

THE ROLE OF THE HEALTH-PROMOTING SCHOOL IN DEVELOPING THE ENVIRONMENTAL BEHAVIOR OF PRIMARY SCHOOL STUDENTS IN DHI QAR GOVERNORATE AND WAYS TO ACTIVATE IT FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS.

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Abstract

The study aimed to identify the school's role in promoting health and safety in developing students' environmental behavior. Knowing the most prominent patterns of positive and negative environmental behavior among primary school students in Dhi Qar Governorate, and presenting a set of proposals and recommendations. Study methodology and tool: This study relied on the descriptive survey method, and the study tool was (questionnaire).

Study population: The study population consists of all educational counselors in government schools in Dhi Qar Governorate

In the second semester of the academic year 2022-2023, there are (122) schools, and the community is about (106) an educational guide.

The main results of the study:

- 1- There is a role played by schools in promoting health and safety in developing environmental behavior among students, most notably: training the school for its students on an evacuation plan through emergency exits, and how to extinguish fires.
- 2- The existence of patterns of negative environmental behavior among students of health-promoting schools: such as repeated violations related to tampering with school property, damaging classroom doors and blackboards.
- 3- The existence of patterns of positive environmental behavior among students of health-promoting schools: such as maintaining the cleanliness of their clothes, and participating in health and environmental activities conducted by the Dhi Qar Education Directorate.
- 4- Come up with some suggestions and recommendations

Keywords: health-promoting school, environmental behavior, educational counselor.

The study Problem:

The administrations of public and private schools in Dhi Qar Governorate provide many services to their students, especially in the field of school health and safety. For students to help them learn, teach, prevent diseases and reduce the risks that they may be exposed to during the school day, whether inside the classrooms or the school grounds, and due to the large number of students in schools and the lack of suitable school buildings, many environmental behaviors and wrong health practices have been observed by students, such as Malnutrition, frequent exposure to injuries while playing, lack of hygiene in classrooms, distortion of school walls with inappropriate expressions, lack of interest in textbooks and other behaviors, and because the researchers work in the educational field and have knowledge of student behavior in schools and in order to learn more about positive and negative behavior For students, this study came, as the study of Al-Obeidi (2012) confirmed that the young age category is more harmful to the environment compared to the elderly group, and the results of the Al-Badawi study (2008), which stipulated the achievement of some of the goals of schools promoting health and safety in the city of Cairo, Egypt, such as Developing environmental and health awareness among students in schools. Therefore, this study was conducted to find out the role of the school promoting health and safety in developing environmental behavior among schoolchildren in Dhi Qar Governorate.

Study questions:

The current study sought to answer the following questions

- 1-What is the role of the school that promotes health and Islam in developing environmental behavior among students from the point of view of educational counselors?
- 2- What are the patterns of negative environmental behavior among students in the school promoting health and safety from the point of view of educational counselors?
- 3- What are the patterns of positive environmental behavior among students in the school promoting health and safety from the point of view of educational counselors?

Objectives of the study:

- 1-Identifying the most prominent patterns of positive environmental behavior for students in the school promoting health and safety from the point of view of educational counselors.
- 2- Identifying the most prominent patterns of negative behavior of students in the school promoting health and safety from the point of view of educational counselors.
- 3- Diagnosing the role of the school promoting health and safety in developing environmental behavior for students and ways to activate it from the point of view of educational counselors.

4 -Reaching the most prominent proposals for activating the role of the school promoting health and safety in developing environmental behavior among students from the point of view of educational counselors.

the importance of studying:

1- Knowing the strengths and weaknesses in the role of the school promoting health and safety in developing the environmental behavior of students through the assessment and diagnosis of the educational guide for schools.

2- This study provides information on the reality of applying health and safety in schools to develop students' environmental behavior.

3-The school's participation in keeping pace with the global development taking place in the field of health and safety and activating its role in promoting health and safety in developing students' behavior.

4- The benefit of officials in the Iraqi Ministry of Education and Health and the relevant authorities in the results of the research and its recommendations.

The limits of the study:

- Objective limits: the role of the school promoting health and safety in developing environmental behavior among students, ways to activate the role of the school promoting health and safety in developing environmental behavior among students, negative environmental behavior, positive environmental behavior.

- Spatial boundaries: the governmental primary schools in Dhi Qar Governorate in Iraq, which number (122) schools.

- Temporal limits: the second semester of the academic year 2022-2023.

Terminology of study:

First: The health-promoting school: According to the definition of the World Health Organization, it is: the place where all members of the school community work to provide integrated and positive services and experiences, to protect and enhance the health of students and school workers (School Health Unit, 2009 AD, p. 14).

The researchers define it procedurally as: it is one of the general education schools that provides a healthy and sound school environment for students and provides them with health information, guides them and changes their behavior.

Second: environmental behavior: "all forms of behavior, reactions and responses that individuals show when they deal with different environmental situations, within their large public, private, narrow and close environment" (Al-Daher, 2000, 28)

It is defined procedurally: "The behaviors of the student in the school towards his school environment and outside it, whether positive or negative, and whose effects are reflected on the school and his community".

