Pakistan Languages and Humanities Review
www.plhr.org.pk

RESEARCH PAPER

Educational Crisis Management and Sustainable Development: A Case of Pakistan

Mehwish Jabeen[1] Almas Ikram Kayani[2] Akash Marium[3]

1. Ph. D Scholar, Department of Education, Faculty of Social Sciences, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Pakistan
2. Associate Professor, Department of Education, Faculty of Social Sciences, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Pakistan.
3. Lecturer, Education Department, National University of Modern Languages, Multan Campus

PAPER INFO	ABSTRACT
	The purpose of the study is to explore the perceptions of school stakeholders for the management of educational crisis and sustainable development and find out the relationship between educational crisis management and sustainable development. Education is a fundamental device to achieve the sustainability. Individuals around the globe perceive that present monetary improvement patterns are not economical and that open mindfulness, education, and preparing are vital to pushing society toward maintainability. A descriptive study was designed in the light of purpose of the study. The population consisted on educational stakeholders in the basic education within Punjab province. The sample comprised on 366 school heads at primary level. The Questionnaire was used for the data collection and analyzed through statistical technique to study the relationship between educational crisis management and sustainable development. The relationship between education and sustainable development is complex. Thus, educational crisis delays sustainable development by reducing available assets and interrupting planning. Crises also decrease the economic potential of education system

Introduction

The contributions of this research paper are to report on and highlight the educational crisis in the primary education and are being to manage the educational crisis for the sustainable development in the province of the Punjab, Pakistan. The reason for this is highlighted in the contextual analysis and the rationale for this study.

Education is basic for all children however it is particularly earnest for the great many kids influenced by crises, be they man-made or catastrophic events. However, for kids influenced by catastrophe and emergencies, their entitlement to education remains an unfulfilled guarantee. Other than cataclysmic events happening in Pakistan there are additionally strife influenced zones where schools, educators and youngsters confront brokenness in their instruction. An instruction framework exists inside the substances of its socio-political condition. Enhancements in the division cannot be maintained (and even started) without setting off an adjustment in the perspective of the key partners.

The education sector of Punjab likewise works inside a socio-political condition that firmly impacts approach and practice. During the most recent couple of years the part has been put at the most elevated need and gets bolster specifically from the Chief Executive of province. As the vision of enhanced training gets executed, it faces various obstacles at the administration level. These incorporate customary issues of the associations working in the framework and outside and inward states of mind towards the subject.

Crisis are alluded to as occasions that reason extreme enthusiastic and social pain that may happen whenever and suddenly, here and there called basic episodes, catastrophes, crises, or horrible occurrences (MacNeil &Topping, 2007). Emergency, occurrences, fiascos, dangers, clashes, crisis, calamity, disaster, and catastrophe injury every one of the words heard too often. These terms utilized as a part of this investigation.

Education system of any nation fills in as oxygen tank for the country. It gives as an existence line bolster in all type of life i.e. in condition of pace and war. In this advanced universe of today every country needs the education framework which this must fill in as center point of oxygen. Keeping along its customary and ordinary education each country needs framework to counter the world. This is valid as a numerical condition material in a wide range of the present issues (Arpan &Pompper 2006). Relatively every school has had a noteworthy emergency; each school is probably going to have one.

Management of crisis "proposes procedures for planning for and dealing with emergency occasions and applying advertising techniques and strategies to avoid or adjust the effect of a crisis on the association and limit harm to the organization, stakeholder, and industry" (Gainey, 2009).

Crisis management isn't just a solitary snap capacity of a mouse or tie of ventures to decrepit to bargain the emergency, yet it is the procedure of something uncommon as an arrangement of endeavors to stop or maintain a strategic distance from an emergency also. The procedure of crisis management is for the most part the arrangement of ventures through which a foundation or association experiences the dangers which will be hazardous for itself, its investors, or open when all is said in done.

Schools are relied upon to be all around oversaw organizations notwithstanding spots of learning. School pioneers progressively anticipated that would demonstrate proficient skill in various unmistakable fields: instructive initiative, individuals' administration, offices administration, monetary and key arranging and, in no way, shape or form minimum, hazard, and crisis management.

In the field of instruction school has a vital place and it requires a productive Head to lead the procedure of organization and administration. She/he has the sole obligation to settle on choice which might have consequences for scholarly framework however ought to enhance the circumstance to deal with the emergency, Adeosun, (2006).This is the duty of the school make a beeline for managing the administration procedure with his colleagues through driving, directing, and controlling them to get the focused-on targets. Along these lines the group will think of answers for expel the troubles and resolve the issues. Leader of a school has a vital obligation as pioneer in the season of emergency. Therefore, the school leadership programs have a significant role in building strong organizational leadership (Subitha, 2016).

