RESEARCH ARTICLE

Competencies of Strategic Planning of Jordanian School Principals and Its Relationship with Crisis Management from the Teachers' Perspective

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ARTICLE INFO	ABSTRACT
	The research aimed to measure the degree of availability of strategic planning competencies for Jordanian school principals and their relationship to crisis management. The sample consisted of (338) male and female teachers that was chosen randomly, descriptive approach was used; also, the questionnaire was used as a tool for the research. The results showed that the degree of availability of strategic planning competencies for school principals came to a medium degree. Also, the level of school principals in crisis management in Madaba governorate was intermediate. In addition, the results showed a strong positive correlation between the strategic planning competencies of school principals and their relationship to crisis management from the teachers' point of view. One of the most important recommendations of the research: enhancing the possession of school principals in Madaba governorate with the competencies of strategic planning and crisis management and enabling them to apply these skills in practice in their schools.

INTRODUCTION

The educational system is consistently a vigilant and conservative system considering the successes of other social systems such as the economic, social, and political systems. It continuously monitors the multiple successes of other systems and their experiments in modern theories and how to achieve them in its organizational structure for continuous development and growth. Hence, we find the educational system looking at these successes to invest them in its organizational and administrative structure. It has adapted administrative theories from the field of general administration in the economic system to employ them in its various departments, such as systems management theories, which have introduced strategic planning and crisis management in education as a chief requirement for building a quality system in educational institutions to address emergent and ongoing crises in its educational institutions and to overcome them.

Strategic planning can be viewed as an effective approach in educational institutions where change is tested with all its consequences. Education requires long-term planning. Since strategic planning relies on long-term planning, it may be suitable for the nature of educational institutions (Bayram, 2021).

The current era witnesses numerous rapid developments as a result of the cognitive explosion, which has brought about changes in various areas of life, especially in the educational field, posing a challenge to educational leadership in possessing the competencies and capabilities that qualify them

to undertake the tasks assigned to them to face crises, especially the crisis of the Covid-19 pandemic, which led to the suspension of studies and the closure of schools for millions of students in different countries around the world (Al-Qarni, 2021).

Despite all these challenges, there are no specialized teams in Jordanian schools to deal with the crises that these schools may face, and the role of administrations is limited to addressing the effects of crises after they occur. It is the responsibility of these teams to develop necessary plans to face potential crises before, during, and after their occurrence, in addition to transforming the crisis from a destructive event into a turning point for institutional development (Ababneh, 2017).

1.1 Study Problem:

The educational system in Jordan and worldwide has been facing an unprecedented crisis for over a year in confronting (Coronavirus - COVID-19). The world has been scrambling to find solutions to cope with a catastrophic crisis that has hit traditional education worldwide, and not everyone anticipated a crisis of the magnitude and depth of COVID-19, which deprived millions of people of education and attending schools. Through the experience of living through the COVID-19 crisis, and remote learning solutions with students in schools and with our children at home, and experiencing the challenges alongside dozens of colleagues in schools, and the multitude of complaints from parents, students, and the local community about ensuring their children's education in difficult and challenging circumstances, despite the threat of the disease to people's lives and their children, the problem was how to confront the crisis and overcome it. The researchers and a large group of teachers sensed the problem and wondered how to confront future crises and what is required for these managers to be able to manage crises in the future?

A survey was conducted, and 10 school principals were interviewed, asking the following questions: Have strategic plans been prepared for the schools? If the answer is no, why were crises not anticipated in advance and training conducted on how to manage them? The interviews showed that 20% of the school principals did not know what they were asked about, and 80% did not demonstrate capabilities in crisis management.

From the foregoing, the researchers concluded the importance of selecting this real-life topic in our schools and shedding light on it in the research to understand crisis management and its necessary requirements for principals.

1.2 Study Importance:

- The results of the current research may reveal the role of school principals' possession of strategic planning competencies, which may contribute to enhancing their crisis management capabilities and possibly be considered in the strategic plans of schools. This enables schools to face emerging crises, adapt to them, manage them in their favor, and achieve their goals as a social institution bearing the burden of general education in society.

