

**CRISIS MANAGEMENT IN TEACHING AND
LEARNING: A CASE STUDY ON EDUCATIONAL
ADMINISTRATORS IN A SELECTED INSTITUTION OF
HIGHER LEARNING IN MALAYSIA**

BY

KHAIRIL ASYRAF BIN ROSLAN

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

2026

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**A thesis submitted in fulfilment of the requirement for the
degree of Doctor of Philosophy in Education**

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ABSTRACT

This study examines the experience that educational administrator undergoes when implementing teaching and learning during crisis. Covid-19 pandemic has brought drastic changes in method and approaches of implementing teaching and learning. Besides that, the unpredictable nature of the current climate has also posed a challenge to education institution in implementing teaching and learning due to the prevalent of natural disaster. There is a need for a study to come up with a better policy and method when implementing teaching and learning during this unprecedented time. By utilizing a qualitative research design which targeted subject that consist of educational administrator from various private universities in Malaysia. The subjects were selected from those who held an administrative position in their respective institution such as dean, head of department, course leader and course coordinator. Data was collected by using in-depth semi-structured interviews. The data that was obtained from the in-depth interview were transcribed using thematic analysis and themes were extracted in order to answer all the research questions. The finding suggested that crisis is something that causes changes to the way things are being done and it occurs over a long period of time. The informants from the study also suggested that managing teaching and learning during crisis is challenging due to the various issues that they have to encounter and overcome. Issue with the hardware, adaptation, health of the lecturers and assessment were among the issue that were faced by the informant from the study. The study also suggested different approach to management need to be taken. The study showed that informants applied servant and innovative leadership was applied by the academic administrator in the study. The informant also noted that the method that they employed were effective. The study also found that most informant agree that there is a need for a guideline and plan to better prepare academic administrator to manage teaching and learning during crisis. The study provided a better understanding on how educational administrators manage teaching and learning during crisis. It highlighted the issues that need to be addressed and the method taken to by academic administrator to handle those issues. Further research on the specific issues regarding the health problem suffered by the lecturers need to be explored. Apart from that, future research is commended to see how the method taken by the academic administrator were effective.

ملخص البحث

تستكشف هذه الدراسة التجربة التي يمر بها المسؤول الأكاديمي عند تطبيق عملية التعليم والتعلم خلال الأزمات. لقد أحدثت جائحة (كوفيد-19) تغييرات جذرية في طرائق وأساليب تطبيق عملية التعليم والتعلم. علاوة على ذلك، فقد شكلت الطبيعة غير المتوقعة للظروف الراهنة تحديًا أيضًا للمؤسسات التعليمية في تطبيق التعليم والتعلم نظرًا لانتشار الكوارث الطبيعية. لذا، ثمة حاجة إلى دراسة تُفضي إلى سياسات وأساليب أفضل لتطبيق التعليم والتعلم في مثل هذه الأوقات الاستثنائية. باستخدام تصميم بحث نوعي استهدف عينة من المسؤولين التعليميين من مختلف الجامعات الخاصة في ماليزيا. تم اختيار أفراد العينة من أولئك الذين يشغلون مناصب إدارية في مؤسساتهم المعنية، مثل: العميد، ورئيس القسم، والمسؤول الأكاديمي، ومنسق المقررات الدراسية. تم جمع البيانات باستخدام مقابلات متعمقة شبه منظمة. تم تحليل البيانات المستخلصة من المقابلات المتعمقة باستخدام التحليل الموضوعي. وقد استُخرجت الموضوعات الرئيسية بهدف الإجابة عن جميع أسئلة البحث. أشارت النتائج إلى أن الأزمة هي أمر يسبب تغييرات في طريقة إنجاز المهام، ويستمر حدوثه على مدى فترة طويلة من الزمن. كما أشار المستجيبون في الدراسة إلى أن إدارة عملية التعليم والتعلم خلال الأزمة تشكل تحديًا بسبب المشكلات المختلفة التي يتعين عليهم مواجهتها والتغلب عليها. كان من بين المشكلات التي واجهها المستجيبون مشكلات متعلقة بكل من: الأجهزة، والتكيف، وصحة المحاضرين، والتقييم. كما اقترحت الدراسة ضرورة تبني أساليب مختلفة للإدارة. وأظهرت الدراسة أن المسؤولين الأكاديميين قد طبقوا نمطي القيادة الخادمة، والقيادة المبتكرة. وأشار المستجيبون أيضًا إلى أن الأساليب التي اتبعوها كانت فعالة. ووجدت الدراسة كذلك أن معظم المستجيبين يتفقون على الحاجة إلى وضع مبادئ توجيهية وخطة لإعداد المسؤولين الأكاديميين بشكل أفضل لإدارة عملية التعليم والتعلم خلال الأزمات. كما أوصت الدراسة بضرورة إجراء بحوث مستقبلية لاستقصاء مدى فعالية الأساليب التي اتبعها المسؤولون الأكاديميون.

APPROVAL PAGE

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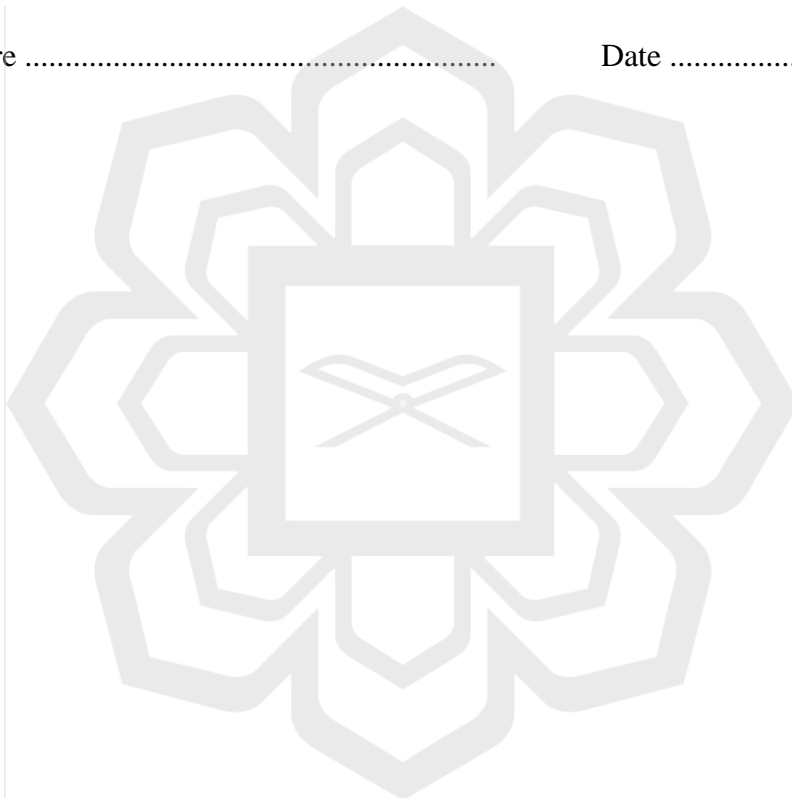
DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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Alhamdulillah and my uttermost gratitude to Allah for allowing me to complete this work.

With all my heart, I dedicate this research work to my dearest parents, Allahyarham Roslan bin Abdul Latiff and Puan Rusnani binti Abdul Manan who always support and believe in me. To my beloved wife, Diyanah Farahin binti Abd Majid, who has always been my rock and inspiration, a heartfelt thanks for the understanding and support throughout my PhD journey. To my wonderful children, Khaireen Arissa Fiona, and Khaleef Aidan Rizqi, you provided me the strength to persevere. Thank you for your support, patience, and love.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Crisis is a term that is widely used today. However, its usage has become so loose that it is challenging to define its actual meaning. According to the Cambridge Dictionary, a crisis is defined as a period of disagreement, confusion, and suffering. Determining what constitutes a crisis has proven to be difficult, as every problem, difficulty, or issue is often labeled as one. Traditionally, a crisis is understood as a disturbance or disruption in an individual's baseline level of functioning. It can also be defined as an event that disrupts homeostasis and is thought to last for a period of 4–6 weeks (Callahan, 1994).

In a broader sense, a crisis can be characterized as a scenario in which society as a whole, or a specific organization or system, faces potentially harmful repercussions (Milainović & Kečević, 2008). This implies that the outcome of a particular situation within a society, organization, or system is likely to be negative. A crisis can also be described as a significant incident with potentially detrimental effects on a firm, organization, or industry, as well as its target market, products, services, or reputation (Bank, 1995).

Over the last decade, numerous phenomena have disrupted education processes across the globe. The Covid-19 pandemic, for instance, brought education to a standstill on an unprecedented scale, forcing educational institutions to close for prolonged periods. In addition to the pandemic, other phenomena such as natural disasters and wars have also disrupted education. Events like floods, earthquakes, and terrorist attacks have impacted education systems worldwide.

Malaysia was no exception to the disruptions caused by the Covid-19 pandemic. When the pandemic hit, the government announced the closure of all educational institutions, including daycare centers, kindergartens, schools, and higher learning institutions such as universities. Beyond Covid-19, Malaysia is also frequently affected by natural disasters such as floods, haze, and heatwaves. Flooding, in particular, is an annual occurrence that impacts multiple states. In 2024 alone, floods affected several states, including Pahang, Kedah, Kuala Lumpur, Perak, Sabah, Selangor, Johor, and Kelantan (NADMA, 2024). It is predicted that Kelantan will face severe flooding from November 2024 to February 2025. As of December 1, 2024, over 150,000 people were affected by massive flooding across nine states in Malaysia (Diana, A., 2024). Over the past five years, Malaysia has seen a significant increase in flood occurrences nationwide. Figure 1.1 shows the data on flood incidents in 2021.



Figure 1.1 Statistic of Flood Occurrences in 2021

Recent conflict that arose around the world has also affected teaching and learning. The eruption of war in Ukraine and Middle east especially in Palestine has also created numerous challenges for academic administrator to manage teaching and learning. Institution with students from those affected countries has to come up with new and different way of conducting their lessons and managing their students. An example was a PhD candidate named Abdallah Abuajwa from USIM who has to take exam even though was going through war at that time. This situation provided academic administrators from USIM with the challenges of ensuring that Abdallah Abuajwa will be able to continue his study. They need to come up with different approach to ensure the continuity of teaching and learning.

1.2 STATEMENT OF PROBLEM

Academic administration plays a crucial role in ensuring the success and effective functioning of higher learning institutions. As Malaysian universities transitioned from the elite higher education paradigm to mass higher education, they encountered new challenges. The administrative departments of these universities have made significant contributions to overcoming these difficulties (Saharudin, 2021).

Educational administrators are pivotal in achieving the objectives of the educational system (Eric, 2008). Their responsibilities include creating syllabi, introducing educational programs, restructuring organizations, and expanding institutional communities. They work tirelessly to fulfill the core functions of their institutions (Kusi et al., 2018). Additionally, they are tasked with designing academic programs and activities for students, addressing and resolving issues through strategic solutions, collaborating with educators to develop curricula, monitoring student development and performance, implementing academic success measures, managing learning management systems (LMS), and ensuring engaging classroom experiences (Saharudin, 2021).

In recent years, Malaysia has faced several events and phenomena that have posed significant challenges to educational institutions. Natural disasters and the Covid-19 pandemic have introduced new dimensions of difficulties. For instance, frequent flooding has disrupted education, forcing institutions to close and suffer damage for extended periods. Universiti Sultan Zainal Abidin (UniSZA) had to transition to online lessons earlier this year due to severe flooding (Sinar Harian, 2023).

The Covid-19 pandemic, which struck in 2020, brought the world to a standstill, including educational institutions. Universities and schools were compelled to adapt to new methods of teaching and learning. In Malaysia, all universities were instructed to conduct online classes starting in March 2020. Institutions such as Universiti Kebangsaan Malaysia (UKM) and Universiti Malaya (UM) paused their semesters before transitioning to online learning, while others like Tunku Abdul Rahman University College (TARUC) implemented online classes immediately. This abrupt shift required lecturers and staff to adapt quickly to the new norms.

The sudden shift to online learning, coupled with nationwide lockdowns, had significant impacts on all parties involved in education. Issues such as limited internet access, lack of proper devices, students' lack of self-discipline, and low participation in online classes were commonly reported. Both students and lecturers had to adjust to these changes in a short time, leading to numerous challenges.

Educational administrators faced particularly daunting challenges during the pandemic. The transition from face-to-face to online learning required them to revise syllabi, restructure coursework and assessments, provide training and resources for educators, and develop new teaching approaches. These added responsibilities increased their susceptibility to stress compared to lecturers and teachers (Lee, 2003). The expansion of their job scope contributed to heightened occupational stress among educational administrators (Gillespie et al., 2001).

While numerous studies have examined the impact of the Covid-19 crisis on students, there is a notable lack of research on its effects on educational administrators. Often overlooked, these administrators were also significantly affected by the sudden changes in teaching practices and norms. The abrupt shift to online learning during the lockdown likely had a profound impact on their roles and well-being. This study aims to address this gap by investigating the impact of online classes on educational administrators, providing a more comprehensive understanding of their experiences during crises.

Students	Teachers
<i>(Thang. S, Mahmud. N, Jaafar. N, Ng. L, Aziz. B ,2022), (Harun. S & Aziz. N, 2021), (Harun, Z & Hashim, H, 2021), (Kaur, J & Singh, J, 2021), (Harun,Z & Mahmud, A, 2021), (Selvanathan, M, Hussin, N & Azazi, N, 2020), (Sufian, S, Nordin, N, Tauji, S & Nasir, M, 2020).</i>	<i>(Rashid, Haron, Haron (2021), (Ismail.S, Nazeri. M, Mohamad. S, 2021), (Ishak et al. 2022), (Duraku. Z & Hoxha, L, 2021), (Courtney. S, Miller. M & Gisondo. M, 2022), (Jafar. M, Sulaiman. N & Dahlan, N, 2022), (Ismail. S & Mohamad. S, 2021), (Kumar et al, 2021).</i>

Figure 1.2 Previous Studies on Impact of Covid-19 on Education

Figure 1.2 illustrates existing research on the impact of the Covid-19 crisis on education. However, most studies focus solely on teachers and students, with limited to no research from the perspective of educational administrators in Malaysia. Studies that were carried out on students focussed on the engagement, implementation, challenges, and impact. Meanwhile the studies that were carried out from the teacher’s perspectives focus on the perception, self-efficacy, impact, and integration. This study will contribute a new perspective on the impact of the Covid-19 crisis on education in Malaysia.

Recent natural disasters in Malaysia have further disrupted education on an unprecedented scale. As of December 1, 2024, over 150,000 people were affected by massive floods across nine states. Several higher learning institutions were directly impacted, while others with students from affected areas had to adapt their teaching methods. This scenario highlights another instance where academic administrators must manage teaching and learning during crises.

This study will provide a deeper understanding of educational administrators' perceptions and definitions of crisis. It will shed light on what constitutes a crisis from their perspective and explore the challenges they face when managing teaching and learning during such times. Additionally, it will offer insights into their opinions on crisis management and potential improvements to current practices.

The findings will also provide a clearer picture of how educational administrators handle teaching and learning during crises, contributing to a more comprehensive understanding of their roles. Ultimately, this study aims to inform policymakers, institutional management, and the government in developing better strategies and policies to support educational administrators during crises.

1.3 STATEMENT OF PURPOSE

The goal of this research is to explore the perspectives of educational administrators from selected universities in Malaysia on their experiences in managing teaching and learning during crises. This study aims to provide a clearer understanding of how educational administrators perceive and define crises. It also seeks to shed light on the challenges they face and the solutions they implement when managing teaching and learning during such times. Documenting the experiences of educational administrators in crisis situations will offer a unique dimension to understanding how teaching and learning can be effectively managed under adverse conditions. The findings from this research will contribute to the development of better policies and strategies for managing teaching and learning during crises.

1.4 RESEARCH OBJECTIVES

The objective of this research is to determine the following:

1. To understand the definition of a crisis among educational administrators.
2. To further understand the educational administrators' perceptions in managing teaching and learning during crisis.
3. To further comprehend the issues that educational administrators face when managing teaching and learning during crisis.
4. To grasp the methods taken by educational administrators in managing teaching and learning during crisis.
5. To comprehend the effective of the methods taken to manage teaching and learning during crisis?
6. To contribute to improvements to the management of teaching and learning during crisis.

1.5 RESEARCH QUESTIONS

This research tends to answer the following questions;

1. What constitutes as a crisis among educational administrators?
2. What are educational administrators' perceptions towards managing teaching and learning during crisis?
3. What are the issues that educational administrators face when managing teaching and learning during crisis?
4. How do educational administrators manage teaching and learning during crisis?

5. Is the method taken to manage teaching and learning during crisis effective?
6. How can one improve the management of teaching and learning during crisis?

1.6 SIGNIFICANCE OF THE STUDY

This research aims to provide a deeper understanding of the perceptions and attitudes of educational administrators toward managing teaching and learning during crises. While many studies have explored the impact of crises on students, there is a significant lack of research focusing on educators and educational administrators. This study will offer valuable insights into the experiences of educational administrators in organizing, designing, and managing teaching and learning during such challenging times. Unlike previous research, this study will consider the unique context of prolonged crises, such as those experienced recently, and examine their impact on educational administrators.

Additionally, the findings of this research will benefit various stakeholders. Educational administrators and policymakers can use the results to develop better policies and practices for implementing teaching and learning during future crises. The study will also provide a more comprehensive and conclusive framework for managing similar events, such as another pandemic or natural disaster. Ultimately, this research will equip educational administrators and higher learning institution management with fresh perspectives and innovative ideas for formulating policies, methods, and assessments to effectively manage teaching and learning during crises.

1.7 DEFINITION OF OPERATIONAL TERMS

1.7.1 Educational Administration

Educational administration refers to a system that integrates various elements to manage the education system and its institutions. It combines human and material resources to oversee, plan, design, and implement structures that support the functioning of an education system. Several studies have explored the concept of educational administration. For instance, research on higher education institutions (HEIs) through the lens of Luhmann's system theory reveals that universities typically integrate different functional logics—research, teaching, and administration. While research and teaching focus on the overarching goal of knowledge creation, traditional university administration emphasizes norm compliance and the establishment of order. Universities can be viewed as special interest organizations, particularly in the realm of research (Schimank, 2004).

At its core, educational administration is about management. It involves a group of individuals who recognize that collaboration enables them to achieve their individual and collective goals. This type of organization is characterized by low formalization, flexible and self-organized cooperation, and a flat hierarchy. Teaching, often conducted by those engaged in research, shares some similarities with research activities. However, teaching is more guided by the overarching mission of education and is subject to greater institutional control. Unlike research, teaching is conducted on behalf of an organization, is more formalized, and yet remains less steerable than administration. Traditional university administration is aligned with the legal system, focusing on establishing order and ensuring compliance with norms. Administrative staff typically operate within highly formalized procedures and are constrained by hierarchical directives. As a result, the functional logic of administrative units differs significantly from that of organizational units responsible for delivering education. This has led to a noticeable divide and certain tensions between academia and administration (Nickel, 2012; Schimank, 2004).

Over time, HEIs have struggled to reconcile these differing practical logics under a unified framework. They have achieved this by creating structural separations between research, teaching, and administration, minimizing points of contact. Weick (1998) described this as a "loosely coupled" system, which allows for organizational flexibility while maintaining long-term stability (Nickel, 2012).

In conclusion, educational administration is a critical concept that plays a vital role in shaping the outcomes of the teaching process. Key factors such as policies, aims, teaching approaches, and methods are essential in defining how an educational administration operates. These elements collectively determine the behavior and actions of an educational administration, ensuring the effective functioning of educational institutions.

1.7.2 Educational Administrator

An educational administrator is an individual responsible for overseeing administrative tasks in schools, colleges, or other educational institutions. Their primary role is to ensure the smooth operation of the organization. However, the responsibilities of an educational administrator differ from those of a school administrator. School administrators focus on managing the day-to-day operations of an institution, including clerical work, resource and financial management, security, and facility maintenance. In contrast, educational administrators are primarily responsible for managing the education process itself. This includes planning lesson plans, designing syllabi, conducting assessments and evaluations, and determining the medium of instruction (Ibrahim A. Ali & Mohamed M.S.A., 2017).

An educational administrator is a professional in leadership who creates and maintains the learning environment. From a conceptual standpoint, they are not only in charge of overseeing day-to-day operations; rather, they are the main players in converting educational strategy and vision into an institutional reality that is efficient, effective, and fair (Fullan, 2014). Their role can be explained through three conceptual facets:

1. Strategic visionary: They establish long-term academic objectives and articulate a common mission, serving as the institution's stewards. This entails eschewing bureaucratic management in order to become learning leaders who prioritize the growth of both the organization and its members (Hoy & Miskel, 2013).
2. Systems coordinators: They create and manage the intricate operational, financial, and human systems that enable an organization to run. To support fundamental educational goals, this calls for the thoughtful distribution of resources and the creation of effective organizational structures (Owens & Valesky, 2015).
3. Cultural Leader: They are the main influencers of the school's atmosphere, creating a safe, welcoming, and engaging atmosphere for students as well as a professional and cooperative atmosphere for adults. "Building productive cultures and structures within schools" is at the heart of their work (Deal & Peterson, 2016, p. 8).

An educational administrator is characterized by the observable and measurable acts, tasks, and behaviors they undertake to ensure the effective management of an educational institution. This definition shifts the focus from the abstract idea ("strategic visionary") to the concrete, observable, quantifiable, and assessable actions. An educational administrator can be identified operationally by their actions. A construct must be described in terms of the precise methods employed to measure and observe it, according to the methodological principle that this methodology complies with (Babbie, 2021; Creswell & Creswell, 2018). Their function is defined by measurable actions in a number of areas:

1. Human Resources Management:

- Observable Action: Performs at least three formal classroom observations for each teacher annually, employing a recognized educational framework rubric (e.g., Danielson Group, 2022; Marzano Observational Protocol).

- Measurable Behavior: Set aside a predetermined portion of the yearly budget (for example, three to five percent) for organized professional development, which is recorded in attendance logs and budget ledgers.

2. Instructional Leadership:

- Observable Action: Plans instructional interventions and analyzes student assessment findings by chairing a biweekly Data-Driven Instruction (DDI) meeting with department chairmen and instructional coaches (Bambrick-Santoyo, 2018).

- Measurable Behavior: Generates reports every three months that show the proportion of students who pass common formative tests and reach competency criteria.

3. Operational and Financial Management:

- Observable Action: Creates, submits, and obtains governing board approval for an annual line-item budget by a specific date.

- Measurable Behavior: Uses a purchase order system to authorize expenditures, and records the quantity and total amount of approved purchases each month.

4. Compliance and Safety:

- Observable Action: Verified by drill logs and reports to the district office, the institution conducts and records the required number of safety exercises (such as fire and lockdown) per semester.

- Measurable Behavior: All state and federal compliance reports (such as those on funding, attendance, and punishment) are submitted by the legally mandated deadlines; a critical performance indicator is a 100% on-time submission rate.

In Malaysia, according to Institut Aminudin Baki, educational administrators in higher learning institutions are tasked with several key roles. These include designing and developing curricula, fostering international linkages between their institution and institutions abroad, organizing staff development programs, training educators in program delivery and core competencies, promoting research and innovation within their programs, and conducting evaluations and assessments (Bajunid, 1992).

1.7.3 Online Learning

The definition of online learning has been widely debated, with scholars offering varying interpretations. Some emphasize the distinction by describing online learning as being "wholly" online (Oblinger & Oblinger, 2005). Others define it as the use of technology as the primary medium or environment for delivering education (Lowenthal et al., 2009). Additionally, some scholars highlight the direct connections between online learning and other modes of education, arguing that they utilize the same technologies (Rekkedal et al., 2003; Vollery & Lord, 2000).

Most authors describe online learning as providing access to educational opportunities through technology (Benson, 2002; Carliner, 2004; Conrad, 2002). Scholars such as Benson (2002) and Conrad (2002) view online education as a modern evolution of distance education, enhancing access to learning for non-traditional and disenfranchised students. Other researchers discuss the accessibility of online learning, as well as its connectivity, adaptability, and ability to foster diverse forms of interaction (Ally, 2004; Hiltz & Turoff, 2005; Oblinger & Oblinger, 2005).

While many scholars draw comparisons and distinctions between online learning, distance learning, and traditional delivery methods, there is a consensus that online learning represents a more advanced form of distance education. As Benson (2002) suggests, online learning builds on the foundations of distance learning but incorporates modern technological advancements. However, despite these discussions, there remains some ambiguity in the descriptive narratives about the precise relationship between online learning and remote learning.

1.7.4 Crisis

The term "crisis" is used to describe a situation in which society as a whole, or specific organizations and systems within it, face potentially unfavorable outcomes. Despite its frequent use, the term lacks a clear or uniform definition. Etymologically, the word "crisis" has Greek origins. Derived from the Greek word *krisis*, it originally meant "judgment" or "determination," referring to a pivotal moment that determines whether something will develop positively or negatively in the future. A defining characteristic of a crisis is that it necessitates a decision, yet one has not yet been made.

Traditionally, a crisis is defined as a disruption in an individual's baseline level of functioning. It is also described as a disturbance in homeostasis, which refers to the balance required for an organization to maintain its survival and functionality. A crisis is generally understood to last between 4 to 6 weeks. During a crisis, individuals or organizations may lose their ability to function effectively and often resort to new or unconventional methods to cope with the situation (Caplan, 1961; Cohen & Nelson, 1983; Golan, 1978; Slaikeu, 1990).

In English, the concept of crisis is being describe in many different interpretations such as (Milasinovic & Kesetovic, 2008);

- adversity, or an emergency that results in property damage and endangers the lives or health of people or animals due to uncontrollable factors.
- contingency, i.e., an unanticipated incident.
- accident, which goes beyond the technical-technological, denotes a mishap brought on by the human aspect, including technology.
- Major incident, sometimes referred as a state of emergency that represent any occurrence that have the potential to cause death, injuries, property damage, environmental changes, disruption in the society, where activity and consequences cannot be prevented, alleviated, or remedied by available means and capacity, and especially the terms.

- Catastrophe (disaster)- referring to a disaster brought on by natural forces.
- Emergency situation.

1.8 LIMITATION OF THE STUDY

The purpose of this study is to gain a deeper understanding of educational administrators' perceptions and experiences in implementing online classes. However, this research faces several limitations. One significant limitation is the scarcity of studies focusing on this specific perspective. Although numerous studies have been conducted on educational administrators, most do not address online teaching. In the Malaysian context, there is particularly limited research on educational administrators' perceptions and experiences regarding online teaching. Most existing studies focus on the perspectives of lecturers and students rather than administrators.

Another limitation is the time constraints faced by the researcher, who is also a lecturer and a parent. Balancing these responsibilities can make it challenging to complete the study. To address this, the researcher has requested one dedicated day per week from their employer to focus solely on the research, which will help maintain progress and focus.

Additionally, limited resources pose a challenge for this study. Conducting the research requires significant financial investment, and the researcher has not received any external funding. As a result, the researcher must rely entirely on personal funds to complete the study, which adds to the difficulty of the task.

1.9 DELIMITATION OF THE STUDY

This study is delimited in its focus on online teaching. Alternative teaching methods, such as blended learning, face-to-face learning, practical learning, experiential learning, and student-centered learning, are not explored. During the recent Covid-19 pandemic, online teaching was the primary method utilized, overshadowing other approaches. As a result, this study concentrates exclusively on online teaching and learning.

Another delimitation is that the study examines only the opinions and experiences of educational administrators involved in course design and management. Specifically, it investigates the perspectives of deans, course leaders, program leaders, and course coordinators. These individuals are responsible for designing coursework, creating syllabi, drafting marking rubrics, and constructing assessments. Other segments of educational administration, such as administrative staff, registrars, human resources personnel, technical staff, and finance teams, are not included. This narrows the scope of the research due to time constraints and the emphasis on selected educational administrators' viewpoints.

Additionally, there is a limited number of studies focusing on educational administrators directly involved in the educational process. Most existing research concentrates on administrative support staff specializing in areas such as policy formation, financial management, student development, marketing, human resources, public relations, and security. Other studies often explore student perceptions of educational administrators, administrators' views on specific policies, or management practices. Furthermore, this study is constrained by its exclusive focus on tertiary education, excluding other levels of education in Malaysia, such as primary, secondary, and early childhood education.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The theory behind several of the study's themes will be explored in depth in this chapter. It also includes earlier studies that help to develop, elaborate, and support the direction of this investigation. It is broken into three portions that are each concise. The first section talks about academic administration and academic administrator. This section discusses about the definition of academic administration and academic administrator, their role in education and the challenges that they face. Next, how the notion of education, future education, and also how the advancement of technology had affected and unfolded via the context of formal educational environments in history. The subsequent one focusses on online learning. This section discusses on the definition of online learning, approaches to online learning and the issue and challenges with online learning. Lastly, the theoretical framework, among other things, supports how this study might provide an explanation on the general experience and impression that university administrators have of online learning.

2.2 ACADEMIC ADMINISTRATION

Administration is the practise of arranging and coordinating the material and human resources that are available to any organisation in order to accomplish its stated objectives. The procedure is known as Educational Administration or School Administration when it applies to the educational system. The term "administration" is more frequently used to describe government business. Every company has administrative functions. The primary goal of administration is the requirement to complete tasks in order to achieve predetermined goals. The process of combining resources and personnel to ensure effective teaching and learning in the classroom is known as educational administration. The main goal of educational administrator is to improve the teaching and learning. Educational administration can be outline as a

process through which school administrators plan and organise the available resource for education with the goal of fulfilling the system's objectives (Eric, 2008).

Educational administration is a concept that coincide with other parallel term such as leadership and administration. Management and administration are two similar term that is being used widely in the world. The term management is popular and used in The United Kingdom, Europe and Africa meanwhile administration is more commonly used in the United States, Canada and Australia (Eric, 2008).

However, management and administration are being defined differently by some. Administration is described as a process of collaborating with and working through others to effectively accomplish corporate goals. Administration is seen as the practise of effectively carrying out the tasks. In the United States, educational administration plays an importance role in governing and administrating education. The educational institution is also one of the biggest private and public businesses. Educational administrators at all levels, from superintendents to chairpersons, must take their jobs seriously in order to produce excellent education (Sergiovanni, 1980)

The difference between Management and Administration has been listed down as below (Bush, 2003).

Basic for Comparison	Management	Administration
Definition	The management of a business organisation refers to an organised method of managing both people and resources.	The term "administration" refers to a group of persons managing an organisation.
Authority	Middle and Lower level	Top Level
Role	Executive	Decisive
Area of operation	It works under administration	It has total control over the organization's operations.
Applicable to	Profit making organizations such as business organizations.	Government offices, military, clubs, business enterprises, hospitals, religious and educational organizations.
Focus on	Managing work	Making best possible use of the limited resources
Key individual	Manager	Administrator
Represents	Workers that are paid for their labour	Owners who receive a return on their investment.

Figure 2.1 The difference between Management and Administration (Bush, 2003)

Academic institution administration, including the responsibilities of all administrative entities, is frequently used to describe the management of academic institutions in their whole (such as schools, colleges, and universities). The discipline of educational administration often encompasses the system of knowledge and learning (and leadership) (Chen, 2009).

2.2.1 Academic Administrator

Academic administrator integrates human and material resources in order to supervise, organise, plan, and put into place mechanisms to carry out an educational system (Connolly, et. al. 2017). People obtain knowledge, skills, values, beliefs, habits, and attitudes through learning experiences. The academic system is made up of professionals who work in organisations that provide education, including governmental departments, corporations, legislative bodies, organizations, and schools. In order to enliven and enhance the educational system, political leaders work together with professors, lecturers, teachers, non-teaching staff, administrative employees, and other educational professionals. Management, which includes an institution's planning, organising, implementation, review, evaluation, and integration, is crucial at every level of the educational ecosystem. The 14 Principles of Management by Henri Fayol apply to educational management (Management Study, 2013).

Educators organise and run lessons within a pedagogical framework, handling and revising student files to distinguish and evaluate a variety of developmental domains, including social, emotional, intellectual, physical, moral, and aesthetic growth (Jon, 2008). The philosophy of the curriculum, the aims and objectives of the subject matter, and the particular learning and developmental requirements of each student all have an impact on pedagogical practises (IIEP-UNESCO, 2014). Even though the administration of educational institutions at the degree of teachers mimics that of the education ministry (Ben, 2010), it focuses on the planning, growth, and supervision of each individual student (Jon, 2008). Educators employ instructional strategies and classroom management techniques that promote self-discipline, independence, and a positive learning mindset in their pupils. The way a teacher runs their classroom affects a wide range of different elements of the educational environment. The strategy that are employed in the classroom are authoritarian, authoritative, lenient, and detached classroom management (Marion, 2014). Educators should apply a combination of helpful recommendations and corrective measures to redirect a student's attention or resolve problem (Daniel, 2013).

The school board and principals are in charge of running a school's daily operations. Making decisions and developing policies fall under the purview of the school board. They are responsible of overseeing the school's financial operations, creating its strategic outlook and goal, analysing and improving its policies. In addition, the board oversees institute performance, reporting to key parties (the director-general and parents) and interacting with these groups such as parents, government, and non-profit organisations.

Academic administrators have a professional and managerial function in educational institutions. Together with the institutional board, they develop the institution's strategic goals, which are based on its purpose, vision, and philosophies. The administrator is in charge of organising and coordinating daily activities as well as supervising teaching and non-teaching staff. They are responsible for locating resources to assist the ensuring that staff are happy and the institution's strategic goals are equipped and trained adequately. Administrator must also collaborate with neighbourhood stakeholders and present performance assessment to the Ministry of Education (www.moe.gov.sg, 2018). Academic administrators improve their institutions' programmes and initiatives to promote a pleasant campus culture (Bush, 2018). The strategic objectives of academic institutions include excellence academic performance and engagement, the enhancement in staff competency, development in character and leadership skills, comprehensive learning, high-quality student results, and everlasting, coming generation students (ResourcEd, 2018).

2.2.2 The Role of Academic Administrator

Academic administrators have the responsibility to manage the education system, they are required to supervise, organise, plan, and put into place mechanisms to carry out an educational system. In order to achieve all of these tasks, academic administrators need to combine human and material resources (Connolly, et. al. 2017). People are given knowledge, skills, values, beliefs, habits, and attitudes through learning experiences. The education system is made up of professionals who work in organisations that provide education, including governmental departments, corporations, legislative bodies, organizations, and schools. To enliven and enhance

the educational system, political leaders work together with professors, lecturers, teachers, non-teaching staff, administrative employees, and other educational professionals. Management, which includes an institution's planning, organising, implementation, review, evaluation, and integration, is crucial at every stage of the education.

Teachers planned and carried out lessons within a pedagogical framework, and student portfolios are maintained and updated in order to recognise and assess student growth in a range of developmental domains, including social, emotional, intellectual, physical, moral, and aesthetic development (Jon, 2008). The philosophy of the curriculum, the aims and objectives of the subject matter, and the particular learning and developmental requirements of each student all have an impact on pedagogical practises (IIEP-UNESCO, 2014). Although the administration of education at the level of the educator is similar to that of the ministry of education (Ben, 2010), it is more concentrated on the planning, development, and monitoring of particular students (Jon, 2008). Teachers employ instructional strategies and classroom management techniques that promote self-discipline, independence, and a positive learning mindset in their pupils. The manner in which a teacher manages their classroom has an impact on a lot of different features of the learning environment. There are four main instructional strategies in learning, they are authoritarian, authoritative, permissive, and disengaged classroom management (Marion, 2014). Teachers should use a combination of helpful recommendations and corrective measures to redirect a student's attention or handle conflicts (Daniel, 2013).

The main task of the board of education and principals are to be in charge of running a school's daily operations. Making decisions and developing policies fall under the purview of the school board. They are in responsible of overseeing the school's financial operations, creating its strategic vision and goal, and analysing and enhancing its policies. In addition, the board monitors institute performance, reporting to key parties (such as the director-general and parents) and interacting with the stakeholder such as parents, the government and non-profit organization (NGO) (Syukri, 2022).

Academic administrators carry a professional and managerial job in educational institutions. Along with the institutional board, they are tasked to develop the institution's strategic goals, which are based on the institution purpose, vision, and philosophies. The leader is in charge of organising and coordinating daily activities as well as supervising teaching and non-teaching staff. They are responsible of securing funding to support the institution in achieving its strategic goals and making sure staff members have the necessary tools and training. Administrators must also work with community members and provide the Ministry of Education with the success metrics (www.moe.gov.sg, 2018). Academic administrators are also responsible in improving their institutions' programmes and scheme to stimulate a pleasant campus culture (Bush, 2018). Apart from that, academic administrator is also in charge in drafting the strategic objectives of academic institutions that will produce academic supremacy and a more comprehensive engagement, encourage staff competency development, build character and enhance leadership skill development, create a much more comprehensive education, produce student with high quality result, and prepare student to be lasting and ready for the future (ResourceEd, 2018).

Academic administrators are also responsible for ensuring the dedication and enthusiasm of their academic staff. Due to the knowledge-intensive nature of academic institutions, their exceptional performance is largely dependent on the dedication and involvement of its academic staff. The lack of involvement from the staff could compromise the calibre of the research and teaching (Aboramadan et al., 2020). Therefore, in order to ensure that the academic staff has a balanced work life while also achieving organisational performance, management must take proactive measures to protect them from high levels of stress and an excessive workload (Barkhuizen & Rothmann, 2008; Jamali et al., 2021). Retaining highly dedicated and motivated workers inside academic institutions should be a top concern given that they are complicated institutions with limited resources (Aboramadan et al., 2020).

Another key role that academic administrator face today is to manage the stress level of the employee. According to several research, both academic and extracurricular activities are strong indicators of stress at work (Yunita, Norazamina, Noor Emiliana, 2021). Workload overload and job-related stress are directly correlated (Barkhuizen & Rothmann, 2008; Forgasz & Leder, 2006; Jamali et al.,

2021; Salwa & Fatma, 2017; Timms et al., 2007; Zuraida & Nur Farahiyah, 2015). Also, there is a connection between job-related stress and non-academic obligations such as administrative positions, membership in internal and external committees, participation as an outside expert, participation in volunteer work, and participation in professional development. The management should establish a policy stating how many non-academic commitments should be assigned to each academician throughout a certain academic year or calendar. This could develop into a preventative or controlling tool to lessen academicians' stress at work (Yunita, Norazamina, Noor Emiliana, 2021).

Maintaining job satisfaction is also another key role that academic administrator has to manage. Academic administrator plays a pivotal role in ensuring that job satisfaction among the staff regardless of whether they are academic or non-academic. The ability to recruit and keep happy employee is essential to ensure the establishment's success (Cordeiro, 2010). Faculty employees are crucial to the success of establishment of higher learning (Cordeiro, 2010). More satisfied workers are more likely to stay on the job, which benefits colleges and institutions manage to allocate enough faculty (Froeschle & Sinkford, 2009). Job satisfaction and retention in higher education establishment are business-related issues because a 5% increase in retention might result in a 10% cost reduction (Wong & Heng, 2009). Increases in retention could also lead to substantial output return of up to 65%. (Wong & Heng, 2009). American universities are experiencing a high level of turnover among faculty (Klein & Takeda-Tinker, 2009). Most colleges use faculty search committees, which filter initial applicants while also requiring significant financial and faculty time investments (Cordeiro, 2010). Higher education institutions continue to struggle with finding and keeping qualified faculty (Wong & Heng, 2009). Job satisfaction at work is crucial for faculty retention (Wong & Heng, 2009).

There is a connection between administrator leadership styles and faculty member job satisfaction. Faculty who worked under transformational leaders were the happiest in terms of prevailing leadership styles. The least satisfied faculty were those who worked for avoidant or passive bosses (Bateh, Heyliger, 2014) The most efficient administrator utilises both transformational and transactional leadership (Bass, Avolio, Jung & Berson, 2012, 2006; Yukl & Mahsud, 2010). Academic administrators play a

significant role in job satisfaction (Wong & Heng, 2009), and as a result, they have a direct impact on the retention of academics at higher education institutions.

2.2.3 Challenges That Academic Administrator Face

Motivating the faculty is one of the main challenges that academic administrators are facing today. They must maintain the morale of the faculty and staff since it will affect their performance. Academic administrators must be wise when dealing with faculty and staff especially in deciding their approaches when dealing with them. This is because every approach taken may have different outcome. For examples, some leaders and administrators who practise authoritarian or behave like king could resulted in negative atmosphere and result in workplace (Taufik, Istiarsono, 2020).

One of the challenges that educational administrator face that they have to restructure traditional organizational structure, policies and standard. Educational leaders have to realize that the main objective of managing curriculum is not just to adhere to the policy but to guarantee that all students will gain the most out of their education (Oliva, 2013). Developing a monitoring plan that would concentrate on and track advancements made in aligning curriculum, teaching and learning tools, pedagogical strategies, and student assessments with real standard (Dina, 2012). Educational administrators need to be aware that managing the curriculum does not only involve the formally recognize procedure of teaching, but every other process which includes ownership of the vision of all those involved in the implementation. This suggests that the principals must be able to coordinate the vision, meet the requirements, expectations, and goals of all parties involved (Smith, 1995).

The globalisation and integration of the education system have become quite a challenge for educational administrator in this era. The increase in mobility among student, researcher, faculty, institutional leader, and the emerging market of international community of academics and experts has forced the educational leader to embrace international educational curriculum without forsaking the local market demand and needs (Reimers, 2006). As a result, the scope of the huge educational production has increased. However, this has created another issue in the under-

develop and developing nations in which out migration of high skilled personnel which in returns has initiated the phenomenon of brain drain (Bhattarai, 2009; Dhungel, 2010). Migration of academics, researchers, and students as a result of globalisation results in cultural fusion, blending of cultures, and the development of new cultures. For educational leaders, trying to comprehend all of the different culture and point of views from students and their families seen to an endless and arduous task (Shield & Sayani, 2005). The demands to deal with disputes and conflicts along with another requirement seem to be too much. This is one of the main difficulties that are faced by 21st century educational leaders.

The advancement in technology has provided new and more unique challenges for educational administrator today. The twenty-first century is usually recognised as the age of science and technology. One of the major change factors in the contemporary educational landscape has been identified as technology (Fullan, 2007). Due to rapid technological advancement and globalisation, the world has shrunk. Several challenging issues are presented by the dynamic nature of technologies, their quick development, and the intense competition among technological service providers. It is imperative that we stay current with technological advancements. Institutions that are technologically behind the times find it difficult to keep up with the pace of the world economy (Luqman, Farhan, Shahzad, Shaheen, 2012).

2.3 CRISIS

The term "crisis" is used to explain a situation in which a society as a whole, or specific organisations and systems within it, find themselves, possibly with unfavourable outcomes. Despite being commonly used, the word "crisis" lacks a distinct or universal conceptual meaning. The word crisis has Greek origins, in accordance with its etymology. The original meaning of the word "crisis" (Greek:) was "judgement" or "decision," i.e., the turning point that determines whether something will develop favourably or unfavourably in the future. A choice must be made but has not yet been made, and this is the fundamental feature of a crisis.

A crisis is typically defined as an interruption in a person's normal level of functioning. It is also known as the disturbance of homeostasis, which refers to a shift in the equilibrium of an organization's capacity to continue existing and operating. Crises are typically believed to continue longer than 4-6 weeks. When a crisis occurs, a person's ability to function normally is lost. They might decide to discover a novel or unusual way to handle it. (Golan, 1978; Caplan, 1961; Cohen & Nelson, 1983; Slaikue, 1990).

The term "crisis" is used to refer to a variety of situations where uncontrollable circumstances threaten the lives or well-being of people or animals while also causing material damage. A human error, even one involving technology, is referred to as an accident. This term extends beyond the technical and technological (Milasinovic, Kesetovic, 2008);

- A major incident, also known as a state of emergency, is any situation that has the potential to result in property damage, personal injury, environmental changes, or social unrest and whose effects cannot be avoided, mitigated, or remedied using current resources. Catastrophe (disaster) is a term used to describe a disaster brought on by natural forces.
- A critical circumstance.

