



**Crisis management and communication
effectiveness in
education sector during the COVID in KSA**

Prepared by

Mohammed Balgasim Mohammed Alshamrani

Researcher in the field of business administration

Prince Sultan College Graduate Studies - Al-Faisal University

Jeddah - Kingdom of Saudi Arabia

mohdbalsh@hotmail.com

Journal of Business Research

Faculty of Commerce -Zagazig University

Volume 46 - Issue 2 April 2024

link: <https://zcom.journals.ekb.eg/>

Crisis management and communication effectiveness in education sector during the COVID in KSA

Abstract

Covid 19 greatly affected the various sectors of the country, most notably the education sector, as the precautionary measures for Covid 19 imposed many changes on the educational process in the Kingdom of Saudi Arabia. The study aimed to identify the role of effective communication in crisis management in the education sector during Covid 19.

This study examined the role of effective communication in crisis management, by applying to the education sector in the Kingdom of Saudi Arabia during Covid 19, the study sample consisted of 14 persons specialized in managing the Covid 19 crisis in the education sector in Saudi Arabia, and the personal interview was chosen as a study tool. The study reached a number of results, most notably: the most prominent of which is that effective communication greatly affects crisis management by improving the quality of performance and the outputs of crisis management plans, achieving the required goals and facilitating the communication process. The Kingdom of Saudi Arabia has shown positive results in managing the Covid-19 crisis in the education sector, which encourages those in charge to continue applying distance education and managing the educational process electronically.

Key words: crisis management in the education sector during Covid 19- managing the educational process electronically - the Kingdom of Saudi Arabia.

Introduction:

Every organization. A crisis is an unfavorable circumstance that requires teamwork to resolve. A crisis can also be thought of as a circumstance that will negatively affect the organization or business. Due to the damage it causes across all sectors—including social, cultural, educational, political, legal, and security—COVID-19 is an unexpected situation. (Wajdi et al., 2020)

A solution to the COVID-19 problem is required. Complete management, also known as crisis control. Smith outlined crisis management as a remedy that must be used in light of the problems that the organization or business cannot control (Smith, 2005).

Pre-crisis, crisis, and post-crisis phases make up handling (Sa'diyah, 2013). Precrisis can be understood as the institution's initial attempt to gather information about the crisis issue and pinpoint issues. The crisis management program is the point where a program strategy is put into action. This tactic is related to using issue identification as the cornerstone of a crisis management plan. Post-crisis is the next phase of crisis handling. This phase seeks to evaluate the crisis program's implementation process.

The government has handled the education sector's crisis at every step. The strategy aims to address COVID-19 emergency situations. Handling begins with a list of the issues that have been encountered since the COVID-19 outbreak.

The government issued a crisis plan to manage the impact of Covid-19 in the form of a distance learning program within the category of home study or online learning, which reflects the use of Internet-based technology to end the

requirements of the educational process.

Online education is still available because the problem is still going on. In that time, students engaging in online learning also have a variety of experiences.

This study aims to highlight the role of effective communication in managing the Covid-19 crisis in the education sector, Therefore, this study can lead to added value concerning research on the coronavirus to respond quickly to a crisis with insightful policy implications and priorities for a well- established crisis management plan.

Problems Statement:

COVID-19 has been a global disruptor. In many cases due to uncertainty and limited information, the pandemic has created chaos across business and private activity; education is no exception. The reality of the limited flexibility of existing systems of teaching was immediately acknowledged by the closure of physical facilities and the subsequent migration to online teaching. However, in spite of tech-neologies to enable remote participation, it has become apparent that the capacity for learning in an autonomous environment is not homogeneous. From this perspective the pandemic created an opportunity to assess education infrastructure in real time as part of on- going crisis management.

The study problem is What is the role of effective communication in crisis management in the education sector during the Corona 19 pandemic?

Research Questions:

What is the role of effective communications in crisis management during the Covid-19 pandemic? What is the role of crisis management in the education

sector during the Corona pandemic?

Research Objectives:

Learn about the role of effective communication in crisis management in the education sector during the Covid pandemic.