Education is a fundamental device to achieve the maintainability. People far and wide see that present budgetary change designs are not sensible and that open care, guideline, and getting ready are basic to pushing society toward practicality. Practical advancement issues in Punjab are perplexing and interlinked. In the greater part of this, condition is essential for advancement because of the connections amongst: Condition and Livelihoods; Environment and Health; Environment and Vulnerability; Environment and Economic improvement.

Occupations of the poor are frequently specifically subject to common assets, and in this manner the salary measurement of neediness is dictated by the nature of the regular habitat. Wellbeing is a vital pay determinant of human well-being and the nature of water, air and settlements profoundly affects wellbeing. According to Intxausti, Joaristi&Lizasoain (2016), organizational leadership comprises various professional competences for effective educational management. Moreover, the poorest are the most defenseless against the effects of fiasco and emergencies- surges, dry seasons, pestilences, and common wars increment the levels of neediness as the poor do not have the wellbeing nets to pad against such emergencies.

Sustainable Development

The three parts of Sustainable improvement are condition, society, and economy. On the off chance that you view the three as covering circles of a similar size, the territory of cover in the middle is human prosperity. The earth, society, and economy turn out to more adjusted because of the zone of cover increments, thus does human prosperity.

Crisis undermines sustainable development. They result in death toll and cause damage, here and there with groundbreaking outcomes. Besides, they decimate homes, schools, wellbeing facilities, healing facilities, utilities, streets, markets, and

other social and financial foundation and harming the common habitat. These immediate, physical misfortunes have assisted backhanded results, disturbing jobs, instruction, access to medicinal services et cetera, together prompting unfavorable auxiliary effects on social and monetary totals, for example, GDP, the adjust of installments and spending shortfalls. Ongoing econometric investigation for the Pacific islands, for example, found that harm and misfortunes equal to 1% of GDP prompts a 0.3 rate point fall in yearly GDP development by and large finished a 10-year time span. Accordingly, harm and misfortunes experienced in the Pacific over the period 1980 to 2014 lessened pattern development by 0.7 rate focuses, from a normal development rate of 3.3% without calamities to 2.6%, with significant total results (Cabezon et al. 2015).

After evaluating the immense proportion of centrality and assets that went into related activities amidst the Decade of Education for Sustainable Development (2004-2014), specialists stress over their relentless un-sustainability. Getting ready for Sustainable Development (ESD) experts are those whose practices are purposefully arranged towards the confirmation of the UNESCO motivation for sensible progress. As the game plan for the post-2015 Sustainable Development Goals (SGDs) was being molded, they compellingly passed on their aching for an instrument to overhaul the sensibility of these activities, (UNESCO, 2014a, b, d and e). The running with center from the 2014 Declaration around Education for Sustainable Development (ESD) uncovers ace certification of the capacity of ESD to draw in understudies to change themselves and the overall population they live in by making data, capacities, perspectives, aptitudes and characteristics required for keeping an eye on overall citizenship and close-by intelligent troubles of the present and the future, for instance, essential and primary considering, explanatory basic reasoning, creative ability, working agreeably settling on decisions even with defenselessness, and understanding of the interconnectedness of overall challenges and commitments transmitting from such care. (UNESCO, 2014).

All the while, the concentrate likewise uncovers the nonappearance of an instrument that can adequately associate the ideas that have been encouraged for "training frameworks to completely grasp practical improvement" (UNESCO, 2016). Every one of the above encouraged ideas can be understood of as a disengaged 'dab' that neglects to associate with another, each being a pointer for activity that can turn into a train unto itself. These confinement most likely records for the sapping of endeavors went for "incorporating monetary, social and natural angles and perceiving their interlinkages, in order to accomplish reasonable advancement in the entirety of its measurements" (UN, 2012, p.2). This solid approach has actuated detached endeavors (Gokool-Ramdoo, Rumjaun and Bholah, 2012) accomplishing 'uneven' mainstreaming and weakening the supportability of ESD works out (UN, 2012, p. 5). After the coming in force of the post-2015 SDGs, the spotlight is at show unfalteringly on SDG 4 which expects to: Ensure expansive and honest quality rule and advancement sturdy learning open doors for all. For the above focus to be viably

executed, the Nagoya Declaration (UNESCO, 2014) sees that a modification in perspective from decade-old practices and extraordinary aptitudes are required.

