An Analysis of the Crisis Management Practices in Secondary Schools in the Province of Punjab Pakistan

Muhammad Latif Javed
PhD Scholar, A.I.O.U., Islamabad,
Lecturer of Education, The Islamia University of Bahawalpur, Pakistan

Hamid Khan Niazi, PhD
Associate Professor & Chairman Department of EPPSL
Allama Iqbal Open University Islamabad, Pakistan

Abstract
The purpose of this study is to critically examine the crisis management practices in secondary schools of the province of Punjab. For this task review of existing literature was carried out. On the basis of comprehensive investigation into the literature, and data collected through survey the study found that crisis management practices are weaker on ground as compare to appear solid on papers. The crisis management plans and strategies of the schools nowhere appeared to meet the current and upcoming challenges of crises regarding handling them in educational setting. The preparedness, ongoing practices and training to handle crisis are not found at top priority in the managerial function of Educational Managers (Heads of Secondary Schools). The schools’ environment and crisis management practices were evaluated through collecting data from secondary school heads and teachers, using five point Liker rating scale. The responses were analyzed by using percentage, weighted mean and standard deviation techniques of data analysis. The crisis management practices were assessed through the analysis of Policy and Plan, Working of Crisis Response Team, Awareness/Communication, Training Practice/Evaluation, training of specific events and Maintenance/Practice in Schools. At the end some recommendations were made to improve the current practices of crisis management in secondary schools.

Keywords: Analysis, Crisis, Crisis Management Practices, School Head and teachers

I. Introduction
Crisis is an event of any unexpected situation which can cause harm to the organization, its staff, property, stakeholders, repute of an organization and its future assets. These may include school bus crashes, suicides, or multiple injuries or deaths, natural disasters which can quickly deteriorate wide devastation into a School if not dealt with instantly and commendably.

The knowledge and skill to handle and mitigate effects of such an event is the basic requirement of the crisis management function. With respect to determination of this study, in 2007, Decker explained that crisis is a “sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.”
In the modern world of today schools are supposed to be an independent entity having their own MIS which deals to collect information, planning and execution to handle emergency and risk management. The concept of dealing crisis at local level management is becoming more and more popular in these days due to the procedural steps involved and availability of resources at local level.

The process of crisis management is mainly the set of steps through which an institution or organization encounters the threats which are going to be dangerous for itself, its shareholders, or public in general.

Since its independence, Pakistan lagged behind in national development and progress due to weak education system regarding its process and upgradation according to the advance requirements and challenges of the world. The safety and security of the system remained at risk due to natural and man created events which cause crises. In the past it was assumed that crisis Management is the art to deal with crisis only for commercial organizations not for Educational institutions, but the harmful trend of violence and terror has given its proof that nursery of any nation is being in danger in these days due to any kind of crisis.

The current scenario of safety and security of the country led to assess the crisis management practices in the Education sector at secondary level, of Punjab, Pakistan. At school level the school head has the important role to carry on the crisis management process. Thus the present study seek to analyze the Crisis Management Practices (CMP) in Education through the participation of School Heads that whether they perceive the theory of crisis management required to the practice of School Management and to identify and describe the weakness and loopholes that would be optimally improved according to the requirements of the Crisis Management practices required at School level.

The study is significant in many ways but the following two aspects are most important; these include the planners and future researchers. Theoretically the policy and plan of crisis management at school level may be readdressed with respect to advance requirements and challenges of the phenomena. On technical grounds the policy and plan may also be revised so that use and availability of latest technology will be possible at school level for crisis management practices. In this way the study will help the policy makers and planners to see the actual ground realities to revised and implement the policy for the purpose of crisis management practices at school level.

The following were remained main objectives of the study:

i. To study the current practices of crisis management at secondary school level in Punjab.
ii. To analyze the process of crisis management carried out by school heads in schools.
iii. To suggest/propose possible long term solutions on the basis of the study to handle the crisis at school level.
Based on the above stated objectives the main research question of the study was: What crisis management practices presently is the part of school management process? On the basses of the main research question the following is the set of research questions:

i. What is the policy and plan of crisis management process in secondary schools?
ii. How the school heads carry own the practices of crisis management in secondary schools?
iii. What is the training mechanism there in schools to train the teachers and students to handle crisis?
iv. Which are the specific events of crisis that’s required skills and training for school heads to carry out the crisis management process?
v. How the practices of crisis management can be improved at school level?

