"A Study To Evaluate The Effectiveness Of Structered Teaching Programme On Knowledge Of School Teachers Regarding First Aid Management In Selected School Of Gurugram, Haryana"

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 Abstract:

Introduction: *Professionals working in the school environment, whether they are teachers or employees, should receive formal and ongoing training to deal with emergencies in the school environment, since school children and adolescents are more vulnerable to emergency situations due to developmental, physical and behavioural characteristics, including narrower airways, lower body mass and thinner skin, more susceptible to injuries.*

 Objectives*:1. To assess the effectiveness of structured teaching programme on knowledge among school teachers regarding first aid management.* ***Methodology:*** *pre-experimental one group pre-test and post-test design was used with 32 samples selected by using consecutive sampling technique. Data was collected by self- structured Knowledge Questionnaire on First Aid Management*. ***Results:*** *The Result showed that there is an improvement of knowledge among school teachers by comparing pre-test and post-test after giving structured teaching programme regarding First-aid Management. The pre-test score was 13.50 and mean post-test score was 31.09.* ***Conclusion:*** *It is concluded that structured teaching programme regarding first aid management was effective in improving the knowledge of school teachers*.

Key Words: *Effectiveness, Structured Teaching Programme, Knowledge, First Aid Management, School Teachers*.

Introduction

 Professionals working in the school environment, whether they are teachers or employees, should receive formal and ongoing training to deal with emergencies in the school environment, since school children and adolescents are more vulnerable to emergency situations due to developmental, physical and behavioural characteristics, including narrower airways, lower body mass and thinner skin, more susceptible to injuries.

Basic life supports, which include maintaining the safety of the accident scene, opening the airway, providing mouth-to-mouth ventilation, and doing external chest compression, are the most crucial first aid aspects. There could be fatalities or long-term brain damage if circulation is interrupted for more than five minutes. Therefore, the life-saving BLS therapy should usually be administered immediately by non-professionals who chance to be nearby at the time of the incident.

Since schools are where children spend the majority of their time, it is most probable that incidents (such as asthma attacks, epilepsy, seizures, sports injuries, etc.) that call for first aid operations will occur there. Teachers will be the ones to administer first aid to pupils because schools might not have any qualified medical personnel on staff. For this reason, first aid protocols should be taught to teachers so they can implement them in the classroom. Instructors have a responsibility to impart to their students and the general public current, accurate, and basic first aid knowledge. Thus, in addition to completing first aid training (FAT) as part of their professional development, educators should also refresh their knowledge and abilities in light of the most recent first aid guidelines.

First aid is an emergency response that often consists of basic, frequently life-saving skills that most individuals can learn to use with little equipment and no prior medical training. Although it can be applied to animals as well, the term is typically used to describe providing care to a human. It does not take the place of interventions from a qualified medical practitioner and is not categorized as medical treatment. First aid combines basic techniques with common sense.

LITERATURE SURVEY

Research on young children at daycare facilities offers a chance to look into injuries involving a lot of kids in a typical, natural environment. In 1990, child care centers enrolled 43% of preschool-aged children in the US whose mothers were employed and 30% of preschool-aged children whose mothers were unemployed. According to injury studies conducted in child care centers, minor injuries account for the majority of injuries while severe injuries—those requiring medical attention—make up about 1% to 7% of all injuries.

The annual incidence rates of fractures in children under 16 years varies from 3.6 per 1000 to 50 per 1000 according to age, gender, social and environmental factors, and typically peaks at 11–12 years for girls and 13–14 years for boys. The male-to-female incidence ratio is 1.5
Brudvik C. Child injuries in Bergen, Norway: Identifying high-risk groups and activity specific injuries.: Thesis. University of Bergen. 2006.