By definition, crises are important, unanticipated, serious, and unfavourable situations. No matter how efficiently your company operates under regular business conditions, they are likely to result in rapid chaos. A crisis is an occurrence that has the potential to drastically change an organisation. It presents a serious risk to a company's well-being, character, standing, and possibly even survival (Maryann A. Waryjas, 1999).

2.3.1 Crisis Management

Crisis management is the process of preventing, responding to, and recovering from crisis events that have the potential to seriously harm or disrupt an organisation or a community. Crisis management includes a range of responsibilities and actions, from crisis planning and preparation to crisis response and recovery. Because of the nature of the contemporary environment, which is driven by the consequences of globalisation and the tough economic dynamics, crisis management has become a regular topic for organisational managers. In our world, a crisis may appear to be ongoing (Rais, 2007).

As a result, the objective of crisis management is to lessen the negative effects of a large crisis event while working within stringent time constraints and with limited resources. The aspect of crisis management that is most instantly apparent is damage control, but its ultimate goal goes much beyond "putting out fires." By utilising precise planning, firm action, and good fortune, crisis management involves cultivating the potential for success that lie concealed among the challenges (Maryann A. Waryjas, 1999).

Crisis management has been classified into various stages. One of the stages that has been identified is by categorizing stages of crisis management into 3 primary stages: precrisis stage, crisis management and postcrisis management (Bundy, Pfarrer, Short, Coombs, 2017).

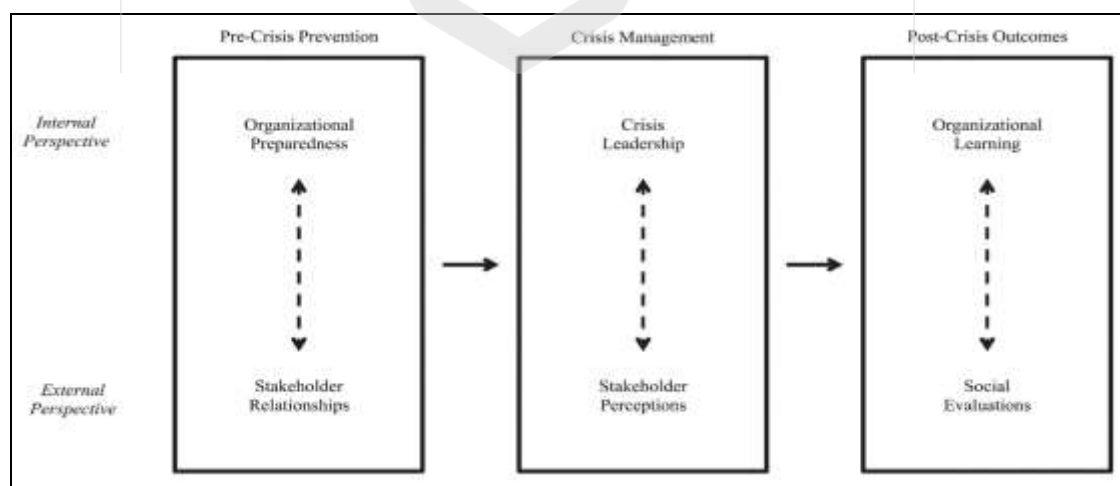


Figure 2.2 Crisis Management stages

2.4 LEADERSHIP

Leadership is the means of persuading people to comprehend and concur on what must be done and how, as well as the process of supporting both individual and group endeavors to achieve common (Yukl. G. 2006, p. 8). Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse. P. 2010, p. 3). These definitions propose a number of essential elements of the leadership phenomenon. Here are a few of them:(a) Leadership is a process; (b) Leadership entails influencing others; (c) Leadership takes place in a group setting; (d) Leadership entails achieving goals; and (e) Leaders and their followers share these goals. The definition of leadership as a process itself implies that it is not a quality.

If leadership is seen as a process, then followers both influence and are influenced by leaders either favourably or unfavourably. It emphasizes that rather than being a linear, one-way process in which the leader influences followers, leadership is a two-way, interactive event between leaders and followers. By characterizing leadership as a process, it becomes accessible to everyone, not just those who are born with it. More significantly, it indicates that leadership is not limited to the one individual with official position authority in a group (i.e., the officially selected leader). At its core, leadership is about transformation. Leaders build the organizations and procedures that managers require, then raise them to a completely new level or alter them in some fundamental ways to seize new chances (Kotter. J. P., 2007).

Influence, or the capacity to affect peers, superiors, and subordinates in a professional or organizational setting, is the essence of leadership. Being a leader is impossible without influence. Naturally, having influence increases the necessity for leaders to use their position in an ethical manner. Achieving objectives is a component of leadership. Thus, leading a team of individuals toward the achievement of a goal through a variety of morally sound methods is what leadership is all about. Leaders focus both their own and their followers' energies on achieving a common goal. For instance, hockey coaches can work with their players to win a championship, win their conference, have a winning season (better than 0.500), or improve their win-lost percentage over the previous one. Therefore, leadership takes place in and influences

situations where individuals are working toward a common objective (Guerrero. L & Rowe. G., 2007).

Three periods and three general models can be used to broadly categorize the study of leadership (Polleys, 2002). Where leadership occurs, what the leader does, and who the leader is. From "Great Man" and "Trait" theories to "Transformational" leadership, a survey of the leadership literature demonstrates a developing array of "schools of thought". Later theories start to take into account the role of followers and the contextual aspect of leadership, whereas early theories typically concentrate on the traits and actions of effective leaders (Thakore, 2013).

2.4.1 Approaches to Leadership

There are several approaches to leadership. This includes transformational, transactional, servant leadership, innovative leadership, democracy leadership, laissez-faire leadership, and several others.

2.4.1.1 Transformational Leadership

A transformational leader is someone who motivates and inspires followers to accomplish remarkable results. He or she is able to stimulate, excite, and inspire followers to exert extra effort in order to accomplish collective goals; they transform followers' understanding of issues by assisting them in viewing old problems in a new light; and they pay attention to the concerns and developmental needs of individual followers (Robbins & Coulter, 2007). The main idea behind transformational leadership theory is that good leaders influence their followers to act in the best interests of the group as a whole and look out for one another's interests (Warrillow, 2012). James Macgregor Burns first proposed the idea of transformational leadership in 1978 in his descriptive study on political leaders. Since then, its application has expanded into organizational psychology and management, where B.M. Bass and J.B. AVALIO have further modified it (Jung & Sosik, 2002).

Through a number of methods, transformational leadership improves followers' performance, motivation, and morale. These include relating the followers' sense of self and identity to the project and the organization's overall identity; setting an example for followers that motivates and engages them; pushing followers to take more responsibility for their work; and recognizing followers' strengths and shortcomings so the leader can assign tasks that improve performance (Odumeru & Ogbonna, 2013).

There are four component of transformational leadership style (Warrilow, 2012):

1. Charisma or idealized influence: the extent to which a leader exhibits commendable behavior, holds convictions, and takes positions that make followers identify with them. A leader with a defined set of ideals leads by example.
2. Inspirational motivation: the degree to which the leader articulates a vision that is appeals to and inspires the followers with optimism about future goals and offers meaning for the current tasks in hand.
3. Intellectual stimulation: is the extent to which a leader questions presumptions, inspires and fosters creativity in followers, and helps them creatively overcome any roadblocks to the mission by giving them a framework for seeing how they relate to the leader, the organization, one another, and the goal.
4. Personal and individual attention: The extent to which a leader caters to the needs of each individual follower, serves as a coach or mentor, and values and respects each person's contribution to the team is known as personal and individual attention. This meets and strengthens each team member's demand for self-worth and self-fulfilment, which in turn motivates followers to pursue greater success and development.

2.4.1.2 Transactional Leadership

In his book *Leaders*, Burns (1978) originally proposed the idea of "transactional leadership," which holds that a power and benefit exchange underpins the connection between a leader and their team. This ground-breaking hypothesis inspired researchers to look into how leaders use rewards and authority to affect employee behavior and how this relationship affects organizational success. The purpose of this study is to present a thorough analysis of the literature on transactional leadership, go over the primary issues facing the discipline, and suggest future lines of inquiry.

Organizations must contend with more fierce competition and dynamic, changing environments as market conditions change and economic growth quickens. The job of leaders becomes even more crucial in this situation. According to research, the most common leadership style in organizations is transactional leadership, which emphasizes performance management and goal achievement (Bass & Avolio, 1994).

Element of transactional leadership are as follow (Dong, 2023):

1. **Emphasis on performance management:** To promote long-term organizational development and steady growth, transactional leaders strongly emphasize performance management (Locke & Latham, 1990). These leaders are able to effectively monitor progress and make the required modifications to guarantee the accomplishment of corporate goals by establishing specific goals and key performance indicators (KPIs). Nonetheless, detractors contend that placing too much focus on performance indicators could encourage short-term thinking and stifle originality and creativity.
2. **Emphasis on teamwork:** The emphasis on teamwork is another essential component of transactional leadership. These executives focus on creating productive teams and organizational cultures while encouraging collaboration. Building trust and collaboration among team members through constructive communication and interaction eventually boosts organizational effectiveness (Tuckman, 1965). Finding a balance between teamwork and individual liberty is still difficult, though, as placing too

much emphasis on cooperation could inhibit autonomous thought and judgment.

3. **Emphasis on organizational change:** Transactional leaders are skilled in promoting transformation and modernization and understand the significance of organizational change (Kotter, 1995). They are excellent at spotting possibilities and obstacles and acting to address them, making sure the company adjusts to changing market conditions and environmental changes. Although this flexibility is essential, transactional leaders must also make sure that, in the process of implementing change, they do not lose sight of the organization's long-term goals and basic values.
4. **Emphasis on employee development:** Another essential component of transactional leadership is putting an emphasis on staff development. By offering training and development opportunities, these leaders help their staff members improve their abilities and traits (Noe et al., 2017). They think that workers are a vital asset to the company and that they can only promote sustainable development by consistently enhancing their skills and abilities. But one criticism of this strategy is that it can make workers dependent on the boss, which would hinder their capacity to advance and mature on their own.
5. **Emphasis on customer service:** Transactional leaders prioritize customer service because they view consumers as vital partners in the firm (Zeithaml et al., 1996). These leaders gain the trust and loyalty of their customers by providing high-quality goods and services that are tailored to their needs and expectations. Transactional leaders must exercise caution when putting client satisfaction ahead of staff happiness and well-being, even while customer-centricity is essential.

2.4.1.3 Servant Leadership

One of the most contentious developments in the development of leadership theory is the revitalization of the ancient idea of "servant leadership." Because it is humanistic and spiritual rather than logical and mechanical, servant leadership is a radical approach to management. In addition to being concerned with a higher power and influence, servant leadership is transcendental because it puts the needs of others above one's own. Leaders must empty themselves of vanity, selfishness, and worldly ambitions in order to conduct servant leadership. To put it another way, simply adopting humble thoughts and behaviors is insufficient. The drastic step of putting one's own interests aside and dying on the cross alongside Christ is required of servant leadership (Wong and Page, 2003). In order to encourage spirituality, servant leadership has certain qualities. The goal is to promote the serenity and spirituality of Muslim managers who give services, not leadership style.

There is a connection between spirituality and servant leadership. They said that spirituality and servant leadership are positively correlated in order to transcend one's own self-interest, which starts with the innate desire to serve (Giacalone & Jurkiewicz, 2010). In order to achieve optimal performance, servant leadership is a moral management strategy based on values, ethics, principles, virtues, morals, and spirituality (Khaliq, 2011). Patterson's servant leadership model is made up of seven components. These include being altruistic, serving with love, acting with humility, having a vision for the followers, having faith in others, and empowering others (Dennis & Bocarnea, 2005).

From the Islamic perspective, one of the most important rules for becoming a good servant leader is adhering to shariah maqasid. A servant leader cannot be demotivated by the desire for wealth, status, or power. He wants to abstain from immoral behaviour and do what is morally correct. Both income and rank are beneficial to the populace but are not significant factors. This is founded on the fundamental teachings of Prophet Muhammad (peace be upon him), who did not experience any changes in his life as a result of his transition from a Makkah trader to the head of state in Medina. The Prophet (peace be upon him) was also quoted by Anas Abu Hurairah as stating, "I am God's servant; I eat like a servant and sit like a servant." According to Ibn 'Umar's account, the Holy Prophet (peace be upon him)

warned: "Beware. You are all shepherds, and each of you is responsible for his sheep. As the ruler of the people, the Caliph will be questioned about his subjects and how he handled their concerns. In addition to being questioned about how she raised the children and ran the family, a woman is also the guardian of her husband and his children. A slave is responsible for protecting his master's property and will be questioned about it, including how he maintained his confidence. Be careful; each of you is a guardian, and you will all be questioned about his confidence (Sahih Muslim, 20: 4496). A man is responsible for the members of his family and will be questioned about them, including how he took care of their moral and physical well.

Spears (1998) listed ten traits of servant leadership, including: (1) listening, both to oneself and to other people (2) understanding and empathy (3) healing (looking for others' and one's own wholeness) (4) consciousness, both of oneself and of others (5) persuasion, or reaching an agreement (6) Conceptualization (of daily activities and dreams) (7) foresight, the innate capacity to draw lessons from the past and predict how decisions will affect the future. (8) Stewardship, which is the practice of keeping an institution in trust for the benefit of society (9) dedication to others' personal, professional, and spiritual development; and (10) community building (charitable, compassionate, charitable, and for the good of others). The internal act of hearing may be the first in a hierarchy of these attributes. Servant leadership requires the following qualities and attributes from a leader that are lacking in the majority of other leadership philosophies:

- **Listening:** An essential tool for effective communication that is required for both active respect for others and accurate communication. Before making a decision, listen from top to bottom, in all directions, and actively rather than passively. Effective communication is a must for any leader. This is essential for making decisions (a topic for later). It is critical that the group's leader is aware of its will. And this can be acquired by paying attention to both spoken and unspoken words. Additionally, listening is an essential skill for handling conflict avoidance or resolution (another future topic). Silence, introspection, meditation, and attentive listening—actually "hearing" what is said and unsaid are all emphasized by Greenleaf. According to DePree (1989), the best communication compels you to

listen. Servant-leaders must firmly believe in listening to others in order to strengthen these crucial abilities. The goal of servant leadership is to discern and make clear a group's will. They aim to pay attentive attention to both spoken and unspoken words. Connecting with one's inner voice and attempting to decipher the messages being sent by one's body, spirit, and intellect are other aspects of listening.

- **Empathy:** The capacity to transfer one's own consciousness into another person's mind. Keep a person away from their job, Be considerate of others and affable with the right people. Knowing what another person is going through on an emotional level inside their own frame of reference is known as empathy. Perhaps the most crucial leadership trait involving a leader's interactions with others is empathy. The capacity to comprehend another person's perspective is known as empathy in a leader. The capacity to genuinely place oneself in another person's position and comprehend their emotions is known as empathy. It's the capacity to comprehend the effects that change can have on other people, and taking their feeling into consideration before making any change. A competent servant leader makes an effort to comprehend and sympathize with others. Empathy is defined by Secretan (1996) as "identifying with the thoughts, feelings, and perspectives of others." (p. 240) and implies that "empathy is the foundation of civility" (p. 78).
- **Healing:** The servant leader encourages people to pursue their own sense of wholeness by acknowledging the universal human need to do so. Assist your employees in coming together, taking into account their past, and creating a shared future. The ability to heal is a potent tool for integration and change. The ability to heal oneself and others is one of servant leadership's greatest advantages. The book "The Servant as Leader", Greenleaf states, "There is something subtle communicated to one who is being served and led if, implicit in the compact between the servant-leader and led is the understanding that the search for wholeness is something that they have." Since he wishes to promote and assist each person's personal growth, a servant leader works to assist others in resolving their issues and

disagreements in interpersonal relationships. This results in the development of a corporate culture where employees work in a vibrant, enjoyable atmosphere free from failure-related anxiety. The servant leader assists others in overcoming these blemishes and seeks to identify the root cause of such broken spirits. Through improved team integration, this promotes relationships to mend and aids in organizational transformation.

- **Awareness:** A wide awareness, particularly self-awareness, is possessed by the servant leader. Self-reflection, hearing what others have to say about us, staying receptive to new information, and connecting what we know and believe to what we say or do are all ways to become more conscious. "Walking your talk" is the colloquial term for this (Bennis and Goldsmith, 1997, p. 70-71). According to Palmer (1998), we need to do everything in our power to pay attention to that [inner] voice and heed its advice. The servant leader is strengthened by general awareness, particularly self-awareness. The servant-leader is strengthened by the capacity to look inward. A servant leader who makes a commitment to cultivate self-awareness can respond to others more sensitively and, via their own individual journey, be of greater service to others by assisting them in developing and pursuing self-awareness. Additionally, self-awareness encourages authenticity in interpersonal relationships, giving others the impression that the leader is sincere and looking out for their best interests. By concentrating on followers' unique needs for success and development and exhibiting an acceptance of their particular peculiarities, servant leaders can foster employee loyalty to the company. Self-aware and generally conscious leaders are better able to comprehend ethical, power, and value-related challenges, which enables them to see events and make judgments from a more comprehensive standpoint. In order to satisfy the needs of others and influence subordinates, the servant leadership style makes use of awareness.

- **Persuasion:** Instead of using positional authority to compel group conformity, a good servant-leader uses "gentle but clear and persistent persuasion" to foster consensus. Contrary to positional authority, swiftly persuade and foster consensus. Relying on persuasion rather than positional power when making decisions is one of the main traits of servant leadership. Rather than using an authoritarian approach to force conformity, the servant leader aims to persuade people and foster consensus. They act in a fair, transparent, and consistent manner. Instead of using their position and authority to force people to comply, a servant leader tries to persuade those under their supervision. This feature, which stems from Robert Greenleaf's Christian beliefs, sets servant leadership apart from more conventional, authoritarian forms.
- **Conceptualization:** The goal of servant leadership is to develop their capacity to "dream great dreams." Thinking beyond the everyday realities is necessary to be able to approach an issue (or an organization) from a thinking standpoint. In addition to concentrating on long-term operational objectives, a servant leader is able to see beyond the boundaries of the current business. By considering the purpose of life, a leader creates a personal vision that only he can create. He consequently comes up with precise objectives and methods of execution.
- **Foresight:** However, one of the most crucial aspects of servant leadership is foresight. This is the capacity to predict or understand how a situation is going to turn out. According to Greenleaf (1970/1991), it is a more accurate estimate of "what" will occur "when" in the future. According to him, "the quality of foresight allows servant-leaders to comprehend lessons learned from the past, the realities of the present, and the likely outcome of a decision in the future." It has a strong foundation in intuition. This facilitates improved decision-making.

- **Stewardship:** Organizational stewards, often known as "trustees," care about the organization as a whole, its effects on society, and its relationships with all members of society in addition to the followers within the organization. trusted with other people's resources. A servant leader views himself or herself as a steward of the organization that employs them, and stewardship is the act of holding something in trust for another. According to Greenleaf, every member of an organization or institution has a vital role to play in upholding the institutions' integrity (looking out for the institution's welfare and meeting the needs of other members of the institution) for the benefit of society as a whole. Similar to stewardship, servant leadership is predicated primarily on a dedication to meeting the needs of others. Additionally, it places more emphasis on persuasion and transparency than control. Stewardship is a servant leadership trait that explains why servant leaders continue to be dedicated to transparency, persuasion, and meeting team members' needs.
- **Commitment to the growth of the people:** Servant leaders are dedicated to the general development of those who report to them as well as other human resource-related matters. The servant-leader is dedicated to each person's personal development and will go above and beyond to support others. Beyond their observable contributions as employees, servant leaders think that everyone has inherent worth. As a result, servant leaders have a strong commitment to each employee's spiritual, professional, and personal development.
- **Building community:** Prior to industrialization, a person's perspective and personality were typically influenced by their local community. Large institutions have taken the place of the local community as the determining factor in an individual's life as a result of industrialization. Knowing this, the servant leader finds ways to foster a sense of community among the group's members and other staff members. The servant-leader looks for ways to foster a sense of community. Community building strategies include caring for one's community, investing financially in it, and giving back to the community through service. Other characteristics that are in

line with Greenleaf's work and suitably covered in a critique of servant leadership have been expressly noted by other authors on the topic. All 20 of the Greenleaf qualities are present in one way or another in the following list. Among the twenty, listening, persuasion, and stewardship are specifically mentioned; the remaining ones are included under more general headings.

The advantages of servant leadership:

- Flexible
- Coworkers are respected as members of a team that collaborates to complete tasks and make decisions using information that is shared.
- Servant leaders never make decisions without first listening to others.
- Responsible to the entire company.
- It is possible to acquire leadership skills.
- Servant leadership fosters cooperation, empathy, trust, and the moral exercise of authority.
- Servant leadership eliminates employees' fear of their jobs.
- All of the aforementioned advantages help a firm operate effectively and efficiently.

2.4.1.4 Innovative Leadership

According to Elkington and Booyesen (2015), innovation is essential for any business to succeed in the twenty-first century. In contrast to leadership that thrived in confined circumstances, the globalized period emphasizes the need for a new type of leadership (Solow & Szmerekovsky, 2006). Unless leadership is shaped in a way that allows the system to self-develop and continuously regenerate within hyper-complexity and hyper-uncertainty contexts, organizational burnout poses a serious threat to the

complex context of the new era, according to Probst & Raisch's research article (Probst & Raisch, 2005).

According to Şen & Eren's research (Şen & Eren, 2012), innovative leadership is the introduction of a novel approach, product, service, methodology, or concept to meet the needs of people and solve present and future issues. Accordingly, innovation leadership is a method and philosophy that blends many leadership philosophies to inspire and encourage staff members to produce goods, services, and original ideas (Horth & Buchner, 2014). The inventive leader plays a key part in the practice of innovation leadership. When it comes to organizational development, innovative leadership is thought to help a group or organization achieve its goals. According to Şen and Eren (2012), innovative leaders share a number of similar traits, including leadership abilities, values, and the expertise to recognize threats now and anticipate unfavorable effects in the future. According to Anand and Saraswati (2014), innovative leaders are also dedicated and visionary to advancing the social, political, and economic well-being of people. To be competitive and succeed in the face of new processes and technology, the company must think creatively (Horth & Buchner, 2014).

Globalization has turned the diverse into a complete tiny village, according to (Abbas & Asghar, 2010). In this globalized community, organizations participate in intense rivalry and conflict (Abbas & Asghar, 2010). In this situation, creating novel business strategies is the most advantageous and successful course of action for a corporation. According to the research findings of Abbas & Asghar (Abbas & Asghar, 2010), leadership is essential for promoting innovations and enacting change inside an organization (Kennedy, 2000). Leaders are capable of bringing about or starting these changes inside an organization (Senior & Fleming, 2006). Organizations have been forced to reevaluate and review their operations in order to adapt, embrace, and comprehend their business-changing model due to shifting markets, quick technological improvements, and rising customer demands (Abbas & Asghar, 2010). According to research data, 70% of businesses fall short of their objectives (Abbas & Asghar, 2010). Since poor leadership is crucial to the development and assessment of an organization, it is associated with that failure.

Among the many traits of innovative leadership is the ability to tolerate risk. Since new goods, services, and concepts are being introduced to the market, innovation entails a significant amount of risk (Davis, 2019). Domain expertise is the other attribute. For innovative leaders to come up with original ideas, they must possess a wealth of knowledge. These leaders should also be open-minded, meaning that they should investigate any ideas put up by their members in order to produce creative results (Abdullrazak & Alyamani, 2019). People with less anxiety are creative leaders. People who are constantly agitated and nervous tend to be swept up in small things, which in turn causes their members to feel threatened and worried about trivial matters. Leaders that are innovative should be able to create a safe and pleasant environment for their members. Another quality that these leaders ought to have is emotional stability (Vitello-Cicciu, 2003). To preserve the same atmosphere at work, these leaders should ideally be wired to be upbeat and content. They shouldn't be people who have euphoric mood swings. Confidence, action-orientedness, serious play, teamwork, and attention to detail are further traits.

2.5 EDUCATION

The process of supporting learning, or the development of knowledge, ethics, values, skills, habits, and beliefs, can be characterised as education. Examples of educational practises include teaching, training, storytelling, discourse, and focused study. Even though majority of education is carried out with the assistance of an educators, students have the ability to educate themselves. Education can refer to any event that has a forming influence on a person's opinions, feelings, or behaviour, and it can occur in both official and informal contexts. The teaching method is referred to as pedagogy (Syukri,2022).

The formal educational phases include preschool or kindergarten, elementary school, secondary school, college, university, or an internship. The United Nations and several states have recognised the right to an education. Most places mandate that kids stay in school until they reach a particular age. There is a drive for school reform, especially evidence-based education, as part of global initiatives to achieve the Sustainable Development Goal, which supports quality education for all (Chang, Morshidi, Dzul kifli, 2018).

Education started in prehistory when parents instructed kids in the information and abilities that were deemed necessary for their group. In preliterate societies, this was accomplished orally and through imitation. Down storytelling, knowledge, morals, and skills were passed down through the generations. Formal education developed as civilizations progressed beyond the range of abilities that could be quickly picked up by imitation. The first higher education institution in Europe was founded by Plato in Athens when he founded the Academy. The intellectual hub of Ancient Greece was Alexandria, a city in Egypt that was established in 330 BCE. The great Library of Alexandria was built there in the third century BCE. Europe's civilizations experienced a downfall in literacy and organisation after Rome fell in 476 CE.

After Rome fell, the Catholic Church was the only supporter of literacy in Western Europe (nature.com, 2018). Throughout the Early Middle Ages, the church constructed cathedral schools as hubs of advanced learning. Eventually, some of these organisations evolved into mediaeval universities, which served as the forerunners of several of Europe's present-day universities (Blainey, 2004). The famous and notable Chartres Cathedral School was run by the cathedral during the High Middle Ages. Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early supporter of a method of scientific investigation that is systematic, (Robert, 1910), and Saint Albert the Great, a pioneer in biological field research, are just a few of the outstanding scholars and natural philosophers who were produced by Western Christendom's mediaeval colleges (Albertus, 1907). The earliest and oldest continuously running university in the world was established in 1088 by the Institution of Bologna (Sanz, & Bergan, 2006).

From the Islamic perspective, education includes every element of attaining information, which include learning by doing and also by observing others (Alkanderi, 2001). Education also refers to the act of teaching, nurture (Abdullah & Ainon ,1995) or *tarbiyyah* (Ishak, 1995). *Tarbiyyah* is a process of self-filling, forming discipline and intellect of the younger generation (al-Attas, 1992). Islam has a very broad and definitive definition of education, which covers all aspect of human's life. The curriculum come from Allah, which cover several aspects such as akidah (Belief), syari'e (Law), ibadah (Occupation), akhlak (Bahivour), science, technology, sociology, politic, economy and others. Education involves the act of disciplining the soul and thought from doing anything that deviates from the prophet Muhammad SAW teachings (Al-Attas, 1992). Objectively, the objective of education in Islam is to cultivate an individual who is kind, kind in the sense of possessing a good behaviour, an individual that is physically and spiritually submits to Allah S.W.T (Al-Attas, Hassan, 1997).

Nowadays, full-time education, either in school or elsewhere, is mandated for every child up to a specific age in the majority of countries. More individuals are predicted to enrol in formal education in the next 30 years than at any other time in human history due to the expansion of compulsory schooling and population growth (Robinson, 2006). On what the main objective(s) of education is/are or should be, there is/are no widespread agreements. Many places and eras have employed educational systems for a variety of purposes. For instance, the Prussian educational system in the 19th century attempted to mould children into people who would further the political objectives of the state (Mommsen, 2019). Some emphasise its significance to the individual, highlighting how it can positively affect students' personal development, independence, construction of their cultural identities, and establishment of their careers or vocations. Others emphasise the advantages of education for societal goals include encouraging good citizenship, turning students into valuable members of society, supporting society's overall economic development, and protecting cultural values (Christopher & John, 2008).

The goal of education at a given period and location influences the learner, the lesson, and how the schooling system operates. For instance, education is regarded as a positional good in many nations in the twenty-first century (Park & Shavit, 2016). In this driven approach, everyone desires for their own students to have access to a higher quality of education than other students (Park & Shavit, 2016). Some students, particularly those from underprivileged or marginalised groups, may experience unfair treatment as a result of this approach (Park & Shavit, 2016). For instance, a city's school system might use this strategy to draw the boundaries of school districts so that nearly all of the students in one school are from lower-income families, while almost all of the students in nearby schools are from higher-income families, even though consolidating low-income students in one place lowers academic achievement for all students.

In a school or university, a curriculum is a list of the classes and the subject that is covered in each one. Latin for "racing course," curriculum describes the series of behaviours and experiences that kids go through as they grow up to be responsible, independent individuals. A syllabus, which essentially outlines the subjects that must be comprehended and at what level to get a particular grade or standard, serves as the foundation for a curriculum, which is prescriptive in nature (Syukri, 2022).

An academic discipline is a field of study that is formally taught, either at a university or through other venues. Each subject often contains several branches or subfields, and the boundaries between them are frequently arbitrary and ill-defined. The natural sciences, mathematics, computer science, social sciences, humanities, and applied sciences are some examples of wide academic disciplines (Syukri, 2022).

Direction is the assistance of another person's studying. Teachers can employ a number of subjects, including reading, writing, mathematics, science, and history, to oversee students' education in elementary and secondary schools. Depending on the sort of school, instructors at post-secondary universities go by a variety of designations, including teachers, instructors, and lecturers. They primarily teach within their specific discipline. Teacher quality is the single factor that has the greatest impact on student achievement, and countries that perform well on international tests have put in place a number of restrictions to guarantee that the teachers they have

chosen are as efficient as possible (Winters, 2012). No Child Left Behind, which was passed, requires highly qualified teachers in the United States (NCLB).

2.5.1 The Future of Education

There are new trends emerging for education today. The rapid development and advancement in technology has caused education to evolve as well. There are two biggest future trends in education today. The first one is to rethink what is being taught. The advancement in technology has made life much easier. However, it comes at a cost of labour reduction due to automation. The advancement of technology has made numerous professions to be obsolete. The adaptation and over-reliance on technology added with the advancement of communication and artificial intelligence has made more and more jobs to be automated (Schwab & Zahidi, 2020). It is estimated that 25 jobs such as tax preparer, locomotive engineer and cashiers will be gone by 2030 due to the advancement of AI and technology (Haynes, 2023).

Another trend that is happening in education today is to rethink how we teach. There is a need to change how we conduct teaching and learning due to the changes that are happening in the world today. Advancement in technology such as the introduction of AI such as ChatGPT, the changes in educational trends such as the increase in part-time students, the uses of online learning has called for changes in the way we teach (Renton & McIndle, 2021). Through the Malaysian Education Blueprint (Higher Education) 2015-2025 (MBEHE), Malaysian government has introduced twelve initiatives. The initiatives are:

1. Reduce centralised administration of schools and higher education institutions;
2. Reduce dependency on government funding for higher education institutions;
3. Reduce higher education institutions programmes that are irrelevant to industry;
4. Raise attractiveness of national schools;

5. Raise quality of early childhood care and education and basic education curriculum;
6. Raise community support for education;
7. Raise entrepreneurship education at tertiary level;
8. Raise soft skills for higher education students;
9. Raise commercialisation of research, development and innovation;
10. Raise industry involvement in higher education curriculum and practical training;
11. Create niche professional development programmes for teachers and school leaders; and
12. Create massive open online courses/learning

In 2023, the government launched Dasar Pendidikan Digital, this policy is introduced with the aimed to foster digitally fluent students to meet with the demands of the digital era, to promote the integration of digital technology by educators and educational leaders in the education ecosystem, to strengthen the infrastructure, infostructure and content of digital education and to optimize the active involvement of strategic partners as a catalyst for digital education. The policy was also created to address the challenges that will digital education faced (Digital Education Policy, 2023).

The human race is evolving in a drastic speed, the dilution of information is causing them to become outdated and incorrect. Due to this, cognitive skills instruction, such as how to rapidly pick-up new material as possible is becoming more important. Even the typical subject-focused curriculum has begun to evolve in Finnish schools, leading to the introduction of novel ideas like experience-based learning, where students learn concepts like climate change instead of traditional courses (National Agency for Education of Finland, 2014). The implementation of non-conventional student plans and career options, especially first-generation students, is the focus of ongoing educational reforms.

Adults now need education as well; it's becoming a commodity that's no longer just for kids (Matthew, 2017). Some governmental organisations, including Finland's Sitra Innovation Fund, have suggested mandating lifelong learning (Jenna, 2017).

The COVID-19 pandemic, which began in early 2020 and affected more than 1.6 billion pupils in more than 190 nations, wreaked havoc on the world's educational systems. Closures of schools and other learning facilities have impacted 94 percent of pupils worldwide, with rates reaching 99 percent in nations with low and lower-middle incomes (United Nations, 2020). Several schools developed alternative plans during the outbreak, which gave students, teachers, and families a variety of in-person, hybrid, and online-only options. These options included programmes for children with learning disabilities and those learning in a language other than their mother tongue (Summers, 2020). As of September 30, 2020, there were localised school closures in 27 different nations. A projected 55.1 million students in the United States were compelled to quit attending school in person as of April 10, 2020. Household that are unable to provide the essential equipment, such as computers, printers, or a reliable internet connection, may find it particularly challenging to transition to a virtual learning environment. Parents are frequently asked to assist their children with their homework when schools are off, but most of them actually have a hard time to fulfil this obligation. For parents who are less educated and less wealthy, this is especially the case. Special education students find it impossible to complete the program without the resources and assistance that they need (UNESCO, 2020). According to surveys, remote learning technology is much less likely to be available in schools with a majority of students of colour (Summers, 2020). In the US as of 2019, just 66% of African American households have access to broadband service. In 2015, just 45% of African Americans have access to a laptop or desktop computer. When it comes to educating their children, African American parents who lack access to the internet connection or a computer will struggle to keep up (Slay, 2020). The pandemic has had a serious effect on pupils' mental health. Three out of ten students who attend school from home are thought to experience emotional and mental health problems. The disruption of students' social lives has had a similar harmful effect on students' health around the world as it has on the quality of education. This will be a problem for some time to come. Opportunity disparities have been brought to light by COVID-19, so it's

going to be on to educators and legislators to allocate the required funds towards eradicating them in the upcoming years (Summers, 2020).

2.5.2 Crisis in Education

Crisis is defined as a phenomenon where an individual, community and organization find themselves in a situation where they could be at the receiving end of a negative outcome (Milasinovic, Kesetovic, 2008). Traditionally crisis is being describe as a scenario which cause an individual, society or an organization to be unable to function on a basic and fundamental level. Crisis usually last a duration between 4-6 weeks, which causes the said individual, community and organization to seek alternative method to cope with the disruption (Caplan,1961; Cohen& Nelson, 1983; Golan 1978; Slaikeu, 1990).

There are several events that causes crisis in education. Crisis in education should be defined as an event that cause a disruption or changes in the education process. These changes can alter the method, policy and practises in education. One of the main examples of crisis in education is war. One of the outcomes of war is the interruption to education which could resulted in the refusal to return to school among school children (Shakya,2011). Apart from that, war could also cause the destruction and damages to educational infrastructure (Dimitry, 2012). The displacement caused by war could also resulted in the students to struggle to acclimate to their new surrounding and displacement. The displacement could also hinder education due to the refusal of some country to provide them to refugee of war (Naciones Unidas, Asamblea General, 1996). A country that are embroiled in armed conflict or war could decide to focus their spending on arms and defence, which in return will result in the significant reduction on education spending (O'Hare & Southall, 2007).

A spread of disease can cause disruption to education. The spread of disease cause disruption by changing how we carry out the education process. Global pandemic such as the Spanish flu and Covid-19 have adverse effect on education. The Covid-19 pandemic in 2020 cause the closure of all educational institution around the world. Around 100 countries around the world carry out nationwide closure of all

educational institutions (Unesco, 2020). This causes several negative consequences such as interruptions in learning, less access to institutions of learning and research, unemployment, and increase in student debt (Onyema, Sen, Obafemi, Sharma, 2020). The lockdown that was implemented worldwide causes drastic changes in education process and approaches. Educational institutions at every level have to utilize the internet in order to conduct classes. Schools will need to offer online-based education due to changes in the learning process. In America, the same holds true. In order to assure student academic development throughout the COVID-19 outbreak, the Centers for Disease Control claim that electronic learning programmes using digital and distance learning methods are efficient and often used (Johanisa, Fadila, Desma, Afnita, Husnaini, 2020).

Another crisis that could have impacted education is natural disaster. Natural disasters are unavoidable occurrences like floods, earthquakes, or hurricanes that cause significant property damage or human casualties (Onigbinde, 2018). Nations have suffered a considerable number of economic losses and fatalities as a result of natural disasters around the world. Understanding the conflicting consequences of disaster intensities and their effects on social and economic growth, particularly on schooling, is important (Onigbinde, 2018). In Malaysia, the government has gradually adapted disaster education due to the flood that happen in 2015. The monsoon season in Malaysia affect school in the country, these disasters happens yearly and cause damage to school facilities which resulted in the disruption of the education process (How, et al, 2020).

2.6 DISTANCE LEARNING

Distance learning is an area of education that focusses on teaching method and the use of technology with the goal of delivering teaching usually one-on-one, to students who are not physically present in a typical educational setting like a classroom. There are many different uses for distance learning (Honeyman & Miller, 1993, p.68). Today, numerous public and private, non-profit and for-profit universities worldwide offer distance learning from the most basic instruction to the highest level of degree

due to new technologies' rapid development and ongoing cost reductions in processing, storing, and transferring data (Buselic. M, 2012).

The phrase "distance learning" refers to methods that aim to provide access to training and education while releasing students from geographical and temporal limitations. It provides both individual and group learners with adaptable learning possibilities. This area of education is expanding at the fastest rate. The growth of Internet-based technologies, especially the World Wide Web, has highlighted the potential influence of distance learning on all forms of education. Distance learning can be defined as learning that involves the use of computing, information, and communications technology applications in many locations (Webster & Hackley, 1997, p. 1284).

According to the basic concept of distance learning, students and teachers are separated geographically, and technical resources are used to bridge this gap (Casarotti, Filliponi, Pieti & Sartori, 2002, p. 37).

One factor influencing social and economic development is distance learning. It is quickly taking centre stage in both industrialized and developing nations' mainstream educational systems. Distance learning's globalization offers nations numerous chances to achieve the objectives of their entire educational systems. Interest in remote learning has skyrocketed due to the increasing demands for ongoing skill development and retraining as well as technology advancements.

2.6.1 Advantages of Distance Learning

Numerous benefits of distance learning can be assessed using technical, social, and financial factors. Additionally, distance learning approaches offer unique pedagogical benefits that result in alternative conceptions of knowledge acquisition and generation (UNESCO, 2002, p. 65). Numerous benefits of distance learning can be assessed using technical, social, and financial standards. Additionally, distance learning approaches offer unique pedagogical benefits that result in alternative conceptions of knowledge acquisition and generation (UNESCO, 2002, p. 65).

Increased access to learning and training opportunities, more chances for updating, retraining, and personal enrichment, improved cost-effectiveness of educational resources, support for the calibre and diversity of current educational structures, and capacity building are all benefits of distance learning. Convenience is another benefit of distant learning, as many of the technologies are readily available from home. Because distant learning is flexible, many types of distance learning give students the chance to join whenever they choose, individually. Additionally, distance learning is multisensory. Everybody's preferred method of learning can be accommodated by a large range of materials. Some students learn best through visual stimulation, while others learn best through computer interaction or listening. Additionally, more interactions with students may be possible through distance learning. When given the chance to communicate via email or other customized channels, introverted students—especially those who are too afraid to address questions in class will frequently "open up" (Franklin, Yoakam & Warren, 1996, p. 126).

2.6.2 Disadvantages of Distance Learning

Planning beforehand is necessary for distance learning. In order to complete assignments on time, both teachers and students participating in remote learning will occasionally need to make compromises. Even if distance learning is inexpensive, there could be unanticipated expenses (such additional shipping and handling charges). Feedback from distance learning is not instantaneous. In a conventional classroom, questions and informal testing allow for instant evaluation of a student's performance. When learning remotely, a student must wait for feedback until the teacher has looked over and addressed their work. Teachers must put in a disproportionate amount of work while using distant learning as opposed to typical course delivery methods. Specifically, teaching distant learning requires a significant amount of time for student preparation and assistance in addition to the time needed for the actual delivery of course materials (Buselic. M, 2012).

The mindset of the students and the readiness of the teachers are the most important elements in distant learning. Students won't be open to distant learning if they don't think the technology is helpful (Christensen, E. W., Anakwe U. P. & Kessler, E. H., 2001, p. 267). Other significant issues influencing the establishment of a distant learning community include teachers' inability to acquire the required pedagogy, adopt a positive outlook, and acquire the required skills. There is a relationship between distant learning, pedagogy, and individual experience. Pedagogy may suffer when a teacher is unwilling to employ technology or has a negative perception of it. Numerous studies demonstrated that a large number of educational initiatives failed due to their limited ability to influence teachers' attitudes or methods (Niederhauser, D. S. & Stoddart, T., 2001, p. 25).

2.7 ONLINE EDUCATION

Online learning refers to all-virtual courses that are given by postsecondary institutions, excluding massively open online courses. Compared with traditional courses taken in a physical school building, e - learning or virtual courses made available online. The most recent advancement in distance learning, which started during the middle of the 1990s once the internet and the World Wide Web became gained widespread popularity. The learner experience is often asynchronous, while it could sometimes have synchronous fundamentals. The great majority of universities utilise a learning management system to manage their online courses. As the ideas of distant education change, so do the digital technologies used to support learning and pedagogy (Syukri, 2022).

Online learning, according to several studies, is the most modern and enhanced kind of distant learning that makes it easier for nontraditional students to access educational opportunities (Xu and Jaggars, 2013). Some has defined online learning as learning with the application of several technology (Moore et al, 2011). Because technology is continually evolving, there is no need to revise the concept of online learning on a regular basis (Bates& Khasawneh, 2007; Lim, Morris, & Kupritz, 2007; Moore, Dickson-Deane, & Galeyn,2011; Shin & Chan, 2004; Xu & Jaggars, 2013).

Online learning is the preferred method of learning for nontraditional students who may have some constraint in pursuing education in the traditional way. Students who have a full-time job, starting a family, attended lesson on a part-time basis or put their tertiary education on hold may choose online learning as their preferred learning method (Xu & Jaggars, 2013). Due to time and location restrictions, these students typically struggle to attend traditional face-to-face classes. They could be working a full-time job and have a family that need to be attend to (Bates & Khasawneh, 2007). Men and women adapt to online class differently. Women tend to adapt to online class better than men. This is due to the fact that, as compared to men, women are more driven, more proficient at communicating online, and more structured when studying (Wang et al, 2012, Xu & Jaggars, 2013).

Another element that affects online learning effectiveness is age. In order to succeed, older persons may have honed their own preparation, explanation, critical reasoning, and cognitive strategies consciousness (Xu & Jaggars, 2013). Older students who usually have family and work obligations tend to have better grasp of time management. These usually allow them to embrace online learning better than younger student (Shin & Chan, 2004; Xu & Jaggars, 2013).

Just 8% of students took online courses in 2000; by 2008, that number had risen to 20%. (Radford, 2011). As of the fall of 2013, almost 30% of all postsecondary students were enrolled in some form of remote learning program, demonstrating that the growth of online learning hasn't ceased (National.Center for Education Statistic, 2016). Researcher have discovered that students participating in online courses possess greater attrition rates compared to those enrolled in conventional face-to-face programme, the numbers are ranging from 20% to 50% (Jazzar, 2012) , despite the fact that data on the completion of online courses and programs are challenging to come by (Haynie, 2015). Several colleges rushed to move to online learning rather than hold in-person sessions in 2020 because to the global coronavirus pandemic.

