

Improvement of Training Programme during COVID19 Pandemic on Private Institution

Khoo Huah Kok¹

¹ Cluster of Education and Social Sciences Kuala Lumpur Learning Centre, Open University Malaysia, Kuala Lumpur, Malaysia.

*Corresponding author. Email: Barry_khoo2001@yahoo.com

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Abstract

The COVID-19 epidemic has caused many organizations to experience substantial makeover, reconsidering crucial feature of their business development and use of know-how to maintain processes at the same time as following to an altering setting of strategics and difference procedures. The purpose of this paper is to provide the introduction on the impact of the job of the school principal during the Covid-19 pandemic and the problem affected by the epidemic in education. The exertion of managing the occurrence from spreading further has made world frontrunners improve splendid-strict procedures to break the chain of COVID-19. The World Health Organization (WHO) (2019) has suggested having social distancing and bodily distancing, but it has generated tough choices for every nation to implement. In March 2020 Malaysia had adopted “large-scale social constraints” because of the escalating number of people infected with COVID-19. As a result, working from home and home-schooling for students ranging from the primary childhood education level to higher schooling were practiced. There is an urgent need of a good training program due to the unexpected consequence of the epidemic in school. The novice principals without much experience in handling and managing the condition have deteriorated the situation. Hence there is an immediate need for the application of the training program. Regardless of the inception of Covid-19 and its associated challenges, all program leaders must stay on enrolled and participated in the training program.

Keywords: COVID-19, outbreak, World health Organization, physical distancing, social restrictions, home-schooling.

1. Introduction

The occurrence of the COVID-19 Epidemic through the world has severely distorted almost all walks of life, as well as schooling, and Malaysia has not been an escaped from all these changes. WHO has suggested having social distancing and bodily distancing, but it has generated tough choices for every nation to implement. In March 2020, Malaysia had adopted “large-scale social constraints” because of the increasing number of people plague-ridden with COVID-19. As a result, students are forced to study at home and home-schooling is practiced stretching from the primary childhood education level to higher level of schooling. By referring to the report of the United Nations Educational, Scientific and Cultural Organization (2020), there were as many as 1,186,127,211 learners being affected throughout the world, or around 67.7% of

the total registered learners from 144 country-wide closures, and countries had to transform their learning patterns because of COVID- 19. Aliyyah (2020).

Downheartedness is a halting illness which heightens the threat of suicide. The epidemic has caused a growth in distress, nervousness, strain, and misery during the people: of these, school children from all nations rigorously affected by COVID-19 are some of the most susceptible of all, as they encounter stringent lockdown procedures and have limited means to deal with it. The report as shown that in Ecuador, a total of 640 students (72% female) from the age of 18 to 47 ($M = 21.69$; $S.D = 4.093$) were analyzed. The resulting mean readings found for nervousness, anxiety, and strain were exceeding the readings studied non-pathological. Female revealed greater degrees of terror of COVID-19 than male. The numerical forecast for misery revealed a good fit. This despair could be associated: mutually completely and by anxiety of COVID-19 and distress, and ultimately, due to these two aspects, clearly interceded by nervousness. The report determines by stress on the significant protagonist that the intricate connection between strain, distress, and nervousness can cause in the expansion of misery indications and how they can be considered in programs expected at avoiding and relieving this disorder. Rodríguez-Hidalgo et al (2020). I propose some general measures for decreasing panic of COVID-19 and stress and propose that explicit programs be designed to device and solve the problem of anxiety among the students in Private Institutions.

There is an urgent need of a good training program due to the sudden outcome of the Epidemic school. The novice principals without much experience in handling and managing the situation have worsened the situation. Hence there is an urgent need for the implementation of the training program. Despite the onset of COVID-19 and its associated challenges, all program frontrunners should persist enrolled and involved in such program.

Our training program will continue to explore new training approaches that may upsurge the reach of evidence-based organization while upholding excellent training standards for safeguarding mastery and reliability to the management.

