

Awareness of Trainee Teachers in Disaster Management

Nalini R. Chondekar

Associate Professor, Government College of Education, IASE Aurangabad, Maharashtra, India

Abstract: *The educational institution mostly schools and teacher educations are the most effective source to inculcate the awareness by educating the students about disaster management. In this view of these facts the investigator tries to find out the depth of awareness in disaster management among trainee teachers of B.Ed. college in Aurangabad. The present study was carried out on representative sample of 100 teacher trainees in Aurangabad District of Maharashtra State. The results of the study reveal that the awareness in disaster management has average knowledge about the disaster management.*

1. Introduction

According to WHO, 'A disaster is any occurrence that causes damage, ecological disruption, loss of human life, or deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community or area'. (World Health Organization, 1995). Disasters are on rise, at global as well as in India. The loss of life and property due to disasters has increased substantially during last two decades. People are now at risk from disasters. Flood, earthquake, terrorist attack, fire, and road accidents has created concern across the country for preparedness. There is urgent need to adopt multidimensional, multi-disciplinary and multi sectoral approach to reduce the losses.

Disaster Management efforts are geared towards disaster risk management. Disaster Risk Management "implies the systematic process of using administrative decisions, organisation, operational skills, and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impact of natural hazards and related environmental and technological disasters. These comprise all forms all activities including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse effects to hazards".

2. Significance of the Study

Teachers play a crucial role in class especially in aspects of disaster education. That is the significance of holistic approach for disaster management. Isolated thoughts, preparation, awareness programmes, attitude and other activities should be co-operatively integrated with the participation of all section of the community, for the community, and by the community. The educational institution mostly schools and teacher education institutions are the most effective source to inculcate the awareness by educating the students about disaster management. The awareness inducted in their mind in the very young age itself, will enable them to go ahead with it, throughout their life. And they will be able to collect more and more information and knowledge how to face the situations most effectively in the days to come and make a positive attitude towards disaster management. So it is important that the teachers in their budding stage itself should be aware of the disaster management techniques.

2.1 Statement of the Problem

The present study entitled as "awareness of teacher trainees in disaster management".

2.2 Objectives of the Study

The present study has the following objectives- To find out the mean scores of trainee teachers about the Awareness in Disaster Management

2.2.1 Methodology- Descriptive survey research is used in this study.

2.2.2 Sample- The present study was conducted on a sample of 100 B.Ed. students from B.Ed training colleges of Aurangabad district. The investigator adopted stratified random sampling techniques. Out of 100 students 28 male students and 72 female students were identified.

The tools used for the present study is Awareness Test in Disaster Management developed by the researchers. For knowledge assessment structured questionnaire was developed. Questionnaire design consists of three sections; first section consists of demographic data such as age, sex, education. Second section comprised items to assess knowledge of teachers regarding disaster management. The data was organized using excel sheet and data was analyzed using descriptive and inferential statistics.

2.3 Limitations of the Study

- 1) The study was limited only to B.Ed colleges in Aurangabad
- 2) The study was limited only to 100 Trainee Teachers
- 3) The results of the study was based on responses given by Student Teachers to the questionnaire constructed by researcher.

3. Results

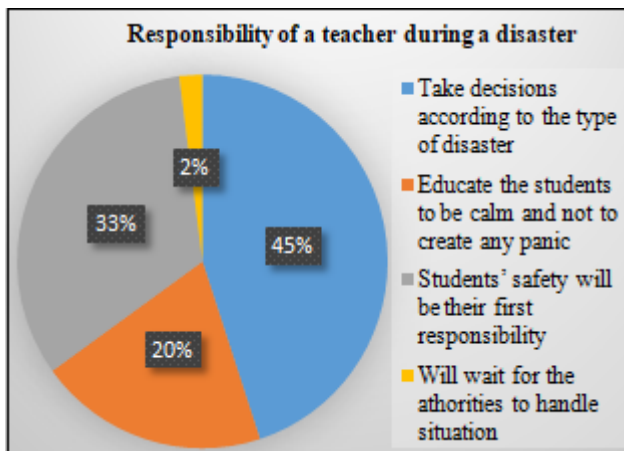
- 1) Responsibility of a teacher during a disaster- The capacity and role of teachers is important and their awareness and understanding of the various disasters is imperative to ensure the safety of the students. When asked about the role of a teacher to the trainee teachers, when a disaster strikes, about 45% of trainee teachers

Volume 8 Issue 9, September 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

responded that they take decisions according to the type of disaster and 20% said that they will educate the students to be calm and not to create any panic. Similarly 33% said that students' safety will be their first responsibility when any disaster strikes while teaching a full class. While only 2% said that they will wait for authorities to handle the situation.



