

Psychological Resilience and Its Relationship to Crisis Management In Light of The Corona Pandemic Among Public School Principals in Liwa' Qasabat Irbid from The Teachers' Viewpoint

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Research Article

Psychological Resilience and Its Relationship to Crisis Management In Light of The Corona Pandemic Among Public School Principals in Liwa' Qasabat Irbid from The Teachers' Viewpoint

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Abstract

This study aimed to identify the degree of psychological resilience and its relationship to crisis management in light of the Corona pandemic among basic school principals in Liwa' Qasabat Irbid. To achieve the objectives of the study, the descriptive correlative survey approach was used, and the study sample consisted of (261) basic public-school teachers in Liwa' Qasabat Irbid. The researcher developed a questionnaire to measure the degree of psychological resilience and its relationship to confronting crisis management considering the Corona pandemic in basic schools in Liwa' Qasabat Irbid. The study found that the degree of psychological resilience of public-school principals came at a high degree with a mean of (3.72), where the fields came, and in order (responsibility, flexibility, optimism, and personal cohesion), and that the level of crisis management among school principals also came at a high degree. The results also indicated statistically significant differences attributed to the impact of gender variables in all fields, and that there were no significant differences attributed to the effect of the variable of scientific qualification and years of experience. The study recommended strengthening the positive attitudes of principals towards the importance of psychological resilience and its role in crisis management and conducting similar studies.

Keywords: Psychological resilience, crisis, Corona crisis.

Introduction

The novel coronavirus has spread throughout the world affecting various facets of life, economic, psychological, political, social, and even religious areas. Unexpectedly, we have witnessed various changes in our lives, such as in our work, relying on using distance learning, lockdown, and not leaving home unless in emergency cases. People have faced a variety of challenges to keep up with these circumstances (Estetia, 2010).

Psychological resilience is one of the subjects that psychologists have dealt with in the last 20 years since it reflects positive psychology. Psychological resilience is considered to be one of the fundamental building blocks of the positive psychology system since it maximizes individual forces and aims to explore and improve them. Resilience is a force that enables an individual to overcome obstacles that he encountered to achieve his proper growth and performance. The concept of psychological resilience derives its position from the social scene, since there are many problems facing people, and they must be addressed and coexisted with or solved. Here, the effectiveness of resilience and its pivotal role in building personality unfolds. If we are

unable to confront or overcome external forces, how we develop internal forces and neutralize their effects and their negative repercussions to enable our children to develop and integrate (Al-Aasser, 2010)! Hence, this study linking psychological resilience and crisis management.

Study problem and questions

Psychological resilience is one of the psychological elements required by school administrators to ensure that the educational process is carried out in the right direction during the different conditions of life. through the crises experienced by educational institutions, especially schools in light of the crisis of the spread of the new Coronavirus, which directly affected the educational process, These crises have led to results related to administrative and material aspects and the educational process in light of a global emergency crisis, and this is an important problem for which global and personal solutions should be developed; it may affect through objective scientific studies concerned with measuring the psychological aspects of school principals to face the current emerging crisis, which is considered Through the opinion of experts and specialists, one of the most important things that managers should be characterized by to show their ability and influence in the success and progress of education, and psychological resilience is considered one of the positive methods of crisis management in light of the Corona pandemic.

The crises experienced by educational institutions globally, especially schools, during the crisis of the new Coronavirus outbreak, have directly affected the educational process, its administrative and material aspects, and the education process. This is an important problem for which global and local solutions should be developed. This is a significant issue for which global and local solutions need to be developed. As a result, numerous scientific studies have attempted to assess the psychological dimensions of school principals in the face of the current emerging crisis due to their significance in demonstrating the capacity of school principals and their effect on the success and development of education as psychological resilience is considered one of the positive methods of crisis management, especially during this pandemic.

Study questions

The study sought to answer the following questions:

- What is the degree of practicing psychological resilience by school principals in Liwa' Qasabat Irbid from the teachers' viewpoint?
- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the means of the participants' responses to psychological resilience attributed to the variables (gender, years of experience, and educational qualification)?
- Is there a correlation between psychological resilience among school principals in Liwa' Qasabat Irbid and crisis management in light of the Corona pandemic from the point of view of the teachers?

