

Identifying the Challenges of COVID-19 Crisis Management in the Education System (Case Study: Khoy County)

Mohammad. Eskandarzadeh¹, Peyman. Yarmohammadzadeh^{2*}, Jahangir. Yari³

¹ PhD student in Educational Management, Department of Educational Sciences, Ta.C., Islamic Azad University, Tabriz, Iran

² Associate Professor, Department of Educational Sciences, Faculty of Educational Sciences and Psychology, Shahid Madani University of Azerbaijan, Tabriz, Iran

³ Assistant Professor, Department of Educational Sciences, Faculty of Humanities and Educational Sciences, Ta.C., Islamic Azad University, Tabriz, Iran

* Corresponding author email address: Dr.peyman.ymz@azarunive.edu

Editor

Mohammed Abdul Imran Khan¹
Department of Financial
Management and Economics,
Dhofar University, Oman
mimran@du.edu.om

Reviewers

Reviewer 1: Abbas Monavarian¹
Professor, Management Department, Tehran University, Tehran, Iran.
Email: amonavar@ut.ac.ir

Reviewer 2: Rezvan Hosseingholizadeh¹
Associate Professor, Department of Educational Management and Human Resource
Development, Ferdowsi University of Mashhad, Mashhad, Iran. Email:
rhgholizadeh@um.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

In the opening paragraph beginning with “The unprecedented scale and duration of crises affecting educational systems...”, the manuscript provides a strong contextual framing. However, the paragraph would benefit from a clearer articulation of the specific theoretical lens (e.g., systems theory, resilience governance, or crisis lifecycle models) that underpins the study, rather than relying solely on descriptive contextualization.

In the paragraph describing purposive and snowball sampling, the manuscript notes that saturation was achieved at 24 interviews. Please clarify how saturation was assessed (e.g., redundancy of codes, absence of new categories) to enhance methodological transparency.

The discussion of Lincoln and Guba’s criteria is thorough. However, it would strengthen rigor if the authors provided concrete examples of how credibility or confirmability was challenged and resolved during coding.

The use of Cochran's formula to determine the sample size (384) is noted, but the manuscript does not specify the assumed population size or confidence level. Including these parameters would improve reproducibility.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

The sentence "Crisis management in education is conceptually distinct from routine school administration" introduces an important distinction. I recommend explicitly contrasting routine management functions with crisis governance functions in a more structured way, possibly through a short conceptual comparison to strengthen analytical clarity.

The discussion of educational inequality and the digital divide is well-supported conceptually; however, the manuscript would be strengthened by explicitly defining "digital divide" operationally in the context of Khoy County before moving to empirical analysis.

While the stated aim is comprehensive, it is relatively long and compound. Consider refining it into a more concise, analytically focused statement, explicitly indicating whether the primary contribution is explanatory, diagnostic, or model-building.

The description of the study as "applied" and "exploratory-analytical" is appropriate, yet the manuscript would benefit from a clear justification for the mixed-methods design, specifying why qualitative insights alone or quantitative analysis alone would have been insufficient.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.