



Debeş, Gülyüz. (2021). Teachers' perception of crisis management in schools. *International Online Journal of Education and Teaching (IOJET)*, 8(2). 638-652.

Received : 20.12.2020
Revised version received : 11.01.2021
Accepted : 12.01.2021

TEACHERS' PERCEPTION OF CRISIS MANAGEMENT IN SCHOOLS

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Abstract

The aim of the study is to determine the crisis preparedness level of teachers in middle schools in North Cyprus Republic. The study provided a comprehensive review of crisis management in school in terms of its effects on middle school teachers, demographic variables and relationship to teachers' performance and teachers' crisis intervention abilities. The safety-related types of in-service training needs of teacher was also examined in the study. Based on the aims of the study, "Crisis Intervention Scale" which was developed by Debeş (2020) was used to investigate teachers' perceptions about crisis management in schools. To analyze the data content and descriptive analysis was conducted. This was both quantitative and qualitative methodology. The interview technique was used in the study and descriptive analysis was also conducted as data analysis techniques. The participants of the study comprised 48 teachers in North Cyprus in 2020-2021 academic years. The questionnaire forms were delivered participants, 27 (%56.3) were female and 21 (%43.8) were male. The sample of the study was randomly selected. According to the arithmetic mean score of teachers' (2.00 to 2.48) about crisis situations that had few effect on their performance in school. Meanwhile, the arithmetic mean score of teachers' (2.06 to 2.63) about managing crisis situations with sufficient practice, teachers' were very good at managing crisis situations with sufficient practice. In addition, the arithmetic mean score of teachers' (1.92 to 2.92) about safety-related types of in-service training needs teachers' were very high.

Keywords: Crisis management, intervention, middle school, teachers

1. Introduction

The factors causing crisis situations in the schools are addressed the subjects of crisis in school are underlined in most probable crisis for schools to face teachers such as bomb warning, sexual abuse, injury and death, hostage-taking, vandalism, poisoning, natural disasters etc. in schools. Crises affect schools negatively by occurring in an unexpected time. Crises plans of schools are used to establish stability to school and enhance schools' actors' ability to effectively manage crisis situations. Crisis management is a continuous process in which all phases need to sufficient preparedness level of schools' actors' .Failure to prepare for a crisis might result in death and/or serious injury to schools' actors. With the safety of all the schools' actors involved in school activities on a daily basis, schools' actors have to need to sufficient preparedness based on crisis intervention plan of the schools (Kennedy,2004).

Crisis management in school regarding crisis intervention; the effectiveness of crisis management depends on crisis team in the schools. Thus, the primary component of the crisis intervention plan have to establish a crisis team in the schools. Based on the literature review an effective crisis intervention plan should consist of (1) effective crisis intervention procedures (2) designated to specific people who can be executed without delay (3) training schools' actor with sufficient practice to respond to crises and emergencies (4) leading group

communication during and after of a crisis (5) school district's construction to prevent dealing with emergency and violent situations (Greenbaum, Turner, and Stephens, 1989).

Many local education authorities have developed crisis management planning frameworks for schools. However, the schools' actors have to be trained to deal with such unexpected situations with long term follow-up planning. Thus, professional perspectives of the schools' actors are mostly important rather than a systematic review of the crisis intervention planning. The school safety is a central component of crisis management because efforts are taken in strong emphasis on prevention using effective strategies to design a time -limited problem-focused intervention and programs which improve school climate. The crisis intervention planning needs to be listed as a priority into job descriptions (Poland, 1994). The potential roles of a crises team may be conceptualized in terms of "liaisons" seen figure 1.

