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Scrutinize the Strategies of Elementary School Heads to Overcome the Effects of Crises:

A Qualitative Study

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Abstract



The current qualitative research discussed the approaches adopted by elementary school heads to overcome the impacts of the COVID-19 crisis. The major research question was what were the strategies of elementary school heads to overcome the effects of COVID-19?. Through semi-structured interviews with the heads of public elementary schools, five public elementary school heads were the sample size of this study. The study findings were illustrated such key approaches as digital adaptation, collaborative leadership, community engagement, teacher support, and management of emotional well-being during the COVID-19 pandemic. The results indicated that active communication, adaptable teaching planning, and effective collaborations were important in ensuring continuity of learning amid COVID-19-related disruptions. The paper also indicates that the strategies used by school leaders were closely linked to their capacity to keep a good relationship and create trust among school population and community in the context of the COVID-19 crisis. It was concluded that the approaches used by the heads of elementary schools were the guiding principles for managing COVID-19-related educational challenges, and these approaches contribute to the idea of compassionate and tactful leadership as the key to providing the continuity of the education processes during the difficult moments.

Keywords: Crises, Approaches Community Engagement, Teacher Support etc.

Introduction

Natural, social and health-related crises impact greatly in the education sector. The outbreak of COVID-19 that started in the end of 2019 resulted in the shutdown of schools all over the world, impacting more than 1.5 billion learners and interrupting the process of teaching and learning like never before (UNESCO, 2021). Schools that were most susceptible to these disruptions were the elementary schools that are home to young children in their basic years of education. School shutdowns had not only disrupted the academic development but also had effects on the psychosocial well-being of students and teachers and parents. These issues were further exacerbated in developing countries like Pakistan where access to online infrastructure was limited, educators lacked training, and social-economic disparities were seen as the barriers to equal participation in online learning (Rehman and Ahmad, 2021). The leadership in schools especially at the elementary level came into prominence in dealing with such crises. The school heads were required to cope with multifaceted situations such as sustaining the continuity of instruction, health and safety, emotional support, as well as organizing with parents and communities. Leadership is needed during a crisis, which demands adaptive decisions, communication, and dealing with uncertainty (Smith and Riley, 2012). Leaders should have the ability to balance the short-term requirements of operations with the long-term objectives of education and deal with the emotional and psychological consequences of the crisis on the stakeholders. Despite the extensive discussion on the general impacts of COVID-19 on education, existing literature provides limited insight into how elementary school heads specifically navigated these challenges at the school level. Although the role of school leadership in a crisis situation cannot be overestimated, there is little empirical data on the particular practices that elementary school heads use throughout the COVID-19 pandemic, especially in less developed nations. Majority of crisis

leadership research has occurred in secondary and higher education, or at the policy level in terms of how administrations responded (Boin, Kuipers, and Overdijk, 2017). As a result, there remains a clear research gap concerning context-specific leadership strategies adopted by elementary school heads in low-resource settings during the COVID-19 crisis. The gap in the comprehension of the capacity of the school heads working in low-resource conditions to overcome crises, assist teachers, communicate with communities and modify instructional practices to ensure the continuity of learning is significant.

Statement of the Problem

The COVID-19 pandemic, earthquakes, and floods are some of the educational crises that have hard hit the operations of elementary schools, particularly in developing settings like Pakistan that have less preparedness in terms of digital infrastructure compared to other advanced nations. Even though the heads of schools played key roles in providing continuity of learning, emotional stability, and community coordination, very little empirical evidence has been provided on the exact mechanism school heads employed in resource constrained contexts. The current literature on crisis leadership is mostly related to secondary or higher education or system-level responses (Boin et al., 2017; Smith and Riley, 2012; Saima et al., 2025). Thus, a knowledge gap exists in the area of how the elementary school heads managed to overcome the difficulties related to remote learning, teacher support, community communication, and health concerns in emergencies. This paper thus aims to exploring the strategies that elementary school heads in Pakistan used in alleviating the impact of a crisis and the maintenance of teaching-learning processes.

