

# A Study to Assess the Effectiveness of Planned Teaching Programme On Knowledge Regarding Disaster Management Among School Teachers at Selected Schools of Kanpur, U.P.

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**Abstract:** This paper presents a study to assess the effectiveness of planned teaching programme on knowledge regarding disaster management among school teachers at selected schools of Kanpur, U.P.

**Keywords:** Disaster, Emergency.

## 1. Introduction

Prevention is better than cure” is an old saying which is very apt in the context of disaster management. India is a large country and has had more than its share of major natural hazards like drought, floods, earthquakes and cyclones through its history of civilization. A disaster is any natural event that overwhelms a community, district or country’s ability to respond. According to International Strategy for Disaster Reduction (ISDR), disaster is defined as a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. The disadvantages of disasters like deaths, disabilities, destitution, as well as loss of livelihoods and property impose enormous social and economic losses to already precarious social structures. To improve this situation, we need to build an information and knowledge base.

### A. Objectives of the study

1. To assess the pretest knowledge of school teachers regarding disaster management.
2. To find the effectiveness of planned teaching programme on disaster management.
3. To find the association between post-test knowledge score with demographic variables.

## 2. Methodology

### A. Study Design

Pre experimental i.e., one group pre-test post-test design.

### B. Setting

Selected schools of Kanpur, U.P namely Govt. senior secondary schools.

*Sampling Technique:* The convenient sampling was used to draw the sample i.e. 60 school teachers from selected schools of Kanpur, U.P.

### C. Sample Size

Sixty school teachers who met the inclusion criteria were selected as a sample for the study.

### D. Data Collection

*Tool:* The structured questionnaire was designed in two parts

*Part I:* This part consisted of seven items related to demographic data of the school teachers.

*Part II:* This part consisted of 35 items related to knowledge regarding disaster management.

Prior permission was obtained from the concerned authority to conduct the study. After explaining the nature and importance of the study and duration of data collection. The investigator initiated contact with the respondents by introducing himself and ascertained the willingness and cooperation of participants.

### E. Data Analysis

An evaluative approach was selected to determine the effectiveness of planned teaching programme on disaster management. The study was descriptive and evaluative in nature with one group pre-test, post-test design.

A structured knowledge questionnaire with 35 items on disaster management was used before and after PTP. Content validity of the tool was established by giving it to 7 experts. The reliability of structured knowledge questionnaire was determined and was found to be reliable ( $r = 0.757$ ).

Pilot study was conducted from 10 December 2019 to 20 December 2019 on 11 subjects in a selected school of Kanpur, U.P. No modifications were made. The data collection period for main study extended from 2 January 2020 to 25 January

2020. Pretest and administration of planned teaching program was done on 04.01.2020 and post-test to assess the effectiveness of planned teaching programme was conducted on 22.01.2020.

The data obtained from the subjects and data was analysed and interpreted in terms of the objectives and hypothesis of the study. Descriptive and inferential statistics were used for data analysis.

### 3. Findings and Conclusion

With respect to age, majority of school teachers 26 (43.3%) belongs to age group 26-31, 11 (18.3%) belong to 38-43, 13 (21.6%) belong to 20-25 and 10 (16.6%) belong to 32-37 years.

In terms of gender majority of school teachers 42 (70 %) were females and 18 (30%) were males.

With regards to religion 38 (63.3%) were Hindus, 12 (20%) were Christians, 7 (11.6 %) were Muslims and 3 (5.0 %) were others like Punjabis and Sindhis.

In terms of type of family majority of school teachers 39 (65%) were living in nuclear family and 21 (35.0%) were living in joint family.

In terms of education, 25 (41.6 %) completed M.Ed., 15 (25.0%) completed B.Ed., 13 (21.6%) completed B.A. and B.Sc. and 3 (11.6%) completed D.Ed.

In relation to source of information, 28 (46.6%) got information through mass media, 15 (25.0%) got information through academic education, 10 (16.6%) got information through self-reading and 5 (8.33%) got information through contact with relief workers and 2 (3.33%) had no exposure with the topic.

The mean of knowledge of school teachers during pre-test is 16.41 and this indicating that their knowledge was average on the basis of scoring. But mean score during post-test 26.34

indicates that their knowledge was very good on the basis of scoring.

The median value is 18 during pretest which shows that school teachers knowledge was average and during the post-test median value was 31 which shows that their knowledge was very good.

The value of S.D. during pretest was 4.82 showing great variation from central value and the value of S.D. during post-test was 3.98 showing moderate and mild variation from central value.

The 't' value ( $t_{59} = 24.19$ ) was greater than table value and p value is 0.05 level, statistically significant.

There was association between educational status and source of information while there was no association between age, religion and years of experience

The overall finding of the study shows that PTP is an effective method in improving the knowledge of school teachers.

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