2) Assessment of knowledge score of trainee teachers regarding disaster management. Table 2 depicts that majority of the trainee teachers 65% had average knowledge, 22% had good knowledge, and 13% had poor knowledge regarding disaster management. It clearly indicates that there is gross deficiency in knowledge of disaster management among trainee teachers.

Table 2: Overall level of knowledge among trainee teachers

| Grading | Number of trainee teachers | % |
|---------|----------------------------|-----|
| Poor | 13 | 13% |
| Average | 65 | 65% |
| Good | 22 | 22% |

4. Discussion

Assessment of knowledge and practices regarding disaster management among trainee teachers B.Ed college in Aurangabad district Study showed that among 100 teachers, only 22% teachers had good score. It shows that there is general lack of information among school teachers regarding disaster management. This highlights the need for disaster safety education. It is evident that disaster has significant impact on school children. Improvement in knowledge and practices of teachers equip the teachers with knowledge of how to react if an emergency situation arises. Teacher should take initiative to improve their knowledge and practices by using booklet, posters, brochures, charts, etc. The school authority should provide such material to the teachers.

Above findings are supported with Joshi Sonopant Ganpatrao 2014, 'Knowledge and practices of school teacher regarding disaster management'. Where 540 secondary school teachers were studied Findings revealed that mean knowledge score was 15.9 (53%) and mean practice score was 7.05 (47%).

Another the study conducted by Pala I. and Vankar GK 1997 Assessment of knowledge and attitude of primary teachers about disasters suggests that only one fifth teachers out of 113 were confident about dealing with an accidents. It was revealed that there was a knowledge deficit, especially regarding the prevalence of accidents.

5. Recommendations

- Periodical mock drill and evacuation drill should be exercised in all the schools at least urban schools of the state in collaboration with concerned authorities such as Police, Fire brigade etc
- Capacity building is one of the World Health Organization (WHO) strategy for improving disaster preparedness. Indian Red Cross is universally recognized institution for capacity building of the communities. School authorities should collaborate with such agencies to raise awareness among the school teachers and students and every teacher must undergo training.
- Subject of disaster management should be included in the curriculum of the trainee teachers

6. Conclusion

There is gross deficiency observed in relation to knowledge and practices of trainee teachers. Safety is very important concern. Every school and community must take it seriously and strive continually to achieve highest safety in schools. Every school is unique by virtue of its teachers, students, location and culture. Teacher's role is very important in mitigating the hazards and disasters in schools. The teacher who is aware of disasters and its management can improve the practices successfully.

References

- [1] International Federation of Red Cross and Red Crescent Societies. Types of Disasters. <http://www.ifrc.org/en/what-we-do/disaster-management/about-disasters/definition-of-hazard/>.
- [2] Adiyoso W, Kanegae H. Vol. 6. Indonesia: Disaster Mitigation of Cultural Heritage and Historic Cities; 2012. The Effect of Different Disaster Education Programs on Tsunami Preparedness among Schoolchildren in Aceh; pp. 165–172.
- [3] UNICEF. Disaster Risk Reduction and Education. New York: UNICEF; 2011.
- [4] Torani, Sogand et al. "The importance of education on disasters and emergencies: A review article." Journal of education and health promotion vol. 8 85. 24 Apr. 2019, doi:10.4103/jehp.jehp_262_18
- [5] Naser, W. N., & Saleem, H. B. (2018). Emergency and disaster management training; knowledge and attitude of Yemeni health professionals-a cross-sectional study. BMC emergency medicine, 18(1), 23.
- [6] Ghoorchian, N.Gh. (2006). Details of Teaching Methods. AndishehFarashenakhti Publications, Fourth Edition, Tehran, Iran.
- [7] Hosseini, M. and Izadkhah, Y.O. (2008). Scenario-Based Training of Managers and Personnel in Lifelines and Industries –A Requirement for Successful

Emergency Management Programs. INDM Conference, Tehran, Iran.

- [8] Izadkhah, Y. O., Hosseini, M., &Heshmati, V. (2012). Training Teachers on Disaster Risk Reduction in Developing Countries: Challenges and Opportunities. Proceedings of the 15WCEE, Lisbon, Portugal, 24-28.
- [9] Ganpatrao, J. S. (2014). Knowledge and practices of school teacher regarding disaster management. International Journal of Health System and Disaster Management, 2(2), 98.
- [10] Das, P., &Malaviya, R. (2014). Role and capacity building of school disaster management team: Issues and insights. International Journal of Education and Management Studies, 4(2), 171.