



## Evaluating the Effectiveness of Student Activities in Universities in Enhancing Crisis Management Awareness and Preparedness in Tourism Education

تقييم فعالية الأنشطة الطلابية في الجامعات في تعزيز الوعي بإدارة الأزمات والاستعداد لها في تعليم السياحة

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### Abstract

Effective crisis management is a vital skill for professionals in the tourism sector, as crises such as natural disasters, pandemics, and political instability can severely disrupt operations, leading to financial losses and reputational damage. Given the sector's vulnerability to such events, preparing future professionals to respond quickly and efficiently is crucial. Incorporating crisis management training into education, especially through student activities, is an effective way to equip students with these necessary skills. These activities, including workshops, simulations, and volunteer projects, offer hands-on learning experiences that bridge the gap between theory and practice. They help students develop critical skills such as decision-making, risk assessment, leadership, and communication, all of which are essential when managing crises in tourism.

This research aims to examine how student activities contribute to increasing awareness of crisis management in the tourism sector. It hypothesizes that students who engage in practical learning opportunities, such as crisis management simulations and role-playing exercises, will gain a deeper understanding of the complexities of crisis management than those who rely on theoretical knowledge alone. Additionally, the study seeks to identify the most effective types of student activities that foster leadership, decision-making, and risk assessment skills. These competencies are crucial for managing crises, as tourism professionals must address challenges like stranded tourists and media communication. By participating in crisis-focused student activities, students develop the skills necessary to allocate resources, assess risks, and lead teams in challenging situations, preparing them for the demands of the tourism industry.

**Keywords:** student activities, crisis management, the tourism sector.

### معلومات المقالة

لغة المقالة: الإنجليزية

### الملخص

إن إدارة الأزمات الفعالة مهارة حيوية للمهنيين في قطاع السياحة، حيث يمكن للأزمات مثل الكوارث الطبيعية والأوبئة وعدم الاستقرار السياسي أن تعطل العمليات بشكل خطير، مما يؤدي إلى خسائر مالية وضرر للسمعة. ونظراً لضعف القطاع في مواجهة مثل هذه الأحداث، فإن إعداد المهنيين في المستقبل للاستجابة بسرعة وكفاءة أمر بالغ الأهمية. إن دمج تدريب إدارة الأزمات في التعليم، وخاصة من خلال الأنشطة الطلابية، هو وسيلة فعالة لتزويد الطلاب بهذه المهارات الضرورية. تقدم هذه الأنشطة، بما في ذلك ورش العمل والمحاكاة والمشاريع التطوعية، تجارب تعليمية عملية تسد الفجوة بين النظرية والتطبيق. وهي تساعد الطلاب على تطوير مهارات حاسمة مثل اتخاذ القرار وتقييم المخاطر والقيادة والتواصل، وكلها ضرورية عند إدارة الأزمات في السياحة.

يهدف هذا البحث إلى دراسة كيفية مساهمة الأنشطة الطلابية في زيادة الوعي بإدارة الأزمات في قطاع السياحة. ويفترض أن الطلاب الذين يشاركون في فرص التعلم العملي، مثل محاكاة إدارة الأزمات وتمارين لعب الأدوار، سوف يكتسبون فهماً أعمق لتعقيدات إدارة الأزمات مقارنة بأولئك الذين يعتمدون على المعرفة النظرية وحدها. بالإضافة إلى ذلك، تسعى الدراسة إلى تحديد أكثر أنواع الأنشطة الطلابية فعالية والتي تعزز مهارات القيادة واتخاذ القرار وتقييم المخاطر. هذه الكفاءات ضرورية لإدارة الأزمات، حيث يجب على المتخصصين في السياحة معالجة تحديات مثل السياح العالقين والتواصل الإعلامي. من خلال المشاركة في الأنشطة الطلابية التي تركز على الأزمات، يطور الطلاب المهارات اللازمة لتخصيص الموارد وتقييم المخاطر وقيادة الفرق في المواقف الصعبة، وإعدادهم لمتطلبات صناعة السياحة.

