
A Study To Assess The Effectiveness Of Structured Teaching Programme On Level Of Knowledge Regarding Disaster Preparedness Among Adults Residing In Community Area Kanpur

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Abstract:

Extremities and disaster not only affect health and good of people, constantly large number of people are displace, killed or injure do subordinated to lesser threat of pandemics. Considerable profitable detriment is also common. Disaster caused great detriment to the being structure and hang the future of sustainable development.

The present research study conducted in Ramnagar, Mandhana, Kanpur. The samples were selected by using Non-probability purposive sampling technique. The sample size was 60 Adults at selected Ramnagar Kanpur Uttar Pradesh. The validity and reliability of tools was established. The data was collected by using self-structured Knowledge Questionnaire. The collected data were analyzed by using Descriptive statistics and Inferential statistics. The results of the study represented that Out of 60 Adults majority 28(46.6%) of had Inadequate Knowledge, 27(45%) of had Moderately Knowledge and 5(8.3%) had Adequate Knowledge in Pre- test. Out of 60 Adults majority 18(30%) of had Moderate Knowledge, 42(70%) of had Adequate Knowledge and no one 0(0%) had Inadequate Knowledge. Pre- test mean knowledge score 11.35 with SD 4.71 and Post- test mean knowledge score 19.08 with SD 5.99 Which is higher than that of Pre- test. Paired “t” test applied to compare pre- test and post-test mean knowledge score, and calculated “t” value is 1.0075 significant at 0.05 level of significant which indicates that Structured Teaching Programme was effective in enhancing the knowledge of Adults regarding Disaster Preparedness. In the Socio- Demographic Variables significant association with Age and Source of Information, but there was no significant association with Gender, Religion, Marriage, Education, Occupation and Income. Here calculated value of Chi-square was less than table value at 0.05 level of significance. So, there were significant association with Age and Source of information, but there was no significant with other selected Socio- Demographic Variables.

Keywords: Disaster Preparedness, Adults, Effectiveness, Knowledge, Structured Teaching Programme

1. Introduction

Extremities and disaster not only affect health and good of people, constantly large number of people are displace, killed or injure do vanquished to lower trouble of afflictions. Considerable profitable detriment is also common. Disaster caused great detriment to the being structure and hang the future of sustainable development. Disasters are not confined to a particular part of the world; they can do anywhere and at any time. Measure emergency and disaster have passed throughout the history, as the world’s population grows and resources come more limited, community are increasingly getting vulnerable to the hazards that beget disaster. ¹

Disasters have been integral Corridor of the mortal experience since the morning of time, causing premature death, impaired quality of life, and altered health status. Global warming, shifts in climates, ocean- position rise,

and societal factors may coalesce to produce future disasters. Natural disasters are flood tide drift, cyclone, failure, earth earthquake, cold swell, showers, heat swells slush slides, tinderboxes, Tsunamis and storm. Man-made disaster includes epidemic, deforestation, pollution due to prawn civilization, chemical pollution, wars, road/ train accidents, riots, food poisoning, artificial disaster extremity and environmental pollution. Man-made extremities also beget disasters in terms of losses and profitable losses.²

2. Need For The Study

Disaster is a dangerous event that disrupts the functioning of a society or community and causes mortal, material, environmental, and profitable losses.³

The mitigation and preparedness phases do before a disaster hits and facilitates realistic prognostications of what it will affect. The response phases continue until directly after the disaster, and the recovery phase extends until the regular operations and exertion are again performed at a satisfactory position. Opinions that are made during the mitigating and preparedness phases largely impact the time and effectiveness of the response and recovery phases.⁴

The natural disasters have increased significantly in recent times. Disasters have impacted both developed and developing countries for illustration, the 2011 earthquake in Japan alone was responsible for the profitable loss of USD221.6 billion. In the United States, during the ten-time period of 2003 to 2013, natural disasters were responsible for damages amounting to USD1.5 trillion; from 2016 to 2017, the losses were roughly USD 200 billion.⁵

3. Problem Statement

“A Study to assess the Effectiveness of Structured Teaching Programme on Level of Knowledge Regarding Disaster Preparedness among Adults Residing in Community area Kanpur.”

4. Objectives Of The Study

To assess the level of knowledge regarding Disaster Preparedness.

To evaluate the effectiveness of Structured Teaching Programme on level of knowledge regarding Disaster Preparedness among adults.

To determine the association between the Pre-test knowledge score with their selected Socio-demographic variables.

Hypothesis

H0₁: There is no significant difference between in Pre-test knowledge scores regarding Disaster Preparedness.

H0₂: There is no significant association between pre- test knowledge scores of Adults regarding Disaster Preparedness with their selected Socio- demographic variables

H₁: There is a significant difference between the pre- test and post- test knowledge scores on Disaster Preparedness among adults.

H₂: There is a significant association between Pre-test knowledge score with their selected Socio- Demographic Variables.