II. Review of Related Literature
In this modern era of human life it will be false assumption, if someone believes that such events cannot happen in “Pakistani Schools.” going through the reading of newspapers, watching electronic and social media, and if some of us are directly or in directly involved with School, it has become obvious that Schools are involved in foremost situations which might be the sources of crisis on a much more regular basis than most care to contemplate.

The prospective for a school crisis exists each day when classes are in progress. A less number (minority) of people may believe that the harrowing happenings will not be the part of their respective institutions. As far as head and staff of School is concerned the actual point of worry is not “is there any chance of crisis and when” but are we prepared to handle when any type of such event occurs?”. Bhatti, (2010).

The major types of crisis are: Natural disasters, Load shedding, Community and Gang, Violence, Suicidal Crisis, Family Violence, Sexual assault, Grief and Loss, Kidnapping Situation, and Post Traumatic Stress Disorder At school level the effects of crisis explained by Fullan, (2007) are with respect to purpose of schooling which is to “develop cognitive/academic and personal/social skills” may both be destroyed. Crisis events have the potential to demolish both above mentioned areas of development. The process of crisis management is always having its path according to the needs and situation to accomplish the task of handling the crisis. It becomes more crucial when it deals with school and its stakeholders. As we know that crisis has no schedule to occur this may happen at any time and place without any warning.

Crisis management is not only a single click function of a mouse or chain of steps to fallow to deal the crisis, but it is the process of something special as a set of efforts to stop or avoid a crisis as well. It also deals with the proactive approach for dealing the potential crisis scenario. In the past it was called emergency dealing which may include the act of dealing accidents and incidents.

According to Arpan & Pompper, (2006) Crisis Management is a “progression of revolution in which the previous setup no longer work, if it there is no crisis”. Thus the important element is the need for change in itself. If there is a need of any change, the situation may be described as crisis. Generally crises are of low probability; high consequence occasions which can damage an organization in all aspects including its
prosperity, business and repute at high scale. A crisis has potential to break the emotions of general public and value system of any society.

In the field of education school has an important place and it requires an efficient Head to lead the process of administration and management. She/he has the sole responsibility to make decision which may or may not have effects on academic system but should improve the situation to handle the crisis, Adeosun, (2006).This is the responsibility of the school head to execute the management process with his team members through leading, guiding and controlling them to get the targeted objectives. In this way the team will come up with solutions to remove the difficulties and resolve the problems.

Head of a school has an important responsibility as leader in the time of crisis. The leader should have the elements of calmness, analyzing activeness and in time decision making to manage the situation effectively. If the Head of school is not active enough to have proactive approach there may be disaster left effects more than the crisis itself. Buffone (2009) presented a set of responsibilities for school head to manage and handle the crisis. The set of responsibilities is given as:

i. Developing a set of SOPs for handling crisis in schools
ii. Having a proactive approach to predict, analyze, develop a plan and execute the plan to handle the crisis.
iii. Motivating and Molding the staff to make a team of dedicated teachers and staff to handle the crisis
iv. Developing strong network of communication for staff and other stakeholders during and after the crisis
v. Providing all types of support to team members according to their role in crisis situation
vi. Drafting feedback report after every crisis to the authority
vii. Making plan keeping in view the handling of previous crisis

III. Process of Crisis Management

The concept of ‘Crisis Management’ is not similar to mismanagement as described by Darling (1994). Crisis is a type of situation that occurs due to lack of proper planning and insufficient availability of skilled personal. Crisis Management is the important segment of any administration of an organization which safe guards all strategic assert of the organization before it glows to its peak. Chang, (2004). It should be given prime importance as it is the main umbrella under that an organization can achieve its objectives safely.

According to Hunter, (2006) the term crisis management has different structure in different parts of the world even varies between organizations too. As Houlihan, (2007).clarified that the variation in crisis management is due to the internal structure and dynamics of different organizations dealing crisis in varies parts of the world. The Crisis Management, through its structure enabled the organization to response the odd situation in organized manners so that the actual working may continue without any delay, Darling (1994). As Kash and Darling (1998) elaborated that, “Crisis Management is a set of processes and functions to identify and study the crisis issues”.
The process of Crisis management is also providing a chance for organizations to handle the crisis or prepare them to avoid them. The main advantages to organizations are that they can plan crisis scenarios and develop crisis management plan accordingly, Hotho and Pollard (2006). Coombs and Holladay, (2001) listed the following advantages through the process of crisis management for an organization.

i. Developing a crisis management plan
ii. Improved Communication
iii. Making stronger corporate net work
iv. Employment for new talent

The first and utmost response from an organization in the time of crisis is the communication network and media response cell. Communication is the important tool in the hands of a manager who is dealing the crisis. In time and fast communication can reduce the losses and develop trust between an organization and its stakeholders.

