

SAKARYA, M., ATASOY, A., ASLAN OZDEMIR, G., CICEK, F. S. (2024). "The Relationship Between Crisis Management and Psychological Resilience in Schools". *International Journal of Social Science, Innovation and Educational Technologies (Online)*, Vol: 6, Issue: 21, pp:1-7

Keywords: Crisis, crisis management, crisis management at school, psychological well-being

Article Type Review Article

The Relationship Between Crisis Management and Psychological Resilience in Schools

Arrived Date
02.09.2024

Accepted Date

Published Date
31.01.2025


Murat SAKARYA¹, Ayşegül ATASOY², Gamze Aslan ÖZDEMİR³, Fatma Selda ÇİÇEK⁴


Abstract


This article examines the relationship between crisis management and resilience in schools. Crisis management aims to ensure the safety of individuals and the continuity of education by minimizing the impact of unexpected events. Psychological resilience, on the other hand, defines the ability of individuals to cope with stress and difficulties. In the study, literature review method was used. The article discusses the role of crisis management strategies in increasing the resilience of individuals in the context of preparedness, communication, community support, and psychological counseling. Programs that encourage solidarity and cooperation among students should be developed, and these programs should gain continuity in practice. Comprehensive crisis management trainings should be organized for school administrators and teachers. The effectiveness of psychological support mechanisms after the crisis should be increased.

INTRODUCTION

Education is undoubtedly one of the most effective tools that direct change and encourage development in the economic development processes of countries. Education should not be seen only as a constitutional right and as a responsibility of a social state of law; At the same time, it should be considered as an economically important investment area. The training of qualified workforce has become one of the most efficient production factors for modern economic structures. Education not

¹  muratsakarya06@gmail.com, Gazi University Educational Administration and Supervision (Master's Degree), Gazi University, Ankara /TÜRKİYE

²  aysegulbolat58@hotmail.com, Ahmet Yesevi Üniversitesi Educational Administration and Supervision (Master's Degree)

³  aslanozdemirgamze@hotmail.com, Hoca Ahmet Yesevi International Turkish-Kazakh University, Educational Administration and Supervision (Master's Degree), Ankara /TÜRKİYE

⁴  seldaelif73@gmail.com, Hacettepe University School of Social Work, Ankara /TÜRKİYE



only enables individuals to acquire basic skills but also makes them competitive in the labor market. Thus, by increasing the level of knowledge and skills in all segments of society, economic growth and productivity increase are achieved. Educated individuals contribute to the economy as members of the workforce who can produce more creative, more efficient and more innovative solutions. This not only increases individual well-being but also reinforces the overall economic strength of the country. Therefore, education, as one of the cornerstones of the development process, is critical for sustainable economic growth in the long run.

Educational institutions are one of the critical structures that shape the future of a society. These institutions are not only information transfer centers, but also nodes of social structures that support the social and emotional development of individuals. However, these important structures may face crisis situations from time to time. Natural disasters, epidemics, acts of violence or unexpected traumatic events can seriously affect the educational environment and the psychological health of individuals.

While these crisis situations test both individual and societal resilience, they can also threaten the continuation of educational processes in schools. At this point, the implementation of effective crisis management strategies plays an important role both in reducing the effects of crises and in improving the psychological resilience of individuals. In particular, school administrators, teachers and parents acting with a common consciousness and preparing for crises can increase the resilience of individuals and the social solidarity capacity of schools.

This article examines the relationship between crisis management and resilience in schools. While the effect of crisis management strategies on increasing individuals' ability to cope with stress and trauma was discussed, the effects of school communities on solidarity and solidarity mechanisms were also evaluated. The aim is to reveal how effective crisis management practices in schools improve psychological resilience and to contribute to the creation of an education system that is more prepared for future crises.

Definition and Objectives of Crisis Management

Schools, as an organization, should effectively implement crisis management processes. School leadership is responsible for developing plans for crises to ensure the safety of students, teachers, parents, and the community. This process requires school leaders to be individuals who have a vision, can make quick decisions, and can communicate effectively. School leadership also guides the post-crisis recovery process and takes on the task of strengthening social solidarity (Preedy et al., 2011). In

this way, crisis management contributes to the sustainable development of the school and society, not only in times of crisis, but also in the long term.

When policy, practice and research are compatible with each other in the context of society, more effective and sustainable strategies can be developed for solving social problems. When trying to solve a societal problem, it is important to consider the relationship between policy, practice and research (deLeeuw, McNess & Stagnitti, 2008 as cited in Ronan et al., 2010). This context refers to a cyclical relationship that ensures that research findings guide the policy-making process, policy guides implementation, and feedback from practices enriches research (Figure 1).

For example:

Research and Evidence Base: Research provides information to policymakers and practitioners. Evidence-based approaches strengthen the policy-making process.

