

Original Research Article

Assessment Teachers' Knowledge about Providing First Aid in Private and Public Primary Schools in Babylon Governorate

Salah Saeed Hashim^{1*}

¹Department of Nursing Technology, Technical Institute of Babylon, Al-Furat Al-Awsat Technical University (ATU), Iraq

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Abstract: **Background:** Children spend a significant amount of time in schools, where they are exposed to health emergencies that require rapid intervention, such as cuts, bruises, bleeding, asthma attacks, and even loss of consciousness. Teachers are the most likely to handle these situations, and therefore must possess adequate first aid knowledge. A lack of this knowledge can lead to serious complications or even death. Therefore, assessing teachers' first aid knowledge is an important step toward enhancing student safety and improving emergency response within schools. **Objective:** The objective of the study is to analyse the knowledge level of the primary school teachers both in government and privately run schools on the first aid issues and to see their preparedness to handle any emergency situations that could happen at the school and might need their attention. **Methodology:** The study applied a cross-sectional study design to assess knowledge of the primary school teachers in Babil Governorate, in both governmental and private schools regarding the first aid procedures. This study commenced on march 14, 2025 to July 1, 2025. Target samples: (499) male and female teachers in the governmental and private schools in Babil Governorate. The sample is assigned to the research as per certain criteria. An instrument that was designed to assess the study is a structured questionnaire. The questionnaire largely comprises three sections, which include personal data, general information and the final section is information about the knowledge regarding first aid of the teachers. **Results:** The study represents the ages of the participants in the questionnaire, and the largest percentage (17.4%) was from the age group (31-34 years), The majority (71.5%) were females, the majority (78%) were from the government sector, have you received first aid training before? The majority (65.3%) answered no, while the question Is there a first aid kit or box at school? The majority answered with yes about (86%). **Conclusion:** This recent study aimed to assess primary school teachers' knowledge of first aid. The results indicated that a large percentage of teachers did not know the emergency number, and that half of the participants had not attended first aid courses. Many of them did not know how to perform cardiopulmonary resuscitation (CPR). **Recommendation :**Coordination with health authorities to conduct training courses for teachers on first aid for students.

Keywords: First Aid, Teachers' Knowledge, Private, Public Primary Schools, Babylon Governorate.

INTRODUCTION

Most of the time children are in the school under the close supervision of teachers. Also, they are affected by diverse kinds of epidemiological factors in school that also condition their current and future health condition. Therefore, the teachers in schools should be conversant with first aid as a way of addressing the immediate needs of these school children in case of minor injuries. The most important individual in the school that attends to such type of victims is teacher who is ever ready to save the life. To prevent such dangers, safe environment is extremely essential besides efficient teachers who are competent to identify any health issue and are in a position to provide initial medical attention to most of the accidents that can take place in school (Selvaraj, 2019).

When there is any accident or injury occurring in school, the teachers are the bystanders and the first people who could attend to the injured giving them FA. The outcomes may be very serious health impositions in case the teacher cannot undertake the skills and knowledge on how to offer basic first aids. It is possible to save lives and unnecessary consequences

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through teachers who will be able to provide good emergency pre-hospital care in case of an accident. The eventuality of this is by ensuring the basic knowledge of first aid and skill set of first aid (Almutairi, 2024).

The situations of emergency may take place both in the street or at home even within the school environment anytime anywhere. The students of school are particularly vulnerable to the unintentional injury due to the fact that their population is in their most active period and, more specifically, that they have a time between lessons so that they have an opportunity to play and be recharged. School life is a significant aspect of the life of the children and it directly affects their physical and psychological life. Nearly one out every five injuries incurred during physical activities was recorded during the school hours. School children have teachers as the primary carers and the defense against school. They exist to supplement parents. School teachers are in fact the first-respondent of an emergency or disasters during school hours. They have to be in a position to handle health emergencies appropriately in normal children as well as special health care needs children (Dhahir *et al.*, 2021).

METHODOLOGY

Study Design

Cross sectional study design was employed to evaluate level of knowledge about first aid among primary school teachers both in the private and the public school.

Study Setting

The experiment took place in babylon Governorate and the target group was attained which is the primary school teachers (private and governmental schools)

Population and Sampling Plan

Teachers in the primary school were the population of interest in the study. The research made use of a convenience sample (n = 499) of male and female teachers that fit the requirements of the research findings, whether male or female, whether in a private or a public school. General characteristics of individuals were reflected taking these criteria.

Study Instrument

An effective three-paged questionnaire. It is the tool, which will help to determine the knowledge of English language teachers in primary schools about first aid in both types of schools (public and private schools). The sections in the questionnaire were split into three sections as follows:

Part 1: The first part contains and entails the socio-demographic variables of teachers (Age, Sex, type of school sector).

Part 2: The second section of this tool is the general information that consists of 6 items (Knowledge of the ambulance number, received the training in the sphere of first aid, a first aid box is located in the school, maintains it, it is in such a place where everyone knows it and the possibility to provide the first aid).

Part 3: knowledge of a teacher with regard to first aid entails 11 questions.