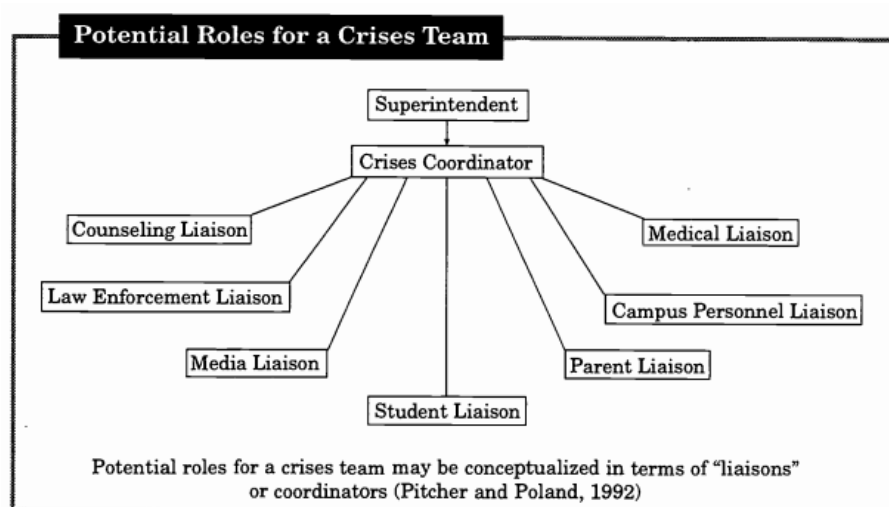


Figure 1. Potential Roles for a Crises Team

Since policies, resources and conditions are changed in time conducting drills and establishing a procedure for updating the crisis intervention plan are essential elements to maintain preparedness of crisis management. The crisis preparedness involves planning, training and practice thus schools can improve their crisis management through mandatory aspects of effective planning, training and practice (Pitcher and Poland, 1992). However, a key question sometimes remain unanswered on Does having a plan really produce better outcomes?

In relation to implementation of crisis management procedures generally involve the smaller scale crises but advance planning and constantly evolving crisis plans are essential components of crisis management (Eaves, 2001).

Crisis management plans for school have been recommended by researchers in relation to components and content of advance crisis management planning (Brock, Sandoval and Lewis, 1993; Kramen, Kelly and Howard, 1999). In addition, researchers in relation to crisis management teams indicated that whether the crisis management team was more effective than others, particular combinations of schools' actors while crisis emerges were more effective (Poland,1992).Moreover, the qualities of leadership, teamwork and responsibility have influence on successful crisis management (Cornell,1998).

First of all, principal is crucial role in crisis management thus, they takes primarily responsibilities for all decision and activities. The importance of maintaining a safe school environment, the principles always carrier responsibility for teachers, students and parents

when unexpected situations emerge in schools. However, the implementing appropriate procedures while crisis emerges, the teachers also carrier more responsibility for students to protect them against of undesirable situations. Students need a guidance when crisis emerges therefore teachers' role of crisis management is important issues to examine according to such variables. Thus, the study was conducted to determine the crisis preparedness level of teachers in middle schools. In this sense, the study is to examine the following research questions:

1. What safety-related types of in-service training have teachers been involved in middle schools?
2. What safety-related types of in-service training have influence in terms of;
(a) gender, (b) working experiences, (c) professional development of crisis management?
3. How do crisis situations effect teachers' performance in schools?
4. How do crisis situations effect teachers' performance in schools in terms of;
(a) gender, (b) working experiences, (c) professional development of crisis management?
5. Do teachers manage crisis in school sufficiently?
6. How sufficiently do teachers manage crisis in schools in terms of their;
(a) gender, (b) working experiences, (c) professional development of crisis management?
7. What safety-related types of in-service training do middle school teachers need?
8. What safety-related types of in-service training do middle school teachers need in terms of their;
(a) gender, (b) working experiences, (c) professional development of crisis management?

2. Method

Based on the aims of the study, "Crisis Intervention Scale" which was developed by Gülyüz Debeş (2020) was used to investigate teachers' perceptions about crisis management in schools. To analyses the data content and descriptive analysis was conducted. This was both quantitative and qualitative methodology. The interview technique was used in the study and descriptive analysis was also conducted as data analysis techniques.

2.1. Participants

The participants of the study comprised 48 teachers in North Cyprus Republic Semester of 2020-2021 academic years. The questionnaire forms were delivered participants, 27 (%56.3) were female and 21 (%43.8) were male. In terms of work experiences, 34 participants (%64.6) were less than 10 years and 17 participants (%35.4) were more than 10 years. In terms of educational status, 32 participants (%66.7) had graduate degree and 16 participants (%33.3) had undergraduate degree (See table 1).

Table 1. *Demographic Variables*

Variables		N	%
Gender	Female	27	56.3
	Male	21	43.8
Age	23-35	23	47.9
	36 Up	25	52.1
Education Level	Graduate	32	66.7
	Under Graduate	16	33.3
Working Experience	1-10 Years	31	64.6
	11 Years	17	35.4
Professional Development	Yes	12	25.0
	No	36	75.0
Total		48	100

In addition, the average age of participants is 37.46' (SS = 6.91) (See table 2).