According this study conducted by *Keshavrao. B in Banglore (2023*) the result shows that post-test Knowledge of the School teachers they are having 80.46% of knowledge. The level of knowledge in Post test shows that 75.0% of them having good knowledge and 25.0% of them are having moderate knowledge, Community health nurses can conduct the periodic awareness programme and training program regarding First aid management at primary health centers and anganawadi's under the guidance of the primary health centers medical officers and doctors and also she can conduct in hospitals, schools under the guidance of pediatricians. This study also suggests that all the nursing schools and nursing college lecturers should be well trained and should conduct the seminars and training program for the nursing teachers regarding First Aid Management.

In this scenario, the school has an important role in promoting health and preventing accidents, providing a suitable environment for teaching first aid, in order to make teachers and students capable of providing primary care for accidents. Teachers must act as propagators of first aid actions, contributing to the increase in preventive postures and collective safety

As a result, educators ought to receive first aid training and be qualified to impart to their pupils and other members of the public current, correct first aid knowledge. It goes without saying that teaching educators how to handle mishaps is crucial, since even basic first aid measures can avert potentially fatal outcomes stemming from inaction or incorrect response.

Materials and Methods

In this study quantitative research approach was used with pre-experimental one group pre- test and post- test design. Consecutive sampling technique was used to select 32 school teachers in selected village Gurugram, Haryana. Pre-test was done to assess the knowledge of school teachers regarding first aid management. Questionnaire and demographic details were obtained using baseline data. Teaching was given on the same day and Post-test was taken after 7 days using same questionnaire.

Result

Section – A

Table 1: Frequency and percentage distribution of demographic variables   N=32

S.no	Demographic variable	Frequency	Percentage (%)
1.	**Age (Years)** a. Less than 25 b. 25 – 35 c. 36 – 46 **d.** 47 – 60	4 11 12 5	12.50 34.37 37.50 15.63
2.	Gender a. Male **b.** Female	8 24	25.00 75.00
3.	**Experience (Years)** a. Less than 5	9	28.13

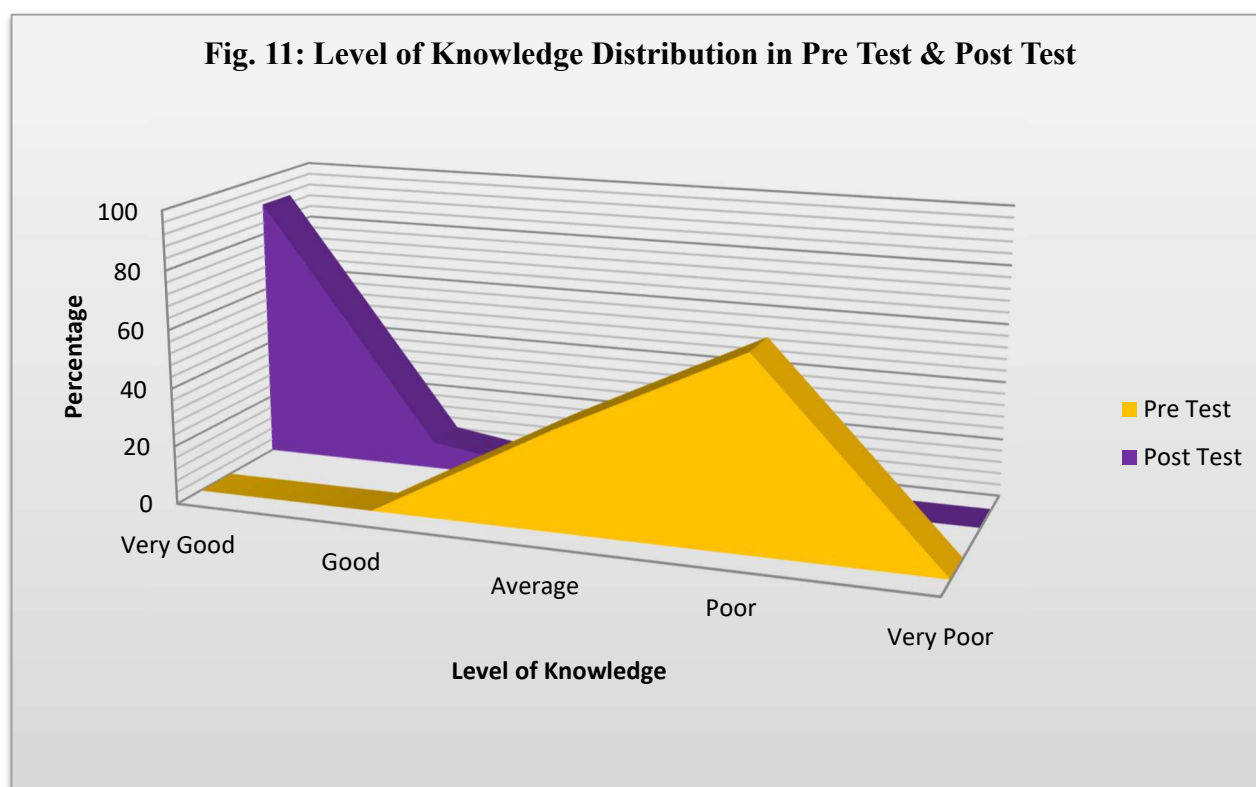|			
	b. 5 – 10	8	25.00
	c. More than 10	15	46.87
4.	**Marital Status**		
	a. Married	29	90.62
	b. Single	3	09.38
5.	**Number of Children**		
	a. No	5	15.62
	b. Single	4	12.50
	c. Two	17	53.12
	d. More Than Two	6	18.76
6.	**Educational Qualification**		
	a. SSLC / TCH	0	0.00
	b. PUC / D. Ed / TCH	1	03.13
	c. Graduate / D. Ed	6	18.75
	d. Graduate / B. Ed	25	78.12
7.	**Previous First Aid Training**		
	a. Attended	2	06.25
	b. Not Attended	30	93.75
8.	**Experience of Giving First Aid**		
	a. Yes	2	06.25
	b. No	30	93.75
9.	**Need for First Aid Training**		
	a. Yes	29	90.62
	b. No	3	09.38