- The study's importance also lies in providing the Arabic library with a scientific study on a very important topic for schools. The researchers aim to demonstrate the competencies of school strategic planning and how crises are managed through these competencies, and to illustrate the relationship between possessing these competencies and crisis management.

- The practical importance of this study is highlighted through diagnosing the reality of Jordanian schools in Madaba Governorate regarding strategic planning competencies, the level of school principals' crisis management practices, and the relationship between possessing these competencies and crisis management. These are urgent needs for directing the attention of officials in the Ministry of Education, especially those responsible for building schools' strategic plans from the planning departments, as well as educational supervisors and trainers, after revealing the study's findings regarding the reality of school principals' possession of strategic planning competencies and their utilization in managing emerging crises.

- It is expected that the study will contribute to activating strategic planning competencies among school principals by including them in the dimensions and mechanisms necessary for crisis management through taking measures and actions aimed at overall development of strategic planning. This should be done in a calculated and organized manner, considering the specificity of the local environment and the rapidly changing internal and external factors. This ensures the

effectiveness of crisis management and minimizes its damages as much as possible. This study can benefit:

1. Ministry of Education officials/supervisors and administrators.

2. School principals.

1.3 Study Objectives:

This study aims to assess the level of availability of strategic planning competencies among school principals in Madaba Governorate from the perspective of teachers and its relationship with the level of practicing crisis management.

1.4 Study Questions:

1. First Question: What is the degree of availability of strategic planning competencies among school principals in Madaba Governorate from the teachers' perspective?

2. Second Question: What is the level of crisis management practice among school principals in Madaba Governorate from the teachers' perspective?

3. Third Question: What is the relationship between the degree of availability of strategic planning competencies among school principals at a significance level of $(0.05 = \alpha)$ and the level of crisis management practice from the teachers' perspective in Madaba Governorate?

1.5 Study Terminology:

-**Strategic Planning Competencies:** Al-Fatlawi (2003, 17) defines them as "capabilities expressed in behavioral terms that include a set of tasks (cognitive, skillful, and emotional) that constitute the expected final performance to be achieved at a certain level of effectiveness."

- **Procedural Strategic Planning Competencies**: The degree obtained by school principals from the perspective of teachers on the questionnaire developed to measure the level of availability of strategic planning competencies within the framework of the educational sector to formulate its strategy or direction, and to make decisions regarding allocating resources to monitor this strategy. The concept can also extend to control mechanisms for building the strategic plan, implementing it, and evaluating it.

- **Crisis Management:** Defined by Hajji (2005) as the science that deals with prediction and forecasting, building the capacity to deal with what may be possible or striving to reduce risks, extracting lessons, and removing symptoms and causes. It involves applying strategies designed to help an organization faced with a sudden negative event resulting from an unforeseen event or an unexpected consequence of some events that posed a potential risk, necessitating quick decisions to minimize the damage to the organization.

- **Procedural Crisis Management:** It refers to administrative processes aimed at generating a strategic response to the crisis. A group of professional administrators and experienced individuals use their skills to identify necessary measures to minimize losses to the lowest extent possible. This is the degree obtained by school principals in crisis management areas (crisis planning, crisis management, post-crisis) from the teachers' perspective, measured through the questionnaire developed by the researchers for the current study.

2.1THEORETICAL FRAMEWORK:

Strategic Planning Competencies and Their Importance:

Educational and administrative competencies are among the most important elements relied upon by educational institutions to achieve their goals. Therefore, special training programs have been designed for them. Training and development are essential in strengthening human resources and represent a necessary investment with clear returns. The importance of strategic planning competencies lies in achieving integration between aspects of the educational system, providing comprehensive solutions to its various problems, and achieving the necessary balance between the stages of education, ensuring their integration and mutual assistance.

