pertains in the traditional universities in terms of structure and practice. The first cohort of the B.Ed pre-service teachers from the Colleges of Education went on an internship in the first semester of the 2021/2022 academic year. The students have been attached to mentors in the various colleges' partner schools where they go for teaching practice. The class a student-teacher is assigned depends basically on the program he/she offers in college. These programs include Early Childhood Education, Primary Education, and Junior High School Education.

On our monitoring visits to partner schools to provide supervision, coaching, and mentoring services, it was observed that the teaching strategies the pre-service teachers (student teachers) were using at the early grade levels were not supporting oral language development. The justification was that the mentors ensured that they [the student teachers] use the strategies being used by them [the mentors]. That what is learned in college is different from what is practiced in service. The use of Teaching and Learning Resources in the classrooms to trigger collaborative communication in the classroom was also not encouraging. The current societal dispensation where parents have to leave the development and care of the child in the hands of pre-school instructors and early grade teachers, calls for the need for teachers to upgrade their professional knowledge and skills in oral language development practices to face the task in the early grade classrooms. These observations necessitated this research to investigate teacher qualification, experience, and how

teachers are developing oral language skills in early graders. The researchers also aim to highlight the importance of developing oral language in learners of all categories at the early grade level. The value of Teaching and Learning Resources in oral language development practices will also be highlighted. It is our hope that this study will inform stakeholders' decisions and actions at the INSERT, supervision, monitoring and coaching units of the various agencies in education.

II. INTRODUCTION

As Yekple *et al.* (2022) [in print] asserted, World Bank (2018) raised a red flag that the projection of the Sustainable Development Goal Four Target Six Indicator One (SDG4.6.1) for all nations to attain an appreciable percentage of functional literacy (UNESCO, 2021) may not be achieved. This is because many teachers in various sub-Saharan African countries are not providing the types, sequences, and amounts of instructions early grade learners need to acquire early literacy skills. In the bank's project called Ending Learning Poverty, the 2019 report suggests a low level of literacy proficiency among primary school learners. It then anticipates that about 43% of children up to age ten (10) will suffer learning-poverty by 2030 implicating a slow action of resolving the deficiency in literacy skills by stakeholder authorities and institutions. The report suggested that for children to improve their literacy proficiency, they must be introduced to academic life first in the language they speak. These projections call for proactive action on changing the trend of developing literacy skills in early grade classrooms. To this effect, the education sector needs to take appropriate measures to reposition its human resource (the Early Grade Teacher) for functional action. Research of this kind is necessary to inform stakeholder action.

NaCCA (2019) observes language as the authentic medium through which the culture of a people is preserved and transmitted. Law (2015) and Prabavathi and Nagasubramani (2018) appreciate the role of early oral language development as having lifelong implications for the child's social and educational development. They further explained that there is evidence that a strong language competence of a learner is a demonstration of their learning readiness. As Brown, (1994) and (Fitria & Salwa, 2018) lament that early learners generally have difficulty in acquiring oral communicative skills especially when not a speaker of the second language, Yekple and Sibdow (2021) seconded their argument and suggested that the language policy of Ghana which makes the Ghanaian Languages a medium of instruction at the early grade levels of the learner should be made into legislation for its operationalization in the classrooms. They argue that when the home language of a child is used as the medium of instruction during the early life in school, it supports oral literacy development. To ensure that the role of caregivers is appreciated in oral literacy development Durand (2016) suggests that the right way children develop their language is when they partake actively in healthy talk. She suggests that the quality and the amount of words spoken to children in their first three years impact heavily on their language development skills. This suggestion rejuvenates Waldman (2016) who explains that students learn better when they feel engaged, safe, connected and supported in their classes or schools. Arthur, & Arthur, (2021) observed that it is a common practice to find teachers that are non-language teachers teaching languages in the classrooms.

