




Awareness of Disaster Management among Perspective Teachers in Thanjavur

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The present study makes an attempt to examine the awareness of Disaster Management among Perspective Teachers. In this paper, it intends to outline the disaster related management in educational institutions, a synthesis that is essential for effective practice for avoid the human hazards. The researcher has used “Awareness of Disaster Management Tool” which has validated as content validated by experts in the field. The tool was administered with Perspective Teachers’. This study was conducted with the sample of 305 perspective teachers in Thanjavur. The perspective teachers’ awareness towards Disaster Management was analyzed in ‘t’ test. The results of this study revealed that when compared of gender, location of living, subject of studying in undergraduate levels are highly differ in their level of Disaster Management awareness. These findings revealed that additional research within the frame of Disaster Management based education is essential.

Keywords: *Disaster Management Awareness, Perspective Teachers, Educational Institutions, Risk Reduction, Disaster Preparedness.*



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1. Introduction

According to **Disaster Management in India (2020)** report India has been shown different type of sudden and slow-onset natural hazards, from hydro meteorological threats for example landslides, flooding, droughts, cyclones and earthquakes, extreme temperature to wildfires, and epidemics. Also, vulnerability may build from anthropogenic sources when creatures like as (person, animals, birds etc.,) have the possible to be unsuccessful. Disasters never affect population groups equally. A lot, their effects are

spread in socio-economic, wherein hierarchies of power, marginalization, uneven sharing of services, or bias influence an individual’s skills and capacity to cope with external shocks. Some of the factors such as gender, age, religion, caste, and ethnicity may give to one’s poverty and vulnerability in social context (**Perwaiz et al., 2020**).

Disaster management awareness is a shared responsibility. It transforms passive potential victims into active, resilient participants in their own safety. The most effective disaster

management strategy is worthless if the people it aims to protect do not know about it or how to act on it. **Mamon et al. (2017)** pointed that effective Disaster Management education is vital in the fundamental education curriculum freeze and make the attentiveness in strengthen the culture, preparedness, mitigation, prevention, adaptation, and resiliency among the pupils.

2. Objectives of the Study

- To find out whether there is any significant difference in the awareness of disaster management of perspective teachers with respect to gender.
- To find out whether there is any significant difference in the emotional intelligence of perspective teachers with respect to location of living.

3. Hypotheses of the Study

- **Ho1:** There is no significant difference between male and female perspective teachers in their awareness of disaster management.
- **Ho2:** There is no significant difference between rural and urban location of living perspective teachers in their awareness of disaster management.
- **Ho3:** There is no significant difference between science and arts subjects studying perspective teachers in their awareness of disaster management.

4. Need of the Study

Natural calamities like earthquakes, cyclones, droughts and floods besides harbour wares (tsunami), and manmade disasters like technological accidents, certain diseases, and the like cannot be predicted well in advance. There is need for in-depth research in this direction. Therefore, measures for facing these calamities and managing the disaster unleashed if their wake will have to be evolved in advance and implemented on top priority basis. If is needed for awareness of disaster management, for improvement and understanding of disaster condition and ecosystem as well as for widening knowledge of disaster management to identify the same and to arrive at a more effective way of

solving them. Hence, the investigator felt that it is important to study the awareness of disaster management among perspective teachers.

5. Method Used

In the present study the investigator has adopted the survey method.

5.1. Population and Sample

The population for the present study consisted of perspective teachers, who are studying B.Ed., course in Tanjavur district. The investigator has used the simple random sampling technique for selecting the sample from the population. There were six B.Ed., colleges from Thanjavur district randomly selected using simple random sampling technique for collecting data. The data was collected from 305 perspective teachers in various categories of pedagogy subjects.

5.2. Tool Used

The researchers have developed The "Awareness of Disaster Management Tool" and as suitable as perspective teachers which were developed by the researchers. Cronbach's Alpha was utilised to find out whether the inventory in the context of research has reliable or not. The reliability of the tool value is 0.831 which indicates that the inventory was observed to display high alpha scores. The statements majorly focus on perspective teachers' Awareness of Disaster Management to utilizing in social context.

6. Result

Analysis and interpretation of the result is the most important steps after the data collection. The collected data has been analysed using the statistical analysis through an SPSS (Statistical Package for the Social Sciences) version 22.0 for windows. The α value for all statistical tests was set to 0.05. To examine the awareness of disaster risk management to practice or perceive in society among perspective teachers, at the analysis was conducted with the response of dependent variable such as gender, location of living, subject of studying.

Table-1: Sub-group of Awareness of Disaster Management of Perspective Teachers

Sub-sample		N	Mean	SD	Calculated value	Level of significance
Gender	Male	106	102.03	8.70	1.15	No Significant difference
	Female	199	103.78	9.29		
Location of living	Rural	187	102.50	8.94	2.51	Significant difference
	Urban	118	105.24	9.45		
Subject of studying	Science	132	105.02	9.33	2.41	Significant difference
	Arts	173	102.45	9.01		

Calculated t-value 1.15 is lesser than the table value at 0.05 level of significance, hence there is no significant difference in awareness of disaster management between male and female perspective teachers. Male teacher trainees' emotional intelligence is slightly higher than and female teachers.

Calculated t-value 2.51 is greater than the table value at 0.05 level of significance, hence there exist significant difference in awareness of disaster management between urban and rural living perspective teachers. Urban living perspective teachers' awareness of disaster management is slightly higher than the rural living perspective teachers.

Calculated t-value 2.41 is greater than the table value at 0.05 level of significance, hence there exist significant difference in awareness of disaster management between Science and Arts subjects studying perspective teachers. Science subjects studying perspective teachers' awareness of disaster management is slightly higher than the Arts subjects studying perspective teachers.

7. Conclusion

Awareness is the first and most critical step in building a disaster-resilient society. Start today by checking the specific risks in any area, making a simple family plan, and building a basic emergency kit.

The research proves the importance of school systems in improving disaster risk management. Perspective teachers must aware some concepts of disaster related to preparedness, adapted, ideas and aware on the risks inflicted by these natural hazards. Low awareness on disaster

risks are evidently observed among perspective teachers. The perspective teachers' responses could be based on the competence and impact of the integration of Disaster Management education in B.ed., colleges. In this context, the continuous growth of Disaster Management education at all stages of the educational process, beginning with B.ed., colleges, is required. The college curriculum ought to include the theoretical background and practical experience in health protection, In addition, this research focused on how to influence the students' awareness toward improved disaster risk reduction. Consequently, the researcher suggests that future studies focus on the role of educational stakeholders in enhancing Disaster Management awareness in educational curriculum.

Statements and Declarations

Competing Interests: The authors declare no competing interests.

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