



STRATEGIES OF DEALING WITH CRISIS MANAGEMENT IN EDUCATIONAL INSTITUTIONS IRAQ SCHOOLS AS A MODEL

Dr.. Ahmed Hameed Kareem Al Kalkawi

Al-Mashreq University – College of Administrative Sciences

Email – ahmed.hameed@uom.edu.iq

Article history:	Abstract:
<p>Received: January 14th 2022 Accepted: February 14th 2022 Published: March 24th 2022</p>	<p>The aim of this study is to identify the strategies of dealing with the educational crises and how to face them and reaching at the suggested procedures of encountering the crises in the education schools in Iraq.</p> <p>The researcher has depended on the descriptive methodology, through preparing an open form of screening for the headmasters of five schools in Iraq to recognize the most important strategies of facing the management of the educational crisis.</p> <p>The researcher arrived at a suggested perception for the management of the educational crises in the schools of Iraq represented by discovering the initial signals alarm of anticipating the educational crisis, reducing the intensity of it and full preparation to face it, facing the educational crisis, planning for managing the educational crisis, and planning in dealing with the crisis.</p> <p>As for the proposed vision for activating strategies to confront the educational crisis in Iraqi schools, it was represented in providing an information database that helps in managing educational crises, as well as holding training courses for Iraqi school workers in the field of crisis management, Establishing a crisis management unit in schools, the necessity of adopting modern methods in dealing with crises if they occur, community participation and involving parents and the community in school meetings, and developing plans to confront crises.</p>

Keywords: educational crises, education schools

INTRODUCTION:

Due the advancement in the systems of communication and information revolution changes occurred in all aspects of life including the field of education. As a result to these developments new series of crises have emerged to be part of the fabric of human life in all societies, which makes it very necessary to deal with the crises in the present age through new management strategies and approaches, thus, the age was called the "age of crises" and the term crisis to become one of the common terms in our daily language for example the economic, social crises as well as the education crisis and other crises (Hamdouna, 2006:14)

Thus, the crisis management has directed its efforts to provide all the requirements to face the changes and developments in all fields particularly the educational so that the role of the headmasters has shifted from mere and routine tasks of management to the leading role to change and develop the management approaches. (Bahjat, 1993:209)

Knowing the characteristics of crisis management, because it is often characterized by lack of clarity and difficulty in estimating its impact, especially with

regard to the human being, through the availability of two important elements in taking crisis decisions, namely speed and accuracy, which makes crisis decisions more difficult. In order to overcome this difficulty, it is necessary to organize steps for crisis management after discovering the warning of the crisis through preparation, prevention, scaling or limiting damages, and then restoring activity again and taking into consideration the results of the crisis., and shed light on the requirements of managing physical, administrative and human crises, from being subject to the scientific methodology, planning and organization, as well as follow-up, creating an information system, developing leadership skills, communication channels, and forming a work team to confront educational crises.

THE FIRST TOPIC: RESEARCH METHODOLOGY

(I) The Problem Statement

We do not exaggerate if we say that education in Iraq represents a real crisis, not only in the management of the school, but there are a number of facts that represent indicators of these crises. The number of school buildings compared to the number of students



and the weakness of the curricula and their backwardness in what the advanced countries have reached and the methods of teaching followed, in addition to the limited role of scientific institutions in guidance and construction and others made education suffer from a number of crises that require a management that has certain competencies and skills in order to confront them, and in the light of the foregoing, the research seeks To answer the following question:

"How to activate strategies of confronting the educational management of crises in Iraq's schools?"

The following sub-questions are derived from it:

- What is the importance of crisis management?
- What are the stages of educational crises?
- What are the stages of educational crisis management?
- What are the strategies for dealing with educational crises?
- What is the reality of crises in education schools in Iraq and how to deal with them from the point of view of school principals?
- What are the proposed procedures for activating educational crisis management strategies in schools of education in Iraq?

(I) Research Objectives: The aim of the research is the following:

- Recognize the importance of crisis management.
- Discovering the stages of educational crises.
- Discovering the stages of educational crisis management.
- Analysing strategies for dealing with crises and how to confront them.
- Identify the reality of crises and how to deal with them from the point of view of school principals.

The proposed procedures for activating crisis response strategies in schools of education in Iraq.

(II) The Significance of the research:

The importance of the research is reflected in the following:

- It deals with one of the important issues in the current stage, especially in the field of education, as Iraq is facing a transitional stage that requires concerted efforts to confront crises if they occur.
- Officials in the Ministry of Education can benefit from the research, as it shows them the importance of adopting the scientific methodology in crisis management to reduce the occurrence of crises and mitigate their negative consequences.
- Regaining the confidence in the quality of the school's performance and its ability to achieve its goals.

(IV) Research Methodology:

The use of the descriptive approach, which is the most appropriate in educational research and studies, and provides organized information about the community to be studied, which consists of five secondary schools: "Al-Masara" for the distinguished students Hay Al-ilam / "the distinguished" for boys, the third Karkh / "the distinguished" in Al-Harithiya, Baghdad, the first Karkh / "the distinguished" The second / "Alkhdhraa" Karkh for the distinguished, and the data were collected, analysed and interpreted to draw conclusions from them.

(V) The Research Tool

An open interview form was prepared to identify the most important strategies for confronting educational crises management in Iraqi schools, and it was applied to five schools, and the form included three questions, which are as follows:

What are the educational crises that occurred in your school?

How were crises dealt with during their occurrence?

What obstacles did you face while dealing with crises?

THE SECOND TOPIC

The Theoretical Aspect

(I) The concept of Educational Crisis Management:

Many researchers have addressed the concept of educational crisis management in the management of the educational institution. Al-Shalash and Radwan defined it as an administrative process that focuses on predicting potential crises by sensing and monitoring the external and internal environmental variables that lead to educational crises, mobilizing the available capabilities to deal with educational crises effectively and efficiently may achieve the least amount of damages possible while ensuring a return to normal conditions in a faster time and at the lowest cost. (Shlash and Radwan, 2009: 264)

Hamdouna defined it as the administrative system that is concerned with a set of different and sudden variables of the educational crisis and monitoring them by intensifying efforts to find out its causes and working on studying possible ways to know how to intervene in sudden situations by all means, by taking advantage of the resources and opportunities available in the educational institution. (Hamdouna, 2006:10).

