



Knowledge and View of Teacher Regarding School Health Program in Two Localities Khartoum, Sudan 2019

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Abstract

Schools are important settings for comprehensive health promotion. School exerts the most influence on the lives of children and youth. Schools can play a key role in supporting students' health 'extension, the health of their families and communities. School health program (SHP) is designed to promote the optimal physical, emotional, social and educational development of students. Teachers play a major role in the promotion and successful implementation of the Program. This study aimed to determine teacher's knowledge and view about school health program. This cross sectional descriptive study was conducted in primary schools among 201 school teachers. Two school were selected randomly and was used to select teachers in each Locality area. Data were collected using interview questionnaires and analyzed using suitable statistical methods. The results show that school teacher's knowledge about school health program was 47 %. Their knowledge about School health Environmental, service, education, home and community relationship and feeding and food safety (55.75%, 52.3%, 24.3, 34.2, and 44.3%) respectively .their view about SHP 77.6% of the participant think that SHP was very important. There was no statistically significant relation between age of the participants, gender, education level and experiences to their knowledge. In conclusions; the study shows that knowledge of school teacher regarding school health program was poor but they had positive view about program. There was no statistically significant relation between age of the participant, gender, education level and experiences to their knowledge.

Keywords: School health; teachers; primary school; knowledge.

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1. Introduction

Education and health are closely interlinked. School health program consider importance components in delivery care system. Teachers are in a vital position to facilitate positive health among school age children through the school health program. Lack of knowledge among them well decreases its effectiveness [1].

School health services are an important aspect of community health. Attainment of health is a major aims of education. educators have to implement school health programs School health service are comprehensive services offered to pupils, teachers and other personnel in the school to promote and protect their health, prevent and control diseases and maintain their health [2].

School health program in Sudan were first initiated in 1912 as part of the Sudan medical department, responsible of school health services that included periodic screening, school meals, immunization and some sanitation services. More organized services, initiated by the federal Ministry of Health in collaboration with the Ministry of General Education and the key players in the health sector including the National Council of Child Welfare in 1972 in some areas as Khartoum, Northern and Jazeera provinces [3].

Globally the number of children reaching school age is estimated to be 1.2 billion children (18 % of the world's population) and rising [4].

Effective teaching and learning can take place only in a safe and secure school environment. The good quality of health service and environment had great impact on the performance and learning of student. Application of a healthy physical school environment and services can lead to healthy, student, family and community [5].

A positive school climate that supports health-promoting behaviors such as conflict resolution, positive social skills, use of protective sport equipment, safe sun practices, and avoidance of tobacco, alcohol, and other illegal drugs [6].

A health promoting school is a setting where education and health programs create an environment which in turn, promotes learning [7].

Children spend a considerable part of their life in school exposed to a variety of environmental, physical, emotional and social influences [8].

Children are the wealth of tomorrow; take care of them to develop a healthy society. Students spend a large part of their day at school; therefore, the school has become an important site where health and education take place. And teachers knowledge, play an important role in delivering health education to empower students with skills for healthy living [9,10].

Objectives: To identify the existing knowledge among school teachers related to school health program .and To find a relationship between the level of knowledge of school teachers with selected demographic variables

Methods: A descriptive cross sectional school based study design conducted in two localities Khartoum North and Omdurman among randomly selected 4 primary schools and all teacher of the school (201) were included in

the study after ethical clearance was obtained. A pre tested structure questionnaire includes socio demographic data and specified five components of school health (environment, services, education, communication, and food and food safety) were used as a data collection tools. Data were analyzed and suitable statistical methods were used.

Table 1: Socio demographic characteristic

N=201

Items		Frequency	Percentage%
Age	20-29	53	26.2
	30-39	92	45.5
	40-49	50	24.8
	More than 50	7	3.5
Gender	Male	61	30.2
	Female	140	69.3
Education Level	Secondary	16	8
	University	173	86
	Postgraduate	13	6
Years of Experience	Less than 10	119	59.2
	10-20	63	31.3
	21-30	19	9.5
Participate in School Health Program		121	60.2
Types of Participation			
	School health environment	71	35.3
	School health services	63	31.3
	Skill based health education, home and community and food and food safety	5	2.5

Common age groups were 30-39 years represent 45.5% and less than 30 and more than 40 years were (26.2% and 28.3%) respectively. Dominants gender were female 69.3% while male represent 30.2%. Majority of participants 86% were university education, with approximate of less than 10 years' experience to more than half of them, (59.2%) and 60.2% participate in school health program.