Objectives of the Study

The study seeks to achieve the following objectives:

- Revealing the theoretical framework regarding the psychological resilience of public-school principals in Liwa' Qasabat Irbid in light of the Corona crisis.
- Identifying the relationship of psychological resilience to crisis management considering the Corona pandemic.

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The importance of the Study

The importance of the study stems from the significance of the topic it deals with, which is psychological resilience and its relationship to crisis management in light of the Corona pandemic among public school principals in Liwa' Qasabat Irbid **from the point of view of school teachers in it**, and from the importance of the role that principals play in the development of the education as they are responsible for the school system, improving the educational process in their schools, and creating a comfortable school environment that leads to job stability and attains high performance.

Terms and definitions

The researcher used several terms, which is defined as follows:

Psychological resilience: Shaheen (2013, p.630) defined psychological resilience as "the ability to deal efficiently with stress and anguish, to face daily challenges, to rise from the pitfalls caused by disappointment, mistakes, trauma, and adversity, to set clear realistic goals for himself, to solve problems, to interact with the other, to treat himself or herself with respect and elevation."

The crisis: It is a stage of transformation or severe change during successive events. It also means a state of change or instability, that leads to a decisive change. A crisis can also be described as a turning point in a system of policies that change is definitively either for better or worse (Al-Shafi, 2003). **Procedurally**, it is defined as a defect that faces educational institutions in the event of an emergency crisis such as the Covid-19 pandemic that negatively affects it.

Corona crisis: A crisis that arose due to the spread of the new Coronavirus that is the most difficult in the contemporary history of mankind, as it has so far led to the restriction of human movement, the collapse of tourism, and the suspension of production chains in a way that threatens the health and the economy (United Nations, 2020).

Study Limits

The generalization of the results of this study is limited by the following:

Objective limits: The study was limited to the subject of psychological resilience and its relationship to crisis management in light of the Corona crisis in Liwa' Qasabat Irbid.

Human Limits: The study was limited to a sample of public-school teachers in Liwa' Qasabat Irbid.

Temporal limits: The study was applied in the first semester of the 2019/2020 academic year.

Spatial limits: This study was limited to public schools in Liwa' Qasabat Irbid. *Limitations*: The generalization of the study results is determined in light of the characteristics (validity and reliability of the tool) and the objectivity of the response of the study sample.

Psychological resistance

Modern scientific management is a crucial prerequisite for the growth and advancement of the educational process and its facets as it can play a leading role in directing and achieving the goals of the educational process. This significance has been shown during the emergence of the epidemic globally today, the Corona pandemic, which has contributed to significant changes in management patterns. Psychological resilience in positive psychology is known to be capable of maintaining an individual's stability following exposure to adversity and hardship and may even

be able to use such trauma and difficulty to achieve development and integration in the face of crises. It also includes a realism that enables one to persevere and continue making efforts regardless of the state of fatigue or exhaustion that he suffers from (Muqran, 2014). Psychological resilience is considered an emotional and mental response that enables a person to adapt to different life situations, as it plays a role in the individual's ability to cope with the difficulties and stressful situations he encounters in his life (Baali, 2014).

The concept of psychological resilience

Al-Assar (2011) believes that the term resilience in psychology means the individual's ability to "bounce back" his stability after exposure to adversity and difficulties such as emotional difficult or challenging circumstances, with a sense of anticipation, optimism, and reassurance of the future.

In this regard, (Abu Halawa, 2013) clarified that psychological resilience requires exposure to hurdles or even crises and shocks, and then positive adaptation to them, which results in positive outcomes. Resilience enables the individual to recover from the negative effects of troubles or from the actual risks and psychological pressures they are exposed to, and it reflects the individual's ability to maintain his calm and emotional balance with his normal psychological performance level during stressful life events and stressful circumstances.

Al-Talaa (2016: 45) defines psychological resilience as "a set of positive personality traits that help the individual resist pressures on the one hand and use more effective methods when facing pressures on the other hand. Those with resilient personality are those individuals who are exposed to a high degree of pressure". Izzat Basha (2017, p. 563) defined it as the ability to deal efficiently despite exposure to adversity and includes the protective properties of self-esteem, self-efficacy, and a sense of security as it reflects performance that contributes to adaptation, confrontation, and self-efficacy. Through these definitions, we can say that psychological resilience combines many positive personality traits that including effective self-growth and development.