The ongoing Global Monitoring Report (UNESCO 2016) gives a few strategy proposals however no solid instrument whereby instruction can install reasonable improvement in financial and social frameworks. In light of specialist communicated requirements for that instrument to help finish the many 'incomplete [ESD] organizations' (UNESCO, 2013b, p. 1; UNESCO, 2013c, p. 3) and to understand the guarantee of Goal 4, this paper proposes an imaginative structure, where the above ESD dabs will viably interface with platform the supportable execution of the post-2015 SDGs (Sarabhai, 2014). Joining the creators' expert encounters, basic teaching method and an administrative point of view, it plans an imaginative and arrangement situated system for training, which is refined into a progression of conventions. The relationship is often seeing as linear and unproblematized between education and sustainable development.

According to the UNESCO Ahmedabad Declaration it shows how in a SD setting, education is relied upon to advance ways of life where every perspective commonly and emphatically strengthens the other. It takes a comprehensive point of view, concentrating on indigenous training, peace, and social decent variety as transformative components. Nonetheless, usually learning that most types of education withdraw from the above transformative vision. Today, training is a tested thought that is accountable for blending people into unquestioningly enduring the general cases of change and to serve the necessities of a couple. Hailed as a major promoter of human welfare, its driving forward talk is genuinely fixated on propelling employability: delivering workers or their glamorized variation, specialists, to deal with society's characteristic consumerism.

This discussion is covered by the reason of objectivity prompting people to assume that they are overall progressing in the direction of "completing dejection and abuse with the objective that consistently individuals would welcome an individual fulfillment until now unbelievable" (Cunningham, 1993, p. 5). Thusly this insight is in charge of making false needs and has been reproached for being "ethically bankrupt", paying little regard to points of view like "atomic power plants, hazardous abuses" (Cunningham, 1993, p. 6), exhaustion of oil based products, expert by multinationals, systematized corruption, hardship, [gender-based] savagery, and human bother. Major specialists like Freire (1972), Foucault (1991), Cunningham (1993),Schied (1995) & Giroux (2010) concur that heading has been unimaginably in charge of the surrendered thought of people in contemporary social solicitations with its thought on enhancing cash related capacity and work adequacy. Systematized course has been rebuked as an ideological state contraption (Althusser, 1971) utilizing vernacular, schools and media, to reiterate the estimations of the overwhelming and make the conditions to raise human necessities for purchaser things, (Giroux, 1985, p. xi). They battle that another instructional method is required to encourage fundamental reasoning and draw in individuals to absolutely understand how their real needs strife with the phony needs created by the ideological state mechanical get-togethers

and how, as people, they are complicit in making progress less judicious. A modification in point of view is hence key.

Punjab and government primary education system in Punjab, Pakistan is given to signify the context of the study. A mixed method research approach will be employed to achieve the research objectives. The data analyzed using several techniques to explore the perceptions of key stakeholders (heads) for the management of educational crisis in primary schools. As part of the background to this research, the educational context of Punjab Province is considered. This is due by giving a brief account of the government primary school system in Punjab, a proposed framework for crisis management of schools about Punjab where this research iscited.

The purpose of the study is to explore the perceptions of school stakeholders for the management of educational crisis and sustainable development and find out the relationship between educational crisis management and sustainable development. A descriptive study was designed in the light of purpose of the study. The population consisted of educational stakeholders in the basic education within Punjab province. The sample comprised on 366 school heads at primary level. The Questionnaire used for the data collection and analyzed through statistical technique to study the relationship between educational crisis management and sustainable development.

Materials and Methods

Research Design

The focus of the study was educational stakeholders in the basic education within Punjab province. The eight districts were targeted as population from the three regions (Northern region, Southern region & Central region) of the province of Punjab, Pakistan. All Primary School Heads (7421) of the eight districts of Punjab Province based on Literacy rates were the Population of the study. A disproportionate stratified random sampling technique was used to draw sample of these eight groups according to literacy rate of districts. In the sample of eight districts the 366 schools were sampled as target regions through stratified random sampling technique. This sample organized according to the random table (Gay, 1996).

The research data was collected through questionnaire surveys. Using the information from different literature, the researcher self-experienced, and the concepts noted in the theoretical framework, the questionnaire used to explore the perceptions of school stakeholders for the management of educational crisis and sustainable development and find out the relationship between educational crisis management and sustainable development.

This study used chi-square to find out the relationship between educational crisis management and sustainable development. In which five indicators used to

measure the relationship: Traditional crisis, economic crisis, environmental crisis, social crisis, and constant crisis.