Al-Mahaydali (2016) considers strategic planning competencies in the cognitive field as fundamental to any work, focusing on the necessity of the school principal's understanding and awareness of the

specific aspects of the planning process in its three stages: diagnosis and analysis of the current situation, preparation and implementation of the plan, and monitoring and evaluation. It also focuses on the performance aspect related to the director's ability to deal with various procedures for these stages.

At-Talhi (2012) identifies four concepts for competency:

1. **Behavior:** It involves performing specific actions that are measurable. Precision and specificity dominate this concept.

2. **Information Proficiency:** This extends beyond performing specific tasks as in the first concept. It involves understanding and comprehending information, skills, and engaging in various activities. It includes the ability to choose to perform tasks and understanding the reasons behind those choices.

3. **Degree of Capacity:** This emphasizes the necessity of reaching a certain level of capability to perform a task considering agreed-upon standards and criteria.

4. **Competency Based on Individual Characteristics:** This concept is related to the personal characteristics of the individual, which can be measured based on objective personal criteria using interviews and questionnaires.

Crisis Management Concept and Its Requirements:

The term "crisis management" is strongly linked to public administration. Crisis management is a purposeful activity based on studying and obtaining the necessary information that enables management to predict the locations and directions of expected crises, creating an appropriate climate for dealing with them, by taking necessary measures to control and eliminate the expected crisis in favor of the organization. Educational institutions are among the most important institutions that require proficiency in crisis management. Crisis management requires action on three levels: before, during, and after the crisis. Each stage requires practical procedures, preparation, and effective training. In reality, management without strategic competencies during crises will not be sufficient, especially if the crisis is severe, necessitating structured programs in schools to improve the training or qualification of their staff in crisis management if they occur.

2.2. PREVIOUS STUDIES:

Studies that integrated the variables of the current study in the Hashemite Kingdom of Jordan were scarce, but several studies focused on each aspect separately. Here is a presentation of some of these studies, divided into two axes:

First Axis: previous studies related to the variable of strategic planning competencies.

• **Darwish & Al Abdullah (2019)**: The aim of the study was to identify the availability degree of strategic planning skills among female school leaders in the primary stage in the province of Hawtat Bani Tamim from the perspective of female teachers in light of the Kingdom's Vision for 2030. The study adopted the descriptive analytical survey method and applied a five-point scale questionnaire as a data collection tool during the academic year (1439-1440 AH). The study sample consisted of 244 female teachers randomly selected, representing 25% of the study population. The study concluded several results, the most important of which showed that the availability degree of strategic planning skills among school leaders in the province of Hawtat Bani Tamim from the perspective of female teachers was high.

• **Al Basel (2020)**: The study aimed to identify the reality of strategic planning practice by leaders of the Faculty of Education at Damietta University from the perspective of faculty members. The study included all faculty members at the Faculty of Education at Damietta University, with a sample of 63 teaching staff. A questionnaire covering five domains was used. The results revealed a weakness in the practice of strategic planning from the participants' perspective.

• **Al Haribi & Kasab (2020)**: The study aimed to identify the degree of availability of requirements for employing strategic planning in educational supervision development in the Republic of Yemen. The descriptive analytical method was used, and a questionnaire was distributed to a purposive sample of 159 supervisors in the educational supervision and curriculum sector at the Ministry of Education, including those working in the educational supervision department in the education office

and educational supervisors in the educational regions of Sana'a for the academic year (2019-2020). The study concluded that the availability degree of requirements for employing strategic planning in educational supervision development in the Republic of Yemen was moderate.

• **Bayram (2021)**: The study aimed to examine the implementation processes based on strategic planning for Ankara Province (National Education Directorate) in Turkey. The participants included 516 branch managers, consisting of heads and civil servants in the National Education Directorate in Ankara Province. Data was collected through a structured questionnaire with four parts using a five-point Likert scale. The descriptive survey method was employed. The results were classified according to the titles of the participants and could be summarized as follows: Branch managers assumed strategic planning as "legal obligations." Civil servants and deputy regional directors believed that strategic plans were not implemented precisely, while branch managers believed that the prepared strategic plans were executed accurately.

