A Conceptual Study on Preparedness for Tourism Crisis Implementation in Tourism Education: Educators Perspectives

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ABSTRACT

This study explores the conceptual study for tourism crisis policy implementation from educators' point of view. It provides a conceptual understanding of crisis management strategies integrated in educational curricula to equip tourism students with the skills and knowledge for effective crisis training. The study will be concerned with role tourism educators play in shaping the theoretical and practical elements of crisis response for industry. By examining some important concepts, models and frameworks in tourism crisis management experimentally, this paper aims to measure educational institutions contribute to the recovery of industry. To this paper, to ascertain whether current tourism education meets needs related to crisis management and educators' view in preparing for an emergency training for their students. In this paper also discussed various research methodologies used in tourism education to gauge readiness and policy implementation for crises. The research findings highlight the importance of integrating crisis management into tourism education as a preventative measure to build the industry's resilience and help it recover from shocks, with a specific focus on how this can be done in Malaysian such situations.

Keywords: Tourism Crisis Management; Policy Implementation Outdoor Recreation; Leadership Perspectives; Crisis Preparedness

INTRODUCTION

The global tourism industry is a contributor to economic growth with jobs and placements across many interconnected fields like hotels, transportation services, and entertainment. Although tourism brings many benefits, it is highly susceptible to crises that could interrupt operations, and it would be very difficult to rebuild and repair the damage caused by the crisis. In the past, crises consisted of various types (ranging from natural disasters, epidemics, civil disturbances that come and go in waves) exposed the important tourism's preparedness and supports no minimize the impacts. This paper can give some examples that a well-prepared defense can minimize economic damage and therefore make economic recovery quicker. By conducting research at least, the initial impacts of the crisis can be avoided and speedily found alternative solutions. The study can propose an alternative strategy to overcome the problems. Over the decades, there has been significant discussion of crisis management strategies at both destination level and in operations. Yet the question of how education can prepare tourism professionals for such crises remains untouched. This raises important questions about the future of tourism leadership and whether a new direction education will be needed in instilling necessary crisis management skills[1, 2]. The ability of the tourism industry to rebound from crises relies not just on swift measures but also on preparedness and proactive strategies [3]. Past crises, such as the 1997 Asian financial crisis, the 9/11 attacks, the H1N1 influenza pandemic, and the tragedies involving Malaysia Airlines flights MH370 and MH17, demonstrated that strong leadership,

communication, and recovery strategies are crucial to restoring belief in tourism destinations [3]. More recent incidents, such as the catastrophic landslide at Father's Organic Farm in Batang-Kali, Selangor, Malaysia in year 2023, emphasize the pressing need for landscape-level crisis management and education that acknowledges these complexities [4]. Given these difficulties, this research aims to explore the views of tourism educators on integrating crisis management into tourism curricula [5]. It seeks to understand the degree to which instruction is aligned with the industry's needs for crisis management and how well-prepared future professionals are for emergency situations. By focusing on the role of instructors in shaping tourism preparedness for crises, the study raises important questions for research:

1. To what extent do educators perceive themselves as responsible for instilling crisis preparedness syllabus?
2. To what level do tourism curricula address the challenges of crisis management and recovery in tourism destinations?
3. What are the perceived gaps in crisis preparedness training, and how can they be addressed through education?

This paper will provide insights into the role of education in building resilience within the tourism sector, ultimately contributing to a more framework for crisis policy implementation in Malaysia tourism sectors.

LITERATURE REVIEW

A. Crisis Management in Tourism Syllabus

Crisis management is a multidisciplinary field that has developed a range of theories and models to explain how organizations and sectors, including tourism, can anticipate, respond to, and recover from crises[6-9]. In the context of tourism, crisis management involves the ability to handle sudden, disruptive events that can significantly impact destinations, businesses, and the broader tourism industry[10]. Crisis management in tourism necessitates comprehensive preparedness through diverse learning. Students require an all-encompassing of instructional materials that illustrate the multifaceted challenges inherent in this complex domain. A thorough syllabus thus delineates essential themes, cultivating a nuanced perspective through varied examination. This crisis tourism learning structure could potentially be customized to accommodate disparate academic standards. The syllabus initiates by outlining prospective disruptions within the industry. Definitions of disruptive scenarios like "black swan events" provide insight into comprehending unconventional crises. Immersive examples integrate real-world lessons with tangible relevance.

