Confronting A Crisis: How Leadership Reacted During COVID-19 Pandemic -A Case Study of Two Private Schools of Karachi, Pakistan, Dealing with The Challenges of Online Teaching and Learning

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Abstract

The purpose of this study was to discover how school heads of two low budget schools reacted during the COVID-19 crisis and how their thinking, practices, and approaches helped them in dealing with the challenges of sudden digital transition in teaching and learning. For this case study, two principals were purposefully chosen representing two private schools, having a low fee structure, and catering to similar kind of clientele. Moreover, the data was collected through interviews, observations, and documents' review. The findings showed that the preparedness of the schools and leadership is very crucial in dealing with a crisis. During the COVID -19 crisis, technological preparedness and competence were essential. Additionally, leaders' ability to respond and communicate well on time, intuition and foresightedness, experience and training, good governance, and above all, resilience and trust were some of the major qualities highlighted in the research findings for them to emerge as successful leaders during a crisis. The COVID-19 crisis urged the principals to prioritize their safety and well-being along with taking care of the well-being of other stakeholders of the school community. Also, the need for equity in teaching and assessment was also echoed by the two principals

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Introduction

In February 2020, Pakistan reported its first two cases of COVID-19, one in Karachi and the other in Islamabad. Both individuals had recently returned from Iran, a country that shares a border with Pakistan and was severely affected by the virus. Following these initial cases, many more were confirmed in Pakistan, particularly among those with travel histories to Syria, the UK, and Saudi Arabia. Local transmission began with a 20-year-old who had no recent travel history (Noreen et al., 2020). The virus spread rapidly, prompting the Sindh Government to impose a complete lockdown to curb further transmission. By early March 2020, all offices, public gatherings, schools, colleges, and universities were closed (Samar, 2020).

The lockdown, while essential for public health, had significant implications for education in Pakistan and globally. Schools and colleges were abruptly shut down, affecting students' academic progression, especially those at the terminal matric and higher secondary levels. The sudden transition to online learning posed severe challenges, particularly for teachers unaccustomed to using digital tools for instruction. Students, too, had to adapt quickly to this new mode of learning, driven by the necessity of social distancing.

The situation was particularly challenging for educational leadership, which is inherently social and multifaceted (Bush et al., 2010; White et al., 2016). Leadership in times of crisis is often said to be at its purest form during moments of disruption (Quinn, as cited in Jarvis & Mishra, 2020, p.2). The COVID-19 crisis provided a unique opportunity to analyze this claim, particularly within the context of Pakistani schools. This research focuses on the challenges faced by school heads in Pakistan during the pandemic, as they navigated the transition from traditional to online learning, and later, to a blended mode of education. The study also investigates how these leaders managed the shift to a "new normal."

Background of the Study

As a result of the novel coronavirus, by April 2020, the United Nations (2020) reported that 192 countries had closed their educational institutions, affecting nearly 1.6 billion students worldwide. Pakistan was among the first countries to implement widespread school closures, raising significant concerns among educational stakeholders due to the lack of preparedness. The government's announcement of school closures appeared to be a panic decision, made without a clear plan of action.

No one was prepared for such a massive disruption. The federal and provincial governments initially lacked consensus, creating uncertainty across the country. Although Prime Minister

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Imran Khan was initially reluctant to impose a nationwide lockdown due to economic concerns, he eventually implemented a smart lockdown (International Crisis Group, 2020). Amidst this chaos, distance learning emerged as the primary option for continuing education, although some schools resorted to sending written assignments home as a substitute for in-person learning.

The government introduced some policies, including Standard Operating Procedures (SOPs) and fee reductions for parents affected by job losses. However, there was no clear policy guidance on the modalities of teaching and learning. Educational institutions were thus compelled to shift from face-to-face learning to digital platforms, a move that presented significant challenges, especially for public and low-cost private schools.

The digital divide in Pakistan became starkly evident during this period, exacerbating existing disparities in education (Rais, 2020). Elite private schools were better equipped to transition to online learning, while many public and low-cost private schools struggled due to limited resources and a lack of digital literacy among staff and students. Challenges such as poor connectivity, inadequate ICT infrastructure, and a lack of familiarity with digital tools hindered the implementation of online education.

