



The Study on the Courses of First Aid Principles from the perspective of the Learners in Red Crescent Society of Marand City in 2014

Habib Zolfaghari and Mehrdad Moharramzadeh***

**Department of Educational Management, Marand Branch, Islamic Azad University, Marand, Iran.*

***Associate Professor in Mohaghegh Ardabili University, Iran*

(Corresponding author: Mehrdad Moharramzadeh)

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ABSTRACT: The aim of this research is to study the courses of first aid principles from the perspective of the learners in Red Crescent Society of Marand city in 2014. The aim of the research is applied and the method for data collection is descriptive-survey. The statistical community includes 750 learners of first aid and rescue courses in Red Crescent Society of Marand city from March 21, 2014 to December and January 2014-2015. The sampling was done by the simple stochastic sampling method using Morgan Charter and totally 256 people (97 men and 159 women). To collect data, the researcher-made questionnaire titled Assessment of the effectiveness of the courses of first aid and rescue from the perspective of the learners in Red Crescent Society and to assess its validity, the content validity and formal enjoying the experts' opinions have been used. The reliability of the questionnaire was estimated through Cronbach's alpha coefficient at 0.92. The statistics software (SPSS) in two descriptive and inferential level (binomial nonparametric tests, U Mann-Whitney and Kruskal-Wallis) was used to analyze the data. Based on the results, it can be said that the education of the first aid and rescue principles courses from the perspective of the learners in Red Crescent Society of Marand city is effective. There is a difference between the effectiveness of first aid and rescue principles courses in terms of the learners sexuality, but no difference in terms of the learners education.

Keywords: Education, the courses of first aid principles, personal characteristics.

INTRODUCTION

Human society has always been faced with a variety of unexpected natural disasters, so that every year 200 million people are involved in those disaster and the hundreds of thousands of people die because of it. Such events though political, economic and professional environments lead to major crises in different parts of the country. Crisis is a situation is that a sudden change is made in one or many parts of variable factors of a system (Raftari *et al.*, 2011, p 113). Management of a major crisis in order to reduce and minimize the consequences requires prevention, planning, testing, evaluation and maintenance. Preparation to deal with a crisis requires providing all the facilities that contribute to reducing the risk in decision making and that we can have a major target as the priority target for immediate action. One of the obstacles for preparation is lack of training courses and providing information to the public. Failure to evaluate the financial, social, cultural and educational facilities prevents planning in preparedness of the subject. Therefore, the Red Crescent Society as the most important center for health, treatment and emergency assistance to injured people of the crises in the country is required to plan appropriate and coherent response to the crisis in all their dimensions (Rahimi, 2009, p. 87).

Iran, due to the special geographical and geological positions, climatic and weather conditions and other

natural factors on the one hand is always exposed to the effects of natural disasters, and some abnormal incidents such as road accidents, fires, industrial accidents and workshop and so on threaten annually the lives of hundreds of our compatriots, on the other hand. Undoubtedly, the prevention of such accidents and observing safety rules are the most important in order to reduce the human and economic losses resulting from them. However, preparedness of relief agents and also public agents and their familiarity with the ways and methods of relief and assistance to injured people should also be considered to help the injured people as soon as possible (Majidinejad, 2006). The Red Crescent is a institution with an extensive organizational structure that has the complex interactions with its community and in the current situation to optimize the organization, the only answer is to deal with the challenges and threats that often occurs immediately and without warning, optimization through improved organization and management, using correctly resources and time, promoting first aid, using appropriate methods, perception of the positions and conditions, having proper planning and coordination in rescue, competition and conflict within and among parts, diagnosing diseases or the injured person conditions, using adequate and enough treatment methods without wasting time and planning and taking any action to prepare for dealing with incidents and also

innovations and development and stability of skills will contribute to providing the service of the highest efficiency (Ganjeie *et al.*, 2014, page 15). Islamic Republic of Iran, through an entity, invests on the training of first aid and relief to the public free of charge and in this regard, the exorbitant cost of preparing and printing of books, brochures, teasers, banners, instructors salary, place rental and etc to educate people for acting immediately to save the lives before the arrival of relief workers; but why the learners, despite the achievement of high and passing scores, can not apply the simplest methods for relief and rescue when confronted by a small incident; the moment that is considered as a golden time and there is only 4 to 6 minutes to act the primary actions and save a person from certain death or cerebral palsy. Practicing and exercising of the courses is one of the reasons could be that what is learned to act properly at the moment and immediately pledged to initiate and conclude them, but other factors may also be involved in this issue. Given that the abnormal events and natural disasters are always lurking, "prevention is better than cure, a necessary and inexpensive issue, and prior to the rescue after the accident. Therefore, in this research, the educational status of the principles of first aid was studied from the perspective of the learners in the Red Crescent Society of Marand city in 2014 to assess the effectiveness of the courses from the perspective of the learners, who wish to reduce the risks from accidents and promote the principle of self-relief by applying appropriate educational methods.

