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A STUDY TO ASSESS THE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING SELECTED FIRST AID MEASURES AMONG PRIMARY SCHOOL TEACHERS IN ERNAKULAM DISTRICT

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ABSTRACT

The aims of first aid are to preserve and protect life, prevent further injury or deterioration of illness and help to promote recovery. **The objectives of the study**: To assess the existing knowledge of Primary school teachers regarding selected first aid measures, to evaluate the effectiveness of self-Instructional Module regarding selected first aid measures, to associate the post-test knowledge scores with the selected demographic variables. **Hypotheses of the study H_1**: There is a significant difference between pre-test and post-test knowledge score regarding selected First Aid Measures among primary school teachers. **Methods**: A Quasi experimental evaluative study was conducted, using one group pretest – post-test research design non-probability convenient sampling technique was used to select 60 Primary school teachers working at selected primary schools of Ernakulam district. Based on the objectives and the hypothesis the data were analyzed and by using various statistical tests. **Results**: The result reveals that the overall score was 19.00 in the pre-test and 26.03 in the post test, 100% of primary school teachers had inadequate knowledge in the pre-test, after distribution of Self-instructional module Primary school Teachers 13 (21.67%) had moderately good knowledge and 47 (78.33%) had excellent knowledge regarding selected conditions of first aid. Paired 't' test showed that there was a significant improvement between pre-test and post test scores with 't' value of 22.30, $P < 0.05$. **Interpretation and conclusion**: The study findings revealed that Self-Instructional Module on selected conditions of first aid was effective in improving knowledge of primary school teachers.

KEYWORDS

DIC, Resources, Developing countries and Datas.

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INTRODUCTION

First aid is the temporary and immediate care given to the person who is injured or suddenly becomes ill. First aid can save a victim's life especially if the victim is bleeding heavily and has stopped breathing. It also prevents additional medical emergencies that can arise from an injury or illness[1].

A child's world centers on the home, school and the community. The biggest threats to children's health are these places. So these should be safest home, school and community. First aid measures are the best way to save the children under some health problems and injuries, because the future development of our children depends on their enjoying good health today[2].

School children are active youngsters. All young children can be naughty, defiant and impulsive from time to time, which is perfectly normal. During the school age period, children have more interest in playing. School children attempt to get mastery over new motor skills; they are at risk for unexpected injury and fracture in schools[3].

The occurrence of injury and health problems of school children are unintended and preventable through first aid measures or emergency treatment; we can reduce the disability among children. Knowledge of first aid, which constitutes life-saving treatments for injuries or illnesses, is important for every individual at every age[4].

According to National Safety Council, the National center for injury prevention and control, Huston Texas 2002 reveals that each year about 2.6 million people are hospitalized for nonfatal injuries and about 60.5 million people nearly 1 in 4, seek medical attention or suffer at least one day of activity restriction from an injury. So it is important for us to know how to recognizes emergencies and how to respond[5].

Teachers have an important role to play in child protection. Their role can only be properly carried out, if teachers are equipped with the relevant skills. Appropriate in service training in child protection for teachers is of key importance in both emphasizing child protection issues and in promoting these skills in teachers[6].

Assessment of knowledge of school teachers regarding first aid measures will help the nursing personnel to plan and organize health education training programs to enhance teachers' awareness, as teacher plays pivotal role in taking care of children during emergencies. The current information will definitely enhance the teacher's knowledge and they can utilize it throughout their life time.

Hence, this study aims at improving the knowledge to primary school teachers in selected first aid measures. The knowledge which they gain can be used in prevention of children's health problems. It is important that teachers should be knowledgeable in first aid measures for selected minor ailments among school children. Therefore, the teacher should be trained in first aid measures to provide first aid in emergency situations because today's children are tomorrow's citizens. Hence, the investigator felt it was essential to improve the knowledge of primary school teachers regarding selected first aid measures for school children at selected schools of Ernakulam District.

PROBLEM STATEMENT

A study to assess the effectiveness of Self-Instructional Module on Knowledge regarding Selected First Aid measures among Primary School Teachers in Ernakulam District.

Objectives of the Study

To assess the existing knowledge of Primary school teachers regarding selected first aid measures.

To evaluate the effectiveness of self-Instructional Module regarding selected first aid measures.

To associate the post-test knowledge score with the selected demographic variables

Hypothesis H_1

There is a significant difference between pre-test and post-test knowledge score regarding selected First Aid Measures among primary school teachers.

METHODOLOGY

Research approach

Descriptive evaluative approach is used in this study.

Research design

In the present study quasi experimental one group, pretest post-test research design was used for the study. A pretest was administered by means of structural questionnaire depicted as 0_1 and then Self-Instructional Module was given depicted as X, a post test was conducted using the same structured questionnaire depicted as 0_2. The study design depicted in Table No.1.

Setting of the study
This study is conducted in selected Primary schools of Ernakulam District.

Population
In this study the population was all the teachers working in selected Primary schools of Ernakulam District. Population is distinguished as target and accessible population.

Target population
In this study the target population was the teachers of Primary school.

Accessible population
The accessible population for this study was teachers of selected primary schools of Ernakulam District.

VARIABLES

Independent variable
The independent variable in this study is "Self-Instructional Module".

Dependent variable
The dependent variables in this study are "knowledge of Primary school teachers".

Sample size
In this study sample size was 60 teachers of selected primary schools of Ernakulam District.

Criteria for sample selection

Inclusion criteria

- Those who are willing to participate.
- Those who are available at the time of data collection.

Exclusion criteria

- Those who have undergone for First aid training course.
- Headmaster, Supervisors.
- Having experience more than 20 years.