Problem Statement

In early 2020, the COVID-19 pandemic caused a global crisis that severely disrupted daily life, including the education sector. The pandemic redefined teaching and learning, shifting them to online platforms and creating new challenges for school leaders, who were forced to navigate this period of uncertainty and confusion. Effective leadership during times of crisis is critical, requiring a proactive, transparent, and comprehensive approach (Kerrissey & Edmonson, 2020).

In Pakistan, the situation was further complicated by existing challenges such as poverty, corruption, and a lack of government support for education. The pandemic exposed the weaknesses in Pakistan's educational system, particularly in terms of digital infrastructure and preparedness for online learning. Most schools lacked the necessary resources to implement effective online education, and the abrupt shift to digital platforms revealed significant gaps in leadership and planning.

This research explores how the leadership of two private schools in Karachi responded to the challenges posed by the COVID-19 pandemic. It examines the financial, technical, and management challenges they faced in transitioning to online learning, as well as the key initiatives they took to ensure continuity in education. The study also compares the

approaches of two different types of schools—one faith-based and one part of a well-known school chain—to understand how different leadership styles influenced their responses to the crisis.

Research Question

How did the leadership of two schools in Karachi respond during the COVID-19 crisis?

Subsidiary Questions

- What financial, technical, and management challenges did the school heads face in implementing e-learning practices during COVID-19?
- What key initiatives did the schools' leadership take to ensure effective e-learning during the pandemic?
- What emergent leadership practices were observed during the crisis?

Purpose of the Study

The COVID-19 pandemic abruptly disrupted educational activities worldwide, forcing institutions to shift from traditional classrooms to virtual learning environments. This study aims to investigate the challenges faced by school leaders in Pakistan during the pandemic and how they converted these difficulties into opportunities. It seeks to provide insights into effective leadership practices during times of crisis, contributing to the broader understanding of crisis leadership in the educational context.

In Pakistan, the digital divide and lack of infrastructure exacerbated the challenges faced by educational institutions, particularly in economically disadvantaged areas. This research explores how school leaders navigated these challenges and what lessons can be learned from their experiences. The study aims to contribute to the knowledge base on crisis leadership in education, offering practical insights for educational stakeholders in similar contexts.

Significance of the Study

The COVID-19 pandemic forced educational institutions to make radical changes and think creatively about how to continue providing education. This study aims to shed light on how school leaders in Pakistan responded to the crisis, identifying effective strategies that can be applied in similar contexts. The findings of this research will be valuable for educational stakeholders in Pakistan and other regions facing similar challenges, providing lessons on how to navigate future crises in the education sector.

Rationale of the Study

Pakistan has faced numerous emergency situations, but research on crisis leadership, particularly in education, is scarce. The COVID-19 pandemic created an unprecedented crisis that highlighted the need for effective leadership in navigating such challenges. This study aims to fill the gap in the literature by examining the experiences of school leaders in Pakistan during the pandemic, contributing to a better understanding of crisis leadership in the educational context. Given the dearth of research on school leadership during crises in Pakistan, this study seeks to bridge this gap by documenting the experiences and practices of school leaders in Karachi during COVID-19

Literature Review

Challenges of School Leadership During the Pandemic

This literature review examines the challenges of school leadership during the COVID-19 pandemic, focusing on the effective implementation of online classes. It explores how school leaders, particularly in Pakistan, have navigated these challenges despite facing additional pressures. The review also highlights effective leadership approaches during the crisis and discusses strategies for turning crises into opportunities.

A Seismic Shift to Remote Learning

In early 2020, the COVID-19 pandemic caused unprecedented disruption globally, severely impacting education. Schools were forced to transition rapidly from traditional classrooms to digital platforms, redefining teaching and learning as remote, screen-based activities. This sudden shift placed immense pressure on school leaders to guide their institutions through a period of uncertainty and chaos. Effective leadership in such times required a proactive, transparent, and comprehensive approach, as delay or withholding information could exacerbate the crisis (Kerrissey & Edmondson, 2020).

The adoption of e-learning posed significant challenges across both developed and developing countries. While developed countries had already made strides in integrating technology into education, developing countries like Pakistan faced greater difficulties due to the digital divide (Eltahir, 2019). Challenges included finding suitable hardware, software, and learning platforms, and overcoming barriers such as poor connectivity and a lack of resources.

