

RESEARCH ARTICLE

ASSESSMENT OF TEACHERS KNOWLEDGE RELATED TO STUDENTS SCHOOL PHOBIA AT PRIMARY SCHOOLS

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ABSTRACT

This study aims to assess teacher's knowledge's about student's school phobia at primary school to find out the relationship between teachers knowledge and participants charachtersic. A descriptive study design was conducted in A 6 primary schools inside of Amara City / Iraq during the period from The study has been carried out during the period extended from the 23th december 2021 to 20th april 2022. 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 The study's sample consists of 25 primary schools teachers, most of participants within age (25-30 years) were 12(48%) of teachers. The result showed poor knowledge related to school phobia. means of score below (1.33). Illustrated from this study, the teachers have poor knowledge regarding primary students school phobia. 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



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INTRODUCTION

Behavior of school refusal, or a child's rejection of motivations to travel to school associated was one of the foremost common constructs that tutorial associate degreed status professionals have studied over the past century which mean that the students unable to stay in classes for a whole or part of day. School rejection behaviors is a concept term that refer to many behaviors attended with problem of absenteeism, and involves phobia of school, truancy, and anxiety-based school phobia that reflected in an passing vary of psychotic physiological, cognitive, and motor reactions that expressed by folks inside the school and are referred to as ambiguous, threatening, and / or dangerous (García-Fernández and Martínez-Montegudo, 2014).

school refusal (also referred to as phobic disorder or school turning away) has been printed as a refusal to attend school or issue remaining at college for a whole day. Behaviors embrace frequent absences, skipping classes, chronically late for school, severe wrongful conduct before school, or attending school with nice fear. social phobia needs to be outlined every symptomatically and operationally as a result of the cause for the anxiety. School rejection happens in on the point of 5% of kids (AAP, 2017).

One of the most common problems among children in primary schools is school phobia, where the behavior of children with school phobia, their feelings and attitudes towards school are affected. New techniques every school morning for the purpose of getting their parents to be persuaded and supported not to go to school. (Sahel, 2019).

When a child starts school and is associated with the fear of the unknown, school phobia may appear. The occurrence of school phobia leads to stressful situations, such as the need to comply with group rules, laws, change of school or place of residence, divorce of parents, difficult exams, also the child tends to depression and anxiety Sources of school phobia can be found through parental bad reactions, for example using tactics to threaten children at school, parents talking about their past fearful experiences related to school, or parental dissatisfaction with poor grades obtained by older children. The child's fear of school may be Because of the hostility of teachers and the school administration. (Last, 2012).

METHOD

A descriptive study design was conducted in 6 primary school at Amara City / Iraq during the period from the 23th december 2021 to 20th July 2022. The study is held up with teachers in order to accept participation: the data are collected by using the questionnaire structured format through interview technique. Each teacher is interviewed personally by the researcher and self-report technique, throughout each interview explanation of each interview takes approximately from (one hour). To assess 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 . These questions are measured on a lickert scale of (2)scales indicate that the answer is correct as (I know) (2) and (1) indicates the teachers had no idea as (I don't know). Test - retest reliability is set through a computation of Pearson Correlations for the scales reliability is bothered with the consistency and dependability of the analysis instrument. Determination of reliability of the form relies on Cronbach's Alpha reliability. Through the employment of test and retest approach obtained through evaluating 10 teachers designated from primary school, the results of teachers' knowledge regarding the lecturers knowledge about school phobia are (60) items ($r = 0.86$) for knowledge. The data of the present study were analyzed through the use of Statistical Package of Social Sciences (SPSS) version 23.

RESULTS

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).

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%).

The results of table (2) revealed the teachers' knowledge for all items concerning students school phobia at primary school for teachers were poor. total overall items the I know responses for teachers as 23.6% , with mean of scores (1.24).

knowledge about school phobia and (gender, level of education and years of experience) in the primary schools and other demographic (age, information about school phobia and dealing with school phobia) haven't any statistical association at (P < 0.05).

Table above (3) shows that there is a statistical significance association between teachers'

Table 1. Demographic characteristics related to participants.

Variables	Characteristics	(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
	$\bar{x} \mp Std.$	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
	$\bar{x} \mp Std.$	10.92	∓ 7.405
Level of Education	Diploma	17	68.0
	Bachelor's	8	32.0
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

Table 2. Responses Distribution of teachers ' about students' school phobia .

Main Domains Related to Teachers' knowledge of school phobia	Response s	F	%	M.S.
1. Teachers' perception of school phobia	I know	64	25.6	1.26 P
	I don't know	186	74.4	
2. Factors that increase school phobia among primary school children	I know	56	24.9	1.25 P
	I don't know	169	75.1	
3. Causes of school phobia in primary school children:	I know	44	17.6	1.18 P
	I don't know	206	82.4	

4. Symptoms of school phobia in primary school children	I know	52	23 .1	1.23 P
	I don't know	173	76 .9	
5. Diagnosis & treatment of school phobia in primary school children	I know	84	22 .4	1.22 P
	I don't know	291	77 .6	
6. The teacher's role to reduce school phobia:	I know	54	30 .9	1.31 P
	I don't know	121	69 .1	
Total of overall items regarding Teachers' knowledge of school phobia	I know	354	23 .6	1.24 P
	I don't know	114 6	76 .4	

Table 3: Association between the level of teacher' knowledge and their demographic:

variables	Level of teachers' knowledge			Sign.
	χ^2 obs	d.f	p-value	
Age	7.960	4	0.093	Non-Sign
Gender	5.376	1	0.020	Sign.
Level of education	12.132	1	0.000	Sign.
Years of experience	11.619	4	0.020	Sign.
information about school phobia	0.141	1	0.708	Non-Sign
deals with a child who has a school phobia	0.005	1	0.943	Non-Sign

DISCUSSION

The study's sample consists of 25 primary schools teachers, 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 another 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%).

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.

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 Table(2) reveals that the level of teachers knowledge regarding school phobia were poor level (below 1.33). 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. Also this finding agree with Hasan, 2021 who concluded that the knowledge for school phobia was poor.

Data analysis in table 3 of the study sample, there aren't any statistical significance association between teachers' knowledge and participants (age, information about school phobia and dealing with child) when (p value >

0.05), This finding disagrees with the study of Nuttall & Woods , (2013), which shows that there is no association between teachers knowledge score and their age of participants. there are statistically significant relationships between the teacher' knowledge of the study group with their gender-related to main domain toward the teachers knowldage. Analysis this data is agree with a study published (Johan, et al.2021: Kkadam & Khudhair, 2022) it showed that there were significant relation ship between teachers' knowledge and their gender. In regarding to level of education, there is statistical significant association between teachers' knowledge and their level education. This results supported by the recent study of Guerra, et al. (2021) revealed that there were significant statistical difference in knowledge score among the group of teachers, by their education.

CONCLUSIONS

We conclude from this study, the teachers have poor knowledge regarding primary students school phobia. Association between teachers' knowledge and their (gender, level of education, years of experience and main source of information

ETHICAL CONSIDERATIONS COMPLIANCE WITH ETHICAL GUIDELINES

This study was completed following obtaining consent from the University of Baghdad and Misan provenance/ deparment of oversight specialist to make sure the analysis agreement.

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AUTHOR'S CONTRIBUTIONS

Study concept, Writing, Reviewing the final edition by all authors.

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