



**RESEARCH PAPER**

**School Crisis Preparedness/ Prevention and Management: A  
Survey of School Stakeholders**

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**ABSTRACT**

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The main purpose of this study to explore the perception of school stakeholder responsible for the school crisis management in the primary schools of the Punjab, Pakistan and to address the answer of the question "what are the most crucial factors responsible for the management of the school crisis. In this regard survey study conducted to explore the perceptions of stakeholders through five-point Likert scale. This scale based on school crisis prevention/preparedness and management which self-developed questionnaire. All Primary schools' stakeholders of the Punjab were targeted for this survey study. Eight districts were selected as sample from three regions of the Punjab through stratified sampling which based on their literacy rate. Three hundred teachers were sampled from sampled schools of sampled districts. Descriptive statistics was used to analyze the data. Effective School Crisis management and preparedness is required for the security and wellbeing of Educational Institutions

**Introduction**

This research study contributes to explore the perceptions of educational stakeholders regarding crisis management in primary schools of the Punjab, Pakistan. It highlights the most crucial factors which responsible for the management of school crisis.

Frandsen & Johansen (2010) offer a meaning of a kind of crisis heightening, what they term a twofold emergency or an interchanges crisis. "A twofold crisis is, where the first crisis is superposed by an interchanges emergency, as the association flops in dealing with the correspondence forms that ought to have added to the treatment of the first emergency". They clarify that the treatment of a

crisis set off a communication emergency, and that their definition thinks about the two sorts as crisis. Crisis is, by definition, dynamic unexpected occasions, portrayed by large amounts of uncertainty. Real crisis occasionally pursues arranging situations (Seeger, Sellnow & Ulmer, 2001). Truth be told, a cardinal principle of crisis the board is that no crisis ever unfolds precisely as it was imagined or anticipated (Mitroff, Shrivastava & Firdaus, 1987).

Schools are relied upon to be well-overseen organizations notwithstanding spots of learning. School pioneers are progressively expected to demonstrate proficient aptitude in various unmistakable fields: educational administration, individuals the board, offices the executives, money related and vital arranging and, in no way, shape or form least, hazard and crisis management.

School plays an important role in the educational field. School head is a key part in productive manner to lead the organizational procedure or management. Adeosun (2011) describes, head has the sole duty in settling on choice which might have consequences for scholarly framework yet ought to improve the circumstance to deal with the emergency. School head should have ability to manage the administration procedure with his colleagues by driving, directing, and controlling them in achieving the focused goals. Thusly the group will think of answers for expel the challenges and resolve the issues. Leader of a school has a significant obligation as pioneer in the crisis management.

The pioneer ought to have the components of serenity, dissecting liveliness and in time basic leadership to deal with the circumstance viably. On the off chance that the Head of school is not dynamic to have sufficient proactive methodology. there might be calamity left impacts more than the crisis itself. A lot of obligations regarding school head to oversee and deal with the crisis introduced by Buffone (2009). The responsibilities set is given below:

- SOPs are developing to handling the school crisis.
- Proactive way can help to deal with foresee, break down, build up an arrangement and execute the arrangement to deal with the emergency.
- A group can be organized to handle the crisis which consisted on committed and dedicated teachers, staff by motivating and by molding behavior according to situation.
- Strong communication structure is developing during and after the crisis for educational stakeholders.
- Help is providing in wide range to colleagues as indicated by their job in emergency circumstance
- Drafting input report after each emergency to the expert
- Plans are making to keeping in view the treatment of past emergency

Punjab consisted on 36 districts as shown in figure1. Literacy rate of thirty-six districts according to the three regions of the Punjab as Northern Region,

Central Region and Southern Region. Literacy rate of Punjab is 63 % which 55% girls educated and 71% boys.

Growth rate is 2.13 %. Many difficulties are facing by Pakistan in achieving quality of education. Meanwhile 2001 devolution, targets' space and size has turned out to be intelligent and explicit with area as the key feel sick of administration conveyance, the issues of administration, limit, asset streams and usage continue.