Arthur and Arthur (2021) observe that it is unfortunately a common practice to find teachers that have less language teaching experience teaching the languages in many classrooms. Such teachers try so hard to deliver, but their deficiencies always betray them though few of them perform creditably well. It is concluded in the same literature that an appreciable number of teachers in Akwapem North district in Ghana have a fair knowledge of classroom activities that facilitate oral literacy acquisition but ironically do not practice them. This is a situation that requires an investigation for stakeholder awareness and action. A low scale of monitoring, supervision and feedback was also established in the literature.

To respond to the issues above, Beteille and Evans (2018) suggest that a functional and purposeful pre-service education program is one crucial step nations must take towards equipping teachers with content, pedagogical and managerial knowledge, and skills to become effective in their delivery of oral language skills. This suggestion is timely as it was the very time Ghana was upgrading from the Diploma in Basic Education (DBE) awarding the status of Colleges of Education to the Bachelor of Education (B.Ed) in Basic Education status. It was also the season Ghana was seriously preparing to drop the Objective Based Curriculum to roll out the Standard Based Curriculum in 2019.

A needed condition for effective oral literacy development is a school environment that is conducive to talk. Kiatkheeree (2018) sees an oral literacy classroom with three domains. The first domain is the physical environment comprising the classroom structure, the classroom space and teaching and learning resources. The second domain is the academic and professional environment which covers the learning strategy the teacher employs in delivering the oral literacy lessons. The third domain is the psychological environment comprising teacher attitudes and values in respect to the choice of language in teaching.

To ensure oral language development in children, several studies acknowledge the use of creative pedagogies such as play, story sharing, debate, and role playing in the ECE classrooms. These approaches

trigger productive talk engagement. Through these media, age and level appropriate registers in the indigenous language and second language are being explored (NaCCA, 2019; T-TEL, 2016; Yekple *et al.*, 2021; Vasileva-Stojanovska *et al.*, 2014). It is our understanding that if these practices are employed in the early grade classrooms effective oral literacy development will take place. Adjei *et al.* (2015) argue that many teachers are not adequately trained to use teaching-learning resources in their pre-service training and therefore find it difficult to use them when they become in-service teachers. They also raised a challenge that due to its time consumption; many teachers fail to use TLRs in lesson delivery. Another challenge is the lack of funds to procure items that are not locally available in the school environment for classroom purposes.

The projections and lamentations above informed this study to contribute to the discussion. Following the motivation for the study, the paper is seeking to achieve the following research objectives:

1. Identify the category of teachers teaching the Early Grade classrooms.
2. Identify how oral language development in the early grade classrooms is being practiced.
3. Discuss some creative strategies teachers can use to develop oral language for the early grade learners.

A. Theoretical Proposition

The paper hinges on Vygotsky's Social Constructivist Theory, that when children interact with peers and adults, learning occurs (Vygotsky, 1978). The theory operates with social interaction among peers as an appropriate classroom strategy. In application, oral language in social interaction suggested that without oral language, no social interaction is likely to exist. This implies that the more children interact and talk about themes, pictures, movies, self, family and events, they acquire a wide range of vocabulary (Law *et al.*, 2017). In this theory, play, debates, story sharing, drama, songs, and other oral interactive activities are some of the strategies the teachers can use to foster oral language development (Yekple *et al.*, 2022). The theory of learning by doing propounded by Dewey (1938) stipulates that the child interacts with the environment to adapt and learn. He further updated the theory by explaining that knowledge and productive understanding are achieved through the manipulation of appropriate interactive Teaching and Learning Resources (Dewey, 1966). Accordingly, classrooms are expected to be representatives of real-life situations. The classroom should have the opportunity to allow and support children to participate in learning activities interchangeably and flexibly in a variety of social settings (Yekple *et al.*, 2021). This means that sustainable knowledge and skill acquisition occurs through an interactive and hands-on activity (Yavuz & Güzel, 2020) and is accompanied by grade and age appropriate language. The classroom implication of this is that teaching and learning activities to develop oral language could be influenced by the TLRs provided to support it. This learning outcome could also be directly affected by the ways in which these resources are used (Oppong Frimpong, 2021). Hence, the theoretical implication of this paper upholds that when early grade learners interact with education agents like parents, teachers, peers, caregivers, and school administrators and the required quantities of TLRs, effective oral language development takes place.