Significant and ongoing preparation is required for participant involvement and teacher-student interaction (Hanna, et. al. 2000). The shift to online teaching will go more smoothly if you are open to joining the team because online educators are frequently a part of a bigger team that includes instructional and graphic designers as

well as IT professionals (Hanna, et. al. 2000). Teachers lack resources and support, thus before fusing technology, material, and pedagogy to construct courses, instructors must first obtain training and help (Kebritchi, et. al. 2017). Equivalent to what is expected in a conventional classroom, learners are supposed to be self-driven, competent in managing time, active in class discussions, and eager to educate others.

In order for students to succeed, the instructor must encourage them to evaluate and analyse information before relating it to course material (Hanna, et al. 2000). It will take a lot of work on the part of the instructor to build up scenarios and interactions that encourage sociability because there is a potential that students won't feel connected to the other students in the class. One suggestion is to create a "student lounge" where people may unwind and talk about things unrelated to education. Task such as group work can also assist to alleviate a sense of isolation (Hanna, et. al. 2000). By enabling them to elaborate on their comments and take part in discussions, video and audio components help students interact and engage with their peers (Kebritchi, et. al. 2017). Online teachers should be conscious of the physical locations of their students because it might be challenging to schedule a course when students are dispersed over two or more time zones. (Lieblein and colleagues, 2000). A classroom course's initial preparation takes less time than an online course's initial preparation. Before the course starts, all of the content must be developed and posted (Lieblein, 2000). Online courses take up around 30% additional time for instructors who are accustomed to it in addition to preparation (Lieblein, 2000). The transfer from the classroom to the online setting can be aided by experienced online educators tutoring less experienced ones (Lieblein, 2000). It could be challenging for institutions with no experience at all.

It is crucial to realize that a healthy student will get better grades regardless if it is traditional class or virtual learning. The changes in technology and availability of resources have made it easier in the aspect of learning process but it may have a detrimental effect due to the sedentary effect of online learning (University of Minesota, 2007). According to a study, using a computer frequently can make it such that you go to bed later and wake up later, all of which diminish your energy level. This will impact work performance and might promote a sedentary lifestyle (Wang, et, al, 2012).

The teaching and learning environment in a traditional classroom setting can benefit greatly from the integration of e-learning. They also mentioned that e-learning offered educators a solid starting point if they wanted to explore the potential of new technologies in their teaching methods (Harasim, 1995). However, several researchers have noted that e-learning applications were widely used in tertiary education (Bates, 2001; Harasim, 1995).

2.7.1 Approaches to Online Education

Online learning has a growing influence on classroom or campus instruction, but more importantly, it aids in developing fresh models or framework for learning and teaching. The change from traditional classroom instruction to virtual learning may results in the educational environment to transform. As a result, we must therefore design systems where the teaching method is consciously modified to the educational environment (Bates, 2019).

Technology utilization has an impact on all facets of teaching and learning. Due of the potential to view and study material in new ways, when educators incorporated technology into the lesson, it necessitated new learning approaches to the curriculum (Cohen, 2001). Additionally, several studies have highlighted how technology can assist by enabling students to take a more active role in their education through various instructional styles or strategies (Kusssmaul and Dunn, 1996). The development of learning environments that improve student learning and achievement is made possible by the new technology (Dewar & Whittington, 2000). However, using technology improperly can result in inefficient learning. Therefore, it's crucial to have a basic understanding of technology, know how to utilize it, and most importantly, feel at ease doing so (Smolin and Lawless, 2003).

2.7.1.1 Asynchronous E-Learning

Asynchronous learning is described as learning that is taking place in an online environment where participants do not need to be on the internet simultaneously and their work is assisted by the use of digital platforms (Hrastinski, 2008). Alternatives to asynchronous approach in e-learning consist of email, phone calls, and threaded discussions (Lieblein, 2000). The nature of asynchronous learning makes online learning more appealing to individual who want to learn at any time and from any place (Johnson, 2007). Asynchronous learning gives the learner more time to collect information to support their written comments, as well as allowing them more time to create responses to the instructor's and other students' postings that are relevant to the learning material (Hrastinski, 2008). The additional time enables the pupil to enhance their capacity for knowledge processing (Hrastinski, 2008). Asynchronous postings utilise vocabulary and spelling that are akin to formal academic writing (Ho & Swan, 2007). The increased chance that a learner may feel cut off from the learning environment, on the other hand, is one of the main disadvantages of this distribution approach. Learning that occurs asynchronously is seen to be less social and could make a student feel lonely (Hrastinski, 2008). Giving students a sense of belonging to the university or institution might help them feel less lonely; to do this, make sure the library and connections to campus support services are open and functioning (Lieblein, 2000).

2.7.1.2 Synchronous E-Learning

Synchronous e-learning refers to the employment of an electronic approach for both teaching and learning at the same time. Synchronous voice or text chat rooms offer the potential for teacher-student and student-student interaction. In addition to chat, video conferencing makes face-to-face interaction possible. However, utilizing other approach such as surveys, polls, and Q&A sessions, can actually make web conferences more interactive than video conference (Perveen, 2016). The most likeness between synchronous and face-to-face learning environments exists (Hanna, et. al. 2000). When students consume online content simultaneously on digital platforms, synchronous learning takes place. As opposed to asynchronous learning,

synchronous online settings encourage a greater feeling of encouragement because text or voice exchange happens instantaneously and sounds a bit like conversation (Giesbers et al. 2014).

Through cooperative learning, synchronous approach fosters a communal feeling (Teng, et.al. 2012; Asoodar, et. al. 2014). In a synchronous online classroom, students and teachers can interact and work together simultaneously. It mimics a regular classroom with webcams and tools for group discussions, but everyone accesses it remotely over the Internet. Lessons may be recorded and included in an electronic library. In order to fully understand the topic, students can access and replay their instructors' lectures using the archived e-library. Real-time communication between teachers and students are extremely alike to traditional face-to-face instruction, even better because travel time is eliminated thanks to access over the Internet. Due to the teacher and classmate presence during synchronous sessions, there can be strong levels of desire to continue participating in e-activities (Yamagata-Lynch, 2014). When using tools like online conferencing or video chat, learners can hear the speech tones used by others, which may aid in their understanding of the material (Stewart, et. al. 2011). Like in conventional classrooms, online students may be pressed to continue the interaction, this may lead them to focus more on the volume rather than on content in their remark (Hrastinski, 2008). However, the nature of synchronous setting that emphasize on immediate feedback, pupils or teachers can elaborate on what was said or dispel any possible misunderstandings (Giesbers, et. al. 2014).

2.7.1.3 Hybrid Learning

The term "hybrid learning model" describes the combining of traditional classroom education with online learning (Doering, 2006). Students have the opportunity to comprehend and investigate real-world challenges in a hybrid learning setting, which is enabled in an online educational setting (Ellis, 2001). Hybrid learning, commonly referred to as blended learning, combines online and in-person learning. Hybrid learning aims to provide the most successful and effective learning experience through the combination of delivery methods (Kumar, 2012). Hybrid learning is a kind of

education that combines conventional, in-person classroom techniques with online learning resources and engagement opportunities. Both the teacher and the student must be there physically, and the learner must have some authority over the time, venue, course, or speed (Friesen, 2012). Traditional face-to-face teaching approaches are integrated with computer-assisted curriculum and delivery while students are still enrolled in traditional schools with a teacher (Strauss, 2012). Programme for professional growth and training also include blended learning (Lothridge, 2013).

A general definition of hybrid learning is challenging to come up with because it is so context-dependent (Moskal, et. al. 2012). Some authors claim that studies on the effectiveness of hybrid learning have been hindered by a lack of consensus on a single definition (Oliver & Trigwell, 2005). In a 2013 study that has received a lot of attention described hybrid learning as a blend of online and in-person teaching when the online component actually takes the place of face-to-face contact time rather than increasing it (Graham, et. al. 2013).

The definition of blended learning as a combination of conventional face-to-face modes of instruction with online modes of learning that drew on technology-mediated instruction, where some of the time all participants in the learning process are separated by distance, was also similar, according to a 2015 meta-analysis of evidence-based research studies on the topic (Siemens, et. al. 2015). Additionally, it was shown in this report that all of the empirical studies showed that hybrid learning environments led to greater student achievement compared to students who enrol in a fully online class or a conventional classroom environment (Siemens, et. al. 2015). The terms "hybrid learning," "individualised education," and "diversified instruction" are all occasionally used identically (Basye, 2014).

There are many different ways to define "hybrid learning." It is a redundant term, according to various scholarly examinations (Oliver & Trigwell, 2005). However, some academics and think tanks on education have suggested unique hybrid teaching strategies. The following are some of these models:

- Face-to-face driver, in which the instructor guides the lesson and adds digital resources as needed (DreamBox, 2014).
- Rotation: according to a predetermined schedule, students switch between independent online study and in-person class time (DeNisco, 2015).
- Flexibility – Majority of the course is delivered online, but teachers are still accessible for in-person interactions and assistance (Educational Technology and Mobile Learning, 2014).
- Labs - The entire course is delivered virtually, yet always in the similar physical arrangement. Students commonly enrol in traditional classes under this paradigm (Erickson, 2014).
- Self-blend - Students that wish to use online course materials to enhance their traditional education (Idaho Digital Learning, 2014).
- Online driver- Online completion of an entire course with the potential of teacher check-ins for students (Aspire Public Schools, 2014). Face-to-face sessions can be arranged or made available as needed, but all content and instruction are provided online (Idaho Digital Learning, 2014).

The fact that hybrid learning models can be mixed is important to keep in mind. Many implementations include some, all, or perhaps almost all of the parts of a larger blended learning approaches. Most of the time, these models don't conflict with one another (Jessica, et. all. 2014).

In addition to live or online sessions with instructors, e-learning, webinars, conference calls, chat rooms, blogs, podcasts, Twitter, YouTube, Skype, and web forums, a hybrid learning strategy may also contain instructor-delivered content (Choosri, 2014).

2.7.1.4 Mobile Learning or Mobile Assisted Learning (MAL)

Mobile Learning or Mobile Assisted Learning (MAL) is a method to language learning that is improved by the use of a mobile device. MAL is a subclass of both Computer-Assisted Learning (CAL) and Mobile Learning (M-learning) (KukulskiHulme, 2006). In MAL environments, students have access to course materials and peer and instructor communication at any time. The introduction of third-generation (3G) mobile services represented a revolution in education and offered the possibility of creating a widely adopted, efficient teaching tools (Hsu, Wang, & Comac, 2008). The most important aspect of MAL is that it is educational, as it was mentioned that in a mobile learning setting, students might take part in the interactive construction or examination of online video clips. They can read or respond to blogs from English-speaking people around the world who share their interests and expertise (Wong, 2012).

The application of technology in the classroom raises the standard of instruction. The term "social network" refers to a recent and latest trend in technology which describes networked technologies that enable students to engage, communicate, and exchange ideas and interests with one another (Anderson, 2010). New opportunities for teacher and student connection have emerged because of social media platforms like WhatsApp. Social network usage is growing in popularity for regular communication. Even collaborative learning tasks, particularly those involving language learning has been utilising it. The astonishing new global information and communication technologies have had a major impact on contemporary educational policy, curriculum design, and instructional methodology (CelceMurcia, Brinton, & Snow, 2014). Many attempts have been made to organise the definitions of mobile learning that are used in the literature into a consistent framework. For instance, Traxler (2010) found that the literature from the past has employed three different types of mobile learning. The topic of mobile learning is always developing, and some research projects regularly examine how mobile technologies are progressing in learning contexts (Guy; Traxler, 2010).

2.7.1.5 Social Learning, Social Network, and MALL

As the digital revolution exploded in the 1990s, educators were among the first to find fresh and inventive ways to teach by incorporating the Internet and related technologies like email, Web search, text messaging, and Website-based groups into the lessons (Bachmair, Pachler, & Cook, 2009). The prospects for using mobile phones in educational settings have increased thanks to technological and wireless networking advancements. Mobile devices and related technologies encourage task completion, the availability of genuine content, and communicative language practise (Chinney, 2006). The invention of these devices has produced a division of studies which deals with language exercise and mobile technologies that are called Mobile Assisted Language Learning (MALL).

MALL enables students to retrieve information and learning resources at any time and from any location. Smartphones can be utilised in official and unofficial language environments where students can get extra and individualised education resources via the Internet thanks to wireless technology. In fact, students do not need to travel to a specific location or wait till a specific time to learn what is required of them (Ally, 2009). Smartphones are useful, particularly for synchronous and asynchronous learning settings and for improving students' speaking and listening abilities (Kukulska-Hulme & Shield, 2008; Chinnery, 2006). Mobile devices can successfully support collaborative speaking and listening (Chang, 2010). Learners can receive educational resources and content on their mobile devices via the Internet or, in the simplest case, Short Message Services (SMS) (Kaplan & Haenlein, 2010; Lu, 2008; Looi et al., 2011). Modern technology's important part in social networking's progress is another one of their key characteristics. Networks of individuals are drawn to and supported by social networking sites like Facebook and Twitter, as well as mobile social networks like WhatsApp, Viber, and Line, which promote interactions between them. These social media platforms foster a constructivist learning environment that enables students to make their own interpretations of their facts and draw on their unique life experiences while cooperating in teams (McLoughlin & Lee, 2007). Numerous social media platforms can be included into the curriculum to promote learning and offer fresh ideas on how to present content in asynchronous and synchronous language learning settings (Klamma et al., 2007).

2.7.1.6 Massive Open Online Courses (MOOCS)

The term "MOOCs" applies to video-based, open access, free educational resources that are distributed through an online platform to a huge number of students who want to join in courses or enhance their education qualification (Baturay, 2016). The term MOOC was first used in 2008 by Bryan Alexander of the National Center for Technology in Liberal Education and Dave Cormier of the University of Prince Edward Island. In Malaysia, MOOC was launched in 2013 and its was first utilise to core subject such as the Islamic Civilization and the Asian Civilizationship (TITAS), Ethnic Relations, Entrepreneurship intentions and ICT Competencies (Rozilawati, Roseline, Yusdi, Sirajudin, 2018).

The digitalization of educational resources and learning materials has made it possible to re-use these resources across countries and academic subjects (Richter & McPherson, 2012). Instead of just serving as a platform for knowledge consumption, MOOCs leverage social networks to boost knowledge production and preserve the social dimension of learning (Mellati & Khademi, 2018). A Massive Open Online Course (MOOC) is an online programme created for open access and limitless participation. Many MOOCs include interactive user forums apart from conventional course materials like video lectures, texts, and problem sets to promote community interactions between students and instructors (Chen & Chen, 2015).

2.7.2 Challenges in Online Learning

Carrying out online class possess limitation to the assessment, limitation can be found in the form and style of assessment that were distributed in online setting (William, Cameron, Morgan, 2012). Among the challenges that student and educator face are adapting to the trend. Adapting from face to face to online classes are challenging. This is because the teaching process and learning experience are entirely alien to lecturers and students. Another problem that is prominent is the lack of access to internet service. Affordability to internet service remain a major problem for people in some countries such as Bangladesh and India. Unfamiliarity with apps such as Zoom, Foxfi and Audioboo also pose a challenge to online class. Students and educator face problem in using these apps in their learning and teaching process cause by the

unfamiliarity and exercise with the apps. Time management also become a major issue in online teaching. Constraint in apps such as Zoom who only allow connection for 40 minutes can creates problem because some students may have problem logging in, they may be disconnected during class and this will disrupt their learning process. Apart from that, managing feedback to student is also a major problem in online class. Educator find it difficult to give feedback to every student (Md Alaul Alam, 2020).

The physical distance between instructor and student also has some impact towards the learning and teaching experience. Interaction between student and educator are very imperative in the learning process. During an online class, student and educator do not interact that much. In most cases, they don't even come into contact. In an online class, there are no "incidental possibilities" for conversation like there are in a traditional classroom. Among the concern that educator has from this situation is the educator felt that they owed their student special attention in. Some also has concern about their ability to accurately assess their student progress. Some educator has difficulty in teaching complex, multi-step problem solving problem to distance student through online distance learning. Another issue that arises from online class in the dependency for the student and educator on technology to provide them with the communication. Technological failure is among the most frustrating thing that student and educator experiences on a regular basis. This may affect several the time educator needs to provide feedback to their student (Lorna R. Kearns, 2012).

Designing effective method of interaction for online education is a major challenge. The incorporation of interaction into online education is essential to ensure course satisfaction. Study hinted that the main drawback of online class informed by student is the lack and in some cases the non-existence communication between student and educator (Brunet, 2011). This may cause dissatisfaction among student. They might be sceptical of the course's calibre. Educator needs to figure out a technique to encourage genuine course engagement among the students. According to studies, students' attitudes in the class are positively correlated with the level of interaction in the class (Chang & Smith, 2008). The propensity to downplay the value of interaction is a concern with online education. In order to maintain engagement with the learner, the teacher must take part in innovative computer use (Jacobs, 2013).

Educators today need to adapt and embrace the changes that are coming thick and fast today. Rapid development in technology has broken a lot of barriers in education. The scenario where the educator is the center of the class has long gone with the advancement of technology and modifications to educational processes. Today's educators have ceded control of the classroom to the students, who are now the primary focus of the learning process. The instructor's sole responsibility in an online class was to assist the online discussion. Some researchers have suggested that the role of the educator need to change in order to cope with the rapid progression in technology and the abundance of material at the student's disposal. More emphasis must be placed on "informal, collaborative, reflective learning, including user contributed content" in the new role of the educator (Berge,2009). Continuous training and support are essential to ensure the effectiveness of the online educator. Educator need be comfortable and familiar with the most recent technology and relevant applications. Universities that stay on top of technical advancement will see greater results and satisfaction with their online course development (Fish and Wickersham, 2010).

2.7.3 Issues in Online Learning

Among the major issues with online learning is related to the availability of accommodation to facilitate online learning. Access to the internet is among the main barriers to implementing online learning (Adawiyah, 2022). Worries about the possibility of significant achievement differences between urban and rural students. 5,772 national elementary schools, or 65 percent, are located in rural and outlying locations. Rural areas will struggle to be connected by outdated internet infrastructure, and access to e-health and online education will be difficult to maintain (Iruno & Javier Esparcia, 2020). Among the issue that have been highlighted that is related to this is the unstable internet connectivity, no home internet access, slow internet speed and the unavailability of the proper devices to conduct online learning. Student from low-income family may struggle to provide necessary accommodation and facilities to conduct online learning. This will widen the educational disparity between the wealthy and the poor (Adawiyah, 2022).

One of the key issues with online learning is the lack of awareness about it. The general public, particularly parents, are still largely unaware of the benefits of online learning. Many parents believe that the conventional learning method is superior (Anuwar Ali, 2004). There are still some groups who want to stick with traditional learning and they might be unwilling to adopt new technology because of the difficulties with e-learning (Zazaleena, Norafizal, Nursyahidah, Zalina 2012). To educate students, instructors, and parents about the e-learning efforts, awareness campaigns must be launched. It is hoped that increased student enthusiasm and gentle parental pressure will spur teachers to continue supporting online learning. A few responders even proposed creating a monthly e-learning programme to make it more of a school-wide effort rather than just a teacher's work in a specific classroom (Cheok, Wong, Ayub, Rosnaini, 2017).

Adaption to online learning is another issue in online learning. The majority of institutions are eager to adopt e-learning. However, a lack of e-content, poor infrastructure, and the issue of the digital divide have contributed to a relatively low adoption rate (Anuwar Ali, 2004). However, the utilization of e-learning in Malaysia are still very low (Haryani, Wan Faedah, Nor Aini, 2012). They found that only 13 percent of academicians has adopted blended learning. Only 77% of instructors in Malaysia's university education use online learning platforms, according to a 2012 poll. Given that this method is in place at the majority of Malaysian universities, it is low. The lack of knowledge or expertise, which leads them to choose face-to-face techniques, is the most frequently cited excuse offered by respondents who are instructors for not using the system (Embi, Hamat, Sulaiman 2012).

Motivating educator to utilize online teaching is another major issue in implementing online learning. The motivation of the instructors is influenced by their self-assurance in their capacity to educate online. The success of an online learning depends on how well the teachers and the students work together. Students who are unfamiliar with the online setting or who are less motivated risk falling behind or becoming perplexed (Tiwari, 2020). The online teaching and learning process has not yet reached the point where teachers and students are equally satisfied with it (Sueraya et. al., 2021). This satisfaction is related to teachers' confidence in their capacity to conduct online classes and deal with unforeseen challenges.

The impact of online teaching towards the mental health of those who are involved in online teaching are another issue that need to be mentioned. In addition to the academic needs that would certainly arise as a result of the campus or schools' ongoing closure, schools need to be prepared to discuss a plethora of psychological and physiological effects with the pupils. The changes that student have to go through from traditional classroom learning to online or distance learning can cause students to get stressed (Nasir, 2018). Another that contributes to students' stress levels is the strain of online lecture duties, which require students to use online media that they have just recently studied and must immediately comprehend (Irawan, 2020). The youngsters were anxious as everyone had to remain in their homes during the lockdown and all educational and learning platforms operated digitally. The mental and emotional well-being of students is impacted by their diminishing sense of human presence (Nasir, 2020). Isolation and restriction, the dramatic shift in the way lessons are delivered, and the possibility for fatalities brought on by COVID-19 have all raised anxiety levels and put a lot of pressure on most individuals (Tien, 2020).

2.8 THEORETICAL FRAMEWORK

One of the most important aspect in research is the theoretical framework. The importance of theory-driven thinking and doing is highlighted in regard to the choice of a subject, the formulation of research questions, the conceptualization of the literature review, the design methodology, and the analysis strategy for the dissertation study.

2.8.1 Experience

One of the most frequently used phrases in (science) education is experience, which is recognized to be linked to learning (education). However, the definition of experience is still unclear and how it connects to growth and change (Roth & Jornet, 2014). It is common knowledge that we gain knowledge from our experiences. Therefore, science educators can confidently claim that "[a]dult learners learn from their experiences," "for most people the capacity to appropriately articulate the idea of homeostasis was

closely connected to their experiences at the Science Center," and other such statements (Falk & Needham, 2011).

Contrary to how the word is typically used, experience refers to engaging in experiences and experiencing particular emotions as a result. Experience, on the other hand, is a classification of thought, a basic analytical construct that includes people (their cognitive, affective, and behavioural characteristics), their physical and social environments, their transactional interactions (consensual impacts on one another), and impact (Dewey & Vigotsky, 1935). People don't keep their experiences to themselves but rather stretches across people and settings in the course of social relations that are themselves permeated with affect (Vygotsky, 1935/2001).

In Islam, experience has been noted as one of the tools for education. Experiential learning is clearly demonstrated within the framework of Islamic tarbiyyah/learning. The other tenets of Islam could and ought to be similarly related to or made applicable to actual life through the process of experiential learning. It is also noted that the use of experiential learning in addition to other individual techniques might help to solve the ineffectiveness of religious instruction (Azizan, 2012).

There is a close and essential connection between the actual experience-gathering process and education, said education philosopher John Dewey, in his book *Education and Experience* (1938). The notion that when students actively participate in a learning process, they are more likely to feel inspired and preserve the knowledge they've learnt has been repeatedly supported by research in the years after Dewey originally uttered these lines (Freeman et. al. 2014; Hake 1998; Springer, Stanne & Donovan, 1999).

By using Dewey works in *Experience and Education* (1938), a theoretical framework was developed by using his work as the foundation piece of literature. A part from that, interpretation of Dewey's work from other researcher such as Grady (2003) were also used to facilitate in designing the framework for this research.

The characteristic of human experience is that it is dynamic. Everyone inherent the dynamism characterizing human experience, ranging from the micro process to macro process of society. The groundbreaking work of pioneers like James (1890), Mead (1934), and Cooley reflects the dynamism inherent in personal and interpersonal experience (1902), Lewin (1936), Asch (1946), and others are still relevant today as evidenced by the way the word "dynamic" is linked to the many definitional texts. Thus, psychologists think about interpersonal dynamics, group dynamics, attitude change dynamics, and personality dynamics as if these subjects each represented a specific manifestation of an underlying tendency for human evolution and change (Vallacher, Nowak, 2009).

It has been argued that experience facilitates growth. This theory was asked by David W. Hamlyn in his book *Experience and the Growth of Understanding* (1978). Hamlyn noted that the general nature of experience and its relation to knowledge and understanding. He explains his take on this by stating that generally perception (sense perception) which requires sense-experience, is the foundation of understanding. It has been noted that experience plays a huge part in assisting the growth process. Experience allows humans to develop a better understanding which translate to a better perception and understanding towards a certain issue.

Throughout history of mankind experience has play a part in helping the development and improvement in human lives. The examples can be seen in numerous field such as aviation, transportation and medical. The 9/11/2001 terrorist attack at the World Trade Centre in New York forever change the aviation industry. After the 9/11 attack, new procedures were introduced and implemented to increase the safety and security. In Malaysia, the Highland Tower tragedy changed the how Fire and Rescue department in Malaysia operates and also introduce new safety regulation for building construction. From this very unfortunate incident, the Special Malaysia Disaster Assistance and Rescue Team or SMART was created. These are the examples of how experience plays a role in helping the development and improvement in our daily lives.

2.8.2 Crisis

Crisis is a commonly used term; this has caused the definition of it to become varied and differ based on context. There was a clear establishment of a definition for the word crisis. The traditional definition of crisis is a disruption in an individual's standard level of functioning. It is also being referred as the disruption in homeostasis which means a change in the balance of the ability of an organization to maintain its survival and functionality. Crisis is generally thought to last more than 4-6 weeks. A person loses the ability to function properly when they are facing a crisis. They may opt to find a new or rarely used way to deal with it. (Caplan,1961; Cohen & Nelson, 1983; Golan, 1978; Slaikue, 1990).

In English, the concept of crisis is being describe in many different interpretations such as (Milasinovic, Kesetovic, 2008);

- adversity, or an emergency that results in property damage and threatens the lives or health of humans or animals due to outside forces.
- contingency, i.e., an unanticipated incident;
- accident, which goes beyond the technical-technological, denotes a mishap brought on by the human aspect, including technology.
- Major incident, sometimes referred as a state of emergency that represent any occurrence that have the potential to cause fatalities, injuries, property damage, environmental changes, disruption in the society, where activity and consequences cannot be prevented, alleviated or remedied by available means and capacity, and especially the terms
 - Catastrophe (disaster)- referring to a disaster brought on by natural forces.
 - Emergency situation.

2.8.3 Crisis Management

The process of preventing, addressing, and recovering from crisis events that have the potential to significantly injure or disrupt an organisation or a community is known as crisis management. From crisis planning and preparedness to crisis response and recovery, crisis management encompasses a variety of tasks and actions. With the current environment's nature, which is influenced by globalization's effects and the large market dynamics, crisis management has evolved into a common topic for organisational managers. In our world, a crisis can seem more or less permanent (Rais, 2007).

From crisis planning and preparedness to crisis response and recovery, crisis management encompasses a variety of tasks and actions. The purpose of crisis management is to rapidly and effectively return operations to normal while minimising the negative effects of a crisis on an organisation, its stakeholders, and its reputation. This fact calls for control and a projection to prevent the danger of disrupting the organization's stability and balance. An organization's actions are guided by the crisis management process, which has the objective of spotting and analysing potential crises' early warning indicators (Mitroff and Pearson, 1993; Mitroff and Alpaslan, 2003; Paraskevas, 2006; Sahin and Ulubeyli and Kazaza, 2015).

Risk management, emergency management, public relations, communications, and operations management are just a few of the functional domains and disciplines that are involved in crisis management. Clear policies, processes, and protocols are necessary for efficient crisis management, as are strong leadership, communication, and collaboration between many stakeholders (International Association of Emergency Managers. (n.d.). What is Crisis Management?, 2023).

2.8.4 Leadership

As per House et al. (2004), leadership is defined as an individual's capacity to inspire, facilitate, or sway others to strive for the prosperity and efficiency of a company with which they are affiliated. According to Blogoev and Yordanova (2015), leadership is the capacity of an individual to transform ideas into reality. According to John

Maxwell, another academic, leadership is solely about one's ability to influence others (Maxwell, 2005). According to Kruse's leadership research, leadership is a process in which a person may persuade others to put in their best effort in order to achieve the organization's objectives.

Yeo (2006) asserted that leaders play a crucial role in the workplace, contributing to the overall performance of the firm. Thus, the leaders are in charge of creating the conditions that allow staff members to exchange knowledge, learn, and work toward achieving the objectives. According to Goetsch et al. (2006), leadership was defined as the whole capacity of the individual to encourage and push those around him or her to make voluntary or willing contributions in order to attain the objectives.

As previously mentioned, leadership can be thought of as a process of influencing the actions of individuals and groups that strive toward the accomplishment of the objective in any given circumstance. As a result, leadership is defined as the process by which an individual can inspire followers to achieve shared aims and goals (Northouse, 2017).

There are several approaches to leadership:

- Transformational
- Transactional
- Servant
- Innovative
- Delegative

2.9 CONCEPTUAL FRAMEWORK

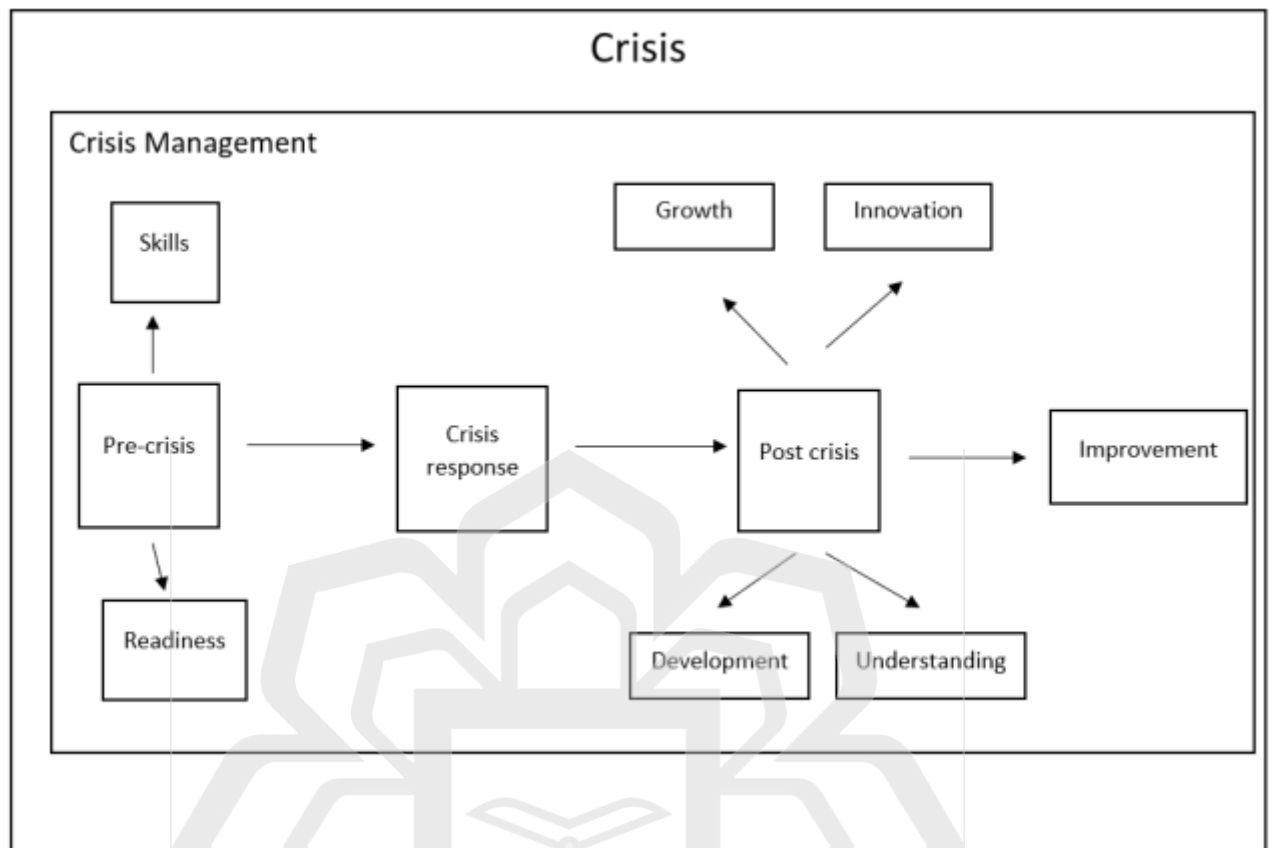


Figure 2.3 Conceptual Framework

This conceptual framework is adapted from Dewey's Philosophy of experiential education. By adding several theoretical frameworks such as crisis management into the equation the conceptual framework was created in order to provide a clearer depiction of the study.

By integrating the theory of crisis and crisis education into the study. The research should be able to provide the relevant answer to the research questions. By looking into the main concept in crisis management such as pre-crisis, crisis response and post crisis, the researcher will be able to understand the scenario better. In the pre-crisis stage, the researcher will look into the readiness of the samples to handle the crisis. This will look into area such as training, skills and experience. This will be able to provide an insight on whether the samples are ready for the crisis.

The second stage which is the crisis response will show how the samples handles the crisis. It will look into the approaches they take, what method they implemented and the effectiveness of their method. This section will provide an idea on the handling process of the crisis by the samples.

The last stage will be post crisis. In this section we will look at how the samples view the whole experience. This section is where improvement, innovation, understanding and growth will be taken into consideration. In this section where new policy and improvement can be made in order to prepare for future crisis.

2.10 SUMMARY

The earlier literature that will be used to establish this study is critically analyzed in this chapter. An extensive analysis of every concept that are related to the study was explain in this chapter. The analysis enables the researcher to better explain the fundamental idea and theory behind the study. This chapter also discuss on the theoretical framework of the study. Every concept and theory are being discussed in further detail in this chapter. Previous studies discussed teaching and learning during crisis from the perspective of teachers and students. Most of them discuss about the impact, challenges and perception of teaching and learning. However, very limited studies been carried out on the management perspective of teaching and learning during crisis. Little has been discussed on the method and approaches taken to manage teaching and learning during crisis. Future studies can be carried out to examine how are each approach and methods taken to manage teaching and learning works. The findings from these studies can help improve management of teaching and learning during crisis. It can helps facilitates the creation of policy and procedures to manage teaching and learning during crisis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The objective of this research is to get a better understanding on the experience of educational administrator when managing online learning and teaching during crisis. This research is carried out by utilizing the qualitative approach. This chapter discuss the all the aspects regarding the methodology utilized by the researcher. It covers the design of the research, design context, subjects, data collection methods, interview techniques, and data analysis techniques used in this study. The pilot study that was carried out for this specific research is also included. The researcher has arranged this chapter into the following segments to help readers comprehend it: (1) the qualitative philosophical underpinnings (2) the justification for the case study, (3) the research questions, (4) the sample choice, (5) the data collection techniques, (6) the data analysis, (7) the limitations, (8) the credibility, (2009) the expert verification, and (10) the transferability.

3.2 PHILOSOPHICAL GROUNDWORK OF QUALITATIVE

The main interest of a researcher in qualitative research is the focuses on the “why” and “how” of a phenomenon’s description and interpretation. It makes use of a methodical approach that guides the exploration of a topic across organic and open communication with the subjects to illuminate the phenomenon. Using interpretive and practical interviews, qualitative research can explore a variety of human interests or points of view. By examining the respondents' subjective viewpoints, qualitative research seeks to make sense of the respondents' experiences. It is a naturalistic approach to empirical study that privileges a respondent’s perspective over that of the researcher (Bosswell, Babchuk, 2022).

3.2.1 Interpretivism

It is imperative to acknowledge that qualitative research is different from quantitative research. Interpretivism is more frequently used by researchers. In a qualitative investigation than positivism. Prior to starting the research, neither a judgement nor a test of the hypothesis is performed. This is the rationale behind the researcher's choice to examine the phenomena in this manner. Additionally, qualitative research requires a complete understanding of the topic being studied and immersion in the data, both of which only serve to improve explanations of the subjective human production of meaning and experiences. The interpretivist point of view encourages the researcher to consider the importance of how individuals act, interact, and exist within society. By doing this, the researcher hopes to develop a thorough subjective understanding of people's life (Pulla, Carter, 2018). The essential principle of interpretivism is to deal with these subjective meanings that already exist in society; specifically, to acknowledge their existence, recreate them, understand them, resist corrupting them, and use them as the primary concept in theorising (Goldkuhl, 2012).

3.2.2 Constructivist Paradigm

The constructivist worldview serves as the foundation for a case study methodology (Stake, 1995 & Yin, 2009). It is said that one's perspective determines what constitutes the truth (Baxter & Jack, 2008). In another sense, this point of view acknowledges the importance of the subjective human manufacture of meaning. One advantage of this approach is that it fosters intimate communication between the researcher and the respondents, enabling the latter to share their experiences in a more honest and direct manner (Huberman, M. A. & Miles, 2002). This is essential so that respondents can discuss their worldviews and give the researcher a greater insight of their actions, thoughts, and beliefs (Baxter & Jack, 2008). The researcher noted the advantage of using this methodology when conducting this study when respondents openly stated their thoughts and beliefs. Therefore, having the aforementioned paradigm gave the researcher a good place to start in investigating the phenomenon. The constructivism philosophical paradigm holds that by having experiences and reflecting on them,

people develop their own understanding and comprehension of the universe (Honebein, 1996).

3.3 RATIONALE OF CASE STUDY

This study employs a qualitative case study methodology, this will provide the researcher with the devices to examine the educational administrator experience in managing teaching and learning during crisis. Through the use of diverse data sources, the goal of qualitative case study research is to make it easier to examine a phenomenon in its circumstances (Baxter & Jack, 2008). Using case studies, researchers can examine a case within its context to learn more about a phenomenon (Yin, 2009). In conclusion, the case study was chosen by the researcher because it met the criteria listed below: The focus of the study is on how and why questions; there is no behaviour modification of the subject; and the identification of contextual elements is crucial to the phenomenon under investigation.

3.4 METHODS

The researcher is able to comprehend academic administrators' experiences with managing teaching and learning during crises thanks to the use of the qualitative approach in this study. The experience that educational administrators have when managing teaching and learning during crisis require clear explanation in order to investigate and understand their perception, the issues and challenges that they face and how to improve management of teaching and learning during crisis. In order to address the following research question, the researcher chooses to use the case study methodology;

1. What constitutes as a crisis among educational administrator?
2. What are educational administrators' overall perceptions towards managing teaching and learning during crisis?

3. What are the issues that educational administrators face when managing teaching and learning during crisis?
4. How do educational administrators handle challenges in managing teaching and learning during crisis?
5. Is the method taken to manage teaching and learning during crisis effective?
6. How can one improve the management of teaching and learning during crisis?

3.5 RESEARCH DESIGN

One of the key elements in qualitative research is the flexibility of the design. Several components of qualitative study are flexible, for example, the researcher may add, exclude and change the interview questions. The response from the respondent will actually have an impact on how and which question the researcher will ask. The research design in qualitative study is iterative, which is, data collection and research question are altered according to what is learned (Mack, et. al, 2012). Qualitative research needs a broader and less constrictive concept compared to the traditional one. From another perspective, qualitative study has no design, no hypothesis to be tested, no instrument, no set of analytic procedure (Becker, et. al, 1961). However, this does not imply that qualitative research lacks design. There is an implicit, if not explicit, research design for every sort of empirical study (Yin,1994).

In qualitative research, it is imperative that the design for such research contains five important elements that are required to be available when devising a good coherent study which are: 1) aims 2) conceptual framework 3) research questions 4) methods and 5) validity (Maxwell, 2009). These five components are referred to as an integrative framework of study since they all interact with one another. However, this chapter will only focus on the method aspect. The practical aspect of a case study must be one of the most crucial elements for any qualitative researcher (Yin, 2009). This is due to the fact that research is prone to setbacks and

surprises, such as when many subjects who were intended to be questioned were simply absent or there is no way to contact them. By applying a case study method to this study, the researcher has categorized educational administrator as a “case” that is going to be investigated while utilizing a case study technique. Additionally, it is proposed that in the current study that open-ended interviews will produce crucial input and data from the subjects. Open-ended questions will be utilised during the interview.

In order to provide a better understanding, the researcher thoroughly planned the case study research methodology before conducting it, adhering to a rigid structure. The structure is illustrated in the figure below (Figure 3.1).

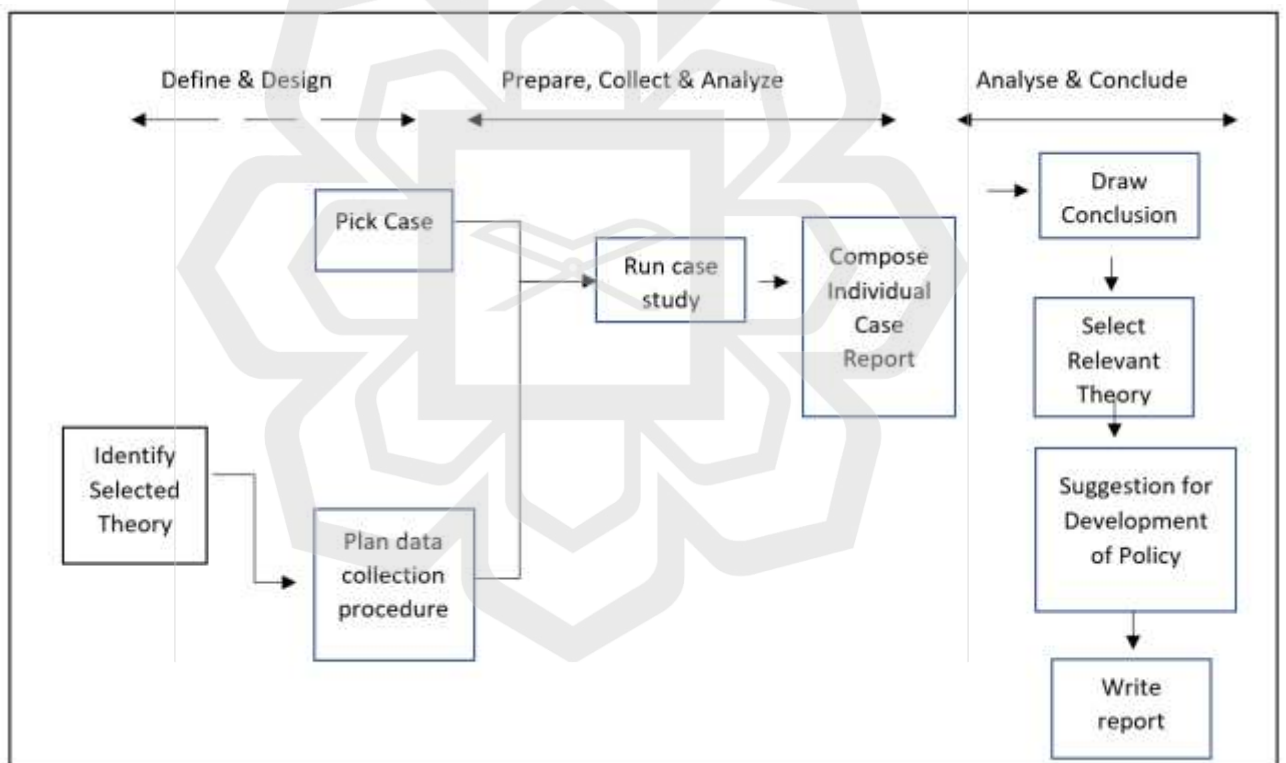


Figure 3.1 Case study procedure

Open-ended interview is referred to as a “conversation with a purpose (Burgess, 1994). The characteristic of an open-ended interview are the interview and samples are engaged in a formal interview. An interview guide is developed and used in the interview. The guide is a list of open-ended questions and topics that need to be covered during the conversation, the questions are asked in a particular order. Open-ended questions are utilized alone or in combination with other interviewing method to explore the topic deeper, to comprehend the processes, and to identify possible reasons for the relationships that have been noticed. Lists, brief responses, or extensive narratives may result from open-ended questions, but an ongoing query is always (Weller. et al, 2018)

When conducted properly, an open-ended interview can reveal important insights into the situation, especially if the material was provided by the interviewees, who are the main figures in the company, communities, or small group under examination (Yin, 2009). As an example, a crucial figure of a government entity or private company is owner and director meanwhile for university is the dean or the program leader, this group of individuals are referred as “elite” interviewees (Yin, 2009). There are some restrictions that researcher need to be aware of, for example, a researcher would need special access to them and these people might only have limited access to them. As a result, in order to conduct the interviews, the researcher had to devise a proactive strategy for getting in touch with and building a rapport with the participants.