Research Contribution

In the Kingdom of Saudi Arabia, a few studies have been conducted on the impact of the Covid 19 pandemic on the education sector, which forced students and teachers to distance education, and the role of effective communication in crisis management on the education sector during the Corona pandemic, and many studies must be conducted on the role of effective communication in managing Crises during Covid 19 affect the education sector, as these theories help show the importance of effective communication in crisis management.

This study contributes to strengthening studies that focused on the impact of effective communication in crisis management and its application to Covid 19 in the education sector due to the lack of sufficient previous studies that dealt with the impact of effective communication in managing the Covid 19 crisis.

Terms and Operational Definition

The most important terms are defined below. These terms include:

Crisis Management: “a serious threat to the basic structures or the fundamental values and norms of a system, which under time pressure and highly uncertain circumstances necessitates making vital decisions” (Boin et al., 2005).

Covid-19: " the infectious disease caused by the most recently discovered coronavirus", • This new virus and disease were unknown before the outbreak

began in Wuhan, China, in December 2019" (WHO.2021)

Communications: "Communication is derived from the Latin word *commūnicāre*, meaning "to share". It is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. It is the meaningful exchange of information between two or more living creatures". (miranda reems,2021)

Lecture Review:

The Lecture Review:

Crisis Management in the Education Sector

Crisis management is an emergency response strategy. This situation can occur in every institution, organization, and company, both private and government institutions. A Crisis can happen anytime and anywhere. When a crisis occurs, of course, it will have an impact on the company. In the context of this study, the handling of the crisis in question is the crisis caused by the COVID-19 pandemic. Since COVID-19 occurs all sectors have been paralyzed, starting from the economic, political, socio-cultural, and education sectors. This situation occurs in several countries in the world including Indonesia. It was noted that Indonesia began to be exposed to COVID-19 on 16 March 2020. The first case occurred in the city of Depok involving parents and children. COVID-19 continues to plague until finally, the government establishes the emergency status of COVID-19. This condition is then handled by the government by implementing a crisis management program. By definition, a crisis can be interpreted as an abnormal situation. This situation can threaten the existence of institutions (Luhukay, 2013). A crisis is an

unexpected situation. Institutions or companies, in general, cannot expect the crisis to occur. As a threat, the crisis must be dealt with quickly so that the institution or organization can return to normal. This is in line with the understanding of the crisis according to Kathleen Fear-Banks, that the crisis is interpreted as an event that will have negative implications (Fajri & Mawadati, 2018). What is meant by crisis management is when efforts are made to deal with a crisis. It needs to deal with it as soon as possible when the privation, and the company is experiencing a crisis. The crisis management that will be discussed in this article is a crisis management effort that has been made by the Indonesian government in handling the COVID-19 pandemic. This article focuses on discussing crisis management in the education sector. Handling by the government related to the implementation of learning during the COVID-19 pandemic. The Indonesian government has issued a policy crisis programme called Study from Home.

Communication Experience

Communication experience is a statement of someone after experiencing an event. In the context of this research, the intended event is a student's communication event when participating in the Study from Home programme during the COVID-19 pandemic. How they say related communicative actions during learning. Communication experience can also be interpreted as reflection or thinking based on memory (Hidayat, 2012). Communication experience is also identical to an event (Fitriyani, 2018). Previous research found that a person's experience can make him better or create a better relationship (Mardhiyani, 2014). Communication experience in principle can

be shared with others. If other people also have the same experience, a mutual agreement will be developed among individuals (Yayu, Hidayat, & Suhadi, 2019). Communication experience occurs because of communication activities. Previous research also revealed that communication experience was born because of communication activities consisting of actions, speech, and interactions (Nurtyasrini, Hafiar, 2016). These communication activities are a prerequisite for each individual in building social existence (Hidayat, Kuswarno, Zubair, & Hafiar, 2018). Communication experience is built because of a series of phenomena that can influence action (Prihandini, 2016). Communication plays a very important role in creating communication experiences (Venus & Nabilah, 2016).

