

Effectiveness of Teaching Program on Knowledge among Teachers Regarding Psychological First Aid

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Abstract: *Life is precious gift and in the life there are many ups and downs. Adolescents are most prone to have emotional imbalance in their life due to academic and personal disturbances. There is a special need to support them when they are stressed and depressed. Psychological First Aid can play an important role so that their behaviour can be modified by the teachers as they spend their maximum time in school. Method: Quasi experimental study was done on 91 teachers from randomly selected. Purpose of the study was informed and written consent was taken from the participants. Data was collected by administering tool and teaching programme was conducted. Tool was prepared by the researchers. After seven days post test was taken. Results: Study finding shows that in pre-test out of 91 teachers, 64.8% participants had average knowledge followed by 23.1% poor and 12.1% good knowledge regarding psychological first aid. After teaching program majority of participants 63.7% had good knowledge followed by average 28.6%, excellent 6.6% and poor 1.1%. The mean post-test knowledge score 16.6 ± 3.8 was high than the mean pre-test knowledge score 10.2 ± 3.44 . Conclusion: From the finding of the study it can be concluded that the teaching programme on PFA was effective as a method to improve the knowledge of teachers.*

Keywords: Psychological First Aid, Knowledge, Teaching Program, Teachers

1. Introduction

Life is a best and precious gift for every human being that we are blessed with, in our daily pursues somehow our life gets compromised. Anxiety, stress and depression related mental health issues growing rapidly. Sadly, we often refuse to admit the signs. The growing rate of mental health problems is an evidence of the certainty that confronts us today.^[1]

Adolescent is the age where we learn to deal with problems, so adolescent are most susceptible to have disturbance in emotional, behavioural and mental health in their life due to academic and personal problems. Not unexpectedly, there is a need for raising wakefulness regarding mental health issues to live better live-in adolescents and community.^[2]

2. Literature Review

Psychological first aid, the condition of basic psychological and social care in the short-term after effects of a traumatic event is a mental health response skill set that health personnel can acquire with proper knowledge and training^[11]. Disasters occur anywhere in the world with remarkable impact on individuals, families and communities. The disaster may be is a single-family house alteration or a tsunami that devastates the quality of life of the individual or community^[12]. According to World's Annual Disaster Report (2014), 337 disasters related to natural hazards and 192 related to technological hazards were reported worldwide. Asia accounted for 90.1% of global disaster victims, followed by Africa (5.1%). In Asia and Europe annual average number of victim in 2013 increased in compared of their 2003-2012 annual averages, decreased in Africa and the Americas, and remained stable in Oceania^[13]. Being student the adolescent suffer more with poor school performance, failure and disturbed family. Hence PFA can help them to adjust with situation and to reduce distress.

Problem Statement

A Study to assess the effectiveness of teaching program on knowledge among teachers regarding Psychological First Aid in selected schools, Doiwala, Dehradun, Uttarakhand.

Objectives

- To assess the effectiveness of teaching program on knowledge regarding psychological first aid among teachers
- To find association between level of knowledge of teacher with their selected demographic profile.

3. Material and Methods

In the present study quantitative approach with quasi experimental design was used, total enumerative sampling technique was used to select 91 teachers from government and private school Doiwala, Uttarakhand. Pre test was done to assess the knowledge of teachers regarding Psychological First Aid through knowledge questionnaire and demographic details were obtained using baseline data. On day one intervention (teaching program) was administered after pre-test and after seven of intervention post-test was done by using same questionnaire. Tools were structured knowledge questionnaire that contain total 28 question related to PFA. Each question carry one mark for correct response and zero mark for wrong response. The scoring of tools were interpreted as 1-7 poor, 8-14 average, 15-21 good and 22-28 excellent.

4. Analysis and Interpretation

Section-A:

Table 1: Frequency and Percentage Distribution of Socio-Demographic Characteristic of Participants

N=91

Socio-demographic variables	Frequency	Percentage
Age		
21-40 yrs.	54	59.3
41-60 yrs.	37	40.7
Gender		
Male	39	42.9
Female	52	57.1
Educational status		
Graduated	09	09.9
Post Graduated	82	90.1
Teaching experience in years		
1-12	52	57.2
13-24	20	21.9
25-36	19	20.9
Monthly family income/month		
Less than-50,000	52	57.1
More than 50001	39	42.9
Marital status		
Married	78	85.7
Unmarried	13	14.3
Type of family		
Nuclear	49	53.8
Joint	42	46.2
Residential area		
Rural	54	59.3
Urban	37	40.7
Type of school		
Private	48	52.7
Government	43	47.3
Previous knowledge on PFA		
Yes	03	3.3
No	88	96.7

Data presented in Table no.1 Illustrates socio-demographic characteristics of participant’s majority of the study participants 59.3% were between 21-40 years of age group. Most of the participants were female 57.1%. Majority of participants were postgraduate 90.1%. Most of the 57.2% participants had teaching experience between 1-12 years. Most of the participants 57.1% had monthly family income less than 50,000. Majority of the study participants 85.7% were married. Participants living in nuclear family 53.8%. Most of the participants 59.3% were residing in rural area. Most of the participants 52.7% were from private school and 47.2% of participants were from government school. Out of 91 participants only 3.48% had previous knowledge on PFA and most of them did not had any previous knowledge of PFA.