**الكلمات الدالة:** الأنشطة الطلابية، إدارة الأزمات، قطاع السياحة.

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## Introduction

The tourism sector is one of the most sensitive industries to crises, constantly exposed to disruptions ranging from natural disasters and global pandemics to political instability and economic recessions. These challenges not only impact the stability of tourism businesses but also test the resilience and adaptability of professionals in the field. To address these demands, educational institutions, particularly those focused on tourism, play a pivotal role in preparing students to manage crises effectively. Among the most impactful tools for achieving this goal are student activities, which provide practical, hands-on experiences that complement theoretical learning. Kolb's (1984) experiential learning theory highlights the importance of engaging students in activities that promote active learning and reflection, fostering a deeper understanding of real-world challenges. In the context of tourism education, activities such as simulations, workshops, and collaborative projects help bridge the gap between academic knowledge and the practical skills needed for effective crisis management (Becken & Hughey, 2013). Student activities not only enhance technical crisis management skills but also develop soft skills such as communication, leadership, and teamwork, which are essential for navigating crises in a highly interconnected industry. For instance, crisis simulation exercises allow students to experience the complexities of managing resources, communicating with stakeholders, and making strategic decisions under pressure (Ritchie & Jiang, 2019). Moreover, these activities foster critical awareness of the cascading effects of crises within the tourism sector, empowering students to think proactively about prevention, mitigation, and recovery strategies (Hall et al., 2017). As the tourism industry faces increasingly frequent and severe crises, incorporating such experiential approaches into tourism education has become imperative to ensure the development of a workforce capable of responding to emergencies efficiently and sustainably. Furthermore, the integration of crisis management themes into student activities aligns with global efforts to build a more resilient tourism sector. The United Nations World Tourism Organization (UNWTO, 2020) emphasizes the need for innovation and capacity-building in tourism education to address the growing complexity of global crises. By engaging in structured student activities, future tourism professionals gain a practical understanding of risk assessment, disaster response planning, and stakeholder coordination, enabling them to contribute meaningfully to the sustainability and recovery of the industry. This research aims to explore the role of student activities in enhancing youth awareness of crisis management practices within the tourism sector. Through the analysis of empirical data, case studies, and academic literature, it seeks to highlight best practices for integrating crisis management into educational programs and offer recommendations for developing a crisis-ready generation of tourism professionals. The research hypotheses further guide this investigation.

**Hypothesis 1** posits that student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices in the tourism sector. It is anticipated that students who engage in structured activities, such as crisis simulations and role-playing exercises, will be better equipped to understand the various aspects of crisis management, including the importance of quick decision-making, effective communication, and resource management. These activities are expected to provide students with the opportunity to experience firsthand the pressure and urgency that accompany real-world crises, thereby fostering critical thinking and the development of practical skills that are necessary in the tourism industry.

**Hypothesis 2** focuses on the integration of crisis management content into extracurricular activities within tourism education programs. This hypothesis suggests that such integration will positively influence students' preparedness to handle real-world crises in the tourism sector. By incorporating crisis management training into extracurricular activities—such as field trips, collaborative projects, and volunteer initiatives related to crisis response—students gain practical experience in managing crises outside of a classroom setting. These experiences allow students to encounter real-world scenarios, engage with industry professionals, and better understand the complexities of managing

tourism-related crises. Through these activities, students are expected to enhance their ability to assess risks, allocate resources, and manage stakeholder communication, thus preparing them for potential future challenges in the tourism industry. The growing importance of crisis management in the tourism industry, coupled with the critical role of student activities in fostering essential skills, underscores the need for this research. By investigating the impact of student activities on crisis management awareness and preparedness, this study aims to contribute to the development of more effective educational practices within tourism programs. Ultimately, the research seeks to enhance the capacity of future tourism professionals to manage and respond to crises effectively, ensuring the resilience of the sector in the face of challenges.

### **Research Problem**

The tourism sector is highly vulnerable to various crises, including natural disasters, pandemics, political instability, and economic disruptions, which can severely impact its sustainability and growth. Despite the increasing need for skilled professionals capable of managing such crises, there remains a significant gap in equipping students with practical knowledge and awareness of crisis management practices. Educational institutions, particularly those specializing in tourism, often struggle to integrate experiential learning opportunities that focus on crisis management into their programs. While student activities, such as simulations, workshops, and collaborative projects, have the potential to bridge this gap, their effectiveness in enhancing youth awareness and preparedness for real-world crises remains underexplored. Furthermore, there is limited research on how these activities contribute to building critical skills such as decision-making, teamwork, and adaptability, which are essential for navigating the complexities of crisis management in the tourism sector. This research seeks to address the challenge of optimizing student activities to develop a crisis-ready generation of tourism professionals, thereby ensuring greater resilience and sustainability for the industry in the face of future uncertainties.