Each region has special setting, history, sub-culture which must be consulted for educational management plans and accomplishing targets. Numerous areas crosswise over Pakistan have set out on goal-oriented division change and activity plans concentrating on region based improving arrangements, improvement of schools, neighborhood administration and schools. Pakistan has made a guarantee to lessening neediness by approach and monetary changes just as improved administration conveyance.



Figure 1: Districts and literacy rates of the Punjab, Pakistan

Pakistan is in any case looked with different complex difficulties in the training division. It is one of the 30 nations that, as indicated by worldwide investigations. The following challenges faced by educational institutions.

The crisis events are consistent occasions or wonder everything being equal. Crisis challenges are having their new faces continually, new design, strategies, and advance habits. Reasons for emergency are such a significant number of some are notable development. These are of numerous kinds which cause emergency at any minute. These may characteristic and might be because of few close to home interests/shortcomings. (Hanna &Thompson, 2012).

Indeed, even as most of somewhere in the range of 3 million individuals uprooted through safety happenings in 2008 have now come back to their territory of starting point, in Khyber Pakhtunkhwa (KP) and the Federal Administered Tribal Areas (FATA) the circumstance stayed unpredictable consistently. During the year, uplifted weakness dislodged families from FATA looking for a more secure zone, which deliberately denied a defensive domain offspring and essential privileges to satisfy their adolescence.

According to UNICEF (2011), the emergencies in Khyber Pakhtunkhwa & FATA guaranteed a genuine peal on instruction lately because of deliberate decimation of schools. The dangers of assaults against girls' schools brought about the conclusion of 900 schools, denying 120,000 young ladies of their entitlement to instruction in 2009. Eighty-four schools were supposedly devastated in KP and FATA during 2011, contrarily influencing the effectively low enrolment rates in the area.

Child portrays' rights, physical or corporal punishment, discipline as any control in which physical power is used due to the cause some degree of anguish and uneasiness in any case light by the UN Committee. Most incorporates hitting (slapping, smacking, rebuffing) kids with things or with the hand, for instance, a, belt, stick, shoe, whip and so on. On adolescents, the beating usage is wild across over Pakistan in homes, workplaces, and informational establishments.

Students' suicide and executing of youngsters by relatives is ending up progressively regular in Pakistan. Suicide is for the most part affected by residential issues which spot undue weight on youngsters along these lines driving them to end their lives. In addition, neediness and demonstrations of incautious nature show up as the primary contributing elements bringing about the homicide of youngsters. In this specific circumstance, the developing financial emergency in Pakistan has made states of extraordinary hardships for families, now and again constraining guardians to end it all in the wake of murdering their kids. Kid suicide can be anticipated by furnishing kids with a stage to address their complaints particularly at the family level.

Systemic failures might bring the organization at the disaster's edge and these became also sick and go down to their knees because these are the foundation of any organization. According to Kraus & Gless (2004) described as the frameworks are planned and made by the people, they may get the opportunity to flop now and again, yet ordinary and keeps checking, moderate the event of any emergency.

All frameworks required an administration's calendar, criticism reports' techniques and up degree as per the prerequisites. The above notice methodology ought to be received for every single other framework, as political framework, social and social frameworks as well, generally disappointment of any of them may make a genuine risk the nation and bring another emergency.

Inspiration is the key carrying all assets to work appropriately for any errand to do. Indeed, on the off chance, even one cannot take a chomp of an apple that he is not sufficient persuaded to satisfy his craving. Without inspiration an individual may playing out his obligations as somebody experiencing rest walk, which may bring about any emergency type and level.

The groups might misplace the mid connection of the challenge due to the commanders of the groups are poor regarding their administration capabilities. Every one of the characteristics and capacities a pioneer requires must be investigated before doling out the errand. Thusly the chose commanders may expedite the ship safe shores generally transport along other individuals may run over a genuine kind of emergency a head, (Smith,1977).

In Pakistan, the most transcendent types of emergency 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 kids. Be that as it may, the arrangement activities embraced by the legislature stay ineffectual in face of a powerless usage system.

