

## **Crisis Management: Educational Administration in Southern Punjab, Pakistan During the Covid-19 Pandemic**

Yumna<sup>1</sup>, Komal Urooj<sup>2</sup>

<sup>1</sup> Scholar, Iqra University, North Nazimabad, Karachi, Pakistan.

<sup>2</sup> MPhil Scholar, Department of Economics, The Islamia University of Bahawalpur, Pakistan.

Email: komalurooj03@gmail.com

### **ARTICLE INFO**

#### **Article History:**

Received: August 17, 2022  
Revised: September 26, 2022  
Accepted: September 29, 2022  
Available Online: September 30, 2022

#### **Keywords:**

COVID-19 crisis,  
Survival strategies  
Crisis management  
Educational administration

#### **Funding:**

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### **ABSTRACT**

The main purpose of the present dissertation is to investigate the impact of covid-19 crisis on educational administration of Schools of Management in Southern Punjab, Pakistan. The study adds to the literature by investigating the impact of crisis on administration and crisis management strategies formulated by the institutions along with their impact on institutions' survival and recovery. A qualitative study is conducted to achieve research objectives and answer all formulated questions. Data was collected via semi structured interview of 8 representatives of different designations from these educational institutions. Thematic technique was applied to examine the collected data and to produce results based on them. Analyses showed that the COVID-19 crisis negatively influenced the financial health, education quality, exam quality and public perception about the institutions. the study revealed that on time decisions and proactive approach from the concerned bodies were important outcomes of the pre-COVID crisis experience. This experience enabled the different bodies like IT department, board of advance studies, academic council and syndicate to make on time decisions. The study also concluded that past crisis experiences also helped this institution to develop their strategies for survival and recovery. Moreover, development of IT infrastructure (LMS, Online Portals), Forming Health Emergency Teams, COVID-19 Protocols and Faculty Vaccination Drive were the prominent steps taken for the institute's survival and recovery in COVID-19 breakout. Results showed that these strategies helped the institutes to survive during the pandemic situation.



© 2022 The Authors, Published by iRASD. This is an Open Access article under the Creative Common Attribution Non-Commercial 4.0

**Corresponding Author's Email:** [komalurooj03@gmail.com](mailto:komalurooj03@gmail.com)

**Citation:** Yumna, & Urooj, K. (2022). Crisis Management: Educational Administration in Southern Punjab, Pakistan During the Covid-19 Pandemic. *iRASD Journal of Management*, 4(3), 521-536. <https://doi.org/10.52131/jom.2022.0403.0096>

## **1. Introduction**

A crisis is "unpredicted and sudden event that poses a serious financial and reputational threat to an organization" (Coombs, 2007). According to earlier research, an unexpected event causes organizational goals to be compromised and stresses on management, requiring swift action to deal with the situation (Hermann, 1963). Crisis management is conducted at the level of the organization in order to develop strategies that lessen economic loss and enhance the

organization's resilience during a crisis event. Crisis management literature is dominated by large corporations with limited consideration given to small and medium-sized enterprises and government and semi-government servicing institutions (Herbane, 2013).

In early 2020, COVID-19 pandemic nearly brought world to a standstill. After spreading to China in December of 2019, the new coronavirus appears to have started spreading (according to the WHO, 2019) in Thailand, Japan, Korea, United States, Vietnam, and Singapore (according to the WHO, 2020), and Australia, Nepal (according to the WHO, 2020) at the end of January of 2020, as well as Malaysia, Canada, and the United Kingdom (according to the WHO, 2020). (First confirmed cases on 26 February, 2020) On March 11, 2020 World Health Organization (WHO) declared COVID-19 as a pandemic. There were approximately 17.1 million confirmed cases of COVID-19 as of July 31, 2020, in 217+ countries and territories. New coronavirus SARS-CoV-2 exaggerated people of all ages in terms of health, with elderly persons and patients with comorbidities reporting the largest symptoms and fatality rates.

There was a dramatic decrease in operational activity, as well as the closing of educational institutes, because of the Corona virus attack. To protect their citizens, parents and national governments alike, say Van Lancker and Parolin (2020), are devising plans to monitor and regulate the activities of their citizens. The nationwide strike has an impact on more than 60 percent of the world's pupils. Many of the greatest universities in the world rely heavily on students from China and India to travel to their campuses.

The shutdown of educational institutions as a result of COVID-19 epidemic have had bad impact on education. During lockdown, teachers are urged to educate the student by using online learning techniques (Neelavathy, 2020). Elavarasan et al. (2020) argued that there is a need for innovative teaching and training. COVID-19 has a strong beneficial influence on learning by implementing online erudition methodologies (Rahman, Uddin, & Dey, 2021). The closure of educational institutes affected the educational systems during lockdown era. Consideration of teaching-learning process is critical during this crisis moment in order to devise appropriate interventions to ensure the smooth operation of teaching and learning (Strielkowski, 2020). Accordingly, different educational institutions have used different strategies and course of actions to negate the impact of the COVID-19. The present study is intended to examine these strategies and their outcomes. Therefore, present study attempts to provide a process model as a tool to represent the different methods used by business schools to interact with ongoing COVID-19 crises. To initiate a research agenda, the researcher combines the crisis management and resilience perspectives to build upon our understanding of adversity. Moreover, this study investigates how Pakistan's business and management schools responded in the months following the outbreak. This study is a good addition in the existing literature on crisis management by recognizing management schools' endurance and resilience plans during this crisis. This study provides commendations for education sectors on how to stay viable by implementing crisis management policies.

The present study intends to propose a manifesto or set of strategies to these business schools for surviving in post COVID-19 years and build the capacity to cope the future crises and challenges. Thus, the current study is dedicated to investigating how the higher education institutions responded in the immediate months after epidemic and emphasizes on Business Management Schools in Southern Punjab Region of Pakistan.

