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The Degree to which Faculty Members in Private Jordanian Universities Possess the Skill of Crisis Management as they See (Case Study: Jerash University)

Abstract

This study aimed at recognizing the possession of crises management skill by the faculty members of jordanian private universities as they perceive it. It also aimed at finding out if significant differences existed between the respondents perceptions due to the variables: sex, experience and academic rank. The population of the study consisted of (231) faculty members, and the sample consisted of (126) faculty member, to collect data, an electronic was constructed, and its validity and reliability were computed. The results of the study revealed that the degree of possession of crisis management skill by the faculty members of jordanian private universities was medium (3.66). The results also showed that significant differences existed between the respondents perceptions due to the variable: sex, and for the benefit of female faculty member, and no significant differences were found due to the variables experience and academic rank in the light of the results of the study, several recommendations were introduced, among which were: conducting periodical meeting for the faculty member to increase their awareness towered all kinds of crises, wither they were caused by human or natural disasters, or other causes.

Keywords: Crises, Crises Management, Skill of Crises Management.

Introduction

The Study Background and Theoretical Framework

Humanity today is living in an era of rapid change associated with technological development. It has become clear that tomorrow's society will witness impressive changes, transformations, and scientific and technological discoveries. Therefore, there is no alternative to educational systems except by modernization and acceptance of the challenges of the imminent tomorrow mixed with the legacy created by the past.

Thus, crises have become a reality and a societal phenomenon experienced by many societies. Crisis management has also become a phenomenon with indicators that distinguish it from others to the extent that it has become a science linked to other modern sciences, and a science directly related to the human sciences. This was highlighted by the global changes that vacated regional and global powers, and in which crises emerged that made major countries use crisis management as a method to implement its strategies of globalization and domination and to assert its power (Fairfax County Public Schools, 2012).

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Universities represent the top of the educational system and play a major role in providing society with competencies and skills capable of adapting and being flexible with the requirements of the times and new technology. Therefore, university education is one of the tributaries of education in society, and that the ingredients for success in the university depend largely on the surrounding community to serve as an interwoven and solid relationship. Educational universities are obligated to develop their methods and curricula in light of the renewed situations they face from major social transformations and the effects of globalization, competitiveness and the information revolution., which prompts the search for new mechanisms in planning and organizing systems, and that education is one of the most important features of human progress and progress, if not the most important human teacher. Therefore, studying the crisis in education is a basic requirement to confront the crises facing nations and their systems. The educational crisis cannot continue its various interactions and effects for a long period of time because the life cycle of the educational crisis is fast when it appears, so the administrative official must adapt to the environment or entity in which the crisis is located (Frejat, 2016).

And that the educational leaders in the university, although the process of distributing responsibilities and roles differs, and each according to his administrative position and domain, is obliged to develop its methods and curricula in a systematic way to face changing situations, challenges and multiple cultures. It may go beyond that to predicting those situations and future challenges and finding solutions to them, and this is the correct approach to crisis management, and it is possible to develop lists of the types of crises that universities may be exposed to repeatedly (Al-Suwaidi, 2015).

Crisis management works on the use of various administrative and scientific skills to overcome crises. It is based on forecasting and realizing the expected crisis, working to prevent its occurrence, if possible, and creating the appropriate climate to deal with it to avoid its negatives and take advantage of its positives (Abu Sabri, Badir, 2012).

Accordingly, more studies are needed to reveal the degree to which faculty members in private Jordanian universities possess the skill of crisis management, as they see it.

Crisis Concept

He defined the concept of crisis as a state of tension and a turning point that requires a quick decision that results in positive or negative situations that affect the entity, including unexpected events that affect the basic pillars of individuals and entities, and give unexpected results or a critical period and an unstable situation that requires immediate change and a definitive solution (Shamma, 2013).

Crisis Sources

The Sources of the Crisis Are

1. The special needs of the organization and its employees: This source is considered one of the most basic sources behind the so-called crises of the natural path experienced by the organization, which, if properly used in management, can control this type of needs and reserve for any crisis that results from it in the future because it is related to the internal environment.
2. The environment of the external business organization: the source of this environment is a crisis whose indicators are difficult to predict, the severity and intertwining of external influences and their impact on the internal environment of the organization (Abbawi, B.T.).

Crisis Requirements

1. Feel the importance of the crisis, take bold action and act with courage and sincerity.
2. Think creatively and strategically in solving the crisis.
3. Finding the solution away from harming the organizational culture by taking risks and measures that produce optimal solutions that limit the occurrence of large losses, and maintain a continuous presence in order to change the situation quickly with the development of events (Al-Abadi, 2015).

Crisis Management

Crisis management is defined as how to overcome the crisis using various scientific and administrative methods, and try to avoid its negatives and take advantage of its positives (Al-Yasiri, 2013).

