



RELATIONSHIP BETWEEN AWARENESS ON DISASTER MANAGEMENT AND NATURALISTIC INTELLIGENCE OF PROSPECTIVE TEACHERS

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ABSTRACT

This paper attempts to find the relationship between the awareness on disaster management and naturalistic intelligence of prospective teachers. Simple random sampling technique was used, to draw a sample of 1041 (105 male and 936 female) prospective teachers from Colleges of Tirunelveli, Tuticorin and Kanyakumari Districts in Tamil Nadu. The Disaster Management Awareness Scale was employed to assess the awareness on disaster management and, the Naturalistic Intelligence Inventory was used to assess naturalistic intelligence with five dimensions, namely Admiration, Outdoor deeds, Environmental wakefulness, Biophilia and Logical hobbies. The correlation coefficient result reveals that there is significant positive relationship between awareness on disaster management and naturalistic intelligence of prospective teachers.

KEYWORDS : Disaster Management, Naturalistic Intelligence, Prospective Teachers

INTRODUCTION

To minimize the loss of life, personal injuries, and damage from disasters is possible by the extensiveness of public awareness and environmental education. People must be made aware of what hazards they are likely to face in their own communities. They know in advance what exact preparations to make before an event, what to do during a hurricane, earthquake, flood, fire, or other likely hazardous event, and what precautions taken to lessen the risk. Common people, public officials and the media — television, radio, and newspapers must be fully prepared to respond efficiently, reliably, and promptly to large-scale emergencies. To be awake, in advance, of procedures to follow in a crisis that threatens to paralyze the entire community they serve, and they need to know how to correspond accurate information to the public in pre and post disaster milieus. Special efforts must also be made to reach and plan for the care of vulnerable segments of the population.

SIGNIFICANCE OF THE STUDY

Acquaintance of disaster management principles and practices is elemental for disaster risk reduction. Students with naturalistic intelligence are usually having good observation skills and appreciate the environment. Boosting naturalistic intelligence activities can help a teacher to reach the students focus on direct observation and exploration of the natural world. The students can evolve some naturalistic instincts from their teachers those who are naturally smart. So generating some relationship with naturalistic intelligent people or with nature smart thinking peoples can afford a complete assistance in the time disaster mitigation. The inclusion of disaster management in the curriculum, aims to empower the learners with such knowledge that they have the ability to understand risk and the capability to reduce the impact of a hazard. Developing such kind of intelligence in the way of nature based thinking can expand human development into a cognitively enriched attainment.

OPERATIONAL DEFINITIONS OF THE TERMS

Disaster management of Prospective Teachers

By the term Disaster Management, the investigator defines that the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

Naturalistic Intelligence of Prospective Teachers

By the term Naturalistic intelligence, the investigator defines that the involvement and sensitiveness of prospective teachers towards nature and the world around them. The five dimensions of naturalistic intelligence are,

- i. Admiration* : A feeling of strong approval or delight with regard to someone or something
- ii. Outdoor deeds*: Activities that are undertaken *outside* the confines of buildings
- iii. Environmental wakefulness*: The ability to know the positive and negative impacts in the environment conservation and degradation
- iv. Biophilia*: The term 'Biophilia' literally means 'love of living systems' and positive emotional response of an individual towards plants, animals and nature
- v. Logical hobbies*: Hobbies with regard to science and its inventions and discoveries

Prospective Teachers

The students those who are studying in the Colleges of Education affiliated to Tamil Nadu Teachers Education University, Chennai to pursue the Degree of Bachelor of Education (B.Ed)

OBJECTIVES OF THE STUDY

1. To find out the relationship between awareness on disaster management and naturalistic intelligence of prospective teachers

NULL HYPOTHESES

1. There is no significant relationship between awareness on disaster management and naturalistic intelligence of prospective teachers
2. There is no significant relationship between awareness on disaster management and naturalistic intelligence of prospective teachers with respect to male.
3. There is no significant relationship between awareness on disaster management and naturalistic intelligence of prospective teachers with respect to female.

