

A STUDY ON THE IMPORTANCE OF DISASTER MANAGEMENT AWARENESS AND PREPAREDNESS FOR THE STUDENTS OF HIGHER SECONDARY SCHOOL: THE INTERNATIONAL PROSPECTS

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ABSTRACT

Education is affected by events that may trigger emotional distress. A disaster is an unexpected event triggered by causes that are normal or human-made that have a detrimental effect on human everyday lives and living standards. To mitigate, if not eliminate, the destruction, there has been an increased awareness worldwide for disaster management. Person actions are directly related to their degree of preparedness and knowledge regarding the problem of dealing with disasters. This paper aims to emphasize the importance of disaster management awareness for the students of higher secondary school.

KEYWORDS: Disaster, Awareness Level, Secondary School Students, Experience with Disaster.

INTRODUCTION

In any part of the planet, citizens' welfare is a topic of interest for everybody and all. In reality, both learning organizations and organizations have protection mechanisms in effect. Both academic facilities are known globally as heavens of harmony. Not withstanding this opinion, several learning establishments are stated to have suffered severe cases of insecurity. As Simatwa (2007) has rightly noted, the number of school-children killed or injured in school violence, disasters, and crises worldwide has risen upwards. It might have prevented if preventive

steps were strictly adhered to. The second significant grooming ground for children-apart from family and culture-is a kindergarten, according to Carter (2001), where children may gain information and learn skills. These sites are supposed to be secure places, and it is unfortunate to intentionally or unknowingly reveal vulnerable environments to infants. The protection in schools is, thus, human responsibility and must be treated seriously. That is also a regulatory issue that schools will be found accountable if they can not undertake sure to have a clean and healthy atmosphere.

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Consequently, an essential aspect of safety and emergency preparedness is how schools are designed and preserved. To ensure children are healthy at school and to and from school, schools and communities need to work together. Also, violence in and near classrooms directly impacts educators and pupils, thereby undermining schools' efficacy and inhibiting students' successful learning. Even disaster school neighborhoods may threaten students who, for other factors, are already at risk of academic failure. For example, if there are no access controls for intruders, schools may become vulnerable. Besides, during a fire or emergency, schools that store materials in stairways would have more problems. Likewise, in the case of extreme rains, schools situated in flat regions would possibly be submerged. (2004 by Kisantas, Ware and Martinez-Aries; 1995 by NCES)

Secondary school disaster incidents have happened globally, and no nation is exempt from this epidemic. However, the magnitude and severity, therefore, differ from nation to nation. This is because various nations vary in the degree of hazard preparation and preparedness. Let's take those cases to glance at. In one of the United Kingdom's developing countries (UK), many catastrophe events have been encountered in classrooms. Nearly half of all the high schools studied have witnessed "a fire severe enough to contact fire and rescue services," according to a study undertaken by the Arson Control Forum in 2006. Fortunately, by delivering "fire safety education and guidance on fire prevention," risk management as well as evaluation and anti-arson initiatives, the government has built a knowledge of school children. In the USA, secondary school catastrophe cases have declined over the year, indicating the high degree of preparedness in location. For example, a 2007 study by the US Fire Administration, National Fire, showed that in that time, "there were no recorded school-

related fire deaths. This does not mean that there were no fire cases"; however, the effects on people's lives were small. This circumstance was attributed to regulatory enforcement and tight supervision. There are some parallels in fire incidents in both the UK and the US; preventive and safety steps and facilities have been placed in effect in both.

The school program involves countries like "Bangladesh, China, Cambodia, the Philippines, India, Indonesia, and several others with advanced catastrophe risk reduction (DRR)." Aspects of DRR are incorporated into the geography of secondary schools in Srilanka. However, disaster management has been added as a separate subject in some secondary schools in India. DRR has been introduced into second-grade subjects of the national curriculum in the Philippines, China, Cambodia, and teachers educated in curriculum modules. (UNDP, 2010)

In Africa, disasters are very regular and frequent in secondary schools. In 2001, for example, in Gadhiri village, Northern Nigeria, a fire gutted a girls' high school, killing twenty-three students and injuring fourteen. The Independent Newspaper (March Edition) reported that the deaths were high because students were stuck in the dormitory. After all, iron bars and a chain were secured and reinforced. Through the opening of a bathroom door, local citizens managed to rescue several of the pupils. In March 2009, in Uganda, the Alliance High School dormitory in the district of Ibanda was burned by fire, and land worth millions of shillings was destroyed. Despite the Police Fire Unit's presence at the fire site, the truck could not be moved near the dormitory (New Vision, March 2009). Studies undertaken by Akhail, Khabamba, and Musinga (2011) indicate nothing is done to plan for fires in Kenya's secondary schools. The researchers indicated that only a minority of secondary

schools had classrooms, shops, and kitchens with fire extinguishers.

