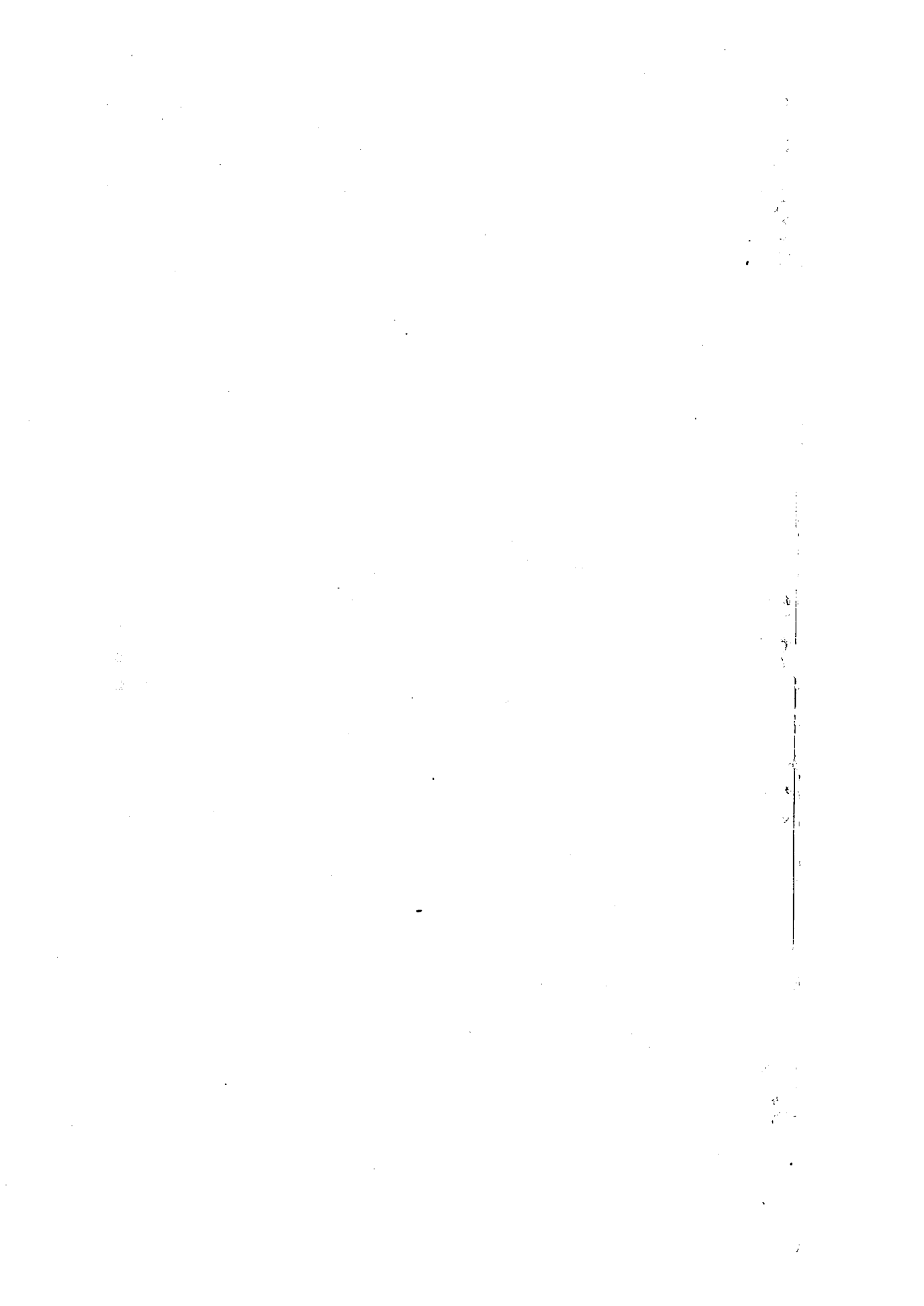


**A Study to Measure the Level of Teachers
Awareness about First Aid Skills
And the Role of Health Education in
Promotion**

