

## Effectiveness of Health Education Provided By Community Health Nursing Students to Ibn Al-Bittar Elementary School Students in Babylon City

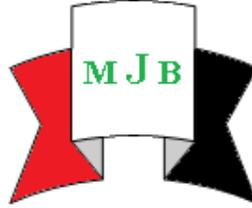
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### **Abstract**

A field study was carried out in Ibn Al- Bittar elementary school in Babylon city. It aimed at assessing the effectiveness of health education provided by community health nursing students to the elementary school students. The total number of the sample was one hundred and two, which represent (27.8%) of the school students. A questionnaire form composed of (8) open ended questions was developed for the purpose of this study. Percentages, frequency distribution were applied as a statistical measures. Some items were rated according to point type rating scale (Yes, No). The results showed that the highest percentages of the students' responses (23.7%) understood the meaning of health and they stated that health education is important. Results also indicated that (86.3%) of responses were positively reflected to the students' families and they encouraged their children to follow up what they have been taught and they need to know more about it. Relative to health education barriers, the most significant one given by the study sample (41%) was noise in the class. Thus the study recommended the following:

- Increasing health education for school students by using different mass media.
- Emphasis should directed toward providing school students necessary information regarding areas which they like to go in depth more (diseases in general, personal hygiene, dental care, nutrition, safe environment , and principles of first aid sessions).
- Carrying similar studies on larger sample.

### **الخلاصة**

دراسة ميدانية اجريت حول اثر التثقيف الصحي المقدم من قبل طلبة كلية التمريض / جامعة بابل لطلبة مدرسة ابن البيطار الابتدائية في مدينة بابل / ولتحقيق هدف الدراسة تم اختيار عينة متكونة من (١٠٢) طالب وطالبة في الصفوف الرابعة والخامسة والسادسة الابتدائية في المدرسة ممن يشكلون (٢٧,٨%) من مجموع طلبة المدرسة الكلي . تم تصميم استمارة استبيان خاصة لذلك كما وتم اجراء المقابلة الشخصية لأفراد العينة واستخدم التحليل الاحصائي الوصفي وذلك بأستعمال التكرارات والنسب المئوية , وتم استخدام طريقة تحليل القياس وذلك من خلال الاجابة على بعض عبارات ومواد المقياس بنعم او لا . اظهرت النتائج بان(٢٣,٧%) من افراد العينة ادركوا مفهوم " الصحة " وبيّنوا أن مواضيع التثقيف الصحي المقدمة لهم كانت مهمة . كما بينت النتائج بأن (٨٦,٣%) من عوائل الطلبة ابدوا تجاوبهم حيث شجعوا اولادهم على متابعة المواضيع المعطاة لهم واظهرو حاجتهم الى تقديم المزيد منها . وعليه اوصت الدراسة بتقديم المزيد من مواضيع التثقيف الصحي لطلبة المدرسة وباستخدام مختلف الاساليب التثقيفية مع التثقيف على المواضيع الصحية التي يرغبون افراد العينة بالاستماع اليها ( الامراض بشكل عام, النظافة الشخصية, العناية بالاسنان, التغذية, صحة البيئة, ومبادئ الاسعافات الأولية).كما واوصت الدراسة باجراء دراسات مماثلة ذات عينة اكبر وتشارك فيها عدد اكبر من المدارس .

## **Introduction**

Children are constantly growing and developing, this dynamic characteristics accounts for both their increased vitality and vulnerability and requires specific health care approach in relation to the child's changing needs (1).

A comprehensive school health program is an integrated set of planned, sequential school affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students. These programs propose to combine health education, health promotion and disease prevention and access to health and social services at the school site (1- 2).

Accordingly, the strategy of the school health program which is adopted by health system consists of school health services, safety and healthy environment plus health education (3-8).

Health education used to alter people's behavior or changes their attitudes toward health practices (4-12). Therefore, it is very important to inform and help the school students to have adequate knowledge for a healthy behavior and attitude. That helps the students to prevent diseases, promote healthy and well-being and to be as messenger to convey health messages back to their families (3-5-7).

Community health nursing course at nursing colleges provides the nursing students with knowledge and skills required to render community health nursing services to individuals, and groups with special needs and problems, who are well, ill or at risk in the various community settings such as school, work place, primary health center, and other health and allied care and welfare agencies. Thus, the community health nursing students as a part of their clinical training recognize all teaching opportunities at schools and select the health topics according to priority needs, then they prepare appropriate teaching plan based on the needs and implement the regular planned teaching (14- 15).

The purpose of this study aimed to assess the effectiveness of health education sessions

provided by community health nursing students to the elementary school students.

## **Material and Methods**

A field study was carried out in January 2014 on (102) students out of the total number of school students. Their ages were ranged from (11-13) years old.

After a period of two weeks from providing health education sessions which performed by community health nursing students as a part of their clinical training,

a questionnaire form was designed and prepared according to the assessment of school students' needs. It consisted of (8) open-ended questions. The questionnaire forms were explained to school students, distributed and collected in the same date under supervision of researchers and school teachers. Data analysis was done by using simple descriptive statistical data analysis ( frequencies, percentages ). Some items were rated according to point type rating scale (Yes, No).

## **Results**

Table no. (1) showed that the highest percentages of the students responses (23.7%) understood the meaning of health and they stated that health education is important.

Table no. (2) indicated that the highest percentages of the sample (49.0%) mentioned that health education provide them with information about the methods for protection from diseases followed by it guided them toward healthy nutrition and personal hygiene (16.1%).

