

Working Life of Malaysian Independent Chinese Secondary School Teacher during COVID-19 Pandemic

Bao Guo An¹, Abd Razak Zakaria^{1, *}, Chin Hai Leng²

¹Department of Educational Foundations and Humanities, Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia

²Department of Curriculum & Instructional Technology, Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia

*Corresponding author: Dr. Abd Razak Zakaria (Email: abdrzak@um.edu.my)

Abstract: The COVID-19 epidemic forced the closure of all Malaysian K–12 schools in March 2020, and this unexpected and unprecedented disruption to education drastically altered the working lives of Malaysian teachers. The purpose of this descriptive single case study is to describe the effects of the COVID-19 school closure on the working life of a secondary school teacher at a Malaysian Independent Chinese Secondary School (MICSS). Online semi-structured interviews and documents, such as lesson plans and timetables are examples of the qualitative data sources used in this study. The findings indicate that MICSS teachers had an above-average workload, with one of the most significant obstacles they faced being pupils' increasingly negative attitudes towards learning during this period, and that for teachers, employing clear and concise teaching strategies, and focusing on those students who are keen and willing to learn may be preferable to attempting to focus their attention on each individual student in their classes.

Keywords: Teachers' working life, MICSS teachers and students, Online teaching, Feelings and expectations.

1. Introduction

Malaysia, like many other regions throughout the world, issued a statewide Movement Control Order (MCO) on March 18, 2020, to limit public gatherings, and offset the negative impact of COVID-19 on the country (Shah et al., 2020). All academic institutions were required to close until the total number of new cases per day fell below 100 (Kamaludin et al., 2020). At the beginning of the required school closures, daily school activities were also interrupted, as teachers, students, policy makers, and parents were not prepared to deal with this sudden and dramatic change (Carrillo & Flores, 2020; Kaden, 2020), and as a result, it is possible that student learning may even have been completely abandoned during this initial period.

With online teaching and learning being widely promoted again by the Malaysian government, students' daily learning has only gradually been restored. In truth, Malaysia possessed rather well-developed criteria for online teaching and learning prior to COVID-19, but the criteria were only seriously adopted during this time (Nazilah, 2021). The well-developed criteria aided in the orderly performance of online teaching to a limited extent, and most K12 schools throughout Malaysia were required to reopen in September 2020 in accordance with government-issued Standard Operating Procedures (SOP); however, face-to-face teaching and learning was forced to cease after a brief period of only two months.

The Malaysian government issued a decree in April 2021 to reopen face-to-face classroom teaching, based on the severity of the pandemic in each state, but most schools were forced to close and adapt to online instruction less than one month later. In November 2021, as vaccination rates increased across Malaysia, the government required public schools to gradually reopen, and private schools to reopen selectively in consultation with parents, namely, if 50% or more of the parents agreed with the reopening of the school, the school could reopen under SOP; otherwise, the school would remain closed.

From the perspective of academic research worldwide, the issues of the COVID-19 pandemic and its consequences have received considerable critical attention (Boyko et al., 2021). In the field of education, much attention has been paid to the impact of the epidemic on teachers' professional development (Assunção Flores & Gago, 2020; Carrillo & Flores, 2020; Chaaban et al., 2021; Donitsa-Schmidt & Ramot, 2020; Ellis et al., 2020; Henriques et al., 2021; Kidd & Murray, 2020; König et al., 2020; Moyo, 2020; Scull et al., 2020; Valeeva & Kalimullin, 2021; Van Nuland et al., 2020), their psychological status (EŞİCİ et al., 2021; Leacock & Warrican, 2020; MacIntyre et al., 2020; Sokal et al., 2020; Wong et al., 2021), their teaching (Ghateolbahra & Samimi, 2021; Izhar et al., 2021; Marshall et al., 2020; Sadler et al., 2020), in addition to students' learning (Clausen et al., 2020; Kamal et al., 2020; Kuhfeld et al., 2020; Liao et al., 2021; Nazilah, 2021; Richmond et al., 2020; Tamin & Mohamad, 2020) and psychological state (Hasan & Bao, 2020; Hatzichristou et al., 2021; Jain et al., 2021), and numerous relevant academic studies have been conducted in this area.

