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In favor of any expertise and preparation, it is essential, primary essential learning, familiarity, and alertness. A strong foundation of awareness constructs significance of education which is essential for skillful base schooling. To give learning and alertness during every means, standard programs, seminars, maneuvers, etc. major rationale of learning is conscious students for any crisis circumstances.

Practically introduced an elective program of disaster alertness, disaster vigilance, and disaster reduction and incorporate on hand formal set of courses. (Izadkhah, 2008).

By inclusion of optional courses and modules DRRE induced in syllabus gradually and methodically.

Children or young learner mostly easy to get the innovative knowledge to make themselves and community secure. (UNISDR, 2008).

In accordance with the declaration basic, center and inferior stage of learning are extremely significant, throughout this era young student without difficulty educated for calamity alertness and disaster lessening. In that phase, the student is trained and trained for complete life. This skillful age group makes the public safe in upcoming.

### **Disaster risk reduction through education**

As per Ahmadabad (2007) during schooling, co-curricular activities must be included which encompasses essential disaster information and disaster danger lessening drills, basic medical training, fire defense, rescue maneuvers, swimming, protection place, escaping and explode hazard drill.

In accordance with this statement disaster alertness maneuvers with co-curricular learning and elevate the significance of both for the public. Students are trained more through the

play role and games. Knowledge during the act is memorized for long period and it will be valuable for the person & society for the period of crisis. Students feel relax and learn more and more through games and drills (Ahmedabad action agenda for school safety, Jan 2007) Skill-based learning frequently gives the chance to initiate and strengthen significant and reliable session. (UNISDR, 2008).

In accordance to above, skill-based learning offers an opportunity to begin disaster alertness in a group of pupils or in school and they meet professionally with any emergency. Comfortable learning process offers an easy way to DRRE for the students as well as for community. This can also get through practical learning like mock exercise and practical manures. From these activities, we can obtain expertise in students as well as in the community. (Newport& Jawahar, 2003).

Education is the fundamental right of every student in all over the world and it can offer a vital role in disaster management and mitigation. Students can mitigate any victimize during and after disaster occurrence. (Wisner, 2006).

In accordance with MDG-2 worldwide basic learning that supports the skilled base education, so, therefore, skill-based education must be added in all curriculum. Teachers and student must be trained at the primary level in all over the world.

The above declaration of different disaster organization guides towards a concise protection/ calamity alertness. These statements urge on disaster risk reduction education at all level of schooling and community

DRRE comprises in the recognized syllabus at all level of education. Also, endorse DRRE with the help of co-curricular tricks in all level. Learning institutes require developing diverse life-saving tactics throughout regular drills.

As per FEMA (2010), the most important aim of learning in France:

Educate procedures of alertness and defensive adjacent to diverse hazard every day. Endorse dissimilar kind of liberate services between students. Support pupils to build up liability and social support behavior. Trained students to take adequate action during any crisis to protect himself and community members. (Fugate, 2010)

The report elaborates the significance of prime act which is taking by a person present during an emergency. So, it is extremely significant for a person to acquire DRRE.

Students can learn more and more during school to save himself and his neighbor during an emergency. (Ozmen, 2006).

In the above statement, it is highlighted that educational institution must arrange skill-based education for the students so that can meet any emergency situation and protect himself as well as his community members.

As per (Shaw & Shiwaku,2007), students can learn more from print and electronic media, they can learn different techniques of disaster handling, for example, firefighting, terrorist attack safety precautions, and first aid. Similarly, students can promote disaster risk reduction education through social media in community members.

The function of disaster learning, and alertness is to give information, tactics to students and endorse procedures.

The report celebrates the significance of student and institution concerning calamity teaching and practice. The students must share the disaster management education with their family members so that they also trained and meet any emergency. Teachers play a vital role in vast awareness of disaster reduction education.

There is no nationwide syllabus existing in Pakistan for DRR. But, different institutes are providing pertinent disaster instructive initiatives (UNISDR, 2006).

This is a disturbing state for institution still we do not get prepared for calamity learning after the major earthquake of 2005, and dissimilar occurrence in our locality. In our instructive syllabus

no topic linked to calamity or a concise session. We are trained upcoming production in an educational institution, its liability of school offers a talent based experienced person to the community. But, it is extremely hard stride for stakeholders and educationist to contain academic objects in the syllabus.

## **RESEARCH METHODOLOGY**

### **Research Models**

For this study quantitative research methodology has been adopted.

### **3.2 Strategy**

The strategy of research adopted in this study was survey/visit to Institute of Business Management, Karachi in accordance with convenience sampling procedure due to COVID.19 problem.

### **Population**

Population is the group to which a researcher would like the results of study to be generalized. A definite group of population has at least one characteristic that differentiate it from other groups. The researcher would ideally like to generalize results as referred to target population. The population of the study was the students of IoBM, Karachi.

### **Sampling**

The process of choosing a number or persons for a research study in such a manner that those represent the leading groups from which they were selected is called sampling. For the present research 80 students were selected.