Regent University defined crisis management as stated in (Abdulrahman 2018) as: "The process of preparing, mitigating, responding and recovering from a crisis situation. It requires an organized plan to ensure the safety and survival of self and society, and an understanding of individuals' response to stress. It is a dynamic process that begins long before the decisive event His conclusion goes beyond that, at every stage before, during and

after the crisis, there are special challenges that require different strategies for effective management" (Abdulrahman, 2018).

Crisis Management Success Factors

Success must focus on factors directly related to the crisis situation and the different stages of its development. The success of crisis management depends on several factors, the most important of which are:

1. Managing the importance of time, and always preparing to face the crisis.
2. Create a comprehensive and accurate information and data base for all the activities of the institution.
3. Providing efficient and accurate early warning systems and the ability to monitor, interpret and communicate danger signs to decision makers.
4. The ability to mobilize and prepare the available resources with a common sense among the members of the institution or society of the risks posed by the crisis, and to provide an efficient and effective communication system (Al-Zoubi, 2014).

Faculty Member

A person who holds a scientific degree (professor, associate professor, assistant professor, and full-time lecturer) in a domain of specialized scientific knowledge and performs academic, administrative, or both at one of the different universities (Abdulrahman, 2019).

The role of a faculty member is defined as: a set of practices carried out by a university faculty member, who is evident in a concrete way that can be observed through specific and realistic evidence and evidence in all actual practices related to the implementation of all activities and tasks (Harb, 2015).

Faculty members are considered the mainstay of the academic work at the university because they are the ones who bear the responsibility of teaching at the university and supervising its graduate students, and they are responsible for academic advising at the university, developing a curriculum, and defining the courses. Achieving the university's goals depends in the first place on the degree of efficiency and effectiveness of its faculty members (Issa and Al Naqah, 2009).

Characteristics of Faculty Members

The selection of the work team requires that it contain a number of relevant characteristics in order to succeed in performing its task. These qualities are:

1. The presence of a person specialized in planning management to draw up the main steps of the crisis management plan and follow up its success steps step by step.
2. There must be a person specialized in the issue of the crisis.
3. The presence of a person specialized in human resources management (HR), because he is able to employ individuals and the available capabilities to serve the primary goal, which is to solve the crisis.
4. Choosing a person capable of planning, if it is agreed to develop a plan to manage the crisis.
5. Having a good relations department that can be employed to serve the crisis management (Shamma, 2013).

Skill: It is the set of personal knowledge, experience and capabilities that a person must have in order to be able to accomplish a specific job accurately and quickly (Doule, 2019).

It is also defined as the performance of a certain task or activity in a convincing manner and with appropriate methods and procedures, in the correct manner and with a specific efficiency (Al-Khikani, 2014).

The Most Important of These Skills Are

1. Technical skills: They are defined as specialized knowledge in a branch of science and the competence to use it in the best use, and in a way that effectively achieves the goal. Samaan and Mercy (D.T) describe them as skills related to the methods and methods used by the faculty member in practicing his work, carrying out his responsibilities and addressing the situations he faces in the course of that in an educational manner.
2. Human skills: It is the ability of the educational leader to interact correctly with his subordinates, coordinate their efforts, create a spirit of teamwork among faculty members and employees, and make them carry out the responsibilities entrusted to them in a spirit of cooperation, integration and harmony.
3. Perceptual skills: It is the faculty member's ability to think abstractly in an objective way, as the manager needs to see the relationships between different forces better than others, and to understand the degree of overlap between these forces.
4. Self (personal) skills: This skill includes some of the features and abilities

necessary to build an individual's personality, including:

a) Personal traits: These traits are: physical and nervous strength, strength of character, vitality and activity, verbal fluency, good manners and good example, and complete justice.

b) Mental abilities: they mean the intellectual preparations, mental habits and basic beliefs of the individual, which are represented by intelligence, correct understanding of things and strength of perception.

c) Principle and innovation: it is the ability to be creative, that is, to be a source of all new ideas, and for the leader to be able to provide an atmosphere that helps in creative participation among members who have trust and cooperation, and with their new ideas and inspiring suggestions that provoke their creative thinking and encourage them to work and achieve.

d) Self-control: It means balance, controlling emotions and preventing them from impeding physical and psychological capabilities, as well as the individual's ability to manage him before managing others. Self-control requires the faculty member to meet problems and obstacles with calm and control of nerves.

e) Organizational skills: It is the ability to understand the theories of organization and organizational development, as well as to find actions of authority and responsibility (Saqr, 2009).

Stages of Crisis Management

Most crises pass through several interrelated and sequential stages, and if the management of the educational institution fails to manage one of these stages. The crisis escalates and its events are increasing rapidly, which leads to the difficulty of controlling it and controlling its events. The following are details of the stages of crisis management:

1. The stage of discovering early warning signs: It is the stage in which the early warning that warns of the imminence of the crisis is sensed, to be represented in the actions taken to reduce the causes of the crisis and reduce its risks. These signs represent a problem for some administrators due to the difference in their ability to predict the probability of their occurrence according to their personal characteristics and the level of their qualifications. Therefore, crisis containment depends on the skill and efficiency of managers in capturing the real and important signals and dealing with them accurately.

