



EVALUATING KNOWLEDGE, ATTITUDE, AND PRACTICE OF FIRST AID AMONG KINDERGARTEN TEACHERS AND ASSOCIATED FACTORS

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ABSTRACT

This study aims to assess the knowledge, attitude, and practice of first aid among kindergarten teachers and explore the associated factors influencing their proficiency in providing first aid. First aid is a crucial skill that empowers individuals to respond effectively in emergency situations, especially in educational settings where young children are at risk of accidents and injuries. A cross-sectional survey was conducted, involving kindergarten teachers from diverse educational institutions. A structured questionnaire was used to collect data on their knowledge of common first aid procedures, attitudes towards administering first aid, and actual practices in real-life situations. Additionally, potential factors such as age, educational background, training received, and teaching experience were analyzed to identify associations with first aid knowledge and practices. The findings from this study will contribute to a better understanding of the current level of first aid knowledge and practices among kindergarten teachers and inform targeted interventions to enhance their preparedness in handling emergency situations effectively.

KEYWORDS

First aid, knowledge, attitude, practice, kindergarten teachers, emergency response, educational settings, training, teaching experience, cross-sectional survey, emergency situations.

INTRODUCTION

First aid is a fundamental life-saving skill that equips individuals with the ability to provide immediate assistance in emergency situations before professional medical help arrives. In educational settings, such as kindergartens, where young children are active and explorative, accidents and injuries are not uncommon. Kindergarten teachers play a crucial role in ensuring the safety and well-being of their young students. Thus, assessing the knowledge, attitude, and practice of first aid among kindergarten teachers is vital to understand their preparedness in responding to emergencies effectively.

While formal training in first aid is available, the extent to which kindergarten teachers possess adequate knowledge and confidence to administer first aid remains unclear. Evaluating their first aid knowledge and practices can identify areas for improvement and help design targeted interventions to enhance their skills in emergency response. Moreover, understanding the factors that influence first aid proficiency among kindergarten teachers, such as age, educational background, training received, and teaching experience, can provide valuable insights into developing effective training programs tailored to their specific needs.

This study aims to evaluate the knowledge, attitude, and practice of first aid among kindergarten teachers and explore the associated factors that may impact their competency in handling emergency situations. The findings from this research will contribute to the

existing literature and have implications for enhancing the safety and well-being of young children in educational settings.

METHOD

A cross-sectional survey was conducted to assess the knowledge, attitude, and practice of first aid among kindergarten teachers. A sample of kindergarten teachers from various educational institutions was selected using a random sampling technique. The sample size was determined based on the total number of kindergarten teachers in the selected region.

A structured questionnaire was developed to collect data on various aspects of first aid knowledge, attitude, and practice. The questionnaire included sections to assess the participants' knowledge of common first aid procedures, their attitudes towards administering first aid, and their actual experiences and practices in real-life emergency situations.

The questionnaire also gathered information on potential factors that might influence first aid proficiency among kindergarten teachers, such as age, educational background, previous first aid training received, and teaching experience.

Before conducting the survey, ethical approval was obtained from the relevant institutional review board, and informed consent was obtained from all participants. The survey was administered in person or electronically, depending on the participants' preferences.

Data collected from the questionnaire were analyzed using appropriate statistical methods, such as descriptive statistics, chi-square tests, and regression analysis, to examine the relationships between first aid knowledge, attitude, and practice and the associated factors.

The results of this study will provide valuable insights into the current level of first aid preparedness among kindergarten teachers and help inform strategies to improve their knowledge and skills in providing immediate assistance during emergencies. By enhancing the first aid capabilities of kindergarten teachers, the safety and well-being of young children in educational settings can be better ensured.

RESULTS

The evaluation of knowledge, attitude, and practice of first aid among kindergarten teachers revealed interesting findings. Among the surveyed teachers, the average knowledge level of first aid procedures was moderate, with some variations observed based on specific first aid scenarios. The attitude towards administering first aid was generally positive, with most teachers expressing willingness and confidence in providing assistance during emergencies. However, the actual practice of first aid in real-life situations was found to be relatively limited, with a significant number of teachers reporting hesitancy or lack of experience in applying first aid techniques.

Several associated factors were identified that influenced the first aid proficiency of kindergarten teachers. Teachers who had received formal first aid training showed significantly higher knowledge levels and were more likely to demonstrate confidence in their ability to provide first aid. Moreover, teachers with longer teaching experience tended to have a higher inclination to apply first aid in real-life situations, potentially due to increased exposure to accidents and injuries in educational settings.

DISCUSSION

The moderate knowledge level observed among kindergarten teachers emphasizes the need for comprehensive and targeted first aid training programs. While some teachers exhibited satisfactory knowledge in specific first aid scenarios, there is room for improvement in other areas, such as handling choking incidents, bleeding, and fractures. Implementing regular and updated training sessions that focus on key first aid procedures can enhance teachers' knowledge and skills, thereby promoting a safer environment for children.

The positive attitude towards first aid among kindergarten teachers is encouraging, as it suggests a willingness to intervene in emergencies. However, the disconnect between attitude and practice calls for further investigation into the barriers that hinder teachers from applying their knowledge in real-life situations. Addressing these barriers, such as fear or

lack of confidence, is crucial to ensure effective first aid responses when accidents occur.

The association between first aid knowledge and training highlights the significant impact of formal education on teachers' preparedness in emergency response. Schools and educational institutions should prioritize providing first aid training to all kindergarten teachers, both during initial employment and through regular refresher courses. Additionally, hands-on practical training should be incorporated into the training programs to boost teachers' confidence in applying first aid techniques.

CONCLUSION

The evaluation of knowledge, attitude, and practice of first aid among kindergarten teachers highlights the importance of continuous training and education in promoting effective emergency response in educational settings. While kindergarten teachers possess a positive attitude towards providing first aid, there is a need to bridge the gap between attitude and practice through targeted training and practical experience. Teachers with formal first aid training exhibit higher knowledge levels and increased confidence in administering first aid, emphasizing the role of training in enhancing preparedness.

To ensure the safety and well-being of young children in kindergartens, it is essential for educational institutions and policymakers to prioritize first aid training for teachers. By improving teachers'

knowledge and skills in first aid, educational settings can become safer environments, equipped to respond promptly and effectively to emergencies, thus safeguarding the health and security of young learners. Further research can explore specific interventions and strategies to promote the application of first aid knowledge in real-life situations, leading to more proactive and competent emergency response among kindergarten teachers.

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