

The School's Healthy Role in Facing Epidemics in Karak Region from the Students' Point of View

AMAL OMAR TURKI ALKHAMIS
JORDANIAN MINISTRY OF EDUCATION
EMAIL ID: amalalkhamis@yahoo.com

ABSTRACT

The school can play a crucial role in promoting the health of its students and teachers as well, and provides the best opportunities to achieve health education and quality for the life of the entire community, and thus it is considered one of the most important institutions that serve to achieve the goals of "Health for All". The school itself is an integrated community in which many segments of society live or interact; (Children, teachers, administrative staff, workers and parents). And because health education always looks forward to targeting broad groups in order to spread awareness, attitudes and behaviors that are beneficial to health and life, the school provides a suitable place that delivers the message faithfully to a large segment of society if it is better communicated in a scientific manner. In this study, the researcher distributed (120) questionnaires to students in various government schools for the year (2022-2021) in Karak Region, randomly. The five-point Likert scale was relied upon to correct the study tools, by giving each of its paragraphs one score out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and they are represented numerically (5, 4, 3, 2, 1) Respectively, the following scale has been adopted for the purposes of analyzing the results: From (1.00 to 2.33 Low) From (2.34 to 3.67 average) From (3.68 to 5.00 large). The scale was calculated by using the following equation: $\frac{\text{The upper limit of the scale (5)} - \text{the lower limit of the scale (1)}}{\text{The number of required categories (3)} - 1} = 1.33$. And then add the answer (1.33) to the end of each category.

KEYWORDS: HEALTH SERVICES, HEALTHY SCHOOL ENVIRONMENT, HEALTH EDUCATION, KARAK REGION

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INTRODUCTION

The school is the second social and educational institution after the family, in terms of its place and importance in influencing students, and based on that, the school must develop its health, awareness and educational programs and services related to creating a healthy and safe school environment, and accustoming students to follow healthy behaviors and habits in line with their health needs Social and psychological at all times, especially in light of the emergency conditions of the spread of epidemics and diseases that students face in schools.

The importance of the school is not limited to this role, but also extends to the fact that it includes a distinct segment that is suitable for health education policies. Children are at an age that allows and facilitates the acquisition of knowledge and the adoption of appropriate attitudes and beliefs for healthy growth and healthy social integration. The early years of life are crucial to adopting healthy attitudes and behaviours. The health decision-makers in the community improve the certainty of the important opportunities that the school can provide in this regard, so that they must be invested and benefited from, because this would reflect positively on the decline of the health burden on the community and give production an impetus and enhance the opportunities for real development.

The cause of the crises that befell our nation in the fields of its life in general, and in its educational field in particular, is the neglect of the aspect of prevention, where things are left to go their way until a mistake occurs. (Khalil Abd al-Rahman al-Hadri, 1996: 315)

If we take the preventive factors seriously and give them great attention and care, whether we take the accidents, diseases and disasters, their causes and their treatment, we would be able to save a lot of effort, time and money, and reduce the incidence of these dangers of all kinds, and this can only be done by properly preparing the individual in this field, and gaining him a set of preventive requirements that enable him to confront those dangers facing him, hence the call to pay attention to this type of education called preventive education (Protective Education Sareen Hassan Ahmed Subhi, 2001: 4-5)

In order to achieve health for students, the Ministry of Education in Jordan was keen to implement safety measures and provide a healthy environment in schools through the launch of the "Healthy Schools" initiative launched by Her Majesty Queen Rania Al Abdullah, in order to provide a healthy environment suitable for students that works to motivate them and develop their talents. This initiative is a set of criteria represented in the participation of the local community, creating a healthy and safe environment, providing health services, counseling services, mental health, physical education, nutrition and education, and health awareness provided to

students (Ministry of Education, 2010).

Where the researcher believes that the concern for the health of students and the safety of the school environment is a basic requirement for students and the community, as they spend daily long hours in school and for several consecutive years, which requires the school and school health supervisors to work on providing various health services, and to take into account the need to provide health and safety services Health or health education, to achieve a sound physical, mental, health and psychological development for students, in addition to maintaining a healthy school environment away from pollutants or diseases, providing healthy water and air, following disease prevention methods, and providing school health programs on an ongoing basis.

RESEARCH PROBLEM

In the light of the foregoing, it is clear that Arab and international societies suffer from a social and educational problem and issue, which is an increase in the death rate of school students due to the various dangers they face every day and at all times and that end their lives. If these students had sufficient awareness and basic concepts that aim to Helping them protect themselves from dangers, so that we could limit its consequences, or at least reduce its effects, hence the importance of the role of school media in general and school press in particular in strengthening the preventive aspect.

Where it highlights the importance of the role of the school and its health committees in providing school health programs and services to students in light of the current health conditions in Jordan at the present time and most countries of the world from the spread of the (Covid-19) pandemic, in addition to the responsibilities and duties that must be undertaken to address all epidemics and maintain safety. I requested them.

