

Effectiveness of an Instructional Program for Teachers about Students' School Phobia at Primary Schools

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ABSTRACT

Objectives: Evaluate the effectiveness of the instructional program for teacher's knowledge's about student's school phobia at primary school.

Study design: A quasi-experimental design was implemented in the research to achieve the study goals by using pre- and post-tests for one group of teachers in primary school. in Al- Amara Region. The study has been carried out during the period extended from the 23th december 2021 to 20th July 2022.

Data collection: The permission was presented to the Ministry of education- office of Misan provenance/ deparment of oversight specialist to ensure the research agreement and cooperation and to provide access the these school facilities. In order to attain precise data and illustrative sample , non-probability (purposive) sample is carefully chosen which consists of (25) teachers

Conclusion: Illustrated from this study, the teachers have poor knowledge regarding primary students school phobia at pretest in study group. Association between teachers' knowledge and their (gender, level of education, years of experience and main source of information.

Keywords: teachers, students' school phobia, primary schools

INTRODUCTION

One of the most common constructs that educational and mental health professionals have studied over the past century is the behavior of school phobia, or a child's rejection of motivations to go to school and / or the difficulties of staying in classes for an entire day. School rejection behaviors is an umbrella term that covers many behaviors accompanied with problematic absenteeism, and includes school phobia, truancy, and anxiety-based school refusal that is reflected in a range of psycho physiological, cognitive, and motor reactions that expressed by individuals in the school and have been identified as ambiguous, threatening, and / or dangerous (Fernández and Monteagudo, 2014). According to the Sustainable Development Goals, in global terms, approximately 5.5 million primary school age students did not attend school in 2018 (United Nations, 2015). Sustainable Development Goal 4 is the education goal. It aims to ensure inclusive and quality education for all and to promote lifelong learning. To achieve this goal, it is necessary to prevent and assist school refusal behavior. Previous research showed that students who refuse go to school leads to poorer academic performance and may have long-term consequences, such as school failure or early school dropout (Wong, 2019). The importance of school phobia at primary school stems from a group of matters and has many obvious and hidden effects, because, in the event of dropping out large number of children from the school, this will expose them to many risks and perhaps social and behavioral deviations, from another hand, it will increase the burden on their families financially, socially, behaviorally and morally, whereas, the very important point was the deterioration in their educational level and thus scientific, professional and practical aspects of their lives, in addition to increasing the number of unemployed persons in the community which can alone constitute a social and economic problem affecting the present and future(Hameed and Yaseen 2020).

METHODOLOGY

Design of the study: A quasi experimental design is carried out throughout the present study to assess the effectiveness of an instructional program for teachers' knowledge's about students school phobia at primary schools in Al-marrah City. The study has been carried out during the period extended from the 23th december 2021 to 20th July 2022.

Data collection: The permission was presented to the Ministry of education- office of Misan provenance/ deparment of oversight

specialist to ensure the research agreement and cooperation and to provide access the these school facilities.

Sample of the study: In order to attain precise data and illustrative sample , non-probability (purposive) sample is carefully chosen which consists of (25) teachers ;,(10) teachers selected for pilot study are excluded.

Instrument of the study: To evaluate the effectiveness of instructional program to for teachers' knowledge's about students school phobia at primary schools; the researcher has constructed and developed a questionnaire – interview format for the purpose of the study; such development is employed through the available literature, clinical background and interview with teachers who working in primary school.

Validity of the study: The content of the validity for the early instrument and program was determined through the panel of experts who has had more than 5 years of experience in their specialty . A preliminary copy of the questionnaire and program were designed and presented to (8) experts.

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

RESULT

Table (1) showed that the most of age group were 12(48%) of teachers within (25-30 years). while the subject gender 18(72%) of teachers were female. In relation to the years of experience in the primary schools, 8 (32%) of teachers in the study have service (1-5 years). Regarding marital status, the most groups were married, as they showed 20(80%). Concerning the achievement education, the more than two-third of participants of teachers were have them diploma 17(68). Concerning training courses all teachers have don't participate training courses about school phobia 25(100%). Above table showed that more than half of participants 13(52%) in study sample have information about school phobia. Regarding main source of information about school phobia, In the study sample, the source was varied, including 10(40%) such as (television, book, and the internet), while in the control the source was internet 14(56%). And the more than half of participants of teachers were don't deals with a child who has a school phobia 16(64%).

