

Impact of Chennai flood among Student victims in relation to their Psycho-social well-being.

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ABSTRACT

The gift of nature is phenomenal and countless. Man, the majestic product of nature is encountering each movement of the nature and trying to understand the artifacts through ages. There is no book of reference to predict what is certain in future. But the collection of human experience has given us some understanding to accustom the impact which may or may not be happen in the future with relate to human health, environment, culture and climate. This study attempts to draw the attention of the social scientist to comprehend the psycho social well-being of the student victims in three different dimensions .The response of the student victims towards the disasters was studied as a focal point. This study confirms the positive relation among the factors of Psycho-social well-being taken up for assignment. It also reveals the significant role of gender and communication aids in copying up the psycho-social well-being of the flood affected student victims.

Keywords: Chennai Flood, Disaster Impact, Student Victims, Psycho-social Well-being, Mental Health

INTRODUCTION

Flood is a temporary covering by water of land normally not covered by water. It has large social consequences for communities and individuals. The term psycho-social underscores the close connection between psychological aspects of our experience (e.g., our thoughts, emotions, and behavior) and our wider social experience (e.g., our relationships, traditions and culture. Well-being is a condition of holistic health in all its dimensions: physical, cognitive, emotional, social, physical, and spiritual. Also a process, well-being consists of the full range of what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of

appropriate life skills; and having security, protection, and access to quality services. (Source: IN EE-Inter-Agency Network for Education in Emergencies).

Social well-being is a broad term that includes feelings, behavior, relationships, goals and personal strengths. Constructive feelings enhance positive and effective relationship with others which is a state of social and emotional well-being. Physical well-being includes our physical health and safety, social and emotional health, spiritual wellness and subjective sense of well-being. Research suggests that children who experience a greater sense of well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviors; more likely to invest in their own and others' well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood (Awartani, Whitman & Gordon, 2008).

SYNOPSIS OF CHENNAI

Historically Chennai, the capital city is well known for its physical and man-made infrastructures. It is situated on the shores of the Bay of Bengal, a flat coastal plain with three rivers namely Coovum, Kosasthalaiyar and Adyar. This landmark is a pioneer station for Indian Higher Education. The foundation of education was well implanted could be witnessed through century old Universities and long standing Teacher Education Institutions. The best outcomes of educational research are being practiced in this landmark and lead a pavement to eradicate many social stigmas in the society. A highly metropolitan city with heterogenic pupils is the unique feature of class rooms of Chennai. The concept of global village is predominantly in practice in Chennai. A well connected transportation infrastructure in this land form attracts all level of socio economic group starting from farmers to foreign investors for its trade and industry. In this study, Chennai is perceived under the notion of flood and its impact due to torrential rain occurred during November-December 2015.

REVIEW OF LITERATURE

Bartlett(2008) claims that natural calamities stresses not only children's vulnerability, but also their resilience and their capacity as active agents to play a role in addressing the challenges they confront related to climate change. Another study of Bartlett (2008) highlights the risks of urban children in poverty from various aspects of climate change. This study also explores the potential impacts on children's health, learning and psychosocial well-being and considers the implications of family coping strategies for children. The paper recommends for an adaptation agenda on the realities and responses to extreme events for children to changes

in weather patterns. Peek, L., & Stough, L. M. (2010) extrapolates from existing literature in 2 distinct areas of scholarship: one on individuals with disabilities in disaster, and the other on children in disaster. An estimated 200 million children worldwide experience various forms of disability and psycho social factors were outlined in the conclusion. This study alarming the poor post disaster outcome as a result of medical, social, educational and familial protections were not in place. Saravanan (2015) discussed the caustic factors of Chennai Floods during Nov-Dec 2015 as lack of drainage mainly due to uncontrolled developments of concrete spaces, encroachment of major drainage channels, shrinking of marshlands, etc., and also recommends the Urban Flood Management Strategies which have been implemented in various developed countries.

OBJECTIVES

- ❖ To identify the list of schools affected during the Chennai flood with the help of (Gis Arc map software).
- ❖ To study the psycho-social well-being of the student victims under three major dimension with relate to few personal variables
 - a. Social well-being.
 - b. Physical well-being.
 - c. Academic well-being.

HYPOTHESES

1. There is no significant difference in Gender with respect to psycho-social well-being of the student victims.
2. There is no significance difference in Information services (used during flood) with respect to psycho-social well-being of the student victims.
3. There is no relationship between the factors of psycho-social well-being.

DELIMITATIONS OF THE STUDY

1. The data were collected only from 8 schools of Chennai district.
2. The tools were administered only for standard IX and XI class school students.
3. The study was conducted during rehabilitation period of the Chennai flood.