In this regard, the Peters & Kansteiner 2019 study indicated that mental health supervisors have a major role during the Covid pandemic in helping students achieve health protection for them, providing them with health safety measures and protecting them from the negative effects of emergency diseases and epidemics, and in maintaining hygiene. public school even in non-epidemic times.

The researcher generated a sense of the problem of this study through her work as a teacher in a public school in the Karak region, and her feeling that there is a need to know the school's health role in facing epidemics in the region from the students' point of view for the year (2022-2021).

Where private schools were excluded from this study.

RESEARCH OBJECTIVES:

The main goal that the researcher was interested in during her studies is to identify the school health role in facing epidemics in Karak in government schools from the students' point of view, and the methods and procedures used to confront these epidemics and maintain the safety of their students.

It also aims to detect statistically significant differences at the level ($\alpha = 0.05$) between the arithmetic averages of the study sample estimates for the level of the school health role in facing epidemics in Karak from the students' point of view.

RESEARCH IMPORTANCE

In this study, the researcher touched on a topic of great importance that cannot be excluded, which is the school's health role in confronting epidemics in Karak from the students' point of view. This importance is divided into:

THEORETICAL IMPORTANCE:

1. This study is one of the few studies conducted at the local level (to the knowledge of the researcher).
2. It is hoped that it will enrich educational literature related to health services and programs provided to students.

PRACTICAL IMPORTANCE:

1. The researcher hopes that this study will draw the attention of those in charge of the educational process and school health in Jordan to the importance of strengthening and activating the role of the school and health committees in achieving school safety and providing and improving programs and services for students.
2. It is hoped that it will direct the attention of students' parents to follow up on the safety and health of their children in schools.
3. It is hoped that it will open the way for researchers to conduct subsequent research in the field of school health guidance and school health service programs.

RESEARCH QUESTIONS

The current study aims to find out the main reason behind choosing this study, which is:

What is the school health role in facing epidemics in Karak from the students' point of view?

SEVERAL QUESTIONS ARISE FROM IT, THE MOST IMPORTANT OF WHICH ARE:

-THE FIRST QUESTION: What is the level of the school's health role in facing epidemics in Karak from the students' point of view?

-THE SECOND QUESTION: Are there any statistically significant differences at the level ($\alpha = 0.05$) between the arithmetic mean of the study sample's estimates of the level of the school's health role in facing epidemics in Karak from the students' point of view.

THEORETICAL FRAMEWORK OF THE STUDY:

The health level of students is one of the indicators of a healthy school environment, which provides students with a safe educational environment, in which they learn cognitive, health, social and value learning skills, which requires school administrations and school health supervisors to work on monitoring, implementing and evaluating health services and programs provided to students on an ongoing basis. The main objective of spreading health awareness and healthy behaviors among students is to work on consolidating them in their daily habits and behaviors, and making them aware that maintaining their health is their responsibility before it is the responsibility of the school or the community (Al-Soub, 2009).

There is no doubt that what the school provides to students in terms of health services or sports games contribute to achieving physical, psychological, social and mental safety of students, in order to prepare and educate them in line with the goals of society, especially since one of the most important goals of the school is to educate students with integrated health education to include physical, psychological, social and nutritional aspects. Personal hygiene and the surrounding environment, and directing their habits, behaviors, attitudes and knowledge to daily healthy habits with a goal and commensurate with achieving a good healthy life (Saleh, 2015).

The researcher believes that caring for students' health and the safety of the school environment is a basic requirement for students and society in general, because students spend daily their time in school for long hours ranging between (7-6) hours per day, which requires the school and the school health supervisor to provide them with health services of all kinds. Or educational services, and follow up their health status regularly, and follow the methods of preventing diseases, and provide school health programs on an ongoing basis.

Many health-conscious people have presented many definitions of health awareness. Al-Qousi (2000:24) defined it as "a set of concepts, principles, systems and services that are provided to enhance the health of students in the school years, and to promote community health through schools."

Jadallah (2000: 82) defined it as "individuals' awareness of health facts and information, and their sense of responsibility towards their health and the health of health information remaining as a healthy culture only. Others through health practices as a result of understanding and conviction, with the intention of transforming those practices into habits, which the individual practices without thinking, Not to remain health information as a health culture only."

Zenka (2009: 4) also defined it as "the extent to which students are familiar with a set of correct health habits and practices, and the ability to act correctly towards the health problems that confront them."

And Al-Sharida (2010: 79) defined it as: "The process of providing an individual with information and experiences with the intention of influencing his knowledge, inclinations and behavior in terms of his health and the health of the community in which he lives."

Through the above definitions, health awareness, according to the researcher's opinion, can be defined as: providing students with knowledge and sound health habits, and identifying health trends and behavioral patterns for them, through the programs, procedures and activities provided by the health committees in schools with the aim of protecting students and preventing them from diseases.