3.5.1 Instrumental Case Study

There are three different kinds of case studies: collective, instrumental, and intrinsic (Stake, 1994). An intrinsic case study focuses on understanding a particular case because that case is what the researcher is most interested in. For instance, the way a manager handled a disabled employee. On the other hand, an instrumental case study aims to clarify a theory by providing insight into a problem or circumstance. In another word, instead of trying to comprehend something else, the research's primary goal is to better understand the case's underlying intricacies (e.g. case study of College Y provides information about the problem with poverty in Kelantan). Finally,

collective type of case study aims to comprehend phenomenon, populace or overall condition. It is also known as multiple-case study (e.g. 4 In order to understand how burnout is discussed in this context, government school teaching practises are analysed as one case, but they are also linked with other cases like stress level). An instrumental case study is one that is used to learn more about a certain situation. It provides insight into a situation or enables a construction of a theory. The circumstance is just incidentally fascinating; it is used to help us understand another concept. The case is frequently explored in-depth, its settings are meticulously examined, and its daily activities are recorded since doing so helps the researcher pursue the external interest. The incident might or might not be viewed as normal (Luck, Jackson, Usher, 2007).

Instrumental case study is adapted in this due to the specific nature of the context of the study. The study focusses on the phenomenon of crisis as the main theory behind the research. The circumstances or a problem that is the main focus of this study is the crisis that occurs during the teaching and learning. The study was designed to learn more about how educational administrator manage teaching and learning during a crisis, their perception of the experience, the effectiveness of the method that they take and how can we improve on the situation for future references.

3.6 SAMPLING

The sample of this research consist of 10 educational administrators Tunku Abdul Rahman University of Management and Technology (TARUMT). The study's sample was drawn from individual from several faculties in TARUMT. The selection of the samples was made based on several criteria such as position, years of service and responsibilities in the institution.

In this research, purposive sampling method is implemented to collect data from the participants. Purposeful sampling is a non-probability type of sampling as opposed to convenience sampling (Bryman, 2008; Maxwell, 2009). The foundation of purposeful sampling is the notion that information-rich samples should be selected to offer a complete picture of the phenomenon (Shaheen et al., 2016). Purposive

sampling allows the researcher to select samples that are going to have a plethora of information regarding the phenomenon. Purposive sampling, which is typically limited in size, varies logically from the probability sampling used in quantitative research. Due to this, the usefulness and credibility are contested in light of its rationale and intent (Shaheen, et. al, 2019). However, because qualitative research is developed by the researcher based on the study's objectives, it is possible to decide or adjust the sample profile as new information becomes available. The analysis utilizes an adaptable sampling design that is also present.

The justification and efficacy of purposeful sampling depend on the choice of information-rich instances for in-depth inquiry. Cases with abundance of information usually contain problem that are essential to the study; this requires the needs for deliberate sampling. For instance, if the goal of the research is to examine the variables and processes by which firms invest in socially responsible activities, the researcher can get information by doing an in-depth evaluation of a few carefully chosen annual reports of corporations from diverse industries. By applying deliberate sampling, the researcher can select data resources to assist in addressing the research objectives (Shaheen, et. al, 2019).

3.6.1 Criteria for Purposive Sampling

One of the key differences between qualitative and quantitative research is that the former frequently focuses in-depth on relatively small samples, even if only one example is chosen on purpose (Patton, 1990). Quantitative study's goal is to seek generalization within a certain phenomenon or situation, meanwhile qualitative study focusses more on the significance of information-rich situation for in-depth assessment that will answer the research's questions. The most important element in purposive sampling is to seek information- rich cases (Patton, 1990). It is necessary to perform something like this to identify and choose individuals or groups of individuals who have specific knowledge of or experience with an interest phenomenon (Cresswell & Plano Clark, 2011). The first technique is the most extreme form of aberrant case sampling. This technique is used by investigators to find cases that are full with data because they are uncommon or unique in some way. This may suggest

that these circumstances result from remarkable triumph or serious failure (Patton, 1990). Intensity sampling, often known as extreme sampling with less emphasis on the extreme, is the second form of sampling. An intensity sample is made up of cases with lots of information and intense but not extreme manifestations of the phenomenon of interest. The manifestation of the phenomenon of interest may be skewed by extreme or abnormal cases. One searches for exceptional or rich samples of the phenomenon of interest, but not unusual examples, using the intensity sampling theory.

Other types of case sampling are homogenous and typical case sample. These types of case sampling focus on reducing variation, simplifying analysis, and being beneficial for group interview. Despite its best efforts, the typical case sample does not always succeed in highlighting what is normal, ordinary, or average. The following phase, stratified purposeful sampling, exhibits how to sample attributes of certain subgroups of interest in order to assist comparisons for researchers. Critical sampling is also another form of sampling. A sampling strategy that enables logical generalisation and the most possible application of facts to other situations is also an option. This is applicable because if it is true in this example, it is most likely to be true in every one of them. The final type of sampling is the chain or snowball sampling, it utilizes a method for selecting case of interest from a group of individuals who know other individual that have information on cases who will be a good sample for interview (Patton, 1990).

The researcher utilizes the purposive sampling method in this study. This was mainly because educational administrator shares a similar set of characteristics that facilitated rational generalisation and maximum information use. They had particular important characteristics, such as serving the educational institution, being the most qualified, and working with college students. These traits were all regarded as an elite or critical case sample from a group of academics who were regarded as Malaysian academic leaders in higher education.

3.7 SAMPLE SELECTION

This study was conducted at Tunku Abdul Rahman University of Management and Technology. Tunku Abdul Rahman University of Management and Technology was selected because it is a teaching university, it is one of the oldest private universities in Malaysia and it has over 35000 students. The informants were selected by utilizing purposive sampling method (Creswell, 2007). The researcher must first determine each subject's eligibility and shared traits. Each subject will be characterised by a variety of traits, such as extensive experience in teaching, has held a position of administration in the institution, have strong determination to witness the institution succeed, and a significant position in determining the institution policy. The following traits that the researcher wants to identify will be able to provide an extensive knowledge of the experience of educational administrator in managing teaching and learning during crisis. These traits are to be believed will be able to provide information-rich sample that will allow the researcher to use the available resources as effectively as possible.

Table 7 showcases the criteria of the samples that will be chosen for this study. The positions that the samples of the study are dean, assistant dean, program leader and course coordinator. The administrator selected in this study must be involved with managing the teaching and learning, which means that they are in-charge of the education aspect of the administration. They must be in-charge with designing the coursework plan, syllabus and assessment. They must also be in charge with handling the mental aspect of the educator, for example, they must make sure the educators are motivated in performing their duties. They must also decide on the medium of delivery for the lesson and which approach should the educator take to conduct lessons. The samples must hold the position for more than 10 years and must serve during the covid-19 pandemic. This is due to the nature of the covid-19 pandemic that changes how we teach, and learning were conducted. Apart from that, the recent flood event is also being taken into consideration due to the changing nature of the phenomenon.

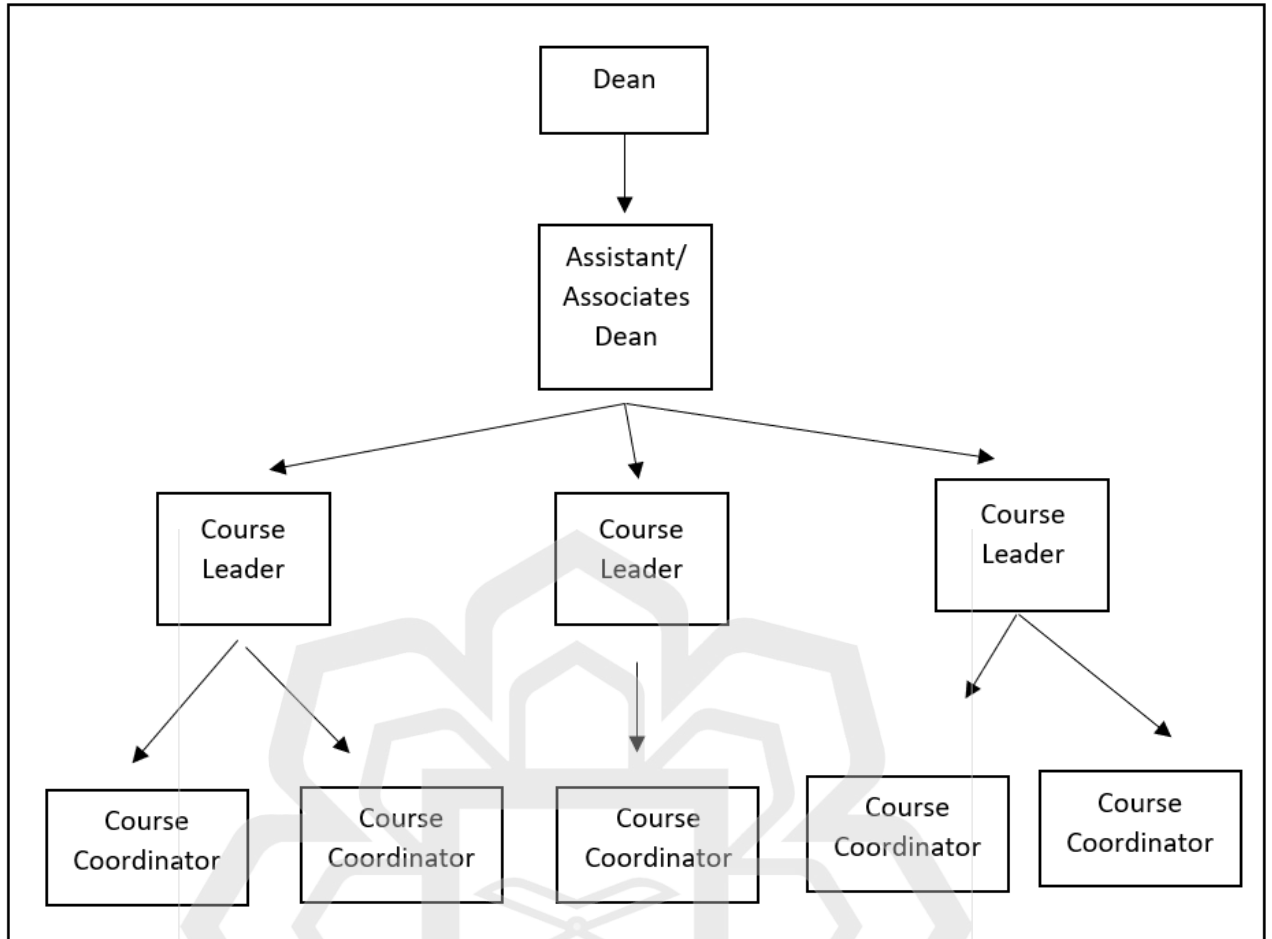


Figure 3.2 Sample criteria for selection

Ethical approval and consent were obtained from Tunku Abdul Rahman University of Management and Technology (TARUMT) prior to data collection to ensure adherence to confidentiality and ethical research practices? Table 3.1 detailed the samples of the study. To ensure the anonymity of the participant identities, all names presented in Table 3.1 are pseudonyms. The study was conducted at TARUMT, a teaching-focused university which is one the biggest private university in Malaysia.

Table 3.1 Demographic Profiles of Informants

Informant Code	Gender	Years of Experience	Age Group	Position Held
Informant 1 (Dr Karthi)	F	10-35	35-60	Dean
Informant 2 (Pn. Julia)	F	10-35	35-60	Associate Dean
Informant 3 (Dr Benny)	M	10-35	35-60	Senior Lecturer/ Course Coordinator
Informant 4 (Dr Rosdianah)	F	10-35	35-60	Senior Lecturer/ Course Coordinator
Informant 5 (Pn Herney)	F	10-35	35-60	Senior Lecturer/ Course Leader
Informant 6 (Pn Anuratha)	F	10-35	35-60	Course Coordinator
Informant 7 (Mr Pushpa)	M	10-35	35-60	Course Leader
Informant 8 (Mr Tan)	M	10-35	35-60	Course Coordinator
Informant 9 (Miss Sarah)	F	10-35	35-60	Course Coordinator
Informant 10 (Dr Gary)	M	10-35	35-60	Senior Lecturer/ Course Coordinator

The researcher will approach each sample with a formal letter requesting permission to conduct the interview. Each informant was given access for the researcher to conduct the study and was given permission to record the interview. The researcher will follow any recommendations made by the sample members for the next interview, this is a process known as "snowballing" (Palinkas, 2015, Patton 1990). Snowball sampling was especially chosen to reach a network of academics at TARUMT with the necessary expertise and experience for the study. After the researcher has conducted the interview with the sample, he will ask the sample to recommend another sample. The sample must be someone who held an administration position during the period of crisis. The sample must be the one who manage the teaching and learning process during the crisis. The job description must match an

educational administrator who manage teaching and learning such as planning the syllabus, designing the assessment, and designing the method of lesson delivery. During the planned meeting with the subjects, the researcher will explain the study to them and make sure they comprehend the ethical need of secrecy, which includes using pseudonyms to protect respondents' identity.

3.8 DATA COLLECTION PROCEDURE

Prior to the request for access, an official letter from the researcher's department or IIUM kulliyah (faculty) will be provided. A follow-up communication will then be made to determine the time and location of each informant's interview. All of them will be given the opportunity to complete an online interview at a time that is convenient for them. This is essential to make sure that all of the inputs they provide are easy and natural and are facilitated in many ways to ensure that the informants are at ease during the interview (Baxter & Jack, 2008). Semi-structured sessions will be used to interview each of the informants once the interview phase has begun. Data will be gathered, transcribed, given a discourse unit, and then thematically examined. The data obtained from the interview shall be protected to ensure its confidentiality.

Six semi-structured interview questions were created in order to cover every aspect of the study questions. Semi structured interview was utilized in this study due to its flexibility. Semi-structured interview was preferred to guide the conversation around key research questions while allowing participants to elaborate on their experiences and perspectives freely. This method supports depth and comparability across interviews, enhancing data richness and reliability.”. The informants will then be given a consent form that details the study's confidentiality issues. Each subject will receive a briefing before to the interview to help them feel more at ease. All interviews will be verbatim transcribed after being recorded using the appropriate equipment. The transcripts of the interviews will next be divided up into conversation units and examined. Two different mobile recording devices were used to capture every conversation, which was then verbatim transcribed. One informant, however, objected to being videotaped, and the researcher consented to just record information based on his interaction and words. To guarantee that professional etiquette is

followed when working with informants for research, this has been agreed upon with the researcher. Additionally, it is to preserve the informant's privacy as much as feasible. Following that, each phrase was meticulously transcribed and converted into a literal format according to the recording session. The researcher produced an interview transcription that is prepared for analysis, and backup data was created.

Thematic analysis will be utilized in this study to generate a theme for the data obtained through the interview. Thematic analysis is chosen as the main method to analyse the data because it is accessible, flexible and becoming an increasingly popular method of qualitative data analysis. Thematic analysis is also chosen because it is a method that systematically identifies, organizes and offers insight into the patterns of meaning (themes) across a dataset. It allows the researcher to see and understand of the collective or shared meanings and experiences. Thematic analysis is a method for finding and understanding the parallels in the ways a topic is discussed or written about (Braun & Clarke, 2012). The researcher will use the Nvivo software to conduct the analysis.

3.8.1 Detail interview protocols

Formal meeting sessions were held at each informant's preferred location following the acquisition of their consent and the setting of appointment dates. Each session will consist of 45–60 minutes of in-depth interviews after they were all informed previously. Each informant was given a form stating their informed agreement to participate in this study as soon as they had a chance to get to know them. Following their signature, the researcher reads a synopsis of the study to explain its goal and some of the rationale behind its execution. Additionally, letters from the Kulliyyah were distributed to advise the informants of the authenticity of the research and to indicate the formality of the meeting session. When speaking with the researcher, they were observed to be enthusiastic and ready to express their viewpoint. Each interview question was thoughtfully posed following a brief introduction of the researcher's background as a little gesture and to build rapport and help them feel more at ease. The researcher occasionally had to move around to ensure the informants felt comfortable and wanted to have a casual talk, even if some of the questions were

scripted. This is crucial in order to decrease biases and collect true data (Brikci & Green, 2007).

3.9 PILOT STUDY

Before the main study, a pilot test of the interview protocol was conducted with a small number of participants to validate the questions' clarity, relevance, and effectiveness in eliciting detailed responses. Issue. The feedback from the pilot study showcase issues with the interview questions, such as redundancy and irrelevance. The data obtained from the pilot study also allowed the researcher to improve the interview questions and the flow of the interview process. The goal was to reduce miscommunication when the researcher conducted the actual interviews. Conducting a pilot study enables the researcher to optimise research procedures and lessens the risk of identifying and choosing the incorrect case study (Yin, 2009).

The pilot study was conducted with 5 samples. Each sample were interviewed, and the data collected was used as the bases for the actual study. The feedback from the interviewer regarding the questions that were asked was also taken into consideration. 3 out of 5 samples noted that question 2 and 4 were similar and the researcher changed the question to address this issue. The data collected also showcased that the question was relevant to the research questions in this study.

The researcher will make changes to the sentence structure to make the question's meaning clearer to the respondents if the researcher notice that it was too imprecise for them to understand and respond to appropriately throughout the pilot study. The semi-structured interview questions will be better organised as a result of the pilot study. The researcher also will consider an explanation about the phenomenon to be given to the samples before the interview. This is due to the fact that the sample might not grasp the main idea of the interview and phenomenon.

3.10 DATA ANALYSIS

The researcher uses strategies to include many propositions on this case study in order to avoid the common problem when conducting a case study, that is addressing a subject that is too general (Baxter & Jack, 2008; Stake, 1995; Yin, 2009). The idea was to bring into those who hold academic administrative position in Tunku Abdul Rahman University of Management and Technology (TARUMT). This includes Dean, Deputy Dean, Head of Department, Course Leader and Course Coordinator. The reasoning is because these positions actually were in-charge in managing teaching and learning. This demonstrates how the role of academic administrators has changed in light of the study's context (Huberman, M.A. & Miles, 2002; Miles, Huberman, & Saldana, 2014). In addition, in order to avoid repetition, the responses, ideas, and viewpoint related to the study's research questions were carefully selected (Baxter & Jack, 2008; Braun & Clarke, 2006).

The NVivo version 14 qualitative data analysis program (QDAS) was used to import all of the transcriptions, memos, and field notes. Ten distinct documents were created from the thorough verbatim transcriptions of each source. Themes derived from the in-depth transcriptions of the informants were identified using a coding technique. More than 50 codes were produced with NVivo. Conversely, the researcher employed tactics to place multiple propositions on this case study in order to avoid the usual mistake that is synonymous with case study work, which is the tendency to answer a question that is overly wide (Baxter & Jack, 2008; Stake, 1995; Yin, 2009).

Six open-ended questions (see Appendix A) were used to elicit rich data and insights. NVivo 14 qualitative software was used to conduct thematic analysis with the support of Microsoft Word to generate tables of coding, themes and sub-themes. Table 3.2 shows the flow on how the data was systematically arranged in a map form to form categories of sub-themes and themes. To get accurate coding, ideas, and concepts from the data, a continual comparison process including numerous trips back to each informant's original transcriptions was employed (Braun & Clarke, 2006). To put together themes, the detected codes were sorted and grouped. Every topic that was identified was assessed to make sure it was relevant and applicable in relation to the study's research question. Fourteen themes were finalised, defined, and named.

Table 3.2 Matrix showing the process of thematic analysis (Braun & Clarke, 2006)

Phase	Tasks
Phase 1: Familiarization of data	<ul style="list-style-type: none"> – Detailed of each transcription is familiarized through repetitive reading 69 pages of transcriptions from ten informants. Continuously comparing with researcher’s field notes and memos along with the process.
Phase 2: Generating initial coding	<ul style="list-style-type: none"> – Systematically analyze and using coding technique to link between important points using qualitative data analysis software NVivo14 which resulted in 20 codes from the entire data set.
Phase 3: Searching for themes	<ul style="list-style-type: none"> – Codes were arranged and sorted into potential them. – Related coded data was categorized within the classified theme. – Looking for overarching themes emerged from the data and found 18 potential themes.
Phase 4: Analysis of themes	<ul style="list-style-type: none"> – Themes were revised and reviewed rigorously several times to get more refined set of themes. – Sub-themes and themes were generated carefully to obtain meaningful themes that correctly describes the data set.
Phase 5: Defining themes	<ul style="list-style-type: none"> – The final 16 themes were defined and named. This process was guided by the themes and sub themes of definition, perception, issue, method to overcome, effectiveness and solution.
Phase 6: Writing comprehensive report	<ul style="list-style-type: none"> – Develop a comprehensive report based on themes. – Address theoretical assumptions based on findings and literature.

3.11 RELIABILITY AND VALIDITY

Researchers in the social sciences disagree about how to evaluate the validity and reliability of qualitative and quantitative research (Bryman, 2008; Huberman & Miles, 2002). In quantitative research, it was common to apply ideas like internal and external reliability and external and internal reliability, it is also applied in qualitative research (Mason, 1996). They do, however, have a distinct concept and meaning (Bryman, 2008). It is crucial to develop vocabulary and procedures for evaluating the

quality of qualitative research that are independent of reliability and validity (Lincoln & Cuba, 1985). Credibility and trustworthiness were proposed as the two key standards for assessing a qualitative investigation (Bryman, 2008).

In order to carry out the inquiry, the researcher developed and adopted a thorough set of standards, which included directives for participant recruiting, interview techniques, data handling, and confidentiality rules. Throughout the research procedure, scientific integrity and ethical conformity were guaranteed by these norms.

3.12 TRUSTWORTHINESS

The three characteristics of credibility, dependability, and confirmability should be established as the foundation of trustworthiness (Bryman, 2008). In this study, the researcher created all of the standards required for conducting an appropriate investigation. To establish the validity of the study, a procedure known as responder validation or member checking method was applied. In another words, there were parallels between the findings and the research subjects' viewpoints and experiences when this methodology was used (Bryman, 2008). Additionally, the idea of credibility will take the place of dependability in qualitative research (Bryman, 2008). To establish credibility for this research, the researcher employed an auditing strategy. As a result, all documentation and research activities, such as developing a problem statement, recording interviews, and analysing data, were saved in an accessible manner. An inter-rater reliability approach was applied to assess the study's credibility. The objectivity of the researcher's approach to performing the research and the inferences made from the data were at the centre of the authenticity issue. In order to accomplish this, the researcher took great care to not in any way impose personal values on the research.

Creswell (2007) acknowledged that there are other approaches, including triangulation, to evaluate the data's validity and accuracy. A member verification technique was created to make sure the interviews' core messages were appropriately maintained (Hycner, 1985). Creswell (2007) asserts that in order to confirm the veracity of the findings., it is essential for the researcher to interrogate the interviewee. These processes can be summed up as follows (figure 3.3):

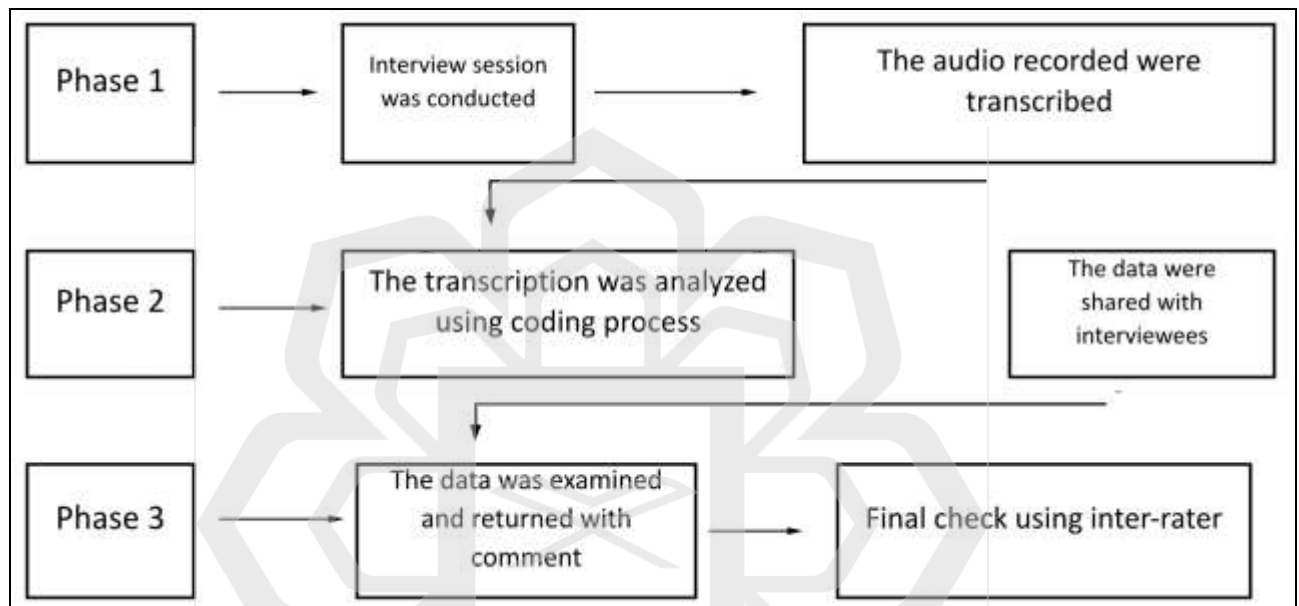


Figure 3.3 The Procedure for Verifying the Veracity of the Results

The word for word recording will be transcribed, divided into discourse segments, and then will be organised in a coding template in order to draw out the key ideas. Following that, the interviewees will be given a copy of the interview transcript, which are organised into discourse units, along with coding templates so they could review them, offer feedback, and confirm the accuracy of the transcriptions and coding template.

Inter-rater reliability will be employed by the researcher to ensure the reliability of the coded interviews after transcription and coding. Inter-rater is a procedure performed by multiple individuals, usually more than two to evaluate a person's action or responses (Cresswell, 2007). The level of agreement for each of the major ideas put out was then determined by the raters using a table for coding agreement. It will include quotes from the informant's interview as well as the researcher's original concepts that were included for grading and evaluation. In order to assess the reliability of the coded transcription, the average of inter-rater reliability will be generated.

The researcher did an audit trail using Nvivo version 14 as the tool to analyse and to keep the data in this research. Nvivo version 14 helped the researcher to systematically organize the data according to the discovered theme. Nvivo version 14 was used because the researcher feels that it is the most practical application due to the researcher familiarity with it. The researcher was able to retrieve the records and document easily. The researcher could utilize and seek the data whenever needed to report the findings.

3.13 EXPERT VERIFICATION

The researcher will apply an expert verification approach to make sure the study is valid. It is a technique for getting two or more specialists to assess answers or activities, like interviews (Creswell, 2007). After that, the disparities between the scores of two or more persons will be compared to see whether there are any similarities or discrepancies. In order to get grades for the given rubric, several strategies will be used in the various stages of this process, including (1) drafting the mark sheet for the issues discussed in the interview (2) adding roughly 20 items for each expert to be checked, and (3) organising a formal online session with specialists. (4) Getting the score and calculating it (5) describing the grades the expert received. The final score should be higher than 80%. As a result, it will show that the themes and codes developed are consistent with the inter-rater score, which will minimise biases during the analysis process.

In this study, expert verification was conducted by consulting two academic supervisor. The experts were two associate professors from UKM and TARUMT. They were selected because they have extensive experience in qualitative studies. They reviewed the interview transcripts, coding schemes and thematic analysis. Any feedback received from the experts was incorporated to refine the findings. Tools and instruments that were used for expert verification were documented and shared in the Appendices for references.

3.14 SUMMARY

This chapter covers the methods, research design, data collection techniques, and some tactics for guaranteeing the study's reliability and objectivity. The reader can comprehend how the study would be conducted thanks to the numerous thorough procedures and step-by-step explanations that were supplied. The philosophical reasoning for the use of qualitative methodologies and whether they were appropriate for the study's goals and issues are briefly explained in the first part. The following step was to outline the methodology used to choose the informants and the specific reasons why they were chosen, as well as the methods that will be used in the study to establish reliability, such as the validity of a qualitative study. Member checking and inter-rater scoring will be utilised to ensure that the study satisfies all of the aforementioned requirements, and it is anticipated that the study will meet the requirements for sufficient research.

CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In this chapter, the researcher presents the findings of the study which focused on the academic administrator's experience in managing teaching and learning during crisis. The findings focus on academic administrator definition on the term "crisis", what is their perception towards managing teaching and learning during crisis, what were the issue that they faced when managing teaching and learning during crisis, how do they managed teaching and learning during crisis, the effectiveness of the method taken and what can be done in the future to improve on the phenomenon. The researcher gives (a) background information on the study's location, where educational administrators manage teaching and learning amid crises, in order to paint a clearer image. Next, the researcher used (b) tables and flowchart to provide clear analysis on how (c) thematic analysis was done and showed the linkages from the informant's input obtained from the semi-structured interviews. This is followed by (d) demographic characteristic of the informant, (e) findings and (f) summary. This qualitative case study employed comprehensive semi-structured interviews to examine academic administrator experience when managing teaching and learning during crisis. Six tenets were utilized and explored from the research questions: (a) definitions (b) perceptions (c) issues (d) method taken (e) effectiveness and (f) how to improve for managing teaching and learning during crisis in Malaysian higher education. The following research question was developed and utilized by this study's attempt to find solutions to the aforementioned question:

1. What constitutes as a crisis among educational administrators?
2. What are educational administrators' perceptions towards managing teaching and learning during crisis?
3. What are the issues that educational administrators face when managing teaching and learning during crisis?

4. How do educational administrators manage teaching and learning during crisis?
5. Is the method taken to manage teaching and learning during crisis effective?
6. How can one improve the management of teaching and learning during crisis?

The informants of this study were ten private university lecturers from Tunku Abdul Rahman University of Management and Technology (TARUMT). The data obtained from these informants were gathered using semi-structured interview has reached satisfactory saturation in this study. Table 1 describes the demographic profiles of informants.

4.2 FINDINGS

This section will describe the findings from the semi structured interviews with the academic administrators. In order to prevent biases and hidden information in the interviews, the researcher meticulously transcribed the digitally recorded audio interviews while adhering to tight protocol. As mentioned in chapter 3, thematic analysis was utilized in this study. Themes were identified from the collected data. Stand alone data is presented without referencing the existing body of knowledge. This is to highlight the findings. The reference to the previous literature will be made in the chapter 5. This process was guided by the themes and sub themes of definition, perception, issue, method to overcome, effectiveness and solution as follow:

Research Question 1: What constitutes as a crisis among educational administrators?

The academic administrators were asked what constitutes as a crisis to them. This question was asked to grasp the academic administrators understanding and interpretation of what a crisis is. This will provide a basis to their understanding on the main concept of the research.

Theme 1: Crisis is something or an event that cause changes to the way things are being done.

Sub-theme (a): The solution find are long term solution.

Theme 2: Crisis is something that happen over a prolonged period of time.

Research Question 2: What are educational administrators' perceptions towards managing teaching and learning during crisis?

The academic administrators were asked what their perception was when managing teaching and learning during crisis. This is to understanding academic administrators what does they think and how do they view managing teaching and learning during crisis.

Theme 3: Managing teaching and learning during crisis is challenging.

Sub-theme (a): The changes that was required to be made.

Sub-theme (b): The need to adapt to the changes.

Research Question 3: What are the issues that educational administrators face when managing teaching and learning during crisis?

It is imperative to highlight the issues that academic administrators face whey they were managing teaching and learning during crisis. This question allows the researcher to figure out the issues that academic administrators need to address when managing teaching and learning during crisis.

Theme 4: Technical issue.

Sub-theme (a): Internet issue.

Sub-theme (b): Equipment issue.

Theme 5: Changing the lesson to online learning.

Theme 6: Lecturer's attitudes to the changes made.

Sub-theme(a): The lecturer struggle to adapt and accept the changes made.

Theme 7: Health issue of the lecturer.

Sub-theme (a): The lecturers suffer numerous physical health issue.

Sub-theme (b): The lecturers suffer mental health issue.

Theme 8: Morale of the lecturers were affected.

Theme 9: Assessment issue.

Sub-theme (a): Adapting the assessment to the changes.

Sub-theme (b): Validity of the assessment.

Research Question 4: How do educational administrators manage teaching and learning during crisis?

This question was asked to the academic administrator to understand what methods were taken by academic administrators to manage teaching and learning during crisis. This question provides an insight on what approaches and method that were utilise by the academic administrators.

Theme 10: Innovation in teaching.

Sub-theme (a): Changing the teaching method.

Theme 11: Changing the management approach.

Sub-theme (11a): Flexible approach to management.

Theme 12: Accommodating the lecturers.

Sub-theme (a): Getting feedback from the lecturer on the issue.

Sub-theme (b): Addressing the issue such as the equipment and workload.

Theme 13: Providing support to the lecturers.

Sub-theme (a): Check up on the lecturer's wellbeing.

Sub-theme (b): Provide training to the lecturers.

Research Question 5: Is the method taken to manage teaching and learning during crisis effective?

This question is to gather the academic administrator opinion whether their method that they have taken were effective or not. The reasoning behind the answer in this question is also explored in this question.

Theme 14: The method taken were effective.

Sub-theme (a): Number of complaints from the lecturers dropped.

Sub-theme (b): The improvement of the lecturer in regard to working during the crisis.

Sub-theme (c): The lesson objectives and outcomes were achieved.

Research Question 6: How can one improve the management of teaching and learning during crisis?

This question asks the academic administrators how improvement can be made in order to manage teaching and learning better in the future. This question's answer can be used to draft a policy for betterment in the future.

Theme 15: A policy need to be in place to prepare for an event of crisis.

Sub-theme (a): A plan and guideline needs to be created.

Sub-theme (b): Training and resources need to be provided:

Theme 16: Innovation in teaching and management.

When at least five informants brought up a theme during the interview, the researcher looked for noteworthy areas of debate to pursue. Sub-themes were subsequently examined beneath the primary subject in order to expound on each theme's essential elements. Throughout the chapter, quotes from the participants bolster each developing topic and sub-theme. Afterwards, leading themes and their associated sub-themes were compared and accumulated in a network figure 4.1 to provide an understanding of the management of teaching and learning during crisis at Malaysian private university.

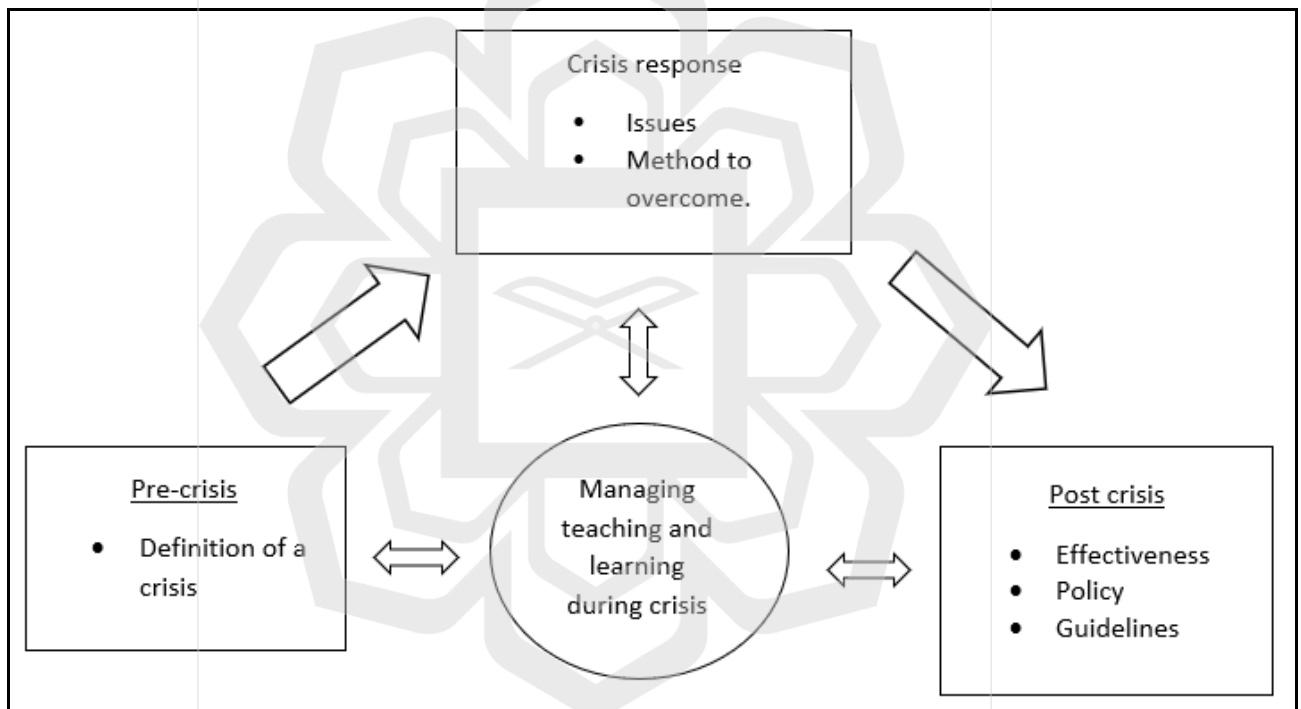


Figure 4.1 The network of dominant themes on academic administrator management of teaching and learning during crisis

Research Question 1: What constitutes as a crisis among educational administrators?

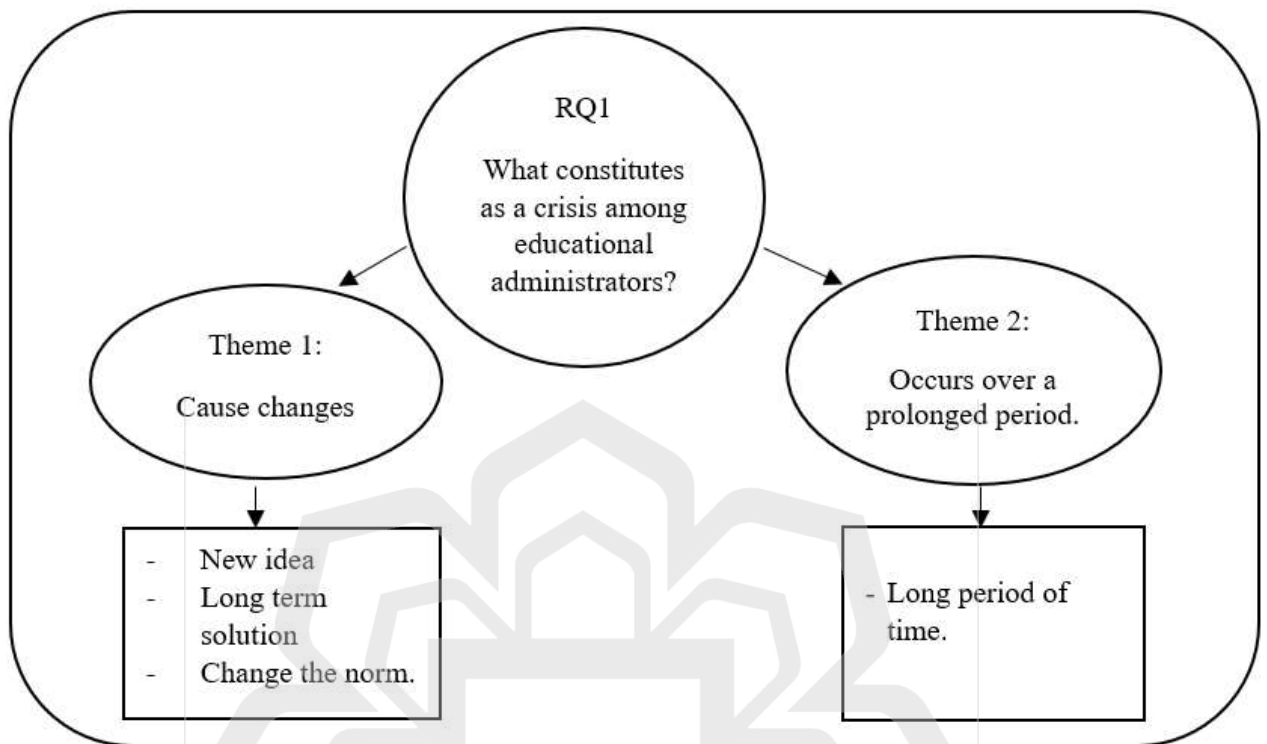


Figure 4.2 The themes and sub-themes for RQ1

4.2.1 Theme 1: Crisis is something that causes changes

Theme 1 discussed about what does academic administrator consider as a crisis. This theme show was linked to research question 1. Nine of the informants which almost 90 percent of the informants stated that crisis is something that cause change. Informant 01/DU4 stated:

“Sebab the impact... the impact of the COVID to the whole system. The structured system”.

The informant was further asked by the researcher:

“So basically, they change the system. Dia ubah segala benda, kita punya practice semua dia ubah”.

Which he replied:

“Yeah, segala system. Normal practice to become unnormal practice”.
(Informant 01/DU6)

Informant 02/DU14 stated:

“.....crisis crisis means something that doesn't go the normal way that we usually do.....”

The informant added:

“.....But suddenly, I have to change everything because it's the crisis that is the pandemic at the time....”, (Informant 02/DU16).

Informant 03/DU16 stated:

“for example, when problem such as Covid and natural disaster occurs, we have to change the way we do thing. We have to figure out new way to ensure that the lessons were not disrupted”.

Informant 04/DU10 stated:

“Owh... to me ya... crisis ni sesuatu yang halted the way we do thing and we have to figure out a new way of doing the things.... Mknanya kerja kita terhenti”.

Informant 05/DU18 stated:

“Pada saya, krisis ialah sesuatu yang bukan norma, aaa... Membentuk norma baru ataupun menukar cara kita membuat sesuatu”.

Informant 07/DU16 stated:

“Require immediate attention, okay. Is it something that require changes in the way you do things”.

Informant 08/DU18 stated:

“to me, crisis is when a problem occurs that resulted in great changes.”

The informant also added:

“for example, when problem such as Covid happens, it resulted in changes in the way we do things.... We have to come up with new method and practices. It was so challenging because it is not something that we have encountered before”. (Informant 08/DU20)

Informant 09/DU20 stated:

“Owhhh... to me crisis is a situation that affected how we do thing and it happen for a long period of time... it cause us to change how we do thing”.

Informant 10/DU21 stated:

“Yes. So krisis ni dia sesuatu yang ambil masa agak lama dan apa impak krisis tu? Adakah impak dia macam mengubah kita... Akan buat kita come up with new policy ke ape... Contoh macam krisis berlaku... Ok dr. kata krisis ni akan... Contoh kalau masalah, masalah, penyelesaian nya akan berlaku pada hari tu juga”.

4.2.2 Theme 2: Crisis is something that happen over a prolonged period of time

Theme 2 discussed about how time played a part in deciding whether a situation or a phenomenon is a crisis. It is mentioned by three informants that a crisis is something that occurs and have an effect over a long period of time. Informant 03/DU14 stated:

“Owh... to me.. crisis is when a problem requires long term solution and it happens for a long period”.