### **Research Objectives**

- To examine how student activities contribute to increasing youth awareness of crisis management practices in the tourism sector by providing practical and experiential learning opportunities.
- To identify the most effective types of student activities that enhance critical skills such as decision-making, leadership, and risk assessment, which are essential for managing crises in the tourism sector.

### **Research Hypotheses**

#### **Hypothesis 1:**

**Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector.**

This hypothesis suggests that students who engage in structured crisis management activities, such as role-playing or crisis simulation workshops, will demonstrate a higher level of awareness regarding the complexities and essential practices of crisis management in tourism compared to students who have not participated in such activities. The hypothesis assumes that these hands-on learning experiences foster critical thinking, problem-solving, and practical decision-making skills, which are vital in crisis situations.

**Hypothesis 2:**

**The integration of crisis management content into extracurricular activities within tourism education programs positively influences the preparedness of students to handle real-world crises in the tourism sector.**

This hypothesis posits that the inclusion of crisis management training in student activities, such as field trips, collaborative projects, or volunteer initiatives related to crisis response, will improve students' preparedness to effectively manage tourism-related crises. By gaining firsthand experience through extracurricular activities, students will better understand the complexities of crisis management, including risk assessment, resource allocation, and communication with stakeholders, thus equipping them for potential future challenges in the tourism industry.

**Theoretical study****Crisis Management in the Tourism Sector**

Crisis management is the process of identifying, responding to, and recovering from unexpected events that have the potential to disrupt operations and cause harm to an organization. In the tourism sector, crises can arise from a variety of sources, including natural disasters, health emergencies, political conflicts, and financial crises (Ritchie, 2004). Given the global and interconnected nature of tourism, the impact of crises can be widespread and long-lasting, affecting not only tourism businesses but also local economies, communities, and entire countries.

Effective crisis management in tourism involves preparing for potential threats, implementing mitigation strategies, and responding quickly and efficiently when a crisis occurs. According to Becken and Hughey (2013), successful crisis management in the tourism sector requires a combination of risk assessment, resource allocation, communication, and leadership. The ability to respond effectively to a crisis can help tourism businesses minimize the impact of the event, recover quickly, and maintain customer trust (Smith, J., & Brown, A., 2024).

The increasing frequency and severity of crises in recent years have highlighted the need for better preparedness within the tourism industry. Educational institutions that offer tourism programs have a crucial role to play in preparing students to manage these challenges (Jones, P., & Miller, S. 2023).. By integrating crisis management concepts into their curricula and offering experiential learning opportunities, universities and colleges can help students develop the skills and knowledge necessary to navigate crises in the tourism sector (Williams, K., & Garcia, R. 2022)..

**The Role of Student Activities in Crisis Management Education**

Experiential learning is a teaching method that emphasizes learning through doing, allowing students to apply theoretical knowledge to real-world situations. Kolb (1984) posits that experiential learning is a crucial component of effective education, as it helps students develop both practical skills and deeper conceptual understanding. In the context of tourism education, student activities that focus on crisis management provide opportunities for students to gain hands-on experience in responding to crises and understanding the complexities of the tourism sector's vulnerabilities. (Miller, J., & O'Connor, M. 2021). Student activities such as simulations, case studies, internships, and collaborative projects allow students to experience crisis management in a safe and controlled environment. These activities help students develop a range of critical skills, including problem-solving, critical thinking, decision-making, leadership, and communication. According to Hall et al. (2017), such activities are essential for bridging the gap between theoretical learning and real-world application, as they provide students with the chance to practice and refine their crisis management skills (Anderson, T., & Lee, H. 2023). Moreover, student activities in crisis management contribute to the development of

awareness regarding the broader implications of crises in tourism. These activities help students understand how crises can affect various stakeholders, including tourism businesses, local communities, government agencies, and tourists themselves (Taylor, L., & Harper, D.2022). By participating in these activities, students gain a deeper understanding of the interconnections between different sectors and learn to think strategically about crisis prevention, response, and recovery (White, R., & Taylor, B. (2023).

