

**THE IMPACT OF HUMAN RESOURCES DEVELOPMENT ON THE
MANAGEMENT OF ORGANIZATIONAL CRISES: CASE STUDY JORDANIAN
MINISTRY OF EDUCATION**

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Abstract

The study aimed to examine the impact of human resources development in its dimensions (formal education, evaluation, job experience, personal relationships) on the management of organizational crises in the Jordanian Ministry of Education by following the descriptive analytical method. The study population consists of (262) employees of the Ministry of Education who hold the position of (director of administration, specialized director, and head of department). The number of employees is (262). The sample included all members of the study population. The data was collected using the survey method, where (262) questionnaires were distributed and (219) questionnaires valid for analysis were retrieved, accounting for (83.6%) of the total questionnaires distributed. To analyze the data, descriptive statistics measures were used, and simple and multiple linear regression analysis was used to test hypotheses. The study found that there is a statistically significant impact of human resources development in its dimensions (formal education, assessment, job experience, personal relationships) on the management of organizational crises in the Jordanian Ministry of Education. The study recommended that the Ministry conduct continuous analyses of the current and future needs for the skills and expertise required for the human resources needed to achieve the set goals and to conduct continuous reviews and updates of policies, procedures and plans related to crisis management to ensure continuity, improvement and development.

Key words: Human Resources Development, Organizational Crisis Management, Jordanian Ministry of Education.

Introduction

Business organizations are of an independent nature and have an identity independent of their owners. This identity affects the behavior of their employees. Therefore, employees in organizations must have a correct understanding of organizational tasks, roles and goals. This is in order to satisfy the desires of departments at different administrative levels and meet the needs of all customers. Business organizations try to deal properly with relevant parties, whether internal or external. This is done through work behaviors related to organizational goals and within the control of an employee that is observable and measurable and recordable.

Human resources are also one of the most important resources of the organization. In addition, the success of the organization and ensuring its progress and continuity depends on the performance of its employees. The organization will achieve remarkable and outstanding success in terms of quality and discrimination.

This provides a first line of defense for the organization in the face of possible crises. Organizations may be exposed to multiple crises in general and organizational crises in particular that may affect the completion of the tasks required of employees properly. In order to avoid these crises, senior management relies on managing organizational crises, because it is a comprehensive process. It requires a continuous plan to deal with possible organizational crises by identifying and analyzing indicators that affect performance. Continuous attention helps to raise the efficiency of employees in managing such crises at all levels: operational and administrative in reducing their severity and avoiding them if possible. Therefore, the researcher decided to conduct this study to identify the impact of human resources development on the management of organizational crises in the Jordanian Ministry of Education. The importance of the study the subject of human resources development is one of the important topics in all organizations because of its successful solutions in terms of ways to deal with organizational crises and manage them efficiently and effectively, which benefits the overall performance of employees and thus enhance the organization's position. All this leads to motivating different organizations to focus on managing organizational crises in line with their potential exposure to the risks of these crises.

The problem and questions of the study:

The development of human resources in its dimensions (formal education, assessment, job experience, personal relations) in managing organizational crises in the Jordanian Ministry of Education. It faces additional challenges resulting from the tremendous technological developments in various fields that have had a significant impact on changing the form of education and introducing modern teaching methods that suit these developments in order to achieve a high level of efficiency and effectiveness. From the above, the research problem arises from the main question: What is the impact of human resources development in its dimensions (formal education, assessment, job experience, personal relations) on the management of organizational crises in the Jordanian Ministry of Education?

This question includes the following sub-questions:

1. What is the relative importance of human resources development in the Jordanian Ministry of Education?
2. What is the relative importance of managing organizational crises in the Ministry of Education Jordanian Education?
3. What is the impact of formal education on the management of organizational crises in the Jordanian Ministry of Education?
4. What is the impact of evaluation on the management of organizational crises in the Jordanian Ministry of Education?
5. What is the impact of job experience on the management of organizational crises in the Jordanian Ministry of Education?

6. What is the impact of personal relationships on the management of organizational crises in the Jordanian Ministry of Education?

Study hypotheses

Main hypothesis

H0: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) of human resources development in its dimensions (formal education, evaluation, job experience, personal relations) on the management of organizational crises in the Jordanian Ministry of Education.