Informant 06/DU26 stated:

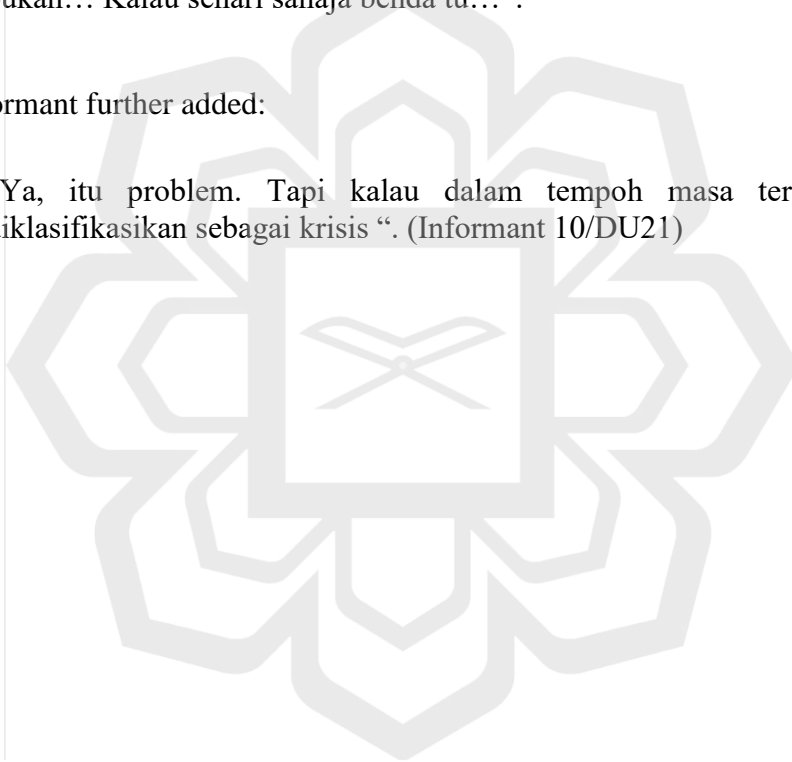
“well in my opinion I would say crisis is the period of time where there is the difficulty. And it requires immediate solution. So basically, if I do not have the solution, then it would turn into crisis because it's prolonged situation”.

Informant 10/DU18 stated:

“Ok bagi saya krisis... A bit similar dengan problem tetapi, kalau problem, masalah dia sesuatu agak general. Tetapi krisis dia lebih specific. Maksud lebih specific disini, krisis dia ada tempoh masa. Dia bukan... Kalau sehari sahaja benda tu...”.

The informant further added:

“Ya, itu problem. Tapi kalau dalam tempoh masa tertentu itu diklasifikasikan sebagai krisis “. (Informant 10/DU21)



Research Question 2: What are educational administrators' perceptions towards managing teaching and learning during crisis?

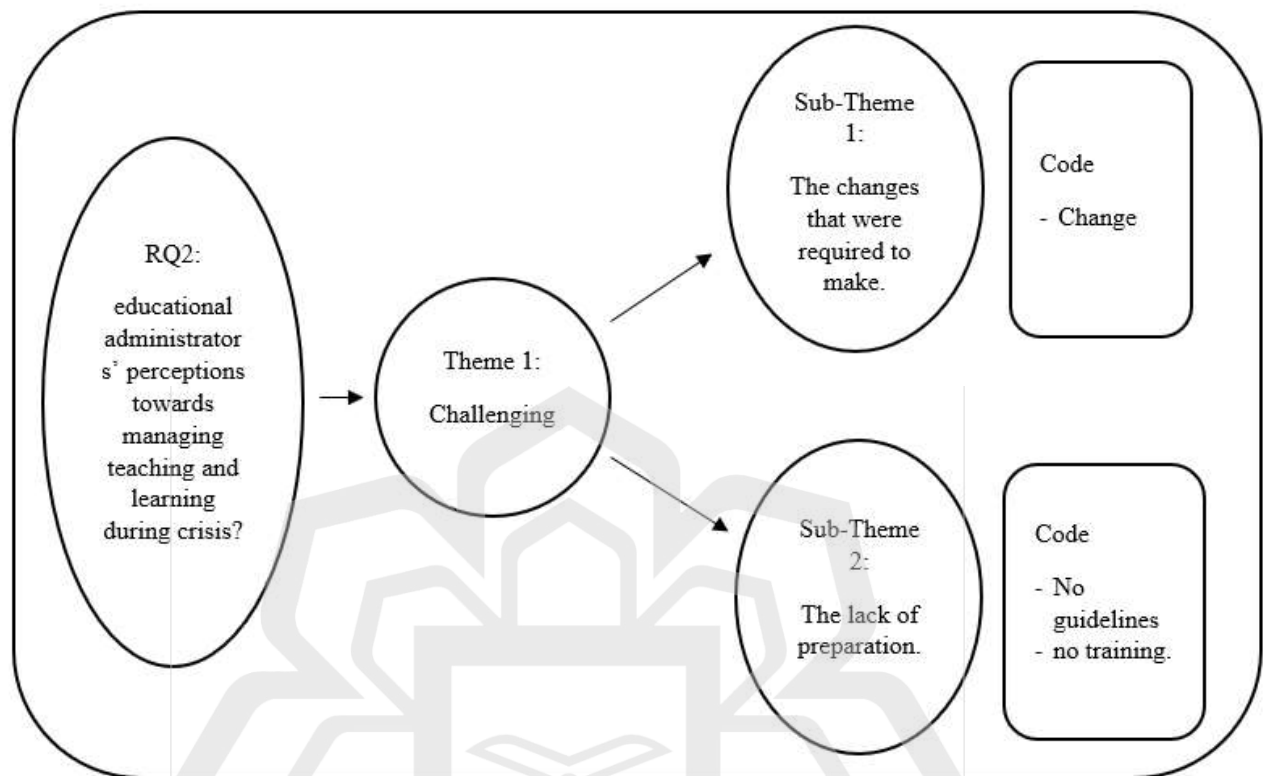


Figure 4.3 The themes and sub-themes for RQ2

4.2.3 Theme 3: Managing teaching and learning during crisis is challenging

All ten informants agree that managing teaching and learning during crisis was challenging. Informant 01/DU13 stated:

“Pada mulanya memang mencabar”.

Informant 02/DU16 stated:

“OK. It wasn't easy, definitely. To make matters worse, at the time, I was just new in the position just one semester. So, and then the second after, I thought I could get a hold of the... the procedure and all. But suddenly, I have to change everything because it's the crisis that is the pandemic at the time, so at first it was a bit challenging because we have to adapt with a lot of things”.

Informant 03/DU18 stated:

“I would say that it was very challenging.... We have not encountered this kind of situation before so we don't know what to expect. We were not train to handle this situation”.

Informant 04/DU15 stated:

“oh memang susah laa, this is sebab we were not prepared.... Contoh masa covid jadi we have no idea how to do anything sebab ia x pernah jadi... Sebelum tu kita pernah kena banjir di Pahang dan Kampar tapi dia punya kesan x sebesar covid”.

Informant 05/DU22 stated:

“Pada saya, ada dia punya cabaran-cabarannya, sebab satu, kita tak boleh berjumpa dengan siapa-siapa semasa COVID. Takda face-to-face yang macam kita selalu buat. So terpaksa menukar tu. Lagi satu ialah, saya rasa... Challenges nya ialah... Dari segi teknologi yang kita gunakan”.

Informant 06/DU36 stated:

“During that time, I mean it the first time we have a global pandemic, I was Basically, do not know what to do, aaa... I have difficulty, I mean... I know about online teaching but because the transition is happening overnight, I do not know what to expect.... it was a very challenging time”.

Informant 07/DU34 stated:

“Yeah, very challenging”.

Informant 08/DU23 stated:

“Oh.... it is quite challenging at first.... We have no idea on what to expect due to the magnitude of the event that occurs. We were not prepared at all”.

Informant 09/DU22 stated:

“Hmmm... it was very challenging... because we don't know what to do at first... we were asked to conduct lessons in a new way that was very unfamiliar.... It was hard and stressful for me.. because I have to deal with a lot of issue during this period of time”.

Informant 10/DU32 stated:

“Fasa pertama agak mencabar”.

4.2.3.1 Sub-theme (3a): The need to adapt to the changes made

Four informants stated that the changes that academic administrators have to made were the reason why managing teaching and learning during crisis was challenging.

Informant 01/DU16 stated:

“Sebab kita tak tahu lagi function dia macam mana. Kita struggle... kebanyakan kita struggle dengan function”.

Informant 02/DU16 stated:

“we have to adapt with a lot of things, and we had a lot of meetings. I remember that and sometimes our meetings go on up to 8 and 10 PM. And during that time, because we cannot see each other's faces. And we were so new with all this technology thing, everything had we always hit a wall somewhere. So, the first few months during the first part of the MCO right, the first three weeks, it was difficult for me as a new administrator and I cannot imagine how my other lecturers are doing as well because I'm pretty sure it's hard for them also, especially for the senior ones, because we have to change everything to the, to the technology right”.

Informant 05/DU22 stated:

“Pada saya, ada dia punya cabaran-cabarannya, sebab satu, kita tak boleh berjumpa dengan siapa-siapa semasa COVID. Takda face-to-face yang macam kita selalu buat. So terpaksa menukar tu. Lagi satu ialah, saya rasa... Challenges nya ialah... Dari segi teknologi yang kita gunakan.

Informant 10/DU34 stated:

“Sebab, kita dah terbiasa dengan face -to -face, bersemuka”.

4.2.3.2 Sub-theme (3b): The lack of preparation

The lack of preparation was also cited as the reason why managing teaching and learning was challenging. Five informants mentioned this in the interview. Informant 04/DU15 stated:

“oh memang susah laa, this is sebab we were not prepared.... Contoh masa covid jadi we have no idea how to do anything sebab ia x pernah jadi... Sebelum tu kita pernah kena banjir di Pahang dan Kampar tapi dia punya kesan x sebesar covid”.

Informant 06/DU36 stated:

“I was Basically, do not know what to do, aaa... I have difficulty, I mean... I know about online teaching but because the transition is happening overnight,”.

Informant 07/DU38 stated:

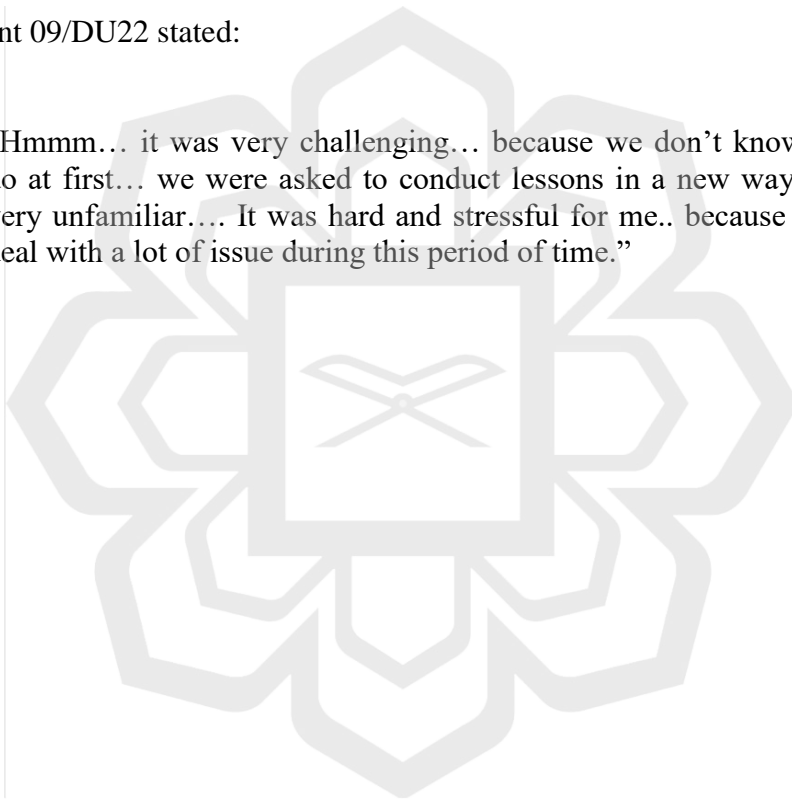
“In terms... I think, especially in the first phase of the online classes, there's no training resources or even policy from the top management”.

Informant 08/DU25 stated:

“First, this has not happened before... we have face other crisis before like flood but it was not as long as this.... We have no guidelines whatsoever, at first we just follow the order from the KPT...”.

Informant 09/DU22 stated:

“Hmmm... it was very challenging... because we don't know what to do at first... we were asked to conduct lessons in a new way that was very unfamiliar.... It was hard and stressful for me.. because I have to deal with a lot of issue during this period of time.”



Research Question 3: What are the issues that educational administrators face when managing teaching and learning during crisis?

This question dives into the issues that academic administrator faced when managing teaching and learning during crisis.

RQ3: Issues that educational administrators face when managing teaching and learning during crisis.	Theme 1: Technical Issue	Sub-theme 1: Internet connectivity problem. Sub-theme 2: Equipment issue.
	Theme 2: Changing the method and material.	
	Theme 3: Attitudes of the lecturer towards the changes.	
	Theme 4: Health issue of the lecturer.	Sub-theme 1: Lecturers suffers mental health problem. Sub-theme 2: Lecturers suffers from physical health issues.
	Theme 5: Morale of the lecturers were affected.	
	Theme 6: Assessment issue	Sub-theme 1: Validity of the test.

Figure 4.4 The themes and sub-themes for RQ3

4.2.4 Theme 4: Technical issue

Technical issue such as equipment and internet connection were one of the issues faced by the academic administrator when managing teaching and learning during crisis. Nine informants stated that technical issues were one of the issues they faced. Informant 01/DU28 stated:

“satu lagi adalah connectivity or internet tu sendiri la. Kalau ok, ok la. Kalau susah, susah la.”

Informant 03/DU24 stated:

“several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn't allow them to conduct lesson properly... some say that their pc hang when they were conducting the classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough.”

Informant 04/DU21 stated:

“kita juga dapat banyak complaint daripada lecturer-lecturer kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas.... Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung.... Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak cukup kuat, mereka tiada peralatan seperti webcam dan microfon.”

Informant 05/DU30 stated:

“Saya dari Kawasan kampung, ok.. Nak menguruskan ni, satu saya perlukan data internet yang cepat, laju.”

Informant 06/DU42 stated:

“Okay, the first one I would say is going to be the technical problems.”

Informant 06 /DU44 further stated:

“Because internet connection, okay, and also, I mean, not only me, some of the senior lecturers, they are not very...”

The researcher added:

“savvy”

The informant responded:

“yes” (Informant 06/DU46)

Informant 07/DU54 stated:

“Students, I would say like they themselves, some of them, they don't even have reliable Internet connection. Yeah.”.

Informant 08/DU27 stated:

“some of our lecturer’s complaint that they do not have the equipment to conduct online classes... They don’t have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient....”.

Informant 09/28 stated:

“Owh yaa... issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class... some stated that their pc or laptop don’t have a camera and webcam... some also complain that their internet access were not strong enough... this make its difficult for them to conduct class properly and effectively.... I have a lecturer complaint that their pc or laptop froze during class and some have the internet connection lost during the class.”

Informant 10/DU44 stated:

“Isu pertama internet.”

4.2.4.1 Sub-theme (4a): Internet connectivity problem

8 informants stated that internet connectivity was one of the issues they faced when managing teaching and learning during crisis. Informant 01/DU28 stated:

“satu lagi adalah connectivity or internet tu sendiri la.”

Informant 03/DU24 stated:

“Some complaint that the equipment they have such as webcam and internet connection are not good enough.”

Informant 04/DU23 stated:

“Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung....”.

Informant 05/DU30 stated:

“Saya dari Kawasan kampung, ok.. Nak menguruskan ni, satu saya perlukan data internet yang cepat, laju.”

Informant 06/DU42 stated:

“Because internet connection, okay, and also, I mean, not only me, some of the senior lecturers, they are not very...”.

Informant 07/DU54 stated:

“Students, I would say like they themselves, some of them, they don't even have reliable Internet connection. Yeah.”

Informant 09/28 stated:

“some also complain that their internet access were not strong enough... this make its difficult for them to conduct class properly and effectively.... I have a lecturer complaint that their pc or laptop froze during class and some have the internet connection lost during the class.”

Informant #L10/DU44 stated:

“Isu pertama internet”.

4.2.4.2 Sub-theme (4b): Equipment issue

Five informants noted in the interview that equipment problem was also one of the issues that they faced when managing teaching and learning during crisis. Informant 03/DU24 stated:

“several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn't allow them to conduct lesson properly... some say that their pc hang when they were conducting the classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough”.

Informant 04/23 stated:

“Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak cukup kuat, mereka tiada peralatan seperti webcam dan mikrofon.”

Informant #L5/DU32 stated:

“Hardware, masalah hardware”.

The researcher asked further:

“Internet, komputer semua?”.

The informant replied:

“Yes computer and so on”. (Informant #L5/DU34)

Informant 08/DU27 stated:

“some of our lecturer’s complaint that they do not have the equipment to conduct online classes... They don’t have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient....”.

Informant 09/DU28 stated:

“Owh yaa.. issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class... some stated that their pc or laptop don’t have a camera and webcam...”.

4.2.5 Theme 5: Changing the teaching method and material

Changing the teaching method and material was proving noted as one of the issues that academic administrator faced when managing teaching and learning during crisis. Eight informants stated that changing the teaching method and material was one of the issues that they faced. Informant 01/DU20 stated:

“Ok nak menguruskan bagaimana nak meletakkan sesuatu dokumen untuk pengajaran kepada pelajar. Sebab it truly sesuatu yang baru... ok. So, you have to... kita kena siapkan sesuatu mengikut aturcara yang tertentu, structure. So, and then, so bila you mengajar dalam kelas face-to-face dengan mengajar melalui unit ini, dia agak berbeza sedikit. Perbezaan dia adalah dari segi dalam kelas, you can direct... you can direct memberitahu student apa yang dia nak lakukan. Tapi melalui website ni, dia ada certain... kekangan.”

Informant 03/DU22 stated:

“Among the problem that we face is that most of the lecturer struggle to adapt with the changes in the teaching method.... We receive numerous complain from the lecturers regarding the platform that was used.... The complaint were mostly from our senior lecturers who were struggling with the technology... some say that Google classroom was not friendly.. some say that it is not efficient...”.

Informant 04/DU19 stated: ‘

“antara isu yang kita hadapi ialah kesukaran untuk mengubah cara kita conduct class and cara nk buat assessment. Kebanyakan subject kita adalah 100% coursework so kita hadapi kesukaran untuk membuat assessment yang baru. Kita juga face some problem when we want to adapt the lesson content dari Face to Face ke online.”

Informant 05/DU38 stated:

“Masalah jugak. Sebab banyak yang perlu ditukar, ok. Macam saya kata tadi, ramai yang susah nak adapt untuk new changes. Especially kalua kita nak tukar syllabus. Contohnya kita tukar coursework dan sebagainya, kita perlu beritahu kepada lecturers dulu, sebelum lecturer tu sampaikan kepada pelajar. So dari segi nak manage lecturer itu sendiri agak susah.”

Informant 06/DU58 stated:

“Yeah. In terms of the project, because before pandemic, they have to do project like hands-on, whereby they go to outside or maybe do a project within the campus but during online they cannot do that. So, everything is online project. So, some of them, the students, they have difficulty, um communicating with the community partners, we call it, or you can say NGOs.”

Informant 07/DU48 stated:

“Yeah. To online. So not just... I mean the lack of all these technical supports even the course work plan, everything has to changed.”

Informant 08/DU27 stated:

“Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying to conduct the lessons....”.

Informant 09/DU24 stated:

“we have to change to online class... the lecturers face problem such as not knowing how to use the application...”.

4.2.6 Theme 6: Attitudes of the lecturer towards the changes

The attitudes of the lecturer towards the changes were also noted as one of the issues that academic administrators faced when managing teaching and learning during crisis. Five of the respondents stated this in their interview. Informant 01/DU24 stated:

“Kekangan tu ialah... ok satu adalah kita is not friendly to slot. Satu ah, kebanyakan... apa nama, pensyarah ni dia begitu friendly kepada teknologi. Dia depend on pensyarah lah. Mana pensyarah yang mungkin... pensyarah ni, yang muda-muda, mungkin dia friendly sikit. Pada yang middle ni, dia struggle sikit. Pastu saya mula agak struggle untuk ni... untuk adapt kepada teknologi ni, tapi kita kena push kita... ourselves lah. Kita kena push for short. That is one of the reason lah..’

Informant 03/DU22 stated:

“Among the problem that we face is that most of the lecturer struggle to adapt with the changes in the teaching method.... We receive numerous complain from the lecturers regarding the platform that was used.... The complaint were mostly from our senior lecturers who were struggling with the technology... some say that Google classroom was not friendly... some say that it is not efficient...”.

Informant 05DU34 stated:

“Lagi satu ialah dari segi perception, mentality. Pensyarah-pensyarah tidak mahu menerima ataupun masih teragak-agak untuk menggunakan all these new tools and so on. Itu salah satu masalah.”

Informant 06/DU52 stated:

“I would say not very good. I depend, the younger lecturers they are more flexible when it comes to all this sudden changes, but the senior not really, especially those who are not internet savvy.”

Informant 09/24 stated:

“Owhhh there are a lot actually.... The first one was that the lecturers that were working under me were unable to adapt to the new method that was implemented... when Covid happen for example.. we have to change to online class.. the lecturers face problem such as not knowing how to use the application... some of my lecturers are old and not very tech savvy so it was quite challenging for them. I have to do a crash course on how to use Google classroom so that the lecturers can know what to do when they conduct class.....”.

4.2.7 Theme 7: Health issue of the lecturer

Health issue of the lecturer were also one of the issues that academic administrator has to deal with when managing teaching and learning during crisis. Five of the respondents noted that health issue of the lecturer was one of the issues that they have to deal with. Informant 02/DU24 stated:

“Yeah, that’s actually my second point. And also, my Third Point, physical and emotional needs of my lecturers at at first, I didn’t see this as much, but I... during the crisis, I myself had a little bit of anxiety.”

Informant 03/DU26 stated:

“we also receive report from our CL and CC that some of the lecturers suffer health issue during the pandemic...”.

Informant 04/DU23 stated:

“kita pun dapat banyak complaint berkaitan dengan masalah kesihatan yang lecturer kita hadapi sebab online class...”

Informant 08/DU28 stated:

“there are also issue with regarding the health and wellbeing of the lecturers. We received some complain from lecturer that they suffered numerous health problem such as back problem, high blood pressure and even chest pain..... Apart from that, I have also received report from my subordinates that some of the lecturer also suffer from mental health issue such as anxiety and severe stress.”

Informant 09/DU28 stated:

“Apart from that yaa... I also receive some complain from my lecturer on how the online class has affected their health in general... some of my lecturer complain that they have several medical issue such as back pain and headache... one of my lecturer was admitted to the hospital due to severe headache and back pain... the doctor advise him to stop online class for a while because it has affected his health. I also received complain that some lecturer suffered from mental health problem such as anxiety and stress.... One of my lecturers suffer a panic attack during class and another one reported severe chest pain and was diagnosed with severe stress.”

4.2.7.1 Sub-theme (7a): Lecturers suffers mental health problem

Five respondents mention that some of their lecturers suffers from mental health issue when working during crisis. Informant 02/DU24 stated:

“during the crisis, I myself had a little bit of anxiety.”

The informant further added:

“So, some of them, they really opens up. Like sometimes until to the extent that about two hours and crying. But some, they just... Well, I'm OK. And the conversation was like, really, really not a roll. OK, so it depends on that. And during the pandemic also I noticed that or the emotional part.” (Informant 02/DU26)

Informant 03/DU26 stated:

“Apart from that, some lecturers also were reported to suffer mental health issue such as severe stress and anxiety. Some even suffer panic attack while conducting class and this was recorded... I have one case where one of my lecturer suffered panic attack during class..”.

Informant 04/DU23 stated:

“Ada juga lecturer saya yang mengadu tentang masalah kesihatan mental yang mereka hadapi.... Mereka kata yang mereka stress dan ada yang sampai tahap kena diagnos anxiety. Ada satu kes di mana seorang lecturer saya terpaksa habiskan kelas awal sebab dia stress”.

Informant 08/DU29 stated:

“Apart from that, I have also received report from my subordinates that some of the lecturer also suffer from mental health issue such as anxiety and severe stress’.

Informant 09/DU28 stated:

“I also received complain that some lecturer suffered from mental health problem such as anxiety and stress.... One of my lecturers suffer a panic attack during class and another one reported severe chest pain and was diagnosed with severe stress”.

4.2.7.2 Sub-theme (7b): Lecturers suffers from physical health issues

Five respondents noted in their interview that some of their lecturers suffers from physical health issues while working during crisis. Informant 02/DU24 stated:

“Physical aspect, physical here, meaning literal their own physical, because during the pandemic, I noticed that a lot of my lecturers got sick.”

Informant 03/DU36 stated:

“There were report from some lecturer who suffered from numerous health problem such as back pain, high blood pressure and chest pain to name a few... Some of the lecturers were also hospitalized because of the health problem that they faced....”.

Informant 04/DU23 stated:

“Ramai lecturer saya yang mengadu yang mereka kena macam-macam masalah kesihatan seperti sakit belakang, darah tinggi dan chest pain....”.

Informant 08/DU29 stated:

“We received some complain from lecturer that they suffered numerous health problem such as back problem, high blood pressure and even chest pain.....”.

Informant 09/DU28 stated:

“some of my lecturer complain that they have several medical issue such as back pain and headache... one of my lecturer was admitted to the hospital due to severe headache and back pain... the doctor advise him to stop online class for a while because it has affected his health.”.

4.2.8 Theme 8: Morale of the lecturers were affected

Low morale among the lecturers were also one of the issues that was noted by informant in their interview. Three of the informants noted in their interview that their lecturer's morale was affected during the crisis. Informant 02/DU30 stated:

“Some of them, yes. Yes. Interestingly, one of my lectures no longer here during the pandemic because I think we lost a lot of people, right. She mentioned to me that it remind it reminds her that life is short,”.

Informant 03/DU26 stated:

“I also noted that some of my lecturers were feeling a little bit down during the semester.... They come and confide with me that they wish that the semester would end already... they sounded tired and look unenthusiastic going to work.”

Informant 09/DU28 stated:

“I also noticed that several of my colleague who I was in charge of looks lethargic and tired during the semester... they look disinterested and not in the mood to work.. when ask about this they say that they are not in the mood to teach and are already wanting the sem to be over...”.

4.2.9 Theme 9: Assessment issue

Creating and adapting the assessment for the teaching and learning during crisis is one of the issues brought forward by the informant. Five of the informants mentioned about this problem in their interview. Informant 03/DU22 stated:

“There were also issue with the assessment also... problem is we cannot conduct our assessment as usual.... So we don't know if our student are doing the assessment honestly or not.... For example ya.. one of my lecturers find that students just google the answer to the test...”.

Informant 04/DU19 stated:

“antara isu yang kita hadapi ialah kesukaran untuk mengubah cara kita conduct class and cara nk buat assessment. Kebanyakan subject kita adalah 100% coursework so kita hadapi kesukaran untuk membuat assessment yang baru.”

Informant 06/DU46 stated:

“Number three I would say the assessment. Especially when it comes to test, I cannot really monitor, are they cheating or not, I cannot give assumption or do assumption but yeah at some time with that.”

Informant 09/DU24 stated:

“Another thing is the assessment.... My lecturers raise the concern about how valid the assessment was.... This is because we simply cannot monitor them like we use to for assessment that involves test...”

Informant 10/DU46 stated:

“Isu lain... Ok, coursework. Assignment submission macam mana? Presentation macam mana? And the ujian macam mana... Apa yang perlu dilakukan, sebab kalau kita cakap mengenai ujian ataupun ok test, bila kita nak buat test online, atas talian, possibility student untuk jujur adalah sangat...”

4.2.9.1 Sub-theme (9a): Validity of the test

Validity of the assessment is one of the main issues that academic administrator has to deal with when managing teaching and learning during crisis. Four informants stated this in their interview. Informant 03/DU22 stated:

“So we don't know if our student are doing the assessment honestly or not.... For example ya.. one of my lecturers find that students just google the answer to the test...”

Informant 06/DU46 stated:

“Especially when it comes to test, I cannot really monitor, are they cheating or not, I cannot give assumption or do assumption but yeah at some time with that.”

Informant 09/DU24 stated:

“My lecturers raise the concern about how valid the assessment was.... This is because we simply cannot monitor them like we use to for assessment that involves test...”.

Informant 10/DU46 stated:

“Apa yang perlu dilakukan, sebab kalau kita cakap mengenai ujian ataupun ok test, bila kita nak buat test online, atas talian, possibility student untuk jujur adalah sangat...”.

The responded further added:

“Makna adakah ujian itu pelajar kita ambilnya dengan jujur ataupun tidak. Sebab kita tak ahu macam mana diorang jawab”. (Informant 10/DU49)

Research Question 4: How do educational administrators manage teaching and learning during crisis?

This question was designed to understand how educational administrator manage teaching and learning during crisis. The question was set to inquire what kind of approach and technique educational administrator take to manage teaching and learning during crisis.

Research Question 4: How do educational administrators manage teaching and learning during crisis?	Theme 1: Innovation in managing teaching and learning.	Sub-theme 1: Changing the teaching method.
	Theme 2: Changes in management approach.	Sub-theme (1): Flexible approach to management.
	Theme 3: Accommodate the lecturers need.	Sub-theme (1): Getting feedback from the lecturers. Sub-theme (2): Address the equipment issue.
	Theme 13: Providing support to the lecturer.	Sub-them (1): Check up on lecturer wellbeing. Sub-theme (2): Provide training to the lecturer.

Figure 4.5 Themes and sub-themes for RQ4

4.2.10 Theme 10: Innovation in managing teaching and learning

Innovation in teaching was of the method used by educational administrators when managing teaching and learning during crisis. Seven informants stated in their interview that they have to find new way and try new method in teaching and learning. Informant 01/DU46 stated:

“Uh... approach yang kita ambil adalah beberapa... kita kena ubahkan beberapa perkara dalam silibus pengajaran”.

The researcher further asked:

“Ok so basically dr. kena innovate lah.”

The informant replied:

“Yes, yes. You kena ada idea lain. Supaya ia adapt kepada diri.”
(Informant 01/DU48)

Informant 02/DU44 stated:

“OK, so. And another thing is also what's important is actually exploration. One of my lecturers actually opened up my mind about this during the pandemic, actively explore other ways to try to make sure that the students are, you know, engaged in their classroom. So having said that, I think it's important for not only during teaching and learning, but also us as admin to explore other ways on how to reach out to your lecturers, how to make sure that they know how to do online learning and things like that. So, we have to explore our options or else we are only in that particular box, and we're not going to go out”.

Informant 03/DU32 stated:

“we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes.”

Informant 04/DU25 stated:

“Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru....”.

Informant 06/DU68 stated:

“Okay, the syllabus, I went through the syllabus, and it depends on the subject. Because I handled a few subjects, okay. some I make it more open to interpretation while some I did not.”

Informant 07/DU74 stated:

“New approach in teaching, yeah. Because of the lack of participation from the students, definitely there are more quizzes, online quizzes”.

Informant #L8/DU 35 stated:

“To address the numerous health issue that our lecturer has experienced we identify that we need to adjust the timetable of our lecturer.... We decided to make sure that the lecturers are not teaching subsequent classes.... We make sure that the maximum duration of class is two hours per time... They are going to have gaps between classes”.

4.2.10.1 Sub-theme (10a): Changing the teaching method

Changing the teaching method was one the way educational administrator utilized to manage teaching and learning during crisis. Four informants stated that they have to change the teaching method in order to manage teaching and learning during crisis.

Informant 02/DU44 stated:

“One of my lecturers actually opened up my mind about this during the pandemic, actively explore other ways to try to make sure that the students are, you know, engaged in their classroom.”

Informant 04/DU25 stated:

“Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru....”.

Informant 06/DU68 stated:

“Because I handled a few subjects, okay. some I make it more open to interpretation while some I did not.”

Informant 07/DU74 stated:

“New approach in teaching, yeah. Because of the lack of participation from the students, definitely there are more quizzes, online quizzes”.

4.2.11 Theme 11: Changes in management approach

Changes in management approach was one of the methods utilized by educational administrator when managing teaching and learning during crisis. Seven informants stated in their interview that they have to change their management approach.

Informant 01/DU50 stated:

“I think saya ambil posisi fleksibel. Dia lebih flexible kepada ni. Sebab situasi orang ni dia berbeza. Kita kena faham”.

Informant 02/DU38 stated:

“Ohh OK. Three things that I think people need to do or to have during a crisis is first adaptability, flexibility, and also exploration. So, I think adaptability and flexibility, flexibility they goes hand in hand”.

The informant further added:

“Yes, yes, our institution treat them like it's stack in stone. So, they have to be flexible. They have to be flexible. But of course, with certain guidelines. And then once they they they try to, you know, do a little bit of amendments then we as you know lecturers and we adapt because some of them some of them they have been following the rules from day one and suddenly we want to change they... they feel not comfortable. Like all this while we have been doing face to face teaching suddenly want to do online, blended learning. Oh, cannot really. Because they... they feel like oh it's not working, it's not working OK. But we we have no choice, we have no choice at the time because that's the only way we can make sure that the institution doesn't, doesn't fall down, isn't it”. (Informant #L2/DU42)

Informant 05/DU46 stated:

“Tegas, kena buat macam ni, macam ni. Tapi bila dah bagi arahan dan sebagainya, saya akan lebih kepada, ok, ini adalah flexibility yang anda boleh buat. So, bagi arahan dulu, daripada arahan tu, ok ini adalah capabilities, ini adalah flexibilities yang anda boleh buat”.

Informant 07/DU66 stated:

“I think in terms of the syllabus, we have to be more flexible, and more freedom actually given to the students”

The informant further added:

“Yeah, the flexibility lies in terms of as long as. They're able to assess the students based on the the new changes in, but in terms of how they do it, all these approach. So. Yeah, he relies on that”. (Informant 07/DU72)

Informant 09/DU30 stated:

“First I have to be flexible with my lecturer... covid is tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes.”

Informant 10/DU92 stated:

“Fleksibiliti di sini... Bukan yang tu. Coursework saya strict tapi untuk communication, komunikasi. Yang itu saya rasa kalau saya letak limit, dia akan krisis.”

4.2.11.1 Sub-theme (11a): Flexible approach to management

Flexible approach to management was the method utilized by the academic administrator when managing teaching and learning during crisis. Seven informants stated that they were utilizing the flexible approach when managing teaching and learning during crisis. Informant 01/DU50 stated:

“I think saya ambil posisi fleksibel. Dia lebih flexible kepada ni. Sebab situasi orang ni dia berbeza. Kita kena faham”.

Informant 02/DU42 stated:

“Yes, yes, our institution treat them like it's stack in stone. So, they have to be flexible. They have to be flexible. But of course, with certain guidelines.”

Informant 05/DU46 stated:

“saya akan lebih kepada, ok, ini adalah flexibility yang anda boleh buat. So, bagi arahan dulu, daripada arahan tu, ok ini adalah capabilities, ini adalah flexibilities yang anda boleh buat”.

Informant 06/DU64 stated:

“In some subject I became more flexible, especially those who have hands-on projects. But, when it comes to subject, like very theoretical like philosophy, I became stricter.”

Informant 07/DU66 stated:

“I think in terms of the syllabus, we have to be more flexible, and more freedom actually given to the students”

The informant further added:

“Yeah, the flexibility lies in terms of as long as. They're able to assess the students based on the the new changes in, but in terms of how they do it, all these approach. So. Yeah, he relies on that”. (Informant #L7/DU72)

Informant 09/DU30 stated:

“First I have to be flexible with my lecturer... covid is tough on everybody so I need to be empathetic towards my lecturers....”.

Informant 10/DU92 stated:

“Fleksibiliti di sini... Bukan yang tu. Course work saya strict tapi untuk communication, komunikasi. Yang itu saya rasa kalau saya letak limit, dia akan krisis.”

4.2.12 Theme 12: Accommodate the lecturers need

Accommodating the lecturers need is another method utilized by educational administrator when managing teaching and learning during crisis. Five informants mentioned this in their interview. Informant 03/DU28 stated:

“the first thing that we do is that we look at the feedback that we receive from the lecturers. We ask our CL and AD to conduct meeting on a regular basis to get feedback from the lecturers. This actually helped us a lot in improving the way we conduct lessons during the period of crisis”.

Informant 04/DU27 stated:

“kita pun cuba provide lecturer kita dengan peralatan yang cukup. Kita bagi lecturer kita pinjam peralatan seperti PC dan laptop... Kita juga provide peralatan lain seperti webcam untuk memudahkan lecturer2 kita conduct online class”.

Informant 06/DU64 stated:

“Okay. In terms of the lecturers, what I did, I put more time consulting with them, some of them want online. In some subject I became more flexible, especially those who have hands-on projects. But, when it comes to subject, like very theoretical like philosophy, I became stricter”.

Informant 08DU31 stated:

“First... we try to accommodate our lecturer’s need... We decided that we need to provide our lecturer with the necessary equipment. After receiving feedback from the lecturers, we decided to allow them to borrow equipment such as laptop and PC from the university”.

Informant 09/DU30 stated:

“I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...”.

4.2.12.1 Sub-theme (12a): Getting feedback from the lecturers

Getting feedback from the lecturers was one of the methods used by the educational administrator to manage teaching and learning during crisis. Five informants stated in their interview that they managed teaching and learning during crisis by asking for feedback from their lecturers. Informant 03/DU28 stated:

“the first thing that we do is that we look at the feedback that we receive from the lecturers. We ask our CL and AD to conduct meeting on a regular basis to get feedback from the lecturers. This actually helped us a lot in improving the way we conduct lessons during the period of crisis.”

Informant 04/DU25 stated:

“Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment.”

Informant 06/DU64 stated:

“Okay. In terms of the lecturers, what I did, I put more time consulting with them, some of them want online.”

Informant 08/DU31 stated:

“First... we try to accommodate our lecturer’s need... We decided that we need to provide our lecturer with the necessary equipment. After receiving feedback from the lecturers, we decided to allow them to borrow equipment such as laptop and PC from the university”.

Informant 09/DU30 stated:

“... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes. I also try my best to address the issue by bringing them up to my superiors...”.

4.2.12.2 Sub-theme (12b): Address the equipment issue

Addressing the equipment issue is one of the methods taken by academic administrator to manage teaching and learning during crisis. Four informants stated in their interview that addressing the equipment issue was the way they manage teaching and learning. Informant 03/DU28 stated:

“after receiving the feedback, we decided to address the main issue which is the lack of equipment. We try to accommodate the need of the lecturer by asking the management to allow our lecturer to borrow the equipment such as laptop and pc. We also asked the management to buy equipment such as a webcam and custom cursor. Thankfully the management obliged with our request”.

Informant 04/DU27 stated:

“kita pun coba provide lecturer kita dengan peralatan yang cukup. Kita bagi lecturer kita pinjam peralatan seperti PC dan laptop... Kita juga provide peralatan lain seperti webcam untuk memudahkan lecturer2 kita conduct online class”.

Informant 08/DU31 stated:

“First... we try to accommodate our lecturer’s need... We decided that we need to provide our lecturer with the necessary equipment. After receiving feedback from the lecturers, we decided to allow them to borrow equipment such as laptop and PC from the university”.

Informant 09/DU30 stated:

“I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...”.

4.2.13 Theme 13: Providing support to the lecturer

Educational administrator also noted that they provided support to the lecturer in order to help them. Informant 02/DU36 stated:

“Yeah. And also, I also take my own initiative to call each and every one of my lecturer to ask whether they're OK or not.”

The informant further added:

“So that's not easy. So, one time I actually talked to my CLs and asked them what they are having and issues they're having at home. And they actually opened up my, my... So, I looked down at my list some of the lecturers that I thought might have problems or, you know, encounter certain things. So, I had Google meet with them, so I asked them what they're having and all just to, you know, casually talk. Sometimes all they need is actually somebody to talk to. So that's when I realized that I'm missing out a lot because I don't see them face to face. So, it's important for them to have this human... human touch, not physically, emotionally. So, I make that a point every... maybe every week I call one person. I don't have that much of time during the pandemic, but one week. OK, this way I call the first person second person. But be not everybody actually opens up there. So, some of them, they really opens up. Like sometimes until to the extent that about two hours and crying.

But some, they just... Well, I'm OK. And the conversation was like, really, really not a roll". (Informant 02/DU26)

Informant 03/DU32 stated:

"we come up with a guideline to lecturer on how to maintain their health. We ask the lecturer to remain active. Apart from that, we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes. This is due to the complain that we received from lecture about the impact of having back to back online class to their physical health. We also provided counselling to ensure that those who are suffering from mental health issue were also receiving support".

Informant 04/DU25 stated:

"Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan".

Informant 08/DU35 stated:

"we decided to provide support and modify how we conduct our lesson... To address the numerous health issue that our lecturer has experienced we identify that we need to adjust the timetable of our lecturer.... We decided to make sure that the lecturers are not teaching subsequent classes.... We make sure that the maximum duration of class is two hours per time... They are going to have gaps between classes. Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates".

Informant 09/DU30 stated:

"I also take the initiative to check on my lecturer's well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively".

4.2.13.1 Sub-them (13a): Check up on lecturer wellbeing

Educational administrator also checks up on the lecturer's wellbeing in order to support them. Five informants stated that in their interview that they check up on their lecturer to make sure they are ok. Informant 02/36 stated:

“Yeah. And also, I also take my own initiative to call each and every one of my lecturers to ask whether they're OK or not”.

Informant 03/32 stated:

“We also provided counselling to ensure that those who are suffering from mental health issue were also receiving support”.

Informant 04/29 stated:

“Kita juga provide kaunseling kepada lecturer-lecturer kita untuk atasi masalah kesihatan mental”.

Informant 08/DU35 stated:

“Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates”.

Informant 09/DU30 stated:

“I also take the initiative to check on my lecturer's well-being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively”.

4.2.13.2 Sub-theme (13b): Provide training to the lecturer

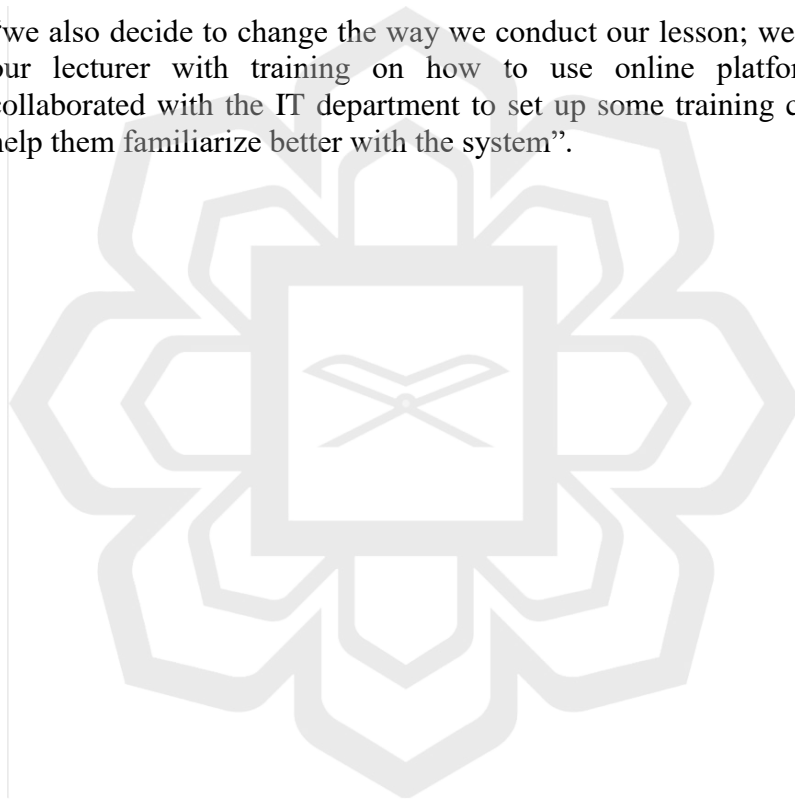
Educational administrator provided training to their lecturer to help them manage teaching and learning during crisis. Two informants stated this in their interview.

Informant 04/DU25 stated:

“... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.

Informant 08/DU33 stated:

“we also decide to change the way we conduct our lesson; we provided our lecturer with training on how to use online platform... we collaborated with the IT department to set up some training courses to help them familiarize better with the system”.



Research Question 5: Was the method taken to manage teaching and learning during crisis effective?

This question was created with the purpose to determine whether the method taken by the academic administrator was effective or not.

