The Role of Academic Leaders at Jerash University in Crises Management "Virus Corona as a model

By

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Abstract

The study aimed to identify the role of academic leaders at Jerash University in crisis management from the faculty members point of view "the emerging Corona pandemic as a model", as well as to identify the differences in the role of academic leaders at Jerash University in crisis management at the significance level ($0.05 \leq \alpha$) according to the study variables Gender Academic rank, years of experience, and identifying proposals that contribute to developing the performance of academic leaders at Jerash University in crisis management, "the new Corona pandemic as a model." The study was applied to a randomly selected sample of (72) faculty members at Jerash University,
The researcher designed a tool for the study, which is the questionnaire, and it included two parts: the first part related to the personal data of the study sample members, and the second part was divided into five areas and (34) paragraphs to reveal the role of academic leaders at Jerash University in crisis management - the Corona pandemic as a model, it was confirmed From the validity and reliability of the tool, the study used the descriptive analytical method The study reached the following results: that the role of academic leaders at Jerash University in crisis management from the point of view of faculty members, "the emerging corona pandemic as a model", came to a high degree, and there were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the computational circles for the estimates of individuals The study sample for the role of academic leaders at Jerash University in crisis management is attributed to the study variables (gender, academic rank, and years of experience)

Keywords: Crisis management, Corona pandemic, academic leaders, Jerash University

Introduction

The science of crisis management is one of the modern and necessary sciences that is concerned with it in all areas of life. The importance of crisis management is demonstrated through the availability of many scientific studies, and the interest of many countries through the presence of specialized centers in crisis and disaster Education institutions (public and university) are part of the system of multiple institutions in society, which are targeted by various crises, which sometimes reflect negatively on them. It has gained attention in crisis management in some Arab countries, including the Hashemite Kingdom of Jordan, with the presence of the National Center for Security and Crisis Management and the opening of the Disaster Management Specialization - Academy Prince Al-Hussein bin Abdullah II for Civil Protection - Al-Balqa Applied University and some Arab universities through the presence of an independent center for crisis management, and the role of academic leaders in managing these crises, and among the crises we are coexisting with at the present time, is the crisis of the emerging corona virus.

The impact of the Corona virus pandemic has affected education systems around the world, leading to the widespread closure of schools and universities on March 16, 2020, and governments in 73 countries announced the closure of primary and secondary schools, colleges and universities on a large scale. (UNESCO, 2020).

Many colleges and universities in the world have resorted to continuing the semester through distance learning using various educational programs and platforms, and some universities have decided that the grading system should be a success or a failure for this semester, taking into account the humanitarian aspect with students as a result of the global Corona virus crisis

Among the recommendations made by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to confront the Corona virus crisis and reduce its effects on education:

Use of digital learning platforms, online courses, and broadcasts via radio and television.

Ensure the inclusion of distance learning programs for students, including those with disabilities or low incomes.

- Protect data privacy and information security and do not violate the privacy of the student's data.

Planning the study schedule for distance learning programs.

Providing support to teachers and parents on digital tools.

- Setting the rules for distance learning and monitoring the students' learning process through tests and exercises. UNESCO, 2020)

Dealing with crises is a focus of management science, as it requires the presence of a special type of administrative leadership, which is characterized by: the ability to think creatively, courage, balance, communication, negotiation, the ability to dialogue and formulate and draw the tactics necessary to deal with crises. Ahmed (2002)

Higher education institutions represented by universities are one of the most important state institutions, which may face problems that could exacerbate and turn into risks and crises that threaten their path, and make them far from achieving their goals. There are many educational crises faced by educational institutions, which required them to develop clear strategies and visions to confront and overcome them. And managing it in a systematic way in the light of knowledge and awareness, the available capabilities and the prevailing management patterns, to address the crisis at the time of its emergence and not to allow its extension and avoid its negative effects (Ibrahim, 2001; Al-Serafy, 2008).

There are many concepts of crisis, as Vogelaar (2005) defined it as: unexpected events that disrupt the daily routine of organizations, and Hajji (2005) defined it as the science that is concerned with forecasting and forecasting and building the ability to respond to what may be likely, or seeking to reduce risks. Al Saud (2006) defines it as: “a sudden event or situation that poses a threat to the administrative entity and requires a decision to be taken in a very short period of time. Al-Khudairi (2003) classified crises in terms of their frequency into crises of a recurring periodic nature and crises of a sudden nature, and there is a classification of where depth leads to superficial and deep crises, (Ahmed, 2002).

It is possible to view the Corona virus crisis as a crisis that has negative effects on all vital sectors in societies, and among these sectors are the education sector as follows:

Considering this crisis as being of a sudden nature, as it recently appeared in December 2019 in the Chinese state of Wuhan.

- This crisis expanded and spread to other countries in the world, including: Italy, Spain, and the United States of America.

- It increased in expansion and spread to include all parts of the world and became like a sea wave in some countries, where its devastating effects were catastrophic.

Most of the world's countries have created precautionary and preventive plans by disabling their various institutions, including educational ones, such as schools, colleges and universities, and preventing mixing and roaming at specific times.

This crisis is classified as global.

We hope with God's help and his ability to recede its spread and return to normal life with God's help.

On the side of educational institutions in the Hashemite Kingdom of Jordan, whether public or university education, work has been suspended in education headquarters (schools, colleges and universities) and academic leaders have taken several decisions related to university education and the continuation of distance learning for students through educational programs and platforms such as Zoom or Blackboard, Thames Internet use, etc.

As for (Al-Serafy, 2003; Al-Zaher, 2009; Al-Hamalawy, 1995). They identified five stages of crisis management:

1. The stage of discovering the danger signals of the crisis, and these signs appear early because the crisis usually sends a series of early warning signals long before it occurs, or symptoms that predict the possibility of the crisis, and if attention is not paid to these signals, it is very likely that the crisis will occur.