Study from Home

The crisis learning programme during the COVID-19 pandemic is called Study from Home. This policy is implemented through distance learning using an online system. Online learning is explained as open learning that is distributed through the internet network or web-based network. This system intends to facilitate learning and knowledge development through distance learning activities (Fitri & Putra, 2019). E-learning is considered as an innovation that has contributed greatly to changes in the learning process. The learning process is no longer just listening to the material description from the teacher, but students also carry out other activities such as observing, doing, demonstrating, and others (Rahardja, Lutfiani, Handayani, & Suryaman, 2019). The development of learning media based on e-learning aims to minimise the difficulties of students and lecturers in learning activities. These

difficulties are mainly due to psychological, geographical, and time issues (Cyly, Dalu, & Rohman, 2019). One online learning theory is online Collaborative Learning (OCL). Linda Harasim as the originator of the theory explains that internet facilities aim to provide a learning environment and foster collaboration to build knowledge. Harasim described OCL as a new learning theory that focuses on collaborative learning (Picciano, 2017). E-learning in the context of this study is a learning system that was implemented during the COVID-19 pandemic. This learning is a form of crisis programmes called Study from Home.

Strategic decisions during and after a crisis

One of the essential factors for this research is the situation that the world has been influenced by for the past year. The company, the industry and the global economy have been hit by a crisis. Many researchers investigated how to craft a winning strategy for businesses during and after the COVID-19 era. The main findings include the vitality of uncertainty and thoughtful reaction to it, changes in consumer behaviour and the importance of technology.

While lockdowns and new emerging protectionist policies influenced international trade, widespread layoffs greatly influenced consumer purchasing power (Kunsch, 2020). This leads many scholars to an assumption that continuing in 'business as usual' may not be an option for many businesses in the post-COVID-19 era (Ibid.). However, even though COVID-19 has impacted businesses and their environment in many ways, it is not going to change the fundamentals of how businesses and economies work (Ibid.). These 'systematic risks', like natural disasters, foreign policy, new

laws, negative interest rates, have happened many times in the past and are expected to happen in the future (Ibid.). That is why it is important to acknowledge uncertainty when strategizing as we can never anticipate the possible outcome of the universe as well as what will be its effects on the business. Hence, a successful company needs to embrace and strategize for uncertainty as it is a necessary condition for maximizing profits (Ibid.).

Often leaders decide to make quick and frequent shifts in companies' strategies when a crisis occurs (Ibid.). However, this approach overlooks what elements strategy consists of, such as history, identity, material resources, core competencies and human resources (Ibid.). Thus, companies might not need to change their strategies per se, but make strategic decisions that are needed to align themselves with their environment and to address uncertainty (Ibid.).

Strategies that support companies when facing uncertainty are centered around flexibility, adaptability and creativeness (Ibid.), which will be further discussed in the theory chapter.

Moreover, no matter what strategy a company picks, it will be crucial for the company to consider its technological environment and possible technological improvements (Kunsch & Seifzadeh, 2020). Many companies report that two years of anticipated development happened in two months last year but the necessity brought much-needed adoption (Ibid.).

An expected outcome of COVID-19 for the economy is that while some organizations will inevitably fail, others will not only survive but become stronger, which will make competition in certain areas tougher (Ibid.). Strategy is the best tool to support a company to survive the uncertainty.

In the situation of high risk and uncertainty, it is beneficial for companies to be proactive, rather than reactionary (Ibid.). Thus, companies' strategies need to align with the new reality and organizations need to develop a deeper understanding of their resources and capabilities that can help them become stronger (Ibid.).

Research methodology:

Introduction:

The purpose of this study is to test the hypothesis and emphasize the fact that effective communication contributes to better and more effective crisis management. Data will be collected through a survey of crisis management experts in the education sector in the Kingdom of Saudi Arabia. This chapter will cover the study philosophy and research procedures.

Research Method:

A research method is a technique used to gather and analyze data. It is subdivided into quantitative and qualitative techniques. Quantitative research is a kind of study that utilizes statistics and anything quantifiable to conduct systematic examinations of events and their connections. It is used to address concerns about the links between quantifiable factors with the goal of explaining, predicting, and controlling a phenomenon (Leedy 1993). Qualitative research focuses on the interpretation of occurrences in their natural surroundings in order to make sense of the meanings attached to these settings by individuals (Denzin and Lincoln 1994). Qualitative research methods may involve the collecting of data from personal experiences,

introspection, and life stories, as well as interviews, observations, encounters, and visual texts that are meaningful to people's lives. Additionally, several research combines qualitative and quantitative methods.