(II) The Objectives of Managing Educational Crises:

Its importance can be enabled by the following:

1. The ability to extrapolate and predict the sources of the threat and the optimal use of resources.



2. Determine the role of the person concerned with the crisis before it occurs, and work to prevent it from recurring if it occurs.
3. Availability of material capabilities for preparation and confrontation at the lowest possible cost.
4. Immediate intervention to reduce the focus of the crisis and analyse the strengths and weaknesses in facing crises.
5. Predicting educational problems, and the ability of the educational administration to control the crisis, which is reflected in the confidence of all parties.

It is clear from the above for the objectives of educational crises management that it is working to intensify all possibilities to benefit from them, reduce the occurrence of educational crises and try to deal immediately if they occur. (Makawi, 1994: 72)

(III) - Characteristics of the Educational Crisis:

Rapid changes have occurred in all countries of the world as a result of the development taking place in various fields, which is clearly reflected in the education systems and the slow adaptation of these systems to the surrounding situations, and therefore the essence of the world's educational crisis appears in the incompatibility of education systems, and these characteristics are as follows:

1. Unexpected, as it comes suddenly to all employees of the educational institution, which leads to shock, and weakens the possibility of rapid intervention to confront it.
2. Threatened, as it threatens the stability of the educational institution and puts it in danger.
3. Disturbance and tension, as it constitutes more pressures and the educational institution's decisions are inconsistent (Mustafa, 2005:475-485).
4. The decision-maker's lack of clarity of vision, which prevents him from seeing which directions he is taking and what this trend hides from unknown dangers, whether in their size or the degree to which the administrative entity bears them. (Khalil, 2001: 278)
5. Adaptation of the number of students to the shortage of classroom numbers.
6. The security situation that the country is going through. (Saleh, 2010: 21)
7. The multiplicity of forces affecting the occurrence of the educational crisis, and the conflict of their interests, which creates many difficulties in controlling and managing the situation. (Al-Osaili and Abdullah, 2005: 21)

It is clear that the educational crisis is represented by surprises and threats, acceleration of events, ambiguity and lack of information, all of which require high mental and psychological capabilities with focus efforts and cooperation.

(VI) - The Importance of Managing Educational Crises:

The importance of managing educational crises stems from its role in providing the system and creating a healthy environment suitable for work in the educational institution during crises, through planning and directing the efforts of employees and taking the appropriate educational decisions necessary to achieve the desired goals of establishing the educational institution.

Crisis management aims to prevent the educational crisis from occurring whenever possible, and to confront the educational crisis efficiently and reduce losses to the least possible extent, as well as reduce the negative effects resulting from the educational crisis, remove the psychological effects of students, teachers and their families, study crises and use them in preventing similar educational crises and the recurrence of them again. (Al-Khudairi, 2003: 461)

It is clear from the above that the management of educational crises is the management of the present and the future, as it is considered a rational scientific tool, based on science and knowledge, and works to protect the administrative entity, improve its performance, maintain the safety of its operation, and address any shortcomings that affect one of the sectors of the administrative entity, or address any cause that may cause an educational crisis in the future and thus preserve the vitality and permanence of the administrative entity and its continuity.

(V) - Types of Educational Crises: Educational crises are classified according to the following bases:

A- The rate of recurrence of the educational crisis: it is as follows:

Average of Frequency of the educational crisis: it takes the nature of frequency, although the size and severity of the educational crisis cannot be accurately predicted. This type of educational crisis deals with the causes that led to the occurrence of the educational crisis.

Non-recurrence of the educational crisis: It occurs suddenly and is not linked to recurring causes and therefore is not easy to anticipate. This type of educational crisis is treated by addressing the results of the educational crisis. (Al Mana'ah, 2010: 87)

B- The severity and depth of its impact: it is classified as follows:

A fundamental educational crisis: it affects the entity of the educational institution in its various aspects, whether material or human, and ignoring it leads to serious consequences, which may reach the mandate of the entity of this institution. (Schumann, 1992: 95-103)



Comprehensive educational crisis: It occurs at the level of the entity of the educational institution as a whole, and all elements of the educational process are affected by it. (Al-Yahawi, 2003: 9)

C- The area of the educational crisis, which is as follows:

1. A material educational crisis: it revolves around a tangible material thing that can be verified, studied, dealt with, and measure the compatibility of the tools for dealing with it and the consequences thereof.
2. Moral educational crisis: It is related to the personality of the individuals surrounding the crisis, such as the crisis of trust and loyalty. Therefore, it is difficult to deal with this type of crisis, since it is not tangible and is dealt with through its content awareness.

(VI)- Causes of the Educational Crisis:

The crisis may express a failure to make a decision as a result of a specific defect in the educational institution or the lack of sufficient experience. Researchers have reported in classifying the causes of educational crises, including the following:

External causes: They are beyond human capabilities and therefore cannot be controlled, nor can they be predicted, such as earthquakes, volcanoes, hurricanes, weather fluctuations, wars, and other natural disasters whose dimensions are difficult to control.

Internal causes: They are caused by the educational institution and its employees.

