ISSN: 0975-833X

Available online at http://www.journalcra.com

International Journal of Current Research
Vol. 14, Issue, 12, pp.23055-23059, December, 2022
DOI: https://doi.org/10.24941/ijcr.44542.12.2022

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

RESEARCH ARTICLE

COMPARISON OF DISASTER PREPAREDNESS OF ART TEACHERS: TOWARDS DEVELOPING A PARTICIPATORY CRISIS MANAGEMENT PLAN

***Yu, Tian and Gatbonton, Ryan Ray**

Adamson University

ARTICLE INFO

Article History:
Received 17th September, 2022
Received in revised form
29th October, 2022
Accepted 24th November, 2022
Published online 30th December, 2022

Key words:

Education Leadership, Disaster Preparedness.

**Corresponding Author:*
Yu, Tian

ABSTRACT

The coronavirus disease (COVID-19) challenged the education system and put it in crisis mode. In the past, researchers paid more attention to risk management in higher education and teaching and rarely dabbled in the disaster prevention of art teachers, in particular. The goal of this research is to assess the disaster preparedness of art teachers in an educational district in China. One hundred eighty eight (188) art teachers were surveyed using the Disaster Preparedness Index. The results of the inquiry show that many respondents (31.4%) are poorly prepared in terms of disaster preparedness despite the two years of COVID-19. The top three disaster preparedness aspects of art teachers are acquiring a fire extinguisher, identifying the best evacuation route from home, and collecting the contacts of emergency services. The lowest ranking aspect of disaster preparedness is the knowledge of the community emergency warning system. There was a significant difference in the disaster preparedness of the respondents when grouped according to age, teaching years, and years in current work ($p<0.05$)—implying that disaster preparedness differs based on experience. A participatory crisis management plan was then developed to address the need for disaster preparedness.

Citation: ***Yu, Tian and Gatbonton, Ryan Ray.*** **2022.** "Comparison of Disaster Preparedness of Art Teachers: Towards Developing a Participatory Crisis Management Plan*". International Journal of Current Research*, 14, (12), 23055-23059.

INTRODUCTION

The COVID-19 pandemic that began in 2020 impacted all walks of life, and it particularly challenged the field of education. The focus of this study, in particular, is art education as juxtaposed with the COVID-19 situation in China. Faced with this health crisis, presidents of art colleges had to serve as the core of the teaching staff, with their leadership style crucial to the normal operation of art education. However, previous leadership styles could not remain unchanged, making crisis management leadership crucial to the continuous operation of art education during the pandemic. This paper is a quantitative research that investigated the disaster preparedness of deans of some fine arts colleges in China. It then provided recommendations to improve their crisis management leadership.

Background of the Study: China has been hard hit by COVID-19, affecting it socially, economically, and politically. It has also affected individuals both emotionally and psychologically (Miller, 2020), impacting even the learning environment and the entire educational system. This investigation focused on the disaster competence of deans of domestic art schools in China during the pandemic and its relationship to crisis preparedness. In an art school during the pandemic, the dean was tasked to organize the faculty, manage students' online classes, pay attention to students' psychological situation, evaluate and improve teachers' online class level, and promote fresh graduates' employment problems, among other things. Only with certain disaster capability and certain disaster preparation can a dean lead the art school during the pandemic and after it.

The pandemic fundamentally changed education in most countries, especially in China. In February 2020, China's Ministry of Education issued "Notice of the Party Group of the Ministry of Education of the Communist Party of China on Coordinating the Prevention and Control of the New Coronary Pneumonia Epidemic and the Reform and Development of Education in the Education System." It required colleges and universities to develop online teaching programs suitable for their respective situations, courses, and circumstances (Li Yang Hong *et al*, 2020). Faced with such changes, Schools of Fine Arts were faced with major problems in management as well as in education and teaching. Because art students are generally active, especially young students studying art in the Academy of Fine Arts, the general trend is for them to pursue freedom, novelty and independence. In the epidemic environment where students could not leave school, their active thinking and behaviors run contrary to epidemic prevention requirements or school requirements. This creates a big problem for art school deans, who will have to come up with ways to keep art students active even with pandemic-related restrictions. This is especially crucial given the psychological effects of quarantine, which include infection fears, confusion, frustration, inadequate supplies, and inadequate information (Brooks *et al*., 2020). In addition to material losses, the psychological and ideological panic of young college students must also be taken seriously. Because of the suddenness of the epidemic, online learning in colleges and universities was only in the initial stages, thus creating major challenges, the most notable of which is the generally poor quality of online courses that failed to pique the students' interests.

