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Experiences and Lessons Learned from Floods in Iran - Crisis Education Performance in Khuzestan, Iran

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Abstract:

The main purpose of this study was to evaluate the educational performance of managers of Khuzestan government agencies and institutions to deal with the flood of 2019. The method of this study was a mixed research method of explanatory type. The statistical population of the study consisted of 13 organizations involved in the crisis management of Khuzestan. In the quantitative part according to Krejci and Morgan's table, 341 participants were selected by stratified random sampling. In this section, a researcher-made questionnaire was used. The validity of the questionnaire was evaluated by some experts, and its reliability was calculated to be 0.96 through Cronbach's alpha. The results were analyzed using mean, standard deviation, and t-test. The participants of the quality parts of the study were 13 managers and officials of the education department of the mentioned organizations who were purposefully selected. Findings in the quantitative part of the research showed that except for 4 organizations, the employees of other organizations believed that the relevant organizations did not perform well in relation to holding crisis management courses and training related to all four stages of crisis management. The results of the qualitative section showed that the reasons for the inadequate educational performance of these organizations are the existence of categories such as the personal status of employees, organizational constraints, weakness of courses held, parallel work, and decisions of senior managers. Increasing the quality level of courses, providing organizational resources and facilities, and management solutions were suggested.

Keywords: training, evaluation, government agencies, floods in Iran.

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伊朗洪水的经验和教训—伊朗胡齐斯坦的危机教育绩效

摘要:

本研究的主要目的是评估胡齐斯坦政府机关和机构的管理人员应对2019年洪水的教育绩效。本研究的方法是解释型混合研究方法。该研究的统计人群包括参与胡齐斯坦危机管理的13个组织。根据克雷奇和摩根的表格,在定量部分,通过分层随机抽样选择了341名参与者。在本节中,使用了研究人员制作的问卷。问卷的效度经部分专家评估,通过克隆巴赫阿尔法计算其信度为0.96。使用平均值、标准偏差和t检验分析结果。研究质量部分的参与者是上述组织教育部门的13名经理和官员,他们是有目的地挑选出来的。量化部分的研究结果显示,除4家机构外,其他机构的员工认为相关机构在危机管理所有四个阶段的危机管理课程和培训方面表现不佳。定性部分的结果表明,这些组织教育绩效不佳的原因是存在诸如员工个人状况、组织约束、所开设课程的弱点、平行工作和高级管理人员的决策等类别。建议提高课程质量水平,提供组织资源和设施,以及管理解决方案。

关键词: 培训、评估、政府机构、伊朗的洪水。

1. Introduction

For a long time, various phenomena have occurred in natures that have always been with human beings, and its consequences, whether positive or negative, have plagued his life. Natural disasters have always affected the lives of millions of people worldwide (United Nations Office for Disaster Reduction, 2009). The effects of crises, both natural and abnormal, become clear when their consequences affect the lives of many people (Tabarsa, 2003). Perhaps the main feature of crises is their unexpectedness (Habibzadeh Maleki, 2010). Crises mainly have divisions such as individual, organizational, and social groups. Social crises are divided into political, cultural, economic, health, natural crises (natural factors) or combinations of them (Darabi, 2011). According to the presented statistics, flood is the most common natural disaster and causes severe damage (Ardalan et al., 2012). If crisis management is done effectively, it will play an undeniable role in reducing the potential damage caused by crises. This requires planning at the national, provincial, and urban levels based on the crisis management cycle, and given the likelihood of some of these disasters, it is necessary to prepare and implement applications in different regions and using the experiences in Non-crisis conditions have been achieved, the necessary preparation to face possible crises has been achieved (Gerkez et al., 2004). One way to properly manage a crisis is through education.

Training can be provided at different levels of the organization as well as among the public. In this regard, the World Health Organization (WHO) (1999) presented four basic steps for crisis management:

1. *Prevention*: A series of measures before the crisis to prevent the occurrence of risks or reduce the negative consequences.

2. *Preparedness*: Preparedness includes items such as: training, data collection, planning management structures, providing the necessary resources, etc.,

which increase the ability of the government as well as the people to manage the various stages of the crisis.

3. *Coping*: This stage is the stage of dealing with the crisis that has occurred and includes measures such as relief, rescue, health, treatment, security, transportation, burial communications, alerts, and the like.

4. *Reconstruction*: After a crisis occurs, the conditions of a crisis area should be returned to normal conditions in compliance with all safety regulations.