(VII) - The Stages of Formation of the Educational Crisis: It consists of the following stages:

A- The stage of the emergence of the educational crisis:

It is formed from the surrounding subjective and environmental factors through its practice of blackmailing the powers of the administrative entity, which leads to shake the balance of the administrative entity and affects its functional and operational performance. (Al-Khudairi, B.T., 56)

b- Environment Creation Stage:

The forces creating the educational crisis work to create an environment that stimulates the growth of crisis pressure, and through this environment the crisis makers benefit from supporting forces, not only to cause the educational crisis, but to eliminate the administrative entity.

c- The Use of Helping Factors:

It is represented in the factors of informal organizations, the policy of closed doors affecting the administrative entity and making barriers that isolate the administrative decision-maker away from what is happening within the administrative entity.

d- The Stage of the Prevalence of Manifestations of Tension and Anxiety:

When the forces of the educational crisis have fully mobilized all the factors and stakeholders within the administrative entity, and everyone is waiting for some signal, or some event to move, especially after the intensification of the state of imbalance, the increase of tension and its reaching the turning point, in which the forces of the crisis shift from a situation of anticipation to a situation of action.

e- The Occurrence of the Expected Factor:

This stage is considered the real trigger for the outbreak of the educational crisis.

f- The Explosion of the Educational Crisis:

The educational crisis explodes, causing the decision-maker to collapse in his morale and lose confidence in his ability to face matters, and with the explosion of the crisis, the parties to the crisis void, and the directions of the parties are discovered, who supports him and who opposes him. (Hamdouna, 2006: 16-17)

(VIII)- Requirements for Managing Educational Crises: They are represented in the following points:

1. Provide effective leadership for the effective implementation of crisis management and follow-up preparedness to confront it.
2. The existence of a crisis management team qualified and trained to deal with various crises at the school level, and there is a strong relationship between the crisis management team in the school and local community institutions, which stimulates the school's ability to provide appropriate services when crises occur.
3. Monitoring and controlling the internal and external environment of the educational institution through the information system.
4. Take advantage of early warning means, and warning signs that warn of the imminent occurrence of the educational crisis as preventive methods.
5. Monitoring potential educational crises in light of environmental values and variables, and setting priorities for the educational crisis in light of examining educational crises that are important to the educational institution.
6. Forecasting potential risks by monitoring and analyzing the possibilities and changes that indicate the occurrence of an educational crisis.
7. Provide a crisis management plan at the school that clearly defines the type of confrontation required in each situation so that school staff know how they will face the crisis in a timely manner, and the plan is developed continuously and distributed to the crisis response team.



8. Providing effective channels of communication inside and outside the school with parents, so that assistance can be provided when necessary.

9. Continuous training of individuals to understand the policies and procedures of the decision-making process, and to reach rational decisions to prevent crises or confront them efficiently when they occur.

10. Develop plans and scenarios for the educational crisis by presenting the possible developments of the different paths in which the educational crisis may appear and the appropriate reactions towards confronting the educational crisis with the preparation of the best and worst scenarios to confront it, both of which differ in the extent to which the educational institution is prepared for the educational crisis, and the nature of the circumstances accompanying the situation of the educational crisis and the material and human capabilities available to confront it. (Al-Amir, 2003: 61)

It is worth mentioning here that whoever adheres to these procedures when planning to manage the educational crisis would provide great benefits to the school, which are as follows:

1. To increase the effectiveness of the educational crises team in preventing the occurrence of educational crises.
2. Ensuring the educational institution's readiness to deal quickly and immediately, efficiently and effectively with the educational crisis by giving an appropriate response in order to limit its negative effects.
3. Contribute to focus on the main problem when it reaches its climax.
4. Determine the procedures for dealing with the educational crisis, and save time, so that time in the educational crisis situation is the most valuable and least abundant resource, and works to provide the effort and the material and human needs necessary to overcome the educational crisis.

There are some general characteristics that managers should make sure that they are available in the planning process for educational crises, which are as follows:

1. It must be scientific in order to be simple and understandable and to be compatible with all levels in the educational institution.
2. To be compatible with the material and human capabilities in the educational institution.
3. It must be comprehensive and feasible.
4. That the planning procedures for the educational crisis be flexible, and achieve an immediate response to the developments of the rapid crisis situation.

(IX)-Strategies for dealing with crises and confronting them:

Crises vary in terms of their type, severity and causes. The goal of facing the crisis is to seek the available human and material resources to manage the situation through the following:

1. Reducing damages and losses.
2. Securing and protecting the other components of the crisis entity.
3. Controlling the movement of the crisis and eliminating it.
4. Take advantage of the situation resulting from the crisis in reform and development.

As for the most important strategies used in dealing with crises and confronting them, they are as follows: (Ashraf Al-Saeed Ahmed, 2011: 39-40)

A- Traditional methods, including the following:

1- The ostrich method "escape", and it takes different forms, including:

- 1) Direct escape: It means denying the occurrence of the crisis and not recognizing its existence.
- 2) Indirect escape: that is, not dealing with the crisis, talking about it, or mentioning it, and considering it did not happen.
- 3) Disclaimer of responsibility.
- 4) Focusing on another aspect and not shedding light on the crisis despite acknowledging its existence.

2-The method of jumping over the crisis: It is the feeling of the person responsible for managing the crisis that it has already been eliminated, as the official himself and those around him in the crisis community believe that it has been controlled while it is preparing to reappear, and its impact will be more powerful.

3- Denial of the crisis: in which the media is blackout the crisis, denying its occurrence and not recognizing the existence of any defect in the entity, while claiming the safety of everything if some news about the crisis is leaked.

4- Suppression of the crisis: violence and force are used to destroy the primary elements of the crisis in general, and not to respond to any pressures so as not to escalate the crisis, and the move here is quick and direct.

5-Reducing the crisis: its impact and results are underestimated, but the crisis must first be recognized as an event, and then it is dealt with by appropriate methods to eliminate it until the entity regains its balance and consistency and the proper performance of its elements.

6- Venting the crisis: It is the method of the volcano, where the manager resorts to venting the pressures inside to relieve the state of boiling and prevent the explosion.

7- Fragmentation of the crisis: in which the forces of the crisis are broken up into particles that are easy



to deal with individually, while giving each part different alternatives that absorb all its efforts and reduce its danger.

The fragmentation takes place in three stages, namely: (Abd al-Rahman, 2010: 207-208)

The stage of confrontation: where the crisis is confronted with violence, and this clash is determined by the extent of the cohesion of these forces and the extent of the willingness of each of them to continue the clash, bear its costs, and the extent to which some of them retreat or are willing to retreat.

The stage of having alternatives: in order to facilitate dealing with each team separately and in an appropriate manner for those managing the crisis.

