

## An Analysis of Factors Affecting College Students' Sense of Crisis

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### Abstract

With the rapid development of society and the increasing diversification of students' ideas and concepts, crisis events frequently occur on college campuses, threatening the stability and development of colleges and universities and hindering the construction of harmonious campuses. This study aims to explore the factors that influence college students' sense of crisis. A quantitative analysis method utilizing a questionnaire survey was employed to collect data, and 400 students from universities were randomly selected as respondents. The study tests specific hypotheses and examines the relationship between students' crisis management knowledge, university support for crisis management, and students' crisis awareness. To promote the stable and healthy development of colleges and universities, it is necessary to strengthen the management of crisis incidents among college students and enhance their sense of crisis. Additionally, campus infrastructure construction should be optimized to provide better organization and guarantee of crisis management. Students should be provided with comprehensive crisis awareness education, including the addition of crisis education courses, regular crisis management knowledge lectures, and participation in a variety of safety education activities. To improve their own crisis management skills, students should actively participate in knowledge lectures, safety education activities, and crisis training and education organized by schools. They should also take crisis education courses seriously and continuously enhance their crisis awareness and response abilities

**Keywords:** college students, crisis awareness, current situation, countermeasures  
Introduction

### Introduction

With a high density of personnel and a large number of talents, colleges and universities are vulnerable to crisis events that can lead to serious consequences. However, the lack of crisis management knowledge and weak awareness among college students, combined with

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insufficient support from universities, has resulted in a frequent occurrence of campus crisis events. These events have negatively affected the normal teaching, management order, and safety of teachers and students, thereby impeding the construction of stable and harmonious campuses in colleges and universities. To address these challenges, this study aims to conduct an in-depth analysis of the existing problems and their root causes in school crisis management. In addition, corresponding countermeasures will be proposed to enhance the level and effectiveness of crisis management in colleges and universities, increase students' awareness of crisis management, and promote the establishment of harmonious campuses. (Al-Emadi, et al., 2021) (Kim, 2018)

A number of researchers, including Kim & Lee (2019) , Al-Dabbagh & Zhao (2020), Williams, & Cross, (2020), Gupta & Kumar (2021) have emphasized the importance of crisis management support and the need for developing management plans to ensure security on college campuses. They also stressed the importance of training decision-makers in crisis decision-making processes to enhance their awareness of factors that influence decision-making during crises. Additionally, Pinar (2017), Zhao (2022), and others have studied crisis management knowledge, finding that students generally have low levels of crisis awareness and lack crisis management knowledge. They suggested the inclusion of crisis management courses to strengthen students' awareness and improve their crisis management skills. (Ong & Gao, 2020)

However, these studies only addressed one aspect of the factors affecting college students' crisis awareness, without examining the relationship between crisis management knowledge, university support for crisis management, and crisis awareness, or the degree of influence of crisis management knowledge and university support on crisis awareness. (Lee & Yoon, 2021) (Kwon, et al., 2020) (Lee & Kim, 2020) (Yoo & Park, 2020) Thus, the present study aims to explore the factors that impact college students' sense of crisis and proposes countermeasures based on the current status of crisis awareness on college campuses. (Kang & Park, 2019)

The study employs a quantitative analysis method using a questionnaire survey, with 400 university students randomly selected as respondents. The research focuses on testing specific hypotheses and examining the relationship between students' crisis management knowledge, university support for crisis management, and students' crisis awareness. The findings will contribute to strengthening the management of campus crisis incidents among college students, enhancing their sense of crisis, and promoting the stable and healthy development of colleges and universities.

