The Competences of managing educational crises for principals of basic education schools in Sultanate of Oman

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ABSTRACT

The study aimed to identify the competences of managing educational crises among principals of basic education schools in Sultanate of Oman from the point of view of male and female teachers. The descriptive analytical approach was used, and the questionnaire was applied as a tool to a simple random sample of teachers of basic education schools in Sultanate of Oman, and the following results were reached: The degree of availability of crisis management competences for school principals came to high degrees in the axes of the questionnaire as a whole, most of the responses that were reached were between the large and the very large, except for one phrase that came to a medium degree, which is: The school administrations have independent budgets to deal with crises and pandemics, and related to the competence of planning. in terms of the arrangement of competences, they came in a row: The competence of follow-up with an arithmetic average (4.21), the competence of communication with an arithmetic mean (4.15) competence of organization with arithmetic average (4.11) competence of leadership with arithmetic average (3.98) competence of planning with arithmetic average (3.81) The study confirmed that there are no statistically significant differences in all the axes of the questionnaire, according to the variable of gender and the variable of educational qualification, the study recommends the need to follow up the situation up-to-date and motivating school leaders by involving them in training courses and external programs.

Keywords: (Competences - Managing educational crises - Basic education)

INTRODUCTION
Study background

The world witnesses many events, crises and disasters throughout history, which bring about changes at different levels and sometimes radical at all levels and fields (political, economic, social, etc.), and since today we are still suffering from what has been known as the COVID-19 pandemic and we are living the accelerated changes that it has generated by crisis since the disease first spread in China in December 2019, and on January 30, 2020, when it was officially announced by the World Health Organization that the spread of the Corona virus is an emergency situation that poses a threat to the world and worries the international community, and it was one of the most prominent and important areas , that have been directly damaged and affected by this pandemic are the education sector, "where nearly two hundred countries have closed their schools in accordance with the recommendations of the World Health Organization, with the aim of confronting the epidemic and preventing its spread, and more than 5.1 billion students around the world have been affected by this closure" (UNESCO, 2020)

Therefore, the occurrence of crises has become among the daily facts and realities that we live in, It was necessary for educational schools to confront the challenges they face, and to deal with them in a new appropriate way to the nature of the era in which we live, to take advantage of the organized positives and stay away from the negatives that may exacerbate the crisis in school environments, as it was necessary to work on the use of smart and planned dealing with crises, and this was confirmed by the study of Al-Hajri (2020) in her study of the reality of educational crisis management, that the proper and planned handling in an organizational way in the process of dealing with crises and disasters is one of the basics of containing the crisis and controlling it with precision. .

Here, it can be said that the contemporary reality and the real fact in this era has imposed that the leader in the schools of education is able and possesses a set of modern scientific skills and experiences to deal with the crisis that affects the school environment in a sound and correct manner, and the leader is also required to be an owner of all kinds of knowledge and technology science , that has invaded the world, and thus he must possess the administrative competences in how to deal with the requirements of the times (Andraos, 2020) and this was

confirmed by the Zoghbi study (2014) on its topic about the need for the availability of crisis management elements in the educational directorates.

Consequently, the process of dealing with and confronting crises and disasters within educational schools became clear, and they are the shortest and best ways through which to ensure the survival and preservation of all his material and moral properties, therefore, he used his simple mind in the idea of establishing scientific planning and organization as the best elements for development process, to deal and confront crises and disasters. Which causes destructive effects, and therefore it is necessary for the organizing agencies and responsible leaders in the ministries of education and learning to confront and meet the matter with sound scientific methods as if it had not happened, and not to deal with it in random ways, which may cause organized confusion and miscalculation, and thus the disaster will be much deeper and here , and in this case we can say, that the process requires school principals to follow a correct, organized and planned plan using knowledge and skill by working with the latest technological devices and modern electronic methods (Nafeh, 2017) Therefore, it can be said that the crises that educational and learning institutions are exposed , vary and differ from one school to another, but in the presence of successful administration and leadership in educational institutions that are polished with successful administrative competences, these institutions can face all problems and challenges during the occurrence of disasters and crises in them, and from here it can be said that the importance of managing educational crises lies in activating stability and the school system, and working to create the appropriate and suitable environment for the work of educational institutions in the correct ways during the crisis, the competences of school principals (planning - organization - control - leadership - coordination) are among the priorities of the systems in place in these institutions to avoid the occurrence of disasters and crises, by working to make sound and appropriate decisions, and educational and learning institutions are working efficiently and effectively to reduce the occurrence of crises. and disasters in educational environments and reducing the losses caused by the crisis process (Ghanima, 2014)

Boin (2007) identified the main role of the educational leader in school environments during crises and disasters in the nature of solving the problems facing the crisis team during disasters and crises, and in the nature of making continuous change and development required on the operations of the representative team for the crisis, the leader is among his main works.