TOOL PREPARATON

Development of the tool
Structured questionnaire consists of two sections consisting of demographic variables of the primary school teachers to be participated in the study e.g. Age, education etc.

Section II
Consists of 32 questions on knowledge regarding first aid measures. They are categorized under five parts.

- Concept of first aid.
- Wounds and control of bleeding.
- Epistaxis [Nose bleeding].
- Fractures- Upper and lower extremities.
- Foreign bodies in the eye, ear, nose.

Scoring
Score 1 was given for correct answer
Score 0 was given for wrong answer
Knowledge was graded from poor knowledge to excellent knowledge based on scores.

Validity
In order to obtain content validity, the tool was given to 12 experts. After receiving opinions from the experts and consultation from the guide some modification done in framing the item and same were incorporated in to the tool.

Reliability
Reliability analysis done by Guttmann split half coefficient = 0.85.

Feasibility of the study
The investigator conducted a Pilot study.

Pilot study
A pilot study is a miniature run of the main study. The pilot study was conducted at S.H.U.P.S Ullanad as per laid down criteria 6 samples were selected from the primary school for pilot study from non-probability convenient sampling technique.

Method of data collection
The data gathering process began from 21 Feb. to12 March 2012. The investigator visited selected 8 primary schools of Ernakulam District in advance and obtained the necessary permissions from the concerned authorities.

Investigator approached the teachers of selected primary schools of Ernakulam District and explained the purposes of the study and explained how it will be beneficial for them. He enquired their willingness to participate in the study, the investigator collected a group of primary school teachers, made them comfortable and oriented them to the study and administered questionnaire to them, instructed them not to interact with each other, doubts were clarified. Once the questionnaire had completed, investigator collected them back, each sample required mean time of 30 min. To complete the structured questionnaire. After the pretest the self-instructional module on knowledge regarding selected first aid

measures was distributed this was translated in Malayalam language for better understanding of the teachers. Post test was administered with the same questionnaire on the 7th day. The collection of data was performed within the stipulated time.

ANALYSIS AND INTERPRETATION

Observations are arranged in following sections

The analysis and interpretation of the finding are given in the following sections.

Section-I

Percentage wise distribution of primary school teachers according to their Demographic characteristics.

Section-II

Assess the existing knowledge of Primary school teachers in relation to selected first aid measures.

Section-III

Evaluate the effectiveness of self-Instructional module on knowledge in Primary school teachers in relation to selected first aid measures.

Section-IV

Association of Knowledge score In Relation to Demographic Variables.

Section I

The Table No.2 describes about the distribution of samples according to their demographic variables, age shows that 35.0% were from age group of 21-26 years, 38.3% of samples from age group of 27-32 years, 20% samples from age group of 33-38 years, and 6.7% samples from above 38 years. Distribution of samples according to their gender shows that the 26.7 % were Males and 73.3 % were Females. Distribution of samples according to resident shows that majority 73.3% of samples belonged to urban area, 23.3% of samples belonged to rural area and remaining 3.3% of samples belonged to Semi urban area. Distribution of samples according to their working experience shows that majority of 48.3% were having 0-5 years, 28.3% having 6-10 years, 16.6% having 11-15 years, and 6.7 % having 16-20 years of working experience Distribution of samples according to their educational qualification shows that 53.3% were holding Diploma in Education and 46.7% were having Bachelor's degree in education.

Section II

Assess the existing knowledge of primary school teachers in relation to selected first aid measures

The Table No.3 shows that in pre-test scores, 16.67% of samples were having average knowledge and 81.67% of samples having good knowledge and 1.67% samples having excellent knowledge but in post-test 21.67% of samples were having good knowledge, and 78.33% of samples having excellent knowledge.

The Table No.4 deals with the result of area wise pre-test and post-test knowledge score level regarding first aid measures among primary school teachers. In pre-test highest knowledge level regarding first aid measures in area of fracture of upper and lower extremities i.e. 4.65 and the overall knowledge level was 19.00. In post-test highest knowledge level regarding first aid measures in area of fracture of upper and lower extremities i.e. 6.83 and the overall knowledge level was 26.03.

Section III

Evaluation of the effectiveness of self-instructional module in relation to selected first aid measures

Table No.5 shows the area-wise comparison of pretest and posttest knowledge regarding selected first aid measures, Mean, standard deviations and mean score percentage values were compared and paired 't' test was applied at 5 level of significance. The calculated value was 22.30 respectively for the knowledge regarding selected first aid measures. The calculated 't' value was much higher than the tabulated values at 5% level of significance. Hence it is strongly interpreted that the self-instructional module regarding selected first aid measures is effective. Thus the H_1 is accepted.

Table No.6 explains calculated 't' value 7.47 was greater than table value i.e 2.57 at 0.05% level of significance. This indicates that the gain in post-test knowledge was significant regarding the concept of first aid. It proves that the significance of self-instructional module in the improvement of knowledge statistically.

Table No.7 shows calculated 't' value 10.83 is greater than table value i.e. 2.57 at 0.05% level of significance. This indicates that the gain in post-test

knowledge is significant in relation to wounds and control of bleeding. It proves the significance of self-instructional module in the improvement of knowledge statistically.

Table No.8 shows calculated 't' value 6.29 is greater than table value i.e. 2.57 at 0.05% level of significance. This indicates that the gain in post-test knowledge is significant in relation to Epistaxis. It proves the significance of self-instructional module in the improvement of knowledge statistically.

Table No.9 explains calculated 't' value 11.35 is greater than table value i.e. 2.57 at 0.05% level of significance. This indicates that the gain in post-test knowledge is significant in relation to Fractures of upper and lower extremities. It proves the significance of self-instructional module in the improvement of knowledge statistically.

