
A Cross Section of Prospective Teachers' and Practicing Teachers' about First AID

Dr. Mamta Sharma

Assistant Professor, Noida College of Physical Education, Dadri, G.B.Nagar. (U.P)

Abstract: The research described in this article investigated the levels of knowledge of first aid possessed by practicing teachers and prospective teachers. Quantitative research methods employed a questionnaire of 25 items given to 82 teachers in various primary and secondary. The highest possible score on the First Aid Knowledge Level (FADKL) was 75. Although all prospective teachers had received some first aid education in secondary school and some had additional first aid education in university, their collective FADKL was not high enough to qualify them to teach first aid and for the treatment of students. The primary and secondary teachers had higher FADKL scores as a result of their teaching experience.

Keywords: First aid, first aid education, teacher education, health education, prospective teachers

1. INTRODUCTION

According to the World Health Organization (WHO), good health is a state of complete physical, mental, and social wellbeing, not merely the absence of disease or infirmity. Health education is any combination of learning experiences intended to help individuals and communities improve their health by increasing their knowledge or influencing their attitudes. First Aid is the application of emergency treatment to an injured or ill person without recourse to complex medical equipment. In India in 2009, 11,176 people died from poison and physical injury, 9,005 died from accidents, 3,909 from sanitary transport, and 214 from poisoning (TUIK, 2013). A total of 609 children died in 2012 according to data collected from newspapers and TV: 20 died in the workplace, 28 from violence in the family, 4 from violence among peers, 20 in schools, 16 from homicide, 11 in hospitals, 114 from traffic accidents, 47 from other accidents, 15 from electric shocks and forty children of foreigners died in India (www.gundemcocuk.org; 2013). Even though the number of infant deaths decreased from 17,552 in 2009 to 13,900 in 2013 (TUIK, 2013), the current figure is far short of the national goal (Lozano et al, 2014). In India, children comprise about 30% of the population; to protect their wellbeing, first aid education is essential. Moreover, the state of affairs in India is not exceptional. In England in 2002, for example, 3,000,000 people required first aid treatment in the emergency rooms of hospitals (Campbell, 2012).

Is there any difference in the first aid knowledge of prospective teachers who had previous first aid education and those who had none?

Is there any difference in the first aid knowledge of prospective teachers who had learned about first aid in different settings?

Is there any difference in the first aid knowledge of prospective teachers in different university departments?

Is there any difference in the first aid knowledge of prospective teachers and practicing teachers?

2. METHOD

The research method employed a survey technique. Independent variables were prospective teachers' departments in the university, whether or not they had received first aid education in the past, and, if so, where they had received it. Most of the prospective teachers (98%) were women, so gender was not identified as a variable factor. The dependent variable was the first aid knowledge level of the prospective teachers.

2.2. Instrumentation

The researchers prepared a measurement tool, the First Aid Knowledge Level (FADKL), comprising 25 open-ended items and additional demographic questions. The demographic questions elicited data about the prospective

teachers' departments, whether they had learned any first aid previously, and, if so, where, they learned at university or a driving license course. The instrument was examined and approved by two other experts in the field. Its reliability was found to be Cronbach alpha (α) 0.867. Samples sub units include:

What are the most important symptoms of a fracture?

In which kind of poisoning does vomiting never occur?

What is the name of the gas that can cause poisoning?

Which of our organs is first affected by blockage of the trachea?

What should be the first response to help a person whose clothes are burning?

The topics fracture-luxation, poisoning, respiration, cardiac arrest, burning, electric shock, and bleeding were allotted two items each; sanitary transport, organ transplantation, sunstroke, removal of insect from an ear, and open wounds were allotted one item each. General first aid knowledge was allotted six items.

2.3. Procedure

We administered the FADKL during one hour-long lesson in the education faculty of four universities. Also, we tested practicing primary and secondary teachers during a scheduled inservice session. All the data were collected during one month at the beginning of the 2016 academic year.

2.4. Data Analysis

Responses to the FADKL of 352 prospective teachers and practicing teachers were rated by the researcher and one other expert in the field and the results were compared for inter-rater agreement. If there was agreement, points were calculated by taking the median of two researchers (Ozturket al, 2012). There were definite correct responses for each item; each correct response was scored 1 and incorrect or blank responses were scored 0. The total possible score for the FADKL was 75. The data were analyzed by ANOVA, Kruskal-Wallis, Mann Whitney U, and t-test.

3. RESULTS AND DISCUSSION

The mean scores of prospective teachers from FADKL test and also mean scores from the subunits, the comparison of FADKL scores of prospective teachers depending on their departments were mentioned in this part. Also the scores of participants who gained first education in driving course were compared with the participants who gained first education at the university. The

FADKL results of teacher and prospective teachers were also compared.

Table I. The mean scores of FADKL test for prospective teachers (n=352).

	<i>x</i>	S
FADKL	25.37	15.10
Fracture-Luxation	1.19	1.32
Poisoning	0.72	1.39
Respiration	2.24	2.27
Cardiac Arrest	2.18	2.20
Burning	3.61	2.24
Electric Shock	1.59	1.94
General First Aid Knowledge	0.85	1.51
Bleeding	2.96	4.07
Sanitary Transport	1.80	1.84
Organ Transplantation	2.03	1.77
Sunstroke / Open Wounds / Removal Of Insect From An Ear	2.53	2.53

According to the table I, the mean FADKL score for prospective teachers was 25.37 out of a possible 75, revealing a general lack of knowledge.

3.1. Limitations

The survey was administered to just 352 prospective teachers in their senior year at four universities. not enough from which to generalize the results to all teacher education programs. The same limitation applies to the number of teachers in the study (n=82). Given more time and larger samples, the number of items for each topic in the questionnaire could also be increased.

4. CONCLUSIONS

The results suggest that, prospective teachers from all departments in the university need both conceptual and practical first aid education. Also, the results also suggest that the first aid knowledge of practicing teachers is less than adequate for teaching children about first aid and for helping children who are hurt in accidents occurring in schools.

4.1. Implications for School Health

Effective first aid education in all Turkish schools could affect a large segment of the population. Thereafter, the prevalence of knowledge about accidents and how to treat them in their immediate aftermath could reduce the death rate nationwide. Suggestions based on this research:

prospective teachers in all subjects should receive first aid instruction;

first aid instruction should be given by qualified doctors or nurses;

first aid instruction should include practical as well as conceptual knowledge;

information about human physiology should be included in primary school teacher education programs;

schools should engage whole families in learning about first aid;

The mass media should help by communicating the importance of first aid.

REFERENCES

- Bayraktar N., Çelik Ş., Unlu H. and Bulut H. Evaluating the effectiveness of a first aid training course on drivers. Hacettepe University Faculty of Health Sciences Nursing Journal. 2009; 47-58.
- Bildik F., Kılıçaslan I., Doğru C., Keles A. and Demircan A. The need for first aid awareness among prospective teachers. TAF Preventive Medicine Bulletin. 2010; 9(3):217-224.
- Bodur S, Durduran Y. and Kuçukkendirici H. The assessment of level of health related knowledge of teachers of health education. Selçuk Journal of Medicine. 2012; 28(3):152-156.
- Bollig G., Wahl HA. and Svendsen MV. Primary school children are able to perform basic life-saving first aid measures. Elsevier-Resuscitation. 2009; 80: 689-692.
- Campbell S. Supporting mandatory first aid training in primary schools. Nursing Standard. 2012; 27(6):35-39.
- Lozano R., Wang H., Foreman KJ., Rajaratnam JK., Naghavi M., Marcus JR., Dwyer-Lindgren L., Lofgren