Competence of planning: Competences of planning is considered one of the most important steps in any field that takes place in life, therefore, it is the first and main step in the process of disaster and crisis management. It means working and preparing early and knowing what happens to prepare for it by providing all the appropriate procedures and steps for any circumstance that may occur, therefore, we can say that the planning process is closely related to the correct facts about crises and disasters, and through it, the real perceptions are developed that help draw integrated scenarios about taking the right actions when the crisis occurs, and the planning process enables school officials to prevent the causes that may increase the occurrence and exacerbation or working to reduce the negative effects, and achieve positive results (Al-Qarni, 2021)

Organization Competence: the process of organization requires an effective and conscious leadership, and it comes after the first step of the planning process. It is meant for complete and good and orderly coordination between the implemented works in an integrated manner between the types of efforts made in the processes of managing educational crises and disasters; because it requires a lot of collective efforts being made to contain the school crisis, and this work must be an organized work between each member of the group, and the organizing process determines a lot of executive matters through which communication processes are determined, and the most important tools needed to overcome the school administration crisis , as it shows the nature of the work of each member and his role in the school (Abdel-Al, 2009)

Guidance **Competence**: The guidance process is considered one of the basic and important competences for crisis management, and it means the process through which the school leader is directed and enlightened in the process of crises and disasters in the school environment with the most important steps necessary for his team members during the implementation of the assigned work to them, to avoid some issues in the management of educational crises, Therefore, guidance processes contain a set of orders issued by the team leader in school crises and disasters (the school principal) to carry out work around a specific work or to stay away from doing certain work that may lead to an increase in the emergence of the crisis in school environments, so the guidance process was characterized as executable and clear and far from ambiguity (Abdul Khaleq, 2013)

Follow-up **Competence**: Competence of follow-up is a basic process for any process that takes place in human life, and it is essential in managing crises and disasters, and it is intended for direct supervision by the leader who leads the crisis and disaster team, and work to follow up on ways to implement steps and actions while facing crises and disasters in school environments, the verification process is also carried out through this step so that the commander develops the necessary scenarios for emergency plans, so that each member of the team performs his main work accurately. Therefore, the follow-up process in crises and disasters is one of the main pillars of the success of the crisis management process, as it helps the supervising leader to School crises in supporting team members and clarifying the implemented plan (Al-Ghamdi, 2015)

Competence of communication and connection : The competence of communication and connection during crises and disasters in the school environment is one of the most important steps that educational leaders take, and it means the exchange of data, information and instructions related to crises and disasters between the sender, which is represented by the educational leader and the recipient , who are members of the team, and the communication process takes place through specific channels used in the school environment, through which the processes of listening and guidance are carried out to take the main steps in the crisis management process, so this competence represents among the competences that cannot be left during the crisis and disaster management process, because its neglect may lead to the emergence of a major catastrophe with ominous consequences (Jafar, 2017)

Leadership Competence: Leadership competence is the basis of crisis management in the school environment, which is that the leader applies all elements of crisis management (planning - organizing - directing - supervision - evaluation) to direct employees and guide them for all steps of crisis and disaster management, so that leaders can succeed in school environments must mobilize staff, including administrators and teachers, to work in a balanced and sound manner. As for the method of controlling and overcoming crises, it must motivate staff and work to explode their energies, in order to start creativity and come up with solutions through which the crisis is dealt with in the required and correct manner (Mansour, 2014)

Therefore, many researchers have been studying the issue of crisis and disaster management, to know the challenges and difficulties facing school administration and educational environments, as many of them showed the most important necessary competences that directors must possess, among those studies and research that focused   on   the   issue   of   crisis   and   disaster   management   are   the   following;
Atef's study (2022) aimed to identify the crisis management of institutions affiliated with the local government of the Gaza Strip, the researcher used the descriptive analytical method, by analyzing data and information and interpreting it using content analysis, the study reached the following results;

 The institutions of local government are considered one of the main pillars in the process of building modern states, and it is a basic pillar in the practice of political processes, the study emphasized the vital role played by the municipality in the process of crisis management during wars, the study indicated the need for the existence of   committees   organizing   the   processes   of   wise   management   of   disasters   and   crises. Finally, the study reached the main points that are inevitable, namely: working on good planning and early preparation for any emergency matter. Thus, the study confirms the vital role of leaders and the extent of their exercise of the tasks entrusted to them.

