Bioscene

ISSN: 1539-2422 (P) 2055-1583 (O)

www.explorebioscene.com

"Effectiveness of Educational Programme on Knowledge Regarding Disaster Preparedness and Mitigation among Non-Medical Students"

Vipin Patidar
Dinsha Patel college of nursing, college road, Nadiad, Gujarat-387001

Abstract

An emergency is an unplanned event that can cause deaths or significant injuries to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility's financial standing or public image. Disaster management (or emergency management) is the discipline of dealing with and avoiding both natural and manmade disasters. It involves preparedness training by private citizens response and recovery in order to lessen the impact of disasters.

A quantitativeQuasi-experimental research design was used. A total of 60 non medical students are selected by Non-probability purposive sampling and divide into experimental and control group .questionnaire was used for data collection and educational programme as an intervention in relation to assess the knowledge among non medical students. A highly significant difference was found between Pre-test and Post-test mean score on knowledge ($p<0.05$ at 5% level of significance). The study found that the educational programme was very effective and knowledge regarding disaster preparedness and mitigation has been gradually increased among non-medical students.

Key Words- Educational Programme, Knowledge regarding disaster prepardness and mitigation, Non-medical students

Introduction

"Disaster is a natural or man-made event that negatively affects life, property, livelihood or industry often resulting in permanent changes to human societies, ecosystems and environment. Disasters are highly events that cause suffering, deprivation, hardship and even death, as a result of direct injury, disease, interruption of commerce and business, and the partial or total destruction of critical infrastructure such as homes, hospitals, and other buildings, roads, bridges, power lines, etc.

India is seventh largest country in the world and is highly prone to natural and anthropogenic disasters. Role of youth on disaster management are Change the self that talk

more than work.‘ Make people aware on the cause and result of natural disaster and explain the tips that how can we save our environment from disaster. Start campaign from schools and include disaster management in the school curriculum, give rescue training for youth, conduct Media program to aware people, maintain Youth unity for many programs related to disaster management.Almost 85% of the country is vulnerable to single or multiple disasters. Of the 35 states and union territories in the country, 27 are disaster prone. The multi hazard map of India depicts that 229 districts of India are prone to multiple hazards.

In 2011, 332 natural disasters were registered, less than the average annual disaster frequency observed from 2001 to 2010 (384). However, the human and economic impacts of the disasters in 2011 were massive. Natural disasters killed a total of 30,773 people and caused 244.7 million victims worldwide. Economic damages from natural disasters were the highest ever registered, with an estimated US$ 366.1 billion.

Objectives

1. To assess the knowledge regarding disaster preparedness and mitigation among college students before educational programme in experimental and control group.

2. To assess the knowledge regarding disaster preparedness and mitigation among college students after educational programme in experimental and control group.

3. To find out the effectiveness of educational programme on knowledge regarding disaster preparedness and mitigation among college students.

HYPOTHESIS

- **H0** – There will be no significant difference in the knowledgeregarding disaster preparedness and mitigation after educational Programme.
- **H1** – There will be a significant difference in the knowledge regarding disaster preparedness and mitigation after educational Programme.