However, questions remain regarding how instructors may modify their teaching practice in order to most effectively meet the learning needs of their pupils in Malaysian K12 schools, when alternating between physical and online courses, and what types of support teachers themselves may require in order to help them more readily adapt to this major change in teaching environment. The answers to these questions may serve as a reference for the establishment of face-to-face classes and related policies in the post-epidemic age, in addition to being a source of premise for teachers who may continue to need to provide online lessons, and these are the primary motivations for conducting this research.

This paper attempts to describe the working life of one MICSS teacher during the COVID-19 pandemic. More specifically, this study was guided by the following research questions:

1. What are teachers' attitudes towards teaching and learning online that resulted from the COVID-19 pandemic?

2. With the COVID-19 pandemic still continuing, what are teachers' expectations of future face-to-face instruction?

In this study, "online teaching" refers to the pandemic setting in which courses that were previously taught face-to-face in a physical classroom were required to be offered online. This style of online teaching is time-sensitive and unpredictable, and hence differs from traditional online teaching.

In order to address all of the research questions, this study is organized as follows: the introduction outlines the need for conducting the current research, and explains what purpose this study may serve; the methodology section describes the research design, context, respondent, in addition to the data collection and analysis strategies employed in the study. The final two sections present the findings of the study, followed by a discussion of the findings, and conclusions that may be drawn from these, in addition to recommendations for future research based on the limitations of the study.

2. Method

This descriptive single case study focuses on the changes and challenges of a lower secondary school teacher who had been teaching online for approximately two years and will commence face-to-face teaching in the forthcoming semester at MICSS. The single case study design was chosen because it allowed for an in-depth investigation of the respondent's perspectives on specific events, without being limited by specific data collection methods (Yin, 2003). The current section begins with a detailed description of the research context and respondent, followed by an explanation of the data collection and analysis approach that was employed.

2.1. Context and Respondent

This single case study was undertaken during the end-of-year school holiday in a Malaysian Independent Chinese secondary school (MICSS) in the urban region of Port Dickson, Negeri Sembilan, Malaysia. MICSS is a unique vernacular school system that operates outside of the Malaysian national education system (Siah et al., 2015; Thock et al., 2017), and therefore possesses more autonomy than government schools. It is still required to follow SOP to conduct daily teaching and non-teaching activities safely and effectively. In 2021, this sample MICSS only provided face-to-face teaching for one month, from April to May, and for the remainder of the year, students' learning requirements were met through online instruction, and this included an end-of-year (2021) examination. According to the Malaysian government SOP, the sample MICSS is required to reopen and resume face-to-face classroom instruction in 2022.

Based on the purposive sample selecting strategy (Merriam, 2009), a female teacher at the sample MICSS, here referred to by the pseudonym "Ms. Misami" for the purpose of confidentiality, was the sole participant in this study. Ms. Misami began teaching Bahasa Cina (BC) to lower secondary school students at the sample MICSS in 2018; in addition to this, she also taught Mandarin Chinese History (MCH). She only had a total of three years of teaching experience, but she had been teaching online for two years at the time of this study; therefore, in this research, she is considered as a novice teacher.

2.2. Collection

The current study used semi-structured interviews as its major data collection method, and these were performed and

recorded using the web-based video teaching tool ZOOM. Ms. Misami's experiences with online home learning, in addition to her new teaching skills, assessment of student performance in online classes, her workload and expectations for the smooth operation of face-to-face teaching in the context of the COVID-19, were all discussed in interviews and conversations with the researcher.

All of the semi-structured interview questions were open-ended, and were aimed at discovering how the interviewee was adapting to online teaching, how she perceived students' attitudes toward online learning, what challenges she had faced, what support she had received to help her teach and what her expectations were for the school's subsequent reopening. Specifically, the following interview questions were the focus of this informal discussion: I What changes did you make in order to cope with the two-year period of online teaching? II Could you provide an overview of how you feel about your online teaching over the previous two years? III What criteria did you use to assess the performance of your students during this time? IV What resources has the school provided to help you with your online teaching? V What are your expectations for the forthcoming semester when you will be teaching face-to-face? In addition, documents containing examples of Ms. Misami's lesson plans and weekly schedules were collected in order to validate the data obtained from the interviews.