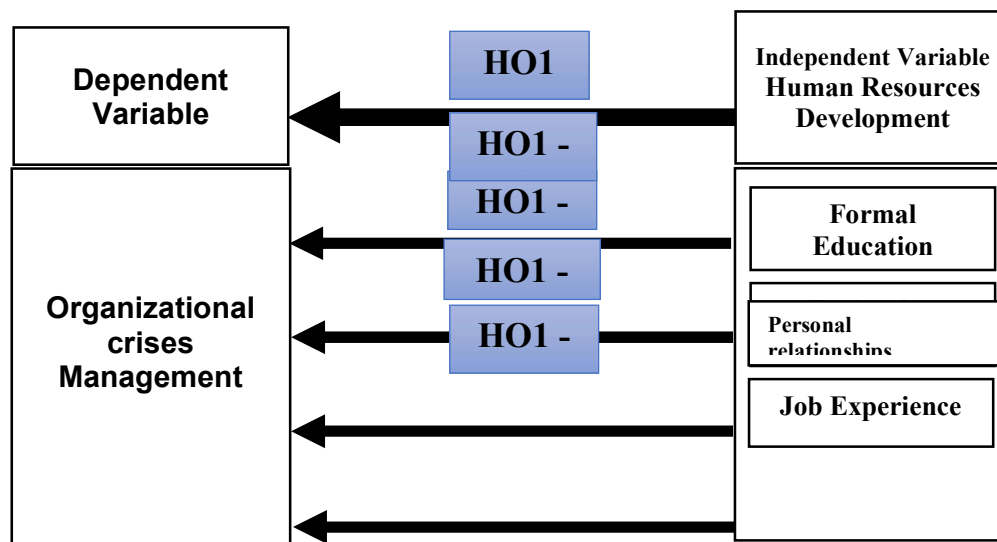
The main hypothesis stems from the following sub-hypotheses:

H01: There is no statistically significant effect at a significant level ($0.05 \geq \alpha$) of formal education on the management of organizational crises in the Jordanian Ministry of Education.

H02: There is no statistically significant effect at a significant level of ($0.05 \geq \alpha$) for evaluation and appointment on the management of organizational crises in the Jordanian Ministry of Education.

H03: There is no statistically significant effect at a significant level ($0.05 \geq \alpha$) of job experience on the management of organizational crises in the Jordanian Ministry of Education.

H04: There is no statistically significant effect at a significant level ($0.05 \geq \alpha$) of personal relationships on the management of organizational crises in the Jordanian Ministry of Education. Research model Based on a review of previous studies related to the current research topic and its variables, the hypothetical relationships in the research can be represented through the research model, as shown in Figure (1):



The research model was designed by the researcher, drawing on previous studies.

Independent variable: (Nguyen, 2020; Noe et al., 2020).

Dependent variable: (Buhagiar & Anand, 2023; Marsen, 2022).

Theoretical Framework

Human Resources Development

Preface:

The concept of human resources management emerged at the end of the eighteenth century. At that time, communication was made indirectly between employees of organizations and owners of capital. Technological development has imposed itself on human resources management through trade unions that were concerned with regulating work matters and the rights and duties of the organization in addition to Employee rights and duties, which led to the emergence of personnel management. This concept continued until the late sixties of the twentieth century, in what is now known as human resources to this day.

The concept of human resources development can be defined as the stages of setting goals, planning, analyzing and evaluating human resources to use human resources efficiently and effectively by developing skills and knowledge in continuous education and training (Noe et al., 2019). Armstrong (2019) defined it as developing an increase in the skills and abilities of employees to be able to work in different fields.

The researcher believes that human resources development is a comprehensive management method that includes a development plan developed by senior management that includes programs and activities based on continuous education that improve and develop the skills, knowledge and information of employees and employ them efficiently and effectively in order to ensure the achievement of the organization's goals.

The importance of human resources development lies in the importance of human resources development as the main driver of the organization's tasks and activities. It consists of employees in the organization and the external environment.

Applying the concepts of those responsible for human resources development can make a comprehensive development in all areas of life (McGurie, 2014). Otoo & Mishra (2018) believes that its importance comes from being an important entry point for achieving the organization's goals by paying attention to sub-goals, starting from increasing profitability to providing a high quality of services and goods, all in order to improve ineffective operations, in addition to the ability of human resources development to develop the overall performance of the organization and prepare it to face the rapid technological developments in the external environment, all by determining the general framework for the future of the entire process.