### **Material and Methods**

A multistage disproportionate stratified random sampling technique (Burns, 2000 & Gay, 1996) was selected to draw sample of schools. Firstly, the government primary schools were stratified based on these eight districts according to the literacy ratio of groups (districts). The inclusion of the teachers in this study is to enable the development of school crisis management competency profile and propose a tentative school crisis management strategy. Both generated from the teachers' views and experiences. In this study, 300 teachers were taken from the sampled government primary schools' teachers (N: 1419) as target regions through stratified random sampling technique (table 1). For the results generalization of the study, the selected sample size was adequate for the whole Punjab Province, Pakistan.

**Table 1**  
**District wise sampling framework of Government Primary Schools' heads and teachers on the literacy basis**

S.No	Districts	Schools (Heads)		Teachers (Sampled Schools)	
		N	n	N	N
Northern Region					
1.	Chakwal	730	36	133	30
2.	Bhakkar	1035	51	166	35
Central Region					
3.	Gujrat	955	47	185	38
4.	Sialkot	1467	73	350	74
5.	Chiniot	509	25	99	21
6.	Lodhran	576	28	111	23
Southern Region					
7.	Layyah	1179	58	199	42
8.	Rajan Pur	970	48	176	37
Total		7421	366	1419	300
Random Table (Gay, 1996)		7000	364	1400	302

A questionnaire was utilized as an information gathering procedure since it could be managed to a bigger example. It likewise enabled the respondents to address the inquiries at their own time and pace (Gay, 1996). The utilization of a survey additionally ensured privacy and namelessness. In this way, it was very effective in getting legit and exact reactions (Burns, 2000). Utilizing the data from various writing as (Al-Dahash, Thayaparan & Kulatunga, 2016; Liou, 2014; McCarty, 2012; Thompson, 2012) the analyst's very own understanding and the ideas noted in hypothetical structure, the survey was intended to investigate the view of school partners in regards to school crisis prevention/preparedness and management (SCPP&M).

The SCPP&M scale was divided into two sections. The presentation was dealt with in a covering letter. Section A of the questionnaire contained seven statistic or verifiable inquiries concerning respondents' name, school name, individual, academic qualification, and teaching experience. Part B of the poll contained a lot of scales to investigate the recognitions on seven dimensions/factors about school crisis prevention/preparedness and management scale. This piece of poll estimated every measurement on five-point Likert scale. The information was breaking down and decoded in various ways determined in the information investigation segment. The quantitative information was gathered from sampled school teachers, of three regions (Northern region, Southern region, and Central region) of the Punjab territory, Pakistan by utilizing survey. Besides, school stakeholders' perceptions regarding school crisis management were analyzed through percentage, means and standard deviation (SD).

## Results and Discussion

This part of the analysis starts with the demographic information for the teacher who as selected for this survey 300 teachers participated in this survey. This was conducted to explore the perception of school stakeholder responsible for the school crisis management in the primary schools of the Punjab, Pakistan and to address the answer of the question “what are the most crucial factors responsible for the management of the school crisis”. Table 2 presents a region wise distribution of public primary school teachers of the Punjab Province, Pakistan. It observed that the 65 teachers from Northern region of the Punjab, 156 from Central Punjab and 79 from Southern Punjab were taken as a sample. These districts were selected according to the literacy rate of each district and percentage of literacy rates also given in the table.

**Table 2**  
**Region wise distribution of teachers in Punjab**

Regions	Districts	Frequency	Literacy Rate %
Northern Punjab	Chakwal	30	84.45
	Bhakkar	35	71.66
	Gujrat	38	82.66
Central Punjab	Sialkot	74	82.36
	Chiniot	21	50
	Lodhran	23	65.82
Southern Punjab	Layyah	42	78.16
	Rajan Pur	37	50.25

Table 3 shows the frequencies of the academic qualifications of school teachers. The first group with 273 teachers at Matric level, second group with 20 teachers at F.A./F. Sc. (intermediate level), third group with 07 teachers at B.A./B.Sc. (bachelor level). Maximum school teachers observed in the first group of Matric level. And minimum presentation can be observed in third smallest group with 2.3 percent only.