The stage of calming the crisis: in which extreme violence is used through the declared clash with all the influential forces with its classification without taking into account any feelings or values, and this method is resorted to when the crisis reaches the stage of a serious threat, and in case it continues, this will collapse the entity and must be preserved so that it can preserving life.

B - Non-traditional methods, the most important of which are:

The scientific method in confronting crises: It is the method of controlling crises and directing them to the interest of the school. The discretionary methods have become insufficient in dealing with facing new crises due to their complexity. Events through the following steps: (ButrosJeldah, 2010: 86-87)

Studying the dimensions of the crisis: The aim of the initial study is to identify the common factors in the crisis, focus on the causes of friction and determine the extent to which the current situation has led, know the common and influencing factors according to their severity and identify the supporting and opposing forces, until we reach the previous results on the nature and the seriousness of the crisis.

3. Analysis of educational crises: It aims at the following reasons:

- 1) A clear distinction between phenomena and causes.
- 2) Ascertaining the causes leading to crises.
- 3) Determine the human component and the natural component in the emergence of the crisis.
- 4) Monitoring the common elements in the crisis industry and the impact of each of them on the occurrence of ignition in the situation.
- 5) Determining the notification costs resulting from the crisis and the results of the previous analysis, which represents an important data base for dealing with the crisis.

4. Scientific planning for crisis intervention: It represents a few plans to confront the crisis and

respond to it, and before this is all done, a general map of the crisis operations and its current situation is drawn. This stage depends on the previous steps, as the integrated analysis of all data produces the preparation of plans, programs and forces necessary to confront the crisis, the confrontation plan requires several measures to provide the necessary protection for all areas of the crisis and to arrange its reception, which helps reduce losses, stop the deterioration, determine the type of assistance required, prepare the structure of the available human and technical resources, determine the responsibilities and determine the type of information and the timing of its issuance. There are other methods used to deal with crises, including:

1) Containment method: It is a way through which the crisis is determined in a narrow and limited scope and frozen at the stage it has reached while absorbing the confirmed pressures of it at the same time to lose its strength.

2) The method of emptying the crisis of its content: it is considered one of the most successful methods used, their common methods are as follows:

- 1) Temporary alliances.
- 2) Partial recognition of the crisis and then its denial.
- 3) Predict the crisis pressure and then direct it away from the original target.

3) The method of breaking up the crisis: This method depends on studying all aspects of the crisis to know the forces that constitute the crisis alliances, and to determine the framework of conflicting interests and potential benefits for members of these alliances, and then multiply them by creating artificial leaders and finding gains for these trends that conflict with the continuation of the crisis and thus the major crisis turns into small, fragmented crises.

4) The stage of containment of diversion of the crisis path: the crisis is transformed into alternative paths, and contained by absorbing its results, acquiescing to it, recognizing its causes, then overcoming it and treating its secretions and consequences. (Ahmed, 2008: 48-49)

(X) Manifestations of crises in educational institutions in the State of Iraq:

1-Human bleeding in general and the emigration of teachers in particular to escape the war or to seek livelihood had a clear impact on the decline of the educational process, as society loses large numbers of male and female teachers, which negatively affects the performance level of public schools and special.

Damage to schools and educational facilities: According to reports issued by UNICEF, 4,383 schools were affected by the war, of which



1,465 schools are still receiving students, 2,898 schools are not invested in the educational process, 380 schools are completely destroyed, 1,487 schools are inaccessible due to the ban, 300 schools are out of service, and 415 schools are used as centers Shelter for the affected. (UNICEF, 2009 & UNESCO, 2011)

Failure and Dropout Crisis:

It is the student dropping out of school and not returning to it again. The Education Committee in the Iraqi Parliament described the dropout phenomenon as a dangerous phenomenon, and this phenomenon is considered killing the minds of students, and that this phenomenon is increasing from year to year, and that there is a high percentage of dropout among females More than males (Makki, 2009: 1), as some researchers in the educational field point to the increase in the number of students dropping out of school annually to the increase in social problems such as delinquency and the spread of theft, and attacks on state property, which leads to the weakness of society and the spread of corruption in it. (Jiad , 2009, Failure occurs as a result of many reasons, perhaps the most prominent of which is the student's weak desire to continue studying, and desire is the basis for success in any field, not just education, and its absence leads to failure in most cases. (George,1991,53), and may lead to a reduction in school activities that develop their desires and trends help waste their energies, in addition to the weak role of parents in guiding their children, which negatively affects their academic level (Chi, 2008).

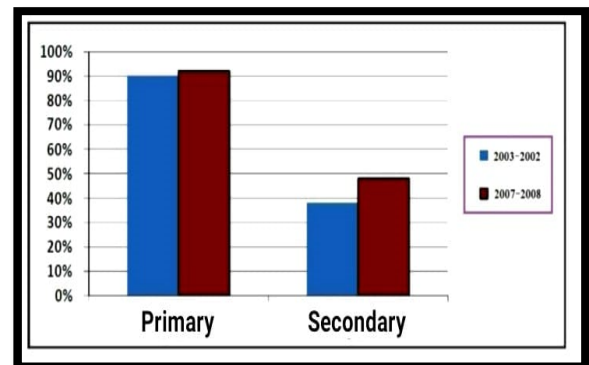
Dropping out of education is linked to the deterioration of human conditions through the dropout rate, as most of the school dropouts are from the two poorest groups in society because there is an inverse relationship between the level of interior and the level of dropout, the lower the interior, the greater the possibility of students dropping out, and the dropout leaves harmful effects on the social cohesion.

Iraq faced great challenges in achieving the target of 100% primary education enrolment by 2015 after this percentage declined from 91% in 1990 to 86% in 2007 (United Nations Country Team in Iraq and the Ministry of Planning / Iraq, 2010), the year that witnessed the most prolific cases of violence, terrorism and murder, as terrorist operations in it, according to the global terrorism rule, amounted to 1041 terrorist operations and 203 suicide bombers who blew himself up, and the number of deaths and wounded reached its peak at 6534 and 11,965, respectively.

