

Teachers Perception regarding Abuse of Rural Primary Schools Children in Dakahlia Governorate

Thesis

Submitted in Partial Fulfillment of the Requirements of
the Master Degree in Nursing Science
Community Health Nursing

By

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SUMMARY

Abuse is a maltreatment of children and it is a broad, social constructed term which includes any or all the followings: physical, emotional, sexual abuse and neglect (physical, medical and or educational neglect). The impact of the problem is not given enough attention especially in the developing countries every child has a right to be protected from harm and to feel safe and secure in education environment (*NCCANI, 2004*).

Child abuse and psychosocial developmental problems are taking toll globally. The healthy growth and development of many children is threatened by very rapid often disruptive social, cultural and economic changes. This emerging new morbidity is of a psychosocial nature, is associated with behavior problems and is much more difficult to prevent than diseases known for countries each year, hundred of thousands of children are abused by adults responsible for their care but child maltreatment is often difficult to recognize although in recent years, it has not received enough attention, especially in the developing world (*WHO, 2004*).

Aim of the study:

Assess the teacher's perception regarding abuse of Rural Governmental Primary Schools through the followings:

1. Assessing the teacher's knowledge regarding child abuse (such as definition, types, contributing factors, causes, signs and symptoms, and others).
2. Identifying the teacher's attitude regarding child abuse.
3. Determining the risk factors contributing to child abuse.
4. Assessing the schools environment.

Research questions:

1. Are the teachers having adequate knowledge about child abuse during the school age period?
2. What are the risk factors contributing to child abuse?
3. What are the causes leading to child abuse?
4. Is there is any relationship between the teachers knowledge regarding child abuse and socio-demographic characteristics?
5. Is there is any relationship between the teachers attitudes regarding child abuse and socio-demographic characteristics?

Research setting:

The present study was conducted in six Rural Governmental Mixed Primary Schools at Mansoura City in Dakahlia Governorate.

Sampling:

A purposive random sample was selected, which included all male and female teachers.

The sample were selected from pre-mentioned six schools 150 teachers collected as follows 18 from El- Tahreer I school, 20 from El- Tahreer II, 35 from El- Baramoun school, 20 teacher from Kafar Badaway school, 37 from Badaway school and 20 from El –Mogamaa school.

Ethical consideration:

All ethical consideration were considered for ensuring teachers privacy and confidentiality of the collected data during the study. All the study sample agreed to participate in the study after being informed that each study subject is free to withdrawal at any time throughout the study

Pilot study:

The pilot study implemented on twenty primary school teachers which chosen from pre-mentioned selected settings and didn't include in

the main study sample to test content validity and applicability of the tools. It took about two months period from September till the end of November (2007) and any necessary modification will be done.

Statistical Analysis:

The collected data was analyzed and tabulated using the number and percentage distribution, mean and standard deviation using statistical package for social sciences (***SPSS 11***). Data were presented using proper statistical tests were used to determine whether there were significant differences or not and if there were positive correlation or not.

Tools for Data Collection: Three tools were used to collect the necessary data included:

First Tool: An Interview Questionnaire Form:

It was developed by the researcher based on reviewing the related literatures and considering the experts opinions. It was written in Arabic language to assess ***PSTs***' knowledge and attitude regarding child abuse. It consists of two parts including:

- a. Teacher socio-demographic characteristics
- b. Knowledge regarding abuse.

Second Tool: An Attitude Rating Scale for Assessment of Teacher Attitude toward Child Abuse: it composed of 23 items using rating scale of three level (agree, uncertain, and disagree) adopted from ***Likert Scale (1997)***.

Third Tool: An Observational Checklist: it was adopted from ***UNISCO, (1989)*** and modified by the researcher to assessing the school environment.