2. Literature Review

In India, evidence has shown that epidemic has been acknowledged in every state and in fact throughout the country. To battle the epidemic, the country had declared a lockdown on March 25, 2020, which has unfavourably exaggerated the schooling patterns in the nation. It has transformed the conventional schooling patterns to the educational technologies (EdTech's) model, where teaching online studying was practised. Joshi, Vinay and Bhaskar, Vinay, & Bhaskar (2020). The objective of this paper is to make improvement of training program under Covid-19 pandemic for private school principal professional development. The COVID-19 pandemic originated a widespread, abrupt, and intense digital conversion in the society. The pandemic drove us to adopt an unexpected digital leap in our everyday routine and chores, as well as the students and their schooling patterns. In no time, the system and patterns of their education was transmuted from a physical classroom practice to online education. Unexpectedly, the all the students had to start dealing and learning with digital gadgets to partake in their obligatory basic education. This needed substantial modifications among children, teachers, families school administration as well as the whole society. Teachers and schools had to lead the students in this abrupt, unforeseen digital revolution of children's basic education, deprived of being well equipped with it.

The education system of Malaysia is complex because there are many sub-systems that are operating within it, such as the National School System and the Independent School System. The distinction between Independent Chinese Secondary Schools (ICSSs) and National Secondary Schools (NSSs) is that the task of Chinese ethnic beliefs designated using mother tongue in school between research partakers from NSS and ICSS is almost identical, but more plaintiffs from ICSS read or observe Chinese resources than those from NSS. The research partakers from ICSS and NSS regarded reliability and patience as the most utmost significant Chinese value. Research partakers from NSS professed Confucian's philosophy or social affiliation as additional important, but research participants from ICSS chose allegiance to ideals and humankind. The distinct academic practice decides the access to different education prospects and

form the different career pathways and perceptions in life which I am not going to elaborate any further in this article.

ICSS is a sort of private institution offering junior-grade education in the mother tongue using Mandarin as the medium of instruction. Currently, there are 62 ICSSs spread both West and East Malaysia currently manage as private individuals. Dong Zong so named as a nationwide United Chinese School Committees Association of Malaysia administers a standardized assessment that is the United Examination Certificate (UEC) as a requirement for immediate entry to higher institutions. The excellence of education entails scientific management with high-quality instructors who can transmute education. Hence, it is highlighted that conducting specialized coaching is a dynamic provision to deliver the up-to-date pedagogical philosophies and ideas to instructors who are preparing to conduct the whole class of students and ought to be an essential section of Chinese Independent education. Conducting specialized training for in-service instructors in ICSSs is currently handled by New Era College.

In Malaysia, the public schools are government schools under the integrated national education system. The private schools designated in this study are Malaysian Chinese Independent Secondary Schools (MICSS). They are self-subsidized and reinforced by a Panel of Administrators from the Chinese neighborhood. These schools are in the umbrella of Dong Zong. The Belt and Road (B&R) initiative has brought the swift expansion of the Chinese language in Malaysia and triggered the growing demand for the teachers of Teaching Chinese to Speakers of Other Languages (TCSOL) in Malaysia. However, there is still a shortage of professional qualified TCSOL teachers, which has become a major constraint on the growth of the Chinese language and the progress of Chinese education in Malaysia. The rapid increase in non-native Chinese language learners in recent years has also highlighted the problem of insufficient TCSOL teachers. Therefore, with the idea of training local TCSOL teachers to solve the teacher shortage problem, the TCSOL program was established in Malaysia to achieve the professionalism of the local TCSOL teachers in Malaysia. Ruixin & Yee (2021).

The ICSSs in the country has benefited greatly from fundraising campaigns to build a new building and school facilities as well the salary for all the teachers and management staff. It is unlike NSSs as there is no government subsidy for ICSSs. The growth of Chinese instruction in Malaysia is antagonized by a multitude of difficulties and encounters. The Independent Chinese Secondary schools are obviously not given a just and reasonable treatment by the government as designated by the under-allocation of development funds and the severe deficiency of trained instructors.

The goals of the report were as follows:

- (i) To investigate what are the problems/issues faced by the novice principals during the pandemic.
- (ii) To find out what are the skills required by the novice principals during the epidemic.
- (iii) To design a training program for novice principal during the epidemic.