A. Steps of Crisis Management Process

There are many models of crisis management which exist for Education and Corporate sector. The definition and steps involved for better understanding to the Education is presented here:

Crisis management is a process which provides a set of actions to meet the challenges while going through it. This is the process which delivered by integrated capabilities of forecasting, analysis, preparedness, response and recovery. The main steps involved in this process are:

i. Pre-Crisis Preparation
ii. Crisis Response
iii. Post Crisis Recovery

Pre-Crisis Preparation

Generally it is said that crises are unpredictable, but it is not for all types and levels of occurrence. As all crises cannot be expected but we can develop and embed a plan which can be used during the crises which are mostly expected. For this purpose the managers (School Head) should do or able to perform the following activities to prepared the organization to face or handle the crisis at the time of its occurrence.

i. Wide range of proactive flexible activities
ii. Risk Management Planning
iii. Crisis Management Planning
iv. Establishment of Information/Communication Network
v. Establishment of Crisis Management Team (CMT)
vi. Establishing Coordination among different wings of the Organization

It is not only to establish and develop the above mention activities and plans, but also to implement the whole scheme of plan with its true sprite and context. It involves the training programmes and practices of the team members. All the staff and CMT members should be familiar with whole activity whole heartedly. An organization that is well prepared with its crisis management has clear chance to handle the crisis in the time of need and save the assets in all respect.
Crisis Response

The process of crisis response is more than just a crisis response alone. As crises are varying in their nature, they can demolish any planning and expectations of preparations for them. According to Coombs (1995) the crisis response is shaped with the type of crisis to handle. Moreover the type of crisis is an authentic arbitrator to select the communication response, Huang (2006). Management response bases on the following steps:

i. Crisis Recognition
ii. Stimulation of the Crisis Management Team (CMT)
iii. Controlling the event by the Crisis Management Team (CMT)

The structure of this crisis management process showed that work during crisis take place at three stages. These include the crisis recognition by the CMT. This is done through the collection of data its analysis and interpretation. At second stage the CMT has to activate/stimulate according to the level of crisis. The alertness of the team is very important as it is the time when response is inevitable. At this stage team should be fully alert and ready to handle the situation. This is the time when every member of the team should be ready to handle his specific and collective situation accordingly. The third stage in the process of crisis management is the recovery stage. This includes mainly reducing the impact of crisis as a whole on the organization, bringing the situation under control as soon as possible during the critical situation. Another job is to make rescue efforts for the victims and people involved in the crisis.

Post Crisis Recovery

The process of post crisis recovery starts when actually the crisis may end (as: the flood water no more to come and gone away). It involves examining the damages and losses of property, infrastructure and communication set up of an organization. This segment of crisis management process also involves the activity of estimation of loss, analysis the impact of crisis on organization and seeking the way how to return to the normal business. The main points of the recovery phase are:

i. Evaluation of the current practices of the crisis management procedure
ii. Revision and modification of the procedures for crisis management practices
iii. Operational conduct of workshop for future line of action
iv. Fallow up communication meetings with all stake holders members involved directly in the crisis.

IV. Methodology

This research study aims to analyze the current practices of crisis management at secondary level. For this purpose, related literature was critically reviewed. As the study was descriptive in nature therefore no experiment was needed to conduct; the analysis of the study and its framework is presented below.

A. Population

The all Secondary School Heads (4000) and Secondary School Teachers (3400) of the Punjab Province where the Population of the study. (Source: AEPAM. (2006))
B. Sample and Sampling Technique

A descriptive research methodology was used for this study. A survey was administered to a selected sample from a specific population identified by the researcher as purposive sample. In this way the sample of the study includes all 9 divisions of the Punjab and one district from each division. From each district there were 14 schools in which 7 of boys and 7 of girls were the part of the sample. The 324 Secondary School Teachers (SST) of these schools, teaching secondary classes were remained part of the sample.