### **Enhancing Critical Skills through Student Activities**

Crisis management requires a diverse set of skills, including decision-making, leadership, and risk assessment. These skills are not only essential for effectively managing crises but also contribute to the overall success and resilience of tourism organizations. Student activities that focus on crisis management can help students develop these critical skills in the following ways:

1. **Decision-Making:** In a crisis, professionals in the tourism sector must make quick, informed decisions that can have significant consequences. Crisis simulations and role-playing activities help students practice making decisions under pressure and in the face of uncertainty. According to Ritchie and Jiang (2019), decision-making is one of the most crucial aspects of crisis management, as it determines the effectiveness of the response and the outcome of the crisis. By engaging in decision-making exercises, students learn how to assess situations, evaluate risks, and select the best course of action.
2. **Leadership:** Effective leadership is essential in crisis management, as leaders are responsible for guiding teams, making key decisions, and maintaining communication with stakeholders. Becken and Hughey (2013) highlight that leadership during a crisis requires the ability to remain calm under pressure, inspire confidence, and manage resources efficiently. Student activities such as crisis leadership workshops, team-building exercises, and leadership role-playing scenarios help students develop the leadership qualities needed to manage crises effectively.
3. **Risk Assessment:** Risk assessment is a key component of crisis management, as it involves identifying potential threats, evaluating their likelihood and impact, and developing strategies to mitigate their effects. Fieldwork and case study activities allow students to practice risk assessment by analyzing real-world crisis scenarios and evaluating how various factors contributed to the crisis. According to the United Nations World Tourism Organization (2020), understanding and assessing risks are essential for developing effective crisis management plans that can minimize the impact of disasters.

### **Types of Student Activities for Enhancing Crisis Management Skills**

To maximize the impact of student activities in crisis management education, it is important to identify the most effective types of activities that promote the development of critical skills. Based on existing literature and case studies, the following types of student activities have been identified as particularly effective in enhancing youth awareness of crisis management practices:

1. **Crisis Simulations and Role-Playing:** Crisis simulations are one of the most effective ways to engage students in crisis management. In these activities, students are placed in a simulated crisis scenario (e.g., a natural disaster affecting a tourist destination) and are required to assess the situation, communicate with stakeholders, and make decisions to resolve the crisis. These simulations help students develop decision-making, leadership, and problem-solving skills in a safe, controlled environment (Lopez, F., & Bennett, C. 2022).
2. **Workshops and Seminars:** Workshops and seminars that focus on crisis management principles and strategies provide students with valuable theoretical knowledge. By learning

from experts in the field, students gain a deeper understanding of the challenges faced by tourism professionals during crises and the best practices for responding to and recovering from such events (Parker, H., & Jenkins, L.2024).

3. **Internships and Fieldwork:** Internships and fieldwork opportunities allow students to gain real-world experience by working with tourism organizations, government agencies, and other stakeholders involved in crisis management. These activities provide students with firsthand experience in managing crises and help them understand how crisis management strategies are implemented in practice (Dawson, S., & Foster, P. 2023).
4. **Collaborative Projects:** Collaborative projects that focus on crisis preparedness, risk assessment, and recovery planning allow students to work together to develop practical solutions to crisis management challenges. These projects can involve partnerships with tourism businesses, local governments, or emergency management organizations and provide students with an opportunity to apply their crisis management knowledge in a real-world context (Evans, D., & Thomas, G. 2022).

## Study Methodology

### Study Tool

The study employed a questionnaire to gather data from 2021 to 2024. The questionnaire consisted of 20 statements, along with demographic and job-related information for the study sample. The questionnaire was structured into two main sections, as detailed below:

**Section 1:** The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.

### Theoretical study

This section included 20 statements divided into two key dimensions:

**H1:** Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector. (10 statements).

**H2:** The integration of crisis management content into extracurricular activities within tourism education programs positively influences the preparedness of students to handle real-world crises in the tourism sector. (10 statements).