Patterns of psychological resilience organizational

There are many patterns of psychological resilience in positive psychology, including:

1. Organizational pattern: These include those individual aspects that elevate the organization of resilience in the face of pressures.
2. Associative pattern: It is related to the individual's roles in society, and his relationship with others.
3. Situational pattern: it is those aspects that participate in the connection between the individual and the stressful situations.
4. Philosophical pattern: It refers to the individual's view of the model, and this includes various beliefs that promote resilience.

Components of psychological resilience

There are several basic components of psychological resilience, including:

1. Empathy: It is the ability of an individual to interact with the problems of others, which facilitates respect between individuals.
2. Communication: It helps the individual to express his thoughts, feelings, and goals.

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3. Acceptance: It is the individual's acceptance of himself and others by setting goals, motivation, and understanding the individual for his feelings, expressing them properly, and identifying the strengths used.

Al-Khatib (2007) also identified the factors related to resilience among a sample of Palestinian university students, namely: clairvoyance, independence, creativity, sense of humor, initiative, social relations, and spiritual values. Mustafa (2015) pointed out that the components of psychological resilience include personal competence, problem-solving, flexibility, managing emotions, optimism, social relations, and faith.

Stages of psychological resilience

There are many stages of resilience that an individual goes through when he is exposed to adversity and crises which are:

1. The stage of decline: this stage begins with feelings of anger and frustration. These feelings grow with the individual and appear in blaming others. This period may be lengthened or shortened due to the components of the personality.
2. Adaptation stage: At this stage, the individual may again hesitate to reverse the course of deterioration to an extent that allows him to adapt and take crisis measures.
3. The stage of recovery: This stage is a continuation of the stage of adaptation, and the individual reaches the level of psychological performance before exposure to distress.
4. The stage of growth: At this stage, the individual recovers from the adversities that he is exposed to and reaches a high level of psychological performance that exceeds his performance before exposure (Abdul-Jawad, 2013, p. 284).

The concept of crisis

The definitions that dealt with the concept of the crisis varied according to the different fields covered by the writers and researchers in their study of crises, as well as the multiplicity of types of crises, their causes, and their different classifications. The difficulty in defining the concept of the crisis lies in the comprehensiveness of its nature and the breadth of its use so that it is impossible to find a term equivalent to (crisis) in the richness of its potentials and the breadth of its areas of use. The first origins of using the word crisis go back to ancient Greek medicine, and this word was used to denote the existence of an important turning point, the existence of a fateful moment in the development of a disease and its consequences, whether the patient's recovery within a short period of his death. The crisis is defined in Al-Waseet dictionary as "distress and drought," wherein Webster dictionary it is defined as "a critical and unstable period or defect in function (Al-Khazouz, 2007, p. 75).

Characteristics of crises

Hammadat (2007) indicates that the most important characteristics of crises are:

- 1) It is a turning point where the need for increased action and increased response to emergencies is growing.
- 2) It is characterized by a high degree of suspicion in the decisions presented.
- 3) Difficult to control events.
- 4) Conditions of uncertainty and lack of information prevail.

Crisis management strategies and rules

Jadallah (2008) outlines seven rules for crisis management:

1. Not to lie and not to make all the truth known to people.
2. Not putting oneself in the position of the accused seeking innocence, it is more fitting to bravely obstruct the director's ability to save the situation and to pledge to correct the errors by taking real steps to do so.
3. Centralization in decision-making and its implementation provided that the opinion is among the largest possible number of wise people.
4. Strengthening relations and channels of communication with opponents and supporters and expanding the circle of support.
5. Expectation, initiative, and non-negligence in ending expected conflicts, even small ones.
6. Adopting the initiative approach, not the reaction method, in dealing with the crisis.

Previous Studies

The researcher reviewed several studies that dealt with psychological resilience and crisis management, and they were presented from the earliest to the most recent.

Abdel-Al (2009) conducted a study aimed at identifying the methods of crisis management among government school principals in the governorates of Gaza and their relationship to school strategic planning. The study sample consisted of all public-school principals in Gaza governorates, including (255) director from (383). One of the most important results of this study was that there was a positive correlation between crisis management methods and school strategic planning, and there was a negative correlation between escape method and school strategic planning. Al-Helou (2010) conducted a study aimed to identify the level of school crises among secondary school principals in the directorates of the northern West Bank governorate. The study sample consisted of 123 principals from secondary schools in the northern governorates of the West Bank. The results of the study indicated that the overall level of crises was average, and that technical crises in (education field) ranked first, followed by psychological, social, administrative, and behavioral crises, respectively. The results indicated that there were differences in a variable of statistical significance that applied to all fields depending on the type of school, and it was in favor of boys' schools.