5. Material And Method

Research Approach

For the present study the researcher was used Quantitative Evaluative Research Approach had used.

Research Design

The research design adopted for the current study had Quasi-Experimental Research Design.

VARIABLES

Dependent Variable:

In this study dependent variables are knowledge regarding Disaster Preparedness.

Independent Variable:

In this study Structured Teaching Programme on knowledge regarding Disaster Preparedness.

Population:

In this study, the population is adults.

Target population:

The study's target population is adults residing in rural area, Kanpur, U.P.

Accessible population:

In this study, the accessible population is adults residing in rural area Ramnagar, Kanpur, U.P.

SAMPLE:

The sample used for this study was Ramnagar, Mandhana, Kanpur, Uttar Pradesh.

SAMPLE SIZE:

In this present study the sample size was 60 adults who residing in Ramnagar, Mandhana, Kanpur, Uttar Pradesh.

SAMPLING TECHNIQUE:

In this study, Non-probability, "Purposive" sampling techniques is used for the selection of the samples.

Inclusión Criteria

This study includes:

Adults residing in Ramnagar, Mandhana.

Adults able to understand Hindi.

Exclusion Criteria

The study excludes:

Adults who are not present at the time of data collection.

Adults not willing to participate in the study.

6. Method of data collection:

Assessment of knowledge regarding Disaster preparedness was done by administering research tool.

DEVELOPMENT OF RESEARCH TOOL:

On the basis of develop framework to achieve the objectives of the study. A self-structured knowledge Questionnaire was prepared to assess the level of knowledge regarding Disaster preparedness among adults at selected Ramnagar of Kanpur, Uttar Pradesh. The tools were initially prepared in Hindi by the language expert.

There were two research tools involved-

- Socio-Demographic variables
- Knowledge assessment: A self- structured knowledge Questionnaire.

DESCRIPTION OF TOOL:**Section A :** Demographic variables

It deals with demographic data such Age, Gender, Religion, Education, Occupation, Income, Marriage and Source of information.

Section B : Consists of 26 multiple choice questions for the assessing the Knowledge level regarding Disaster Preparedness.

7. Results:**Section A:**

The major findings of the present study were:

- ❖ Majority of adults 19(31.67%) were aged between 25-29 years
- ❖ Majority adults 35(58.33%) were males
- ❖ Majority of adults 59(98.33%) were Hindu
- ❖ Majority 51(85%) were married
- ❖ Majority adults 32(53.33%) were doing full time job
- ❖ Majority adults 35(58.33%) were high school pass
- ❖ Majority of adults 43(71.67%) were the less than 10,000/-RS
- ❖ Majority of adults 22(36.6%) were using phone

Section B:

Table no.1 Distribution of Adults Pre-test and post-test level of knowledge on Disaster Preparedness. n=60

| S.No | Knowledge level | Score | Frequency (Pre-test) | Percentage (Pre- test) | Frequency (Post-test) | Percentage (Post-test) |
|------|-----------------|-------|------------------------|------------------------|-----------------------|------------------------|
| 1 | Inadequate | 0-12 | 28 | 46.67% | 0 | 0% |
| 2 | Moderate | 13-19 | 27 | 45% | 18 | 30% |
| 3 | Adequate | 20-26 | 5 | 8.33% | 42 | 70% |