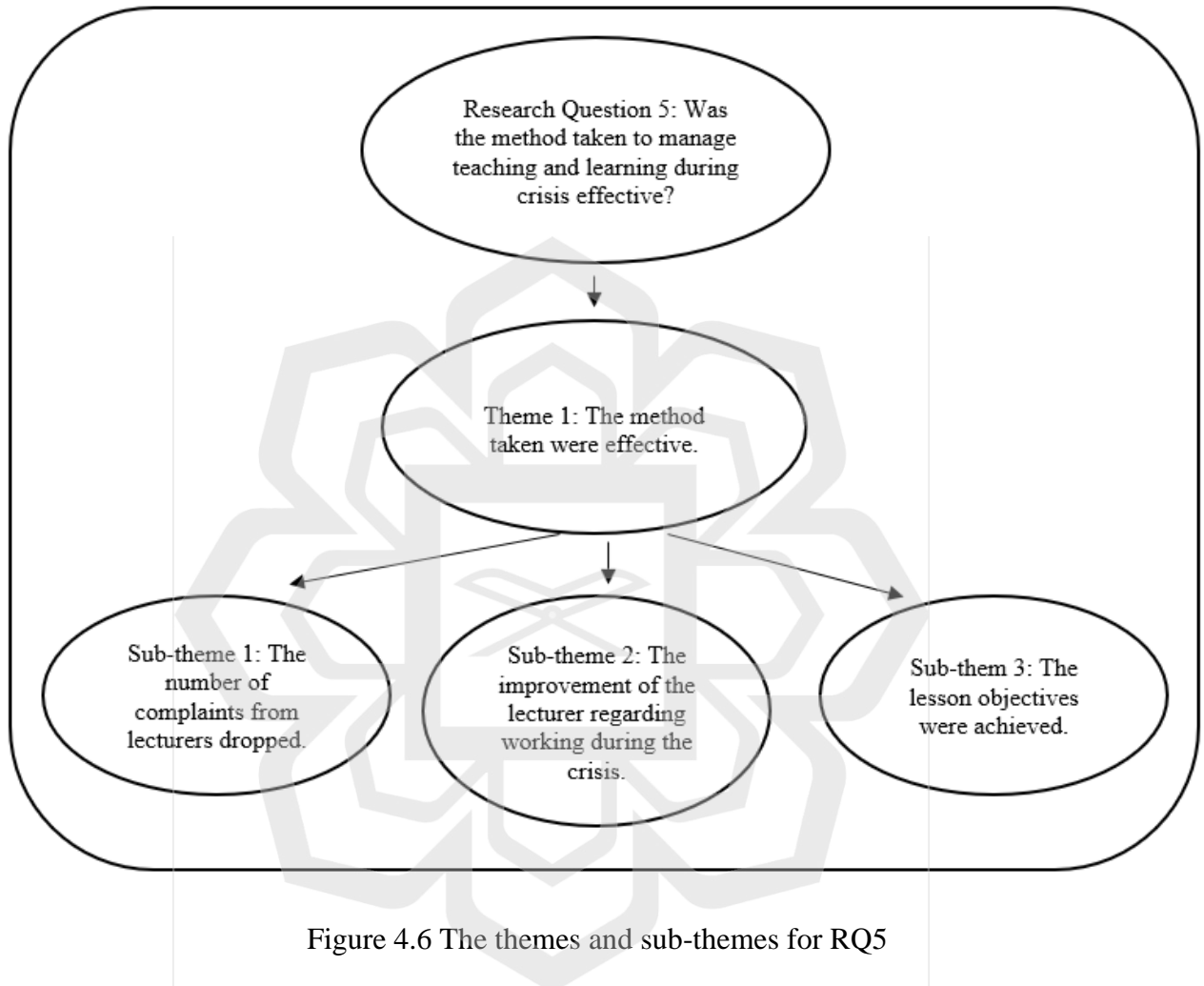


Figure 4.6 The themes and sub-themes for RQ5

4.2.14 Theme 14: The method taken were effective

The method taken by the academic administrator was effective. Nine informant agrees that the method that they have taken were effective when managing teaching and learning during crisis.

Informant 02/DU46 stated:

“I would say I think it's not fair for me to say that it's not effective at all. The big I, I would say half, half. The biggest positive impact that I would say... I saw is that how good we are with technology now”.

Informant 03/DU34 stated:

“I think so because after we do all the thing that we do. The number of complaints from the lecturer regarding the lesson drop significantly. Most of the issue we found after that involves students”.

Informant 04/DU31 stated:

“Ya... saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang dan masalah-masalah yang dihadapi oleh lecturer-lecturer saya hanya berkaitan dengan pelajar.... Kita pun dapat menjalankan kelas dengan baik dan lancar”.

Informant 05/DU54 stated:

“Why saya said 50-50 sebab pada permulaannya memang agak payah, susah. Ada yang tidak berjaya. Tapi lama kelamaan, macam saya kata tadi kita dah mula adapt pada situasi pada situasi yang baru. Ok, dah tahu, waktu krisis ni apa yang kita perlu buat dan sebagainya. Selepas itu, ok, maksudnya pada permulaan dia memang gagal. Tapi kita mengubah cara, kan kita sentiasa mengubah cara kita.”

Informant 06/DU78 stated:

“I would say from my opinion, yes. It might not be 100% but I would say it inclined more into effective”.

Informant 07/DU78 stated:

“Uh. I would say yes, to some degree, because... I mean all the learning outcome I believe have achieved, yeah. But of course, there are some drawdowns especially in terms of certain assignments like require them to sit for tests. Those test are issue as well”.

Informant 08/DU37 stated:

“Yes, I do believe that the method that we have taken were effective because after that the number of complaints from the lecturers drop significantly... Issues regarding teaching and equipment no longer arise. We also receive feedback from the AD and CC on the improvement on the health of our lecturers both physically and mentally”.

Informant 09/DU32 stated:

“I think it was effective because the number of complaints drop significantly after we take those measures.... The lecturers were able to conduct the class effectively and most of the lesson plan were achieved”.

Informant 10/DU102 stated:

“Bagi saya acara tu lebih efektif.”

4.2.14.1 Sub-theme (14a): The number of complaints from lecturers dropped

The method taken by the academic administrator were effective because it's resulted in the dropped in complaint made by the lecturer during the duration of the crisis. Four informants stated in their interview that the number of complaints from their lecturers dropped. Informant 03/DU34 stated:

“I think so because after we do all the thing that we do. The number of complaints from the lecturer regarding the lesson drop significantly. Most of the issue we found after that involves students”.

Informant 04/DU31 stated:

“Ya... saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang.....”

Informant 08/DU37 stated:

“Yes, I do believe that the method that we have taken were effective because after that the number of complaints from the lecturers drop significantly... Issues regarding teaching and equipment no longer arise....”

Informant 09/DU32 stated:

“I think it was effective because the number of complaints drop significantly after we take those measures....”

4.2.14.2 Sub-theme (14b): The improvement of the lecturer in regard to working during the crisis

The improvement made by the lecturers were noted by the informant as one of the reason the method taken to manage teaching and learning were effective. Four informants stated in their interview how the lecturers show improvement when working during the crisis. Informant 02/46 stated:

“... The biggest positive impact that I would say... I saw is that how good we are with technology now”.

Informant 05/DU54 stated:

“Tapi lama kelamaan, macam saya kata tadi kita dah mula adapt pada situasi pada situasi yang baru. Ok, dah tahu, waktu krisis ni apa yang kita perlu buat dan sebagainya”.

Informant 06/DU82 stated:

“So, few years is already like more than four semesters. So, I can see that the transition is getting better”.

Informant 08/DU37 stated:

....” We also receive feedback from the AD and CC on the improvement on the health of our lecturers both physically and mentally”.

4.2.14.3 Sub-them (15c): The lesson objectives were achieved

The informant also noted that the lesson objective was achieved. This indicates that their method of managing teaching and learning were effective because of this. Three informants stated in their interview that the lesson objectives that were set was achieved due to the method they take. Informant 04/DU31 stated:

... “Kita pun dapat menjalankan kelas dengan baik dan lancar”.

Informant 07/3U78 stated:

“Uh. I would say yes, to some degree, because... I mean all the learning outcome I believe have achieved...”

Informant 09/DU32 stated:

“The lecturers were able to conduct the class effectively and most of the lesson plan were achieved”.

Research Question 6: How can one improve the management of teaching and learning during crisis?

Research Question 6: How can one improve the management of teaching and learning during crisis?	Theme 1: A policy need to be in place to prepare for an event of crisis.	Sub-theme 1: A plan and guideline needs to be created.
	Theme 2: Innovation in teaching and management.	Sub-theme 2: Training and resources need to be provided:

Figure 4.7 The themes and sub-themes for RQ6

4.2.15 Theme 15: A policy need to be in place to prepare for an event of crisis

Nine of the informants stated that a policy needs to be created in order to better equipped educational institution to manage teaching and learning during crisis in the future. Informant 01/DU87 stated:

“Bagi pendapat saya lah kan, contingency plan yang boleh dilakukan dalam situasi begini, persediaan persyarah itu sendiri daripada awal perlu dilakukan lah. Dia sendiri kena tahulah based on layout. Then, saya dia tahu kalau perkara begini berlaku, apa yang aku nak lakukan. Kalau berulang. Sebab kita tak tahu masalah itu akan melanda balik kan”.

Informant 02/DU56 stated:

“So, we... we already know we predict that already then, we straight away have a Plan B. So, but this Plan B you cannot less it cannot be set in stone. You need to be to have a Plan B to have to plan C. So, you explore your idea... your opportunities. So does plan B work this time, or is it plan C. So, once you have that, you're not so... the Chinese word is like 'Kancheong', they're not so panic when when that happens, you see”.

Informant 03/DU36 stated:

“we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guideline that is clear and applicable for every situation because crisis can occur anytime today”.

Informant 04/DU33 stated:

“Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek. Kita banyak belajar daripada pengalaman ini”.

Informant 05/DU60 stated:

“Satu ialah selepas kita melalui krisis yang pertama yang awal-awal tu, kita perlu tukar policies”.

Informant 06/DU84 stated:

“In my opinion, I think the first thing first, it's a lot of work but it will help in a long term, is to come up with a guideline. So, I think all the lecturers, or maybe the management handling that particular subject they have to sit down and come up with something. So that anything happen in the future, we already have a backup plan”.

Informant 08/DU39 stated:

“I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes, but our initial planning failed to include the wellbeing of the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience”.

Informant 09/DU34 stated:

“We also need to come up with a proper guideline. When covid happen... we focus too much on students need but forsake the lecturer’s... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.

Informant 10/DU112 stated:

“Bagi saya pihak yang berkaitan... Ok, sama ada pihak pengajian tinggi ke, atau kerajaan yang mereka perlu duduk bersama-sama menyediakan beberapa plan”.

4.2.15.1 Sub-theme (15a): A plan and guideline needs to be created

Eight informants stated that a plan need to be created in order to better manage teaching and learning during crisis in the future. Informant 01/DU87 stated:

“Bagi pendapat saya lah kan, contingency plan yang boleh dilakukan dalam situasi begini, persediaan persyarah itu sendiri daripada awal perlu dilakukan lah. Dia sendiri kena tahulah based on layout. Then, saya dia tahu akt perkara begini berlaku, apa yang aku nak lakukan. Kalau berulang. Sebab kita akt ahu masalah itu akan melanda balik kan”.

Informant 02/DU56 stated:

“So, we... we already know we predict that already then, we straight away have a Plan B. So, but this Plan B you cannot less it cannot be set in stone. You need to be to have a Plan B to have to plan C. So, you explore your idea... your opportunities. So does plan B work this time, or is it plan C. So, once you have that, you’re not so... the Chinese word is like ‘Kancheong’, they're not so panic when when that happens, you see”.

Informant 03/DU36 stated:

“we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guideline that is clear and applicable for every situation because crisis can occur anytime today”.

Informant 04/DU33 stated:

“Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek. Kita banyak belajar daripada pengalaman ini”.

Informant 07/DU94 stated:

“Yes. I think... I think backup plan has to be created to mitigate all these crises. Especially the coursework plan, or assignments that is more suitable or appropriate for online class”.

Informant 08/DU38 stated:

“I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes, but our initial planning failed to include the wellbeing of the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience”.

Informant 09/DU34 stated:

“I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.

Informant 10/DU112 stated:

“Bagi saya pihak yang berkaitan... Ok, sama ada pihak pengajian tinggi ke, atau kerajaan yang mereka perlu duduk bersama-sama menyediakan beberapa plan”.

4.2.15.2 Sub-theme (15b): Training and resources need to be provided

Four informants stated that training and resources need to be provided in order to better prepare for future crisis. Informant 06/86 stated:

“I think before something happen, we should give training, especially to the senior lecturers or even the younger one.”

Informant 07/DU82 stated:

“What can we do... I think training is very important”.

The informant further added:

“Training in terms of how to conduct online classes. Because I think approach will be completely different then physical classes”. (Informant 07/DU86)

Informant 09/34 stated:

“Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained....”.

Informant 10/DU110 stated:

“Saya rasa untuk pihak institusi atau pendidikan, kita memerlukan bantuan daripada pihak kerajaan dan pihak telco. Sebab, bila krisis yang melibatkan COVID, like macam no choice, internet. Tu adalah masalah utama”.

4.2.16 Theme 16: Innovation in teaching and management

Four informants stated that innovation in teaching and management are needed to improve managing teaching and learning during crisis. Informant 02/DU44 stated:

“OK, so. And another thing is also what's important is actually exploration. One of my lecturers actually opened up my mind about this during the pandemic, actively explore other ways to try to make sure that the students are, you know, engaged in their classroom. So having said that, I think it's important for not only during teaching and learning, but also us as admin to explore other ways on how to reach out to your lecturers, how to make sure that they know how to do online learning and things like that. So, we have to explore our options or else we are only in that particular box, and we're not going to go out”.

Informant 03/DU38 stated:

“I think we also need to try to come up with new way of doing things... we need to utilize new way of conducting lesson and test when the usual option are not available.. there are many apps and features online that we can use to conduct new way of conducting lessons in class”.

Informant 08/DU41 stated:

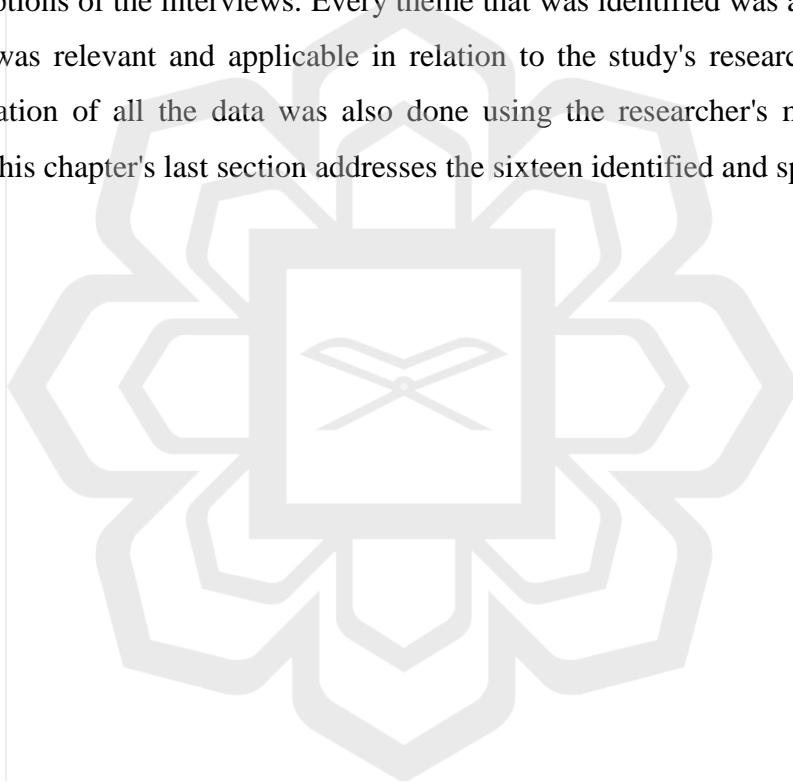
“We need to try need to try new idea and develop other way of doing things. For example.. when our lecturer complained about the arrangement of class.. we change how we do our schedule.. we also need to be more open to new approach of teaching.. be more open to new way of conducting class and assessment..”.

Informant 09/DU34 stated:

“...and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea..”.

4.3 SUMMARY

This chapter presents the analysis of the interviews and finding generated from the six research questions develop for this study. The results highlighted how educational administrator defines a crisis, what is their perception to managing teaching and learning during crisis, what are the issues that they face when managing teaching and learning during crisis, how do they managed teaching and learning during crisis, was the method taken effective or not, and how can we improve managing teaching and learning during crisis in the future. Accurate coding, ideas, and concepts from the data are made possible by the meticulous extraction of each topic and sub-theme from the transcriptions of the interviews. Every theme that was identified was assessed to make sure it was relevant and applicable in relation to the study's research question. The triangulation of all the data was also done using the researcher's memos and field notes. This chapter's last section addresses the sixteen identified and specified themes.



CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

In this chapter, the researcher presents a critical discussion of the study, which is relevant to previous literature on managing teaching and learning during crises. The phenomenon investigated in this study is crisis management in education, specifically focusing on the experiences of academic administrators in managing teaching and learning during crises. The main goal of this study is to create a better understanding of managing teaching and learning during crises and to propose policies for the future.

The findings from this qualitative case study generated sixteen themes related to six research questions. These themes are:

- a) Crisis is something or an event that causes changes to the way things are done,
- b) Crisis is something that happens over a prolonged period,
- c) Managing teaching and learning during a crisis is challenging,
- d) Changing lessons to online learning,
- e) Technical issues,
- f) Lecturers' attitudes toward the changes made,
- g) Lecturers' health issues,
- h) The morale of lecturers was affected,
- i) Assessment issues,
- j) Innovation in teaching,
- k) Changing the management approach,

- l) Accommodating lecturers,
- m) Providing support to lecturers,
- n) The methods taken were effective,
- o) A policy needs to be in place to prepare for future crises,
- p) Innovation in teaching and management.

These sixteen thematic labels gave rise to sub-themes that provided detailed explanations for each main theme. Each theme category was explained by the sub-themes, which effectively revealed several aspects, including definitions, perceptions, issues, solutions, the effectiveness of methods, and suggestions for future improvement.

5.2 DISCUSSION

Over the past five years, numerous events have adversely affected education. The increasing number of natural disasters and the COVID-19 pandemic have presented unique challenges to the management of teaching and learning. The COVID-19 pandemic lasted almost two years, and in 2023 alone, all states in Malaysia were affected by floods that displaced thousands of people and disrupted school activities. In 2022, there were 983 reported cases of flooding. These events have created significant challenges for education due to their impact. For example, school sessions were disrupted by floods, and the COVID-19 pandemic forced schools to close and implement remote teaching. Some have described these events as crises.

This study was designed to understand the management of education from the perspective of academic administrators. The six research questions guided the study to explore the understanding of managing teaching and learning during a crisis. At the beginning of the study, there was limited literature discussing the management of teaching and learning during crises. This study focuses on the management of the teaching and learning process, addressing questions such as: What constitutes a crisis? What are the perceptions of managing teaching and learning during a crisis? What

issues arise when managing teaching and learning during a crisis? How do academic administrators handle these challenges? Were the methods effective? And how can we improve managing teaching and learning during crises? These questions were designed to provide a better understanding of the management of teaching and learning during crises. The themes generated from the study are discussed below.

The data obtained from this study allowed a better understanding of the management of teaching and learning during crisis from the perspective of the academic administrator. It highlighted that crisis is something that cause change and happen for a long period of time. This aligns with the literature in chapter 2 which stated that crisis is defined as an interruption of homeostasis and occur longer than 4-6 weeks. (Golan, 1978; Caplan, 1961; Cohen & Nelson, 1983; Slaikue, 1990). The study highlighted the issue faced by academic administrator when managing teaching and learning during crisis in a private university. Among the issues such as hardware problem, struggle with the changes, adapting to the changes and health impact towards the lecturer. The finding aligns with the bodies of knowledge in chapter 2. The study also highlighted the methods taken by academic administrator to manage teaching and learning. This added information to the body of knowledge in regard to managing teaching and learning during crisis. The application of innovative leadership, servant leadership, transformational leadership and transactional leadership was present in the data obtained from the study.

Research Question 1: What constitutes as a crisis among educational administrators?

5.2.1 Crisis is something or an event that cause changes to the way things are being done

The term “crisis” is widely used but defining it can be challenging. This question aimed to understand what academic administrators consider a crisis. Individual perception is an important aspect of crisis theory; how one interprets a crisis-producing event is a key factor (Callaghan, 1994). According to the informants, a crisis is something that disrupts their work and requires changes in how they conduct it. The key element of a crisis is the need to implement changes when certain

situations occur. This notion aligns with the traditional definition of a crisis as a disruption of an individual's standard level of functioning. It can also be interpreted as something that disrupts homeostasis, creating a change in balance. A crisis occurs when a person loses the ability to function properly and must find new ways to cope (Caplan, 1961; Cohen & Nelson, 1983; Golan, 1978; Slaikue, 1990).

5.2.2 Crisis is something that happen over a prolonged period of time

Another key element of what constitutes a crisis among the informants is that it is an event or phenomenon that occurs over a prolonged period. Time is a crucial factor in determining whether an event can be considered a crisis. Crises are generally thought to last more than 4–6 weeks, as they disrupt an individual's equilibrium or “steady state” (Callaghan, 2003). This theme demonstrates how time plays a critical role in defining a crisis. The data obtained from the study agree with the notion that the duration of an event or phenomenon determines whether it can be considered a crisis. Phenomena such as the COVID-19 pandemic and natural disasters like frequent floods in Malaysia fit this criterion.

Research Question 2: What are educational administrators' perceptions towards managing teaching and learning during crisis?

5.2.3 Managing teaching and learning during crisis is challenging

The findings indicate that academic administrators find managing teaching and learning during a crisis to be very challenging. There is limited research on academic administrators' perceptions of managing teaching and learning during crises. Śmietańska (2022) stated in her study that there were numerous challenges to managing teaching and learning during the COVID-19 pandemic. The need to change teaching methods, the suddenness of the changes, and the lack of preparation were mentioned by the informants as reasons why managing teaching and learning was a challenging experience. These were also the sub-themes of this theme.

Research Question 3: What are the issues that educational administrators face when managing teaching and learning during crisis?

5.2.4 Technical Issue

This question aimed to identify the issues academic administrators face when managing teaching and learning during a crisis. The first theme generated from the interviews was technical issues. Problems with equipment and internet access were the most common issues among lecturers when conducting lessons during a crisis. The demand for proper equipment and tools was imperative for conducting lessons during crises. This issue is similar to a study conducted in Poland, where 10% of respondents indicated that hardware issues were the key problem they faced when implementing distance education (Centrum Cyfrowe, 2020). This is further supported by studies by Simamora et al. (2020), Ghani et al. (2022), and Mboyisa (2021). There is limited research in Malaysia highlighting this issue, likely because most studies focus on students rather than educators. This was highlighted in a case involving a student from Sabah who spent 24 hours on a tree to access the internet (Mallow & Saddiq, 2021).

While lecturers are generally expected to be more equipped with proper tools for online classes, the sudden nature of the crisis left many unprepared. This raises an issue that needs to be addressed by academic administrators at universities.

5.2.5 Changing and adapting the lesson to online learning

Changing and adapting lessons to online learning was one of the challenges academic administrators faced. The sudden and rapid occurrence of events such as the COVID-19 pandemic and the 2018 floods in Selangor required academic administrators to adapt their lessons to online learning. Institutions could not allow lessons to be interrupted, as this would cause more issues in the future. Academic administrators had to ensure that lessons were effective and assessments were valid. They also had to address issues such as student participation, readiness, lack of materials, and support for lecturers. This is supported by a study by Simora et al. (2020), which highlighted issues related to content transfer and application in online learning.

According to Aguilera-Hermida (2020), while content is important, if the right circumstances are not met, students may have a negative experience and lose interest in the material. Lecturers need to support a positive outlook, inspire students, and encourage them to draw on prior knowledge. Higher education institutions can respond more effectively to students' situations with a better understanding of their needs.

5.2.6 Lecturer's attitude to the changes made

Lecturers' attitudes toward the changes made during the implementation of online learning were one of the challenges academic administrators had to address. The study showed that some lecturers had negative attitudes toward the changes due to factors such as age, familiarity with technology, lack of preparation, and lack of support. Several informants noted that older lecturers struggled with the changes, particularly with technology. Complaints from lecturers who were unable to adapt to the challenges were also common. This is supported by a study by Ghani et al. (2022), which found that lecturers struggled to adapt due to unfamiliarity with technology.

Jaskulska and Jankowiak (2020) found that the primary drawbacks of distance learning included the failure to fulfill the instructional (and particularly caring) role of the school, the widening of student gaps, and the instructors' perception of a lack of support from the administration. However, the remote learning environment also provided opportunities, such as enhancing instructors' proficiency and readiness to apply new knowledge in the future.

5.2.7 Health Issue of the lecturers

Addressing lecturers' health issues was another challenge academic administrators faced. The implementation of online learning exposed lecturers to a sedentary lifestyle, as they were required to sit for prolonged periods. For example, informants in the study were required to teach 20 hours per week, not including other duties such as marking and consultation. Prolonged sitting directly impacted lecturers' physical and mental health.

The negative impact of a sedentary lifestyle on health has been widely documented. Sedentary behavior occurs when individuals are active for less than 60 minutes a day and can lead to obesity, diabetes, hypertension, and musculoskeletal diseases (Singh et al., 2024). The impact of distance learning during the COVID-19 pandemic on lecturers' mental health is supported by studies by Akour et al. (2020), Amri et al. (2020), Baker et al. (2021), Chan et al. (2021), Chen et al. (2020), Flores et al. (2022), Hossain et al. (2022), Ishak et al. (2022), and Kovac et al. (2021). These studies recorded that teachers suffered from anxiety, depression, burnout, and PTSD.

5.2.8 Morale of the lecturers were affected

The implementation of teaching and learning during a crisis impacted the morale of educators. The stress of working during a crisis took a toll on lecturers. For example, during the COVID-19 pandemic, lecturers were required to continue working to avoid disrupting the education cycle. This trend also occurred during floods in Malaysia, such as when Universiti Malaysia Terengganu (UMT) shifted to online learning during the 2023 floods. Working under these conditions demoralized lecturers. Several informants noted that their lecturers' morale was severely affected by the loss of life during the pandemic and the loss of property. Some lecturers resigned due to the stress.

Factors such as changing expectations, job insecurity, lacklustre leadership, increased workload, and lack of support negatively impacted lecturers' morale. This is supported by Lavery (2023), who found that 55% of educators considered quitting their jobs during and after the COVID-19 pandemic. Pressley et al. (2023) also found that teachers experienced low morale and mental health issues at the end of the 2021–2022 school year.

5.2.9 Assessment issue

Creating valid and reliable assessments was one of the main issues academic administrators faced when managing teaching and learning during a crisis. Informants stated that they had to develop new ways to conduct assessments, as traditional methods were not applicable. The limitations of online learning also raised questions about the validity of assessments. Several informants noted complaints from lecturers about students cheating on assessments due to a lack of monitoring.

Issues with reliability and validity were highlighted in a study by Tuah and Naing (2021), which identified cheating practices such as impersonation, forbidden aids, peeking, peer collaboration, outside assistance, and student–staff collusion. This is further supported by Abduh (2021).

Research Question 4: How do you handle managing teaching and learning during crisis?

5.2.10 Innovation in Teaching

Finding and creating new ways to teach and learn was one of the methods academic administrators used to manage teaching and learning during a crisis. The implementation of distance and online learning was the obvious choice due to technological advancements. However, the limitations of these methods required academic administrators and lecturers to find solutions to address emerging issues. The study found that academic administrators had to innovate their teaching methods and assessments, utilizing new applications, tools, and methods to improve teaching and learning during crises.

Innovation in teaching and learning was widely implemented during the COVID-19 pandemic, as supported by studies by Pauluri and Sonti (2022), Adarsh and Thomas (2022), Ramanathan (2022), Anapu et al. (2022), and Neeraja et al. (2022). These studies highlighted approaches such as flipped classrooms, massive open online courses (MOOCs), and the use of streaming videos, live discussions, web conferencing, and mobile accessibility.

5.2.11 Changing the management approach

Changes in management approaches were another method academic administrators used to manage teaching and learning during a crisis. Due to the stressful nature of crises, which affected lecturers' mental health and morale, academic administrators adopted a more flexible approach. Several informants noted that realizing their own struggles made them more empathetic toward their subordinates. They adopted open and flexible approaches, such as being open to suggestions, allowing time off between classes, allocating time for consultation, and maintaining continuous communication. The study also revealed that the informants also utilized other leadership approach such as servant leadership, transactional leadership, and transformational leadership. The informants stated that they provided their lecturers with the necessary tools and equipment to help them conduct their duty and task properly. They also provided them the necessary support in the form of emotional support and training. They change their approach that focus on the subordinates.

Flexibility in teaching and management has been widely studied. Online classes allow lecturers to be more flexible with class activities and assessments (Aldosasari & Altahab, 2022). Lazarova et al. (2020) concluded that curricula must be flexible to help students achieve their objectives and suggested formative evaluations as part of teaching. However, there is limited research on the management approaches taken by academic administrators during crises.

5.2.12 Accommodating the lecturers

Accommodating lecturers' needs was another method academic administrators used to manage teaching and learning during a crisis. Informants stated that they provided lecturers with the necessary tools, training, and support to perform their duties effectively. Support in the form of counseling and adjusted timetables to avoid prolonged health issues was also provided. This highlighted the utilization of servant leadership approach by the informants in the study. The act of putting the need of the lecturers first is a key feature in servant leadership. Other element of servant leadership was also present such as listening to the lecturer's feedback, being empathetic to the struggles of the lecturers and stewardship. The study revealed that

the informants reflected on their own struggles when working on how to help their lecturers deal with the struggle. This supported one of the theories mentioned in chapter 2.

There is limited research on the accommodations educators need to perform their tasks during crises. Biernat (2020) noted that not all institutions in Poland could provide lecturers with the necessary equipment for distance learning, leaving educators to solve these problems themselves.

5.2.13 Providing support to the lecturers

In addition to accommodations, academic administrators provided support in the form of counseling and adjusted timetables to address mental health issues. Informants stated that they asked management to provide counseling for lecturers and adjusted timetables to reduce stress. Lecturers were required to teach at least 20 hours per week, excluding other duties such as marking and consultation. To prevent health issues, academic administrators ensured that lecturers did not teach consecutive classes.

The impact of online teaching on lecturers' health was documented in Research Question 3. However, there is limited research on the types of support provided to educators during crises.

Research Question 5: Was the method taken to manage teaching and learning effective?

5.2.14 The methods taken were effective

The data showed that the methods taken by academic administrators were effective in managing teaching and learning during crises. Informants stated that complaints from lecturers dropped significantly, and improvements were observed after implementing solutions. For example, lecturers' health improved after adjusting timetables, and mental health issues slightly improved after counseling. Training also significantly

improved lecturers' skills and grasp of technology, enabling them to achieve lesson objectives.

Research Question 6: How Can We Improve Managing Teaching and Learning During Crisis?

5.2.15 A policy need to be in place to prepare for an event of crisis

Informants believe that a comprehensive policy is needed to better prepare higher learning institutions for future crises. For example, during the COVID-19 pandemic, the global response was to shift education online. However, the impact on lecturers, teaching materials, equipment, and assessments was not fully considered. Informants stated that institutions need to develop their own policies and plans, including the adoption of technology, resource allocation, and training.

The need for a plan is well-documented in research since the COVID-19 pandemic. Azorin (2020) emphasized the need to strengthen bimodal education and update teachers' digital competencies. Policymakers and educators can support educators by investing in high-quality preparation, changing professional learning opportunities, encouraging mentorship, and setting aside time for collaboration (Hammond & Hyler, 2020).

5.2.16 Innovation in Teaching and Management

The need to explore new methods and approaches in teaching and management is necessary to prepare for future crises. Informants stated that academic administrators must be open to finding new ways of teaching and managing. The utilization of new teaching methods and assessments has been widely studied since the COVID-19 pandemic. Collaborative learning, flexible learning, and student autonomy are essential for future improvements (Foen et al., 2021).

5.3 RECOMMENDATION

The current study focus on figuring out academic administration experience when managing teaching and learning during crisis. The selection of samples from TARUMT for the case study limit the perspective of the phenomenon. It would be advantageous for future studies to extend the samples variants to further investigate academic administrators experience when managing teaching and learning during crisis. Its is important to realize how academic administrator from other institution handles managing teaching and learning during crisis and the effectiveness of the method. Based on the finding of this study the following recommendations are made:

For further studies: It is imperative to understand how the method taken by the academic administrator were effective in handling teaching and learning during crisis. The finding of this research could provide a more comprehensive understanding of the phenomenon be it from the lecturer's perspective. Recommendations for practice. Based on the finding the researcher also made these recommendations for practice. First is to accommodate the lecturers need. The academic administrator must strive to provide their lecturers with the proper skill and equipment to ensure that they can work during crisis. Second is that the academic administrator must also come up with new method and approaches to teaching. This is because academic administrators are responsible with the assessment and curriculum design. Third it is recommended that academic administrator provide mental support to their lecturers. This can be in the form of counselling or therapy. The stress of working during crisis cannot be overlook. Fourth is to change how they organized their schedule or timetable. The study showed that the implementation of no subsequent class in the timetable help to reduce the physical health issues among the lecturers. This method was successful in reducing the impact of online teaching towards the body. The fifth recommendation is the use of a more flexible approach to management. The study finds that a flexible approach to management was effective in allowing the lecturers to perform their duty properly. Being open to suggestion and allowing the lecturers freedom to do their work help reduce the negative effect of working during crisis.

5.4 CONCLUSION

The purpose of this study is to investigate academic administrator's experience in managing teaching and learning during crisis. This include academic administrators' definition of the term crisis, their perception of managing teaching and learning during crisis, the issue that they faced when managing teaching and learning during crisis, how do they managed teaching and learning during crisis, was the method taken by them effective and how can we improved managing teaching and learning during crisis. The study was able to further extend the understanding of academic administrator management of teaching and learning during crisis. The study highlighted the need for a policy on how to manage teaching and learning during crisis. The finding of the study provides the basis for the creation of such policy in the future.

In this study, the utilization of qualitative method was able to generate sixteen themes from the academic administrator's response to the six research questions. The findings suggested that crisis constitutes as something that halted work and causes changes to the way things are being done. It is also noted that crisis is also something that occurs over a long period of time. How crisis is being defined is important due to the nature of the term itself that is widely used and can be misunderstood as a problem. Determining what crisis is important to ensure what can be classified as a crisis. Event such as a pandemic, natural disaster and war can be considered as a crisis because they fit the criteria.

Recent development around the world and in Malaysia has provided a need for this study. Recent event such as the Covid-19 pandemic and the reoccurrence of flood every year in Malaysia has provided a need for a more comprehensive plan for academic administrator to manage teaching and learning during crisis. In 2024, flood has affected the stated of Pahang, Perak, Kuala Lumpur, Selangor, Negeri Sembilan and Kedah. This has affected thousands of students from various educational institution. This is an example of an event of crisis that occurs in Malaysia.

The study highlighted the need for a better planning when it comes to managing teaching and learning during crisis. The researcher concluded that there are few steps need to taken in order to better plan for any event that can be considered as a crisis to education in the future. First, there is a need for a clear description of what constitutes as a crisis so that we can label any event as a crisis. The study showed that crisis constitutes as something that halted work and causes changes to the way things are being done. It is also noted that crisis is also something that occurs over a long period of time. How crisis is being defined is important due to the nature of the term itself that is widely used and can be misunderstood as a problem. Determining what crisis is important to ensure what can be classified as a crisis. Event such as a pandemic, natural disaster and war can be considered as a crisis because they fit the criteria.

Second, the academic administrators need to identify the issues that arise when they were managing teaching and learning. The study highlighted the issue that academic administrator has to face when managing teaching and learning during crisis. issues such as hardware problem, health issue, assessment, how online teaching is affecting the lecturer's morale and curriculum change. The issue was well documented and supported by numerous studies.

The third step is when academic administrator manage teaching and learning during crisis. The application of servant leadership and innovative leadership was present in the data obtained from the study. Element of servant leadership such as listening, empathy, healing, empowerment, and stewardship are present in the methods taken by academic administrator in managing teaching and learning during crisis. Method taken such as providing training, accommodating the lecturers need for proper equipment, providing support to the lecturers and guiding the lecturers are all traits of servant leadership. Another element that was present in the method taken by academic administrators to manage teaching and learning during crisis is innovative leadership. Key element that was present was the resourcefulness of the academic administrators. Academic administrator in the study has to adapt, try new method and idea and create new way of doing things.

The study also shown that the method taken by the academic administrators were effective to help them manage teaching and learning during crisis. This indicates that the method taken by the academic administrator can be utilized as the basis to form a guideline to handle managing and teaching during crisis in the future. There is a need for further studies to be carried out on why these method and approaches were effective in managing teaching and learning during crisis.

Finally, there is a need for a planning for future improvement. The study highlighted the lack in the initial planning of the management of teaching and learning during crisis. The study highlighted how the initial planning forsake the effect of online teaching to the lecturers and this cause numerous problems in the long run. The need for a more comprehensive policy and planning was highlighted in the study. This is to ensure that academic administrators are more prepared for future event of crisis in the future. Figure 5.1 is a framework on how policy to manage teaching and learning was created based on the finding from the study.

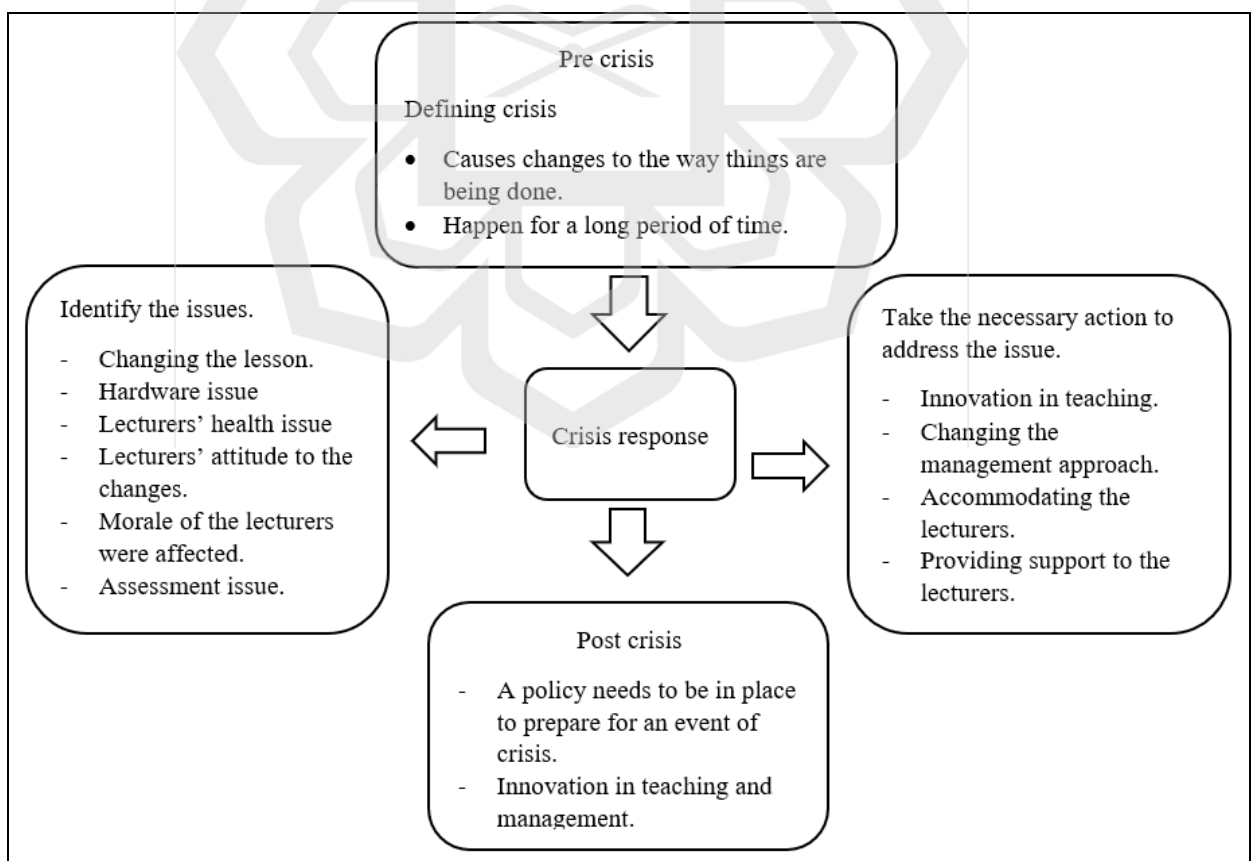


Figure 5.1 A suggested framework to manage teaching and learning during crisis

Figure 5.1 provide a clear guide on how academic administrators can manage teaching and learning during crisis in the future. This framework can assist academic administrator to manage teaching and learning during a time of crisis. This framework consists of the main stages, pre-crisis, crisis response and post crisis. This is adapted from Bundy, Pfarrer, Shorts, Coombs. (2017). The first stage in managing teaching and learning during crisis is to identify whether the situations is indeed a crisis. Based on the study, the samples states two description of crisis; crisis is something that changes the way things are being done and it happen for a long period of time. Once it is established that the situation is indeed a crisis, then we move to the next stage which is response. In this stage, the samples identify the issues that arise during the crisis period and the necessary action taken to address the issues. The analysis of the data indicates that the samples utilize several methods to manage teaching and learning during crisis. Such method includes the application of innovation, flexible approach to management, providing support to the lecturer and accommodating the lecturer. Among the method taken by the samples were:

1. Try new method of teaching.
2. Provide the lecturers with the tools that they need. (eg. Computer, laptop and webcam)
3. Provide training.
4. Provide counselling.
5. Change their schedule arrangements. (Provide gaps between classes)

The method taken proves to be effective since the samples noted that they gained positive outcome from the method that they have taken. They noted that the number of complaints dropped, the lessons were conducted without many issues and the learning outcome was achieved. Figure 5.1 provide an in-depth knowledge of management of teaching and learning during crisis in a private university in Malaysia. It highlighted the method and approaches that can be taken to manage teaching and learning during crisis. It can be used as a framework on creating a policy of guidelines on how to manage teaching and learning during crisis in the future.

