



**RESEARCH PAPER**

**Crisis Management in Schools of the Punjab: An Exploratory Study of Factors Affecting Strategic Planning**

**<sup>1</sup>Dr. Mehwish Jabeen\* <sup>2</sup>Dr. Almas Ikram Kayani <sup>3</sup>Dr. M. Imran Yousuf**

1. Department of Education & FSS, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Punjab, Pakistan
2. Associate Professor, Department of Education & FSS, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Punjab, Pakistan
1. Chairman, Department of Education & FSS, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Punjab, Pakistan

PAPER INFO	ABSTRACT
<b>Received:</b> February 11, 2022 <b>Accepted:</b> April 10, 2022 <b>Online:</b> April 15, 2022 <b>Keywords:</b> Crisis Management, Exploratory Study, Strategic Planning <b>*Corresponding Author</b>  mehwish.awan17@gmail.com	This research study was to identify the educational crisis management factors who affect the strategic planning faced by educational stakeholders of government primary school in the province of the Punjab, Pakistan. This research fits into the phenomenological interpretive way of thinking. Nature of the study was quantitative. Five-point Likert scale was used to collect the data from three hundred government primary school teachers from the three regions of the Punjab, Pakistan. Stratified random sampling technique was used to draw the sample. The procedure was trailed by sustaining information into SPSS-25. The information was sorted out and displayed in graphical structure. This study concluded that the key factors playing an important role in proposing a tentative school crisis management strategy for training of key stakeholders of educational organizations of the Punjab particularly and generally at national level of Pakistan. This study recommends, there should be a Proper law regarding implementation of SCMS/SCMP in all Educational institutions. The rationale of this study is based on the claim that it is one of the pioneer efforts in developing School Crisis Management Strategy at primary level.

**Introduction**

This research study was to identify the educational crisis management factors who affect the strategic planning faced by educational stakeholders of government primary school in the province of the Punjab, Pakistan. The investigation aim is to develop crisis management strategy for the Punjab Government's primary schools to sustain these educational crises. It may be critical to attempt investigation which tends the inquiries of what really intends to be re-addressed, regarding advance necessities and difficulties of the marvels.

On specialized grounds, the strategy and plan may be reconsidered as the goal, utilization and accessibility of the most recent innovation. It can be conceivable at school level for crisis management. The purpose behind this is featured in the relevant investigation and the method of reasoning for this research. Data about government's essential training framework in the Punjab, Pakistan is given to connote, the setting of the investigation. A quantitative approach was utilized to accomplish the exploration of goals. The information was broken down, utilizing various strategies to explore the perceptions of key stakeholders which included school heads and teachers for the management of educational crisis in primary schools. On the basis of the data analysis, a tentative school crisis management

strategy (SCMS) was proposed to train the key stakeholders of government's primary schools which may lead to noteworthy improvement in the nature of training in government's primary schools of the Punjab, Pakistan.

As a feature of the foundation to this research, the educational setting of the Punjab Province is considered. This was done by giving a short record of the administration grade educational system in the Punjab; a proposed framework for crisis management of schools in the Punjab where this research is cited.

The investigation might be helpful for the educational stakeholders, troughs, specialists, educators, students, and parents, so to cause them the comprehend idea of Crisis Management in training framework. This study may demonstrate subjective contribution to the current order of learning regarding the job of head, national and commonplace administration, and designs in overseeing Educational Management Crisis in Pakistan as a rule specifically in the Punjab.

## **Literature Review**

This section has a summary of theoretical literature which explores the school Crisis Management and factors affecting strategic planning at primary level in the Punjab, Pakistan. A defining moment in the life of an individual, country or an establishment might be known as a crisis as indicated by word reference definition, (Smith, 2016). In this advanced time of human life, it will be false supposition if somebody accepts that such occasions cannot occur in Pakistani Schools. Experiencing the perusing of papers, viewing electronic and web-based life if a few of us are legitimately or in straightforwardly engaged with School, it has turned out to be clear that schools are associated with first circumstances which may be the wellsprings of crisis on a considerably more normal premise than consideration to consider over.

On the Judgment Day, life beginning, and crisis birth occurs on same time, date also will complete According to Pines (2000) Crisis management possibility experienced advancement, improvement long or expansiveness meanwhile commencement on exceptionally quick pace. Multidimensional communication revolution has given new force to different types of crises. The Cuban Crisis happened in 1962. Due to these crises the crisis theory is clarified today. An efficient order of concentrate was composed in everywhere throughout the world at that point after many ideas and structures of crisis. According to Watson (2007), the term crisis is utilizing in all learning fields as political sciences, management sciences, universal relations, and pure sciences.