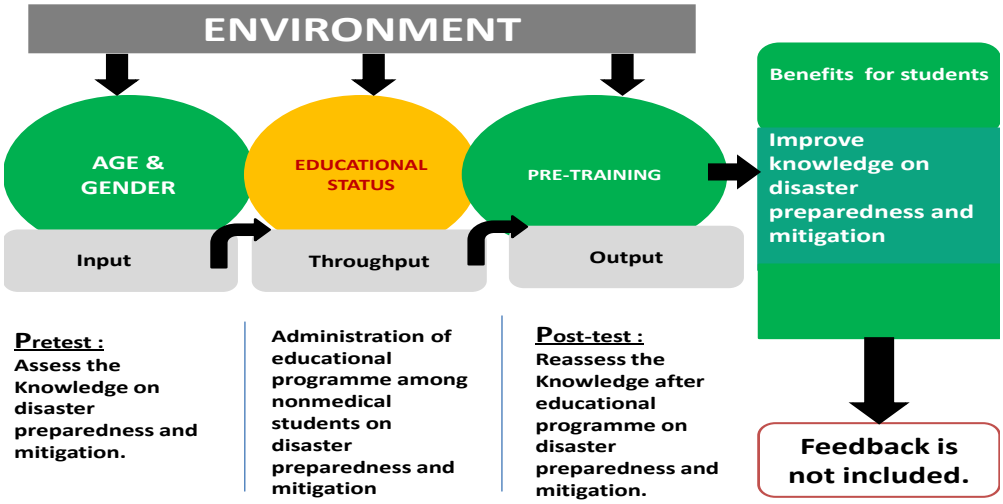

Figure 1: Conceptual framework on the general system theory.

Material and Methods:

Research Design

The research design adopted for the study was "Quasi experimental Pretest-post test control group design".

Variables

Dependent variable-knowledge regarding disaster preparedness and mitigation.

Independent variable- Educational programme.

Population

Non medicalStudents of Nadiad city.

Sample

Selected non medical Students (T.J. Patel & DDIC Commerce College).

Sample Size- 60 (30 control group, 30 experimental group)

Sampling Technique

A non-probability purposive sampling technique was used for selecting samples.

Development and Description of The Tool

Section A: **Demographic variables.**

This consists of 5 items for obtaining information about the selected demographic data such as age, gender, educational status and Pre-training etc. The researcher collected the information using questioner method.

Section B: Subjective assessment of knowledge by Semi-Structured Knowledge questionnaire on disaster preparedness and mitigation.

Findings-Description of samples

Table 1: frequency distribution of subjects (non medical students) in terms of their personal characteristics in frequency and percentage of control and experimental group,

DEMOGRAPHIC VARIABLE	COTROL GROUP		EXPRIMENTAL GROUP	
	freq.	%	freq.	%
AGE				
18 yrs.	26	86.67	6	20.00
19 yrs.	3	10.00	20	66.67
20 yrs.	1	3.33	4	13.33
GENDER				
Male	18	60.00	14	46.67
FEMALE	12	40.00	16	53.33
HAVE YOU TAKEN ANY TRAINING LECTURE REGARDING DISASTER				
YES	2	6.67	9	30.00
NO	28	93.33	21	70.00
ARE YOU A MEMBER OF ANY NGO WHICH IS WORKING FOR DISASTER				
YES	0	-	0	-
NO	30	100.00	30	100.00
YEAR OF STUDY				
1ST	29	100.00	0	-
2ND	1	3.33	30	100.00
3RD	0	-	0	-
FINAL	0	-	0	-
OTHER EDUCATION				

CERTIFICATE	3	10.00	8	26.67
DIPLOMA	0	-	0	-
DEGREE	1	3.33	3	10.00
NONE	26	86.67	19	63.33

Comparison in the Knowledge Before and After the Educational Programme

Table 2: Paired T-test for effectiveness of educational programme on knowledge regarding disaster preparedness and mitigation among college students in control group and experimental group.

Administration	**Mean**	**SD**	**Paired T-test**	**Table value**
Control group (pre-test)	6.97	2.42	-	-
Control group (post-test)	6.70	1.98	0.48	2.05
Experimental group (pre-test)	7.93	2.33	-	-
Experimental group (post-test)	9.97	2.18	3.57	2.05