### **Research Instrument**

Surveys are generally accomplished by serving questionnaire. In the present study questionnaire to get opinions of the university students about disaster risk reduction education.



## Reliability and Validity of the Research Instrument

Reliability and Validity of the questionnaire was checked by expert opinion and through Cronbach, s alpha .The reliability of the questionnaire was found .8.

### 3.6 Procedure

The questionnaire was personally administered to the respondents and most of the questionnaires were filled by the students using online resources Google Docs because of COVID-19.

## DATA ANALYSIS

Occurrence of students among Institute of Business Management, Karachi

There were 80 students selected from Institute of Business Management, Karachi, from different departments. The participants' age ranged between 20-37 years. The average age of the participants was 28.65 years.

**TABLE 1.** Age distribution of students among Institute of Business Management, Karachi

Age Group	Frequency	Percentage
20-25	20	25%
26-30	28	28.65%
31-35	20	25%
36-40	12	21.35%
Total	80	100%

### Demographic Analysis

This research study involved students (undergraduates and graduates) across multiple disciplines from one universities. The participants were chosen by a convenience sampling method to ensure that the sample represents various disciplines, both genders, and level of studies. The participants included 40 male and 40 females.

**TABLE 2.** Respondents' Demographic Characteristics

<b>Group</b>	<b>N (%)</b>
Male	40 (50%)
Female	40 (50%)
<b>Qualification</b>	
Undergraduate	40 (50%)
Graduate	40(50%)
<b>Discipline</b>	
College of Business Management	8(10%)
College of Economic & Social Development	10 (12.5%)
College of computer science & information system	10(12.5%)
College of Engineering science	8(10%)
Department of Education	12(15%)
Department of Account & Finance	10 (12.5%)
Department of Electrical Engineering	11 (13.8%)
Department of Engineering Management	11 (13.8%)

## Research Question No.1 Result

What is the level of awareness among university student about Disaster Risk Reduction Education?

In order to measure the participants' level of awareness about Disaster Risk Reduction Education, they were instructed to record their answers on a 5-point likert scale, starting from 'Strongly disagree' to 'strongly agree'. We calculated the average of respondents rating for each of the items within SAS-SV. The average (with possible values ranging from 1 to 5) represented the overall level of understanding about Disaster Risk Reduction Education. Results indicated that respondents' overall understanding about Disaster Risk Reduction Education was high with a mean value of 68 % ( $SD=7.986$ ). Participants' levels of understanding about DRRE ranged from 34 to 83. About 68% of the respondents were identified as highly understanding about Disaster Risk Reduction Education.

**Table.3** Descriptive Statistics For Participants'. level of awareness About DRRE

<b>Gender</b>	Minimum	Maximum	Mean	SD. Deviation
MALE	34	83	63.70	12.684
FEMALE	39	80	62.45	10.427
<b>Qualification</b>				
Graduate	34	83	63.70	12.684
Undergraduate	39	80	62.45	10.427
<b>Discipline</b>				
College of Business Management	39	83	65.27	12.799
College of Economic & Social Development	55	79	68.00	7.986
College of computer science & information	40	73	57.80	12.479

system

College of Engineering science	48	80	65.88	10.521
Department of Education	40	77	61.83	10.267
Department of Account & Finance	34	79	62.78	13.998
Department of Electrical Engineering	38	79	64.00	13.678
Department of Engineering Management	45	67	58.50	8.718

**Research Question .2 and Hypothesis No.1 Result**

**RQ.1 Is there any significant difference in understanding about Disaster Risk Reduction Education between male and female students?**

**H<sub>1</sub>. There is significant differences in understanding about disaster risk reduction education between male and female students.**

An independent-sample t-test was conducted to compare difference between male and female students in understanding about Disaster Risk Reduction Education “There was no significant difference in understanding about Disaster Risk Reduction Education between male (M=63.70, SD= 12.684) and female students (M= 62.45, SD= 10.427) conditions;  $t(78) = .481$ ,  $p=0.632$

**TABLE 4.** Group Statistics

Disaster Risk	GENDER	N	Mean	Std. Deviation
Reduction Education	MALE	40	63.70	12.684
	FEMALE	40	62.45	10.427

**TABLE 5.** Independent Samples Test t-test for Equality of Means

Disaster Risk	Equal	F	Sig.	t	df	Sig. (2-tailed)
Reduction	variances	2.012	.160	.481	78	.632

Education	assumed	.481	75.185	.632
Understanding	Equal			
	variances not			

**Research Question 3 and Hypothesis No.2 Result**

**RQ.2 Is there any significant difference in understanding about Disaster Risk Reduction Education between graduate and undergraduate students?**

**H<sub>2</sub>. There is significant differences in understanding about disaster risk reduction education between graduate and undergraduate students.**

An independent-sample t-test was conducted to compare difference in understanding about disaster risk reduction education between graduate and undergraduate students. There was no significant difference in understanding disaster risk reduction education between graduate (M=63.70, SD= 12.684) and undergraduate students (M= 62.45, SD= 10.427) conditions;  $t(78) = -.481, p=0.632$