2. Prevention and Preparedness Phase: Its objective is to discover strengths and weaknesses and address them before they lead to the emergence and growth of the crisis.

3. The stage of containing the damage or limiting it: the aim is to stop the chain of effects resulting from the crisis and isolate the crisis to prevent it from spreading to the rest of the educational institution.

4. The stage of activity readiness: it is an attempt to recover lost and tangible assets, material and moral, and the group working in this stage usually feels a bit of excessive enthusiasm.

5. The learning stage: It is concerned with re-evaluation to improve what has been accomplished in the past, and this stage focuses on retrieving, studying and analyzing the events and drawing lessons learned in them, and is concerned with setting controls to prevent a recurrence of the crisis that was dealt with (Ghanima, 2014).

The Problem of the Study

Decision-making when there is a crisis is affected by many factors, whether it is related to the crisis itself or what is related to the personal and psychological characteristics of the decision-maker. From this point of view, the management of educational crises by faculty members varies according to a number of variables such as personal aspects, time, participation, crisis planning, forming a crisis intervention team, and the availability of information about the crisis (Al-Juhani, 2010). The problem of the study is determined in answering the following question:

What is the degree to which faculty members in private Jordanian universities possess the crisis management skill as they see it, which is attributed to the variables of gender, number of years of experience, and academic rank?

Questions of the Study

To achieve the objectives of the study, its questions were formulated as follows:

1. What is the degree to which faculty members in private Jordanian universities possess the skill of crisis management, as they see?

2. Are there statistically significant differences at the significance level (a ≤ 0.05) between the mean estimates of the study sample members to the degree to which they possess the skill of crisis management due to the variables of gender, years of experience and academic rank?

The Importance of Study

It is hoped that the results of this study will help:

- Shedding light on information and data on the degree of crisis management skill among faculty members in private Jordanian universities.
- Helping faculty members to know the importance of crises, and to know the crisis management skill that they must have.
- It helps researchers in the domain of crisis management to conduct studies in this domain.
- The results of this study and its theoretical literature help in enriching university libraries in the domain of supporting the skill of positive crisis management and avoiding less effective methods.

Objectives of the Study

The study aims at

- Knowing the degree to which faculty members in private Jordanian universities possess the skill of crisis management, as they see it.
- Finding out if there are statistically significant differences between the mean estimates of the study sample due to the variables of gender, experience and academic rank.

Terms of the Study

Crisis management: Crisis management is defined as how to overcome the crisis by using various scientific and administrative methods and trying to avoid its negatives and take advantage of its positives. These are all the means, procedures and activities that the organization implements on an ongoing basis in the pre-crisis, during and after its occurrence, and through which it aims to achieve the following; Preventing the crisis from occurring whenever possible, confronting the crisis efficiently and effectively, removing the negative effects that the crisis left on workers and the public, and analyzing the crisis and benefiting from it in the future (Al-Yasiri, 2013).

As for procedural: it is the administrative processes of planning, organizing, implementing and evaluating which are carried out by a faculty member and contribute to avoiding the occurrence of crises through preventive programs, or minimizing their effects in the event of their occurrence through immediate intervention, and by making optimal use of the available information and the material and human capabilities in the institution educational.

Procedural crisis management skill: It is the degree to which faculty members give their actual practices of crisis management skill when they respond to the study tool used.

The Limits of the Study

- Objective limit: This study was limited to knowing the degree to which faculty members in private Jordanian universities possess the skill of crisis management.
- Spatial limit: The questionnaire of this study was applied to faculty members at Jerash University.
- Time limit: This study was applied in the academic year 2020-2021.

Previous Studies

The two researchers reviewed previous studies related to the subject of the study, and it was found that there is a lack of Arab and foreign studies on the skill of crisis management in educational institutions, and the following are the studies that were found related to the relationship, arranged from newest to oldest.

The study of Al-Zoubi study (2019) which aimed at identifying the reality of crisis management practice in Jordanian universities from the point of view of faculty members. To achieve the objective of the study, the study used the descriptive approach, and the study tool consisted of a questionnaire of (21) phrases divided into four dimensions: planning in crisis management, information in crisis management, communication in crisis management, and decision-making in crisis management. The study population consisted of (1200) faculty members at Yarmouk and Balqaa Applied Universities. The study sample consisted of (120) faculty members who were chosen by the stratified random sampling method from the study population. The results of the study showed that the reality of crisis management practice in Jordanian public universities from the point of view of the faculty members came to a medium degree with an arithmetic mean (3.58), while it came after contact in crisis management

to a high degree with an arithmetic mean (3.68), followed by planning with an arithmetic mean (3.60) and a score of Medium, then after making the decision with an arithmetic mean (3.56) and a medium degree, and finally after the information with an arithmetic mean (3.47) and a medium degree.