Data Collection

The data collection exercise was carried out between 14 march 2025 to 1 July 2025 after securing all the relevant approvals. Because of limited time, one data collection technique was chosen to develop a proper framework. The questionnaire was in paper format and it was handed over to the participants who were primary school teachers both in the public and government schools. All the participants were told about the objectives of the study and their participation was sought on a voluntary basis.

Statistical analysis:

The analysis and assessment of the study outcome were achieved with the help of several statistical measures based on SPSS program (the version, 23), and Microsoft excel (2016).

1. The estimates of associations between type of schools and knowledge of teachers were performed by T-test analysis.
2. The sample characteristic was also described using descriptive analysis as was as the levels of (knowledge) when it came to first aids among the teachers.

RESULTS

The data analysis and the results to them were provided systematically in this chapter in a tabular form and these matched with the objectives of study as below:

Table 1: Demographic Summary

Category	Group	Frequency	Percent
Age	23–26 y	41	8.2%
	27–30 y	75	15.0%
	31–34 y	87	17.4%
	35–38 y	80	16.0%
	39–42 y	63	12.6%
	43–46 y	50	10.0%
	47–50 y	43	8.6%
	51–54 y	32	6.4%
	55–58 y	19	3.8%
	More than 58 y	9	1.8%
	Total	499	100.0%
Gender	Male	142	28.5%
	Female	357	71.5%
	Total	499	100.0%
Type of School	Governmental	389	78.0%
	Private	110	22.0%
	Total	499	100.0%

Table (1) represents the ages of the participants in the questionnaire, and the largest percentage (17.4%) was from the age group (31-34 years). The majority (71.5%) were females and the remaining percentage (28.5%) were males. While the majority (78%) were from the government sector, while the remaining percentage (22%) were from the private sector.

Table 2: General information about fist aids

Question	Yes (Freq)	Yes (%)	No (Freq)	No (%)	Total
Do you know the emergency number?	240	48.1%	259	51.9%	499
Have you received first aid training before?	173	34.7%	326	65.3%	499
Is there a first aid kit or box at school?	433	86.8%	66	13.2%	499
If there is a first aid kit or box, is it monitored in terms of tools, their availability, validity etc.?	384	77.0%	115	23.0%	499
Is there a place for the first aid kit or box in a place known to all school staff and easy to access?	423	84.8%	76	15.2%	499
Can you provide cardiopulmonary resuscitation (CPR) if the injured student needs it?	221	44.29%	278	55.7%	499
Total	100%	100%	100%	100%	100%

Table (2): represents a question that was asked: Have you received first aid training before? The majority (65.3%) answered no, while the question is there a first aid kit or box at school? The majority answered with yes about (86%).

Table 3: Knowledge answers about first aids

Scenario	Option	Frequency	Percent
Bruise on hand	Wash the wound with plenty of good water	151	30.3
	Cover the affected area with a tight cloth	284	56.9
	Send this student to the hospital immediately	64	12.8
Minor cut and bleeding in toe	Referral to hospital	52	10.4
	Press on the site of injury with hands	99	19.8
	Pressing on the site by cloth	348	69.7
Broken hand or foot	Ask the student to walk slowly to take a break	41	8.2
	Avoid moving the broken limb and support it with a brace	416	83.4
	Attempt to return the broken limb to its place by pulling	42	8.4
Nosebleed	Inform the student about going to the hospital	23	4.6
	Press on the top of the nose until the bleeding stops	379	76.0
	Wash the blood from the nose first	97	19.4
Unconscious student	Try to stop it immediately	32	6.4
	Give him plenty of water to drink	55	11.0
	Raise the student's legs while he is lying on his back	412	82.6

Scenario	Option	Frequency	Percent
Asthma and difficulty breathing	Contact the student's parents immediately	80	16.0
	Reassure and ask the student to breathe slowly and deeply	375	75.2
	Ask the student to lie on his back	44	8.8
Tooth falls out	Get rid of that tooth and ask him to see a dentist	34	6.8
	Place clean gauze over the area until bleeding stops	458	91.8
	Ask him to keep playing	7	1.4
Electric shock	Turn off the main power supply	429	86.0
	Check the pulse	51	10.2
	Call an ambulance immediately	19	3.8
Choking	Hitting the student on the back	286	57.3
	Pressing the abdomen firmly	177	35.5
	Give him water to drink	36	7.2
Stab wound / Foreign object	Direct removal of foreign body	154	30.9
	Do not remove the foreign body and take to hospital	287	57.5
	Cover the foreign body with a clean cloth	58	11.6
Spinal injury	Carried by his classmates	74	14.8
	Support and carry-on stretcher	405	81.2
	Leave student and inform family	20	4.0

Table (3): Shows the frequencies about the actions towards the cases of first aids in schools. The case of tooth falls out, the response of option place clean gauze over the area until bleeding stops were majority responded about (91.8).

Table 4: Teachers levels of knowledge about first aids

Knowledge level	No.	Percentage
Bad	1	0.2%
Good	349	69.94%
Excellent	149	29.94%
Total	499	100%

Table (4): Shows that teachers have a good level of knowledge towards first aids with ratio (69.94%).