Table no-1 This table Depicts that 37.5 percent participants belongs to age group 36-46. Majority of the participants were female 75%, Most of the participants had more than 10 years of experience, Majority of the participants were married 90.62%. More than half 53.12% of the participants had two children's. 78.12% participants had a graduation degree of B. Ed, 93.75% participants had not attended the training for first aid. 93.75% participants had no experience to delivering first aid training and 90.62% participants had experience that they need training for first aid.

Table 2: Distribution of Samples according to level of knowledge   **N=32**

S.no	Level of Knowledge	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1.	**Very Good**	0	0.00	29	90.62
2.	**Good**	0	0.00	3	9.38
3.	**Average**	11	34.38	0	0.00

| 4. | Poor | 21 | 65.62 | 0 | 0.00 |
| 5. | Very Poor | 0 | 0.00 | 0 | 0.00 |

Table no-2 Depicts that before structured teaching programme (pre-test) score was 65.62% participants had poor knowledge related to first aid and 34.38 % participants had average knowledge regarding first aid, after structured teaching programme (post-test) it was found that there is increase in knowledge of the participants i.e. 90.62% participants had very good knowledge regarding first aid and 9.38% participants had good knowledge related to first aid.

Fig. 11: Level of Knowledge Distribution in Pre Test & Post Test

Table 3: Mean, Mean Difference, Standard Deviation and 't' values of samples   N=32

S.no	Test	Mean	Standard Deviation	Mean Difference	't' value
1.	Pre -Test	13.50	1.72	17.59	57.05*
2.	Post -Test	31.09			

Table no-3 depicts that the mean pre-test score of the samples were 13.50 and mean post-test score

were 31.09 and the mean difference was 17.59, and standard deviation was 1.72, and 't' value was 57.05.

