



A STUDY TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING DISASTER MANAGEMENT AMONG TEACHERS IN A SELECTED SCHOOLS AT CHENNAI

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ABSTRACT

Developing countries suffer major losses due to disasters. Reducing disaster losses is a fundamental goal for most governments. School teachers must be aware of disasters and its consequences to tackle the disasters at school. The objective of the study was to assess the extent of awareness about disasters and their management among school teachers. The hypothesis were: There will be an improvement in the level of knowledge of school teachers regarding disaster management after structured teaching programme and there will be a significant positive correlation with the mean pre-test & post- test knowledge level with selected demographic variables. Quantitative evaluative research approach, pre-experimental design was used in this study. Final result and conclusion of the study included that in the pre test the mean score of knowledge was 13 (± 2.08) and in the Post test the mean score of knowledge was 16.6 (± 1.81). The paired t' test value was 7.37 which is greater than the Table value (1.684) at ($p < 0.05$) level of significance. Hence the Structured Teaching Programme is more effective in changing the level of knowledge regarding disaster management.

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INTRODUCTION

"Disaster, by Oxford dictionary's simple definition is an unexpected event, that kills a lot of people or causes huge damage". Annually disasters take a toll of average 74000 lives and affect around 230 million people world over. Government of India had given special focus on increasing knowledge and skill among students in its 12th 5 year plan. Schools become more important for this activity because to ensure the security and safety of school children is the fundamental responsibility of any society, especially in context of India, where more than 30% of its population is below 15 years and most of their time is spent in schools. Developing countries suffer major losses due to disasters. Reducing disaster losses is a fundamental goal for most governments. School teachers must be aware of disasters and its consequences to tackle the disasters at school. The objective of the study was to assess the extent of awareness about disasters and their management among school teachers.

MATERIALS AND METHODS

Quantitative evaluative research approach, pre-experimental design was used in this study. Samples were selected using

non probability convenient sampling technique sample consists of 30 teachers working in Hilton matriculation school, Chennai.

RESULTS

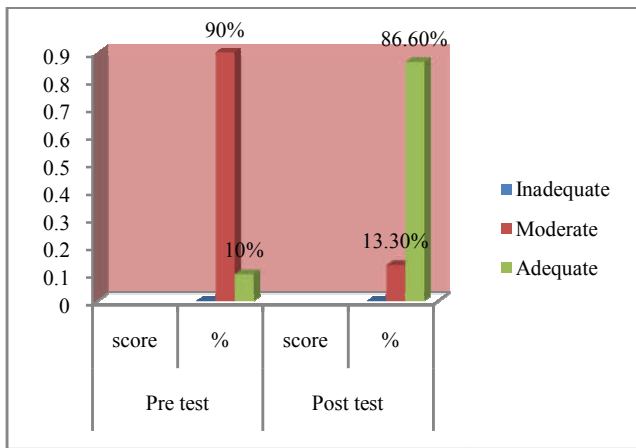
The comparison of pre test and post test level of knowledge regarding disaster management among school teachers.

Level of Knowledge	Pre test		Post test	
	score	%	score	%
Inadequate	0	0	0	0
Moderate	27	90%	4	13.3%
Adequate	3	10%	26	86.6%
TOTAL	30	100%	40	100%

Figure reveals that 27 (90%) of the teachers have moderate knowledge and 3 (10%) of the teachers have adequate knowledge in the pre test and in the post test 26(86.6%) of the teachers have adequate knowledge 4(13.3%) of the teachers have moderate knowledge.

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Comparison of pre test and post test level of Knowledge Regarding Disaster Management Among School teachers.

CONCLUSION

In the pretest 3(15%) of the teachers had adequate knowledge, 37(92.5%) of them had moderate knowledge. In post test 36(90%) had adequate knowledge and 4(10%) had moderate knowledge. There is significant difference ($p < 0.05$) found between the pre test 7.1 (± 2.08) and post test 8.0 (± 1.81) mean score on level of knowledge regarding disaster management among school teachers. The paired 't' test value was (7.37) which is greater than the Table value (1.684) at ($p < 0.05$) level of significance. Hence the Structured Teaching Programme is more effective in changing the level of knowledge regarding disaster management. The study reveals the fact that Structured Teaching Programme significantly increases knowledge among teachers regarding disaster management.

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