Table no. (3) Showed that the majority of the sample ( 29%, 23.4% ) responded that they preferred the topics of diseases in general and personal hygiene respectively followed by dental care, healthy nutrition, safe environment and principles of first aid sessions.

Table No. (4) found that the majority of students responses ( 93.1%), stated that the health education changed their behavior and attitude regarding health and health practices.

Table no. (5) indicated that (86.3%) of responses were positively reflected to the student's families and they accepted the teaching positively.

Table no. (6) showed that the most significant barrier given by students (41%) was noise in the class, followed by time is not enough (28.6%), while the minority of their responses (8.9%) were "I don't know".

From table no. (7) we found that the studied sample mentioned many suggestions for improving health education sessions, out of them are, using many teaching tools during the sessions (27.8 %), then ask nursing students to attend for every day health session (22.2%).

**Table 1** : The students opinions about health education

No.	Responses	F	%
1	Provides information and understanding about the meaning of health	78	23.7
2	Guides students and educates about diseases and first aid	71	21.5
3	Educates about good behavior	70	21.2
4	Provides information about hygiene	62	18.8
5	Helps and protects bodies from diseases and harmful things	49	14.8
	Total	330*	100

\* Students have the chance to select more than one choice

**Table 2** :The importance of health education for school students

No.	Responses	F	%
1	Provide them with information about the methods for protection from diseases	73	49.0
2	Provides information about healthy nutrition and personal hygiene	24	16.1
3	prevention of communicable diseases	20	13.5
4	Provides information about wrong life habits	14	9.4
5	Present many topics related to health & first aid	18	12.0
	Total	149*	100

\*Students have the opportunity to select more than one answer

**Table 3:** Preferable health education topics by school students

No.	Responses	F	%
1.	Diseases in general	77	29
2.	Personal hygiene	62	23.4
3.	Dental care	36	13.6
4.	Nutrition	34	12.8
5.	Safe environment	29	10.9
6.	Principles of first aid	27	10.2
	Total	265*	100

\*Students have the chance to select more than one choice

**Table 4 :**Health education changed the behavior and attitude of school students regarding health

No.	Responses	F	%
1.	Yes	95	93.1
2.	No	7.0	6.9
	Total	102	100

**Table 5:**Shifting the health knowledge to their families

No.	Responses	F	%
1.	Yes	88	86.3
2.	No	14	13.7
	Total	102	100

**\* Responses of the student families to health education**

No.	Responses	F
1.	Families accepted the teaching	83
2.	Information are beneficial and useful	80
3.	Families need to know more about health education	21
4.	Families encouraged the children to follow the health habits	12
5.	Families started to transfer health education to others	4.0
6.	Irrelevant	30
	Total	230*

\* Some students refused to answer & some selected more than one answer

**Table 6:** Health education barriers

No.	Responses	F	%
2.	Noisy in the class	46	44.3
3.	Time is not enough	32	30.7
4.	Poor understanding for some topics	16	15.3
5.	I don't know	10	9.7
	Total	104*	100

\*Some students mentioned more than one barrier

**Table 7:** Indicating the suggestions for improving health education

No.	Responses	F	%
1.	Using many teaching tools during sessions	40	27.8
2.	Ask nursing students to attend every day	32	22.2
3.	Ask for more time	12	8.3
4.	Silence in the class room	6.0	4.2
5.	No suggestion	54	37.5
	Total	144*	100

\*some students mentioned more than one suggestion

## **Discussion**

This study showed that the highest number of the students percentages (23.7%) understood the meaning of health and they stated that health education is important, these results confirmed by previous reports which stated that the school children must understand the meaning of health and create health consciousness which reflect toward changing their health behavior (2). Relative to the importance of health education for school students, it was found that the highest percentages of the sample (28.2%) mentioned that health education provide them with information about the methods of protection from diseases, these results supported by literatures which mentioned that good health educational program is important for prevention of spread of diseases, as well as it would form a lifelong behavior which is important to improving general well-being and prevention of illness for this age groups (9-13).

In regard to the most important preferable health education topics by school students, the majority of them (29%, 23.4%) responded that they preferred the topics related to different diseases and personal hygiene respectively followed by dental care,

healthy nutrition, safe environment and principles of first aid (table no.3). Despite recent general advances in school health services, there is no ideal health education program available in the schools which enable school students to cope more effectively with alterations in health and lifestyle and to assume great responsibility for health.

Results of this study showed that the majority of students responses (93.1%) stated that the health education sessions changed their behavior and attitude regarding health and health practices. Health education is important in informing, motivating, and helping people to adopt and maintain healthy practices (6-8). Relative to shifting health knowledge to students' families, results also indicated that (86.3%) of responses were positively reflected to the student's families and they accepted the teaching positively, as well as they encouraged their children to follow up what they have been taught and they need to know more about it. School children can also the health messengers for their families (2-11).

Regarding the health education barriers, table no. (6) indicated that the most significant one given by students (44.3%) was noise in the

class, followed by time is not enough (30.7%), while the minority of their responses (9.7%) were "I don't know". Relative to their suggestions for improving the health education they mentioned many suggestions as: using many teaching tools during health education sessions (27.8 %), followed by asking nursing students to attend every day to their school (22.2%) (Table no.7).

### **Recommendations**

1. Increasing health education sessions for school students by using different mass media.
2. Emphasis should directed toward providing school students necessary information regarding areas which they like to go in depth more ( diseases in general, personal hygiene, dental care, nutrition, safe environment and principles of first aid sessions).
3. Carrying similar studies on larger sample.

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