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Demographic Characteristics and Crisis Management in Bedouin Schools

Dr. Salih Alasad

Lakia School, Israel

Abstract

This study examines the relationships between the demographic and organizational characteristics of school principals in Bedouin society and their management patterns, organizational communication, and staff support during crises. Employing a quantitative research design, data were collected via structured surveys administered to 35 principals who managed Bedouin schools during emergency situations.

The findings reveal that 91.4% of the principals managed institutions under conditions of war or armed conflict, while 8.6% operated during a pandemic. Inferential analyses showed that the duration of the crisis was significantly associated with the principals' perceived suitability of leadership tools. Furthermore, the type of institution was significantly linked to both the presence of organized communication infrastructure and the conduct of systematic personal consultations with staff. Crucially, the principals' level of formal education significantly predicted staff burnout, declines in motivation, and the implementation of professional development tools. Finally, the specific nature of the crisis dictated the use of interactive games and student-focused tasks, while a statistically significant correlation was found between the principal's gender and the active mobilization of digital class groups to support students and parents.

Keywords: Crisis Management, School Principals, Bedouin Society, Educational Leadership, Organizational Communication, Staff Support, Organizational Resilience. 1. Introduction