These dimensions can be explained as follows (Noe et al., 2020):

- 1) Formal education: This dimension aims to prepare employees for the future and pay direct attention to the principles of general knowledge and practical practices by raising public awareness in the organization for self-discovery, motivating creative people and those with creative ideas, thus attracting and maintaining outstanding competencies.
- 2) Evaluation: This dimension aims to analyze the tasks assigned to the employee and identify their suitability with his skills and knowledge in order to identify his strengths and work to reduce his weakness gap by involving him in the necessary training workshops to increase his knowledge, refine his skills and ideas and benefit from him in the areas in which he can be creative

- 3) Job experience: Senior management must continuously develop human resources in order to improve the level of job experience among employees and thus their effective participation in achieving the goals of their organization. This goal is achieved by assigning employees in accordance with their knowledge, skills and practical experience and encouraging them to apply them in new ways and means
- 4) Personal relationships: This dimension arises through interaction with the surrounding environment. The work environment must contain incentives that make employees able to interact personally with each other on the one hand and with the work environment with all its components on the other hand, thus creating a positive working atmosphere through which employees can provide their best in a manner that suits the community in which they work. The researcher believes that in order for any organization to achieve its goals of human resources development, it is necessary to enhance its dimensions. Human resources development means the extent to which employees understand their value that distinguishes their work from work elsewhere, such as their sense of importance and role in the success of their organization, their participation in the decision-making process, and their role in creating an organized and sound work environment.

Organizational crises Management

preface:

It is noticeable that different life developments, especially in light of the explosion of knowledge, may have clear effects on the whole world, which has motivated many organizations to develop and change their mission and vision towards a specific mechanism to deal with risks by relying on managing organizational crises. Crisis is a word of Greek origin that means governance, control and decision. Its meaning varies depending on where it is used. The concept of organizational crisis management Lockwood (2005) defined organizational crisis management as organized and pre-prepared guidelines to respond to various incidents such as natural disasters, fires and wars. The concept of crisis management can be defined as the tasks that should be performed when you feel that there is an expected crisis and deal with it efficiently to get out with the least losses (Tekin, 2014). et al.,

Williams (2017) defined organizational crisis management as the individual and organizational readjustment and behavioral and emotional responses that occur in order to recover from expected crises by bringing the system back into alignment, which can only happen in the wake of a negative event and seeking to understand the dynamics of the crisis and how to react to get things back into balance as soon as possible. The researcher believes that managing organizational crises means anticipating, planning and organizing guidance based on research and using the necessary information in the process of making the appropriate decision in order to ensure immediate handling of expected crises to stop them or try to prevent their worsening, while controlling their course and trends in order to mitigate their effects.

The importance of managing organizational crises requires organizations to have a rational management that continuously collects the required information about expected crises in order to address and deal with them in a deliberate manner based on scientific principles and

principles. This is because a crisis is considered an administrative failure for the decision maker resulting from a defect resulting from a lack of knowledge or experience. Therefore, the function of crisis management is important and vital because it seeks to ensure the stability and survival of organizations (Pizane & Kozmina, 2010). Racherla & Hu (2010) believes that the importance of crisis management is as follows:

1. Raising morale, raising awareness and increasing commitment within the organization to this modern approach that makes it able to deal with crises through flexibility and quick response. A successful organization does not wait until the crisis occurs but expects it to happen and plans to address it.
2. Creating a balance between the principle of centralization and decentralization as centralization does not allow freedom of action, while the principle of decentralization allows freedom of action by granting broader powers. This means that part of the crisis management philosophy depends on balancing the principles.

Stages of organizational crisis management

The stages of organizational crisis management can be identified through the following (Mitroff, 2005):

1. Investigation of signals: Senior management should pay attention to indicators that indicate the possibility of a crisis early by paying attention to systems that send early warning signals or predict symptoms that predict the possibility of crises. Therefore, failure to pay attention to such signs increases the likelihood of a crisis.
2. Preparing for crises: Senior management should take all preventive measures to prevent a crisis or mitigate its effects, such as training staff on how to deal with a crisis, forming task forces to manage crises and emergencies, ensuring the safety of means of communication during a crisis, and creating working manuals that explain the mechanism for dealing with crises if they occur.
3. Containing the crisis: This phase aims to reduce the effects of the crisis in order to prevent further losses. At this stage, the Supreme Authority should communicate with all relevant parties and discuss how to deal with the crisis collectively, in addition to providing appropriate resources to solve it and reduce its effects in order to reduce losses to the minimum possible.
4. Rework: This phase includes designing and implementing programs and procedures that include recovery plans, business continuity plans, and reassuring steps for relevant parties. They are prepared in advance in order to restart the organization and raise lost morale.
5. Learning from mistakes: At this stage, the organization should increase organizational learning by reevaluating what has been achieved in the past and making use of it for improvement and development. Learning is necessary to avoid making the same mistakes of the past.
6. Redesign after the end of the crisis: At this stage, Al-Ghaddara is taking advantage of feedback by redesigning some procedures in order to change for the better in order to ensure maximum benefit from the crisis that has occurred, analyze the impact on

operational processes, and then adapt organizational behavior and operating systems to develop and improve organizational crisis management practices

