

ORIGINAL PAPER

Development and Testing Of the School Staff First Aid Knowledge Test (SSFAKT)

Marianthi Alexandropoulou RN, PhD
Metaxa Oncology Hospital of Piraeus, Piraeus, Greece

Correspondence: Marianthi Alexandropoulou, Metaxa Oncology Hospital of Piraeus, Greece.
Email address: malexan@nurs.uoa.gr

Abstract

Introduction: First aid knowledge is substantial and it is of crucial meaning for school staff to be aware of basic handlings. Most tests, however, are designed for healthcare professionals and not for laypersons.

Aim: To investigate the validity and reliability of the twenty-five item school staff first aid knowledge test (SSFAKT).

Method: The SSFAKT was administered to the school staff of twenty-four randomly selected special education schools. Validity, test-retest reliability and internal consistency were evaluated.

Findings: Validity was ensured by its content, readability and consistency. It was also assessed by comparing the scores between those who were trained in first aid and those who were not. Those who were trained scored significantly higher (U Mann-Whitney=1032.5, $p<.000$). The test-retest reliability ($r_s=0.92$, $p<.000$), and internal consistency (Cronbach's $\alpha = 0.79$) were good. Factor analysis yielded nine factors for the twenty-five items.

Conclusion: The SSFAKT is a brief and easy-to-use instrument for school nursing practice. It shows good validity and reliability when used to laypersons. Nonetheless, its validity and reliability needs consecutive verification by different studies.

Key words: first aid, questionnaire/test, instrument development