METHODOLOGY

The researcher has chosen survey method to study the relationship between the awareness on disaster management and naturalistic intelligence of prospective teachers. The sample taken for the study constitutes 1041 prospective teachers (105 male and 936 female trainees) from 24 Colleges of Education in Tirunelveli, Tuticorin and Kanyakumari Districts. Simple random sampling technique was used to draw the sample. The tool Disaster Management Awareness Scale (DMAS) has been constructed and validated by the investigator and DR.C.Ramesh (2015), and the scale has no dimensions. The adopted tool Naturalistic Intelligence Inventory (NII) by Jai prasadh and Jasmine sheeba (2008), and it has five dimensions (Admiration, Outdoor deeds, Environmental wakefulness, Biophilia and Logical hobbies).

Null Hypothesis 1: There is no significant relationship between awareness on disaster management and naturalistic intelligence of prospective teachers

Table 1
Relationship between awareness on disaster management and naturalistic intelligence of prospective teachers

| Naturalistic Intelligence and its dimensions | Calculated γ Value | Remarks |
|--|---------------------------|---------|
| Admiration | 0.300 | S |
| Outdoor deeds | 0.236 | S |
| Environmental wakefulness | 0.273 | S |
| Biophilia | 0.104 | S |
| Logical hobbies | 0.176 | S |
| Naturalistic Intelligence as a Total | 0.272 | S |

(At 5% level of significance for (1038) df, the table value of ' γ ' is 0.062)

It is inferred from the table that there is significant relationship between awareness on disaster management and naturalistic intelligence of prospective teachers and its dimensions.

Null Hypothesis 2: There is no significant relationship between awareness on disaster management and naturalistic intelligence of male prospective teachers

Table 2
Relationship between awareness on disaster management and naturalistic intelligence of male prospective teachers

| Naturalistic Intelligence and its dimensions | Calculated Value | Remarks |
|--|------------------|---------|
| Admiration | 0.029 | NS |
| Outdoor deeds | 0.145 | NS |
| Environmental wakefulness | 0.235 | S |
| Biophilia | 0.048 | NS |
| Logical hobbies | 0.085 | NS |
| Naturalistic Intelligence as a Total | 0.140 | NS |

(At 5% level of significance for (103) df, the table value of " γ " is 0.178)

It is inferred from the table that there is significant relationship between awareness on disaster management and naturalistic intelligence of male prospective teachers in the dimension of environmental wakefulness. But there is no significant relationship between awareness on disaster management and naturalistic intelligence of male prospective teachers in the dimensions of admiration, outdoor deeds, biophilia, logical hobbies and naturalistic intelligence as a total.

Null Hypothesis 3: There is no significant relationship between awareness on disaster management and naturalistic intelligence of female prospective teachers

Table 3
Relationship between Awareness on Disaster Management and Naturalistic Intelligence of Female prospective teachers

| Naturalistic Intelligence and its dimensions | Calculated Value | Remarks |
|--|------------------|---------|
| Admiration | 0.347 | S |
| Outdoor deeds | 0.255 | S |
| Environmental wakefulness | 0.283 | S |
| Biophilia | 0.116 | S |
| Logical hobbies | 0.201 | S |
| Naturalistic Intelligence as a Total | 0.299 | S |

(At 5% level of significance for (934) df, the table value of " γ " is 0.062)

It is inferred from the table that there is significant relationship between awareness on disaster management and naturalistic intelligence of female prospective teachers and its dimensions.

CONCLUSION

The correlation coefficient result reveals that there is a positive relationship between awareness on disaster management and naturalistic intelligence of prospective teachers and its dimensions. This may be due to the fact that prospective teachers, holding the responsibility of nurturing future generations, they have larger accountability of enhanced naturalistic intelligence and awareness based activities to inculcate the same to their students. Thus they have a positive tendency towards the awareness on disaster management with the scaffold of naturalistic intelligence.

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