Second Axis: previous studies related to crisis management variable

• **Adhfar & Al Amoudi (2019):** The aim of the study was to identify the reality of applying crisis management authorities granted to female school leaders in primary schools in Riyadh city, and their contribution to crisis management. The descriptive survey method was used, and the questionnaire was used as a tool. The study sample consisted of 400 school principals. The study found that the degree of application and contribution of crisis management authorities granted to female school leaders in primary schools in Riyadh city was high.

• **Al Hajeri (2020):** The aim of the study was to identify the reality of crisis management in middle schools in the Farwaniya educational district in Kuwait from the perspective of male and female teachers working there. The descriptive survey method was used, and the questionnaire was used as a study tool. A random sample of 212 male and female teachers from middle schools in the Farwaniya educational district was selected. One of the most important findings of the study was the existence of weaknesses in crisis management in middle schools by those working there.

• **Ozkayran & Abali (2020):** The study aimed to evaluate the attitudes and skills of guidance services that play a major role in crisis management for teachers. The descriptive method and the interview model were used as data collection tools, while the study sample consisted of 25 teachers working in secondary schools in Brighton (Turkey) during the academic year 2018-2019. One of the key findings of the study was that crisis management (in guidance services) failed due to noticeable failures in cooperation, communication, and connections.

• **Debes (2021):** The study aimed to determine the level of preparedness of teachers for crises in schools in the Turkish Republic of Northern Cyprus. The descriptive analytical method and the interview approach were used to collect data. The study population consisted of 55 male and female teachers in Northern Cyprus during the academic year (2020-2021), with the study sample comprising 48 male and female teachers in Northern Cyprus. The results showed that teachers were very good at managing crisis situations through adequate practice.

The current study distinguished itself from previous studies in the following points:

1- First study to integrate the variables of the current study in Madaba Governorate in the Hashemite Kingdom of Jordan.

2- Study Population: All teachers of government and private schools in Madaba Governorate.

3- Investigating the correlational relationship between the study variables: Strategic Planning Competencies and Crisis Management.

1. **Study Procedures**

3.1. Study Approach:

The descriptive survey method was used, which aligns with the aim of the current study (Hassan, 2020).

3.2. Study Sample:

A simple random sample of (338) male and female teachers was selected according to Krejcie & Morgan (1970), with a confidence level of (95%) and a margin of error of (5%). Table (1) illustrates the distribution of the study sample:

Table (1): distribution of study sample by demographic variables

Variable	Category	Number	Percentage %
Gender	Male	93	27.5
	Female	245	72.5
	Total	**338**	**100.0**
Supervised Authority	Governmental Education	232	68.6
	Private Education	106	31.4
	Total	**338**	**100.0**
Educational Qualification	Bachelor	222	65.7
	Master's	98	29.0
	PhD	18	5.3
	Total	**338**	**100.0**
Experience Years	Less than 5 years	78	23.1
	From 5 years to less than 10 years	82	24.3
	More than 10 years	178	52.7
	Total	**338**	**100.0**

3.3. Study Population:

The study population consists of (2800) male and female teachers during the first semester of 2021/2022, according to the statistics of the Planning Department in the Education Directorate of Madaba Governorate.

3.4. Initial Form of the Instrument:

Study Instrument: The study instrument (questionnaire) was developed by referring to the theoretical literature and previous studies related to the study topic, such as the study by Al Haribi and Kasab (2020) regarding the variable of strategic planning competencies, and the study by Al Dhafar and Al Amoud (2019) regarding the variable of crisis management. The initial form of the instrument consisted of two parts. The first part of the questionnaire contained demographic data (data related to the study sample individuals), while the second part of the questionnaire measured the degree of availability of strategic planning competencies among school principals in Madaba Governorate. This part involved the extraction and formulation of (35) items distributed across (3) areas representing aspects of strategic planning competencies: (competencies in building the strategic plan, competencies in implementing the strategic plan, competencies in evaluating the strategic plan). The second part of the questionnaire measured the level of school principals' crisis management practices in Madaba Governorate from the perspective of teachers, and (32) items were formulated and distributed across (3) areas representing crisis management domains: (planning for crises, dealing with crises when they occur, post-crisis). The instrument was designed according to a Likert scale.

