STUDY OF THE MENTORING SKILLS OF TEACHERS IN CASES OF TRAUMA AND CRISIS CONDITIONS AND ITS RELATIONSHIP TO THE VARIABLES OF THEIR TEACHING EXPERIENCE AND GENDER

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Abstract:

The current research aims to identify the skills of the teacher in crisis management, as well as to identify the skills of the teacher in crisis management according to variables: sex, years of service, the researcher used a measure of the guidance skills of teachers in dealing with crises applied the measure to a sample of 120 teachers, the results indicated that teachers have higher than average skills in crisis guidance, and indicated that there are no individual differences between males and females in crisis management skills and resulted in About the existence of differences of moral significance according to the variable years of service. The results indicated that teachers have higher than average skills in crisis guidance, and indicated that there are no individual differences between males and females in crisis management skills and resulted in differences of moral significance according to the variable years of service.

Introduction

In his life, human faces sudden and unexpected events resulting in psychological and material damage affecting individuals, groups and institutions, which is known as crises, and crises are usually accompanied by a range of psychological effects such as a sense of danger, confusion, despair, anxiety and discomfort, and here the indicative intervention is necessary to help these individuals to look at their lives in a way that encourages them to feel safe and optimistic, so crisis guidance has occupied a prominent place in the professional practices of psychological and educational guidance(Whipp and Pengelley, 2016).

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Crisis management is a skill that teachers in schools need to train in order to achieve a high and effective response during a crisis and work to manage them before they occur and enable them to make appropriate decisions to confront them and reduce their damage if they occur, as sensing, predicting and monitoring crises before they occur and knowing their elements enables the individual to prepare a scenario to deal with them and develop many alternatives and options for his decisions to act with them quietly(Hugo Aries Suprapto, Muhammad Rusdi, 2018). The teacher's success is measured by the amount of skills he may gain to deal positively with the future, especially in light of the problems that have become a burden on the teacher when starting his work.

Therefore, the problem of current research is determined by the following question: How much do teachers have the guidance skills in dealing with crises?

Problem statement

The crisis is a situation or a stage that the individual, group or society is going through as a result of a major problem that has not been addressed at the outset, or if there is a continuing inability to satisfy a particular need, resulting in the inability of these units to perform their expected functions, resulting in a state of imbalance, which requires intensive efforts to confront them because leaving them or resolving them in a wrong way or in improper ways creates many problems that threaten the entity of the units and the stability of individuals(Grynova, Khimchuk and Szymczyk, 2020).

School students are going through many crises at all levels, so these crises should be addressed before they increase, which leads to a great waste of the energies of society because the student segment is a significant part of society and being the educated group that will be the tool of development for society, which requires the need for someone to play this role to deal with these crises, and here highlights the role of the teacher in schools(Rahayu, Anggeriyane and Mariani, 2021).

If the mentoring work in the school is a collective responsibility involving the principal, teachers and parents, the teacher is the first specialist in this and without it it is difficult to implement any guidance program because he is the most qualified for this task as he is a trained, qualified person armed with a set of skills that help him deal with all indicative situations in general and in crises in particular.

Search objectives:

The current research aims to identify:

1.   Teacher's level of skills in crisis management

2.   Teacher skills in crisis management according to variables: sex, years of service, specialization.

Literature review
prevalence of trauma in court-involved youth theoretical framework

Exposure to trauma as a child can lead to various health conditions and mental disorders, such as schizophrenia and substance abuse. Delinquent behavior among young people who have experienced abuse is also more likely to occur later in life. Compared to their peers who have not experienced abuse, those who have experienced abuse are more likely to commit criminal behavior. These experiences can make them more vulnerable to negative outcomes, such as self-harm, dating violence, delinquency, and perpetration of violence. They can also be affected by multiple factors such as poverty, homelessness, lack of educational attainment, and dependence on public assistance(Soulen and Wine, 2021).