Findings

This study attempt to find out the relationship between educational crisis management and Sustainable development, To break down in the case of coordinating supportability criteria, notwithstanding conventional criteria, could enhance the forecast of credit dangers, we led a various straight discriminant examination to decide if four indicators – customary rating, monetary hazard, natural hazard, social hazard and steady hazard.

Table 1 indicated the calculated value of χ2 was found to be 4.946 which are statistically significant because it is greater than the table value of χ2 at 0.05 levels. Crisis related to traditional criteria is associated with sustainable development. Economic sustainability most significantly associated with sustainable development at chi χ2: 9.661, p value: .097 because it is greater than table value. Three is less association between environmental sustainability and sustainable development because environment crisis decrees the sustainability of any nation at χ2: 11.282, P-Value: .024. All indicators of crisis are correlated with sustainable development. Social indicator and constant indicator of crisis are associated with development. These indicators of crisis badly affected to our government primary schools in the three regions of Punjab. Political and powerful persons under social risks have great effect on our school cultures.

Table 1

Relationship between Educational crisis Management and Sustainable Developmen

Sustainable Development

School Crisis	Mean	Std. Deviation	Chi Square	Sig
Traditional Crisis	3.9098	1.01769	4.946	.293
Sustainability of Economic	3.9508	.98358	9.661	.097
Sustainability of environment	3.9454	1.00806	11.282	.024
Sustainability of Social	3.8552	1.08707	5.402	.248
Constant	3.9044	1.02790	5.921	.205

There is a strong correlation between the patterns of expanded statistic weight particularly in creating nations, and especially in slightest created nations, raised natural corruption, expanded human helplessness and the force of the effect of debacles. Environmental degradation expands the power of cataclysmic events and is frequently the factor that changes a characteristic risk, or a climatic extraordinary, for example, substantial storm, into a fiasco. For instance, waterway and lake surges are bothered or even caused by deforestation, which causes disintegration and stops up streams, circumstance of riverbeds and different elements. Neediness and danger helplessness are fundamentally connected and commonly fortifying. The poor aggregated to misuse ecological assets for survival, in this manner expanding both the

hazard and presentation to calamities, specifically those activated by surges, dry spell, and avalanches.

Ongoing calamitous tremors feature other key insufficiencies and patterns in the way to deal with fiasco hazard decrease, for example, a poor comprehension by chiefs of seismic related hazard, and in addition the inclination of a few developers, to utilize the least expensive outlines and development materials to expand here and now financial profits for their venture.

Limit building and fortifying of institutional game plans at all levels to address hazard decrease as a progressing capacity, including catastrophe lessening related enactment, covering land-utilize control, construction regulations and strengthened connects to ecological assurance. Limit working at a national level needs to incorporate the improvement of a coordinated calamity hazard administration arrange for that spreads regions of hazard appraisal, early cautioning frameworks, preparing and open mindfulness programs, and in addition crisis reaction administration, recuperation assets, including the reinforcing of network based associations. It likewise incorporates the expanded limit and sectoral cooperative energies for reasonable administration of backwoods and water-assets.

Conclusion

Spontaneous and not well-arranged urbanization has been the reason for ecological debasement (e.g., deforestation), overexploitation of common assets (e.g., water), natural unsettling influences (e.g., contamination), and social dejection (e.g., increment in neediness). These components transform risks into debacles. Expanded populace fixations and substandard development increment the helplessness of the manufactured condition and the delicacy of financial frameworks. Land utilizes and urban advancement hones regularly do not consider vulnerability to normal perils.

Proceeded with explore in regards to the connection between atmosphere, normal perils and related socio-social and ecological weakness, sexual orientation investigation and sex particular information gathering, and also the planned utilization of the outcomes produced by inquire about projects at the national and worldwide level ought to be upheld. This incorporates, specifically, enhanced worldwide participation to lessen the effect of atmosphere factors,

Misfortunes from catastrophic events will keep on increasing on the off chance that we do not move towards proactive arrangements. Catastrophe lessening is both an issue for thought in the supportable improvement motivation and a crosscutting issue identifying with the social, financial, natural, and philanthropic parts.

In the endeavors to enhance the school structure by school partners regarding condition, coordinate instructive perspective is the best approach. Management of an organized and ceaseless approach will empower the long-haul mindfulness on the ecological safeguarding to be more justifiable. School people group, particularly

educators and understudies across the nation who execute practical school instruction, can design differing exercises of economic improvement that can make an immediate mindfulness on training for supportable advancement. Truth told, teachers assume a critical part as specialists of progress and affect students through the entirety of their activities and practices.

