ORIGINAL ARTICLE

Effectiveness of a Structured Educational Program on Teachers Knowledge regarding Child Maltreatment in Elementary School at Mosul City

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ABSTRACT

Aim: To evaluate the effectiveness of a structured educationa program n teaches' kno wledge regarding child maltreatment in elementary school at Mosul city .

Methodology: A quasi-experimental study design (Quantitative research) was chosen to fulfill the objective of this research which is conducted in the period from 1 October 2019 till 30 May 2020 . The study sample consists of (60) elementary school elected by teachers who were spurposive sample from (60) schools inside Mosul city. The teachers were divided into two equal groups of (30) teachers, one group were exposed to an educational program (study group), while the second did not expose to the program (control group). The questionnaire data were filled by direct interviews with teachers. Different statistical processing was conducted by the use of version 23 SPSS statistical package

Result: The results show a highly significant at P-value ≤ 0.05 in the score of the teachers' knowledge between pre and posttests in the study group. On the other hand, no significant relationship between pre and posttests in the score of the teachers' knowledge in the control group sample.

Conclusion: The effectiveness of a structured educational program is proved through the highly significant relationship between the study and control group teachers' knowledge. Therefore, implementation educational program is effective in increasing the knowledge of elementary school teachers.

Keywords: Effectiveness,hild Maltreatment. Teachers' Knowledge

INTRODUCTION

Maltreatment can substantially impair children's healthy development and functioning, children with maltreatment histories are at greater risk of experiencing difficulties across multiple domains, including social and behavioral functioning, psychological well-being, and cognitive and language skills, in both the short- and long-term[1]. Maltreatment tends to exert such a widespread impact on functioning because these domains are interrelated and mutually impact one another[2]. Child maltreatment occurs across all socioeconomic, religious, cultural, racial, and ethnic groups[3].

Maltreatment experiences are typically categorized as physical abuse, sexual abuse, emotional (or psychological) abuse, neglect, and exposure to intimate partner violence[4]. Although any of these maltreatment types can occur separately, they are predominately found in combination and with other types of trauma[5].

Every form of maltreatment (e.g., physical abuse, neglect,maltreatment) is sexual abuse, and emotional age -inflicted on schoolchildren, in addition, many children who live in homes where domestic violence occurs are not only in danger of a misdirected blow, but probably suffer emotional consequences from witnessing this disturbing behavior[6].Knowledgeable ducators can pick up indicators of possible maltreatment by observing children's behavior at school, recognizing physical signs, and noticing family dynamics during routine interactions with parents, early recognition and reporting of child abuse are important for protecting children through the timely institutionof appropriateinterventions[7]. These interventions are aimed ,at reducing the consequences of abuseterminating abusive acts[8]. It is therefore not surprising that school personnel are a major source f referrals for suspected child maltreatment[9]. So the teachers play a great role in detecting and reporting child maltreatment[10].

METHODOLOGY

Design of the study: A quasi-experimental study design(Quantitative research) was chosen to fulfill the objective of this research which was conducted throughout the application of pre-test, and post-test ; for the both groups (study and control) for the period (1st October 2019 till 30th May 2020) through implementation the educational program on elementary school teachers regarding child maltreatment in Mosul city

Sample of the study: Non-probability (Purposive) sample chosen for the current study & the sample consisted of (60) teachers working in the selected elementary schools from the right and lift side of Mosul city, (30) teachersfrom each side of the city & one teacher from each school selected .

Criteria for sample selection:- Based on the following inclusion criteria the sample is selected **.**

Inclusion Criteria: Teachers who work in elementary school inside Mosul city who gave their willingness to participate in the study..

Study Instrument: The structured educational program lectures and questionnaire of study were prepared by the researchers afterreviewing related literature and books thatfocus to the topic of the study and provided for teachers .The program lectures was contain four lecture

two lecture each week , A structured-questionnaire was constructed.

The first part concerns the socio-demographic data and the second part includes questions about teachers knowledge regarding child maltreatment and consist of (60) questions each question comprised of (4) alternative options .

Cut off points for teachers' scores for total knowledge: Very Poor Knowledge = (0-12) score, Poor Knowledge = (13-24) score, Good (36-score, Average Knowledge = (25 -Knowledge = (37-score, Excellent Knowledge = (49 (48 escor (60.

Validity of the study: The investigator consulted local (12) scientific experts in different specialties related to the field of the present study to decide whether or not the enlisted questions are appropriate to be retained ,dropped or reformatted.

Reliability of the study: A pilot study was carried out on a group of (10) teachers who was excluded from the study samples

Method of data collection: Prior to the collection of data, a formal administrative approval o conduct this study was t obtained from Nineveh General Education directorate and also obtained from each teachers through direct interviews to the study samples.