According to Greer et al., foster care youth exhibit high levels of complex trauma, and they are more prone to experiencing PTSD than their non-foster-care peers. For those aged 18 and older, the rate of PTSD is over 20% higher than the general population, and it is also higher than that of war veterans(Lestari et al., 2021). Women who are involved in the court system have gender-specific reactions to past traumatic events, which are different from those of males. They are also more prone to experiencing depression and internalizing behaviors. These findings suggest that these individuals

are more likely to develop PTSD and other mental disorders(Mok and Staub, 2021).

Many of these young people often arrive at school without the necessary resources and support to successfully transition into their treatment programs. Their trauma experiences can also prevent them from forming healthy interpersonal relationships. One of the most important factors that education academies and residential treatment centers can consider when it comes to promoting healthy relationships is connecting their students with their communities(Sangalang, 2011).

trauma and its impact on students' perceptions of school environment

Early trauma can have a significant impact on the development of the brain and the ability to regulate and control one's self-regulation. This issue can also affect the behavior and learning of students. To effectively teach children, school administrators and teachers need to make sure that they are meeting the various demands of their students. Some of the abilities that a student needs to succeed in school include attention, memory, and comprehension. Being able to establish healthy relationships is very challenging for young people who have experienced trauma. Prolonged or acute stress can affect a child's ability to communicate effectively and organize information. It can also prevent them from forming positive relationships. In addition to this, trauma can additionally hinder a child's ability to pay attention and control their impulses(Galamay-Cachola, Aduca and Calauagan, 2018).

also , abused youth were more likely to be less engaged in school and less likely to have the necessary social skills. They also found that these individuals exhibited more internalizing and externalizing behaviors than those who were not involved in the court system. According to the researchers, these individuals are more likely to perform poorly on achievement tests and to fail their grades. Individuals who are involved in the court system are more likely to be placed in special education services. They are also more likely to be disciplined and expelled than other students(Agricola et al., 2018).

Theories that explained the crises

1. The theory of personal and posture factors:

Wilson and Kross conducted several studies through which they came up with a model in which they tried to reconcile personal and positional factors in the occurrence of the crisis, as the researchers suggest that the mechanics of adaptation and natural self-defense were disturbed by the psychological conflict resulting from the nature and severity of the impact of painful experience on the individual and thus these mechanics become inappropriate in alleviating the severity of the crisis(Gul, Demir and Criswell, 2019).

Wilson and Kroos 1985 believe that if the conditions are favorable, the individual may gradually absorb the crisis and reach a successful result with little support from the psychological teacher, but if the conditions are unfavorable, the injured individual needs help to learn how to deal with accidental events and gradually understand how self-defenses work against the pressures following the crisis, which are subconsciously or unconsciously retested(Valdebenito et al., 2018). Wilson and Kross 1985 stressed that the environment assigned after the crisis plays a role in the emergence of symptoms of the crisis, the good environment includes high degrees of social, medical, psychological and emotional support for the individual exposed to the crisis as it helps to predict the symptoms of the crisis and helps to mitigate it, as social support from others facilitates the return of the individual to normal social performance faster, but if the individual feels a lack of social support, the effects of the crisis will become very severe and then it may isolate himself and feel lonely and anxious and then depressed(Soulen and Wine, 2021).

2. Theory Psychoimmunology

Musson has carried out several studies in which she addressed the immune system of individuals and concluded that crisis events affect individuals exposed to them differently and according to individual differences and the ability of their immune system, and studies have shown that the factor that has a strong impact on the individual's response is not the crisis event but the ability of the individual to cope or contain crisis

situations, and that an individual who does not have the self-capacity to cope with the pressures of the event is more likely to be affected by the events of the crisis(Alabi, 2017).

Musson believes that the interactions that occur dual between the brain and the mind on the one hand and immune controls on the other affect individuals according to the quality of the interaction, if the interaction is positive, the individual is immune from crises and if the interaction is negative, it will affect the self-defenses represented by psychological and nervous balance(Levy-Feldman, 2018).