Table No.10 depicts calculated 't' value 7.19 is greater than table value i.e 2.57 at 0.05% level of significance. This indicates that the gain in post-test knowledge is significant in relation to foreign bodies in eye, ear, and nose. It proves the significance of self-instructional module in the improvement of knowledge statistically.

Section IV

Association of knowledge score in relation to demographic variables

Table No.11, the calculated F value 2.53 is less than tabulated F value 11 at 0.05 levels, also the calculated p value 0.06 is more than the acceptable level of significance which is p=0.05, hence no association is found in knowledge and age.

Table No.12, the calculated T value 0.52 is less than tabulated F value 11 at 0.05 levels, also the calculated p value 0.59 is more than the acceptable level of significance which is p=0.05, hence no association is found in knowledge and gender.

Table No.13, the calculated F value 3.02 is less than tabulated F value 11 at 0.05 levels, also the calculated p value 0.5 is more than the acceptable level of significance which is p=0.05, hence no association is found in knowledge and residence.

Table No.14, the calculated F value 1.18 is less than tabulated F value 11 at 0.05 levels, also the calculated p value 0.32 is more than the acceptable level of significance which is p=0.05, hence no association is found in knowledge and working experience.

Table No.15 shows calculated 'F' value 2-39 is less than the table value i.e 2.57 at 0.05 % level of significance and calculated p value is 0.02, less than the p value 0.05. This indicates that there is significant association of knowledge with qualification.

SUMMARY

In my study 38.3% of the subjects belonged to age group of 27-32 years, 73% of subjects were female, 53.3% of subjects were having Diploma in education, 66% of subjects of Hindu religion, 73.3% living in urban area, 48.3% of the subjects were having 0-5 years teaching experience.

There is marked improvement of scores in the post test is evident as 78.33% of subjects had excellent score and 21.67% of subjects had very good score. It shows that self-instructional module regarding selected first aid measures was effective. There was no significant association between age, gender, religion, and residence, except with qualification status. Hence, I accept Research Hypothesis H_1.

SUMMARY, DISCUSSION, CONCLUSION, NURSING IMPLICATION AND RECOMMENDATIONS

This study was based on descriptive evaluative approach. The population was the primary school teachers of Ernakulam District during the study period. The sample consisted of 60 primary school teachers working in the primary school. The sampling technique used in the study was Non-Probability Convenient Sampling. The tool was self-structured knowledge questionnaire. The technique adopted was self-reporting. The content validity of the tool was done by experts from Department of Community Health Nursing, Preventive and Social Medicine, 12 experts including one expert from English literature. Suggestions proposed were incorporated in tool and appropriate changes were made. The reliability of the questionnaire was done by Guttmann Split Half Coefficient, Intra class correlation (ICC) formula. The data gathering process was done from 21 Feb, to 12 March 2013 in

selected primary schools at Ernakulam District. After explaining the objectives and purpose of the study to the teachers, consent was obtained from them for participation in the study. Pre-test was given to assess their knowledge regarding selected measures of first aid. Then the Self-Instructional Module on selected measures was given to participants of the study. Post test was conducted on the 7th day after distributing the Self-instructional module. Based on the objectives and the hypothesis the data were analyzed by using various statistical tests such as frequency, percentage, mean, and standard deviation, student 't' test, one way analysis of variance (ANOVA). The level of significance set for testing the hypothesis was at 0.05.

Major findings of the study

The following are the major findings of the study.

Majority of the samples belonged to the female category 73.3% as where 26.7% belonged to male category.

35.0% were from age group of 21-26 years, 38.3% of samples from age group of 27-32 years, 20% samples from age group of 33-38 years, and 6.7 % samples from above 38 years.

Distribution of samples according to resident shows that majority 73.3% of samples belonged to urban area, 23.3% of samples belonged to rural area and remaining 3.3% of samples belong to Semi urban area.

Distribution of samples according to their working experience shows that majority of 48.3% having 0-5 years, 28.3% having 6-10 years, 16.6% having 11-15 years, and 6.7% having 16-20 years of working experience.

Distribution of samples according to their educational qualification shows that 53.3% are holding Diploma in Education and 46.7% having Bachelor's degree in Education.

Assessment of pre-test knowledge score level regarding selected first aid measures among primary school teachers. In pre-test highest knowledge level regarding selected first aid measures in area of Fractures of upper and lower extremities was 4.65 and the overall knowledge level was 19.00.

Assessment of post-test knowledge score level regarding selected first aid measures among primary school teachers. In post-test highest knowledge level regarding selected first aid measures in area of Fractures of upper and lower extremities was 6.83 and the overall knowledge level was 26.03.

Difference between pre-test knowledge score and post-test knowledge score regarding selected first aid measures showed that there was a significant difference between pre-test knowledge score and post-test knowledge score of primary school teachers regarding selected first aid measures as t-value was 22.30 and p value 0.000 where $p<0.05$. Thus result shows that the self-instructional module was effective in enhancing the knowledge of selected first aid measures among primary school teachers.

In association of knowledge score in relation to selected demographic variables the result showed that there was no significant difference of knowledge scores in relation to selected demographic variables such age, sex, qualification, experience in years, present area of working. From the above findings it was concluded that no demographic variable had relation with pre-test and post-test knowledge.

DISCUSSION

This chapter deals with discussion in accordance with objectives of the study and hypothesis, the statement of the problem was a study to assess the effectiveness of self-instructional module on knowledge regarding selected first aid measures among primary school teachers in Ernakulam District.