THEORY AND LITERATURE

Any unexpected and sudden natural occurrence that weaken and destroy the social, economic and physical capabilities such as human and financial losses and damages and destruction of infrastructure, economic resources and employment context is defined as natural disaster. Natural disasters have long been affected Earth and cause loss of life of many people, injuries, disabilities, destruction of properties and infrastructure and facilities. Crisis of any kind will have considerable effects (Zamani *et al.*, 2009, p 1). Accordingly, the need for familiarity with the principles and methods of good management of a crisis in the event of major problems such as floods, earthquakes and drought is greater than ever. So in today's competitive organizations, only organizations are able to survive that upgrade their efficiency and effectiveness. Human resources are known as the key parts of the organization as a basis for solving problems and creating new ideas. In the aid organizations, the education of new skills to the learners is considered as an investment. The strengthening of current human resources in the organization is one of the main issues that need to be considered in any organization. The purpose of strengthening the human resources is to increase the

capabilities, skills and motivation of employees to achieve higher efficiency. In the aid organizations that are responsible for maintaining, supplying and promoting health, controlling and preventing diseases and relief in events, since substantial funds are annually allocated to education, the evaluation of the implementation and execution of the courses are required. The evaluation of the courses enables to make appropriate use of financial resources and training facilities available to obtain the greatest return on investment. However, the development of educational methods or courses for learners is a step in increasing their awareness and aid organizations interest rate (Shahrani, *et al.*, 2009).

Role of the Red Crescent in disaster management: International Federation of Red Cross and Red Crescent Organization can be considered as an international organization, which is responsible for assistance to people affected by natural and man-made disasters in the world. Red Crescent as one of the urban crisis administrations has some duties and responsibilities as follows:

1. Providing the basic infrastructures for the efficient performance of cities in crisis;
 2. Preparation of services for human resource development, increasing productivity and living standards in times of crisis and beyond;
 3. Standardization of safety and security of people;
 4. Preparation of emergency and support services and facilities to support the activities of the facilitator in the crisis (Samadi Miyarkolaei *et al.*, 2012, p. 93).
- Before the crisis: A) Staff training; B) The proliferation of educational pamphlets to raise awareness among the public; C) Making the capacity of voluntary activities; D) Management of service standardization, installation and maintenance; F) Education and simulation; E) Planning, systems and guides.

- During the crisis: A) Immediate action (emergency); B) Information management systems; C) Planning and organization; D) Search and rescue operation; E) Establishing camps and statistics; F) Fighting diseases.

After the crisis: A) Evaluation and modification; B) Research management and development in organization

First Aid: First aid is the skilled application of accepted principles of treatment in the event of an accident or sudden ill, using the facilities and equipment available at that time there In fact, first aid are confirmed treatment methods applied on an injured person until medical service or transfer to a hospital (if necessary) (Samimizadeh, 2003, p. 9).

First aid training purposes: 1. A set of actions that must be done for injured people; 2. A set of actions that must not be done for injured people; 3. How to use first aid bag; 4. Accelerating rescue and helping medical staff (Majidinejad, 2006, p 4).

Educational methods of rescue and relief culture for youth: In the books of educational skills and methods, different models for education are discussed. In general, patterns are defined based on what they were taught and trained audience from the perspective of age, social class, culture and life. Today, by combining a variety of tools and media that can be used in education, the scope of these models is extensive. The original patterns and educational branches, which have parts, and in combination with other methods can be converted to a new model, are referred (Wynona, 1992): 1. Text-bases pattern; 2. Educational speech pattern; 3. Team work and discussion pattern; 4. FAQ pattern; 5. E5 teaching pattern (based on structuralism); 6. Teaching on metacognition theory pattern; 7. Memorizing pattern; 8. Advance organizer teaching pattern; 9. Role playing teaching pattern; 10. Cooperative learning; 11. Probe teaching pattern; 12. Synectics or innovation pattern.