**Table 3**  
**Distribution of schoolteachers by academic qualification**

Academic Qualification	Frequency	Percent
Matric	273	91
F.A./F.Sc.	20	6.7
B.A./B.Sc.	07	2.3
M.A./M.Sc.	0	0
M.Phil.	0	0
<b>Total</b>	300	100

Table 4 shows the frequencies of the teaching experiences of the school teachers. The 100 teachers with 33.3% have teaching experience of 1 to 10 years. The second group 11-20 years presented maximum teaching experience with 119 teachers 39.7 percent. And smallest group having teaching experience above twenty-one years with 81 (27%) teachers of the Punjab's primary schools.

**Table 4**  
**Distribution of school teachers by teaching experience**

Teaching Experience	Frequency	Percent
1-10 years	100	33.3
11-20 years	119	39.7
Above 21 years	81	27
<b>Total</b>	300	100

For the future section, the above-mentioned teachers' characteristics provide their background understanding. The five-point Likert scale was used. Scale comprised on four sections as Prevention, Preparedness, Response and Recovery. The responses were converted into numerical scale. The preparation of the data file and frequencies calculation paved the way for the analysis of the four sections of the School Crisis Preparedness/ Prevention and management scale (SCPP&M) there are now discussed. The numerical value assigned to each response is given below:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

Frequency distribution, standard deviation (SD) and mean was calculated of each variable by using the SPSS.

### Section I: Prevention

The first section explores perceptions of teachers about the Prevention factor which comprised on eleven sub factors: involvement of parents to develop a sense of community, provision of health services, and students' identification with academic & social needs, funds continuity to procurement maintenance, knowledge about academic & behavioral expectations, maintenance of victimized students, team building, heads' ability: identification & prediction about crisis, networking with staff, students and parents, communication gap and people treated with respect.

**Table 5**  
**Perception of teachers on Prevention**

N	Statements	SA		A		DA		SDA		M	SD
		F	%	F	%	F	%	F	%		
1.	Involvement of parents to develop a sense of community	80	26.7	102	34	90	30	28	9.3	2.61	1.392
2.	Provision of health services	124	41.3	102	34	31	10.3	43	14.3	2.22	1.44



3.	Students identification with academic & social needs	152	50.7	83	27.7	61	20.3	4	1.3	1.94	1.201
4.	Funds continuity to procurement maintenance	48	16	162	54	0	0	90	30	3.98	.971
5.	Knowledge about academic & behavioral expectations	6	2	77	25.7	115	38.3	102	34	3.77	1.224
6.	Maintenance of victimized students	21	7	80	26.7	145	48.3	54	18	3.44	1.251
7.	Team building	33	11	84	28	108	36	75	25	3.35	1.397
8.	Heads' ability: identification & prediction about crisis	43	14.3	90	30	115	38.3	52	17.3	3.14	1.391
9.	Networking with staff, students & parents	6	2	51	17	174	58	69	23	3.81	1.038
10.	Communication gap	5	1.7	59	19.7	142	47.3	94	31.3	3.87	1.113
11.	People treated with respect	15	5	79	26.3	127	42.3	79	26.3	3.59	1.265

Table 5 presents mean scores on sub-factors of Prevention. The mean score of first and fourth sub-factors (2.61, 3.98) reveals that majority of the teachers 102 (34%), 162 (54%) of government primary schools of the Punjab agreed that the parents are always welcome in the school, they are independent to work with staff, students and teachers regarding the sense of communal development. And school heads ignore procurement of maintenance services and health and safety work caused by expensiveness.

The mean scores of second and third sub-factors of prevention (2.22, 1.94) reveals that majority of the teachers 124(41.3%), 152(50.7%) strongly agreed that the school provides services for speech, hearing, nursing, first aid, counseling, psychological and social work for all the students. And school identified the students with health needs social, academic emotional substance abuse and counterparts them to school communal assets.