Al-Qarni study (2021) The study aimed to know the degree of availability of administrative competences in crisis management for school leaders in Bisha governorate from their point of   view, the researcher used the descriptive approach by researching the correlational relationships, and used the questionnaire as a tool for the study on a random sample of (2395) female teachers. The study reached the following results; The degree of availability of administrative competences for managing crises and disasters among school principals came to a high and high degree in some competences, including the following: (follow-up, planning, direction and organization). the study also showed that there were no statistically significant differences between the study sample due to the variable of   practiced training courses, educational stages, and teaching experience.

Al-Hajri study (2020) ,the study aimed to know the reality of educational crisis management in middle schools in Al-Farwaniyah region in Kuwait, the researcher used the descriptive approach, and the questionnaire was a tool where he applied it to a random sample of 212 male and female teachers, and the study reached the following results;

The study proved a weakness in the educational crisis management process in middle school schools by school leaders, and the study showed the ineffectiveness of the rapid intervention teams in crisis management, the study showed that the number of training courses received by members of the crisis management team was not as required, and the study also proved weakness in the competences of crisis management, including the competence of the distribution of tasks, planning and organization were not as required.

Morsi study (2020), the study aimed to identify the role of educational leadership in crisis management in technical education, and the researcher used the descriptive analytical method, through content analysis, and the study reached the following results;

 Secondary technical education is affected by many crises and disasters of all kinds, and thus the study proved that the problems that stand as obstacle in the way of achieving the goals set are: the process of separation and the gap between the education process and the requirements of the labor market, the study proved that possessing the competences of crisis management among educational leaders enables them to control the crisis management process by finding appropriate solutions for every problem that may occur in school environments.

Andrew's study (2020) ,the study aimed to know the theoretical framework for managing educational crises in terms of concepts, importance and main elements. The researcher used the descriptive approach, through the content analysis approach through previous studies and reports related to the topic, and the study reached the following results.

Most of the educational school administrations did not use the systematic scientific methods in the crisis management process, and most of the administrative leaders in school environments did not have an accurate and broad understanding of the method of the scientific approach to crisis management, the study also confirmed the inability of educational leaders to control and control most of the crises and disasters that occurred in school environments.

Lin et, Al (2016) study ,the study aimed to identify the variables that occur in the administrative system, to devise new ways to manage crises and disasters in public hospitals in Taiwan. The researcher used the analytical descriptive method, and the questionnaire as a tool, through a sample of about 159 managers. the study reached the following results:

The work environments in the management of public hospitals were volatile and unstable, and there is a close relationship between this department and its relationship to the processes of the crisis and disaster management mechanism, and the operation process associated with the disaster and crisis management mechanism is closely related to the process of establishing the modern system for the risk process, as the study proved that there is no imposition of the organization's culture in hospitals, and it confirmed its instability during the process of the disaster and crisis management mechanism.

Yi-Hwa Liou study (2015), The study aimed to use some actual models to analyze school crises and disasters, and the current study used the comparative analytical method, in terms of applying the dynamic model, in terms of analysis in understanding crisis management, and the case of Midostron School was studied, and the study reached to the following results;

The dynamic life cycle model, which aims to know crises and disasters in environments, showed its competence and effectiveness in terms of addressing problems related to school crises and disasters, and the effects that they have according to the circumstances of the crisis. The study also showed that there are dynamic constraints in the multiple design process, and finally, the study confirmed that the accurate understanding based on crisis and disaster management was not as required and effective as it was expected.

Commenting on previous studies:

The current study agreed with all previous studies in terms of addressing the general topic of the study, which is the issue of crisis and disaster management, so it agreed with each of the Al-Qarni study (2021), the Al-Hajri study (2020), Morsi study (2020) and the Yi-Hwa Liou study (2015) in their dealing with the study environment, which is the school environments, also agreed with the study of Al-Hajri in its dealing of the study sample, school teachers, and agreed with some studies in dealing with the descriptive analytical approach, the current study also differed with the study of Lin et, Al (2016), the study of Andrew (2020) and the study of Atef (2022). in terms of the study environment, the mentioned studies dealt with non-educational environments, some of which dealt with hospitals and public institutions, the current study also differed with Al-Qarni study (2021) and Yi-Hwa Liou study (2015) in terms of its use of the study curriculum, the current study was distinguished in the process of constructing the questionnaire, as it dealt with the basic competences that should be practiced by leaders of educational institutions in school environments.