The study of Abdulrahman (2018) which aimed at revealing the reality of crisis management at Al-Balqaa Applied University, and to know the impact of each of the variables (gender, college, academic rank and years of experience) on reality. The study population consisted of (387) faculty members at Al-Balqaa Applied University. The study sample consisted of (240) members, who were chosen by simple random method. For the purposes of achieving the objectives of the study, a questionnaire was developed and then to ensure its validity and reliability by the appropriate educational and statistical method, using the descriptive analytical method. The results of the study showed that the reality of crisis management at Al-Balqa Applied University came at an mean level for the overall degree. And there were statistically significant differences between those with experience less than (5) years, and those with (11) years of experience or more, and the differences came in favor of (11) years or more.

The study of Al-Arefan and Al-Tarawneh (2018) which aimed at identifying the reality of administrative crisis management in Kuwaiti universities for the academic year 2017/2018 from the point of view of its faculty members. The study population reached (5,177) members, and the study sample amounted to (20) members of the teaching staff who were chosen randomly from among the faculty members who occupied administrative positions in Kuwaiti universities. The researchers adopted the method of the structured interview and it was formed based on eight statements distributed over two areas: The first area before the occurrence of the crisis, and the second area how to deal with the crisis. The results showed a clear deficiency in predicting crises before their occurrence, as well as in the methods of crisis management and dealing with them after their occurrence. The results also showed the weakness or absence of a clear and declared strategy for crisis management, and in cases where I believe that some of the existence of such strategies emphasized that they came in the form of random procedures and a patchwork method to solve problems instead of treating their basis.

The study of Al-Shayeb (2011) which aimed at identifying the relationship between crisis management skills and organizational values among principals of basic and secondary schools. The researcher followed the descriptive analytical method. The study tool consisted of a questionnaire on crisis management skills and a questionnaire on organizational values. The study sample consisted of all members of the study community, which numbered (400) principals, principals and their assistants from basic and secondary public schools. And it reached the following results, the existence of a statistically significant relationship between crisis management skills and organizational values among the principals of basic and secondary schools and their assistants in the governorates of Damascus and rural Damascus, and the absence of statistically significant differences between crisis management skills and organizational values among the principals of basic and secondary schools and their assistants. Attributable to the variables of gender and age, and the absence of statistically significant differences between crisis management skills and organizational values among the principals of basic and secondary schools and their assistants due to the variables of experience, geographical distribution and scientific level.

The study of Hamduna(2006) which aimed at identifying the practice of the secondary school principal of crisis management skill and to reveal the administrative practices followed by secondary school principals in managing crises in Gaza Governorate. The researcher used the descriptive analytical approach, and to collect the information, a questionnaire consisting of (60) items was used, and the study sample consisted of all secondary school principals in Gaza Governorate, which numbered (36) principals and principals affiliated with the Gaza Directorate. The results showed that the principals of government secondary schools practice the crisis management skill in a large and effective manner, and that they have a great willingness to follow the administrative practices of the crisis management skill within their schools, which indicates the interest, desire and a deep sense of their responsibilities towards everyone.

Foreign Studies

The study of MC Guinness, (2014) aimed at revealing the process of communication during crises between universities and students in institutions of higher education in the United Kingdom. The study used the case study method, and evidence was collected by conducting in-depth interviews on (12) individuals. The results showed that universities did not Pays great attention to the communication process during crises between universities and students

Bates (2015) conducted a study aimed at identifying the role of leaders in universities and administrative workers in facing crises and the extent to which leadership influences the process of confronting and managing the crisis and ways to address it. The structured interview was used as a tool for gathering information. The study sample consisted of all members of the study community who are leaders at Merker University, USA. The results showed the effectiveness of universities in facing crises on campus and the use of different leadership styles in dealing with them successfully. They also showed effective communication between administrative leaders and various departments and the continuous updating of information that plays a key role in crisis management.

Chi Keung (2008) carried out a study which aimed at identifying the areas that would help teachers when involving them in crisis response decisions. The study used the descriptive approach, and the study tool was a questionnaire to collect data. The study tool was applied in Hong Kong on (20) secondary schools, and the study sample consisted of all members of the study community, and their number was (335) teachers. The following results were obtained: Teachers' preference for their involvement in decisions in the domain of the educational model, the curriculum, and the domain of administration, and the involvement of teachers in decision-making has positive results affecting job satisfaction, commitment, and awareness of workload.

The study of McNeil & Topping (2007) which aimed at identifying serious accidents in schools based on preventive data. The descriptive approach was used, and the questionnaire was adopted as a tool for the study. The study sample consisted of all members of the study community, numbering (650) managers. The results of the study were the following, the necessity of having a database of serious crises, the way the media handles suicide operations, generates more suicides, the need for crisis management in schools to move away from bureaucracy and stagnation.