2.3. Analysis

The data was analyzed using the qualitative thematic inductive technique outlined by Braun and Clarke (2006). Following the verbatim transcription of recorded interviews, the initial data analysis began with numerous readings in order to become familiar with all of the data; this was followed by open coding, based on the research questions and purpose. As the data analysis procedure progressed, new themes emerged and these were incorporated into the coding process. "Time," "Workloads," "Support," and "Student learning attitude" are some examples of these codes. The second round of coding focused on identifying themes that were directly relevant to the research questions, refining categories and adding new categories to represent task frequencies. In order to answer the research questions, codes were combined into the following categories for reporting: I Lesson Planning, II workload, III interaction with students, IV challenges and support, V classroom teaching. Ms. Misami participated in the data analysis and reporting processes (member-checking) and read the transcripts to ensure the accuracy of the intended responses.

3. Findings

The current section presents the results based on information gathered through interviews and personal conversations with Ms. Misami, including how she managed the transition to COVID-19 "emergency" online teaching, changes in her workload and assessment of her students' learning.

3.1. Changes made by Ms. Misami to adapt to online teaching

The first section summarizes the changes that Ms. Misami implemented in order to improve the effectiveness of her online teaching; she believes that these changes have had a significant positive impact on ensuring the quality and

effectiveness of her long-term online teaching.

Measures Ms' Misami's took to adapt to online teaching:

In order to accommodate the shortened class period, I began to use simpler and more acceptable teaching methods, as well as simplifying and even reducing the content that would normally have been taught in one class period. In addition, I used the EMOODLE platform to administer quizzes in line with the subject covered in class, and I also created some KAHOOT games for students to play, which is another approach I adopted to engage students in learning and keep the class from becoming monotonous. The method of interaction with my students is the third change I made. Before the first half of 2021, I had no intention of giving up on any students and always attempted to assist them, but in the second half of 2021, I began to focus more on students who were willing to take the initiative to learn.

The main reason for the school reducing the duration of online classes, according to Ms. Misami, was because the majority of pupils in her school were using cell phones to attend online classes, and using them for extended periods could pose safety issues, due to these devices potentially overheating. Furthermore, even though the Malaysian government has proposed relevant subsidies, and telecommunications companies have proposed more favorable measures (such as decreasing the cost of Internet data packages), some students were absent from online classes, due to a lack of Internet access, and this problem

frequently occurred at Ms. Misami's school.

In reaction to the changes in her interactions with students, she detailed how she worked diligently to communicate with all of students in the first half of the period of online teaching, as she wanted to avoid students' studies being delayed as much as possible, due to the emergency change in the teaching method. She had provided free tutorials after class and had had individual discussions with students who were particularly resistant, but she discovered that no matter how hard she tried, some students' learning attitudes remained negative. As a result, she made the decision not to expend too much energy on the minority of students who refused to engage in learning, as this would delay those students who were actively engaged.

3.2. Ms. Misami's Workload

Ms. Misami's teaching schedule was a typical example of a MICSS teacher's workload during the period of online teaching, particularly for those working in medium-scale or small-scale MICSS, where numerous teachers are required to teach multiple grade levels and subjects. In addition to her regular teaching duties, Ms. Misami also served as a co-curricular advisor. As a result, Ms. Misami needed to perform her teaching responsibilities, which included multilevel (Form 1 and Form 3) BC and MCH (Form 2), while simultaneously completing her non-teaching duties, as presented in Table 1.

Table 1. Ms. Misami's Workloads

Responsibilities	Grade	Times per week	Students
Teaching			
BC	Form 1	7	89
	Form 3	6	36
MCH	Form 2	8	140
Non-Teaching			
Co-curricular		1	23
Class Events	Form 1	2	44

According to Ms. Misami, her online timetable was comparable to her normal schedule, but the online instructional time was decreased to 25 minutes per session. Despite the fact that this new schedule appeared to significantly reduce teacher teaching time, Ms. Misami explained that since detailed fundamentals needed to be taught to students of varying learning levels (particularly Form one students) in a ZOOM meeting of limited duration, it was necessary to reduce the amount of time spent on explanations and practical exercises in order to avoid delaying progress, it therefore became necessary to teach students in a more direct manner. As a result, the corresponding teaching methods and PowerPoint materials needed to be adapted, and this indirectly increased her workload.

