



ASSESSMENT OF DEAF-DUMB TEACHERS PERFORMANCE REGARDING HEALTH PROTECTIVE BEHAVIORS IN THE MIDDLE EUPHRATES CITIES

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Article history:	Abstract:
<p>Received: June 11th 2022 Accepted: July 14th 2022 Published: August 21st 2022</p>	<p>Background: Health protective behavior is not a new topic, but at the present time take the place of importance among policy makers, and developed several future programs to assess trends to work towards the protective behavior of health from chronic diseases and permanent disability. Objective: To assess the Teachers' performance toward disabled children's protective health behaviors at the institutes of deaf and dumb in middle Euphrates cities. Methodology: A descriptive quantitative study was carried out in order to achieve the stated objective. Study Sample A non-probability Purposive sample of (28) teachers of deaf-dumb who working at deaf-dumb institutes in Cities. The study tools consist of two parts, (1) demographic characteristics; (2) fourteen question to assess deaf-dumb teachers performance. The SPSS version 24.0 application is used to analyze the study results. Results: the study results show that was found moderate level teachers performance towards deaf-mute students. Conclusions: Most of the study sample are within the fourth age group (45-49) years old and (75%) female. Also they have a moderate level performance towards guiding deaf-dumb students about protective health behaviors. Recommendations: The study recommended conducting an evaluation for teachers in all deaf-mute institutes. And use of mass media by the health authorities is essential for health education initiatives to enhance health awareness.</p>

Keywords: Teachers Performance, Deaf-Dumb students, Health Protective behaviors

1. INTRODUCTION:

People who are disabled have long-term physical, mental, intellectual, or sensory impairments that, when combined with other factors, may prevent them from participating fully and effectively in society on an equal footing with others. As a result, their needs necessitate increased efforts from parents and teachers, who must also be experts in the guiding process. ⁽¹⁾

As with those without disabilities, people with disabilities need a wider range of health services for disease diagnosis and treatment as well as for promoting, protecting, and restoring health. When people with disabilities have specific health issues related to their disability, they also need services meant to reduce and prevent subsequent functional issues, such as through proper health care services and health protective measures. ⁽²⁾

A protective behavior for Children with disability is very important because they avoid preventing serious wrongful conduct, such as malnutrition, idle movement, and Environmental risks. Here, they require help to develop skills to protect health and motivation to translate knowledge into action. It also requires continuing support for the health and often difficult life style changes. ⁽³⁾

The teacher of disabled children has a clear importance and a greater role in the educational process, because the instructor is the basis of the educational process, and since science is the basis of progress, the role of the instructor should not be underestimated until we obtain a good and advanced society, and the role of the teacher has become much broader than just the explanation in the classroom only ⁽⁴⁾



2. METHODOLOGY:

A descriptive quantitative study was carried out in order to achieve the stated objective. Study Sample A non-probability Purposive sample of (28) teachers of deaf-dumb who working at deaf-dumb institutes in Cities. Several statements of this questionnaire were modified and developed to increase the validity of this instrument and to be more appropriate for achieving the aims of the present study. The study instrument consisted of two parts as the following: Demographic

data, and the performances Information items which consist from 14 Items. Each item responses by one of these (Always, Sometime, Never).

3. RESULT:

This Chapter presents the Result of the data analysis systematically in tables this chapter corresponded with the objectives of the study as following:

Table (1): Distribution of the Deaf-Dumb teachers According to Their Socio-Demographic Characteristics

Socio-demographic	Groups	Freq.	Percent	Cum. Percent
Age Groups	25-29	2	7.1	7.1
	30-34	5	17.9	25.0
	35-39	3	10.7	35.7
	40-44	3	10.7	46.4
	45-49	9	32.1	78.6
	50-54	6	21.4	100.0
Mean ± SD		42.67± 8.57 yrs.		
Gender	Male	7	25.0	25.0
	Female	21	75.0	100.0

F: Frequency; P: Percentage;
Cum Percentage: Cumulative Percentage;
S.D: Stander Deviation; \bar{x} : Arithmetic mean.

This table shows that most of the instructors are within the age group of (45-49) years old (32.1%), females (75%), married (78.6%), graduated from institutes (53.6), and (85.7) of them living in urban residential area, finally, the experience group (20-30) years (36.7%).

