

The Effect of First Aid Education Program on First Aid Self-Efficacy in Home Accidents of Mothers with Disabled Children

İlk Yardım Eğitim Programının Engelli Çocuğu Olan Annelerin Ev Kazalarında İlk Yardım Öz-Yeterliliklerine Etkisi

Beyza Betül¹, Sema Çelik², Gonca Karayağız Muslu^{*3}

¹Pelitköy Elderly Care Center, Balıkesir, Türkiye

²Muğla Sıtkı Koçman University Institute of Health Sciences, Muğla, Türkiye

³Muğla Sıtkı Koçman University Fethiye Faculty of Health Sciences, Pediatric Nursing Department, Muğla, Türkiye

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ABSTRACT

Objective: The aim of this study was to examine the effect of first aid training program on first aid self-efficacy of mothers with disabled children in home accidents.

Material and Method: This quasi-experimental one-group pretest-post-test study was conducted with 44 mothers. Mothers were given first aid education program in sessions. The data were collected using an informed consent form, an introductory information form, and the Self-efficacy of first aid scale for home accidents. First-aid self-efficacy was assessed twice to determine the first-aid self-efficacy levels of the mothers, to interpret the results of the first-aid education, and to measure the change over time. Paired sample t-test was used for pre-post comparisons in dependent groups.

Results: There is a significant difference between the pre-test and post-test mean scores of mothers' first aid self-efficacy ($p < 0.05$).

Conclusion: The scheduled first aid education program in home accidents positively improved the first aid self-efficacy of the mothers.

Keywords: Education, Disabled children, First aid, Self-efficacy, Home accidents

ÖZET

Giriş: Bu çalışmanın amacı, ilk yardım eğitim programının engelli çocuğu olan annelerin ev kazalarında ilk yardım öz-yeterliliklerine etkisini incelemektir.

Materyal ve Metot: Bu yarı-deneysel tek gruplu ön test-son test çalışması 44 anne ile yürütülmüştür. Annelere seanslar halinde ilk yardım eğitim programı verildi. Veriler bilgilendirilmiş onam formu, tanıtıcı bilgi formu ve ev kazaları için ilk yardım öz-yeterlilik ölçeği kullanılarak toplanmıştır. Annelerin ilk yardım öz yeterlik düzeylerini belirlemek, ilk yardım eğitiminin sonuçlarını yorumlamak ve zaman içindeki değişimini ölçmek için ilk yardım öz yeterliliği iki kez değerlendirilmiştir. Bağımlı gruplarda ön-son karşılaştırmalar için eşleştirilmiş örneklem t-testi kullanıldı.

Bulgular: Annelerin ilk yardım öz yeterlik ön test ve son test puan ortalamaları arasında anlamlı bir fark vardır ($p < 0.05$).

Sonuç: Ev kazalarında ilk yardım eğitim programı annelerin ilk yardım öz-yeterliliklerini olumlu yönde artırmıştır.

Anahtar kelimeler: Eğitim, Engelli çocuklar, İlk yardım, Öz yeterlilik, Ev kazaları

*Corresponding author: Gonca Karayağız Muslu. E-mail address: goncamuslu@mu.edu.tr.

ORCIDS: Betül Güçlü: [0009-0005-1151-1118](https://orcid.org/0009-0005-1151-1118), Semanur Çelik: [0000-0001-9726-5934](https://orcid.org/0000-0001-9726-5934), Gonca Karayağız Muslu: [0000-0001-7066-6826](https://orcid.org/0000-0001-7066-6826)