Strategic planning is a procedure that supports the making of future incentive through the distinguishing proof, definition, creation, evaluation and use of objectives and assets, and by choosing or making at least one picked market spaces (Ramírez, 2016). For achieving main purpose, the strategic planning is the mode of characterizing an organizations' plans.

In Pakistan, the most transcendent types of emergencies in training condition incorporate flood, seismic tremor, flogging, suicide, and fear monger assaults and so on. In such manner the legislature has detailed various arrangements to check the different types of savagery against children. Be that as it may, the arrangement activities embraced by the legislature stay ineffectual in face of a powerless usage system.

The procedure of crisis management is continually having its way as indicated by the requirements and circumstances to achieve the undertaking of taking care of the crisis. It turns out to be progressively vital when it manages school and its partners. As we realize that emergency has no timetable to happen, this may occur whenever and place with no notice. They can happen anytime at any level and in any field or territory. Although, there is no firm standard to classes kinds of crisis yet, they can be commonly arranged as given underneath. This division encourages us in understanding the idea in a superior manner (Spillan, 2003).

**Social crisis:** Man is a social creature, He is buried in the race to recognize his prevalence utilizing his shading, statement of faith or even geographic separations. The human impulses assume a rule job in his conduct. 'Survival of the fittest' is a well-known saying which is material today and will be similarly pertinent tomorrow moreover. It is a solid intuition which contributes a great deal towards a crisis. Qualities, religions, standards and conventions and numerous such like opinions have become a wellspring of crisis at social structure level. These crises can be named as social emergencies that have caused even numerous wars.

**Economic crisis:** Napoleon stated, "Militaries walk on their stomach" which implies that sustenance is the main human need. Ideas of numerous different scholars like Karl Marx, Lenin, Sigmund Freud and so on spin around the monetary needs as they were. Indeed, even the religious scholars lay weight on the need of financial success which is eventually human flourishing. Monetary crisis can generally make lethal results. In the cutting-edge world monetary battle has turned into the establishment for the survival of a family or a state.

**Political crisis:** Political crisis is another kind of crisis. Incredible Britain, Germany, Russia, Korea, Sri Lanka and numerous different nations have seen the most noticeable kind of political crisis. Political crisis consistently wins on the planet in one nation or the other and in one structure or the other.

**Moral crisis:** Each country or nation has its very own composed or un-composed good and moral standards and frameworks which are in every case dear to that society. A fruitful and quiet concurrence is emphatically upheld by the ethical arrangement of any general public. On the off chance that this framework breakdown it can genuinely and in a split-second harm different framework of the general public which can make genuine emergencies for the country or state.

**Educational crisis:** Every nation or country has its own one of a kind created or un-formed great and good principles and structures which are for each situation dear to that society. A productive and calm simultaneousness is unequivocally maintained by the moral game plan of an overall population. In case this structure breakdowns, it can truly and in a moment hurt various systems of the overall population which can make certifiable crises for the nation or state.

**Internal crisis:** Since there are numerous frameworks and sub-frameworks on which a country runs in this way, it is key to keep them in a perfect world working as fundamental segments of one another to run the country or the nation in a smooth manner. On the off chance that some genuine failing enters any of these frameworks, it can make emergencies. It is much the same as a PC sees.

External crisis: Crisis can be made by the outside powers additionally which has consistently occurred throughout history. Wars, Calamities, intrigues and psychological oppressions and so on. can make emergencies in any country or nation. The source of such crisis is outside the outlined limits of the state. Numerous states and social orders of the world are casualties of outer emergencies at present

The empirical data are drawn from the Punjab Pakistan, yet the generated inferences are not only applicable to the other parts of the Punjab but also at national level. Geographically Pakistan is a combination of rural-urban setting, at typological level its homogeneous situations matter and at educational level it based on national system. Educational crisis occurs at national level, though inferences of this study based on sampled public primary schools of the Punjab but this study equally applicable at all educational level such as school level, college level and tertiary level in overall Pakistan. Rationale and empirical findings of the Punjab sites is further supported by the fact that in ideological context, Pakistan having national system of education, training and management.