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Abstract:

The study aims to measure the level of awareness about first aid between the teachers in elementary schools in Kuwait and the role of health education in promoting first aid skills procedure and demonstrating healthy practices that will maintain or improve the health of self and others. They should demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks between students when accidents happen. Health education provide a first aid course to help teachers perform or practice procedures such as cardiopulmonary resuscitation, dressing, bandaging, or splinting. For the purpose of the study, a questionnaire was administered to 250 female teachers from six elementary schools in Kuwait, at different Urban v. rural areas.

The results of the study revealed that teachers are highly aware about the importance of having experience in first aid and skills about first aid to help provide immediate care for their students in emergencies. (98.8%) of the teachers agreed that there should be a clinic in each school with at least one nurse and a specialist.(98.5%)of the teachers suggest that they should have pediatric first aid and training sessions.



2. Provide a health or nurse's room in each school with standard first-aid equipment and supplies.
3. Provide first-aid kits in all departments of the school where special hazards exist, eg, laboratories, home economics rooms, gymnasiums, school buses.
4. Use a student record card, signed by the parents, for reference in cause of illness or accident to a student, indicating whom to call and where to take a student if the parent can't be reached
5. General policies for emergency care of illness and

accidents at school:

Every school regardless of size should be adequately equipped to give first aid for the major or minor accidents, **which occur, on school premises, the following policies are taken:**

1. Immediate and adequate first-aid care should be given, in serious cases the school physician or nurse, if available, should be called.
2. Contact the parent and have the parent take charge as soon as possible.
3. A sick or injured child should never be taken home and left unless a responsible adult is there to take care of him.
4. First-aid kits should be provided in the laboratories, classrooms and other departments of the school, **which are usually equipped from the cabinet of first aid supplies.**
5. The school nurse is given the responsibility of inspecting and maintaining, the first-aid cabinet and

kits. She recommends to the principle when additional supplies should be required

The Main Duties of First Aiders:

First Aiders must complete a training course approved by the Health and Safety Executive (HSE). At school, the main duties of first aiders: to give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at schools; take charge when someone is injured or becomes ill, (U.S. Department of Education, 2000, Safeguarding our children). The main purpose of first aid is to save lives and prevent minor injuries from becoming severe. Most schools already have first aid arrangements in place.

Providing information about First Aid

arrangements:

Teachers should be informed that usually from the head teacher, about the first aid arrangements. This should include the location of equipment, facilities and First Aid personnel. In addition, the procedures for monitoring and reviewing the school's first aid needs, (Committee on School Health, 2000b).

Another simple method to keep teachers, staff, and students informed about first aid is by displaced first aid notices in classrooms, and common rooms. The information must be easy to understand. Health promotion programs about performing first aid and information's about first aid arrangements could be included in a handbook.

Risk Assessment of First Aid Needs

Schools should consider additional first aid provision. They should consider the amount of first aids personnel needed to provide adequate cover on each floor (Center for Health,2005). Emergency services should be given clear instructions about the schools location, and if the school has more than one entrance.

Public with special needs or disabilities require different first and procedures,(Temple,L.2000). In addition, this may apply to pupils in primary and secondary schools. The age of the pupils may affect the type of first aid required, such as resuscitation techniques and Teachers should take training courses.

Teachers should have the ability and attitude to absorb new knowledge and learn new skills and become able to cope with stressful and physically demanding emergency procedures.

First- Aid course:

Teaching health education provides teachers with information's about first aid, by using teaching aids and equipment,(table 1). The evaluation and selection of appropriate teaching models, teaching tools and methods are important when implementing this educational program.(Turner C, Harriet B,1995)

Table 1 shows course content and presentation method

The Purpose of the Study:

This study aims to discover the level of awareness related to First Aids skills among the elementary school teachers in Kuwait, and the role of health education in enhancing healthy behaviors among teachers.

