



KNOWLEDGE OF EDUCATORS ON PREVENTION OF ACCIDENTS IN CHILDHOOD CONHECIMENTO DOS EDUCADORES SOBRE A PREVENÇÃO DE ACIDENTES NA INFÂNCIA CONOCIMIENTO DE LOS EDUCADORES ACIERCA DE LA PREVENCIÓN DE ACCIDENTES EN LA INFANCIA

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ABSTRACT

Objective: describing teachers' knowledge of early childhood education about the prevention of childhood accidents and the actions to be taken if there is any injury to children. **Method:** a descriptive, cross-sectional study with a quantitative approach. 111 educators participated, between 23 and 62 years old. The data were collected with a questionnaire then tabulated and processed using SPSS for Windows version 17.0, with frequency distributions of the variables. The research project was approved by the Research Ethics Committee, Protocol 23087.002857/2009-01. **Results:** 75% of the participants received some form of training or first aid course, 60,70% applied first aid for children, 64% judged their knowledge on the control of accidents in childhood insufficient and 60% witnessed the occurrence of accidents at school. **Conclusion:** The study contributed to the discussion of the need for training of educators and suggests further studies of effectiveness and quality in preventing accidents. **Descriptors:** Accident Prevention; Nursing; Child.

RESUMO

Objetivo: descrever o conhecimento dos professores da educação infantil sobre a prevenção de acidentes na infância e as condutas a serem tomadas caso aconteça algum agravo às crianças. **Método:** estudo descritivo, transversal, com abordagem quantitativa. Participaram 111 educadores, entre 23 e 62 anos. Os dados foram coletados com um questionário, em seguida, tabulados e tratados no SPSS for Windows versão 17.0, com distribuições de frequências das variáveis. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, Protocolo 23087.002857/2009-01. **Resultados:** 75% dos participantes receberam algum tipo de treinamento ou curso de primeiros socorros, 60,70% aplicaram os primeiros socorros em criança; 64% julgou seu conhecimento sobre o controle de acidentes na infância insuficiente e 60% presenciaram a ocorrência de acidentes na escola. **Conclusão:** o estudo contribuiu para a discussão da necessidade de treinamento de educadores e sugere novos estudos de eficácia e qualidade na prevenção de acidentes. **Descritores:** Prevenção de Acidentes; Enfermagem; Criança.

RESUMEN

Objetivo: describir el conocimiento de los docentes de la educación infantil en la prevención de accidentes en la infancia y las acciones a tomar si hay algún daño a los niños. **Método:** estudio descriptivo, transversal, con abordaje cuantitativo. Participaron 111 educadores, con la edad entre 23 y 62 años. Los datos se recogieron con un cuestionario y luego tabulados y procesados utilizando el programa SPSS para Windows, versión 17.0, con la distribución de frecuencias de las variables. El proyecto de investigación fue aprobado por el Comité de Ética de la Investigación, bajo el Protocolo 23087.002857/2009-01. **Resultados:** el 75% de los participantes recibió algún tipo de formación o curso de primeros auxilios, 60,70% aplicado primeros auxilios para niños, 64% juzga sus conocimientos sobre el control de los accidentes en la infancia son insuficientes y el 60% fue testigo de la ocurrencia de accidentes en escuelas. **Conclusión:** el estudio contribuyó para la discusión de la necesidad de formación de los educadores y sugiere nuevos estudios de eficacia y calidad en la prevención de accidentes. **Descriptor:** Prevención de Accidentes; Enfermería; Niño.

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INTRODUCTION

In the context of the child's environment, the accident is any biological damage that occurs to the child regardless of its length and severity, and as a risk factor, any condition that might cause you to come an injury.¹ Thus the child is constantly subject to hazards that accompany the various stages of its growth and development, and the resulting new capabilities acquired over time. Accidents can happen inside and outside the home environment as well as in schools or a simple joke. The incidence, distribution and measures to prevent accidents vary considerably, since the child is changing their behavior and their relationships with the environment.²

The main cause of death for children 1-14 years old in Brazil is represented by accidents or unintentional injuries. According to the Ministry, about 4,7 million children under 14 die and 125,000 are hospitalized annually, configuring it as a serious public health issue. Estimates show that every death, four other children are left with permanent sequelae that will generate probably emotional, social and financial consequences to this family and to society.

According to the Brazilian government, about R\$ 63 million is spent on the SUS - Unified Health System.³ According to the World Health Organization report, in 1998, approximately 5,8 million people died of trauma in the world, which represents 97,9 deaths per 100.000 population. Of these, approximately 800.000 deaths and 50 million sequelae are aged 0-14 years old. The data further demonstrate that the most common accidents involving children are caused by falls, firearms, drowning, choking, burns, poisoning, suffocation and lack of transportation safety.

