

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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رسالة

توطئة للحصول على درجة الماجستير في علوم التمريض
(تمريض صحة المجتمع)

مقدمة من

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Abstract

Child abuse is one of the most significant social problems affecting. It leads to actual or potential harm to child health. **Aim:** the study aimed to assess the teachers' perception regarding abuse in rural primary schools children in Dakahlia Governorate. **Subject & Methods:** **Design:** A descriptive design was used. **Sample:** A purposive sample including 150 of all primary school teachers of both sexes, selected from six rural Governmental mixed primary schools. **Settings:** Six rural primary schools from the eastern sectors of education in El-Mansoura City were chosen, by using systematic random sampling technique. **Tools:** Three tools were used for data collection. **(1):** An Interview Questionnaire Form developed by the researcher; **(2):** An Attitude Rating Scale adopted from *(Likert Scale, 1997)*, which developed by the researcher; and **(3):** An Observational Checklist adopted from *(UNISCO, 1989)* and developed by the researcher. **Results:** the mean age of primary schools teachers was 43 ± 6.8 years; **86%** of them had poor knowledge score level regarding child abuse. There is a statistical significant difference between the primary school teachers' knowledge score level about child abuse and their level of education, where $X^2 = 5.08$ at $P < 0.05$, as well as teaching experiences, where $X^2 = 6.32$ at $P < 0.05$. Also, there is a highly statistical significant difference between primary school teachers' age, teaching experience, and their attitude, where $P < 0.001$. **Conclusion:** The majority of the primary school teachers' had poor total knowledge score level and a high negative attitude regarding child abuse. **Recommendations:** **(1)** the Ministry of Education in collaboration with the Rural Educational sectors can follow; **a)** Conduct different in-service educational programs for the primary school personnel; **(b)** Design and implement different educational programs based on needs assessment to raise their awareness about child abuse and its prevention; **(c)** Develop an instructional bylaws for primary school teachers' to substitute physical punishment among primary school children with other different positive discipline techniques; and **(2)** Utilize different mass media channels; such as T.V. to raise population awareness regarding child abuse concept, prevention and intervention.

Keywords: Child Abuse, Rural Primary Schools, Teachers Perception (Knowledge Attitude), Negative Consequences.

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List of Abbreviations

Abb	Meaning
AAP	American Academy of Pediatrics.
APA	American Psychological Association.
CDC	Center for Diseases Prevention and Control.
CHN	Community Health Nurse.
CSHP	Coordinated School Health Program.
DHS	Demographic and Health Survey Report.
EBP	Evidence Based Practices.
NASN	National Association of School Nurses.
PSC	Primary School Children.
PST	Primary School Teacher.
UNCIF	United Nations Children International Funds.
U.S.DHHS	U.S. Department of Health and Human Service.
WHO	World Health Organization.

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INTRODUCTION

Children constitute the most precious part of nation's life and the biggest promise for the future, where survival, development and protection are basic responsibility of the family, the community and the government. The few cases of abuse or neglect detected by the news are only a small part of the problem. Many cases are not reported to police or social services. In the United States 1,740 children died in 2008 from abuse and neglect. Also, 772,000 children were found to be victims of maltreatment by child protective services in 2008 (*U.S.DHHS, 2010*). In Egypt children comprise 45.1% of the whole population and their care is one of the Egyptian health goals (*UNICEF, 2005*).

According to *American Academy of Pediatrics Committee on Injury and Prevention (2003)*, school age refers to children between the ages of 6 and 12 years. Although, it is the time of slow physical, cognitive and developmental growth proceeds at slow rates in spite of this it is the first time that children begin to make truly independent judgments. The school age child is more influenced by the attitude of friends.

Despite the efforts of the protection system child fatalities remain a serious problem. The untimely deaths of children are due to illness and accidents they have been closely monitored. Deaths that result from physical assault or severe neglect can be more difficult to track. Intervention strategies

targeted at resolving this problem face complex challenges (*Family Resource Center, 2007*) & (*Child Fatality Analysis Clark County, 2005*). Therefore all children must be given the chance to find their identity and realize their worth in a safe environment through families and other caregivers committed to their welfare (*World Declaration, 2001*).