RESULT

Table 1 shows that the highest percentage of the study group n=9) 30.0% are in the age group of) sample ,years old (45-41)while(n=8) 26.7 % of the control group sample are in the age group of (51 and more) years old . The equal between study and control group sample regarding gender (n=15)50.0% male and (n=15)50.0% . malefeOn the other hand, (n=23) 76.7% of teachers in the studygroup are married while (n=27) 90.0% of teachers in the control group are married and(n=27) 90.0% of

teachers in the study group are having children while control group n=28) 93.3% of teachers in the)are having children ,regarding number of kids 53.3 % of study group kids . 4-and 46.7 % of control group having 3

The table demonstrates that about(n=16) 53.3.% of the study sample are possess an university degree certificate ear from and this ncontrol group that approximately (n=15) 50.0%are having university degree certificate.

Regarding years of employment, (n=15) of the %50.0 study sample are having years of employment ranged between (11-15 years) while (n=12) 40% of the control group at (11-.(years 15This table also shows that (n=26) of the study group %86.7and (n=24) 80.0% of the control groupnot having training courses about child maltreatment.

Table 2 shows the distributionamong study and ccording to their total knowledge levels control groups a over two test . It's clear that thelevel of knowledge about test is poor among (n=19) 63.3% -child maltreatment at pre of teachers from study group and also about(n=19) %63.3 test the table -ing postof teacher from control group. Regard discloses that more than (86%) f study group participants are having Excellent level of knowledge versus (60%) of participants from control group are having poor level of knowledge.

Table 3 indicate that there was statistically high significant at P-value ≤ 0.05 in the score of the teachers' knowledge in study group. On the other hand, the table indicates that there was no statistically significant relationship at P-value ≤ 0.05 in the score of the teachers' knowledge in control group sample.

Table 4 demonstrations high significant relationships between study group and control group in post-test , but there are not significant relationships between study group and control group in pre-test at P-value ≤ 0.05 levels.

Table 1: Distribution of elementary school teachers according to their socio-demographical variables and homogeneity between study and control groups at baseline (pre-test) (n = 60).

Socio-demographical Characteristics	Study (n=30)		Control (n = 30)	
Variables	**F**	**%**	**F**	**%**
Age(Years)				
30-25)	1	3.3	1	3.3
35-31)	5	16.7	7	23.3
(40-36)	5	16.7	6	20.0
(45-41)	9	30.0	4	13.3
50-46)(	2	6.7	4	13.3
and more) 51)	8	26.7	8	26.7
Gender				
Male	15	50.0	15	50.0
Female	15	50.0	15	50.0
Marital status				
Single	3	10.0	1	3.3
Married	23	76.7	27	90.0
Widowed	4	13.3	2	6.7
Do you have kids				
Yes	27	90.0	28	93.3
No	3	10.0	2	6.7
Educational levels				
Secondary school graduate	4	13.3	5	16.7
Institute	10	33.3	10	33.3

University	16	53.3	15	50.0
Years of employment				
1-5Years	1	3.3	2	6.7
Years 10-6	3	10.0	5	16.7
Years 15-11	15	50.0	12	40.0
Years 20-16	5	16.7	4	13.3
Years 25-21	1	3.3	4	13.3
Years and more 26	5	16.7	3	10.0
Participation in training courses about child maltreatment				
Participated	7	23.3	5	16.7
Not participated	23	76.7	25	83.3

F: Frequency, %: Per cent.

Table 2: Distribution of elementary school teachers according to their total knowledge levels across educational program phases.

Groups	Levels of Knowledge	Pre-test		Post-test	
		F.	%	F.	%
Study group	Very Poor Knowledge	3	10.0	0	0.0
	Poor Knowledge	19	63.3	0	0.0
	Average Knowledge	7	23.3	0	0.0
	Good Knowledge	1	3.3	4	13.3
	Excellent Knowledge	0	0.0	26	86.7
Control group	Very Poor Knowledge	1	3.3	1	3.3
	Poor Knowledge	19	63.3	18	60.0
	Average Knowledge	10	33.3	11	36.7

Very Poor Knowledge = (0-12) answer knowledge score, **Poor Knowledge** = (13-24) answer knowledge score, **Average Knowledge** = (25-36) answer knowledge score, **Good Knowledge** = (37-48) answer knowledge score, **Excellent Knowledge** = (49-60) answer knowledge score.**F**=Frequency, **%**= percentage

Table 3: (Paired Samples t-test) Statistical Differences Between Knowledge of Elementary School Teachers (Study and Control group) Regarding Child Maltreatment .

Group	Paired	Test	M	SD	t	P	Sig.
Study	Pair	Pre	22.67	6.593	-25.091	0.00	S
		Post	52.63	2.470			
Control	Pair	Pre	22.93	4.479	-0.591	0.559	NS
		Post	23.27	5.458			

M: mean; SD: Standard Division ; t: t-test; (P): P-value ; S(Sig=Significant at P-value ≤ 0.05 level) ; NS(Not Significant).

Table 4: Statistical Differences for Knowledge of the Elementary School Teachers regarding child maltreatment (ANOVA – Pairwise Comparison).