Ms. Misami:

The workload during online instruction increased in terms of teaching tasks alone, because in face-to-face teaching, all teaching aids are readily available and only need to be slightly adjusted. However, because the length of online classes differs from that of a physical class, the course content, particularly BC, had to be extensively adjusted. For example, "Rhetoric" is a challenging topic to understand. In face-to-face instruction, I might spend quite some time explaining it, and having students complete appropriate activities in order to ensure that the majority of students in the class could comprehend it. However, in online sessions, I only had 25

minutes available, so I had to reduce the explanation time accordingly, explain in a simpler manner, and simplify the original more sophisticated topic without inhibiting the progress of the course.

Table 2 displays an example of Ms. Misami's weekly workload distribution based on ZOOM meeting records, the official teaching timetable, and her teaching record book. It may be seen that her actual teaching time was greater than for face-to-face teaching; in addition to this, she also needed to devote time to instructing students in real-time on ZOOM, planning for teaching and checking students' assignments, and all of these duties required a significant amount of time, particularly in the evenings, and this consequently reduced the amount of time spent managing class events and attending co-curricular activities.

Ms. Misami reported that her ZOOM teaching time remained relatively stable over the previous year, despite changes in her time allocation and workload; she still needed to dedicate more time to online teaching, lesson preparation, and assignment checking than for face-to-face teaching. Ms. Misami stated that she invested additional effort into lesson planning during the first three months, particularly preparing Form 3 BC, because this was her first year teaching Form 3 pupils and they were preparing to sit the critical Unified Examination Certificate examination. Her work allocation eventually became more balanced as her daily routine

gradually stabilized.

Table 2. Ms. Misami's weekly (15.11.2021-19.11.2021) workload

Monday	Tuesday	Wednesday	Thursday	Friday
Class Events		Form 3 BC	MCH	Class Events
8:00-8:25		8:00-8:55	8:30-8:55	8:00-8:25
MCH		Form 1 BC	Form 1 BC	MCH
8:30-8:50		9:30-9:55	9:00-9:25	8:30-8:55
MCH	Form 1 BC	Check Assignments	Form 1 BC	Check Assignments
9:30-10:55	9:00-9:25	10:10-11:20	10:25-11:20	9:35-11:00
Form 1 BC	Form 3 BC	Form 1 BC	Check Assignments	Form 1 BC
10:25-10:50	10:25-11:20	11:25-12:20	11:25-11:50	11:25-12:20
Form 3 BC	Form 1 BC	MCH	MCH	Form 1 BC
10:55-11:20	12:50-13:15	13:20-13:45	11:55-12:20	13:20-13:45
Form 1 BC	MCH	Check Assignments	Co-Curricular	Form 3 BC
12:50-13:50	13:45-14:15	14:00-15:00	12:50-13:30	13:50-14:15
Clerical Work	Check Assignments		Check Assignments	School Meeting
14:00-14:30	14:20-14:45		13:35-17:00	14:15-15:05
Lesson Preparation	Lesson Preparation		Lesson Preparation	Check Assignments
20:00-22:00	20:30-22:30		20:30-22:30	19:30-22:00

In addition to her regular teaching duties, she also attended staff meetings, such as teacher collaboration meetings and professional development meetings, which focused on computer technology, and which were held bimonthly on Saturdays. August was one of her busiest months of the year because it was during this month that she needed to collaborate with several other instructors from the other two MICSS to prepare for multidisciplinary courses, and this required approximately five hours per day on average. She also admitted that her overall workload during the period of online teaching was substantially higher than usual.

3.3. Ms. Misami's Feelings about Online Teaching and Learning

A summary of Ms. Misami's responses to the interview questions which concerned her appraisal of her own online teaching behavior, her students' attitudes toward online learning and the school support she received, is presented in this section.

Interview question: Could you describe your online teaching?

Ms. Misami: As a result of the online teaching period, I discovered that I have surprisingly strong computer abilities, which means that the online classes validated my computer skills. Student engagement was the most difficult problem I faced. On the one hand, I didn't have a mechanism to track student participation, and on the other, I didn't know how to motivate them. To get them to finish their homework, I had to restrain them and compel them to shorten their break time and extend their online learning time.

Interview question: What is your students' attitude towards online learning?