Table (2) shows that the majority of participants have the same level of evaluation at pre -test for the study group were poor level of knowledge, 22(88%), with arithmetic mean and standard division (1.24 \mp 0.082). This table Also, shows clear improvement in study group at post1- test 23(92%) in good level, with arithmetic mean and standard division (1.72 \mp 0.186). While in Post-2 test

the majority of participants for study group remained in a good level 22(88%) of evaluation, with arithmetic mean and standard deviation (1.79 ± 0.080). This reflect the effectiveness of an instructional program on the teachers' knowledge in the study group at post1 and post 2 tests.

Table 1: the data of demography distributed regarding study participants (n=25 teachers)

Variables	Characteristics	Study Group (n=25)	
		Frequency	Percent
Age (years)	26 – 30	12	48.0
	31- 35	2	8.0
	36 – 40	4	16.0
	41 – 45	5	20.0
	46 - 50	2	8.0
	$\bar{x} \pm$ Std.	34.48	±7.917
Gender	Male	7	28.0
	Female	18	72.0
Years of experiences in primary schools	1-5 years	8	32.0
	6-10 years	6	24.0
	11-15 years	3	12.0
	16-20 years	5	20.0
	≥ 21 years	3	12.0
$\bar{x} \pm$ Std.	10.92	±7.405	
Marital Status	Single	2	8.0
	Married	20	80.0
	Divorced	1	4.0
	Widowed	2	8.0
Level of Education	Diploma	17	68.0
	Bachelor's	8	32.0
Participation in Training Courses	Yes	0	0.0
	No	25	100.0
Information about school phobia	No	13	52.0
	Yes	12	48.0
Main source of information about school phobia	None	13	52.0
	Internet	3	12.0
	TV	3	12.0
	Books	4	16.0
	Society	1	4.0
	Other sources	1	4.0
Deals With a child who has a school phobia	No	16	64.0
	Yes	9	36.0

$\bar{x} \pm$ Std.=Arithmetic Mean and Standard Deviation, ≥ = more Than or Equal ,TV= Television

Table 2: Overall evaluation of teachers' about students school phobia in the study groups at (pre, post1 and post2 tests)

Test Period	Levels of Evaluation	Study Group	
		Frequency	Percent
Pre-Test	Poor: (1.00 - 1.33)	22	88.0
	Fair: (1.34 - 1.67)	3	12.0
	Good: (1.68 - 2.00)	0	0.0
	Total	25	100.0
	$\bar{x} \pm$ Std. Dev.	1.24	± 0.081
Post 1 – Test	Poor: (1.00 - 1.33)	0	0.0
	Fair: (1.34 - 1.67)	2	8.0
	Good: (1.68 - 2.00)	23	92.0
	Total	25	100.0
	$\bar{x} \pm$ Std. Dev.	1.82	± 0.112
Post 2 – Test	Poor: (1.00 - 1.33)	0	0.0
	Fair: (1.34 - 1.67)	3	12.0
	Good: (1.68 - 2.00)	22	88.0
	Total	25	100.0
	$\bar{x} \pm$ Std. Dev.	1.79	± 0.080

$\bar{x} \pm$ Std. Dev.=Arithmetic Mean (\bar{x}) and Std. Dev.= Standard. Deviation;

DISCUSSION AND RESULTS

The study's sample consists of 25 primary schools teachers. In the study group, most of participants within age (25-30 years) were 12(48%) of teachers. This finding disagree with (Dapudong and Richel, 2014) According to the study's results, the majority of teachers in primary schools (48.7 percent) had age more than 49 years. In regards to the gender subject, 18(72%) of teachers in the