Today's world is a world of progress in human knowledge and technology. All organizations everywhere in this vast world are aware that the survival of the organization in such a competitive environment requires coordination and adaptation to the outside world (Marquardt, 2002). Bowen and Reservoir also stressed in 2006 that in this age of change and competition between organizations, the need for learning in organizations is felt more and more, and the existence of a learning organization is important (Honari et al., 2012). Generally, today, all organizations are aware that if they want to achieve the desired results, they need skilled labor force, by investing in this field and by holding programs and ongoing training courses in the desired fields, not only cause Employees increase their talents and skills, but also increase the knowledge and skills of their employees and increase the efficiency of their employees more than ever (Abtahi, 2004; Salas & Stagl, 2009; Rachal et al., 2007). Undoubtedly, the existence of such training in organizations will bring benefits not only to employees but also to the organization.

When crises occur, education can also help reduce the harmful consequences at different stages of crisis management (prevention, preparedness, response and reconstruction). In all countries of the world, education is the basis of effective crisis management. The main reason for this is that by providing appropriate training in crisis and non-crisis situations, not only individuals and organizations are psychologically prepared to deal

with a crisis, but also their personal preparation, cognitive skills, and individual learning increase their access to information and the ability to take appropriate and timely actions in critical situations such as gaining the ability to guide people in emergencies and different stages of a crisis, familiarizing people with how to leave the affected area, and how to evacuate the injured. It also increases debris and the like, and ultimately will largely prevent the occurrence of adverse consequences (Asl Hashemi, 2005; Muttarak & Pothisiri, 2012; Banerjee & Gillespie, 1994). As Berrino et al. (2011) highlight, employees working in crisis management staffs should perform demonstration exercises in mock situations every two years to strengthen their abilities and skills to deal with possible future crises. Because in critical situations, these people can help people in any field and strengthen their feelings of support and ultimately empathy.

One of the crises that have occurred in Iran for many years, especially in Khuzestan, is floods. Flood is an exceptional severe water flow that may overflow from the natural bed of the river and occupy the lands around the bed (Taghvaei & Soleimani, 2011). Khuzestan province with important rivers such as Karun, Dez, Karkheh, Maroon, Bahmanshir, and Arvand River is always exposed to many floods. In the flood that occurred in April 1998, according to the reports, many causes were involved in the occurrence of this natural crisis, including: increase in rainfall by about 70% compared to 1997, 82% increase in the amount of dams in the province in 1998 compared to the last year, floods from upstream basins to Khuzestan province, and the like. Naturally, any natural crisis that occurs anywhere in the world will cause much damage, and Khuzestan province was no exception to this rule. Given that various agencies and organizations have played a role in crisis management, tasks have been defined for them in this regard, and training can reduce and even prevent the occurrence of potential damage, in this study, we evaluated the educational performance of managers of government agencies and institutions in Khuzestan province in the face of floods based on the operational approach recommended by the World Health Organization, which is presented in four stages.

2. Research Background

Research on crises, crisis management, and the importance of educating people and staff in the event of a crisis are summarized in this section. Limited studies have been conducted on staff training.

The results of the research of Setayesh et al. (2020) in the Ministry of Energy showed that organizations always have plans for growth and development and training of their employees, but the implementation of these programs in the form of operations depending on Items such as: financial conditions of the organization, management measures and motivation of employees to participate in these programs.

Mir and Jahandideh (2018) concluded that training is an integral part of organizations and is one of the

important factors to advance the goals of the Human Resources Development Organization and training of managers and in cases where employees change their jobs for some reason. Again, in accordance with the progress of the new era, they must update their information and knowledge.

Vesalian et al. (2019) found that by using various models in the field of knowledge management, floods can be better managed and its negative consequences can be minimized and the damage caused by future crises can occur. To a large extent prevented.

Torani et al. (2019) concluded that if they were provided with training on natural disasters appropriate to their age group and vulnerability, not only increased awareness. Rather, many of the unfortunate consequences of these disasters are reduced.

Esmaili and Shahi (2017) found that earthquake resistance training in girls' high schools in Ilam province (Dehloran and Mormori) affected the mental readiness and skills of students, and these schools were in a good position in this regard. And due to the seismicity of these areas, more attention should be paid to these two dimensions.

Askari Masouleh et al. (2015) concluded that among the various resources of crisis management, human resources have been one of the most important resources in the crisis management process and its role is critical in controlling and resolving a crisis.