Research Philosophy

The methodology used is a qualitative approach to phenomenological studies.

We adopted a qualitative approach for this case study as it can be used to understand a condition, experience, or event from a personal standpoint. Generally speaking, crisis research tends to more frequently adopt the qualitative approach, especially in case studies, which successfully capture leadership experiences, and investigate the strategies employed in a particular crisis, Such as the role of effective communication in crisis management.

To select informants, we used a purposive sampling strategy to identify individuals who could provide the information needed to comprehend the central phenomenon, Data was collected from previous studies, indicators, and statistics about the study.

Data Collection

Aiming to discover critical priorities in crisis management by grasping the most recent issues of the COVID-19 pandemic in big data, this study takes on a data-driven method using one of the data mining techniques, particularly, Data will be collected through an interview with the Focus Group, who are a group of specialists in crisis management in the education sector during the period of the Covid 19 epidemic, and taking their opinions and point of view to answer the researcher's questions.

Data Sources for Research

Data might be primary or secondary. Primary data is information gathered directly from sources by a researcher via surveys, interviews, or experiments. It is gathered directly from original sources with the study topic in mind. Secondary data is information obtained through studies, surveys, or experiments conducted by others or for the purpose of doing more study.

Research Design

This study on crisis management and communication experience in education in Saudi Arabia uses phenomenological studies. Researchers use phenomenology because it aims to construct the experience of Specialists and experts in the field of crisis management in the education sector in Saudi Arabia to learn about their experience and opinion on the importance of effective communication for crisis management in the education sector during the Covid -19.

researcher conducted in-depth data mining. The data collection techniques used by researcher are interview techniques and documentation review. Interviews were conducted. The interview was conducted personally between the researchers, specialists, and experts (Focus Group).

Sampling:

Interviews with 15 experts, the experts were selected from those responsible for supervising crisis management and effective administrative communications during the management of the Covid - 19 crisis.

Data collection

The primary source of data collecting is as follows: Data and information may be collected directly. will be collected quantitatively; Key data collection

methods include interview.

In this study the researcher used qualitative method Interview questions was used which included open questions, to elicit replies from a large sample of respondents prior to doing qualitative analysis. Additionally, an open inquiry allows individuals to define and explain the situation or occurrence in their own words.

Two items were included in the interview, the first part related to demographic information and the second related to ten questions about the impact of communication processes on the success of managing the education crisis during Covid 19.

Table (1.2) demographic data

| Variable | Level | Responses | Percentage % |
|-------------------|-----------------|------------------|---------------------|
| Gender | Male | 6 | 42.8 |
| | Female | 8 | 57.2 |
| Age | 30-34 | 1 | 0.07 |
| | 35-40 | 1 | 0.07 |
| | 41-45 | 4 | 0.285 |
| | 46-50 | 6 | 0.428 |
| | 51 and above | 2 | 0.142 |
| Experience | Less than 9 | - | - |
| | 9-14 Years | 6 | 0.428 |
| | 15-20 Years | 3 | 0.214 |
| | 21-25 Years | 5 | 0.357 |
| | Above 22 years | - | - |
| Education | Bachelor | 12 | 0.857 |
| | Master's degree | - | - |
| | PHD | 2 | 0.143 |