As disturbances are inevitable, imparting preventative and mitigative strategies is paramount. Subjects involving risk assessment and communication protocols equip learners for proactive management. Cooperation is fundamental to addressing industry-wide issues, thus the syllabus underscores collaborative approaches across stakeholders.

B. Key Crisis Management Models

The Disaster Management Cycle is one of the more well-known frameworks for planning one's response to an emergency. The DMC has four core stages which include mitigation, preparedness, response, and recovery [11]. The model, notably used in the tourism industry, can be seen as a continuum extending from preparation (mitigation-based) through start-up response, the waiting period before recovery in which investment is usually made for future profits. Mitigation is actively working to reduce the long-term prevalence of crises. In the tourism industry, this covers defenses against floods, numerical program transplantation for natural disasters through laws that minimize risk exposure to this end, for sites prone to calamities the object of mitigation might involve construction of flood defenses and control measures or adoption strict building codes that are set up to take account eventual disasters. The major strategy at this stage is to prevent crises from happening at all and secondly, if unavoidable events of disruption and we can reduce impact on the tourist economy [12].

Organizations in the tourism industry need to prepare for crises and foremost concerned with tourism standby for self-defense. The decision derive from leaders who concern and willing to deal with the risk [13]. Making plans and establishing methods multiple specific tasks is essential for the emergency planners. Emergency stabilization means that crisis strikes, people at all levels should respond immediately by government departments responsible for rescue missions, and stakeholder cooperation also needs support from the whole of society in seeking a solution. The effectiveness of response if handling crisis can result in staggering losses of tourists and related industries [14].

In the recovery stage, it is necessary to get back to normal businesses. After a crisis in travel, the first job is to rebuild and restart tourism marketing. The confidence of tourists can only the restored by its missionaries. The aim is to restore tourist traffic in the local areas to normal levels after a crisis, as quickly as possible. Several destinations embarked on recovery phases from the Chinese outbreak, enticing visitors back in thus putting a few dents in their fresh monetary shortfalls. This might include special travel packages for a certain period, for example a past tourist entertainment infrastructure that was transformed into a new hot spot overnight. In addition, local enterprises quickly developed methods to put visitors at ease health-wise.

C. Theoretical Scope in Crisis Management

The theories of crisis management in tourism extended from different concepts, models to frameworks which are designed for understanding, preventing, managing and overcoming crises. Crisis management theories are not just of action for organizations which deal with emergencies; it's also give insights into the nature crises within tourism field. Hence the theoretical spectrum is dominated by models of crisis management, managerial strategies in crisis leadership, risk perception from different groups and co-operation with stakeholders to you for success[15].

TABLE I Font Sizes for Papers

Theoretical Scope in Crisis Management	
Theories	Scope of Studies
Geographical urban and rural locations; geographic information systems (GIS); spatial analysis in disaster risk management; remote sensing and the Internet of Things (IoT); geographic information capacity	In the field of flood risk management, GIS and remote sensing technologies have played a vital role. These technologies enable the analysis of spatial data and the identification of flood-prone areas
Management; strategic marketing; strategic marketing; operational crisis management; strategic management approaches; brand management; human	This encompasses strategic marketing, which entails identifying target markets, formulating marketing strategies, and advertising
Psychosocial factors; mental health; knowledge management practices; the chaotic characteristics; the perception of impacts and crisis management;	The healthcare industry addresses mental health issues and implements strategies to support the well-being who often work in high-stress environments and encounter various psychosocial challenges
Safety and lawsuit prevention; tourism policies; Implementing effective safety measures and protocols can help prevent accidents and incidents that may lead to lawsuits; safety protocols; systemic financial crises;	Safety and lawsuit prevention; tourism policies; Implementing effective safety measures and protocols can help prevent accidents and incidents that may lead to lawsuits; safety protocols; systemic financial crises;

In tourism crisis management, the theoretical grounds are as follows such as a geography affects not just questions but also strategies. This is shown in table 1. It shows that where a tourist site is located affects

greatly how the strategy of crisis management is both planned and put into practice[16-19]. This realization is for both the city and countryside, different kinds of crises such as natural disasters, political instability or outbreaks infectious diseases can impede tourism business. This large number of general impacts is driving tourism crisis management theory improvement and innovation [20-23]. Previous work indicates that geographical considerations can be a part in crisis management. Any national or local policy must consider the specific features of its geographic environment, the differences in environmental conditions and the history of various geographic settings are likely to influence public perceptions concerning crisis responsibilities and roles [24].