Table 5: Correlation between type of schools and the knowledge.

Variable	Mean Difference	t-value	Df	Sig. (2-tailed)
Total Correct Answers	0.034	0.167	497	0.868

The independent samples t-test was performed to analyze the existence of an extensive difference in the first aid knowledge of teachers in public and private schools. The outcome revealed that the mean differences between the two groups of the correct answers were not statistically significant, $t(497) = 0.167$, $p = 0.868$, which means that the type of the school (public or private) does not play a significant role in affecting the level of knowledge about first aid among the teachers.

DISCUSSION

The school is supposed to be a place of education, where pass by every day lots of children and youth. They can be having different illnesses, e.g., diabetes, epilepsy, breathing-related or heart diseases. Moreover in schools, considering that one would find large population, the chances of body injury are quite high. As the employees of educational institutions and the persons having a legal responsibility to take care of kids and children, teachers should exhibit a high level of knowledge in the realm of first aid delivery in different cases of health r life endangerment. It depends on their knowledge and skills according to which in a case of emergency they will be capable of providing first aid to his colleague or student correctly and effectively, and in this way, avoid the emergence of serious health impairments or even fatalities. Due to this fact, teachers must offer the pedagogues an opportunity to undergo recurrent training in this field in order that they would be prepared to undertake proper rescue interventions at any moment (Bakalarski, 2020). Most of the teachers in the public school lacked training as well as knowledge of emergency care. Majority of occurrence of incidental injury was at school

demand first aid care. Irrespective of inherent incidence of accidents among school children, past research evidences have revealed that there exists low knowledge, attitude and practice of first aid. Research carried out on knowledge, attitude and practice (KAP) of first aid in kindergarten.

There are highly constrained teachers. It would thus follow that because this study is concerned with knowledge, attitude and practice and its related factors of kindergartens teachers concerning first aid, finding would be utilized as valuable information by various bodies concerned. In the case of ministry of education, the study can be applied as an input in the planning of how to intervene and how to modify the kindergarten teacher training curriculum (Ganfure *et al.*, 2018). There are a number of reasons that lead to lack of first aid knowledge of school teachers. Although several educational systems do not make it mandatory that teachers receive the first aid training during their career advancement as a whole. According to a research study by (Abel *et al.*, 2021), 32 percent of teaching respondents stated that they had trained in the form of first aid, which is a considerable deficiency in coverage. Educators usually have big workloads and inadequate time to undergo further training. Al-Robaiaay (2019) survey revealed that 67% of the teachers held time insufficiency as one of the key barriers to first aid course attendance. The schools might not allocate funds or give importance to first aid training of personnel. According to (Joseph *et al.*, 2020), Two out of every ten schools offered regular first aid workshops in their study, which left the teachers without preparation of attend an emergent situation. In some cases, teachers who possess knowledge of basic first aids do not feel free in using them. A study by (Tsegaye *et al.*, 2021) also concluded that 54 percent of teachers expressed the fear that they could damage people when giving first aid and once caused a delay when emergencies occurred. Knowledge decay is caused by ignorance of occasional refresher courses and teacher turnover. Reportedly, when teachers do not receive frequent training on first aid, the scholars lose their skills in this area with time (Garcia- Fernandez *et al.*, 2018).

Standardized Training Programs: The training of a teacher on first aid may be similar in two senses: either the government itself dictates specific, universal training to be provided, or the school institutes rules of knowledge that are similar between the two types of teachings (Smith & Jones, 2020). **Resource Access:** Educators in both sectors can equally access their resources in educational materials, workshops, and refresher programs by the local health agencies or in educational institutes (Ahmed *et al.*, 2019). **Experience and Exposure:** Both types of schools may provide similar experiences when a teacher is exposed to a situation that needs first aid intervening, hence gaining the practical experience that balances the knowledge of the teachers (Lee, 2018). **Socioeconomic and Cultural Factors:** Socioeconomic status or cultural beliefs on health education can determine both the governmental and personal schools in some regions and influence the readiness of the teachers in an equal manner (Kumar & Singh, 2021). **Professional Development:** The two fields can also offer similar opportunities of furthering professional training such as first aid training and retraining (Oluwole, 2022).

CONCLUSION

With consideration to the findings and the study carried out on first aid among school teachers, we came across the following:

- Teachers aged 31 to 34 they are the most common teachers. for 17.4% of the total sample
- Female teachers that are, representing 71.5% of the total sample.
- Some of teachers don't know emergency number.
- More than half teacher without of training.
- Approximately half of them don't able to produce C.P.R.
- A few of the participants have a knowledge about how to do the first aid for students.

Recommendations

For elementary school teachers, there are several recommendations to consider.:

- Coordination with health authorities to conduct training courses for teachers on first aid for students.
- Conduct workshops for teachers on situations that require rapid intervention.
- Continuously and periodically identify the emergency and immediate aid number and place it on the bulletin board.
- Incorporating a first aid program into the school year requirements for teachers.
- Urging researchers to focus on this problem for this important theme and give it priority in research work.

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