Validity of the Study Instrument:

Firstly: Expert Validity:

The initial form of the questionnaire was presented to a group of experts, and the items that obtained an agreement rate of (80%) or more based on the experts' opinions were retained. Some items were modified, and the domains in the crisis management variable were merged to become three main areas (planning for crises, dealing with crises when they occur, post-crisis).

Secondly: Construct Validity:

The study instrument was applied to a pilot sample from the study population outside the study sample, consisting of (30) teachers. Pearson correlation coefficients were obtained for the items,

ranging from (0.45-0.98), and all correlation coefficients were statistically significant (0.05 = α), indicating a high level of internal consistency validity for the study instrument.

Reliability of the Study Instrument:

Cronbach's alpha reliability coefficients ranged from (0.862 – 0.910), and split-half reliability coefficients ranged from (0.864– 0.982). The Cronbach's alpha reliability coefficient for the overall instrument was (0.952), while the split-half reliability coefficient for the overall instrument was (0.936) as shown in Table (2), indicating that the study instrument, including its domains, can be relied upon to obtain accurate results.

Table (2): Cronbach's Alpha and Reliability Coefficients Split-Half for the Questionnaire Domains and the Overall Questionnaire

Questionnaire main and sub fields	Cronbach's reliability coefficient alpha	Reliability Analysis Split-half
The first part: measures the degree of availability of strategic planning competencies among school principals.	**0.937**	**0.860**
The first field: competencies for building the plan.	0.917	0.805
The second field: competencies for implementing the plan.	0.888	0.799
The third field: Competencies for evaluating the strategic plan.	0.929	0.989
The second part: measures the level of crisis management among school principals.	**0.952**	**0.936**
The first field: crisis planning.	0.910	0.982
The second field: dealing with the crisis when it occurs.	0.862	0.864
The third field: after the crisis.	0.899	0.894
Total tool	**0.952**	**0.936**

The questionnaire in its final form consisted of (67) items in addition to demographic data, and Table (3) shows that: Table (3) Distribution of questionnaire items into their fields

The main questionnaire parts and their fields	Items quantity
The first part: measures the degree of availability of strategic planning competencies among school principals.	**35**
The first area: competencies for building the plan	14
The second area: competencies for implementing the plan	10
The third area: Competencies for evaluating the strategic plan	11
The second part: measures the level of crisis management among school principals.	**32**
The first area: crisis planning	12
The second area: dealing with the crisis when it occurs	6
The third area: after the crisis	14
Total	**67**

Table (4) illustrates the statistical criterion for interpreting the means and their estimates regarding the adequacy of strategic planning skills among school principals and the level of crisis management from the teachers' perspective.

Table (4) shows the statistical criterion for interpreting the arithmetic level and their estimates.

The arithmetic level	Degree
1:00- less than 2.33	Low
2.34- less than 3.67	Intermediate
3.68- 5:00	High

Study Results:

Results related to the first question: What is the level of availability of strategic planning competencies among school principals in Madaba Governorate from the teachers' perspective?

Arithmetic means, standard deviations, and ranks were calculated.

Table (5): Arithmetic means, standard deviations, and ranks for the domains of strategic planning competencies and for the entire questionnaire for teachers' responses.