A proposed conceptual model in this context highlights knowledge management practices, and the chaotic nature of crises influences how educators and leaders perceive and implement crisis management policies in education[25, 26]. This conceptual model focuses on how tourism educators and leaders interpret policy content and their understanding of its impact, which directly affects the effectiveness of policy implementation within Malaysia's tourism education. In terms of leadership, the study emphasizes the critical role educators play in shaping future tourism professionals' ability to handle crises. The integration of digital technology into educational curricula guided by leadership styles that serves as a mediating factor that can significantly influence the success of crisis management in tourism education. Educators' leadership also plays a vital role in setting the tone for how tourism professionals will approach safety protocols, risk prevention, and legal frameworks within the tourism industry. Moreover, effective collaboration between educators and key stakeholders, such as tourism operators and government agencies, can enhance the performance of crisis policy implementation [27]. This study shows that successful crisis management requires coordinated efforts between these stakeholders to ensure that preparedness strategies are relevant and effective. This collaboration is also critical in the context of tourism education, where educators must prepare future leaders to navigate crises by equipping them with the necessary management and leadership skills [28]. By incorporating these theoretical insights into tourism education, this study argues that educators play a fundamental role in shaping future crisis-ready tourism leaders. The preparedness of tourism education curricula to integrate crisis management strategies and digital tools will determine the resilience of the sector, particularly in Malaysia, where crisis preparedness is increasingly critical [29].

D. Tourism Crisis Policy Implementation Theories in Tourism Education

In the field of tourism education, crisis management theories provide a crucial foundation for preparing future tourism professionals to manage crises effectively within various tourism destinations. The application of theories like the Disaster Management Cycle and Crisis Life Cycle Theory is not only essential for tourism operations but also for shaping how educators design and deliver curricula that incorporate crisis preparedness and policy implementation. Educators, therefore, serve as the bridge between these theoretical frameworks and the real-world applications of crisis management in tourism, ensuring that students are well-prepared to contribute to crisis policy development and implementation[30].

Crisis management theories, such as the Disaster Management Cycle (prevention, preparedness, response, and recovery), are critical in informing policy context theory in tourism destinations. In the realm of tourism education, these theories are integrated into the curriculum to teach students how policies are formulated to address the vulnerabilities of tourism destinations to various crises, such as natural disasters, health emergencies, and political instability. Educators play a pivotal role in guiding students through the process of understanding how theoretical models inform the development of crisis management policies that ensure the safety and resilience of tourism operations[31]. The role of educators in teaching these theories is particularly crucial because it directly impacts how future tourism professionals will apply crisis management practices in their careers. For example, educators use the Disaster Management Cycle to show students how each stage of a crisis from prevention to recovery must be supported by tourism policies that address specific risks faced by destinations. Through this lens, students learn how to analyze and apply crisis management theories within the policy frameworks that govern tourism destinations. This prepares them not only to manage crises effectively but also to influence the design and implementation of policies that improve crisis preparedness in tourism.

In tourism education, leadership theory is closely connected to both crisis management and policy context. Educators teach students how different leadership styles impact the implementation of tourism crisis policies, emphasizing that effective leadership is essential in guiding crisis response and recovery efforts. By integrating leadership training among lecturers or educators into crisis management curricula, educators help students understand the importance of strong leadership in executing tourism policies and ensuring that tourism destinations are well-prepared to handle crises. Educators emphasize that leadership not only shapes crisis outcomes but also plays a key role in coordinating the various stakeholders involved in crisis management. Moreover, educators focus on the chaotic nature of crises and the importance of knowledge management practices in crisis response [32]. As tourism destinations increasingly rely on digital tools for real-time crisis management and communication, tourism educators emphasize the integration of technology into crisis management education. This includes teaching students how to use digital platforms to enhance crisis preparedness, manage communication, and coordinate recovery efforts. By linking crisis management theories to technological solutions, educators equip students with the skills needed to implement modern, tech-driven crisis policies in tourism destinations.