Pourkarimi and Ghazi (2011) in a study on specialized training of the Red Crescent Society found that the model designed for the Red Crescent not only had an operational aspect but also had a positive effect on the activities of the Red Crescent staff.

Hodavandi and Hodavandi (2010) found that the content of the crisis management training course was appropriate to the job needs of crisis managers, and passing the crisis management course had improved the knowledge and skills of crisis management managers from their perspective.

The results of Shaker and Hosseini (2006) research showed that in addition to education has an effective role in disaster preparedness, it can also prevent some adverse consequences of disasters, but the right methods to provide education must be To be used by people so that people can better understand the training provided and thus achieve the expected results.

Ivanov and Cvetkovic (2014) conducted a study on the role of education in reducing the risk of natural disasters and found that with proper and timely education, the risk of natural disasters can be reduced, but these risks cannot be completely prevented.

Muttarak and Pothisiri (2012) concluded that education at the individual, household, and rural levels has an important relationship with disaster preparedness; therefore, policies that can raise public awareness at least moderately greatly reduce harm. Crisis susceptibility is useful.

Rivera et al. (2010) concluded that informing and educating the public, publishing risk maps and regional recommendations to the authorities regarding crisis

management and preparedness, making possible plans played an effective role in crisis management.

Lumbroso et al. (2008) found that using training tools for rural communities and managers is valuable for people not only in times of flood crisis but also daily and will ultimately reduce many potential risks.

Chung (2016) comparing crisis management and flood control in South Korea and the United States concluded that the two countries differed in crisis management actors, cultural characteristics, management practices, and government agencies, but the motivations of the crisis management actors during the crisis were similar.

As the related research history shows, educating people can increase their preparedness to face the crisis and reduce many of the loss of life and property. There is no doubt that organizations can make a significant contribution to reducing the harmful effects of these disasters through proper training of their employees. However, in our country, many organizations do not take the role of crisis management training to their employees seriously and deal with the issue of crisis management based on their traditional and old views. For example, in the recent floods in late 2018 and early 2019 in Khuzestan, we saw that organizations to face flood management faced many problems and could not effectively manage this natural crisis.

3. Research Methodology

The method of this study is applied in terms of purpose because the results of this research will lead to solving many issues and problems of organizations in the fields under study. This research is in the category of mixed (quantitative-qualitative) research. Since the nature of organizations is different and simultaneously, they all must act on their social responsibility despite social crises, quantitative and qualitative methods alone are not enough. They can understand the complexity of the issues in this field, so the mixed explanatory method was used. Accordingly, after collecting quantitative data, an interview was conducted to determine the reasons and causes of the results. The statistical population of this study included the employees of 13 organizations and agencies from Khuzestan province, which are also responsible for the activities of the provincial administrations. The sample of this study in the quantitative part included the employees of the departments involved in crisis management in Khuzestan province. For sampling according to the Krejcie and Morgan table, the sample of this study was 341 people. Due to the different number of employees in each organization, stratified sampling method was used. Examples in the quality department included managers and officials of the education department of each organization.

Table 1. The statistical population and selected samples

No.	Organization	Total	Frequency percent	Sample number
1	Khuzestan Water and Power Organization	900	29%	99
2	Khuzestan Water and Sewerage Company	216	7%	24
3	Agricultural Jihad Organization of Khuzestan Province	620	20%	68
4	Valiasr Corps Construction Basij Organization	12	4%	2
5	General Department of Welfare of Khuzestan Province	150	5%	17
6	General Meteorological Department of Khuzestan Province	50	1.6%	5
7	General Department of Natural Resources and Watershed Management of Khuzestan	180	5.8%	19
8	General Department of Roads and Urban Development of Khuzestan Province	291	9.4%	32
9	General Department of Crisis Management of Khuzestan Province	28	1%	4
10	General Department of Education of Khuzestan Province	340	11%	38
11	Shush city health center	190	6.1%	21
12	Khuzestan Red Crescent Society Headquarters	20	6%	2
13	Ahvaz Governorate	98	3.1%	10
				341

Because in this study, the mixed research method was used, the data collection tool was in two parts: quantitative and qualitative. To evaluate the educational performance of managers of government agencies and institutions in Khuzestan province in the face of floods, a researcher-made questionnaire was designed, in the first part of which the demographic information of employees was discussed. In the second part, questions about the amount of training provided by the organization to its staff based on four stages of crisis management training (World Health Organization,

1999) were designed, and the 5-point Likert scale was used to answer these questions. The validity of the questionnaire was confirmed by experts, including several professors and experts of Shahid Chamran University of Ahvaz. In this study, the reliability of the questionnaire was calculated by calculating Cronbach's alpha coefficients. In total, the reliability coefficient of the questions of the Crisis Management Questionnaire was 0.96, the details of which are as described in Table 4.

