

Primary Schools Teachers' Knowledge Regarding Child Right at Mosul City

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Abstract

The Objective: The aim of the study assess the teachers knowledge about child right in elementary schools at Mosul City /Iraq .

The Methodology: A descriptive study design was chosen fulfill the objectives of this research was conducted in sixty elementary schools inside of Mosul city/Iraq during the period from 1 October 2019 till 30 May 2020 . The study sample consists of (60) elementary schools teachers was selected by purposive sample from (60) schools inside Mosul city . The questionnaire data was filled by the teachers in a face-to-face direct interview. Different statistical processing was conducted by the use of version 23 SPSS statistical package

The Result: The result shows that 75.0% of teachers have good knowledge regarding child rights and there is no significant relationship between the knowledge about child rights and socio - demographical variables of the teachers..

The Conclusion: There are teachers at a poor and average level and to be improved in knowing the child's rights.

The Recommendations: Further research is recommended on child rights consisted of knowledge, attitudes, and practices with vast teachers sample.

Keywords: Teachers , Knowledge ,Child Rights, Primary Schools .

INTRODUCTION

Teachers have regular interaction with a greater number of children for a longer period of time because the child spends more time in school ⁽¹⁾. Teachers play a critical role in disseminating important knowledge about children's rights. The teacher is the most important person in assessing a child's academic performance. The instructor can need to creatively "stage" interactions with children and use a variety of materials as a facilitator of each child's ability growth.

Sowing the seeds of peace and justice in schools will help to raise a new generation of world leaders and ordinary people with a vision of a peaceful world. As a result, data on primary school teachers' awareness, attitudes, and practices regarding children's rights is needed ⁽²⁾. Following World War II (1945), several countries around the world founded the United Nations. One of this union's most prized aims was to promote world peace and liberty. Efforts to achieve peace and liberty continued until the United Nations adopted the Universal Declaration of Human Rights on December 10, 1948. These basic human rights were guaranteed to every resident on this earth. These basic human rights of all human beings in the world were also understood to extend to children, but it was soon proposed that children were unique and required legal protection⁽³⁾.

Objectives of the Study

- 1- To assess the teachers' knowledge level regarding child rights in primary school at Mosul city/Iraq.
- 2- To find out the association between teachers' demographical variables and their knowledge level regarding child rights in primary school at Mosul city /Iraq .

Methodology

The Design of the study:

A descriptive study design was chosen to fulfill the objectives of this research was conducted in sixteen primary schools inside of Mosul city /Iraq during the period from 1 October 2019 till 30 May 2020 .

The Sample of the study:

The purposive sample chosen for the current study samples . The sample consisted of (60) teachers working in the selected primary schools from the right side and left side of Mosul city , (30) teachers from each side of the city, one teacher from each school that selected in this study.

The Study Questionnaire :

The questionnaire of the study were prepared by the researchers after reviewing related literature that focus to the topic of the study. A structured-questionnaire was constructed based on a conceptual framework that divides into 2 major parts.

The first part concerns the socio-demographic data of the teachers such as age, gender, marital status, educational level, years of employment .

The second part includes questions about teachers knowledge regarding child rights and

consist of (5) questions each question comprised of (4) alternative options .

Poor Knowledge = (0-2) score , Average Knowledge = (3) score, Good Knowledge = (4-5) score.

Validity of the study

To ensure that the questionnaire is appropriately adapted for the particular fieldwork area where the study will be conducted ,the investigator consulted local (12) scientific experts in different specialties related to the field of the present study to decide whether or not the enlisted questions are appropriate to be retained ,dropped or reformatted.

Reliability of the study:

To ensure that the questionnaire are clear, simple and applicable, a pilot study was carried out on a group of (10) teachers who was excluded from the study samples .

Method of data collection

Prior to the collection of data , a formal administrative approval to conduct this study was obtained from Nineveh General Education directorate and also obtained from each teachers through direct interviews to the study samples.

The Result

Table 1: Distribution of primary school teachers according to their socio-demographical variables (n = 60).