2. The stage of preparedness and prevention: in which a set of prevention methods are taken required in the stage of discovering the danger, and prevention includes: discovering weaknesses and strengths in order to address them, and accordingly the organization must have preparations and methods for preventing crises, and developing appropriate plans and scenarios

3. Containment stage: This stage means the implementation of the confrontation plan that was developed in the previous stage to reduce the damage caused by the crisis. The effects resulting from the crisis are contained by stopping the chain of effects resulting from the crisis to reduce losses to a minimum.

4. The stage of recovery of activity: this stage includes the preparation and implementation of short and long-term programs, and this stage includes the restoration of lost morale.

5. The learning stage: It is a stage of continuous education and re-evaluation to improve what has been accomplished in the past, setting controls for the non-recurrence of crises in the future, and drawing lessons and lessons from the crises it faced previously to benefit from them in development and improvement.

The researcher believes that the crisis is a critical point facing the university, resulting in the suspension of some vital work, which may cause material or moral destruction, so a quick intervention decision is required to confront various situations and restore balance in the university. Universities face a careful pause and analysis, and it deserves to have some study that stands on the most important risks that could threaten the progress of universities, and on the methods that would limit those risks by either avoiding them or minimizing their negative effects, and getting to know the role of academic leaders at the University Jerash in crisis management (Corona virus as a model)

Study problem and questions: The current Corona virus crisis has emerged as a crisis facing educational institutions (schools, colleges and universities), which, through its analysis and understanding, indicates that it is sudden and unexpected, and that requires academic leaders to take a set of decisions to confront this pandemic and ensure the continuity of student learning in stressful conditions. It also aims to respond appropriately to the events of the crisis, prevent its escalation, and reduce its negative consequences to the least possible extent; this allows the university to have greater control over its capabilities and avoid the least amount of losses.

It also requires academic leaders to respond quickly and effectively to the conditions of the rapid changes necessary in order to stave off the dangers of the crisis, take decisive decisions to confront it, reduce its damage, and provide the necessary support to restore balance to its natural state.

Dealing with the crisis requires a scientific management with strategic orientations that takes into account the logical thinking in dealing with the steps of the crisis and the provision of supporting information on which to draw the borders of the crisis. We explain the following steps to deal with the crisis (Al-Zahir, 2009).

There are many obstacles that impede the crisis management process (Sabti, 2002), including: Organizational Obstacles: These are related to a lack of knowledge of the senior management of the crisis management process, poor training of the organization's personnel, obstacles related to information and its validity and accuracy about the crisis, obstacles related to communication and the difficulty of transferring and exchanging information Inside and outside the organization, and humanitarian obstacles related to individuals' lack of awareness of the seriousness of crises. The results of the study of Al-Jumaili and Al-Shammari (2009) indicated that there is weak

management of the stages of crisis management in the General Directorates of Education in Baghdad Governorate.

While the results of the study of Zara'a and Kaaki (2015) indicated the absence of a strategic plan to confront crises at Princess Noura bint Abdul Rahman University in the Kingdom of Saudi Arabia, while the results of the study of Ayabneh and Ashour (2018) regarding the reality of crisis management in public universities in northern Jordan that the Authority Teaching refers to average estimates of the reality of crisis management, and from here the researcher found the need to address the topic of the role of academic leaders at Jerash University in crisis management (Coronavirus as a model) because of the great importance of this topic, and the study problem is summarized in answering the following questions:

1- What is the role of academic leaders at Jerash University in crisis management, "the Corona pandemic as a model"?

2- Are there statistically significant differences at the level ($\alpha \geq 0.05$) in the role of academic leaders at Jerash University in crisis management "the Corona pandemic" that are attributed to gender variables: (male, female), years of experience (less than 10 years, 10 years and more) and rank Academic (Assistant Professor, Associate Professor, Professor)?

Study Objectives: The study aims at the following:

- Identifying the role of academic leaders at Jerash University in managing crises, the emerging corona pandemic (Covid-19). In the educational and academic field.

Determining whether there are differences in the role of academic leaders at Jerash University in crisis management, "the Corona pandemic as a model", according to the study variables: gender, academic rank, years of experience, importance of the study: The importance of the study appears in the following: The issue of crisis management is one of the modern topics in the field of public administration in general and educational administration in particular, especially with the rapid developments in the fields of life, especially the crises of the spread and spread of epidemics such as the Corona pandemic (Covid-19) in the educational and academic fields.

- This study is useful in diagnosing the reality of crisis management at the University of Jerash, which helps the academic leaders to obtain sufficient information about the methods of dealing with various crises of all kinds, which leads to a change in administrative performance, and this is of benefit to the university.

The importance of the study stems from the fact that it is one of the rare studies applied to academic leaders in Jordanian universities - according to the researcher's knowledge.

The limits of the study:

Objective limit: The study was limited to studying the topic of the role of academic leaders at Jerash University in crisis management, "Coronavirus as a model."

Spatial Limit: This study was applied in all faculties of Jerash University.

Time limit: This study was applied in the second semester of the year (2020-2021 AD).

- Human Limit: This study was applied to all faculty members at Jerash University.

Terminology of the study: The study called for the definition of the following terms:

Academic leaders: They represent the top of the organizational structure at the university, represented by the deans of faculties, their assistants, and heads of academic departments who conduct academic and administrative work in university faculties, and take decisions during crises.

The crisis: Al-Ghafli (2017, 14) defines it as "an unexpected problem that may lead to disaster if it is not resolved quickly." The researcher defines it procedurally as an unexpected and sudden event that destabilizes stability and security, and requires methods and means to prevent its development, mitigate its effects, or eliminate on him.

Crisis management: Al-Kardousi (2008, 9) defines it as "a set of procedures and mechanisms that depend on knowledge and science, and are followed by the crisis management team in the pre-crisis stage as a preventive measure, or during its occurrence with the aim of reducing its effects, or after its occurrence to remove the effects." consequent upon."

Crisis management: the researcher defines it procedurally, "the degree of responses of the sample members to the role of academic leaders at Jerash University in crisis management: the Corona crisis as a model.