Demographic variables of primary school teachers

Regarding demographic variables of age shows that 35.0 % were from age group of 21-26 years, 38.3% of samples from age group of 27-32years, 20% samples from age group of 33-38 years, and 6.7 % samples from above 38 years In relations to sex, majority of the subjects, 44 (73.3%) were females and only 16 (26.7%) were males. On considering their training programmes on first aid, none had undergone any training on first aid.

Findings were also supported by Singer A J *et al* (2004) who had conducted a study to assess the knowledge of first aid practices among 654 parents in USA, the study results showed that mean age (SD)

was 38.5 (13.8), 56% were female, 56% had at least a high school education. None of them answered all questions correctly with roughly half being answered all questions correctly with roughly half being familiar with 60% of the questions and it was concluded that knowledge was unaffected by age, gender and education[7].

The first objective was to assess the knowledge of primary school teachers regarding selected first aid measures

The overall knowledge of primary school teachers reveals that in pre-test scores, 16.67% of samples are having average knowledge and 81.67% of samples are having good knowledge and 1.67% samples are having excellent knowledge. Finding were supported by Angela *et al* (2005) conducted a study by collecting data from 506 individuals to examine the self-perceived first aid abilities after Northridge earthquake. It is suggested that first aid training should be directed towards targets segments of the population that they are not likely to have had instruction in these basic skills[8].

Study was also supported by Gagliardi M et al conducted a study to determine the extent of training and emergency care of 334 public school teachers. The study results showed that 87% of the respondents strongly agreed that emergency care training should be required in teacher training programme and 18% of teachers were also responded to more than 20 injured or ill students annually and 17% reported that they had encountered at least one life threatening emergency in a student during their career. Inadequate knowledge may be because of ignorance and lack of training programme among teachers. Hence, it was necessary for the investigator to improve the subject knowledge by giving specific teaching programme on first aid[9].

The second objective was to evaluate the effectiveness of Self-Instructional module regarding selected first aid measures

The comparison of pretest and post-test knowledge on first aid among primary school teachers reveals that the overall improvement mean score the comparison of pretest and posttest knowledge scores of the knowledge regarding selected first aid measures, Means, standard deviations and mean score percentage values are compared and paired 't' test is applied at 5 level of significance. The tabulated value for n=60 degrees of freedom is 2.00. The calculated values are 22.30 respectively for the areas knowledge regarding selected first aid measures. The calculated 't' values are much higher than the tabulated values at 5% level of significance which is statistically acceptable level of significance. In addition the calculated 'p' values for all the areas of knowledge regarding selected first aid measures are 0.000 which is less than 0.05 which is acceptable level of significance. Hence it is strongly interpreted that the self-instructional module regarding selected first aid measures was effective.

A study on parent and caregivers, theoretical and practical knowledge of first aid in case of accidents and minor injuries in children in polish. They asked a group of 93 parents and tutors (11 men and 82 women) to complete a questionnaire containing 20 questions. The results revealed that, a great extent of self-satisfaction in the questioned groups of parents, most of them (64.5%) think they know first aid rules, although only 35 people (37.6%) were ever trained in this field. Most parents (71%) have already trained minor injuries and dealt with minor accidents, which took place while they take care of child[10].

CONCLUSION

After the detailed analysis, this study leads to the following conclusion

The primary school teachers do not have 100% knowledge regarding selected first aid measures. There was a significant increase in the knowledge of subjects after the introduction of self-instructional module. To find the effectiveness of self-instructional module student 't' test was applied and t value was calculated, post test score was significantly higher at 0.05 levels than that of pre-test score. Thus it was concluded that SIM on selected first aid measures was found effective as a teaching strategy. Hence based on the above cited findings, it was concluded undoubtedly that the written prepared material by the investigator in the form of SIM helped the primary school teacher to improve their knowledge on selected first aid measures.

IMPLICATION

The finding of the study has several implications for nursing practice, education and research.

Nursing Practice

Nurses working in clinical practice can teach the first aid measures to the patient of various common injuries. Community health nurse can teach people regarding various common injuries and their first aid management.

Nursing Education

Injuries are very common among all age groups. If it is not treated accordingly then that may lead to complication. If the person has knowledge about the first aid he can minimize the morbidity and also prevent further consequences. First aid can be easily learned and mastered by practice. More theoretical and practical aspect should be included in the curriculum.

Nursing Research

Almost everybody had come across with different kinds of injuries in life. There is great need for research in the area of prevention of disability with effective first aid measures. This study has highlighted the knowledge of first aid among the primary school teachers and provided knowledge on selected first aid measures.

RECOMMENDATIONS

On the basis of the findings of the study, it is recommended that the following studies can be conducted.

A similar study may be conducted on a larger population for generalization of findings.

Studies may be conducted to evaluate the effectiveness of information booklet versus other method of teaching on selected first aid measures.

A study may be conducted to assess the existing knowledge and practice of primary school teachers in relation to applying the selected first aid measures.