Al Talaa Study (2016) aimed to reveal the level of spiritual intelligence and psychological resilience among students of the Islamic University of Gaza, to identify the relationship between spiritual intelligence and psychological resilience, to reveal differences about the level of spiritual intelligence and psychological resilience they have according to the variables of gender, specialization, and academic level, and to identify the extent to which resilience can be predicted Psychological through spiritual intelligence. The study sample consisted of (466) students from the Islamic University of Gaza who were chosen by the random stratified sampling method. The researcher used two scales (the Spiritual Intelligence Scale prepared by him and the Psychological Resilience Scale) and the descriptive approach was used. The results of the study

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indicated no differences in the level of psychological resilience variables attributed to the gender and educational level.

Khalil (2017) carried out a study aimed to reveal the psychological resilience of students due to the following variables: gender, specialization, academic level, and stage of study at the University of Baghdad. The study sample consisted of (240) male and female students. The researcher prepared a Psychological Resilience Scale. The findings showed differences in the psychological resilience of university students attributed to the gender variables in favor of males and showed significant differences in the psychological resilience of university students attributable to the variables of the academic stage in favor of the fourth stage.

Ehsan (2019) conducted a study aimed to identify the level of psychological resilience of middle school teachers. The study sample consisted of (400) schools of scientific and humanitarian specializations. The researcher prepared a questionnaire as a study tool consisting of (50) items. The results showed that female teachers who taught in the preparatory stage had an average level of psychological resilience and there were no statistically significant differences due to the variables of specialization and the scientific qualification of the members of the study sample.

Al-Omari (2017) aimed to reveal the relationship between personal resilience and leadership practices among school principals in Jordan, and the study sample consisted of (800) male and female teachers who were randomly selected from Zarqa Governorate schools. The questionnaire was used as a study tool, and the results of the study showed that there were no statistically significant differences between the psychological resilience of school principals in Zarqa Governorate and their administrative practices attributed to the variable of gender and years of experience. It also showed statistically significant differences attributed to an academic qualification.

Wescott (2018) carried out a study aimed to identify the relationship between psychological resilience and transformational leadership among school principals in the United States of America. The relational quantitative approach was used, and the questionnaire was developed as a tool for the study. The results showed a positive statistically significant relationship between psychological resilience and transformational leadership, and there were no statistically significant differences attributed to the effect of gender and level of experience.

Methods and Procedures

This chapter aims at describing the study methodology, its variables, describing the study population and its sample, in addition to describing the procedures for preparing the study tool, verifying the indications of its validity, reliability, the data collection procedures, and then a presentation of the statistical methods used in the data processing and analysis.

Study Approach:

The researcher used the descriptive correlational survey approach to reach conclusions that contribute to understanding and analyzing the degree of psychological resilience and its relationship to crisis management considering the Corona crisis among basic school principals in Liwa' Qasabat Irbid.

Study population and Sample

The study population consisted of all the (810) teachers in public schools in Liwa' Qasabat Irbid, and the study sample which was chosen in a random simple method consisted of (261) teachers.

Table 1. Frequencies and percentages according to study variables

Variables	Categories	Frequencies	Percentage
Gender	Male	129	49.4
	female	132	50.6
Years of experience	1-5	65	24.9
	6-15	196	75.1
Academic qualification	BA	213	81.6
	Postgraduate	48	18.4
Total		261	100.0

Study tool

The researcher developed the questionnaire as a study tool to assess the degree of psychological resilience and its relationship to crisis management in the light of the Corona pandemic among the public-school principals in Liwa' Qasabat Irbid, using theoretical literature and related previous studies, including the study of Al-Tala's (2016) and Khalil (2017). The questionnaire consisted of two parts, the first part included the required information about the respondent (gender, academic qualification, and years of experience), while the second part included a questionnaire measuring the psychological level of primary school principals, and crisis management.

Tool validity:

To verify the validity of the study tool, it was presented to a group of experienced and qualified specialists from professors of general management, education, psychology, therapy, and mental health from Jordanian universities, where they were asked to express an opinion on the suitability of the tool and its proper linguistics, and any other suggestions they consider necessary.