Corona Pandemic: The global spread of a new disease caused by a virus that was discovered from the Corona virus strain, which began its outbreak in the Chinese city of Wuhan in December 2019 and has now turned into a pandemic affecting many countries of the world. (WHO, 2020)

Previous studies:

Zaraa and Kaaki (2015) conducted a study aimed at identifying crisis management mechanisms at Princess Nourah bint Abdul Rahman University in Saudi Arabia, using the descriptive analytical survey method, and the sample consisted of (37) faculty members, and the study concluded that there is no strategic plan to confront crises, And that there are shortcomings in reality and the absence of planning, and that senior leaders usually take preventive measures to avoid the occurrence of the crisis, and there are no statistically significant differences in the stages of the crisis due to the variables of academic rank, years of experience and the number of training programs in the field of crises.

And in the study of Abbas (2015), which aimed to measure the crisis management of the heads of scientific departments in the colleges of universities in the province of Baghdad. Measuring the administrative creativity of the heads of the scientific departments in the faculties of the universities of Baghdad governorate, finding the differences in the crisis management of the heads of the scientific departments in the faculties of the universities of the Baghdad governorate according to the two variables of specialization (scientific - human), the study sample included (161). As for the study tools, they were as follows: (Crisis Management and Administrative Creativity). The study reached the following results: The heads of the scientific departments in the colleges of the universities of Baghdad governorate have a high level of crisis management, and there are no statistically significant differences in the crisis management tool for the heads of scientific departments in the colleges of Baghdad governorate universities, according to the (scientific - humanitarian) specialization.

As for the Shboul study (2017), it aimed to identify the degree of participation of the heads of academic and administrative departments in Jordanian universities in planning for crisis management, using the analytical descriptive survey method. The study tool included (31) paragraphs distributed to the sample members (150) heads of the academic and administrative department in the Jordanian public and private universities in the northern region. There are statistically significant differences at the level of α 0.05 in the field of the crisis prevention plan, and there are differences in the areas of the crisis sensing plan and the plan to deal with the crisis, and for all areas attributed to gender and in favor of males

And the presence of statistically significant differences in the areas of: the crisis prevention plan, the plan to deal with the crisis, and the total degree attributed to experience and in favor of 10 years or more.

On the other hand, Al-Ajez (2017) conducted a study aimed at identifying the degree of practice of crisis management by senior management in Palestinian universities and its relationship to indicators of strategic thinking. The researcher used the descriptive analytical approach, by applying the study tool, which consisted of two questionnaires: The most important results were as follows: The total degree of estimation of the sample members' degree of senior management practice in the Palestinian universities for crisis management was 76.03%, with an average of 3.79, and there are statistically significant differences at the level of significance $\alpha \leq 0.05$ due to the university type variable, in favor of the government

The variable of scientific rank is in favor of (Assistant Professor), while there are no differences due to the variable years of service.

Tayfur (2018) conducted a study aimed at identifying how to manage crises in the faculties of the University of Hail by identifying the sources of crises and the strategies used to deal with them from the point of view of academic leaders. In its results, the study indicated that the total degree

of crisis sources is large, and that the total degree of strategies used to confront them is medium. It also shows that there are no statistically significant differences in crisis sources due to the different variables: gender, years of experience, academic rank, and job title.

It was also found that there were statistically significant differences in the strategies used due to the difference in the variable of experience, and there were no statistically significant differences in the strategies used due to the different variables of gender, academic rank, and job title.

Ababneh and Ashour (2018) conducted a study aimed at identifying the reality of crisis management in public universities in northern Jordan from the point of view of the faculty members. The descriptive approach was used, and the study tool consisted of a questionnaire, and the study sample (240) faculty members in Yarmouk, Science and Technology and Aal al-Bayt universities were selected using the method of stratified random sampling from the study population. Crisis management, the study also indicated that there is an effect of the college variable in favor of the humanities, and the gender variable in favor of males, and that there is no effect of the academic rank variable of faculty members in their perception of the reality of crisis management in universities.

Mohsen, (2019) also conducted a study aimed at identifying the reality of crisis management for the deans of faculties at Al-Mustansiriya University and its relationship to effective decision-making from the teachers' point of view Study community. The results of the study showed that the faculty members see that the deans have a good level in their management of crises when they occur, the ability to contain crises and mitigate their effects, and the ability to take appropriate decisions to deal with them.

Al-Khuwaiter (2019) conducted a study aimed at identifying the reality of the role of academic leaders at Prince Sattam bin Abdulaziz University in crisis management, and also identifying the needs and obstacles facing academic leaders in them, using the descriptive analytical survey method. The sample consisted of (174) academic leaders, and the interview tool as well as the questionnaire were used, and the study concluded that the degree of reality of the role of academic leaders at Prince Sattam bin Abdulaziz University in crisis management is (medium), and that there is agreement with a (high) degree in crisis management towards the needs of The role of academic leaders in crisis management, and the proposed role for them.

Ali (2020) study aimed to shed light on crises and their management by introducing the seriousness of crises and their repercussions on the state and society, and how to deal with them. By developing plans and different scenarios for crisis management

The study of Al-Sisi and Al-Maghasi (2020) aimed to identify the reality of the use of the crisis management system in Saudi schools in the face of Covid (, COVID-19) by identifying the attitudes of workers in the administrative and academic staff towards the availability of a crisis

management system in public education schools In Al-Madinah Al-Munawwarah, the study tool, the questionnaire, was developed and applied to a sample of (126), and the results showed that the study members agreed with a high degree on the availability of a crisis management system in schools.

Commenting on previous studies: The previous studies emphasized the importance of crisis management, introducing its dangers, stages and mechanisms of its management in general, and in educational institutions in particular. The Ali study (2020), the Al-Khuwaiter study (2019), the Tayfur study (2018), the Ababneh and Ashour study (2018), the degree of participation in crisis management planning as indicated by the Shubul study, (2017), and the availability of a system for managing educational institutions, as indicated by the study Sisi and Maghasi (2020)

Study methodology and procedures: The researcher followed the descriptive analytical approach, which depends on studying the phenomenon in reality, describing it and analyzing it, and expressing it quantitatively and qualitatively, by designing a questionnaire to measure the role of academic leaders at the University of Jerash in crisis management from the point of view of the faculty members, "The new Corona pandemic as a model":

Study Population: The study population consisted of all faculty members at Jerash University, whose number is (212), according to the statistics of the Human Resources Department at Jerash University for the academic year (2020/2021 AD), who were chosen by a simple random method.