Table 1: The details of the sample of the study given below as:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample Size</th>
<th>Questionnaires Distributed</th>
<th>Questionnaires Returned</th>
<th>Rate of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of school and Teachers</td>
<td>450(126+324)</td>
<td>450</td>
<td>425(121+304)</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Among 126 Heads of school 121 and from 325 teachers 304 returned the filled questionnaires respectively. In this way the rate of return for this group founded 94.4 percent.

C. Instrumentation

The Likert scale was used to measure the responses of the School Heads and teachers. The term ‘survey’ is commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilizes a questionnaire or an interview as the survey instrument (Robson, 1993).

D. Data Collection

A five rating scale questionnaire was used to collect data. By personally visiting the schools, getting help from other researcher and through mail and electronic mail.

V. Data Analysis

The main factors and sub factors of the study were analyzed by using the statistical method of percentage (%), Mean and Standard Deviation for the following key elements to measure:

i. Crisis Management at School
ii. Crisis Response Team
iii. Awareness/Communication
iv. Training, Practice and Evaluation
v. Training of Specific Events

For tabulation and collection of data, Likert scale choices (Strongly Agree = S.A, Agree = A, Uncertain = Un.C, Disagree = D.A and for Strongly Disagree = S.D.A) were used. To analyze the data, weight age to different options was given as, S.A = 5, A = 4, Un.C = 3, D.A = 2 and for S.D.A = 1. Similarly, the weight age given to Yes = 3, No = 2 and for don’t know = 1. All the three groups were analyzed through the use of Percentage = %, Weighted Mean = W.M and Standard Deviation = S.D.
As a whole different factors were analyzed by using method of %age average mean and standard deviation (Mean + S.D). Results were also depicted in ‘line bar graph’ so that trends of the group may easily be understood. At school level a gazetted officer (Teacher) of grade 17 and above is appointed as a Head of school. Head of the school has the role of an educational leader and a manager.

The secondary school teachers (SST) are the important group of school teaching staff. These teachers have the role of a teacher and guide for secondary (Matric) students. Without the cooperation of teachers, a school head cannot perform his duty well as an Educational manager.

A. Analysis about Crisis Management at School

Table A: Crisis Management Practices N = 425

<table>
<thead>
<tr>
<th>Statement No</th>
<th>Responses</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S.A</td>
<td>A</td>
</tr>
<tr>
<td>1-</td>
<td>170 (40.0%)</td>
<td>190 (44.7%)</td>
</tr>
<tr>
<td>2-</td>
<td>220 (51.76%)</td>
<td>205 (48.23%)</td>
</tr>
<tr>
<td>3-</td>
<td>170 (40%)</td>
<td>220 (51.8%)</td>
</tr>
<tr>
<td>4-</td>
<td>170 (40%)</td>
<td>220 (51.8%)</td>
</tr>
<tr>
<td>5-</td>
<td>165 (38.8%)</td>
<td>155 (36.5%)</td>
</tr>
</tbody>
</table>

B. Analysis about Crisis Response Team

Table B: Crisis Response Team (N = 425)

<table>
<thead>
<tr>
<th>Statement No</th>
<th>Responses</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S.A</td>
<td>A</td>
</tr>
<tr>
<td>1-</td>
<td>155 (36.5%)</td>
<td>165 (38.8%)</td>
</tr>
<tr>
<td>2-</td>
<td>195 (45.9%)</td>
<td>190 (44.7%)</td>
</tr>
<tr>
<td>3-</td>
<td>215 (50.6%)</td>
<td>180 (42.4%)</td>
</tr>
<tr>
<td>4-</td>
<td>115 (27.1%)</td>
<td>215 (50.6%)</td>
</tr>
<tr>
<td>5-</td>
<td>100 (23.5%)</td>
<td>195 (45.9%)</td>
</tr>
<tr>
<td>6-</td>
<td>165 (38.8%)</td>
<td>220 (51.8%)</td>
</tr>
</tbody>
</table>

C. Analysis about Awareness/Communication

Table C: Awareness Communication (N = 425)
### D. Analysis about Training Practice/Evaluation