Table 2. *Participants' average age*

	N	\bar{x}	SS	Min	Max.
Age	48	37.46	6.91	23	50

2.2. Research Instrument

Based on the aims of the study, "Crisis Intervention Scale" which was developed by Gülyüz Debeş (2020) was used to investigate teachers' perceptions about crisis management in schools. In the first part of the study, the subjects of crisis in school are underlined and the situations that are most probable for schools to face are defined. The second part of the study, the method of the study and findings obtained as results of interviews made with the crisis management in school scale. The scale was consisted of 31 possible crisis situations in school and validated the scale included 31 statements with 3-point likert-scale responses such as; (1) Very good; (2) Good; (3) few. To analyze study's findings SPSS was used.

3. Findings

Findings of the study are given under each related research question as in the following:

3.1. Research Question 1

The research question 1 concerns about what safety-related types of in-service training have they been involved in middle school teachers? According to the arithmetic mean score of teachers' (2.00 and 2.81) about safety-related types of in-service training is sufficient (See table 3).

Table 3. *The teachers' perception about safety-related types of in-service training*

Variable	Crisis Situations in Schools	Very Good		Good		Few		Average
		F	%	F	%	F	%	
1.	2. bomb warning	40	83.3	7	14.6	1	2.1	2.81
2.	28. student with AIDS	40	83.3	7	14.6	1	2.1	2.81
3.	13. sexual abuse to staff	39	81.3	7	14.6	2	4.2	2.77
4.	25. student couple with teacher	39	81.3	6	12.5	3	6.3	2.75
5.	26. injury and death	38	79.2	8	16.7	2	4.2	2.75
6.	1. gun attack	37	77.1	9	18.8	2	4.2	2.73
7.	3. death of student in school	37	77.1	9	18.8	2	4.2	2.73
8.	12. sexual abuse to students	38	79.2	7	14.6	3	6.3	2.73
9.	16. suicide attempt to students	38	79.2	7	14.6	3	6.3	2.73
10.	22. knife attack of students	38	79.2	7	14.6	3	6.3	2.73
11.	29. child abduction	39	81.3	5	10.4	4	8.3	2.73
12.	30. chemical attack	39	81.3	5	10.4	4	8.3	2.73
13.	11. hostage-taking	39	81.3	3	6.3	6	12.5	2.69
14.	15. gun attack around school	38	79.2	5	10.4	5	10.4	2.69
15.	14. poisoning in school	36	75.0	8	16.7	4	8.3	2.67
16.	27. political dispute between students	34	70.8	12	25.0	2	4.2	2.67
17.	31. science lab accident	33	68.8	12	25.0	3	6.3	2.63
18.	6. drug using	32	66.7	13	27.1	3	6.3	2.60
19.	8. fire	35	72.9	7	14.6	6	12.5	2.60
20.	5. death of staff in school	30	62.5	15	31.3	3	6.3	2.56
21.	18. vandalism	28	58.3	19	39.6	1	2.1	2.56
22.	20. school bus traffic accident	30	62.5	15	31.3	3	6.3	2.56
23.	4. death of someone around school	28	58.3	18	37.5	2	4.2	2.54
24.	10. gang attack	30	62.5	14	29.2	4	8.3	2.54
25.	19. bus accident	27	56.3	17	35.4	4	8.3	2.48
26.	21. school trip accident	28	58.3	15	31.3	5	10.4	2.48
27.	33. bullying to students	26	54.2	19	39.6	3	6.3	2.48
28.	17. parents' threatening and swearing	19	39.6	29	60.4	-	-	2.40
29.	24. healthy problem of students	19	39.6	25	52.1	4	8.3	2.31
30.	32. bullying students to students	17	35.4	28	58.3	3	6.3	2.29
31.	9. pandemic	17	35.4	25	52.1	6	12.5	2.23
32.	7. natural disaster	13	27.1	32	66.7	3	6.3	2.21
33.	23. power cut	10	20.8	28	58.3	10	20.8	2.00

3.2. Research Question 2

The research question 2 concerns about what safety-related types of in-service training have influence middle school teachers according to (a) gender, (b) working experiences, (c) professional development of crisis management? the results revealed that teachers' perception about safety-related types of in service training were not differentiated according to teachers' gender ($U_{(48)} = 242.000$, $Z = -0.916, p > .05$), age ($U_{(48)} = 194.500$, $Z = -1.347, p > .05$), working experiences ($U_{(48)} = 226.500$, $Z = -0.799, p > .05$), and Professional development ($U_{(48)} = 169.000$, $Z = -1.121, p > .05$) (See table 4).