Every child has a right to be protected from harm and to feel safe and secure in an educational environment. Children cannot learn if they are frightened about being abused or being the victims of violence. Therefore all schools should have planer procedures for children welfare and protection from abuse. This should also include procedures to be followed if a teacher or other member of staff is accused of abuse (*UNICEF, 2006*).

Abuse refers to the developed countries rather than to the developing ones, in which children may face poor nutrition and other hardships such as severe physical punishment, abandonment, and employment as beggars and prostitutes stated by (*Gelder, et. al. 2005*). It happens in all socioeconomic, racial, ethnic and religious groups and it doesn't occur equally over all groups.

Perception refers to that assesses knowledge, skills, behaviors, understandings and/ or attitudes to identify remediate gaps.

<http://www.questionmark.com/us/perception/2011>.

According to *American Heritage Dictionary of the English Language (2010)*, perception refers to the act of perceiving or the ability to perceive, mental grasp of objects, qualities by means of the senses; awareness; comprehension; insight and intuition the faculty for these the understanding, knowledge obtained by perceiving a specific idea, concept, and impression. May be influenced by expectations, needs, unconscious ideas, values, and conflicts.

According to *Azzard (2005)* teaching or/ teacher is defined as a acknowledged specialized profession on the same level as many other professions. In education, teachers facilitate student learning and guide or helper in processes of learning in the school environment as well as in family, religious or community setting. Also, teacher who teaches on an individual basis may be described as a tutor and able to deal with students with different abilities such as with learning disabilities. The role may vary between cultures. Therefore 89% of teachers see abused and neglected children in their classrooms (*National Union of Teacher, 2007*).

Schools play a critical role in the identification and prevention of child abuse and neglect. Also, schools have a significant responsibility in protecting children and helping connect the family and community into a social network for the child. Meanwhile, schools should send messages to maltreated children that the school environment is a safe place to make an outcry about abuse. Moreover, school staff and care providers have a responsibility to adhere to federal and

state law regarding the reporting of suspected abused child. Moreover, as well as the Coordinated School Health Program (**CSHP**) can serve as a springboard for prevention efforts by protecting and promoting the health, environmental safety, and wellness of children and adolescents(**Primary School in Encyclopedia Britannica ,2007**).

Furthermore **CSHP**, is in a prime position to provide students with Evidence-based Child Abuse Prevention Instruction from Preschool Period till grade 12. The **CSHP** provides an excellent opportunity to implement evidence-based parenting education and training programs that promote knowledge and life skills development in different areas such as healthy child development, positive discipline approaches, anger and stress management, besides coping with conflict and aggression (**National Association of School Nurses,2010**).

The school health nurse (**SHNs**) represents an important provider of health care, advocator for health rights of children, counselor and educator for health concerns of students and their families. **SHNs** are ideally placed to work with teachers in preventive programs publications produced in the school curriculum. Also, **SHNs** should ensure that every school displays the child line telephone number in a place which is prominent and accessible to children (**Rassell, 2002**).

The Community Health Nurse (**CHNs**) and other school health service personnel can take leadership in developing individual health plans for maltreated children that focus on restoring health, promoting wellness, and minimizing/

removing barriers to learning and counseling. Also, psychological and social services are in the key position to help in prevention, detection, intervention, and treatment of abuse and neglect. **CHNs** must more pro-active partner between the family and community to address the health needs of children. Also, they have multiple opportunities to create an ethos of caring and support, where all children feel safe, valued, and loved (*American School Health Association, 2004*).

Magnitude of the problem:

Child abuse is a major public health crisis. It is one of the nation's most serious concerns and the most significant social problem affecting children. Worldwide and since four centuries child maltreatment has been a societal problem, yet clinical reporting started only 30 years ago. In North America and Arab societies as the number of abused children continues to rise, which attributed to better awareness and recognition of the problem, as well as to a real increase in its magnitude (*Child abuse, 2002*).

According to report of *US Department of Health and Human Service (2006)* 872,000 children were victims of child abuse in 2004. While, physical injuries may or may not be immediately observed, which have consequences for children, families and society that last life times if not generations. Child maltreatment problem has multidimensional, legal, social and medical ramifications / consequences that require professionals' involvement of these disciplines. In Egypt,