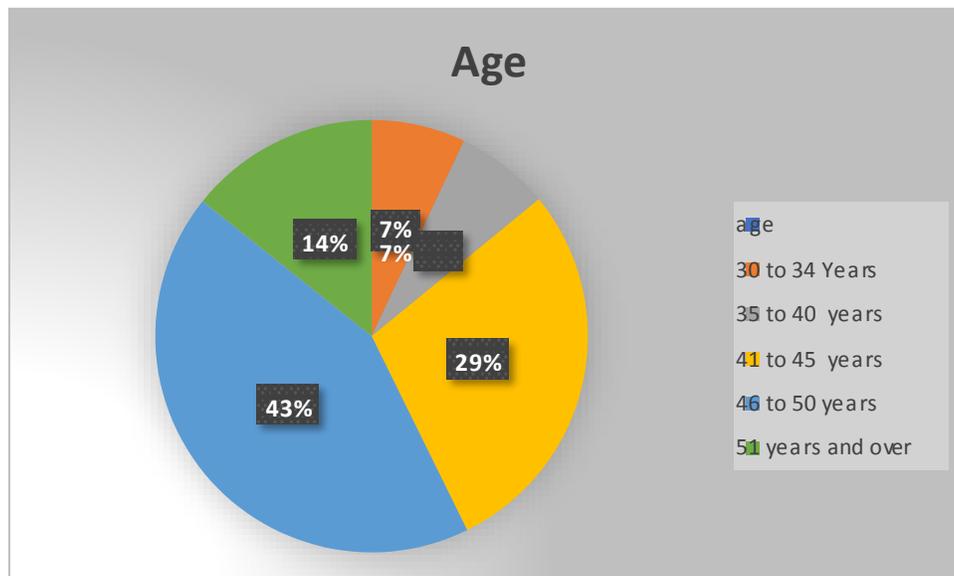
Data Analysis

Demographic Information:

Demographic information in this study has been characterized by age, gender, and the years of experience and education in which the respondents work in. The following information is represented in the charts below.

Age

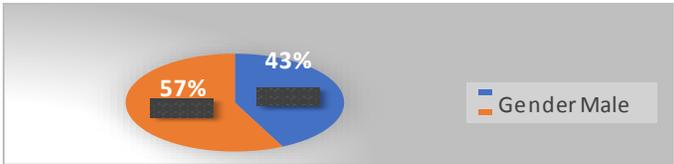
The respondents were classified into 4 categories as shown below, and 0.07 percent of the respondents ranged in age from (30 to 34), 0.07 percent of the respondents ranged in age from 35 to 40 years, 0.285 percent from 41 to 45 years, and 0.428 from 46 to 50 years 0.142 percent of 51 years and over.



Gender:

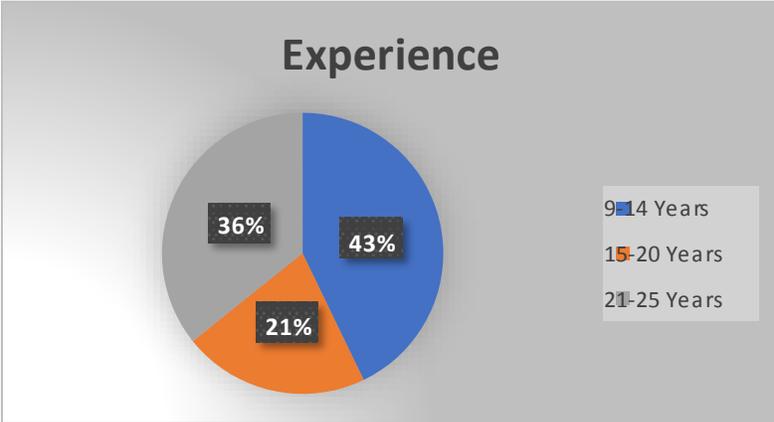
The number of female respondents was relatively close to the number of male respondents. The number of female respondents were 8 while male respondents were 6.

Gender



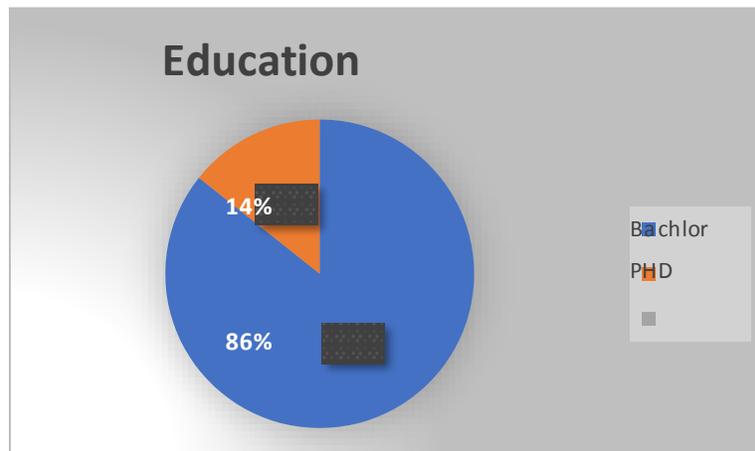
4.1.2 Experience

The number of years of experience was classified for the respondents, and the highest percentage was 0.428 percent for the respondents with years of experience from 9 to 14 years, followed by 0.357 percent for the number of years of experience from 21 to 25 years, followed by 0.214 percent for the number of years of experience from 15 to 20 years.