Table 4. *Mann Whitney-U Test Results according to examine variables*

Variables	Groups	N	\bar{x}_{sira}	\sum_{sira}	U	z	p
Gender	Female	27	26.13	705.50	239.500	-.916	.36
	Male	21	22.40	470.50			
	Total	48					
Age	25-35	23	22.52	518.00	242.000	-.941	.35
	36 Up	25	26.32	658.00			
	Total	48					
Education Level	Graduate	32	22.58	722.50	194.500	-1.347	.18
	Undergraduate	16	28.34	453.50			
	Total	48					
Working Experience	1-10 Years	31	23.31	722.50	226.500	-.799	.42
	11 Years And Up	17	26.68	453.50			
	Total	48					
Professional Development	Yes	12	28.42	341.00	169.000	-1.121	.26
	No	36	23.19	835.00			
	Total	48					

3.3. Research Question 3

The research question 3 concerns about how crisis situation effect teachers' performance in school? According to the arithmetic mean score of teachers' (2.00 to 2.48) about crisis situations that had few effect on their performance in school (See table 5).

Table 5. *Teachers' perception about crisis situations' effect on their performance in school*

Variable	Teachers' Performance	Very Good		Good		Few		Average
		F	%	F	%	F	%	
1.	28. student with AIDS	33	68.8	5	10.4	10	20.8	2.48
2.	14. poisoning	30	62.5	10	20.8	8	16.7	2.46
3.	8. fire	32	22.9	11	10.4	5	66.7	2.44
4.	31. science lab accident	30	62.5	9	18.8	9	18.8	2.44
5.	22. knife attack	31	64.6	6	12.5	11	22.9	2.42
6.	27. political dispute between students	29	60.4	10	20.8	9	18.8	2.42
7.	29. kidnaping	31	64.6	6	12.5	11	22.9	2.42
8.	15. gun attack around school	31	64.6	5	10.4	12	25.0	2.40
9.	16. suicide	31	64.6	5	10.4	12	25.0	2.40
10.	30. chemical attack	31	64.6	5	10.4	12	25.0	2.40
11.	2. bomb warning	31	64.6	4	8.3	13	27.1	2.38
12.	6. drug using	28	58.3	10	20.8	10	20.8	2.38
13.	11. hostage-taking	31	64.6	4	8.3	13	27.1	2.38
14.	12. rape and sexual abuse	31	64.6	4	8.3	13	27.1	2.38
15.	18. vandalism	24	50.0	18	37.5	6	12.5	2.38
16.	33. bullying	27	18.3	12	25.0	9	56.3	2.38
17.	13. sexual abuse to students	31	64.6	3	6.3	14	29.2	2.35
18.	19. bus accident	23	47.9	19	39.6	6	12.5	2.35
19.	25. student couple with teacher	29	60.4	7	14.6	12	25.0	2.35
20.	3. death of students	30	62.5	4	8.3	14	29.2	2.33
21.	4. death around school	23	47.9	18	37.5	7	14.6	2.33
22.	10. gang attack	25	52.1	14	29.2	9	18.8	2.33
23.	20. school bus accident	23	47.9	18	37.5	7	14.6	2.33
24.	1. gun attack	29	60.4	5	10.4	14	29.2	2.31
25.	26. injury and death	29	60.4	5	10.4	14	29.2	2.31
26.	17. parents' threatening and swearing	18	37.5	26	54.2	4	8.3	2.29
27.	5. death of staff	24	50	13	27.1	11	22.9	2.27
28.	21. school trip accident	23	47.9	15	31.3	10	47.9	2.27
29.	32. bullying students to students	16	33.3	25	52.1	7	14.6	2.19
30.	24. healthy problem	15	31.3	26	54.2	7	14.6	2.17
31.	23. power cut	13	27.1	26	54.2	9	18.8	2.08
32.	7. natural disaster	11	22.9	28	58.3	9	18.8	2.04
33.	9. pandemic	16	33.3	16	33.3	16	33.3	2.00