The mediating role of digital technology in crisis policy implementation is a critical area of focus in tourism education. Educators are responsible for ensuring that students not only understand the theoretical aspects of crisis management but also gain practical experience in using digital tools to implement crisis policies [33]. As digital technologies become increasingly vital in crisis communication and management, tourism education must prioritize digital literacy in its curriculum. By preparing students to use these tools effectively, educators ensure that future tourism professionals can navigate and manage the complexities of tourism crises in a rapidly changing digital environment. Educators also emphasize the importance of stakeholder collaboration in tourism crisis management, teaching students how to work with government agencies, businesses, and local communities to implement crisis policies successfully. The interconnected nature of tourism means that crises cannot be managed in isolation; effective crisis management requires the coordination of multiple stakeholders. By teaching students the value of collaboration, tourism educators prepare future professionals to foster partnerships that enhance crisis preparedness and response, ultimately contributing to more resilient tourism destinations.

Fig. 1 shown a diagram into an education-related theory framework, the original elements in the context of tourism education and its focus on preparing future professionals for crisis management into the original elements in the context of tourism education and its focus on preparing future professionals for crisis management. This link represents how relevant and meaningful the tourism education curriculum is in preparing students for real-world crisis management. It highlights the importance of integrating crisis policies into the curriculum, ensuring that students understand the context and content of tourism crisis policies and can apply them effectively in their professional roles [34].
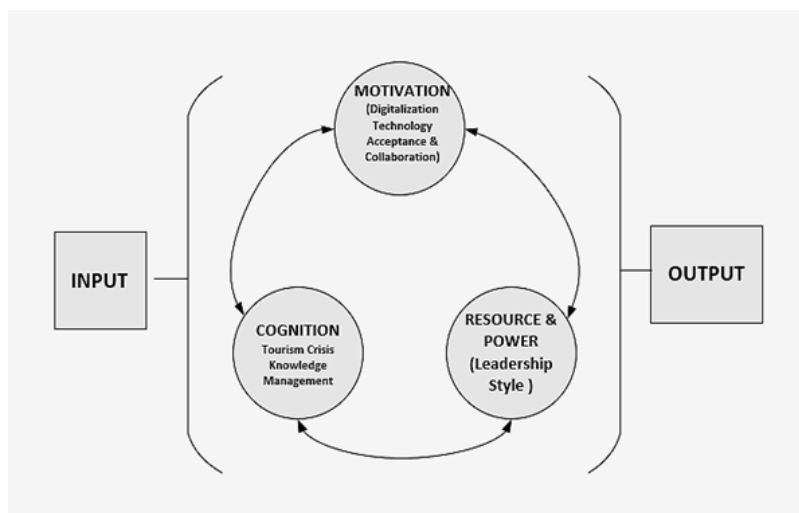

Fig. 1: Theoretical Framework for the Study: Contextual Interaction Theory (Adapted from Bressers, 2007, 2009)

This signifies the role of collaborative learning in tourism education, where teamwork in classrooms and partnerships with industry stakeholders enhance learning. These collaborations help students understand how to work with multiple entities during crises and prepare them for real-world applications of crisis management in tourism. Leadership approaches in tourism education shape how well students are trained for crisis management. This involves different teaching and leadership styles, such as transformational leadership, which influence the students' development of crisis management skills, leadership capacities, and decision-making abilities during crises. This concept refers to how digital technologies are incorporated into tourism education. It emphasizes the acceptance and use of modern technological tools in the curriculum, which enhances students' ability to manage crises by utilizing digital platforms, communication systems, and real-time crisis management tools. The goal is to measure how well students are prepared for crisis management in the tourism industry [35]. The focus is on the educational outcomes, which assess students' competency in implementing crisis policies. This ensures they can handle various crisis scenarios effectively, demonstrating their skills in real-world situations. A proposed research hypothesis as follows:

H1: Does the relevance of tourism education content (curriculum) have a direct positive effect on the acceptance and integration of digital technologies in crisis management learning?

H2: Does a well-designed and meaningful curriculum increase student preparedness for implementing crisis management in tourism through education?

H3: Do collaborative learning experiences improve the adoption of digital tools in tourism education?