Third: The Educational Counselor: He is an educational professional specializing in the applications of educational psychology. His main interests are focused on employing his psychological sciences in solving problems facing educators and students. He has a scientific background that relies on educational and psychological training and special preparation, which results in supervising the provision of direct and indirect psychological and educational services. (Al-Bayati, 2008 AD)

The two researchers define the educational counselor procedurally as: "That he is the educational person who holds a bachelor's degree or higher in educational psychology, who specializes in the field of guidance and counseling, who provides his services in the school and solves the problems of teachers and students and is fully dedicated to this work".

Theoretical framework

In this chapter, the researchers will address the main themes, including environmental behavior and the factors influencing it, and the health-promoting school program.

Definition of behavior

Suluk is a language: he took a path or took a place, he took it as a way and a way, and others took it (Lisan Al-Arab by Ibn Manzoor, 10/442)

Suluk idiomatically: human life, doctrine and direction (Al-Mu'jam Al-Waseet, article (Silk), 1/445).

definition of the environment:

The environment is the place or the house in which the organism lives or its condition. In Al-Mujam Al-Wajeer (2000 AD, p. 66) So-and-so built a house: He prepared it for him and brought it down, and so-and-so built a house, and in it he settled down: He settled in the place and there he lodged and resided there. The home environment and what surrounds the individual or society and influences them is called a social environment, a natural environment, and a political environment.

Defining the environment idiomatically: the environment in which a person exists and the factors and elements in it that affect his formation and his way of life. (Abu Zureik, 1996 AD, p. 7).

Factors Affecting Environmental Behavior:

The interaction of the individual in his daily life with the environment and the accompanying phenomena guarantees the presence or emergence of behavioral patterns emanating from him and affecting his personal life through his health and appearance and affecting his surrounding environment in which he shares with the rest of the creatures, and the impact is positive or negative. individual behaviour:

environmental education:

Environmental education starts from the kindergarten level until it reaches the university level, and the kindergarten stage is of importance and seriousness in the field of environmental education and is considered a guidance and education station to

qualify children and form their ideas and knowledge about the environment through educational guidance.

Suleiman (2012 AD, pg. 108-110) stated that kindergartens seek to consolidate and activate the directives that the family started with its children in the field of exploring the environment and knowing its components, and identifying some of the problems that the environment in which they live faced and how to confront and preserve them, and it requires efforts to advance Children through good education and increase their awareness of the environment and help in gaining patterns.

Educational guide in schools

The educational counselor is a teacher with knowledge and background about the health conditions of students and the community. He provides support and advice through his implementation of health programs and events, and works to strengthen the bonds and connections between the school, family and society. The World Health Organization and the United Nations Children's Fund (1988 AD, pg.) Observance in dealing with students, including:

1- Exploration and identification: Each student has a healthy behavior and health concepts that were formed with him after his birth and differ from one society to another, and he has his own health problems.

2- Involving students in the process of planning the educational process so that they choose what they learn and it is not imposed on them through investigation, experimentation and discussion.

3- Arouse the interest of students and encourage them to continuously encourage each individual and arouse their interest in health education so that they become like their sports heroes whom they admire and appreciate to a great extent.

4- Follow-up and reinforcement: that is, in the sense of practicing something that leads to mastering it, in order for the student to acquire and maintain certain healthy concepts and habits, the teacher must continue to follow them.

5- Diversification and change in activities in order to avoid monotony and boredom, and to take into account individual differences among students in their interests and abilities and to exploit them.

6-Developing the student's sense of responsibility towards himself, his family, and society: This is done through their actual involvement in community activities, including health projects, and their going out to collect information or conducting simple field investigation studies through understanding and encouraging the community.

7- Taking advantage of educational opportunities and attitudes: collective education for students creates greater opportunities to witness and learn environmental and health behavior.

8-Addressing and paying attention to the main topics such as the food we eat, the water we drink, accidents, disease prevention, prevention is better than cure, and the risks in our environment.

The researchers believe that the educational counselor should take into account the recording of the student's environmental behavior, whether positive or negative, because of its role in the process of strengthening the benefactor by rewarding him and following up on the abuser in order to modify his behavior. She has the students inside and outside the school deliver his messages with regard to some accidents, including traffic accidents as a result of drifting, high speed, riding motorcycles on one wheel, swimming in rivers despite the warnings of the river police, the cleanliness of the school building and all its other facilities, the cleanliness of the street and the house, and the lack of jokes by students in transport vehicles. and not to remove their heads from the car and not to bully the rest of the students.

health promoting school:

Anderson (Andy, 2004, p.4-8) defined the health-promoting school as "a school that consistently strengthens and enhances its ability and competence to set a healthy mode of life, learning, and work".

The health-promoting school seeks to prepare young people to take better care of themselves and others through collaborative work with community partners, improving integration between health and educational services, and creating incubating school environments for students to play active roles in managing schools and developing initiatives and programs throughout the school. Achieving health-promoting initiatives in schools The spotlight focuses on bringing out qualified, successful, and belonging children and youth to their communities. With the health-promoting school, students are seen as the resources and wealth that should be developed and not the problem that should be solved.