## Objectives of Research

This study aims to investigate the factors influencing college students' crisis awareness and to identify the challenges they face in managing crises. Furthermore,

the study aims to analyze the identified problems, determine their root causes, and assess their impacts. Lastly, this research will propose effective countermeasures to address



the challenges in crisis management. By achieving these objectives, this study can contribute to the improvement of crisis management measures and the enhancement of students' crisis awareness in colleges and universities, ultimately promoting the establishment of harmonious campuses and preventing future crisis events. (Park & Kim, 2021) ( Li & Zeng, 2020) ( Jeong & Park, 2020) (Hong & Lee, 2019) (Sun & Liu, 2019)

## Scope of the Study

This study aims to explore the factors that influence college students' crisis awareness and their ability to manage crisis events. The research focuses on understanding the influencing factors of college students' crisis awareness, particularly their crisis management knowledge and university support for crisis management. The study will use a questionnaire survey to collect data from 400 students randomly selected from universities. The research will analyze the survey results using statistical methods to identify the factors that affect college students' crisis awareness. The findings of the study will provide suggestions for improving the management of crisis events in colleges and universities and enhancing students' crisis awareness to promote the construction of harmonious campuses. The study does not aim to address other aspects of crisis management or other factors that may affect crisis awareness among college students.

### Research Questions

As college campuses face frequent crisis events, it is crucial to understand the factors affecting college students' sense of crisis. This study aims to explore the following research questions:

What is the level of students' knowledge of crisis management?

The understanding of crisis management knowledge among students plays an important role in preventing and handling campus crisis events. It directly affects the cultivation of students' crisis awareness and the school's ability to manage crisis events. Therefore, this study will first examine the level of students' knowledge of crisis management. (Chen et al., 2021) (Kim & Park, 2020) (Lee & Park, 2019)

How does university support for crisis management affect students' crisis awareness?

To effectively manage crisis events on campus, universities need to establish and improve organizational systems, provide crisis education and training, and prepare for material conditions to respond to crises. (Kim & Lee, 2021) (Lee, et al., 2020) (Kim, & Park, 2019)

This study will focus on university support for crisis management and its impact on students' crisis awareness. In summary, this research investigates the impact of crisis management knowledge and university support for crisis management on students' crisis awareness, aiming to identify existing problems and provide insights for improving crisis management on college campuses.



**Contributions This study makes the following contributions:**

1. It explores the relationship between crisis management knowledge, university support for crisis management, and crisis awareness. By analyzing the factors that influence students' crisis awareness, this study provides insights into how crisis events can be prevented, managed, and resolved effectively in universities.

2. This study employs a quantitative analysis method through a questionnaire survey to identify the existing problems in students' understanding of crisis management knowledge and the university's support for crisis management. Based on the results, the study proposes countermeasures to enhance students' crisis awareness and promote the stable and healthy development of universities. These contributions can be useful for policymakers, educators, and other stakeholders involved in crisis management in universities.

**Literature Review****1. Introduction**

The sense of crisis among college students refers to their ability to identify potential risks and effectively cope with them. This topic has been extensively studied in the field of public administration and business management. In assessing risks, the public's acceptance and understanding of disasters play a crucial role (Covello & Merkhofer, 1993; Huang et al., 2013). (Jia & Hou, 2020) (Kim & Lee, 2018) (Liao, et al., 2020) (Li, et al., 2021) (Oktadiana, et al., 2019)

**2. Related Concepts, Theories, and Research**

Kenner's (2018) study emphasizes the significance of crisis management and threat assessment on college campuses. Although there is no standardized training protocol, managers agree on the importance of developing policies and conducting training. The results of Al-Dabbagh's (2020) study suggest the need to train decision-makers in crisis decision-making processes, increase their awareness of factors influencing crisis decision-making, and encourage proactive thinking to save time, effort, and money while reducing severe consequences. Pinar's (2017) research reveals that students have inadequate cognitive knowledge of disasters, and their level of disaster awareness is low. Multi-stakeholder cooperation should be strengthened to raise awareness. Zhao & Zhang (2022) research found that students with higher awareness of crises, particularly COVID-19, are more likely to have more knowledge about the virus, which in turn promotes awareness of protective behaviors.

