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AN EXAMINATION OF THE RELATIONSHIP BETWEEN DISASTER PREPAREDNESS AND PSYCHOLOGICAL PREPAREDNESS AMONG UNIVERSITY STUDENTS*

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Abstract

The purpose of this study was to examine the relationships between disaster preparedness and psychological preparedness among university students. The study was conducted using a correlational survey design. The sample consisted of 301 university students enrolled in the 2023–2024 academic year. Data were collected using the Disaster Preparedness Scale, the Psychological Preparedness Scale for Disaster Threats, and a Personal Information Form. Descriptive statistics, Pearson's product-moment correlation coefficient, and simple linear regression analysis were used to analyze the data. The results of the correlation analysis indicated that disaster preparedness was significantly and positively associated with both the total score and the subdimensions of the psychological preparedness scale (knowledge and management of the external situational environment, management of emotional/psychological response, and management of the social environment). Furthermore, the regression analysis revealed that disaster preparedness significantly predicted the total score and all subdimensions of psychological preparedness. The findings indicate that as university students' disaster preparedness levels increase, their psychological preparedness also increases significantly. This result supports the notion that enhancing knowledge, awareness, and planning skills related to disasters strengthens individuals' emotional resilience, cognitive readiness, and social adjustment during disasters. Therefore, it is recommended that intervention and education programs aiming to improve university students' psychological preparedness should primarily focus on strengthening their disaster preparedness skills.

Keywords: Disaster, Disaster preparedness, Psychological preparedness, University students.

ÜNİVERSİTE ÖĞRENCİLERİNDE AFETLERE HAZIRLIK İLE PSİKOLOJİK HAZIRLIK ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Öz

Bu araştırmanın amacı, üniversite öğrencilerinde afetlere hazırlık düzeyi ile psikolojik hazırlık arasındaki ilişkileri incelemektir. Araştırma, ilişkisel tarama modeli kullanılarak gerçekleştirilmiştir. Çalışmanın örneklemini, 2023-2024 akademik yılında öğrenim gören 301 üniversite öğrencisi oluşturmuştur. Veriler, Afetlere Hazırlık Ölçeği, Afet Tehdidine Yönelik Psikolojik Hazırlık Ölçeği ve Kişisel Bilgi Formu aracılığıyla toplanmıştır. Verilerin analizinde betimsel istatistikler, pearson momentler çarpımı korelasyonu ve basit doğrusal regresyon analizi kullanılmıştır. Korelasyon analizi sonuçları, afetlere hazırlık düzeyi ile psikolojik hazırlık ölçeğinin toplam puanı ve alt boyutları (dış durumsal çevrenin bilgisi ve yönetimi, duygusal/psikolojik tepkinin yönetimi ve sosyal çevrenin yönetimi) arasında anlamlı ve pozitif ilişkiler bulunduğunu göstermiştir. Ayrıca, basit doğrusal regresyon analizi sonuçları,

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afetlere hazırlığın psikolojik hazırlığın toplam puanını ve tüm alt boyutlarını anlamlı şekilde yordadığını ortaya koymuştur. Sonuçlar, üniversite öğrencilerinin afetlere hazırlık düzeyi yükseldikçe, psikolojik hazırlık düzeylerinin de anlamlı biçimde arttığını göstermektedir. Bu bulgu, afetlere yönelik bilgi, farkındalık ve planlama becerilerinin geliştirilmesinin, bireylerin afet anında duygusal dayanıklılıklarını, bilişsel hazır bulunuşluklarını ve sosyal uyumlarını güçlendirdiğini desteklemektedir. Dolayısıyla, üniversite öğrencilerinin psikolojik hazırlıklarını artırmaya yönelik müdahale ve eğitim programlarında, öncelikli olarak afetlere hazırlık becerilerini güçlendirmeye odaklanılması önerilmektedir.
Anahtar kelimeler: Afet, Afetlere hazırlık, Psikolojik hazırlık, Üniversite öğrencileri.