Commenting on Previous Studies

A group of Arab and foreign studies agreed with my current study in terms of the method used, which is the descriptive analytical approach, the study tool, which is the questionnaire, and the study community, which is the universities. These studies are: Al-Zoubi study (2019), Abdul Rahman study (2018). While most of the studies differed only in terms of the study population only, they were about schools, and these studies are: Al-Shayeb study (2011), Saqr study (2009), Hamdunastudy (2006), Chi Keung study (2008), McNeil & Twenge study (Macneil & Topping, 2007). While some studies differed from mine in terms of the study tool used, which is the structured interview method, these studies are: Al-Arefan and Al-Tarawneh study (2018), Bates study (2015) and McGuinness study (2014).

What Distinguishes the Current Study from Previous Studies?

The current study was distinguished from previous studies in its objective, as it focused on the degree to which faculty members in private Jordanian universities possess the skill of crisis management, as they see it. It coincides with the modern trend in educational administration by studying the topic of research and making it distinctive.

Method of the Study

The descriptive survey method was used to identify the degree to which faculty members in private Jordanian universities possess the skill of crisis management, due to its relevance to the nature of this study.

Community of the Study

The study population consisted of all faculty members at Jerash University for the academic year (2020-2021), who numbered (231).

The Study Sample

The study sample consisted of (120) faculty members, of whom (94) were males, and (26) were females. Table No (1) shows the distribution of the study sample members according to its variables.

Table 1.

Distribution of the study population according to its variables

Variables	Item	التكرار	النسبة
Gender	Male	94	78.3
	Female	26	21.7
	Total	120	100.0
Experience	Less than 10 years	67	55.8
	years and over 10	53	44.2
	Total	120	100.0
Academic Rank	Assistant Professor	59	49.2
	Co-professor	40	33.3
	professor	21	17.5
	Total	120	100.0

Study Instrument

To achieve the objectives of this study, an electronic questionnaire consisting of (29) items was developed, divided into three areas: the skill of crisis discovery and preparation for it, the skill of confronting the crisis, the skill of learning and prevention, after reviewing a number of studies conducted to learn how to deal with crises.

The Validity of the Study Instrument

The validity of the apparent instrument in its initial form, consisting of (35) items, was verified by presenting it to a group of arbitrators (10) members of the teaching staff in some private Jordanian universities, in order to judge the appropriateness of the items of the study instrument for each of its three domains, in terms of the number of Statements and their suitability for the purpose for which they were developed. As a number of statements were amended and formulated, (6) statements were deleted for inappropriateness, and thus the number of the questionnaire's statements became (29) statements.

For the purpose of extracting indicators of structural validity for all statements of the study tool, it was applied to an exploratory sample consisting of (20) faculty members who were selected from outside the study sample, then the correlation coefficients between each statement and the questionnaire as a whole were calculated, and Table (2) illustrates this.

Table 2.

Correlation coefficients between the statement, the total score, and the domain to which it belongs

No	R with domain	R with instrument	No	R with domain	R with instrument	No	R with domain	R with instrument
1	.56**	.51**	9	.88**	.87**	17	.85**	.72**
2	.89**	.84**	10	.56**	.52**	18	.92**	.83**
3	.90**	.85**	11	.89**	.86**	19	.92**	.86**
4	.88**	.81**	12	.63**	.59**	20	.63**	.60**
5	.92**	.85**	13	.84**	.79**	21	.84**	.72**
6	.74**	.64**	14	.84**	.81**	22	.75**	.72**
7	.58**	.72**	15	.75**	.70**	23	.87**	.79**
8	.63**	.58**	16	.85**	.74**			

* Statistically significant at the significance level (0.05).
** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these statements were deleted.

Reliability of the Study Instrument
In order to ensure the reliability of the study tool, it was applied twice with a time difference of two weeks on an exploratory sample consisting

of (15) faculty members from outside the study sample. Then the Pearson correlation coefficient was extracted to extract the stability of the re-test (T-test), where it reached (0.91). The stability equation (Kornbach's alpha) was also applied to a tool as a whole, where the reliability coefficient was (0.90), and this indicates that the data collection tool has a degree of reliability.

Instrument Correction Procedure

For the purpose of correcting the evidence-collecting tool, the five-point Likert scale was adopted, as it gave each statement a gradual weight: (a very high degree with 5 degrees), (a high degree with 4 degrees), (a medium degree with 3 degrees), (a low degree and with 2 degrees), (a very low degree and has one degree). To convert the pentagonal ladder into a three-dimensional ladder, the following equation was adopted:

(The highest value - the lowest value) ÷ The number of levels, ie (5-1) ÷ 3 = 1.33, and then adding (1.33) to each category, thus the estimates of the answers are as follows:

From 3.68 to 5.00 high degrees
From 2.34 to 3.76 medium degree
From 1.00 to 2.33 low degrees
Statistical processing:

To answer the two questions of the study, the following statistical treatments were used:
- Arithmetic means and standard deviations of the three domains of study and its statements.
- The t-test to find the significance of the differences between the arithmetic means of the answers of the study sample members, which are due to the variables of gender and experience.
- Three-way analysis of variance (ANOVA) to find the significance of the differences between the mean answers of the study sample members, which are due to the academic rank variable.
- Schiffe test for dimensional comparisons to reveal the locations of these differences.