H4: Does the leadership approach by tourism educators' influence tourism crisis management training?

H5: Does the degree to which digital technologies are integrated into the curriculum significantly impact on the overall preparedness of students for crisis management roles in tourism?

METHODOLOGY

For research design, this study adopted a quantitative research design utilizing a survey method to collect numerical data for hypothesis testing. The primary goal was to investigate the relationships between key variables such as curriculum content relevance, collaboration, leadership style, and digital technology integration, and their impact on educational outcomes in tourism crisis management. The sampling for this study consisted of educators teaching tourism crisis management at Universiti Teknologi MARA (UiTM), Malaysia. A total of 150 lecturers who are teaching crisis management within the tourism discipline are targeted for this research. Given the relatively specific scope of the population, a selective sampling method will be employed, wherein all eligible educators will be invited to participate. This sampling method ensured that the entire population of interest will be included to provide a comprehensive understanding of educators' perspectives on tourism crisis management education. Data will be collected using a structured questionnaire distributed online through platforms such as Google Forms and Qualtrics. The questionnaire will employ a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) to measure respondents' perceptions of curriculum content relevance, collaboration, leadership styles, digital technology integration, and preparedness for crisis management. This approach will ensure a quantitative assessment of educators' views on the effectiveness of tourism crisis management education at Universiti Teknologi MARA (UiTM), Malaysia. For data analysis descriptive statistics will be used to summarize data, and multiple regression analysis tested the direct relationships between variables. Mediation analysis was conducted using the Baron and Kenny method and the Sobel test to evaluate the mediating effect of digital technology integration. Statistical analyses will be performed using SPSS and AMOS software.

CONCLUSIONS

The main objection to this study is that the conceptual model which will be applied originates uniquely out of an effort among the faculty at Universiti Teknologi Mara (UiTM/EUM) in Malaysia, and you might argue

in favor of this narrow context. Therefore, the problem environment examined is a university for tertiary education in tourism preparation and tourism emergency readiness courses. This limit of focus for a single educational institution, a single industry type cannot fully reflect the broader educational environment or disciplines overlapping. Relying solely on questionnaire information might weaken the depth of empirical research and cannot provide enough support for this argument. In addition, environmental crises such as famine, health-related catastrophes like pandemics, and long-term problems in the form of global warming all need different communication strategies than education can currently offer. Despite this limitation, the study promotes greater awareness of preparedness for tourism crisis policy implementation within tourism education. In response to a survey of educators employed there, a good example is found from Universiti Teknologi Mara (UiTM) in Malaysia. The results bring out the significance of being real to the curriculum, mutual learning and leadership methods in bringing up labor force people well-equipped with crisis management skills Furthermore, the study emphasizes the importance of integrating digital technology to effectively enhance crisis management education. Despite drawbacks in extent, it provides helpful pointers for those in the field: teaching future tourism professionals how best they can maintain continuous readiness in preparation for no one ever knowing when disaster will strike.

Meanwhile, the study suggests possible lines form part of further research. This could include spreading the ER model to other sectors of tourism or a broader context such as cross-national comparisons in education. In addition, further research could move on to introduce new variables such as social media guidelines or solutions that cater specifically for different types of crises--be they health-related or environmental disasters. This would make for a more composite crisis management training aimed at students. Such awareness ought to help with tourism crisis preparedness across education venues. This proposal is of marked significance in tourism crisis management education, for it gives academic preparation a crisis perspective an education system needs to prepare future practitioners. While crisis management has not been an important part of tourism education thus far, the current pressing issues facing travelers around the world make it imperative that our education system equip practitioners with knowledge as well as practical techniques for dealing with crises: earthquakes, typhoons, riots etc. The paper's research data shows that competition design, cooperation and leadership are crucial to helping students veer toward effective crisis management, and to guarantee their successful navigation of crises. In the research the mediating role of digital technology is also introduced. This has become indispensable in crisis communique, co-relation and management. The findings are site-specific to UiTM, to provide important entry points into the Malaysian educational system's coping systems for tourism crises. Spreading this model out to other educational institutions could significantly fortify global capabilities in tourism crisis response. This is why this paper is so important: it addresses the lack of crisis policy implementation in tourism education by focusing on educators as well as students.

ACKNOWLEDGMENT

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