1. INTRODUCTION

Disaster is defined as the ramifications resulting from natural occurrences (Ergünay, 2002). It encompasses natural events inflicting various harms upon individuals, leading to loss of life and property, arising suddenly, and being beyond prevention once they occur, thus termed as disasters. The United Nations delineates disaster as all occurrences, whether natural, technological, or human-induced, causing physical, economic, and social detriments to individuals, disrupting or halting normal communal life, and proving insurmountable by local means (Kadıoğlu, 2008; UNDHA, 1992). The physical, economic, and social repercussions of natural disasters instigate upheaval in living conditions, thrusting society into challenging circumstances (Ergünay, 2002). Individuals may encounter multifaceted losses across various dimensions, such as loss of life, loved ones, bodily integrity, health, material possessions like homes, vehicles, or workplaces, and a sense of security and control (Güre, 2021). This state, coupled with anxiety and fear induced by disasters, steers societies and individuals toward pre-disaster readiness measures (Özkan, Şentuna, Uzun, Çakı, & Egi, 2020).

Readiness closely intertwines with the concepts of risk, peril, and vulnerability, signifying planning, implementation, and evaluation aimed at mitigating the disruptions posed by risks and hazards. Enhancing resilience to disasters also entails reducing vulnerabilities (Şentuna & Çakı, 2020). Disaster preparedness involves crafting emergency response and recovery plans beforehand and promptly executing these plans. It also entails raising public awareness regarding natural disasters, thus mitigating their severity or obliterating them (Rañesesa et al., 2018). According to the World Health Organization (WHO), disaster preparedness encompasses measures ensuring the orderly mobilization of personnel, finances, equipment, and materials within a safe setting for an efficient response (WHO/EHA, 2002).

These measures encompass creating personal disaster kits, securing against home items prone to tipping, stocking first aid supplies and medications, insuring properties against natural disasters, designating a central meeting spot in case of family separation during a disaster, and ensuring familiarity with emergency contact numbers for seeking aid during natural calamities (Şentuna & Çakı, 2020). Effective disaster preparedness encompasses both physical and psychological components, considered as complementary. Psychological preparedness comprises two dimensions: cognitive and emotional. The cognitive facet involves understanding the threat scenario, potential responses, and the threatening environment, while the emotional dimension incorporates self-awareness and emotional self-regulation. Studies on bushfire threats in Australia corroborate this two-dimensional aspect of psychological preparedness. It is noted that many individuals might experience varying degrees of negative emotions, such as stress, fear, or anxiety, in response to impending disaster threats, motivating constructive actions and preparations to mitigate hazards. However, excessive emotions might lead to inconsistencies, particularly where stress can impact an individual's cognitive abilities and behavior (Boylan & Lawrence, 2020; Zulch, 2019).

The psychological aspect of disaster preparedness has received limited attention in disaster preparedness policies, initiatives, or training programs until recently. Psychological preparation aids individuals in anticipating and acknowledging their emotions, managing cognitive and emotional responses, thereby potentially mitigating adverse psychological effects post-disaster and fostering long-term resilience. Consequently, individuals can focus better on situational preparedness, lowering the risk of harm or fatality (Morrissey & Reser, 2003; Türkdoğan-Görgün, Koçak-Şen, & McLennan,

2023; Zakour, 2023; Zulch, 2019). It is believed that the interplay between disaster preparedness and psychological preparedness among university students remains inadequately explored in the literature, particularly in our country. This study aims to examine the correlation between disaster preparedness and psychological preparedness for disaster threats in university students, contributing to the existing body of knowledge. To address this goal, the study's sub-problems are delineated as follows:

1. Do disaster preparedness and psychological preparedness in university students exhibit significant gender-based differences?

2. Does disaster preparedness predict psychological preparedness among university students?

3. Does disaster preparedness predict psychological preparedness concerning knowledge and management of the external situational environment?

4. Does disaster preparedness predict psychological preparedness in terms of managing one's emotional and psychological responses?

5. Does disaster preparedness predict psychological preparedness in terms of managing one's social environment?

2. METHOD

2.1. Research Method

In this study, a relational screening model was employed to examine the relationships between disaster preparedness and psychological preparedness for disasters among university students. The relational screening model is an evaluation-oriented approach designed to determine the co-varying patterns and degrees of change between two or more variables (Karasar, 2011). In this study, disaster preparedness represents the independent variable, while psychological preparedness for disaster threats serves as the dependent variable.

2.2. Study Group

The study included a cohort of 301 university students, consisting of 92 males (30.6%) and 209 females (69.4%). Of the participants, 249 were between 18 and 23 years old, 34 were aged 24–29, 12 were aged 30–35, and 6 were 36 years or older. Participants were selected through a convenience sampling method from among undergraduate students who voluntarily agreed to take part in the study. The inclusion criteria were being enrolled as a university student and providing informed consent. The final sample of 301 participants exceeded the minimum sample size recommended for correlation and regression analyses (Tabachnick & Fidell, 2013), indicating that the sample size was adequate for the purposes of this study. Additionally, Comrey and Lee (1992) and DeVellis (2014) consider a sample size of 200 participants as fair, 300 as good, 500 as very good, and 1000 or more as excellent in evaluating sample adequacy.