Study sample: The study sample was selected from the study population in a simple random manner in a way that ensures that the sample represents the community from which it was taken, and table (1) shows that

Table (1): Distribution of the study sample according to the variables /Categories Ratio

Percentage variable	frequency	Variable Levels	Variable
69.4	50	male	Gender
30.6	22	female	
100.0	72	Total	
50.0	36	Assistant Professor	Academic Rank
29.2	21	Associate Professor	
20.8	15	Professor	
100.0	72	Total	
56.9	41	Less than 10 years	Years of experience
43.1	31	10 years and over	
100.0	72	Total	

Study tool: The study tool was built by referring to previous studies and theoretical literature on the issue of crisis management, and the scale consisted of five alternatives in the answer, and they were corrected by giving the paragraphs grades (1-2-3-4-5), and the levels of members' responses were determined On the tool, and classify the arithmetic averages according to the following criteria: (1.79 and less) to a very small degree, (1.80 - 2.59) to a small degree, (2.60 - 3.39) to a medium degree, (3.40 - 4.19) to a large degree, (4.20 and more) to a very large degree

Validity of the tool: The validity of the study tool was verified, and presented in its initial form to a group of arbitrators in the field of specialization (measurement and evaluation, educational administration, teaching methods, and educational psychology). Studying instrument stability: To check the reliability of the study instruments, Cronbach's alpha coefficient will be used

Study tool: To achieve the objectives of the study, the researcher developed a questionnaire by referring to the theoretical literature and previous studies related to the subject of the current study, such as the study of Ali (2020), the study of Al-Khuwaiter (2019), the study of Tayfur (2018), the study of Ababneh and Ashour (2018), and the study of Al-Shboul (2017) and the study of Al-Sisi and Al-Maghasi (2020). The questionnaire consisted of two parts; the first represents personal data, and the second is to measure the role of academic leaders at Jerash University in crisis management, and in order to verify the implications of the tool's validity and stability, the researcher performed the following procedures:

Indications of tool validity: To verify the validity of the content of the tool, it was presented in its initial form to a group of experts and specialists in the fields of: educational administration and pedagogy, measurement and evaluation, curricula and teaching at Jerash University and Yarmouk University, and a number of experts, specialists and educational supervisors working in the educational field. Their number is (10) arbitrators, with the aim of expressing their opinions on the paragraphs of the questionnaire in terms of clarity of meaning and language and their suitability for the field to which they belong, and any modifications and notes they deem appropriate.

The observations unanimously agreed upon by more than 80% of the arbitrators were taken, which were limited to: Making an amendment in the language and thus the tool became in its final form after the amendment and renumbering consisting of (34). In order to answer the paragraphs of the study tool, a five-way Likert scale was adopted; And that is as follows: (Very high and takes 5 degrees, large and takes 4 degrees, medium and takes 3 degrees, low and takes 2 degrees, and very low and takes 1 degree). To verify the validity of the tool's construction, it was applied to an exploratory sample consisting of 20 individuals from the target study population, but from outside the target study sample, in order to calculate the values of Pearson's correlation coefficients for the relationship of items with the tool and the domain to which it belongs, as shown in Table 2.

Table (2)

Evaluate the Pearson correlation coefficients for the relationship of paragraphs to a questionnaire measuring the role of academic leaders at the University of Jerash in crisis management and the field to which it belongs

Correlation coefficient with:		items	domain	no
the scale	domain			
0.78	0.79	Forming a team to face the crisis in light of the experiences of the university's faculty and administrators	The stage of discovering early warning signs of the Corona crisis	1
0.75	0.73	Designing guiding boards for security and safety instructions to be followed in the event of the Corona crisis.		2
0.86	0.90	Establish (clear and good) prospects for institutions that can provide assistance and expertise in the event of a corona crisis.		3
0.72	0.74	Develop a clear training program for each expected scenario of the Corona crisis.		4
0.66	0.69	Distribution of powers and responsibilities among the members of the Corona crisis response team in case it occurs.		5
0.74	0.63	Develop a plan to ensure the continuation of the educational process in the event of the Corona crisis.		6
0.82	0.79	Holding periodic meetings with the faculty to extract opinions on how to deal with the Corona crisis in the event of its spread.		7
0.76	0.77	Deploying the means of security and safety at the university to preserve the health of students and university employees.		8
0.70	0.68	Receiving warnings from the relevant authorities (higher education, Ministry of Health, Civil Defense) in case the university is exposed to a crisis.		9
0.81	0.71	Involve the work team and the local community in developing plans to deal with the Corona crisis..	Preparedness and prevention phase	10
0.66	0.69	Prepare to face the crisis by taking a set of preventive measures.		11
0.69	0.73	Prepare and prepare to face the crisis after making sure that it cannot be avoided.		12
0.52	0.58	Make efforts to prevent the occurrence of the Corona crisis and its spread in the university.		13
0.80	0.82	Preparing a database (data and information) related to plans to deal with the Corona crisis.		14
0.74	0.65	Building a network of effective communications between the university and the competent authorities (hospital - civil defense).		15
0.38	0.35	Holding training courses for faculty members and students on how to deal with the Zoom e-learning platform.	Damage containment and mitigation phase	16
0.83	0.83	Changing work methods at the university to contain the Corona crisis and limit its damage.		17
0.91	0.86	Participation of specialists in making decisions regarding stopping the crisis and limiting its effects.		18