study group were female. this finding agrees with (Hiremath and Bimlarani, 2019) who found that the (50%) of the teachers of study sample were male and anther female.also this result comes with (Jacob et, al. 2017) whom found that the half of participants were female.In regarding the years of experience in primary schools fields, most of teachers 8 (32%) in the study have service (1-5 years, This result disagree with (Khursheed et al.2021) in relation to his study most of the study sample in relation to years of experience were (46%).Majority of primary schools teachers were married, as they showed 20(80%) and 17(68%), this result seems agree with (Neha, et al. 2019) whom found that the male and female were equal in their study.also These result supported by (Angel and Chang,2015), who showed that the majority of the sample were married. Concerning the achievement education, the more than two-third of participants of teachers were have them diploma 17(68%). This finding isn't consistent with the research sample (Kotha et, al. 2017) whom concluded that the (35%) of study sample have Bachelor's degree . Radhi et al. (2019) concluded that the level of education very important in developing knowledge and practice. Concerning training courses all teachers have don't participate training courses about school phobia 25(100%), this result agree with (Neha, et al. 2019) who found that's their study sample not shar in any trianig course regarding school phobia.A more than half of participants 13(52%) in study sample have information about school phobia, were have them information concerning school phobia. Regarding main source of information about school phobia. In the study sample, the source was varied, including 10(40%) such as (television, book, and the internet. And the more than half of participants of teachers were don't deals with a child who has a school phobia 16(64%), there is any study to support this items.This study aims to evaluate the effectiveness of an instructional program on teachers' knowledge about students school phobia. The result of the data (60 items) of the teachers' knowledge regarding students school phobia, and classified the teachers' knowledge test to six domains (teachers' perception of school phobia, factors that increase school phobia among primary school children, causes of school phobia in primary school children, symptoms of school phobia in primary school children, diagnosis & treatment of school phobia in primary school children and the teacher's role to reduce school phobia) during the applied instructional program. The majority of participants have the same suggested level of evaluation.At pre-test for the study group were poor level:(1-1.33):2 of the knowledge is account for 22(88%) for study group, while mean score and standard deviation (1.24 ± 0.081). This table also, shows great improvement in the study group at a (post-test1-2) 23(92%); in good level: (1.67-2.00):, with mean score and standard deviation (1.82 ± 0.112)for post test1 and(1.79 ± 0.080) in post test2. These changes in results are reflect the effectiveness of an instructional program on the teachers' knowledge in the study group at a post-test (1,2). These results are in line with previous cross-sectional surveys by (Kathrine et al. 2017, which established that there was a lack and missing of knowledge and a need for continuing education).Total teachers' knowledge score regarding students school phobia assessment there was an obvious improvement in the percentage of good knowledge after teaching program. There was a highly statistically significant relation between total teachers' knowledge score level regarding school phobia pre and post-program implementation, this means that when knowledge increased(Kotha et al. 2017).The author (Elsherbiny,2017), the findings of the present study indicate that The quantitative results showed a significant difference between the experimental and the control groups. The qualitative results showed an increase in school attendance and participation in school activities, and improvements in school performance. Accordingly, the prevention program can be deemed effective in decreasing school refusal.The results of the study are present that the teachers' knowledge for all items students school phbia for the study group were improve at post-test1-2, and total of overall items the (I know) responses for teachers as (23.6%), with mean of scores (1.24) for pre- test to

(82.1%), with mean of scores (1.82) at post-test1 and (79.1%) with mean of scores (1.79) in post test2.

CONCLUSION

According on the results presented and their discussion, the researcher has made the following conclusions: More of the study sample's age were between (25-30) years in the study group while in the control group were between (41-50) years. more of study group participants were female 18 (72%) in relation to Gender while in relation to control group were more participant of female 13 (52%) Most of the study group sample 8(32%) had (1-5) years of the experience at primary school, while control group participant 14(56%) had years of the experience more than (11) years. Majority of the study group sample (80%) were married, while (68%) of the participants in the control group were married. Most of the study and control group participants were Diploma. all of study participants in study group haven't share in Training Courses for school phobia. Illustrated from this study, the teachers have poor knowledge regarding primary students school phobia at pretest in study group. Association between teachers' knowledge and their (gender, level of education, Years of experience and main source of information.

Recommendations: All primary school should be obliged at least one month to participate in learning and training courses about school phobia. Availability of scientific journals and emphasis on the importance of motivation for the teachers to this knowledge in the school phobia. The inclusion of educational curricula in the faculties of education with scientific content on school phobia.

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