This is most evident art majors, who were divided into theoretical classes and practical classes (which were reduced). To solve this problem, the dean needs to make a teacher promotion plan to improve teachers' online class level personally and practically. The economic depression during the pandemic also made the employment situation more severe, and solving the employment problem became the focus of the government and the public. These effects have already led to large increases in unemployment and underemployment rates and will continue to threaten the survival of many firms worldwide (Loayza and Pennings, 2020). To solve the employment problem, education will need to be strengthened post-pandemic, as it is the bridge towards gainful employment. Compared with the industries related to the national economy and people's livelihood such as medical treatment, manufacturing, IT industry, finance and law, arts and crafts do not seem to have the "just-needed" nature. Art is the regulator and lubricant of social mood, which plays an important role in social harmony, ideological inspiration, and the cultivation of humanistic sentiments of truth, goodness and beauty. However, it cannot directly produce economic benefits. It cannot achieve immediate results, has a small social demand, and has a narrow employment scope. Therefore, the employment of fresh graduates of the Academy of Fine Arts is more difficult (Han LiChao, 2020). Unfavorable employment will naturally lead to the depression of enrolment in the future, and it will indirectly lead to the difficulty in the development of art education. Therefore, in the face of crisis, the dean should lead the college to provide new employment guidance for graduates.

Statement of the Problem

This research sought to answer the following research questions:

- What is the demographic profile of the teachers in terms of:
  - Age
  - Sex
  - Number of Years in Teaching
  - Number of Years in Current Work
- What is the degree of disaster preparedness of art teachers?
- Is there a significant difference in the degree of disaster preparedness of art teachers when grouped according to demographic profile?
- Based on the results of the study, what participatory crisis management framework can be made?

Significance of the Study: Unlike the past, the general environment has made the learning, employment, and college management environments for students in the College of Fine Arts much less favorable. Meaning, the results of this study have important implications for the following groups.

Deans and Program Chairs: Studying the issue of disaster competencies of art faculty and its relationship with crisis readiness can be a good reference for the improvement of deans' leadership in terms of crisis management. This can better promote the development and construction of the college and ensure the reserve talent pool of the society by enhancing the leadership of deans.

Faculty Members: Teachers, as the builders of the college and the practitioners of education, will also benefit from this study because they can learn how to manage crises and cooperate with the leadership of the dean and dedicate themselves to the smooth operation and further development of the college. It will also help teachers understand the learning needs of students.

Students: The in-depth study of this topic can help students understand the direction of education, which will help them adapt to the new learning environment and learning style, and then prepare for their future employment.

School Leaders: As the builders of the school and the core force of its operation, school leaders can use the results of this study to learn the lessons of their past lack of attention to crisis preparedness and to improve their own crisis management skills in a comprehensive manner so that they can better contribute to the development of the school.

Future Researchers: This study can provide future researchers with data and informative conclusions on crisis management and disaster preparedness in the context of education—specifically art schools.

Scope and Delimitation of the Study: This paper focused on the disaster preparedness ability of the teachers of China Art Institute and their leadership during the epidemic. In order to make the research sampling authentic, the scope of the study was nationwide, and did not restrict whether the art college is an undergraduate or specialist institution.

METHODOLOGY

This study focused on assessing the disaster preparedness of independent art colleges and art schools established directly under higher education universities in China. Since the primary aim of this investigation was to know the differences in disaster preparedness, comparative research design that surveyed the individual disaster preparedness of faculty members was used.

Research Locale: The universities affiliated with art colleges selected for this study are: one university in Beijing, two universities in Hunan Province, two universities in Henan Province, two universities in Sichuan Province, one university in Shandong Province, one university in Xinjiang Province and one university in Guangxi Province. Among them, are two double-class colleges and universities, six provincial general colleges and universities, and two specialized colleges and universities.