Ms. Misami: On the surface, they appear to be paying close attention, but in reality, regardless of class or gender, they don't understand what I'm teaching. For example, I would give Form 3 students a quiz every week to summarize what they had learned the previous week. The time it took the students to complete the quiz and their scores demonstrated their poor study attitudes. It became obvious that students were not taking the quizzes seriously (the quizzes contained a large number of questions); because they were finishing them in less than two minutes, whereas I needed to take more than ten minutes to complete them.

Interview question: What support have you received from the school?

Ms. Misami: My school has organized a lot of related training, but the most useful training for me was in EMOODLE and KAHOOT, and I also needed to apply the corresponding training results to my actual teaching in order to mobilize students' learning motivation during online classes, but also to test the effectiveness of students' learning. However, no training has been provided to assist teachers in manage the pressure caused by having to adapt to online teaching and increased workloads during the COVID-19 pandemic.

Interview question: How you evaluate the training you received?

Ms. Misami: I believe that the school has been continually training us on the same things over and over again, such as KAHOOT, training us once, and then although teachers had learnt how to use it, the school did not assess the teachers' learning outcomes, but rather found another trainer to teach us how to use it, so it made me feel that it was a waste of time. Because there was no mechanism for confirming teachers' KAHOOT learning outcomes, teachers were not aware of the effectiveness of KAHOOT after utilizing it, the school is simply introducing multiple training activities without proper consideration.

While some students who were able to discipline themselves and maintain a positive mindset may have excelled in the new learning environment during their two years of online learning, Ms. Misami held the view that the vast majority of students' attitudes were becoming progressively more negative towards studying. Therefore, she stated that she preferred face-to-face instruction, since it allowed her to more effectively assist her pupils in changing their attitudes and improving their academic achievement. Ms. Misami mentioned that she was pleased with her online teaching performance in comparison to that of her students, and that she had learned a great deal because was able to improve her knowledge of teaching-related content taught by others by adopting a beginner's mindset, and once she had learned enough, she applied it to her own teaching practice in order to supplement and improve her online teaching. The most significant development reported by Ms. Misami was that over time she had developed her own style of online

teaching and learning. She also claimed that her workload had increased significantly, and that the pressure from work could be extremely stressful at times, but she reserved personal time every day to relax by watching anime and playing mobile games.

3.4. Ms. Misami's Expectations for the Forthcoming Semester

This section presents Ms. Misami's expectations for the following semester, when her school intends to return to full face-to-face teaching, as directed by the Malaysian Ministry of Education, notwithstanding the severity of the pandemic throughout the country.

Ms. Misami's reported her expectations for the coming semester:

Of course, I hope the school will provide me with more training so that I can be better prepared to educate my students in the most straightforward and thorough manner possible. Despite the fact that I believe I am progressing in this area with more years of teaching experience, and that the progress I have made is obvious, I believe I can make even more progress with the help of appropriate training. I understand that the epidemic has caused significant delays for my pupils, but I continue to hope that they will be able to adjust and follow my instruction in order to progress steadily. I will continue to teach them in the most straightforward manner possible, no longer concerned about running out of time, but rather focusing on teaching my students rather than rushing.

With regard to Ms. Misami's expectations for the upcoming semester, the key word she used most frequently was simple and direct teaching methodology, with the goal of this teaching approach being to more effectively help her students understand what they are learning, and thereby to continuously improve their learning outcomes, rather than merely focusing on not slowing down the teaching process.

4. Discussion

In regards to her teaching and her students' learning during online teaching sessions, Ms. Misami maintained that she had an above-average workload, as a result of the nationwide online teaching triggered by COVID-19 over the previous two years, but that both her personal computer skills and online classroom instruction remained under her control. What she found most difficult to accept was her students' increasingly negative attitude towards learning, despite the numerous measures she applied. Overall, she believed that caring for students' attitudes toward learning was more important than teaching them new content during online teaching sessions, which is consistent with the findings of Kaden (2020), and Hasan and Bao (2020). Because simplicity and equity were at the heart of her online teaching, in the latter half of the period of online teaching, she began to focus more on students who were active and willing to learn. Therefore, despite the fact that emergency online learning presented many challenges, she reported that some of her students did not appear to suffer greatly and instead appeared to thrive in the new learning environment, and she predicted that her students would have little difficulty in quickly adapting to the new semester.