THE CONCEPTS OF DISASTER AWARENESS AND PREPAREDNESS

Disaster awareness borrows very firmly from the preparation of school. Educational preparation continues with a goal that can help or bring improvement. Ipso facto, the instructional consultant creates a roadmap that can help bring the necessary improvement. Similarly, knowledge of hazards requires recognizing actions to be carried out in the sense of catastrophe risk management. The catastrophe threats are handled quite well by schools with adequate disaster knowledge. At this juncture, a couple of issues come to mind. What precisely is a tragedy, and why is it a problem that school planners are worried about?

Further, what is knowledge of disasters? Disaster has been described in different forms as a calamitous occurrence resulting in considerable injury, destruction, death, or extreme difficulties. Therefore, disaster understanding refers to possessing relevant disaster management expertise and skills to recognize and minimize disaster events. It is an incident that causes great suffering or devastation. Disaster exposure in schools may be integrated into organizations by creatively posting protection codes, adding firefighting devices, establishing emergency exits, and retaining structures, according to Grant (2002). It may also be strengthened by using songs, interactive and print media, action learning, and utilizing scientific education to enforce catastrophe risk research. Another query contributes to this explanation; what does emergency preparedness involve?

Usually, disaster preparedness consists of steps that enable multiple units of analysis to react adequately and recover more rapidly when

disasters occur. Individuals, families, agencies, organizations, cultures, and environments constitute these groups. Preparedness measures often seek to ensure that the appropriate tools can intervene quickly in the case of a crisis and that those faced with needing to know how to utilize those resources. According to Waugh (2000), disaster preparedness practices are generally correlated with the implementation of contingency mechanisms to ensure preparation, the creation of disaster preparations, the stockpiling of resources required for effective response, and the acquisition of expertise and competencies to ensure that disaster-related tasks are undertaken effectively. Furthermore, the idea of emergency preparedness involves steps aimed at improving the quality of life after a disaster happens, such as an earthquake preventive acts, toxic substance leaks, or terrorist attacks. It also requires steps to improve the capacity to take infrastructure precautions, contain the damage and degradation of catastrophes, and lead to post-disaster reconstruction and early recovery operations. Preparation is considered to include activities to develop the capacity to adjust and cope. However, as Waugh (2000) suggested, the emphasis is increasingly on recovery planning, which implies preparing not only to respond effectively during and during emergencies but also to face short- and long-term recovery problems effectively. In short, disaster preparedness applies to a wide variety of interventions intended to preserve life and minimize the amount of harm that earthquakes may otherwise incur in the short and long term.

AWARENESS AND SAFETY STANDARDS REQUIRED FOR HIGHER SECONDARY SCHOOLS

In this article, it has already been stated that protection is critical in educational institutions and needs to be addressed creatively.

Protection and health security responsibilities should be refocused such that they are not viewed as merely another regulatory task or legal responsibility. When schools are evolving, a proposed risk management strategy can be seen as an enabler, not just to avoid injuries and work-related health issues for both staff and pupils. Also, to build a community of sensible risk management, connected to a curriculum where young people will improve their abilities to evaluate and handle risk. This is because danger is part of life. Still, injuries should not have to be, so pursuing and showing success in handling health and safety threats has tremendous advantages for every educational organization.

Why Does School Protection Matter? To encourage and child's academic performance, our schools' protection is critical and crucial, allowing them to learn and succeed in a healthy and caring atmosphere. For students of all ages, a healthy learning atmosphere is imperative. They cannot reflect on developing the skills required for a better college and a career without it. For both pupils, both the physical and psychological school conditions must be healthy. For one, damaged pipes and dropping ceilings have to be replaced in a timely way. Such concerns not only pose a physical danger; they send a strong message to students when they go untended that their well-being is not significant. Policies and practices need to demonstrate appreciation for students who feel secure at school and feel like they are theirs. Consistency and predictability are part of safety; it is essential to enforce laws and procedures equally and uniformly such that they are not deemed capricious.