Table 2. Cronbach's alpha coefficients for the reliability of research questions in the quantitative section

Rebuilding	Confrontation	Readiness	Prevention	Crisis management steps
8	8	7	8	Number of questions

Continuation of Table 2				
92/0 96/.	86/0	88/0	89/0	Cronbach's alpha Total Alpha

In the qualitative part of this study, to obtain more information and complete the results in the quantitative part of the research, a semi-structured interview was used and questions were asked about the reasons for the current crisis management situation in organizations and solutions to improve the current crisis management situation.

To analyze the data in the quantitative part, all the information obtained from the implementation of the questionnaire was collected, coded, and entered into a computer. Data analysis was performed by calculating the mean, standard deviation, and frequency and one-

sample t-test. Content analysis was used to analyze the data obtained from the qualitative part. In this way, in the first step, the text of the interview was turned into text and then open codes were extracted and finally, they were categorized.

4. Research Findings

What is the educational performance of managers of government agencies and institutions in Khuzestan in providing flood prevention, readiness, confrontation, and rebuilding training?

Table 3. Mean of educational performance of managers of government agencies and institutions in Khuzestan in providing flood prevention, readiness, confrontation, and rebuilding training

No.	Name of organization	Prevention mean	Readiness mean	Confrontation mean	Rebuilding mean
1	Khuzestan Water and Power Organization	2.5	2.3	2.0	1.7
2	Khuzestan Water and Sewerage Company	2.1	2.1	1.7	1.6
3	Agricultural Jihad Organization of Khuzestan Province	2.1	2.0	1.8	1.7
4	Valiasr Corps Construction Basij Organization	4.1	4.4	3.8	4.6
5	General Department of Welfare of Khuzestan Province	3.0	3.0	2.9	3.0
6	General Meteorological Department of Khuzestan Province	2.9	2.4	1.8	1.2
7	General Department of Natural Resources and Watershed Management of Khuzestan	2.5	2.2	2.2	1.9
8	General Department of Roads and Urban Development of Khuzestan Province	2.8	2.4	2.4	2.2
9	General Department of Crisis Management of Khuzestan Province	3.8	4.0	3.6	3.2
10	General Department of Education of Khuzestan Province	2.4	2.2	2.1	2.0
11	Shush city health center	3.4	3.3	3.2	2.9
12	Khuzestan Red Crescent Society Headquarters	2.5	3.0	3.3	2.3
13	Ahwaz Governorate	2.1	2.2	1.7	2.0
14	Organizations' total	2.4	2.3	2.1	1.9

According to the above table, the study of the averages in the prevention phase showed that except for the Basij Sazandegi Organization of the Valiasr Corps (AS) with an average of 4.1; General Department of Crisis Management of Khuzestan Province with an average of 3.8; Shush health center with an average of 3.4; And General Welfare Office of Khuzestan province with an average of 3.0; Other organizations did not perform well at this stage, and as a result, training in the prevention stage was poor and below average. The results of this section are consistent with the results of research by Ivanov and Cvetkovic (2014), which indicated that if preventive planning and training are provided correctly and in a timely manner, the risks of disasters can be reduced as much as possible.

In terms of the second phase of crisis management, i.e., the preparation phase, organizations such as the Valiasr Corps, the General Department of Welfare of Khuzestan Province, the General Department of Crisis Management of Khuzestan Province, Shush Health Center, and the Red Crescent Society of Khuzestan Province arranged with averages of 4.4, 3, 4, 3.3, and 3 performed well at this stage and provided appropriate training in crisis preparedness to their staff. But the

remaining eight organizations have not performed well in crisis preparedness. The results of research such as Muttarak and Pothisiri (2012), Esmaili and Shahi (2017) were not in line with the results of this section.