Results

To answer the first question of the study's questions, which states, "What is the degree to which faculty members in private Jordanian universities possess the crisis management skill as they see it?" The arithmetic means and standard deviations of the mean answers of the study sample members were extracted, and Table No. (3) below illustrates this.

Table 3.

Arithmetic means and standard deviations of the degree to which faculty members in private Jordanian universities possess the skill of crisis management from their point of view arranged in descending order according to the arithmetic means

No	axis	Mean	S.D	Rank	level
2	Crisis response skill	3.78	0.57	1	High
3	Learning and prevention skill	3.64	0.59	2	Medium
1	The ability to detect and prepare for a crisis	3.53	0.67	3	Medium
Total		3.66	0.55	-	Medium

Table (3) shows that the arithmetic means of the answers of the study sample members ranged between (3.53-3.78), where the total score for the three domains of study was (3.66) and a medium degree. 3.78), the domain of "learning and prevention skill" came to a medium degree, with an arithmetic mean of (3.64), while the domain of "crisis discovery and preparation skill" was also at a medium degree, with an arithmetic mean of (3.53).

The first area: the skill of discovering the crisis and preparing for it.

Table No. (4) below shows that the arithmetic meansof the responses of the study sample members related to the skill of discovering the crisis and preparing for it ranged between (3.10-3.98), where the total score for the domain as a whole was (3.53) and a medium degree, while the statement that states "maintaining relationships Good with faculty members" to a high degree and an arithmetic mean of (3.98). All statements of this domain came to a medium degree, with their means ranging between (3.10-3.65).

Table 4.

Arithmetic means and standard deviations of the statements related to the skill of discovering the crisis and preparing for it, arranged in descending order according to the arithmetic means

No	Statements	Mean	S.D	Rank	Level
6	Maintaining good relations with faculty members.	3.98	.63	1	High
2	Allocating sufficient time to plan and think about unexpected crises.	3.65	.79	2	Medium
3	Keening on having a collective interest in sensing the indications of the occurrence of the crisis.	3.54	.82	3	Medium
1	Conducting a survey of the university environment to identify indicators of a possible crisis.	3.49	.76	4	Medium
5	Organizing with faculty members periodic meetings to sense the crisis.	3.40	.95	5	Medium
4	Organizing meetings with student leaders to learn about their crises.	3.10	.97	6	Medium
	The skill of discovering the crisis and preparing for it.	3.53	.67	-	Medium

Second: The skill of facing the crisis

Table No (5) shows that the arithmetic means of the answers of the study sample members related to the skill of facing the crisis ranged between (3.53-4.00), where the total score for the domain as a whole was (3.78) and a high degree. And all the statements of this domain came with high degrees between (3.69-4.00), where the arithmetic mean of the statement that states "adopts the policy of the open door in communications to confront the crisis" came with a high degree of (4.00), and the arithmetic mean of the statement that states "has a leadership personality qualified to control On the crisis" with a high degree of (3.98), and the statement that states "He collects detailed information to solve the crisis accurately" got an arithmetic mean ability (3.90) with a high degree as well, while the two statements "Speed and creativity in completing tasks to restore activity" and " It encourages self-situational initiatives in time of crisis" to a medium degree, as the arithmetic mean for them reached (3.66) and (3.53), respectively.

Table 5.

Arithmetic means and standard deviations of the statements related to the skill of facing the crisis, arranged in descending order according to the arithmetic means

No	Statements	Mean	S.D	Rank	Level
12	Adopting an open door policy in communications to confront the crisis	4.00	.65	1	High
10	Having a leadership personality that qualifies to control the crisis	3.98	.62	2	High
14	collecting detailed information to accurately solve it	3.90	.67	3	High
13	using of modern technologies to deal with the crisis	3.78	.66	4	High
7	Dealing with the crisis in a manner appropriate to its nature	3.72	.80	5	High
8	Taking care to plan in a scientific way to deal with the crisis	3.69	.77	6	High
9	Speed and creativity in completing tasks to restore activity	3.66	.77	7	Medium
11	encouraging self-initiatives in times of crisis	3.53	.85	8	Medium
	Crisis response skill	3.78	.57	-	High

Third: the skill of learning and prevention

Table No (6) below shows that the arithmetic means of the responses of the study sample members related to "the skill of learning and prevention" ranged between (3.26-3.96), where the total score for the domain as a whole was (3.64), with a medium degree. The statement that states "he benefits from lessons and lessons from the crises he faced" obtained an arithmetic mean of (3.96) and a high degree, and the statement that states "adopts creative thinking to deal with the crisis in the future" got an arithmetic mean of (3.77) and a high degree as well. As for the statements that state "provides the database to effectively contribute to the identification of future crises", "ensure to attend training courses in the domain of crisis management" and "coordinate student activities to protect against future crises", the arithmetic

mean are (3.53) and (3.39) and (3.26) respectively and to an mean degree.