Significance of the Study

This research is relevant because of a number of reasons. First, it adds to the existing corpus of research on crisis leadership by offering context-related evidence on elementary schools in a developing nation, where the issues of digital inequality, limited resources, and teacher training are more acute (Rehman and Ahmad, 2021). The knowledge of how school heads dealt with these obstacles increases discussion on crisis leadership in education worldwide. Second, the results can be useful to the policymakers and education administrators. The study provides viable recommendations that can be implemented in making schools more resilient to future crisis development through the identification of viable strategies, including digital adaptation, teacher assistance, and community involvement (König et al., 2020; Harris and Jones, 2020). These lessons can be applied in the professional development, emergency response policy, and school leadership training. Lastly, this study is of value to teachers, parents, and communities as it demonstrates the significance of collaborative leadership, emotional support, and communication in a crisis. It offers a blueprint of enhancing resiliency and continuity of learning in primary schools particularly where disruptions by crises are common in the learning process.

Conceptual Framework

The conceptual framework of the proposed research is that the effective leadership of elementary school heads in case of crisis depends on the four interrelated elements found in the literature:

Digital Adaptation: The capability of the school heads to use and encourage ICT-based learning with the help of online services, low-tech devices or print-based resources (Bozkurt and Sharma, 2020; König et al., 2020).

Teacher Support and Capacity Building: The teachers should give technical advice and emotional comfort as well as professional growth to aid them to adjust to new teaching modalities (Harris and Jones, 2020).

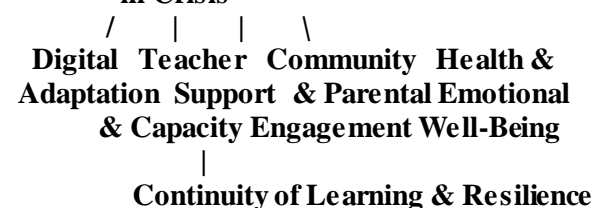
Community and Parental Engagement: Cooperation with parents, local government, and other stakeholders of the community to mobilize resources and continuity of teach (Aziz et al., 2022).

Health, Safety, and Emotional Well-Being Management: The incorporation of protective measures, the promotion of psychosocial needs, and the provision of a safe physical and emotional environment to the students and staff (WHO, 2020; Smith and Riley, 2012).

These elements interrelate to determine the level of effectiveness of elementary school heads in mitigating the adverse effects of crises. The framework presupposes that effective leadership will result in the continuity of learning and increased school resilience.

Diagram 1.1

**Effective Leadership of Elementary School Heads
in Crisis**



Theoretical Framework

Two major theories are the basis of this study:

Crisis Leadership Theory

Crisis leadership theory underlines that a leader should be able to foresee the issues, timely make decisions, communicate efficiently, and adjust to the dynamics (Boin et al., 2017). This theory is also relevant in the school setting where emotional intelligence, problem-solving ability, and trust among stakeholders are important (Smith and Riley, 2012). School principals use the tenets of crisis leadership during remote learning organization, school management, and psychosocial support in case of an emergency.

Adaptive Leadership Theory

According to the Adaptive Leadership Theory developed by Heifetz, leaders should be able to get people to mobilize and solve complex problems and these complex problems that demand learning, innovations, and behavior change (Heifetz et al., 2009). In times of crisis, school heads need to assist teachers with new teaching approaches, family members with assisting students, and routines restructuring to provide an educational continuum. This theoretical prism can be used to understand why flexibility, collaboration, and community involvement are the key to school survival during crisis. Collectively, these theories offer an analytical background on the strategies that the elementary school heads employ to overcome crises impact. They assist in placing the school leadership behavior in larger contexts of adaptation, decision-making and solving problems in the face of uncertainty.

Literature Review

Crisis leadership in education is described as the capacity of school leaders to lead their institutions through disruption, uncertainty and hardship. As Boin, Kuipers, and Overdijk (2017) stated that good leaders implies anticipation, fast decision-making, effective communication, and adaptive problem solving techniques during crises. Leaders must not only take care of the operational issues but also care about the emotional health of teachers, students, and parents. According to Smith and Riley (2012), it is important to state that a leader in a crisis should not only be technically competent but also display emotional intelligence in order to preserve the level of trust and unity in a school. While these studies provide a comprehensive conceptual understanding of crisis leadership, they largely remain normative and do not sufficiently examine how these leadership attributes are enacted in real school settings during prolonged crises such as pandemics. The leadership role is especially significant in the elementary education. Learners at the young age need managed instruction, frequent feedback, and routines, which may be broken in case of a crisis. School heads are the key coordinating players who influence the instructional practices, allocation of resources, and assist teachers in handling the classroom issues (Leithwood, Harris, and Hopkins, 2020). However, much of the existing research focuses on leadership effectiveness in stable contexts, offering limited empirical evidence on how elementary school leaders adapt these roles under crisis-induced constraints.