The process of health awareness mainly aims to achieve happiness and well-being for members of society by improving their health level, correcting their misguided attitudes and unhealthy habits, evaluating their behaviors, working to develop their awareness and health knowledge through health and safety conditions, and achieving physical, psychological and mental sufficiency. Health awareness leads to the achievement of a set of goals, which were mentioned by Badah, Mazahira, Badran (2009: 16), Al Sharidah (2010: 81), Hassanein (1994: 19), and Mujahid (1999: 40).

These goals are to involve community members in the development and development of health services through their positive and positive contribution to activating the role of health institutions in providing these services, such as providing the necessary vaccinations to prevent diseases and improve performance in them, and improve the health level of individuals and make health preservation and enjoyment a goal and goal. All of them seek to achieve it by making all efforts to develop their cultural aspect and benefit from the experiences of educators in the health field, facilitating the learning process, changing unhealthy and unhealthy behaviors and habits to healthy behaviors and habits, developing and consolidating them to improve the level of health of individuals, especially with regard to proper nutrition for individuals, and spreading Health awareness and making it one of the cornerstones of community development.

The school, then, is an ideal place that serves the goals of health prevention and constitutes one of its most important links and provides them with means that help achieve them, including:

1- A scientific methodology through the curriculum that incorporates health and environmental principles that are compatible with the student's level of comprehension and the level of their applicability to his health needs (graduation from issues of public health care and hygiene to convincing healthy and safe behaviors at the level of contraceptives and prevention of sexual diseases in the secondary stage).

2- Infrastructure in which the educational means are available, the human apparatus trained in the methodologies of education and the place (halls - stadiums). It is worth paying attention to the pivotal role of the teacher, who today has become a prominent element in enhancing the level of health of the individual and society. With the development of the social view of health and considering it a behavior and a life approach, and with the confirmation of the importance of prevention in formulating public health policies and the growing responsibility of individual choices in influencing his health and the health of society, comes The role of the teacher who is capable of directing to the right choices, and facilitating the adoption of appropriate convictions and attitudes thanks to his knowledge and experience and his position in contact with the details of the student's daily life and knowledge of his abilities and to form his personality and decision-making mechanism.

With the spread of viruses "globally", such as the Corona virus (Covid-19)), it was necessary for the responsible authorities to take all measures to confront the disease by spreading a culture of prevention and guarding against it, especially the category of children who are in dire need of education and training, so that a "preventive culture" is a matter. Continuing in the long term. There is no doubt that the teaching staff is the most influential on children, by delivering the necessary information to them, especially through the use of specialized doctors, as has been done by many private and public schools.

In the midst of news coming from all over the world and Jordan about "Corona", the Ministry of Education had circulated all education directorates in the Kingdom of the importance of regular school hours, in conjunction with the need to "continue to circulate awareness leaflets and health messages about preventing infection with the Corona virus."The schools must provide general and personal hygiene requirements, maintain the cleanliness of the school environment, and educate students about the importance of personal hygiene, in addition to following up on health aspects in schools through field visits.

Consultant and educational expert Dr. Ayesh Al-Nawaisah told Al-Ghad that "educational institutions have a great and important role in building the health system for students, by promoting healthy and preventive life practices for them in all their daily practices, and it is an important part of the work of the educational system, which works through a group of the concepts, principles, systems, and services that are provided to promote student health."

Al-Nawaisah also shows that promoting community health through schools works to devote health education to students, by highlighting its components represented in the teacher, educational curricula and school activities, which work to spread health awareness among students, and inform them of the need to take care of their health, preserve it, and inform them of their conditions. Somatic.

He added, "and clarifying the meaning of health and the means of acquiring it through proper nutrition, how to prevent diseases, and healthy study and healthy habits that preserve the body and mind, providing students with health education, forming healthy attitudes and healthy habits among students, and spreading health awareness among them."

The Directorate of Education of the Southern Mazar Brigade at Al-Khalidiya Secondary School for Girls, January 25, 2022, continued the national campaign to vaccinate students against the Corona virus in its schools. A safe community environment and a safe return for students, praising the awareness of parents, which is represented in sending their children to receive the vaccine. She stressed the importance of the role assigned to the committees and the need for vaccination to maintain the safe environment of our schools so that we can complete the educational process in which we cannot dispense with the classroom, appreciating the great efforts committees, which contributed to the success of the desired goals.

And the Karak Region Education Directorate decided to suspend the official working hours in the directorate for the next two consecutive days, Wednesday and Thursday. To prevent the spread of the virus. The directorate also decided to suspend the official working hours at Arwa Secondary School for Girls in the city center, for the next two days, Wednesday and Thursday. In addition, the Director of Education for the Northern Jordan Valley, Dr. Talib Al-Amayreh, decided to suspend the working hours of the teaching and administrative staff in the Zamalia Vocational Secondary Schools for Girls and Basilah Basic Mixed Schools for the next Wednesday and Thursday, to return to work on Sunday.