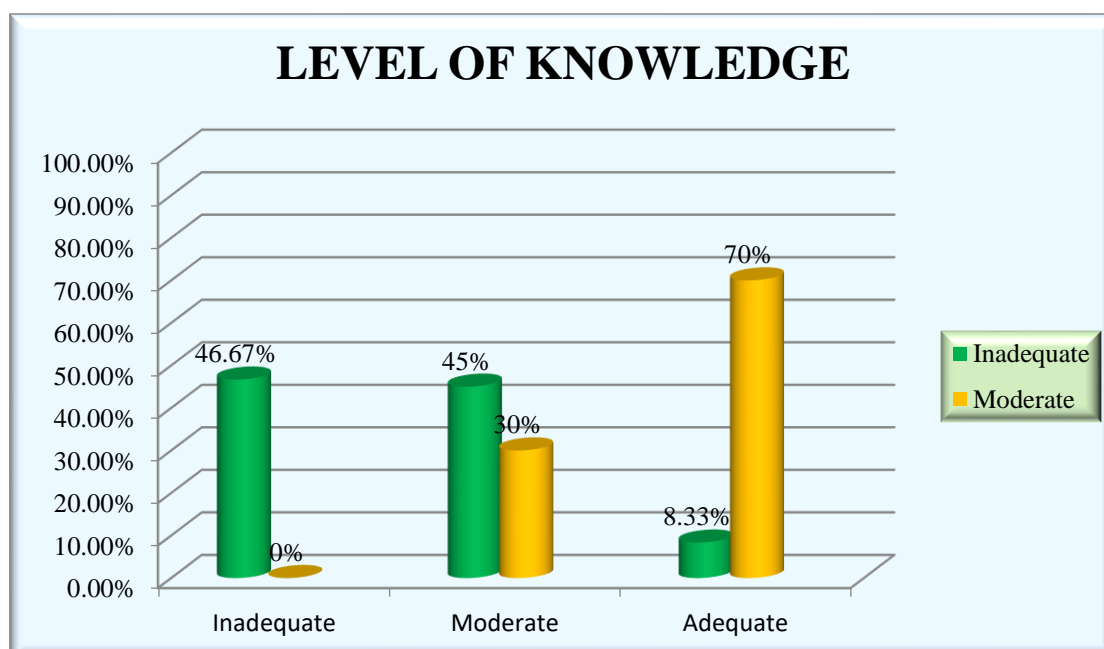


Fig. No. 1: Cylindrical diagram showing the difference between Pre-test and post-test knowledge score.

The above Cylindrical diagram shows that in the Pre-test only 8.33% had adequate knowledge regarding Disaster Preparedness, 45% had moderate knowledge, and 46.67% had inadequate knowledge. In the post-test 70% adults achieved adequate knowledge, 30% moderate knowledge whereas none of the adults had poor knowledge regarding Disaster Preparedness.

Section-C:

Comparison of pre- test and post- test levels of knowledge regarding disaster preparedness among adults.

Mean values of pre -test (11.35) and post- test (19.08) along with the mean difference (7.73) standard deviation of pre- test (4.71) and standard deviation of post- test (5.99).

Section -D:

Table No.3: Effectiveness of Structured Teaching Programme on Disaster Preparedness.

| S. NO. | Level of knowledge | Mean | Mean difference | SD | 't' value |
|--------|--------------------|------|-----------------|----|-----------|
|--------|--------------------|------|-----------------|----|-----------|

| | | | | | |
|----|-----------|-------|------|------|--------|
| 1. | Pre-test | 11.35 | 7.73 | 4.71 | 1.0075 |
| 2. | Post test | 19.08 | | 5.99 | |

The mean score before and after providing Structured Teaching Programme has shown significant difference. The Mean value of pre- test was **11.35** which has been increased to **19.08** in the post- test. The paired t- test value was **1.0075** at the level of **0.05**.

From the above inference, it is made clear that the Structured Teaching Programme had a positive impact on knowledge among adults. Hence H_1 (there is statistical difference between pre- test and post- test) is proved.

NURSING IMPLICATIONS

The implication of the study can be seen in the area of nursing services, nursing education, nursing administration and nursing research.

NURSING SERVICES

- ❖ The implication of the nursing services is that the nurse's role an important role in the promotive, preventive, and curative aspect in health care system. So as to provide structured teaching program will helps the adults to update their knowledge apart from the incidental teaching.
- ❖ The finding of the study can be disseminated to motivate adults to plan structure teaching program.

NURSING ADMINISTRATION

- Nursing administrator can utilize the content of S tructure Teaching Programme for in services education program to adults to update their knowledge.
- Continues quality assessment can be done to assess quality of education provided to the adults.

NURSING EDUCATION

- The adults have an important role in giving education. The teacher can utilize the content of Structured Teaching Programme to teach the adults in class room and clinical setting and update the knowledge of the adults.
- The findings will help the adults to understand the need to be equipped with adequate knowledge.

NURSING RESEARCH

- Nursing research need to be based on scientific knowledge because nurses are facing lots of challenges while delivering health services to the people.
- The nurses go to encourage further studies regarding Disaster Preparedness.
- The study findings help to motivate and initiative further research related to effectiveness of Structured Teaching Programme on knowledge regarding Disaster Preparedness.

8. Recommendations

- ❖ A similar study can be repeated by increasing the size of sample.
- ❖ Similar study can be repeated in using another Teaching Programme

9. Conclusion

From the above data analysis, it was found that after giving STP 60 sample of adults most of them 28(46.6%) had inadequate knowledge, 27(45%) had moderate knowledge, 5(8.3%) had adequate knowledge in Pre-test.

Where the post knowledge score 0(0%) had inadequate knowledge, 18(30%) had moderate knowledge, 42(70%) had adequate knowledge in post-test.

Association of the pre- test score of Adults knowledge with Selected Socio-Demographical Variables like Age, Gender, Religion, Marriage, Employment Status, Education and Source of Information. Here calculated value of chi square of education, marriage, income and source of information were significant as the calculated value of chi- square is more than table value at the level of 0.05 and chi-square value of Age, Gender, Employment

Status, and Religion were non-significant as the calculated value is more less than table value at **0.05**. So, in the case of Religion H_2 is accepted as there is significant association between variables with their knowledge. On the other hand in case of Age, Gender, Employment Status, and Religion H_2 is not accepted as there is no significant association between variables with their knowledge so, H_1 , the hypothesis is accepted.

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