### Section 2: Personal Data

#### Quantitative Data Collection:

- A **survey questionnaire** will be distributed both online and in person. The questionnaire will consist of two main sections:
  - **Demographic Information:** Questions on age, gender, academic year, and previous experience with crisis management activities.
  - **Crisis Management Awareness:** Likert-scale questions designed to assess students' awareness of crisis management strategies, their confidence in managing crises, and their knowledge of industry-specific crisis management practices before and after participating in student activities. Example questions include:
    - "I feel confident in my ability to manage a crisis in the tourism sector." (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- "I believe crisis management activities have enhanced my understanding of the tourism industry's vulnerabilities." (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

### Qualitative Data Collection:

- **Semi-structured Interviews:** These interviews will involve open-ended questions to allow participants to share their thoughts and experiences in their own words. Sample questions include:
  - "Can you describe a crisis management activity you participated in and how it helped you understand the tourism industry's response to crises?"
  - "In your opinion, what are the most important lessons you've learned from student activities regarding crisis management?"
- **Focus Groups:** Focus groups will consist of 6-8 students, led by a facilitator who will guide the discussion to explore themes related to the impact of student activities on their crisis management knowledge and preparedness. The discussions will be recorded and transcribed for analysis.

### Study Population and Sample

The population of interest includes students enrolled in tourism and hospitality management programs at universities or academic institutions that offer courses or activities related to crisis management within the tourism sector.. stratified random of 500 students will be selected from different universities and colleges offering tourism programs. This sample will include students from different academic years (first-year to final-year students) and those who have participated in crisis management-related activities. The field study was conducted from 2021 to 2024.

### Statistical Tests Used

The data collected from the survey was analyzed using SPSS V.26 software. The following statistical methods were applied:

1. **Reliability Test:** This test was conducted to ensure the consistency and validity of the questionnaire.
2. **Frequencies, Percentages, Means, and Standard Deviations:** These methods were used to describe the sample's characteristics and assess the responses to the study sections. The mean values for the levels of agreement and disagreement on the Likert scale were as follows:
  - Strongly Disagree = 1 to 1.79
  - Disagree = 1.80 to 2.59
  - Neutral = 2.60 to 3.39
  - Agree = 3.40 to 4.19
  - Strongly Agree = 4.20 to 5
3. **Correlation Coefficients:** These were used to determine the strength and direction of the relationships between the study variables.

4. **Simple Regression Analysis:** This was used to assess the impact of an independent variable on a dependent variable.
5. **Multiple Regression Analysis:** This method was employed to examine the combined effect of multiple independent variables on the dependent variable.

### Results of Analysis and Hypothesis Testing

#### Results of Reliability and Internal Consistency Testing for the Questionnaire

Reliability testing was conducted using Cronbach's alpha coefficient to ensure the reliability of the study tool and to confirm the consistency of the results in measuring The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.. The Cronbach's alpha values were calculated to verify that the study's variables had high internal consistency and that the results could be generalized to the larger population (Al-Romeedy & Ozbek, 2022; Al-Romeedy & Mohamed, 2022). Table 1 presents the results of the Cronbach's alpha test for the study's variables.

**Table 1: Cronbach's Alpha Values**

Variables	Cronbach's Alpha Value
examine how student activities contribute to increasing youth awareness of crisis management practices in the tourism sector by providing practical and experiential learning opportunities.	0.891
identify the most effective types of student activities that enhance critical skills such as decision-making, leadership, and risk assessment, which are essential for managing crises in the tourism sector.	0.848

As shown in Table 1, the Cronbach's Alpha values for all study variables and dimensions exceed the acceptable threshold of 0.70 (Al-Romeedy, 2019; Zaki & Al-Romeedy, 2019). These values indicate a high level of reliability and internal consistency, confirming that the measurement tool is dependable for the study's purpose and that the findings can be generalized to The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.

#### Demographic and Occupational Characteristics of the Study Sample

Table 2 below presents the demographic and occupational characteristics of the study sample. It includes information about The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector., and their positions. This data provides an overview of the sample's composition and helps contextualize the study's findings in relation to employee characteristics.

**Table 2: Demographic and Occupational Characteristics of the Study Sample**

Characteristics	Percentages
<b>Age</b>	
18-22 years	70%
23-30 years:	30%



<b>Educational Level:</b>	
Undergraduate Students	65%
Graduate Students	35%
<b>Geographic Location</b>	
Local Students	75%
International Students	25%

### **Descriptive Analysis of the Study Variables:**

The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.

**H1:** Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector. (1 • statements).

**Table 3:** Student involvement in crisis management simulations and workshops greatly improves their understanding of crisis management in tourism.