The importance of a health promoting school:

The health-promoting school has a role in making everyone work for health by all means and practices, under the supervision of all school employees and community members in the efforts to promote health, as mentioned by Al-Ansari (2007 AD) in that it: provides a role model in preserving the environment, supporting nutrition, applying safety systems, and encouraging Sports and recreational activities and the transfer of their activity from the classroom to the community, as well as the promotion of mental, emotional and physical health for all employees of the school, the promotion of active citizenship in communities by developing the life skills of the student and developing his methods, which gives him a sense of responsibility and increasing self-confidence, promoting the health of the community by enhancing the health of his children and considering prevention as an entry point to enhance Health Education for students

practices good health habits, general and personal hygiene, and safety and security rules.

Components of the health promoting school program:

Mentioned by Al-Shehri, Al-Urf, Faqihi, Al-Sheikh and Al-Khalaf, (2009, p. 18-22)

The health-promoting schools program consists

of basic components in the school, including:

1-Health education: which is not limited to giving health information only, but goes beyond that to change the attitude and improve behavior according to the health contents in the school curriculum and school activities and to consolidate the concept of a health-promoting school among students and school staff.

2 -The school environment: Improving the school environment to enhance the health of students and support the educational process in it by verifying the existence of measures to protect students from risks, ensuring the safety and security of the school environment, maintaining its cleanliness, and providing optimal conditions for academic achievement.

3- Health services: These include preventive services, early detection of diseases, first aid, referral, care for students with chronic diseases and special needs, provision of health services such as vaccinations, and completion of health records for students.

4-Healthy nutrition and food safety program: It includes food safety measures and health requirements for classrooms and follow-up of staff in them, in addition to healthy food education by applying one of the programs to enhance school feeding by students and employees.

5- Mental health and counseling: It includes preventive services and counseling for priority psychological and behavioral problems, as well as providing early detection services, treatment services, and referral.

6- A good relationship with families and society: These include services and programs that convey health awareness to the family and society, and environmental sanitation in the vicinity of the school, by making use of the school's capabilities in holding public lectures and summer clubs, and with the participation of health institutions.

7- Physical Education: Physical education is a comprehensive education for students and aims to develop the skills and behaviors of students to practice physical activities within the framework of participation and cooperation away from competition and challenge.

Previous studies

The two researchers have reviewed the educational literature and monitored previous studies that are related to the current study in order to find out the aspects of agreement and differences between them, and in order to benefit from the results of previous

studies and their recommendations to be employed in the current study, and the researchers followed the chronology from the oldest to the most recent.

1- A study by (Lackney, 1996) entitled: "Quality in School Environments: A Multiple Case Study of Evaluation of Environmental Quality in Primary Schools".

This study aimed to assess the quality of the school environment by identifying the diagnosis and management of the school environment, where the study tool was the questionnaire, and this study was applied in the city of Baltimore in America within primary schools.

The study concluded that American primary schools do not comply with the requirements and aspirations of the twentieth century in terms of air pollution, poor ventilation, and insufficient heating.

2-Al-Awfi's study (2013 AD) entitled: "The Obstacles Facing Principals in Implementing the Health-Promoting Schools Program in Al-Madinah Al-Munawwarah"

This study aimed to identify the obstacles that face principals in applying the health promoting schools program and to reveal the differences between the opinions of a sample of principals according to scientific experience and qualification. The quantitative descriptive approach was used, and the study adopted the questionnaire tool, which was applied to 64 managers and includes 37 phrases distributed over the areas of obstacles (administrative, material and human).

3- Al-Hussi's study (2014): "A training program to improve the performance of teachers of the first cycle of basic education related to predictors of some children's diseases in the light of the concept of health-promoting schools in Egypt".

The researcher prepared a note card, an achievement test, and a teachers' registration card. The study sample was selected from 50 teachers from the first three grades of the primary cycle.

4- Al-Omair's study (2016 AD) entitled: "The role of the health counselor in achieving the goals of health education for primary school students from the point of view of school principals and educational supervisors in Al-Ahsa Governorate".

This study aimed to identify the reality of the role of the health counselor in achieving the goals of health education for primary school students, and to reveal the most prominent obstacles that limit his role, and to identify ways to activate that role from the point of view of school principals and educational supervisors in Al-Ahsa Governorate. The study consisted of all 272 principals of primary schools for boys and all educational supervisors, including 148 principals and 124 supervisors. The sample size was 166 educational principals and supervisors, representing 61% of the study population. The school canteen, alerts and supervises the vaccination due to its importance and role in preventing epidemic diseases and viruses.

Commenting on previous studies

The study (Lackney, 1996) is one of the oldest studies, but its relationship to the current study lies in its handling of the suitability of the school environment in terms of safety and ventilation means, construction designs and the role of the health guide, so it is a very important study.

