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Challenges and Opportunities of Disaster Education Program Among UUM Student

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Abstract. "Disaster education" is a new area and concepts in the field of education in Malaysia. UUM students are less exposed to Disaster education compared with students in the other country. Nowadays, there have been significant increases in the frequency of the disasters. The goals of this research are given knowledge for UUM student to prevent, prepared and more aware of the future disaster. Providing UUM students with disaster education is one of the steps towards the creating of the culture of prevention and preparedness within each other. The aimed of this study on "Disaster Education" is for reducing vulnerabilities to natural hazards and makes people more aware of the natural disaster. The importance of disaster education is for reducing disaster and achieves safety of human for sustainable development among university students. Based on these literature findings, the questionnaires were conducted among UUM students to explore the challenges and opportunity of Disaster Education Program among UUM students. The objective of this research is to present the questionnaire findings on challenges and opportunities of disaster education among UUM students is related to the disaster knowledge factors. A comprehensive list of challenges and opportunities for disaster education program among UUM students is identified from this research.

INTRODUCTION

According to [13] "Disaster education" is a new area of enquiry in the in the field of education. At present, there are few texts which deal directly with public education in emergencies. The aimed of this study on "Disaster Education" is for reducing vulnerabilities to natural hazards and makes people more aware of the natural disaster. On 26th December 2014, Malaysia was affected by the tsunami and also an Indian Ocean earthquake. The northern states of the west coast of Peninsular Malaysia have been severely affected, where included Kedah, Penang Perlis, Perak and Selangor. Penang and Kedah (in particular Langkawi) suffered the most damage [8]. The importance of disaster education is for reducing disaster and achieves safety of human for sustainable development among university students. According to [14], scrutiny about the threat of disaster and hazard should be given to school children and also youth. Hence, this way could give more realisation regarding disaster among people. Prevention and action should be made before disasters knock. There's much activity that can be implemented in order to minimise the damage that caused by the disaster as well as creates the awareness among university students. For example, establish documentary, making posters and workshops. Disaster education is essential for saving our own life and community to live safely and pleasantly. This project explores the challenges and opportunities for disaster education program among UUM student through an extensive literature study.

Definition of Disaster Education

Education is a process of receiving, teaching or giving of instruction at the school or university. Education also can gain knowledge and be educated. In other words, education is a process of learning, skills, values and beliefs. The method that can be used in education, such as discussion, observation, training, do research and does experiments. According to [1] education is a process of experience, because life is growth. Educations are mean helping inner growth without being restricted by age; the growth process is for adjusting to each phase as well adding in the development of one's skills. Besides that, there will be intercommunication between adults and children where the educational work in progress [7].

Disaster Education Among UUM Students

The disaster education is still not fully implementing in UUM campus. Disaster education is crucial for UUM students to take appropriate measures before and when disasters can occur. UUM need teach of disaster education as part of the UUM syllabus for preparing the students for disasters and give knowledge and skills essential for disaster prevention. There are also many programmed in environmental education, and some of these already include materials on natural hazards. Accordingly, UUM should implement a plan for making students aware of disaster risks and hazards. However, at present, there is a lack of public preparedness for disasters and vulnerability and underestimation of risks. Much more significant attention must be paid to preventative strategies aimed at saving lives and protecting resources and assets before they are lost [9]. This research includes a discussion about the importance of disaster education and explores the research issues given the nature of the research problem. Therefore, this study intends to explore the awareness level of disaster preventions is achieved by UUM students. The above problem statement will help this study to understand to which extent UUM students prepare to cope and respond appropriately to disaster outbreak. Also, this project will explore the current issues and challenges in disaster education an extensive literature review. This study aims to identify the challenges and opportunities for disaster education program among UUM student. This study focuses on two primary objectives. The objectives are to explore the awareness of UUM students regarding natural disaster prevention and to identify the challenges and opportunities for disaster education program among UUM's students.

Implementation Disaster Education Program Among UUM Students

Disaster education can be implemented by using appropriate response through the implementation of education for UUM students. The strategy is to deal with more than education addressing the lifestyle, values and behaviour students. This approach can be adapted for implementation at all levels and from the program for local initiatives. Disaster Education is focused on adapting to disaster education program from a young age until high education level and construct of public awareness and understanding of disaster education among UUM students. Developing a set of curriculum guides and give practical training related to disaster education and involving teachers and content experts.