Definition of Effectiveness and measurement criteria: A common definition that many scholars have presented on the effectiveness is: Effectiveness, the capability and size of an organization for achievement to its goals. An organization can have several purposes such as staff satisfaction, customer satisfaction, quality of products, service and etc, and the organization can assess its effectiveness with the degree of achievement of targets. The effectiveness is consideration of correct and appropriate yields or output. Effectiveness lies in its sense of quality (Givarian, 2000). Niknami, according to Etzioni, defines effectiveness as desired state of the affairs the organizations seek to achieve. Etzioni believes that the visible results of an effective organizational are the same with the goals or more. According to Alagheband, organizations have been arisen to realize their goals as the most efficient and effective social units as expected. Thus, all organizational efforts are to promote and encourage behaviors that are efficient and productive in terms of organization and are pleasant and rewarding in terms of staff. As a result, an effective organization has right goals or has shown its ability to achieve the goals and an ineffective organization could not select right goals, achieve the goals or has not the ability to achieve the goals (Niknami, 1996). Jafari Ghouschi defines the effectiveness in his article as follows:

The Effectiveness is the degree that an organization is to achieve the desired goals. Effectiveness has a general concept. Simply effectiveness may be defines as "doing the right thing" (Jafari Ghouschi, 2002, p 39). Effectiveness lies in its sense of quality. Robbins states the effectiveness criteria as follows:

- 1. Job satisfaction:** the satisfaction of a person against what he achieved from his/her job.
- 2. Spirit:** integration of the targets of a person and an organization and making sense of commitment and belonging.
- 3. Coherence:** people in an organization must love each other, work well together, have an open

communication in all aspects of their work and efforts are coordinated.

4. Compatibility: the members of the organization agree on topics such as favorable attitudes to the supervision, role expectations, spirit and role requirements of their agreement.

5. Management communization skills: Management skills in relation with supervisors, peers and subordinates in the form of various support or facilitating constructive and useful interactions and creating enthusiasm for achieving excellent performance and targets.

6. Partnerships and common penetration: the rate of or extent to which people within the organization are involved in the decisions that directly affect their work and fate.

7. The emphasis on training and development: the organization's efforts to improve and develop its human resources.

8. The emphasis on success: An comparison between individual needs for success and the value that an organization is to achieve its new goals.

9. Planning and goal setting: refer the extent to which an organization must take regular steps in the future and involve in the targeted behavior (Robbins, 2001).

Measurement of educational effectiveness: The educational effectiveness can be assessed by the simple process of learners reaction measurement or comparing the cost and educational efficiency and organizational results, and the effectiveness of the educational courses can be shown using the changes in beliefs, knowledge, attitudes, emotions deeds of the group have passed the educational course, but this process is very difficult and requires specific criteria. Determining the effectiveness of the educational course is difficult and requires the measurement of criteria and regular recognition of educational needs and targets (Hijazi *et al.*, 2012).

Assessment of the learners courses from the perspective of Kirkpatrick: Kirkpatrick (1996) divides the assessment into four levels or steps that include:

1) Reaction: Reaction, the action that the learners show to all factors contributing to the implementation of an educational course. This action can be achieved by a questionnaire or other conventional methods. Reaction measures how participants feel about the educational program (satisfaction).

2) Learning (Knowledge): Learning is to evaluate the acquisition of skills, techniques and truths learned during the course by participants and for them it is considered as a method clear and can be addressed by training before, during and after participating in the course to realize its value.

3) Behavior: The manner and extent of changes in the behavior of participants attending the educational course and it can be made clear with the continuation of the assessment in the real working environment. This level is extremely challenging and sensitive than the previous level.

4) Results: The results is the achievement of the goals that are directly linked to the organization. The fourth level is very difficult to measure and the evidence of the results including cost reduction, activities reworking or employees transfer or accidents are checked (quoted by Abtahi, 2005).

From the perspective of Davis and Verser, the criteria used to assess the effectiveness of the courses include: 1. The learners reaction to processes and the courses educational contents; 2. The knowledge and experience acquired through education; 3. Behavioral changes of education; 4. Measurable improvement and development in individual and organizational levels, such as reducing turnover, absenteeism and accidents. Dolan and Sholer same have stated the criteria for the evaluation of courses and educational courses (Hodavandi *et al*, 2010).