Literature Review

- 1) Alharthi &Khalifa (2019) study entitled: Business Continuity Management and Crisis Leadership: An Approach to ReEngineer Crisis Performance within Abu Dhabi Governmental Entities. This study aimed to test a new approach to re-engineering the crisis performance of government agencies in Abu Dhabi (ADGE) by examining the relationships between crisis leadership (CL), business continuity management (BCM), and organizational crisis performance (OCP). The researchers followed the quantitative research method and answered the questions of 328 valid participants out of 500 questionnaires. Data analysis was performed using structural equation modeling via AMOS 22. After testing direct relationships, researchers performed indirect relationship measurements, such as the effect of CL on OCP via BCM. All study hypotheses were supported. And the proposed model explained 62% of the variation in the performance of organizational crises.
- 2) Zulkarnaini et al., (2019) study entitled: Crisis Management and Human Resources Development an Integrated Conceptual-Framework. This study aimed to investigate the role of crisis management in human resources development. While stressing the role of human resources development in identifying the success steps required when managing organizational crises, the study found that human resources development should play a pivotal role in helping organizations understand the importance of human resources development interventions in strengthening crisis management in organizations. The study recommended the need to provide the necessary support for human capital in all crisis management plans, and to provide deep enrichment in training on how to deal with organizational crises and the betrayal of internal talent.
- 3) A study (Al-Okaily et al., (2022) entitled: Strategic Leadership in Organizational Crises: A Review and Research Agenda. The study aims to conduct a systematic multidisciplinary review of the literature covering research streams on strategic leadership and organizational crises. For each type of strategic leader — the CEO (CEO), the senior management team, and the board of directors, highlighting the commonalities and differences between the studies and their insights. This study is also the result of an integrated conceptual framework that guides future research. To reveal the role played by all strategic leaders in a crisis context, the perspectives taken and the resulting evidence differ: as in the case of the CEO, research focuses on social assessments - for example, based on the appearance of the CEO - as well as the theoretical considerations of the agency - especially financial incentives. In relation to the senior management team, research mostly adopts the lens of managerial and organizational cognition, with a focus on characteristics such as personality and human capital. As for the board of directors, the theoretical considerations of the agency again dominate scientific conversations, especially studies related to the independence of the board of directors.

Methodology

This study is classified as a field study based on the case study of the Ministry of Education. The descriptive analytical method was used to achieve the objectives of the study and answer its questions, which is one of the commonly applied methods in this field. Data collected from members of the study population are processed and analyzed using appropriate statistical methods in order to describe and interpret the relationships between them, in addition to testing the proposed hypotheses.

Community and sample of the study

The population of this study consists of (262) employees of the Ministry of Education who hold the position of (director of administration, competent director, and head of department). They number (262) employees. The study used all community members in the sample.

The sample included (262) male and female employees. Data were collected from the study sample using the survey method. (262) questionnaires were distributed, with an average of one questionnaire for each director and head of department, and (219) questionnaires valid for analysis were retrieved, and (83.6%) of the total questionnaires distributed.

The following table shows the distribution of the study sample members according to demographic data, as follows:

Table (1) Distribution of study sample members according to demographic data

Variable	Target group	Repetition	percentage
Gender	Male	116	53.0
	Female	103	47.0
Age	Less than 30 years old	18	8.2
	30-40	76	34.7
	40-50	82	37.4
	More than 50 years	43	19.6
Academic Qualification	Bachelor's	87	39.7
	Higher Diploma	59	26.9
	Master's	58	26.5
	PhD	15	6.8
Years of Experience	Less than 5 years old	16	7.3
	5-10	49	22.4
	10-15	57	26.0
	15-20	65	29.7
	More than 20 years	32	14.6
Position	Director of the Department	12	5.5
	competent director	65	29.7
	Head of the Department	142	64.8
Total		219	100%

Table (1) shows that the largest percentage of employees in the Ministry are males (53.0%). This is due to the nature of administrative work in the Ministry, which requires the greatest commitment to working hours and working hours, and performing some tasks outside official working hours, which may be difficult for females. In terms of age, the study sample members between the ages of (40 and under 50 years) made up the largest percentage of (37.4%). This may indicate the Ministry's interest in maintaining its human resources. This is also consistent with the target groups in the Ministry, represented in the upper and middle departments, which require relatively long periods of time to reach them. With regard to the academic qualification, it was found that the percentage of study sample members with the academic qualification (Bachelor's degree) was (39.7%). This indicates the high scientific and cognitive level of the study sample members and its interest in attracting those with scientific competencies to work for them. It was also found that the largest percentage of the study sample had an experience of (15 - less than 20 years), which amounted to (29.7%). This indicates that the study sample members have the experience and practical skills necessary to perform the tasks assigned to them. It also complies with the conditions for reaching administrative positions in the Ministry, which requires moving up the career ladder and thus having more experience and practical skills. As for the administrative level, it was found that the largest percentage of the study sample held the position of (head of department), which was (64.8%). This is consistent with the distribution of employees according to the administrative hierarchy in modern organizations. It is also due to the multiplicity of the Ministry's departments and hence its need for more department heads.