There is a close relationship between dropping out of education and the deterioration of the security situation, which was indicated by the National Report

on the Status of Human Development for the year 2008 AD, as the number of students throughout Iraq decreased from 4,334,609 students for the academic year 2003-2004 to about 3,767,369 students for the academic year 2004-2005 (the Adoption of the figures received on the Republic of Iraq from the Ministry of Planning and Development Cooperation, the Central Statistical Organization Annual Statistical Collection 2008-2009, Chapter Nine: Education Statistics, Table (9/3), meaning that the number of students decreased to about 567,240 within one year, It is the beginning of the chaos 16% of children between 6-14 years, i.e. the age group of primary education, and internally displaced persons face many difficulties in enrolling their children because they left their homes without taking the necessary documents to transport their children,

Since the beginning of 2006, more than 220,000 school-age boys have been displaced from their homes, which has resulted in their generation losing school education due to displacement and compulsory leaving (Republic of Iraq and the United Nations Educational, Scientific and Cultural Organization, UNESCO Strategy for Supporting National Education, 2010-2014 , p. 27), and the net enrolment rates for the 2007-2008 school year decreased significantly for both primary and secondary education compared to the academic year 2002-2003 as reflected in Figure (1)



Figure(1)

Source: United Nations Educational and Cultural Organization and the Republic of Iraq, Strategy. 2014, March 2011, p. 28 - UNESCO in support of national education 2010.

As for global education, colleges, universities and educational institutions suffered from underinvestment and looting during the war, and academics and students became targets of violence and terrorism, and many of them had to migrate outside Iraq to protect their lives (Republic of Iraq and the United Nations Educational, Scientific and Cultural



Organization, p: 28), during the 2006-2007 academic year, we find that only 50% of Baghdad University students were able to enrol regularly in study seats, due to security concerns. As for the 2007-2008 academic year, the rate of regular enrolment improved to reach about 80%, and this was accompanied by the return of many teachers to their places of work (Republic of Iraq and the United Nations Educational, Scientific and Cultural Organization, p. 28), and the value of the education guide increased during the period (1990-2000). From 0.345 to 0.425, the amount of improvement is 0.80, that is, the increase achieved is 18%, which is the largest amount of improvement during the second period 2000-2010, amounting to 0.066, an increase of 13%, as the education indicator rose in 2000 from 0.425 to 0.491 in 2010, and this is illustrated by Figure 1.)

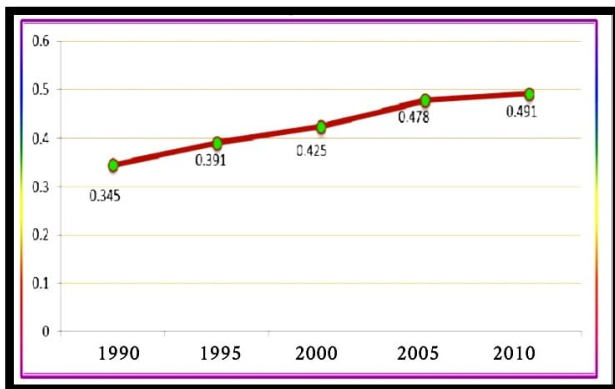


Figure (2)

Source: World Bank data available at: www.worldbank.org.

The progress of the education index slowed down during the second term, due to the exacerbation of terrorist operations on a large scale, specifically after 2003. When another comparison is made with the Arab countries with medium human development, in which Iraq is located, we find that the average amount of improvement achieved by these countries in the index Education during the period 1990-2010 amounted to 0.196. This increase exceeds what Iraq has achieved, which exceeds the limits of 0.154. (Ministry of Planning and Development Cooperation, Central Bureau of Statistics: Annual Statistical Collection, 2008-2009, Chapter Nine: Education Statistics Table (9/3) , p:148)

This phenomenon is considered a crisis facing the educational system in Iraq, and the school director, as well as the teachers in schools, bears a major role in following up and directing students and helping to make the school a comfortable and appropriate atmosphere, creating programs within school activities, making the school day enjoyable, proper dealing with

students, and helping students with problems Social, economic and psychological, and all of these measures help alleviate this crisis and reduce the number of dropout students. (Hill & Strizzi, 2005: 28)

4. The crisis of school violence in Iraq:

Violence in educational institutions has become a dangerous phenomenon in many countries and the lack of interest and search for its causes and reasons for its spread , social relations of all kinds have become threatened within the educational institution and the social interaction between the components of the educational institution has become one that tends to violence and confrontation instead of dialogue and cooperation. (Al-Arbawi, 2009:4)

The increase in violence inside the school will lead to a society that believes in violence and does not believe in dialogue and integrated cooperation. Therefore, we will live in a present and a future subject to many crises inside and even outside the educational institution.

There is no doubt that school violence practiced by school students has become a reality in most countries, including Iraq, especially in the past few years due to the American occupation of Iraq and the prevalence of violence in the Iraqi street, including murder, robbery and kidnapping. (Macneil, W., & Topping, K. , 2007: 69) Therefore, educational institutions must limit the weak student's personality and direct him from his attitudes by creating a social school atmosphere, and for the school to be able to perform its function and achieve its desired goals. crises. (Trump, KS, 2000:174)5. The quality of education in educational institutions: Where the "Jomitan 1990" conference broadcast on the importance of quality education in its announcement of Education for All, it was no longer a matter limited to the Education Opportunities for All Authority only, but extended to raise the efficiency of education to quality standards. (Haji, 2000: 110)

Principals must follow many obligations in order to achieve the concept of quality in education, including acquiring the skill of strategic leadership for schools for the purpose of change and the continuity of the change required to be brought about, as well as the skill of teacher leadership in the twenty-first century, in order to achieve communication with the developments of the age of science and technology and training in formulating visions He should have the skills to participate in the formation of the school's vision, work in a team, respect the views of others, and the ability to face and address crises facing the school. (Hassan and Al-Ajami, 2007:455).It is clear from the foregoing that as a result of the diversity and



disparity of the crises that the educational institution may be exposed to, their severity and danger, that the principal must deal effectively in managing crises and with the intention of effectively managing the crisis, the extent to which the school principal has succeeded in achieving his goal of overcoming the crisis with educational and administrative tools and avoiding school its negatives and the benefit of the positives that can save the school from the crisis. (Al-Hazayma, 2004: 30)