Al-Amayreh said that the closure came after two female employees and a teacher from their cadres were confirmed to have been infected with the Corona virus, pointing out that the school's facilities will be sterilized and examinations of contacts will be conducted within the established health requirements. (11-17-2020).

Preventive education as defined by (Ahmed Hussein al-Laqqani, Ali al-Jamal (1996) is education that does not aim to disseminate information, as much as it aims to change the attitudes and behavior of learners, and help

them face the problems they may face through educational activities outside and inside the school, such as organizing study sessions. In order to face some problems, it can be included through the different curricula according to the nature of each subject and what it can provide, such as science and social studies in a planned and intended way, goals and content, methods, means, activities and evaluation.

As defined by Tayseer Ahmed Saeed Moawad (2006): it is a continuous educational process to prevent and remedy problems that the individual may face before they occur.

The researcher defines them procedurally as “preventive education concepts” as: it is a set of preventive concepts that aim at correct awareness of some issues and problems that pose a danger to students and their lives and subsequently to their society, and these concepts are included in the activities of the school press for their students, and these concepts revolve around health aspects Food, safety and natural disasters, and how to prevent and deal with them.

Therefore, teachers in schools must focus in the classroom to talk about the dangers of diseases and epidemics of all kinds and how to prevent these diseases. Improving the environment and activating the role of the School Health Directorate, in cooperation with the Ministry of Health and other relevant institutions by adopting an awareness role and using all means of communication, especially social networking sites, to educate students about the dangers of diseases and epidemics. During the adoption of certain official channels to talk about cases affected by a particular epidemic, "Corona for example", to reassure students' health.

Many schools that were infected with the Corona virus were closed, to prevent its spread among students and for sterilization, and distance learning was transferred, as the platform was activated to teach students in their homes without the need to go to school in order to preserve their safety and the safety of society from the spread of this epidemic.

Each school has an emergency preparedness plan, so although all school plans have similar guidelines, recommendations, and standards, each school implements a response plan that reflects the needs of its individual school community, and all schools have “emergency response” teams and crises that are an integral part of the school's emergency management plan.

1. SAFETY AND HEALTH WITHIN THE SCHOOL ENVIRONMENT

Public schools are committed to the safety and health of all students, staff, volunteers, and visitors in the growing school system, and the School District and Safety and Security Services provide comprehensive programs and services that emphasize and enhance continuing safety education and training in all schools, facilities, and departments. The school board policy also promotes the health and safety of employees, as the school system must comply with the safety rules and regulations of the Ministry of Labour, which administers the Occupational Health Act, and the policy also states that employees must comply with all private health and safety policies, regulations and procedures and all laws and Applicable safety and health regulations.

Programs specific to the specific indoor environment are designed to provide principals, supervisors, and staff with a clear understanding of the requirements of local and regulatory laws. In relation to the prevention of injuries, illnesses, and other emergencies that could expose students, staff, or the general public. School site assessments are also conducted by a team of representatives from (Safety & Security Services) and the Maintenance Department who evaluate school facilities, administrative procedures and general health and safety practices. This comprehensive assessment also provides an important function in identifying areas that may need improvement or correction. . Where the assessment team provides expertise and resources that can assist the principal and school with any needs identified during the assessment, or that are communicated by the principal, Safety and Security Services also work closely with partners in the community, to engage resources and expertise that benefit safety and health the public.

2. RESPONSIBILITIES RELATED TO SUPERVISORS

Every official and supervisor has the greatest responsibility to provide safe working and learning environments for all teachers, students, volunteers and visitors at DPS, as officials work to ensure that any unsafe or abuse situation is resolved appropriately and promptly. Management procedures and guidelines that assist in identifying, reporting and eliminating deficiencies that may be a safety concern or risk are developed and followed. Safety and security services support officials and supervisors with resources, advisory services and training in order to maintain effective school teacher safety and health programs and departments.

3. STAFF RESPONSIBILITIES (TEACHERS).

Every employee must place health and safety requirements first when performing his or her job duties at Durham Public Schools, and it is the shared responsibility of every employee to protect all students, fellow staff and visitors while on the property of Durham Public Schools. All employees are also required to participate in various mandatory public health and safety training programs based on their work environment and job responsibilities, so additional safety training may be required for specialized jobs that cover safe work practices and procedures for the duties of the particular job. All employees may also have a responsibility to help identify safety or health violations or deficiencies and to notify their immediate supervisor for corrective action.

There are many obstacles facing the application of the concept of health, and limiting the achievement of

health goals.