The mean scores of other seven sub factors (3.77, 3.44, 3.35, 3.14, 3.81, 3.87, 3.59) reveals that a significant number of teachers disagreed with that 115(38.3%) student knows about institutes' expectations both academically and behaviorally what is expected of them, 145(48.3%) systematic programs or software system well defined to register and keep students' information for the victimized students' pursuit in all the treatment steps, 108(36%) the primary responsibility for determining the cause of the problem would be assigned to one specific individual, 115(38.3%) school head are able and updated in identifying and predicting probable difficulties in crises, 174(58%) school has widely shared mission statement with students, staff 142(47.3%) parents and the community which regularly reviewed and developed by them, school has routinely model empathy, caring, empowerment of students and respect for others by teachers and 127(42.3%) all people are always treated with the respect.

## Section II: Preparedness

Section two present the Preparedness factor which contained seven sub-factors: awareness program about threatening/illegal activities, evaluation of personal safety actions, educational opportunity for suspended/expelled students, freely participation students & staff, feeling secure from physical and verbal attacks, availability of crisis team and strong chain of command

**Table 6**  
**Perception of teachers on Preparedness**

S	Statements	SA		A		DA		SDA		M	SD
		F	%	F	%	F	%	F	%		
1.	Awareness program about threatening/illegal activities	13	4.3	79	26.3	134	44.7	74	24.7	3.59	1.236
2.	Evaluation of personal safety actions	3	1	35	11.7	149	49.7	113	37.7	4.11	.961
3.	Educational opportunity for suspended/expelled students	52	17.3	11	3.7	60	20	177	59	4.00	1.518
4.	Freely participation students & staff	28	9.3	34	11.3	138	46	100	33.3	3.83	1.266
5.	Feeling secure from physical and verbal attacks	18	6	62	20.7	83	27.7	137	45.7	3.86	1.346
6.	Availability of crisis team	36	12	58	19.3	84	28	122	40.7	3.66	1.467
7.	Strong chain of command	27	9	49	16.3	100	33.3	124	41.3	3.81	1.361

Table 6 presents mean scores of teachers about crisis management factors related to preparedness reveals that most of the teachers showed disagreed 134(44.7%), 149 (49.7%), 138 (46%) to the following three statements. Mean scores 3.59, 4.11, 3.83 of teachers reported that school system enables understudies to make school work force mindful of perilous, illicit and undermining exercises, the school offers a program about education for students who have been expelled or suspended from the standard study hall and Students and staff feel a "feeling of having a place with" and association with the schools.

A large number of school teacher 117(59%), 137(45/7%), 122(40.7%), 124(41.3%) strongly disagreed with mean scores 4, 3.86, 3.66, 3.81 reported that heads are able to evaluate the instructions regarding personnel safety in the sense of responding well to the crisis, understudies and staff for the most part feel physically and mentally secure from physical and verbal assaults, school has an emergency group accessible for on-going arranging and follow-up for understudies encountering troubles anda chain of command has been established when the head is away. So, schools have no crisis team due to no plan of actions. All sub factors present the crisis factors which affect the strategic planning in the public primary schools of the Punjab, Pakistan.

### Section III: Response

Section three explore the perception about Response factor which comprised on five sub-factors: involvement of public relations team in reaching decision, accountability of personal duty performance in crisis, reformation & inspection of events, budget allocation to address the crisis and crisis networking system of parents. Table 7 presents mean scores of teachers 3.64, 3.74 reveal that the majority of the teachers 109(36.3%), 120(40%) reported a negative response towards school head involve the public relations team in reaching decision about communicating about the crisis and for the parents the school has a crisis networking system. And mean scores of school teachers 3.58, 3.48 reveal that the majority of the teachers 124(41.3%), 136(45.3%) disagreed with school data gathering from individuals' quantified and qualified performance, knowing how to perform personnel duty in crises and organization pay attention to maintenance or reformation and inspection in lieu of denying of events and ignoring equipment imperfections. A significant number of teachers 136(45.3) expressed positive response with mean score 3.43 towards government allocate a budget or have a financial plan or some contingency/fixed funds available to address the issue.