III. METHODOLOGY

The study employed a qualitative research method with an explanatory research design. Observation and interview were used as data collection instruments. Focus group discussion was used to collect data from the student teachers. Forty Early Grade classrooms were purposively selected in four circuits in the district for observation in one academic term. Fifty teachers were interviewed after their lessons have been observed.

TABLE I: SAMPLE POPULATION

Professional Teachers	26
National Service Teachers	08
Nation Builders Corp (NABCO) teachers	08
Pre-service teachers (Focus Group Discussion)	08
Total	50

These teachers were trained on Play Based Learning approach of teaching in the early grade classrooms. An Emerging Literacy Checklist developed by the Early Years Branch of Ministry of Education, Canada, (Early Years Branch, 2014) was adapted for the data collection. The tool has indicators for oral language strategies, availability of communication rich teaching and learning resources and involvement of learners in talk activities. Each indicator has a score range of 1-5 depending on evidence observed in the classroom. The data were analyzed using descriptive statistics (count) and thematic analysis.

IV. RESULTS AND FINDINGS

A. Teacher Category and Qualification

The research objective one seeks to ascertain the category and qualification of teachers teaching at the early grade levels in the district. This is how the data has been distributed to the teachers.

TABLE II: TEACHER CATEGORY AND QUALIFICATION

Category of Teachers	Total	Qualification	
		B. Ed	DBE
Trained teachers -ECE	18	08	10
Trained teachers -NON ECE	12	05	07
National Service ECE	03	03	00
National Service non ECE	05	02	03
NABCO Teachers (ECE)	02	02	00
NABCO Teachers (non ECE)	02	02	00
Student teachers (ECE)	04	Candidate	N/A
Student teachers (non ECE)	04	Candidate	N/A
Number of ECE teachers	27		
Number of Non ECE teachers	23		
Number of teachers trained from Colleges of Education		36	
Number of teachers trained from Colleges of Education		14	

The data reports that Eighteen (18) of the in-service professional teachers interviewed are ECE teachers. They are trained with the skills and knowledge of nurturing the early grade learners. Twelve (12) of them are not ECE teachers but are also trained for primary school. Fourteen (14) of the teachers are trained from universities while Thirty Six (36) of them are trained as professionals directly from the Colleges of Education. Only 8 of the participants we interacted with are pre-service teachers being trained directly from the Colleges of Education.

The implication of the findings regarding teacher training and the qualification would have suggested a better performance in oral literacy activities in the classrooms. The results, however, do not favour this assumption. The difference between just six ECE teachers and non ECE teachers suggests not enough ECE teachers are being trained from the training institutions. The study of B.Ed ECE started quite long ago in (2005) at the University of Education, Winneba and was followed by University of Cape Coast as a response to the recommendations of Anamoah Mensah Committee Report (M.E.Y.S., 2004). This was followed by its introduction into the DBE program in about Seven (7) out of the then Thirty eight (38) Colleges of Education in Ghana. Currently, a few more colleges have enrolled in the ECE program. It must be mentioned that, in some of these colleges, the admission of ECE candidates is still very low. Arguably, however, it is suggested that due to its benefits to the contemporary society, the enrolment in Early Grade Learners is increasing in primary schools (MWCA, 2004).

B. Oral Literacy Development Practices

The research objective two of the study wanted to find out what creative strategies teachers are using to facilitate oral language in early grade classrooms. It is generally established from the observation, teacher interview, and the FGD that, many of the teachers do not plan lessons purposefully to teach oral language skills. Learners are not actively involved to participate in talk activities. Conscious oral literacy development activities are generally being ignored.

Learners in the lower primary especially in my class are being taught almost the same way we were taught in college. The teachers use the lecture method and question and answer method (FGD:BB).

