



Contributing Towards “Clean And Green Pakistan” Through Health Awareness Activities Elementary School Education: Students’ Perspectives

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ARTICLE INFO	ABSTRACT
<p>Keywords: Clean And Green Pakistan, Health Awareness Activities, Elementary level.</p> <p>Corresponding Author: Dr. Muhammad Samiullah, Assistant Professor, Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan Sami.ullah@aiou.edu.pk</p>	<p>As the students only focus on academic achievements of their students hence, health awareness is neglected at elementary level schools in Pakistan. So, this research project was conducted to find out the level of students’ health awareness at elementary level in two districts and how it may be increased via activities of health awareness. Survey research had been conducted. Through random sampling, male and female elementary level students at public schools had been selected who were studying in class 8 in the year 2022-23. There were 520 students (250 male and 270 female) as well who gave their opinion on 5-point Likert Scale student’s questionnaire. Using SPSS, percentage of their opinions have been calculated under descriptive statistics with their mean scores against each statement. The results showed perceptions of respondents about each statement. Some recommendations were made for the students at elementary school to improve the teaching methodology in a way that they may involve themselves in Health awareness activities.</p>

INTRODUCTION

Every child has the right to quality education, which includes having access to clean, safe drinking water and other school-related- facilities. A child spends most of the day in school, where hygiene practices have an impact on learning, health, and feeling of dignity.

The Sustainable Development Goals (targets 4.a, 6.1, and 6.2) recognize the importance of hygiene practices in schools as essential elements of a "safe, non-violent, inclusive, and effective learning environment" and as a component of "universal" WASH access, which emphasizes the need for WASH outside of the home. (UNICEF, 2020)

The education of students about cleanliness is crucial. Many kids gain some of the most basic hygiene knowledge in school, where they may also be exposed to cleanliness habits that may not be encouraged at home. Through health education and by serving as role models for schoolchildren, teachers may teach kids about WASH. Methods that have been shown to produce the longest-lasting learning results and successfully promote the transition toward healthy behaviors can be employed for this goal (UNICEF, 2020).

An activity is a way to support or guide someone toward a particular desired activity without telling them what to do or forcing them to. It should ideally be something simple, lovely, sociable, and timely. (Dreibelbis et al 2016). A set of practices and conditions for better health maintenance and prevention from illness, personal hygiene habit formation is very crucial for the children. This study is based on the aspects supported by the (WHO) and (UNICEF). "Hygiene refers to situations and behaviours that help to maintain health and prevent the spread of diseases," World Health Organization (WHO) states. Personal hygiene is the practice of keeping one's body clean. (Khan, 2021).

Elementary school students' adherence to good personal hygiene practices may help to prevent infectious infections. Individual and communal cleanliness can lessen dangers, particularly from communicable diseases, and improve a community's general health. Instilling excellent hygiene practices in youngsters does more than just keep them safe from illness and germs. Additionally, it enhances their general health and keeps them feeling and smelling clean and fresh. (Blackwell et al 2018)

Statement of Research Problem

It is important to teach elementary school children about good personal hygiene habits and sanitation of environment for Clean and Green Pakistan which is not focus of elementary school education. No tree plantation is taught through activities. Textbook activities may be effective in this regard. Employing Activities (for CGP) are meant to encourage change behavior of elementary school students. They are ignored and are far more beneficial than attempting to impose change based on more established norms. The application of these activities relies on encouragement and assistance. Direct instruction or enforcement is avoided. It provides the conditions for people to decide to change on their own. To link the said two, this research was conducted to see the extent of health awareness activities' contribution towards Clean and Green Pakistan as perceived by students at elementary level

Objective of the Research

This research was conducted to achieve following objective:

To determine effectiveness of textbook (HA) activities for awareness in terms of "Clean & Green Pakistan" among elementary school students.

Research Question

To what extent textbook (HA) activities are effective for hygiene practices awareness among elementary school students, as perceived by them?

Literature Review

Schools are viewed as an essential setting for executing training programs. They have the uncommon capability of considering a wide populace of youngsters and adolescents. An educational plan that includes health training features the significance of health awareness. It likewise gives importance to the physical action that

assist students in keeping up healthy ways of life about eating and physical action (Story, Kaphingst, and French, 2006; Hung, 2015). Over the world, there is a wide scope of nourishment training activities routed to younger students, with the cooperation of schools, government and health advancement organizations conveying information about eating routines and patterns and explicit instruction to forestall or oversee dietary-related and way of life related infections (Worsley, 2002) .

