
“Study to assess the Knowledge of Primary School teachers on first Aid management in selected School”

Sarika Dewangan* & Dr.Pratiksha Patrick**

**Assistant professor (Government College of Nursing)
Ph.D Scholar (MU20PhN053) Malwanchal University Indore.(M.P)*

***Guide S.S Institute Of Nursing Sciences,Mansarover Goble University Indore.(M.P)*

KEY WORDS: *first aid, medical emergencies, primary school teachers, accidents and injuries, medical facility*

BACKGROUND:

Students at schools may need first aid due to illness or accident. Therefore, teachers at school should know first aid measures and be able to put them into practice. The aim of this study is to assess awareness regarding first aid training among primary school teachers.

First aid is providing preliminary care to a person with sickness or injury. It can be performed by anyone until definitive medical treatment can be obtained. Certain self-limiting illnesses or minor injuries do not require medical care or transport to a medical facility and can be addressed by first aid. First aid largely consists of a succession of uncomplicated and in some cases possibly life-saving procedures that an individual can be taught to perform with simple day to day practical equipment. [1]

Due to immaturity and playfulness children are susceptible to inadvertent injuries [3] and are at a greater risk of harm than adults. Children pass a substantial quantity of their time at day care centers or schools. Hence timely administration of first aid to children after an accident is of utmost importance and can be lifesaving. [4, 5] Studies report that school based emergency medical service (EMS) incidents are more common than non-school-based EMS incidents. This is regularly credited to physical harm linked to a sports activity and usually results in transportation to a medical facility. [6] Most injuries in schools can be well managed with first aid, without requiring additional medical attention. [7] First aid is best given by individuals who are trained in first aid and closest to the scene of injury. [8] Therefore, it is important for schools to focus on management of injury before transfer to a medical facility. Care, treatment and management of medical emergencies is most effective when the caregiver has background knowledge of first aid. [9] In schools, teachers are often called upon and are required to handle crises. They are the only adults who are available to act responsibly in any given situation and make decisions. This shows the importance of first aid training among teachers. Teachers are required to take appropriate action and decide when a child has to be taken to a medical facility and implement the necessary steps to be taken to ensure a fast recovery with minimal discomfort and disturbance to student and school.

A basic knowledge and understanding of first aid can be invaluable for individuals to be able to provide emergency care in the event of an accident, possibly saving lives and minimizing injury. Since injury is the fifth leading cause of death and children at the age of primary school are liable for accidents and lack of knowledge and good judgment of their teachers may lead to dangerous consequences when emergencies occur. Training teachers how to deal with accidents is of obvious importance.

PROBLEM STATEMENT:

An experimental study to assess the Knowledge of Primary School teachers on first Aid management in selected School of Ambikapur (C.G).

The **objective** of this study is to assess the level of knowledge of first aid among primary school teachers, and to evaluate the effectiveness of first aid training among school staff first responders.

Teachers and students with good knowledge of the first aid are likely to be more alert and active. They make sure they are not vulnerable to any accident or injuries. First aid promotes the sense of safety.

Muruvvt Baser conducted a study to assess knowledge regarding first aid among primary school teachers in a Turkish population and found that 45.5% had prior knowledge in first aid. The teachers had heard and learnt about first aid from different sources, such as driving test training, from physicians and from nurses. The teachers wanted to know more about how to deal with accidental poisoning, joint dislocations and sprains, hemorrhage, and injuries. He concluded that since most teachers are in constant contact with children, ensuring that they are proficient in first aid is a priority. [8] We recommended that teachers receive training in first aid and pediatric basic life support.

Yossra K conducted training for 100 Bangladeshi primary school teachers on first aid. He reported that 77% had poor knowledge, 19% had fair knowledge, and 4% had good knowledge of the subject. He concluded that it would be beneficial if first aid techniques were included in the teachers training curricula. The teachers' lack of knowledge was attributed to the absence of first aid training in the educational curriculum. [1]

Devashish AR measured practice of first aid among school teachers, and discovered that 2.96% had experienced first-aid training. Some 14.83% scored less than 70%. He reported that age, sex, teaching experience, medium and level of school first aid training had a significant association with knowledge score. [11]

Bildik et al assessed the awareness of first aid among teachers in Turkey. Of the participants in the training programme, 51.1% were females and 48.9%

were males. Pretest score was 47.89 ± 11.29 whereas the posttest score was 75.28 ± 12.62 . This result shows the important of first aid training. Hence he decided that it was essential to include first aid training in the curriculum. [12]

1. Primary school teachers need regular training for first aid of external bleeding and fractures
2. Add first aid training to the curriculum of the teaching institutes.

