

Experiences and Lessons Learned from Iran Floods-Crisis 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 the present 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 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 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; Evaluating; government agencies; Iran floods

INTRODUCTION

For a long time, various phenomena have occurred in nature that has 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 around the world (United Nations Office for Disaster Reduction, 2009). The effects of crises, both natural and abnormal, become apparent when their consequences affect the lives of many people. Perhaps the main feature of crises is their unexpectedness (Habibzadeh Maleki). 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) [1]. According to the presented statistics, flood is the most common natural disaster and causes severe damage (Ardalan, Babaei, Deghati and Moradian). 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, Gerkez and Atarchian, 2004). One way to properly manage a crisis is through education [2].

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

Prevention

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

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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.

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.

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). 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 (Honary, Afshari and Kargar). In general, today, all organizations are aware that if they want to achieve the desired results, they need skilled manpower, 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; Salas and Stiegel; Rachel, Diegel and Rachel) [3]. 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 [4]. 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 as well as cognitive skills, individual learning. And increase their access to information and the ability to take appropriate and timely action 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, how to evacuate the injured. It also increases debris and the like, and ultimately will largely prevent the occurrence of adverse consequences (Asl Hashemi; Motarak; Banerjee and Gilpsi). As Brino (2011) points out, 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 and injured people in any field, strengthen the feeling of support and ultimately empathy in them [5].

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 and Soleymani). 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 last year, floods from upstream basins to Khuzestan province and things like that [6]. Naturally, any natural crisis that occurs anywhere in the world will cause a lot of damage, and Khuzestan province was no exception to this rule. Given that various agencies and organizations have played a role in crisis management and tasks have been defined for them in this regard, and also given that training can reduce and even prevent the occurrence of potential damage, so in In this study, we aimed to evaluate 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 [7-10].

MATERIALS AND METHODS

Research on crises, crisis management, and the importance of educating people and staff in the event of a crisis is summarized in this section. It should be noted that limited studies have been conducted on staff training.

The results of the research of Setayesh, Nargesian, Shahosseini and Manzoor (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) in their research 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, Sobhani and Ameli (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.

Turani, Moradi Majd, Siddiq Maroufi, Dolati and Ali Sheikhi (2015) 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 in a study (2017) found that earthquake resistance training in girls' high schools in Ilam province (Dehloran and Mormori), had an effect on 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, Afshar and Mohammadi (2015) concluded that among the various resources of crisis management, human resources has been one of the most important resources in the crisis management process and its role is very important 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 Red Crescent staff.

Hodavandi and Hodavandi (2010) found in their study 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 used by people so that people can better understand the training provided and thus achieve the expected results.

Ivano and Ciutkovic (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.

Raya Mutarak concluded that education at the individual, household and rural level has an important relationship with disaster preparedness and therefore policies that can raise public awareness at least moderately greatly reduce harm. Crisis susceptibility is useful.

Rayura conducted a study entitled "Identifying and controlling the volcanic crisis from 2007 to 2006" and concluded that informing and educating the public, publishing risk maps and regional recommendations to the authorities regarding crisis management and preparedness Making possible plans has played an effective role in crisis management.

Lambroso, Ramsbethum, and Espalio Rio (2008) conducted a study entitled Sustainable Flood Risk Management Strategies to Reduce Rural Community Vulnerability to Mozambique and found that using a range of training tools for rural communities as well as managers It was found that these measures are valuable and usable for people not only in times of flood crisis but also on a daily basis and will ultimately reduce many potential risks.

Chang (2016) Comparing Crisis Management and Flood Control in South Korea and the United States concluded that the two countries differed in the areas of crisis management actors, cultural characteristics, management practices, and government agencies, but in the motivations of the crisis management actors in the crisis period were similar.

As history of related research 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. But in our country, it seems that 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.

RESULTS

The method of the present 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 at the same time, they all have to act on their social responsibility in the face of social crises, quantitative and qualitative methods alone are not. 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 find out the reasons and causes of the results. The statistical population of the present 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 the present study in the quantitative part included the employees of the departments involved in crisis management in Khuzestan province. For sampling according to Krejcie and Morgan table, the sample of the present 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.

Because in the present study, the mixed research method was used, the data collection tool was in two parts: quantitative and qualitative. In order 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 2.

In the qualitative part of the present study, in order 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. .

Table 1: Presents 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	1.60%	5
7	General department of natural resources and watershed management of khuzestan	180	5.80%	19
8	General department of roads and urban development of khuzestan province	291	9.40%	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	6.10%	21
12	Khuzestan red crescent society headquarters	20	6%	2
13	Ahwaz governorate	98	3.10%	10
				341

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

Crisis management steps	prevention	Readiness	Confrontation	Rebuilding
Number of questions	8	7	8	8
Cronbach's alpha	89/0	88/0	86/0	92/0
Total Alpha	96/.			

In order 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.

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).

According to 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 ivano and siotkovic (2004), which indicated that if there is preventive planning and training is provided correctly and in a timely manner, the risks of disasters can be reduced as much as possible.