Sample and Sampling Technique: Using Cohen's table of effect sizes, the sample size estimate was determined to be around 188 using the following parameters: $\alpha = 0.05$, $\beta = 0.80$, small effect size of 0.20. The technique use was stratified random sampling wherein 10 art colleges were randomly selected as strata. The second step, among the stratified groups, a random sample will be used to obtain the appropriate number of sample sizes.

Research Instrument : The questionnaire used was the Disaster Preparedness Index (DPI), which was developed by Rohith *et al*. (2018). It is a 14-item questionnaire that measures the preparedness of individuals for any natural disaster on the basis of four factors: Indoor Safety Measures, Document Preparation, Collective Efficacy, and Escape Plan. The tool has exhibited good psychometric properties, having been peer reviewed for content validity and attaining an internal reliability score of 0.91 using Cronbach alpha. The questionnaire questions are answerable by a "Yes" or a "No," with a yes answer earning 1 point. The answers were computed, and the sum was then compared with the scale interval below. The different scores were divided into three levels, whose interpretations are as follows: 0-5 poorly prepared, 6-9 moderately prepared, and 10-14 well-prepared.

Data Gathering Procedure: Due to travel restrictions and social distancing requirements, data collection was done exclusively online. Random recruitment was done using various network platforms such as QQ groups, WeChat groups, posting bars, and online forums. The requirements for questionnaire collection public service personnel are: (a) The survey must be conducted by the independent art college where they are located or the art college directly established in the university and (b) the investigator must be a student or teacher of the art college of the school under investigation in order to ensure the quality of the completed questionnaire.

Statistical Analysis: Frequency and percentages were used to aggregate the respondent's demographic profile. Likewise, the degree of preparedness was summarized using frequency and percentages to determine the levels of preparedness of participants. The inferential statistical methods used were Kruskall-Wallis H-test for non-

parametric comparison of multiple groups (i.e., age, years in teaching, years in current work), and Mann-Whitney U-test for non-parametric comparison of two group (i.e., sex).

RESULTS

This section presents the data on the demographic profile of the respondents, as gathered by the researcher:

Table 1 presents the distribution of respondents based on their sex. It can be noticed that both sexes were equally represented in the sample size—94 males and 94 females for a total sample size of 188 respondents.

Table 1. Distribution of the Respondents According to Sex

Sex	Frequency	Percentage (%)
Male	94	50.0
Female	94	50.0
Total	188	100

Table 2 shows the distribution of the respondents according to their age. Teachers aged 25–30 years old comprise the majority of respondents (n = 62, 33.0%), followed by teachers aged 36–45 years (n = 59, 31.4%).Next are teachers aged 31–35 years old (n = 50, 26.6%), while teachers aged 46–55 comprise the least number of respondents (n = 17, 9.0%).

Table 2. Distribution of the Respondents According to Age

Age	Frequency	Percentage (%)
25–30 years	62	33.0
31–35 years	50	26.6
36–45 years	59	31.4
46–55 years	17	9.0
Total	188	100.0

Table 3 shows how many years the respondents have been teaching. As shown in the table, entry-level teachers comprise majority of the respondents (n = 77, 41.0%), followed by teachers with 6–10 years of experience (n = 50, 26.6%).

Table 3. Distribution of the Respondents According to Years in Teaching Profession

Age	Frequency	Percentage (%)
2–5 years	77	41.0
6–10 years	50	26.6
11–20 years	45	23.9
21–30 years	16	8.5
Total	188	100.0

Mid-career teachers, or those with 11–20 years of experience, comprise 45 out 188 (23.9%) of the respondents. The least number of teachers in the sample are those with 21–30 years of experience (n=16, 8.5%). Table 4 indicates how many years the respondents are in their current work.

Table 4. Distribution of the Respondents According to Years in Current Work

Age	Frequency	Percentage (%)
2–5 years	85	45.2
6–10 years	52	27.7
11–20 years	43	22.9
21–30 years	8	4.3
Total	188	100.0

Those who are in their current employment for 2–5 years comprise 45.2% of the sample (n = 85), followed by those who have 6–10 years of experience in their current work (n = 52, 27.7%). Teachers with 11–20 years of work experience with their current school accounts for 22.9% of the respondents (n = 43) while teachers with 21–30 years of experience in their current school round out (n = 8, 4.3%) the data. The next tables show the results for the disaster preparedness of the respondents.