LIMITATION OF THE STUDY:

1. First aid knowledge would be more accurately assessed by practical means rather than a theoretical one.
2. Uncooperativeness of some teachers.

METHODS:

Subjects were 150 primary school teachers from 8 schools in the Ambikapur (C.G). They were assessed by predesigned questionnaire proforma, after which each teacher was interviewed and responses were discussed separately in smaller groups.

RESULTS:

In the present study about 150 teachers from 8 different schools were assessed; Of the subjects, 11.3% felt that first aid is important and 87.7% said that it is very important and wanted to learn first aid. About a third (30.2%) of the teachers knew some basic treatments for minor emergencies but they didn't recognize such treatments were called first aid. Most of the subjects (69.8%) were unfamiliar with the expression "first aid". There was no positive correlation between male and female or private or government college. Posttest was given to analyze the gain in knowledge regarding first aid. Significant improvement in knowledge was seen among participants after analyzing the answers to the questionnaire (p value <0.05).

CONCLUSION:

The present study suggests that the teachers have the time, aptitude and inclination to undergo training in first aid, but they don't have access to a training facility or resource persons. The schools which were visited during the time of study were not equipped with any first aid facility or sick room to take care of students during medical emergencies. It is also important to have first-aid kits in vehicles, offices, schools and trained personnel who can provide first aid in case of an accident. Empowered teachers can teach students, parents and other members of society, making our communities safer places for all.

First aid training should be included in the teacher training curriculum, and such training should be updated regularly.

REFERENCES

- i. Al-Robaiay YKH. Knowledge of Primary School Teachers Regarding First Aid in Baghdad Al-Rusafa. *Al-Kindy Col Med J* 2013; 9(1):54-59.
- ii. Lohr KN and Durch JS. *Emergency medical services for children*. Washington, D.C: National Academy Press 1993.
- iii. Orzel MN. Injury minimization programme for schools. *Accid Emerg Nurs* 1996; 4(3):139-144.
- iv. Carter YH, Bannon MJ and Jones PW. The role of the teacher in child accident prevention. *J Public Health Med* 1994; 16(1):23-28.
- v. Pathak A, Agrawal N, Mehra L, Mathur A and Diwan V. First Aid Practices and Health-Seeking Behaviors of Caregivers for Unintentional Childhood Injuries in Ujjain, India: A Community-Based Cross-Sectional Study. *Children* 2018; 5(9):124.
- vi. Knight S, Vernon DD, Fines RJ and Dean NP. Prehospital emergency care for children at school and non-school locations. *Pediatrics* 1999; 103(6):e81.
- vii. Chang A, Lugg MM and Nebedum A. Injuries among pre- school children enrolled in day-care centers. *Pediatrics* 1989; 83(2): 272-277.
- viii. Başer M, Coban S, Taşci S, Sungur G and Bayat M. Evaluating first-aid knowledge and attitudes of a sample of Turkish primary school teachers. *J Emerg Nurs* 2007; 33(5):428-432.
- ix. Uner S, Ozcebe H and Cetik H. Injuries and risk factors among first year students of three high school of different socioeconomic levels: medical education. *Turkiye Klinikleri J Med Sci* 2009; 29(1):180-188.
- x. Li F, Jiang F, Jin X, Qin Y and Shen X. Pediatric first aid knowledge and attitudes among staff in the preschools of Shanghai, China. *BMC Pediatrics* 2012; 12:121.
- xi. Devashish A.R, Gaurav J.D and Bharat B. Assessment of knowledge and practices of first aid among the school teachers of Vadodara City. *IJRRMS* 2013; 3:21.
- xii. Bildik F, Kilicaslan I, Dogru C, Keles A and Demircan A. The Need of first aid awareness among candidate teachers. *Tr J Emerg Med* 2011; 11(4):166-170.