The Important of Disasters Education

A disaster education is very important for human life. The education system is the key to reducing personal injuries, loss of life and damages from the natural disasters. UUM students should be more aware of what natural hazards they are likely to face. Besides that, UUM students should know in advance what specific preparations to make before an event, what to do during a hurricane, earthquake, flood, fire, or other likely event, and what actions to take in its aftermath [12]. It bears the obligation to share knowledge that can help with identifying hazards and risks, taking action to build safety and resilience, and reducing future hazard impacts. Communities and individuals usually can and want to become partners in this [5]. The most important disaster education among UUM students is to protect themselves and to be more resilient. Disaster education also can increase UUM student's confidence in acting to make them safer and avoid confusion when disaster comes. The benefits of disaster education in technological factor is early warning systems such as efficient flood warning systems, and efficient tsunami warning systems are enormously helpful in managing disasters successfully. In addition, they highlighted the use of satellite images to gather real-time data during and the aftermath of a disaster. For environment factor, the natural environmental barriers can prevent or minimise the effects of a disaster [15].

The immediate impacts are compounded by the longer-term impacts children suffer due to loss of health care, educational opportunities and household assets. Malaysia also has several of natural disasters from 1997 until 2015. In August 1997-Forest Fires caused economic losses of about \$300 million, December 2004 - The Great Indian Ocean tsunami impacted Penang resulting in at least 72 casualties, 6 of whom were foreign tourists, January 2007 - Floods in the Johor-Pahang region killed 17 people, affected 137,533 people and caused the economic loss of about \$605 million, December 2007 - Malaysia east coast floods claimed 7 lives in Kelantan, Pahang and Johor state. More than 4,000 people were sent to relief centres and June 2015 A magnitude 5.9 earthquake struck near Mount Kinabalu killing 18 and stranding more than a hundred people on the peak [6]. This research shows that the disaster education program among UUM students should be implemented as one of the platforms to facing the future natural disasters.

Research Process

To ensure the study is conducted in a manner to meet goals and objective. There are some methodological steps have been developed and planned for this study. This study divided into several distinct phases, namely, identification of problems and objectives, literature review, identification of research methods, analysis and finally the conclusion and recommendation stages. The entire of the research process is shown in this following Figure 1:

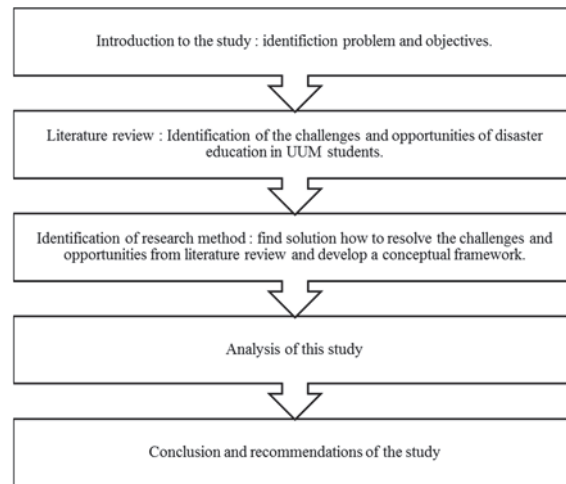


FIGURE 1. Research process flow chart

METHODOLOGY

The respondents for this study are UUM students. Before distributing the questionnaires to them, the researcher should ask a few questions to confirm that they are desired respondents which is having some knowledge about disaster education. The researcher should search for the UUM students who willing to answer the questionnaires and give the information to researchers and all the information are considered confidential. The sample from this study is among the selected UUM students. This chapter highlights the design and methodology selected for this research. Firstly, the technique adopted in this research are discussed in this chapter is a conceptual study to resolve the issues from the literature review. Besides, this chapter will describe the development of the conceptual framework of this study. The data collection process will be done by the researcher. The researcher will approach the respondents and will ask a few questions for screening either they are UUM students. Once the respondents identified as the desired respondents then the questionnaire will be given to them. The researcher will be at the location during the questionnaire being answered to make sure that respondents understand the questionnaires given and the respondent may ask the researcher about the part that they are not clear about the question. The information could already be outdated for the purpose of the research. Besides that, another weakness of this study is UUM should make a new syllabus of Disaster Education in university subjects.

Conceptual Frameworks

A conceptual framework is a key to identify the relationship between the concept being used. It helps to describe either from abstract or logical structure view and the meaning that guide the development of the study. The conceptualization is the process of creation of ideas, designs or strategies. The plans must base on fact that have been given and the situation. According to [10] "Making such initial frames explicit usually in the form of a simple graphic structure of major variables with arrows showing relationships between them, substantially aids focus".