The educational management for supportable improvement as rivalry is a type of consolation for school network to proceed with the exercises on education for maintainable advancement. Although the school does not take an interest until the national level, early introduction is a decent advance towards ecological protection.

References

Adeosun. (2006). *Role of an Educational Manager*. USA: Massachusetts education reform Act.

Althusser, L. (1971). *Ideology and Ideological State Apparatuses*. Lenin and philosophy and other essays. 121-176.

Arpan &Pomppe. (2006). *Crisis Management in Education*. USA: The University of Colombia.

Cunningham, P. (1993). Let's get real: A critical look at the practice of adult education. *Journal of Adult Education*, 22(1), 3-15.

Foucault, M. (1991). Discipline and punishment: The birth of a prison. London: Penguin.

Freire, P. (1970). *Pedagogy of the oppressed*. London: Penguin.

Freire, P. (1985). *The politics of education. Culture, power and liberation*. USA: Bergin & Garvey Publishers.

Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world*. UK: Routledge.

Gainey, B. S. (2009). Crisis management's new role in educational settings. *The Clearing House*. 82(6):267-274.

Gay, L. R. (1996). *Educational Research*. 5th ed. New Jersey: Merrill.s.

Giroux, H.A. (1985). In Freire, P., The politics of education. *Culture, power and liberation*. Introduction. USA: Bergin & Garvey Publishers.

Giroux, H.A. (2010). *Lessons from Paulo Freire*. Chronicle of Higher Education. [Blog]. Retrieved from http://www.henryagiroux.com/online_articles.html

Gokool-Ramdoo, S, Rumjaun, A., &Bholah, R. (2012, February 12-17). *Systemic approach to environmental literacy - Towards a sustainable Africa*. Triennale Sub-theme 1: common core skills for lifelong learning and sustainable development in Africa. [Report].

Intxausti, N., Joaristi, L., &Lizasoian, L. (2016). Educational leadership as best practice in highly effective schools in the Autonomous Region of the Basque Country (Spain). *Educational Management Administration and Leadership, 44*(3), 397-419. https://doi.org/10.1177/1741143214558570

MacNeil, W.& Topping, K. (2007). Crisis management in schools: Evidence-based prevention. *Journal of Education & Enquiry* 7(1): 64-94.

Sarabhai, V.K. (2014). ESD and Sustainable Development Goals. *Journal of Education for Sustainable Development*, 8(1): 1-2. doi: 10.1177/0973408214538584

Schied, F. (1995). *How did humans become resources anyway? HRD and the politics of learning in the workplace*. Proceedings of the 36th Annual Adult Education Research Conference (pp. 287-292). Edmonton: University of Alberta.

Subitha, G.V. (2016). Effective school leadership program: a study of practitioners' perceptions in Indian context. *MOJEM: Malaysian Online Journal of Educational Management*,4(1): 44-63.doi: https://doi.org/10.22452/mojem.vol4no1.4.

UN. (2012). United Nations. *The future we want*. [Outcome document]. Retrieved fromhttps://sustainabledevelopment.un.org/content/documents/733FutureWe Want.pdf

UNESCO. (2013a). *Africa Regional Consultation to support planning for an ESD program Me framework to follow on the UN Decade of ESD in 2014*. Abidjan, Ivory Coast. [Outcome document] United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2013b).*Proposal for a Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade for Sustainable Development (DESD) after 2014*. Executive Board 192nd session. [Action plan]. United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2013c) *Proposal for a Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade for Sustainable Development (DESD) after 2014*. General Conference. [Agenda item]. United Nations Educational, Scientific and Cultural Organization

UNESCO. (2014). *Shaping the future we want. UN Decade of Education for Sustainable Development (2005-2014)*. United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2014a). *Aichi Nagoya Declaration on Education for Sustainable Development*. [Declaration]. United Nations Educational, Scientific and Cultural Organization

UNESCO. (2014b). *UNESCO Roadmap for implementing the global action program on Education for Sustainable Development*. [Report]. United Nations Educational, Scientific and Cultural Organization,

UNESCO. (2014d) United Nations Educational, Scientific and Cultural Organization. UNESCO World Conference on ESD Reports on Workshops in Cluster IV: Setting the agenda for ESD beyond.

UNESCO. (2014e). *UNESCO World Conference on ESD: Reports on Workshops in Cluster II: Reorienting education to build a better future for all*. [Report]. United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2016). *Global education monitoring report. Education for people and planet: Creating sustainable futures for all*. [Report]. United Nations Educational, Scientific and Cultural Organization