And "Wilson, 1992" believes that the manager's efficiency in managing crises can be seen as the efficiency of control or corrective measures that were taken after the occurrence of the crisis, and this efficiency can be measured in light of the extent to which the educational institution uses statistical methods. (Wilson, 1992: 60)

As for "Nwggwu", he presented three criteria for judging the efficiency of the manager in managing the crisis, which are:

- 1) To what extent have the crisis management functions that he seeks to achieve become so important that the laws and policies that support them are enacted.
- 2) To what extent was the crisis management team able to achieve the goals for which it was established.
- 3) To what extent has crisis management been able to achieve the positive results or the strategic objectives of the educational institution? (Nwggwu, 1997: 93)

(XI)- Obstacles to Managing Educational Crises:

These obstacles can be summarized in the following points: (Saqr, 2009: 43)

The belief that the management of educational crises is a future management that anticipates and includes possibilities for what may happen, and it may be rejected from the point of view of some leaders who think that working with excessive optimism depends on moving away from thinking about crisis management.

The illusion that the occurrence of crises affects the reputation of the educational institution.

Reassurance that walking in the footsteps of successful educational institutions ensures avoidance of educational crises.

Ensure that not being exposed to what constitutes the educational crisis until the present time ensures that it will not fall into it in the future.

Centring on the idea that there is no crisis as long as no damage is caused.

Relying on the justification of the occurrence of the educational crisis as being certain, if it is destined to do so

The third topic / field side

Through conducting open interviews conducted by the researcher for five schools, he concluded that the educational crises in Iraqi schools are as follows: Educational crises as identified by the principals of the five schools inside Iraq.

S.No.	Types of Crises	Percentage
1	The scarcity of books on time before the beginning of the school year	80%
2	The educational process stopped due to the special clashes in the area.	%80
3	A shortage in some specializations for teaching staff during the academic year.	%80
4	Classrooms are crowded with students, which hinders the success of the educational process.	%70
5	Leaking the questions of the examination	%70
6	The shortage of suitable school furniture for the educational process.	%70
7	Disabling the power supply during the exam period.	%60
8	Lack of proper toilets in the school for students.	%40
9	Violence within the school between students, teachers and students each other.	%30

It is clear from the previous table that the educational process stopped due to special clashes in the region, a shortage of teaching staff in some disciplines during the school year, and the scarcity of books arriving on time before the beginning of the school year came in first place from the point of view of school principals, where it got 80% While I got the opinion of the principals about the crowding of the classrooms with students, The leakage of exam questions, and the lack of school furniture suitable for the educational process came in second place with a percentage of 70%. School principals also believe that the disruption of the electric current during the examination period is one of the educational crises that occurred in their schools and ranked third with a percentage of 60%, and the lack of toilets in schools that is valid for students, which ranked fourth with a percentage of 40%, and came in the last rank. Violence within the school



between students, teachers and students each other by 30%.

1- How to deal with a crisis during its occurrence:

S.No.	Dealing with the Crises	Percentage
1	Taking quick and decisive decisions regarding tasks and roles.	%100
2	Quick contact with the concerned authorities from the rescue and security and safety officials.	%95
3	Inform the educational administration in the region to participate in dealing with the crisis.	%90

It is clear from the previous table that school principals almost agreed to deal with crises as they occur inside schools by contacting the concerned authorities and informing the educational administration in the region to participate in dealing with the crisis and making quick decisions.

2- Obstacles facing school principals during crises:

S.No.	Obstacles facing school principals during crises:	Percentage
1	Lack of plans to face the crisis and reliance on personal experience.	%100
2	There is no database to be use at the time of the occurrence of the crisis	%95
3	The difficulty to contact the higher authority at the time of the occurrence of the crisis	%95
4	Anxiety about accountability in case of deviation from the norm during a crisis.	%90
5	Ineffectiveness of the unit of crisis management in the school.	%85
6	The manager's limited awareness of how to deal with emergency crises.	%85

It is clear from the previous table that the school principals met that the most important obstacles they face during the management of educational crises inside the school, which were the difficulty of direct contact with the higher authorities, the ineffectiveness of the crisis management unit in the school, the fear of accountability in case of deviation from the norm, there is no database that can be used in times of crisis, the lack of plans to face crises, and the manager's limited awareness of how to deal with emergency crises.

The fourth topic / Suggested Perceptions

(I): A proposed vision for managing the educational crisis in Iraqi schools:

1- Early warning signs to anticipate the crisis: the first step to managing the crisis and recognizing its existence according to its circumstances. Its causes and skill in creating new alternatives and feasible solutions.

2-Reducing the severity of the crisis and preparing for a comprehensive confrontation:

Immediate intervention is required in the event of a crisis to mitigate its severity by containing it, and this requires several things, including:

1. Paying attention to the quality control of education.
2. Raising the level of teacher preparation and training.
3. Strong leadership of the school.
4. Good exams and advanced curricula.
5. Mechanisms for developing quality control in the educational process.
6. Students' regularity in going to school and continuity.

These proposed mechanisms should be able to achieve the following:

1. Integration of activities.
2. Building a network of effective communication.
3. Prediction of various future possibilities.
4. Increasing a kind of decentralization.
5. Holding periodic and continuous meetings.
6. Encouraging participation by management personnel, teachers and specialists.
7. The principal determines the roles of each individual within the educational institution.

3- Facing the educational crisis:

In order to be successful in facing the crisis, the following must be available:

1. Flexibility and accuracy.
2. Establishing an information bank in the field of crisis response and management.
3. The confrontation shall be based on a scientific program of priorities.
4. The necessity of introducing the science of crisis management in faculties of education and schools.
5. To be based on high efficiency in performance and follow-up.
6. It should be based on managing outputs.
7. Determining the public and private duties of the entities.
8. This confrontation should be comprehensive.