In Brazil, the concern about childhood accidents is relatively recent and was initially targeted 1951 other advances ensued until in October 1998, SBP launches the National Campaign for the Prevention of Accidents and in 2001 the Ministry of Health launched the National Policy for the Reduction of Morbidity and Mortality from Accidents and Violence, with guidelines and specific actions for federal, state and municipals. The childhood accidents managers are causing concern not only in the domestic sphere as also educational, since Institutions Early Childhood Education (IEIs) are an important setting for study, since it became necessary for the child's development and social advancement.⁴ In this environment, children

are more susceptible to accidents because besides the vulnerability caused by age itself, the change of domicile to daycare can induce a high degree of tension, interfering with their normal patterns of response.⁵⁻⁶

Staying in a nursery during a stage of life means a break from everyday social relations within the family. This is a period in which many efforts and care for that child are needed. Based on these findings, early childhood education institutions have been the subject of several studies that address their characteristics and development context, possibilities for action to improve the quality of care, rights of the child and family, education and training of educators, among others.

In Brazil, it appears that in practice its daycare service workers see child care as something that does not require skills or specific knowledge of lesser value and subsidiary in relation to education, taking into account the "maternal instinct", natural from women.⁷ Many of the care are based on common sense because most of these services, until recently, there has been little investment in the training and qualification of its employees, which makes the care integral and without risk of iatrogenic to children there assisted.⁸ In developed practices prevailing idea that family environment can be transported to the nursery, which has favored the emergence of a mechanical model as the only one able to account for the higher number of possible tasks quickly and efficiently by a number little people.⁹

From the foregoing, it is evident the need for investment in prevention of accidents in childhood, it is anticipated action that aims to intercept or override the developments, preventing any damage occurs by the exercise of physical emotional and social care, materials, "and the first step in this process would change the concept that accidents are related to chance and unpredictability."¹⁰

When a child needs daycare or entry in preschool, the multidisciplinary team should know the techniques to be used in child care and what to do to prevent any kind of accident, physical or psychological. Accidents can be prevented and controlled by the result of a set of factors that make a predictable occurrence, happening not so random.^{6, 11}

As the rates of mortality for external causes are excelling every day, underscores the importance of developing research having as its object of study the prevention of childhood accidents, thus helping in the production of knowledge in the comprehensive care health of children and

adolescents. Allied to this, although the literature shows that the school is an environment of risk for accidents in childhood, many educators are still unaware of the appropriate measures to avoid them, or even act in case of an accident.

OBJECTIVES

- Describing teachers' knowledge on early childhood education, about the prevention of childhood accidents and the procedures to be taken if there is any injury to children.
- Characterizing the study population.
- Identifying teachers' knowledge about prevention of childhood accidents.
- Identifying the behaviors that are taken by teachers when taking care of a child victim of an accident at school.

METHOD

This is a descriptive, cross-sectional study with a quantitative approach. The descriptive study enables the development of a level of analysis that is intended to identify the different forms of the phenomenon, its ordering and classification. Still allowing, in some situations explaining the relations of cause and effect phenomena, analyzing the role of variables that can influence or cause the appearance of phenomena

This type of methodological design enables the quantification of data through data collection, using statistical techniques and resources that help to ensure the accuracy of the results, thereby avoiding distortions of analysis and interpretation.

The research was conducted in early childhood institutions of the city of Alfenas - Minas Gerais. The said council has eight public institutions of child education. In these places children in the urban area aged 0-05 years old are received.

The study population consisted of 247 early childhood educators from Alfenas - MG. But, participated in this study 111 educators and 136 refused to participate. The inclusion criterion was the educator of any of the public education of children 0-5 years in Alfenas-MG, and the exclusion criterion used was the newly admitted educator and without previous experience in an educational institution.

Variables:

- Characterization of the population: age, gender and education.
- Knowledge about the prevention of accidents: how the educator informs himself to the control of accidents (courses, magazines, internet or other), and whether

the judges enough to control his accident in childhood knowledge.

- Actions implemented by the institution for the prevention of accidents: incentive for educators to participate in preparatory courses.
- Risk factors for accidents at schools: type of materials of toys and playground constitution of the floor of the playground.

To minimize bias, explanations were offered to educators on the topic of research and for proper filling of semi-structured questionnaire. Emphasized the importance of responses and truly be answered individually. The target population of the research was restricted to educators of children's institutions. Some questions had more than one option for response; one person may respond more than one variable.