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INTRODUCTION

Colonic, Accidents are a major public health problem that threatens the health of children, lack of vaccine, and causes preventable disability and death among children (Peden et al., 2008; Sleet, 2018). The World Health Organization (WHO) defines an accident as "a preventable event that occurs because of wrong behaviors and negligence". Accidents occurring inside a house or its immediate surroundings (garden, pool, garage) are called home accidents (Baysal, Birinci, 2006). Since children spend most of the day at home, most accidents occur inside the home. The results of research on home accidents in various regions of our country have shown that home accidents account for 18%-40% of all accidents in the country (Altundağ and Öztürk, 2004; Karatepe and Akış, 2013; Karatepe and Ekerbiçer, 2017). Due to their developmental, behavioral, and physical characteristics, children, the elderly, and people with physical, mental, or social disabilities constitute a more risky and susceptible group to home accidents (Altundağ et al., 2020). Ramirez et al. (2010) in his study with children with and without cognitive disabilities in the United States, stated that while the injury rate was 1.5/100 for non-disabled children, it was 3.5/100 for disabled children. 0-6 age group children are particularly vulnerable to home accidents such as drowning, burning, falling, and poisoning more frequently because they are not developmentally aware of the danger, their muscle and behavioral coordination are not developed despite being active, they are open to environmental risks, they are not considered in the arrangement of the home environment, and they are curious about exploring and learning (Turan et al., 2007; Aslan et al., 2015). Typically, mothers are the first to see home accidents and provide first aid. Therefore, mothers' knowledge of first-aid practices for home accidents is crucial in reducing the potential problems that may arise due to home accidents (Aslan et al., 2015). According to statistics, proper first aid practice after an accidental injury to a child can reduce the risk of death by 25%-35%. Studies show that first-aid education given to mothers increases mothers' first-aid knowledge (Turan et al., 2010). Hence, mothers should be educated in basic information on first aid from the early years of their children. Studies show that proper prehospital management has a significant impact on the injury prognosis when an accident occurs (Scolnik et al., 2011; Şekerci and Sevil, 2016). Studies indicate that the mother's self-efficacy is as effective as her knowledge of first aid. Researchers have found that self-efficacy can be used to predict behavior in emergencies (Suzuki et al., 2009). Self-efficacy, a concept coined by Bandura (1977), describes the self-belief of an individual regarding the difficulties he/she may encounter, whether he/she can overcome the event, as well as one's judgments of oneself, which one must possess

to accomplish a task or job (Kansu & Sayar, 2018). In the studies conducted on home accidents, the knowledge levels of mothers about first aid (Dereli et al., 2010; Aslan et al., 2015), practices to prevent home accidents (Özmen et al., 2007; Turan et al., 2010), and first aid self-efficacy levels in home accidents (Wei et al., 2013) were discussed. Upon reviewing the literature, no study has been found in the literature to determine the effect of first-aid education delivered to mothers with disabled children on their first-aid self-efficacy levels. First-aid practices are important in terms of preventing death and disability with very simple interventions. Therefore, people responsible for child care, particularly mothers of 0-4 age group children with disabilities, should know the basic first aid rules. It is thought that the education given will enhance the self-efficacy of mothers. This study was conducted to examine the effect of first aid education program on first aid self-efficacy of mothers with disabled children in home accidents.

MATERIAL and METHOD

Design and Participants

A quasi-experimental one-group pretest-post-test design was used. This study was conducted at a special education and rehabilitation center in Fethiye between January and June 2022. The sampling calculation of this research, in which the convenience sampling method was applied, was made by power analysis, and it was calculated that 34 people were needed to reflect the t-test results in the pre-post-test dependent groups with a sample error of 0.5 at the 95% confidence interval at medium effect size and 80% power (J. Cohen, 1988). The population of the study consisted of 100 mothers with children aged 0-4 years with disabilities enrolled at the Special Training and Rehabilitation Center. The study was conducted with 44 mothers who volunteered to participate in the study without making a sample selection. Mothers who agreed to participate in the study, without a physical and/or mental disability or limb loss, who had not received first aid education before, and who could read and write were included in the study. One mother who declined to participate in the study and did not complete the education sessions was excluded from the study.