Table 5 shows the frequency distribution of the "Yes" and "No" answers for the survey tool on disaster preparedness. The top 10 are as follows: (1) acquiring a fire extinguisher and learning how to operate it (n = 139); (2)identifying the best evacuation route from home (n = 130);(3) collecting the contacts of emergency services (n = 129); (4) identifying the locations and operational procedures of utility shut-off valves (n = 118);(5) protecting vital records (n = 114);(6) securing all hazardous materials (n = 110);(7) procuring a life insurance policy (n = 104);(8) providing information on disaster preparedness to other family members and friends (n = 99); (9) securing all movable objects at home (n = 94); and (10) developing a family emergency plan (n = 90). Table 6 shows the distribution of the total score in the disaster preparedness scores of the teachers. An overall score of 0–5 means a teacher is poorly prepared, 6–9 means moderately prepared, and 10–14 means well prepared.

Data shows most teachers are moderately prepared for disasters (n = 92, 48.9%), followed by teachers who are poorly prepared (n = 59, 31.4%).Last are teachers who are well prepared (n = 37, 19.7%). The next table shows the difference in the respondents' disaster preparedness in terms of their demographic profile. Mann-Whitney U-test was used to determine differences in the degree of disaster preparedness according to sex, while Kruskall-Wallis H-test was used to identify differences in the degree of disaster preparedness according to age, years of experience, and years in current work. Table 7 shows no significant differences in the disaster preparedness of the teachers in terms of sex (p = 0.057). On the other hand, significant differences in disaster preparedness were found in terms of the respondents' age, years of experience, and years in current work (p< 0.05).

DISCUSSION

In Table 1, it can be noticed that both sexes were equally represented in the sample size. A total of 94 male respondents and 94 female respondents were recruited for a grand total of 188 respondents. This shows that there is no difference in the proportion of men and women among the respondents. Table 2 shows the interviewees involved all ages, which is helpful to make a more comprehensive and objective analysis of art teachers' disaster preparedness ability. As shown in Table 3, most of the respondents have 2–5 years teaching experience. At this stage, teachers' disaster preparedness ability can represent the junior level can provide a more powerful reference for the crisis management leadership of the dean of the Academy of Fine Arts. As seen in Table 5, most teachers have done well in obtaining fire extinguishers and learning how to use them, determining the evacuation routes of families, collecting emergency service contacts, and determining the location and operating procedures of shut-off valves of public facilities. Some teachers will protect important records and dangerous materials, obtain a life insurance policy, and provide disaster preparedness information to family members and friends. But only a few teachers will discuss the community emergency warning system.

Very few teachers buy all-danger warning radios. Based on the data, it can be seen that most teachers have the awareness of risk prevention in the face of disasters, but they do not pay enough attention to the emergency warning system for the community. Additionally, investment in high-tech disaster prevention equipment is obviously insufficient. It should be noted that the SARS pandemic of 2003, made gave administrators and scholars of universities in China painful lessons about disaster preparedness. As a result, they began to pay attention to the research and prevention of university crises. Things have changed. The H1N1 flu in 2009 once again tightened the nerves of the epidemic prevention crisis in colleges and universities.

Table 5. Disaster Preparedness of the Respondents

Disaster Preparedness	Yes		No		Rank
	Freq	(%)	Freq	(%)	
Identified the best evacuation route from our home	130	69.1%	58	30.9%	2
Identified a safe elevated area to rescue from floods	73	38.8%	115	61.2%	12
Developed a family emergency plan	90	47.9%	98	52.1%	10
Provided information on disaster preparedness to other family members and friends	99	52.7%	89	47.3%	8
Discussed the community's emergency warning system	61	32.4%	127	67.6%	13
Protected vital records	114	60.6%	74	39.4%	5
Procured a life insurance policy	104	55.3%	84	44.7%	7
Created an emergency supplies kit	83	44.1%	105	55.9%	11
Secured all hazardous materials	110	58.5%	78	41.5%	6
Secured all the movable objects at home	94	50.0%	94	50.0%	9
Identified the locations and operational procedures of utility shut-off valves	118	62.8%	70	37.2%	4
Acquired a fire extinguisher and learned how to operate	139	73.9%	49	26.1%	1
Acquired an all-hazards alert radio	28	14.9%	160	85.1%	14
Collected the contacts of emergency services	129	68.6%	59	31.4%	3

The subsequent H5N1 to H7N9 avian influenza did not cause a major crisis in colleges and universities, indicating that an epidemic crisis in colleges and universities is preventable and controllable. Therefore, the deans of art colleges must have the ability to lead forward-looking educational ideas. (LvMingxu *et al*., 2014) and make disaster prevention strategies in advance.