The crisis management framework at Pakistan's schools has been left out of their framework in order to support themselves and to continue surviving in the event of transnational disasters such as COVID-19. Thus, the findings of this study are essential for filling the managerial gap that exists between the absence of framework through time and the need to address crisis and emergency management priority for Schools of Management. This study will explore an important addition by proposing a crisis management paradigm that covers the pre-, during, and post-pandemic period for legitimate institutions. It will furthermore expand and boost crisis and emergency management capability for these schools. According to this research, it is likely that solutions will be developed to address the workplace problem provided. To solve the problem, a comprehensive framework will be built that can be applied to a variety of circumstances. A detailed study will make major contributions in the management of global crises and catastrophes by providing leaders, managers, policymakers, and leaders with a novel framework for crisis management.

This study will have a major impact on a diverse range of professionals, including practicing professionals, academics, and researchers, as well as scholars who design applied research in the field of generating proficient knowledge and developing workforce capabilities to address pandemic crises. These phases are designed to integrate multinational organization areas of professional specialization with the general competencies they will need to demonstrate during their survival attempts.

## **2. Literature Review**

### **2.1. COVID-19: Overview**

It should be necessary to understand the origins and spread of coronavirus in order to examine its influence on any social phenomenon. WHO classifies coronavirus as a "family of viruses that cause illnesses from common cold to an acute disorder" (Jebril, 2020). Coronaviruses are spread between humans via animals. The term coronavirus is derived from Latin word "*corona*", which meaning halo crown. Abodunrin, Oloye, and Adesola (2020) state that Chinese authorities recognized the novel coronavirus on January 7, 2020.

According to the WHO (2020), although human-to-human transmission has been verified, there is currently no effective medical treatment or vaccination available to cure this virus. That is why it has become impossible to restrict the virus's spread, and so it has developed into a lethal condition. While there have been some recoveries, the fatality rate associated with coronavirus is not a joke. Since the coronavirus was discovered in Wuhan, China in late December 2019, the number of affected persons is increasing daily, and hourly deaths are being recorded globally. For these grounds, WHO (2020) classified the coronavirus epidemic as a pandemic. Despite the Chinese government's preventative move of shutting down Wuhan city on 23rd January, COVID-19 expanded to other countries in 2020, and thus to rest of the world. According to WHO data as of April 8, coronavirus had feasted to over 177 countries and infected 3,118, 871 people worldwide, resulting in about 216, 221 deaths. According to Sahu (2020), numerous countries, including China, have introduced travel limitations in order to mitigate the hazard of COVI-19.

### **2.2. COVID-19 and Worldwide Educational Crisis**

Covid-19 is a public health crisis in first place. The circumstance that schools were closed in numerous nations during their outbreaks highlights the problem. Schools must be closed or kept open, and policymakers must make a choice between the two options (limiting human contact and saving lives). Families are experiencing serious disruptions: home schooling is an incredible shock to productivity levels of parents and children's social life (Burgess & Sievertsen, 2020). The best way to improve one's skill set is to attend college or university. From economic point of view, as pleasurable as school time might be and as a way to build social skills and awareness, attending school is a must. Covid-19 disruptions, on the other hand, are impossible to predict or measure. Millions of Pakistanis lost their jobs as a result of WHO's declaration of COVID-19 as a pandemic immediately following WHO's announcement. State education spending will be decreased as a result of the drop in state tax income. The high expenditures on health care and social services for individuals made jobless, displaced, and starved as a result of Covid-19 crisis would swallow a large portion of falling government revenue, leaving education in a precarious position as a result (Nunes & Writer, 2020). Even if the future is cloudy, current projections suggest that the epidemic will have a negative impact on the amount of money the government spends on education.

Covid-19-induced budget deficits are expected to lead to a slowdown in economic development in most nations in 2021/22, and in some, such as South Africa, a decrease in education spending. Families' personal expenditures will also have an impact on school funding. To sustain their children's education, low- and middle-income families will have a difficult time. Parents are unable to pay school fees as a result, which will have an impact on the school's budget. The external financing of education is also likely to have an impact. The degree of private-sector assistance has just returned to normal. It will be difficult for big donors to maintain high amounts of aid and support if Covid-19 has a negative impact on their economies. Many public schools depend on donations from external sources, and as these donations decline, so will money available to them. Schools increasingly rely on donations from the public and private sectors to sustain their operations. School-community partnerships can have a good

impact on student development, strengthen public participation and bring in additional funding for schools (Swift-Morgan, 2014). According to Cross, Bacon, and Morris (2000), successful fund-raising relies on effective donor relationship management. Schools and donors must communicate in a formal way in order to establish a mutually beneficial relationship. Individuals, corporations, and trusts are all viable options for donors. Assuming that donors are acting in their own best interests and for the greater good is essential to sustaining fundraising. In order to be more effective, schools are going to desire more control over their own resources.

### **2.3. Concept of Crisis Management**

Crisis management (CM) describes the methods an organization employs to do. Other authors highlight the essential role that leaders and managers play in CM approaches. In other words, Pearso'n and Cleir (1998) describes "Crisis Management is an effort that individuals and outside stakeholders alike use to help prevent crises or handle those that are already happening". Other researchers believe that CM consists of mundane duties. This is contrary to the findings of other researchers.

When government policymakers are successful in addressing a crisis, the impact on the organization is less severe, but when they fail the consequences increase. According to Mitroff, Pauchant, and Shrivastava (1988), there are some organizations that are more susceptible to crises than others. They emphasize the role of culture in this and thus recommend that CEOs who intend to implement change in organizational culture consider the advantages and limitations of incorporating change management. Similarly, some researchers choose to examine CM according to a processual approach. CM is described by Kash and Darling (1998), as a process that begins with identifying, investigating, and forecasting crisis situations, and includes setting multiple ways for an organization to handle a crisis. In terms of CM Theory (Raftari, Mahjoub, & Joudaki, 2011), which examines companies and their responses to a crisis, the theory states that CM is a structured and systematic group of procedures that administrations use to recognize the possible crisis and then apply preventive measures to avoid its impacts. In other studies, CM is seen as a cross-organizational issue that organizations must deal with throughout their life cycle. CM has trans-organizational origins that include social, cultural, and political elements.