Health advancement is the path toward connecting with people to have control over their health and improve it. It is more than concentrating on particular practices, and join a wide extent of social and natural interventions (WHO,2015).One of the most noteworthy fields in health advancement is health improvement and schools are the best ground for giving guidance. The hugeness of schools is all around reflected in the declaration by the United Nations Children's Fund (UNICEF) that calls schools "the amplest world channel for broadcasting information to the families, school staff, arrange people and understudies themselves" . In this manner, schools are an essential bit of health advancement (WHO, 2000). Schools offer access to around one billion understudies and their families around the globe. In addition, necessary education is provided by school and this is provided at the most appropriate time (Langford, et al., 2015).

Training can assist youth with habits to accomplish the information and the aptitudes that they have to settle on legitimate nourishment decisions and create deep rooted healthy eating designs. Healthy dietary pattern among teenagers and kids are fundamental for healthy development, intellectual turn of events and different parts of health and prosperity. (Sadegholvad et al., 2017) Also, adaption of healthy dietary pattern has been connected to diminished danger of ceaseless illnesses in their future life. School-based nourishment training educational plans should intend to improve students' information, abilities, self-adequacy, and conduct. It was inferred that the present health programs that are taking place in different schools are working in promoting health related dietary practices among kids (Perez-Rodrigo et al ., 2003).

Method and Procedure

The details regarding method and procedure are as under:

Design

It is Survey Research. It is descriptive and quantitative in nature. With the help of one questionnaire, numerical data was gathered in the study that helped to describe and understand the phenomenon. After analysis, the results of this study were generalized over a large population.

Sample

As a random sampling technique, it was resolved that at least two schools, one female and one male school, would have been selected from each Tehsil. From the comprehensive lists of schools, provided by the respective Deputy District Education Officers of each Tehsil, 15 schools (8 female and 7 male schools) were selected through a person having no relevance of any sort with this study. The sample was the male and female elementary level students who had taken annual exams of class 8 in the year 2023.

Instrument

For conduction of this study two survey questionnaires were taken as the instrument. It was piloted. The questionnaires were based on 5-point Likert Scale i.e., 1 = Strongly

Disagreed (SD), 2 = Disagreed (D), 3 = Undecided (U), 4 = Agreed (A) and 5 = Strongly Agreed (SA).

Data Analysis

The assistance of a research assistant and the faculty of the respective schools had been taken to administer and fill up the questionnaires. Researcher guided and trained them how to deal with students and teachers in collection of data.

1 Students' Questionnaires

Table 4.1

Students' Perceptions about Hygiene Awareness

Sr #	Statement of Questions	SD %	D %	U %	A %	SA %	Total	Mean
1	The health awareness activity causes health awareness in me.							2.603
		10.4	5.9	17.6	17.6	48.3	100	
2	The health awareness activity is supportive to me avoid epidemic.							3.044
		7.4	30.8	19.1	35.3	7.4	100	
3	The health awareness activity is helpful to me avoid any disease other than epidemic.							3.206
		0	38.2	16.2	32.4	13.2	100	
4	The health awareness activity is helpful to me avoid germs							3.029
		11.8	33.8	11.8	25	17.6	100	
5	The health awareness activity is helpful to me avoid any viral disease							3.162
		7.4	25.0	25.0	29.4	13.2	100	
6	The health awareness activity is helpful to me avoid malaria and dengue							3.147
		7.4	30.9	20.6	22.1	19.1	100	

The majority of the students, (58.9%), agreed with this statement 1. The mean of the responses was calculated to be 2.603. The statement 2 provides the results as (42.7%) agreed with the statement, while (38.2%) disagreed. Meanwhile, students (19.1%) had no clear stance on the matter and were considered undecided. The mean response to the survey was 3.044, indicating that the overall sentiment among the students was mixed.

The statement 3 shows that students (45.6%) are in agreement of the statement 3 and that students (16.2%) remained undecided in this regard. Whereas students (38.2%) were against this statement. Moreover, the mean of the responses is 3.206.

The statement 4 shows that students (23.5%) are in agreement of the statement that competitions for getting award in final exams have pleasant effects on students. students (11.8%) remained undecided in this regard. Whereas students (45.6%) were against this statement. Moreover, the mean of the responses is 3.029. Since almost equal number of the students are in favor of this statement and against it, so this is a case of mixed opinion.

The statement 5 shows that students (42.6%) were in agreement of the statement and that students (25.0%) remained undecided in this regard. Whereas 22 (32.4%) were against this statement. Moreover, the mean of the responses is 3.162. Since most of the students agree on this notion seconded by their observation which is a favorable stance for health awareness learning process, so this is a case of Positive effects.