Data collection sources

The study based its data collection on two main sources.

- **First**, secondary sources, which include theoretical sources such as books, researches, periodicals, university theses, publications and statistical reports related to the subjects of study.
- **Second**, primary sources include the questionnaire designed in a manner consistent with the subject, objectives and questions of the study, and prepared using secondary sources. The cognitive measurement method based on the 5-Likert Scale was applied to measure the degree of approval of sample members to the questionnaire paragraphs. This scale consists of five answers. Each answer is assigned a numerical code used in the analysis, as shown in the following table.

Table (2) Digital coding of consent scores of sample members

Degree of approval	Strongly agree	Agreed	Impartial	Disagree	Strongly disagree
Digital Coding	5	4	3	2	1

To determine the level of interest in the questionnaire variables and the dimensions of their measurement, the following formula was applied based on the overall average of approval scores.

$$\text{Relative importance} = \frac{\text{Higher value alternative} - \text{Minimum value alternative}}{\text{Total number of levels}} = \frac{5 - 1}{3} = 1.33$$

The relative importance has been divided into three levels, which are as shown in the following table:

Table (3) Relative importance distribution by overall average

Distribution of relative importance	Low-level	Average	High-level
General Rate	1-2.33	2.33-3.66	3.66-5.00

Statistical methods used

The study used the Social Statistics Package Program (SPSS V.20) to process and analyze data in a comprehensive and detailed manner, and explore the different relationships and trends between them by applying a set of statistical methods, as follows:

1. Descriptive statistics measures: the arithmetic mean (the general average) and the standard deviation, which help identify interest in the study variables and their measurement dimensions, in addition to the use of frequencies and percentages, which provide a comprehensive understanding of the distribution and characteristics of demographic data.
2. The internal consistency factor (Cronbach Alpha): It is an indicator that measures the stability of the study tool and the extent of coherence and harmony between its different elements.
3. Variation inflation factor and permissible variation: It is an indicator that measures the degree of correlation between independent variables to verify that there are no high linear correlations between them.
4. Simple and multiple linear regression analysis: These are statistical tests that examine the relationships between study variables, contributing to understanding the impact of each variable.

The stability of the study tool

The stability of the study tool was verified based on its variables and the dimensions it measures, which are (human resources development and organizational crisis management), based on the opinions of participating individuals about the paragraphs allocated to it, by finding the value of Cronbach's Alpha Coefficient, which measures the internal consistency of the study paragraphs, reflecting their quality and the strength of cohesion between them. Table No. (4) shows the values of the stability factor for the study dimensions. Alpha was the lowest value (0.717) and (0.899) as the highest value. It appears that all alpha values have exceeded the minimum acceptable limit for statistical analysis purposes. An alpha value that is greater or equal to (0.70) is considered acceptable in administrative and human sciences research

(Alnajjar et al., 2017,151)

Table (4) The values of the stability factor for the study variables paragraphs and their dimensions

Variable	Dimensions	Number of paragraphs	Alpha Value
The independent variable and its dimensions	Formal Education	5	0.865
	Evaluation	5	0.896
	Job Experience	5	0.717
	Personal Relationships	5	0.728
	HRD	20	0.899
Dependent variable	OCM	10	0.822

Multicollinearity Test

Table (5) shows the values of the Variance Inflation Factor and the allowed variance of the dimensions that measure the human resources development variable (the independent variable) to measure the degree of correlation between them and to verify that there are no high and strong correlations between them. The value of (VIF) was the lowest value (2.151) for personal relationships and (3.544) as the highest value for the assessment. It is clear that all values were greater than (1) and less than (10), indicating that there are no strong linear relationships between the dimensions of the independent variable. The permissible variance value (Tolerance) was also the lowest value (0.282) for the assessment and (0.465) as the highest value for personal relationships. It turns out that all the values of the permissible variance were greater than (0.1). This confirms the absence of strong linear relationships between these dimensions (Pevalin & Robson, 2009, 302).

Table (5) Results of the test for the variance inflation factor and the permissible variation

Variable	Variability Inflation Factor	Permissible Variation
Formal Education	2.398	0.417
Evaluation	3.544	0.282
Job Experience	2.955	0.338
Personal Relationships	2.151	0.465

Descriptive analysis of study variables and dimensions.