3.4. Research Question 4

The research question 4 concerns about how crisis situations effect teachers' performance in school according to (a) gender, (b) working experiences, (c) professional development of crisis management? To analyze data Mann Whitney-U Test was conducted. The results revealed that teachers' perception about crisis situations' effect on their performance in school were not differentiated according to teachers' gender ($U_{(48)} = 266.000$, $Z = -.444$, $p > .05$), age ; ($U_{(48)} = 193.000$, $Z = -1.379$, $p > .05$), working experiences ($U_{(48)} = 155.500$, $Z = -1.454$, $p > .05$), and professional development ($U_{(48)} = 200.500$, $Z = -1.360$, $p > .05$). See table 6.

Table 6. *The teachers' perception about how crisis situation effect teachers' performance in school according to variables*

Variables	Group	N	\bar{x}_{sira}	\sum_{sira}	U	z	p
Gender	Female	27	24.26	655.00	277.000	-.135	.89
	Male	21	24.81	521.00			
	Total	48					
Age	25-35	23	23.57	542.00	266.000	-.444	.66
	36 Up	25	25.36	634.00			
	Total	48					
Education Level	Graduate	32	22.53	721.00	193.000	-1.379	.17
	Undergraduate	16	28.44	455.00			
	Total	48					
Working Experiences	1-10 Years	31	22.47	696.50	200.500	-1.360	.17
	11 Up	17	28.21	479.50			
	Total	48					
Professional Development	Yes	12	29.58	355.00	155.000	-1.454	.15
	No	36	22.81	821.00			
	Total	48					

3.5. Research Question 5

The research question 5 concerns about Do teachers manage crisis in school with sufficient practice to respond to crises and emergencies? The results revealed that According to the arithmetic mean score of teachers' (2.06 to 2.63) about managing crisis situations with sufficient practice, teachers' were very good at managing crisis situations with sufficient practice (See table 7).

Table 7. *The teachers' perception about manage crisis in school with sufficient practice to respond to crises and emergencies*

Variable	Crisis Management With Sufficient Practice	Very Good		Good		Few		Average
		F	%	F	%	F	%	
1.	11. hostage-taking	35	72.9	8	16.7	5	10.4	2.63
2.	15. gun attack around school	34	70.8	9	18.8	5	10.4	2.60
3.	2. bomb warning	34	70.8	8	16.7	6	12.5	2.58
4.	3. death of students	32	66.7	11	22.9	5	10.4	2.56
5.	12. sexual abuse to students	33	68.8	9	18.8	6	12.5	2.56
6.	13. sexual abuse to staff	32	66.7	11	22.9	5	10.4	2.56
7.	16. suicide attempt	33	68.8	9	18.8	6	12.5	2.56
8.	14. poisoning	32	66.7	11	22.9	5	10.4	2.56
9.	28. student get AIDS	32	66.7	11	22.9	5	10.4	2.56
10.	1. gun attack in school	30	62.5	14	29.2	4	62.5	2.54
11.	26. injury and death	30	62.5	13	27.1	5	10.4	2.52
12.	29. kidnapping	33	68.8	7	14.6	8	16.7	2.52
13.	19. bus accident	24	50.0	18	37.5	6	12.5	2.50
14.	25. student couple with teacher	30	62.5	12	25.0	6	12.5	2.50
15.	30. chemical attack	31	64.6	10	20.8	7	14.6	2.50
16.	22. knife attack	31	64.6	9	18.8	8	16.7	2.48
17.	4. death around the school	25	52.1	20	41.7	3	6.3	2.46
18.	6. drug using	26	54.2	18	37.5	4	8.3	2.46
19.	8. fire	29	60.4	12	25.0	7	14.6	2.46
20.	18. vandalism	27	56.3	16	33.3	5	10.4	2.46
21.	10. gang attack	28	58.3	13	27.1	7	14.6	2.44
22.	27. political dispute between students	28	58.3	13	27.1	7	14.6	2.44
23.	31. science lab accident	30	62.5	8	16.7	10	20.8	2.42
24.	5. death of staff	25	52.1	17	35.4	6	12.5	2.40
25.	21. school trip accident	27	56.3	13	27.1	8	16.7	2.40
26.	33. bullying	26	54.2	15	31.3	7	14.6	2.40
27.	20. school bus accident	25	52.1	15	31.3	8	16.7	2.35
28.	17. parents' threatening and swearing	18	37.5	26	54.2	4	8.3	2.29
29.	24. healthy problem	15	31.3	28	58.3	5	10.4	2.21
30.	32. bullying teacher to student	16	33.3	25	52.2	7	14.6	2.19
31.	7. natural disaster	15	31.3	26	54.2	7	14.6	2.17
32.	23. power cut	11	22.9	30	62.5	7	14.6	2.08
33.	9. pandemic	15	31.3	21	43.8	15	31.3	2.06