4.1.2 Education:

The academic level of the respondents was classified, and the highest percentage was for holders of a bachelor's degree at 0.857 percent, followed by holders of a doctorate degree at 0.143 percent.



Analyze the results of the interview questions.

Q1 What are the measures to confront the Covid pandemic crisis in the education sector?

95% of the respondents showed that the most important measures to confront the Covid 19 crisis in the education sector are closing schools, switching to distance education, creating electronic platforms such as the "Madrasati" platform, and switching to electronic transactions, the respondent said that **"schools have been closed, the Madrasati platform has been established, the shift to distance education has become, and all transactions have become electronic."**, and 5% of the respondents showed that the most prominent measures are issuing educational leaflets in cooperation with the

Saudi Ministry of Health and applying Precautionary measures to avoid the spread of the epidemic.

Q2 How effective is covid crisis management in education?

The results of the respondents were positive, and 96% of the answers were that the experience of managing the Covid-19 crisis in the education sector was successful and achieved the expected.

goals and achieved the required performance outputs, the respondent said that **"We see that it is a successful experiment and has achieved the required goals, taking into account the circumstances surrounding it. Most of the results were positive and good."** And 4% of the answers were that the Covid-19 management procedures could be re-employed for the education sector again due to its great success.

Q3 What are the challenges you faced in managing the educational process during Covid 19?

76% of the respondents confirmed that the most important challenges they faced were. Insufficient availability of electronic devices for all users of e-learning platforms

Poor skills of using modern technology among some teachers and students.

The weakness of the Internet in some areas, which negatively affects the outcomes of the educational process, the respondent said that, **"The Covid 19 crisis was a new experience and the ministry were not adequately prepared for it, and one of the most difficult challenges we faced was the lack of sufficient electronic devices such as iPads and smart phones for**

students and teachers, and the difficulty of using modern technology for teachers, as well as the weakness of the Internet in particular." in remote areas or due to power outages."

14% of the respondents confirmed that one of the most prominent challenges is power outages sometimes in some areas and isolating students from distance education.

10% of the respondents affirmed that one of the challenges is the lack of qualification of the parties involved in education with the skills of using educational platforms for each other and the difficulty of creating a sound educational environment through distance education.

Q4 What is the role of communication in managing the Covid-19 crisis in the education sector?

The largest of respondents, at 86%, confirmed that communication contributed significantly to improving the management of the Covid-19 crisis by facilitating the transfer of messages between the concerned parties, the transfer of information clearly, and the improvement of performance, which reflected positively on the outcomes of the educational process and the achievement of goals effectively and with high efficiency.

the respondent said that "**The importance of communication lies in improving crisis management and achieving continuity in work and harmony, and that good communication contributed to achieving goals faster, with high quality and less time, facilitating the transfer of information and sending messages in the right way and with high efficiency.**"

And 14% of the respondents affirmed that the communication process contributed to creating a positive work environment during the epidemic and improving the coordination process between workers.

Q5 What is the way to communicate during covid 19?

82% of the respondents confirmed that the method of communication is the electronic method platforms such as e-mail, especially for official messages, and social media contributed to facilitating the communication process, the most important of which are Telegram, WhatsApp, SMS the respondent said that " **Through the Madrasati platform or by e-mail, Telegram, WhatsApp, and the preferred method is e-mail**"

And 18% of the respondents affirmed that the method of communication depends on the previous educational structure and some of the work was divided into working groups and the appointment of a supervisor for each group to coordinate and facilitate the transfer of information.

Q6. What are the communication obstacles you faced during Covid 19?

85% of the respondents affirmed that it is one of the main obstacle's weak internet Pressure on electronic platforms, which weakens the communication process Difficulty controlling communication parties due to the use of distance education The environment surrounding students, which makes it difficult to communicate Weakness of some individuals using modern technology,

the respondent said that "**the most prominent obstacle to communication is the pressure on the Internet, the Madrasati platform, and the impact of the surrounding environment on the extent of understanding the message,**

given that the receiver resides in his home throughout the crisis period."