As the following explanations would illustrate, various methods are utilized to enhance school safety. Campus-wide procedures and activities are carried out in the USA to consistently meet the interests of teachers, school employees, the neighborhood, and the school's physical

locations. Considering the risks of extremism, drug-related abuse, the prevalence of weapons, and natural hazards, including typhoons, flooding, and hurricanes, the US Department of Education requires school protection initiatives strictly enforced. Many American public schools have behavioral zero-tolerance rules likely to threaten safety.

In European countries, school safety and security programs were enormously influenced by school tragedies and near misses. The September 2004 school hostage situation, resulting in the massacre of 320 pupils, teachers, and parents at Number One School in Beslan, Russia, culminated in armed forces to defend schools. This was intended to deter calls to terror from classrooms. (Cavanaugh, 2004) Likewise, in the French town of Neilly-Sur-Seine, after the 1993 school hostage crisis, police periodically arranged security with school administrators. At the beginning of each month, police and school administrators meet and work out school safety facts. Police are stationed in Paris before high schools to track, control traffic movement and monitor criminal activities. Someren (2002) states in a debate on schools' position in crime prevention that school-related research in the Netherlands concentrated on building protection, building school ability, intimidation, and improved incident response.

Amsterdam's student safety scheme is a five-year project involving 40 high schools. To promote an integrative, preventive approach to public safety in participating schools, which uses public safety plans, school and program functional improvements, and social assistance. According to the Organisation for Economic Co-operation and Development (OECD,2004), Dormitories are the single most often used physical buildings in boarding schools. Students spend the most extended continuous period of time per day. Keeping these devices clean and well ventilated is important. The width

between the beds should be at least 1.2m, while the gap between the halls or roads should not be less than 2m. Since sharing beds in schools is banned, admissions should often be linked to bed availability. Both doors should be 5 feet deep and wide enough to open outwards. When inside, students must not be locked from outside at any time.

In China, selective implementation of security measures was liable for the school explosion in 2001, where a warehouse building collapsed on school children. Different rules regulating protection in schools have also been improved, according to CERNET (2004). Several Chinese schools have had to suspend events such as gymnastics to minimize death and disability connected with the rigors of physical activity. The legislation allows Chinese schools to assume responsibility for handling and securing students in their facilities. They are also forced by legislation to obtain responsibility injury policies to cover accidents and accidents arising on the school grounds.

Shaw (2002) reports in a Paper on Foreign Knowledge and Actions in Fostering School Protection in South Africa that extreme crime, gang activity, harassment, and sexual harassment on girls in schools are routinely recorded. Exemplary projects meeting the concerns of specific schools by public protection teams integrating parents, schools, civic agencies, and police provide current methods to improving school safety. In Uganda, a quality school is described as a clean, balanced, and pleasant school with a non-violent, aggressive, drug-free, and well-equipped climate. Uganda has introduced the Secure School Contract (SSC) as one of the programs developed to enhance teachers, students, parents, and their involvement in children's education to boost the standard of learning. Since 2008, Kenya's education sector has been developing safety-standard guides for classrooms. According to the Ministry of

Education (2008), it is essential to remember that not all disasters are swift or unpredictable. Some disasters increase with time, and there is typically a lead time to receive data and respond to early warnings.

CONCLUSION

As science and information technologies have hit elevated heights, there is much disaster-related news spreading about. While there are several forms of disasters, the effects are very dire, contributing to a massive loss of human life. Such forms of events arise because of the lack of knowledge of the precautionary steps to be taken before or after a tragedy. For and every person, information on different disaster prevention and mitigation steps is therefore essential.

Both of these disasters must be made fully informed by educating young people. It is also more relevant to spread knowledge of emergency management in classrooms. The investigator observed that it would build strong public understanding by incorporating emergency management courses at the school level. People ought to be made conscious of and granted awareness of hazards, avoidance and interpretation methods, the protocol for recovery, and when a catastrophe breaks out.

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