Correlation coefficient with:		items	domain	no
the scale	domain			
0.80	0.77	Use the resources and capabilities available at the university to contain the damage caused by the crisis.		19
0.82	0.73	Consultation with opinion and experience on how to deal with the Corona crisis.		20
0.87	0.82	Develop well-known and coordinated procedural plans to be used at the time of crises, thus reducing the risks resulting from them.		21
0.75	0.69	Implementing the drawn plans that limit the damages of the Corona crisis at the university.		22
0.42	0.48	The university resumes its functions: (teaching, scientific research, and community service).		23
0.41	0.48	Employing an e-learning and distance learning platform for all university students and faculty members.		24
0.36	0.30	Follow up on the implementation of distance education by faculty members through the Zoom educational platform.	**recovery phase**	25
0.86	0.86	Follow up the process of maintaining devices, safety means and health protocol at the university.		26
0.79	0.64	Providing the necessary financial capabilities to deal with crises by allocating an adequate budget		27
0.52	0.53	Restore the normal work and activities of the university through the Zoom educational platform.		28
0.60	0.70	Making quick decisions for the university to continue its business and activities without any delay.		29
0.74	0.63	An inventory of the losses (physical, psychological and social) caused by the Corona crisis.		30
0.54	0.54	Keeping up with scientific and technological developments in dealing with the Corona crisis.	**learning stage**	31
0.85	0.84	Evaluating the plans and methods used in addressing the Corona crisis, to develop and adopt them in the future.		32

Correlation coefficient with:		items	domain	no
the scale	domain			
0.46	0.37	Forming a committee for e-learning and distance learning to evaluate the activities of the Zoom educational platform.		33
0.75	0.85	Take all necessary measures to study the impact of the crisis on the beneficiary groups.		34

It is noted from the results in Table (2) that the values of the correlation coefficients of the paragraphs of the domain of the early warning signs detection phase of the Corona crisis with its domain ranged from 0.63 to 0.90, and with the tool it ranged from 0.66 to 0.86, and that the values of the correlation coefficients of the items of the domain of the preparedness and prevention phase ranged from 0.58 to 0.82, and with the tool it ranged from 0.52 to 0.81, and that the values of the correlation coefficients of the paragraphs of the domain of the damage containment and limitation phase ranged from 0.35 to 0.86, and with the tool it ranged from 0.38 to 0.91, and that the values of the coefficients of the correlation coefficients of the paragraphs of the recovery phase domain with its domain It ranged from 0.30 to 0.86, and with the tool it ranged from 0.36 to 0.86, and the coefficients of the correlation coefficients for the items of the domain of the learning stage ranged from 0.54 to 0.85, and with the tool it ranged from 0.46 to 0.85.

It is noted from the previous values of the validity of the construction of the tool; that the value of each Pearson correlation coefficient for the relationship of paragraphs with the tool was not less than a standard (0.20); Which indicates the quality of building the paragraphs of the tool and its validity for the purposes of this study (Al-Kilani and Al-Sharifin, 2011, 431), in addition to the above; The Pearson correlation coefficients for the domains' relationship with the tool were calculated, in addition to calculating the values of the Pearson correlation coefficients for the domains between each other, as shown in Table 3.

Table (3)

The values of the Pearson correlation coefficients for the relationship of domains to the tool, and the values of the Pearson correlation coefficients for the domains between each other

learning stage	recovery phase	Damage containment and mitigation phase	Preparedness and prevention phase	The stage of discovering early warning signs of the Corona crisis	statistician	Relationship
				0.90	correlation coefficient	Preparedness and prevention phase
				0.00	Statistical significance	
			0.88	0.93	correlation coefficient	

			0.00	0.00	Statistical significance	Damage containment and mitigation phase
		0.89	0.79	0.84	correlation coefficient	recovery phase
		0.00	0.00	0.00	Statistical significance	
	0.86	0.86	0.79	0.82	correlation coefficient	learning stage
	0.00	0.00	0.00	0.00	Statistical significance	
0.92	0.92	0.97	0.93	0.96	correlation coefficient	**total scale**
0.00	0.00	0.00	0.00	0.00	Statistical significance	

It can be seen from Table 3 that the values of Pearson's correlation coefficients for the domains' relationship to the tool ranged from 0.92 to 0.97, and the Pearson correlation coefficients for the domains' relationship to each other ranged from 0.79 to 0.93. It is noted from the previous values of construct validity; that the value of each Pearson correlation coefficient for the relationship of the items with the scale and the domain to which they follow was not less than a standard (0.20); This indicates the quality of constructing the paragraphs of the scale (Al-Kilani and Al-Sharifin, 2011, 431).

The implications of the tool's stability: for the purposes of verifying the stability of the internal consistency of the measure of the role of academic leaders at the University of Jerash in crisis management; Cronbach's α equation was used based on the data of the first application of the pilot sample, as shown in Table (4)

Table (4)

The values of the internal consistency stability coefficients to measure the role of academic leaders at the University of Jerash in crisis management and its fields

No items	Consistency of internal consistency	domains
9	0.97	The stage of discovering early warning signs of the Corona crisis
6	0.97	Preparedness and prevention phase
6	0.97	Damage containment and mitigation phase
7	0.98	recovery phase
6	0.98	learning stage
34	0.97	**Total**

It is noted from Table 4 that the value of the internal consistency of the measure of the role of academic leaders at Jerash University in crisis management was 0.97, and its domains ranged from 0.0.97 to 0.0.98; these values indicate the quality of the scale construction and its validity for the purposes of this study.

The standard adopted in judging arithmetic means: In order to pass judgments on the arithmetic means of the study tool, its fields and the paragraphs that follow it, the researcher used the triangular scale to correct the tool to judge the role of academic leaders at Jerash University in crisis management, and its fields and paragraphs, as follows:

Table (5)

The criterion for judging the arithmetic means of the study tool, its fields, and the paragraphs that follow it

Means	role
From3.67-5.0	high
From3.66-2.34	intermediate
Less than 2.34	low

Study variables: The study included the following variables:

First: The independent variables include:

Gender, which has two categories (male and female).

Academic rank, and it has three levels (Assistant Professor, Associate Professor, and Professor).

- Years of experience, and it has two levels (less than 10 years, 10 years and more).

Second: the dependent variable, which includes:

The sample members' estimates of the role of academic leaders at Jerash University in crisis management.

Study procedures: The researcher performed the following procedures:

Reviewing the educational literature and previous studies related to the topic of the current study.