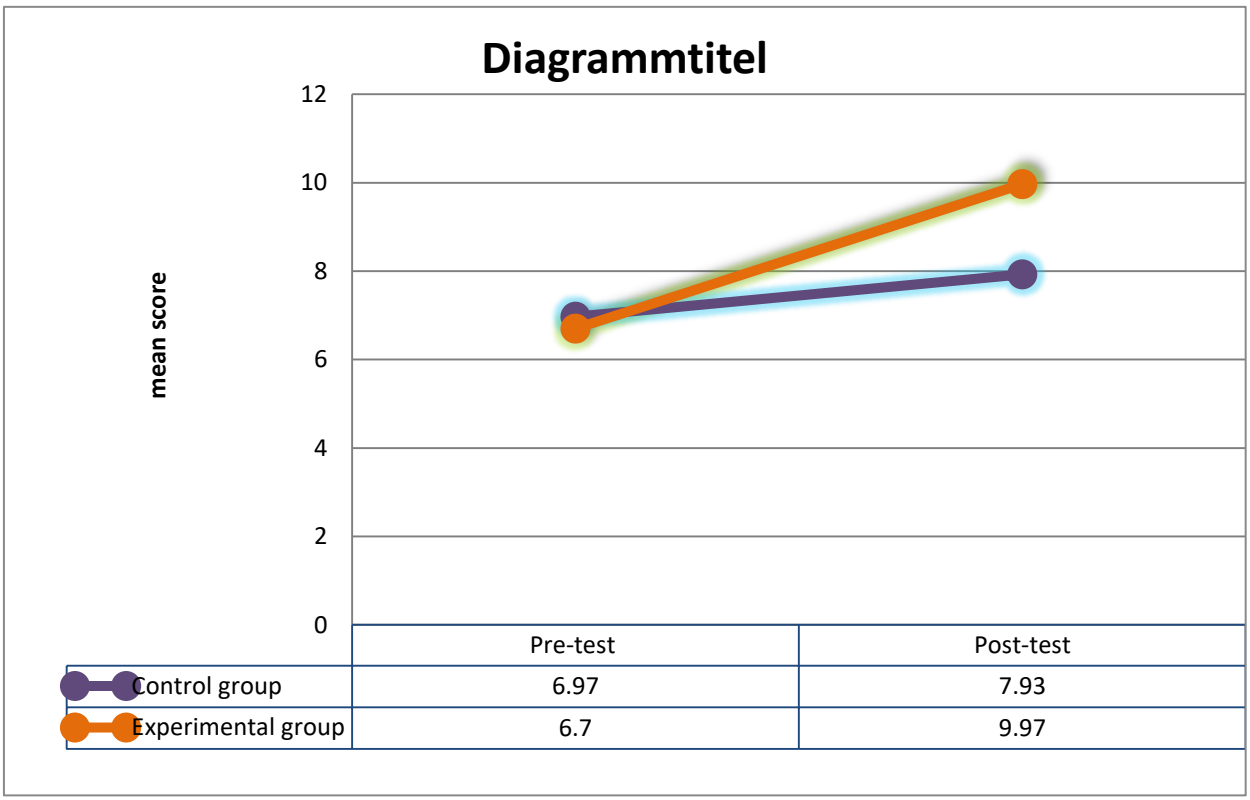

Figure 2: Comparison of the pre and post assessment of knowledge in control and experimental group.

Conclusion

The findings of study have implications in various areas of nursing education, practice, administration and nursing research. The nursing curriculum should include learning experiences for the students to assess, plan, implement and evaluate nursing intervention based on disaster preparedness and mitigation as an effective structure teaching programme among non medical students.

Recommendations

- Keeping in view the findings of the present study, the following recommendation were made.
- A similar study can be replicated in different setting to strengthen the findings.
- The same study could be replicated on large sample size.
- Study can be conducted with Hospital disaster life support training.

References

1. James Bucki. Introduction to Disaster. 2005. June 25; 2(4): Pg no. 23-25.
2. Piyush Gupta, O.P.Ghai (2007). Text book of Preventive and Social Medicine. 2nd edition.CBS Publishers and Distributors. Pg no. 486-489.
3. Robert Block, Christopher Cooper. Disaster.(2005) Hurricane Katina and the Failure of Homeland Security .Times Books Publishers. Pg no .350-354.
4. Joseph T. catalano,(2008) Nursing Nowl today‘s issue, Tomorrow‘s trends, jaypee brothers medical publishers, fourth edition, Pg no. 59-61.
5. Denise polit, beck,(2010) Nursing practice, appraising evidence for nursing practice, 7th edition, wolters kluwer health!lippincott Williams & wilkins pg no.177-188