Online Education and Digital Learning

Digital learning, encompassing modalities such as internet-based education, television programs, and video conferencing, can be synchronous or asynchronous. Synchronous learning involves real-time interaction between teachers and students, as seen in Zoom classes. Asynchronous learning, on the other hand, allows students to engage with course materials at their own pace, using platforms like Moodle (Thaheem et al., 2021).

Challenges in Implementing Online Learning

The literature identifies several challenges to the effective implementation of online learning, categorized into six main areas: individual, technological, content, cultural, family circumstances, and resource availability (Almaiah et al., 2020). In developing countries, challenges include low ICT awareness, poor connectivity, and limited resources (Aung & Khaing, 2015). In Pakistan, additional challenges include system limitations, low computer self-efficacy, and inadequate internet experience (Kanwal & Rehman, 2017).

Technological challenges include issues such as downloading errors, login difficulties, and problems with video and audio (Dhawan, 2020). In Pakistan, the digital shift has been particularly challenging due to limited resources, budget constraints, and a lack of qualified educators in technology (Rashid et al., 2018).

Management challenges include the lack of suitable learning spaces for students and teachers, insufficient infrastructure, and the absence of standardized guidelines from the government for digital learning (Mseleku, 2020; Azhari & Fajri, 2021). Financial constraints also play a significant role, as the cost of ICT resources and the burden on parents and teachers to provide necessary technology has increased (Garbe et al., 2020).

Cultural and Individual Issues

In Pakistan, educators face multiple challenges, including limited access to resources, power outages, and a lack of technical training. Cultural factors, such as resistance to change among senior educators and the additional burden on female teachers managing household responsibilities, further complicate the adoption of digital learning (Aziz & Hamzah, 2020). Additionally, the effectiveness of digital learning systems is influenced by the readiness and acceptance of users (Almaiah & Al-Khasawneh, 2020).

Leading Through Crisis

Crises are characterized by threat, uncertainty, and urgency (Boin, 2005). Effective crisis leadership requires open, two-way communication, prompt decision-making, and the ability

to maintain focus on educational goals despite the challenges (Ball, 2020; O'Reilly et al., 2015). Key leadership practices during a crisis include prioritizing communication, establishing shared values, involving stakeholders in planning, and promoting self-care within the school community (Urick et al., 2021).

A Framework for Crisis Leadership: The 3Ts

While there is no predetermined roadmap for crisis leadership, the '3Ts' framework—Triage, Transition, Transform—proposed by Lenhoff et al. (2019) provides a reflective process for school leaders. This framework helps leaders navigate different phases of a crisis by addressing immediate concerns (Triage), managing the transition to new practices (Transition), and using the experience to drive long-term transformation (Transform).

In conclusion, the pandemic has presented unprecedented challenges for school leadership, particularly in developing countries like Pakistan. However, it has also provided an opportunity for leaders to innovate and develop more resilient educational systems. By adopting reflective and adaptive leadership practices, school leaders can turn crises into opportunities for growth and improvement

Research Methodology

The Research Design

The research studied the challenges of the understudy schools and their leadership faced during the pandemic resulting from COVID 19 in shifting towards online teaching and learning and how the school heads dealt with those challenges. Additionally, the study also explored contextually effective and applicable leadership skills and approaches. Clearly, school leadership was not alone in shifting towards the online mode. Hence, the reality was not absolute; rather, it was constructed by those who were involved in the process with the schools' heads such as school administrations, teachers, students, and parents. With the intention of assessing how the schools and school leadership acted and reacted in these unprecedented times, this qualitative examination tried to understand the multiple realities created by all the stakeholders who were affected and involved (Mertens, 2015) in the process of shifting from face to face to the online modality. Therefore, in this study, my epistemological orientation rests on the premise that knowledge is socially fabricated, and hence, numerous truths exist.