There is a new hypothesis linking the biological psychological state (pressure and immunology) and its conclusion: that the immune system in individuals who develop post-disaster psychological disorders is weak, and that weakened psychological immunity renders the individual unable to cope with disaster or traumatic accident, and the assumption is based on relationships between the nervous, hormonal or immune systems. Musson wrote that stressful events cause the release of the brain (androgen) from central sources (located in the brain) and axial (outside the brain) causing suppression of immune reactions in those with limited resilience(Thipatdee, 2019). The greater this capacity, the lower the secretion of androgens. On the other hand, we can observe a decrease in noradrenaline production during the maximum immune reaction activity phase as a result of immune pressures released by the immune system(Hennissen et al., 2011).

3. Cognitive theory

Based on the assumption that mental disorders are caused by irrational thinking regarding the self and the events of life and the world in general?, and on this basis this assumption developed a cognitive theory that indicates that crises threaten our normal or normal assumptions about our concept of security, resulting in the fact that the boundaries between safety and danger become unclear, leading to the formation of a large structure of fear in far-reaching memory, and that the individuals who have The environment of fear will go through the experience of lack of predictability and poor control over their lives and these two factors are the cause of high levels of anxiety(Wolf, 2003). Horowitz 1970 believes that the basic

mechanics of human cognitive processes is the tendency for perfection that indicates that the mind continues to process new information between the situation and reality so that it reaches conformity, but the events of the crisis to which the individual was exposed are represented and successfully integrated within the existing cognitive scheme, the individual elements of the seismic event will remain in the active memory store. It provokes intellectual representation and analysis of crisis events at all functional and cognitive levels that arise periodically within the feeling, as well as uncontrolled authoritarian fantasies and emotional excitation of the seismic event(Anonymous, 2009; Millar, 2013).

Letz and Kane believe that individuals affected by the crisis suffer from a defect in the network of perception of the crisis, which leads to the incorrect processing of information so that the infected individual realizes the threatened things in an exaggerated manner and interprets a number of vague events as a threat, at which point it will be easy to provoke his anger and his behavior is avoidable(Laub, 1999; A. et al., 2015). Similarly, Miller 1995 believes that the individual realizes the crisis as new and strange information about his cognitive plan, does not know how to deal with it, poses a threat resulting in a disorder of behavior, and that man becomes worried when he does not have structures or when he loses control of events, and feels afraid when a new structure appears entering his building system, and feels threatened when he realizes that there is a comprehensive change about to fall into his ecosystem(Tchong, 2014; Greenberg, Brown and Abenavoli, 2016a).

Previous studies

(Al-Salami, 2020): Aimed at identifying the difficulties that hinder the work of the guidance worker in the field, developing the necessary recommendations to address them, knowing the importance of the mentoring process in the field of education, knowing the educational problems that occur in the school environment, showing everything that would hinder the work of the professional student guide, highlighting the most important obstacles facing the student guide, how to develop solutions through cooperation with the parties to the mentoring process, exploring

various pressures and crises that threaten his personality and psychological well-being, and identifying his problems in the process. His professional work to stay away from the diligent behaviors in the work of guidance, and to identify the suffering suffered technically and administratively, and the tasks that keep him away from him on the real, and based on the results recommends the researcher the importance of conducting technological meetings so that the guide can communicate and activate workshops and meetings remotely with parents and students electronically, as well as prepare electronic bulletins in order to educate students about what they need, as well as give greater importance to coordination with institutions working in the field of guidance and mental health with the aim of Develop the skills of student mentors, create an online mentoring platform to provide mentoring guides, and provide online mentoring services to students directly.

Khanda (2018): The study aimed to investigate the challenges faced by student mentors in high schools in the Smart City of Hopaneswar, Odisha. The study used the descriptive curriculum, and the sample included Popanswar city managers and student guides, where mentoring and mentoring services were implemented. The results of the study showed that student guides faced many challenges, such as lack of adequate resources, lack of time, lack of training and professional skills, heavy work pressure, and lack of parental support, and lack of parental support. And support from the school administration. Based on the above findings, the study recommended that full-time student mentors should be provided on a regular basis for each school, the school administration must provide minimum basic requirements, and principals and parents must have a positive attitude towards guidance and guidance services performed inschools.