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	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	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	3	2.9	3
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	3.6	3.2
10	General department of education of khuzestan province	2.4	2.2	2.1	2
11	Shush city health center	3.4	3.3	3.2	2.9
12	Khuzestan red crescent society headquarters	2.5	3	3.3	2.3
13	Ahwaz governorate	2.1	2.2	1.7	2
14	Totall organizations	2.4	2.3	2.1	1.9

In terms of the second phase of crisis management, ie 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 Raya mutarak, Esmaili and Shahi, were not in line with the results of this section.

In confrontation phase from out of 13 studied organizations, only 4 organizations 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 researches such

as Lambroso, Ramsbethum and Espalio (2008), Askari Masouleh, Afshar and Mohammadi (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 shows 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 Turani et al. (2015) 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. 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 were undesirable.

In order to find out more information about the low level of training among the organization some interviews have been done. The main results are coded in (Table 4).

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

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.”.

Other reasons mentioned by the interviewees include the lack of appropriate equipment for crisis management, lack of specialized and skilled manpower in the field of crisis management and the organization does not value the holding of courses and staff training and the like. Was. In this regard, another education official stated that “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. . “.

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. “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 thinking about the usefulness of the course for their work activities. “Improved annual evaluation and ..).”.

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 that “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 of the officials views crisis management from his own point of view”.

Problems of the courses held: The interviewees in line with the reasons for the low averages, such 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 and the lack of specific content for courses and the like. Regarding these reasons, one of the experts in the training department of the organizations stated that “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. ”.

Senior managers’ refusal: Other cases mentioned by the interviewees in relation to the reasons for low averages, 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 And pointed to 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.”.

In this regard, the results of the research of Satayesh et al. (1398) also confirm this finding. Because their results emphasize that the implementation of these programs and training courses are closed, such as the financial conditions of the organization, management measures and motivation of employees 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?

In order 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 below Tables 5 and 6.

According to the findings of the interview analysis, the most important solutions offered to improve the crisis management situation in organizations are as follows:

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

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.

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

Related concepts	Interview code	Categories	No
Insufficient funding and credit In organizations to conduct courses	2'3'4'5'7'9'10	Organizational constraints	1
Lack of communication with the media			
Lack of proper equipment for crisis management			
Holding limited crisis management courses			
Lack of specialized and skilled manpower in crisis management			
The organization does not value the holding of courses and staff training			
Unwillingness of employees to participate in crisis management courses			
Degree orientation Employees' attention to post-completion benefits (salary increase, promotion, annual evaluation improvement)	1'3'7'10'11'13	Individual status of employees	2
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	3'4'12	Parallel work	3
Lack of staff attention to the content of the courses			
Lack of coordination in the issuance of orders by the organization			
Lack of inter-organizational coordination in advancing crisis-related matters Emphasis on the theoretical aspect of crisis management courses compared to operational courses	1'3'5'7'8	Weakness of the courses held	4
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 field of employees Non-delegation of authority to employees by managers in matters related to crisis management	4'5'10'11	Objection of senior managers	5
Lack of participation of senior managers in crisis management training courses			
Lack of licensing of employees by managers to participate in crisis management courses			

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	4'5'10'11	Proper culture building	1
Benefits such as: rank promotion or annual evaluation improvement	13		
Increase learning motivation in employees to participate in courses	1'2'3'4'5'6'7'8'9'10	Increasing the quality level of courses	2
Emphasis on operational crisis management training in courses Emphasis on planning and training all four stages of crisis management in courses (especially prevention)			

Utilizing experienced instructors to hold crisis management courses			
Increase managers' supervision over the holding of courses	1'3'4'5'6'10	Providing organizational resources and facilities	3
Funding for crisis management courses			
Provide standards such as a good work environment with peace of mind and try to address 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			
Licensing more companies to participate in crisis management courses	1'3'7'9'10'13	Management solutions	4
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	4		

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 Objection of senior managers	Management solutions

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 trying to address financial concerns Employees, 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.

Management Strategies: According to the interviewees, there is 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 of, Setayesh, Nargesian, Shahosseini and Manzoor in 1398 and Mir and Jahandideh in 2018 are in line 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.

DISCUSSION AND CONCLUSION

From time immemorial until today, our world has faced many natural and man-made 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, 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 a number of 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 are required to 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. In order 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, all 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 except for 4 organizations that 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 staff of the remaining 9 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 researcher that these statements were true and the reason for such statements by Employees were defined by categories such as personal status of employees, organizational constraints, weakness of courses, parallel work, and finally the decisions that senior managers make for the organization and employees. It is important to mention that in order to find out the truth of the statements of the education experts, interviews were conducted with the officials of the Crisis Management Department of a number of organizations, which finally revealed a significant difference between the statements and opinions of the officials of both education and crisis management.

CONCLUSION

In most developing countries compared to 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 these trainings. 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. Ignorantly ignore. As Brexit is not covered, one of the most important problems that has 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 experiences or past experiences of new perspectives, 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 very important to advance the predetermined goals. Some managers think so

The present study, like other studies, had a number of limitations, which are mentioned below:

- Existence of strict rules in some organizations for the entry of students and researchers to conduct research.
- A number of 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.

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