Regarding the support provided by the school to help teachers during online teaching, according to Ms. Misami supportive school leadership, assistance with computer technology, somewhat practical professional development activities and regular communication with her colleagues,

supported her in conducting online lessons more efficiently amid the COVID-19 pandemic. Consistent with the findings of Çınar et al. (2021) and Pozo-Rico et al. (2020), necessary and effective teacher professional development activities play a critical role in assisting teachers to conduct online classes more effectively during the COVID-19 period; however, Ms. Misami did not receive effective training because she perceived the school's training activities over the previous year to be repetitive, and noted that the outcomes of the teacher training were not subsequently assessed. As a result, she hoped that the school would prioritize quality over quantity in terms of training in the upcoming semester.

5. Conclusions and Recommendations

The enormous COVID-19 online learning experiment has shed new light on what is effective in education while also providing cautionary tales (Kaden, 2020). Using a qualitative single case study design, the findings of this study suggest that MICSS teachers believe that long-term online teaching allows them to test their computer skills, and has resulted in the realization that more simple and direct teaching methods may prove to be more effective in this particular MICSS. Teachers may also recognize that paying greater attention to those pupils with a strong willingness and desire to learn is preferable to paying equal attention to every student. As a result, instructors may desire to have additional training activities at school as a means to teach them how to most efficiently transfer knowledge through the employment of more straightforward teaching methodology.

In terms of the MICSS education system, future research could consider the selection of teachers from large-scale schools in large cities (such as Kuala Lumpur, Klang, or Johor Bahru) to act as research samples, in order to discover more about their professional lives throughout the COVID-19 pandemic. Future studies could also include recruit instructors from Malaysian government school (Sekolah Kebangsaan), or international schools, in order to investigate the influence of COVID-19 on teachers and their teaching within the setting of the Malaysian heterogeneous education system. Finally, the opportunities and challenges that COVID-19 presents for teachers in developed countries or regions, as opposed to those in developing countries or regions, could be compared in a global context in order to provide a comprehensive global picture of teachers' teaching experiences during the pandemic.

Funding

This research received no external funding.

Acknowledgements

The author would like to thank "Ms. Misami" for sharing her experience of emergency online teaching during the COVID-19 in order for this research to be completed, and to thank the proofreader for his professional assistance in proofreading this study.

Conflicts of Interest

The author declares that he has no conflicts of interest.

References

- [1] Assunção Flores, M., & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: national,