**Table D: Training, Practices/Evaluation**  
\( N = 425 \)

<table>
<thead>
<tr>
<th>Statement No</th>
<th>Responses</th>
<th>S.A</th>
<th>A</th>
<th>Un.C</th>
<th>D.A</th>
<th>S.D.A</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>2=</td>
<td></td>
<td>165</td>
<td>(38.8%)</td>
<td>225</td>
<td>(52.9%)</td>
<td>10</td>
<td>(2.4%)</td>
</tr>
<tr>
<td>3-</td>
<td></td>
<td>165</td>
<td>(38.8%)</td>
<td>220</td>
<td>(51.8%)</td>
<td>35</td>
<td>(8.2%)</td>
</tr>
<tr>
<td>4-</td>
<td></td>
<td>210</td>
<td>(49.1%)</td>
<td>170</td>
<td>(40%)</td>
<td>20</td>
<td>(4.7%)</td>
</tr>
<tr>
<td>5-</td>
<td></td>
<td>225</td>
<td>(52.9%)</td>
<td>160</td>
<td>(37.6%)</td>
<td>20</td>
<td>(4.7%)</td>
</tr>
</tbody>
</table>

### E. Analysis about Training of Specific Events

**Table E: Training about specific Events**  
\( N = 425 \)

<table>
<thead>
<tr>
<th>Types of Crisis</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
<th>W.M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood</td>
<td>177, (41.64%)</td>
<td>248, (58.36%)</td>
<td>0, (0.0%)</td>
<td>2.4</td>
</tr>
<tr>
<td>Earth quake</td>
<td>200, (47.05%)</td>
<td>225, (52.94%)</td>
<td>0, (0.0%)</td>
<td>2.4</td>
</tr>
<tr>
<td>Building collapse</td>
<td>114, (26.82%)</td>
<td>311, (73.17%)</td>
<td>0, (0.0%)</td>
<td>2.2</td>
</tr>
<tr>
<td>Terrorist attack</td>
<td>75, (17.64%)</td>
<td>350, (82.35%)</td>
<td>0, (0.0%)</td>
<td>2.4</td>
</tr>
<tr>
<td>Suicide attempts</td>
<td>67, (15.76%)</td>
<td>358, (84.23%)</td>
<td>0, (0.0%)</td>
<td>2.1</td>
</tr>
<tr>
<td>Handling of Electric Shock</td>
<td>195, (45.88%)</td>
<td>230, (54.11%)</td>
<td>0, (0.0%)</td>
<td>2.4</td>
</tr>
<tr>
<td>Fire broke out</td>
<td>300, (70.58%)</td>
<td>125, (29.41%)</td>
<td>0, (0.0%)</td>
<td>2.7</td>
</tr>
<tr>
<td>Weapons display</td>
<td>75, (17.64%)</td>
<td>350, (82.35%)</td>
<td>0, (0.0%)</td>
<td>2.1</td>
</tr>
<tr>
<td>Gas Leakage</td>
<td>275, (64.70%)</td>
<td>150, (35.94%)</td>
<td>0, (0.0%)</td>
<td>2.6</td>
</tr>
</tbody>
</table>

### F. Summary
The main purpose of this study was to analyze the current practices of Crisis Management in Education in Punjab. The study was conducted with the concept of mix method (within the method) by using two way techniques of data collection and analysis. It provided more constructive approach to collect and tabulate data from different sources for a same study (Bowker and Star, 2000). Mixed-Methods way of research work enriched the study practically as compare to one way of data collection and analysis (Bryman, 2001).

VI. Findings
Findings of the study are presented here based on the analysis in the previous section so that the conclusions may be drawn.

A. Findings Regarding Crisis Management Practices at School

i. The mean score of Heads& teachers 4.1 (45%) a prominent numbers of respondents were agreed that school plan is based according to district policy. (Table-A (1))

ii. The mean score of Heads& teachers 4.7 (57%) a prominent numbers of respondents were strongly agreed that at school level for school’s policy, Head is responsible for planning and coordinating the crisis management activities. (Table-A (2))

iii. The mean score of Heads & teachers 4.3 (52%) a prominent numbers of respondents were agreed that school reviewed its policies taking feedback from teachers, students, parents and community. (Table-A (3))

iv. The mean score of Heads & teachers 4.6 (61%) a large majority of respondents was agreed that Head plays the role of team leader for crisis management process. (Table-A (4))

v. The mean score of Heads & teachers 4 (39%) a small group of respondents was agreed that Head can handle the crisis with his own style of management. (Table-A (5))