This finding is in sharp contradiction with what NaCCA, (2019), Alarn and Uddin (2013) and T-TEL (2016) proposed, that oral language development is a process involving a speaker and a listener expressing and sharing ideas and experiences on a theme. The finding however confirms Arthur and Arthur (2021) in the Akwapem North district in Ghana where teachers demonstrated an appreciable knowledge of classroom strategies for teaching oral literacy but do not consciously use such strategies to facilitate the skill.

The study also wanted to find out what prevented teachers to use socially interactive strategies in teaching in the early grade classrooms. Twenty four in-service teachers responded that the use of such strategies as play, story sharing, community circle time, etc. are actually time consuming and would not allow the teacher to cover the scheme of learning for the term. The kind of systemic pressure the Education Service exerts on teachers through the school time table would not allow the teacher to use methodology that reduces curriculum output achievement. Six in-service teachers responded they just do not feel like using such social interactive strategies unless there is a kind of supervision from the SISO or by any external monitor. This is similar to the evidence World Bank (2018) upholds that teachers in various sub-Saharan African

countries are not providing the type, sequence, and amount of instruction early grade learners need to acquire literacy skills. The nine NABCO and National Service teachers responded that they do not have enough knowledge of these socially interactive strategies to teach oral language at the lower primary level. That they have also not been trained by the Ghana Education Service Office or the Head teachers of their schools before a class was allocated to them.

The student-teachers argue that they are using the little knowledge and skills they have experienced in a one-semester course (Methodology of teaching) in the various elective areas in college and the coaching they received through Micro Teaching (the only practical semester course) in college to teach in the practice classrooms.

For our mentors, they use the lecture method and questions and answer approach to teach. Due to this, the learners are always happy and active when we the mentees are teaching because we use learner centred pedagogies mostly. The only challenge is that we don't generally cover much curriculum content. (FGD:JJ)

The resultant effect of the findings above envisages an inadequacy in the development of oral language for learners at the early grade levels of education in the schools. This implies that these learners would have to carry their language deficiency throughout life or struggle to learn it along with their grades. This situation may be the reason the World Bank's Ending Learning Poverty Report in 2019 is suggesting that about 43% of children up to age ten in sub-Saharan African countries will be experiencing literacy deficiency by 2030.

V. TEACHING AND LEARNING RESOURCES AND ORAL LANGUAGE DEVELOPMENT

The study aimed to ascertain how interactive TLRs are being used to foster oral literacy in early grade classrooms. In all the classrooms observed, TLRs that could enhance the facilitation of oral literacy were available though not in enough quantities. Hence, for the availability of TLRs almost all classrooms scored high points. These resources include not only drawings on manila cards but also synthetic plants, traditional artifacts, obsolete farm implements, etc. Other TLRs could be visibly seen hanged, posted or drawn on the walls of the classroom. This finding disputes Okongo *et al.*, (2015), ILO (2012) and UNESCO (2010) who alleged that in early grade classrooms in Sub-Saharan African countries, TLRs are in short supply. It however confirms Oppong Frimpong (2019, 2021) who observed the availability of TLRs even in Senior High Schools in the Agona District in the Central region of Ghana. However, it was found rather unfortunate that the use of these TLRs in lesson delivery to facilitate oral literacy development was low. It was observed that only the teachers interact with the TLRs but the learners never accessed them for interaction. This practice confirms a similar situation Oppong Frimpong (2019, 2021) observed saying that teachers do not allow learners to interact with TLRs in the ECE classrooms. The practice seems to be a cross-cutting issue that requires a national stakeholder consideration for attention and action.