Covid-19 Pandemic and the Elementary Education

The COVID-19 pandemic caused an educational crisis throughout the world, which led to school shutdown and a dramatic change of learning to distance education and online learning. As UNESCO (2021) estimated that over 90 percent of the student population of the world was impacted at the height of school closures. This sudden shift revealed a high level of inequality in terms of accessing digital technology and readiness of schools and teachers to provide remote education. Dhawan (2020) notes that online learning in cases of emergencies should be fast adapted, however, a significant number of teachers do not have the competence and resources to make a transition. Although these studies successfully document the scale of disruption and systemic challenges, they tend to emphasize outcomes rather than critically examining leadership decision-making processes at the school level.

Students in elementary schools were challenged differently when schools were closed. They greatly rely on immediate experience with teachers, peers, and classroom settings in their cognitive growth and learning abilities. Poor access to learning materials, parental support, and lack of classroom routine had a negative effect on both academic and social-emotional developments (Viner et al., 2020). This body of literature highlights the severity of the problem but offers limited analysis of how school heads mitigated these effects through context-specific leadership practices. This scenario highlighted the importance of school heads in coming up with strategies that ensure continuity in learning and protect the well-being of the students.

Approaches of School Leaders Use in managing Crises

One of the key areas has been the embracing of digital technologies to support distance learning. König, Jäger-Biela, and Glutsch (2020) emphasize that the proactive leadership of schools allowed the implementation of online platforms, video lessons, and digital tasks in the shortest possible time, which reduced the amount of lost learning. Nevertheless, the process of digital transition itself in low-resource settings is not sufficient. Bozkurt and Sharma (2020) discussed that the necessity of flexibility, such as the removal of high-tech solutions (WhatsApp, SMS, and printed learning materials) to make the process inclusive. These contrasting findings suggest that technology-driven leadership strategies are highly context-dependent, yet most studies do not critically assess their feasibility in developing countries. Teacher support is another important point of crisis leadership. As (Harris and Jones 2020; Gul, Minaz and Idris 2025) declared that effective response to a crisis depends on the well-being, confidence, and competence of teachers. Technical training, peer mentoring, and emotional support by leaders facilitate teachers to adjust to new teaching modalities, as well as maintain student engagement. However, empirical studies rarely explore how school heads balance teacher support with administrative pressures during extended crises. In a similar manner, effective communication lines and coordination with parents and the community at large are very necessary. According to Aziz, Khan, and Raza (2022) another important aspect of effective leadership in times of crisis is the aspect of health and safety management. The World Health Organization (2020) emphasizes the role of hygiene, social distancing, and measures of infection prevention in schools. School heads have to apply such protocols and implement discipline among students, teachers and school personnel. While these studies outline essential leadership functions, they lack critical reflection on the challenges school leaders face in enforcing such measures in resource-constrained environments.

Research Gap

Combined, the literature shows that the digital adaptation, teacher support, community engagement, and operational management are the combination of which effective crisis leadership in elementary education is expressed. Despite this growing body of research, existing studies remain largely descriptive and fail to provide in-depth qualitative insights into the lived experiences of elementary school heads during the COVID-19 crisis. Although the strategies have been previously investigated on the international level, there is very little empirical data about the specific strategies of elementary school leaders in Pakistan, especially in the context of the COVID-19 pandemic. The given study aims to bridge this gap by analyzing the personal experiences and the strategies of school heads, by shedding some light on the practical and context-specific actions they took to address the impact of crisis situations.

Methodology

The design of the research was a qualitative one; the approach was chosen based on the need to explore the lived experiences and the strategies used by elementary school heads during the COVID-19 pandemic. The given design was suitable since the research was to investigate a new and sensitive phenomenon and the nuances of the leadership behaviours, which cannot be measured by numbers, were needed to be understood (Creswell & Poth, 2018).

Settings of the Study

Five male public elementary school heads were chosen for the study. who were chosen purposely on the basis of their active leadership in the crisis. Purposive sampling was used to ensure that only elementary school heads of district Katlang, Mardan who were the direct responsibility in dealing with issues related to the pandemic were incorporated to enable the researcher to get rich and relevant information.