Tests and Procedures:

This study is designed to measure the perception of teachers regarding their level of awareness and knowledge about performing first aid to students at schools when an accident occurs, inside or outside the classroom. For the purpose of the study, a questionnaire was designed to assess the teachers knowledge about first aid. It consists of three sections, the first section requested biographical data, gender, educational area, educational level, years of experience in teaching, and sources of information about first aid.

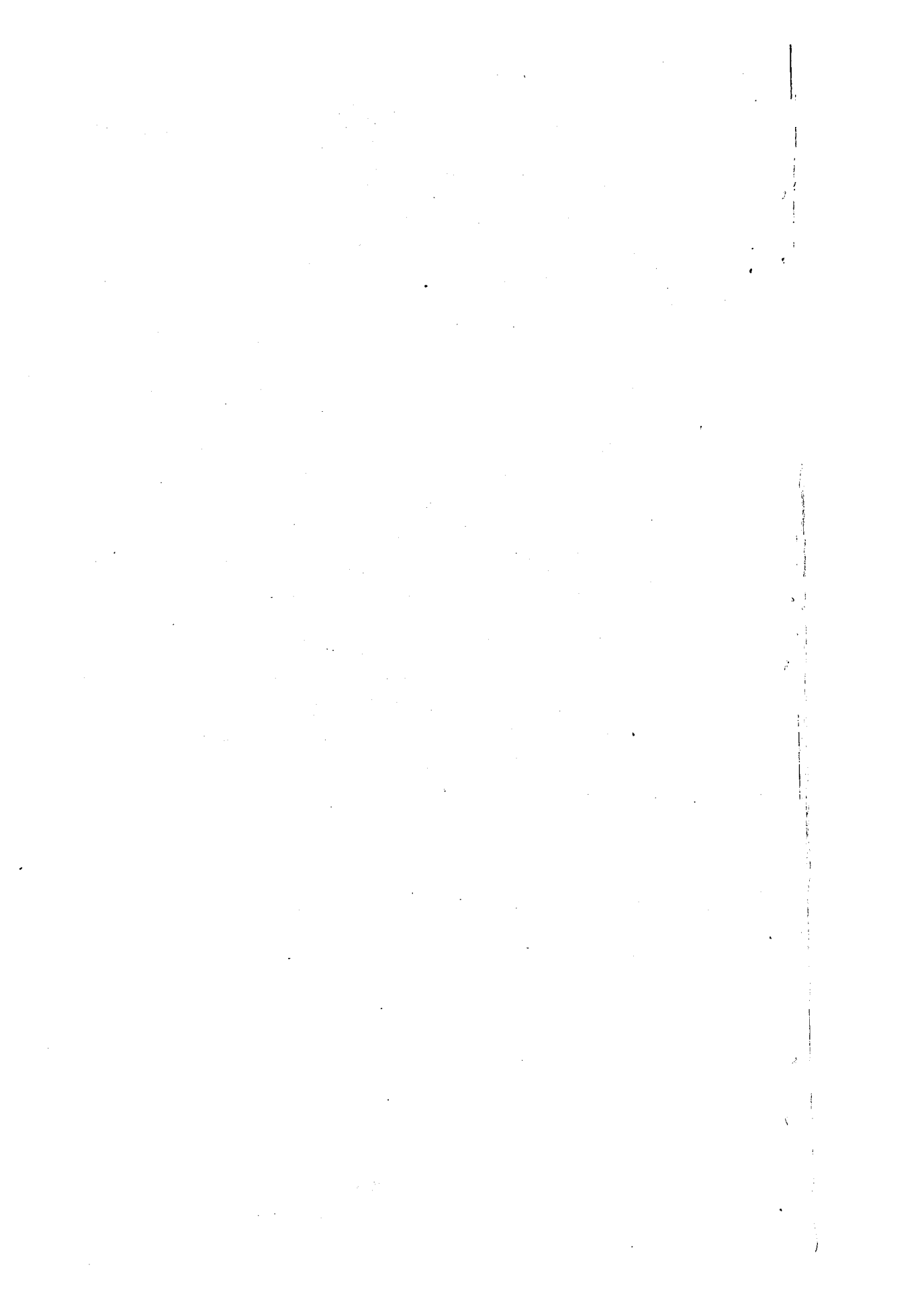
The second section-defined first aid for teachers, and contains 13 items related to the knowledge of teachers about first aid. The third section consists of eight items related to the role of health education in educating teachers about performing first aid to students at school. Frequencies and valid percentage, are recorded. Lickert Scale was used 1to5, the reliability of the scale was established by using Crombach's Alfa and it was found to be. 649