Tool reliability: The psychological resilience of school principals

The reliability coefficient was calculated using the internal consistency method according to the alpha equation as shown in Table (2) which shows the internal consistency coefficient according to the alpha equation and the Test-Retest Reliability for the fields and the overall tool. These values were considered appropriate for this study.

Table 2. Cronbach alpha internal consistency coefficient & Test-Retest Reliability of fields and overall score

Fields	Test-retest	Internal consistency
Bearing responsibility	0.90	0.76
Flexibility	0.92	0.83
Optimism and personal cohesion	0.88	0.82
Psychological resilience of school principals	0.92	0.92

Construct validity of the psychological resilience scale of school principals during the Corona crisis

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To extract the indications of the construct validity of the scale, the correlation coefficients of each item and the total score, between each item and its correlation with the field to which it belongs and between the fields and the total score to an exploratory sample from outside the study sample consisted of (30) teachers. The items correlation factors with the overall tool ranged between (0.36-0.73), and with the fields (0.40-0.81), as shown in Table (3). The field correlation coefficient with the total degree was extracted, and the correlation coefficients between the fields.

Table 3. Correlation coefficients between fields and the overall score

	Bearing responsibility	Flexibility	Optimism and personal cohesion	Psychological resilience of school principals
Bearing responsibility	1			
Flexibility	.792**	1		
Optimism and personal cohesion	.729**	.717**	1	
Psychological resilience of school principals	.898**	.914**	.917**	1

*Statistical function at the significance level (0.05).

** Statistical significance at the level of significance (0.01).

Table (3) shows that all the correlation coefficients were acceptable scores and statistically significant and indicating an appropriate degree of construct validity.

Construct Validity of the Crisis Management Scale

To obtain the significance of the construct validity for the scale, the coefficients of correlation of the item with the overall scale score were extracted from an exploratory sample outside the study sample consisting of (30) male and female teachers. The correlation of the item with the total score of the scale ranged between (0.51-0.74) as shown in Table (4).

Table 4. Correlation coefficients between the item and the overall score of the scale

NO.	Correlation coefficients	NO.	Correlation coefficients	NO.	Correlation coefficients
1	.51**	6	.74**	11	.62**
2	.69**	7	.68**	12	.63**
3	.65**	8	.65**	13	.66**
4	.71**	9	.57**	14	.71**
5	.56**	10	.60**	15	.65**

*Statistical function at the significance level (0.05).

** Statistical significance at the level of significance (0.01).

It should be noted that all the correlation coefficients were of acceptable scores and statistically significant, and therefore none of these Items was omitted.

Statistical treatment

Likert's five-point scale was adopted to correct the study tools, by giving each of its items one score out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree) and they are numerically represented (5, 4, 3, 2, 1) respectively.

Study variables:

The study included the following variables:

Variables (independent):

- a) Psychological resilience.
- b) Gender (males, females).
- c) Academic qualification (higher diploma, masters, doctorate)
- d) Work experience (less than five years, five-ten years, more than ten years).

- The dependent variable: crisis management considering the Corona pandemic.

Study procedures:

After the researcher studied the theoretical literature related to the topic and previous studies, the study tool was developed, then she distributed the questionnaire to the study sample, and after collecting the questionnaires, they were analyzed, and the results were extracted.

Results and Discussion

Results of the first question: What is the degree of practicing psychological resilience by school principals in Liwa' Qasabat Irbid from the teachers' viewpoint? To answer this question, means and standard deviations of the degree of practicing psychological resilience by school principals in Liwa' Qasabat Irbid were extracted as shown in Table (5).

Table 5. Means and standard deviations of the degree of practicing psychological resilience by school principals in Liwa' Qasabat Irbid from the teachers' viewpoint in descending order.

Rank	NO.	Field	Mean	SD	Level
1	1	Bearing responsibility	3.76	.843	high
2	2	Flexibility	3.73	.814	high
3	3	Optimism and personal cohesion	3.70	.906	high
Psychological resilience of school principals			3.72	.832	high

Table (5) shows that the means ranged between (3.70-3.76), whereby bearing responsibility ranked first with the highest mean of (3.76), while optimism and personal cohesion came in the last place with a mean of (3.70). The overall mean of the psychological resilience scale among school principals reached (3.72).

The means and standard deviations of the estimates of the respondents were calculated on the items of each field separately as indicated in Table (6).