15% of the respondents confirmed that it is one of the most prominent obstacles the delay of response, they believe that indirect communication does not give positive results No interaction from the other side.

Q7 What solutions are suggested to improve communication.

82% of the respondents confirmed that it is one of the best proposed solutions to improve communication effectively.

- Train and qualify all parties to use modern technology.
- Rehabilitation of parties with communication skills and how to apply them.
- Continuing distance education after the end of Covid-19

The respondent said that "**Qualifying and training workers, employees and students on professional communication methods, establishing a virtual work environment and training the concerned parties on it to ensure its successful use after the end of the crisis**".

18% of the respondents suggested.

- Create a virtual work environment and train employees.
- Educating individuals about the necessity and benefits of e-learning
- Enhancing a culture of self-monitoring for students.

Q7 Evaluation of criteria (response, accuracy of response, clarity of message, effectiveness of response) and their impact on communication effectiveness.

1. Response

The highest percentage of respondents confirmed that the response during the Covid- 19 period was very effective, at 0.71%, followed by 0.28%, who confirmed that the response during Covid-19 was somewhat effective.

2. accuracy of response

The highest percentage of respondents confirmed that the accuracy of the response during the Covid-19 period was very effective at 0.50%, followed by 0.42% and 0.08 who chose neutral.

3. clarity of message

The highest percentage of respondents affirmed that the clarity of the message during the Covid-19 period was very effective, at a rate of 72%, followed by 28%, who confirmed that the clarity of the message was fairly effective.

4. Effectiveness of response

The highest percentage of respondents confirmed that the effectiveness of the response during the Covid-19 period was very effective, at 50%, followed by 35% who confirmed that the clarity of the message was fairly effective, and 15% confirmed that it was less effective.

Summary and Recommendations

Summary of Main Findings

This research focused on the management of the Covid 19 crisis in the education sector in the Kingdom of Saudi Arabia by extracting the role of communication in improving the management of crisis management. After

using electronic platforms to communicate, transfer information, and create a specialized platform for e-learning.

The procedures followed by the Ministry of Education proved their effectiveness in the success of the educational process through improving performance and outputs and achieving goals. Successful communication played a major role in the success of managing the crisis and improving the outputs of the educational process, as it facilitated communication between all parties, facilitating the delivery of information and creating a positive educational environment.

Despite the existence of some challenges and obstacles in the communication process, such as the weakness of the Internet, the unavailability of electronic devices for all individuals, and the weakness of skills in using modern technology, the experience of the Kingdom of Saudi Arabia in the education sector during the Covid 19 crisis has proven its success and effectiveness and the achievement of the required goals, Likewise, weak individual communication skills, their differences from one person to another, and the inability to ration and times for communication, which negatively affected effective communication during the crisis.

Recommendations

- Crisis management is an integrated process in any sector or organization, so it is necessary to train all decision makers and workers on the skill of effective communication in crisis management and qualify them in the fields and skills of dialogue, evaluation, coordination and facilitation of the communication process.

- To enhance the effectiveness of the communication process during crisis management, coupled with the selection of the team and the most qualified members, and to develop a map showing the chain and channels of issuing decisions and instructions during the crisis, to avoid conflicts in responsibilities, and to coordinate between responsibilities and choose the best methods of communication and present them to the internal departments.
- The success of the communication process in crisis management depends on applying the balanced model for crisis communication management based first on collecting information and surveying the environment and then developing a communication strategy to prevent the occurrence of the crisis, and secondly planning to prevent the crisis through the development of a preventive policy and the preparation of general plans through which messages, means and goals are identified. In the communication plan, thirdly, forming a crisis management team, analyzing all its internal and external elements, and finally the post-crisis stage, which includes assessing crisis management, identifying strengths and weaknesses, general evaluation of crisis plans, and continuing communication with the public.
- Preparing workers and specialists through workshops on the importance of communication skills in activating crisis management and achieving the required outputs and goals.
- Work on developing and updating distance education policies, given the positive results achieved in the education sector in the Kingdom of Saudi Arabia during Covid 19, starting with the shift to online learning.

And the quick response by all institutions, teachers, and learners, we can deduce a great benefit from monitoring and developing the progress and success in the application of distance learning, which will add value with the outputs of the case study presented within the Kingdom of Saudi Arabia and other countries as well.