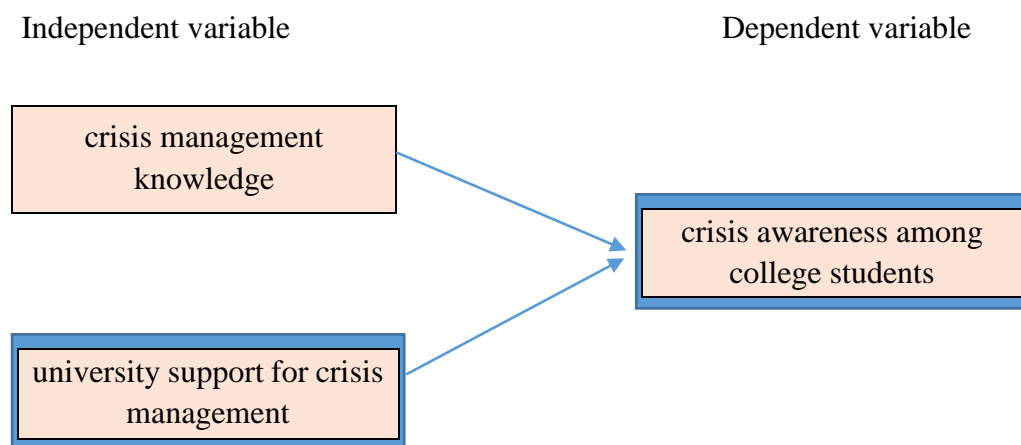
**3. Hypotheses The following hypotheses are proposed:**

Hypothesis 1: There is a positive correlation between crisis management knowledge and crisis awareness among college students. That is, as students' crisis management knowledge increases, their crisis awareness also increases.

Hypothesis 2: There is a positive correlation between university support for crisis management and crisis awareness among college students. That is, as the level of university support for crisis management increases, students' crisis awareness also increases.



4. Conceptual Framework Figure 1 illustrates the proposed conceptual framework of the study. It shows the direct causal relationship among the variables of crisis management knowledge, university support for crisis management, and crisis awareness among college students.



**Figure 1:** Conceptual model

## Research Methods and Design

1. Research Methods This study utilized a quantitative research method. The sample size of this study is based on Taro Yamane formula (Yamane, 1973; Lertatthakornkit and Intravisit, 2022) with 95% confidence level for minimum number of sampling (0.05 margin of error), more than 20,000 students according to 2022 students population, the sample is 400 students. The random selection of 400 students from different academic levels, including the first year of college, the second year of university, the third year of university, and the fourth year of university.

The data was collected through a questionnaire survey, and all 400 questionnaires were collected and analyzed.

### 2 Study Design

The questionnaire utilized a Likert scale to measure the variables of interest, and was divided into two parts: the basic situation of respondents and the questionnaire survey. The survey consisted of a total of 22 single-choice questions, with 4 questions related to students' understanding of crisis management knowledge, 6 questions related to the school's support for crisis event management, and 4 questions respectively related to self-perception, self-assessment, and self-reaction of crisis awareness. The survey was conducted to understand students' knowledge of crisis management, school support for crisis event management, and crisis awareness self-awareness, self-assessment, and self-response. The



questionnaire also included a brief description of the study's purpose and relevant statements.

The survey was conducted using Questionnaire Star, and 400 questionnaires were distributed, with all 400 questionnaires collected, resulting in an effective rate of 100%. The sample size was considered sufficient for statistical analysis. Descriptive statistics were first used to analyze the basic characteristics of respondents and variables. Reliability and validity tests were then conducted to analyze the consistency and validity of the measurements.

## Research Results

### 1. Reliability Analysis

The questionnaire items were tested for reliability. The Cronbach's alpha coefficients were calculated for crisis management knowledge, university support for crisis management, and self-awareness, self-assessment, and self-response of crisis awareness. (Al-Abdallah & Qasim, 2020) The results show that the Cronbach's alpha coefficients were 0.90, 0.93 and 0.88, respectively, all above 0.8, indicating good reliability of the questionnaire variables. Table 4-1 presents the reliability analysis results, confirming that the data can be used for further analysis.