Table 1
Demographic Characteristics of Participants

Characteristic	Category	Number of Participants (n)
Gender	Male	5
Professional Experience	5–10 years	2
	11–15 years	2
	Above 15 years	1
School Type	Public Elementary School	5
Mode of Interview	Face-to-face	5

Table 1 presents the demographic characteristics of the participants to provide contextual background for the qualitative findings, with all interviews conducted through face-to-face interaction to ensure depth and richness of data.

Data Collection Tool

Semi-structured interviews were carried out via face-to-face and phone interviews and took about 30 to 45 minutes. The stages of preparing the interview guide were a number of steps (Gul, Minaz & Idris, 2025). To begin with the researcher reviewed a big number of pertinent literatures concerning crisis leadership, school management in times of pandemic, and distance learning.

Trustworthiness of the Study

According to this review, a preliminary set of questions was developed to investigate challenges during the pandemic, the methods of maintaining learning, leadership behavior to support teachers and students, and community and stakeholder involvement. Two experts in the field of education leadership were then involved in the review of these draft questions to determine their clarity, relevance and fit in the research objectives. Their comments resulted in the improvement of the wording, the order, and the concentration of some items in the tool to facilitate that the indicator can measure the intended constructs. In qualitative research, the rigor of the study was ensured through trustworthiness criteria rather than traditional concepts of validity and reliability. Expert review techniques were used to make sure that the interview guide was credible. The content was assessed by the experts with regard to suitability and completeness, thus strengthening credibility and dependability of the instrument. The reliability was also improved by conducting a pilot interview with one of the school heads who was not included in the sample. This pilot interview contributed to the dependability of the study by examining the consistency and clarity of participants’ responses. The pilot interview enabled the researcher to see whether the questions brought about similar and significant responses. Some minor modifications were done to facilitate flows in the interview and eliminate ambiguity to ensure the tool generated credible, dependable, and trustworthy qualitative data.

Data Analysis

The data was analyzed using thematic analysis, which is a six-step framework developed by Braun and Clarke (2006). The responses were read severally after transcription in order to attain familiarity. The first codes were produced by hand that would be further clustered into categories according to pattern and similarities. These categories were created into broader themes that were based on the experiences, challenges, and leadership strategies reported by the participants. The thematic coding and theme developing process served to ensure that the findings were valid and reflected the voices and lived experiences of the school heads.

Findings

This study was aimed at discussing the approaches elementary school heads use to overcome the consequences of the crisis during the COVID-19 pandemic. Analysis of interviewee responses using thematic analysis showed that there are five broad themes that describe the various leadership activities played by school heads in ensuring continuity in the school functioning and learning. The themes underscore the way school heads managed the digital learning, communication, teacher support, health safety and collaboration with communities.

The digital and flexible learning strategies

One of the most prominent themes which have emerged due to the data was the efforts of school heads to introduce digital and flexible learning during the pandemic.

“The issue of a sudden transition between classroom teaching and the distance one is one of the greatest challenges in my career, and we had to study everything quite fast”. **Respondent 2**

“Further explained that the only tool that most parents could utilize was WhatsApp, thus we chose to use it rather than the complex websites”. **Respondent 1**

This pace of switching between classroom learning and distance learning has been dubbed by most school principals as a historic challenge which should at least be adapted to as early as possible. Given that the access to technology was not distributed equally among households, they were forced to use simple and familiar low-cost digital tools. Among these WhatsApp was the most popular channel as it was accessible to teachers, parents, and students. The teachers have created brief video tutorials, shared voice messages, shared photographs of handwritten notes and had simple instructions via WhatsApp groups. Other teachers attempted using such platforms as Zoom or Google Classroom, yet they were not widespread because of the low internet connection and financial constraints of the families. In places where students could not access digital resources, school heads would organize printed learning resources in learning packs. Parents were encouraged to pick these packets up in the school and this was a packet that consisted of worksheets, reading passages and mini tasks that the students can undertake individually.

Summary Briefing of Communication Channels

The second important theme that was realized in the course of the findings was the empowerment of communication systems.

“Stated that, teachers were frightened and disoriented and regular communication was the only means of ensuring that everyone remained calm and informed”. **Respondent 3**

“Also elaborated that parents were demanding clear instructions and as such, we informed them on a daily basis via SMS or WhatsApp”. **Respondent 4**

According to school heads, the pandemic left teachers, students, and parents fearful, confused and uncertain. They responded to this by attempting to work out simple and consistent lines of communication that would operate during school closures. The elementary school held regular virtual meetings with the staff members to discuss new Standard Operating Procedures (SOPs), explain the roles and responsibilities of the teachers, take advantage of the government decisions, and listen to the teachers. They educated parents on the way to support learning of children at home and also on the reporting of the seeming issues with technology, homework, or medical issues. The pandemic made numerous school heads discuss parents as an important contributor to the learning process. The tactics were significant because critical information reached digitally connected and non-connected houses.