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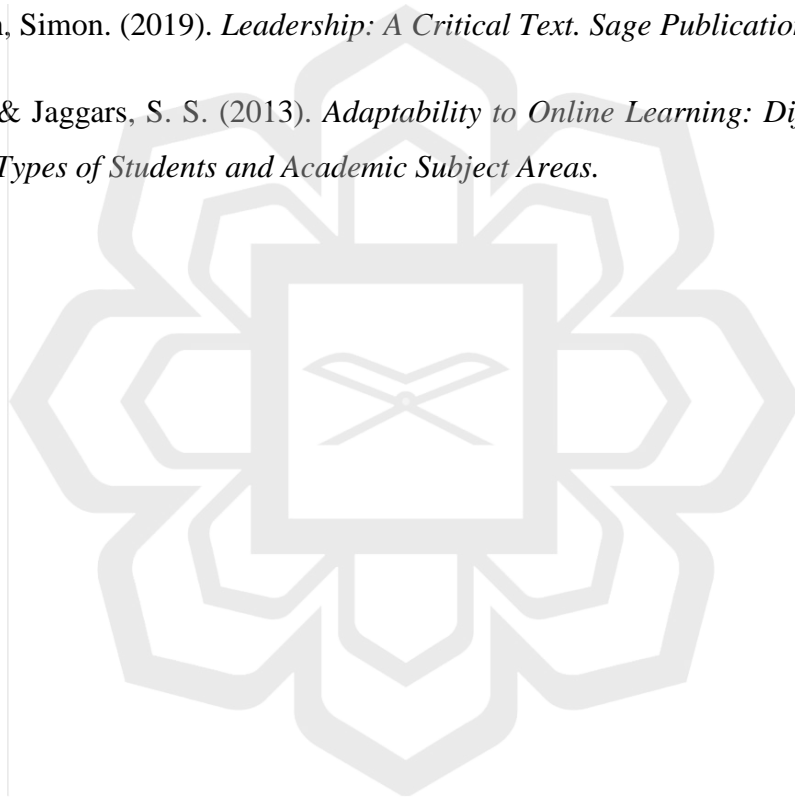
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APPENDIX A

LETTER OF REQUEST TO CONDUCT INTERVIEW

 <p>الجامعة الإسلامية العالمية ماليزيا INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA ونورسنى النور انوارنا بلسنا Garden of Knowledge and Virtue</p>	<p>LEADING THE WAY KHAIRAH - AMANAH - IGBA - RAHMATAN UL-ILAHIN</p> <p>SUSTAINABILITY INSTITUTION OF THE YEAR</p>
<p>KULLIYAH OF EDUCATION</p>	
<p>Our Reference : IIUM/312/RNP/01/2 Date : 19th February 2024</p>	
<p>TO WHOM IT MAY CONCERN</p>	
<p>Assalamualaikum wrt. wbt.</p> <p>Dear Sir/Madam,</p>	
<p>PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSE AT YOUR OFFICE BY BR. KHAIRIL ASYRAF BIN ROSLAN (MATICR NO: G2113771)</p>	   
<p>May this letter find you in your best of situation.</p> <p>This is to certify that Br. Khairil Asyraf bin Roslan (Matric No: G2113771) is a Ph.D student at Kulliyah of Education, IIUM.</p> <p>Currently he is writing a thesis entitled "<i>Crisis Management in Teaching and Learning during Crisis: A Case Study on Educational Administrators in Selected Institution of Higher Learning in Malaysia</i>" under the supervision of Assoc. Prof. Dr. Afareez Abd Razak Al-Hafiz. As part of the preparation, we would like to seek your good office to allow him to collect data for the abovementioned research at your office.</p> <p>The data he plans to collect will be treated with strict confidentiality and according to the standard research ethics.</p> <p>Please feel free to contact our office should you require further information.</p> <p>Any assistance rendered to him is greatly appreciated.</p> <p>Thank you. <i>Wassalam.</i></p>	
<p> ASST. PROF. DR. MOHAMMAD AZANEE SAAD Deputy Dean (Postgraduate and Responsible Research) Kulliyah of Education International Islamic University Malaysia</p>	
<p><i>Note</i> : <i>This letter is issued upon student's request.</i></p>	
<p>KULLIYAH OF EDUCATION (KOED) International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur. (Company No: 101067-P)</p> <p>Tel: +603-6421 5331 / 5333 / 5334 / 5329 / 6356 / 6351 Fax: +603-6421 4851 / 5926 / 5927 / 6374 / 6375 Website: www.iiu.edu.my/educ</p> 	

APPENDIX B

EMAIL REQUEST TO CONDUCT INTERVIEW

11/9/24, 1:11 AM

Gmail - ASKING PERMISSION TO CONDUCT AN INTERVIEW SESSION



Khairil Asyraf bin Roslan <khairilasyraf3690@gmail.com>

ASKING PERMISSION TO CONDUCT AN INTERVIEW SESSION

1 message

Khairil Asyraf bin Roslan <khairilasyraf3690@gmail.com>
To: khairilasyraf@tarc.edu

Sat, Nov 9, 2024 at 1:11 AM

Greetings

Dear Sir

ASKING PERMISSION TO CONDUCT AN INTERVIEW SESSION

May this email reach you.

May I introduce my- I'm Khairil Asyraf b. Roslan, a PhD candidate in Kulliyah of Education, International Islamic University Malaysia. I am writing this email to ask for your permission to be an informant for a study entitled: Crisis Management in Education: A Case Study on Educational Administrator in Selected Institution of Higher Learning in Malaysia.

In this regard, I ask your good hospitality to grant me permission to interview you in conducting this research. There will be an interview session with 30 to 45 minutes duration. An informed consent letter will be given prior to the interview to ensure confidentiality of the data.

I assure you that any information given will be treated with strict confidentiality and subjected to the highest ethical standards in doing a research.

Your cooperation and willingness to participate in this study will contribute to the body of knowledge and is greatly appreciated. A follow up phone call will be made to you in next week for final confirmation. In the meantime, I would be happy to answer any questions or concern that you may have. I can be reached at 0179755742 or by replying to this email.

Your favourable response will be highly appreciated.

Thank you.

Respectfully yours,

Khairil Asyraf bin Roslan
PhD Candidate
Kulliyah of Education
International Islamic University Malaysia
Kuala Lumpur

APPENDIX C

INFORMED CONSENT FORM

I voluntarily agree to participate in a research project conducted by Assoc. Prof. Dr. Afareez Abd Razak from IIUM. I understand that the project is design to gather information about educational practices inside or outside of the campus. I will be one of approximately 8 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may and can withdraw or discontinue participation at any time without penalty or fines. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees will find the discussion interesting as well as thought-provoking sometimes. If however, I feel discomfort in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. The interview will last about 30-45 minutes. Notes will be written during the interview. A digital recorder will be used and subsequent dialogue will be make. If I don't want to be recorded, I will still be able to participate in the study.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect anonymity of individuals and institutions.
5. Supervisors, colleagues and administrators from my institution will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

My Signature

Date

My Name

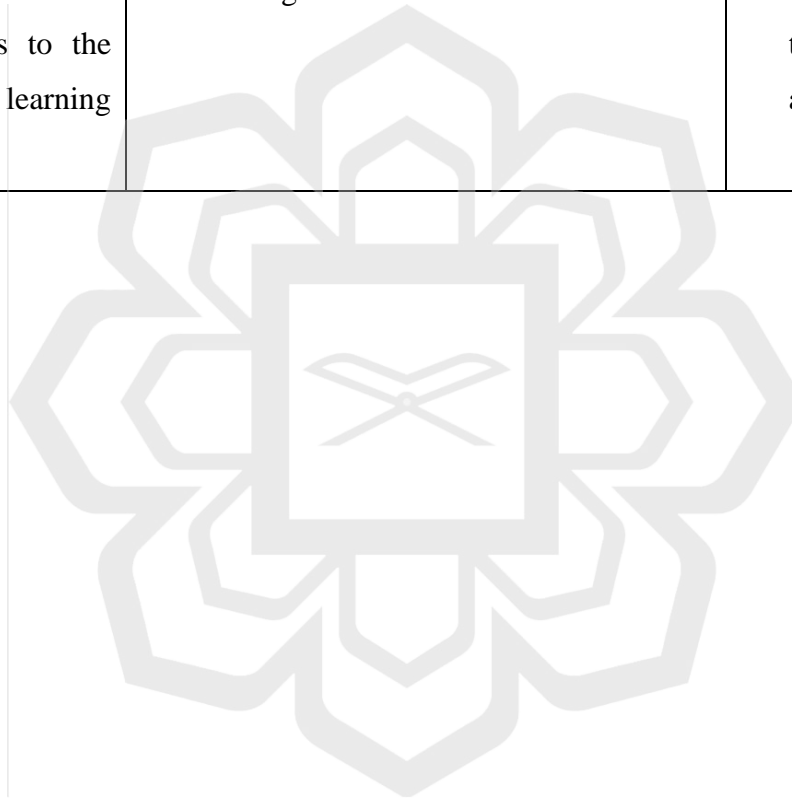
Signature of the Investigator
(Khairil Asyraf bin Roslan)

APPENDIX D

INTERVIEW GUIDE

Research Objectives	Research Question	Interview Question
<p>1. To understand the definition of a crisis among educational administrators.</p> <p>2. To further understand the educational administrators' overall perceptions in managing teaching and learning during crisis.</p> <p>3. To further comprehend the issues that educational administrators face when managing teaching and learning during crisis.</p> <p>4. To grasp the methods taken by educational administrators in handling the challenges related with managing teaching and learning during crisis.</p>	<p>RQ1. What constitutes as a crisis among educational administrator?</p> <p>RQ2. What are educational administrators' overall perceptions towards managing teaching and learning during crisis?</p> <p>RQ3. What are the issues that educational administrators face when managing teaching and learning during crisis?</p> <p>RQ4. How do educational administrators handle challenges in managing teaching and learning during crisis?</p> <p>RQ5. Why is it significant to overcome challenges in managing teaching and learning during crisis?</p>	<p>1. a) What is a crisis to you? b) What constitutes as a crisis to you?</p> <p>2. How would you describe your perception in managing teaching and learning during a crisis?</p> <p>3. What are the issues that you face when managing teaching and learning during a crisis?</p> <p>4. How do you overcome the challenges that you face when managing teaching and learning during a crisis?</p> <p>5. From your point of view, why is it important to overcome the challenges that educational administrators face</p>

<p>5. To comprehend the significance of overcoming challenges in managing teaching and learning during crisis.</p> <p>6. To contribute to improvements to the management of teaching and learning during crisis.</p>	<p>RQ6. How can one improve the management of teaching and learning during crisis?</p>	<p>when managing teaching and learning during a crisis?</p> <p>6. What would you recommend to be done to improve the management of teaching and learning during a crisis?</p>
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APPENDIX E

INTERVIEW PROTOCOL

I'd like to thank you once for your willingness to participate in this interview. This study is about Managing teaching and learning during crisis in Higher education. My study seeks to understand how Academic administrator manage teaching and learning during crisis in higher education settings. The study also seeks to investigate the perception of managing teaching and learning during crisis among academic administrator in higher education, what are the issue that they faced, how the overcome those issue, does the method taken effective and what can be done for future event of crisis. Our interview today will last approximately one hour during which I will be asking you about your experience as an academic administrator, decisions have been made in your experience when dealing with students or other faculty members and other situations that can be related to this topic. The aim of this research to investigates academic administrator management of teaching and learning during crisis.

Just now, you completed a consent form indicating that I have your permission (or not) to audio record our conversation. Are you still ok with me recording (or not) our conversation today? ___Yes ___No

If yes: Thank you! Please let me know if at any point you want me to turn off the recorder or keep something you said off the record.

If no: Thank you for letting me know. I will only take notes of our conversation.

Before we begin the interview, do you have any questions? [Discuss questions]

If any questions (or other questions) arise at any point in this study, you can feel free to ask them at any time. I would be more than happy to answer your questions.

Informant: _____

Age: _____

Disctriect of University: _____

Position: _____

Teaching experience: _____

APPENDIX F

EXPERT VERIFICATION FORM

Research Question 1 What constitutes as a crisis among educational administrators? Interview Question 1 Based on your opinion, what constitutes as a crisis?			
Themes/Sub-themes	Verbal Support	Degree of Agreement	Comment/Suggestion
Theme 1: Cause changes	Informant#L1/DU4 said: “Sebab the impact... the impact of the COVID to the whole system. The structured system”. Informant#L1/DU6 “Yeah, segala system. Normal practice to become unnormal practice”. Informant #2/DU14 said: “OK. I think just like what you mentioned earlier, crisis crisis means something that doesn't go the normal way that we usually do. In the workplace here, we are very... we take pride of rules and regulations. So, we are very you know we we follow things by the book”.		

	<p>Informant #L3/DU14 “Owh... to me.. crisis is when a problem requires long term solution and it happens for a long period.</p> <p>Informant #L3/DU16 “for example, when problem such as Covid and natural disaster occurs, we have to change the way we do thing. We have to figure out new way to ensure that the lessons were not disrupted. It was so challenging because it is not something that we have encountered before. It was very difficult because everyone was not prepared and we have to implement changes in a very short period of time”.</p>			
	<p>Informant#L4/DU10 said: “Owh... to me ya... crisis ni sesuatu yang halted the way we do thing and we have to figure out a new way of doing the things.... Maknanya kerja kita terhenti</p>			
	<p>Informant #5/DU18 said: Pada saya, krisis ialah sesuatu yang bukan norma, aaa... Membentuk norma baru ataupun menukar cara kita membuat sesuatu.</p>			
	<p>Informant #7/DU16 said: “For me, to define crisis right... difficulty, dangers that require immediate attention or action.</p> <p>Informant #7/DU17 said: “Require immediate attention, okay. Is it something that</p>			

	require changes in the way you do things”.			
	<p>Informant#L8/DU18 said: “to me, crisis is when a problem occurs that resulted in great changes.”</p> <p>Informant#L8/DU20 said: “for example, when problem such as Covid happens, it resulted in changes in the way we do things.... We have to come up with new method and practices. It was so challenging because it is not something that we have encountered before”.</p>			
	<p>Informant#L9/DU20 said: “Owhhh... to me crisis is a situation that affected how we do thing and it happen for a long period of time... it cause us to change how we do thing”.</p>			
	<p>Informant #10/DU21 said: “Yes. So krisis ni dia sesuatu yang ambil masa agak lama dan apa impak krisis tu? Adakah impak dia macam mengubah kita... Akan buat kita come up with new policy ke ape... Contoh macam krisis berlaku... Ok dr. kata krisis ni akan... Contoh kalau masalah, masalah, penyelesaiannya akan berlaku pada hari tu juga”.</p>			
<p>Sub-theme (a): Long term solution</p>	<p>Informant #L3/DU14 said: “Owh... to me.. crisis is when a problem requires long term solution and it happens for a long period.</p>			

	<p>Informant #L6/DU26 said: well in my opinion I would say crisis is the period of time where there is the difficulty. And it requires immediate solution. So basically, if I do not have the solution, then it would turn into crisis because it's prolonged situation.</p> <p>Informant #6/DU29 said: “Definitely. So basically, you have to... so basically the solution is going to be a long-term solution”.</p>			
	<p>Informant #10/DU24 said: “Kalau krisis, penyelesaian memerlukan masa. Kita memerlukan perbincangan dalam jabatan tertentu ataupun dalam organisasi, orang-orang yang terlibat, untuk mencari satu jalan, langkah penyelesaian yang boleh... Apa orang kata... Untuk cover semua area yang terlibat”.</p>			
Theme 2: Prolonged period of time	<p>Informant#L3/DU14 said: “Owh... to me.. crisis is when a problem requires long term solution and it happens for a long period”.</p>			
	<p>Informant #6/DU26 said: “well in my opinion I would say crisis is the period of time where there is the difficulty. And it requires immediate solution. So basically, if I do not have the solution, then it would turn into crisis because it's prolonged situation”.</p>			
	<p>Informant #10/DU18 said:</p>			

	<p>“Ok bagi saya krisis... A bit similar dengan problem tetapi, kalau problem, masalah dia sesuatu agak general. Tetapi krisis dia lebih specific. Maksud lebih specific disini, krisis dia ada tempoh masa. Dia bukan... Kalau sehari sahaja benda tu...”.</p> <p>Informant #10/DU20 said: “Ya, itu problem. Tapi kalau dalam tempoh masa tertentu itu diklasifikasikan sebagai krisis “.</p> <p>Informant #10/DU21 said: “Yes. So krisis ni dia sesuatu yang ambil masa agak lama dan apa impak krisis tu? Adakah impak dia macam mengubah kita... Akan buat kita come up with new policy ke ape... Contoh macam krisis berlaku... Ok dr. kata krisis ni akan... Contoh kalau masalah, masalah, penyelesaiannya akan berlaku pada hari tu juga”.</p>			
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Research Question 2 What are educational administrators' perceptions towards managing teaching and learning during crisis? Interview Question 2 What is your perception towards managing teaching and learning during crisis?			
Themes/Sub-themes	Verbal Support	Degree of Agreement	Comment/Suggestion
Theme 1: Challenging	Informant #L1/DU13 said: "Pada mulanya memang mencabar".		
	Informant #L2/DU16 said: "OK. It wasn't easy, definitely. To make matters worse, at the time, I was just new in the position just one semester. So, and then the second after, I thought I could get a hold of the... the procedure and all. But suddenly, I have to change everything because it's the crisis that is the pandemic at the time, so at first it was a bit challenging because we have to adapt with a lot of things, and we had a lot of meetings. I remember that and sometimes our meetings go on up to 8 and 10 PM. And during that time, because we cannot see each other's faces. And we were so new with all this technology thing, everything had we always hit a wall somewhere. So, the first few months during the first part of the MCO right, the first three weeks, it was difficult for me as a new administrator and I cannot imagine how my other lecturers are doing as well because I'm pretty sure it's hard for them also, especially for the senior ones, because we have to change everything to the, to the technology right. And then on top of that, not being		

	<p>able to have this face-to-face communication that really, really upsets a lot of people, me included”.</p>			
	<p>Informant #L3/DU18 said: “I would say that it was very challenging.... We have not encountered this kind of situation before so we don’t know what to expect. We were not train to handle this situation”.</p>			
	<p>Informant #L4/DU15 said: “oh memang susah laa, this is sebab we were not prepared.... Contoh masa covid jadi we have no idea how to do anything sebab ia x pernah jadi... Sebelum tu kita pernah kena banjir di Pahang dan Kampar tapi dia punya kesan x sebesar covid”.</p>			
	<p>Informant #L5/DU 22 said: “Pada saya, ada dia punya cabaran-cabarannya, sebab satu, kita tak boleh berjumpa dengan siapa-siapa semasa COVID. Takda face-to-face yang macam kita selalu buat. So terpaksa menukar tu. Lagi satu ialah, saya rasa... Challenges nya ialah... Dari segi teknologi yang kita gunakan.</p>			
	<p>Informant #L6/DU 36 said: “During that time, I mean it the first time we have a global pandemic, I was Basically, do not know what to do, aaa... I have difficulty, I mean... I know about online teaching but because the transition is happening overnight, I do not know what to expect.... it was a very challenging time”.</p>			

	<p>Informant #L7/DU34 said: “Yeah, very challenging”.</p> <p>Informant #L7/DU38 said: “In terms... I think, especially in the first phase of the online classes, there's no training resources or even policy from the top management.</p>			
	<p>Informant #L8/DU23 said: “Oh.... it is quite challenging at first.... We have no idea on what to expect due to the magnitude of the event that occurs. We were not prepared at all”.</p>			
	<p>Informant #L9/DU22 said: “Hmmm... it was very challenging... because we don't know what to do at first... we were asked to conduct lessons in a new way that was very unfamiliar.... It was hard and stressful for me.. because I have to deal with a lot of issue during this period of time”.</p>			
	<p>Informant #L10/DU32 said: “Fasa pertama agak mencabar”.</p>			
Sub-Theme (a): Changes Required	<p>Informant #L1/DU16 said: “Sebab kita tak tahu lagi function dia macam mana. Kita struggle... kebanyakan kita struggle dengan function”.</p>			
	<p>Informant #L2/DU16 said: “OK. It wasn't easy, definitely. To make matters worse, at the time, I was just new in the position just one semester.</p>			

	<p>So, and then the second after, I thought I could get a hold of the... the procedure and all. But suddenly, I have to change everything because it's the crisis that is the pandemic at the time, so at first it was a bit challenging because we have to adapt with a lot of things, and we had a lot of meetings. I remember that and sometimes our meetings go on up to 8 and 10 PM. And during that time, because we cannot see each other's faces. And we were so new with all this technology thing, everything had we always hit a wall somewhere. So, the first few months during the first part of the MCO right, the first three weeks, it was difficult for me as a new administrator and I cannot imagine how my other lecturers are doing as well because I'm pretty sure it's hard for them also, especially for the senior ones, because we have to change everything to the, to the technology right. And then on top of that, not being able to have this face-to-face communication that really, really upsets a lot of people, me included”.</p>			
	<p>Informant #L5/DU 22 said: “Pada saya, ada dia punya cabaran-cabarannya, sebab satu, kita tak boleh berjumpa dengan siapa-siapa semasa COVID. Takda face-to-face yang macam kita selalu buat. So terpaksa menukar tu. Lagi satu ialah, saya rasa... Challenges nya ialah... Dari segi teknologi yang kita gunakan.</p>			
	<p>Informant #L10/DU34 said:</p>			

	<p>“Sebab, kita dah terbiasa dengan face -to -face, bersemuka”.</p> <p>Informant #L10/DU36 said: “Cara laman. Tiba -tiba COVID datang, Okey, government ni siarkan, okey, tidak boleh datang ke kolej, ke kampus”.</p>			
<p>Sub-Theme (b): Need to adapt</p>	<p>Informant #L2/DU16 said: “OK. It wasn't easy, definitely. To make matters worse, at the time, I was just new in the position just one semester. So, and then the second after, I thought I could get a hold of the... the procedure and all. But suddenly, I have to change everything because it's the crisis that is the pandemic at the time, so at first it was a bit challenging because we have to adapt with a lot of things, and we had a lot of meetings. I remember that and sometimes our meetings go on up to 8 and 10 PM. And during that time, because we cannot see each other's faces. And we were so new with all this technology thing, everything had we always hit a wall somewhere. So, the first few months during the first part of the MCO right, the first three weeks, it was difficult for me as a new administrator and I cannot imagine how my other lecturers are doing as well because I'm pretty sure it's hard for them also, especially for the senior ones, because we have to change everything to the, to the technology right. And then on top of that, not being able to have this face-to-face communication that really, really upsets a lot of people, me included”.</p>			

	<p>Informant #L5/DU24 said: “Mencabar. Sebab kita dah jenis zaman lama, old fashioned, adapt to the new one”.</p>			
	<p>Informant #L10/DU34 said: “Sebab, kita dah terbiasa dengan face -to -face, bersemuka”.</p> <p>Informant #L10/DU36 said: “Cara laman. Tiba -tiba COVID datang, Okey, government ni siarkan, okey, tidak boleh datang ke kolej, ke kampus”.</p>			
<p>Sub-Theme (c): No Guidelines</p>	<p>Informant #L7/DU38 said: “In terms... I think, especially in the first phase of the online classes, there's no training resources or even policy from the top management.</p>			
	<p>Informant #L8/DU25 “First, this has not happened before... we have face other crisis before like flood but it was not as long as this.... We have no guidelines whatsoever, at first we just follow the order from the KPT.... Then we have receives a lot of feedback from everyone and have to come up with new ideas on how to carry out the lessons”.</p>			
	<p>Informant #L9/DU22 “Hmmm... it was very challenging... because we don't know what to do at first... we were asked to conduct lessons in a new way that was very unfamiliar.... It was hard and stressful for me.. because I have to deal with a lot of issue during this period of time”.</p>			

Research Question 3 What are the issues that educational administrators face when managing teaching and learning during crisis? Interview Question 3 What are the issue that you encounters when managing teaching and learning during crisis?				
Themes/Sub-themes	Verbal Support	Degree of Agreement		Comment/Suggestion
Theme 1: Technical Issue	Informant #L1/DU28 said: “Menguruskan ya? Uh satu... satu lagi adalah connectivity or internet tu sendiri la. Kalau ok, ok la. Kalau susah, susah la”.			
	Informant #L3/DU24 said: “several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn’t allow them to conduct lesson properly... some say that their pc hang when they were conducting the classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough”.			
	Informant #L4/DU21 said: “kita juga dapat banyak complaint daripada lecturer-lecturer kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas.... Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung.... Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak			

	<p>cukup kuat, mereka tiada peralatan seperti webcam dan mikrofon”/</p>			
	<p>Informant #L5/DU28 said: “Satu of course teknologi”.</p> <p>Informant #L5/DU30 said: “Saya dari Kawasan kampung, ok.. Nak menguruskan ni, satu saya perlukan data internet yang cepat, laju”.</p> <p>Informant #L5/DU34 said: “Yes computer and so on. Lagi satu ialah dari segi perception, mentality. Pensyarah-pensyarah tidak mahu menerima ataupun masih teragak-agak untuk menggunakan all these new tools and so on. Itu salah satu masalah.”</p>			
	<p>Informant #L6/DU 42 said: “Okay, the first one I would say is going to be the technical problems”.</p> <p>Informant #L6/DU 44 said: “Because internet connection, okay, and also, I mean, not only me, some of the senior lecturers, they are not very...”</p> <p>Informant #L8/DU27 said: “Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying</p>			

	<p>to conduct the lessons.....</p> <p>some of our lecturer's complaint that they do not have the equipment to conduct online classes... They don't have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient....".</p>			
	<p>Informant #L9/DU28 said:</p> <p>"Owh yaa.. issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class... some stated that their pc or laptop don't have a camera and webcam... some also complain that their internet access were not strong enough... this make its difficult for them to conduct class properly and effectively.... I have a lecturer complaint that their pc or laptop froze during class and some have the internet connection lost during the class".</p>			
	<p>Informant #L10/DU42 said:</p> <p>"Ok Sebab kita memerlukan online".</p> <p>Informant #L10/DU44 said:</p> <p>"Isu pertama internet".</p>			
<p>Sub-theme (a): Equipment problem</p>	<p>Informant #L3/DU24 said:</p> <p>"several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn't allow them to conduct lesson properly... some say that their pc hang when they were conducting the</p>			

	classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough”.			
	Informant #L4/DU23 said: “kita juga dapat banyak complaint daripada lecturer-lecturer kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas.... Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung... Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak cukup kuat, mereka tiada peralatan seperti webcam dan mikrofon”/			
	Informant #L5/DU34 said: “Yes computer and so on. Lagi satu ialah dari segi perception, mentality. Pensyarah-pensyarah tidak mahu menerima ataupun masih teragak-agak untuk menggunakan all these new tools and so on. Itu salah satu masalah.”			
	Informant #L8/DU27 said: “Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying to conduct the lessons..... some of our lecturer’s complaint that they do not have the equipment to conduct online classes... They don’t have the			

	<p>equipment such as computer and laptop. They were having trouble because their equipment was insufficient....”.</p>			
	<p>Informant #L9/DU28 said: “Owh yaa.. issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class... some stated that their pc or laptop don’t have a camera and webcam... some also complain that their internet access were not strong enough... this make its difficult for them to conduct class properly and effectively.... I have a lecturer complaint that their pc or laptop froze during class and some have the internet connection lost during the class”.</p>			
<p>Sub-theme (b): Internet Connection problem</p>	<p>Informant #L1/DU28 said: “Menguruskan ya? Uh satu... satu lagi adalah connectivity or internet tu sendiri la. Kalau ok, ok la. Kalau susah, susah la”.</p>			
	<p>Informant #L3/DU24 said: “several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn’t allow them to conduct lesson properly... some say that their pc hang when they were conducting the classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough”.</p>			
	<p>Informant #L4/DU23 said:</p>			

	<p>“kita juga dapat banyak complaint daripada lecturer-lecturer kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas.... Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung.... Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak cukup kuat, mereka tiada peralatan seperti webcam dan mikrofon”/</p>			
	<p>Informant #L5/DU30 said: “Saya dari Kawasan kampung, ok.. Nak menguruskan ni, satu saya perlukan data internet yang cepat, laju”.</p>			
	<p>Informant #L6/DU 42 said: “Okay, the first one I would say is going to be the technical problems”.</p> <p>Informant #L6/DU 44 said: “Because internet connection, okay, and also, I mean, not only me, some of the senior lecturers, they are not very...”</p>			
	<p>Informant #L9/DU28 said: “Owh yaa.. issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class... some stated that their pc or laptop don’t have a camera and webcam... some also complain that their internet access were not strong enough... this make its difficult for them to conduct</p>			

	<p>class properly and effectively.... I have a lecturer complaint that their pc or laptop froze during class and some have the internet connection lost during the class”.</p>			
	<p>Informant #L8/DU27 said: “Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying to conduct the lessons..... some of our lecturer’s complaint that they do not have the equipment to conduct online classes... They don’t have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient....”.</p>			
	<p>Informant #L10/DU42 said: “Ok Sebab kita memerlukan online”.</p> <p>Informant #L10/DU44 said: “Isu pertama internet”.</p>			
<p>Theme 2: Attitudes of the lecturer</p>	<p>Informant #L1/DU24 said: “Kekangan tu ialah... ok satu adalah kita is not friendly to slot. Satu ah, kebanyakan... apa nama, pensyarah ni dia begitu friendly kepada teknologi. Dia depend on pensyarah lah. Mana pensyarah yang mungkin... pensyarah ni, yang muda-muda, mungkin dia friendly sikit. Pada yang middle ni, dia struggle sikit. Pastu saya mula agak struggle untuk ni... untuk adapt kepada teknologi ni, tapi kita kena push</p>			

	<p>kita... ourselves lah. Kita kena push for short. That is one of the reason lah”.</p>			
	<p>Informant #L3/DU22 said: “Among the problem that we face is that most of the lecturer struggle to adapt with the changes in the teaching method..... We receive numerous complain from the lecturers regarding the platform that was used.... The complaint were mostly from our senior lecturers who were struggling with the technology... some say that Google classroom was not friendly.. some say that it is not efficient...”.</p>			
	<p>Informant #L5/DU34 said: “Yes computer and so on. Lagi satu ialah dari segi perception, mentality. Pensyarah-pensyarah tidak mahu menerima ataupun masih teragak-agak untuk menggunakan all these new tools and so on. Itu salah satu masalah.”</p>			
	<p>Informant #L6/DU51 said: “I would say not very good. I depends, the younger lecturers they are more flexible when it comes to all this sudden changes, but the senior not really, especially those who are not internet savvy”.</p>			
	<p>Informant #L7/DU56 said: “ A lot of lecturers, including me, myself, we... actually we do not have the SOP, to conduct online classes and everyone are doing a slightly different things, especially in the first phase.”</p>			

	<p>Informant #L9/DU24 said:</p> <p>“Owhhh there are a lot actually.... The first one was that the lecturers that were working under me were unable to adapt to the new method that was implemented... when Covid happen for example.. we have to change to online class.. the lecturers face problem such as not knowing how to use the application... some of my lecturers are old and not very tech savvy so it was quite challenging for them. I have to do a crash course on how to use Google classroom so that the lecturers can know what to do when they conduct class.....</p> <p>Adapting the lesson to online teaching was also very challenging..... I was given 1 weeks to prepare the lesson plan and assessment plan... it was unrealistic but given the circumstances I have to do it. It was quiet stressful.I was also concerned whether the new plan will work or not since we have not done it before”.</p>			
<p>Sub-theme (a): Struggle to adapt to technology</p>	<p>Informant #L3/DU22 said:</p> <p>“Among the problem that we face is that most of the lecturer struggle to adapt with the changes in the teaching method..... We receive numerous complain from the lecturers regarding the platform that was used.... The complaint were mostly from our senior lecturers who were struggling with the technology... some say that Google classroom was not friendly.. some say that it is not efficient...”.</p>			

	<p>Informant #L5/DU38 said: “Masalah jugak. Sebab banyak yang perlu ditukar, ok. Macam saya kata tadi, ramai yang susah nak adapt untuk new changes. Especially kalua kita nak tukar syllabus. Contohnya kita tukar coursework dan sebagainya, kita perlu beritahu kepada lecturers dulu, sebelum lecturer tu sampaikan kepada pelajar. So dari segi nak manage lecturer itu sendiri agak susah”.</p>			
	<p>Informant #L9/DU24 said: “Owhhh there are a lot actually.... The first one was that the lecturers that were working under me were unable to adapt to the new method that was implemented... when Covid happen for example.. we have to change to online class.. the lecturers face problem such as not knowing how to use the application... some of my lecturers are old and not very tech savvy so it was quite challenging for them. I have to do a crash course on how to use Google classroom so that the lecturers can know what to do when they conduct class..... Adapting the lesson to online teaching was also very challenging..... I was given 1 weeks to prepare the lesson plan and assessment plan... it was unrealistic but given the circumstances I have to do it. It was quiet stressful.I was also concerned whether the new plan will work or not since we have not done it before”.</p>			
	<p>Informant #L6/DU51 said:</p>			

	<p>“I would say not very good. I depends, the younger lecturers they are more flexible when it comes to all this sudden changes, but the senior not really, especially those who are not internet savvy”.</p>			
	<p>Informant #L7/DU59 said: “ A lot of lecturers, including me, myself, we... actually we do not have the SOP, to conduct online classes and everyone are doing a slightly different things, especially in the first phase.”</p>			
<p>Theme 3: Morale of the lecturer</p>	<p>Informant #L2/DU30 said: “Some of them, yes. Yes. Interestingly, one of my lectures no longer here during the pandemic because I think we lost a lot of people, right. She mentioned to me that it remind it reminds her that life is short, and she thought that she was not a good servant to the God. OK, so she decided to quit her job, and she's now serving in one of the religion institutions, a church. So that actually brings us to the idea that actually your priority shift during the crisis, although it doesn't happen to everybody, but in this case, interestingly, this person want to quit the job because she wants to be a better servant”.</p>			
	<p>Informant #L3/DU26 I also noted that some of my lecturers were feeling a little bit down during the semester.... They come and confide with me that they wish that the semester would end already... they sounded tired and look unenthusiastic going</p>			

	<p>to work.....</p> <p>Informant #L9/DU28 said: I also noticed that several of my colleague who I was in charge of looks lethargic and tired during the semester... they look disinterested and not in the mood to work.. when ask about this they say that they are not in the mood to teach and are already wanting the sem to be over...</p>			
<p>Theme 4: Health issue of the lecturer</p>	<p>Informant #L2/DU24 said: “Yeah, that’s actually my second point. And also, my Third Point, physical and emotional needs of my lecturers at at first, I didn't see this as much, but I... during the crisis, I myself had a little bit of anxiety. Yes, because you cannot go out and then you know. And then there was this one time my husband had to go out to fetch his kid somewhere. And then I couldn't sleep at night and things like that. So, I was trying to think, but if I... I'm the kind of person I mean, I don't have children. I only have my husband with me. What about other people who have children, who have their in laws living with them? They must be and. And it's not easy to work at home. I only have my husband and he's working as well and that's already disrupting each other's space. You see, in office, you have your own space. At home, my husband is in the living room and I'm in another room, but we are still, we have to prepare for lunch for each other and things like that. So that's difficult. So, I tried to put this into perception of my lectures. What about if they have kids and</p>			

	they are all learning from home? Isn't it”.			
	<p>Informant #L3/DU 26 said: “we also receive report from our CL and CC that some of the lecturers suffer health issue during the pandemic... There were report from some lecturer who suffered from numerous health problem such as back pain, high blood pressure and chest pain to name a few... Some of the lecturer were also hospitalized because of the health problem that they faced.... Apart from that, some lecturer also were reported to suffer mental health issue such as severe stress and anxiety. Some even suffer panic attack while conducting class and this was recorded... I have one case where one of my lecturers suffered panic attack during class”.</p>			
	<p>Informant #L4/DU 23 said: “kita pun dapat banyak complaint berkaitan dengan masalah kesihatan yang lecturer kita hadapi sebab online class... Ramai lecturer saya yang mengadu yang mereka kena macam-macam masalah kesihatan seperti sakit belakang, darah tinggi dan chest pain.... Ada juga lecturer saya yang mengadu tentang masalah kesihatan mental yang mereka hadapi.... Mereka kata yang mereka stress dan ada yang sampai tahap kena diagnos anxiety. Ada satu kes di mana seorang lecturer saya terpaksa habiskan kelas awal sebab dia stress”.</p>			
	Informant #L9/DU28 said:			

	<p>Apart from that yaa... I also receive some complain from my lecturer on how the online class has affected their health in general... some of my lecturer complain that they have several medical issue such as back pain and headache... one of my lecturer was admitted to the hospital due to severe headache and back pain... the doctor advise him to stop online class for a while because it has affected his health.</p> <p>I also received complain that some lecturer suffered from mental health problem such as anxiety and stress.... One of my lecturer suffer a panic attack during class and another one reported severe chest pain and was diagnosed with severe stress.</p> <p>I also noticed that several of my colleague who I was in charge of looks lethargic and tired during the semester... they look disinterested and not in the mood to work.. when ask about this they say that they are not in the mood to teach and are already wanting the sem to be over...</p>			
	<p>Informant L8/DU29 said: “there are also issue with regarding the health and wellbeing of the lecturers. We received some complain from lecturer that they suffered numerous health problem such as back problem, high blood pressure and even chest pain..... Apart from that, I have also received report from my subordinates that some of the lecturer also suffer from mental health issue such as anxiety and severe stress”.</p>			

<p>Sub-theme (a): Physical health problem</p>	<p>Informant #L4/DU 23 said: “kita pun dapat banyak complaint berkaitan dengan masalah kesihatan yang lecturer kita hadapi sebab online class... Ramai lecturer saya yang mengadu yang mereka kena macam-macam masalah kesihatan seperti sakit belakang, darah tinggi dan chest pain.... Ada juga lecturer saya yang mengadu tentang masalah kesihatan mental yang mereka hadapi.... Mereka kata yang mereka stress dan ada yang sampai tahap kena diagnos anxiety. Ada satu kes di mana seorang lecturer saya terpaksa habiskan kelas awal sebab dia stress”.</p>			
	<p>Informant #L3/DU 26 said: “we also receive report from our CL and CC that some of the lecturers suffer health issue during the pandemic... There were report from some lecturer who suffered from numerous health problem such as back pain, high blood pressure and chest pain to name a few... Some of the lecturer were also hospitalized because of the health problem that they faced.... Apart from that, some lecturer also were reported to suffer mental health issue such as severe stress and anxiety. Some even suffer panic attack while conducting class and this was recorded... I have one case where one of my lecturers suffered panic attack during class”.</p>			
	<p>Informant #L9/DU28 said: Apart from that yaa... I also receive some complain from</p>			

	<p>my lecturer on how the online class has affected their health in general... some of my lecturer complain that they have several medical issue such as back pain and headache... one of my lecturer was admitted to the hospital due to severe headache and back pain... the doctor advise him to stop online class for a while because it has affected his health.</p> <p>I also received complain that some lecturer suffered from mental health problem such as anxiety and stress.... One of my lecturer suffer a panic attack during class and another one reported severe chest pain and was diagnosed with severe stress.</p> <p>I also noticed that several of my colleague who I was in charge of looks lethargic and tired during the semester... they look disinterested and not in the mood to work.. when ask about this they say that they are not in the mood to teach and are already wanting the sem to be over...</p>			
	<p>Informant L8/DU29 said: “there are also issue with regarding the health and wellbeing of the lecturers. We received some complain from lecturer that they suffered numerous health problem such as back problem, high blood pressure and even chest pain..... Apart from that, I have also received report from my subordinates that some of the lecturer also suffer from mental health issue such as anxiety and severe stress”.</p>			

<p>Sub-theme (b): Mental health problem</p>	<p>Informant #L4/DU 23 said: “kita pun dapat banyak complaint berkaitan dengan masalah kesihatan yang lecturer kita hadapi sebab online class... Ramai lecturer saya yang mengadu yang mereka kena macam-macam masalah kesihatan seperti sakit belakang, darah tinggi dan chest pain.... Ada juga lecturer saya yang mengadu tentang masalah kesihatan mental yang mereka hadapi... Mereka kata yang mereka stress dan ada yang sampai tahap kena diagnos anxiety. Ada satu kes di mana seorang lecturer saya terpaksa habiskan kelas awal sebab dia stress”.</p>			
	<p>Informant #L3/DU 26 said: “we also receive report from our CL and CC that some of the lecturers suffer health issue during the pandemic... There were report from some lecturer who suffered from numerous health problem such as back pain, high blood pressure and chest pain to name a few... Some of the lecturer were also hospitalized because of the health problem that they faced.... Apart from that, some lecturer also were reported to suffer mental health issue such as severe stress and anxiety. Some even suffer panic attack while conducting class and this was recorded... I have one case where one of my lecturers suffered panic attack during class”.</p>			
	<p>Informant #L9/DU28 said: Apart from that yaa... I also receive some complain from</p>			

	<p>my lecturer on how the online class has affected their health in general... some of my lecturer complain that they have several medical issue such as back pain and headache... one of my lecturer was admitted to the hospital due to severe headache and back pain... the doctor advise him to stop online class for a while because it has affected his health.</p> <p>I also received complain that some lecturer suffered from mental health problem such as anxiety and stress.... One of my lecturer suffer a panic attack during class and another one reported severe chest pain and was diagnosed with severe stress.</p> <p>I also noticed that several of my colleague who I was in charge of looks lethargic and tired during the semester... they look disinterested and not in the mood to work.. when ask about this they say that they are not in the mood to teach and are already wanting the sem to be over...</p>			
	<p>Informant L8/DU29 said: “there are also issue with regarding the health and wellbeing of the lecturers. We received some complain from lecturer that they suffered numerous health problem such as back problem, high blood pressure and even chest pain..... Apart from that, I have also received report from my subordinates that some of the lecturer also suffer from mental health issue such as anxiety and severe stress”.</p>			

<p>Theme 5: Assessment Issue</p>	<p>Informant #L4/DU 19 said: “antara isu yang kita hadapi ialah kesukaran untuk mengubah cara kita conduct class and cara nk buat assessment. Kebanyakan subject kita adalah 100% coursework so kita hadapi kesukaran untuk membuat assessment yang baru. Kita juga face some problem when we want to adapt the lesson content dari Face to Face ke online”.</p>			
	<p>Informant #L5/DU38 said: “Masalah jugak. Sebab banyak yang perlu ditukar, ok. Macam saya kata tadi, ramai yang susah nak adapt untuk new changes. Especially kalua kita nak tukar syllabus. Contohnya kita tukar coursework dan sebagainya, kita perlu beritahu kepada lecturers dulu, sebelum lecturer tu sampaikan kepada pelajar. So dari segi nak manage lecturer itu sendiri agak susah”.</p>			
	<p>Informant #L6/DU46 said: “Yea. Even me I’m not that old, but I’m not internet savvy, especially all the new apps. Okay. Not only that, I think time management is also an issue but in terms of time management, I think the issues not with me, but with the students. Ok, I can go to class at 11 but some of them, they might join 11.15 and told me, oh internet is not good and maybe ‘I overslept’ and cannot do much about the situation. Number three I would say the assessment. Especially when it comes to test, I cannot really monitor, are they cheating</p>			

	<p>or not, I cannot give assumption or do assumption but yeah at some time with that “.</p>			
	<p>Informant #L10/DU46 said: “Isu lain... Ok, coursework. Assignment submission macam mana? Presentation macam mana? And the ujian macam mana... Apa yang perlu dilakukan, sebab kalau kita cakap mengenai ujian ataupun ok test, bila kita nak buat test online, atas talian, possibility student untuk jujur adalah sangat...”.</p>			
Sub-theme (a): Adapting the assessment	<p>Informant #L4/DU 19 said: “antara isu yang kita hadapi ialah kesukaran untuk mengubah cara kita conduct class and cara nk buat assessment. Kebanyakan subject kita adalah 100% coursework so kita hadapi kesukaran untuk membuat assessment yang baru. Kita juga face some problem when we want to adapt the lesson content dari Face to Face ke online”.</p>			
	<p>Informant #L5/DU38 said: “Masalah jugak. Sebab banyak yang perlu ditukar, ok. Macam saya kata tadi, ramai yang susah nak adapt untuk new changes. Especially kalua kita nak tukar syllabus. Contohnya kita tukar coursework dan sebagainya, kita perlu beritahu kepada lecturers dulu, sebelum lecturer tu sampaikan kepada pelajar. So dari segi nak manage lecturer itu sendiri agak susah”.</p>			

	<p>Informant #L6/DU46 said: “Yea. Even me I’m not that old, but I’m not internet savvy, especially all the new apps. Okay. Not only that, I think time management is also an issue but in terms of time management, I think the issues not with me, but with the students. Ok, I can go to class at 11 but some of them, they might join 11.15 and told me, oh internet is not good and maybe ‘I overslept’ and cannot do much about the situation. Number three I would say the assessment. Especially when it comes to test, I cannot really monitor, are they cheating or not, I cannot give assumption or do assumption but yeah at some time with that “.</p>			
	<p>Informant #L7/DU60 said: “Yes. Because some of the assessment required... you know, physical presentation, some of the assessment required physical test. So, all this... and some even required like physical event, like SWE, where they have to conduct commerce like parties, press conference, those stuff I think couldn’t be managed through online”.</p>			
	<p>Informant #L10/DU46 said: “Isu lain... Ok, coursework. Assignment submission macam mana? Presentation macam mana? And the ujian macam mana... Apa yang perlu dilakukan, sebab kalau kita cakap mengenai ujian ataupun ok test, bila kita nak buat test online, atas talian, possibility student untuk jujur adalah sangat...”.</p>			