Intervention

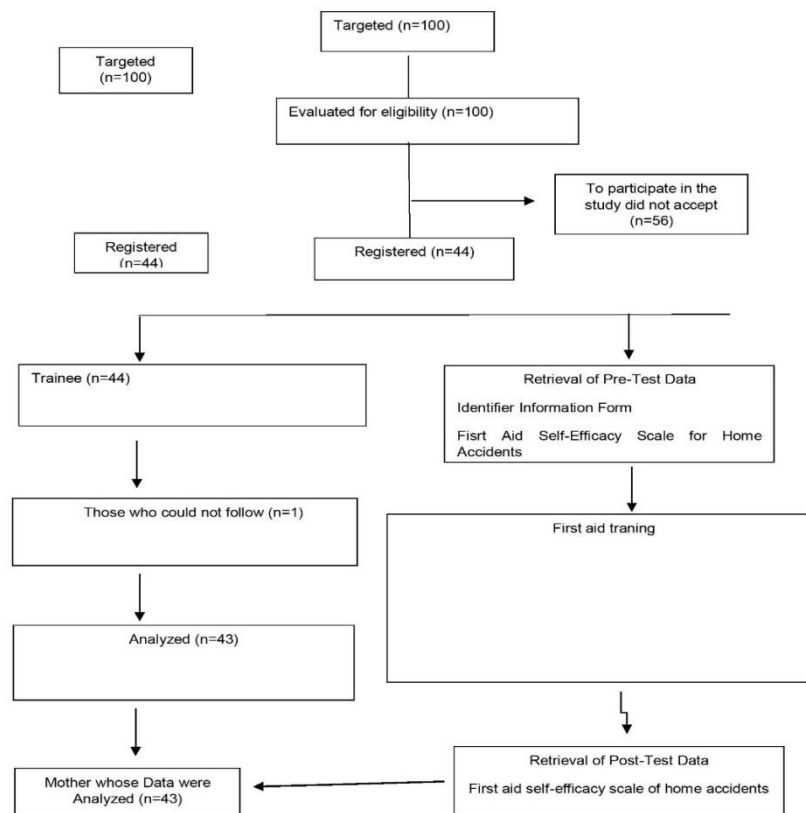
At the end of the first-aid education program in home accidents, it is aimed that mothers with disabled children aged 0-4 years will acquire behaviors that can reduce the death and disability rates until the emergency aid team arrives with very simple basic interventions in injuries that develop as a result of home accidents. The education program was organized into four 45-minute sessions. The contents of the education sessions are presented in Table 1.

Table 1. First aid training program in home accidents session content

Session	Content
1	Getting to know, safe behavior in basic first aid applications, first aid, characteristics of the first aider, organizations to call and their numbers
2	First aid for bleeding and injuries
3	First aid for burns, fractures, dislocations and sprains
4	First aid for foreign body leakage and drowning, answering questions and brief summary.

Before the education, the mothers were informed about the place, time, and duration of the education. Mothers were educated in groups of 10. During the education, education materials such as first aid materials, education videos, a projector, and education slides were used. Additionally, an education booklet containing the topics covered in each session was given to the mothers. Lecture, question-answer, and demonstration techniques

were used in the education. The education was conducted by the researchers. For the content of the education, the literature was used (<http://www.ilkyardim.org.tr/dokumanlar/Saglik-Bakanligi-Ilk-Yardim.pdf>) and expert opinion was taken from experts in their fields. The program was submitted to expert opinion for content validity. After the expert opinion, the titles deemed necessary were added to the education content. The flow chart of the research is presented in Figure 1.