As for the remaining studies, they are studies full of experiments and results in the subject of school health, the environment, behavior, and the health educator. These studies agreed on the descriptive approach and the questionnaire as a tool for it, which was applied to primary schools. As for the study of Al-Omair (2016 AD), this study is very similar to the current study by applying it to students The primary stage and the reality of the health counselor's role in achieving the goals of health education for primary school students, revealing the most prominent obstacles that limit his role, and identifying ways to activate that role from the point of view of school principals and educational supervisors.

The benefit of this study from some of the results and recommendations reached by previous studies and in enriching the theoretical framework of the study and in building the study tool. The street and the road, and the lack of guidance programs in schools for the development of environmental culture and cleanliness, and that among the proposals is to introduce environmental education within the curricula and activate it.

Also, this study was somewhat similar to the study (Al-Awfi, 2013), which aimed to reveal the obstacles facing principals in implementing the health-promoting schools program in Madinah. The playground for students to practice sports activities safely, to provide the school clinic with first aid, to carry out periodic maintenance of the school building facilities regularly, and to ensure that the classrooms are ventilated and lit.

Chapter 3

Study methodology and procedures

Study methodology: The methodology used is the survey descriptive approach, due to its suitability to its subject and objectives, with knowledge of the role of the school promoting health and safety in developing environmental behavior among students in Thi-Qar Governorate from the point of view of educational counselors.

Study population: The study population consists of (122) schools in government schools in Dhi Qar Governorate in the second semester of the academic year 2022-2023, and the community consists of (106) educational counselors.

In the following, the researchers present a description of the characteristics of the study community:

Table (3-1)

Distribution of the study population according to the educational qualification variable

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Qualification	Frequency	Percentage
Diploma	9	8.49%
Education Bachelor	58	54.71%
Master's	16	15.09%
Ph.D	11	10.37%
<i>Total</i>	<i>94</i>	<i>100%</i>

It is clear from Table (1-3): that (11) of the study population represent 10.37% of the total study population whose academic qualification is PhD, and that (16) of the study population represent 15.09% of the total study population whose qualification is The scientific degree is a master's degree, which indicates the encouragement of the Ministry of Education to pay attention to higher degrees, and that (58) members of the study community represent 54.71% of the total members of the study community. Graduates of educational colleges, as it turns out that (9) of the study population represent 8.49% of the total study population. Their educational qualification is diploma, which is considered the lowest percentage compared to other specializations.

Table (2-3)

The distribution of the study population according to the variable years of experience

Years of Experience	Frequency	Percentage
Less than (5) years	9	8.49%
From (5) years to less than 10 years	21	19.81%
From (10) years to less than (15) years	29	27.35%
From 15 years and over	35	33.1%

It is clear from Table (3-2) that (35) of the study population represent 33.01% of the total study population and have years of work experience (15) years or more than the study population, while (29) of them represent 27.35% Of the total study population, they have years of experience from 10 years to less than 15 years, while (21) of them represent 19.81% of the total study population, their years of experience are less than (5) years.

Table (3-3) Distribution of the study population according to the variable of specialization

Specialization	Frequency	Percentage
Educational guide	66	62.26%
Science teacher	12	11.32%
Another specialty (Arabic language, mathematics, physical education)	16	

It is clear from Table (3-3):

That (66) of the members of the study community represent 62.26% of the total members of the study community specializing in educational counseling, and they are the largest group of members of the study community, and this indicates that the Ministry prefers the specialization of educational counseling over the rest of the specializations, while (12) of them represent a percentage 11.32% of the total study population majored in science, and (16) of them, representing 15.09% of the total study population, have other specializations represented in (Arabic language, mathematics, and physical education).

Study tool:

The researchers used the questionnaire as a data collection tool, based on the objectives of the study, its questions, its methodology, the nature of its subject matter, and the difference in the study community, and given the relevance of the current study and because it is the best way to collect data from the study community. It was presented to a number of arbitrators, and its apparent validity, internal consistency, and stability were verified. It was designed in its final form and applied to the members of the study community.

Statistical methods: The researchers used a set of appropriate statistical methods using the Statistical Packages for Social Sciences (SPSS) program after the data was encoded and entered into the computer, and then extracted the results according to the statistical methods, including descriptive statistics and inferential statistics (quantitative).

Chapter 4

Data analysis and interpretation

This chapter deals with the analysis of the data of the study, by presenting the answers of the study community to its questions, and discussing them according to the scientific methodology, reading the statistical analysis of the values of the averages and standard deviations, and the results of the tests, and interpreting them in the light of the theoretical framework and previous studies.

4-1 - Analyzing the data of the first question, which states: "What is the role of the health and safety-promoting school in developing the environmental behavior of the students from the point of view of educational counselors?"

The results are as shown in the following table:

Table (4-1)

The responses of the members of the study community to the statements of the axis of the school's role in promoting health and safety in developing environmental behavior among students are arranged in descending order according to the averages of approval.

