



Association Level Of Awareness Regarding PBLS With Selected Demographic Variables

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ABSTRACT

Nursing students' understanding of PBLS is enhanced and kept current via the skill training curriculum. Data analysis revealed that nurses' understanding of PBLS was lacking, and that training programmes in the subject might help raise the level of understanding among nursing students. In order to save lives, everyone, not only nursing students, should participate in a skill training programme.

KEYWORDS: Awareness, PBLS, nurses', skill training programme., participate

INTRODUCTION

By "paediatric PBLS," we mean administering cardiopulmonary resuscitation (CPR) without or with the use of bag/mask ventilation or barrier devices until the initiation of advanced life support (ALS). Included in this age group include newborns and children under the age of one, as well as children aged one to eighteen. Community efforts should include paediatric basic life support (PBLS), basic cardiopulmonary resuscitation (CPR), rapid access to the emergency medical services (EMS) system, and rapid paediatric advanced life support (PALS) for optimal survival and quality of life.

LITERATURE REVIEW

Mohammed, Amira. (2018). The research was conducted at four different preparatory schools in Banha City: May 15, Modern Pioneers, Atyrab New, and National Guard. The schools were chosen using a systematic random method. Subjects: A total of 160 students from four different elementary schools were recruited using a multistage random sampling method. Methods: The first was a survey questionnaire that asked children about their demographics and their level of familiarity with the chosen first aid topics. To monitor the children's behaviour both before and after the training, the second tool was an observation checklist. The study's findings suggested that the training programme was successful in raising the level of knowledge and practice of the specified first aid among students in preparatory schools after its implementation.

Idris (2023) The training programme requirements for 2023–2024 will be evaluated, and the capabilities of the faculty and staff at UIN Alauddin Makassar's Tarbiyah and Teacher Training Faculty will be examined. This study used quantitative descriptive methods based on survey procedures. There were 113 professors and 35 staff members from UIN Alauddin Makassar's Tarbiyah and Teacher Training Faculty that made up the population. Likert scale surveys and records from the Tarbiyah dan Teacher Training Faculty's Quality Assurance Commission served as the tools used. The study's findings showed that faculty and staff from UIN Alauddin Makassar and other organisations participated in a variety of training programmes. There is a realignment between the training requirements for professors and the three dharmas of higher education: pedagogy, professionalism, and social responsibility. According to job specifications, employees should acquire more information and abilities via training.

Krishnan (2022) A multigenerational workforce in today's complicated and fast-paced environment necessitates that workers embrace new technologies and develop their own unique learning styles. Organisations may foster a varied work culture that attracts and retains millennials by customising learning programmes and tactics. In order to comprehend the phenomena in the new training trends for knowledge workers in the economy, a number of academic studies were reviewed. Companies can't survive in today's global economy without quality workers who possess the fundamental abilities necessary to do their jobs well at reduced costs and with increased efficiency. A three-month qualitative study was conducted, and the results were useful in analysing current and future training patterns for knowledge workers in developing countries. Additionally, the research shows that there is a connection between the learning requirements, engagement, and performance of millennials. The results of this study are consistent with those of previous research projects.

Shewchuk (2023) For the purpose of classifying training results, the Kirkpatrick four-level model was used. Only 47 out of 824 distinct resources could be considered for inclusion in the study. After 2014, there was a surge in the number of publications published, with the majority of the research taking place in North America. A lot of training assessments were made to measure things like procedure and result. The majority of the data was gathered via questionnaires and in-person interviews with trainees. Less often were the training's downstream organisational implications assessed. The included studies' authors noted a number of shortcomings, including using basic evaluative designs, limited cohorts/sample sizes, not doing long-term follow-up, and not evaluating the curriculum. The number of training programmes and assessments

of them have been continuously increasing since 2014, however this research still indicated that many of the evaluations were lacking in quality.

Mohamed (2024) the primary goal of this research. With the use of a purposive sample of 64 willing professional nurses, a quasi-experimental pretest-posttest study method was employed. Various elementary and secondary healthcare facilities in Saudi Arabia's Bisha Governorate, Aseer area, were the sites of the research. An online learning strategy was used to execute a standardised four-week training programme. A Google Forms platform was used to provide a self-rating data gathering application to the nurses. The results showed that there was a substantially different mean score for overall knowledge (53.0815.9) and evidence-based practice (EBP) abilities (66.038.95) after the intervention compared to before (P0.05). Furthermore, the average ratings of the training sessions' positive attitude improved significantly after the intervention compared to before. The nurses have nothing but good things to say about the program's use and quality. Nurses' understanding, proficiency, and perspective on evidence-based practice (EBP) might be improved by the programme. Consequently, healthcare organisations should think about using web-based training to enhance nurses' EBP abilities via continuing professional education.

RESEARCH METHODOLOGY

The analytical method of research elucidates the fundamental tactics used by scientists to provide reliable and explicative proof.

This variable indicates that the variables in front of them are independent, meaning they do not rely on any other variables. They keep their autonomy and refuse to rely on anybody. It is another name for variables that may be changed. The present investigation makes reference to a presentation on Paediatric Basic Life Support.

The outcome of the relevant variable was this. The one variable that another variable anticipated or relied on. Another name for it is criteria variable. This study's data pertains to nursing students' knowledge and skills in the area of paediatric basic life support.

Two hundred nursing students from a variety of Indore -based schools served as the study's sample.

Data collection involves interviewing and surveying individuals to glean information that can be used to address research issues. When doing research, this method is essential for gathering information from respondents and identifying areas of weakness.