Table 1 Reliability Statistics		
variable	Cronbach's Alpha	N of Items
Knowledge	.90	4
School support	.93	6
Awareness	.88	12

To improve the validity of the questionnaire, we conducted an expert evaluation with the guidance of relevant experts. Based on a review of relevant literature and works, three experts were anonymously invited to evaluate the questionnaire's validity. The experts were asked to rate each question on a 4-point Likert scale based on its clarity, relevance, and appropriateness. The ratings were then analyzed using the Content Validity Index (CVI) to determine the questionnaire's overall validity. As shown in Table 4-2, the CVI scores for all questions were above 0.8, indicating that the questionnaire has good content validity.

**Table 2** Expert validity test evaluation table

Expert number	Evaluation of the overall validity design of the questionnaire				
	Very suitable	suitable	Basically suitable	Square peg	Very inappropriate
1	√				



2	√
3	√

3 Analysis of Basic Sample Information The study included a valid sample of 400 respondents. Tables 4-3 and 4-4 present the basic characteristics of the respondents in terms of gender and grade level. Among the participants, 104 (26%) were male and 296 (74%) were female, which is consistent with the gender distribution in the school's population. Regarding grade level, 97 (24.3%) were first-year college students, 107 (26.7%) were second-year university students, 92 (23%) were third-year university students, and 104 (26%) were fourth-year university students, providing a representative sample from each grade level. The diverse sample allowed for the exploration of crisis awareness from different perspectives.

**Table 3 Gender**

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	104	26.0	26.0	26.0
	female	296	74.0	74.0	100.0
	Total	400	100.0	100.0	

**Table 4 Grade**

Grade		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	97	24.3	24.3	24.3
	Sophomore	107	26.8	26.8	51.0
	Junior Year	92	23.0	23.0	74.0
	Senior Year	104	26.0	26.0	100.0
	Total	400	100.0	100.0	

### 3 Analysis of results

In this study, linear regression analysis was performed with crisis management knowledge and university support for crisis management as independent variables and crisis awareness as the dependent variable. Tables 4-5 and 4-6 show the results of the analysis, revealing that the model has an R-squared value of 0.239. This indicates that crisis management knowledge and university support for crisis management can explain 23.9% of the variation in crisis awareness.





**Table 5** Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	sumSch, sumKb	.	Enter

a. Dependent Variable: Sum Awareness

b. All requested variables entered.

**Table 6** Model Summary

Model	R	R Square	Adjusted Square	R Estimate	Std. Error of the
1	.489a	.239	.236		.66171

a. Predictors: (Constant), sumSch, sumK

Based on the results shown in Table 4-7, the F-test conducted on the model indicates that it passes the test with a value of  $F=62.481$  and a significance level of  $p=0.000<0.05$ , which suggests that the model is statistically significant and performs well.

**Table 7** ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Itself.
1 Regression	54.716	2	27.358	62.481	.000b
Residual	173.832	397	.438		
Total	228.549	399			

a. Dependent Variable: SumAwareness

b. Predictors: (Constant), sumSch, sumK

By using crisis management knowledge and university support for crisis management as independent variables and crisis awareness as the dependent variable for linear regression analysis, Table 4-8 shows that the model formula is  $\text{crisis awareness} = 1.749 + 0.168 * \text{crisis management knowledge} + 0.288 * \text{university support for crisis management}$ . The specific analysis is as follows: The regression coefficient value of university support for crisis





management was 0.288 ( $t=3.973$ ,  $p=0.000<0.01$ ), indicating that university support for crisis management has a significant positive impact on crisis awareness. The regression coefficient value of crisis management knowledge was 0.168 ( $t=2.581$ ,  $p=0.000<0.01$ ), indicating that crisis management knowledge has a significant positive impact on crisis awareness.