Determining the number of the study population and the target sample.

- Preparing the study tool in its initial form after reviewing the educational literature and related studies.

- Verify the significance of the validity and stability of the study tool to come up with the final image of the tool.

Applying the study tool in its final form electronically to the target sample members on the specified date.

- Collecting the responses of the sample members to the questionnaires, checking them, downloading them to the computer, and processing them statistically to answer the two questions of the study, and coming up with recommendations in light of the results that have been reached

Statistical manipulations:

Frequencies and percentages to determine the distribution of the study sample according to the variables.

- Cronbach's alpha coefficient to calculate the stability of the internal consistency of the study tools.

To answer the first question of the study; the arithmetic means and standard deviations of the responses of the study sample members were calculated.

To answer the second question of the study; Three-way analysis of variance (without interaction) was used to reveal the differences in the responses of the study sample members towards the role of academic leaders at Jerash University in crisis management.

Presentation and discussion of the results: The study aimed to reveal the role of academic leaders at Jerash University in crisis management, by answering the following two study questions:

O no. Results related to the first study question, which states: "What is the role of academic leaders at Jerash University in crisis management, "the Corona pandemic as a model?" To answer this question; the arithmetic means and standard deviations of the role of academic leaders at Jerash University in crisis management were calculated, taking into account the order of the fields in descending order according to their arithmetic means, as in Table (6).

Table (6)

The values of the arithmetic means and standard deviations of the estimates of the sample members for the role of academic leaders at Jerash University in crisis management, taking into account the order of the fields in descending order according to their arithmetic means

role	Standard deviation	means	domains	n	rate
high	0.49	4.26	recovery phase	4	1
high	0.53	4.13	learning stage	5	2
high	0.58	4.07	Damage containment and mitigation phase	3	3
high	0.59	4.07	The stage of discovering early warning signs of the Corona crisis	1	3
high	0.61	3.93	Preparedness and prevention phase	2	5
high	0.51	4.09	**Total**		

It is noted from the results in Table (6) that the sample members' estimates of the role of academic leaders at Jerash University in crisis management came within a (high) level, with an arithmetic mean (4.09), and the fields came according to the following order: the stage of recovery of activity in the first place, and with an arithmetic mean (4.26).), with a standard deviation of (0.49) and a level of (high), followed by the domain of the learning stage in the second place, with an arithmetic mean (4.13), and at a level (high), and in the third place came the domain of the stage of damage containment and limitation, with an arithmetic mean (4.07), and with a degree of (big) The field

of early warning signs of the Corona crisis ranked fourth, with a mean of (4.07), and at a level (high), and finally, the field of the stage of preparedness and prevention came in the fifth place, with a mean of (3.93), and at a level (high). For more information, the arithmetic means and standard deviations of the estimates of the study sample members were calculated on the items of each field of the tool, as they were as follows:

First: The field of the recovery stage the arithmetic means and standard deviations of the paragraphs of the recovery stage field were calculated from the point of view of the faculty members at Jerash University, taking into account their descending order according to their total arithmetic means, as shown in Table (7).

Table (7)

The values of the arithmetic means and the standard deviations of the estimates of the sample members for the role of academic leaders at Jerash University in crisis management on the paragraphs of the field (activity readiness stage) arranged in descending order according to their arithmetic means

role	Standard deviation	means	items	n	rate
high	0.55	4.69	Employing an e-learning and distance learning platform for all university students and faculty members..	24	1
high	0.59	4.65	Follow up on the implementation of distance education by faculty members through the Zoom educational platform	25	2
high	0.83	4.29	.. Restore the normal work and activities of the university through the Zoom educational platform.	28	3
high	0.83	4.18	The university resumes its functions: (teaching, scientific research, and community service).	23	4
high	0.72	4.10	Follow up the process of maintaining devices, safety means and health protocol at the university	26	5
high	0.65	4.06	Implementing the drawn plans that limit the damages of the Corona crisis at the university.	22	6
high	0.88	3.85	Providing the necessary financial capabilities to deal with crises by allocating an adequate budget	27	7
high	0.49	4.26	**Total domain**		

It is noted from the results in Table (7) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the first field (the stage of recovery of activity) are confined between an arithmetic mean (3.85) and an arithmetic mean (4.69), and all paragraphs came within role (high); Where the highest estimate for paragraph (24), which states "the employment of the e-learning and distance learning platform for all university employees, including students and faculty members," came in the first place, as its mean value was (4.69), and the role (high), followed by the paragraph (25)

It is noted from the results in Table (7) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the first field (the stage of recovery of activity) are confined between an arithmetic mean (3.85) and an arithmetic mean (4.69), and all paragraphs came within role (high); Where the highest estimate for paragraph (24), which states "the employment of the e-learning and distance learning platform for all university employees, including students and faculty members," came in the first place, as its mean value was (4.69), and the role (high), followed by the paragraph (25)

Table (8)

The values of arithmetic means and standard deviations of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the items of the field (learning stage) arranged in descending order according to their arithmetic means

role	Standard deviation	means	items	n	rate
high	0.57	4.60	Forming a committee for e-learning and distance learning to evaluate the activities of the Zoom educational platform.	33	1
high	0.68	4.31	Making quick decisions for the university to continue its business and activities without any delay	29	2
high	0.58	4.26	Keeping pace with scientific and technological developments in dealing with the Corona crisis.	31	3
high	0.81	4.10	Evaluating the plans and methods used to address the Corona crisis for future development and adoption.	32	4
high	0.86	3.90	Take all necessary measures to study the impact of the crisis on the beneficiary groups	34	5
high	0.83	3.63	An inventory of the losses (physical, psychological and social) caused by the Corona crisis.	30	6
high	0.53	4.13	Total domain		

It is noted from the results in Table (8) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the items of the second field (the learning stage) are confined between an arithmetic mean (3.63) and an arithmetic mean (4.60), and (5) items came within the role (high), and (one paragraph) within the role (medium); Where the highest estimate for paragraph (33), which states, "The formation of a committee for e-learning and distance learning to evaluate the activities of the Zoom educational platform" came in the first place, as its arithmetic mean value reached (4.60), and with a role (high), followed by paragraph (29) , which stipulates "making quick decisions to continue the university's work and activities without any delay" and with an arithmetic mean (4.31), and a role (high)

And with a role (high), and the lowest estimate was for paragraph (30), which states "the inventory of losses (material, psychological and social) resulting from the Corona crisis", as the arithmetic mean value of it reached (3.63), and the role (average).