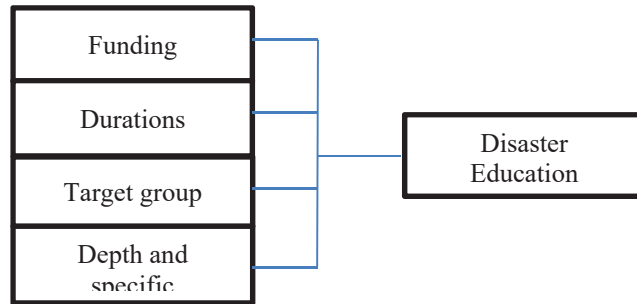


FIGURE 2. Conceptual framework

FINDINGS

Questionnaire method can be identified the percentages of challenges and opportunities related to disaster education factor. The benefits include aspects that can be contributed to successful disaster education that need to be improved for the future responses. The results of the questionnaire surveyed respondent data will be analysed. The results of the survey are based on SPSS 23.0 software. In the other hand, this chapter covered a few parts such as descriptive analysis and descriptive statistic.

The demographic profile of the 66 respondents has been in part 1 of the questionnaire. There're a total five of the questions under the respondent's demographic section which included age, semester, gender, college and race. In the demographic section, most of the respondents are age range between 20-22 and 23-24 is the same amount which consists of 39.4% of respondents that is represent 26 respondents respectively. The other range between "25-30" is 21.2% represent 14 respondents. Besides that, most of the respondents are semester 7 that consist 48.5% which is 32 respondents. The other is for semester 6 is 16.7% represent 11 respondents; semester 5 is 7.6% represent 5 respondents, semester 4 is 3% represent 2 respondents, semester 3 is 4.5% represent 3 respondents, semester 2 is 9.1% of 6 respondents and semester 1 is 10.6% for 7 respondents. The gender female is 66.2% of 43 respondents and male only 38.8% of 22 respondents. COB college highest which is 56.1% which is 37 respondents and the other which is CAS consist 22.7% which is 15 respondents and CAS only consist 21.2% which is 14 respondents. Malay respondents are highest respondents from the other two races which are 56.1% represented 37 respondents and Chinese are 25.8% of 17 respondents. This is followed by Indian which is 16.7% represent 11 respondents, and other only have 1.5% for one respondent.

Challenges and Issues for Disaster Education

Funding

According to [2], because of climate change, natural disasters are expected to be amplified in frequency and impact. The largest human cost will be borne by populations already disadvantaged by poverty. Besides that, there is the lack of disaster education funding to invest in capacity building and give training to all UUM students.

Durations

The timing of disaster recovery assistance includes pre- and post-event activities. As noted in the definition of disaster recovery, pre-event planning and post-event actions assume an ideal condition does not have in place a robust pre-event planning policy, nor do most states or local governments maintain pre-disaster recovery plans that address the coordinated timing of assistance [4]. Disaster education in Malaysia is less exposed to students than other countries, especially Japan, which is indeed practising disaster education since kindergarten. Long duration needed to expose the importance of disaster education to UUM students as they have not been exposed to disaster education since childhood.

Target group

The research aims to give the knowledge of disaster education program among UUM students. UUM should introduce the students regarding disaster education concepts in simple terms and develop an interest in this subject through interactive activities to seek more information on disasters.

Depth and specific knowledge

Without any support from the applicable agency, there will be inadequate to change and have no idea to make an action. One of the effective ways to increase the awareness and knowledge to children is from outside supportive such as school learning environment and university [3].

RECOMMENDATION AND CONCLUSION

The objective of this study is to explore the awareness of UUM students regarding natural disaster prevention and to identify the challenges and opportunities for disaster education program among UUM's student. Education is the key because it is very important to give more vulnerable population such as children. From this research, UUM can use the data and can do a campaign to heighten explore the awareness of UUM students regarding natural disaster prevention. According to [16] Disaster Management Awareness is the most important and essential knowledge which should be improved among the teachers of higher education for Curricular and extracurricular activities of Disaster Management which are to be included in the school and college curricular should be given more attention. To enhance how the importance of disaster education to students, UUM should make an interesting poster to attract UUM students and implement a plan for making students aware of disaster risks and hazards. Besides that, UUM should have flexibility in the syllabus allows for creativity and innovations to attract more UUM students to know the importance of Disaster Education in their life. UUM may use this research to create and introduce new comprehensive curriculum. In this method, we can give a more in-depth look at how effective UUM Students regarding Disaster Education. People need to be informed of these practices in order to protect themselves and their families; consequently, many organizations and actors are involved in providing resources and information to anyone who wants them [11]. Disaster education can be one of the guidelines when a natural disaster comes they can prevent and prepared themselves to face the disaster. UUM should teach how to prepare and respond to a disaster can be extremely beneficial and having an awareness that can help to reduce some of the emotional and psychological risks.

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