**Table 7**  
**Perception of teachers on Response**

S.	Statements	SA	A	DA	SDA	M	SD				
1.	Involvement of public relations team in reaching decision	16	5.3	84	28	91	30.3	109	36.3	3.64	1.357
2.	Accountability of personal duty performance in crisis	28	9.3	63	21	124	41.3	85	28.3	3.58	1.340
3.	Reformation & inspection of events	28	9.3	68	22.7	136	45.3	68	22.7	3.48	1.312
4.	Budget allocation to address the crisis	3	1.0	136	45.3	51	17	110	36.7	3.43	1.397
5.	Crisis networking system of parents	31	10.3	53	17.7	96	32	120	40	3.74	1.405

### Section IV: Recovery

Section four present the Recovery factor which contained seven sub-factors: on-going evaluation of the prevention program, proceeding on automating routine or complex acts, evaluation of crisis management data, availability of crisis management plan, possibility of two-way communication, staff participation in safety actions, effective communication b/w parents & teachers, continuity of routine performance in crisis, evaluation of pre-employment background and head decision making power. Table 8 presents mean scores on recovery and its sub-factors. The mean scores (3.35, 3.64, 4.03, 4.13, 4.11, 3.48) of teachers about school crisis management reveal that majority of the teachers showed negative response with seven sub factors.

**Table 8**  
**Perception of teachers on Recovery**

S.N	Statements	SA		A		DA		SDA		M	SD
		F	%	F	%	F	%	F	%		
1.	On-going evaluation of the prevention program	45	15	79	26.3	77	25.7	99	33	3.35	1.524
2.	Proceeding on automating routine or complex acts	25	8.3	69	23	100	33.3	106	35.3	3.64	1.379
3.	Evaluation of crisis management data	2	0.7	59	19.7	105	35	134	44.7	4.03	1.139
4.	Availability of Crisis Management Plan	19	6.3	27	9.0	102	34	152	50.7	4.13	1.195
5.	Possibility of two-way communication	32	10.7	20	6.7	79	26.3	169	56.3	4.11	1.336
6.	Staff participation in safety actions	32	10.7	96	32	123	41	49	16.3	3.20	1.332
7.	Effective communication b/w parents & teachers	22	7.3	16	5.3	156	52	106	35.3	4.03	1.109
8.	Continuity of routine performance in crisis	29	9.7	111	37	75	25	85	28.3	3.25	1.443
9.	Evaluation of pre-employment background	26	8.7	105	35	37	12.3	132	44	3.48	1.535
10.	Head decision making power	10	3.3	103	98	32. 7	89	29.7		3.51	1.317

Almost 99(33%) school conduct an on-going assessment of all parts of the aversion program and adjusts program dependent on assessment results, 106(35.3%)managers proceeded on automating routine or complex acts (software and hardware systems), 134(44.7%)heads evaluate gathering data related to crisis management from organizations and the communication and coordination with them,152(50.7%)school has a plan about crisis management for the student deaths, emergency procedure, strangers on the ground with clearly defined and communicated roles for all the personnel, 169(56.3%)two-way communication is possible between staff and head, 132(44%)School conducts pre-employment background checks for all employees.

A noteworthy number of instructors 123(41%), 156(52%) with mean scores (3.20, 4.03) announced contrarily that staff investment by the executives helpful (Each worker is in charge of the security) and school has compelling correspondence among guardians and educators. Mean scores (3.25, 3.52) of teachers uncover that the vast majority of the teachers 111(37%), 103(98%) communicated positive reaction against School ready to coordinate and take care of the mind boggling and new issues with no intrusion in its standard execution in emergencies and Managers fruitful in proficiently arranging activities to opportune empty or permit patients and provide physicians preparedness in crises.

## **Findings**

The following findings of the study are grounded on the analysis of school teachers' perceptions in contradiction of four factors and thirty-three sub factors of school crisis management.