The statement 6 shows that students (41.2%) were in agreement of the statement and that response of students was in a positive way. The students (20.6%) remained undecided in this regard. Whereas the students (38.3%) were against this statement. Moreover, the mean of the responses is 3.147. Since almost equal number of the students are in favor of this statement and against it, so this is a case of positive influence of health awareness activity for developing health awareness.

Table 4.2

Students' Perceptions about Safe Drinking Water & Balanced Diet Awareness

Sr #	Statement of Questions	SD %	D %	U %	A %	SA %	Total	Mean
7	The health awareness activity causes awareness in me about safe drinking water							2.838
		4.4	6.0	23.5	23.5	42.6	100	
8	The health awareness activity causes awareness in me about nutrition							3.118
		4.4	32.4	23.5	26.5	13.2	100	
9	The health awareness activity causes awareness in me about balanced diet.							3.250
		1.5	29.4	25.0	30.9	13.2	100	
10	The health awareness activity causes awareness in me about diet choices.							3.059
		7.4	35.3	14.7	29.4	13.2	100	
11	The health awareness							3.265

	activity causes awareness in me about healthy food including water.	16.2	11.8	25.0	23.5	23.5	100	
12	The health awareness activity causes awareness in me about junk food.							2.838
		4.4	41.2	25.0	25.0	4.4	100	

The statement 7 presents the results of a survey regarding the agreement of students surveyed, expressed agreement with the statement, while (23.5%) stated that they were unsure. On the other hand, some students disagreed with the statement. The average of the responses was 2.838. The statement 8 provides the results of a survey conducted among the students regarding their opinion on the statement that students exhibit a preference for activity. The data shows that 39.7% of the students, concur with this statement. On the other hand, 23.5% of the students, have not formed a definitive opinion on this matter and remain neutral. Additionally, 36.8% of the students disagree with the statement. The mean of the responses, calculated as 3.118, indicates that the overall opinions of the students are inclined to agree.

The statement 9 shows that the students (44.1%) are in agreement of the statement and that (25.0%) remained undecided in this regard. Whereas some students (30.9%) were against this statement. Moreover, the mean of the responses is 3.250. Since most of the students are in practice of carrying out such practice which is a favorable stance for healthy teaching learning process.

The statement 10 presents the results of a survey where students were asked about their opinions on the impact of their health awareness activity practices. Out of the total respondents, maximum students (or 42.6%) agreed and that same percentage (or 42.7%) disagreed with this statement, while 10 students (14.7%) were neutral or undecided. The mean of the responses, calculated as 3.059, suggests that overall, the students were inclined to be agreed with the statement, indicating a mixture of opinions. This implies that the health awareness teaching practices is neither fully positive nor fully negative, but a combination of both.

The statement 11 shows that maximum students (47.0%) are in agreement of the statement and that some students (25.0%) remained undecided in this regard. Whereas some students (28.0%) were against this statement. Moreover, the mean of the responses is 3.265. The statement 12 reveals that some students, (29.4%) agreed with the statement that they encourage their students to practice with questions from recent final exams in the classroom. However, 17 students (25%) were uncertain about this statement, and a larger portion of 31 students (45.6%) disagreed with it. The average response score was 2.838, indicating a negative stance on the matter.

Table 4.3

Students' Perceptions about Water and Sanitation Awareness

Sr #	Statement of Questions	SD %	D %	U %	A %	SA %	Total	Mean
13	The health awareness activity causes awareness in me about washing hands.							3.353
		8.8	22.1	14.7	33.8	20.6	100	
14	The health awareness activity causes awareness in me about using soap							3.206
		2.9	32.4	22.1	26.5	16.2	100	
15	The health awareness activity causes awareness in me about trimming nails							3.147
		5.9	28.0	29.4	19.1	17.6	100	
16	The health awareness activity causes awareness in me about haircut.							3.309
		1.5	27.9	29.4	20.6	20.6	100	
17	The health awareness activity causes awareness in me about brushing teeth.							3.353
		5.9	25.0	16.2	33.8	19.1	100	
18	The health awareness activity causes awareness in me about bathing regularly							3.265
		2.9	30.9	19.1	30.9	16.2	100	

The statement 13 shows that majority of students (54.4%) are in agreement of the statement that they do important activities, from the textbook. A few students (14.7%) remained undecided in this regard. Whereas a few students (30.9%) were against this statement. Moreover, the mean of the responses is 3.353. Since most of the students do carry out such practice which is a favorable stance for healthy teaching learning process, so this is a case of positive effect.