A self-report with structured questions was prepared and semi-structured based on the study variables. Data collection was conducted by the authors own research using the questionnaire was developed and pre-tested.

This questionnaire was administered as a pilot test to verify the suitability of the content to the object of study in an institution of early childhood education with similar structure and processes to educational institutions that were surveyed.

In the pilot instrument a space for suggestions and criticism was anticipated and was requested a review of the questions of content, organization and clarity of language and aesthetics of the instrument, as well as the difficulty of filling. The instrument has undergone changes to better answer the question of proposed research. Data collection was conducted from August to October 2010.

Data were tabulated and processed by using the SPSS software for Windows version 17.0 and studies of the frequency distributions of the variables applied.

Before the data collection, the infant educators were informed in clear language about the study objectives and ethical principles that guide scientific research (autonomy, risks, benefits and social relevance of the research, ensuring their anonymity, confidentiality of information and the freedom to discontinue participation at any time during the study. Everyone who agreed to participate in the study signed a consent form.

For the rights of the participants were ensured and fulfilling aspects contained in Resolution 196/96 of the Ministry of Health which deals with guidelines and standards

established in research involving humans, their project was submitted and approved under the protocol number 23087.002857/2009 -01 by the Ethics Committee of the Federal University of Alfenas - UNIFAL / MG.

RESULTS

There were answered 111 of the 257 questionnaires distributed. The age range of participants was between 23 and 62 years old. It was observed that 98,10% of teachers are women, with the number of male educators with a low percentage (1,90%).

Regarding education, it has been shown that most educators just finished high school (40,50%), while 19,80% had higher education and 31,50% held a postgraduate.

It was found that 75,0% of the participating teachers received any training or first aid course, while 60,70% of these apply first aid front of the accident with the child.

Regarding accidents occurring over the falls totaled 70,30% of the cases. The fights between colleagues proved relevant (49,50%). Thirteen and a half percent corresponded to accidents by material thrown by colleagues. Poisoning by drugs accounted for 1,80% and 0,90% of burns cases. Accidental drowning and poisoning cleaners were noted in the questionnaires.

In this study accidents involving sharps and aspiration comprised 4,50% of the accidents, not being the most frequent. The most frequent sites of accidents reported by the participants in question were the courtyard, classroom and playground, with values of 59,50%, 41,40% and 35,10%, respectively. Most educators consider important accident prevention in childhood (99%), informing mainly through courses (68,50%), magazines (27,90%) and internet (27%).

The reasons for this importance of knowledge of prevention and action at the time of the accident are presented by participants with the following frequencies: Safety of parent regarding the places where they leave their children (75,70%), tranquility of the educators (26,10%), decreased suffering to children (18,90%) and 13,50% for the corresponding security institution to a healthy childhood and prevent future complications. Interestingly 1% presents dissenting opinion.

Sixty-four percent of educators believe their knowledge about the control of accidents in childhood insufficient, therefore the school, source of inadequate or limited information. The majority 68,50% acquired new knowledge through courses and still

report that they usually include long intervals of time between them.

The results allowed us to identify and make a comparison of the importance of accident prevention in childhood and education of educators. Ninety-nine percent of teachers considered important to the prevention of childhood accidents, making a correlation to the schooling of them, 51,30% go to college. These data show that although some educators possess higher education and graduate does not preclude the need to qualify your care children as well as acquire new knowledge on the prevention of childhood accidents.

Sixty percent of teachers witnessed the occurrence of accidents and their attitudes were: application of first aid (60,60%), linked to the parents (37,90%), calmed the child (28,80%) and headed for service hospital (24,30%). The percentage of educators who applied first aid was significant, but was not the objective of this study was to evaluate the quality and correct application of the child victim needed care.

In cases rated as more severe, the children were sent to the doctor and in all accident situations parents were adequately reported.

It became evident in the study that there must be preparation of the educator to identify the sources those pose risks to the child.

DISCUSSION

The female predominance, probably in early childhood education found in the study, is the result of a cultural issue corroborating the results of the works of Pacheco and Dupret which claim that women in Western culture, always assumed this role of principal educator of children.¹²

Participants mostly reported receiving specific training for first aid, but it was not to evaluate the content of the courses taught by them. Participation in courses in first aid is of great value, but should not be confused by the educators of children's institutions in the prevention of childhood accidents.¹³

It should also differentiate childhood accidents, accident prevention, both are important, but as most accidents are preventable, the preferred focus should be on prevention so that first aid need not be applied. Speaking of teachers converges for first aid care. This practice reflects the old biomedical model of health management, focused on the disease and contrasting the current model of health surveillance.¹²

The finding of this study that punctuates the falls as a major accident confirms the literature are the falls those comprise the majority of accidents in childhood.¹³ Other studies also suggest that one should observe which are the most frequent accidents that the causes are found and avoided.¹⁴⁻⁵ According to the literature and research in question falls in general are the most frequent accidents and should therefore deserve increased attention from professionals, you need to determine your circumstances and guide effective prevention measures, as well as direct supervision of children.