Table (6) shows a summary of the description of study variables and dimensions using

descriptive statistics measures (general average and standard deviation). It also shows the degree of interest in them by the Jordanian Ministry of Education. It was found that the Ministry's interest in human resources development has increased with an overall rate of (3.730) and a standard deviation of (0.587). The Ministry's attention to the dimensions of human resources development was high. The highest attention was paid to the dimension of (formal education) with an overall rate of (3.789) and a standard deviation of (0.651), followed by (job experience) with an overall rate of (3.744), a standard deviation of (0.673), then after (personal relations) with an overall rate of (3.706) and a standard deviation of (0.721). The least interest in the dimension (evaluation) appeared with an overall rate of (3.680) and a standard deviation of (0.678).

It was also shown that the Ministry's interest in managing organizational crises has increased with an overall rate of (3.748) and a standard deviation of (0.636).

Table (6) Description of study variables, dimensions and degree of interest in it by the Jordanian Ministry of Education

Study Variables and dimensions	General Rate	Standard deviation	Rank	Relative significance
Formal Education	3.789	0.651	1	High
Evaluation	3.680	0.678	4	High
Job Experience	3.744	0.673	2	High
Personal Relationships	3.706	0.721	3	High
HRD	3.730	0.587	---	High
OCM	3.748	0.636	---	High

Hypothesis testing

Testing the main hypothesis:

The main hypothesis indicates that: "There is no statistically significant effect at a significant level ($\alpha=0.05$) of human resources development in its dimensions (formal education, evaluation, job experience, personal relationships) on the management of organizational crises in the Jordanian Ministry of Education." To test this hypothesis, multiple regression analysis was used, and the results are shown as in Table (7).

Table (7) The impact of human resources development on the management of organizational crises

Dependent variable	independent variable	Non-standard transactions		Standard transactions		
		B	Std. Er	β	T	Sig T
Job	Education	0.223	0.050	0.228	4.450	0.000

Competencies	Evaluation	0.205	0.058	0.220	3.532	0.001
	Experiences	0.255	0.054	0.270	4.743	0.000
	Personal Relationships	0.248	0.043	0.281	5.787	0.000
Abstract Form						
R		R²		F	Sig F	
0.875		0.766		174.814	0.000	

Table (7) shows that the correlation factor between human resources development and organizational crisis management was (0.875 = R). This indicates a positive and strong relationship between both variables. The value of the interpretation factor for the relationship between the two variables was (0.766 = R²). This indicates that human resources development explained (76.6%) of changes in organizational crisis management. The table also indicated that there was a significant impact of human resources development on the management of organizational crises, with a value of F (174.814) and a significant level of less than 0.05 (Sig f = 0.000).

The transaction table also shows a significant impact of all dimensions of human resources development on the management of organizational crises, based on the values of the level of intention (SigT), all of which appeared below 0.05. The B value for the formal education dimension was (0.223) with a standard error of (0.050), the Beta value ($\beta=0.228$) and the T value (4.450) with a significant level (Sig.T=0.000). The B value for the evaluation dimension was (0.205) and the standard error was (0.058). The Beta value ($\beta = 0.220$) and the T value (3.532) were at a significant level (SIGT=0.001). The B value for the distance of job experience was (0.255) with a standard error of (0.054). The Beta value ($\beta=0.270$) and the T value (4.743) were significant (SIGT=0.000). The B value for the distance of personal relationships was (0.248) with a standard error of (0.043). The value of Beta ($\beta = 0.281$) and the value of T (5.787) were at a significant level (Sig t = 0.000). Accordingly, it is clear that: **“There is a statistically significant impact at a significant level ($\alpha=0.05$) of human resources development in its dimensions (formal education, evaluation, job experience, personal relationships) on the management of organizational crises in the Jordanian Ministry of Education.”**

Sub hypothesis testing

To test the sub hypotheses, simple regression analysis was used, and the results are shown as in Table (8).

Table (8) The impact of human resources development dimensions on managing organizational crises

Dependent	Independent variable	Non-standard transactio	Standard transactions	Abstract Summary
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variable		ns		β	T	Sig T	R	R ²	F	Sig F
		B	Std. Er.							
OCM	Education	0.730	0.044	0.747	16.531	0.000	0.747	0.557	273.283	0.000
	Evaluation	0.737	0.039	0.789	18.910	0.000	0.789	0.622	357.589	0.000
	Experiences	0.735	0.040	0.778	18.225	0.000	0.778	0.605	332.152	0.000
	Personal Relationships	0.666	0.039	0.755	16.654	0.000	0.755	0.570	287.424	0.000

Testing the first sub hypothesis:

The first sub hypothesis indicates that: **“There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of formal education on the management of organizational crises in the Jordanian Ministry of Education.**

Table (8) shows that the correlation factor between formal education and organizational crisis management was ($0.747 = R$). This indicates a positive and strong relationship between both variables. The value of the interpretation factor for the relationship between the two variables was ($0.557 = R^2$). This indicates that formal education explained (55.7%) of changes in management of organizational crises. The table also indicated a significant impact of formal education on organizational crisis management, with a value of F (273.283) and a significant level of less than 0.05 (Sig f = 0.000).