(Kazem, 2018): The aim of the study was to identify the problems facing the educational guide in middle schools, and the study community is one of the educational guides working in middle schools in Iraq, and to achieve the purpose of the study the researcher followed the analytical descriptive approach that describes the phenomenon as it is actually an

accurate description, and expresses it quantitatively and qualitatively, and the results of the study showed that there are more educational problems among educational guides than educational problems experienced by educational guides, including not disclosing their problems and telling students about their problems. In front of others.

Boitt   (2016): The study aimed to assess the challenges in implementing the mentoring and guidance program in Baringo County High Schools, and the study used the descriptive curriculum, and the study community included 23 additional high schools in the province, with 23 student mentors. In addition, there are challenges in implementing the mentoring and mentoring program in Baringo County High Schools.

(Hijazi, 2015): I aimed to know the reality of educational guidance in public schools in Tulkarem province, and to know the problems facing the work of educational guides in public schools, and the study community is made up of mentors and mentors working in the province, and to achieve the purpose of the study the researcher followed the descriptive analytical curriculum, and the results of the study showed that the average arithmetic degree of questionnaire came to an average degree, and this value indicates that the problems facing the work of educational guides from the point of view of the authors were moderate.

(Malkosh, 2014): "How guides use self-disclosure in Jordan." The aim of this research is to contribute to understanding how mentors use self-disclosure skills in Jordan, and the self-disclosure scale has been applied to a sample of (236) guides from the Directorates of Education in Greater Amman. Analysis of the results of the study showed the need for studies to ascertain the nature of gender differences in self-disclosure in mentors, conducting self-disclosure studies among mentors from the point of view of their mentors, and conducting self-disclosure studies among mentors using non-identifying information collection methods, such as interview and observation.

(Hadithi and Known, 2013): Entitled: "The impact of the training program of indicative communication skills in the interview." Statistics between the average grades of the experimental group and the control group

in tribal and remote testing in the performance of communication skills as a whole, include skills (questions, listening, summary, interpretation) performance entirely, and sub-performance of each of the skills (questions, listening, summary, interpretation), The researcher used the experimental approach, and the study relied on data collection to develop four measures of estimation of skills (questions, listening, summary, interpretation); Experimental and officer, each group consisting of (10) educational guides, constitutes 7% of the indigenous community, applied the training program, took (15) days, used audiovisual recording after the experiment, was presented to three experts independently, and collected degrees All estimates to determine the overall degree of each skill for the tests, tribal and remote, for statistical treatment, and to find teams for their average using the selection of "interconnected samples", man and tni "independent samples" and the results showed the superiority of the training group in the remote test, and the allowance A statistic of (01.0) for combined skills, for each skill, and the experimental group excels in the remote test with a statistical allowance (0. 100) for combined skills, and for each skill on the remote test of the control group.

Burnham & Jackson (2000): "The Specific Role of the Mentor in American Schools." Qualified and full-time mentors working in public schools, 79 of whom were found to be mentors in individual mentoring roles, including focusing on the development of study skills, that 77 mentors met with students regularly for the same purpose, and that the number of cases taught by one mentor per week ranged from two to 77 cases, and for mentoring for small groups (an average of 9 students per group), the study showed that (72) Mentors implement them, and the percentage of time the guides spend on it ranged from (93%) to the time allocated for guidance. With regard to collective guidance at a rate of (32) students, including study skills, it was found that (78) mentors were implementing it, and that 69% of the guides guided (40) groups or less, through this type of guidance. They have met with these groups once, or twice a week, 14 mentors have met students twice a month, 16 mentors meet with these groups monthly, (4)

mentors meet with these groups every 6 weeks, and (9) mentors do not meet with their students on programmed grounds.