4- Planning to manage the educational crisis:

Several factors must be met by educational leaders and staff in educational institutions with administrative and technical capabilities, including:



1. Focusing on teaching future sciences and information age technology at the school level.
2. Paying attention to the crisis management team in educational institutions.
3. Attention to training on plans to confront the educational crisis.
4. The management and planning of the education system should be left to the professional educators who have experience in the field of education.
5. Develop comprehensive and strategic plans with integrated dimensions aimed at preparing young people to face crises and disasters.

5- Planning to deal with violence in dealing with the crisis:

It is used with crises related to principles and values, and it is also used in the event that sufficient information is not available, in addition to the crises that spread in which violence is useful in confronting, by stopping feeding the crisis with the necessary fuel for its continuation. (Mujahid, 2013:283-284) in order to accept the status quo and make an effort to prevent its deterioration, and at the same time seek to reduce the degree of impact of the crisis and not reach the degree of explosion, and it is used in the case of dealing with issues of public opinion and strikes.

The strategy of aborting the thought that creates the crisis: it is concerned with influencing the thought and weakening the foundations on which it is based, as some forces depart from it and weaken the crisis.

The strategy of pushing the crisis forward: Its purpose is to accelerate the pushing of the forces participating in the crisis-making to an advanced stage, and their differences appear and accelerate the existence of conflict between them. This strategy is used when similar and discordant forces conglomerate and join forces in order to create the crisis. (Ahmed and Ashour, 2013:427)

The course change strategy: Its purpose is to achieve good results in compensation for the losses that resulted from the crisis, by changing the natural course of the crisis and turning it into distant paths.

(II): The proposed scenario for activating strategies to confront educational crises in Iraqi schools:

Among the most important suggested actions are the following:

- 1- Providing a database and information that helps in managing educational crises through the following:
 1. Preparing records containing previous crises in order to refer to them.
 2. Preparing a team of qualified workers to provide a database and information.

- 3- Community participation and involvement of parents in school meetings and crisis management teams, through the following:

More decentralization in order to provide greater degrees of delegation of authority, and to enable school principals to take the necessary decisions quickly when crises occur.

Increasing support for democracy, team spirit and community partnership so that the school can be helped in times of crises.

- 3- Establishing a crisis management unit in schools and working to activate it, through the following:

1. Providing alarms, civil defense means and fire extinguishers, and training students and staff on how to use them.

2. Preparing a specialized team at the level of the Ministry, the Education Department, and the school, whose primary role is to prepare crisis management plans.

3. Designing illustrative maps and instructions that direct students and staff to safe places in the school in the event of crises.

- 4- Holding training courses for Iraqi school staff in the field of crisis management in order to deal with crises during their occurrence, through the following:

1. Using scientific methods to identify training needs and work on developing them.

2. Knowing the training needs of school staff to deal with school crises.

3. Setting a timetable to achieve the objectives of the training courses for dealing with crises.

- 5- Modern methods of dealing with crises should be adopted in the event of their occurrence, through the following:

1. Work on the professional development of teachers and school administrators in order to keep them up to date with all educational methods.

2. Updating the methods of psychological and educational counseling and activating the roles of the social and psychological service specialist to discover and treat any problems before they escalate and turn into crises.

3. Paying attention to the future dimensions in the field of educational management to develop the preparation and planning of scenarios based on describing the expected future images.

- 6- Develop plans and scenarios to face crises, through the following:

1. Providing the appropriate organizational and administrative climate within the school in order to help create ideas and administrative methods characterized by creativity and innovation in the face of crises.



2. Updating the administrative regulations and laws to keep pace with the surrounding changes, in order to achieve preparedness towards crises and face them properly.

(III): CONCLUSION AND THE MOST IMPORTANT CONCLUSIONS:

We do not exaggerate if we say that education in Iraq represents a real crisis not only in the school administration, but in education itself, and that the Ministry is stuck with traditional legacies, which constitutes a burden on educational performance on the one hand and on the budget the state on the other hand.

Education in Iraq suffers from a number of crises that require departments that have certain competencies and skills in order to face the emerging crises, so the researcher conducted open interviews with the principals of five schools, to reach the most important crises facing schools, and how to deal with them and during their occurrence, which are as follows:

1-The shortage of teaching staff in some disciplines during the school year, the scarcity of books arriving on time before the beginning of the school year, the overcrowding of the classrooms with students, the lack of some supplies during the examination period, the lack of toilets in the school that are suitable for students, and the violence inside the school between students, teachers and students each other.

2-How to deal with the crisis during its occurrence: School principals agreed to deal with crises during their occurrence within the schools by contacting the concerned authorities and informing the educational administration to participate in dealing with the crisis and making quick decisions.

3- Obstacles facing school principals during crises: school principals agreed that the most important obstacles they face during managing educational crises were the difficulty of direct contact with higher authorities, ineffectiveness of the crisis management unit in the school, fear of accountability in case of deviation from the norm, there is no database that can be used in times of crisis, and the lack of plans to confront crises, the manager's limited awareness of how to deal with emergency crises.

4- The researcher came up with a proposed conception for managing the educational crisis in Iraqi schools, as well as a suggested conception to activate strategies to confront educational crises in Iraqi schools.