As mentioned by Hamdan (2006), it is represented in the lack of demand by many students to benefit from health services, the insufficient health resources and educational materials, the limited financial resources necessary to support health activities, the need for school health programs for continuous supervision, monitoring and evaluation, and the lack of training on health programs School Health.

Jadallah (2000: 20), al-Jabai (2008: 22) and al-Sharida (2010: 116) see that there is a diversity of methods that can be followed to develop health awareness among students, including:

1. Organized and planned health instructions and instructions, which are contained in the official school curriculum or that can be integrated into the curriculum at the various stages of education.
2. And some additional activities, such as the Red Crescent Societies, and these activities create opportunities for the positive participation of students in practicing healthy behaviors.
3. Incidental learning: It means the health awareness and the occasional health guidelines that students receive during their time at school, and related to the aspects of a healthy school environment. Or include the entire class.
4. Forming school health associations, which consist of students who have tendencies to participate in health activities, and are supervised by the school health supervisor.
5. Adopting a foundation book on school health and health education or including them as chapters in school curricula, in addition to the media that are used to convey and communicate information to students, such as films and radio.
6. The focus of school health groups on spreading health awareness among students in the school, in order for them to acquire sound health behaviors and accustom them to them. These groups are supervised by a teacher with experience in the fields of health.

Among the most important tasks of the school health group supervisor are the following:

- Division of business among the group members.
- Holding meetings between them and those interested in school health.
- Preparing health awareness programs and plans, and assisting them in discovering diseased cases and transferring them to neighboring health centers.
- Preparing and participating in local and international health events inside and outside the school.
- Equipping the school health room with a first aid box.

The first health rule established by Islam, and called upon Muslims to act upon it, is its emphasis on the importance of health and wellness, and making good use and preservation of this blessing, and worked to strengthen and develop it. There have been many texts about the importance of health and wellness. On the authority of the Commander of the Faithful, Ali bin Abi Talib, may God's peace be upon him, he says: "Health is the best of blessings." The Imam al-Sadiq says: "Bliss in this world is security, the health of the body, and the completion of bliss in the Hereafter is entering Paradise (so that a person does not expose himself to adversity, whatever it is, where (An ounce of prevention is better than a pound of cure) and that (diet is the head of every medicine), the best cure for a disease is to avoid falling into it. Therefore, Islam commanded prevention in order to avoid any harm that might happen, whether that is a disease or an expected harm.

The cleanliness and purity of the environment are of the interest of Islam, as Islamic Sharia calls for the protection and preservation of the environment from pollution, and makes the pollution of the environment from impurity, residues or toxic substances from corruption on the earth, for which God Almighty will hold a severe account. As it is known that polluting water leads to serious dangers, severe damage, and prevents the causes of life, so the Messenger of God commanded to prevent water pollution, by forbidding urine in stagnant water, as he said (None of you urinate in stagnant water) because urine impures it, and it harms Harm to those who use it, as well as defecation with water, and everything that pollutes the water and affects a person's health, such as throwing factory waste, dead animals, and garbage in rivers, canals, and others.

In the event of falling ill, especially infectious diseases, Islam has laid down clear teachings to isolate patients with contagious disease in homes or hospitals, and not allow them to mix with others. May God be upon him and his family by saying: (A nurse does not come to a sanatorium) meaning that the owner of camels does not come to bring water to them; And on the water another healthy apple that you drink before it; This leads to mixing, infection occurs, and disease spreads, so Islam forbids mixing the sick with the healthy.

Thus, isolating people with infectious diseases such as croup; pulmonary tuberculosis; smallpox; rabies; cholera; swine flu; The Corona virus is an inevitable necessity urged by Islam in order to preserve life, maintain its safety, and ward off harm and hate, and what disturbs and disrupts the life of life. The injured must rest for several days to limit the spread of the disease, and what harms people will be a reason for infecting other people as a result of mixing with them in mosques, markets and public stores.

Therefore, adherence to the rules of health protection in Islam is not subject to a specific period, nor to a certain age, but rather adherence to it continues throughout his life, because it is part of his faith. Islam guarantees a strong Muslim and a clean society.

In summary, it can be said that Islamic Sharia has focused on the safety of human health, and keeping him away from everything that harms his health.

PREVIOUS STUDIES

The researcher has conducted many studies on the topic of the school health role in facing epidemics in Karak from the students' point of view, among these studies:

Al-Arawashi, (2006) entitled "Wall newspapers and their relationship to meeting the social needs of students of the second cycle of basic education." media, content analysis and questionnaire as tools for data collection. The study reached a set of results:

- The school wall newspapers meet the social needs of the sample members, as the percentage of content that meets the social needs reached (87.83%).
- School wall newspapers work to meet the need for knowledge and information for students in the study sample in rural and urban areas for males and females with a percentage of (72.46%).
- The cognitive aspect is the most personal aspect of students affected by the topics of school newspapers as a guide and guide in rural and urban areas for males and females with a percentage of (49.87%).