The transaction table also confirms the significant impact of formal education on the management of organizational crises, based on the value of the level of intention (SigT), which appeared below 0.05. The B value for the formal education dimension was (0.730) with a standard error of (0.044). The value of Beta ($\beta=0.747$) and the value of T (16.531) were at a significant level (Sig.T=0.000). Accordingly, it is clear that: **“There is a statistically significant effect of ($\alpha=0.05$) of formal education on the management of organizational crises in the Jordanian Ministry of Education.”**

Testing the second sub hypothesis:

The second sub hypothesis indicates that: **“There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the assessment on the management of organizational crises in the Jordanian Ministry of Education.”**

Table (8) shows that the correlation factor between evaluation and management of organizational crises was ($0.789 = R$). This indicates a positive and strong relationship between both variables. The value of the interpretation factor for the relationship between the two variables was ($0.622 = R^2$). This indicates that the evaluation explained (62.2%) changes in organizational crisis management. The table also indicated a significant impact of the

assessment on organizational crisis management, with a value of F (357.589) and a significant level of less than 0.05 (Sigf = 0.000).

The transaction table also confirms the significant impact of the assessment on the management of organizational crises, based on the value of the nuclear level (SigT), which appeared below 0.05. The B value of the evaluation dimension was (0.737) with a standard error of (0.039), the Beta value ($\beta=0.789$) and the value of T (18.910) with a significant level (Sig.T=0.000). Accordingly, it is clear that: **“There is a statistically significant effect at a significant level ($\alpha=0.05$) of the assessment on the management of organizational crises in the Jordanian Ministry of Education.**

Testing the third sub hypothesis:

The third subhypothesis indicates that: **“There is no statistically significant effect at a significant level ($\alpha=0.05$) of job experience on the management of organizational crises in the Jordanian Ministry of Education.**

Table (8) shows that the correlation factor between job experience and organizational crisis management was (0.778 = R). This indicates a positive and strong relationship between both variables. The value of the interpretation factor for the relationship between the two variables was (0.605 = R²). This indicates that job experience explained (60.5%) of changes in organizational crisis management. The table also indicated a significant impact of job experience on organizational crisis management, with a value of F (332.152) and a significant level of less than 0.05 (Sigf = 0.000).

The transaction table also confirms that there is a significant impact of job experience on organizational crisis management, based on the value of the level of intention (SigT), which appeared below 0.05. The B value for the distance of job experience was (0.735) with a standard error of (0.040), the Beta value ($\beta=0.778$) and the value of T (18.225) with a significant level (Sig.T=0.000). Accordingly, it is clear that: **“There is a statistically significant effect at a significant level ($\alpha=0.05$) of job experience on the management of organizational crises in the Jordanian Ministry of Education.”**

Testing the fourth sub hypothesis:

The fourth subhypothesis indicates that: **“There is no statistically significant effect at a significant level ($\alpha\leq 0.05$) of personal relationships on the management of organizational crises in the Jordanian Ministry of Education.”**

Table (8) shows that the correlation factor between personal relationships and organizational crisis management was (0.755 = R). This indicates a positive and strong relationship between both variables. The interpretation factor for the relationship between the two variables was (0.570 = R²). This indicates that personal relationships explained (57.0%) changes in organizational crisis management. The table also indicated a significant impact of personal relationships on organizational crisis management, with a value of F (287.424) and a significant level of less than 0.05 (Sigf = 0.000).

