ABSTRACT

Title: “A Study to evaluate the effectiveness of the training programme on knowledge, attitude and practices of Basic Life Support Techniques among 9th standard school students in selected schools of Punjab.”

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Introduction & Background: Basic life support performed by bystanders improves outcomes in cardio respiratory collapse, yet less than 1% of the general population can perform it effectively. Training school children in CPR has been strongly advocated by European Resuscitation Council. Integrating CPR training throughout the school career appears an effective strategy to increase the number of lay rescuers in community. However, their ability to learn and retain BLS skill remains questionable. The present study was aimed to evaluate effectiveness of BLS training on knowledge, attitude and practice of BLS technique among 9th standard students in selected schools of Punjab.

Materials and Method: Three hundred students of 9th class from five conveniently selected schools of Ludhiana, Punjab were randomised in to experimental (200) and control group (100). Instructor led BLS training session was organized for the students in the experimental group. Structured Knowledge Questionnaire, BLS checklist and attitude scale were developed and used to collect data. Pretest was taken on day one, BLS training to experimental group was given on day two, post tests were taken on day seven, thirty and sixty. Written permission to collect data was taken from concerned school principals and written assent was
obtained from participants after providing them the full disclosure of the study. Data of 281 students were available for analysis.

**Results:** Both the groups were comparable with regards to demographic characteristics at the outset of the study. Mean age was 14.29±0.79 and 14.24±0.85 years in experimental and control group respectively. Pretest BLS Knowledge, attitude and practice scores were comparable in both the groups; however after BLS training experimental groups scored significantly higher than the control group at all the post tests. There was no significant (p>0.05) correlation between Knowledge, Attitude and Practice in both the groups at pretest. It turned to be statistically significant (p<0.05) in experiment group at post-test III. However, in control group except for Knowledge & Attitude correlation; it remained same as pretest. In both the groups, demographic characteristics were not significantly (p>0.05) associated with mean BLS knowledge, Practice and Attitude scores at pretest as well as all the protests excepts gender. In the experimental group, female students showed significantly higher attitude score (55.9±7.94) as compared to the male students (53.7±8.09) at post-test III (p<0.05). In the experimental group as compared to control group mean posttest I, II and III BLS knowledge and practice scores were significantly higher than the pretest score (p<0.05). Experimental group showed significant decline in the BLS practice score at posttest III as compared to posttest II (p<0.05).

**Conclusion and Recommendation:** BLS training was effective to enhance the knowledge and practice to perform BLS as well as to develop favourable attitude towards BLS. There was association between students’ attitude and gender that is female students developed significantly more favourable attitude as compared to male students. BLS practice started deteriorating at 60th day post-training. Based on the study findings mandatory training of BLS
as a part of curriculum is recommended for secondary class students. Also, retraining should be undertaken at 2 months intervals.

*Key words:* Basic Life Support, Knowledge, Practice, Attitude, School Students.