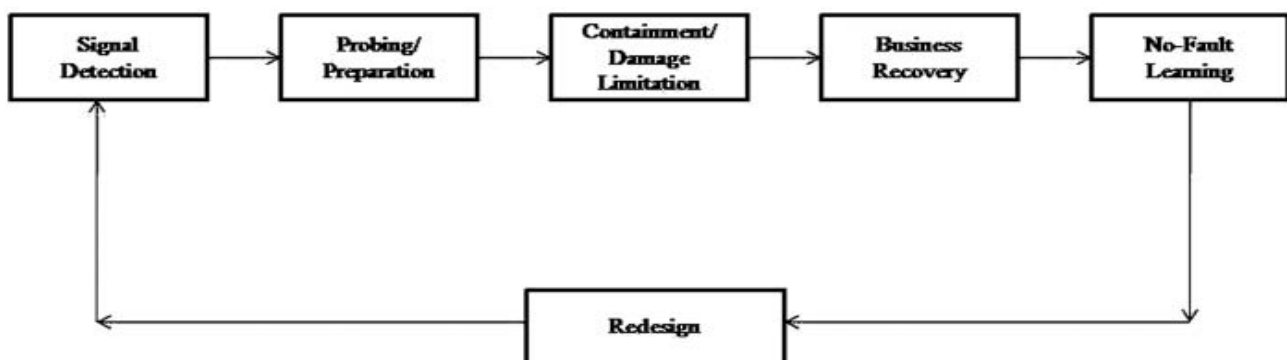
Consequently, it cannot be prevented or managed only on an organizational level. Schmit and Roth (1990) points out that widespread awareness of the world's context is typical in efficient communication management; this fosters a global culture in which support for the organization is elevated amid crises. Smith also believes that crisis management must allow for effective decision-making by acknowledging when the contingency planning has limitations. Also, since time has passed, the understanding of CM has shifted from a focus on crisis response and the operational aspects of CM to a different approach that includes preventing and preparing for crises, a cultural predisposition, learning, and resiliency. Thus, understanding and investigating the relationships between CM and other techniques is required. While CM should be viewed as both a reactive and proactive response to a disaster, Rowe, Swanson, and Jacques (2007) believes that CM should be regarded as an integrated set of actions that embraces both response and prevention, as well as readiness and recovery. Additionally, McConnell and Drennan (2006) assert that crisis managers have an easier time practicing CM, because they don't have to go against a strict crisis-response culture within their organizations. "Prevention and readiness in the CM mission is not incredible, but it is not an effortless endeavor". CM should also be better understood, because CM has a relationship to learning. Acquiring knowledge and abilities through experience is a primary means of learning. Academic researchers have also focused on this component of learning in the context of CM. According to Brockner and James (2008), "Crisis Management" must emphasis on organizations and administrators and be in a learning mode to identify opportunities in crises. According to Elliott and Smith (2006), effective dealing with future challenges requires an understanding of the learning process. These researchers also emphasized the basic significance of understanding and managing as a mechanism to maintain crisis management and response plan information back into the process, and to challenge existing ideas about crisis management. Crisis often serves as a motivation for learning, however during the learning process, the question remains "what are the hurdles to learning from crisis?" Smith and Elliott (2007) argue that some of the fundamental hurdles to learning from crisis bring adverse events that lead a problem to spiral out of control during the course of their investigation. Interagency network discovers and catalogues all barriers, including this one and others. To round up our look at the links between

cultural readjustment and CM, we can look at the Turrner (1976) study, which was an early look at the idea that disaster preparedness and cultural readjustment go hand in hand.

## 2.4. Crisis Management Model

Numerous models have been developed to show the procedures involved in crisis management (Lueck, 2021). Each model identifies comparable procedures for organizations to follow when managing and responding to a crisis occurrence. An analysis of this study used "Mitroff's (2005) crisis management model", which was chosen since it represents and accommodates many other models that have been developed in the past and in the present (FIG 1). Signal identification, probing, planning, containment, business recovery and no-fault learning are six phases of crisis management defined by Mitroff (2005). There are many small but significant symptoms of impending crises, such as customer complaints about product faults or employee fears of possible discrimination, throughout this time. Early crisis indications (signs) are often missed by businesses, resulting in substantial financial, reputational, and even life-threatening losses. It is imperative that firms devise a systematic plan for crisis management.

For a crisis plan to work, a company must put together a cross-functional squad, design business continuity tactics that handle both technical and human resource concerns, create a crisis communication strategy, and offer crisis training to all employees. During 3<sup>rd</sup> phase, the company responds to and limits influence of crisis event, thereby reducing or preventing future losses and further escalation of the problem. For example, a company's internal and external stakeholders may want to know how the company is responding to the crisis and how it plans to raise funds or secure investments.



**Figure 2: Crisis Management Model**

Emergency contact information is provided for employees, retirees management, and other stakeholders is also provided so they can learn about working and employee relations issues. Implementation of measures to restore business activities begins during the recovery phase. Stakeholders need to be reassured that business will return to normal. Critical reflection on crisis experience, an examination of crisis's influence on core processes, adaptation of behaviors and systems are all part of no-fault learning phase. No-fault learning, Mitroff (2005) advocated, save in the case of illegal conduct and obligations. We'll use this fresh information to make changes and rebuild the crisis management system.

## 3. Methodology

This study is cross sectional because in this study the primary data was gather just once over a specific period of time.

### 3.1. Qualitative and Quantitative Study

To find answers to research goals and research concerns, the current analysis employed a qualitative research approach. Descriptive research is a form of social science research in which the researcher collects and interacts with qualitative (non-numerical) information and data and draws conclusions based on such information or data, which aids the researcher in

comprehending and understanding the issue(s) under examination after proper investigation of the target population (Crossman, 2019). Furthermore, this is historical and limited to specific frameworks. Basic aim is to establish patterns from data, which is collected in open-ended emerging data (Creswell, 2014). Furthermore, this method is suitable for explaining and translating data into concrete concepts. The researcher's goal could be to create contextual real-world information about people's attitudes and shared beliefs (Easterby-Smith et al., 2018).

### **3.2. Population of the Study**

It is important to clearly explain the population before determining any selection of sample size. As in this study, researcher have focused on exploring and understanding the impact of crisis management policies on survival of Management Schools during COVID-19. The targeted population of the current study are male and female teaching staff of Schools of Business Management in Southern Punjab, Pakistan. There is large number of employees working in these institutions. Therefore, the present study includes male and female teaching staff working with additional charge (like Director Examination, IN charge of Student Affairs, in charge Admission Cell etc.