The study problem

The educational administrative system in various Arab and foreign countries is affected by crises and various natural disasters and globalization and the growth of knowledge. This is due to many reasons and causes that affect, to varying degrees, the administrative leaders and their efficiency. Undoubtedly, most countries seek to form polished leadership with new skills and knowledge to help them overcome crises, and this was not overlooked by the Sultanate of Oman, so the Sultanate of Oman 20/40 vision came to emphasize the importance of having possible and renewable leadership at the top of organizational structures, so that they are able to direct the leadership, ensuring continuous improvement, effectiveness and adequacy in various organizational environments (Vision Document, 2020)

Thus, we find diversity and differences in the crises and disasters that educational institutions are exposed to, but in the presence of effective and good administration , the educational institution can confront the problem of crises and disasters by the prepared good methods for that, and there is no doubt that most learning and educational institutions, including Omani schools, have gone through many disasters and crises, the most recent of which was Covid 19 crisis, which affected all parts of Omani schools, However, the Ministry of Education did not stand idly and made a lot of efforts to overcome the current crisis, and it has been following the efforts of the Ministry of Education since 2007, and making a lot of efforts to contain school crises, and this was confirmed by the study of Al-Ghanbousi and Al-Zamili (2007)

The existence of crises and disasters in educational environments requires a real will, great efforts, and the presence of various competences to confront them in the correct and proper manner, thus, many conferences and reports came that emphasize the need to pay attention to the issue of crises and disasters and give them a large space to avoid them, including the unified conference held in Sultanate of Oman entitled New Strategies in the process of risk management (2019), which demonstrated the importance of organized work in crisis

management, many Omani studies also emphasized the importance of paying attention to crisis and disaster management and linking it to multiple relationships with the public, including Al-Busaidi study (2020) and the Manjia study (2018)

Many studies, such as Al-Ghaith study (2011) also confirmed the shortcomings resulting from the weakness of the competences of directors of educational institutions in managing educational crises, and Al Saadia study (2012) came to confirm the shortage in the competences of educational school principals in their management of crises and disasters, as confirmed by the study of Al-Ghanbousi and Al-Zamili (2007), on the importance of refining educational school principals with the necessary administrative competences through training programs, and thus this study came to reveal the level of availability of administrative competences for school principals in Sultanate of Oman, and thus determines the main question in the following: What are the competences of managing educational crises for principals of basic education schools in Sultanate of Oman ? The following sub-questions are derived from it;

1. What is the degree of availability of educational crisis management competences (planning, organization, leadership, communication, follow-up) among principals of basic education schools in the Sultanate of Oman from the point of view of teachers?
2. What is the order of the educational crisis management competences (planning, organization, leadership, communication, follow-up) for principals of basic education schools in Sultanate of Oman from the point of view of teachers?
3. Are there statistically significant differences at the level (0.05) of educational crisis management competencies for principals of basic education schools according to the variable (gender, practical experience, certificate)?

The importance of study;
Theoretical importance
it represents with the contents of the study on the competences of managing school crises for principals of basic education schools and the basic terms that they contain, and the most important goals that it achieves during emergency conditions that may be exposed, as it is an essential variable during emergency conditions, and the study also seeks to enrich Arab and Omani libraries with recent study on an important and vital topic about the competences of managing educational crises for principals of basic education schools in Sultanate of Oman.

Applied importance
it represents with what is reached through the main results and basic recommendations resulting from the application of the study tool, and by standing and contemplating with some of the basic aspects included in the competences of educational crisis management, and the study also seeks to identify the most important basic and effective competences for principals of basic education schools, which are expected to help those in charge of decision-making in the general office of the Ministry of Education, work on taking the most important and appropriate main measures regarding its implementation, and circulating them in time of emergency crises, or trying to develop the achieved one among the principals of basic education schools.

Objectives of the study
-Identifying the degree of availability of educational crisis management competences (planning, organizing, directing, follow-up) among principals of basic education schools in the Sultanate of Oman from the point of view of teachers
-Identifying the arrangement of educational crisis management competences (planning, organization, leadership, communication, follow-up) of principals of basic education schools in Sultanate of Oman from the teachers' point of view.
-Identifying the differences that are statistically significant for the competences of educational crisis management among the principals of basic education schools according to the variable (gender, practical experience, certificate)

The limits of the study;
Objective limits: The competences of school crisis management
Spatial limits: Basic education schools in the Sultanate of Oman
Time limits: 2022 / 2023
Human limits: Teachers of basic education schools .
Terminology of study:
Competences: defined by Lahoub (2012) as a set of abilities and knowledge that a person acquires in his life through a group of things such as behavior and organized work that a person practices in his life for a certain period of time. It is about ideas, skill experiences, mental ability, and broad renewed knowledge about a specific

job, which indicates the extensive experience in that work (Al-Qarni, op.cit., 292)

The crisis: Radwan (2013) defined it as the final accumulation resulting from the accumulation of a set of causes and effects of a specific defect that may be sudden and affect the main pillars of the educational system, and thus constitute a danger and a direct threat to the educational system in that institution.