Training and Support and Well-Being of Teachers

The third theme was on the assistance provided to teachers in the area of both digital skills and emotional well-being.

“Pointed out in the case that many teachers did not know how to make a simple video lesson at the very beginning, and it is necessary to train them step by step.” **Respondent 5**

“Also added that the teachers used to be emotionally drained and I used to tell them that there was nothing wrong with making mistakes in online teaching at all”. **Respondent 1**

Numerous educators were unaware of how to employ online instruction tools and had problems in capturing lessons or managing remote classes initially during the pandemic. School heads saw this as one of the greatest hindrances to continuity of learning. In order to address this issue, they held informal training during which more experienced teachers trained their peers in the use of WhatsApp, Zoom, or even the simplest video-record opportunities. They were taught by other school principals on how to make short digital lectures or upload personally. These efforts resulted in the confidence and quality improvement of distant learning along with the teachers. School heads also heard emotional and psychological concerns of teachers as well as providing technical assistance. A part of the respondents indicated that teachers experienced anxiety due to the fact they were exposed to the risk of being infected in addition to having more work to do and they were under pressure to juggle between work and home.

Infrastructure, Health and Safety Management

A fourth theme that was related to health and safety within the school premises they responded that *“Commented that there were even insufficient sanitizers at the start and thus they sought the community assistance”* **Respondent 2**

“Also provided that classrooms could be only kept safe by rotational approach, which would help in avoiding overcrowding” **Respondent 4**

Findings from school leaders they were compelled to enact stringent SOPs to minimize the spread of COVID-19. These included school entrance temperature checks, wearing masks, hands washing routines and frequent sterilization of the classroom. To meet such requirements, school heads were forced to arrange community assistance, donations and request district education authorities to assist. In some schools, sanitizers used to be locally produced in order to save money. The other role was the management of the class density, which was important. School heads continued monitoring the compliance with SOPs frequently and educating the teachers and students about hygiene. These activities helped to relieve fear in parents and make schools a safer place at a very turbulent period.

Community and Stakeholder Collaboration

The community and other stakeholders partnership is highly established on the grounds of value and understanding (Hassmiller, 2005).

“Added that because of being assisted by the community, the hygiene supplies as well as attendance control would have been impossible” Respondent 3

“Also added that the parents were more cooperative than ever since they comprehended that learning required teamwork” Respondent 5

The final theme was the high necessity of cooperation between the communities and stakeholders during the crisis. School heads said that the cooperation with parents, school councils, local elders and district officials never became of such importance. It was recommended by the respondents that parents should follow the assignments of students, participate in the learning processes at home with the students and maintain frequent contacts with teachers. Moreover, the school heads turned frequently to the district education departments to seek advice on policy modification and opportunities of training online, and health guidelines. The collective collaboration approach encouraged the fact that the school could act during the middle of the pandemic and demonstrated that the collective effort was the key to the overcoming of the problems related to the crisis.

Discussion

This qualitative research was aimed at investigating the ways elementary school heads used strategies to overcome the impacts of crises of the COVID-19 pandemic. The research results provide information on how the leaders worked their way through complicated issues and managed to maintain the continuity of education, security of students and employees, and collaboration amid the stakeholders. The following discussion explains these findings based on the current literature and emphasizes the contributions made by the same to the overall understanding of crisis leadership in educational institutions.

The initial significant result was that school heads strongly depended on digital and flexible learning approaches as a tool to continue instructional processes when schools were closed over the long period. The flexibility and responsiveness of the school leadership were proven through the use of uncomplicated digital applications like Whatsapp as well as the development of the printed learning resources that students could use in case of a lack of internet. This is in line with the research by Schleicher (2020) who claimed that the success of crisis-time learning was heavily reliant on the ingenuity of the local school leaders and how they were capable of localizing solutions to their communities. The present paper confirms the fact that even in situations characterized by technological differences, hybrid approaches, which involve the utilization of digital platforms alongside home-based learning packs, have become very necessary in reducing the learning loss. The adaptability of school heads when it comes to the flexibility of deadlines and making tasks easier is also familiar to Bozkurt and Sharma (2020), as the researchers recognize the necessity of compassionate and flexible pedagogies in cases of crisis.