- Organizations in all their forms and activities are not immune from crises that threaten their existence and survival in the market, so it is necessary to have a set of communication strategies capable of facing and overcoming these crises.
- It is necessary to involve workers and stakeholders in reviewing the outputs of the Covid-19 management phase related to the education sector about the importance of mastering modern technologies related to distance education and the need to change, improve and develop current policies to improve the outputs of distance education.
- Apply assessments of the experiences of workers in the education sector and the application of distance education and review the needs and requirements for improving.

distance education by surveying the opinion of specialists and their recommendations to improve distance education and translating them into practical plans.

- Rehabilitation of workers, specialists, and students in the technology of applying distance education, and the use of electronic platforms, their importance and their role in facilitating education.

References

- Dahya, N. (2016) Education in conflict and crisis: How can technology make a difference? A landscape review. Bonn, Germany: Deutsche Gesellschaft für International Zusammenarbeit (GIZ) GmbH.
- Ahmadi, D., Rachmiatie, A., & Nursyawal. (2019). Public participation model for public information disclosure. *Journal Komunikasi: Malaysian Journal of Communication*, 35(4), 305–321. <http://doi.org/10.17576/JKMJC-2019-3504-19>.
- Emma Mohamad, & Arina Anis Azlan. (2020). COVID-19 and communication planning for health emergencies (Correspondence Item). *Journal Komunikasi: Malaysian Journal of Communication*, 36(1).
- Fitri, H., & Putra, R. B. (2019). The impact of learning culture on readiness to online learning through learning satisfaction as intervening
- the industrial era 4.0. *Journal Apresiasi Ekonomi*, 7(3), 309–316.
- Mundy, K. & Hares, S. (2020) Managing education systems during COVID-19: An open letter to a minister of education. Center for Global Development (blog).
- Waryjas. Maryann A. (2021). EFFECTIVE CRISIS MANAGEMENT: Grace Under Pressure. kmz rosnman.
- Antušák, E. (2009). *Krizový management. Hrozby, krize, příležitosti* [Crisis Management: Threats,
- Crises, Opportunities]. Praha: Wolters Kluwer.
- Crandall, W.R., Parnell, J.A., and Spillan, J.E. (2013). *Crisis Management: Leading in the New*.
- *Strategy Landscape*. Thousand Oaks, CA: SAGE Publishing.

إدارة الأزمات وفعالية الاتصال في

قطاع التعليم خلال أزمة كوفيد في المملكة العربية السعودية

ملخص:

أثر فيروس كوفيد 19 بشكل كبير على مختلف قطاعات الدولة، أبرزها قطاع التعليم، حيث فرضت الإجراءات الاحترازية لفيروس كوفيد 19 العديد من التغييرات على العملية التعليمية في المملكة العربية السعودية. هدفت الدراسة إلى التعرف على دور التواصل الفعال في إدارة الأزمات في قطاع التعليم خلال أزمة كوفيد 19.

تناولت هذه الدراسة دور التواصل الفعال في إدارة الأزمات، بالتطبيق على قطاع التعليم في المملكة العربية السعودية خلال كوفيد 19، وتكونت عينة الدراسة من 14 شخصا متخصصين في إدارة أزمة كوفيد 19 في قطاع التعليم في المملكة العربية السعودية، وتم اختيار المقابلة الشخصية كأداة للدراسة. وتوصلت الدراسة إلى عدد من النتائج أبرزها: أبرزها أن الاتصال الفعال يؤثر بشكل كبير على إدارة الأزمات من خلال تحسين جودة الأداء ومخرجات خطط إدارة الأزمات وتحقيق الأهداف المطلوبة وتسهيل عملية الاتصال. أظهرت المملكة العربية السعودية نتائج إيجابية في إدارة أزمة كوفيد-19 في قطاع التعليم، مما يشجع القائمين على الاستمرار في تطبيق التعليم عن بعد وإدارة العملية التعليمية إلكترونياً.

الكلمات المفتاحية: إدارة الأزمات في قطاع التعليم خلال كوفيد 19- إدارة العملية التعليمية إلكترونياً- المملكة العربية السعودية.