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Paragrap h number	Phrase	Repet ition	degree of approval			Arithmet ic average	standard deviation	Rank
		Ratio	Agree	Agree to an extent	not agree			
14	The school is keen to ventilate the classrooms appropriately	k	66	23	5	2.65	0.584	1
		%	70.2	24.5	5.3			
8	The school is keen to maintain electrical appliances and electrical wires	k	66	17	12	2.57	0.644	2
		%	70.2	18.0	12.8			
10	The school provides fire extinguishers	k	63	24	7	2.56	0.678	3
		%	67.0	25.5	7.5			
21	The school holds meetings for parents of pupils	k	62	25	7	2.55	0.680	4
		%	66.8	25.8	7.5			
23	The school places small numbers of students in the classrooms	k	62	25	7	2.54	0.633	5
		%	66.0	26.6	7.4			
12	The school conducts maintenance on the toilets	k	60	26	8	2.44	0.625	6
		%	63.8	27.7	8.5			
2	The school conducts regular maintenance of the building	k	59	27	8	2.42	0.622	7
		%	62.8	28.7	8.5			
18	The school provides a special room for the educational counselor	k	54	31	9	2.40	0.668	8
		%	57.4	33.0	9.6			
19	The school coordinates with civil defense teams to educate students about safety conditions	k	53	30	11	2.44	0.687	9
		%	56.4	31.9	11.7			
22	The school carries out educational campaigns for students and their families through social media	k	56	26	12	2.42	0.690	10
		%	59.6	27.7	12.7			
16		k	54	28	12	2.40	0.693	11

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	The school provides educational counselors to carry out their duties	%	57.4	29.8	12.8			
7	The school provides its first aid needs	k	52	33	9	2.40	0.711	12
		%	55.3	35.1	9.6			
14	The school provides cooling and lighting devices inside the classrooms	k	57	18	18	2.40	0.714	13
		%	60.8	19.1	19.1			
5	The school takes care of the pupils' playground	k	41	38	15	2.29	0.729	14
		%	43.6	40.4	16.0			
9	The school provides a meeting room suitable for guiding students	k	46	24	24	2.25	0.837	15
		%	49.0	25.5	25.5			
11	The school ensures that bathrooms and toilets are clean throughout the week	k	45	26	23	2.23	0.824	16
		%	47.9	27.7	24.4			
1	The school coordinates with the health centers to check and vaccinate the students	k	41	29	24	2.21	0.822	17
		%	43.6	30.9	25.5			
20	The school displays environmental behavior on its walls	k	40	29	25	2.17	0.812	18
		%	42.5	30.9	25.6			
17	The school reduces the classes of educational counselors to follow up on the students	k	29	51	14	2.14	0.655	19
		%	30.9	54.3	14.8			
3	The school trains its students to exit safely from the exit points	k	39	28	27	2.10	0.830	20
		%	41.5	29.8	28.7			
13	The school is based on accepting students according to the capacity and the size of the school	k	35	20	39	2.05	0.895	21
		%	37.2	21.3	41.5			
15	The school's follow-up to safety procedures in laboratories	k	33	22	39	1.90	0.877	22
		%	35.1	23.4	41.5			

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6	The school provides the requirements for people with special needs	k	30	24	40	1.45	0.835	23
		%	32.0	25.5	42.5			
overall average						30	0.516	

It is clear from Table (4-1) that:

- The members of the study community agree that there is a role for the school promoting health and safety in the development of environmental behavior among students with a general average of (2.30 out of 3.00), which is an average located in the third category of the triple scale categories (from 2.21 to 3.00), which is the category that indicates a choice. Agree" on the study tool, which is a result consistent with the study of Al-Daghim (2013 AD), which concluded that the members of the study community agree about the health-promoting schools program in education, in terms of (content, objectives, implementation, and evaluation) with a degree of (agree).
- It is clear from the results that the members of the study community agree that there are ten roles played by schools that promote health and safety in developing the environmental behavior of students, the most prominent of which are: phrases (10, 8, 14), which were arranged in descending order according to the approval of the members of the study community, and the phrase came (14) ranked first, which states: "The school is keen to ventilate the classrooms appropriately" with an arithmetic mean (2.65 out of 3), and came the phrase (8), which states: "The school is keen on maintaining electrical appliances and wires that conduct electricity" with an arithmetic mean (2.57 out of 3).), and the phrase (10), which states "the school provides fire extinguishers" with an arithmetic mean (2.56 out of 3).
- Through the above results, it is clear that there is a difference in the agreement of the members of the study community on the role of the school that promotes health and safety in developing environmental behavior among students, as their approval averages ranged between (1.45 to 2.65), which are averages located in the second and third categories of the scale. The triple, which indicates (agree/agree to some extent), which explains a difference in the consent of the members of the study community.
- It is clear from the above results that the members of the study community agree to some extent on the existence of seven roles for the school that promotes health and safety in developing environmental behavior among students, most notably: The statement (16) ranked first: "The school provides educational teachers to carry out their duties" with an average of (2.40 out of 3), and the phrase (4), which states "The school provides its first aid needs" with an arithmetic mean (2.44 out of 3).
- It is clear from the above results that the members of the study community do not agree with the existence of six roles for the school promoting health and safety in developing environmental behavior among students, most notably: the following phrases (6,20), which were arranged in descending order according to the approval of

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the members of the study community to some extent, and the phrase came (20) In the first place, “the school puts an introductory plaque on environmental behavior on its walls” with an average of (2.17 out of 3), and paragraph (6) came last, which states “the school provides requirements for people with special needs” with an average (2.44 out of 3).