For looking at the phenomena, how schools and their leadership dealt with the pandemic crisis, the case study method was used in which the case must be clearly defined (Gay, Mills,

& Airasian, 2015). I opted for a case study method by Merriam (cited in Yazan, 2015) due to various reasons. First, this study was designed to comprehend multiple realities of the stakeholders engaged in the process of online teaching and learning. Second, the case is the phenomenon of how leadership acted and reacted during crisis in two low-cost private schools in Karachi, Pakistan. According to Merriam, a case is the object or thing, an entity which has a boundary (Yazan,2015). My case boundaries were the school sites in this research. The research is consistent with the hallmarks of Merriam's case study version. First, it is Particularistic, as it is centering on the enactment of leadership during crisis into two schools. Second, it is Heuristic, as it attempted to unveil specific approaches and skills of leadership during crisis management for the school community. Lastly, it is Descriptive, since it has produced dense and abundant descriptions of the understudy phenomena (Yazan, 2015).

Research Site/Location

The study was conducted in Schools A and B. School A falls within the affiliation of one of the famous school chains in Karachi, whereas School B is an independent school run by a trust of a community with professional collaboration with the Aga Khan University - Institute for Educational Development (AKU-IED). Both schools have four branches.

School A is a girl's campus (the selected participants were from the girls' branch) from nursery to class ten, offering Matric system of education, whereas School B is a boys' campus (the selected participants were from the boys' and girls' branches) from class six to ten, offering the national syllabus of the Aga Khan University, Examination Board (AKUEB) system of education. As both schools have low fees and are in a similar neighborhood in Karachi; therefore, they provide education to similar clientele.

The Research Participants' Selection

A purposive sampling technique was used for the selection of participants. This means that I deliberately selected the sample to study, with the support of the principals, who participated in the enactment process of blended teaching and learning. The standard for selecting research participants was based on their appropriateness (having adequate information about the understudy phenomena) (Creswell, 2012, p. 206). The participant's willingness was also respected.

The Research Participants

The participants were split into two categories.

The Primary Participants

As the study highlighted how leadership acted and responded during the pandemic in shifting face to face classroom into online modes, therefore, the main participants were the principals in the two schools understudy.

The Secondary Participants

Teachers, parents, students, IT person and chairperson/owner were the secondary participants in my research. I included all the above-mentioned participants in the research because they were part of that transition phase in their respective schools. Hence, their perception helped me frame more authentic and reliable research results. Additionally, as a researcher, I wanted to attain the saturation point for my data (Bergdahl & Berterö, 2015).

Data Collection Tools and Process

The selection of tools to collect data depends upon the study method. The case method allows investigators to use various tools to gather data. Therefore, I employed interview guides to conduct semi structured and focus group interviews, along with observations of online classes and document review. As Creswell and Poth (2016) state, the above-mentioned techniques were helpful to provide comprehensive data from various sources and from diverse perspectives, which is the central interest of qualitative studies. Additionally, semi structured interviews are essentially important in collecting data in qualitative research because it allows the researcher to further probe into the problem (Griffee, 2005). Hence, I conducted semi structured interviews using the interview guide. One interview of owner of School A was done through zoom. Furthermore, in line with Richardson and Rabiee's (2001) work, focus group interviews helped me in acquiring a deeper understanding of the research problem in a short time. I conducted three focus group interviews. Observation technique involves field notes about setting, environment, and people to gather data (Conway, 2002). For online class observations, I adapted the University of South California (USA) Center for Excellence in Teaching Synchronous online teaching's observation check list (permission taken from Robert Sweeney, assistant director of STEM faculty Development). To reduce observers' impact, these observations were made three times, as repeated observations wear off the aspect of observers' effect (Frankel et al., 2015). Additionally, document review is an important source of gathering information for the researcher, as it shows the real picture of verbal information (Robinson,2011)**.** In school 'A', no documents were being maintained regarding shifting towards online teaching and learning. However, school 'B' has a proper system and faculty to maintain and secure all the documents. Hence, I reviewed the policy

document for participation in online classes, few circulars for parents and students regarding updating about corona virus, their roles and responsibilities towards their children and what initiatives were taken by the school in preventing the disease. Besides, school B provided a plan for crisis management which they adopted during the initial phase of the pandemic.