Table 6. Degree of Disaster Preparedness of the Respondents

Degree of Preparedness	Frequency	Percentage (%)
Poorly Prepared	59	31.4
Moderately Prepared	92	48.9
Well Prepared	37	19.7
Total	188	100

Table 7. Comparison of the Degree of Disaster Preparedness according to Demographic Profile

Outcome Variable	Grouping Variable	Test Statistic	p-value	Decision
Disaster Preparedness	Sex	U-test	0.057	Accept H_0
	Age	H-test	0.000	Reject H_0
	Years of Experience	H-test	0.000	Reject H_0
	Years in Current Work	H-test	0.000	Reject H_0

As Table 6 shows, most teachers only prepare countermeasures and achieve moderate preparation in the face of disasters that may occur at any time. However, some teachers are not well prepared, while few teachers are fully prepared. During the epidemic, the leadership style of the dean of the Academy of Fine Arts should be transformed and upgraded according to the current needs, so as to fully establish risk awareness and crisis awareness, learn lessons, and improve crisis preparedness. It is necessary to strengthen the national leadership policy, ideological, and political education and scientific application of new media platforms; give full play to subjective initiative and creativity; deepen the reform of higher education; and improve and enhance the governance system and emergency response capability of colleges and universities in the post-epidemic era (Xu Feifei, 2021).

Table 7 shows there is no obvious difference between male teachers and female teachers when it comes to facing various disaster preparedness problems. This indicates disaster preparedness ability has nothing to do with gender, and both male teachers and female teachers can make their own contributions to disaster prevention. However, the older teachers are, the longer they have been engaged in educational work and the longer they have been engaged in current work. This may explain why their ability to prepare for disasters is more obvious. This data corresponds to empiricism. Locke (1960) gave the answer" "All our knowledge is based on experience. In the final analysis, knowledge comes from experience." Meaning, with the increase of time, the accumulation of experience will form a certain sense of disaster preparedness.

Based on the results of this study, the following recommendations are put forward:

- The dean of the Academy of Fine Arts must have the leading ability of forward-looking educational ideas, which requires the dean to have firm educational ideals and beliefs, persistent dedication to work, high sense of responsibility, and strong sense of mission, so as to achieve a forward-thinking educational idea, prepare for the crisis, and lead and unite all forces to make the Academy of Fine Arts operate better and more stably.
- The dean should train teachers on the knowledge of community alarm system and apply for funds from the financial department of the school to equip teachers with all-danger alarm radios, so as to make up for the weak links of teachers' team in disaster preparedness and comprehensively improve their disaster prevention ability.
- The dean should conduct disaster response training and assessment for existing teachers. Only teachers who have passed the assessment can participate in the teaching work normally. For new teachers, they are screened and trained through interviews to ensure that all teachers have the ability to deal with disasters.
- Teachers' ability to prevent disasters is also a process of continuous accumulation. The dean of the Academy of Fine Arts should pay attention to the cultivation of young teachers' ability to prevent disasters. An excellent team of teachers can be set up, and experienced teachers can lead novice teachers, so as to implement "bringing the old with the new," rapidly improve the novice teachers' ability to prevent disasters, and consolidate and strengthen the whole team of teachers' ability to prevent disasters.
- In addition to considering the operation and teaching of the Academy of Fine Arts during the pandemic, the dean should also make an encouraging development goal according to the actual situation and development requirements of the Academy, so that the Academy of Fine Arts can develop steadily not only during the pandemic, but also after the end of the pandemic.
- In terms of health education, the dean of the college should pay attention to enhancing the awareness of prevention, correctly guiding a healthy and reasonable lifestyle, formulating certain coping policies, pointing out health education guidelines for faculty and staff, and guiding and inspiring students to look at life correctly, respect life, care for life, cherish life, and form a good life value orientation.
- By making a participatory crisis management plan, classifying and registering risks, the dean and the university's teachers can effectively identify and accurately respond to disasters, so that the Academy of Fine Arts can have a certain ability to mitigate disasters.

