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"An Analytical Study To Assess The Knowledge Regarding Basic Life Support Among High School Teachers In Selected Schools Of Maharashtra."

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Abstract:

Basic Life Support (BLS) is a foundational lifesaving skill necessary for early intervention in cases of cardiac arrest or similar emergencies. The presence of trained individuals, especially in educational institutions, can significantly enhance the survival rate in emergencies. This study was conducted to assess the knowledge level of high school teachers regarding BLS in selected schools of Maharashtra, Maharashtra. A descriptive cross-sectional design was employed involving 60 high school teachers selected through simple random sampling. Data was collected using a validated structured questionnaire. The study revealed that most of the participants demonstrated good knowledge, with a small proportion showing excellent understanding. However, some participants were found to have poor knowledge regarding BLS. These findings emphasize the importance of regular and structured BLS training programs in schools to ensure that teachers are equipped to act promptly in life-threatening situations.

Index Terms **–** Basic Life Support, High School Teachers, Knowledge Assessment, Cardiopulmonary Resuscitation, Emergency Preparedness

INTRODUCTION

Basic Life Support (BLS) is a critical element of emergency care administered to individuals experiencing life-threatening conditions such as sudden cardiac arrest, drowning, or choking. It includes procedures like cardiopulmonary resuscitation (CPR), airway management, and the use of automated external defibrillators (AED). In school settings, teachers often serve as the first point of contact during medical emergencies. Equipping them with BLS knowledge ensures timely and potentially life-saving interventions. According to global health statistics, cardiovascular-related incidents are on the rise, and the response during the initial minutes can significantly influence survival. The importance of BLS is thus magnified in

community-based environments like schools where trained healthcare professionals may not be immediately available.

Cardiovascular diseases account for nearly one-third of global deaths. In India, this burden is projected to escalate due to changing lifestyle patterns. Schools, being highly populated environments, demand the presence of individuals with the competence to respond effectively to emergencies. Several international studies indicate limited knowledge and skill retention among non-medical professionals, underscoring the necessity for repeated training. In this context, assessing and enhancing the BLS knowledge of school teachers becomes a public health priority.

OBJECTIVE:

The primary objective of this study was to assess the knowledge regarding Basic Life Support among high school teachers.

METHOD:

The present study adopted a quantitative approach using a descriptive cross-sectional design. The setting of the study was selected high schools in Maharashtra, Maharashtra. The population comprised high school teachers. A total of 60 teachers were selected using a simple random sampling technique. Inclusion criteria included teachers who were available and willing to participate during data collection, while exclusion criteria involved teachers who were on leave or did not consent. Data were collected using a structured questionnaire consisting of 20 items that covered socio-demographic variables and knowledge-based questions related to BLS.

RESULT:

The analysis of demographic variables revealed that among the 60 participants, 35% were aged between 31 to 40 years, 40% between 41 to 50 years, and 25% between 51 to 60 years. In terms of educational background, 40% of the teachers held a science degree, while 30% each belonged to arts and commerce backgrounds. Regarding prior BLS training, only 20% had undergone formal training while 80% had not. The most common sources of information on BLS were mass media (45%), followed by newspapers (35%) and health personnel (20%).

The distribution of knowledge scores showed that 10% of the participants had excellent knowledge with scores ranging from 16 to 20, 70% had good knowledge with scores between 10 and 15, and 20% had poor knowledge scoring below 10. The mean knowledge score was 13.6, with a median of 14 and a standard deviation of 2.4. This indicates that while most of the respondents had an adequate understanding of BLS, a portion lacked essential knowledge, highlighting a need for targeted educational interventions.

CONCLUSION:

The findings indicate that a majority of high school teachers in the study possessed good knowledge about BLS, with a small percentage demonstrating excellent understanding. However, a significant minority had poor knowledge. These results are consistent with studies conducted in both Indian and international contexts, which show that awareness about BLS remains limited among non-medical professionals unless formal training is provided. It is therefore imperative to integrate BLS training into professional development

programs for teachers. Doing so will ensure that they are equipped to respond appropriately in emergency situations, potentially saving lives before medical professionals arrive on the scene.

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