Rank	Number	Standard Axis/ Fields	Arithmetic means	Standard Deviation	Degree
1	3	Competencies of strategic plan evaluation	3.30	1.01	Intermediate
2	1	Competencies if planning	3.29	1.00	Intermediate
2	2	Competencies of plan executing	3.29	1.00	Intermediate
Availability of competencies of strategic planning (Total)			**3.29**	**0.97**	Intermediate

Table (5) shows that the arithmetic means for the level of availability of strategic planning competencies among school principals in Madaba Governorate, as perceived by teachers overall, was (3.29) with a standard deviation of (0.97), indicating a moderate level. The highest domain was in the area of evaluating the strategic plan with an arithmetic mean of (3.30) and a standard deviation of (1.01), also at a moderate level. The second-highest domain was in the areas of building the plan and executing the plan, with an arithmetic mean of (3.29) and a standard deviation of (1.00), both at a moderate level. This suggests a deficiency among some school principals in Madaba Governorate in strategic planning competencies and their struggle to understand strategic planning terminologies, given their novelty to them. Additionally, some of them lack precise identification of the material resources necessary for strategic plan preparation and face difficulties in accurately analyzing the internal and external school environment. It is recognized that school principals' understanding that strengths, available opportunities, and their utilization have a significant impact on developing and succeeding in the educational process according to predefined goals necessitates specialized courses. Furthermore, it requires the presence of a specialized strategic planning team for each school comprising both administration and teachers (educational development team), as it is a science itself.

These findings somewhat align with Al-Harbi's (2020) study, which indicated a moderate level of availability of requirements for employing strategic planning in supervisory development in the Republic of Yemen. Al-Basel's (2020) study showed weaknesses among participants in strategic planning practice, while this study's results somewhat differed from Darwish and Al-Abdullah's (2019) study, which indicated a high level of availability of strategic planning skills among school principals in Houtat Bani Tamim Governorate from teachers' perspectives. Studies suggest a lack of alignment between planning tasks and personal skills, as planning requires school-level thinking, understanding its relationship with other schools, and awareness of factors influencing the work environment.

Results related to the second question: What is the level of crisis management among school principals in Madaba Governorate from the teachers' perspective?

To answer the second question of the study, arithmetic means, standard deviations, and ranks were calculated for crisis management domains and for the entire questionnaire, as shown in Table (6).

Table (6) the arithmetic means and standard deviation well as ranks for risk management fields

Rank	Number	Standard Axis/ Fields	Arithmetic means	Standard Deviation	Degree
1	3	Second field: Dealing with crisis	3.33	1.05	Intermediate
2	1	First field: crisis management	3.23	1.04	Intermediate
3	2	Third field: after the crisis	3.18	1.08	Intermediate
Crisis management level among schools principals (Total)			**3.23**	**1.03**	Intermediate

Table (6) indicates that the arithmetic means for the level of crisis management practiced by school principals in Madaba Governorate, as perceived by teachers overall, was (3.23), with a standard deviation of (1.03), indicating a moderate level. This moderate result can be attributed to the shortcomings of training programs that school principals in Madaba Governorate have undergone regarding crisis management, predicting negative events, as well as the risks that school administration may face and the difficulty in predicting and dealing with them. Most school principals rely on their practical and personal experience in dealing with emerging situations, in addition to the culture they have acquired from their surrounding environment and collaboration with the local community. It can be said that the scarcity of training programs in crisis management, and the limited authority of school principals during crises, explain the moderate level of crisis management among school principals in Madaba Governorate overall, as perceived by teachers.

These findings somewhat align with the results of Ababneh and Ashour's (2017) study, which showed that faculty members at government universities indicated moderate estimations of crisis management. Al-Hajri's (2020) study revealed weaknesses in educational crisis management in intermediate schools by their employees. The results of this study somewhat differed from those of Al-Dhafir and Al-Amoud's (2019) study, which showed that the degree of application and contribution of crisis management-related authorities granted to elementary school leaders in Riyadh city was high.

Results related to the third question: Is there a relationship between the availability of strategic planning competencies among school principals and the level of crisis management in Madaba Governorate?

To answer the third question of the study, correlation coefficients were calculated. Table (7) presents the results of the analysis.