Table 2: Knowledge of participants regarding definition, importance, aims and components N=201

Item	Frequency	Percentage%
Definition of school health program	185	92
Importance of school health program	133	66.2
Aims of school health program	132	66
Five components of school health	104	51.8
Average		69

Knowledge of participants regarding definition was high 92% , two third of study participants knew the importance and aims of school health program but components known by only half of participants 51.8%.

Table 3: Knowledge of participants regarding the five components of school health N=201

Item	Frequency	%
Environment school health includes		
Availability of trash spin	143	73.6
Sewage disposal	133	66.2
Availability of safe water	127	63.2
Suitable location	88	43.8
Supportive environment	64	31.8
Average of environment school health knowledge	-	55.7
School health services includes		
Carry out prescreen for student	148	73.6
Carry out periodical student medical examination	149	74.1
Treated student serious health issues and care of pupils with special health needs.	109	54.2
Surveillance of immunization status	67	33.3
Counseling	53	26.4
Average of school health services knowledge	-	52.3
Skill based education		
Monitoring learner progress towards the development of health habit	93	46.3
Providing information on health issue affecting school community.	72	35.8
Developing skill based education for training of learner	41	20.4
Teaching health education 3 periods per week	20	10
Teaching health education based on promotion of personal health only	18	9
Average of skill based education knowledge	-	24.3
School home and community relationship		
Inform parents on health needs of children	105	52.2
Interpreting health observation to the parent.	107	53.2
Visits of parent to the school not only for regular meeting	66	32.8
Utilize community resources	36	17.9
Home visiting teacher	30	14.9
Average of school home and community relationship knowledge	-	34.2
Food and food safety		
Adequate sanitation and hygiene practice among food handler.	123	62.2
Periodic medical examination of food handler and vendor	142	70.6
Students bringing well cooked food from home	92	45.8
Home profession of at least one adequate meal per day to student	54	26.9
Regular deworming	34	16.9
Average of food and food safety knowledge	-	44.3
Average Knowledge of participants about Five components of school health		43.16

Average knowledge of participants regarding the five components of school health was varies as follow (approximately half of them knew environment school health and school health services (55.7%,52.3%,) respectively and 44.3% knew food and food safety they had low knowledge in school home and community relationship and skill based education (34.2%,24.3%) respectively. Marked variation in knowledge seen in the items of each components.

Table 4: View of participants regarding school health program N=201

Item	Frequency	%
Important	156	77.6
Not found	20	10
Found but not sufficient function	23	11.5

Majority of participants had positive view regarding important of school health program 77.6% There were no statistical significant relation between age, gender, level of education and knowledge with P. value more than 0. 05. Discussion: In this study 69.3% were female, which is similar with the study that found 63% of teachers were female [11]. Female were higher than male this may be due to norms in the community that prefer job of teachers to them . This study found that knowledge of school teachers about school health activities was 47% which was lower than what found in the study of knowledge of school health among teacher was 60.87 % [12]. what found in the study that illustrate ,school teacher knowledge about school health activities 62.9% [13]. And also other study that revealed knowledge of teachers was 76.1 % [14] . And better than what found in the studies that revealed 78% of participants have poor knowledge [1,15]. This differences may be due to types of school health program used. This study found; that awareness of the participants about five components of school health program (SHP) as followed school health environment, services, implementation home and community relationship, and food and food safety (55.7%, 52.3%, 34.2% and 44.3) respectively Which is more than what found in the study that revealed school health environment, services, implementation home and community relationship, and food and food safety (41.5%, 36.6%, 28.5% and 27.8%) respectively. But regarding skill based health education was 24.3% which was less than what found in the study that revealed 28.6% of them aware about it. This may be due to different types of teachers, in this study teachers were teach in primary school while in the other study secondary school teachers [16]. In this study important of school health program known by 77.6% of participants although majority think that its important program but their knowledge about it is not adequate. And approximately 40% of participants not engage in school health program .Which were less than in study that found, 98.7% of the participants felt school health program is desirable and important [1].

2. Conclusion

knowledge of school teacher regarding school health program was poor but most of them realized that school health program is desirable and important. There was no statistically significant association between age of the participants, gender, education level and experiences to their knowledge.

3. Recommendation

Provision of continuous training of teachers in school health would further enhance knowledge of teachers, This would lead towards more involvement of teachers in school health activities ,and the needed resources should be made available for the full implementation of all components of school health in schools. Limitation of the study: More school needed to be included in the study.

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