Section-B: Effectiveness of teaching program

Table 2: Comparison of Pre and Post Test Knowledge, N=91

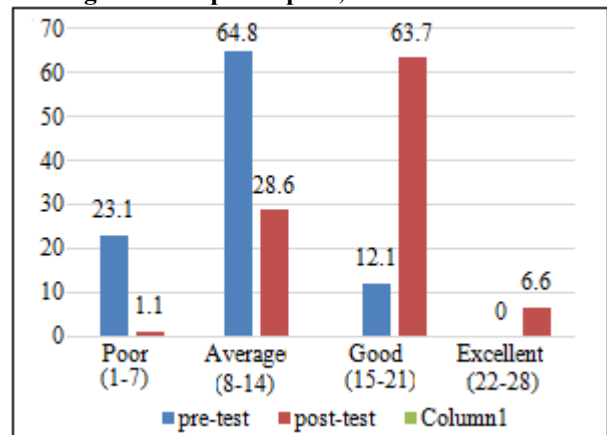
Knowledge Score	Max. Score	Range (min-max)	Mean±SD	Mean Difference	Median	t-value	p-value (0.05)
Pre-test	28	3-18	10.2±3.34	6.4	10	18.95	1.662
Post-test		7-26	16.6±3.8		17		

*Significant at df₉₀ and p<0.05 level of significant

Table 2 shows that the post-test mean 16.6±3.8 score was more than the pre-test score mean 10.2±3.34. The mean difference between the two means was 6.4, and calculated ‘t’

value was 18.95 which was significant at ‘p’ value of 0.05. It concludes that the intervention which were implemented to the participants were effective that the knowledge of participants were increase. Hence the researcher interpreted that the research hypothesis(H₁) was accepted at the 0.05 level of significance.

Knowledge score of participant, N=91



Bar Diagram no 1: Shows pre and post knowledge scores

Figure depict that majority 64.8% of participant had average knowledge, 23.1% had poor, 12.1% had good knowledge and none of the participants were in the category of excellent, after intervention most of the participant 63.7% had good knowledge, 28.6% had average, 1.1% had poor knowledge on PFA and few participants had excellent 6.6% knowledge.

Section C: Association between Level of knowledge and demographic profile

Table 3: Association between Socio-demographic Variable and Level of Knowledge, N=91

S. NO	Demographic Variables	Median ≥ 11	Median < 11	X ² / Fisher's Exact Test
1.	Age			
A	21-40 yrs.	33	21	0.35
B	41-60 yrs.	19	18	
2.	Gender			
A	Male	15	24	0.02
B	Female	37	15	
3.	Educational status			
A	Graduation	03	06	0.16*
B	Post-Graduation	49	33	
4.	Teaching Experience in years			
A	1-12	31	21	0.30
B	13-24	13	07	
	25-36	08	11	
5	Monthly Family income			
A	Less than 50,000	27	25	0.24
B	More than 50001	25	14	
6	Marital status			
A	Married	46	25	0.38
B	Unmarried	06	14	
7	Type of family			
A	Nuclear	29	20	0.67
B	Joint	23	19	
8	Residential area			
A	Rural	27	27	0.09
B	Urban	25	12	
9	Type of school			
A	Private	25	23	0.30

B	Government	27	16	
10	Previous knowledge on PFA			
A	Yes	02	01	0.73*
B	No	50	38	

***Fisher's Exact Test**

Table no 3 shows that there was no significant association between level of knowledge with socio-demographic variables at 0.05 level of significance. Hence the researcher interpreted that the research hypothesis (H_2) was rejected.

5. Discussion

The study findings illustrated that the pre-test mean was 10.4 \pm 3.34 and post-test mean score was 16.6 \pm 3.8 which was found to be highly effective in increasing the level of knowledge. As finding depict that the post intervention knowledge score was increase from pre intervention knowledge score means teaching program enhance the knowledge of teachers. The finding showed that there was no significant association between level of knowledge and selected demographic variables at the level os 0.05 level of significance.

6. Conclusion

Based on the finding of the study, it is concluded that most of the teachers (67.4%) had average knowledge regarding psychological first aid. It can be recommended that education programme about PFA enhance the knowledge of teachers and it can be introduce in schools setting so that teachers can help their students.

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