A study by Wilson Gon, et al. (2010) entitled "The Importance of Health Education for Students

The secondary stage." The study aimed at the importance of health education for secondary school students in order to enhance health concepts through a preventive program that helps them acquire healthy habits, avoid harmful habits and prevent many diseases. The study was applied to a sample of secondary school students, and the results showed the effectiveness of the preventive program after Applying it to the study sample and that it proved its feasibility.

In a study conducted by Khalifa and Asim (2020) with the aim of evaluating the system of school health programs provided to school students in the Benha governorate, the research used the descriptive approach, and the study sample consisted of (230) principals and their assistants, and the research tool was represented by a questionnaire that consisted of (52) A paragraph distributed on the areas of school health programs, and the results showed that the level of security and safety in schools is high, and that the level of skills of workers in school health programs in terms of sanitation and the provision of a safe school environment is also high.

Al-Naamneh (2016) study detailed the effect of a metacognitive teaching strategy on the achievement of health concepts in the Islamic education subject for basic stage students in Jordan and the development of their attitudes towards it. The sample consisted of (67) students from the seventh grade of Sharia in the two schools of Abu Bakr Al-Siddiq Sharia, affiliated to the Qasbah Amman District. The study sample was distributed into an experimental group that included (32) students, and a control group that included (35) students. The researcher used two tools: Test The achievement of health concepts, and a measure of students' attitudes towards health concepts, and the study showed a statistically significant difference between the performance averages of the two study groups on the post-achievement test, and the difference was in favor of the experimental group that learned using a metacognitive teaching strategy, meaning that the metacognitive teaching strategy was effective. In the achievement of the legitimate seventh grade students of health concepts in the Islamic education subject compared to the usual method.

As for the Badah study (2016), it aimed to know the reality of health services provided to school students in Zarqa Governorate in Jordan from the point of view of school principals. The study followed the descriptive approach, and the study population consisted of all school principals in Zarqa Governorate. The study sample consisted of (316) principals The questionnaire to measure the health service, and the results showed that health services are applied to a moderate degree in schools in Zarqa, and the most prominent difficulties are the lack of training of school health teachers and counselors to provide services and activate school health programs.

Al-Qarni (2016) conducted a study that aimed to identify the role of school administration in achieving the goals of health education in the schools of the city of Taif, and the study followed the descriptive analytical approach, and the study community was represented by the principals of schools in the city of Taif, and the sample consisted of (113) principals, and it was used A questionnaire for data collection consisted of (30) items distributed on the dimensions of health education, and the results showed that the role of school principals in achieving the goals of health education came with a medium degree of evaluation, and that their role in applying school health methods was a high degree of evaluation, and a high degree in providing The healthy environment for school feeding, and a low degree in the field of health education.

Al-Osaimi study (2014) aimed to reveal the reality of school health in school canteens in primary schools in Riyadh. The study followed the descriptive approach, and the study population consisted of all primary school students in Riyadh, and the study sample consisted of (250) students. from different schools in the Riyadh region, and a questionnaire consisting of (32) items was applied distributed among the health facilities of the school canteens. Dental caries disease.

The study of Al-Sarayra and Al-Rashidi (2012) aimed to identify the level of school health services in primary schools in Jordan from the point of view of principals. The descriptive approach was followed, and the

study sample consisted of (104) principals, and the researcher applied a questionnaire consisting of (50) items distributed over four areas of health services. The results indicated that the level of school health services was average, and there were no statistically significant differences in the level of health services. school attendance in schools due to the variables of academic qualification, gender and work experience.

THE APPLIED FRAMEWORK OF THE RESEARCH (THE STUDY)

THE LIMITS OF THE STUDY

OBJECTIVE LIMITS: the school health role in facing epidemics.

- Time limits: The study of this research was conducted in the year (2022-2021).
- **SPATIAL LIMITS:** This study was conducted in public schools in the Karakregion.
- **HUMAN LIMITS:** This study was conducted on (120) public school students in KarakRegion.
- **DETERMINANTS OF THE STUDY:** This study was limited to school students who study in government schools in KarakRegion, for the year (2022-2021).

The generalization of the study results depends on the validity and reliability of the study tool.

METHODOLOGY:

The descriptive (analytical) approach was used to study the school health role in facing epidemics in Karak from the students' point of view.

STUDY POPULATION AND SAMPLE:

The study population consisted of school students in KarakRegion for the academic year (2021-2022), amounting to (120) male and female students studying in government schools affiliated to the Ministry of Education.

STUDY SAMPLE:

The study sample was selected from public school students, which represents the original community for the study, by random method, where the sample size was (120) male and female students.

STUDY DIMENSIONS:

THE STUDY INCLUDES THE FOLLOWING VARIABLES (DIMENSIONS):

1- THE INDEPENDENT VARIABLES ARE:

A- Gender: It has two categories (male) and (female).