**Figure 1.** Flow diagram of research

Measurements

The data were collected using an informed consent form, an introductory information form, and the Self-efficacy of first aid scale for home accidents. In the Introductory Information Form, there are questions that reveal the educational status, marital status, number of children, number of children with disabilities, the experience of home accidents, and first aid education of the mothers to be included in the study. These questions were developed by the researchers considering the literature (Özmen et al.,

2007; Dereli et al., 2010; Turan et al., 2010; Wei et al., 2013; Aslan et al., 2015). The self-efficacy of the first-aid scale for home accidents was developed by Wei et al. in 2013. The self-efficacy of the first-aid scale for home accidents consists of 12 items, including the interventions that the mother can apply in case of home accidents. The Cronbach-Alpha value of the scale was found to be 0.89 (Wei et al., 2013). In the Self-Efficacy of First Aid Scale for Home Accidents (SEFASHA), the statements are scored on a five-point Likert scale. Strongly agree (100%) and

strongly/completely disagree (0). Approaching a score from 1 to 5 indicates high perceptions. Higher scores indicated better self-efficacy in first aid. The Turkish validity and reliability study of the scale was conducted by Altundağ, Turan, and Şafak (2020). The total Cronbach's alpha value of the self-efficacy of the first-aid scale for home accidents in Turkish was 0.86 and the test-retest reliability correlation value was 0.92.

Data Collection

After obtaining the permission of the institution, mothers with disabled children aged 0-4 were informed about the study and informed consent forms were obtained from mothers who met the research criteria. After obtaining the informed consent forms, school administrations were contacted, and a work schedule was established for the implementation of data collection forms and education programs. First-aid self-efficacy was assessed twice to determine the first-aid self-efficacy levels of the mothers, to interpret the results of the first-aid education, and to measure the change over time. The first test (pre-test), which assessed the level of self-efficacy in-home accidents, was administered before the education, and education on first aid was given following the pre-test. The second test (post-test) was administered three weeks

after the education and evaluated with the same form (SEFASHA). The education was given in the conference hall at a time determined by the administrators of the institutions and the researchers together.

Statistical Analysis

The SPSS 20.0 statistical package program was used to analyze the data. The significance level was considered at 0.05. Complementary tests and normality tests were used to analyze the data. Before the analysis, the One-Sample Kolmogorov - Smirnov Test was conducted to determine whether the data were normally distributed. Paired sample t-test was used for pre-post comparisons in dependent groups. In the evaluation of the data, descriptive statistics were expressed as number, percentage, mean±standard deviation.

RESULTS

The findings of the study were analyzed under two headings, namely, the findings related to the sociodemographic characteristics of mothers and children, and the effects of the planned first-aid education on the first-aid self-efficacy levels of mothers.

Descriptive statistics were used for demographic data. The demographic data of the participants are presented in Table 2.

Table 2. Distribution of socio-demographic characteristics of mothers included in the study

Socio-demographic characteristics	n	%
Average age (min-max:24-48)	X±SD= 34.83±6.71	
Family structure		
Nuclear family	38	88.4
Extended family	3	7.0
Broken family	2	4.7
Number of children in thefamily		
One	9	20.9
Two	24	55.8
Three	7	16.3
Four	3	7.0
Mother education status		
Illiterate	1	2.3
Primary school	15	34.9
Primary school	9	20.9
High school	9	20.9
University and above	9	20.9
Mother's occupation		
Worker	4	9.3
Self-employment	6	14.0
Housewife	33	76.7
Family income status		
Bad	4	9.3
Medium	27	62.8
Good	12	27.9
Total	43	100.0

X±SD: Mean ± Standard Deviation

The distribution of some characteristics of the children of the mothers included in the study is presented in Table 3.

Table 3. Distribution of some characteristics of the children of the mothers participating in the study

Characteristics related to the child	n	%
Gender of the child		
Girl	13	30.2
Boy	30	69.8
Age of child		
1-2years	4	9.3
2-3years	4	9.3
3-4years	35	81.4
Diagnosis of the child		
Mental disability	1	2.3
Physical disability	9	20.9
Speech disorder	22	51.2
Autism	10	23.3
Down syndrome	1	2.3
Presence of other disabled siblings		
Yes	7	16.3
No	36	83.7
Total	43	100.0

The children of the mothers included in the study who attended the rehabilitation center, 69.8% were male and 81.4% were 3-4 years old. 51.2% of the children had speech disorders, 23.3% had autism, 20.9% had physical disabilities, and 2.3% had Down syndrome and mental disabilities. 16.3% of children have another disabled sibling. 37.2% (n=16) of the mothers included in the study had previously received first-aid education. 65.1% (n=16) of the mothers did not have a first aid kit for use at home. 37.2% (n=16) of the mothers stated that they encountered a situation requiring first aid. When the mothers were asked to name the most common home accidents experienced by their children with special needs, they stated that they encountered accidents such as falling (n=10), a foreign object stuck in the throat (n=3), burns (n=1), bumps (1), and sharps injuries (n=2).