### **3.3. Sampling Technique**

Convenience sampling is applied in this research. This research means that input or information use in analyses is taken from teaching staff who are able to engage in the semi structured interviews. Such sampling takes less time and resources and is useful for gathering information and data. According to Kotler and KL (2006), a simple accessibility and availability may be the reason for implementing the convenience sample technique.

### **3.4. Sample Size**

Sample of the study consists of 20 staff members of different institutions including male and female teaching staff working with additional charge like Director Examination, In charge of Student Affairs, In charge Admission Cell etc. In the case of focus group discussion where the population is not much known this is appropriate number of unit of analysis (Johns, 2009).

### **3.5. Data Collection**

A qualitative approach is best for social reality and understanding the complex ways in which an individual perceives and understand social reality (Icavy, 2014). This project's research question addresses the impact of COVID-19 crisis on educational administration and crisis management strategies adopted for recovery of institutions in Business and Management Schools of Southern Punjab, Pakistan, so the researchers decided on a qualitative method of answering it. The semi structured interview was selected as its efficient in collect the qualitative data in less time and cost.

The previous studies used survey method to collect data on this topic, due to the limited population of free-time recipients and possible under-representation of people that population, could not produce strong conclusions. Additionally, Pakistani literature on the topic is limited, and the methodology attempts to limit presumptions about the social context in favor of contributions from the participants, thus assuring that this study does not oversimplify the complexity of the social issue. Therefore, semi structured interviews will be conducted to collect qualitative data.

## **4. Analysis**

Present study intends to extract the findings from collected data through thematic analysis. This is commonly used analysis tool in qualitative study.

Expanding on thematic analysis is among the most widely used techniques of qualitative inquiry. The crucially important for qualitative data is to classify, organize, and then to see if it is repeating or evolving themes over time Though Expanded Core Theory is generally takes an epistemological approach to research, it has been regarded as techniques or theoretical perspectives for study. Although expand is commonly considered a single process, a multitude of methods can be grouped under the umbrella term; expandability may be thought of as a

whole. Every kind of thematic analysis has different methodological and logical principles, but they are in agreement in terms of procedure. Although there is no thorough literature basis for thematic analysis, the researcher has carefully followed Braun and Clarke's guidelines (2006). The phases involved in Braun and Clarke's guidelines (2006)'s thematic analysis procedure is explained below.

**Table 1**  
**Phases Involved in Thematic the Analysis**

Phase	Description
Familiarity with data	Interviews were transcribed and then 1 <sup>st</sup> step is reading and re-reading the manuscripts. The data was extracted in analyzable form to make the researcher very recognizable with whole collected data.
Creating initial codes	The data was organized in meaningful and systematic way. Through the initial coding extensive data were reduced into the small chunks of meaning.
Searching themes	Initial codes were collated into possible patterns (themes) that capture something significant about the research questions.
Review of themes	The identified themes were reviewed and modified to make a clear sense and closely related with initial codes and research questions.
Defining themes	Identified themes were interpreted and sub themes were examined that how do they interact with main themes.

## 5. Analysis and Findings

To obtain valid responses for the experiment, the researcher conducted eight semi-structured interviews. All the eight interviewees are teachers of different business management schools in the premises of South Punjab, Pakistan. Following are the questions which were asked in semi-structured interview setting. However, these are not the only questions that were addressed. Many doubting and rapport-building cross-questions were asked as well. Hence, the questions represented here are some basic questions that were addressed.

### 5.1.1. Thematic Analysis

The present study intends to extract the findings from collected data through thematic analysis. Thematic Analysis is defined as a way of analyzing qualitative data that involves detecting, analyzing, organizing, characterizing, and writing themes (Braun & Clarke, 2006). According to Moules et al. (2017), one distinguishing aspect of theme analysis is its flexibility, which allows it to be fixed in a wide variety of theoretical frameworks and application in a wide range of research topics and designs; hence, it may produce a reliable and informative conclusion (Braun & Clarke, 2006). Despite its versatility and widespread acceptance, scholars cannot agree on how researchers might rigorously employ theme analysis.

### 5.1.2. Profile of Interviewees

There were 8 interviewees chosen for a semi-structured interview using open-ended interview questions. The data collection, research instrument, and data collection method are explained in the Methodology section. Interviewees' profile with their personal information (organization type, designation, age, marital status, education and experience) is demonstrated in the table below.

## 5.2. Analysis

Thematic Analysis was selected to analyze the qualitative portion of the current study due to the aforesaid advantage, flexibility. The themes discovered from the narratives are closely related to the data itself in an inductive manner (Patton, 1990). The interviewees voices were recorded for the collection of data. The audio recordings have been transcribed into Word documents to check for possible inaccuracies on several occasions. During the coding procedure, adequate recognition and attention were provided to each coding item. The procedure of coding was complete and inclusive. Relevant extracts have been collected for all topics and validated using the code sheet frequently.

Table below illustrates the detail about themes and codes extracted from the interviewees' narration with their details and qualitative analysis.

**Table 2**  
**Demographic Profile of the Interviewees**

Demographics	Responses	Frequency
Organization Type	Public	3
	Private	5
Designation	Head of Department	2
	Associate Professor	4
Age	Lecturer	2
	26-35	3
	36-45	3
Marital Status	45+	2
	Single	2
	Married	5
Education Level	Other	1
	Master's degree	2
	Master's degree with Research	3
Experience	Doctorate	3
	Up to 5 years	1
	6 to 10 years	3
	11 to 20 years	2
	More than 20 years	2

**Table 3**  
**Impact of Past Crisis Experience**

Themes and Codes		Public Sector n=3	Private Sector n=5
<b>Past Crisis Experience</b>			
A.	Establishment Challenges		
1.	Competition	2	2
2.	Number of Students	1	3
3.	Retaining Faculty	2	2
4.	Admission Campaigns	2	3
B.	Pre-COVID Crisis		
1.	HEC polices	2	2
2.	Govt Funding	1	3
3.	Income and Living Standard	1	3
C.	<i>Policies for Pre-Covid Crisis</i>		
1.	Role of Syndicate	2	0
2.	Role of Academic Council	2	2
3.	Role of College Unions	0	4
D.	<i>Impact of Past Experience</i>		
1.	On time decisions	3	3
2.	Proactive Approach	2	3

The first research question is about the impact of past crisis experience on the crisis management and survival strategies in COVID-19 crisis. Establishment challenges, pre-COVID Crisis, Policies for Pre-COVID Crisis Management. and Impact of past experience are the important sub themes emerged from the data. Interviewee's sample narratives with their thematic analysis are explained below.