Table (7): Matrix of correlation coefficients between the fields of study and the level of statistical significance

Field		Competencies of making the plan	Competencies of executing the plan	Competencies of evaluating the strategic plan	The availability degree of strategic planning among school principals	Planning for crisis	Dealing with crisis	after the crisis	Crisis management level among schools principals (Total)
Competencies of making the plan	Correlation coefficient	1	0.923	0.887	0.973	0.873	0.846	0.876	0.893
	Significance level		0.00**	0.00**	0.00**	0.00**	0.00**	0.00**	0.00**
Competencies of making the plan	Correlation coefficient		1	0.908	0.971	0.887	0.866	0.871	0.900
	Significance level			0.00**	.0.00**	.0.00**	0.00**	0.00**	0.00**
Competencies of	Correlation coefficient			-	0.959	0.916	0.880	0.909	0.931

executing the plan	Significance level				.0.00**	.0.00**	0.00**	0.00**	0.00**
The availability degree of strategic planning among school principals	Correlation coefficient			1		0.920	0.891	0.914	0.937
	Significance level					.0.00**	.0.00**	0.00**	.0.00**
Planning for crisis	Correlation coefficient				1		0.920	0.922	0.976
	Significance level						.0.00**	0.00**	0.00**
Dealing with crisis	Correlation coefficient					1		0.908	0.954
	Significance level							.0.00**	0.00**
after the crisis	Correlation coefficient						1		0.980
	Significance level								0.00**
Crisis management level among schools' principals (Total	Correlation coefficient								1
	Significance level								

The previous table number (7) indicates the presence of high correlation coefficients that are statistically significant, where all correlation coefficients were statistically significant at a significance level of $(0.05 = \alpha)$. This result suggests the existence of a strong positive correlation between the availability of strategic planning competencies among school principals and the level of crisis management in Madaba Governorate from the perspective of the study sample.

The reason for the positive correlation between strategic planning competencies and the level of crisis management among school principals may be attributed to the fact that the possession of strategic planning competencies by the school principal, represented by competencies in plan construction, plan execution, and strategic plan evaluation, increases the opportunities to deal with crises by predicting emergent events and risks that may escalate into problems or crises facing the school, thereby reducing and mitigating their effects.

It can be said that the availability of strategic planning competencies and the possession of these competencies by principals, including flexibility in goal setting and delivery, continuous performance evaluation, development of educational projects, ongoing training of staff to build collaboration in strategic planning, execution, and evaluation, proper delegation of authority, and contribution to collective problem-solving, increase the chances of resolving crises and dismantling them from the school in accordance with a clear collaborative vision. This makes the strong relationship between possessing strategic planning competencies and crisis management an interdependent, continuously evolving relationship.

The presence of a positive relationship between strategic planning competencies and the level of crisis management in all its aspects (planning for crises, dealing with crises when they occur, and post-crisis) is a natural outcome.

CONCLUSION:

1. Results:

The study concluded with several important findings, including:

- The availability of strategic planning competencies among school principals in Madaba was intermediate.

- The level of crisis management among school principals was also moderate.

- There was a strong positive correlation between the strategic planning competencies of school principals and their level of crisis management from the perspective of teachers.

2.   Recommendations:

Based on the study's results, the following recommendations can be made:

- Enhance the possession of strategic planning competencies among school principals in Madaba through incentivizing those who possess these skills and enabling them to apply them through practical exercises and strategic planning implementation in their schools.

- Increase awareness among government and private school principals in Madaba, and Jordan as a whole, about the importance of crisis management and proactive planning, and their role in solving and overcoming crises in the school environment before, during, and after they occur.

- Establish an integrated database and information system in schools about school principals and all staff, serving as a fundamental resource for strategic planning activities, including training courses in strategic planning, plan construction, execution, and evaluation, crisis management, and risk management plan preparation and management.

- Provide school principals with a guide on how to construct, implement, and evaluate a strategic plan, as well as how to prepare a risk management plan and crisis management strategies.

- Promote a culture of strategic planning among employees of the Ministry of Education, especially among teachers, through training courses and seminars.

- Hold an extensive conference for all employees of the Ministry of Education to define the competencies of strategic planning and crisis management, and future aspirations in this field.

- Activate the role of school principals by granting them appropriate and well-considered decision-making authority in times of crisis.

Acknowledgements

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