Data Organization and Analysis

Brause and Mayer (1991) refer to data collection and data analysis as the interdependent and overlapping process. Consequently, I analyzed the data simultaneously while collecting it, which enabled me to generate new questions for my interview guide. Additionally, I also got new ideas about questions which I considered irrelevant, initially. During interviews and data collection, I maintained a record of my explanations of events, my perspectives/understanding, settings/situations, and perspectives of my research participants. For analysis, the interviews were transcribed and coded in line with the emerging themes. Then, common themes were highlighted. Subsequently, data categorization was carried out, consistent with my research questions. Themes were developed, analyzed, and interpreted as per the process given in Edwards and Holland's (2013) work, that is, the data was first coded, similar codes were then merged and clubbed and themes emerged. Having a single case embedded two units of analysis, I presented the whole case along with continuous compare, which responded to my research questions.

Findings

Research was conducted in two private schools of Karachi to examine the challenges faced by the understudy schools and their leadership during pandemic in moving towards online teaching and learning and how the school heads dealt with those challenges. Additionally, the study also explored contextually effective and applicable leadership skills and approaches. First discusses the key findings that emerged from the research. Then, it attempts to draw some implications of the study for various stakeholders such as the tiers of management in the participating schools, the owner/board, principals, teachers, and students. Finally, the conclusion is with the lessons learnt and recommendations for the school heads and management of the two schools, for the schools with similar contexts and for future researchers as well.

The main objectives of this research were to understand how the two school leaders were successful in shifting face to face teaching and learning to online mode. What was their preparedness for crisis, best practices and approach, their challenges and how they were successful in this paradigm shift? In doing so the research study also found that philosophy of

governance, rigorous professional training of leaders and their commitment and resilience played a very important role. Additionally, the key learning of teachers, students and parents' attitudes were also extracted from the interview data.

The Key Study Findings

The key findings from the study are being presented underneath:

Preparedness Both in General and Specific Related to IT Skills

The study showed that schools were not ready for this huge crisis. One school was more ready in terms of having IT related skills and knowledge. Technological readiness and competence made the school relatively more successful in dealing with the Covid crisis. However, it was obvious that ICT related skills needed to be improved at all levels of schools, from administration, to teachers, to students and to parents.

Why Did the Schools Manage to Shift the Paradigm?

Along with all the challenges and difficulties, schools still managed to conduct online teaching and learning basically because the leadership focused on identification of immediate priorities, through rapid decision making, and by candid engagement with the team.

Besides clear and open communication, team building, and use of expertise also played a crucial role in achieving the desired objectives. Additionally, the schools focused on development of social capital, bringing in components of confidence-building, reciprocation, and resources. The social capital was utilized effectively within different campuses of the schools which enhanced inter-connectivity and interdependency among school branches.

The Leadership Commitment

Commitment and resilience played an important role for the school leaders to survive the crisis. Despite multifaceted challenges and difficulties, they remained committed to their sacred mission of continuation of education. Leadership was able to see possibilities and opportunities for their schools and community going forward. They were learning from the crisis and planting the seeds of adaptive growth in their school community.

The Governance Structure: Owner Versus Board

Another major finding of the study was the structure of governance. The school 'B', governing with the board proved to be more successful than the school 'A' run by the owners. There might be various reasons, such as the school run by the board has a vision of providing quality of education to the less affluent children of the community. This school is

completely based on a no profit no loss structure. The school is a model of a modern madrasa. While the other school is owned for a business purpose.

Secondly, school 'B' is a community-based school; and therefore, all the financial matters are taken care of by the board members, and the school has no scarcity in terms of financial resources. While school 'A' is run by two owners who have their financial constraints.

Additionally, the board school is a faith-based school. Therefore, most of its stakeholders relate to the faith-based morality and ethical responsibility towards their community. While the other school does not have this kind of commitment.

Importance of Training for Leaders

The data indicated the importance of training for the school leaders. Rigorous and professional training helps leaders to bridge the gap between theory and practice and conceptualize their roles for transforming schools as learning communities, whether in crisis mode or no crisis, as seen in the case of school B principal.

Key Learning About Teachers' Attitudes

It is noted that despite their concerns, age groups and challenges, teachers were determined to learn new technology. They were the key players to carry out efficacious and continuous online teachings. Initially, they were in trial-and-error mode. However, within a few months, they learnt many new digital applications to make their online classes more interesting and interactive. This was despite the financial constraints faced by teachers in school A. The teachers learnt with the help of their schools, their colleagues and by themselves. In this way, a learning culture was developed in the schools.