The comparison of the mothers' first-aid self-efficacy scale pretest and post-test mean scores are presented in Table 4. The mean±standard deviation pre-test and post-test first-aid self-efficacy scores of the mothers were 40.09±10.20 and 51.69 ±7.46, respectively. According to these results, a dependent groups t-test was conducted to test whether there was a significant difference between the mothers' pre-test and post-test mean scores. When the test results are examined, it is noticed that there is a significant difference between the pre-test and post-test mean scores of mothers' first aid self-efficacy (p<0.05). The numerical difference between the pre-test and post-test mean scores of the mothers indicates that the scheduled first aid education in

home accidents positively improved the first aid self-efficacy of the mothers.

DISCUSSION

It is well-documented that the majority of childhood accidents occur in the home (Khan et al., 2019). Unlike children with normal development, home accidents in children with special needs is an important issue that needs to be addressed (Aral et al., 2020). Because there are precautions to be taken and arrangements to be made specific to children with special needs due to their developmental characteristics and individual needs in home accidents. In their study, Aral et al. (2020) found that mothers of children with special needs frequently had home accidents and that mothers wanted to receive education on this subject. In another study, it was found that mothers with children aged 0-6 years had low levels of identification of safety measures for home accidents (Büyük et al. 2015). In our country, the majority of the studies on the knowledge, attitudes, and behaviors of mothers in home accidents were conducted with families of children with normal development, and in these studies, the first aid education of mothers was insufficient (Turan et al., 2010; Kurt and Aytekin, 2015; Tural Büyük et al. 2015, Aslan et al., 2019; Elmas et al., 2020). Studies with parents of children with disabilities are limited (Aral et al. 2020).

In this study, in which the effect of planned first aid education in home accidents on the first aid self-efficacy of mothers with disabled children was investigated, it was revealed that almost half of the mothers (n=16) encountered a situation requiring first aid and the most common accident was "falls". Falls have been identified as the most common cause of injury among children with disability in previous studies (White et al. 2018; Aral et al. 2020; Kılınc et al., 2023). The fact that the children of the mothers included in the sample group in this study were between the ages of 0-4 years, some of the children were just starting to walk, and the center of gravity shifted proximally as a result of the head being larger than the body, and balance coordination problems may cause falls. Our research finding has shown that children with disabilities are at risk for home accidents, similar to the findings of previous studies. Hence, it can be suggested that mothers should take precautions at home, especially regarding falls. It is noteworthy that more than half of mothers do not have a first aid kit at home. First of all, accidents must be prevented. However, it is thought that first aid equipment should be available to intervene in case of an unavoidable situation that occurs instantaneously. In this regard, every household should have a first aid kit containing the materials used in first aid interventions, and it should be within easy reach of the mother and even all adults in the family. These bags should be updated according to the purpose and, if necessary,

the needs of the child with special need (Aral et al. 2020).

Almost half of the mothers in the study (n=16) stated that they had received first aid education before. In a qualitative study that aimed to examine the opinions of mothers with children with special needs on safety measures and first aid for home accidents, mothers stated that their children frequently had home accidents and that they wanted to receive education on this subject (Aral et al., 2020). Besides, in the study by Kılınc et al. (2023), almost all of the mothers (89.7%) stated that they did not receive any education on home accidents. In the literature, it is stated that the first aid education given to the parents of children with normal development improves the knowledge and attitude of the parents positively (Kılınc et al., 2013; Çapık and Gürol, 2014; Özakar et al. 2017; Kahriman & Karadeniz, 2018; Kendrick et al., 2022)