REFERENCES

1. Al Mana'a, K. M., (2010), *The Citizen's Role in Facing Disasters and Crises in the Information Age*, Al-Nahawi Publishing House, Riyadh.
2. The Ministry of Planning and Development Cooperation and the BaitulHikma, (2008), *The National Report on the Status of Human Development*, Baghdad.
3. The United Nations Country Team in Iraq and the Ministry of Planning, Government of Iraq, (2010), *Millennium Development Goals in Iraq, Millennium Development Goal Two: Achieving Universal Primary Education*. [www. Diyaruna. Com\ ar\ articles\ 12- 10-2016](http://www.Diyaruna.Com/ar/articles/12-10-2016)
4. Abu Khalil, M., (2001), *The Attitude of the Principals of Basic Education towards Some crises and Planning to Confront them, The Future of Arab Education, Volume (7), Number (21)*, pp. 251-318.
5. Abu Muammar, M., (2011), *The Role of Education Directorates in Managing the Educational Crises Faced by Government Schools in the Governorates of Gaza and Ways to Develop it*, Master's Thesis in Education, Al-Azhar University, Dean of Graduate Studies and Scientific Research, College of Education, Gaza, Palestine.
6. Ahmed, I & El-Sayed A, Nelly, (2013), *Educational Administration, the Science and Art of Successful System Planning*, Dar Al-Zahraa for Publishing and Distribution, Riyadh.
7. Ahmed, A.I., (2008), *Managing Educational Crises in Schools: Causes and Treatment*, Arab Thought House, Cairo.
8. Ashraf, A. M., (2011), *Information Technology and Crisis Management*, Dar Al-Fikr Al-Arabi, Cairo.
9. Prince, M., (2003), *Emergency Plans and Crisis Management in the Petroleum Sector: An Applied Study*, Eighth Conference on Crisis Management in the Industrial Sector in the Light of Contemporary Environmental Changes, Ain Shams University, Cairo.
10. Bahjat, A., (1993), *The Effectiveness of the Role of School Administration in Preparing School Principals in the Sultanate of Oman*, Educational Studies, Cairo, Volume (8), Part (54), pp.: 228-304.
11. The Republic of Iraq and the United Nations Educational, Scientific and Cultural Organization, *UNESCO Strategy for Supporting National Education, 2010-2014*.



12. Hajji, A. I., (2000), Department of Teaching and Learning Environment, Arab Thought House, Cairo.
13. Hassan, H. M., & Al-Ajami, M. H., (2007), Educational Administration, 1st floor, Dar Al Masirah, Amman.
14. Hassan M.H. & Muhammad H.A., Educational Administration, 3rd floor, Amman, Dar Al-Masirah.
15. Hussein, A., (2016), Reopening schools in Ramadi and Fallujah despite the challenges.
16. Hamdouna. H., (2006), The Practice of the Secondary School Principal's Crisis Management Skill in Gaza Governorate, a Master's Thesis, the Islamic University, Gaza.
17. Al-Khudairi, M. A., (2003), Crisis Management, Arab Nile Group.
18. Al-Khudairi, M., (B.T), Crisis management, an economic and administrative approach to solving crises at the Egyptian economic level and economic unity, Madbouly Library, Cairo.
19. Radwan, I. T., (2013), Educational Crises "Managing them and Ways to Confront", Cairo, Egyptian Book Organization.
20. Al-Shalash, K. D.&Radwan, S., (2009), Administration and Educational Planning, Al-Rushd Library, Riyadh.
21. Saras, M. K., (2015), The Reality of Crisis Management in Private Schools in the Governorates of Bethlehem, Ramallah and Al-Bireh from the point of view of its principals and teachers, unpublished MA thesis, Al-Quds University, Palestine.
22. Saqr, A. M., (2009), The Degree of Availability of Crisis Management Skills for School Principals, the UNRWA, and ways to develop them, an unpublished Master's thesis, Department of Education Fundamentals, College of Education, The Islamic University of Gaza.
23. Abdel-Rahman, S., (2010), Crisis Management in the Educational Institution, Dar Al-Fikr Al-Arabi, Cairo.
24. Al-Arbawi, S., (2009), Occupational Pressures and their Relationship to Job Satisfaction Among Teachers of Physical Education and Sports - A field Study in Some Secondary Schools of the Algerian West, Master's thesis, Hassia Ben Bouali University, Algeria.
25. Al-Osaili, & Abdullah, T., (2005), Concern of the Crises Suffering from Al-Quds Open University during the Al-Aqsa Intifada, Al-Quds Open University Journal for Research and Studies in Gaza, No. (5). Muhammad Shoman, (1992), Crises And its types, Al-Jazeera newspaper, p. 10325.
26. Wasfi, A., (2004), Leadership and Educational Crisis Management, Modern Book World, Cairo.
27. Al-Yahawi, S., (2003), Crisis Management in Governmental Intermediate Schools for Girls in Madinah, Journal of Educational Sciences and Islamic Studies, King Saud University, Riyadh, No. (18).
28. Youssef, M., (2005), Educational Administration in a New... for a New World, Edition 1, Dar Al-Fikr Al-Arabi, Egypt.
29. Liming,R., (2010), Stress Sources and Coping Strategies of Secondary Public School Principals, Un Published Doctoral, University of Denver, Internet, no,AAC991358
30. Macneil,A.&Tooping ,P., (2007): Crisis Management in Schools: Prevention Assigned Connotations, Psychology in The Schools, Vol(18), NO(3).
31. Paterson,A., (2012), A Study of The Actual and Ideal Task behaviors of The Arab Private School Principals in Jerusalem, Unpublished Thesis PhD, Ohio University, PSA.
32. George,A.Z., (1991), School Superintendents, Crisis Management and Institution Organization Theory, Journal Of educational Administration, Vol(129), Part (2), pp: 50-60
33. Hill, &Strizzi,S., (2005), Emergency Response and Crisis Management , (ERCM), Technical Assistance Centers.
34. Chi Keung Cheng, (2008), The Effect of Shared Decision- Making on Improving and Developing Teachers Jobs, Access Date, October (14), 2009, From: <http://www.eric.ed.gov>.
35. Macneil, W., &Topping,K., (2007), Evidence-based Crisis Prevention Management in Schools, The Journal of Education Enquiry, Vol(17), No(1), pp: 64-94
36. Trump, K.S., (2000), How School Can Prevent and Manage School Crises, California, Vol (23), No(3).
37. Nwagwu,C., (2007), The Environment of Crises in The Nigerian Education System, Journal of Comparative Education, 33 (1), pp: 87-95
38. Wilson, R., (1992), Minorities in Higher Education, American Council on Education, Philip Morris Inc., New York,Ny.



World Bulletin of Management and Law (WBML)
Available Online at: <https://www.scholarexpress.net>
Volume-8 March-2022
ISSN: 2749-3601

39. UNICEF, 2009, The State of The World Children: Special Edition, Celebrating 20 Years of The Convention on The Right of The Child, New York:UNCEF.
40. UNESCO, 2011,: Education For All Global Monitoring Report 2011: The Hidden Crisis: Armed Conflict and Education Paris: UNESCO.