METHODOLOGY

As this study intended to collect the data regarding psycho- social well-being of the student victims who experienced Chennai flood, Normative Survey Method was employed. Students of class IX and XI were the samples of this study. A total of 294 samples were collected from 8 schools consist of 125 boys and 169 girls. Geographical Information System (GIS ArcMap 10.3) software was used to figure out the schools which were highly affected during the Chennai flood. SPSS was used for statistical analysis.

TOOL USED

For the purpose of data collection, the following tools were developed and standardized by the Investigators. The reliability of the tools is 0.711 and the Validity is 0.843

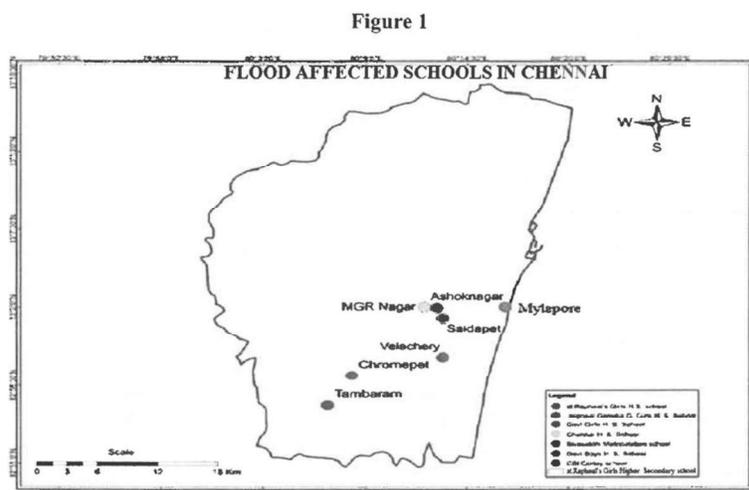
1. Psycho social well-being scale for flood victims (students only)
2. Personal Data Sheet

DATA COLLECTION

After obtaining the permission from the concern authorities, the Investigator personally visited the selected schools for collection of data. The willingness and co-operation of the respective class teachers were also sought. Proper guidelines were given to the students before filling the questionnaire. Students were instructed to fill up their particulars in the personal profile and mark their responses in the spaces provided on the scale.

ANALYSIS OF DATA

GIS ANALYSIS



SPSS Analysis

Hypothesis 1: There is no significant difference in Gender with respect to Psycho-social well-being of the student victims.

Table :1

Table showing significant difference in Gender with respect to the Psycho-social well-being of the student victims.

Gender						
	Gender	N	t-Value	Mean	Std. Deviation	Level of significance (P-value)
Social	Boys	125	4.648	30.34	5.016	0.000<0.01
	Girls	169		32.78	3.969	
Physical	Boys	125	0.257	32.25	7.349	0.798>0.05
	Girls	169		32.49	8.181	
Academic	Boys	125	3.182	29.63	5.710	0.002<0.01
	Girls	169		31.74	5.543	
G-total	Boys	125	3.182	92.22	12.986	0.002<0.01
	Girls	169		97.01	12.556	

Result: The results shown in the above table maybe clear that the overall mean value aim to measure the impact of Chennai flood among student victims in relation to their Psycho social well- being with respect to gender namely boys and girls were 92.22 and 97.01 respectively.

The P-value in the above table depict that the boys and girls differ significantly at 0.01 level. The dimensions show that both the groups did not differ significantly even at above the value 0.05 level in the corresponding factors (Physical well-being) but differ significantly in the remaining two factors namely (social, academic) at value below 0.01 level.

From the mean-value it may be inferred that the psycho social well-being of girl students are better compare to boys during the Chennai flood.

Hypothesis 2: There is no significance difference in Information services (used during flood) with respect to psycho-social well-being of the student victims.

Table 2

Table showing significant difference in Information service (used during flood) with respect to the psycho-social well being of the student victims.

Information services							
Dimensions	Information service	N	Mean	S.D	F. Ratio	Level of significance	Group differ significantly
Social	Newspaper	101	32.5	3.926	2.019	0.111>0.05	None
	Cell Phone	136	31.1	5.012			
	Social Website	37	32.24	4.573			
	Radio	20	31.35	4.487			
	Total	294	31.74	4.598			
Physical	Newspaper	101	31.84	8.216	1.929	0.125>0.05	1&2
	Cell Phone	136	33.35	7.54			
	Social Website	37	32	7.524			
	Radio	20	29.3	7.719			
	Total	294	32.38	7.826			
Academic	Newspaper	101	31.27	5.32	1.326	0.266>0.05	1&2
	Cell Phone	136	30.83	5.851			
	Social Website	37	31	6.133			
	Radio	20	28.5	5.577			
	Total	294	30.84	5.702			
G-total	Newspaper	101	95.61	12.913	1.471	0.223>0.05	1&2
	Cell Phone	136	95.28	13.294			
	Social Website	37	95.24	11.268			
	Radio	20	89.15	12.983			
	Total	294	94.97	12.937			

Results: Using Mean, Standard deviation and F ratio, the Impact of Chennai flood among student victims and their Psych- social well-being were studied with respect to the Information services used by them during the flood. The result shows that overall mean score was high for the student using Newspaper (95.61) and the same was low for those who were using Radio (89.15) The other two mean score of students using Cell phone and social Website were (95.28) and (95.24) respectively.