REFERENCES

Alvarez, A. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education,* 15(1), 144–153.

Bishop, P. (2021).Middle grades teacher practices during the COVID-19 pandemic, *RMLE Online*, 44(7), 1–18.

Bozkurt, I., Jung, J., &Vladimirsch, V. (2020). A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis*. Asian Journal of Distance Education,15*(1), 1–126.

Brooks, S. K., *et al*. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence*. Lancet,* 395, 912–920.

Cahapay, M. B. (2020). Rethinking education in the new normal post-COVID-19 era: acurriculum studies perspective. *Aquademia,* 4(2).

Chan, W., & Ki, L, (2020). Effectiveness of online teaching in physical education during COVID-19 school closures: a survey study of frontline physical education teachers in Hong Kong. *Journal of Physical Education and Sport,* 21(4), 1622–1628.

Duan, L., *et al*. (2020).An investigation of mental health status of children and adolescents in China during the outbreak of COVID-19.*Journal of Affective Disorders, 275,* 112–118.

Frederick, J. K., Raabe, G. R., Rogers, V. R., & Pizzica, J. (2020). Advocacy, collaboration, and intervention: a model of distance special education support services amid COVID-19. *Behavioral Analysis Practice,* 13(4), 748–756.

Han L. (2020). Emphasis on learning to apply – Reflections on the adjustment of education and teaching in art colleges and universities and social employment. *Art Market, 6*, 28–30.

Li. Y, Zhang, M., & Li, R. (2020). Reflections on the state of online teaching of undergraduate art majors in colleges and universities during the epidemic-focusing on the direction of Chinese painting and calligraphy. *Art in China,* 6, 116–121.

Loayza, N. &Pennings, S. (2020).*Macroeconomic policy in the time of COVID-19: A primer for developing countries.* Washington D.C.: World Bank.

Locke, J. (1690) *An essay concerning human understanding.* Chinese translation of *World academic masterpieces series philosophy*.

Lu, M., & Xu, W. (2014). The role of counselors in the epidemic crisis in colleges and universities. *Journal of Jinan Vocational College,* 105*,* 69–71.

Margini, F., *et al*.（2020). Case study: The initial COVID-19 response in Uganda*. ThinkWell and Ministry of Health Uganda*.

Mulenga, E. M., & Marbán, J. M. (2020). Is COVID-19 the gateway for digital learning in mathematics education? C*ontemporary Educational Technology,* 12(2).

Naciri, A., Baba, M. A., Achbani, A., & Kharbach, A. (2020). Mobile learning in higher education: unavoidable alternative during COVID-19.*Aquademia,* 4(1).

Tria, J. Z. (2020). The COVID-19 pandemic through the lens of education in the Philippines: The new normal. *International Journal of Pedagogical Development and Lifelong Learning,* 1(1).

Unger, S., & Meiran, W. R. (2020). Student attitudes towards online education during the COVID-19 viral outbreak of 2020: Distance learning in a time of social distance. *International Journal of Technology in Education and Science,* 4(4), 256–266.

Usak, M., Masalimova, R. A., Cherdymova, I. E., & Shaidullina, R. A. (2020). New playmaker in science education: COVID- 19. *Journal of Baltic Science Education,* 19(2), 180–185.

Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: A social crisis in the making. *The Lancet Public Health, 5*(5), 243–244.

Vecco, M., *et al*. (2022).The impact of the COVID-19 pandemic on creative industries, cultural institutions, education and research*.*

Viner, R., *et al*. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health,* 4(5), p397–404.

Xiong, Q. (2020). Comparison and reflection on the practice of traditional teaching and online teaching – a perspective of online teaching in art colleges based on the context of the new crown pneumonia epidemic. *Journal of Suzhou College of Arts and Crafts,* 3*,* 36–39.

Xu, F. (2021). Research on risk management of education and teaching in a university in Henan Province in the post-epidemic era. *Journal of Traditional Chinese Medicine Management,* 29 (13), 26–31.

Yu, L. (2021). Government crisis management capacity enhancement from new crown pneumonia outbreak prevention and control. *The New Orient, 251,* 62–65.

****