**5.2.1. Establishment Challenges**

One of the Head of Department a Public Sector institute said, "After the establishment, the biggest survival challenge for any education institute is the number of students they seek from the society. You know whenever any education institution is established the first target for them is to get maximum number of students and maximum number of students are engaged through admission campaigns. Though, it can be said that after the establishment of a department or an institute the first and foremost challenge is starting a wonderful admission campaign so that we can get maximum number of students for our department. I think that our admission strategy was very wonderful, so we got handsome and sufficient number of students in our first attempt. I think the biggest challenge is to get the maximum number of students,



when your institute or department becomes mature it attracts admissions itself there is no need of admission campaigns anymore after the number of students. The second survival challenge is faculty in the past decades attracting and retaining faculty was very difficult because they didn't like to do job in Pakistan because of low salary and benefits when our department was established retaining a good faculty was a big challenge now with the passage of time, we have overcome this challenge."

Other interviewees from the public sector universities raised the same point, it depicts that attracting and retaining the required number of students is the major challenge of Public Sector universities, which is followed by the hiring and retaining the faculty. The inference can be drawn that in developing countries like Pakistan there are limited funds allocated by the government for the educational institutes. These institutes mainly depend on the funds generated from the students in terms of different fees. The limited number of students may lead to limited funds which disables the organization to pay the reasonable salaries to the faculty. Thus, it can be commented that retaining the required number of students and faculties are the major challenges for the public sector business education institutes. The number of students mainly depends on admission campaigns that are conducted in online and offline modes. Conducting the effective and result oriented admission campaigns is a crucial challenge for the public sector institutions.

Similarly, a principal from a private sector institute added that, "After the establishment the first major challenge for a private institute is competition. If a student is willing to be the part of a public sector university, he/she has the limited choices within the city. Contrarily, if a student is willing to be a part of a private sector university or college, he has a broad range of choices. Though, for a newly established private institute the major challenge is meeting the competition requirements."

Responses from the interviewees depict that the number of private sector colleges and universities in Southern Punjab is higher than the number of public sector universities and colleges. That leads to an intensive competition between the private sector institutes. Though, the disproportion between the demand for students and the supply of student may emerge as a serious crisis for the private sector management education institute of Pakistan and particularly Southern Punjab. The inference can be drawn that considerable number of students move to the public sector institutes and a portion of students moves to the other developed cities for education the limited number of students remains. These student crises create a hyper competition between the private colleges. Thus, it is very difficult for newly established institutes to survive in this competition.

### **5.2.2.Pre-COVID Crisis**

In the response of a question about external and internal challenges in pre-COVID scenario an interviewee from a public sector institute said, "You know that in Pakistan there is no political stability anywhere. Therefore, HEC frequently keep changing their educational policies for universities. For example, in last two years they have changed undergraduate policy and this year they have changed postgraduate and doctorate policy. These new policies are not compatible to the ground realities and the educational culture of our country the first external challenge is the change of educational policies by the govt of Pakistan and second external challenge is the low funding from the provincial and federal govt. Because public institutes rely on the govt funding sometimes govt cuts the funding of these institutions. Particularly, when the PTI govt came into the power they reduce the funding of HEC and HEC cut the funds of universities."

Furthermore, an interviewee from a private sector institute added, "*Since the establishment of this institute (almost two decades back), there was no trend of commerce and business education in Pakistan, particularly in the context of Southern Punjab. Setting the trend of commerce and business education itself was a major challenge for the institutes and many other institutes working in the same field. Another challenge, being faced these days is the termination of 2-years degree (B.com/BA/BSc.) by the Higher Education Commission of Pakistan. The prospects are very confused among choosing a two years of four years degree.*"

The responses from the interviewees depict that the funding, financial challenges and new policies of HEC are the important challenges for the institutes in pre-COVID scenario. Public sector institutes mainly depend on the funds allocation from federal and provincial government. For the past few years' government is gradually reducing the funds allocation for the higher education institution. Specifically, when Pakistan Tehreek-e-Insaaf (PTI) came into the power, the funds allocation for HEC is reduced badly. Creating the other sources for funds to meet financial needs is a crucial challenge for Public Sector institutes. The other challenge which is common in both of public and private institutes is implantation of incompatible policies by the HEC. For example, change in the educational polices for undergraduate and doctorate degrees which are totally against the educational culture of Pakistan. Another external challenge for the public sector organizations is the living standard of people. With the passage of time inflation rate in Pakistan is increasing and prices are raising day by day. Therefore, it is hard for the middle-class locals to afford the education expenses of a well-repute private educational institute.

### **5.2.3.Policies for Pre-COVID Crisis Management**

An interviewee said that "The first challenge was change of policies by the HEC. So, the institution put its effort to reduce the negative impact of these incompatible policies. The universities have their own bodies like syndicate, academic counsel, board of studies etc. So, these bodies attempted to make new polices and always were resilient to compatible policies by the HEC and government. The second most important challenge was the low funding from the government. So, we cope up these challenges by creating the other sources for the funding. In instance, we made efforts to get the maximum number of the students and increase the tuition fees to meet our funding challenges."

Another interviewee added, "Change of policies by the HEC created a student crisis especially for private institution. Particularly, the students who are studying and doing part time jobs to support their study and families generally prefer to years degree programs. The termination of two years degree program created a big shortage for the students. However, the private institute had to focus on their admission campaigns for the new launched degree programs. Concerning universities and private colleges union made some new policies in the light of HEC policies."