### **Material and Methods**

The area starts with the philosophical underpinnings of the examination drawing upon the considerations from the epistemological dialogs in the field of research on crisis management. In the wake of setting up the research in a noteworthy perspective, the segment continues ahead to the procedure and methodologies used in the investigation with a talk of the clarifications behind using explicit system and techniques and the issues of steady quality and authenticity of these methodologies. This section discusses the parameters of the investigation, populace and the determination of test and a short time later for each period of the exploration, and the route toward planning, overseeing, and probing the information of the three instruments used in this research.

The present research fits into the phenomenological interpretive way of thinking. As 'all educational research ought to be grounded like encounters of individuals and interpretivist' examine the ramifications of events and marvels from the subjects' viewpoints (Morrison, 2007), thusly, the spotlight for this examination is on the experiences of those in schools accused of the assignment of dealing with the emergency, that is, school heads and educators.

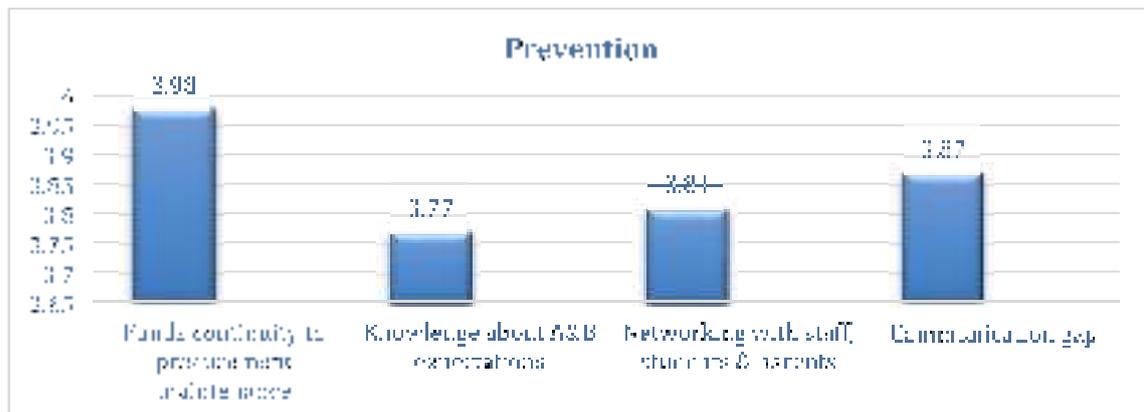
The three hundred (300) teachers sampled from the population of 1419 (sampled Govt primary school of eight districts of the Punjab, Pakistan) by using stratified random sampling technique. The School Crisis Prevention/ Preparedness and Management (SCPP&M) Scale was used for data collection. The final and conclusive analysis of the data took the form of Quantitative method (Creswell, 2003). Above 350 questionnaires filled by the schoolteachers were received from the eight sampled districts from the three regions of the Punjab. Right after sorting out 300 questionnaires filled. Due to the striking out ambiguous and contradictory responses this data was codified carefully. The work was begun for introduction, classification, and analysis in the form of quantitative part of this study. The procedure was trailed by sustaining information into SPSS-25. The information was sorted out and displayed in graphical structure.

### **Results and Discussion**

In this part, an identification of all crisis management factors who affect the strategic planning faced by educational stakeholders of public primary schools in the Punjab, Pakistan.

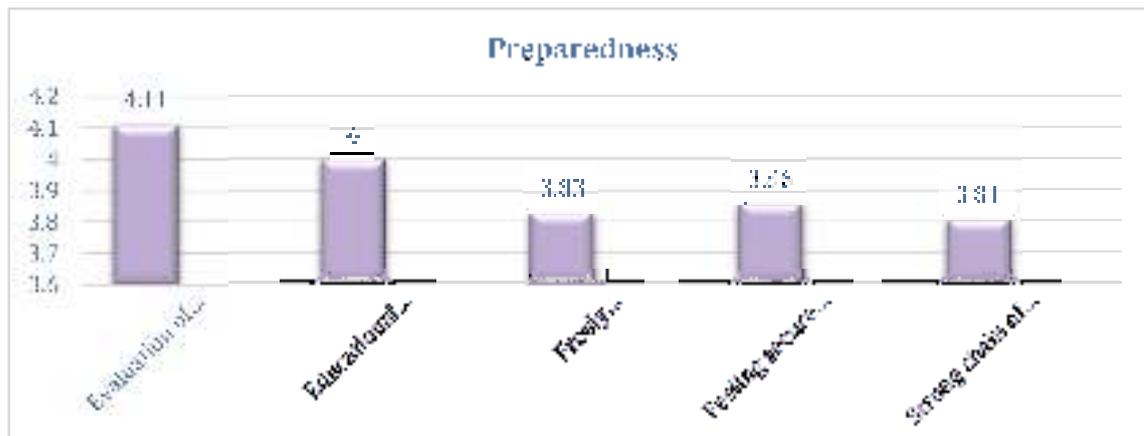
A wide-range factors have been made from the perceptions of the teachers' responses made on four factors and thirty-two sub factors of crisis management