Findings:

The study was conducted among teachers in Kuwait in 2008, the subjects of the study consisted of 250 teachers



Lesson	Subject	Presentation methods
1	Introduction	Lecture with slides and transparencies
2	History and development of cardiopulmonary resuscitation	Lecture with slides
3	Cardiopulmonary resuscitation practice	Demonstration of skills, practice
4	Sport injuries	lecture with slides and transparencies
5	Motor vehicle accidents and safety	Video, lecture with slides
6	How to evaluate weather, and search for food	Lecture with color transparencies
7	How to survive earthquakes and fires	Lecture ,demonstration of skills
8	Disaster response and management	Video ,lecture with slides
9	Poisoning and intoxication	Lecture with slides
10	Dressing, bandaging and splinting	Lecture with transparencies
11	Dressing and bandaging and splinting practice	Demonstration of skills, practice
12	Wound management, animal and insect bites	Lecture with slides
13	Visit to the training centre of the fire department	Videoconferencing





- Always provide adequate supervision of students for all school-related activities.
- Provide higher standards of supervision when students are younger,handicapped,or engaged in dangerous potential activities.
- Substitute teachers should be informed about any unusual medical, psychological, or handicapping conditions of students placed under their supervision .
- Plan field trips with great care and be sure to provide adequate supervision.

Conclusion:

Teachers in Kuwait elementary schools are aware about the importance of possessing knowledge and skills in first aid. All teachers should become prepared to respond to emergencies and be skilled in first aid. All teachers should be trained and certified in first aid and CPR. An emergency is a serious situation that occurs without warning and calls for quick action. Teachers should use CPR only if they are trained to use it. Every teacher and person working at schools should receive professional instruction in CPR (American Heart Association, 2000a).

Knowing first aid procedures allows the teacher responding quickly in emergency and helps him stay calm if someone is injured or ill. First aid is an important part of health education for teachers and students. Health education teaches them how to give proper first aid,(turner C,Harriett B,2002).

Teachers should be skilled in first aid procedures; health education provides the health knowledge needed to



diseases.(National Association of School Nurses,2004a).

Teachers should be trained ,and certified in first aid and CPR (cardiopulmonary Resuscitation). A first aid technique that are used to restore heartbeat and breathing. This training should be supervised by a school health nurse or school physician.(Committee on School Health,2001a).

Schools should encourage training as many teachers and school personnel as possible in first aid and CPR and provide the equipment necessary to respond appropriately to emergencies. The study shows that teachers highly agreed that schools should be provided with equipments for ensuring health and safety for students. An emergency medical kit should be kept to give emergency care,(Shelton,D.L,2004). The kit should be restocked after use. In addition, guidelines for emergency care should be available to teachers trained to give care. There are several guidelines that **teachers should follow to avoid injuries,(Geierstanger S,Aramal G,2004):**

- Establish and enforce safety rules for all school activities.
- Be familiar and informed about schools rules and regulations that pertain to student safety.
- Become certified in first aid and maintain that certification.



- Teachers would like to take training session in health education and first aid to know what they should do in emergencies (94.7%)
- Reviewing information's about first aid must include teachers, students and administrators in the school (91.6%)
- Teaching students healthy practices and behaviors about first aid is hard at the elementary level (81.2%)
- Health education provides teachers with skills in first aid procedures (74.8%).