VI. DISCUSSION OF THE FINDINGS

The evidence from the findings raises some issues/concerns for education stakeholder dialogue. One of such issues is the kind of training teachers receive from the various teacher training institutions. In Ghana, there are mainly colleges of education that are mandated with the responsibility of training teachers with the relevant qualifications mainly for the basic schools. Up to 2017, the highest qualification obtainable from the Colleges of education was Diploma in Basic Education (DBE). However, the University of Cape Coast and the University of Education, Winneba have been responsible for training teachers up to Doctorate Degree. Currently, The University of Ghana, Kwame Nkrumah University of Science and Technology and the University of Development Studies are all running Pre-tertiary Education programs. These universities train teachers for the pre-tertiary institutions. It is expected that this training has equipped the teachers academically and professionally for the job. The issue of qualified teachers not being able to develop oral literacy (the mother of all forms of literacy) in early graders requires a deeper investigation and action to address the deficiency.

The next concern is the issue of teacher deployment. Development of oral literacy best starts with the first language. This is supporting the practicality of the threshold theory that for a second language learner to learn the target language smoothly she must attain an appreciable level of operational proficiency in the first language (Cummins, 1981). The mastery level in the first language bootstraps the learning of the second language. There are many instances where the ECE teacher is posted to a locality where s/he cannot speak the school community language. The strategy of bilingualism is mostly applied in this situation but has not been effective. Posting ECE teachers to the early grade levels directly should be responsible for

resolving some of the challenges of oral literacy development. Similarly, the posting of National Service Personnel should be done in a manner to reflect and merit the service they render to the nation.

Moreover, the in-service continuous professional development is a critical area that builds knowledge and skill acquisition and practice for teachers. Explanations from the teacher interview suggest that some teachers never attended any professional development session voluntarily after graduating from the training institution. Generally, no induction workshops are organized for Beginning teachers and National Service Teachers prior to their assumption of duty. In a few cases where it happens, it is not effectively organized and facilitated.

It is also observed that there is a sign of a relaxed nerve in monitoring and coaching teachers on the job, also noted by (Arthur & Arthur, 2021). Regular monitoring visitations to the schools by officers from National Inspections Authority (NIA) and their district operatives to observe and coach the teachers should beef up knowledge and practice attitude.

The ECE teacher requires a holistic build up from the training institution to be professionally positioned to face the demands of the globe in nurturing the early grade, Ghanaian child. This is in consonance with what Beteille & Evans (2018) suggested that a functional pre-service education program is one crucial step nations must take towards equipping teachers with content, pedagogical and managerial knowledge and skills to become effective in their delivery of oral language skills.

The next issue for consideration is the factor of teaching strategies. The literature identifies interactive strategies teachers can use to facilitate oral literacy. Such strategies include play, story sharing, role playing, debate, and discussion (Yekple *et al.*, 2021; Konza, 2016; T-TEL, 2015; Amlor, 2016; Fernald *et al.*, 2013; Arthur & Arthur, 2021). Play for instance is universal; to explain that, in all settings and cultures people engage in play. The universality of play makes it available to all learning situations in early grade classrooms. It is gender-responsive. It respects inclusivity and is disability responsive (Yekple *et al.*, 2021). In the play, every learner has a role to play and the various roles require talking (conversation). It has no developmentally appropriate constraints. Learning through play encourages and supports early grade learners to develop oral literacy skills at a faster pace. Play supports the learners to recognize and think critically about the world around them. Attempting to interact with the world through the lens of play helps them to develop the language around the elements of the environment. In the play, learners interact freely with peers and use peer-appropriate language in relation to the targeted field of play. Learners interact with play materials and talk about them and their use. In effect, they develop age-appropriate vocabulary in the various lexical fields. In structured plays, the teacher guides learners towards the content and context of communication hence enhancing the learning of sophisticated language. For more sample play activities, see Amlor (2016), Yekple *et al.* (2021), Vasileva-Stojanovska *et al.* (2015). Through play, children express their joy, displeasure, confusion, conviction, and expectation orally. When play is organized according to the various sub-strands and themes to achieve the curriculum indicators, children develop vocabulary(ies) to cover the subject content of the various learning areas. For play to serve the academic function of oral language development, it must satisfy some five characteristic conditions. The purposeful play must be socially interactive. Thus, it must allow learners to interact with other peers and adults in performance. It must also be meaningful to the participants. The meaningfulness here is the content knowledge they acquire including new vocabulary(ies) and/or expression. Play must also be joyful to the participants. A play that is not joyous would not attract participants' attention. Learners must enjoy the play they engage in. Learners must not get hurt because of the play they engage in. Play must also be actively engaging. The various senses of the learner must be actively engaged during the play. The active engagement must not necessarily mean being directly a character in the play but indirectly as an audience clapping, joining to sing the accompaniment song, nodding and tapping the feet on the ground. The indirect participant may even be emotionally engaged in working on his emotions predicting what will happen next. A play must also be iterative such that learners can perform it again on their own. This supports the lifelong learning component of play.