The following data driven factors are the gateway to articulate an effective crisis management plan framework for the educational stakeholders' training which will be equally applicable at all educational levels in cultural context of Pakistan. The following graphs present mean values of all the crisis management factors faced by the educational stakeholders of the Public primary schools in the Punjab.



Graph 1: Data driven sub factors of prevention

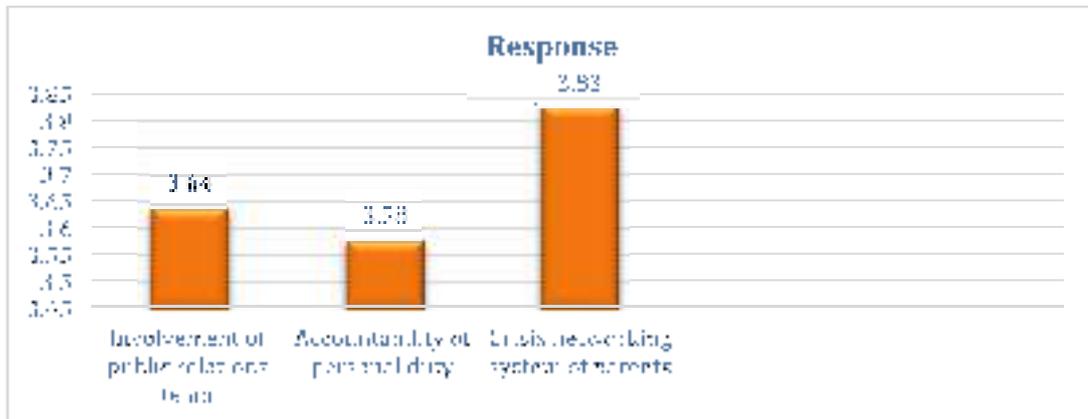
Graph 1 presents all crisis management factors' mean values which reveals that the majority teachers (3.98) prescribed that "funds opportunity to procurement maintenance" was one of the most crucial crisis factors faced by educational stakeholders for accomplishing objectives of any educational crisis management plan. Secondly, teachers proved that communication gap and networking with staff, students and parents are the most crucial crisis management factors. The above-mentioned graph also explained one more factor regarding prevention that was knowledge about academic and behavioral expectations from the students, its mean value (3.77) indicated that the students know about school expectations both academically and behaviorally what is expected from them.



Graph 2: Data driven sub factors of preparedness

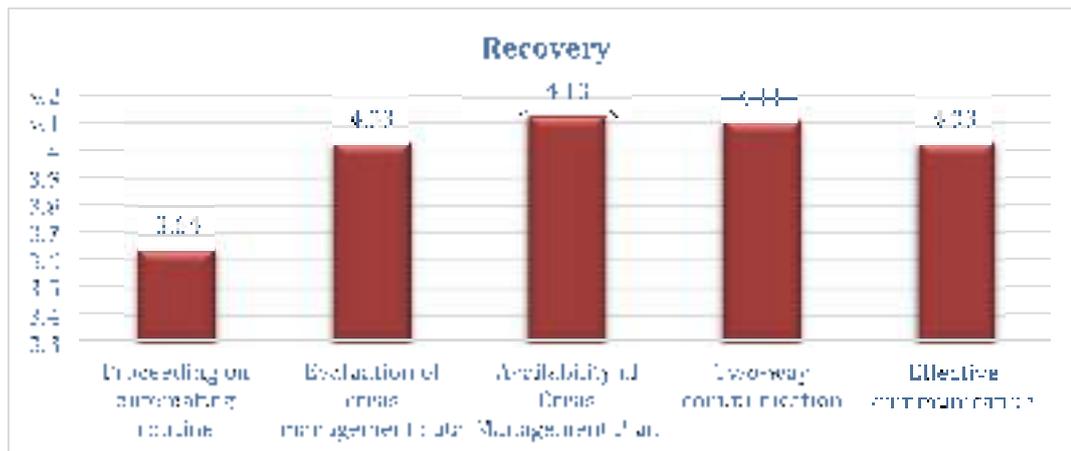
On Preparedness factor, this graph 2 have presented five key crisis management factors faced by the teachers. Through compare the mean scores of the teachers about these