## **Prevention**

The following findings based on perception regarding prevention factor of crisis management which presented in table 5:

- The mean score 2.61 (34%) of teachers agreed that the parents are always welcome in the school, in the sense of community development they work with staff and students.
- The mean score of teachers 2.22 (41.3%) strongly agreed with the school provides psychological, speech, hearing, nursing, first aid, services for counseling and social work for all the students.
- The mean score of teachers 1.94 (50.7%) strongly agreed with the school identified those students who facing social, health needs or academic emotional substance abuse and matches them to school communal resources.
- The mean score of teachers 3.98 (54%) agreed with the school heads ignore procurement of maintenance services and health and safety work caused by expensiveness.
- The mean score of teachers 3.77(38.3%) disagreed with the student know about school expectations. It means what is expected of them both academically and behaviorally.
- The mean score of teachers 3.44 (48.3%) disagreed with the systematic programs or software system well defined to register and keep students' information for the victimized students' pursuit in all the treatment steps.
- The mean score of teachers 3.35 (36%) disagreed with the primary responsibility for determining the cause of the problem would be assigned to one specific individual.
- The mean score of teachers 3.14 (38.3%) disagreed with % the school heads are able and updated in identifying and predicting probable difficulties in crises.
- The mean score of teachers 3.18 (58%) disagreed with the school widely shared mission statement with the staff and the students which regularly reviewed.
- The mean score of teachers 1.13 (47.3%) disagreed with the parents and the community, school has routinely model empathy, caring, empowerment of students and respect for others from their teachers.
- The mean score of teachers 3.59 (42.3%) disagreed with the all people are always be treated with respect.

### Preparedness

The following findings based on perception regarding preparedness factor of crisis management which presented in table 6:

- The mean score 3.59 (44.7%) of teachers disagreed that the school system allows students, to make school personnel aware of illegal, dangerous, and threatening activities.
- The mean score of teachers 4.11 (49.7%) disagreed that the school offers an educational program for suspended/expelled students from the regular classroom.
- The mean score of teachers 4.00 (59%) strongly disagreed that the heads can evaluate the instructions regarding the personnel safety which responding well to crisis.
- The mean score of teachers 3.83 (46%) disagreed that the staff and students feel a sense of belongingness and association with the schools.
- The mean score of teachers 3.86 (45.7%) strongly disagreed that the staff and students generally feel secure physically and psychologically from verbal attacks and physical.
- The mean score of teachers 3.66 (40.7%) strongly disagreed that the school has a crisis team which is available for on-going arrangement and continuation for the students experiencing difficulties.
- The mean score of teachers 3.81 (41.3%) strongly disagreed that a chain of command has been established when the head is away.

### Response

The following findings based on perception regarding response factor of crisis management which presented in table 7:

- The mean score of teachers 3.64 (36.3%) strongly disagreed that the school heads involve the public relations team in reaching decision about communicating about the crisis.
- The mean score of teachers 3.58 (41.3%) disagreed that the school data gathering from individuals quantified and qualified performance, knowing how to perform personnel duty in crises.
- The mean score of teachers 3.48 (45.3%) disagreed that the organization pay attention to maintenance or reformation and inspection in lieu of denying of events and ignoring equipment imperfections.
- The mean score of teachers 3.43 (36.7%) strongly disagreed that the government allocate a budget or have a financial plan or some contingency/fixed funds available to address the issue.
- The mean score of teachers 3.74 (40%) strongly disagreed that the school has a crisis networking system for parents.

## **Recovery**

The following findings based on perception regarding preparedness factor of crisis management which presented in table 8:

- The mean score 3.35 (33%) of teachers strongly disagreed that the school conduct an on-going assessment of all features regarding prevention and modification of the program based on evaluation results.
- The mean score of teachers 3.64 (35.3%) strongly disagreed that the managers proceeded on automating routine or complex acts (software and hardware systems).
- The mean score of teachers 4.03 (44.7%) strongly disagreed that the heads evaluate gathering data related to crisis management from organizations and the communication and coordination with them.
- The mean score of teachers 4.13 (50.7%) strongly disagreed that the school has a crisis management plan for the strangers on the ground, student deaths, emergency procedures which clearly defined and communicated roles for all personnel.
- The mean score of teachers 4.11 (56.3%) strongly disagreed that the two-way communication is possible between staff and head.
- The mean score of teachers 3.20 (41%) disagreed that the management of the staff participation is more beneficial (it mean each employee is responsible for the school safety).
- The mean score of teachers 4.03 (52%) disagreed that the school has effective communication between the teachers and parents.
- The mean score of teachers 3.25 (37%) agreed that the school can match and solve the complex and new difficulties without any disruption in its routine performance during crises.
- The mean score of teachers 3.48 (44%) strongly disagreed that the school conducts pre-employment background checks for all employees.
- The mean score of teachers 3.51 (98%) agreed that the managers are successful in competently preparation schedules to well-timed relinquish or permit patients and provide physicians preparedness in crises.