Third: Damage containment and limitation stage. The arithmetic means and standard deviations of the paragraphs of the damage containment and limitation stage domain were calculated from the point of view of the faculty members at Jerash University, taking into account their descending order according to their total arithmetic means, as shown in Table (9).

Table (9)

The values of the arithmetic means and standard deviations of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the domain paragraphs (the stage of damage containment and limitation) arranged in descending order according to their arithmetic means

role	standard deviation	means	items	No item	Rank
high	0.69	4.47	Holding training courses for faculty members and students on how to deal with the Zoom e-learning platform	16	1
high	0.68	4.28	Changing work methods at the university to contain the Corona crisis and limit its damage.	17	2
high	0.73	4.03	Develop well-known and coordinated procedural plans to be used at the time of crises, thus reducing the risks resulting from them.	21	3
high	0.74	3.99	Use the resources and capabilities available at the university to contain the damage caused by the crisis.	19	4
high	0.76	3.89	Consultation with opinion and experience on how to deal with the Corona crisis.	20	5

high	0.89	3.79	Participation of specialists in making decisions regarding stopping the crisis and limiting its effects.	18	6
high	0.58	4.07	**Damage containment and mitigation phase**		

It is noted from the results in Table (9) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the third field (the stage of damage containment and reduction) are confined between an arithmetic mean (3.79) and an arithmetic mean (4.47), and the paragraphs came All of them are within a role (high), and there are (6) paragraphs; Where the highest estimate for paragraph (16), which states, "Conducting training courses for faculty members and students on how to deal with the Zoom platform for distance e-learning" came in the first place, as its mean value was (4.47), and with a role (high), This was followed by paragraph (17), which states "Changing the methods of work in the university to contain the Corona crisis and limit its damage" and with an arithmetic mean (4.28), and with a role (high), and it was the lowest estimate of paragraph (18) Fourth: The scope of the early warning signs discovery phase of the Corona crisis 10).

Table (10)

The values of the arithmetic means and standard deviations of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the domain paragraphs (the stage of discovering early warning signs of the Corona crisis) arranged in descending order according to their arithmetic means

role	Standard deviation	means	items	n	rate
high	0.72	4.31	Develop a plan to ensure the continuation of the educational process in the event of the Corona crisis.	6	1
high	0.74	4.22	Forming a team to face the crisis in light of the experiences of the university's faculty and administrators.	1	2
high	0.70	4.11	Distribution of powers and responsibilities among the members of the Corona crisis response team in case it occurs.	5	3
high	0.75	4.10	Deploying the means of security and safety at the university to preserve the health of students and university employees.	8	4
high	0.76	4.04	Receiving warnings from the relevant authorities (higher education, Ministry of Health, Civil Defense) in case the university is exposed to a crisis.	9	5
high	0.77	4.03	Designing guiding boards for security and safety instructions to be followed in the event of the Corona crisis.	2	6

high	0.86	3.99	Develop a clear training program for each expected scenario of the Corona crisis.	4	7
high	0.82	3.94	Holding periodic meetings with the faculty to extract opinions on how to deal with the Corona crisis in the event of its spread.	7	8
high	0.79	3.93	Establish (clear and good) prospects for institutions that can provide assistance and expertise in the event of a corona crisis	3	9
high	0.59	4.07	Total domain		

It is noted from the results in Table (10) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the fourth field (the stage of discovering early warning signs of the Corona crisis) are confined between an arithmetic mean (3.93) and an arithmetic mean (4.31). All paragraphs came within the role of (high), and they numbered (9) paragraphs; Where the highest estimate for paragraph (6), which states, "Developing a plan to ensure the continuation of the educational process when the Corona crisis strikes" came in the first place, as its arithmetic mean value reached (4.31), and with a role (high), followed by paragraph (1), which It stipulates "forming a team to confront the crisis in light of the experiences of the members of the Commission." teaching and administrators at the university" and with an arithmetic mean (4.22), and with a role (high), and the lowest estimate was for paragraph (3), which states "establishing (clear and good) possibilities for institutions that can provide assistance and expertise in the event of the Corona crisis," as it reached Its arithmetic mean value is (3.93), and the role is (high).

Fifth: The field of preparedness and prevention: The arithmetic means and standard deviations of the paragraphs of the field of preparation and prevention stage were calculated from the point of view of the faculty members at Jerash University, taking into account their order in descending order according to their total arithmetic means, as shown in Table (11).

Table (11)

The values of the arithmetic means and standard deviations of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the field (the stage of preparedness and prevention) arranged in descending order according to their arithmetic means

role	Standard deviation	means	items	n	rate
high	0.72	4.31	Develop a plan to ensure the continuation of the educational process in the event of the Corona crisis.	6	1

high	0.74	4.22	Forming a team to face the crisis in light of the experiences of the university's faculty and administrators.	1	2
high	0.70	4.11	Distribution of powers and responsibilities among the members of the Corona crisis response team in case it occurs.	5	3
high	0.75	4.10	Deploying the means of security and safety at the university to preserve the health of students and university employees.	8	4
high	0.76	4.04	Receiving warnings from the relevant authorities (higher education, Ministry of Health, Civil Defense) in case the university is exposed to a crisis.	9	5
high	0.77	4.03	Designing guiding boards for security and safety instructions to be followed in the event of the Corona crisis.	2	6
high	0.86	3.99	Develop a clear training program for each expected scenario of the Corona crisis.	4	7
high	0.82	3.94	Holding periodic meetings with the faculty to extract opinions on how to deal with the Corona crisis in the event of its spread.	7	8
high	0.79	3.93	Establish (clear and good) prospects for institutions that can provide assistance and expertise in the event of a corona crisis.	3	9
high	0.59	4.07	Total domain		