The participants revealed that new policies by the HEC and reduction of government funding were major challenges for these institutions in pre-COVID scenario. New undergraduate and post graduate policies were not compatible with the university's culture and the country's overall education culture as well. In the case of private institutes who mostly rely on two years degree program, the termination of these program was a serious issue. However, on time response and new policies by the syndicate, academic councils, relevant boards and unions helped the institutions to overcome these crises. Government universities created their own fund sources by attracting the more admissions and increasing the tuition fee.

### **5.2.4.Impact of Past Crisis Experience**

According to the findings from the collected data on time decisions and proactive approach from the concerned bodies were important outcomes of the pre-COVID crisis experience. This experience enabled the different bodies like IT department, board of advance studies, academic council and syndicate to make on time decisions. The efficient and compatible policies from the authorized bodies and on time implementation by the relevant departments helped a lot to survive the institute during the pandemic days. These on time decisions and surviving tactics were somehow the outcome of the past crisis experience that were handled by the authorities beautifully.

In this regard one of the interviewees replied, "The COVID-19 crisis was a big challenge for the survival of our institute. Our syndicate, boards and councils were very active because they were experienced in making important and on time decisions. They also made on time decisions to overcome COVID-19 crisis. Particularity, our IT department put the marvelous efforts to conduct online exams and online classes for the students. Student portals like LMS and myIUB portals were launched for online admissions, online entry test, online classes and online examination."

The second research question is about influence of COVID-19 pandemic crisis on educational demonstration of Schools of Business Management in Southern Punjab, Pakistan. Impact on Financial Health, Impact on Education Quality, Impact on Examination Quality and Impact on Public Perception are the important themes generated from the collected data for this research question. Interviewee's sample narratives with their thematic analysis are explained below.

**Table 4**  
**Impact on Educational Administration**

<b>Impact on Educational Administration Themes and Codes</b>	<b>Public Sector n=3</b>	<b>Private Sector n=5</b>
E. Impact on Financial Health		
1.Low collection in the terms of fee	2	4
2.No Govt Support	2	3
3.Excessive Expenditures	2	2
F. Impact on Education Quality		
1. Online Teaching Difficulty	2	3
2. Online Learning Difficulty	1	3
G. Impact on Examination Quality		
1. Transparency	3	1
2. On Screen Time	2	1
H. Impact on Public Perception		
1. Uncertainty	3	4
2. Compromised Education Quality	2	3

### 5.2.5.Impact on Financial Health

"As, I have mentioned earlier, after the funding reduction by the government, students were the main source of required funds to meet the expenses. During the pandemic outbreak it was a major challenge to attract the maximum number of students in order to meet the financial needs."

An interviewee from a private institute added, "Private institutes rely only on the funds generated in the form of student fee, there are no funds from the government and other sources. Though, the institute was unable to attract required number of student admissions in COVID situation. On the other hand, expenses of the institute raised because of COVID protocols and SOPs. In result, it affected the financial health of the institute."

Analysis revealed that COVID-19 badly affected the financial health of public and as well as private educational institutes. Steps taken to survive in the COVID-19 increases the expenditures of the institutes while on the other hand revenue was reduced because of the limited admissions. Moreover, the Government of Pakistan reduce the budget for higher education department in COVID days. Therefore, the financial health of the educational institutes was badly affected by the COVID-19 outbreak.

### 5.2.6.Impact on Education Quality

An Associate Professor from a Public Sector University replied, "Yes, in the start quality of education was negatively affected, because shifting from the physical mode to online mode was very difficult for students. It was not easy for students and teachers as well to adjust their selves in online settings. So, in start it was very difficult for teachers to teach online and difficult for students to learn online. Therefore, the quality of teaching was badly affected."

A lecturer from a private institute also added, "The education quality was badly affected by the COVID-19, because teachers could not create the level of engagement in online classes which is created in the physical classes. Some of the students have not access on internet as they live in backward areas. In the same way, some of students cannot afford the laptops, tablets or android phones. Therefore, absentees increase badly in the online mode of classes."

Analysis revealed that COVID-19 has a negative effect on education quality of institutes. In pre-COVID scenario universities were teaching in physical mode. At once, the universities shifted from the physical mode to online mode. The teacher was not familiar with online teaching and as well as the students were also unfamiliar with online learning. That created a negative gap between physical learning and online learning mode. Some students have no access to internet and necessary devices these factors affected the attendance of students in online classes. Moreover, students' participation, level of engagement of teachers and students in lecture was also affected by the online mode.

**5.2.7. Impact on Examination Quality**

An interviewee from a public institute replied, "Yes, this is also very relevant issue emerged with the first wave of COVID-19 when we were conducting online examination for very first time. Somehow, there were some compromises for the quality and transparency of the exams.

Another interviewee added that, "For private institutes it was very challenging to conduct exam in COVID situations. In comparison with public sector universities, we have no state-of-the-art IT infrastructure, LMS etc. Therefore, we have to conduct exam in offline mode or in College Computer Lab. Conducting these exams with observing COVID-19 SOPs was a big challenge. Change of exam mode to 100 percent multiple choice questions and reduction of syllabus because of limited time somehow compromised the exam quality."

Participants of the study revealed that examination quality was negatively affected by the COVID-19. The institute had to divert from their standard exam pattern to a new short exam pattern that was consisting of limited number of MCQ. Secondly, these exams were initially conducted online without any particular software or improved online exams policy. Therefore, the exam quality was compromised somehow. This issue was more serious for private institute. Later on, public institute develop their LMS and IT infrastructure. But, because of limited sources, private institutes were unable to do so. They had to conduct examination in computer labs with the limited number of students. It resulted in extra expenses. Subsequently, reduced questions and new paper pattern also resulted in low examination quality.

**5.2.8. Impact on Public Perception**

The collected data revealed that that public perception about the educational institutes was negatively affected by the COVID-19 pandemic.

As one of the interviewees revealed that, "Yes, in this situation public perception about the institution was affected. They thought that the education quality of the institution is not very good in the online era. That is really true that in the start there was no certainty about the situation, for some week government was announcing the reopening of institutions and after some week we had the notification of closure again. Because of this cycle between online and physical mode the public perception was affected badly."