In the confrontation phase, out of 13 organizations being studied, only 4 organizations (Valiasr Corps Construction Basij, Khuzestan Crisis Management General Office, Shousha Health Center, and Red Crescent Society Headquarters) had a good average and at this stage had training on crisis management, and the remaining 9 organizations in this stage have shown weakness. The results of research such as Lumbroso et al. (2008), Askari Masouleh et al. (2015), which have emphasized the important role of trained human resources in crisis management and control, are not in line with the results of this section.

Also, the results show that in the crisis management reconstruction phase, the average of organizations such as Valiasr Corps Construction Basij (4.6), Khuzestan Welfare General Administration (3), and Crisis Management General Administration (3.2) indicate that only these 3 organizations perform well. The remaining 10 organizations have been training their employees in the restructuring phase. The results of Torani et al.

(2019) were not in line with the results of this section because they found that training employees not only increased their knowledge but also made them more profitable in achieving the desired goals of the organization.

In general speaking, the main results indicated that training in four stages of crisis, namely flood

prevention, readiness, confrontation, and rebuilding, was undesirable.

To obtain more information about the low level of training among the organization, some interviews have been performed. The main results are coded in the below table.

Table 4. Open and categorical coding of the reasons for the current situation of crisis management in the organizations being studied

Related concepts	Interview Code	Categories	No.
Insufficient funding and credit	10 9 7 5 4 3 2	Organizational constraints	1
In organizations to conduct courses			
Lack of communication with the media			
Lack of proper equipment for crisis management			
Holding limited crisis management courses			
Lack of specialized and skilled labor force in crisis management			
The organization does not value the holding of courses and staff training	13 11 10 7 3 1	Individual status of employees	2
Unwillingness of employees to participate in crisis management courses			
Degree orientation			
Employees' attention to post-completion benefits (salary increase, promotion, annual evaluation improvement)			
Employee financial problems			
Lack of proper motivation and attitude			
Scientific poverty			
Low level of education			
Employees' desire to participate in specialized courses compared to general courses			
Lack of staff attention to the content of the courses	12 4 3	Parallel work	3
Lack of coordination in the issuance of orders by the organization			
Lack of inter-organizational coordination in advancing crisis-related matters	8 7 5 3 1	Weakness of the courses held	4
Emphasis on the theoretical aspect of crisis management courses compared to operational courses			
Restrictions on holding courses for certain people			
Emphasis on the crisis response phase			
Lack of experienced instructors to conduct crisis management courses			
Specialization of courses and non-compliance with the conditions and job fields of employees			
Lack of specific content for courses	11 10 5 4	Objections of senior managers	5
Non-delegation of authority to employees by managers in matters related to crisis management			
Lack of senior managers' participation in crisis management training courses			
Lack of licensing of employees by managers to participate in crisis management courses			

According to the findings of the interviews, the most important reasons for the lack of training in organizations are as follows:

1. *Organizational limitations:* Regarding the reasons for the low average response in different stages of crisis management, one of the training experts of the organizations believed that "in most organizations that depend on the current resources of the government. We always have financial problems and funding. "We have faced the need to hold courses" (Interview code: 5).

Other reasons mentioned by the interviewees include the lack of appropriate equipment for crisis management, lack of specialized and skilled labor force in the field of crisis management, the organization does not value the holding of courses and staff training, and

the like. In this regard, another education official stated, "In our organization, only one person works as a specialist in the field of crisis management, and all citizens of Ahvaz who face a problem in relation to crisis management refer to him" (Interview code: 4).

2. *Personal status of employees:* Among the other cases that the interviewees mentioned about the reasons for the low average of responses in different stages of crisis management were unwillingness of employees to participate in crisis management courses, staff orientation, employees' attention to the benefits after completing the course (salary increase, promotion, annual evaluation improvement), employees' financial problems, low level of education, and employees' lack of attention to the content of the courses. "As long as

employees are facing livelihood problems and concerns about providing the minimum necessities of personal life, they will not be willing to participate in crisis management courses," said an education expert at one of the organizations (Interview code: 1). "During my service in the training department of this organization, I saw that most of the employees who participated in the courses were thinking about the benefits after the end of the course rather than the usefulness of the course for their work activities" (Interview code: 10).

3. *Parallelism*: Parallelism was another issue mentioned by the interviewees, which included reasons such as lack of coordination in the communication of orders by the organization and lack of inter-organizational coordination in advancing crisis-related matters. Regarding this case, one of the education experts stated, "In the event of a crisis, we are faced with a lack of coordination in the orders and communiqués of the higher authorities, and each official views crisis management from his own viewpoint" (Code Interview: 4).