Table No.1: Quasi experimental one group pretest post-test design

S.No	Pre test	Intervention	Post test
1	0_1	X	0_2

Table No.2: Percentage wise distribution of primary school teachers according to their demographic variables n=60

S.No	Demographic Variables	No. of primary school teachers	Percentage (%)
1	**Age(yrs)**		
	21-26	21	35.0
	27-32	23	38.3
	33-38	12	20.0
	Above 38	4	6.7
2	**Gender**		
	Male	16	26.7
	Female	44	73.3
3	**Residential Area**		
	Rural	14	23.3
	Suburban	2	3.3
	Urban	44	73.3
4	**Working Experience(yrs)**		
	0-5 yrs	29	48.3
	6-10 yrs	17	28.3
	11-15 yrs	10	16.7
	16-20 yrs	4	6.7
5	**Qualification**		
	D.Ed.	32	53.3
	B.Ed.	28	46.7
	M.Ed.	0	0.00
	Others	0	0.00

Table No.3: Knowledge of primary school teachers with regards to general assessment in pre-test and post-test n=60

S.No	Level of knowledge score	Pre test		Post Test	
1	Poor (0-25%)	0	0.00%	0	0.00%
2	Average (26-50%)	10	16.67%	0	0.00%
3	Good (51-75%)	49	81.67%	13	21.67%
4	Excellent (>75%)	1	1.67%	47	78.33%

Table No.4: Area wise Knowledge of primary school teachers of pre-test and post-test

S.No	Knowledge area	Pre Test	Post Test
1	Concept of first aid	4.40±1.13	5.66±0.91
2	Wounds and control of bleeding	4.30±1.03	6.35±1.13
3	Epistaxis	2.15±0.60	2.71±0.49
4	Fractures of upper and lower extremities	4.65±1.54	6.83±0.86
5	Foreign bodies Eye, Ear, Nose	3.50±0.96	4.46±0.67
6	Overall	19.00±2.47	26.03±1.90

Table No.5: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to selected first aid measure n=60

S.No	Overall	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	19.00	2.47	59.37	22.30	0.000 S,p<0.05
2	Post Test	26.03	1.90	81.35		

(**Significant at 0.05 level of significance, DF=59**)

Table No.6: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to concept of first aid n=60

S.No	Concept of first aid	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	4.40	1.13	62.85	7.47	0.000 S,p<0.05
2	Post Test	5.66	0.91	80.95		

(**Significant at 0.05 level of significance, DF=59**)

Table No.7: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to wounds and control of bleeding n=60

S.No	Wounds and control of bleeding	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	4.30	1.03	47.77	10.83	0.000 S,p<0.05
2	Post Test	6.35	1.13	70.55		

(**Significant at 0.05 level of significance, DF=59**)

Table No.8: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to epistaxis (Nose bleeding) n=60

S.No	Epistaxis	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	2.15	0.60	71.66	6.29	0.000 S,p<0.05
2	Post Test	2.71	0.49	90.55		

(**Significant at 0.05 level of significance, DF=59**)

Table No.9: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to fractures of upper and lower extremities n=60

S.No	Fractures of upper and lower extremities	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	4.65	1.54	58.12	11.35	0.000 S,p<0.05
2	Post Test	6.83	0.86	85.41		

(**Significant at 0.05 level of significance, DF=59**)

Table No.10: Significance of difference between knowledge score in pre and post-test in primary school teachers in relation to foreign bodies Eye, Ear, Nose n=60

S.No	Foreign bodies Eye, Ear, Nose	Mean	SD	Mean Percentage	t-value	p-value
1	Pre Test	3.50	0.96	70.00	7.19	0.000 S,p<0.05
2	Post Test	4.46	0.67	89.33		

(**Significant at 0.05 level of significance, DF=59**)

Table No.11: Significance of difference on knowledge of selected first aid measures in relation to age n=60

S.No	Age (yrs)	No. of primary teachers	Mean knowledge score	F-value	p-value
1	21-26	21	26.47±1.50	2.53	0.06 NS,p>0.05
2	27-32	23	25.39±1.92		
3	33-38	12	25.91±1.67		
4	Above 38	4	27.75±3.20		

Table No.12: Significance of difference on knowledge of selected first aid measures in relation to gender n=60

S.No	Gender	No. of primary teachers	Mean knowledge score	t-value	p-value
1	Male	16	25.81±1.47	0.52	0.59 NS,p>0.05
2	Female	44	26.11±2.04		

Table No.13: Significance of difference on knowledge of selected first aid measures in relation to residence n=60

S.No	Residence	No. of primary teachers	Mean knowledge score	F-value	p-value
1	Rural	14	26.28±1.89	3.02	0.05 NS,p>0.05
2	Suburban	2	29.00±1.41		
3	Urban	44	25.81±1.83		

Table No.14: Significance of difference on knowledge of selected first aid measures in relation to working experience (yrs) n=60

S.No	Working experience(yrs)	No. of primary teachers	Mean knowledge score	F-value	p-value
1	0-5 yrs	29	25.93±1.64	1.18	0.32 NS,p>0.05
2	6-10 yrs	17	25.94±1.91		
3	11-15 yrs	10	25.80±1.98		
4	16-20 yrs	4	27.75±3.20		

Table No.15: Significance of difference on knowledge of selected First aid measures in relation to qualification n=60

S.No	Qualification	No. of primary teachers	Mean knowledge score	F-value	p-value
1	D.Ed.	32	26.56±1.99	2.39	0.02 S p<0.05
2	B.Ed.	28	25.42±1.62		
3	M.Ed.	0	0.00±0.00		
4	Others	0	0.00±0.00		