## **Discussion**

This measure has been based on SCCT (situational crisis communication theory) developed by Coombs (2007). In the present study “school crisis management” has been referred crisis management strategy/Plan which developed to compete with educational crisis. The scale would therefore explore the perceptions of school stakeholders responsible for the management of

educational crisis against School Crisis Prevention/Preparedness and Management Scale (SCPP&M). For the enhancement of the internal validity, external validity and reliability of the mixed methods research, several strategies were used. The mixed method was appropriate to deal specifically with the issues related to validity of the survey findings, so the mixed methods research design was used.

The scale was finalized as school crisis prevention/preparedness and management scale after performing EFA which based on theoretical framework SCCT (Coombs, 2007). This scale comprised on four crisis management factors (Prevention, Preparedness, Response and Recovery) and thirty-three sub-factors. Under these factors thirty-three data driven items were finalized. Different type of literature discussed in chapter two by using the information from different literature, Al-Dahash, Thayaparan & Kulatunga (2016), Liou (2014), McCarty (2012), Thompson (2012). The experiences of the researcher and theoretical framework based on concept of the study, the five-point Likert scale was developed to explore the perceptions of school stakeholders regarding school crisis management. They concluded theses crisis management factors playing an important role in development of crisis management strategy. Their findings support to findings of the school crisis preparedness, prevention, and management scale.

## Conclusion

This part of conclusions based on the findings of the analysis of mean outcomes factors of crisis management. This was conducted to explore the perception of school stakeholder responsible for the school crisis management in the primary schools of the Punjab, Pakistan and to address the answer of the question "what are the most crucial factors responsible for the management of the school crisis".

- It was inferred that instructors react uplifting disposition towards guardians are always welcome in school, they work with students and staff in the feeling of network advancement, school gives administrations to advising, mental, discourse, hearing, medical aid, nursing and social work for all students. What is more, school distinguished understudies with social, scholarly passionate substance misuse or wellbeing needs and matches them to class network assets.
- On the premise of mean examination, it was presumed that instructor reaction negative frame of mind towards understudy realize what is anticipated from them both scholastically and typically, efficient projects or programming framework all around characterized to enlist and keep understudies' data for the misled understudies' interest in all the treatment steps, the essential duty regarding deciding the reason for the issue would be relegated to one explicit individual, school head are capable and



refreshed in recognizing and foreseeing plausible troubles in emergencies, school has a normally evaluated statement of purpose which is created by and broadly imparted to staff, understudies and guardians and the network, school has teachers who routinely model compassion, mindful, strengthening of understudies and regard for other people.

- The analysis of mean scores revealed that teachers are disagreed with the awareness program about threatening/illegal activities, evaluation of personal safety actions, educational opportunity for suspended/expelled students, freely participation students & staff, feeling secure from physical and verbal attacks, availability of crisis team and strong chain of command.
- It was concluded that the teachers are not agreed with these statements, involvement of public relations team in reaching decision, accountability of personal duty performance in crisis, reformation & inspection of events while on the other hand they are agreed with budget allocation to address the crisis and crisis networking system of parents.
- On the base of mean analysis, it was determined that teachers are disagreed with on-going evaluation of the prevention program, proceeding on automating routine or complex acts, evaluation of crisis management data, availability of crisis management plan, possibility of two-way communication, staff participation in safety actions, effective communication b/w parents & teachers, continuity of routine performance in crisis, evaluation of pre-employment background and head decision making power.

Adnan (2014) deduced in his investigation that System is there for dealing with the emergency however it needs appropriate usage of methodologies. Arranging is just on paper, no legitimate execution as top-down methodology is seen. The effects of emergencies could be limited by a planned methodology of all open and private segment establishments and associations. Pakistan needs to figure out how to deal with the emergencies on the off chance that it is to incorporate her with a solid state.

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