3.6. Research Question 6

The research question 6 concerns about how teachers manage crisis in school with sufficient practice to respond to crises and emergencies according to (a) gender, (b) working experiences, (c) professional development of crisis management? To analyze data Mann Whitney-U Test was conducted. The results revealed that teachers' perception about managing crisis with sufficient practice were not differentiated according to teachers' gender ($U_{(48)} = 519.000$, $Z = -$

.920, $p > .05$), age ($U_{(48)} = 201.500$, $Z = -1.194$, $p > .05$), working experiences ($U_{(48)} = 232.500$, $Z = -.669$, $p > .05$), and professional development ($U_{(48)} = 193.000$, $Z = -.583$, $p > .05$) (See table 8).

Table 8. *The teachers' perception about how teachers manage crisis in school with sufficient practice to respond to crises and emergencies in school according to variables*

Variables	Groups	N	\bar{x}_{sira}	\sum_{sira}	U	z	p
Gender	Female	27	26.50	715.50	229.500	-1.124	.26
	Male	21	21.93	460.50			
	Total	48					
Age	25-35	23	22.57	519.00	519.000	-.920	.36
	36 Up	25	26.28	657.00			
	Total	48					
Educational Level	Graduate	32	22.80	729.50	201.500	-1.194	.23
	Undergraduate	16	27.91	446.00			
	Total	48					
Working Experience	1-10 Years	31	23.50	728.50	232.500	-.669	.50
	11 Up	17	26.32	447.50			
	Total	48					
Professional Development	Yes	12	26.42	317.00	193.000	-.583	.58
	No	36	23.86	859.00			
	Total	48					

3.7. Research Question 7

The research question 7 concerns about what safety-related types of in-service training needs of teachers in middle school? The results revealed that According to the arithmetic mean score of teachers' (1.92 to 2.92) about safety-related types of in-service training needs teachers' were very high See table 9.

Table 9. *The teachers' perception about safety-related types of in-service training needs*

Variable	Safety-Related Types Of In-Service Training Needs	Very Good		Good		Few		Average
		F	%	F	%	F	%	
1.	20. school bus accident	24	50.0	14	29.2	10	20.8	2.92
2.	21. school trip accident	25	52.1	12	25.0	11	22.9	2.92
3.	2. bomb warning	36	75.0	3	6.3	9	18.8	2.56
4.	1. gun attack	33	68.8	7	14.6	8	16.7	2.52
5.	28. student get AIDS	34	70.8	5	10.4	9	18.8	2.52
6.	11. hostage-taking	33	68.8	5	10.4	10	20.8	2.48
7.	15. gun attack around school	33	68.8	5	10.4	10	20.8	2.48
8.	29. kidnaping	34	70.8	3	6.3	11	22.9	2.48
9.	3. death of student	34	70.8	2	4.2	12	25.0	2.46
10.	22. knife attack	33	68.8	4	8.3	11	22.9	2.46
11.	25. student couple with teacher	33	68.8	4	8.3	11	22.9	2.46
12.	16. suicide attempt	32	66.7	4	8.3	12	25.0	2.46
13.	30. chemical attack	33	68.8	4	8.3	11	22.9	2.46
14.	14. poisoning	32	66.7	5	10.4	11	22.9	2.44
15.	27. political dispute between student	29	60.4	11	22.9	8	16.7	2.44
16.	13. sexual abuse to staff	33	68.8	2	4.2	13	27.1	2.42
17.	26. injury and death	32	66.7	4	8.3	12	25.0	2.42
18.	31. science lab accident	30	62.5	10	16.7	8	20.8	2.42
19.	8. fire	32	66.7	3	6.3	13	27.1	2.40
20.	33. bullying	27	56.3	13	27.1	8	20.8	2.40
21.	4. death around school	25	52.1	16	33.3	7	14.6	2.37
22.	12. sexual abuse to student	31	64.6	3	6.3	14	29.2	2.35
23.	5. death of staff	27	56.3	10	20.8	11	22.9	2.33
24.	6. drug using	28	58.3	8	16.7	12	25.0	2.33
25.	10. gang attack	26	54.2	12	25	10	20.8	2.33
26.	18. vandalism	24	50.0	15	31.3	9	18.8	2.31
27.	19. bus accident	24	50.0	15	31.3	9	18.8	2.31
28.	17. parents' threatening and swearing	24	37.5	18	50.0	6	12.5	2.25
29.	7. natural disaster	13	27.1	23	47.9	12	25.0	2.02
30.	9. pandemic	14	29.2	20	41.7	14	29.2	2.00
31.	32. bullying student to student	11	22.9	25	52.1	12	25.0	1.98
32.	24. healthy problem	10	20.8	25	52.1	13	27.1	1.94
33.	23. power cut	8	16.7	28	58.3	12	25.0	1.92