The statement 14 presents the results of a survey on the teaching practices of a group of students. Of the total participants, (42.7%) indicated that they agreed to the said statement. Some (22.1%) were unsure about their approach. However, (35.3%) disagreed with this statement.

The statement.15 shows that a number of students (36.7%) are in agreement of the statement and that some students (29.4%) remained undecided in this regard. Whereas there were some students (33.9%) who were against this statement. Moreover, the mean of the responses is 3.147. Since majority of students do this practice which is a favorable sign for healthy teaching learning process.

The statement.16 reveals that out of total students, maximum (41.2%) agree with the statement and that there were some students (29.4%) who were uncertain about their stance on this issue, while the remaining students (29.4%) disagreed with the statement. The mean score of the responses was found to be 3.309. This indicates that a significant number of students are involved in this practice of health awareness.

The statement 17 presents the results of a survey asking students about their agreement with the statement. Out of the total number of students surveyed, 52.9% agreed with this statement, 16.2% were unsure, and 30.9% disagreed with it. The average response was 3.353. Given that the majority of students hold this view, which is considered to be positive for the overall teaching-learning process with health awareness activities.

The statement 18 shows that maximum number of the students (47.1%) are in agreement of the statement and that some of the students (19.1%) remained undecided in this regard. Whereas some students (33.8%) were against this statement. Moreover, the mean of the responses is 3.265.

Table 4.4

Students' Perceptions about Environmental Awareness

S. No.	Statement of Questions	SD %	D %	U %	A %	SA %	Total	Mean
19	The health awareness activity causes awareness in me about planting trees.							2.824
		11.8	14.6	11.8	19.1	42.7	100	
20	The health awareness activity causes awareness in me about clean environment							2.632
		11.8	42.6	20.6	20.6	4.4	100	
21	The health awareness activity causes awareness in me about using dustbin.							2.338
		35.4	27.9	13.2	14.7	8.8	100	
22	The health awareness activity causes awareness in me about water saving for environment.							2.382
		17.6	44.1	22.1	14.7	1.5	100	

23	The health awareness activity causes awareness in me about caring plants.							2.985
		5.9	39.7	17.6	23.6	13.2	100	

The statement 19 shows that 23 students (54.8%) are in agreement of the statement. A few students (11.8%) remained undecided in this regard. Whereas some students (33.4%) were against this statement. Moreover, the mean of the responses is 2.824. The statement 20 displays the results of surveyed students, Out of all the students surveyed, (54.0%) concurred with this statement, while students (20.6%) remained neutral in their response. However, the majority of the students, (25.4%), disagreed with this statement. The average of the responses received was 2.632.

The statement 21 shows that 16 students (63.5%) are in agreement of the statement and (13.2%) remained undecided in this regard. Whereas 43 students (23.3%) were against this statement. Moreover, the mean of the responses is 2.338. The statement 23 shows that maximum students (61.2%) are in agreement of the statement that only qualified teacher can teach his/ her subject in a better way. few students (22.1%) remained undecided in this regard. Whereas some students (17.1%) were against this statement. Moreover, the mean of the responses is 2.382.

Findings

From the analysis of data following findings were observed

In this research study, while analyzing the data, table 4.1 to table 4.8(08 tables) had been made for section 2 of student's as well as teachers' questionnaires. These findings were observed from the analyses of data:

It has been found that up to a significant extent textbook (HA) activities are effective for hygiene practices awareness among elementary school students, as perceived by them. It has been found that up to a significant extent textbook (HA) activities are effective for clean drinking water and balanced diet awareness among elementary school students, as perceived by them. It has been found that up to a significant extent textbook (HA) activities are effective for sanitation awareness among elementary school students, as perceived by them. It has been found that up to a significant extent textbook (HA) activities are effective for hygiene tree plantation awareness among elementary school students, as perceived by them.

Conclusions

Conclusions made from the findings of research and from the analysis of data are as follows.

It has been concluded from the findings that Health awareness activities may contribute towards students' awareness about "Clean Pakistan" significantly. Similarly, it is also concluded from the findings that Health awareness activities may contribute towards students' awareness about "Green Pakistan" significantly as perceived by elementary level school students in twin cities of Pakistan, that is, Rawalpindi and Islamabad.

Recommendation

The following suggestion is made in the light of the findings and conclusions of this study.

1. Health awareness are helpful in making concepts better. They help to comprehend the topics and guide students towards practical nature of things. Therefore it is recommended that Health awareness activities may be adopted at all levels to teach sciences in Pakistan.

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