4. *Problems of the courses held*: The interviewees enumerated such reasons for the low averages as emphasis on the theoretical aspect of crisis management courses compared to operational courses, emphasis on the crisis management phase, lack of experienced instructors to hold the course "Crisis Management," the lack of specific content for courses, and the like. Regarding these reasons, an expert in the training department of the organizations stated, "Almost all the courses related to crisis management in our

organization are neural and have not been as effective as the operational courses of crisis management because the theoretical content After a while, they will be forgotten" (Interview code: 4).

5. *Senior managers' refusal*: Other cases mentioned by the interviewees in relation to the reasons for low averages are such as lack of participation of senior managers in crisis management training courses and the existence of old and traditional views on crisis management in some managers, the preference of these views over new views, and the like. In this regard, the head of education of an organization stated, "During the courses held in this organization, I saw that only some experts participate in the courses and senior managers refuse to participate in crisis management courses" (Interview code: 10).

In this regard, the results of the research by Setayesh et al. (2020) also confirm this finding because their results emphasize that the implementation of these programs and training courses is closed due to the financial conditions of the organization, management measures, and lack of employees' motivation to participate in these programs.

The second question of the qualitative part of the research:

What are the solutions to improve the crisis management situation in organizations?

To answer the above question, the experts and education officials of each organization provided solutions, and the solutions were classified into separate categories that can be seen in the table below.

Table 5. The results of the interview in relation to the proposed solutions to improve the situation of crisis management in organizations

Related concepts	Interview code	Categories	No.
Changing employees' attitudes toward crisis management courses and paying attention to the effectiveness of courses in staff activities compared to Benefits such as rank promotion or annual evaluation improvement	11 10 5 4 13	Proper culture building	1
Increase learning motivation in employees to participate in courses Emphasis on operational crisis management training in courses Emphasis on planning and training all four stages of crisis management in courses (especially prevention) Using experienced instructors to hold crisis management courses	6 5 4 3 2 1 10 9 8 7	Increasing the quality level of courses	2
Increase managers' supervision over the holding of courses Funding for crisis management courses Providing standards such as a good work environment with peace of mind and addressing staff financial concerns Increasing the number of engineers and specialists in the field of crisis management in organizations Provide tools and equipment for crisis management	10 6 5 4 3 1	Providing organizational resources and facilities	3
Licensing more companies to participate in crisis management courses Existence of a circular regarding the necessity of participation of senior managers in crisis management courses Issuance of licenses by managers for employees to attend crisis management courses	13 10 9 7 3 1	Management solutions	4

According to the findings of the interview analysis, the most important solutions offered to improve the

crisis management situation in organizations are as follows:

1. *Proper culture building:* Among the strategies that the interviewees mentioned to improve the crisis management situation in organizations. Conducting strategies such as changing employees' attitudes toward crisis management courses and paying attention to the effectiveness of the course in employee activities compared with raising the rank or improving the annual evaluation and increasing the motivation of employees to participate in the courses.

2. *Increasing the quality level of the courses:* Other strategies proposed by the interviewees, such as emphasis on operational crisis management training in the courses, emphasis on planning and training all four stages of crisis management in the courses (to special stage of prevention), the use of experienced instructors to hold crisis management courses and increase the supervision of managers on the conduct of courses.

3. *Providing organizational resources and facilities:* According to experts and education officials of each organization, applying such items as providing financial resources for crisis management courses, providing standards such as a suitable work environment with peace of mind and addressing employees' financial concerns, increasing the number of engineers and specialists in the field of crisis management in organizations, providing tools and equipment for crisis management, and licensing more companies to participate in crisis management courses can improve the current situation of organizations in crisis management.

4. *Management strategies:* According to the interviewees, a circular regarding the need for senior managers to participate in crisis management courses, issuing licenses by managers for employees to attend crisis management courses, and the need to change managers' views on holding courses and training themselves and employees can improve the current situation of organizations in crisis management.

In this regard, the results of the research by Setayesh et al. (2020), Mir and Jahandideh (2018) agree with the results of this section that education is an integral part of organizations, and organizations should always prioritize programs that improve the level of knowledge and skills of employees, but achieving such quality training requires sufficient financial resources and economic solutions, management measures and the desire of employees to learn more to improve the level of knowledge.