3.8. Research Question 8

The research question 8 concerns about what safety-related types of in-service training needs of teachers in middle school according to (a) gender, (b) working experiences, (c) professional development of crisis management? To analyze data Mann Whitney-U Test was conducted. The results revealed that teachers' perception safety-related types of in-service training needs were not differentiated according to teachers' gender ; ($U_{(48)} = 274.000$, $Z = -279$, $p > .05$), age ; ($U_{(48)} = 220.000$, $Z = -.799$, $p > .05$), working experiences; ($U_{(48)} = 240.000$, $Z = -.497$, $p > .05$) and, Professional development ($U_{(48)} = 192.000$, $Z = -.573$, $p > .05$). See table 10.

Table 10. *The teachers' perception about safety-related types of in-service training needs in school according to variables*

Variable	Group	<i>N</i>	\bar{x}_{sira}	\sum_{sira}	<i>U</i>	<i>z</i>	<i>p</i>
Gender	Female	27	25.50	688.50	256.500	-.562	.57
	Male	21	23.21	487.50			
	Total	48					
Age	25-35	23	25.09	577.00	274.000	-.279	.78
	36 Up	25	23.96	599.00			
	Total	48					
Educational Level	Graduate	32	23.38	748.00	220.000	-.789	.43
	Undergraduate	16	26.75	428.00			
	Total	48					
Working Experience	1-10 Years	31	23.76	736.50	240.500	-.497	.62
	11 Up	17	25.85	439.50			
	Total	48					
Professional Development	Yes	12	26.50	318.00	192.000	-.573	.58
	No	36	23.83	858.00			
	Total	48					

4. Discussion and Conclusion

The crisis preparedness involves planning, training and practice thus schools can improve their crisis management through mandatory aspects of effective planning, training and practice (Pitcher and Poland, 1992). However, a key question sometimes remain unanswered on Does having a plan really produce better outcomes? In relation to implementation of crisis management procedures generally involve the smaller scale crises but advance planning and constantly evolving crisis plans are essential components of crisis management.

Based on the literature review, the researchers were conducted on what works in school-based crisis planning in schools, there is a little evidence to determine best practices in crisis management. Thus, much of current practices have to record for future response of schools' actors. In addition, the presentation activities for school's actors in terms of capacity building programs have to be developed some mental health problems of schools' actors (United States Department of Education, 2019). The preparation phase of crisis management covers social, affective, cognitive, and physical factors therefore widely accepted strategies for crisis preparedness refers interconnection of multiple elements and co-dependency of these elements rather than a systematic accumulation (Ganz, 1999; Brock, 2007). Otherwise, it would seem for schools to continue just only the legal view might be not prepare any crisis intervention plan. Thus, intervention programs could be evaluated on 'high risk situations' for future research.

In addition, the effectiveness of crisis plans are compared whether effective responses are likely when crisis in place. It is important to conduct future researchers with optimal combinations of particular professional roles in the schools' crisis team.

The aim of the study is to determine the crisis preparedness level of teachers in middle schools in North Cyprus Republic. The teachers' perception about crisis situations in North Cyprus Republic schools had few effect on their performance in schools. Meanwhile, the teacher's perceptions about managing crisis situations with sufficient practice, teachers were very good at managing crisis situations with sufficient practice. In addition, teachers' perception about safety-related types of in-service training needs were very high in North Cyprus Republic context. These crisis preparedness level of teachers could be evaluated around different countries.

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