Comment on previous studies:

By informing the researcher about previous studies - Arabic and foreign. The researcher found few in these studies that dealt with the subject of educational guidance in schools from different educational stages, primary, middle and secondary, but also found that she addressed guidance and guidance in general, the importance of guidance and its relationship to the educational process, and some problems of the mentors in particular, and the obstacles and challenges they face to conceptualize a greater interest in the reality of education

Research methodology and procedures

In order to achieve the objectives of the study, the researcher used the analytical descriptive approach through which the phenomenon in question is described,its data analyzed and the relationship between its components is shown.

Research community: The research community consists of the 100 teachers in Basra province**, including males and females**.

The research sample reached the research sample of 120 teachers, including 65 teachers and 55 teachers distributed to a number of schools in the Lake Province.

Research tool: The researcher used a measure of the teacher's skills in dealing with the crisis, consisting of (20) paragraphs that measure the skills of the teacher in crises for each paragraph (5) alternatives, thus becoming the highest score obtained by the respondent (120) and the level level (34) The hypothetical average of the scale (72) degrees, and to confirm the sincerity of the scale was presented to a group of experts in the field of psychological guidance and educational and psychological sciences, all paragraphs of the scale were valid as they received a 100% agreement score by experts.

It was also confirmed to be stable by applying it to a sample of (17) teachers and the test was retested on the sample after two weeks and when

the Pearson link coefficient was applied to the teachers' grades in the two tests the value of the Pearson link coefficient (0.81), which is a good stability score, and after the conduct of honesty and stability the scale was applied to the basic research sample (120) teacher and teacher.

Statistical means:

The researcher used the assmatic methods:

- The second test is for one sample.
- The second test of two separate samples
- Pearson Link Coefficient
- Contrast analysis

Search results and discussion

The study reached the following results:

1. The first objective is the level of skills of teachers in crisis management:

The researcher used the t-test for one sample, with the computational average of the sample (83) and the standard deviation (6,760), while the hypothetical medium was (72), the calculated T value (08,20) was greater than the table T value (1.96) at 149 freedom and indication level (0.05) table (1).

Table (1) T value of one sample

Sample	Arithmetic average	Hypothetical average	Standard deviation	T value		Degree of freedom	Indication level 0.05
				Calculated	Scheduling		
120	83	72	6,760	20.8	1.96	149	significant

It is clear from the table above that teachers have higher skills than average, and this may be due to their academic preparation and training during service and the results of this study are consistent with the study (Valdebenito et al., 2018; Lestari et al., 2021)

2. The second goal is to identify the skills of the teacher in crisis management according to variables:

- Sex:

The t-test was used for two unequal samples, with 65 females and 55 males with an average female sample score (82.98) with a standard deviation (46.28) while the average male sample score (82.98) was standard deviation (46.28) while the average male sample score (82.98) was 83.23) with a standard deviation (44.29), the calculated T value (0.23) was smaller than the table T value of (1.96) at 148 freedom and indication level (0.05). Table (2).

Table (2) T value of two uneven independent samples

Sample		Arithmetic average	Standard deviation	T value		Degree of freedom	Indication level 0.05
				Calculated	Scheduling		
Female	85	82,98	46,28	23, 0	1.96	148	Non-significant
Male	65	83,23	44.92				

The above table shows that there are no individual differences between males and females in crisis management skills, and the results of this study are consistent with the study (Valdebenito et al., 2018) and differ with my studies (Alabi, 2017) and(Kurniawati and Tasman, 2021). This may be due to the fact that males and females have gained the same experience through academic study and practice as well as through in-service training.

Years of service: The years of service were divided into three categories, the first of (1-5) numbering (22) teachers, the second of (5-10) numbering (59) teachers, the third of (10 and above) numbering (59) 39) Milestone, the value of the P was extracted at (5,446) which is greater than the high scheduling value () at the level of significance (0.05) and degrees of freedom (2) and (147) table (3).