5. Discussion

From time immemorial until today, our world has faced many natural and artificial crises. Crisis escape is impossible, but with proper management, humans can minimize the harmful consequences and damage caused by crises. Crisis management involves decisions that are mostly operational and play an effective role in reducing the harmful consequences of crises (Foster & Wuorinen, 1976). One of the methods of proper management of a crisis is education, and in the absence

of effective education, lack of information to the public, and lack of sufficient information in this regard, the occurrence of negative and sometimes irreparable consequences will not be unexpected. Today, organizations, in addition to having specific activities and tasks in their field that are based on organizational missions, also have many social responsibilities, including preparedness for unexpected events; So that in the budget of all organizations, a section is always allocated to unexpected events. Given the importance of this issue, organizations must prepare all their forces to deal with these incidents. Education is one of the best ways to improve the development and productivity index in human societies. To have inclusive and popular participation, there must be education in all age and social categories. Promoting public awareness, creating knowledge, sense of responsibility, and public participation in preparing for crises and other cases cause people to be prepared for unexpected events (Asl Hashemi, 2007).

The main purpose of this study was to evaluate the educational performance of managers of government agencies and institutions in Khuzestan to deal with floods. The results obtained in the quantitative part of the research showed that four organizations have performed well in providing training related to crisis management, and their employees acknowledge that these courses are held continuously and frequently in the form of courses. Theoretically and operationally, the staffs of the remaining nine organizations believed that the relevant organizations did not perform well in relation to crisis management courses and training related to all four stages of crisis management (prevention, preparedness, response and reconstruction). The case has shown its weakness. Following up on the causes of this weakness through interviews, education experts stated that crisis management training courses were held regularly in organizations and even provided evidence to the researchers that these statements were true, and the reason for such statements by employees was defined by categories such as personal status of employees, organizational constraints, weakness of courses, parallel work, and the decisions that senior managers make for the organization and employees. It is important to mention that to determine the truth of the statements of the education experts, interviews were conducted with the officials of the Crisis Management Department of many organizations, which finally revealed a significant difference between the statements and opinions of the officials of both Education and Crisis Management.

In most developing countries compared with developed countries, instead of emphasizing all the stages of a crisis management, especially the prevention stage, the emphasis is on the coping stage in managing a crisis. As many believe that "the incident should be treated before it happens," one of the important tasks of organizations is to hold crisis management courses and training in this field to employees, but sometimes, for

various reasons, organizations provide this training. They face problems and difficulties. The prevention phase in crisis management is one of the basic and key steps that organizations should not be unaware of. In this regard, it is important to mention that if people want to advance their goals according to the principles, they should not have a proper and realistic planning. As Brexit is not covered, one of the most important problems that have plagued our country for several years is the problems caused by international sanctions against Iran, which have undoubtedly affected the smallest issues of the country. One of the most important effects is the economic problems, which, as a result, have been able to affect even the distribution of the state budget. Therefore, the board of directors and consequently, the managers of the organizations may not be able to allocate sufficient funds to deal with unforeseen events during each year due to such problems. Sometimes, for senior managers of some organizations, the issue of education, especially in times of crisis, has not found its importance and position well, and some managers and even employees, acting on the basis of personal or past experiences. They prefer a relationship with education and are not willing to update their knowledge and awareness; If courses are held, they do not have the necessary quality and as a result, the goals of the organizations are not achieved by holding these courses. Perhaps one of the main reasons for such problems is the lack of operational courses related to crisis management because, according to many experts, courses that are held operationally will last longer in the mind. It is sometimes observed that some managers and officials are confused during sudden crises and regardless of the inconsistencies that may result from these hasty decisions between organizations and employees by holding frequent meetings and decisions. They are in a hurry to manage the crisis quickly. The last point is that the presence of experienced staff in any organization is also critical to advancing the predetermined goals. Some managers think so.

Table 6. Problems raised and solutions provided

No.	Issues and problems raised	Solutions provided
1	Organizational constraints	Providing organizational resources and facilities
2	Individual status of employees	Proper culture building
4	Weakness of the courses held	Increasing the quality level of courses
5	Parallel work Objections of senior managers	Management solutions

This study, like other studies, had many limitations, which are mentioned below:

- Existence of strict rules in some organizations for the entry of students and researchers to conduct research;
- Many employees of organizations refused to complete the questionnaires due to the outbreak of

coronavirus;

- Lack of resources and articles related to staff training in crises.

Resources

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