B- The location of the school: it has two categories (village), (city)

C- School size: It has two levels (less than or equal to 400 male and female students), (more than 400 male and female students).

2- THE DEPENDENT VARIABLE IS:

The school health role in facing epidemics in the Karak region from the students' point of view.

STUDY TOOL:

The study tool consisted of a questionnaire that the researcher developed and wrote its paragraphs in the light of her experience and with reference to the educational literature and previous studies related to the school health role in facing epidemics, and ways to address it, such as the study (Odeh, 2010), the study (Khalifa and Asim, 2020) and the study (Karman2021).

THE QUESTIONNAIRE CONSISTED OF TWO PARTS:

- **THE FIRST PART:** general data related to the sample members in terms of (gender, school location, and school size).

- **THE SECOND PART:** It consists of (31) items that have been graded according to the five-point Likert scale (to a great degree, to a great degree, to a medium degree, to a little degree, to a very little degree).

It was divided into two areas:

THE FIRST FIELD: the healthy school environment

THE SECOND FIELD: school health services.

THE THIRD FIELD: school health education.

STATISTICAL STANDARD:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00 - 2.33 Low
 2.34-3.67 average
 From 3.68- 5.00 large

The scale was calculated by using the following equation:

$$\frac{(\text{The upper limit of the scale (5) - the lower limit of the scale (1)})}{\text{The number of required categories (3)}} = \frac{(5-1)}{3} = 1.33$$

And then add the answer (1.33) to the end of each category.

STABILITY OF THE STUDY INSTRUMENT:

To ensure the stability of the tool, the internal consistency was calculated on a pilot sample from outside the study sample (30) - according to Cronbach's alpha equation, and the table below shows these coefficients, and these ratios were considered appropriate for the purposes of this study.

TABLE (1): CRONBACH'S INTERNAL CONSISTENCY COEFFICIENT ALPHA FOR DOMAINS AND TOTAL SCORE

fields	internal consistency
School healthy environment	0.79
school health services	0.77
school health education	0.80
Total	0.83

THE STUDY SAMPLE:

TABLE (2): FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES

	Categories	Frequencies	Percentage
Gender	Male	26	21.7
	Female	94	78.3
School location	Ciy	51	42.5
	Village	69	57.5
School size	Less or equal 400 students	42	35.0
	More than 400 students	78	65.0
	Total	120	100.0

THE FIRST QUESTION: WHAT IS THE LEVEL OF THE SCHOOL'S HEALTH ROLE IN FACING EPIDEMICS IN KARAK FROM THE STUDENTS' POINT OF VIEW?

To answer this question, the arithmetic averages and standard deviations of the level of the school health role in facing epidemics in Karak were extracted from the students' point of view, and the table below illustrates this.

TABLE (3): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE LEVEL OF THE SCHOOL HEALTH ROLE IN FACING EPIDEMICS IN KARAK FROM THE STUDENTS' POINT OF VIEW ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEANS

Rank	NO.	Field	Arithmetic Mean	Standard Deviation	Level
1	1	School healthy environment	3.79	.723	High
2	3	school health services	3.27	1.033	Average
3	2	school health education	2.76	.922	Average
		Total	3.32	.765	Average

Table (3) shows that the arithmetic averages ranged between (2.76-3.79), where the field of school health environment came in the first rank with the highest arithmetic mean of (3.79), while the field of school health services came in the last rank with an arithmetic average of (2.76). The arithmetic mean of the level of the school health role in facing epidemics in Karak from the point of view of the students as a whole was (3.32).

The arithmetic averages and standard deviations of the study sample estimates were calculated on the paragraphs of each field separately, as they were as follows:

The second question: Are there statistically significant differences ($\alpha = 0.05$) in the level of the school health role in facing epidemics in Karak from the students' point of view due to the variables (gender, school location, and school size)?

To answer this question, the arithmetic averages and standard deviations of the level of the school health role in facing epidemics in Karak were extracted from the students' point of view according to the variables of gender, school location, and school size, and the table below shows this.

TABLE (4): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE LEVEL OF SCHOOL HEALTH ROLE IN FACING EPIDEMICS IN KARAK FROM THE STUDENTS' POINT OF VIEW ACCORDING TO THE VARIABLES OF GENDER, SCHOOL LOCATION, AND SCHOOL SIZE

number	Category	Arithmetic Mean	Standard Deviation	NO.
Gender	Male	3.02	.782	26
	Female	3.41	.743	94
School location	Ciy	3.45	.746	51
	Village	3.23	.771	69
School size	Less or equal 400 students	3.08	.774	42
	More than 400 students	3.45	.731	78

Table (4) shows an apparent variance in the arithmetic averages and standard deviations of the level of the school health role in facing epidemics in Karak from the students' point of view due to the different categories of gender variables, school location, and school size.