VII. CONCLUSION

The paper concludes that oral literacy development in early grade learners is not being done effectively in the classrooms. Where the process of developing the skills is being attempted, the practice is faced with difficulty regarding teacher resourcefulness. Teachers have the professional knowledge and skills of classroom practices in developing oral literacy skills in early grade learners but are failing to use them. Teachers use such strategies when there are school inspectors on monitoring. The high number of learning areas at the early grade levels compels the teacher to achieve a specified curriculum content daily. The system requirement for achieving high curriculum output compels the teacher to resort to teaching strategies that work against purposeful oral literacy development. The inspectorate unit of Ghana Education Service has either relaxed or overlooked school monitoring and supervision practices. There is no coaching service

in the schools, circuits and even from the directorate to support teachers to develop professionally on the job. Posting of teachers on the account of vacancy in the schools is affecting oral literacy development. The courses the pre-service teachers read in the colleges of education and universities is also a factor affecting their performance in the classrooms. Teachers alleged that the course content of the teacher training in the CoE and universities is focusing too much on classroom academic work than the practical teaching practices to equip them for the field of the job. Our observation is suggesting a relaxed scale at the supervision unit of the Ghana Education Service offices and directly in the schools. There seem to be no monitoring and coaching practices on oral literacy development for teachers.

VIII. RECOMMENDATIONS

Based on the evidence from the data analysis, we suggest the following recommendations. The content of the B.Ed programs in the CoE and the education universities should be reviewed to include more teaching practice activities. This is an application of the learning by doing theory to adequately equip the pre-service teacher for the job field.

Parents and caregivers are encouraged to engage children in more talk activities at home. They can be engaged in describing items at home. Children should be allowed to share their experiences at church, school and about the environment freely with parents and caregivers. It is also recommended that parents manage time to share a story with children at least once a week before bed time. Children in return will be encouraged to retell the stories.

We recommend that the language and culture unit of Ghana Education should be resourced to take up the job of regularly monitoring teacher practices in developing oral literacy skills in the early grade classrooms. These officers should be resourced with knowledge and skills of coaching teachers in their activities of facilitating oral literacy skills. SISOs, DTSTs should be resourced by their directorates of operation to monitor teachers and coach them to be abreast of current practices of oral literacy development.

It is also recommended that parents, old students, corporate organizations and other stakeholders in education should support schools with Teaching and Learning Resources to be used in developing the oral literacy skills. Head teachers are encouraged to support their teachers to put these resources to good use to facilitate oral literacy.

Head teachers are encouraged to ensure that, when learner plans are being vetted they ensure the inclusion of TLRs in the activities that will trigger productive talk in the early grade classrooms. To do this effectively, the head teachers need to be equipped with knowledge and skills of oral literacy to ensure effective monitoring and supporting the teachers to do well in the classroom.

We suggest that the Ministry of Education/Ghana Education Service should consider posting teachers based on the area of specialization from the training institution and if possible, the language of the school community. Similarly, posting of National Service Non-professionals into the classrooms should be targeted at the upper classes for better effect.

IX. LIMITATION

The sample size of participants involved in this study is small. The findings might not represent a general practice of all teachers at the early grade level in the district. This makes the findings a good grounds for further studies regarding oral literacy development.

CONFLICT OF INTEREST

There has not been any form of conflict of interest whatsoever regarding the research team or the participants in the conduct of this study.

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