Socio-demographical Characteristics	Total (n = 60)	
Variables	F	%
Age(Years)		
(25-30)	2	3.3
(31-35)	12	20.0
(36-40)	11	18.3
(41-45)	13	21.7
(46-50)	6	10.0
51 and more))	16	26.7
Gender		
Male	30	50.0
Female	30	50.0
Marital status		
Single	4	6.7
Married	50	83.3
Widowed	6	10.0

Educational levels		
Secondary school graduate	9	15.0
Institute	20	33.3
University	31	51.7
Years of employment		
1-5 Years	3	5.0
6-10 Years	8	13.3
11-15 Years	27	45.0
16-20 Years	9	15.0
21-25 Years	5	8.3
26 Years and more	8	13.3

F: Frequency, %: Percent

Table (1) shows that the highest percentage of the sample (26.7%) at age (51 and more) and the equal gender between male and female (50%) . Regarding marital status 83.3% of the sample are married . approximately 50.0% of the samples are having university degree certificate. 45.0 % of the sample at (11-15) years of general employments period.

Table 2: Total knowledge levels for primary school teachers concerning child rights (n = 60).

Levels of Knowledge	F	%
Poor Knowledge	4	6.7
Average Knowledge	11	18.3
Good Knowledge	45	75.0

Poor Knowledge = (0-2) score , Average Knowledge = (3) score, Good Knowledge = (4-5) score.

Table (2) demonstrates that the total level of knowledge for teachers about child rights is good among 75.0% of primary school teachers .

Table 3: association between the socio -demographical variables of primary school teachers and total knowledge levels scores .

Socio-demographical Characteristics	P-value	Sig.
Age	0.845	NS
Gender	0.578	NS
Marital status	0.283	NS
Educational levels	0.290	NS
Years of employment	0.573	NS

Correlation is significant at the ≤ 0.05 level, S(Sig=Significant) ; NS(Not Significant)

Table 3: demonstrates that there is no significant association between total knowledge about child rights and socio-demographical variables of primary teachers school .

Discussion of the Results

After data collection and analysis the findings displayed that the age group between (51 and more) years old were in the highest percentage of the sample (26.7%), while the age group between (25 - 30) years old were in the lowest percentage of the sample (3.3%) , This result agree somewhat with Dhahir and Mohammed study (2020) under the title " Assessment of Primary School Teachers' Knowledge Towards Post-Traumatic Stress Disorder among Pupils In Mosul City"⁽⁴⁾. Regarding the teachers gender. The results showed gender equality , This finding is similar to many study such as study Dhahir and Mohammed (2020) in Mosul city where the study showed equivalence of both males and females in the study samples⁽⁴⁾ and Salih (2015) under the title " Assessment of Primary School Teachers' Knowledge regarding Child abuse in Kirkuk city"⁽⁵⁾ . In this study 83.3% of studied samples were married and this finding is similar to finding of (Salih., 2015) (82%) in Kirkuk city⁽⁵⁾ and (Mohammed and Khudair ., 2019)(78%) in Najaf City⁽⁶⁾. The table (1) demonstrates that about 51 % of the study sample are possess an university degree certificate .This result agree with (Abd EL-Aziz etal .,2018) that they found (80%) of teachers have university degree certificate⁽⁷⁾.

Regarding teachers' years of employment the table (1) show that (45%) of the total samples were having years of employment ranged between (11-15 years)this finding consistent with (Dhahir and Mohammed .,2020) that they finding (35.0%) of teachers having work experience in teaching ranged between (11-15) ⁽⁴⁾.

Table (2) demonstrations that the total level of knowledge for teachers about child rights is good among (75%) of elementary school teachers who are participated in the study , this result agree with (Sathiyaraj & K.Jayaraman ., 2013) . Only about 27% of teachers have a high level of child rights awareness, while the remaining 46% have an average level of child rights awareness ⁽⁸⁾

Table (3) demonstrates that there is no significant association between total knowledge about child rights and socio-demographical variables of primary teachers school .

The Conclusion:

The results of the study showed that majority of the primary schools were having good level of knowledge regarding child rights.

The Recommendations:

Further research is recommended on child rights consisted of knowledge, attitudes, and practices with vast teachers sample.

Conflict of Interest: None to declare.

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