METHODOLOGY

The present research is of descriptive-survey type. The statistical community includes 750 learners of first aid and rescue courses in Red Crescent Society of Marand city from March 21, 2014 to December and January 2014-2015. The sampling was done by the simple stochastic sampling method using Morgan Charter and totally 256 people (97 men and 159 women). To collect data, the researcher-made questionnaire titled

Assessment of the effectiveness of the courses of first aid and rescue from the perspective of the learners in Red Crescent Society and to assess its validity, the content validity and formal enjoying the experts' opinions have been used. The reliability of the questionnaire was estimated through Cronbach's alpha coefficient at 0.92. The statistics software (SPSS) in two descriptive and inferential level.

FINDINGS

The study of the normality of research variables: To determine the parametric or non-parametric tests, Kolmogorov-Smirnov test was used. Based on the results in Table 1, the z values obtained for the Kolmogorov-Smirnov test is greater than 0.05 and because of the less significant level of 0.05, we conclude that there is a significant difference between the distribution of subjects and natural distribution. Hence, we can use the nonparametric tests to explain the desired variables.

The descriptive results of the educational status variable of first aid and rescue principles courses: According to Table 2 and Fig. 1, we see that the average effectiveness of first aid and rescue educational courses is obtained 3.759 with a standard deviation of 0.781, so that the minimum first aid and rescue effectiveness is equal to 1.29 and maximum 5.

Table 1: Kolmogorov-Smirnov test.

Variable	Kolmogorov-Smirnov Test	Significance level
The educational status of the courses	1.429	0.034

Table 2: The descriptive statistics of educational status effectiveness.

Variable	Numbers	Average	Standard Deviation	Minimum	Maximum
The educational courses status	256	3.759	0.781	1.29	5

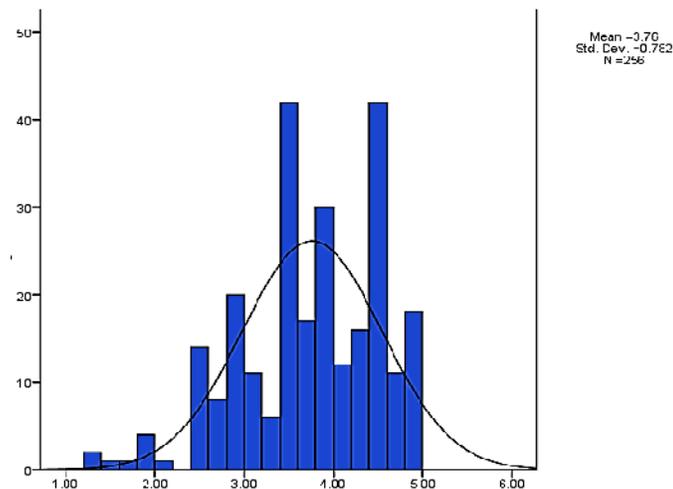


Fig.1. The distribution of the educational status effectiveness variable.

The main hypothesis: The educational status of first aid and rescue principles courses is effective from the perspective of the learners in Red Crescent Society of Maran city.

Because the effectiveness variable of educational status of first aid and rescue principles courses is of abnormal type, so for assessing the effectiveness of the educational status of first aid and rescue principles courses from the perspective of the learners in Red Crescent Society of Maran city, we will use the non-parametric binomial test.

According to Table 3, we see that the significance level of the test is smaller than 0.05 and the observed ratio for the agreeing group is more than the test ratio (%60). So we can say with 95% of confidence that the null hypothesis is not confirmed and the research hypothesis that is the educational status of first aid and rescue principles courses status from the perspective of the

learners in the Red Crescent Society of Marand city is not confirmed.

Secondary Hypothesis (1): There is a difference between the effectiveness pf courses of first aid and rescue principles in terms of the learners gender. To evaluate the effectiveness of the first aid and rescue principles courses in terms of the learners gender, the U Mann-Whitney test was used that the results in the tables 4 and 5 can be seen. As it is shown in Table 4, the rating average of the courses effectiveness in women is equal to 146.14 and 99.59 in men. Based on the results of Table 5, the significance level for the test for the courses effectiveness is equal to 0.000 and less than 0.05. So one can say with 95% of confidence that there is a difference between the effectiveness of the first aid and rescue principles courses in terms of the learners gender.

Table 3: The Binomial test for the main hypothesis of the research.

The significance level	The previous evaluation ratio	The ration observed	Total	Grouping		
0.000	0.6	0.2	51	Less that or equal to 3	Group 1	The Educational course effectiveness
		0.6	205	More than 3	Group 2	
		1	256	Total	Total	

Table 4: The results of the average and total ranks.