TABLE (5): TRIPLE VARIANCE ANALYSIS OF THE EFFECT OF GENDER, SCHOOL LOCATION, AND SCHOOL SIZE ON THE SCHOOL HEALTH ROLE IN FACING EPIDEMICS IN KARAK FROM THE STUDENTS' POINT OF VIEW

Contrast Source	sum of squares	Mean of squares	Freedom degree	F value	Statistical Significance
Gender	1.670	1	1.670	3.059	.083
School location	.555	1	.555	1.017	.315
School Size	2.286	1	2.286	4.186	.043
Error	63.337	116	.546		
Total	69.639	119			

It is evident from Table (5) that:

-There were no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the P value was 3.059, and the statistical significance was 0.083.

-There are no statistically significant differences ($\alpha = 0.05$) due to the impact of the school's location, where the value of P is 1.017, with a statistical significance of 0.315.

-There are statistically significant differences ($\alpha = 0.05$) due to the effect of school size, where the value of F-value was 4.186, with a statistical significance of 0.043, and the differences were in favor of more than 400 male and female students.

TABLE (6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS RELATED TO THE LEVEL OF THE SCHOOL HEALTH ROLE IN FACING EPIDEMICS IN KARAK FROM THE STUDENTS' POINT OF VIEW.

NO.	Field	Arithmetic Mean	Standard Deviation
1	Availability of wastebaskets in the classrooms	4.03	.884
2	Presence of safety and security factors in the school environment	3.83	.901
3	Availability of general cleanliness of school facilities	3.51	1.085
4	Provide a walled school yard	4.24	.907
5	Providing sealed water tanks	3.89	1.106
6	Adaptation of classroom lighting to the students' natural conditions	4.06	.901
7	Sanitary supervision of school canteens	3.68	1.077
8	Provide suitable seats for the size of students	4.00	1.013
9	Supervising the appropriate placement of blackboards for students	3.92	1.017
10	Provide a ventilation system for classrooms	4.01	.930
11	Toilets are constantly flushed with water	3.49	1.100
12	Provides potable water	3.23	1.233
13	Availability of health clinic rooms equipped with the necessary materials for first aid in emergency cases	3.37	1.390
14	Availability of health committees of teachers and students in the school	3.49	1.195
15	Follow-up of emergency diseases in the school with the relevant committees	3.36	1.136
16	Continuously follow up the general personal hygiene of students	3.55	1.076
17	Continuous measurement of weight and height for students	2.82	1.100

NO.	Field	Arithmetic Mean	Standard Deviation
18	Conducting a comprehensive periodic examination of students	2.78	1.219
19	Oral and dental examinations for students	2.55	1.201
20	Skin examinations for students	2.24	1.230
21	Hearing, vision and speech examination for students	2.43	1.268
22	Examination of the blood group and aggregation of the students	1.98	1.092
23	Follow-up treatment of students in health centers and hospitals	2.40	1.191
24	Provides health wall magazines that contain various health information	3.28	1.188
25	The school offers activity days that include healthy sessions	3.12	1.182
26	Provide students with the necessary instructions on the use of drugs and medicines	2.94	1.190
27	Introducing students to the dangers of tobacco (smoke, molasses and shisha)	3.03	1.328
28	Encouraging students to receive vaccinations	3.24	1.216
29	Educating students about the causes of the spread of diseases and epidemics	3.57	1.172
30	Enhancing students' attitudes about following healthy habits (wearing a mask, sterilizing, washing hands frequently)	3.77	1.083
31	Introduce students to any medication that is used without consulting a doctor	3.18	1.277

STUDY RESULTS

In light of the results of the study, the researcher puts a suggested vision for the school's health role in facing epidemics in Karak, from these results:

- Working to intensify dealing with doctors to continue giving awareness lectures on health safety.
- Continuing to maintain the cleanliness of the school and the surrounding environment.
- Involvement in initiatives and hygiene campaigns.
- Activating the role of the morning radio and raising awareness in order to motivate them to reject incorrect and correct behaviors (such as smoking and lack of attention to personal hygiene and the cleanliness of classrooms and school yards).
- Providing school libraries with health brochures and publications to promote health awareness among students.
- Physical distancing, urging the wearing of masks, continuous sterilization, washing hands, and isolating the infected student from any epidemic, to ensure the safety of all students.

RECOMMENDATIONS

1. Improving the level of services and health education programs for students.
2. Holding health training courses and workshops to familiarize all employees and students in the Karak Governmental Schools with the health services that must be provided to students, and with regard to the epidemics spreading around the world as a whole.
3. Providing health equipment, materials, medical and first aid in schools.
4. That the Ministry of Education begin to rehabilitate the workers and teachers in schools in terms of health, to facilitate the management of health crises through the community school.
5. Conducting a similar study in other educational schools in various Jordan.

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