The researchers see that the student deals with a social environment through interaction with the school and his colleagues and with the workers, including workers, teachers and administrators.

Paragraph	Phrase	Repetition	degree of approval			Arithmetic average	standard deviation	Rank
		Ratio	Agree	Agree to an extent	not agree			
6	Frequent quarrels between students and the use of violence	k	65	23	6	2.62	0.674	1
		%	69.0	24.4	6.6			
4	Pupils guzzle with water	k	66	17	12	2.57	0.644	2
		%	70.0	18.3	12.7			
7	Not paying attention to general hygiene	k	62	25	7	2.55	0.678	3
		%	65.9	26.5	8.6			
2	Pupils make noise when leaving school	k	61	24	9	2.54	0.680	4
		%	64.0	25.5	9.5			
1	Pupils eat their meals in the classrooms and corridors	k	62	25	7	2.54	0.633	5
		%	65.9	26.6	7.5			
11	Tampering with the electrical wires of the school	k	60	27	8	2.42	0.625	6
		%	63.8	28.7	8.5			
5	Destroying the contents of the school	k	57	29	8	2.40	0.622	7
		%	60.6	30.9	8.5			
12		k	56	29	9	2.38	0.668	8

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	Not observing safety conditions when leaving school	%	59.6	30.9	9.5			
3	Students do not follow safety procedures in laboratories	k	51	31	12	2.33	0.690	9
		%	54.3	32.9	12.8			
8	Lack of respect for the teaching staff	k	39	36	19	2.20	0.741	10
		%	41.5	38.3	20.2			
9	Smoking in the school corridors	k	32	42	20	2.14	0.730	11
		%	34.0	44.7	21.3			
10	Bring phones by students to school	k	38	30	26	2.12	0.826	12
		%	40.4	31.9	27.7			
overall average						2.28	0.576	

The study is based on the phrases based on the numerical density of the students in the school and the extent of its danger. We also notice that there is interest from the school administration and workers in the students and their safety. The phrase No. (14) came first, "The school is keen to ventilate the classrooms appropriately" due to the large number of students in the classrooms And it came with an average of (2.65 out of 3).

- The responses of the study community members to the phrases on the axis of negative environmental behavior patterns among students in the school promoting health and safety came in descending order according to the averages of approval, and the phrase (8) came in the second place, "The school is keen on maintaining electrical appliances and wires that conduct electricity" for fear of the school administration on the students In the absence of financial allocations, the school administration fixes this themselves because of the fear of tampering with the wires by the students during the break. The school administrations also prepare a special room for the educational counselor based on the instructions of the Ministry of Education, where paragraph (18) ranked eighth to provide a special room for the educational counselor, and this is the result It is consistent with the study of Al-Omair (2016), which concluded that the health counselor in the school should prepare a special room in which first aid is conducted.

4-2- Analyzing and interpreting the data of the second question:

The text of the second question: "What are the patterns of negative environmental behavior among students in the school promoting health and safety?"

To identify (patterns of negative environmental behavior among students in a school promoting health and safety), frequencies, percentages, arithmetic averages, standard deviations and ranks were calculated for the responses of the members of the study community to the phrases on the axis of patterns of negative environmental behavior

among students in a school promoting health and safety, and the results were as shown in the following table :

Table (2-4)

It is clear from the above table numbered (2-4) the following results:

- The members of the study community agree to some extent on (patterns of negative environmental behavior among students in the school promoting health and safety) with an average of (2.28 out of 3.00), which is an average located in the second category of the triple scale categories (from 1.67 to 2.33), which is the category that indicates To “somewhat agree” on the study tool, and this is consistent with the study of Amani Al-Hussan (2003 AD), which concluded that the level of female students’ practice of wrong environmental behaviors (medium) and the level of awareness of female students of wrong behaviors (low) and the attitude of female students towards wrong environmental behaviors (negative)
- Through the results in the table above, it is clear that there is a difference in the agreement of the study community members on (patterns of negative environmental behavior among students in the school promoting health and safety), as the averages of their approval of patterns of negative environmental behavior among students ranged between (2.12 to 2.62), which is Averages fall in the second and third categories, which refer to (agree / agree to some extent) on the study tool, which explains the disparity in the answers and that the members of the study community agree with six types of (patterns of negative environmental behavior among students in the school promoting health and safety): represented in Phrases (4,6), which were arranged in descending order according to the approval of the members of the study community: Paragraph No. (6) ranked first, which states “the frequent quarrels between students and the use of violence” with an arithmetic mean (2.62 out of 3.00), and the phrase (4) which states that "students waste water" with an arithmetic mean (2.57 out of 3).
- It is clear from the results above: that the members of the study community (to some extent agree / disagree) with seven patterns of negative environmental behavior among students in the school promoting health and safety, the most prominent of which are (9,10), which were arranged in descending order according to the approval of the members of the study community. Somewhat as follows: Paragraph (10) ranked first, which states “bringing phones by students to school,” and I got an average of (2.12 out of 3.00), and paragraph (9) came, which states “smoking inside the school corridors” with an average My Account (2,14 out of 3)

It is clear from the results in the above table that (the most prominent patterns of negative environmental behavior among students in the school promoting health and safety) are represented in lack of interest in cleanliness, tampering with electrical wires, frequent quarrels between students, use of violence, making noise when leaving school, breaking the contents and furniture of the school, and extravagance in The use of water

and eating meals within the classrooms. These results are consistent with the results of Al-Obeidi's study (2012 AD) that the young category are more abusers of the environment compared to the older category because of the impulsiveness in their interactive behaviors with the environment, and their lack of experience in life and the environmental risks surrounding them.