- institutional and pedagogical responses. *Journal of Education for Teaching*, 46(4), 507–516. <https://doi.org/10.1080/02607476.2020.1799709>
- [2] Boyko, M., Turko, O., Dluhopolskyi, O., & Henseruk, H. (2021). The Quality of Training Future Teachers during the COVID-19 Pandemic: A Case from TNP. *Education Sciences*, 11(11), 660. <https://doi.org/10.3390/educsci11110660>
- [3] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1017/CBO9781107415324.004>
- [4] Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466–487. <https://doi.org/10.1080/02619768.2020.1821184>
- [5] Chaaban, Y., Arar, K., Sawalhi, R., Alhouthi, I., & Zohri, A. (2021). Exploring teachers' professional agency within shifting educational contexts: A comparative study of Lebanon, Qatar, Kuwait, and Morocco. *Teaching and Teacher Education*, 106, 103451. <https://doi.org/10.1016/j.tate.2021.103451>
- [6] Çınar, M., Ekici, M., & Demir, Ö. (2021). A snapshot of the readiness for e-learning among in-service teachers prior to the pandemic-related transition to e-learning in Turkey. *Teaching and Teacher Education*, 107(103478). <https://doi.org/10.1016/j.tate.2021.103478>
- [7] Clausen, J. M., Bunte, B., & Robertson, E. T. (2020). Professional Development to Improve Communication and Reduce the Homework Gap in Grades 7-12 During COVID-19 Transition to Remote Learning. *Journal of Technology and Teacher Education*, 28(2), 443–451. <https://www.learntechlib.org/p/216289/>
- [8] Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, 46(4), 586–595. <https://doi.org/10.1080/02607476.2020.1799708>
- [9] Ellis, V., Steadman, S., & Mao, Q. (2020). 'Come to a screeching halt': Can change in teacher education during the COVID-19 pandemic be seen as innovation? *European Journal of Teacher Education*, 43(4), 559–572. <https://doi.org/10.1080/02619768.2020.1821186>
- [10] EŞİCİ, H., Ahmet, A., Yetim, D., YASTI, S. Ç., & BEDİR, N. (2021). Teachers in COVID-19 period: Psychological effects, practices and career needs. *Turkish Journal Of Education*, 10(2), 4–10.
- [11] Ghateolbakra, A., & Samimi, F. (2021). Classroom Management Strategies in Online Environment: A Comparative Study on Novice and Experienced Teachers. *Turkish Journal of Computer and Mathematics Education*, 12(14), 510–516. <https://doi.org/10.16949/turkbilmat.702540>
- [12] Hasan, N., & Bao, Y. (2020). Impact of “e-Learning crack-up” perception on psychological distress among college students during COVID-19 pandemic: A mediating role of “fear of academic year loss.” *Children and Youth Services Review*. <https://doi.org/https://doi.org/10.1016/j.chilyouth.2020.105355>
- [13] Hatzichristou, C., Georgakakou-Koutsonikou, N., Lianos, P., Lampropoulou, A., & Yfanti, T. (2021). Assessing school community needs during the initial outbreak of the COVID-19 pandemic: Teacher, parent and student perceptions. *School Psychology International*, 42(6), 590–615. <https://doi.org/10.1177/01430343211041697>
- [14] Henriques, S., Correia, J. D., & Dias-Trindade, S. (2021). Portuguese primary and secondary education in times of covid-19 pandemic: An exploratory study on teacher training and challenges. *Education Sciences*, 11(9), 542. <https://doi.org/10.3390/educsci11090542>
- [15] Izhar, N. A., Al-dheleai, Y. M., & Na, K. S. (2021). Teaching in the Time of Covid-19: The Challenges Faced By Teachers in Initiating Online Class Sessions. *International Journal of Academic Research in Business and Social Sciences*, 11(2), 1294–1306. <https://doi.org/10.6007/ijarbss/v11-i2/9205>
- [16] Jain, S., Lall, M., & Singh, A. (2021). Teachers' Voices on the Impact of COVID-19 on School Education: Are Ed-Tech Companies Really the Panacea? *Contemporary Education Dialogue*, 18(1), 58–89. <https://doi.org/10.1177/0973184920976433>
- [17] Kaden, U. (2020). Covid-19 school closure-related changes to the professional life of a k–12 teacher. *Education Sciences*, 10(6), 165–179. <https://doi.org/10.3390/educsci10060165>
- [18] Kamal, A. A., Shaipullah, N. M., Truna, L., Sabri, M., & Junaini, S. N. (2020). Transitioning to online learning during COVID-19 Pandemic: Case study of a Pre-University Centre in Malaysia. *International Journal of Advanced Computer Science and Applications*, 11(6), 217–223. <https://doi.org/10.14569/IJACSA.2020.0110628>
- [19] Kamaludin, K., Chinna, K., Sundarasan, S., Khoshaim, H. B., Nurunnabi, M., Baloch, G. M., & Hossain, S. F. A. (2020). Coping with COVID-19 and movement control order (MCO): experiences of university students in Malaysia. *Heliyon*, 6(11), e05339. <https://doi.org/10.1016/j.heliyon.2020.e05339>
- [20] Kidd, W., & Murray, J. (2020). The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online. *European Journal of Teacher Education*, 43(4), 542–558. <https://doi.org/10.1080/02619768.2020.1820480>
- [21] König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- [22] Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher*, 49(8), 549–565. <https://doi.org/10.3102/0013189X20965918>
- [23] Leacock, C. J., & Warrican, S. J. (2020). Helping teachers to respond to COVID-19 in the Eastern Caribbean: issues of readiness, equity and care. *Journal of Education for Teaching*, 46(4), 576–585. <https://doi.org/10.1080/02607476.2020.1803733>
- [24] Liao, Y. C., Ottenbreit-Leftwich, A., Zhu, M., Jantaraweragul, K., Christie, L., Krothe, K., & Sparks, K. (2021). How Can We Support Online Learning for Elementary Students? Perceptions and Experiences of Award-Winning K-6 Teachers. *Tech Trends*, 65(6), 939–951. <https://doi.org/10.1007/s11528-021-00663-z>
- [25] MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 1–13. <https://doi.org/10.1016/j.system.2020.102352>
- [26] Marshall, D. T., Shannon, D. M., & Love, S. M. (2020). How teachers experienced the COVID-19 transition to remote instruction. *Phi Delta Kappan*, 102(3), 46–50. <https://doi.org/10.1177/0031721720970702>
- [27] Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.). Jossey-Bass Publishers.
- [28] Moyo, N. (2020). Covid- 19 and the future of practicum in teacher education in Zimbabwe: Rethinking the 'new normal' in quality assurance for teacher certification. *Journal of*