The inference can be drawn that there was a uncertainty in public regarding the COVID-19 and the future of educational institutes. The public sometimes gone through the news of physical classes in the effect of decrease in infected case after a few weeks they had gone through the news of online classes because of reopening the educational institute. There was some uncertainty in the case of exams. Sometimes the institutes were conducting the physical exams. And after sometimes they were announcing the online exams. This created as bi uncertainty among the public.

The 3<sup>rd</sup> research question of the study is about institutes' resilience and crisis management strategies and their impacts on institute's survival and recovery. IT Infrastructure, Health Emergency Teams, COVID-19 Protocols and Vaccination Drives are the important themes and codes emerged from the collected data for this research question. Interviewee's sample narratives with their thematic analysis and findings are explained below.

**Table 5**  
***Crisis Management Policies***  
**Crisis Management Strategies**

<b>Public Sector</b>	<b>Private Sector</b>
----------------------	-----------------------

<b>Themes and Codes</b>	<b>n=3</b>	<b>n=5</b>
I. Strategies and Policies		
1.IT infrastructure	2	2
2.Health Emergency	3	2
3.Covid Protocols	3	3
4. Vaccination Drive	2	3

### 5.2.9.Strategies and Policies

One of the interviewees explained, "There were too many steps taken to confront negative effects of COVID-19, the major step was the development of IT infrastructure. To cope the admission and examination challenges we build LMS and myIUB app that helped the institute to attract easy admission and transparent exams. In online examinations using this platform the students have to attempt number of multiple-choice questions in a limited time, so there are no chances of cheating and searching answer from different sources. Moreover, the exams questions were shuffled in different arrangement. For enhancing the quality of education and meeting the difference between online and physical modes the teachers were trained to conduct online classes on zoom and google classroom etc. Furthermore, we have different teams that are working to tackle the covid-19 situation, for example health and emergency team. The team member work for the health emergency, suspect screening and vaccination of faculty. So, the risk of infection can be reduced."

The analysis revealed that the most important survival strategy was the IT infrastructure development. The institutes developed Learning Management System (LMS) and other online portals to conduct online classes, online examination and online admission tests. In the meantime, whenever institutes have to conduct the classes and exam in physical mode, the health emergency teams, vaccination drives for faculty and COVID-19 protocols helped to reduce the risk of infection in faculty and students.

## 6. Conclusion

First research question of present study was about the impact of past crisis experience on the institute's crisis management and survival in COVID-19 crisis. The findings from the qualitative analysis revealed that funds reduction by the government, change of undergraduate and post graduate policies by the Higher Education Commission (HEC) created serious crisis for the educational institutes in pre-COVID-19 scenario. Moreover, the study revealed that on time decisions and proactive approach from the concerned bodies were important outcomes of the pre-COVID crisis experience. This experience enabled the different bodies like IT department, board of advance studies, academic council and syndicate to make on time decisions. The efficient and compatible policies from the authorized bodies and on time implementation by the relevant departments helped a lot to survive the institute during the pandemic days. These on time decisions and surviving tactics were somehow the outcome of the past crisis experience that were handled by the authorities beautifully. The first research question of present study was about impact of COVID-19 crisis on educational administration. Findings revealed that COVID-19 breakout badly affected the financial health of institutions, education quality, examination quality and public perception about the institutes. To begin with, steps taken for institute survival in the COVID-19 (online campaigns, development of IT infrastructure, health emergency etc.) increased the expenditures of the institutes while on the other hand revenue was reduced because of the limited admissions and funds reduction by the government. In addition, in effect of the COVID-19 breakout the universities shifted from the physical mode to online mode classes. It negatively affected teachers' and as well as students' level of engagement in course outline. Consequently, the overall education quality was compromised.

### 6.1. Linking the Research Questions with Findings

The research questions of present study were answered by using qualitative approach. First, an extensive literature review was conducted to understand the educational crisis because of the COVID-19, the subject related theory has also been reviewed. Research questions of the current study with method used to achieve them are explained below.

#### **Table 6**

#### ***Linking the Research Questions with Findings***

<b>Research Questions</b>	<b>Method</b>	<b>Findings</b>
<b>RQ1</b> Does the previous crisis experience affect institute's crisis management and survival in COVID-19 crisis?	These research questions were answered by conducting main frame study with the help of qualitative analysis. The qualitative data was collected from the potential representatives conducting semi-structured interviews. The collected data was qualitatively analyzed, Themes codes were generated from the quantitative data. Laterally, were explained to generated required findings.	Previous crisis experience helped the relevant regulatory bodies to take on time decisions and make effective policies.
<b>RQ2</b> What is the impact of COVID-19 crisis on educational administration?		COVID-19 crisis negatively affected the financial health of institutes, teaching quality, examination quality and overall public perception about the institutes.
<b>RQ3</b> What are different institutes' resilience and crisis management strategies and what are their impacts on institute's survival and recovery?		Development of IT infrastructure (LMS, Online Portals), Forming Health Emergency Teams, COVID-19 Protocols and Faculty Vaccination Drive were the prominent steps taken for the institute's survival and recover in COVID-19 breakout.

## **6.2. Implications**

### **6.2.1. Theoretical Implications**

Findings of this study have a significant impact on a wide range of professionals, including practitioners, academics, and researchers, as well as scholars who design and implement applied research in field of generating professional knowledge and developing workforce capabilities to address pandemic crises. These stages are intended to connect the areas of professional specialty of multinational organizations with the broad competences they will need to exhibit during their survival attempts.

### **6.2.2. Managerial Implications**

In order to maintain themselves and continue alive in the case of transnational calamities such as COVID-19, Pakistan's schools have left the crisis management mechanism out of their framework. Thus, the findings of this study are critical for bridging the managerial gap that occurs between the absence of a framework across time and the requirement for Schools of Management to treat crisis and emergency management as a priority. This study will investigate a significant contribution by presenting a crisis management paradigm for legitimate institutions that encompasses the pre-, during, and post-pandemic period. It will also enhance and improve these institutions' crisis and emergency management capabilities. According to the findings of this study, solutions to the workplace problem will most likely be created. This enables managers and executives to initiate, lead, and manage crisis management in a variety of situations, including the existence of pandemic catastrophes. To address the issue, a complete framework will be developed that can be utilized in a number of situations. Comprehensive research will make significant contributions to the management of global crises and disasters by giving a fresh paradigm for crisis and disaster management to leaders, managers, policymakers, and leaders. The results will assist managers and professionals in avoiding predicted mistakes in the context of the whole crisis and catastrophe life cycle.