4-3 Analyzing and interpreting the third question

The text of the third question, "What are the patterns of positive environmental behavior among students in the school promoting health and safety?"

The frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the study population to the phrases on the axis of positive environmental behavior patterns among students in the school promoting health and safety, and the results were as shown in the following table:

Table (3-4)

The responses of the members of the study community to the statements of the axis of positive environmental behavior patterns among students in the school promoting health and safety, arranged in descending order according to the averages of approval

Table (3-4) shows the following results:

Paragraph r	Phrase	Rep e titi o	degree of approval					Rank
			Agree	Agree to an extent	not agree	Arithmet ic average	standar d deviat ion	
2	Pupils keep their clothes clean	k	65	23	6	2.68	0.674	1
		%	69.0	24.5	3.4			
4	Pupils keep the school and classrooms clean	k	66	17	12	2.52	0.640	2
		%	70.0	18.3	12.7			
7	Pupils keep bathrooms and toilets clean	k	62	24	8	2.55	0.676	3
		%	65.9	26.5	8.6			
3	Students are obligated to wear masks during the spread of the Corona virus and dust	k	61	24	9	2.53	0.683	4
		%	64.0	25.5	9.5			
8	Students who are committed to cleanliness are keen to inform their teachers when there are students messing with school property	k	62	25	7	2.52	0.630	5
		%	66.0	26.6	7.4			

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5	Pupils participate in health and sports activities conducted by the Directorate of Education	k	60	27	8	2.42	0.622	6
		%	63.8	28.7	8.5			
1	Pupils learn to use fire extinguishers	k	58	28	8	2.41	0.620	7
		%	60.6	30.9	8.5			
13	Pupils keep their textbooks	k	55	30	9	2.36	0.666	8
		%	59.6	30.9	9.5			
6	Pupils carry out cleaning campaigns outside the school	k	51	32	13	2.30	0.692	9
		%	53.3	32.9	13.8			
10	Pupils participate in school safety and health courses	k	38	37	19	2.20	0.740	10
		%	41.5	38.3	20.2			
9	The student is keen to wash hands with soap and water	k	30	42	22	2.16	0.730	11
		%	32.0	44.7	23.3			
12	Students respect educational regulations and laws	k	31	40	23	2.12	0.826	12
		%	33.0	42.6	24.4			
11	Students are keen to put waste in the designated places	k	27	33	34	2.10	0.679	13
		%	28.7	35.1	36.2			
overall average						2.23	0.527	

- The members of the study community agree to some extent on (patterns of positive environmental behavior among students in the school promoting health and safety) with an arithmetic mean of (2.23 out of 3.00), which is an average located in the second category of the triple scale categories from (1.67 to 2.33), which is the category Which indicate "somewhat agree" on the study tool, these results are consistent with the results of Tohamy's (2011) study, which concluded that secondary school students have "medium-level" environmental knowledge according to their responses, and they practice "medium-level" environmental behaviors.

- From the results in the table above, it is clear that there is a discrepancy in the approval of the members of the study community, where the averages of their approvals of positive environmental behavior patterns among students in the school promoting health and safety ranged between (2.10 to 2.55), which are averages located in the second and third categories of the three-scale categories They indicate (agree / agree to some extent) on the study tool, which shows that there is a difference in the

study community's approval of patterns of positive environmental behavior among students in the school promoting health and safety, and that members of the study community agree on six patterns of the study community and according to the phrases Women with numbers (4, 2), which were arranged in descending order according to the approval of the members of the study community, where the phrase (2), which is: "The students keep their clothes clean," ranked first in terms of the approval of the members of the study community, with an arithmetic mean (2.68 out of 3). The phrase number (4), which is: "Students maintain the cleanliness of the school and the classrooms," ranked second in terms of approval by the members of the study community, with an average of (2.52 out of 3).

- It is clear from the above table that the members of the study community agree to some extent on eight types of positive environmental behavior patterns among students in the school promoting health and safety, the most prominent of which are the phrases (10,9), which are arranged in descending order according to the approval of the members of the study community to some extent. And the phrase No. (9), which is: "Students are keen to wash hands with soap and water," ranked first in terms of the study community's approval of it to some extent, with an average of (2.16 out of 3), and the phrase (10), which is: "Students participate in safety and health courses school" ranked second in terms of approval by the members of the study community, with an average of (2.22 out of 3).