**Table 8** coefficient's

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1	(Constant)	1.749	.087	20.108	.000
	sumK	.168	.065	2.581	.010
	sumSch	.288	.073	3.973	.000

a Dependent Variable: Sum Awareness

Upon analyzing the results, it is evident that both crisis management knowledge and university support for crisis management have a significant and positive impact on crisis awareness

## Conclusion Discussion and Recommendations

This study focuses on college students and utilizes a quantitative approach through a questionnaire survey to draw conclusions and provide recommendations based on the specific circumstances of the institution.

### Conclusions

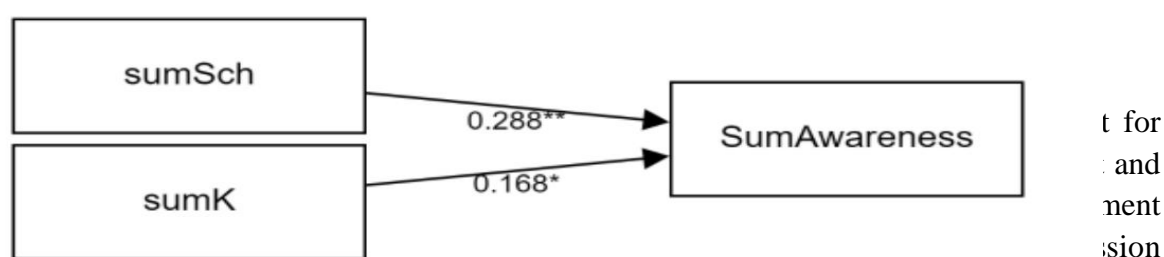


Figure 1 the specific circumstances of the institution

indicating a positive correlation between crisis management knowledge and crisis awareness. However, the former coefficient is greater than the latter, suggesting that university support has a greater impact on crisis awareness. Therefore, to cultivate college students' crisis awareness, it is crucial to strive for more support from schools, and simultaneously strengthen education on crisis management knowledge.



This study has limitations, such as not exploring the association between university support for crisis management and crisis awareness, and the sample only being from one university. Future studies could increase the sample size and further explore the factors influencing college students' crisis awareness. (Debbage & Debbage, 2018) ( Lee & Kim, 2020) (Lengyel & Martin, 2017) (Terpstra & Lindell, 2013) (Verma & Gustafsson, 2018)

### **New knowledge form Research**

With the rapid development of society and the increasing diversification of students' ideas and concepts, crisis events frequently occur on college campuses, threatening the stability and development of colleges and universities and hindering the construction of harmonious campuses. This study aims to explore the factors that influence college students' sense of crisis. A quantitative analysis method utilizing a questionnaire survey was employed to collect data, and 400 students from universities were randomly selected as respondents. The study tests specific hypotheses and examines the relationship between students' crisis management knowledge, university support for crisis management, and students' crisis awareness. To promote the stable and healthy development of colleges and universities, it is necessary to strengthen the management of crisis incidents among college students and enhance their sense of crisis. Additionally, campus infrastructure construction should be optimized to provide better organization and guarantee of crisis management. Students should be provided with comprehensive crisis awareness education, including the addition of crisis education courses, regular crisis management knowledge lectures, and participation in a variety of safety education activities.

### **Recommendations**

To improve crisis management in colleges and universities, it is recommended to increase support for crisis management, continuously improve the crisis management system, formulate crisis management plans, and establish early warning systems. Additionally, campus infrastructure construction should be optimized to provide better organization and guarantee of crisis management. Students should be provided with comprehensive crisis awareness education, including the addition of crisis education courses, regular crisis management knowledge lectures, and participation in a variety of safety education activities. (Al-Balushi, et al., 2021) (Wang, et al., 2020) (Wang, et al.,2020) (Reuben, & Zadeh, 2019) (Onyango & Otiato, 2020) (Mishra & Verma, 2017)

To improve their own crisis management skills, students should actively participate in knowledge lectures, safety education activities, and crisis training and education organized by schools. They should also take crisis education courses seriously and continuously enhance their crisis awareness and response abilities

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