Table 6.

Arithmetic means and standard deviations of the items related to learning and prevention skills are arranged in descending order according to the arithmetic means

No	Statements	Mean	S.D	Rank	Level
15	learning from the lessons learned from the crises he has faced	3.96	.58	1	High
16	Adopting creative thinking to deal with the crisis in the future	3.77	.70	2	High
21	studying the causes of the crisis in order to improve ways to deal with it in the future	3.73	.68	3	High
17	Ensuring the improvement of crisis management programs and plans	3.71	.77	4	High
23	Rapid and scientific treatment of the effects of the crisis.	3.71	.75	5	High
19	monitoring the effects of crises to ensure that they do not recur in the future	3.68	.78	6	High
22	Providing the database to effectively contribute to the identification of crises in the future.	3.53	.83	7	Medium
20	Ensuring attending training courses in the domain of crisis management	3.39	.86	8	Medium
18	Coordinating student activities to prevent future crises	3.26	.91	9	Medium
	Learning and prevention skill	3.64	.59	-	Medium

The second question: Are there statistically significant differences at the significance level (a≤0.05) between the mean estimates of the study sample members to the degree to which they possess the skill of crisis management due to the variables: gender, experience, and academic rank?

To answer this question, the arithmetic means and standard deviations of the degree to which faculty members in private Jordanian universities possess the skill of crisis management were extracted according to the variables of gender, experience, and academic rank, and the table below shows that.

Table 7.

Arithmetic means and standard deviations of the degree to which faculty members in private Jordanian universities possess the skill of crisis management according to gender variables, years of experience and academic rank

	الفئات	Mean	S.D	Number
Gender	Male	3.57	.55	94
	Female	3.98	.40	26
Experience	Less than 10 years	3.75	.44	67
	10 years and more	3.54	.64	53
Academic Rank	Assistant Professor	3.69	.50	59
	Co-professor	3.62	.50	40
	Professor	3.64	.75	21

Table (7) shows an apparent discrepancy in the arithmetic means and standard deviations of the degree to which faculty members in private Jordanian universities possess the skill of crisis management due to the different categories of variables of gender, experience, and academic rank.

To clarify the significance of the statistical differences between the arithmetic means, a triple analysis of variance was used, as shown in Table No (8) below.

Table 8.

Triple variance analysis of the effect of gender, years of experience and academic rank on the degree to which faculty members in private Jordanian universities possess crisis management skills

Variance source	Sum of squares	D.F	squares means	F	Sig
Gender	2.837	1	2.837	10.442	.002
Experience	.679	1	.679	2.499	.117
Academic rank	.339	2	.170	.624	.537
Error	31.249	115	.272		
Total	35.618	119			

It is evident from the following table (8):

- There are statistically significant differences due to the effect of gender and a statistical significance of (0.002), and the differences are in favor of females, and this is due to the females' ability to be patient and resourceful in dealing with crises compared to males who follow recklessness and nervousness towards the crises they face.

- There are no statistically significant differences due to the effect of years of experience and with a statistical significance that amounted to (0.117), which may be attributed to the university presidency's interest in appointing faculty members with good scientific expertise commensurate with the available job vacancy.

- There are no statistically significant differences due to the effect of the academic rank with a statistical significance that amounted to (0.537), and this is due to the University Presidency's interest in appointing faculty members with high academic ranks and efficient.

Discussing the Results

First: Discussing the results of the answers to the first question, which states: "What degree of faculty members in private Jordanian universities possesses the skill of crisis management as they see?"

(1) The results shown in Table No. (3) showed that the arithmetic means of the three domains of study ranged between (3.53-3.78), where the domain of "crisis coping skill" came in the first place with an arithmetic mean (3.78) and a standard deviation (57.) with a high degree The domain of "learning and prevention skill" came in the second place with an arithmetic mean (3.64) and a standard deviation (.59) and a medium degree, while the "discovery of the crisis and preparedness for it" came in the third place with an arithmetic mean (3.53) and a standard deviation (.67) with a medium degree.. This may be attributed to the fact that the faculty members have sufficient experience and know-how to analyze crises and solve them with the least amount of time and effort. The results of this study agreed with the results of the study of Al-Arefan and Al-Tarawneh (2018), and the study of Bates (2015), in that the faculty members have the ability to confront and solve crises, while the results of this study differed with the results of the Mc Guinness study (2014) in terms of lack of interest The university is in the process of communicating with the crisis between students and universities.

(2) Discussing the estimates of the study sample members for the statements of the domain of crisis discovery and preparation for it.