2.3. Data Collection Tools

2. 3. 1. Personal Information Form (PIF)

PIF was designed to collect sociodemographic data from participating university students, encompassing details such as gender, age, and department.

2. 3. 2. Disaster Preparedness Scale (DPS)

DPS was devised by Şentuna and Çakı (2020). Comprising 13 items, this scale utilizes a 4-point Likert-type format, allowing scores ranging from 13 to 52. Higher total scores indicate increased levels of disaster preparedness. Exploratory factor analysis revealed a 4-factor structure, while confirmatory factor analysis confirmed the scale's validity with the following fit indices: $\chi 2/df=4.91$, CFI=0.94, GFI=0.96, AGFI=0.94, SRMR=0.05, RMSEA=0.05. The overall Cronbach's Alpha internal consistency coefficient calculated for the scale in the original study was .82, and in the current study it was .88.

2. 3. 3. Psychological Preparedness for Disaster Threat Scale (PPDTS)

Zulch (2019) developed a 26-item PPDTS, adapted into Turkish by Türkdoğan-Görgün, Koçak-Şen, and McLennan (2023). The Turkish version consists of 21 items using a 4-point Likert-type structure, enabling scores between 21 and 84. Higher scores reflect heightened psychological readiness for disaster threats. This scale encompasses three factors. The first sub-dimension is knowledge and management of the external situational environment, the second sub-dimension management of one's emotional and psychological response, and the third sub-dimension is management of one's social environment. Confirmatory factor analysis validated the 3-factor structure with the following fit indices: $\chi 2/df=2.46$, CFI=0.91, GFI=0.87, AGFI=0.83, TLI = 0.89, NFI = 0.85, RMSEA=0.07. Cronbach's alpha internal consistency coefficient is .95 for the whole scale, .91 for the first sub-dimension, .93 for the second sub-dimension, and 0.83 for the third sub-dimension. In the current study, Cronbach's alpha was .93 for the whole scale, .87 for the first sub-dimension, .93 for the second sub-dimension, and .72 for the third sub-dimension.

2.4. Data Analysis

Before commencing data analysis, Mahalanobis distance was computed for total scores obtained from both scales and their subscales to assess multivariate normality (Çokluk, Şekercioğlu, & Büyüköztürk, 2016). Four data points were excluded due to their substantial deviation from the distribution, resulting in a dataset of 301 records. Normality tests, including skewness and kurtosis coefficients, were conducted on the total scores of research variables from both scales and subscales to determine the statistical analysis methods to be employed. Table 1 presents the mean scores, standard deviation, skewness, and kurtosis coefficients derived from DPS and PPDTS and their respective subscales.

Table 1. *The statistical summary providing an overview of the university students' performance on the DPS, PPDTS and their respective subcategories.*

Measures	$\overline{X}$	Ss	Skewness	Kurtosis
DPS	32.12	6.22	0.74	1.49
PPDTS	66.99	10.37	-0.44	0.18
Environmental knowledge and management	29.56	4.59	-0.54	-0.08
Management of emotional and psychological response	27.66	5.96	-0.55	-0.11
Management of the social environment	9.78	1.70	-0.58	0.61

The acceptance of skewness and kurtosis coefficients within the range of -1.5 to +1.5 serves as an indication of normal data distribution, according to Tabachnick and Fidell (2013). Given that the computed skewness and kurtosis coefficients presented in Table 2 fall within this specified range, it affirms the normal distribution assumption. Consequently, parametric tests (Pearson correlation analysis and a simple linear regression analysis) were employed for the analyses conducted in this study.

The examination of relationships between disaster preparedness and psychological preparedness for disaster threats, along with their respective subcategories, was undertaken through Pearson correlation analysis. This statistical approach aimed to evaluate the strength and direction of associations among these variables, providing insight into the degree of their interdependence.

Moreover, a simple linear regression analysis was employed to determine the extent to which the independent variable, disaster preparedness, predicts the dependent variable, psychological preparedness for disaster threat, and its sub-dimensions. This analysis sought to delineate the level of influence or prediction capability inherent in disaster preparedness concerning the levels of psychological preparedness for disaster threats among the studied participants. It is important to note that these methodological approaches adhere to the principles of statistical analysis suitable for the datasets' characteristics, thereby ensuring robust and reliable interpretations of the study's outcomes.