Based on the above table and the results, we note that the most prominent patterns of positive environmental behavior among students in the school promoting health and safety are represented in "the students participate in health and sports activities conducted by the Directorate of Education." Through training, learning and observation, this is consistent with the study of Al-Awadi (1997) that the wave of social interaction and participation in events and discussions leads to an increase in the effectiveness of the role of student families in qualifying their members to preserve the environment.

The researchers see that because of the continuous guidance of the students by the school administrations and parents of the students, it reflected positively on the response of the students to preserve the school environment and the surrounding environment, and we find that the students care about the cleanliness of their clothes, especially at the start of the weekly school hours. In the presence of liquefied water, it was also noted that there are continuous courses conducted annually by civil defense teams to train students on the use of fire extinguishers.

Chapter 5

Results

First: the results of the first question: The results of the first question, which states: "What is the role of the school promoting health and safety in developing environmental behavior among students from the point of view of educational counselors?"

1- There is a difference in the agreement of the study community members on the role of the school that promotes health and safety in developing environmental behavior among students.

2- The members of the study community agree that there are twenty-three roles played by health-promoting schools in developing environmental behavior among students, the most prominent of which are:

- The school puts an introductory board on environmental behavior on its walls to attract the students' attention.
- The school conducts periodic maintenance of the building.
- The school trains its students to exit safely through the exit points.
- The school provides its first aid needs.
- The school is keen to take care of the pupils' playground.
- The school provides the requirements for people with special needs.
- The school provides cooling and lighting devices inside the classrooms.
- The school is keen on maintaining electrical appliances and electrical wires.
- The school provides a meeting room suitable for guiding students.
- The school provides fire extinguishers.
- The school is keen on cleaning bathrooms and toilets throughout the week.
- The school conducts maintenance on water tanks.
- The school is based on accepting students according to the capacity and the area of the school.
- The school is keen to ventilate the classrooms appropriately.
- The school's follow-up to safety procedures in laboratories.
- The school provides educational counselors to carry out their duties.
- The school reduces the classes of the educational counselors in order to carry out follow-up tasks for the students.
- The school provides a special room for the educational counselor.
- The school coordinates with civil defense teams to educate students about safety conditions.
- The school coordinates with the health centers to check and vaccinate the students.
- The school holds meetings for parents of students.
- The school carries out educational campaigns for pupils and their families through social media.
- The school places small numbers of students in the classrooms.

Second: The results of the second question: The results related to the second question, which states: "What are the patterns of negative environmental behavior among students in the school promoting health and safety from the point of view of educational counselors?"

There is a variation in the agreement of the study community members on the patterns of negative environmental behavior among students in the school promoting health and safety, and that the members of the study community agree on ten patterns of negative environmental behavior among students in the school promoting health and safety, which are:

- Pupils eat their meals inside the classrooms and the school corridors and yards.
- Pupils make noise when leaving the lesson.
- Students do not follow safety procedures in laboratories.
- Pupils waste water.
- Tampering with and breaking school property.
- Frequent quarrels between students and the use of violence.
- Lack of interest in general hygiene.
- Lack of respect for the teaching staff.
- Smoking inside the school corridors.
- Bring phones to school.
- Tampering with electrical wires in the school grounds.
- Not observing the safety conditions when leaving the school.

Results of the third question: The results related to the third question, which states: "What are the patterns of positive environmental behavior among students in the school promoting health and safety from the point of view of educational counselors?" And that there is a difference in the agreement of the members of the study community on the patterns of positive environmental behavior among students in the school promoting health and safety from the point of view of educational counselors, and that the members of the study community agree to some extent on the presence of thirteen patterns of positive environmental behavior among students in the school promoting health. Safety is:

- Students keep their clothes clean.
- Students keep their school books.
- Pupils maintain the cleanliness of the school and classrooms.
- Students are keen to put waste in the designated places.
- Pupils keep bathrooms and toilets clean.
- Students respect educational laws and regulations.
- Students are obligated to wear masks during the spread of the Corona virus and dust.
- Students are keen to wash hands with soap and water.
- Students who are committed to cleanliness are keen to inform their teachers when there are students tampering with school property.

- Pupils participate in school safety and health courses.
- Pupils participate in health and sports activities conducted by the Directorate of Education.
- Pupils carry out cleaning campaigns outside the school.

proposals

- 1- Reconsidering the design of health and safety promoting schools.
- 2- Holding numerous meetings with parents of students every academic year in order to educate families to follow up on the behavior of their children.
- 3- Listening to the complaints and suggestions of school administrations and teachers.
- 4 - Provide the necessary funds by the Ministry of Education for each school for the periodic maintenance of schools.
- 5- Providing continuous electricity for schools to operate air conditioning and lighting devices.
- 6- Provision of refrigerators for drinking water.
- 7- Educating students to preserve school furniture.

Recommendations

- 1- Conducting many researches and studies in the field of school health.
- 2- Oblige school administrations to follow up the work of educational counselors and provide private rooms for them.
- 3- Addressing the Iraqi Ministry of Electricity with the need to provide continuous electricity for schools during official working hours.

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