Crisis management: Crisis management is defined as a distinct and special management through which the required responses are issued about the situation that resulted from the crisis to minimize resulting losses (Kafi, 2015)

Educational crises management: It is defined as a set of continuous and sequential processes in educational environments, which are based on the principle of predicting what will happen from crises inside the school, in a way that monitors a set of sensors and variables that generate the crisis, and prepares the administrative competences and resources necessary to reduce them, and work on preparation and advance preparation, to deal with it, provided that the situation returns to the way in the least speed, time and cost (Al-Anzi, 2017)

Procedures:
The methodological research procedures consisted of the following steps:
Study community:
The study community, which was selected from the various teaching staff in the schools of Sultanate (Basic Education Schools), represents the first stage of (1-4) in Sultanate of Oman, which numbered (15,032) according to the statistics of the Statistical Book of the Ministry of Education / 2021.
The study sample:
The sample that represented the study was chosen by means of a simple random sample, which reached to approximately (430) male and female teachers, and due to the current circumstances and lack of awareness, the researcher was unable to cover the representative sample of the study community.
Tool scale:
In this research, the researcher used a five-point Likert scale, which is represented by the following five statements: (very few - few - medium - large - very large). Where the results were coded in the following table according to the scale:

Table No. (1) Tool scale

Average	1.80-1	2.60-1.81	3.40-2.61	4.20-3.41	5-4.21
Estimate	Very few	Few	Medium	Large	Very large

Study tool and its validity

In building the study tool, the researcher developed the questionnaire by referring to previous studies and theoretical literature related to the administrative competences of school principals in crisis management, and before the researcher begins to apply the study tool, he presented it to 8 arbitrators who are known for their experience and knowledge in the field of management, where the initial image of the questionnaire consisted of (5) basic axes and (36) phrases that were distributed as follows: axis no. (1) competence of planning (8) phrases and axis no. (2) competence of leadership and contained (8) phrases and axis no. (3) communication competence and contained (7) phrases, and axis no. (4) organization competence and contained (7) phrases and axis no. (5) follow-up competence and contained (6) phrases, and after the arbitration process, the researcher made the required changes according to the arbitrators' notes, where the tool arrived in its final form to (29) statements divided on the three axes planning (6) statements of leadership (7) statements ,communication (6) statements , organization (5) statements and follow-up (4) statements.

Reliability of the study instrument;

In order to test the validity of the study tool, the researcher used the well-known Cronbach's alpha scale to extract the tool's reliability coefficient, the tool was distributed to a sample of (60) male and female teachers from different primary education schools in Sultanate of Oman, and the following table shows the tool's reliability coefficient;

Table (2): Reliability of the study tool

S/N	Axis	Number of phrases	Reliability coefficient
1	**Planning competence**	6	0.98
2	**Leadership competence**	7	0.90
3	**Communication competence**	6	0.89
4	**Organization competence**	5	0.99
5	**Follow-up competence**	4	0.90
Total			0.97

Through Table (2), we conclude that the tool's reliability coefficient reached (0.97), which is a high degree of reliability, and this indicates the reliability of the tool as a whole between its axes.

The answer to the first question

The text of the first question is: What is the degree of availability of educational crisis management competences (planning, organization, leadership, communication, follow-up) among principals of basic education schools in Sultanate of Oman from the point of view of teachers?

To answer this question, the arithmetic averages and standard deviations were extracted to reveal the degree of availability of educational crisis management competences among the principals of basic education schools. In order to find the degree of availability of educational crisis management competences for principals of basic education schools, all the averages and standard deviations of the axes were extracted as follows;

1-Planning competence

The arithmetic averages and standard deviations were extracted to reveal the degree of availability of crisis management competence (planning) for principals of basic education schools, and table (3) below illustrates this.

