

## CRISIS MANAGEMENT IN EDUCATION AND THE ROLE OF SCHOOL ADMINISTRATORS

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### ABSTRACT

In order for an effective education and training process to take place, it is very important that students and staff in the education environment feel safe. It is very difficult for effective teaching and learning to occur in environments where people do not feel safe. It is thought that the crisis management skill levels and leadership styles that a school principal, who is one of the key figures for an institution, are expected to have are important in creating qualified educational institutions. The quality of school principals is important as it affects the quality of educational institutions. Therefore, studies on managers are needed. Crisis management skills are important in terms of creating the right strategy and making successful interventions against any negativities that may occur in educational institutions whose target audience is human and are open to constant change and crisis. For this reason, the role of school administrators in crisis management is important.

**Keywords:** Crisis management, school administrators, school, education

### Introduction

Security threats in schools also change in parallel with the ever-changing structure and living conditions of society. In addition to the physical security and safe psycho-social environment of the school, it is also important to protect schools from situations such as violence, involvement in crime, and substance abuse (Uluğ, 2015). School safety is about students and school staff feeling physically and psychologically safe. In this respect, the subject includes violence and aggression, as well as harassment, sexual abuse, substance use and addiction, crisis situations; earthquake, fire, flood etc. It includes many topics (Dönmez and Özer, 2009).

Crisis is a situation that can be experienced in every organization in today's world due to internal and external factors. Organizations; They must take precautions before the crisis occurs, manage the crisis situation correctly and effectively, and turn the outcome into benefit and minimize the negative effects. Here too, the biggest responsibility falls on organizational managers. Because schools work with a hierarchical system, and most of the time, school administrators are the ones responsible for monitoring all operations. Their experiences, knowledge, teamwork tendencies, foresight, perspectives, characters, etc. Its characteristics will play a leading role in solving crises.

### Crisis management

The relevant literature points out that the most effective point in the crisis management process is top managers, and managers are needed most in times of crisis (Sayın, 2008). For effective crisis management, managers are expected to have special and superior skills. Some of these skills are as follows: creating order in an environment of chaos, effectively coordinating the initial response to the crisis and subsequent rescue efforts, providing the communication environment and order required to manage the crisis, providing confidence to all stakeholders of the school, especially the management, employees and students, and managing the crisis. is to get over it in the shortest time with the least damage (Karaağaç, 2013).

The impact and negative consequences of the crisis are inversely proportional to the coping style and management style. (Erten, 2011). Management crises occur as a result of insufficient management, the crisis in the organization spreads to other organizations like an intertwined circle and may eventually cause chaos (Ocak, 2006). Crisis management is a complex and changeable process that cannot be reduced to a formula. Therefore, responding to crises requires effective and strong management.

For this reason, it is important to reveal the readiness level of school administrators, who have important duties and responsibilities in preventing and overcoming crises. The research is important in terms of learning the main problem of the research, how school administrators find themselves in terms of crisis management skills and brand creation, revealing the current situation and shedding light on the future.

## Crisis Management in Education

Although crisis management has mostly focused on businesses, the number of crisis management studies in schools has increased recently. Situations that arise in schools as a result of incidents that will impede or totally stop the educational process are known as crises. Since the next generation of society's leaders are its children, educational institutions are among the most important social constructions (Ocak, 2006). As a nation, we should prioritize the administration and safety of these establishments, which allow people to receive training at the appropriate level and in accordance with societal objectives (Aksoy and Aksoy, 2003). It is imperative that everyone do their jobs and obligations accurately and on time, starting with the administrative personnel at the school and ending with the ministry that is connected to the greatest organizational network in the nation.

Instead of a school suddenly facing a crisis, school administrators need to prepare for a possible crisis by analyzing the internal and external environment and evaluating self-aware or detected crisis signals. However, crisis research does not yield any results on whether schools have sufficient knowledge and skills (Aksu and Deveci, 2009).

## The Role of School Administrators in Crisis Management

Schools, where time and space are necessarily shared, are grounds for making it easier for even those who are not directly affected by the crisis to feel at risk and worry, as social environments facilitate the emotional transition. Schools are the organizations most affected by all managerial, psychological, technological, political and economic changes. The human and social responsibility of schools that educate the future cannot be denied. This responsibility requires good management of crises that can cause destruction. Therefore, if possible, schools should manage to get out of the crisis without experiencing a crisis, and if it is inevitable, with the least harm and highest benefit. This research is considered important in terms of trying to reveal the pre-crisis, crisis and post-crisis skill levels of school administrators in line with the opinions of school administrators working in high schools (Soysal and Paksoy, 2011).

It is important for school administrators to reveal the necessity of crisis management skills, to evaluate the current situation, to reveal the difference between what is desired and what exists, and to conduct a needs analysis (Yahşi, 2018).

Like other management theories, crisis management has been integrated from business management into educational management. Although crisis management entered the educational sciences literature later than developed countries, crisis management has taken a large place in research in the last decade.

## Conclusion

The institution called school is a dynamic organic structure. The manager of the environment of this dynamic and organic structure must observe the existing situation with an open perspective and ensure a dynamic transformation with projects that will make a difference in the school. The crisis management skill levels expected to be possessed by the school principal, one of the key figures for an institution, and the leadership styles they have, are important for qualified educational institutions. It is thought to be important for its creation.

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