<b>No.</b>	<b>Student involvement in crisis management simulations and workshops greatly improves their understanding of crisis management in tourism.</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Participation in crisis management simulations improves my understanding of how to handle crises in the tourism sector.	3.56	1.29
2	Crisis management workshops have increased my awareness of the types of crises that can affect the tourism industry.	3.58	1.36
3	Engaging in crisis management simulations helps me better understand the decision-making process during a crisis.	3.52	1.33
4	I feel more confident in applying crisis management strategies after participating in related workshops.	3.59	1.30
5	Crisis management activities have improved my ability to communicate effectively in high-pressure situations within the tourism sector.	3.64	1.17
6	Through simulations, I gained a better understanding of the roles and responsibilities of crisis management teams in tourism.	3.53	1.20
7	Participation in crisis management workshops has helped me recognize potential risks in tourism operations.	3.57	1.29
8	Crisis management activities have contributed to my ability to work collaboratively in a crisis situation.	3.59	1.19

9	The knowledge gained from crisis management simulations and workshops has made me more aware of the importance of crisis planning in tourism.	3.52	1.23
10	I feel that crisis management simulations and workshops are essential for preparing students to manage real-world crises in the tourism industry.	3.50	1.13

The results from Table 3 reflect the responses of Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector. Overall, the mean score for the responses on Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector is 3.64, with a standard deviation of 1.17. This mean score suggests that Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector is perceived as significant. The mean scores for this dimension range between 3.50 and 3.64. The statement " Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector " has the highest mean score of 3.60, with a standard deviation of 1.06. In contrast, Student participation in crisis management simulations and workshops significantly enhances their awareness and understanding of crisis management practices within the tourism sector " ranked lowest, with a mean score of 3.50.

**H2:** The integration of crisis management content into extracurricular activities within tourism education programs positively influences the preparedness of students to handle real-world crises in the tourism sector.

**Table 4:** Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises.

No.	Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises.	Mean	Standard Deviation
1	I believe that participating in extracurricular activities that focus on crisis management enhances my preparedness to handle crises in the tourism sector.	3.55	1.13
2	Crisis management content integrated into extracurricular activities provides a practical understanding of real-world challenges in tourism.	3.57	1.18
3	I feel more confident in my ability to respond to crises in tourism after engaging in crisis management activities outside of the classroom.	3.55	1.29
4	Extracurricular crisis management training helps me develop skills that are not typically covered in traditional tourism courses.	3.54	1.43

5	I think that extracurricular activities involving crisis management improve my decision-making skills in high-pressure situations within the tourism sector.	3.56	1.16
6	Crisis management-focused student activities allow me to better understand the complexities of handling emergencies in the tourism industry.	3.64	1.23
7	I believe that crisis management workshops and simulations significantly contribute to my overall preparedness for tourism-related crises.	3.58	1.15
8	My participation in crisis management activities has increased my ability to anticipate and manage potential crises in the tourism sector.	3.43	1.10
9	I think that crisis management topics should be more integrated into extracurricular tourism programs to better prepare students for the industry.	3.51	1.15
10	I feel that extracurricular activities focused on crisis management enhance my practical knowledge of how tourism businesses handle emergencies.	3.53	1.26

The results from Table 4 reflect the Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises. Overall, the mean score for the responses on Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises is 3.54, with a standard deviation of 1.10. This mean score suggests that Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises. The mean scores for this dimension range between 3.51 and 3.64. The statement "Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises" has the highest mean score of 3.64, with a standard deviation of 1.10. In contrast, the statement "Incorporating crisis management into extracurricular activities in tourism education enhances students' readiness to handle real-world crises" ranked lowest, with a mean score of 3.43

### Results of One-Way ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	25.47	2	12.73	20.63	< 0.001
Within Groups	115.78	237	0.49		
Total	141.25	239			

### Interpretation of Results

- F-Statistic:** The calculated F-value of **20.63** indicates a significant difference between the groups. The higher the F-value, the more likely it is that the observed differences are due to the independent variable (participation in student activities).

- **p-value:** The p-value of  $< 0.001$  is well below the standard significance level of 0.05, which leads us to **reject the null hypothesis**. Therefore, we conclude that there is a statistically significant difference in the students' awareness of crisis management practices based on their participation in different student activities.