Table (3) Arithmetic averages and standard deviations of planning competence

S/N	The phrases	Arithmetic mean	Standard deviation	Ranking	The level
1	School administrations establish systems and regulations for safety and security from pandemics	4.16	0.918	2	Large
2	School administrations apply procedures and precautions to face crises and pandemics	4.23	0.898	1	Very large
3	Participatory school administrations practice crisis and pandemic planning	4.05	1.002	3	Large
4	School administrations have advance planning for ways to deal with crises and pandemics	3.94	0.956	4	Large
5	School administrations have independent budgets to handle crises and pandemics	3.05	1.221	6	Medium
6	School administrations develop long-term plans for how to deal with crises and pandemics	3.43	1.129	5	Large

Through Table (3) we conclude that the expressions of the field have arithmetic averages ranging between 4.23 - 3.05) between the degree of great approval and the very large, and the phrase (2) came that school administrations apply procedures and precautions to confront crises and pandemics. In the first place, to a very large degree, with an arithmetic average of (4.23), and the researcher attributes this to the fact that school administrations have experience in dealing with school crises, while paragraph (5) was occupied by "school administrations have independent budgets to deal with crises and pandemics." The last rank is medium with an arithmetic mean (3.05); The researcher attributes this to the weakness of the budget allocated to the Ministry of Education, which leads to a lack of funds allocated to one school, this is because the Ministry of Education is one of the ministries that consume and not produce. This is consistent with the results of Al-Qarni study (2021), Sammour study (2018) and Awad Allah study (2011), which proved that the axis of planning competence came to a large extent.

2-Leadership competence: Arithmetic averages and standard deviations were extracted to reveal the degree of availability of crisis management competence (leadership) for principals of basic education schools, and the table (4) below illustrates this.

Table (4) Arithmetic averages and standard deviations of leadership competence

S/N	The phrases	Arithmetic mean	Standard deviation	Ranking	The level
1	The school principal has sufficient experience to control times and pandemics	4.08	0.954	3	Large
2	The school principal has the skill of making decisions during crises and pandemics	4.20	0.954	2	large

3	During crises and pandemics, the school principal uses unfamiliar creative methods	3.80	1.090	4	Large
4	The principal participates in the teachers and administrators in the crisis control process	4.31	0.855	1	Large
5	The principal takes responsibility for all mistakes made during the crisis without blaming his team members	3.72	1.136	5	Large
6	The school principal has the ability to analyze educational crises during crises and pandemics	3.95	0.965	3	Large
7	The school principal replaces the term crises and pandemics with the term opportunities and adjustment from reality	3.71	1.092	6	Large

It is noted from Table (4) that all the phrases of the leadership competence in crisis management came between the large and the very large, so the phrase (4) the school principal, teachers and administrators participates in the process of controlling the crisis in the first place with an arithmetic average (4.31), which is a very large degree and the researcher attributes this to the smart leadership of school principals, due to the training programs they received over the past periods, and to the solidarity between all the administrative and teaching bodies in the school for the public interest, and the phrase (7) came, "The school principal replaces the term crises and pandemics with the term opportunities and adjustment from reality." In the last rank, with an arithmetic mean (3.71) and a standard deviation (1.09), which is also a large degree of the scale, and the researcher attributes this to the self-culture gained from the crises experienced by Sultanate of Oman, and also indicates the acumen of school principals on containing crises of all kinds.

3-Communication competence
The arithmetic averages and standard deviations were extracted to reveal the degree of availability of crisis management competence (communication) for principals of basic education schools, and table (5) below illustrates this.

Table 5: Arithmetic averages and standard deviations of communication competence.

S/N	The phrases	Arithmetic mean	Standard deviation	Ranking	The level
1	The school principal has creative ways to communicate with students' parents during crises and pandemics	20.4	0.946	2	Large
2	The school principal has extensive relationships for easy communication with government agencies during crises and disasters	4.23	0.915	1	Very large
3	The school principal uses special means of communication with teachers and administrators in crises and disasters	4.09	0.977	3	Large
4	The school principal maintains the confidentiality of communications in times of crises and disasters without sharing them with others.	4.20	0.925	2	Large
5	The school principal activates other communication channels in times of crises and disasters.	4.07	0.925	5	Large
6	The school principal follows up the process of maintaining communication devices constantly to activate them in times of crises	4.11	1.005	4	Large

Through Table (5), we note that the phrases of the axis of communication adequacy in crisis management came in very large and large degrees, so the phrase (2) ,the school principal has extensive relationships for ease of communication with government agencies during crises and disasters with an arithmetic average of (4.23),

which represents a great degree of approval, the researcher attributes this to the human relations used by school administrations, which indicates that the Omani society is intertwined with each other, the phrase (5) the school principal activates other communication channels in times of crises and disasters, to a large extent, the researcher attributes to the optimal use of the communication process as a result of the continuous experiences of school principals in times of crisis.