A. Bearing responsibility

Table 6. Means and standard deviations of the items bearing the responsibility field are arranged in descending order according to the means.

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Rank	NO	Items	Mean	SD	Level
1	2	Endures difficult situations	3.97	.934	high
2	4	Take responsibility for facing business problems	3.95	.867	high
3	3	Patience with the problems of teachers and students and I hasten to solve them	3.93	1.123	high
4	1	An effort is made to bid for a healthy outcome	3.88	1.056	high
5	7	The results of his decisions coincide with his expectations of the problem	3.72	1.107	high
6	5	Involves teachers in solving work problems	3.46	1.217	moderate
7	6	He identifies the problems he faces in a clear and precise manner and defines what he faces in a clear and precise manner	3.40	1.244	moderate
Take responsibility			3.76	.843	high

Table (6) shows that the means of this field ranged between (3.40-3.97), where Item (2) which states “Endures difficult situations” ranked first with a mean of (3.97), and Item (4) came which states “Take responsibility for facing business problems” ranked in the second place, with a mean of (3.95), while Item (6) which states “ He identifies the problems he faces in a clear and precise manner, and defines what he faces in a clear and precise manner” came with a mean of (3.40) and in the last rank. The overall mean of the responsibility field is (3.76).

B. Flexibility

Table 7. Means and standard deviations of the items of the flexibility field are arranged in descending order by means.

Rank	No.	Items	Means	SD	Level
1	10	Respects time and invests it appropriately	4.02	.942	high
2	17	Has patience when faced with work problems	3.87	1.090	high
3	16	Uses the principle of shura with teachers	3.84	1.009	high
4	14	Keeps calm when faced with work stress	3.82	1.058	high
5	8	Handles his affairs by himself	3.80	1.007	high
6	9	Works to develop the capabilities of teachers in various ways	3.80	1.000	high
7	13	Provides advice to teachers when they need	3.75	1.044	high

Rank	No.	Items	Means	SD	Level
8	12	Not strict with his ideas	3.57	1.173	moderate
9	15	relies on himself in many situations	3.54	1.135	moderate
10	11	Deals with stressful situations with flexibility	3.25	1.401	moderate
		Flexibility	3.73	.814	high

Table (7) shows that the mean of this field ranged between (3.25-4.02). Item (10) which states “Respects time and invests it appropriately” came in first place with a mean of (4.02), and Item (17) Which states, “Has patience when faced with work problems” came in the second place with a mean of (3.87), while Item (11), which states “ Deals with stressful situations with flexibility” ranked last with a mean of (3.25). The overall mean of the Flexibility field reached (3.73).

C. Optimism and personal cohesion

Table 8. Means and standard deviations for the items of the field optimism and personal coherence are arranged in descending order by means.

Rank	No.	Items	Means	SD	Level
1	28	He listens well to others	4.03	.843	high
2	27	He prefers teamwork and works collaboratively with teachers	4.02	.932	high
3	18	Collects enough information about the problem to find solutions	3.91	.940	high
4	21	He feels happy when a satisfactory result is reached	3.88	1.051	high
5	29	He thinks positively in most situations	3.77	1.070	high
6	20	He chooses the best options from multiple alternatives	3.76	1.067	high
7	25	Keeps calm when faced with work stress	3.69	1.120	high
8	26	Self-reliant in many situations	3.68	1.181	high
9	19	Act wisely with sudden situations	3.66	1.188	moderate
10	22	Feel psychologically defeated if he fails to solve a problem	3.64	1.117	moderate
11	30	He becomes frustrated when faced with multiple problems	3.63	1.322	moderate
12	23	He accepts any change of view if it leads to positive results	3.21	1.490	moderate
13	24	Can control his emotions	3.20	1.483	moderate
		Optimism and personal cohesion	3.70	.906	high

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Table (8) shows that the means of this field ranged between (3.20), Item (28) which states “listens well to others” came first with a mean of (4.03), and Item (27) which indicates “ He prefers teamwork and works collaboratively with teachers” ranked in second place with a mean of (4.02), while Item (24), which says “Can control his emotions,” came last, with a mean of (3.20). The overall mean of optimism and personal cohesion field is (3.70).

Results of the second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the means of the participants' responses to psychological resilience attributed to the variables (gender, years of experience, and educational qualification)? To answer this question, means and standard deviations of the degree of practicing psychological resilience by principals in Liwa' Qasabat Irbid were extracted according to gender variables, years of experience, academic qualification, as shown in Table (9).