Total ranks	The average of rank	Numbers	Gender	
23235.50	146.14	159	Female	The courses effectiveness
9660.50	99.59	97	Male	
		256	Total	

Table 5: U Mann-Whitney Test.

4907.500	U Mann-Whitney Test
9660.500	W Wilcoxon test
-4.880	Z Test
0.000	The significance level

Secondary Hypothesis (2): There is a difference between the effectiveness of the courses of first aid and rescue principles in terms of the learners' education. To evaluate the effectiveness of the first aid and rescue principles courses in terms of the learners' education, the Kruskal-Wallis test was used that the results in the Tables 6 and 7 can be seen. As it is shown in Table 6,

the rating average of the courses effectiveness in people with the educational degree lower than high school diploma is equal to 171.47 and 127.175 in the people with high school diploma. It is equal to 116.18 in the people with Bachelor's Degree and 140 in the people with Master's degree in upper.

Table 6: The average of ranks for the secondary hypothesis 2.

The average of rank	Numbers	Education	
171.47	15	Lower than high school diploma	The courses effectiveness
127.75	67	High school diploma	
131.65	37	Associate degree	
116.18	96	Bachelor's degree	
140.00	41	Master's degree and upper	
	256	Total	

Table 7: Kruskal-Wallis test for the secondary hypothesis 2.

The significance level	Freedom ratio	Chi-square test	
0.067	4	8.775	The courses effectiveness

Based on the results of Table 7, the significance level for the test for the courses effectiveness is equal to 0.067 and more than 0.05. So we can say that the research hypothesis that there is a difference between the effectiveness of the first aid and rescue principles courses in terms of the learners gender, is not confirmed.

DISCUSSION AND CONCLUSION

The results of the main hypothesis of the research showed that the educational status of the courses of first aid and rescue principles from the perspective of the learners in the Red Crescent Society of Marand city is effective. The results the research done by Bazzaz Jazayeri (2005) also shows that the educational courses are effective. Also the research carried out by Arizi Samani and Abedi (2004), Molavi, Jafari and Kalantari (2001), Tabeh Bordbar, Rasoulzadeh Tabatabaei and Samani (2008) and Parirokh (2004) showed that the education at increasing knowledge and awareness of the participants is effective. This study was by Mariya Kility *et al* in 2013 entitled "Effects of first aid educational program for students of junior high school in an urban area of Greece". The results show that first aid training in schools, in addition to providing important benefits for health and attitude of students, the students will manage the scientific method of thinking and decision making and find new approaches to human values. The first aid programs also enable them to provide help and create mental and social skills necessary for any modern civilized person. The training programs of health, treatment and environment have been shown to be very effective and in result the use and implementation of these programs should be expanded and developed. Also Anthony F. Jorm *et al* carried out a research as "mental health of first aid education for high school teachers" in 2010. The results showed that education increases knowledge of the teachers, changes their views about the treatment to be more similar to mental health professionals, reduces some aspects related to reputation and increases their confidence in providing assistance to student and colleagues. The results from the analysis of the secondary hypothesis 1 showed that there is a difference between the effectiveness of the courses of first aid and rescue principles in terms of the learners gender. The results of the research carried out by Omrani *et al* (2001) for evaluation of the students' information in related to the first aid showed that there is no significant difference among the scores of respondents in terms of gender. Therefore, the results of this study do not align. Also, the results of the analysis of the secondary hypothesis 2 showed that there is not

any difference among the effectiveness of the courses of first aid and rescue principles in terms of the learners' education. The results of the research carried out by Omrani *et al* (2001) for the evaluation of the students' information related to the first aid showed that there is no significant difference among the education of the respondents. The results of the research done by Dashti (1998) showed that there is no relationship between the level of education and the use of contents. The results of Zavar's research (1994) showed that there is a significant and reverse relationship between the literacy of the learners and usefulness of the educational courses. The results of this study are consistent with the results of the research carried out by Omrani *et al* (2001) and Dashti (1998) but it is not consistent with the research of Zavar (1994). Since the educational status of the courses of first aid and rescue from the respective of the learners in the Red Crescent Society of Marand city is effective, we can say that educational status of the course are desirable and led to the improvement of the learners' skills. Also, given that there is a difference between the effectiveness of first aid and rescue principles courses in terms of gender, but there is no difference in terms of the learners' education, it is necessary the demographic factors of the learners (individual characteristics) to be considered and the planning must be done based on conditions and characteristics of the learners.

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