3. Research Method

There are numerous of qualitative research methods which is subject to much more directly on the investigator as a dynamic partaker in assembling information for the research. Furthermore, in numerous procedures of qualitative research design, the technique(s) by which information are assembled and adopted to come out with the assumptions is as significant as the results themselves. Hence, it is incumbent upon the qualitative investigator to wisely define the procedure engaged in the collection of information. I shall deliver a thorough explanation of the progress of the research method adopted to collect information, including any variation prepared in the instrument as the process of data collection. Furthermore, the task in the authentic collection of information will be evidently expressed to deliver a precise structure within which the reader can comprehend and appreciate why certain information are measured applicable to the research and other information are believed to be unnecessary. The prejudice that is allowed the investigator in qualitative research indicates a greater better accountability to express to the reader the foundation upon which information may be selectively assimilated or rejected during this process of the analysis. Finally, I shall sensibly designate corroboration stages or procedures adopted to validate that the information collected for enclosure in the research are acceptable and consistent.

This study is an experimental case study to give a better picture on how school in Malaysia describe and manage their stress and anxiety as well as their impact on school education during the Covid-19 pandemic.

The sample size is established according to the requirement to accomplish the complexity of explanation. The sample size mentioned is not a concern of typical sentiments or opinion, nevertheless rather a concern of affluence of evidence. In this research, the respondents were 3 school principals from 3 different school and management staff of three Chinese Independent High Schools from Alor Setar, Sungei Petani and Penang respectively. For discretion confidentiality purposes, respondents are given the initials P1, P2 and P3.

The study adopted a case study. The objective of the case study is to attain and look at the data in a framework or occurrence. The carefully chosen cases are the principals and the staff of the school community.

The instrument adopted will be collecting of qualitative data by conducting observations and interviews of three school principals mentioned above respectively.

Data collection will be as follows:

- i. The observation protocols:
Daily routine of the principal work will be observed based on the skills that the principals are handling during the epidemic.
- ii. Verbatim transcript:
Interview of the 3 school principals will be conducted and analyzed.
- iii. Self-evaluative report:
A written form of report will be explained.
Structured interviews will be used for this purpose, with the same questions in the same order to each subject and with multiple choice answers.

Data Entry interview questions:

- i. During the pandemic, what are the major problems you have faced?
- ii. What control measures have you been doing?
- iii. What are the skills which you have not handled successfully?
- iv. Do you have the ability to focus on the teachers' competency during Covid 19?
- v. How you enhance the competency of the teachers during the pandemics?
- vi. What are the safety measures you have enforced?
- vii. What is the effect of the epidemic confronted by students associated with their understanding and schooling activities?
- viii. What is the effect of the epidemic confronted by school principals on administering accomplishments?
- ix. What kind of training program do you need during the epidemic in order to handle the situation?
- x. What application programs are you familiar with?

3.1. Population and Samples

Primary data will be collected through structured interviews with the principals.

The size of the sample was restricted to 3 principals who live in Alor Setar, Sungei Petani and Penang respectively the area is selected for the reason that the position is unique as they are affected seriously. Its strategic location makes these regions swiftly obstructed by whichever variation prepared in the states, as well as policies and regulations. Based on the data from Dong Zong, Chok, & Hock (2020), the closure of schools has great impact on the school principals for the job of principals and the difficulties caused in education as well as the difficulties occurred on the virtual studying and the process of delivering lessons at home because of the unexpected condition with the epidemic.

3.2. Sample

I shall use a resolute sample of three principals. Participants are engaged via highest deviation sampling of principals recognized to the investigators to be principals in the midst of their contemporaries and in the

interior of their regions. Participants correspond to 3 separate regions, namely Alor Setar, Sungei Petani and Penang.

The interview protocol comprised numerous analytical questions for every key question to be adopted as required. Issues are considered to produce vivid explanatory information of participants' involvements and their insights of the way they and their schools and communities are handling. An average of 70-min interview will be accompanied through video session using Zoom or face to face interview and audio-recorded. To enhance discretion, researchers given a computer code to every participant and school region, and the names of entities and institutions are substituted with a specific code.

3.3. Research Location

The following schools with the code will be conducted during the research survey on administrators:

- i. Penang (P1),
- ii. Alor Star (P2)
- iii. Sungai Petani (P3)

3.4. Data Collection Procedures

As mentioned earlier, the collection of the information will be as follows:

- i. Interview
- ii. The observation protocols
Field notes will be written as I observe.
- iii. Analysis of documents
In the form of qualitative research, interview transcript will be used here to interpret the outcome. It is followed by determining the feasibility and present recommendation.
- iv. Verbatim transcript
- v. Self-evaluative report
It is in written report. It is also called self-performance reviews, are an assessment of a person's own strengths and weaknesses.

