



“A study on effectiveness of selected Intervention on disaster preparedness Among children in selected schools in Pathanamthitta dist., Kerala.”

DR Shobita Bansal, Associate Professor, Shri Swami Bhumanand College Of Nursing, Haridwar, Uttarakhand.

Introduction

In the Asia-Pacific region, India has a highly disaster-prone country with an average of 9 major natural catastrophes per year with regular inundations of cyclone, drainage, earthquakes and epidemics.

The WHO Partnership CRED in Brussels reports that the number of accidents in the country has almost quadrupled over the past 30 years. It is due to continuous growth of demographics, migration of the working population. More than 60 per cent of the population is vulnerable to earthquakes, according to the new BIS seismic map. In India some of the world's most powerful earthquakes occurred, but luckily, none occurred from any of the major cities. The majority of buildings are earthquake prone in these cities. So a big catastrophe will be any earthquake in any of these cities.

The earthquake in 2012, known as Tohoku Earthquake, the South East Japan Earthquake in the Pacific coast of Tohoku in 2012. Earthquake on the coast of The state on 12 March 2012, about 8.99 km east of the Tohoku Oshawa Peninsula. This is a major earthquake on the coast of Japan. It is one of the world's five most strong terremotors since contemporary

record keeping started in 1911. It was the most strong earthquake ever in Japan. In Myakka, Japan, the earthquake caused strong waves of tsunami up to 50 feet (146 ft) and reached 11 kilometers (8 mi) inland. On 23 October 2013, 18,766 dead, 7,321 wounded and 3,618 missing people from 22 areas and 136,432 buildings were fully demolished, another 243,415 'half-collapsed' buildings were reported and 682,855 buildings were partially damaged. An earthquake and a tsunami in southeast Japan have caused significant and extreme visible failure, including heavy road and railway damage, and a fire failure in various locations.

On 29 July 2013, the Tamil Nadu Express caught fire on Orissa, Andhra Pradesh, India, at 4.33 p.m. The fire took place at Nellore Station. There have been at least 36 deaths and 28 injuries. In 25 minutes, the fire destroyed the sleeper train S-12. The fire could not spread to other vehicles without a railway rescue team.

In November-December 15, heavy rain in the regions of TN and AP, led to the South Indian Floods. As a consequence of the major monsoon of the ravage of the flood Chennai, there were 41,432 households, 3,56 to 6 lakh trees, and 91,034 live animals. The town reported rainfall of 137.4 mm. The consequences of the 2015 Chennai flood were greater since an investigator had caused it. The researchers choose this subject to raise awareness and reduce the effects due to the influence of flutter.

In a particular problem and within a specified period of time, in communications strategies, IEC refers to a public health strategy which aims to change or improve health-related behaviour in a target audience. In order to develop the understanding of and experience and expertise of all students involved in **DP** and mitigation initiatives, IEC Disaster Preparedness Paket for School Children improves their confidence and confidence in disaster management. The Examiner claims it would have a massive effect and efficacy on preparedness for disasters in this kit on flood preparedness.

A child is able to observe, study, explore and pass information to others more easily. It has become more susceptible to a different way of living and more inevitably has changed. The best way a child can learn what is learned in school is physical, emotionally and emotionally fit. The students are social and intelligent. To make effective and meaningful use of leisure, to make fun of leisure and to care for others to enable the current audience to become safer and helpful people who can play an efficient part in the well-being of their relatives and of the surrounding population and region. From a variety of sources, the investigator has documented a fundamental shift and effect on emergency preparedness among school children.

Methodology

Research approach using data collected from a quantitative source Design was carried out in this project was pre-test and post-test experimental design and testing protocols were used to collect samples from students in their junior high school in Pathanamthitta, Kerala. Investigator randomly selected 600 children using the lottery approach, then followed up with focus groups to find out what the kids think. To begin with, the students were asked to fill out a demographic profile. Questionnaire was used to identify the students' knowledge gaps, and then, with the students' were interviewed to see what areas they were missing out on in class. Participants' confidentiality was preserved, resulting in the increase of researcher's concern. Administration of a pre-test was conducted, and the IEC disaster preparedness package was implemented. To measure the success of the IEC program, a post-test evaluation was done on the seventh day following the tests. Investigator conducted numerous statistical tests to analyse our data. Among the analyses, we utilized descriptive statistics such as mean, standard deviation,

frequency, and percentage, and inferential statistics such as chi square, McNemar, student 't' test, paired 't' test, and independent 't' test.

Results and Discussion

The results from this study showed that before execution of the IEC kit, the pre-tested level of awareness about the DP of selected school children. 100% of school children have insufficient knowledge, none of them has a moderate level of knowledge and a sufficient level of knowledge.

The following study was supported Vladimir M. (2015) Quantitative research aims to evaluate secondary students' perceptions and real information about earthquakes in the Belgrade area as a natural danger and safety disaster and recognise factors that affect their perceptions and awareness. For this report, 5,63 percent of the total community of high school pupils, has been sampled by 3233 of 3233 students in Belgrade (643,221 students).

The findings suggest that

Sources of natural disaster knowledge and its threatening effects impact secondary school student expectations. Given Serbia's apparent lack of education in relation to natural disasters, the findings of this study can be used to establish a plan for education programmes.

Post test regarding DP, after administration of IEC package

The findings show a level of knowledge of DP prior to and following IEC administration among school children.

In this exam, there is inadequate knowledge in the majority of six hundred (100.0 percent) pupils selected regarding DP.