It is noted from the results in Table (11) that the arithmetic means of the sample members' estimates of the role of academic leaders at Jerash University in crisis management on the paragraphs of the fifth field (the stage of preparedness and prevention) are confined between an arithmetic mean (3.69 -4.13), and all paragraphs came within the role of (high). , and there are (6) paragraphs; Where the highest estimate for paragraph (12), which states "preparation and readiness to confront the crisis after making sure that it cannot be avoided" came in the first place, as its arithmetic mean value reached (4.13), and in a role (high), followed by paragraph (13), which It stipulates "to make efforts to prevent the occurrence of the Corona crisis and its spread in the university" and in the middle of my account (4.04), and in turn(High), and the lowest estimate was for Paragraph (10), which states "involve the work team and the local community in developing

plans to deal with the Corona crisis", as the arithmetic mean value of it reached (3.69), and the role of (high).

Secondly. The results related to the second study question, which states: "Are there statistically significant differences at the level of significance (≤ 0.05α) between the average estimates of the study sample for the role of academic leaders at the University of Jerash in crisis management (Corona as a model) due to the variables: gender, academic rank, years' Experience, ?" In order to answer the second study question, the arithmetic means and standard deviations of the role of academic leaders at Jerash University in crisis management were calculated from the point of view of the faculty members according to the study variables (gender, academic rank, and years of experience), as shown in the table (12).

Table (12)

The values of the arithmetic means and the standard deviations of the estimates of the sample members for the role of academic leaders at Jerash University in crisis management according to the study variables

Total	statistician	/levels- variable	variable
4.08	means	male	**gender**
0.48	standard deviation		
4.13	means	female	
0.58	standard deviation		
4.06	means	Assistant professor	**Academic rank**
0.53	standard deviation		
4.09	means	Associated professor	
0.27	standard deviation		
4.19	means	professor	
0.70	standard deviation		
4.06	means	Less than 10 years	**Experience years**
0.51	standard deviation		
4.14	means	10 years and more	
0.52	standard deviation		

It is noted from the results in Table (12) that there are apparent differences between the arithmetic circles for a measure of the role of academic leaders at the University of Jerash in crisis management from the point of view of the faculty members, resulting from the different levels of the study variables; In order to verify the intrinsic differences between these arithmetic circles, a triple variance analysis (without interaction) was performed for the role of academic leaders at Jerash University in crisis management according to the study variables (gender, academic rank, and years of experience), as shown in Table (13).).

Table (13)

The results of the analysis of quartile variance (without interaction) for the role of academic leaders at Jerash University in crisis management from the point of view of faculty members according to the study variables

Statistical significance	Values F	mean squares	degrees of freedom	sum of squares	Contrast source
0.62	0.244	0.066	1	0.066	gender
0.81	0.206	0.056	2	0.112	Academic rank
0.64	0.219	0.060	1	0.060	experience
		0.272	67	18.198	الخطأ
			71	18.435	Total

It is clear from the results in Table (13) that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic circles of the estimates of the study sample members for the role of academic leaders at Jerash University in crisis management due to the study variables (sex, academic rank, and years of experience).

The results related to the first question, which were shown in Table (6), showed that the arithmetic averages of the answers of the study sample members to all fields of study for the role of academic leaders at Jerash University in crisis management from the point of view of the faculty members "the new Corona pandemic as a model" was high, This may be attributed to faculty members' full awareness of the role of academic leaders at Jerash University in crisis management, as well as teamwork during crisis management at the university, and academic leaders' understanding of faculty members' problems and working to solve them. The researcher may attribute this result to the involvement of faculty members. Teaching in providing proposals and initiatives during crisis management, and this result agreed with the results of the study of Abbas (2015), which indicated that the heads of departments in the faculties of the University of Baghdad possess a high level of crisis management, and the study of Mohsen (2019) and Assisi and Maghasi (2020)

While the result differed from the results of the Al-Khuwaiter study (2019), the Tayfur study (2018), and the Shboul study (2017), where the results of those studies indicated that the degree of crisis management and dealing with it came to a medium degree, and the results of the study also indicated in the field of learning that the role of academic leaders at the University Jerash in estimating the material, psychological and social losses resulting from crises was averageThe results also showed, where the order of the stages of crisis management was as follows: the stage of recovery of activity, the stage of learning, the stage of containing and limiting damage, the stage of discovering early warning signs of the Corona crisis, the stage of preparedness and prevention. The stage of recovery of activity is the highest estimate and response with an arithmetic average (4.26), while the stage of preparedness and prevention is the least estimated and response with an arithmetic average of (3.93), which means the necessity of involving the work team and the local community in developing plans to deal with the Corona crisis, and building a network of effective communications between The university and the competent authorities (hospital - civil defense). This result contradicts the result of the study of Sisi and Maghasi (2020), where the order of

providing a crisis management system was as follows: damage containment, learning, readiness for activity, preparedness and prevention, and early warning detection.

The results related to the second question, which are shown in Table (13), showed that there were no statistically significant differences at the significance level (≤ 0.05) for the role of academic leaders at Jerash University in crisis management due to the variables: gender, academic rank, and years of experience. The researcher attributes this result to the fact that there are Good coordination and harmony between the efforts of academic leaders and faculty members to confront crises, as well as the presence of direct contact between academic leaders and faculty members and the existence of good human relations, so we see that there is a similarity in awareness and vision of faculty members for the role of academic leaders in crisis management, regardless of their social status and rank. Academic and years of experience.

Recommendations: In light of the findings of this study, the research recommends the following:

The necessity of assessing the material and human losses that occurred during the crisis.

- Work to provide the financial capabilities necessary to deal with crises at the university by allocating an adequate budget to be used by the university while dealing with crises.

The necessity of putting forward alternative plans to deal with crises at the university and distributing them to faculties that can be referred to in the event of a crisis.

- Conducting a study on the health, psychological and social effects of crises in Jordanian universities

Community participation in facing crises and raising awareness among citizens to face emergency situations.

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