Policy: Policies provide frameworks that guide the handling of issues. However, for policies to be effective, they must be research-based and take into account realistic implementation strategies.

Practice: Practice the connection between practice, policy, and research. Field applications test the effectiveness of policies and how research findings are reflected in real-world conditions.

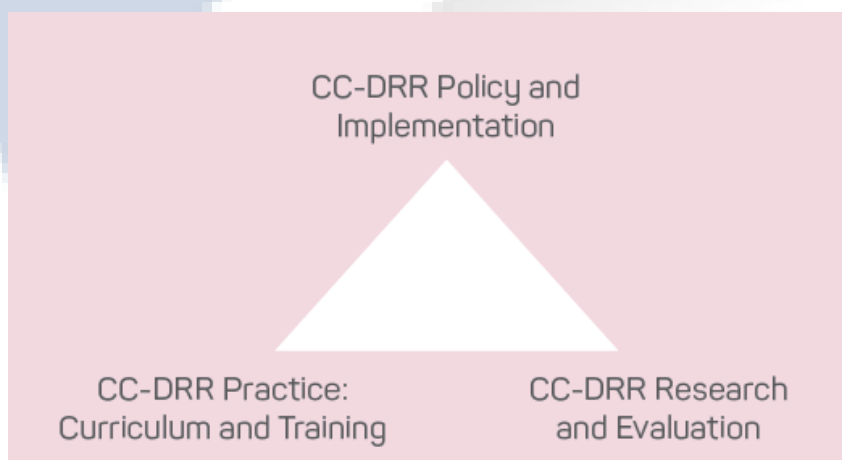


Figure 1: Policy-Practice-Research

Source: (Ronan et al., 2010).

School leadership is not only an integral component that drives change and innovation, but also plays a critical role in times of crisis (Adams, 2018). Leadership offers certainty and hope in moments of uncertainty, provides guidance for the community, and ensures the most efficient use of resources. Furthermore, guaranteeing an environment of open, reliable, and effective communication within the

school community is vital in successfully managing the crisis process (Smith & Riley, 2012). In this process, leadership prioritizes the safety and well-being of both students and staff and aims to minimize the effects of the crisis.

In this context, school leaders combine strategic planning, rapid decision-making and an empathy-oriented approach to crisis management to both produce solutions to short-term problems and contribute to the long-term recovery process.

Crisis management is a strategic process planned to minimize the effects of unexpected events, to ensure that events are brought under control and to initiate the restructuring process. Crisis management in schools is implemented to ensure the safety of students and staff, to ensure the continuation of educational processes, and to reduce the impact of social shocks (Bundy et al., 2017). Crisis management is defined as the process by which an organization is able to deal with unexpected and often sudden events. Crises can create situations that can seriously affect the structure, functioning or reputation of the organization. In this context, crisis management includes planning, implementation and evaluation processes developed to prevent such events, minimize their effects and ensure a return to normal functioning.

Objectives of Crisis Management:

- **Taking Preventive Measures:** Identifying potential crises in advance and developing strategies to prevent them from occurring.
- **Preparedness:** Creating a comprehensive crisis plan and regularly testing the feasibility of this plan in order to respond quickly and effectively in crisis situations.
- **Mitigating Damage:** To determine appropriate intervention methods to minimize the damages that may occur in the event of a crisis.
- **Maintaining Reputation:** Developing communication strategies to keep the organization's public perception positive during and after the crisis.
- **Rapid and Effective Response:** To prevent the escalation of the crisis and to provide a coordinated effort to contain the situation.
- **Accelerating the Normalization Process:** Determining and implementing the necessary steps for the organization to return to its normal functioning after the crisis.
- **Learning and Development:** To be better prepared for future crises by analyzing the experiences gained from the crisis.

What is Psychological Resilience?

Resilience refers to the capacity of individuals to cope with stress, trauma, or challenges. Individuals with high resilience may be more verbal, have problem-solving skills, and be more emotionally stable

in times of crisis. The school environment provides an important platform for the development of these skills. Difficulties encompass adverse circumstances in an individual's life that are often associated with adjustment difficulties and stress (Grinker, & Spiegel, 1963). The concept of hardship, on the other hand, is defined as the state of pain and discomfort caused by unfortunate events or potentially traumatic experiences that a person has encountered (Jackson et al., 2007). These situations are critical processes that challenge the emotional, mental and social resilience of individuals.

This area of research aims to understand how individuals are able to become stronger despite challenging life events and what factors play a supporting role in this process. The information obtained contributes to the development of appropriate strategies and interventions to improve the resilience of individuals and make it easier for them to cope with negativities.