- Education for Teaching, 46(4), 536–545. <https://doi.org/10.1080/02607476.2020.1802702>
- [29] Nazilah, A. (2021). Counselling students' perception of online learning during COVID-19 in Malaysia. *Electronic Journal of E-Learning*, 19(4), 282–295. <https://doi.org/10.34190/ejel.19.4.2445>
- [30] Pozo-Rico, T., Gilar-Corbí, R., Izquierdo, A., & Castejón, J. L. (2020). Teacher training can make a difference: tools to overcome the impact of COVID-19 on primary schools. An experimental study. *International Journal of Environmental Research and Public Health*, 17(22), 1–23. <https://doi.org/10.3390/ijerph17228633>
- [31] Richmond, G., Bartell, T., Cho, C., Gallagher, A., He, Y., Petchauer, E., & Curiel, L. C. (2020). Home/School: Research Imperatives, Learning Settings, and the COVID-19 Pandemic. *Journal of Teacher Education*, 71(5), 503–504. <https://doi.org/10.1177/0022487120961574>
- [32] Sadler, T. D., Friedrichsen, P., Zangori, L., & Ke, L. (2020). Technology-Supported Professional Development for Collaborative Design of COVID-19 Instructional Materials. *Journal of Technology and Teacher Education*, 28(2), 171–177.
- [33] Scull, J., Phillips, M., Sharma, U., & Garnier, K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. *Journal of Education for Teaching*, 46(4), 497–506. <https://doi.org/10.1080/02607476.2020.1802701>
- [34] Shah, A. U. M., Safri, S. N. A., Thevadas, R., Noordin, N. K., Abd Rahman, A., Sekawi, Z., & Sultan, M. T. H. (2020). COVID-19 outbreak in Malaysia: Actions taken by the Malaysian government. *International Journal of Infectious Diseases*, 97, 108–116. <https://doi.org/10.1016/j.ijid.2020.05.093>
- [35] Siah, P. C., Ong, S. B. C., Tan, S. M., & Sim, C. P. (2015). Perception on Chinese values: A comparison of Chinese secondary students studying at national secondary schools and Chinese independent schools in Malaysia. *The Social Science Journal*, 52(1), 62–68. <https://doi.org/10.1016/j.soscij.2014.08.006>
- [36] Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 7(57), 1–8. <https://doi.org/10.1016/j.ijedro.2020.100016>
- [37] Tamin, N. H., & Mohamad, M. (2020). Google Classroom for Teaching and Learning in Malaysia Primary School during Movement Control Order (MCO) due to Covid-19 Pandemic: A Literature Review. *International Journal of Multidisciplinary Research and Publications*, 3(5), 34–37.
- [38] Thock, K. P., Ho, P. Y., & Chew, F. P. (2017). Mother tongue and ethnic identity: A study of independent chinese secondary school students in Malaysia. *Advanced Science Letters*, 23(3), 2112–2115. <https://doi.org/10.1166/asl.2017.8571>
- [39] Valeeva, R., & Kalimullin, A. (2021). Adapting or changing: The covid-19 pandemic and teacher education in Russia. *Education Sciences*, 11(8). <https://doi.org/10.3390/educsci11080408>
- [40] Van Nuland, S., Mandzuk, D., Tucker Petrick, K., & Cooper, T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. *Journal of Education for Teaching*, 46(4), 442–451. <https://doi.org/10.1080/02607476.2020.1803050>
- [41] Wong, K. Y., Sulaiman, T., Ibrahim, A., Mohd, A. G. K., Hassan, O., & Jaafar, W. M. W. (2021). Secondary school teachers psychological status and competencies in e-teaching during Covid-19. *Heliyon*, 7(11), e08238. <https://doi.org/10.1016/j.heliyon.2021.e08238>
- [42] Yin, R. K. (2003). *Case study research: design and methods* (3rd ed.). SAGE Publications Ltd.