A semi-structured interview program was adopted according to the paper's research questions and directed by its theoretical structures. Interviews took roughly 30-40 minutes and, in every case, go after an outline in which consideration was taken to the recording gadget and discretion was assured.

4. Findings and Discussion

Teachers as well as the parents recognized that sufficient amenities are the fundamental requirement to carry out the home learning. The device played a vital role for gaining access to or generating online resources whilst steady and swift internet approach was also a factor in various areas. The extended internet approach causes supplementary expenditure that ought to be responsible by teachers and the parents. Obviously, extra cost of home learning comprises the time spent by the parents to support their children with home learning. A substantial boost in the children's spending time in using computer has been a further prominent anxiety. For instructors, there will be considerable rise of the internet demand, the apparent expenditure comprises extends job hours as online in terms of preparation, tutoring, evaluating, and interaction and association with parents, coaching groups, and school leaders. As there is a shortage of culture and skills of distance learning among the students, parents and the teachers which caused another tension. Therefore, they require extra hours to familiarize to the latest learning patterns. Instructors restricted scientific competences necessitated the instructive organizations to afford rigorous instruction in no time to uphold the excellence of education.

5. Discussion

Content analysis of textual data will be adopted. The text-based content testing is being adopted is within the territory of computerized article marking instruction. (Shermis & Burstein, 2013). The numerous methods to content testing in this sphere array in intricacy from basic keyword marking, in which partakers are given recognition for comprising specific keywords in their article, to additional progressive methods that adopt Bayesian probabilities to regulate the probability that extraordinary-scoring articles would adopt a specific set of words in a specific sequence (Landauer & Dumais, 1997). Nevertheless, some of these systems have got similarity as they are analytically driven instead of hypothetically driven. I will also go with the discourse analysis where we can move the explanation of structure up a level, looking at tangible stretches of connected text or transcript of talk and providing explanation of the paragraphs, stories, and discussions. For this research of course is to provide the descriptions of conversations during the interview with the three principals from the three respective private institutions.

5.1. Second Round Interview Required

After interviews, candidates may sometimes regret an answer they had given to a question during the first interview. So, 2nd interview is needed to give them an opportunity to clarify their points of view or entirely revise a preceding answer they provided. Getting this question out of the way early will put the candidates at ease particularly if they'd been dwelling on an answer from the prior interview. This will permit them to focus on the second of interview questions.

Questions to ask candidates:

- i. What have you done after the 1st interview?
- ii. What have you achieved after that?
- iii. What should be enhanced?
- iv. What skills make you an idea person for the position as the principal?
- v. What is your management style preference?
- vi. Describe yourself in one sentence.
- vii. Elaborate on your ideal next role.
- viii. What type of impact did you make at your last occasion?
- ix. When was the time where you failed repeatedly and what it showed you?

5.2. Transcripts and endorsement:

Transcript will come together with a written record of the detailed content of an interview which will be produced from an audio/video record of the event and the endorsement of an interview will be followed.

6. Conclusion

The purpose of this research was to discover school leaders' perspectives on the best ways to be equipped and put in place during the Covid epidemic. Besides, to enhance the safety of the teachers, staff, and students after returning the school and to strengthen the quality of educational delivery in the ICSSs. (Independent Chinese Secondary Schools). Hence, a special training program will be needed and there is an urgent need of a good training program due to the sudden outcome of the epidemic in school. Three private Chinese schools are selected via goal-directed sampling. The principals signified instructors and parents from the three schools. Based on a comprehensive partial structured discussion, certain matters articulating their concerns were discovered. Therefore, the executing disaster training programs for school teachers improves attentiveness, knowledge and skills that are significant for novice principal during times of epidemic. If school teachers are trained to assist in the COVID-19 epidemic, there requirements to be a specific training program for them. This analysis validates that school teachers go through appropriate training could play an indispensable role in epidemic management and proposes a course and assessment structure for novice principals and school teachers COVID-19 training.

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