The distribution of the sample and its recurrence rate.

The pre-test scores of nursing students, including their mean, median, and standard deviation.

Nursing students' awareness scores following the intervention, including their mean, median, and standard deviation

The chi-square test was used to assess the association between the level of data of nursing students and their demographic factors, and the test of significant effects, also known as the t-test, was used to verify the program's effectiveness.

DATA ANALYSIS

This paper delves into the analysis and interpretation of the data gathered to gauge nursing students' knowledge and use of PBLs in Indore hospitals. The following goals guided the data analysis.

The data was examined, understood, and shown in the graph and table. The analysis of the data was done using both descriptive and inferential statistics. Prearranged and presented in the following part are the study's findings:

Table 1 Relationship level of knowledge about PBLs with selected demographic variables

S. No	Variables	Level of awareness			df	X ² Value	Table Value	Remarks
		Poor	Average	Good				
1	Age				6	1.29	12.59	NS
	18 – 21	41	44	00				
	22 – 24	26	29	00				
	25 – 27	18	22	00				
	28 -30	12	08	00				
2	Gender				2	38.52	5.99	S*
	Male	75	55	00				
	Female	24	28	18				
3	Father's Education				6	16.59	12.59	S*
	Illiterate	22	08	00				
	Primary to Middle	26	24	00				
	Secondary and Senior Secondary	27	33	00				
	Graduation and PG	27	13	00				
4	Mother's Education				6	17.31	12.59	S*
	Illiterate	38	22	00				
	Primary to Middle	27	38	00				
	Secondary and Senior Secondary	13	37	00				

	Graduation and PG	08	17	00				
5	Father's Income (per month)				6	3.56	12.59	NS
	<10000	22	18	00				
	11000-15000	35	35	00				
	16000-20000	30	30	00				
	>20000	10	20	00				
6	Mother's Income (per month)				6	1.49	12.59	NS
	<10000	47	43	00				
	11000-15000	35	25	00				
	16000-20000	23	17	00				
	>20000	07	03	00				

Association level of knowledge and skills regarding PBLs of student nurses with their age

At 6 degrees of freedom, the calculated chi-square value was 1.29, but the tabulated value was 12.59. Student nurses' PBLs awareness and competence levels were not connected at the 0.05 level of significance.

H_{0a}: There are no relationship between knowledge and skills of student nurses with their age of the student nurses.

Therefore, the null hypothesis (H_{0a}) that states there is no correlation between age and the knowledge and abilities of student nurses with respect to PBLs was accepted.

Association level of awareness and skills regarding PBLs of student nurses with their gender

The computed chi-square value was 38.52, whereas the tabulated value with 2 degrees of freedom was 5.99. Student nurses' levels of awareness and proficiency with PBLs were significantly related at the 0.05 level of significance.

Regardless of the gender of the student nurses, there is no correlation between their knowledge and abilities (H_{0b}).

This results in the rejection of hypothesis H_{0b}, which states that there will be no difference in the knowledge and abilities of student nurses with respect to PBLs based on their gender.

Association level of knowledge and skills regarding PBLs of student nurses with their father's education

At 6 degrees of freedom, the computed chi-square value was 16.59, whereas the tabulated value was 12.59. Based on this, at the 0.05 level of significance, there was a significant association between the amount of familiarity and competence about PBLs of student nurses.

Student nurses' knowledge and abilities are unrelated to the education their fathers received, according to H_{0c}.

Therefore, the null hypothesis that there is no correlation between the father's level of education and the competency of the nursing students was rejected.

Association level of knowledge and skills regarding PBLs of student nurses with their mother's education

The computed chi-square value was 17.31, whereas the tabulated value at 6 degrees of freedom was 12.59. Thus, at the 0.05 level of significance, there was a positive correlation between the levels of knowledge and abilities related to PBLs among student nurses.

Hypothesis 0: The level of education that a student nurse's mother has does not correlate with her level of knowledge and competence as a nurse.

This results in the rejection of hypothesis H_{0d}, which states that student nurses' awareness and competence will not be positively affected by their mothers' education.

Association level of knowledge and skills regarding of student nurses with their father's income

The computed chi-square value was 3.56, but the tabulated value at 6 degrees of freedom was 12.59. Consequently, at the 0.05 level of significance, there was no significant link between the degree of knowledge and abilities related PBLs among student nurses.

The null hypothesis states that the wealth of a student nurse's parent has no effect on the student nurse's level of knowledge and competence.

Student nurses' knowledge and abilities will not be much impacted by their fathers' money, according to the accepted theory H_{0e}.

ASSOCIATION LEVEL OF KNOWLEDGE AND SKILLS REGARDING OF STUDENT NURSES WITH THEIR MOTHER'S INCOME

The computed chi-square value was 1.49, but the tabulated value with 6 degrees of freedom was 12.59. Therefore, at the 0.05 level of significance, there was no significant link between the degree of awareness and competence about PBLs among student nurses.

Student nurses' ability to care for patients and their mothers' income had no correlation, H_{0f}.

Student nurses' knowledge and competence will not be much impacted by their mothers' wealth, according to H_{0f}'s premise.

CONCLUSION

the findings that nursing professionals lacked sufficient knowledge and abilities in PBLs, and that training programmes in this area may help nursing students enhance their knowledge and skills.

Additionally, the results show that gender, parental education, and child support have a significant impact on nursing students' PBLs knowledge, while demographic variables such as age, parental income, and mother's income do not.

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