Table 4: Level of Association between Mean Pre-Test Knowledge Score and their Selected socio demographic Variables   N=32

S.no	Demographic variable	Very poor	Poor	Average	Good	Very good	Df	Chi-square
1.	**Age (Years)** a. Less than 25 b. 25 – 35 c. 36 – 46 d. 47 – 60	0 0 0 0	3 7 10 2	1 4 2 3	0 0 0 0	0 0 0 0	12	3.29 NS (tv =21.03)
2.	**Gender** a. Male b. Female	0 0	6 16	2 8	0 0	0 0	4	0.18 NS (tv =9.49)
3.	**Experience (in years)** a. Less than 25 b. 5-10 c. More than 10	0 0 0	5 7 10	4 1 5	0 0 0	0 0 0	8	2.05 NS (tv =15.51)
4.	**Marital Status** a. Married b. Unmarried	0 0	20 2	9 1	0 0	0 0	4	14.27 NS (tv =9.49)
5.	**Number of Children** a. No Children b. Single Children c. Two Children d. More than two Children	0 0 0 0	2 4 13 3	3 0 4 3	0 0 0 0	0 0 0 0	12	3.91 NS (tv =21.03)

No.	Variable						df	χ^2 value
6.	**Educational Qualification**							
	a. SSLC and TCH	0	0	0	0	0		
	b. PUC and D.ED	0	1	0	0	0	12	0.98 [NS]
	c. Graduate and D,ED	0	5	1	0	0		(tv=21.03)
	d. Graduate and B.ED	0	16	9	0	0		
7.	**Previous First Aid Training**							
	a. Attended	0	2	0	0	0	4	0.34[NS]
	b. Not Attended	0	20	10	0	0		(tv=9.49)
8.	**Experience of Giving First Aid**							
	a. Yes	0	2	0	0	0		0.34[NS]
	b. No	0	20	10	0	0	4	(tv=9.49)
9.	**Need For Giving First Aid Training**							
	a. Yes	0	21	8	0	0	4	450.7[NS]
	b. No	0	1	2	0	0		(tv=9.49)

Table no-4 depicts that there was no significant association found between pre-intervention score with their selected socio-demographic variables. Hence the research hypothesis was rejected and null hypothesis was accepted.

5. Discussion

Objective 1: To assess the effectiveness of structured teaching programme on knowledge among school teachers regarding first aid management.

Vidyathoi. M carried out a study in Gujarat (2022) pre-experimental one group pre-test post-test research design was used. Study sample size was 60 and samples were primary school teachers selected by using convenient sampling technique. Data were collected by using knowledge questionnaire and

lesson plan were used. The knowledge of primary school teachers inadequate (85.0)% in pre-test whereas (78.3%) were having adequate knowledge in post-test. In pre-test the beginning skills were poor i.e. 92.00% and after post-test it was improved i.e. 83.00%. The study concluded that Structured teaching programme was found effective in improving knowledge and beginning skills of primary school teachers regarding first aid management of selected common conditions in children.

Dange Prashuram. H and Naik Prasad. P Conducted a study in Nasik, Maharastra (2022) Evaluative research approach and pre- experimental research design was used. The Sample size was 30 teachers working at M.N.P. school at Adgaon, Nashik. The samples were selected by using purposive sampling technique. Structured questionnaire was used to assess the knowledge. The result shows that Pre-test Knowledge mean (18.1%) & SD (20.86%) and Post Test Knowledge Level Mean was (25.56) & SD (30.94%). It was concluded that structured teaching programme developed by the researcher was found effective in increasing the knowledge of school teachers regarding the first aid management.

6.   Conclusion

The study was done to evaluate the effectiveness of structured teaching programme on knowledge of school teachers regarding first aid management, the result shows that before teaching they are having insufficient knowledge. These findings suggest that a first aid training program should be included in the curriculum, with a dedicated teacher and time allotted for it. Additionally, these courses ought to be updated to reflect the most recent advancements and enhancements. Large-scale research on first aid and basic life support knowledge and abilities in Indian communities was lacking.

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