According to this research there were not many accidents with sharp objects, but it is postulated that the sharps, with penetration through the skin, also draw attention and warn of the need to keep these objects out of the reach of children. Children from one to three years old were at greatest risk of falls and injuries caused by exposure to inanimate mechanical forces (foreign bodies in natural orifice or through the skin, mostly).¹⁶

Professionals who deal with the public child must be alert as to the characteristics of the child, as this may facilitate the occurrence of certain types of accidents, contributing to prevention to be most effective. Some factors are important and should be taken into account in identifying the risk of accidents: age, since the beginning of locomotion, exploration of environment, natural curiosity, the progressive acquisition of autonomy and the various pranks of very young child; the child's personality, the type of education received at home in which the child can be created with greater freedom or being overprotected, and gender, for the greatest number of injuries occur among boys.¹⁷

It is necessary that training and updates in an attempt to clarify the doubts of those professionals involved with the child audience and qualify them in order to minimize the number of accidents involving children are performed.

Educators study participants reported on the need for training for the prevention of childhood accidents and lack of continuing education in the institution in which they work, believing it necessary to qualify his work in the case of care of children, which also is punctuated in the literature.¹⁸

It is essential that the guidelines on the prevention of accidents are in everyday - informed educators, ie, directly related to the reality of the institution, despite educators value the knowledge to their own and make new knowledge concerning child

development, parenting practices offered they are still inferior to their everyday needs.¹⁹

In contrast to that observed in some studies, the main strategy used by educators against accidents was: notify parents (60%), but was found to reassure the child is the main attitude, and then carry out the cleaning of the wound with running water, stop the bleeding and put ice on the site of the blow.¹⁷

It should be remembered that the presence of adult does not prevent the accident from happening, perhaps through ignorance of how to avoid it or not to be performing a direct supervision, ie, is present during the leisure activities of children, but performing other activities.¹⁵ Better education on the prevention of accidents and closer supervision by those responsible can contribute to this index decreases.

The child needs special care and differentiated, so the preparation and training of the educator should be a constant concern of children's institutions. Emphasize the idea that child care in childcare demands an offering consisting of essential educational activities for children. For this, there needs to be trained professionals in specific knowledge and skills such as observing, interpreting and understanding the behaviors and children's needs.⁷

Although responsible for the education and care of children in early childhood education, educators have not mastered the knowledge and actions for the prevention of accidents and also conducts first aid that should be implemented when a child having an accident. The training and experience influence the conduct of educators across the accident and prevention.

This study presents the main limitation to the use of a restricted population, because informants were only educators at public daycare centers, this implies that the findings of this study may differ as regards the reality of private nurseries in the same municipality.

CONCLUSION

Most educators concerned with acquiring information on the prevention of accidents and the most used are courses, magazines and internet. However they showed insecurity for both the prevention and acting to intervene in an accident that might occur.

It was observed that a large number of educators have participated in preparatory courses and apply first aid before the accidents occurred in his presence. However

one should emphasize prevention, not excluding the importance of first aid.

The professionals of children's institution should be aware of their responsibility as parents trust that their children will be safe in their care. Thus, we see the need for continuing education in service so there is job training and that these professionals are able to detect the risk factors and enhance their conduct towards accidents. After all, if it is effective accident prevention, first aid measures to be used in smaller numbers, reducing the occurrences, sequels and even these deaths.

There must always establish effective interface between health and education in the practice of kindergartens on accident prevention and first aid actions. This study proposes a contribution to understanding the needs of a given reality, but seeks to expand the discussions on the topic.

It is vital that educators act in the prevention of childhood accidents and apply their knowledge. The knowledge of professionals from children's institutions on accident prevention is crucial to ensure a healthy, safe and peaceful environment. It is worth to mention, however, the role of the nurse as this professional has theoretical to guide the prevention of accidents in each age group of human development subsidies.²⁰

The main contribution of this study for nursing practice was to know the reality of public kindergartens in the municipality regarding the prevention and activities related to childhood accidents which allows us to rethink the interface of health and education, and also contribute to making decision from the standpoint of public policies aimed at disease prevention in the age group in question.

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