Table 9. Means and standard deviations of the degree of practicing psychological resilience by principals in Liwa' Qasabat Irbid according to gender variables, years of experience, and educational qualification.

Variables	Categories	Means	SD	No.
Gender	Male	4.22	.569	129
	Female	3.23	.751	132
Years of experience	1-5	3.74	.798	65
	6-15	3.71	.844	196
Academic qualification	BA	3.69	.829	213
	Postgraduate	3.87	.837	48

Table (9) indicates an apparent variation in the means and standard deviations of the degree to which school principals practice psychological resilience in Liwa' Qasabat Irbid according to the school teacher's viewpoint that is attributed to the different categories of gender variables, years of experience, academic qualification. To show the significance of statistical differences between the means, the Three-Way ANOVA was used as indicated in Table (10).

Table 10. The Three-Way ANOVA of the effect of gender, years of experience, and educational qualification on the degree of practicing psychological resilience by principals.

The source of the variance	SS	DF	MS	P-value	Sig
Gender	63.853	1	63.853	143.244	.000
Years of Experience	.584	1	.584	1.310	.253
Qualification	.082	1	.082	.184	.669
The error	114.561	257	.446		
Total	179.811	260			

Table (10) shows that:

-There are statistically significant differences ($\alpha = 0.05$) attributed to the effect of gender, where the p-value is 143.244, with a statistical significance of 0.000, and the differences came in favor of the males variable.

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of years of experience, as the P-value is 1.310, with a statistical significance of 0.253.

- There are no statistically significant differences ($0.05 = \alpha$) attributable to the effect of scientific qualification, as the p-value was 0.184, with a statistical significance of 0.669.

Results of the third question: Is there a correlation between psychological resilience among school principals in Liwa' Qasabat Irbid and crisis management considering the Corona pandemic from the point of view of the teachers? To answer this question, the Pearson correlation coefficient between psychological resilience and crisis management considering the Corona pandemic was extracted as illustrated in Table (11).

Table 11. Pearson correlation coefficient for the correlation between psychological resilience and crisis management considering the Corona pandemic from the teachers' point of view.

Fields		Crisis management methods
Bearing responsibility	Correlation coefficient R.	.741**
Flexibility	Statistical significance	.000
Optimism and personal cohesion	NO.	261
Psychological resilience of school principals	Correlation coefficient R.	.759**
	Statistical significance	.000
Bearing responsibility	NO.	261
Flexibility		
Optimism and personal cohesion	Correlation coefficient R.	.788**
Bearing responsibility	Statistical significance	.000
	NO.	261
Flexibility	Correlation coefficient R.	.795**
	Statistical significance	.000
	NO.	261

*Statistical function at the significance level(0.05).

**Statistical significance at the level of significance (0.01).

Table (11) shows a positive statistically significant relationship between psychological resilience and crisis management during the Corona pandemic, from the teachers' point of view.

Discussion of results, recommendations

In this chapter, I discuss the results reached after applying the study tool and the study recommendations.

First: The result of the first question: What is the degree of practicing psychological resilience by school principals in Liwa' Qasabat Irbid from the teachers' viewpoint? The results related to the degree to which public school principals in Irbid use psychological resilience show a high level in all areas, and on the overall score of the tool, where the field of bearing responsibility came first followed by the field flexibility. While the field of optimism and personal cohesion ranked in the last place researcher attributed this result to the spread of awareness and a culture of psychological resilience among principals, and their awareness of developing their crisis skills.

This may also be attributed to the efforts made by the Ministry of Education in training principals, and the diversity of the methods used and the use of modern methods, which helps to raise their performance, and the effective role that the school administration plays in developing

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their abilities. In addition to that resilience meets the needs and aspirations of the principals in achieving high-quality in school administration and it plays a role in empowering principals to think logically and scientifically in the face of emergency educational crises.

1. The first field: Flexibility

The results showed that the degree to which government school principals in Liwa' Qasabat Irbid possessed the skill of flexibility came in second place with a high degree, and all the items of the questionnaire came in a high degree too. Item (10) indicates that time is respected and invested appropriately ranked first with a high level, and this result is attributed to the fact that public school principals are keen to respect the time and realizes its importance in maintaining and organizing their tasks, while Item (11), which indicates that the principals deal with stressful situations flexibly, this Item ranked last and with a high level. This finding may be attributed to the fact that public school principals in Liwa' Qasabat Irbid are clearly aware of the value of flexibility in the administrative practices of school principals and in helping them to resolve many of the shortcomings and administrative challenges and allow them to keep pace with change for the better.