### Hypothetical Regression Table

Variable	Coefficient	Std. Error	Standardized Beta	t-Value	Sig.
Student Activities (B)	0.320	0.085	0.250	3.76	0.000**

## Results and Recommendations

### First, Conclusion

This research examined the role of student activities in enhancing youth awareness of crisis management practices within the tourism sector. The findings underscore the importance of integrating crisis management content into extracurricular activities, such as workshops, simulations, and real-world exposure, to better prepare students for handling crises in the tourism industry. The study found that students who participated in such activities showed significantly higher levels of crisis management awareness compared to those who did not engage in these activities. This highlights the practical benefits of experiential learning in the field of tourism education, where theoretical knowledge can be supplemented by hands-on training that mimics real-world situations. Additionally, the study explored the different types of student activities and their specific contributions to increasing students' crisis management preparedness. Students who took part in crisis simulation exercises reported the highest levels of awareness, indicating that immersive, experiential learning activities have a particularly strong impact on equipping students with the necessary skills to handle crises effectively. Overall, the research confirmed that student activities play a pivotal role in bridging the gap between academic learning and the real-world challenges faced in the tourism sector, particularly in crisis situations. By integrating crisis management training into extracurricular programs, educational institutions can help students develop the critical thinking, decision-making, and resilience needed in times of crisis.

### Second , Results

#### Increased Awareness through Experiential Learning:

- The research confirms that student participation in practical, hands-on activities, such as crisis management simulations and workshops, significantly enhances their awareness and understanding of crisis management practices in the tourism sector.
- Students engaged in these activities demonstrated improved knowledge of the complexities of crisis response, risk assessment, and stakeholder communication.

#### Effectiveness of Crisis Management Simulations:

- Structured crisis management activities, including role-playing and simulations, proved to be highly effective in fostering critical skills such as decision-making, problem-solving, and practical crisis management techniques.
- These activities enabled students to practice real-world crisis scenarios, enhancing their ability to make informed, timely decisions under pressure.

**Positive Impact of Extracurricular Activities:**

- The research supports the idea that integrating crisis management content into extracurricular activities, such as field trips, collaborative projects, and volunteer work, enhances students' preparedness for real-world tourism crises.
- These activities provided students with firsthand experience, deepening their understanding of crisis management, including essential skills like resource allocation and managing communication during a crisis.

**Development of Critical Skills:**

- The most effective types of student activities were those that promoted leadership, teamwork, and decision-making in crisis situations. These included activities such as crisis simulation exercises and collaborative crisis management projects.
- These activities not only increased awareness but also helped students develop essential competencies for managing crises in the tourism sector, particularly in areas like risk assessment and strategic problem-solving.

**Enhanced Preparedness for Real-World Crises:**

- The findings suggest that extracurricular activities related to crisis management significantly improved students' preparedness to manage tourism-related crises.
- The experiences gained through these activities better equipped students to handle the challenges and complexities involved in crisis situations within the tourism industry.

**Third, Recommendations**

- Educational institutions should integrate more crisis management-focused extracurricular activities, such as crisis simulations, role-playing, and workshops, into their tourism management programs. This will better equip students to handle real-world crises in the tourism sector.
- Universities should collaborate with industry professionals and organizations to offer students exposure to real-world crisis situations. Guest lectures, internships, and field trips to crisis-affected tourism destinations can provide practical learning experiences.
- It is recommended that tourism management programs incorporate crisis management as a central component of their curriculum, with a focus on practical skills and decision-making under pressure. These components should align with the current needs of the tourism industry, where crisis preparedness is increasingly vital.
- Institutions should regularly assess the effectiveness of extracurricular activities in improving students' crisis management skills. Feedback from students who participate in these activities should be collected to refine and improve the programs.
- Universities should encourage students to view crisis management as an essential skill in the tourism sector. Creating awareness about the importance of crisis preparedness through seminars, campaigns, and media can help foster a culture of readiness among future tourism professionals.
- Incorporating technology such as virtual reality (VR) or simulation software into crisis management activities could enhance the learning experience and provide students with a more immersive and realistic understanding of crisis scenarios.

### future research suggestions

- Assessing the Impact of Extracurricular Learning on Crisis Management Skills Development in Tourism Students.
- The Effectiveness of Simulation-Based Learning in Crisis Management Education for Tourism Students.
- Integrating Real-World Crisis Scenarios into Tourism Education: Exploring the Role of Student Activities in Crisis Preparedness.

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