Test	Groups	Mean	SD	P-value	Sig
Pre-	Study Group	22.67	6.593	0.855	NS
	Control Group	22.93	4.479		
Post	Study Group	52.63	2.470	**0.000**	S
	Control Group	23.27	5.458		

SD: standard deviation , Multiple comparisons: Bonferroni ANOVA is significant at P-value ≤ 0.05 level

DISCUSSION

After data collection and analysis the findings displayed that the highest percentage of the study group sample ,years old (45-n=9) 30.0% are in the age group of (41) n=8) 26.7 % of the control group sample are in the) while age group of (51 and more) years old this result provides an evidence that the lack of recruitment of newly youth staff of teachers since 2014 as a result of occupation of Mosul city by the terrorist gangs. Or appointing young people and distributing them to villages and rural areas, as the governorate suffers from a shortage of educational staff in these areas.

This result agree somewhat with Dhahir and Mohammed study (2020) under the title" Assessment of Primary School Teachers' Knowledge Towards Post-Traumatic Stress Disorder among Pupils In Mosul City"[11].

Regarding the teachers gender. The results showed gender equality between study and control group sample . This was a clear indication of the interest of both teachers (male and female) participating in the study, the researchers also wanted to point out that teachers gender is almost equal in most elementary schools of Mosul city. ing is similar to many study such as stuThis finddy Dhahir and Mohammed (2020) in Mosul city where the study showed equivalence of both males and females in the study samples[(11)] and Salih (2015) under the title " Assessment of Primary School Teachers' Knowledge regarding Child abuse in Kirkuk city"[(12)] and incompatible with study done in AL Nasiriya City by (Elywyetal .,2020) under the title " Assessment of Teachers' Knowledge about Child abuse at AL Nasiriya Primary Schools" who register that there was different among preparing the participants' gender male teachers (39%) female teachers (61%)[13].

In this study, 76.7% of the study group and 90.0% of the control group were married and this finding is similar to (finding of (Salih., 2015(82%) in Kirkuk city[12] and (Mohammed and Khudair ., 2019)(78%) in Najaf City[14] [table 1].

The table [table 1] demonstrates that about 90% of study group and 93.3% of control group are having children and this result compatible with study of Mohammed and Khudair (2019)[14] and (Jose .,2016)[15].

Table 1 demonstrates that half of the study and control group were are possess a university degree certificate, they accounted (53.3%, 50%) respectively .This result agree with (Abd EL-Aziz etal .,2018)[16] that they found (80%) of teachers have university degree certificate also consistent with a study conducted in India under the title" Effectiveness of Planned Teaching Programme on Knowledge Regarding Prevention of Child Abuse and chool Teachers" that they found Neglect Among Primary S of teachers ha (%46.6)ve university degree certificate[17].

These results reflect thatis higher education, especially institutes and faculties of education in Iraqi universities may education in its not pay much attention to psychological . .programs and curricula

Regarding teachers' years of employment, the table [1] shows that of the study and 40% of the %50 control group were having years of employment ranged between (11-15 hahir years), this finding consistent with (D and Mohammed .,2020) [11] that they findi ng (35.0%) of teachers having work experience in teaching ranged between (11-15).

In Elywy etal ., 2020AL Nasiriya Primary Schools reported 95% of teachers are not receive educational training courses in child abuse which is similar to our findings 76.7 % of the study group and 83.3% of the control group not participated in training courses about child treatmentmal[13].

The table 2 shows the distributionamong study and control groups according to their knowledge levels over two test . It's clearthat the level of knowledge about child test is poor among (n=19) 63.3% of -maltreatment at pre (study group and also about(n=19 teachers fromof %63.3 test the table -teacher from control group. Regarding post discloses that more than (86%) of study group participants are having Excellent level of knowledge versus (60%) of participants from control aving poor level of group are h .knowledgeThis result agree with (Elywy et al ., 2020) that shows of teachers had low knowledge on child (%74) abuse[13] and agree with Aziz etal .,2018) that -Abd EL) shows (69.7%) of the studied sample had poor knowledge about child abuse[16]**.**

The table 3 display effectiveness of a structured educational program on teachers' knowledge regarding The child maltreatmente post-test mean score for teachers knowledge 52.63% was higher than the mean pre-test score 22.67 % . Also results the tables indicate that there was statistically high significant at P-value ≤ 0.05 in the score of the teachers' knowledge in study group . On the other hand, there was no statistically significant relationship at P-value ≤ 0.05 in the score of the teachers' knowledge in control group sample this result refers to gain of knowledge about child maltreatment . The table (4) demonstrations high significant relationships between study group and control group in post-test. This result agree with many study that found that there was a significant gain in knowledge about child maltreatment after introducing structured educational program at P-value ≤ 0.05[18,19,20].

CONCLUSION

Need for enhancing teacher's education because the teachers in the elementary schools in Mosul city do not have appropriate and adequate knowledge about child maltreatment .The most of the teachers not having training courses related to detect child maltreatment or deal with child exposure to maltreatment.

Recommendations: Further training on child maltreatment can be option to increase knowledge in detect and reporting suspected cases of child maltreatment and such training should be made mandatory.

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