4-**Organizational competence**: The arithmetic averages and standard deviations were extracted to reveal the degree of availability of crisis management competence (organization) among the principals of basic education schools, and the table (6) below illustrates this.

Table (6) Arithmetic averages and standard deviations of organization competence.

S/N	The phrases	Arithmetic mean	Standard deviation	Ranking	The level
1	**The school principal activates the principle of freedom for the work team to deal with crises according to the established regulations.**	**4.05**	**1.002**	**4**	**Large**
2	During disasters and crises, the school principal distributes the tasks assigned to his team members.	4.31	0.829	1	Very large
3	**The school principal explains the work structure during disasters and crises for his team.**	**4.25**	**0.915**	**2**	**Very large**
4	**There is ongoing training by the principal of his team members on how to manage the crisis.**	**3.80**	**1.083**	**5**	**Large**
5	The school principal distributes tasks and work to his team members in crises and disasters according to their capabilities	4.18	0.935	3	Large

It is noted from Table (6) that the field expressions of organization competence in crisis management, the arithmetic averages ranged from (4.31-3.80), so the pharse (4) "The school principal, during disasters and crises, distributes the tasks assigned to his team members. It ranked first by a large degree, with an arithmetic mean of (3.87)

The researcher attributes this to the good organization practiced by school principals, which indicates the experience in such situations, while the phrase (4) "there is continuous training by the school principal for his team members in how to control the crisis" ranked last with an arithmetic average of (3.80); The researcher attributes this to the field visits carried out by the ministry to know the situation during crises, and this result is consistent with the result of the Al-Mashqabeh study (2018) and Sasila and Al-Yousifi study (2014), which indicated that the organization competence to manage crises came to a large extent.

5-**Follow-up competence**
The arithmetic averages and standard deviations were extracted to reveal the degree of availability of crisis management competence (follow-up) among the principals of basic education schools, and the table (7) below illustrates this.

Table (7) Arithmetic averages and standard deviations of follow-up competence

S/N	The phrases	Arithmetic mean	Standard deviation	Ranking	The level
1	**During disasters and crises, the school principal supervises the plans developed**	**4.29**	**0.850**	**1**	**Very large**
2	**The school principal uses the qualities and characteristics of an effective leader during crises in the process of following up on team members**	**4.26**	**0.876**	**2**	**Very large**
3	**During crises and disasters, the school principal evaluates his team members in first hand**	**4.08**	**0.962**	**4**	**Large**

| 4 | The principal activates feedback to explain tasks during crises and disasters to all members of his team | 4.21 | 0.869 | 3 | Very large |

Through Table (7), we conclude that the axis of follow-up competence came (3) phrases from it to a very large extent, where the arithmetic averages, respectively (4.29) for phrase (1) and (4.26) for phrase (2) and (4.21) for phrase (4) The researcher attributes this to the continuous follow-up generated by the Ministry of Education's pressure on school principals to follow up on everything related to the crisis, and the phrase (2) came in which the school director evaluates during crises and disasters his team members on a regular basis, with an arithmetic average (4.08), which is a large degree, the researcher attributes this to the precautionary measures applied during crises, which indicates the wide culture in this field.

The second question

What is the order of the educational crisis management competences (planning, organization, leadership, communication, follow-up) for principals of basic education schools in Sultanate of Oman from the point of view of teachers?

Table (8) Arithmetic averages and deviations of the degree of availability of educational crisis management competences for principals of basic education schools according to the order of fields.

Table :8

S/N	The field	Arithmetic mean	Standard deviation	Ranking	The level
1	Planning competence	3.81	0.810	5	large
2	Leadership competence	3.98	3.98	4	large
3	Communication competence	4.15	0.803	2	Large
4	Organization competence	4.12	0.834	3	large
5	Follow-up competence	4.21	0.809	1	Very large
The axis as whole		4.21	0.809	Very large	

Through table (8), we note that all the crisis management competences axes for school principals came with an arithmetic average (4.21), which is a very high degree, so the crisis management competences axes were arranged as follows: In the first place is the follow-up competence axis with an arithmetic average (4.21) and in the second place came the axis of communication competence with an arithmetic average (4.15), then came after it in the third place the organization competence with an arithmetic average (4.12) and fourth came the axis of leadership competence with an arithmetic average (3.98) and finally came the axis of planning competence with an arithmetic average (3.81)

The answer to the third question;
Text of the third question

Are there statistically significant differences at the level (0.05) of educational crisis management competences for principals of basic education schools according to the variable (gender, educational qualification)?
In order to answer the question, the arithmetic averages and standard deviations of the educational crisis management competences for the principals of basic education schools were calculated according to the variable (type), and the "t" value was calculated for the arithmetic averages, and the following table illustrates this.
Table (9) Arithmetic averages, standard deviations, and the "t" value of the competences of educational crisis management for principals of basic education schools according to the gender variable.