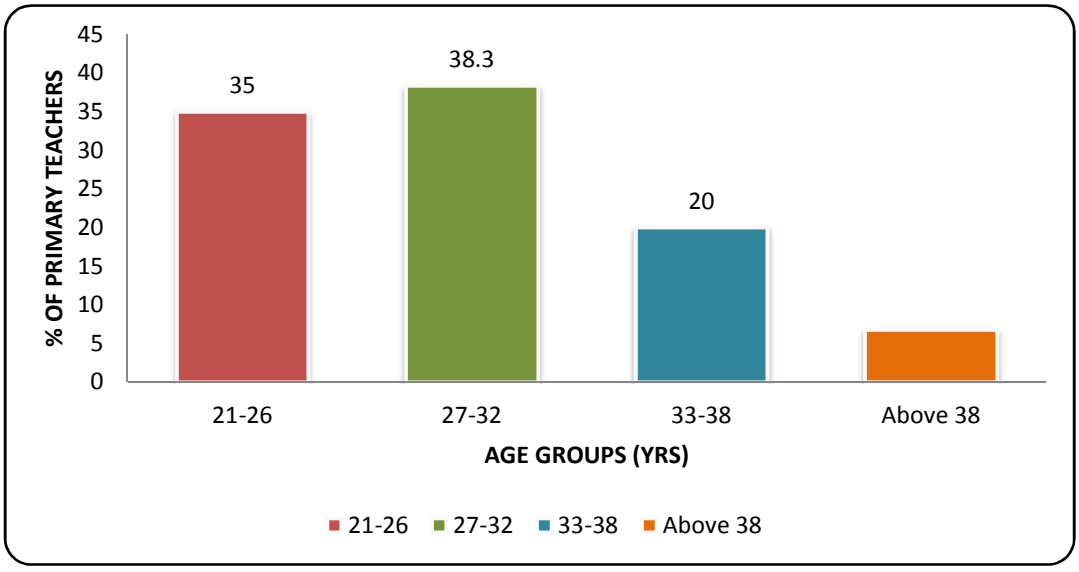

Figure No.1: Percentage wise distribution of Teachers of Primary School according to their age (yrs)

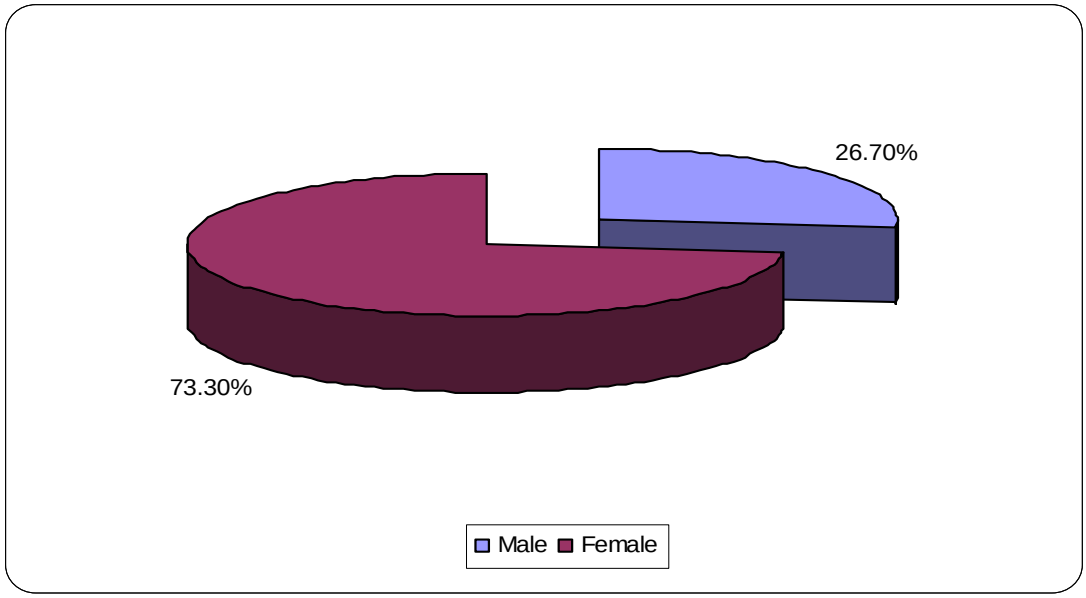

Figure No.2: Percentage wise distribution of Teachers of Primary School according to their gender

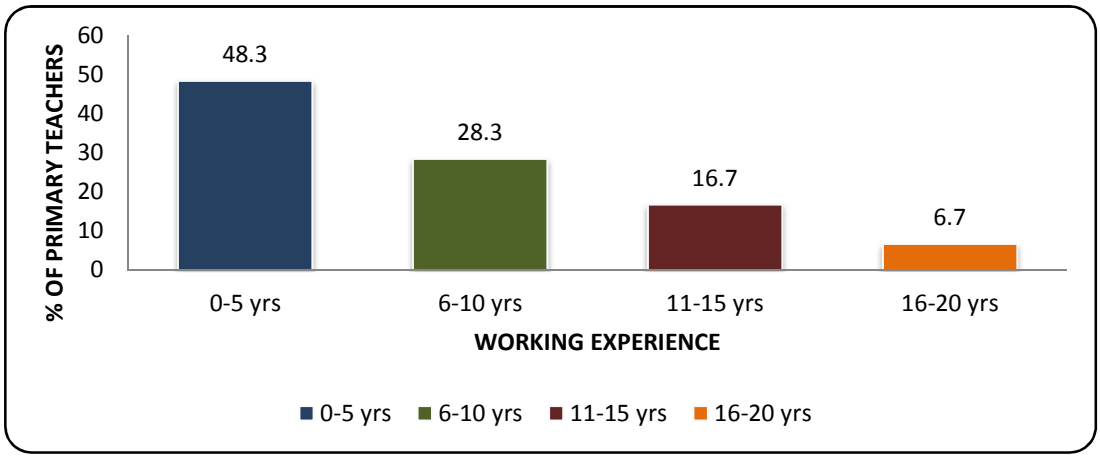

Figure No.3: Percentage wise distribution of Teachers of Primary School according to their residential Area