factors, a significant number of teachers (4.11) posed evaluation of personal safety actions as one of the crucial factor in support to the crisis management process. Similarly, the educational opportunity for suspended/expelled students (4.00) was also considered as one of the major crisis factors. Moreover, freely participation of students and staff (3.83), feeling secure from physical and verbal attacks (3.86) and strong chain of command (3.81) were also identified by teachers as a crisis management factor in order to involvement of staff, students, teachers and community members in management process.



Graph 3: Data driven sub factors of response

In graph 3, three major crisis management factors on Response to crisis have been reported by teachers. The mean score of teachers against crisis networking system for parents was considered as a communication catastrophe to any improvement plan regarding safety issues. Secondly, mostly teachers (3.64) also viewed that there is a dire need to involve the PR team in reaching decision about crisis communication. Beside these factors, school data gathering from individuals quantified and qualified performance, knowing how to perform personnel duty in crisis was also perceived as great challenge for the educational stakeholders.



Graph 4: Data driven sub factors of recovery

The teachers at primary schools of the Punjab, five key challenges in the crisis management process of recovery. Graph shows 4 the teachers of Punjab rated (4.13), non-

availability of crisis management plan. While two-way communication, evaluation of crisis management data which gathering from the organizations and the communication and coordination with them were considered crucial factors in evaluation process of crisis management plan. The problem of proceeding on automating routine or complex acts (3.64) for the recovery process of educational crisis. So, these key factors playing an important role in proposing a tentative school crisis management strategy for training of key stakeholders of educational organizations of the Punjab particularly and generally at national level of Pakistan.

## **Findings**

Seventeen most crucial factors regarding crisis management under the four factors of the school crisis prevention/preparedness and management scale. The mean scores of these factors reported by schoolteachers on Prevention, Preparedness, Response and Recovery. In a sequential order, these four factors presented in SPP&M scale which enablers of educational crisis management plan. Therefore, educational stakeholders were prerequisite in a sequential manner to meet these challenges and ranging from the prevention to recovery.

- i. Prevention:** The teachers identified four crucial crisis management factors internal and external barriers towards crisis management about the significance of the crisis management plan in a school system (Graph 1) based on this outcome factor.
  - **Funds continuity to procurement maintenance:** The mean score of teachers on funds continuity to procurement maintenance (3.98) revealed that funds opportunity to procurement maintenance which was one of the most noteworthy crisis factors confronted by educational stakeholders for accomplishing objectives of any plan of educational crisis management.
  - **Knowledge about academic and behavioral expectations:** The mean score of teachers (3.77) revealed that knowledge about academic and behavioral expectations from the students was also key factor.
  - **Networking with staff, students & parents:** The mean score of teachers (3.81) revealed that networking with staff, students and parents are the most crucial crisis management factors.
  - **Communication gap:** The mean score of teachers on communication gap (3.87) revealed that school has routinely model empathy, caring, empowerment of students and respect for others by the teachers.
- ii. Preparedness:** The school teachers identified five crisis management key factors on the basis of this factor which played a significant role in reinforcement/preparedness process (Graph 2).
  - **Evaluation of personal actions:** The mean score of teachers (4.11) revealed that posed evaluation of personal safety actions which considered as the key factor to provision of support in the process of crisis management.
  - **Educational opportunity for expelled /suspended students:** The mean score of teachers (4.00) revealed that the school offers an educational opportunity for suspended/expelled students from the regular classroom was also considered as one of the major crisis factors.