2.5. Ethical Considerations

Ethical approval for this study was granted by the Ethics Committee for Social and Human Sciences Research at [Trakya University] (Decision No: 05/15, Date: May 29, 2024). All participants were informed about the purpose and procedures of the study and provided written informed consent prior to participation. The research was conducted in full compliance with the ethical standards set forth in the Declaration of Helsinki.

3. FINDINGS

3.1. Descriptive Characteristics of the Study Group

The study included 301 university students, with 92 males (30.6%) and 209 females (69.4%). The age distribution of participants was as follows: 249 participants were between 18–23 years, 34 participants were between 24–29 years, 12 participants were between 30–35 years, and 6 participants were 36 years or older. Participants were drawn from 15 different academic departments.

3.2. Examination of Disaster Preparedness and Psychological Readiness Among University Students Based on Gender

An independent samples t-test was employed to assess potential disparities in disaster preparedness and psychological readiness between genders among university students. The outcomes of this analysis are presented in Table 2.

Table 2. *Scores depicting disaster preparedness and psychological readiness among university students categorized by gender.*

Measures	Gender	$\bar{X}$	Ss	sd	t	p
DPS	Male	65.28	10.43	299	-4.44	0.000
	Female	70.88	9.16			
PPDTS	Male	31.56	5.87	299	-2.35	0.019
	Female	33.38	6.82			

As per the findings illustrated in Table 2, notable distinctions emerged concerning the scores derived from the DPS ($t(299)=-4.44$, $p<0.001$) and the PPDTS among university students based on gender ($t(299)=-2.35$, $p<0.05$). Specifically, female students exhibited significantly higher scores in both disaster preparedness and psychological readiness compared to their male counterparts.

3.3. The Correlation between Disaster Preparedness and Psychological Preparedness Among University Students

The outcomes derived from the Pearson correlation analysis, aimed at delineating the associations between disaster preparedness and psychological preparedness among university students, are delineated in Table 3.

Table 3. *Statistical summary and correlation analysis.*

	M	SD	1	2	3	4
DPS	32.12	6.22				
PPDTS	66.99	10.37	0.55**			
Environmental knowledge and management	29.56	4.59	0.56**	0.83**		
Management of emotional and psychological response	27.66	5.96	0.42**	0.90**	0.52**	
Management of the social environment	9.78	1.70	0.41**	0.72**	0.51**	0.58**

**p < .01

The outcomes revealed a significant positive correlation between disaster preparedness and psychological preparedness ($r = 0.55$, $p < .01$), as well as its subcategories environmental knowledge and management ($r = 0.56$, $p < .01$), management of emotional and psychological response ($r = 0.42$, $p < .01$), and management of the social environment ($r = 0.41$, $p < .01$). To ascertain whether disaster

preparedness serves as a predictor of psychological preparedness, a simple linear regression analysis was conducted, and the outcomes were delineated in Table 4.

Table 4. *The influence of disaster preparedness on psychological preparedness among university students.*

Model	B	Standard Error	β	t	p
Constant	37.31	2.62	-	14.21	0.000
Disaster Preparedness	0.92	0.08	0.55	11.52	0.000

According to the findings presented in Table 4, a noteworthy association emerges between disaster preparedness and psychological preparedness among university students (R=0.55, R^2=0.30). The analysis determined that disaster preparedness stands as a substantial predictor of psychological preparedness (F(1-350)=59.68, p<.001). Specifically, the variability in psychological preparedness can be explained by 30% due to the influence of disaster preparedness. Upon scrutiny of the standardized β coefficient and t values, it is evident that disaster preparedness significantly predicts psychological preparedness.

3.4. The Association between Disaster Preparedness and Psychological Preparedness regarding Knowledge and Management of the External Situational Environment among University Students

The investigation into the anticipatory impact of disaster preparedness on psychological preparedness concerning external situational environmental knowledge and management was conducted through simple linear regression analysis. The results of this analysis can be found in Table5.