B. Findings Regarding Crisis Response Team

i. The mean score of Heads & teachers 4 (39%) a small group of respondents was agreed that every school has a crisis management response team. (Table-B (1))

ii. The mean score of Heads & teachers 4.3 (46%) a small group of respondents was agreed that Head gives specific framework for the school to handle the odd situation. (Table-B (2))

iii. The mean score of Head & teachers 4.4 (51%) a majority of respondents was agreed that written instructions are given to each member of the team about the function of crisis response team. (Table-B (3))
iv. The mean score of Heads & teachers 3.9 (51%) a majority of respondents was agreed that in this team non-teaching staff of school is also involved. (Table-B (4))

v. The mean score of Heads & teachers 3.7 (46%) a small group of respondents was agreed that School Management Council’s (SMC) members are also part of the team. (Table-B (5))

vi. The mean score of Heads & teachers 4.2 (52%) a majority of respondents was agreed that Crisis management team is also responsible to inspect the different important facilities of school like toilets, playgrounds, parking etc. (Table-B (6))

C. Findings Regarding Awareness / Communication

i. The mean score of Heads teachers 4.2 (53%) a majority of respondents was agreed that Head has different communication channels to community and other stakeholders. (Table -C(1))

ii. The mean score of Heads & teachers 4.2 (46%) a small group of respondents was agreed that team work through strong network of communication to other units of department. (Table -C(2))

iii. The mean score of Heads & teachers 4.3 (52%) a majority of respondents was agreed that there is a network of communication between DEO office and schools through liaison officer. (Table -C(3))

iv. The mean score of Heads & teachers 4.3 (49%) a small group of respondents was agreed that Head is responsible for promoting safety within and outside the school. (Table -C(4))

v. The mean score of Heads & teachers 4.4 (53%) a majority of respondents was agreed that Head is responsible in school to give awareness to all students. (Table -C(5))

D. Findings Regarding Training, Practice and Evaluation

i. The mean score of Head & teachers 3.8 (34%) a small group of respondents was agreed that training and refresher courses are conducted at quarterly basis. (Table-D (1))

ii. The mean score of Heads & teachers 3.9 (52%) a majority of respondents was agreed that the performance of the team is reviewed after every six months. (Table-D (2))

iii. The mean score of Heads & teachers 3.8 (45%) a prominent numbers of respondents were agreed that feedback report is written to the authorities after each crisis. (Table-D (3))
iv. The mean score of Heads & teachers 4.1 (52%) a majority of respondents was agreed that Practices are carried out during different functions in school, like parents day and sports week to handle the crisis.(Table-D (4))

v. The mean score of Heads & teachers 3.9 (42%) a prominent numbers of respondents were agreed that Teachers and scout leaders in school give training to students for crisis management.(Table 4.22(B))

vi. The mean score of Heads & teachers 4.2 (49%) a prominent numbers of respondents were agreed that PTI of school is responsible for training managing the crisis in grounds during games and sports...(Table-D (5))

E. Findings Regarding Training to Handling Specific Crisis

i. The mean score of Heads & teachers 2.4 (58%) a majority of respondents said No, that they did not get training to handle the flood...(Table-E (1))

ii. The mean score of Heads & teachers 2.4 (53%) a majority of respondents replied No, that they had no training of rescuing in Earthquake.(Table-E (2))

iii. The mean score of Heads & teachers 2.2 (73%) a large majority of respondents said No, that they had no training to rescue from building collapse.(Table-E (3))

iv. The mean score of Heads & teachers 2.4 (82%) a significant numbers of respondents said No, that they had no training to handle the terrorist attacks. (Table-E (4))

v. The mean score of Heads & teachers 2.1 (84%) a significant numbers of respondents said No they had no training to handle the suicide attempts. (Table-E (5))

vi. The mean score of Heads & teachers 2.4 (54%) a majority of respondents were replied that they had no training to handle the Electric shock. (Table-E (6))

vii. The mean score of Heads & teachers 2.7 (71%) a large majority of respondents said YES, that they had the training to handle fire break out. (Table-E (7))

viii. The mean score of Heads & teachers 2.1 (82%) a significant numbers of respondents said that they had no training to handle the use of weapons/displayed in school. (Table-E (8))

ix. The mean score of Heads & teachers 2.6 (65%) a large majority of respondents replied YES, that they got training to handle the 'gas leakage incidents’ in schools.(Table-E (9))