Table (3) The value of the service year variable

Source of contrast	Total squares	Degrees of freedom	Average squares	Calculated P-value	Table value	Indication level 0.05
Between groups	242,072	2	121,036			
Within groups	3293,347	147	22.103	5,474	3,88	Significant
Total	3535,419	149	143,139			

The above table shows that there are differences of moral significance according to the variable years of service and the result of this study is consistent with the results of the study (Galamay-Cachola, Aduca and Calauagan, 2018)and (Whipp and Pengelley, 2016)and varies with the study of (Greenberg, Brown and Abenavoli, 2016b), the study of (Thaba and Kanjere, 2014)and the study of (White et al., 2021)

Table 4 also shows the calculation averages of categories by years of service.

Table (4) calculation averages for categories by service year variable.

Class 1-5	Category 5-10	Category 10 and above
82,078	83,22	83,102

Conclusions

1. Teachers have skills in crisis management
2. The sample of males and females has crisis management skills.
3. The most experienced teachers have higher skills in crisis management.

Recommendations:

1. Preparing programs and training workshops for teachers, especially new ones, to gain crisis guidance skills
2. Develop a crisis guidance approach within other disciplines that can work in the field of guidance

Propositions:

1. Preparing a training program to develop the teacher's skills in crisis guidance

2. Study the teacher's skills in crisis guidance with other variables such as academic specialization and personality nature

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Appendix

	Paragraphs	Very high.	High	Medium	Low	Too low
1.	I'm forming teams that enter in times of crisis.					
2.	I'm handing out roles to the crisis-time intervention team.					
3.	Issued awareness leaflets for students about acting in time of crisis					
4.	Keep a procedural plan to deal with crises when they happen.					
5.	Review planned procedures for pilot exercises					
6.	I plan to invest students' energies to guide them in crisis management.					
7.	I educate parents and teachers about the negative effects of crises.					
8.	Prepare a behavioral guidance list to help teachers cope with and manage crises					
9.	Prepare a procedural plan for interaction between the school and the surrounding environment to reduce the negative effects of crises					
10.	Invest the materials of the surrounding environment in crisis planning and management					
11.	I'm preparing objective and realistic alternatives to dealing with crises.					
12.	Help students express their feelings related to the crisis					
13.	I can see the negative feelings associated with the isolation associated with the crisis.					
14.	I can identify the feelings of grief associated with the crisis.					

15.	I can see the physical symptoms associated with the crisis, such as muscle tightening, head pain and shortness of breath.					
16.	Accept the guided student who is going through an unconditional acceptance crisis.					
17.	I can recognize the feelings of hopelessness in the social environment of a student guided by a crisis.					
18.	Students have the opportunity to see or hear incidents that contribute to their ptsd symptoms					
19.	I know the activities and actions to be done during the crisis.					
20.	I set the outlook for the crisis.					

دراسة مهارات الإرشاد للمعلمين في حالات الصدمات والأزمات وعلاقتها بمتغيرات خبراتهم التدريسية والجنس

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الملخص العربي:

يهدف البحث الحالي إلى التعرف على مهارات المعلم في إدارة الأزمات، وكذلك التعرف على مهارات المعلم في إدارة الأزمات حسب متغيرات كل من: الجنس ، سنوات الخدمة، واستخدم الباحث مقياساً لمهارات التوجيه للمعلمين في التعامل مع الأزمات، وتم تطبيق المقياس على عينة قوامها ١٢٠ معلماً ، وأظهرت النتائج أن المعلمين يتمتعون بمهارات أعلى من المتوسط في توجيه الأزمات، وأشارت إلى عدم وجود فروق فردية بين الذكور والإناث في مهارات إدارة الأزمات ، مما أدى إلى وجود فروق ذات دلالة معنوية حسب سنوات الخدمة المتغيرة. أشارت النتائج إلى أن المعلمين يتمتعون بمهارات أعلى من المتوسط في توجيه الأزمات ، كما أشارت إلى عدم وجود فروق فردية بين الذكور والإناث في مهارات إدارة الأزمات ، وأدت إلى وجود فروق ذات دلالة معنوية تبعاً لمتغير سنوات الخدمة.

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