Table 9

The field	Type	Number	Arithmetic mean	Standard deviation	(T) Value	Level of significance
Planning competence	Male	200	3.85	0.828	1.44	0.065
	Female	230	3.98	0.758		
Leadership	Male	200	3.85	0.954	1.14	0.151

competence	Female	230	4.06	0.794		
Communication competence	Male	200	4.00	0.901	1.97	0.076
	Female	230	4.26	0.714		
Organization competence	Male	200	3.91	0.907	1.86	0.072
	Female	230	4.27	0.749		
Follow-up competence	Male	200	4.06	0.867	1.81	0.67
	Female	230	432	0754		
The tool as whole	Male	200	3.99	0.987	1.76	0.78
	Female	230	4.15	0.896		

Through Table (9), which explains the crisis management competences for school principals according to the gender variable, we note that the value of (t) in all axes came to more than 0.05, which confirms that there are no statistically significant differences regarding the variable of sex, so the value of (t) for the planning axis (1.66) with statistical significance (0.065), which is more than 0.05, and the (t) value of the leadership axis came to (1.14) with statistical significance (0.161), which is also more than 0.05, which confirms that there are no differences, and (T) values were repeated for the rest of axes with more than 0.05, which confirms that there are no statistically significant differences, and the researcher attributes this to the fact that most managers receive similar programs.

Table (10) averages, standard deviations, and (t) value of school crises management competences for principals of basic education schools due to academic qualification variable.

Table 10

The field	Qualification	Number	Arithmetic mean	Standard deviation	(T) Value	Level of significance
Planning competence	Bachelor + Higher Diploma	200	3.67	0.987	1.26	0.165
	Master's + Higher Diploma	160	4.02	0.789		
	PhD	70	3.99	0.876		
Leadership competence	Bachelor + Higher Diploma	200	4.12	0.978	1.37	0.11
	Master's + Higher Diploma	160	3.87	0678		
	PhD	70	4.23	0.789		
Communication competence	Bachelor + Higher Diploma	200	3.98	0.789	1.76	0.170
	Master's + Higher Diploma	160	4.87	0.987		
	PhD	70	421	0989		
Organization competence	Bachelor + Higher Diploma	200	4.11	0890	0.986	0.187
	Master's + Higher Diploma	160	3.94	0.789		
	PhD	70	379	0982		
Follow-up competence	Bachelor + Higher Diploma	200	3.81	0.879	0.992	0.15
	Master's + Higher Diploma	160	4.08	0.897		
	PhD	70	3.76	0.786		
The tool as whole	Bachelor + Higher Diploma	200	4.23	0.876	1.87	0.176
	Master's + Higher	160	4.21	0.987		

Diploma					
PhD	70	4.02	0.898		

Through table (10), we conclude that the value of (T) for all axes of the crisis management competences tool for the schools principals for all axes according to the educational qualification variable came more than (0.05), and this also proves that there are no statistically significant differences, so the largest value of (T) came (1.76) with a level of significance (0.165) and the lowest value for (T) (0.986) with a level of significance (0.187)

CONCLUSION
From the foregoing, the study concluded that the degree of availability of crisis management competences for school principals, according to the male and female teachers' point of view, came in high degrees. Most of the responses that were reached were between large and very large, except for one phrase that came to a medium degree, which is: School administrations have independent budgets to deal with crises and pandemics, and related to the planning competence, in terms of the order of competences, they came in succession: follow-up competence with an arithmetic average (4.21) , communication competence with a arithmetic average (4.15) ,organization competence with an arithmetic average (4.11) leadership competence with an arithmetic average (3.98) , planning competence with an arithmetic average (3.81). The study also proved that there were no statistically significant differences depending on the gender variable and the educational qualification variable, to give a strong indication of its resemblance to the preparation of school leaders for crisis programs and their continuous training on them.

Recommendations:
-Continuing to hold training courses, by benefiting from the leaders and experiences in the schools of Sultanate, as they have had successful experiences.
-Continuous motivation of school leaders, and subjecting them to real training on managing school crises in various forms.
 -Working to spread the culture of crisis management in all public and private schools, To avoid emergency future crises.
-Full preparation of all schools in Sultanate, by providing all necessary needs to meet future school crises.

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