VII. Conclusions

Conclusions based on Findings from the analysis of Data are presented here in this part of study, so that discussions and recommendations for future may be given. Conclusions comprises over findings from Heads & Teachers of Secondary School.
A. Conclusions based on CM Plan at School

i. The mean value of heads and teachers indicated that majority of schools have plan according to district policy.

ii. The analysis of data concluded that most of the heads and teachers are in the view that at school level, head is responsible for planning and coordinating the CM activities.

iii. The mean value of heads and teachers indicated that they are in the favor that school reviewed its policies taking feedback from teachers, students, parents and community.

iv. The overall analysis regarding Head’s role revealed that Head has the responsibility as a leader in school for CM.

v. On the basis of mean value it is concluded that most of the head and teachers are in the favor that head can manage the crisis with his own style of management.

B. Conclusions Based on Crisis Response Team (CRT)

i. It is concluded that majority of the Heads and teachers have the opinion that every school had crisis response team for managing the crisis.

ii. The analysis of data revealed that most of the heads give specific framework for school to handle the crisis.

iii. The overall analysis of Heads and teachers revealed that majority of the heads give written instructions to each member of the team about the function of crisis response team.

iv. The analysis leaded that most of the Heads and teachers were in the favor of involvement of non-teaching staff in the team.

v. The mean value reflects that most of the Heads and teachers want to make SMC’s members as a part of CRT.

vi. The data analysis concluded that majority of Heads and teachers are in the favor that CRT has the responsibility to check/verify the functional facilities in school.

C. Conclusions Based on Awareness / Communication about CM

i. The analysis of the data concluded that majority of the Heads have different communication channels for community and society for CM

ii. It is concluded that school heads have strong network of communication to different units of departments to see over the crisis.

iii. The analysis concluded that Head and teachers seem to have a network of communication between DEO office and Schools through Liaison officer.
iv. This may be concluded that Heads and teachers were in the favor that Head is responsible for promoting safety within and outside the school.

v. The findings revealed that awareness about crisis is given to all students.

D. Conclusions Based on Training, Practice and Evaluation of CM

i. The mean score indicated that most of the heads are not involved in training and refresher courses of crisis management at quarterly basis.

ii. It reflected from the findings that most of the Heads wanted to review the performance of the team twice in a year.

iii. The data reflects that most of the heads are reluctant to give feedback report after each crisis to the authorities.

iv. The analyses showed that most of the Head carried out practices during different functions in school to handle crisis.

v. This segment of data revealed that most of the schools are involved in giving training to students for CM.

vi. The analysis of this factor indicated that in majority of the schools PTI, fixed responsible for managing crisis in play ground during sports and games.

E. Conclusions Based on Basic Training of Specific Crisis Events

i. The data of this item concluded that head and teachers did not go through the training to handle the flood.

ii. The analysis indicates that majority of Heads and teachers did not have the training of rescuing in Earthquake.

iii. The analysis concluded that most of head and teachers did not have the training of rescuing from building collapse.

iv. The data analysis reflects that majority of Heads and teachers did not have the training to handle the terrorist attacks.

v. The statistics of data indicated that majority of Heads and teachers did not go through the training to handle suicide attempts.

vi. This data group concluded that most of the Heads and teachers have no training to manage Electric shock.

vii. The analysis reflects that majority of Heads and teachers have the training to handle the fire break out.
viii. The outcome of the analysis showed that most of the Heads and teachers did not have the training of handling weapon display incidents.

ix. This group of data of Heads and teachers has dominant view that they have gone through the training of controlling the gas leakage incidents described that training is the mandatory component of crisis management without that the concept of crisis management cannot be completed.

VIII. Recommendations
The data analysis, findings, conclusion and discussion in this study lead to the following set of recommendations

i. The present so called “Crisis Management Plan” for secondary schools is not fully adopted nor has the potential for full implementation in given scenario of education. It may be updated or replaced with modern approach of analysis of each district as independent unit of crisis management and developing a plan according to the framework of provincial authority.

ii. The important factor which is missing in the ongoing crisis management practices is the ‘Training’, it looks like the part of instructional manual only, in fact there is no concept of giving training practically, and therefore the mechanism for training should be the active part at all levels of crisis management plan.

References


Bhatti, A. (2010). Education in Danger. Islamabad: PAKISTAN ASIA SOCIETY.


Houlihan, A. (2007). How to lead your staff through difficult times. Super Vision, 68(11), 1112