Key Learning - Students' Attitudes

The students were the main sufferers. Initially, most of the students lost their focus towards their studies. They were more involved in online games, dramas, movies and chatting with their friends. Their routines were disrupted and some of the most crucial months/years of their lives were wasted. However, they gradually learnt technology and online learning modality.

Key Learning - Parental Attitudes

The parents showed mixed attitudes. Some were very concerned about their children's studies. While some had a more relaxed approach. Also, some parents suffered financial hurdles during covid. Many parents were not aware of technology, but the crisis created the necessary awareness among them as well.

Emergent Leadership approaches and practices during Covid Crisis

The data analysis of the schools showed certain characteristics and approaches of leadership, due to which the schools survived during crisis and managed to shift face to face classes to online mode. However, it is noted that school 'B' leaders showed these characteristics and approaches more as compared to School 'A' leaders, and therefore they were more successful in efficacious implementation of online classes during Covid crisis. These characteristics/practices are shown in figure 5.

Figure 1
Leadership Approaches & Practices
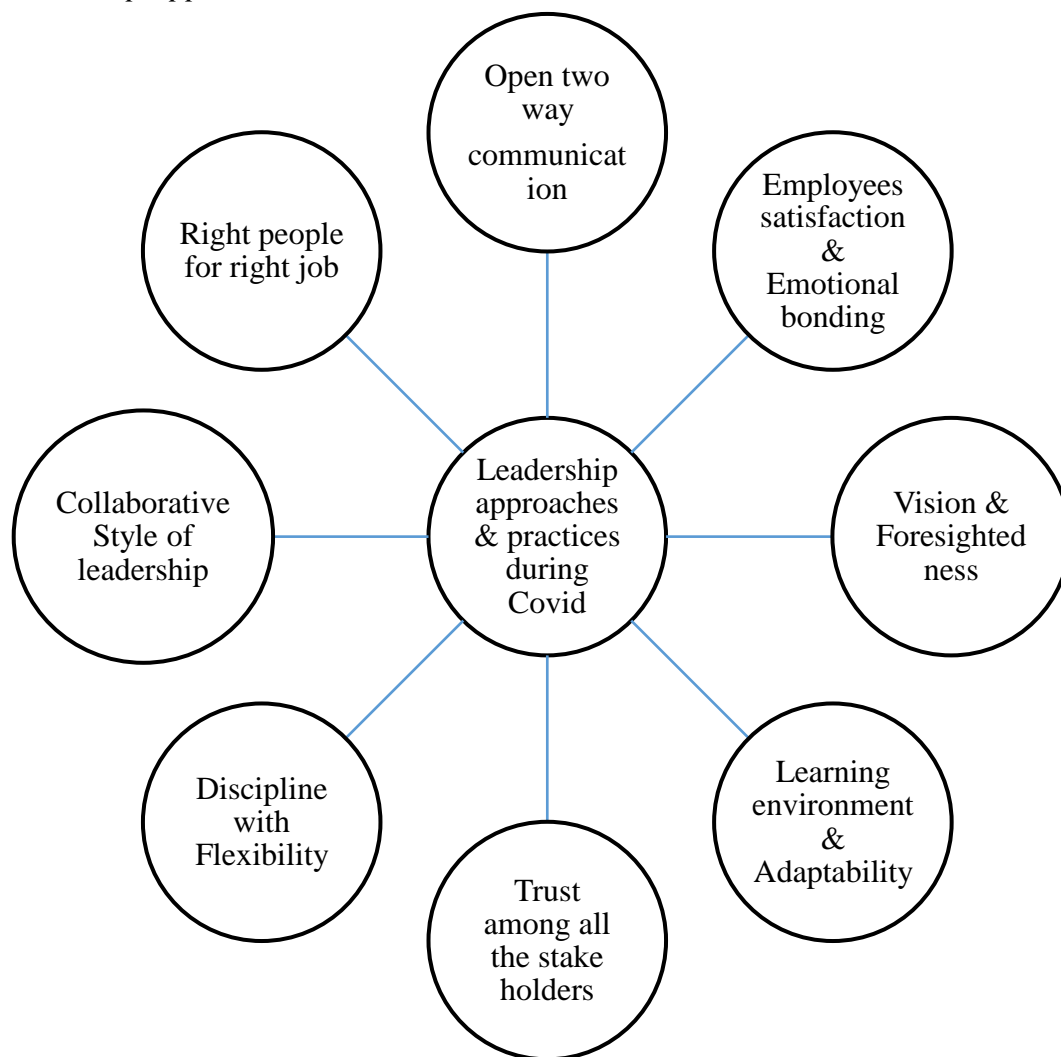
Discussion and Conclusion

Discussions

The pandemic forced school leaders to seek the best approaches and practices to address the critical situation. Lenhoff et al.'s (2019) three stages for crisis management, i.e., triage,

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transition and transform offer a valuable framework for the academic leaders to understand and reflect on the challenges at each stage. Wellbeing and health should also be considered crucial at each phase of a crisis.