The results shown in Table No (4) showed that the arithmetic means of the statements of the "crisis discovery and preparedness" ranged between (3.10-3.98), where the statement "Maintaining good relations with faculty members" came in the first place with an arithmetic mean (3.98) and a standard deviation (63.) and at a high degree The second statement, which states, "It sets sufficient time for planning and thinking in unexpected crises," came in second place, with an arithmetic mean (3.65) and a standard deviation (79.) to a medium degree, and the statement that states "He makes sure that there is attention Collective for sensing the occurrence of the crisis" ranked third with an arithmetic mean (3.54) and a standard deviation (82.) and a medium degree as well. The statement that states "a survey of the university environment to identify indicators of the possibility of a crisis" came in fourth place with an arithmetic mean (3.49) and a deviation normative (76.) and at a medium degree, and the statement that states "organizing with the faculty members for periodic meetings to sense the crisis" came in the fifth place with a mean (3.40) and a standard deviation (95.) at a medium degree, while the last statement in this domain came which states Ali organizes meetings with Student leaders to identify their crises" ranked sixth with an arithmetic mean (3.10) and a standard deviation (97.) and an mean degree as well. This may be attributed to the faculty members' ability to maintain good social relations with each other, to build bridges of trust among them, and to work in a team spirit to solve crises.

The study agreed with the study of Bates (2015), the study of Chi Kung (2008) and the study of Hamduna (2006) in terms of maintaining good relations between faculty members, while the study differed with the study of: Mc Guinness study (2014) and the study of McNeill and Twenge (2007) of Where the lack of interest in communicating and interacting with others.

(3) Discussing the estimates of the study sample members for their responses to the statements of the domain of confronting the crisis.

Table No. (5) shows that the arithmetic means of the statements of the "crisis coping skill" ranged between (3.53-4.00), where six items came with arithmetic means between (3.69-4.00) and standard deviations ranged between (62.-82.) to a high degree, and came The statement that states "adopts an open door policy in communications to confront the crisis" comes in the first place with a mean (4.00) and a

standard deviation (65.) with a high degree. The second statement, which states "has a leadership personality that qualifies him to control the crisis" came in second place with an arithmetic mean (3.98) and a standard deviation (62.) and a high degree as well, while the statement that states "speed and creativity in accomplishing tasks to restore activity" came in the rank The seventh with an arithmetic mean (3.66) and a standard deviation (.77) and a medium degree, and the statement that states "encourages self-situational initiatives in time of crisis" ranked eighth with a mean (3.53) and a standard deviation (.85) and a medium degree as well. This may be attributed to the faculty members employing their previous experiences and their ability to appropriately collect information related to the crisis they face.

The study agreed with the Bates study (2015), the McNeill and Twenge study (2007) and Hamduna(2006) in terms of collecting information and data, while the study differed with the Abdel-Rahman study (2018) and the Al-Arefan and Al-Tarawneh study (2018) in terms of shortcomings in predicting crises And the insufficient capacity to collect the information needed to manage the crisis.

(4) Discussing the estimates of the study sample members for their responses to the statements of the domain of "learning and prevention skill"

Table No. (6) shows that the arithmetic means of the statements in this domain ranged between (3.26-3.96), where six statements came with arithmetic means ranging between (3.96-3.68) and standard deviations that ranged between (85.-78.) to a high degree, and the statement that states Ali "benefits from the lessons and lessons of the crises he faced" ranked first with an arithmetic mean (3.96) and standard deviation (58.) and a high degree, and the statement that states "adopts creative thought to deal with the crisis in the future" came in second place with an arithmetic mean (3.77) and a deviation standard (70.) and at a high degree, and the statement that states "studies the causes of the crisis with the aim of improving ways to deal with it in the future" came in the third degree with an arithmetic mean (3.73) and a standard deviation (68.) and a high degree as well, as came the statement that states "provides The database effectively to identify crises in the future" ranked seventh with an arithmetic mean (3.53) and a standard deviation (83.) and a medium degree, and the statement that states "to attend training courses in the domain of crisis management came in the second place with an arithmetic mean (3.39) and a standard deviation (86.) To a moderate degree, and as the statement that It states "coordinates student activities to protect against future crises" in the

eighth place, with an arithmetic mean (3.26) and a standard deviation (91.) and a medium degree as well. This result may be attributed to the faculty members' keenness to benefit from the study of the causes of previous crises and to provide information that helps them in predicting the occurrence of future crises and preparing for the prevention of their effects if they occur.

The study agreed with the Abdul Rahman study (2018), the Shayeb study (2011) and the Saqr study (2009) in terms of providing necessary information to help manage and prevent the crisis, while it differed with the study of Al-Arefan and Al-Tarwana (2018) in terms of its shortcomings in dealing with crises in all its aspects.

Recommendations

- Holding periodic meetings between faculty members to rapprochement between each other and to discuss and solve the existing crises.
- Raising awareness of the importance of preparing for all kinds of crises, whether they are caused by human errors, or they are caused by natural or organizational disasters.
- Stimulating faculty members to attend scientific conferences that talk about university crises and how to deal with them.
- Working to establish a complaints fund for students to identify their problems and solve them quickly in order to prevent crises.

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