Discussion:

The results of the study show that teachers highly agreed about the importance of having experience in first aid to help student with their health problems. Schools must be prepared for students becoming injured or ill during the school day. Also teachers highly agreed that it's important to have a clinic in the school with a nurse .Every school needs to have specific plans for dealing with emergency situations(National Association of School Nurses,2004b).

The school nurse is the ideal person to serve in this role. The school nurse is the person most familiar with student's health conditions,(Knowler W,2002). Nurses and Teachers should be trained in basic life support, first aid, and the emergency treatment of health conditions such as diabetes, asthma, allergic reaction, epilepsy, and other common



- Teachers agreed that schools should be provided with equipment for ensuring health and safety for students (86.0%).
- The best ways to protect the injured student is to call the doctor or transport him to the nearest Medical centre (86.0%).
- Performing first aid require knowledge about most of the health-problems and accidents that a student may encounter (85.0%).
- A teacher has the ability to know when the student feels sick (78%).

Teacher's response to the factors related to "the role of health education in promoting first-aid"
Teachers agree to the following:

- Practicing Healthful Behaviors about first aid help parents and teachers develop health- enhancing behaviors. (97.2%)
- Students should be taught about first aid to develop health-enhancing behavior (97.2%)
- Aims of first aid should be built in a way that protect Child's health and avoid risks (96.8%)
- Teachers like to obtain Health educations information's related to first aid to improve the health of self and others and reduce risks (94.8%)

information (7.2%), and information received through a training course was found to be (6.8%).

Teachers Responses to the factors related to “Knowledge about First -Aid”

Teachers agree to the following:

- It is important to have experience about first aid to help students with their health problems (98.8%)
- It is important to have a clinic in the school with a nurse and a specialist in the clinic (98.8 %).
- Teachers agreed that learning about first aid is important for each teacher (98.4%)
- Teaching students about personal health protection is important. (98.3%)
- Teachers play an important role in improving student’s health. (97.6%)
- Violence is the main cause leading to accidents between students (96.4%)
- Training sessions help teachers perform first aid directly when it occurred (95.2%)
- Teachers admit to have the experience required for doing first aid when needed. (87.6%)



experience more than 5 years, and 35.6 percent have experience more than 5 years.

Table 3- Sources of information about first -aid for elementary school teachers in the State of Kuwait

Sources of information	Frequency N	Valid Percent %
1) Undergraduate studies	31	12.4
2) High School	24	9.6
3) Scientific books	16	6.4
4) Magazines and news Papers	49	19.6
5) Media	60	24.0
6) Training courses	17	6.8
7) Lectures and seminars	29	11.6
8) Advertising	6	2.4
9) Family/Friends	18	7.2
Total	250	100.0

Table 3, indicates that the main source of information about first aid resulted in (24.0%) of the teachers from the media, followed by magazines and newspapers (19.6%). Undergraduate college studies was the source of information for (12.4%) of the teachers, while lectures and seminars were (11.6%), teachers consider high school course as a source of information (9.6%) teachers that reported that family and friends were a source of



randomly selected from six different elementary schools.
(Table 2)

Table 2: Frequency Distribution and Valid Percentage of Teachers Background Information

Characteristics	N Frequency	Valid Percentage %
Educational Area:		
Urban	150	60.0
Rural	100	40.0
Sex:		
Male	24	9.6
Female	226	90.4
Educational Level:		
Bachelor	195	78.0
Diploma	55	22.0
Teacher Experience:		
Less than 5 years	161	64.4
More than 5 years	89	35.6
Number of cases= 250		

Table two ,indicates that : (9.6%) of teachers are male, and (90.4%) are females, 60 percent are from rural educational areas ,(Kuwait city, Ahmadi and Hawalli),40 percent are from urban areas, (Jahra, Mubarak Kabeer and Farwaniya),78 percent of the teachers have bachelor degree, while 22 percent have diploma, 64.4 percent of the teachers, have experience less than 5 years and 35.6 percent have