**TABLE 6.** Group Statistics

Disaster Risk	QUALIFICATION	N	Mean	Std. Deviation
Reduction	UNDERGRADUTE	40	62.45	10.427
Education	GRADUATE	40	63.70	12.684
Understanding				

**TABLE 5.** Independent Samples Test

t-test for Equality of Means

Disaster Risk	Equal	F	Sig.	t	df	Sig. (2-tailed)
Reduction	variances	2.012	.160	-.481	78	.632
Education	assumed			-.481	75.185	.632
Understanding	Equal					
	variances not					

## Conclusion

Conclusively, the research has been conducted regarding disaster management specifically in Pakistan. Therefore, on the basis of responses, it can be inferred that students have high knowledge about DRRE. However, some students are keen in learning how to tackle any disaster situation even they are ready to invest their valuable time in this specific education. Therefore, on the basis of analysis; it can be inferred that the students of Pakistan needs to learn it and the media of Pakistan should play a specific and powerful role in spreading awareness and preparing students and community members for potential calamities or natural disasters.

## FINDINGS, DISCUSSION, AND RECOMMENDATIONS

The prime objective of the study was to analyze the awareness of the students of IoBM,, Karachi about disaster risk reduction education and arrangements by the university management to overcome any natural or man-made disaster. For this purpose, students of the university were selected as the overall population of the study, out of which 80 students from different departments were selected for data collection. A questionnaire was prepared which was consist of 20 items comprises of 5-point Likert Scale.

## Findings

### **Research Question No.1**

To understand the level of awareness of the students about disaster risk reduction education of IoBM, Karachi. The result of question no.1 shows that student have high understanding about DRRE. The mean value of student's level of understanding is 68%, which show the deep interest of the students, however there is gap observed because this value is not so much high. They are still need knowledge and awareness about DRRE, so that they can meet any disaster situation during the academic life as well as practical life.

### **Research Question No2 and Hypothesis No.1**

Research question No.2 result shows that there is no difference in understanding about Disaster Risk Reduction Education between male and female students. Similarly the result of hypothesis No.1 shows that that there is no significance difference in understanding about Disaster Risk Reduction Education between male and female students.

### **Research Question No3 and Hypothesis No.2**

Research question No.3 result shows that there is no difference in understanding about Disaster Risk Reduction Education between graduate and undergraduate students. Similarly the result of hypothesis No.2 shows that that there is no significance difference in understanding about Disaster Risk Reduction Education between graduate and undergraduate students

## **Discussion**

The United Nations General Assembly through its resolution 57/254, declared a Decade of Sustainable Development and UNESCO were nominated as the main agency for the promotion of this decade (UN DESD, 2005). At the World Conference on Disaster Reduction (2005) Kobe, Hyogo, Japan: Priority 3 of the Hyogo Framework for Action was: building the resilience of communities and nations to disasters 2005-2015 (UNISDR, 2005).

Under the idea “Disaster Risk Reduction Begins at School”, the UN ISDR (2008:5) report set goals of school disaster avoidance which contain: to save lives and avoid injuries; to prevent interruption of education due to frequent natural hazards, and to develop a resilient community able to decrease the social, economic and cultural impacts of frequent hazards. The purposes are to produce and sustain safe learning environments, impart and study disaster anticipation, and build a culture of safety around school communities with the theme of “Building a Culture of Prevention”, the (UNISDR, 2007) report states that disaster risk reduction is every person business, and to be a reality and part of everyone’s daily life a culture of disaster safety should exist within the society, and this can be completed through schools.

Keeping in view the above commitment this study was conducted to analyze the understanding level of DRRE among students .The overall purpose of the study was to critically analyze the awareness of students about disaster risk reduction education among students of IoBM,Karachi and to analyze the arrangement of the university regarding disaster management and mitigation.

Following are the conclusions drawn from the present research study:

The overall understanding of the students about DRRE is satisfactory, however the university management should arrange such activities through which students can learn more about disaster risk reduction education.

## **Recommendations**

### **Recommendations from Present Research Study**

Following are the recommendation from the present research:

- a. Disaster Risk Reduction Education should be given to the teachers, students of IoBM,Karchi as per their level of education.
- b. There should be a proper disaster management plan in each department which includes an escape route plan, Fire extinguisher, Emergency telephone number etc.



- c. Mock exercises, seminars, workshops should be arranged with the coordination of relevant Disaster management authorities and must ensure the active participation of the students of the said university and these are conducted regularly.
- d. Disaster risk reduction education must be included in the curriculum of the students as per their level of education.
- e. Students must know the National building codes, National disaster management policy of Pakistan and their importance and the educational institutions must be constructed as per national building codes.

### **Recommendations for Future Research Study**

It is recommended that research on disaster risk reduction education must be conducted in all over of Pakistan at school, college and university level because the students of any nation are the backbone and play a vital role in the development of the country and they must be trained for disaster management in their academic and practical life. From these studies, a massive research-based data shall be available for all stockholders regarding disaster management at National and Provisional level.

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