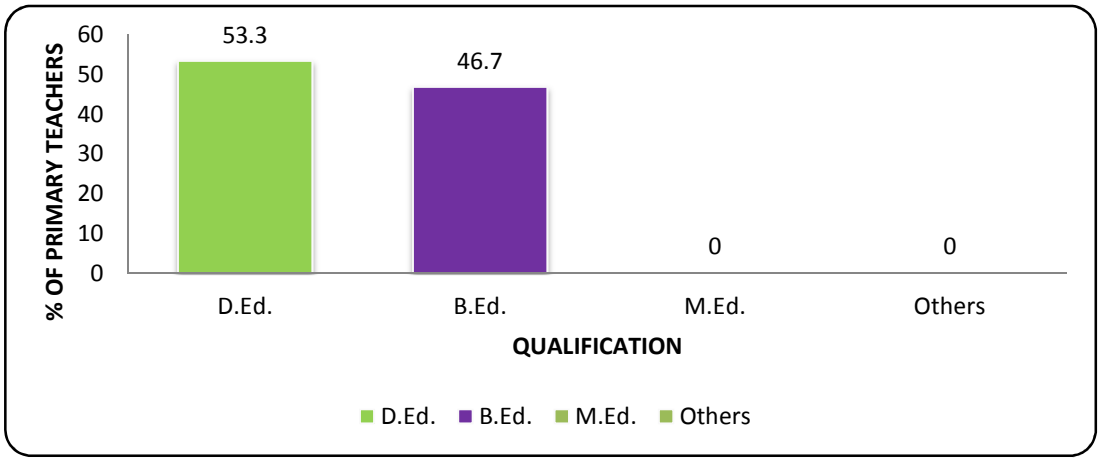

Figure No.4: Percentage wise distribution of Teachers of Primary School according to their working experience

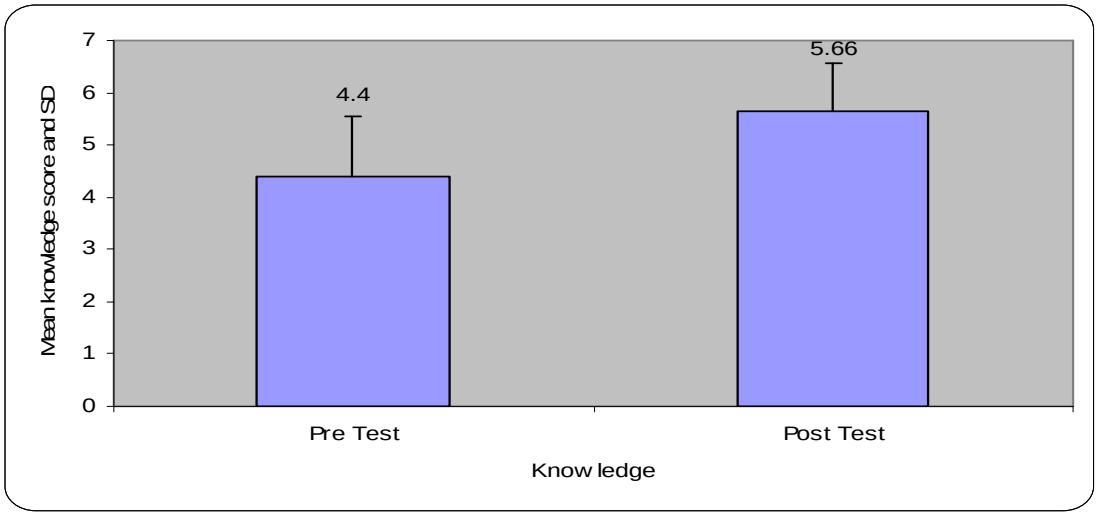

Figure No.5: Percentage wise distribution of Teachers of Primary School according to their qualification

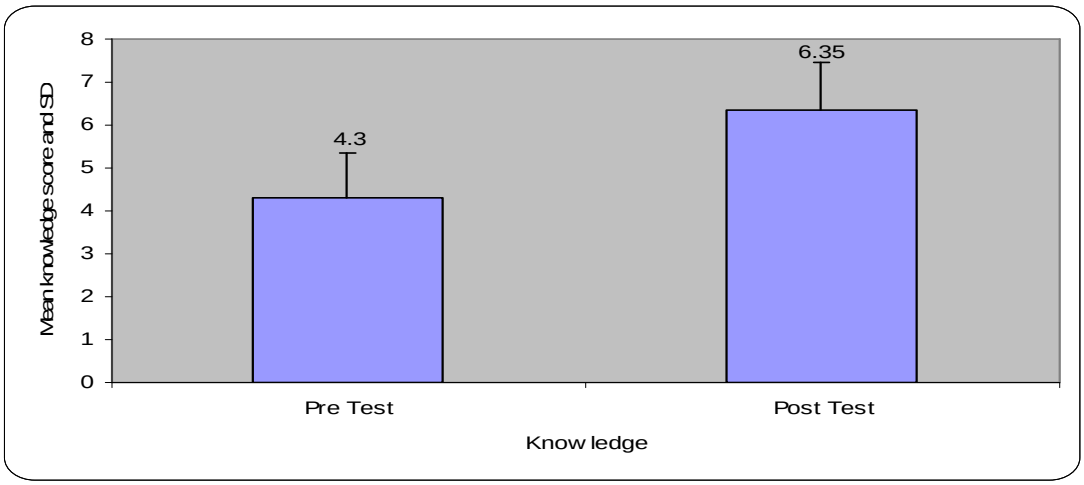

Figure No.6: Significance of difference between knowledge score in pre and post-test in Primary School Teachers in relation to concept of first aid