Table 5. *The impact of disaster preparedness among university students on psychological preparedness related to external situational environmental knowledge and management of potential disaster threats.*

Model	B	Standard Error	β	t	p
Constant	16.23	1.15	-	14.09	0.000
Disaster Preparedness	0.41	0.03	0.56	11.78	0.000

Table 5 the analysis demonstrates a substantial correlation between disaster preparedness and psychological preparedness concerning the knowledge and management of the external situational environment for potential disaster threats among university students (R=0.56, R^2=0.32). It was established that disaster preparedness serves as a significant predictor of psychological preparedness concerning the knowledge and management of the external situational environment for disaster threat (F(1-300)=138.839, p< .001). Approximately 32% of the variance in psychological preparedness associated with the knowledge and management of the external situational environment can be accounted for by disaster preparedness. The examination of standardized β coefficient and t-values further confirms the significance of the finding.

3.5. The association between disaster preparedness and psychological preparedness concerning the management of one's emotional and psychological response to potential disaster threats among university students was explored

The study investigated the predictive capacity of disaster preparedness on psychological preparedness in terms of the management of one's emotional and psychological response utilizing simple linear regression analysis. The outcomes of this analysis are presented in the study. Table 6.

Table 6. *The influence of disaster preparedness on psychological preparedness concerning the management of one's emotional and psychological response to potential disaster threats among university students.*

Model	B	Standard Error	β	t	p
Constant	14.88	1.65	-	9.04	0.000
Disaster Preparedness	0.40	0.05	0.42	7.90	0.000

Table 6 illustrates a notable correlation between disaster preparedness and psychological preparedness regarding the management of one's emotional and psychological response to potential

disaster threats among university students (R=0.42, R^2=0.17). The analysis identified that disaster preparedness serves as a significant predictor of psychological preparedness concerning the management of one's emotional and psychological response to disaster threats (F(1-300)=62.41, p<.001). Approximately 17% of the variability in psychological preparedness associated with the management of one's emotional and psychological response can be accounted for by disaster preparedness. The examination of standardized β coefficients and t values points to the importance of this finding.

3.6. The correlation between disaster preparedness and psychological readiness concerning the management of one's social environment in response to disaster threats among university students

The investigation sought to assess the predictive influence of disaster preparedness on psychological preparedness concerning the management of one's social environment in response to potential disaster threats using simple linear regression analysis. The corresponding outcomes have been presented in Table 7.

Table 7. *The impact of disaster preparedness on psychological preparedness concerning the management of one's social environment amidst potential disaster threats among university students.*

Model	B	Standard Error	β	t	p
Constant	6.20	0.47	-	13.14	0.000
Disaster Preparedness	0.11	0.02	0.41	7.73	0.000

Table 7 illustrates a significant association between disaster preparedness and psychological preparedness concerning the management of the social environment against potential disaster threats among university students (R=0.41, R^2=0.17). The analysis indicated that disaster preparedness stood as a notable predictor of psychological preparedness in terms of managing the social environment against disaster threats (F(1-300)=59.79, p<.001). Approximately 17% of the variance in psychological preparedness related to managing the social environment against disaster threats can be explained by disaster preparedness. Considering the standardized β coefficient and t values, it can be inferred that disaster preparedness significantly predicts psychological preparedness concerning the management of the social environment against disaster threats.

4. DISCUSSION

This study examined the relationship between disaster preparedness and psychological preparedness among university students. The findings revealed a gender-based difference in disaster preparedness levels, with female students exhibiting higher levels of preparedness than their male counterparts. Similar results have been reported in previous studies conducted with university students (Ertuğrul & Ünal, 2020; Yiğit et al., 2020). This finding may be attributed to women's tendencies to be more self-sacrificing, attentive to details, and responsible for domestic duties (Amini et al., 2021; Ejeta et al., 2016). However, a study conducted with healthcare professionals found that men were more willing to participate in disaster-related activities (Al-Hunaishi et al., 2019). On the other hand, some studies reported no significant gender differences in disaster preparedness (Taş et al., 2020).

The current study also found that gender is a significant variable in psychological preparedness for disaster threats, with female students demonstrating higher levels of psychological preparedness than male students. While some studies in the literature found no significant gender differences (Atalay, 2024; Kocaman, 2019), others indicated that women exhibit higher levels of disaster awareness and preparedness (Alkhalaf & Tanrıseven, 2025; Güldü, 2023; Kabataş Yıldız & Çelik Eren, 2025; Said et al., 2020). This finding may be associated with differences in disaster education and experience levels; furthermore, women's solidarity networks and social skills are considered to play an influential role in this process (Alkhalaf & Tanrıseven, 2025).