The Importance of Psychological Resilience in the School Environment

Schools have an important role in the social and emotional development processes of individuals. It offers a favorable environment for the development of psychological resilience skills (Pacheco et al., 2021). Especially in crisis situations, fostering resilience among students and teaching staff can increase the capacity to cope with challenges.

Providing Social Support: Supportive relationships between teachers, students, and parents build a strong foundation for resilience.

Positive Learning Environment: A safe, inclusive and stimulating school environment increases the resilience of individuals.

Problem Solving and Emotional Management Training: By providing students with stress management and problem-solving techniques, it can enable them to cope with crises more effectively.

A study of school-age children exposed to Hurricane Iniki in Hawaii highlights the importance of post-crisis support and interventions. In this study, individual and group therapy offered by trained school counselors was found to be effective in reducing trauma-related symptoms experienced by children (Chemtob et al., 2002; as cited in Pacheco et al., 2021). This finding shows that the implementation of psychological support programs in crisis situations, especially in the school environment, contributes to children's becoming more resistant to trauma and emotional healing processes. Psychological resilience not only makes individuals more resilient to crises, but also allows them to grow by learning from crises. School leadership and education policies play a key role in imparting these skills from an early age.

The Relationship Between Crisis Management and Psychological Resilience in Schools

The relationship between crisis management strategies and psychological resilience is multidimensional. The following main points can explain this relationship:

Preparedness and Proactive Approaches: Within the scope of crisis management, students and teachers are taught how to be prepared for crisis situations. These trainings can increase the emotional and physical resilience of individuals in times of crisis.

Empathy and Communication Effective communication in crisis management improves psychological resilience. Creating a safe environment where children and staff can express themselves can facilitate the post-crisis recovery process.

Community Support: School communities support the psychological resilience of individuals by creating a solidarity network in times of crisis. The sense of belonging felt within the group can increase the capacity to cope with crisis situations.

Psychological Counseling and Support Services Psychological counseling services offered during the crisis management process help individuals overcome trauma. These services contribute to individuals becoming more resilient individuals by learning from their negative experiences.

RESULT

Effective crisis management in schools is a vital tool to increase the psychological resilience of individuals and minimize the negative effects of crises. A prepared and proactive school environment not only provides a safe haven in times of crisis, but also builds the resilience of students, teachers, and the school community, offering a long-term healing and empowerment process. In this context, crisis management and strategies to increase psychological resilience should be prioritized in education policies. Schools should develop supportive programs, effective leadership, and comprehensive response plans to enable individuals to become more resilient to crises. Such approaches will not only manage the effects of crises, but also enable individuals and communities to be stronger against future challenges.

Acknowledgment: The authors have not received financial support from the University or any other institution/organization. The authors are grateful to the journal's anonymous reviewers for their extremely helpful suggestions to improve the quality of the manuscript.

Conflicts of Interest: The authors declare no conflict of interest.

References

Adams, D. (2018). *Mastering Theories of Educational Leadership and Management*; University of Malaya Press: Kuala Lumpur, Malaysia.

- Bundy, J., Pfarrer, M. D., Short, C. E., & Coombs, W. T. (2017). Crises and Crisis Management: Integration, Interpretation, and Research Development. *Journal of Management*, 43(6), 1661-1692. <https://doi.org/10.1177/0149206316680030>
- Chemtob, C. M., Nakashima, J. P., & Hamada, R. S. (2002). Psychosocial intervention for postdisaster trauma symptoms in elementary school children: a controlled community field study. *Archives of pediatrics & adolescent medicine*, 156(3), 211-216. <https://doi.org/10.1001/archpedi.156.3.211>
- deLeeuw, E., McNess, A. & Stagnitti, K. (2008). Theoretical reflections on the nexus between research, policy and practice. *Critical Public Health*, 18(1), 5-20.
- Jackson, D., Firtko, A., Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: A literature review. *J. Adv. Nurs.* 60, 1-9. doi: 10.1111/j.1365-2648.2007.04412.x.
- Grinker, R.R., Spiegel, J.P. (1963). *Under Stress*. Blakiston; Philadelphia, PA, USA.
- Pacheco, E. M., Bisaga, I., Oktari, R. S., Parikh, P., Joffe, H. (2021). Integrating psychosocial and WASH school interventions to build disaster resilience, 65, 1-12. <https://doi.org/10.1016/j.ijdr.2021.102520>
- Preedy, M., Bennett, N., Wise, C. (2011). *Educational Leadership: context, strategy and collaboration*. California: Sage, <https://doi.org/10.4135/9781473915244>.
- Ronan, K. R., Haynes, K., Towers, B., Alisic, E., Amri, A., Petal, M. (2016). *Australian Journal of Emergency Management*, 31(3), 49-58.
- Smith, L., & Riley, D. (2012). School leadership in times of crisis. *Sch. Leadersh. Manag.*, 32, 57-71.