The transaction table also confirms the significant impact of personal relationships on the management of organizational crises, based on the value of the level of intention (SigT), which appeared below 0.05. The B value for the distance of personal relationships was (0.666) with

a standard error of (0.039). The value of Beta ($\beta=0.755$) and the value of T (16.654) were at a significant level (Sig.T=0.000). Accordingly, it is clear that: **“There is a statistically significant effect at a significant level ($\alpha=0.05$) of personal relationships on the management of organizational crises in the Jordanian Ministry of Education.”**

Results and Recommendations

Results

Based on the outputs of data analysis and hypothesis testing, the following results were reached:

1. The results of the analysis showed an increase in the level of interest of the Jordanian Ministry of Education in human resources development. The Ministry's interest in formal education, job experience, personal relations, and evaluation was shown respectively. This indicates the Ministry's interest in promoting continuous learning and professional development for employees, providing a positive work environment by developing personal relationships among Ministry personnel, promoting effective communication, encouraging excellence and improving performance, and focusing on developing and improving official educational systems within the Ministry by providing training programs or development programs.
2. The results of the analysis showed an increase in the level of interest of the Jordanian Ministry of Education in managing organizational crises. This indicates the Ministry's interest in addressing potential organizational challenges in effective and organized ways by developing preparedness plans to manage various types of organizational crises, adapting to challenges and structural changes within the Ministry, activating crisis management structures, investing in developing training programs for employees on how to deal with and manage crises, and developing effective communication strategies during crises.
3. The results of testing the main hypothesis showed a statistically significant impact of human resources development in its dimensions (formal education, evaluation, job experience, personal relations) on the management of organizational crises in the Jordanian Ministry of Education. The moral impact was felt in all dimensions of human resources development. This indicates the importance of human resources development in enhancing the ability of the Ministry and its staff to meet the challenges resulting from organizational crises, preparing to deal with them, enhancing response and adaptation, and the ability to evaluate crises and make effective decisions.
4. The results of testing the first sub hypothesis showed a statistically significant impact of formal education on the management of organizational crises in the Jordanian Ministry of Education. This indicates that investing in formal education improves the Ministry's preparedness to meet crisis-related challenges. Formal education contributes to increasing the specialized knowledge and expertise of employees that can be applied in managing organizational crises, developing the management skills necessary for planning, coordinating and taking decisions during a crisis, improving the analytical abilities of employees, raising awareness of policies and procedures followed in the

event of emergencies and crises, and enhancing effective interaction and communication skills to ensure coordination and communication during a crisis.

5. The results of testing the second sub hypothesis showed a statistically significant impact of the assessment on the management of organizational crises in the Jordanian Ministry of Education. This indicates that evaluation plays a positive role in improving the Ministry's ability to deal with crises. Evaluation contributes to increasing understanding of the potential impact of crises, evaluating needs and opportunities, developing effective strategies for responding to crises, improving analytical capabilities to deal with emergency situations, improving coordination and communication within the Ministry, and developing quick and effective decision-making skills.
6. The results of testing the third sub hypothesis showed a statistically significant effect of job experience on the management of organizational crises in the Jordanian Ministry of Education. This indicates that the previous employment experience of employees contributes to increasing and strengthening the Ministry's ability to deal with and confront crises. Job experience helps to apply lessons learned from crisis management experiences, build strong communication networks that support better handling emergency situations, increase understanding of the current situation during a crisis, make good decisions, and develop advanced strategies to deal with crises and manage them effectively.
7. The results of testing the fourth sub hypothesis showed a statistically significant effect of personal relationships on the management of organizational crises in the Jordanian Ministry of Education. This indicates that building good and strong relations between Ministry personnel increases the effectiveness and response of the Ministry to the challenges resulting from crises. Personal relationships help facilitate the exchange of information during crises, stimulate participation, cooperation and teamwork, and coordinate operations between different departments and work teams within the Ministry. They also contribute to building high levels of trust and commitment among employees and improving their ability to adapt to challenges resulting from crises, thus enhancing the effectiveness of its management.

Recommendations

Based on the results obtained, the study recommends the following:

1. Conducting continuous analyses of the current and future needs for the skills and expertise required for the Ministry's human resources needed to achieve the specified goals.
2. Encouraging a culture of continuing education, providing opportunities for employees to develop their skills, and designing specialized training programs based on the Ministry's needs for skills, experience and competencies.
3. The Ministry applies effective and periodic evaluation methods to evaluate the performance of employees and follow effective procedures to improve human resources development.

4. The Ministry provides a work environment that promotes a balance between the personal and professional lives of employees.
5. The Ministry develops specific and comprehensive emergency plans that cover a wide range of possible risk and crisis management scenarios and clearly define roles and responsibilities.
6. The Ministry shall adopt modern and effective communication techniques to ensure rapid response in emergency and crisis situations, and to establish a specialized crisis coordination center equipped with the necessary resources and technology to analyze and manage crises.
7. Conducting continuous evaluations of past experiences in dealing with crises and learning from lessons and lessons learned in developing emergency plans and responding to crises.
8. Conducting continuous reviews and updates of policies, procedures and plans related to crisis management to ensure continuity, improvement and development.
9. Updating the ICT infrastructure and database to ensure continuity of services and operations during a crisis, and using appropriate analysis tools to better understand potential threats and opportunities.

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