The results of the present study could be summarized as follow:

- 45.3% of the **PSTs** age ranged from 40-50 years while, 1.3% of their age was 25 years old.
- 49.3% of **PSTs** teaching experience was 20 years, while 30.7% of them had more than 30 years.
- 60.7% and 55.3% of **PSTs** reported the type of educational neglected cases and type of physical abused cases.
- 68.7% of **PSTs** were exposure to children poor ethical behavior.
- 86.0% of **PSTs** had poor knowledge level regarding definition of child abuse, while 61.3% of them had poor knowledge level regarding neglect.
- 72% of **PSTs** had poor knowledge level regarding child contributory factors at home.
- 66.8% of **PSTs** had average knowledge level regarding health consequences of child abuse.
- 33.3% of **PSTs** had poor knowledge level regarding the notification and reporting about child abused cases.
- There was a significant statistical difference between total knowledge score levels and their level of education and teaching experience, while there is no statistical significant differences between **PSTs** age, gender, marital status, income, and number of their children and their total knowledge score levels, where $X^2 = (4.34, 0.26, 2.39, 3.00, \& 0.67, \text{ respectively } P > 0.05$
- There is a highly statistical significant difference between **PSTs'** age and their attitude, where $X^2 = 19.4$ at $P < 0.001$. Also, there is a highly statistical significant difference between **PSTs'** teaching experience, where $X^2 = 15.95$ at $P < 0.01$.

- There is a highly statistical significant difference between the subjects who have number of children (1-6) and their attitude, where $\chi^2 = 22.15$ at $P < 0.01$.
- There is a statistical significant difference between the *PSTs'* level of education (diploma of five years) and their attitude, where $\chi^2 = 7.22$ at $P < 0.05$, and income as well, where $\chi^2 = 6.15$ at $P < 0.05$.
- There was statistical significant differences between *PSTs'* total knowledge and their total attitude, where $\chi^2 = 4.21$ $df = 1$ $P < 0.05$.

Conclusion:

Based on the findings of the present study the conclusion includes:

Physical abuse is the most common type among the PSTs in the rural community. It is used as a positive and useful approach of punishment among the primary school children. The stick is the common and available tool used between the *PSTs*. while, the emotional abuse it is the second type identified and expressed in the form of verbal assaults. On the other hand, the sexual type of abuse are hidden and remarkably refused in the rural community.

The majority of the *PSTs* had poor knowledge score levels related to child abuse. There is a statistical significant difference between the *PSTs* level of education, teaching experience and their knowledge score levels. Regarding attitude of the *PSTs* toward child abuse, the majority of PSTs had negative attitude towards child abuse among rural primary schools. There was a highly statistical significant difference between *PSTs'* age, teaching experiences, and number of children (1-6) and their attitude.

Recommendations:

From the previous findings the following recommendations are suggested:

A. The authoritative people in the rural primary schools can follow:

1. Design and implement different educational programs for **PSTs** based on needs assessment regarding child abuse (e.g.: definition, types, causes, signs / symptoms, methods of early detection of child at high risk, communication, management, child psychology....etc.) to promote child health and development.
2. Develop instructional bylaws for **PSTs** to substitute physical punishment with other different positive discipline techniques among primary school children.
3. Empower self-confidence of for the **PSTs** reporting / notification of the abused cases particularly the physically and sexually form of abuse.
4. Set polices and procedures for the **PSTs** for proper management of situations, where child abuse is expected, as well as for the teachers who abuse child either physically or sexually.

B. The Ministry of Education in collaboration with the Rural Educational Sectors can follows:

1. Conduct different in-service educational programs for the primary school personnel (teachers, nurses, physician and social workers), regarding understanding of child abuse concept and proper handling of such cases.
2. Create counseling hot line for guiding and supporting the differently abused cases, as well teachers, and parents.
3. Design and disseminate related booklets and brochures to raise public awareness regarding child abuse (types, signs and symptoms, causes, predisposing factors, high risk children and proper management), as well the community social support network.
4. Utilize different media channels such as T.V. to raise population awareness regarding child abuse concept, prevention and intervention.
5. Conduct further researches to investigate the contributory factors leading to child abuse and the adequate intervention.