The second significant theme was on the significance of enhancing communication lines among school heads, teachers, parents and students. The results indicate that frequent virtual meetings, frequent communication to parents, and the application of other communication tools including SMS and notice boards were central to the preservation of trust and coordination. These findings are aligned with what the study of Harris and Jones (2020) found, indicating that the use of clear and consistent communication is among the most important leadership behaviours in time of crisis. At times of uncertainty, communication is no longer a matter of information; it is a means of emotional support, group coherence, and joint sense-making. The current research supports this notion

by demonstrating that the planned communication strategies of school heads decreased fear, enhanced teacher motivation, and maintained the communication with parents and their involvement.

The third theme was relayed to teacher training and emotional support points at the dual role of school leaders when dealing with the technical and psychological aspects of teaching in crisis. The sudden transition to online education necessitated educators to acquire new skills, and administrators reacted to it by organizing informal staff training and peer-learning. This observation is justified by Hodges et al. (2020) who stated that the effectiveness of emergency remote teaching greatly relies on the competence of leaders to ensure that teachers have learned digital skills. Also, the emotional support available to teachers is indicative of what Leithwood et al. (2020) define as the care-centered leadership, during which leaders will address the emotional needs of their employees.

The fourth theme of the study is the need to focus on infrastructure, health, and safety management. School heads labored round the clock to institute SOPs, obtain hygienic material and re-structure school areas to enable social distancing. These results are aligned with the international study findings, which indicate that school leaders were instrumental in the implementation of health guidelines in the pandemic period (Viner et al., 2020). The struggles encountered by the resource imbalance also show the general inequalities that are apparent in most of the developing education systems. School heads appealed to community support, redistribution of school funds, and advice of district officials, which is exemplary of resourcefulness that is reflected in the argument of Drysdale and Gurr (2021), who argue that crisis leadership is often characterized by the need to find innovative solutions in limited circumstances.

The fifth theme connected to the collaboration with the community and stakeholders also extends the opinion that the response to a crisis in the educational field is organically collective. The input of parents, school councils, community elders, and district-level officials was very important to facilitate the smooth running of academics and operations. This is in line with the results of Azorin (2020) collaboration networks are among the most potent predictors of resilience to crisis in schools. According to the current study, community partnerships were observed to be not only material, including donations and volunteer services, but also to have enhanced the social fabric, which is required to sustain schooling in uncertain times. The practices of school heads in this research indicate the concept of adaptive leadership by Smith and Riley (2012) where leaders change their practice depending on the changing situations. The results also lead to the interpretation of the crisis leadership in low-resource settings when technology and finances constraints demand highly localized and context-specific solutions.

Conclusions

The results of this qualitative research indicate that the role of the elementary school heads was key and transformative in maintaining educative continuity in the pandemic crisis. Limited resources, the existence of technological gaps, and the change of governmental policies were the factors that influenced their strategies, and still, they showed a great level of resilience and flexibility. School heads used communication strategies, emotional support system, and mobilization resource to meet the short term academic and psychological needs of students, teachers, and parents. Their leadership experiences demonstrate that the management of crises within the educational environment cannot be resolved solely with the help of structural solutions (planning and coordination), but humanistic ones based on the principles of empathy, understanding, and adaptability. The focus on cooperative problem-solving did not only assist in solving the academic problems but it also facilitated the social structure of the school community. These practices imply that school leadership should not only fulfill the role of administration, but also assume a more transformational leadership approach, which will enable people to become resilient. In general, this study highlights the fact that crisis leadership within the elementary schools should be balanced in terms of emotional intelligence, strategic planning, and contextual awareness. The experiences of school heads working with the pandemic show that even the most resource-constrained environment could continue work with creativity, collaboration, and adaptive leadership. Based on these findings, the study recommends that education departments should introduce structured crisis leadership training programs specifically for elementary school heads, focusing on emotional intelligence, crisis communication, and adaptive decision-making. The observations derived in this research are added to the previously known information about crisis management in education and introduce the necessity of policy interventions that could help school leaders by training them, providing them with digital preparedness, and psychological support

systems. In addition, it is recommended that schools develop formal crisis-response frameworks, establish continuous digital capacity-building initiatives for teachers, and strengthen school–community partnerships to ensure preparedness for future emergencies.

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