- **Freely participation of students and staff:** The students and staff feel a sense of belonging to and involvement with the schools which revealed by the mean score (3.83) of schoolteachers.
  - **Feeling secure from physical and verbal attacks:** The students and staff feel physically and psychologically secure from physical and verbal attacks which revealed by the mean score (3.86) of teachers.
  - **Strong chain of command:** The mean score of teachers (3.81) revealed that a chain of command has been established when the head is way.
- iii. **Response:** On this outcome factor, three most crucial factors were identified through teachers as a crisis management factor in the direction to engage students, staff, teachers and community members in management process. (Graph 3).
- **Involvement of public relations team:** The mean score of teachers (3.64) revealed that there is a dire need to involve the public relations team in reaching decision about communicating about the crisis.
  - **Accountability of personal duty:** The mean score of teachers (3.58) revealed that school data gathering from individuals quantified and qualified performance, knowing how to perform personnel duty in crisis was also perceived as great challenge for the educational stakeholders.
  - **Crisis networking system of parents:** The mean score of teachers (3.83) revealed that crisis networking system for parents was considered as a communication catastrophe to any improvement plan regarding safety issues.
- iv. **Recovery:** On this outcome factor, primary schools' teachers of the Punjab, which elicited five key challenges in the crisis management process of recovery (Graph 4).
- **Proceeding on automating routine:** The mean score of teachers (3.64) revealed that the problem of proceeding on automating routine or complex acts for the recovery process of educational crisis.
  - **Evaluation of crisis management data:** The mean score of teachers (4.03) revealed that the heads evaluate gathering data revealed to crisis management from organizations and the communication and coordination with them.
  - **Availability of crisis management plan:** The mean score of teachers (4.13) revealed that non-availability of crisis management plan.
  - **Two-way communication:** The two-way communication is possible between staff and head revealed by the mean score (4.11) of teachers.
  - **Effective communication:** The mean score of teachers (4.03) revealed that the school has effective communication between teachers and parents regarding safety issues.

## **Conclusion**

The general analysis of the key factors of crisis management which affected on the strategic planning under the four factors of the school crisis prevention/ preparedness and management scale. In a sequential order, these four factors' enablers of educational crisis management plan were existing in SCPP&M scale. So, the educational stakeholders were required to encounter these challenges in a sequential manner, ranging from the prevention to recovery.

The school crisis management key factors are concluded below:

- i. It was concluded that the mean values on prevention key challenges of all crisis management factors expose that the majority of the teachers stated that funds opportunity to procurement maintenance was one of the most crucial crisis factors faced by educational stakeholders for achieving the objectives of any plan of educational crisis management. Secondly, teachers proved that communication gap and networking with staff, students and parents are the most crucial crisis management factors. It was also spotted one more factor regarding prevention that was knowledge about academic and behavioral expectations from the students. Its mean scores indicated that the students know what is going to be expected of them in the perspective of academics and behavioral.
- ii. There are more highly recommendable five key crisis management factors marked of Preparedness which faced by the teachers. It is observed that many teachers posed evaluation of personal safety actions as one of the key factors to support in crisis management process through comparing the mean scores of the teachers regarding these factors. Similarly, the educational opportunity for suspended/expelled students was also considered as one of the major crisis factors. Moreover, freely participation of students and staff, feeling secure from physical and verbal attacks and strong chain of command were also identified by teachers as a crisis management factor to engage students, staff, teachers and community members in management process.
- iii. It was concluded that three major crisis management factors on Response to crisis have been reported by teachers. The mean score of teachers against crisis networking system for parents was considered as a communication catastrophe to any improvement plan regarding safety issues. Secondly, there is a dire need to involve the public relations team in reaching decision about crisis communication and it's observed by the large number of the teachers. Beside these factors, school data gathering from individuals quantified and qualified performance, knowing how to perform personnel duty in crisis was also perceived as great challenge for the educational stakeholders.
- iv. The teachers at primary schools of the Punjab, elicited five key challenges in the crisis management process of recovery. It was concluded that the teachers of Punjab rated non-availability of crisis management plan. While two-way communication, evaluation of crisis management data which gathering from the organizations and the communication and coordination with them were considered crucial factors in evaluation process of crisis management plan. The problem of proceeding on automating routine or complex acts for the recovery process of educational crisis. So, these key factors playing an important role in proposing a tentative school crisis management strategy for training of key stakeholders of educational organizations of the Punjab particularly and generally at national level of Pakistan. These conclusions supported by Adnan (2014); Naviwala (2016).

## **Recommendations**

This study recommends, there is a dire need to involve the public relations team in reaching decision about crisis communication. Investment in school structures, wall boundaries, toilets/bathrooms, safe drinking water, power, and so on. Effective school crisis management plan and readiness is required for the safety and prosperity of Educational Institutions. A school crisis management strategy (SCMS) is proposed to the identification of

educational crisis faced by educational stakeholders on four key factors (Prevention, Preparedness, Response and Recovery). So, there should be a Proper law regarding implementation of SCMS/SCMP in all Educational institutions.

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