## **6.3. Limitations**

The present study collected data by conducting the semi-structured interviews of the representatives from different schools of business management in Southern Punjab Pakistan. Findings from the present study cannot be generalized to other sectors or geographical location. The data was collected from only 8 interviewees in cross sectional setting. Findings generated from the study may not be applicable for the whole COVID-19 situation.

## **6.4. Recommendations for Future Study**

The present study collected data by conducting the semi-structured interviews of the representatives from different schools of business management in Southern Punjab Pakistan. A future study may be conducted in any other sector, city or country for more applicable results.

The present study uses the qualitative method. A future study may come up with both quantitative and qualitative methods with more accurate results. The present study uses the semi structured interviews. A future study on this topic can collect data through the focus group discussion followed by the semi structured interview or survey questionnaire.

## References

- Abodunrin, O., Oloye, G., & Adesola, B. (2020). Coronavirus pandemic and its implication on global economy. *International journal of arts, languages and business studies*, 4. doi:<https://www.theguardian.com/business/2020/mar/17/how-best-to-fight-the-economic-impact-of-the-coronavirus-pandemic>
- Brockner, J., & James, E. H. (2008). Toward an understanding of when executives see crisis as opportunity. *The Journal of Applied Behavioral Science*, 44(1), 94-115. doi:<https://doi.org/10.1177/0021886307313824>
- Burgess, S., & Sievertsen, H. H. (2020). Schools, skills, and learning: The impact of COVID-19 on education. *VoxEu. org*, 1(2).
- Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of situational crisis communication theory. *Corporate reputation review*, 10(3), 163-176.
- Cross, S. E., Bacon, P. L., & Morris, M. L. (2000). The relational-interdependent self-construal and relationships. *Journal of personality and social psychology*, 78(4), 791. doi:<https://doi.org/10.1037/0022-3514.78.4.791>
- Elavarasan, R. M., Shafiullah, G., Raju, K., Mudgal, V., Arif, M. T., Jamal, T., . . . Subramaniam, U. (2020). COVID-19: Impact analysis and recommendations for power sector operation. *Applied energy*, 279, 115739. doi:<https://doi.org/10.1016/j.apenergy.2020.115739>
- Elliott, D., & Smith, D. (2006). Cultural readjustment after crisis: Regulation and learning from crisis within the UK soccer industry. *Journal of Management Studies*, 43(2), 289-317. doi:<https://doi.org/10.1111/j.1467-6486.2006.00591.x>
- Herbane, B. (2013). Exploring crisis management in UK small-and medium-sized enterprises. *Journal of Contingencies and Crisis Management*, 21(2), 82-95. doi: <https://doi.org/10.1111/1468-5973.12006>
- Hermann, C. F. (1963). Some consequences of crisis which limit the viability of organizations. *Administrative science quarterly*, 61-82. doi:<https://doi.org/10.2307/2390887>
- Jebril, N. (2020). World Health Organization declared a pandemic public health menace: a systematic review of the coronavirus disease 2019 "COVID-19". Available at SSRN 3566298.
- Kash, T. J., & Darling, J. R. (1998). Crisis management: prevention, diagnosis and intervention. *Leadership & organization development journal*. doi:<https://doi.org/10.1108/01437739810217151>
- Lueck, J. (2021). An investigation of how an organization can use strategic human resource processes and concepts to increase organizational resilience against times of crisis.
- Mitroff, I. I., Pauchant, T. C., & Shrivastava, P. (1988). The structure of man-made organizational crises: Conceptual and empirical issues in the development of a general theory of crisis management. *Technological Forecasting and Social Change*, 33(2), 83-107. doi:[https://doi.org/10.1016/0040-1625\(88\)90075-3](https://doi.org/10.1016/0040-1625(88)90075-3)
- Neelavathy, M. (2020). Impact of Lockdown on Learning Status of College Students During Covid-19 Pandemic in Madurai District. *Aut Aut Research Journal*, X1 X, 1, 329-338.
- Nunes, L., & Writer, A. S. (2020). Working Around the Distance. *APS Observer*, 33(7).
- Raftari, M., Mahjoub, R., & Joudaki, S. (2011). The Role of Crisis Management in Seismic Disaster. *Australian Journal of Basic and Applied Sciences*, 5, 1923-1927.
- Rahman, M. H. A., Uddin, M. S., & Dey, A. (2021). Investigating the mediating role of online learning motivation in the COVID-19 pandemic situation in Bangladesh. *Journal of Computer Assisted Learning*. doi: <https://doi.org/10.1111/jcal.12535>
- Rowe, R., Swanson, G., & Jacques, M. B. (2007). *Performance Objectives Link CMOM Programs and Risk Management Planning*. Paper presented at the Collection Systems Conference 2007.
- Sahu, P. (2020). Closure of universities due to coronavirus disease 2019 (COVID-19): impact on education and mental health of students and academic staff. *Cureus*, 12(4). doi:<https://doi.org/10.7759/cureus.7541>
- Schmit, J. T., & Roth, K. (1990). Cost effectiveness of risk management practices. *Journal of Risk and Insurance*, 455-470. doi:<https://doi.org/10.2307/252842>

- Smith, D., & Elliott, D. (2007). Exploring the barriers to learning from crisis: Organizational learning and crisis. *Management Learning*, 38(5), 519-538. doi:<https://doi.org/10.1177/1350507607083205>
- Strielkowski, W. (2020). COVID-19 pandemic and the digital revolution in academia and higher education. doi:<https://doi.org/10.20944/preprints202004.0290.v1>
- Swift-Morgan, J. (2014). Confronting the Informal in Good Governance: The Case of Decentralised Education-System Reform in Guinea. *Development Policy Review*, 32(4), 399-425. doi: <https://doi.org/10.1111/dpr.12061>
- Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health*, 5(5), e243-e244. doi:[https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0)