F-ratio shows that student using newspaper, cell phone, social website, and radio does not differ significantly at 0.05 level. Based on the dimensions, the results reveals that the psycho- social well-being did not differ significantly in all the three dimensions namely social, physical, and academic (above the value 0.05 level).

Hypothesis: 3 There is no relationship between the factors of psycho-social well-being.

Table 3

Table showing correlation among the factors of psycho-social well being of the student victims.

S.No	Dimensions	R- value	Level of Significance	Remarks
1	Social & Physical	0.044**	P>0.01	Positive Correlation
2	Social & Academic	0.202**	P>0.01	Positive Correlation
3	Physical & Academic	0.434**	P>0.01	Positive Correlation

Results: From the above table# 3 it is revealed that r- value is higher (0.434) for Physical and Academic than Social and physical (0.044), It is also revealed that there exist a positive relationship among all the dimensions of psycho-social well-being.

It is also noted that correlation is significant at the 0.01 level, which clearly confirm the positive correlation of all the factors.

EDUCATIONAL IMPLICATIONS:

The preplan activities to manage natural and man-made disasters surely reduce the vulnerability and risks of human life. Rehabilitation course with a special focus to student victims is essential and assist to obliterate the negative scars and impacts. For best practices, circulating the list of volunteers in Government and Non-government rehabilitation team augment speedy recovery and time saving. Irrespective of gender, students should be given awareness on various safety methods to ensure safety and well-being through some authenticated sources. Every school should have a plan for emergency situation made available to the stake holders. A minimum level of knowledge is essential to know about Structural safety (safety of buildings on or near the school site), Non-structural safety (threats posed by building furnishings and equipment's including fire safety), Local infrastructure (lifeline utilities such as water, electricity, gas, communications and transportation) Environmental mitigation and

announcement of ambient conditions need to be circulated immediately to the local residents. Engaging local community and observe their response towards temperature, inundation, hazardous materials release, and climate change ensure effective result in handling the downbeat impacts.

The intention of the paper is to rejuvenate the simple practices for best result such as encouraging the student to listen to radio or watch TV or other sources of information to keep them aware and informed of daily weather condition and relevant warnings. Ensure the pupils and public to know the locations of identified safe areas, the nearest health center, and the nearest rescue places. School should implement disaster management programs for the welfare of the students. The student and teacher must be kept awareness of using geographical features. Practical oriented assignments on handling environmental issues and facilitating experiential learning enrich the individual's response to the threats.

SUGGESTIONS

1. The investigator has restricted the study to Chennai District. The investigation can also be extended to various districts frequently affected by natural disasters.
2. The present study can be extended to the samples who enrolled in Higher education (if any) since few cases have been witnessed among scholars who have had happens to lose their hard findings and research documentation due to such unexpected disasters.
3. Future researcher may take a lead from this study and an attempt may be drawn to construct rehabilitation models focusing on student population with psychological approach and philosophical input for their psycho social well-being and speedy recovery from such traumatic experiences.
4. Encourage healthy dialogues and activities inside the classrooms to ensure sustainable urban development with civic responsibility. Creation of student forum with sufficient awareness and knowledge of disaster management certainly support our livelihood to withstand the future of our environment.
5. Education means holistic development. Do not confine the tern1 holistic development in terms of aware of something to react or response. It means preparing oneself to become survival of the fittest. Survival indicates endurance in all situations.

CONCLUSION

Education means drawing out the inner potential of an individual. This inner potential encourages the individual to become the survival of the fittest. Surviving in the midst of changes occurs due to natural and man-made disaster is going to be in the regular agenda of the forth coming days. The new arena of holistic education includes handling the threat against survival needs. Preparation of students to handle the threat and to survive as the fittest is the new dimension which attracts more attention of the stakeholders. Through this study the stakeholders need to understand that girls maintain a better psycho-social well-being compared to boys during disasters and emergencies. According to the participants of this study, NEWS papers were the information services used by the student victims to know about the situation during flood. The uninterrupted services of such information services directly and indirectly played a vital role in keeping the psycho-social well-being of the student victims to some extent. Considering the factors of Psycho social well-being, it has become the need of the hour to strengthen our education with much more inputs and awareness to face such kind of threads. Hence paradigm of research is widening with new hopes to learn more.

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