Another important finding of this study is the significant and positive relationship between disaster preparedness and psychological preparedness among university students. The results indicate that as

the level of disaster preparedness increases, the level of psychological preparedness also rises. Although studies directly examining this relationship are limited, existing research highlights the inadequacy of psychological preparedness training (Said et al., 2020). Nevertheless, evidence suggests that disaster education contributes to improved preparedness levels. For instance, in a study conducted with nursing students, significant increases were observed in participants' self-efficacy and disaster preparedness perceptions following a six-week Psychological First Aid program (Kılıç & Şimşek, 2019). Similarly, individuals who received disaster education were found to have higher levels of disaster awareness and preparedness (Yılmaz, 2021). A systematic review also emphasized the necessity of strengthening nurses' knowledge, skills, and psychological preparedness regarding natural disasters (Said & Chiang, 2020). Furthermore, it has been reported that individuals with insufficient disaster knowledge are more vulnerable to post-disaster trauma (Bağbancı, 2015).

Studies in the literature generally indicate that disaster preparedness levels are moderate. Research conducted with healthcare professionals (Kocaman, 2019; Tercan & Şahinöz, 2021), the general public (Tercan, 2022), and pre-service teachers (Dikmenli & Yakar, 2019) has similarly reported moderate levels of preparedness. Studies among university students have shown that, although affective attitudes are above average, cognitive and behavioral preparedness levels remain lower (Türkan & Kılıç, 2017). These findings suggest that while individuals possess knowledge about disasters, they face challenges in translating this knowledge into action.

Moreover, individuals with prior disaster experience tend to display more cautious and attentive behaviors in similar situations (Alkhalaf & Tanrıseven, 2025; Bulut & Avcı, 2023). Accordingly, providing individuals with psychological preparedness training and access to relevant pre-disaster information is essential for fostering effective disaster readiness (Şaşmazlar, 2020). In conclusion, disaster preparedness appears to play a decisive role in shaping individuals' psychological readiness, with this relationship influenced by factors such as gender, education level, and prior disaster experience. These findings underscore the importance of adopting a holistic approach that integrates both cognitive and psychological preparedness within disaster management policies.

Limitations

This study is subject to several limitations. First, the sample was composed solely of students from a single university, which may restrict the generalizability of the findings. Moreover, the substantially higher number of female participants compared to male participants may have limited gender representativeness and affected the validity of gender-based comparisons. In addition, as the data were obtained through self-report instruments, responses may have been influenced by social desirability bias or subjective response tendencies. Therefore, the findings should be interpreted with caution in light of these limitations.

Recommendations and Future Directions

Based on the findings of this study, several recommendations have been proposed. First, it is recommended that universities organize disaster awareness and psychological preparedness training, particularly for students with limited prior disaster experience. Such programs are expected not only to enhance students' knowledge levels but also to promote more conscious and effective behaviors during disaster situations. In addition, the widespread implementation of practical drills before, during, and after disasters may strengthen students' behavioral preparedness and help them apply their knowledge in real-life contexts.

Given the gender-based differences identified in the findings, it is important to design gender-sensitive educational programs tailored to the specific needs of male and female students. In particular, targeted initiatives to increase awareness among male students should be prioritized. Moreover, integrating disaster awareness and psychological preparedness topics into university curricula as elective or compulsory courses would ensure the institutional sustainability of these efforts. Finally, universities should strengthen psychological counseling and support services to

mitigate the traumatic effects of disasters. Such support programs are crucial for facilitating students' post-disaster recovery and fostering greater psychological resilience.

Several directions for future research can also be proposed. First, longitudinal studies could be conducted to examine how the relationship between disaster preparedness and psychological preparedness evolves over time, thereby providing a deeper understanding of their mutual influence. Additionally, qualitative research methods may be employed to explore students' perceptions, emotions, and experiences related to disasters in greater depth, offering insights into the psychological mechanisms underlying quantitative results. Moreover, experimental research designs could be utilized to test the effectiveness of training programs designed to enhance psychological preparedness and to assess the applicability of such interventions in practice. Finally, comparative studies across diverse samples (e.g., healthcare professionals, pre-service teachers, or students from different regions) could help reveal how disaster preparedness-related variables differ across demographic and cultural contexts.

Disclosure Statements

1. The authors of this article confirm that their work complies with the principles of research and publication ethics.

2. No potential conflict of interest was reported by the authors.

3. This article was screened for potential plagiarism using a plagiarism screening program.

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