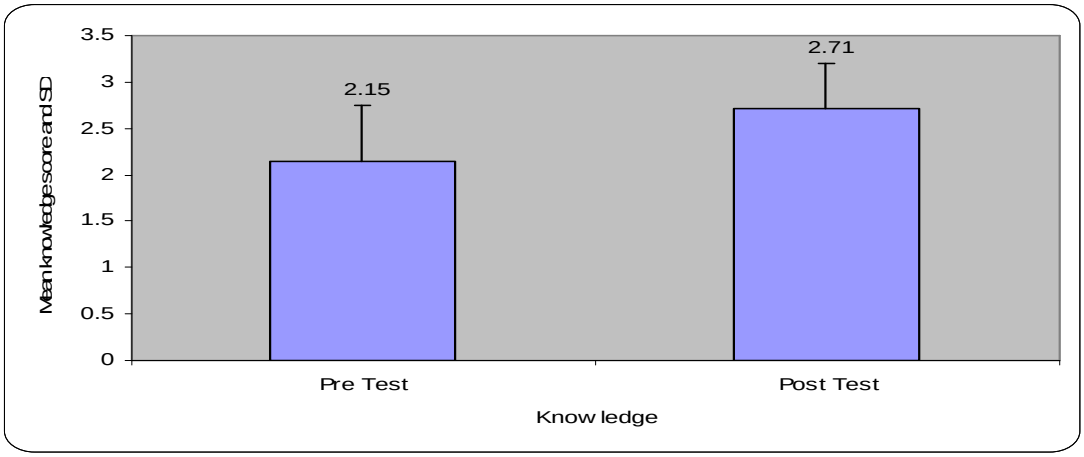

Figure No.7: Significance of difference between knowledge score in pre and post-test in Primary School Teachers in relation to epistaxis (nose bleeding) wounds and control of bleeding

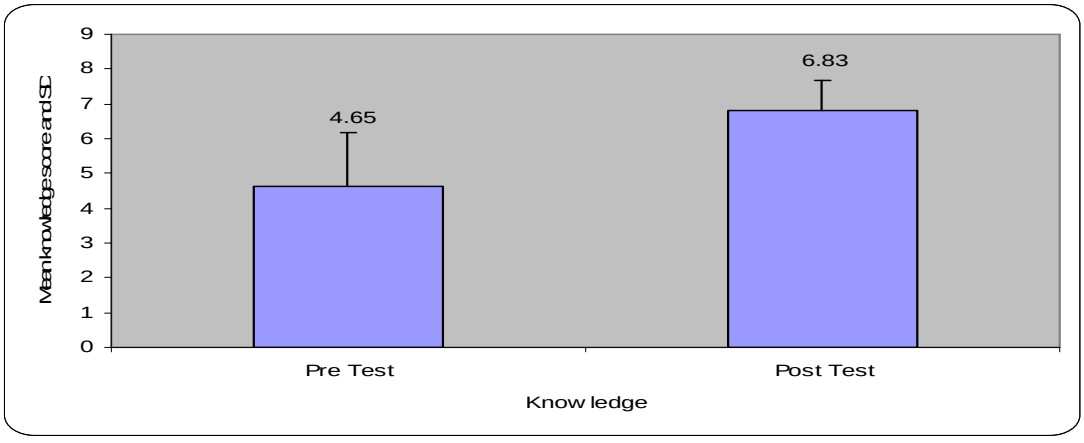

Figure No.8: Significance of difference between knowledge score in pre and post-test in Primary School Teachers in relation to Fractures of upper and lower extremities

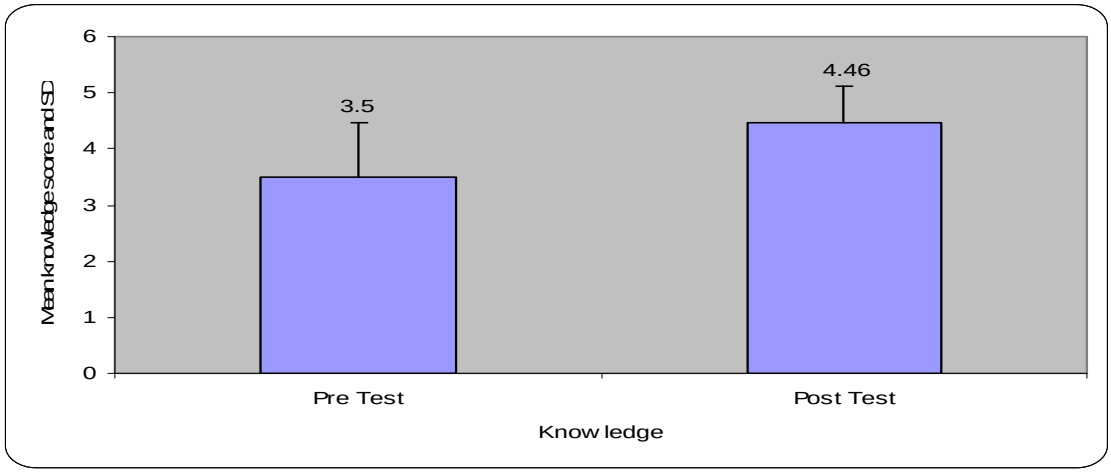

Figure No.9: Significance of difference between knowledge score in pre and post-test in Primary School Teachers in relation to foreign bodies in eye, ear, and nose

CONCLUSION

Self-instructional module significantly brought out their improvement in the knowledge regarding selected first aid measures among the primary school teachers. Analysis of data showed that there was significant difference between pre-test and post-test knowledge.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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