Table (2): Mean of Scores and Frequencies for items of Protective Health behaviors Domain

Items of Instruction Strategies		F	%	M.S	Eva.
1. He\she shows children what is the difference between physical health and mental health.	Never	19	67.9	1.35	L
	Sometimes	8	28.6		
	Always	1	3.6		
2. Follows the healthy behavior of the deaf and dumb by observing and measuring physiological and motor activities.	Never	3	10.7	2.10	M
	Sometimes	19	67.9		
	Always	6	21.4		
3. He\she is concerned with the factors affecting health behavior, such as the economic and environmental aspect	Never	20	71.4	1.35	L
	Sometimes	6	21.4		
	Always	2	7.1		
4. He\she direct Deaf-Dumb for maintain a clean environment.	Never	5	17.9	2.28	M
	Sometimes	10	35.7		



	Always	13	46.4		
5. Works and guides to modify the negative health behavior of the deaf-mute.	Never	16	57.1	1.53	L
	Sometimes	9	32.1		
	Always	3	10.7		
6. The mentor uses the principle of reinforcement for positive behavior by giving a reward	Never	17	57.1	1.50	L
	Sometimes	8	32.1		
	Always	3	10.7		
7. Depends on the principle of formation to teach a new behavior favorable to the deaf-dumb	Never	17	60.7	1.60	L
	Sometimes	5	17.9		
	Always	6	21.4		
8. The principle of overcorrection is used when students throw trash in the wrong place	Never	18	64.3	1.53	L
	Sometimes	5	17.9		
	Always	5	17.9		
9. Encourages deaf-dumb children to eat healthy food	Never	3	10.7	2.14	M
	Sometimes	18	64.3		
	Always	7	25.0		
10. The guide educates deaf-mute children to brush their teeth after eating the main meals.	Never	18	64.3	1.46	L
	Sometimes	7	25.0		
	Always	3	10.7		
11. Directs children to engage in activities that prevent disease and promote health.	Never	17	60.7	1.50	L
	Sometimes	8	28.6		
	Always	3	10.7		
12. Shows street crossing areas for deaf-mute children.	Never	6	21.4	2.10	M
	Sometimes	13	46.4		
	Always	9	32.1		
13. He\she directs children to visit the hospital to detect diseases before symptoms appear	Never	14	50.0	1.64	L
	Sometimes	10	35.7		
	Always	4	14.3		
14. Instructs children to take measures to reduce the effects of chronic diseases, such as nutrition and treatment	Never	17	60.7	1.53	L
	Sometimes	7	25.0		
	Always	4	14.3		
Overall Evaluation				1.68	M

F: Frequencies, %: Percentages, M.S: Mean of Scores, Eva. : Evaluation, L: Low (M.S=1-1.66), M: Moderate (M.S= 1.67-2.33) H: High (M.S= 2.34-3).

4. DISCUSSION:

5. Discussion of the demographic Characteristics for Study Sample:

Analysis of the sample's demographic characteristics reveals that the age of (45-49) years old

is found to be the predominant age group among the study sample and accounted for the higher percentage as being compared with the other age groups. This result is consistent with that of the study by Hussein and others⁽⁵⁾ (2020) in Iraq, which it is found that most of the Instructors age above 40 years. This result differs



from the result obtained by researcher CAPRI and GULER⁽⁶⁾ (2018), Where they found that the largest percentage of age group for teachers (20-29) years. The researcher's opinion about the high life expectancy is due to the suspension of the appointment of permanent owners in most of Iraq's ministries and departments.

The present study shows that the largest proportion of the instructors is from Women (75%), Such result is found to be convergent to that of a study in which a Teachers' self-efficacy beliefs for teaching by Perera, & John⁽⁷⁾ (2020). Where they found that the majority of teachers are female. The researcher's opinion on this matter is that women have more wisdom, emotion, and abilities to manage the affairs of the family and young children, than men.

A. Mean of Scores and Frequencies for items of Protective Health behaviors Domain for Performance of deaf-dumb teachers

Analysis of data related to the protective health behaviors for deaf-dumb teachers demonstrates that the majority of them were in generally Perceptions a good health performance direction of their students. Supportive evidence is available in the work of Alotaibi in Saudi Arabia⁽⁸⁾ (2019) who carry out a cohort study on (210) to evaluate their Teachers' Perceptions level on Factors Influence about lifestyle, findings indicate that most of them have moderate level performance of health behaviors direction of their students

6. CONCLUSION:

Most of the study sample are within the fourth age group (45-49) years old and (75%) female. Also they have a moderate level performance towards guiding deaf-dumb students about protective health behaviors

7. RECOMMENDATION

1. The study recommended conducting an evaluation for teachers in all deaf-mute institutes, as well as cooperating with the competent authorities to provide advice and discussion sessions on health developments.

2. Use of mass media by the health authorities is essential for health education initiatives to enhance health awareness among students especially patients with disability.

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