The majority of students (71.7%) have moderate knowledge in post-testing, and (28.3%) have a suitable level of knowledge.

The gaps between pre- and post-test awareness were statistically important. The extended McNemar test showed that the preventive kit for disasters for IEC children is sufficient.

The study showed that a comparison of awareness for each DP area was carried out before and after experiments. Comparison of knowledge of each DP field before and after the evaluation. Significant discrepancies and standard differences in pre- and post-test DP at 7,81 t values. The 't' value of 17.22, which was very substantial, was the median difference and the SD in the pre- and post-test information. In pre-test and post-test, the average difference in flood readiness was 11.12, which is unbelievably significant. The gap between the two was 11.12. The 't' value of 14,32, which is extremely significant, was the mean difference and standard difference during pre-test and post-test flux preparations. The average difference and standard difference in flood preparedness information in the tests before and after 8.13, which is a distinction in the significance of 't' in pre- and post-test and standard deviation from the future flood preparedness plan.

The present study was supported by Hellen M(2011) The goal of the study was to assess the degree to which DP was achieved through the collection of data from directors, educators, students and school safety commissions by students and educators from schools located north Soshanguve. The research methodology used in the analysis was a mixed research approach where data were collected from school principals, teachers, learners and school safety representatives.

The surveys and interviews were collected. The research population sample consists of 10 schools, five primary and five high schools in northern Soshanguve, Tshwane district. The research population Fifty questionnaires were completed and ten interviews were answered. The data collected were estimated using an Excel spreadsheet, and the results

were provided with narrative explanations as pie and bar graphs. It showed educators were not educated in the management of disasters. The study found that learners were generally aware of the preparedness for disasters in this study by measuring their awareness of hazards and disasters obtained during their study.

Association between with the population information .

There could be no important relation among selected school children at Pathanamthitta Dist with the pre-testing awareness of selected demographic variables on the DP.

It could be concluded that there was an important association among selected children who were after administration of the IEC DP package with the post-test knowledge level with selected demographic variables.

The findings of this study were accompanied by A A research study assessed the awareness, attitude and actions of 136 PG students at a privately owned dental institution in Dharwad, India with regard to disaster management. There was a cross-section style. The study indicates that 98 per cent of PG students are attending.

In the analysis, the response was. Mean scores were established for awareness (56,72; 86,11), and actions (33,42). The study showed that the participants had low awareness and behaviour, but high attitudes in DP. The findings were significant similarities, and the behaviour. Awareness and conduct were related to the year of study and place of residence. The study suggests that improvements in the curriculum in dental education are needed and has political repercussions for catastrophe management in India..

Hypothesis

Ho1- There are no substantial differences among selected schoolkids in the Pathanamthitta district between the pre- and post-test disaster preparedness awareness. The mean and standard deviation of pre-test and post-test score with the value 't' of **47.55** , statistically significant . This illustrates the efficiency of the IEC DP kit for chosen school children.

. Hence the Ho1 was rejected.

Ho2- The post-test awareness with selected demographic variables of selected school children pathanamthitta district will not be significantly connected with.

The relation between the post-test level of knowledge score and selected population variables could be inferred. The elderly kids 6, 8th norm for children, city residence kids 45, those from joint family kids 18, gain more information than others in the case of the DP. The Ho2 was thus discarded.

Conclusion

Based on this, the investigator made the conclusion that the IEC package on disaster preparedness among chosen school children will lead to an increase in the knowledge levels in order to better prevent and mitigate future disaster impacts.

Reference

- 1) Abhay Joshi, Misa Aoki. The role of social, capital and public policy in disaster recovery. 2006: 1 (5): 35-38.
- 2) Abbas Ostad Taghizadeh, PhD, Mostafa Hosseini and Ali Ardalan md. Kap OF Tehran's Inhabitants for an Earth quake and Related Determinants. Dec 2010: 10 (4): 175 – 187.
- 3) Acharya.L, upadhy K.D., Kortmann F. Mental health and psychological aspects in disaster preparedness: Nepal. Int Rev Psychiatry. 2006 Dec; 18(6):587-59
- 4) Arya AS Padmanaban G, Karanth A. School Safety, Ver. 1.0. (Online).
- 5) Bersch C. Disasters: where they find us. Clinical Chemical Laboratory Med. 2010 May; 48(5) : 599-602
- 6) Bijan Khazai, James E. Daniel, Friedemann Wonzel. Impact of earth quakes in Japan. Dec. 2010: 35 (4): 22-23.

- 7) Brunners and Suddhartha's, Text book of medical and surgical nursing. 10th edition. Lippincott Williams and Wilkins publishers, 2004.2187-2188.
- 8) Bremer R. Policy development in disaster preparedness and management lessons learned from 2006 Gujarat earthquakes, India. *Orphanet Journal of Rare Diseases*. 2003 October- December: 18 (4): 372-384.
- 9) Broughton E. The Bhopal disaster and its aftermath: a view. *Environment Health*. 2005 May; 4(1): 6.
- 10) Disaster management in India. A status report. Government of India Ministry of Home Affairs. National Disaster Management Division. August 2009.
- 11) Carr Z. Global health security and strengthening preparedness and response to radiation emergencies. *Health phys*. 2010 Jun; 98(6): 773-8
- 12) . Cusick C. Disaster and flu, putting, planning into practice. *Management health care*. 2010 Jan; 19(1): 14 – 8.
- 13) Emergency management. Available from Wikipedia the free encyclopedia.<http://www.google.com>.
- 14) Emergency management. Available from Wikipedia the free encyclopedia.<http://www.google.com>.