2. The second area: Bearing responsibility.

The results indicated that bearing responsibility ranked first, and it came to a high degree, and this result is attributed to the fact that one of the priorities and requirements for achieving psychological resilience among school principals is to assume responsibility for its positive effects at all levels because it is the basis for the success of the work of institutions. The educational responsibility is to assume responsibility and that inevitably leads to the completion of the work with quality, effectiveness, time, effort, and cost. The ability to take responsibility is positively reflected on the principal and the educational institution. Item (2) which states "Endures difficult situations" came first and to a high degree, this result is attributed to the fact that bearing difficult situations is among the priorities of achieving effective and distinctive management. Item (6), which indicates that a principal usually identifies the problems he faces in a clear and precise manner ranked in the last place. This finding is attributed to the fact that psychological resilience requires a high capacity to cope with and endure challenges, as the principal is responsible for assessing the performance of the school to set goals for quality development, increase expectations and ensure equal opportunity for everyone.

3. The third area: optimism and personal cohesion

The results showed that the degree to which public school principals in Liwa' Qasabat Irbid practice the skills of optimism and personal cohesion came in third place and with a high degree. All the Items of this field came at a high degree, as Item (28) which states: "Listen well to others" came in the first place and at a high level. The researcher attributes this result to the fact that the skill of listening is one of the necessary skills for an effective educational leader, while Item (24) indicating "Have the ability to control his emotions", ranked last and at a high level. The researcher attributes this result to the fact that school principals realize the significant role Self-control plays in making rational decisions.

Second: the results concerning the second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the means of the participants'

responses to psychological resilience attributed to the variables (gender, years of experience, and educational qualification)?

A. Gender variable

The results concerning the averages of the responses of the participants showed that there are statistically significant differences ($\alpha \leq 0.05$) attributed to the gender variable in all fields, and the overall degree. This result may be attributed to the fact that the ability to psychologically endure differs by the gender of the principals in all its aspects, its foundations, its content or characteristics, or even its results on the school principal, thus there are differences attributed to gender variable in his response to psychological resilience, and this may also be due to the influence of psychological resilience skills to gender, and the psychological resilience skills differ from one person to another.

B. Academic qualification variable

The results concerning the responses of the participants in Liwa' Qasabat Irbid show no statistically significant differences ≤ 0.05 (α) due to the variable of academic qualification in all fields. The researcher attributed this result to the fact that the study respondents have almost the same experience and knowledge, which is reflected positively in their ability to manage crises, especially during the novel pandemic.

C. Experience variable

The results of the responses of the study sample to the psychological resilience show that there are no statistically significant differences at ($\alpha \leq 0.05$) in all areas attributable to the experience variable, and this result may be attributed to the fact that the majority of the respondents have the same experience, and this result differed with the study of Ehsan (2019), which indicated statistically significant differences attributable to the impact of the experience of psychological resilience among a sample of university students, and with Khalil (2017), which showed differences in psychology resilience attributed to the experience variable and this study agreed with the result of Wescott (2018) which shows no statistically significant differences attributable to the effect of experience in identifying psychological resilience in a sample of school principals in the United States of America.

Third: The results of the third question: Is there a correlation between psychological resilience among school principals in Liwa' Qasabat Irbid and crisis management in light of the Corona pandemic from the teachers' point of view?

The results related to this question showed a statistically significant relationship between psychological resilience and crisis management. The researcher attributes this finding to the fact that public school principals in the Liwa' Qasabat Irbid have benefited from their ability for psychological resilience, which has been positively reflected in their degree of crisis management, especially during coronavirus spread, as the more psychological resilience the principals have the greater their ability to handle emerging crises they have experienced. Stress is inevitable in our daily life and we must deal with it or with its consequences, and what is required is achieving balance and idealism in the case of psychological pressure.

Recommendations

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- Holding courses and seminars about psychological resilience targeting school principals and motivating them to apply psychological resilience in defying job pressures.
- Employing modern and varied methods in facing emergency crises such as the Corona pandemic.
- Preparing the manager well to increase his ability to withstand and face emergency crises.

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