In our study, it was determined that while the Self-efficacy of first aid for home accidents scores of mothers were low before the education, their Self-efficacy scores toward first aid for home accidents increased after the education. In this study, it was determined that the planned first aid education in home accidents positively improved the first aid self-efficacy of mothers. It is noted in the literature that the self-efficacy of parents regarding home accidents is low (Wei et al., 2013; Ho et al., 2022). In a study conducted in Taiwan, it was found that parents with children aged 0-4 years had low levels of first-aid self-efficacy in home accidents, and a significant positive correlation was found between first-aid knowledge and first-aid self-efficacy, which indicates that first-aid knowledge, is a predictor of parents' self-efficacy (Wei et al., 2013).

It was determined that the first aid education delivered to mothers with mentally disabled children positively affected their attitudes towards safety in home accidents (Kılınc et al., 2023).

Similarly, it was found that the first aid education program applied to parents with mentally disabled children increased the first aid knowledge scores of the parents and the mean scores of the self-confident approach and decreased the mean scores of anxiety, helplessness, and submissive approach. The study result highlights the need for a first-aid education program to be implemented to enhance the skills of parents of children with intellectual disabilities (Kaçan, 2022). Self-efficacy is not only one's existing skills to achieve success in a job but also one's belief in what one can do with these skills under different conditions. In addition to the accumulation of knowledge, the belief in being able to use this knowledge is also crucial in supporting one's success. In the event of a specific task, an individual first visualizes its characteristics in his or her mind, and then determines whether he or she can perform it using the equipment in his or her possession. Thus, to be successful, the individual's

interpretations and perceptions of his/her capacity should be positive and these interpretations and perceptions determine the individual's 'self-efficacy' level (Sakız, 2013). Hence, it can be stated that first aid education promotes the self-confidence of individuals by increasing their knowledge.

CONCLUSION

In conclusion, our recommendations are as follows:

- Early intervention studies on home accidents and safety precautions for children with special needs should be conducted at the national and regional levels,
- Families with children with special needs should be supported continuously and regularly through a teamwork approach with education on prevention from home accidents,
- Online methods should be employed to ensure that families receive education on first aid and that more families can benefit from this education,
- Families should be informed about the developmental characteristics of their child with special needs,
- Education programs on accident prevention for children with special needs should be established and implemented, and their effectiveness should be measured by pre-test and post-test,
- Mixed studies in which quantitative and qualitative data are used together should be planned,
- Families should be guided about the measures to be taken and arrangements to be made specific to the child with special needs.

Limitation

The study conducted in a special education and rehabilitation center has some limitations. One of the main limitations of this study is that it was conducted with parents whose children were enrolled in a single special education and rehabilitation center. Because, there are children who come to the center without their parents using the shuttle service. Some parents who participated from nearby villages went out to meet their shopping needs when they arrived at the center and did not spend time at the center. Some parents wanted to take part in the study but were unable to do so as they were experiencing health problems, taking their children on vacation, etc. That led them to give up filling out the questionnaire and taking part in the research. There has been a significant decrease in the number of parents and children coming to the centers due to the COVID-19 pandemic. For this reason, a smaller sample group was used than the expected number. Fathers could not participate in the study because mothers were the caregivers of the children when they came to the center. Therefore, the results of the present study could not be generalized to all Turkish parents of children with developmental disabilities. However, the strength of this study is that there were

education sessions that required continuous participation and data loss was low.

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Conflict of Interest

The named authors have no conflict of interest, financial or otherwise.

Ethical Approval

Before the study, Ethics Committee permission (dated 05/11/2021, numbered 210003/6) was obtained from the Mugla Sıtkı Koçman University Medical and Health Sciences Ethics Committee and permission (dated 08/12/2021, numbered E-70004082-604.02-38594693) was obtained from the institution in which the study would be conducted. Voluntary informed consent was obtained from the parents.

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