Johnson (2018) identifies three important things which a leader must focus on. First is to prioritize immediate actions to stabilize the situation, second one is quick decisions, and the third one is open engagement with the team. The data of the research showed the two school leaders worked according to the changing situation of Covid in the country and as per directions of the government. They took quick timely decisions and involved their teams at various levels of decision-making and implementation.

Transition phase is about adaptation of new ways of working, whether for the short or long time. According to Jacobs and Zmuda (2020), teamwork, proper usage of school's abilities, recognition of important widespread technological platforms for communication, and successful transition can take place to completely online platform or shifting towards hybrid model of teaching and learning. These are consistent with the research findings, as the two school leaders mobilized their teams and used their expertise and skills to create more opportunities for collective learning.

Moreover, sharing up-to-date information and sustaining open channels for communication, simple, transparent, and regular communication are essential (Smith & Riley 2012). In the school environment, this comprises newsletters, meetings and information briefings, and usage of immediate messaging practices, pulse surveys, regular team discussions or updates. All these practices were evident, especially in school B data.

Urick et al. (2020) derived four main lessons for leadership to be successful during crisis, which are consistent with this research findings as well. These are prioritized communication, establishment of values for common vision and resilience, planning integration involving all the stakeholders and promotion of self-care and care of others.   Additionally, consistent with the finding of Argyropoulou at al. (2021), this study shows that the COVID- 19 crisis sprung up a new dimension in leadership that relies more on human interaction, less surveillance, a greater use of the emotional quotient and the need to address the ethical dimension of teaching and learning. Furthermore, voices of school community were also valued (McLeod & Dulsky, 2020). In the participant schools, at least they were heard and much valued. Self-care and mental health must be the primary concern for all the leaders (Alma & Michelle, 2020). Similarly, in our context, it is extremely important that leaders should take care of their health and well-being, so that they can help others.

Restoration of educational institutions after significant disturbance and the damage entails a reorganization of social capital, resilience, of space, people's responsibilities, and their influences (Nye 2016, p. 88). During the phase of transformation, schools can relocate, re-rejuvenate, and attempt innovative ideas (Smith & Riley 2012, p. 64). Finding of the research showed that the school leaders attempted multiple ways and plans for the continuation of education. Some plans failed, while others succeeded. Now, it's high time for the school leaders, especially school A, to reflect, review, learn and grow for the new normal. The recent pandemic stressed not only transformation of education system but also emphasized the health, wellbeing and safety of individuals and school community.

Conclusion

This qualitative research found multiple challenges faced by the school leadership during the COVID- 19 phase. It came out that one schools' leadership handled the challenges better than the other school, mainly because they were much better prepared and aware of 21st century needs and requirements. Additionally, the leaders of the successful school adhered to the mission and vision of the school, that is, providing quality of education for all the children of the community irrespective of their status of living. This created harmony, trust, and collaboration among all the levels of the community, which proved to be accommodating in crisis. Some issues were of major concern for both the leadership. Equity was one of the major challenges. This requires moral courage for the leaders to challenge the framework that causes injustice and inequity. Additionally, the schools and their leadership should be prepared for the issues and challenges that may arise in a new normal.

So, how can a leader be prepared to deal with the crisis? In fact, no textbook can give directives or blueprints for the leaders to perform well in the crisis. In this volatile, uncertain, complex, and ambiguous (VUCA)(Petford,2020) world, leaders must prepare themselves to anticipate future needs, build expert team, take fresh/innovative approach for management and leadership, and establish empathetic relations with their teams and all the stake holders of the school community.

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Declaration of Interest

There are no relevant financial or non-financial competing interests to report.

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