<p>Sub-theme (b): Validity of the assessment.</p>	<p>Informant #L6/DU46 said: “Yea. Even me I’m not that old, but I’m not internet savvy, especially all the new apps. Okay. Not only that, I think time management is also an issue but in terms of time management, I think the issues not with me, but with the students. Ok, I can go to class at 11 but some of them, they might join 11.15 and told me, oh internet is not good and maybe ‘I overslept’ and cannot do much about the situation. Number three I would say the assessment. Especially when it comes to test, I cannot really monitor, are they cheating or not, I cannot give assumption or do assumption but yeah at some time with that “.</p>			
	<p>Informant #L10/DU said: “Makna adakah ujian itu pelajar kita ambilnya dengan jujur ataupun tidak. Sebab kita takt ahu macam mana diorang jawab”.</p>			
<p>Theme 6: Changing to online learning</p>	<p>Informant #L8/DU27 said: “Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying to conduct the lessons..... some of our lecturer’s complaint that they do not have the equipment to conduct online classes... They don’t have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient....”.</p>			

	<p>Informant #L7/DU48 said: “Yeah. To online. So not just... I mean the lack of all these technical supports even the course work plan, everything has to changed”.</p>			
	<p>Informant #L7/DU60 said: “Yes. Because some of the assessment required... you know, physical presentation, some of the assessment required physical test. So, all this... and some even required like physical event, like SWE, where they have to conduct commerce like parties, press conference, those stuff I think couldn't be managed through online”.</p>			
Theme 6: There were no guidelines	<p>Informant #L2/DU20 said: “The first part of the MCO or anytime of the crisis, right, the first thing that the first problem that we always have is actually the managerial part. OK, because we as the admin, we have to follow for procedures. We have things to follow. But during crisis we cannot follow that, OK, we have to have some sort of flexibility. So how to work with the flexibility into the, you know, rules and regulations.”</p>			
	<p>Informant #L7/DU44 said: “I think the first issue I faced during the first phase is unpreparedness”.</p>			

Research Question 4 How do educational administrators manage teaching and learning during crisis? Interview Question 4 How do you manage teaching and learning during crisis?				
Themes/Sub-themes	Verbal Support	Degree of Agreement		Comment/Suggestion
Theme 1: Innovation in Teaching	Informant #L1/DU46: “Uh... approach yang kita ambil adalah beberapa... kita kena ubahkan beberapa perkara dalam silibus pengajaran”.			
	Informant #L3/DU32 said: “we come up with a guideline to lecturer on how to maintain their health. We ask the lecturer to remain active. Apart from that, we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes. This is due to the complain that we received from lecture about the impact of having back to back online class to their physical health. We also provided counselling to ensure that those who are suffering from mental health issue were also receiving support”.			
	Informant #L4/DU25 said: “Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan			

	develop method pengajaran baru.... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.			
	Informant #L8/DU 35 said: “we decided to provide support and modify how we conduct our lesson... To address the numerous health issue that our lecturer has experienced we identify that we need to adjust the timetable of our lecturer.... We decided to make sure that the lecturers are not teaching subsequent classes.... We make sure that the maximum duration of class is two hours per time... They are going to have gaps between classes. Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates”.			
	Informant #L2/DU44 said: “OK, so. And another thing is also what's important is actually exploration. One of my lecturers actually opened up my mind about this during the pandemic, actively explore other ways to try to make sure that the students are, you know, engaged in their classroom. So having said that, I think it's important for not only during teaching and learning, but also us as admin to explore other ways on how to reach out to your lecturers, how to make sure that they know how to do online learning and things like that. So, we have to explore our options or			

	<p>else we are only in that particular box, and we're not going to go out”.</p>			
	<p>Informant #L6/DU68 said: “Okay, the syllabus, I went through the syllabus, and it depends on the subject. Because I handled a few subjects, okay. some I make it more open to interpretation while some I did not”.</p>			
	<p>Informant #L7/DU74 said: “New approach in teaching, yeah. Because of the lack of participation from the students, definitely there are more quizzes, online quizzes”.</p>			
<p>Sub-theme (a): Changing the teaching method.</p>	<p>Informant #L2/DU44 said: “OK, so. And another thing is also what's important is actually exploration. One of my lecturers actually opened up my mind about this during the pandemic, actively explore other ways to try to make sure that the students are, you know, engaged in their classroom. So having said that, I think it's important for not only during teaching and learning, but also us as admin to explore other ways on how to reach out to your lecturers, how to make sure that they know how to do online learning and things like that. So, we have to explore our options or else we are only in that particular box, and we're not going to go out”.</p>			
	<p>Informant #L3/DU32 said: “we come up with a guideline to lecturer on how to</p>			

	<p>maintain their health. We ask the lecturer to remain active. Apart from that, we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes. This is due to the complain that we received from lecture about the impact of having back to back online class to their physical health. We also provided counselling to ensure that those who are suffering from mental health issue were also receiving support”.</p>			
	<p>Informant #L4/DU25 said: “Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru.... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.</p>			
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	<p>to have gaps between classes. Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates”.</p>			
	<p>Informant #L6/DU68 said: “Okay, the syllabus, I went through the syllabus, and it depends on the subject. Because I handled a few subjects, okay. some I make it more open to interpretation while some I did not”.</p>			
	<p>Informant #L7/DU74 said: “New approach in teaching, yeah. Because of the lack of participation from the students, definitely there are more quizzes, online quizzes”.</p>			
Theme 2: Changes in management approach	<p>Informant #L1/DU50 said: “I think saya ambil posisi fleksibel. Dia lebih flexible kepada ni. Sebab situasi orang ni dia berbeza. Kita kena faham”.</p>			
	<p>Informant #L2/DU38 said: “Ohh OK. Three things that I think people need to do or to have during a crisis is first adaptability, flexibility, and also exploration. So, I think adaptability and flexibility, flexibility they goes hand in hand”.</p> <p>Informant #L2/DU42 said: “Yes, yes, our institution treat them like it's stack in stone. So, they have to be flexible. They have to be</p>			

	<p>flexible. But of course, with certain guidelines. And then once they they they try to, you know, do a little bit of amendments then we as you know lecturers and we adapt because some of them some of them they have been following the rules from day one and suddenly we want to change they... they feel not comfortable. Like all this while we have been doing face to face teaching suddenly want to do online, blended learning. Oh, cannot really. Because they... they feel like oh it's not working, it's not working OK. But we we have no choice, we have no choice at the time because that's the only way we can make sure that the institution doesn't, doesn't fall down, isn't it”.</p>			
	<p>Informant #L5/DU46: “Tegas, kena buat macam ni, macam ni. Tapi bila dah bagi arahan dan sebagainya, saya akan lebih kepada, ok, ini adalah flexibility yang anda boleh buat. So, bagi arahan dulu, daripada arahan tu, ok ini adalah capabilities, ini adalah flexibilities yang anda boleh buat”.</p> <p>Informant #L7/DU66 said: “I think in terms of the syllabus, we have to be more flexible, and more freedom actually given to the students”</p>			
	<p>Informant #L7/DU72 said: “Yeah, the flexibility lies in terms of as long as. They're</p>			

	<p>able to assess the students based on the the new changes in, but in terms of how they do it, all these approach. So. Yeah, he relies on that”.</p>			
	<p>Informant #L9/DU30 said: First I have to be flexible with my lecturer... covid is tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes. I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam... We also arrange the timetable differently so that the workload of the lecturer were reduced and they do not spend to much time in front of a pc. I also take the initiative to check on my lecturer’s well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively.</p>			

<p>Sub-theme (a): Flexible approach</p>	<p>Informant #L1/DU50 said: “I think saya ambil posisi fleksibel. Dia lebih flexible kepada ni. Sebab situasi orang ni dia berbeza. Kita kena faham”.</p>			
	<p>Informant #L2/DU38 said: “Ohh OK. Three things that I think people need to do or to have during a crisis is first adaptability, flexibility, and also exploration. So, I think adaptability and flexibility, flexibility they goes hand in hand”.</p> <p>Informant #L2/DU42 said: “Yes, yes, our institution treat them like it's stack in stone. So, they have to be flexible. They have to be flexible. But of course, with certain guidelines. And then once they they they try to, you know, do a little bit of amendments then we as you know lecturers and we adapt because some of them some of them they have been following the rules from day one and suddenly we want to change they... they feel not comfortable. Like all this while we have been doing face to face teaching suddenly want to do online, blended learning. Oh, cannot really. Because they... they feel like oh it's not working, it's not working OK. But we we have no choice, we have no choice at the time because that's the only way we can make sure that the institution doesn't, doesn't fall down, isn't it”.</p>			

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	<p>Informant #L6/DU64 said: Okay. In terms of the lecturers, what I did, I put more time consulting with them, some of them want online. In some subject I became more flexible, especially those who have hands-on projects. But, when it comes to subject, like very theoretical like philosophy, I became stricter.</p>			
	<p>Informant #L9/DU30 said: First I have to be flexible with my lecturer... covid is</p>			

	<p>tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes.</p> <p>I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...</p> <p>We also arrange the timetable differently so that the workload of the lecturer were reduced and they do not spend to much time in front of a pc.</p> <p>I also take the initiative to check on my lecturer's well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively.</p>			
<p>Theme 3: Accommodating the lecturers.</p>	<p>Informant #L3/DU28 said: “the first thing that we do is that we look at the feedback that we receive from the lecturers. We ask our CL and AD to conduct meeting on a regular basis to get feedback from the lecturers. This actually helped us a lot in improving the way we conduct lessons during the period</p>			

	of crisis”.			
	<p>Informant #L4/DU27 said: “kita pun coba provide lecturer kita dengan peralatan yang cukup. Kita bagi lecturer kita pinjam peralatan seperti PC dan laptop... Kita juga provide peralatan lain seperti webcam untuk memudahkan lecturer2 kita conduct online class”.</p>			
	<p>Informant #L8/DU31 said: “First... we try to accommodate our lecturer’s need... We decided that we need to provide our lecturer with the necessary equipment. After receiving feedback from the lecturers, we decided to allow them to borrow equipment such as laptop and PC from the university”.</p>			
	<p>Informant #L6/DU64 said: “Okay. In terms of the lecturers, what I did, I put more time consulting with them, some of them want online. In some subject I became more flexible, especially those who have hands-on projects. But, when it comes to subject, like very theoretical like philosophy, I became stricter”.</p>			
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<p>Sub-theme (a): Getting Feedback</p>	<p>Informant #L3/DU28 said: “the first thing that we do is that we look at the feedback that we receive from the lecturers. We ask our CL and AD to conduct meeting on a regular basis to get feedback from the lecturers. This actually helped us a lot in improving the way we conduct lessons during the period of crisis.</p>			

	<p>Informant #L4/DU25 said: “Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru.... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.</p>			
	<p>Informant #L6/DU64 said: “Okay. In terms of the lecturers, what I did, I put more time consulting with them, some of them want online. In some subject I became more flexible, especially those who have hands-on projects. But, when it comes to subject, like very theoretical like philosophy, I became stricter”.</p>			
	<p>Informant #L8/DU31 said: “First... we try to accommodate our lecturer’s need... We decided that we need to provide our lecturer with the necessary equipment. After receiving feedback from the lecturers, we decided to allow them to borrow equipment such as laptop and PC from the university”.</p>			
<p>Sub-theme (b): Address the equipment issue</p>	<p>Informant #L3/DU28 said: “after receiving the feedback, we decided to address the main issue which is the lack of equipment. We try to accommodate the need of the lecturer by asking the</p>			

	<p>management to allow our lecturer to borrow the equipment such as laptop and pc. We also asked the management to buy equipment such as a webcam and custom cursor. Thankfully the management obliged with our request”.</p>			
	<p>Informant #L4/DU27 said: “kita pun coba provide lecturer kita dengan peralatan yang cukup. Kita bagi lecturer kita pinjam peralatan seperti PC dan laptop... Kita juga provide peralatan lain seperti webcam untuk memudahkan lecturer2 kita conduct online class”.</p>			
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	<p>Informant #L9/DU30 said: First I have to be flexible with my lecturer... covid is tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes.</p>			

	<p>I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...</p> <p>We also arrange the timetable differently so that the workload of the lecturer were reduced and they do not spend to much time in front of a pc.</p> <p>I also take the initiative to check on my lecturer's well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively.</p>			
<p>Theme 4: Providing support.</p>	<p>Informant #L3/DU32 said: “we come up with a guideline to lecturer on how to maintain their health. We ask the lecturer to remain active. Apart from that, we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes. This is due to the complain that we received from lecture about the impact of having back to back online class to their physical health. We also provided counselling to ensure that those who are suffering from mental health issue were also receiving support”.</p>			

	<p>Informant #L4/DU25 said: “Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru.... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.</p>			
	<p>Informant #L8/DU 35 said: “we decided to provide support and modify how we conduct our lesson... To address the numerous health issue that our lecturer has experienced we identify that we need to adjust the timetable of our lecturer.... We decided to make sure that the lecturers are not teaching subsequent classes.... We make sure that the maximum duration of class is two hours per time... They are going to have gaps between classes. Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates”.</p>			
	<p>Informant #L9/DU30 said: First I have to be flexible with my lecturer... covid is tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have</p>			

	<p>to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes.</p> <p>I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...</p> <p>We also arrange the timetable differently so that the workload of the lecturer were reduced and they do not spend to much time in front of a pc.</p> <p>I also take the initiative to check on my lecturer's well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively.</p>			
<p>Sub-theme (a): Check up on lecturer wellbeing</p>	<p>Informant #L3/DU32 said: “we come up with a guideline to lecturer on how to maintain their health. We ask the lecturer to remain active. Apart from that, we also decide to change the way we arrange our lecturers timetable. We ensure that our lecturer do not have back to back classes. This is due to the complain that we received from lecture about the impact of having back to back online class to their physical health. We also provided counselling to ensure</p>			

	that those who are suffering from mental health issue were also receiving support”.			
	<p>Informant #L4/DU29 said: “Untuk atasi masalah kesihatan yang dihadapi, kita kena ubah cara kita buat kerja. Untuk atasi masalah kesihatan seperti sakit belakang, darah tinggi dan sakit dada kita ubah cara kita susun jadual kelas. Kita pastikan kelas tidak berlaku secara berturut-turut.... Kita pastikan ada gap untuk lecturer kita berehat. Kita juga susun jadual agar beban mengajar itu tidak terlalu berat.... Kita juga provide kaunseling kepada lecturer-lecturer kita untuk atasi masalah kesihatan mental”.</p>			
	<p>Informant #L8/DU 35 said: “we decided to provide support and modify how we conduct our lesson... To address the numerous health issue that our lecturer has experienced we identify that we need to adjust the timetable of our lecturer.... We decided to make sure that the lecturers are not teaching subsequent classes.... We make sure that the maximum duration of class is two hours per time... They are going to have gaps between classes. Apart from that, we also provided counselling to our lecturer to address their mental health issue. We make sure that the AD and CC to check up on their subordinates”.</p>			
	<p>Informant #L9/DU30 said: First I have to be flexible with my lecturer... covid is</p>			

	<p>tough on everybody so I need to be empathetic towards my lecturers.... It was stressful because I have to attend to my lecturers constant need for guidance... I also have to be more open to suggestion especially regarding the approaches that need to be taken when conducting classes.</p> <p>I also try my best to address the issue by bringing them up to my superiors. Issues such as equipment problem and internet were brought up to the upper management via my dean and thankfully the management do address them. For example.... The university allow the lecturer to borrow equipment such as pc and laptop and they even provided each one of us with a webcam...</p> <p>We also arrange the timetable differently so that the workload of the lecturer were reduced and they do not spend to much time in front of a pc.</p> <p>I also take the initiative to check on my lecturer's well being after receiving complaint about mental health issue.... I ask them how they were doing and always reminded them to take a break and managed their time and class more effectively.</p>			
<p>Sub-theme (b): Provide training to the lecturer</p>	<p>Informant #L4/DU25 said: “Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer-lecturer kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan</p>			

	develop method pengajaran baru.... Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan”.			
	Informant #L8/DU33 said: “we also decide to change the way we conduct our lesson; we provided our lecturer with training on how to use online platform... we collaborated with the IT department to set up some training courses to help them familiarize better with the system”.			
<p>Research Question 5 Is the method taken to manage teaching and learning during crisis effective? Interview Question 5 Is the method taken to manage teaching and learning during crisis effective?</p>				
Themes/Sub-themes	Verbal Support	Degree of Agreement		Comment/Suggestion
Theme 1: The method taken were effective.	Informant #L3/DU34 said: “I think so because after we do all the thing that we do. The number of complaints from the lecturer regarding the lesson drop significantly. Most of the issue we found after that involves students”.			
	Informant #L4/DU31 said: “Ya... saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang dan masalah-masalah yang			

	<p>dihadapi oleh lecturer-lecturer saya hanya berkaitan dengan pelajar.... Kita pun dapat menjalankan kelas dengan baik dan lancar”.</p>			
	<p>Informant #L8/DU37 said: “Yes, I do believe that the method that we have taken were effective because after that the number of complaints from the lecturers drop significantly... Issues regarding teaching and equipment no longer arise. We also receive feedback from the AD and CC on the improvement on the health of our lecturers both physically and mentally”.</p>			
	<p>Informant #L9/DU32 said: “I think it was effective because the number of complaints drop significantly after we take those measures.... The lecturers were able to conduct the class effectively and most of the lesson plan were achieved”.</p>			
	<p>Informant #L5/DU54 said: “Why saya said 50-50 sebab pada permulaannya memang agak payah, susah. Ada yang tidak berjaya. Tapi lama kelamaan, macam saya kata tadi kita dah mula adapt pada situasi pada situasi yang baru. Ok, dah tahu, waktu krisis ni apa yang kita perlu buat dan sebagainya. Selepas itu, ok, maksudnya pada permulaan dia memang gagal. Tapi kita mengubah cara, kan kita sentiasa mengubah cara kita.”</p>			

	<p>Informant #L6/DU78 said: “I would say from my opinion, yes. It might not be 100% but I would say it inclined more into effective.</p> <p>Informant #L6/DU80 said: “Because I can see differences, aaa... in terms, I mean the lecturers, because when we talked about pandemic, it doesn’t happen in one month, it happened like for few years”.</p>			
	<p>Informant #L7/DU78 said: “Uh. I would say yes, to some degree, because... I mean all the learning outcome I believe have achieved, yeah. But of course, there are some drawdowns especially in terms of certain assignments like require them to sit for tests. Those test are issue as well”.</p>			
<p>Sub-theme (a): The number of complaints dropped.</p>	<p>Informant #L3/DU34 said: “I think so because after we do all the thing that we do. The number of complaints from the lecturer regarding the lesson drop significantly. Most of the issue we found after that involves students”.</p>			
	<p>Informant #L4/DU31 said: “Ya... saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang dan masalah-masalah yang dihadapi oleh lecturer-lecturer saya hanya berkaitan dengan pelajar.... Kita pun dapat menjalankan kelas dengan baik dan lancar”.</p>			

	<p>Informant #L8/DU37 said: “Yes, I do believe that the method that we have taken were effective because after that the number of complaints from the lecturers drop significantly... Issues regarding teaching and equipment no longer arise. We also receive feedback from the AD and CC on the improvement on the health of our lecturers both physically and mentally”.</p>			
	<p>Informant #L9/DU32 said: “I think it was effective because the number of complaints drop significantly after we take those measures.... The lecturers were able to conduct the class effectively and most of the lesson plan were achieved”.</p>			
<p>Sub-theme (b) Improvement made</p>	<p>Informant #L6/DU80 said: “Because I can see differences, aaa... in terms, I mean the lecturers, because when we talked about pandemic, it doesn’t happen in one month, it happened like for few years”.</p> <p>Informant #L6/DU82 said: “So, few years is already like more than four semesters. So, I can see that the transition is getting better”.</p> <p>Informant #L8/DU37 said: “Yes, I do believe that the method that we have taken were effective because after that the number of complaints from the lecturers drop significantly... Issues</p>			

	regarding teaching and equipment no longer arise. We also receive feedback from the AD and CC on the improvement on the health of our lecturers both physically and mentally”.			
Sub-theme (C) Lesson objectives were achieved.	Informant #L4/DU31 said: “Ya... saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang dan masalah-masalah yang dihadapi oleh lecturer-lecturer saya hanya berkaitan dengan pelajar.... Kita pun dapat menjalankan kelas dengan baik dan lancar”.			
	Informant #L7/DU78 said: “Uh. I would say yes, to some degree, because... I mean all the learning outcome I believe have achieved, yeah. But of course, there are some drawdowns especially in terms of certain assignments like require them to sit for tests. Those tests are issue as well”.			
	Informant #L9/DU32 said: “I think it was effective because the number of complaints drop significantly after we take those measures.... The lecturers were able to conduct the class effectively and most of the lesson plan were achieved”.			

Research Question 6 How can one improve the management of teaching and learning during crisis? Interview Question 6 What can do to improve managing teaching and learning during crisis in the future?				
Themes/Sub-themes	Verbal Support	Degree of Agreement		Comment/Suggestion
Theme 1: A policy is needed to prepare for an event of crisis.	Informant #L1/DU87 said: “Bagi pendapat saya lah kan, contingency plan yang boleh dilakukan dalam situasi begini, persediaan persyarah itu sendiri daripada awal perlu dilakukan lah. Dia sendiri kena tahulah based on layout. Then, saya dia tahu kalau perkara begini berlaku, apa yang aku nak lakukan. Kalau berulang. Sebab kita tak tahu masalah itu akan melanda balik kan”.			
	Informant #L2/DU56 said: “One thing good about the pandemic was that I think everyone can agree with me if I say that that was one of the biggest and also the most bad thing that could have ever happened to our generation, who knew that in 20... in the year 2020 we could be locked down inside the House because of the pandemic. But because of that this it opens up a lot of opportunities, a lot of ideas, a lot of explorations. So, I think the key to managing crisis actually to explore other opportunities and of course, before you do that, you have to predict first, OK, like for example you said in in Terengganu. We predict OK always happen monsoon season, definitely flooding somewhere. So, we... we already know we			

	<p>predict that already then, we straight away have a Plan B. So, but this Plan B you cannot less it cannot be set in stone. You need to be to have a Plan B to have to plan C. So, you explore your idea... your opportunities. So does plan B work this time, or is it plan C. So, once you have that, you're not so... the Chinese word is like 'Kancheong', they're not so panic when when that happens, you see. So again, when this pandemic thing, OK, let's say lah, tak sure. But if in the future this kind of thing happens again, we have no problems going back to online learning because we have done that before, OK. And also, with what happens in Palestine, for example, we... I think it's it's been viral on the Facebook and all where students during war, they can still do viva for our Malaysian universities”.</p>			
	<p>Informant #L3/DU36 said: “we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guidelines that is clear and applicable for every situation because crisis can occur anytime today”.</p>			
	<p>Informant #L4/DU33 said: “Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek.</p>			

	<p>Kita banyak belajar daripada pengalaman ini”.</p> <p>Informant #L5/DU60 said: “Satu ialah selepas kita melalui krisis yang pertama yang awal-awal tu, kita perlu tukar policies”.</p> <p>Informant #L5/DU64 said: “Approach tu kena tukar. Kita tak boleh terus beri arahan, campak arahan. Dan lagi satu kita kena bagi fleksibiliti kepada pensyarah untuk menguruskan pembelajaran dan pengajaran mereka. Instruction tu perlu ada, bukannya saya kata langsung takda instruction, terus bagi 100% freedom, takde. Ok, instruction perlu ada tapi pada masa yang sama kita bagi lebih kebebasan, ok freedom, untuk mereka transform mencari idea- idea yang baru dan kita perlu accept it. Ok. Idea tu jangan kita tolak 100%, perlu accept it”.</p> <p>Informant #L6/DU84 said: “In my opinion, I think the first thing first, it’s a lot of work but it will help in a long term, is to come up with a guideline. So, I think all the lecturers, or maybe the management handling that particular subject they have to sit down and come up with something. So that anything happen in the future, we already have a backup plan”.</p> <p>Informant #L8/DU39: “I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes,</p>			
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	<p>but our initial planning failed to include the wellbeing of the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience”.</p>			
	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer’s... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.</p>			
<p>Sub-theme (a): Training needs to be provided.</p>	<p>Informant #L6/DU86 said: “I think before something happen, we should give training, especially to the senior lecturers or even the younger one.”</p>			
	<p>Informant #L7/DU82 said: “What can we do... I think training is very important”.</p> <p>Informant #L7/DU86 said: “Training in terms of how to conduct online classes.</p>			

	<p>Because I think approach will be completely different then physical classes”.</p>			
	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer’s... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.</p>			
<p>Sub-theme (b): Guidelines need to be provided.</p>	<p>Informant #L3/DU36 said: “we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guidelines that is clear and applicable for every situation because crisis can occur anytime today”.</p>			
	<p>Informant #L4/DU33 said: “Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek.</p>			

	<p>Kita banyak belajar daripada pengalaman ini”.</p>			
	<p>Informant #L6/DU84 said: “In my opinion, I think the first thing first, it’s a lot of work but it will help in a long term, is to come up with a guideline. So, I think all the lecturers, or maybe the management handling that particular subject they have to sit down and come up with something. So that anything happen in the future, we already have a backup plan”.</p>			
	<p>Informant #L8/DU38: “I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes, but our initial planning failed to include the wellbeing of the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience”.</p>			
	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but</p>			

	forsake the lecturer's... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.			
Sub-theme (c): A plan needs to be created.	Informant #L3/DU36 said: “we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guidelines that is clear and applicable for every situation because crisis can occur anytime today”.			
	Informant #L4/DU33 said: “Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek. Kita banyak belajar daripada pengalaman ini”.			
	Informant #L7/DU94 said: “Yes. I think... I think backup plan has to be created to mitigate all these crisis. Especially the coursework plan, or assignments that is more suitable or appropriate for online class”.			
	Informant #L8/DU38 said: “I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes, but our initial planning failed to include the wellbeing of			

	<p>the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience”.</p>			
	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer’s... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.</p>			
	<p>Informant #L10/DU112 said: “Bagi saya pihak yang berkaitan... Ok, sama ada pihak pengajian tinggi ke, atau kerajaan yang mereka perlu duduk bersama-sama menyediakan beberapa plan”.</p>			
<p>Sub-theme (d): Proper resources need to be allocated.</p>	<p>Informant #L7/DU88 said: “More resources should be given... I think in the second or third semesters we are provided with all these you know, webcam”.</p>			
	<p>Informant #L9/DU110 said:</p>			

	<p>“Saya rasa untuk pihak institusi atau pendidikan, kita memerlukan bantuan daripada pihak kerajaan dan pihak telco. Sebab, bila krisis yang melibatkan COVID, like macam no choice, internet. Tu adalah masalah utama”.</p>			
<p>Theme 2: Innovation in teaching and management.</p>	<p>Informant #L3/DU38 said: I think we also need to try to come up with new way of doing things... we need to utilize new way of conducting lesson and test when the usual option are not available.. there are many apps and features online that we can use to conduct new way of conducting lessons in class.</p>			
	<p>Informant #L8/DU41 said: We need to try need to try new idea and develop other way of doing things. For example.. when our lecturer complained about the arrangement of class.. we change how we do our schedule.. we also need to be more open to new approach of teaching.. be more open to new way of conducting class and assessment..</p>			
	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but</p>			

	forsake the lecturer's... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.			
Sub-theme (a): The need to explore new idea.	<p>Informant #L9/DU34 said: “Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea..</p> <p>We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer's... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.</p>			
	<p>Informant #L5/DU64 said: “Approach tu kena tukar. Kita tak boleh terus beri arahan, campak arahan. Dan lagi satu kita kena bagi fleksibiliti kepada pensyarah untuk menguruskan pembelajaran dan pengajaran mereka. Instruction tu perlu ada, bukannya saya kata langsung takda instruction, terus bagi 100% freedom, takde. Ok, instruction perlu ada tapi pada masa yang sama kita bagi lebih kebebasan, ok freedom, untuk mereka transform mencari idea- idea yang baru dan kita perlu accept it. Ok. Idea tu jangan kita tolak 100%, perlu accept it”.</p>			

	<p>Informant #L8/DU41 said: We need to try need to try new idea and develop other way of doing things. For example.. when our lecturer complained about the arrangement of class.. we change how we do our schedule.. we also need to be more open to new approach of teaching.. be more open to new way of conducting class and assessment..</p>			
<p>Sub-theme (b): Need to try new approaches to teaching and management.</p>	<p>Informant #L9/DU34 said: “ Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea.. We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer's... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier”.</p>			
	<p>Informant #L8/DU41 said: We need to try need to try new idea and develop other way of doing things. For example.. when our lecturer complained about the arrangement of class.. we change how we do our schedule.. we also need to be more open to new approach of teaching.. be more open to new way of conducting class and assessment..</p>			

APPENDIX G

SAMPLE OF EXPERT COMMENTS

Appendix 6: Inter-rater Reliability

Research Question 3
What are the issues that educational administrators face when managing teaching and learning during crisis?
Interview Question 3
What are the issue that you encounters when managing teaching and learning during crisis?

Themes/Sub-themes	Verbal Support	Degree of Agreement		Comment/Suggestion
Theme 1: Technical Issue	Informant #L1/DU28 said: "Menguruskan ya? Uh satu... satu lagi adalah connectivity or internet tu sendiri la. Kalau ok, ok la. Kalau susah, susah la".	✓		relevant
	Informant #L3/DU24 said: "several of our lecturers also complaint that their equipment such as laptop were unable to handle the demand of the online classes.... They complain that the equipment that they have didn't allow them to conduct lesson properly... some say that their pc hang when they were conducting the classroom... some complaint that the equipment they have such as webcam and internet connection are not good enough".	✓		relevant
	Informant #L4/DU23 said: "kita juga dapat banyak complaint daripada lecturer-lecturer kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas.... Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung.... Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang mereka punya laptop tak cukup kuat, mereka tiada peralatan seperti webcam dan microfon".	✓		relevant
	Informant #L5/DU28 said: "Satu of course teknologi".	✓		relevant

	Informant #L5/DU30 said: "Saya dari kawasan kampung, ok.. Nak menguruskan ni, satu saya perlukan data internet yang cepat, laju".	✓		Internet
	Informant #L5/DU34 said: "Yes computer and so on. Lagi satu ialah dari segi perception, mentality. Pensyarah-pensyarah tidak mahu menerima ataupun masih teragak-agak untuk menggunakan all these new tools and so on. Itu salah satu masalah."	✓		Technical - internet
	Informant #L6/DU 42 said: "Okay, the first one I would say is going to be the technical problems".	✓		
	Informant #L6/DU 44 said: "Because internet connection, okay, and also, I mean, not only me, some of the senior lecturers, they are not very..."	✓		
	Informant #L8/DU27 said: "Oh... we face many issues during this time. The first one is we face difficulties in changing the method of teaching from face to face to online.... We receive a lot of complain from our lecturer on the difficulties they face when trying to conduct the lessons.... some of our lecturer's complaint that they do not have the equipment to conduct online classes... They don't have the equipment such as computer and laptop. They were having trouble because their equipment was insufficient...."	✓		
	Informant #L9/DU28 said: "Owh yaa.. issue with the equipment was also a problem.... Some of my lecturer complain that they do not have the necessary equipment to conduct online class.. some stated that their pc or laptop don't have a camera and webcam.... some also complain that their internet access were not	✓		-Equipment

APPENDIX H

SAMPLE OF INFORMANTS ANSWER

Interviewer: What is a crisis according to you madam?

Kong: crisis is when something happen that halted the way we do thing and we have to figure out a new way of doing the things

Interviewee: Can you elaborate?

Kong: ok when covid of flood happen, we have to come up with different ways of doing things because it completely changes the way we do things. We were never fully prepared for it and we have no other option in doing the thing that we do like classes and assessment.

Interviewer: ok tq madam

Interviewer: my next question is, what is your perception towards managing teaching and learning during crisis?

Kong: oh memang susah laa, this is cause we were not prepared. Contoh masa covid jadi we have no idea how to do anything sebab ia x pernah jadi. Sebelum tu kita pernah kena banjir di Pahang dan Kampar tapi dia punya kesan x sebesar covid.

Interviewer: this is caused by?

Kong: firstly yaaa, kita tiada guidelines langsung macam mana nak buat kelas semua tu. Satu lagi kita memang x prepare langsung untuk situasi macam ni.

Interviewer: What are the issue that you faced when managing teaching and learning during crisis?

Kong: antara isu yang kita hadapi ialah kesukaran untuk mengubah cara kita conduct class and cara nk buat assessment. Kebanyakan subject kita adalah 100% coursework so kita hadapi kesukaran untuk membuat assessment yang baru. Kita juga face some problem when we want to adapt the lesson content dari F2F ke online.

Interviewer: Are there any other issue?

Kong: kita juga dapat banyak complaint daripada lecturer2 kita berkaitan dengan peralatan yang mereka gunakan untuk mengadakan kelas. Mereka mengadu yang internet mereka tidak cukup kuat dan hubungan sentiasa terputus ketika kelas berlangsung. Mereka juga mengadu yang mereka tiada peralatan yang sesuai untuk mengadakan kelas. Mereka mengadu yang diorang punya laptop x cukup kuat, mereka tiada peralatan seperti webcam dan microfon.

Interviewer: are the other complaint?

Kong: kita pun dapat banyak complaint berkaitan dengan masalah kesihatan yang lecturer kita hadapi sebab online class. Ramai lecturer saya yang mengadu yang mereka kena macam-macam masalah kesihatan seperti sakit belakang, darah tinggi dan chest pain. Ada juga lecturer saya yang mengadu tentang masalah kesihatan mental yang mereka hadapi. Mereka kata yang mereka stress dan ada yang sampai tahap kena diagnos anxiety. Ada satu kes di mana seorang lecturer saya terpaksa habiskan kelas awal sebab dia stress.

Interviewer: How do you handle these issues?

Kong: Mula- mula kita kena banyak buat meeting dengan lecturer2 semua. Memang kita buat keputusan berdasarkan feedback daripada lecturer2 kita bila berkaitan dengan content pengajaran dan assessment. Untuk atasi masalah ni kita kena banyak adapt dan develop method pengajaran baru. Kita pun provide banyak Latihan untuk lecturer kita untuk guna platform online dengan lebih berkesan.

Interviewer: any other method?

Kong: kita pun cuba provide lecturer kita dengan peralatan yang cukup. Kita bagi lecturer kita pinjam peralatan seperti PC dan laptop. Kita juga provide peralatan lain seperti webcam untuk memudahkan lecturer2 kita conduct online class.

Interviewer: how about the health issue?

Kong: Untuk atasi masalah kesihatan yang dihadapi, kita kena ubah cara kita buat kerja. Untuk atasi masalah kesihatan seperti sakit belakang, darah tinggi dan sakit dada kita ubah cara kita susun jadual kelas. Kita pastikan kelas tidak berlaku secara berturut-turut. Kita pastikan ada gap untuk lecturer kita berehat. Kita juga susun jadual agar beban mengajar itu tidak terlalu berat. Kita juga provide kaunseling kepada lecturer2 kita untuk atasi masalah kesihatan mental.

Interviewer: Were the method that you have taken effective?

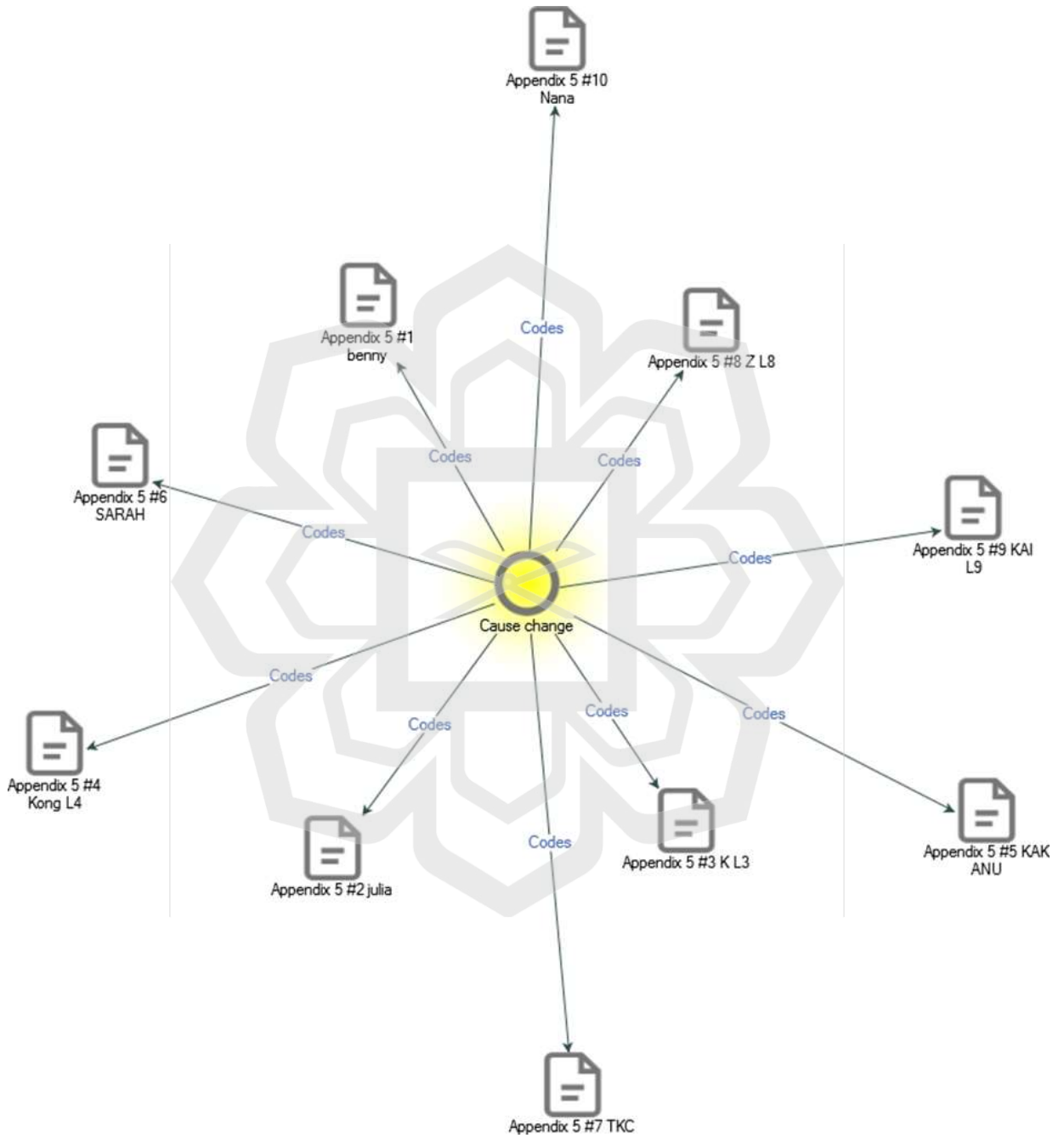
Kong: ya saya rasa ianya berkesan, sebab jumlah complain yang kita dapat berkurang dan masalah2 yang dihadapi oleh lecturer-lecturer saya hanya berkaitan dengan pelajar. Kita pun dapat menjalankan kelas dengan baik dan lancar.

Interviewer: How can we improve for the future?

Kong: Kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek. Kita banyak belajar daripada pengalaman ini.

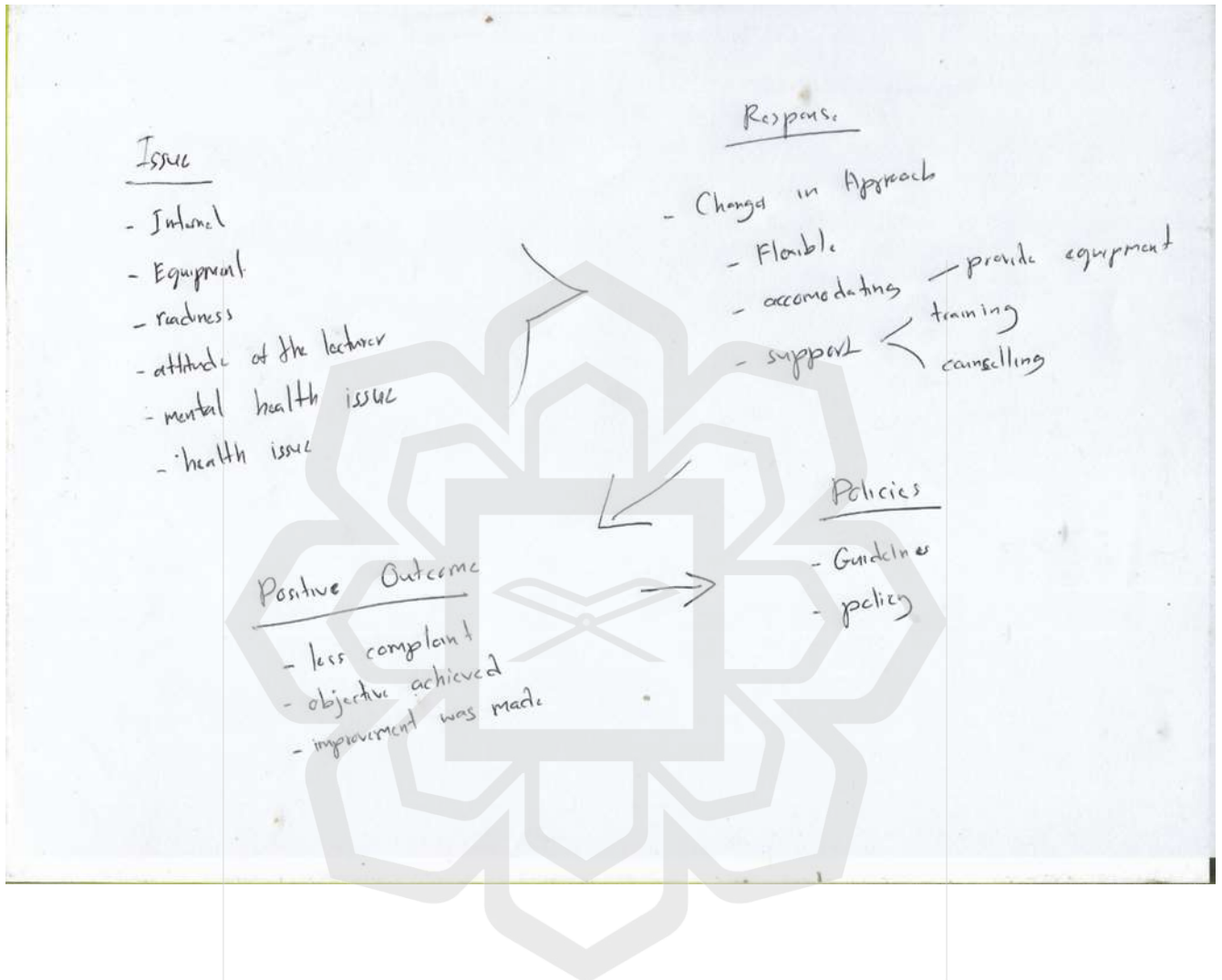
APPENDIX I

SAMPLE OF NETWORK CODING FROM NVIVO



APPENDIX J

SAMPLE OF FIELD NOTES



APPENDIX K

CODING ANALYSIS USING NVIVO14

The screenshot shows the NVivo 14 interface with a coding analysis project. The left sidebar contains navigation options like 'Data', 'Coding', and 'Cases'. The main window displays a list of codes on the left and a detailed view of a code on the right, including text excerpts and a grid of references.

Name	Files	Reference
A policy is needed to prepare for an event of crisis	7	7
A plan needs to be created	9	9
Guidelines need to be provided	4	4
Innovation in teaching and management	4	4
Need to try new approaches to teaching and learning	3	4
Proper resources need to be allocated	2	2
Training needs to be provided	3	3
Accommodating the lecturers	4	4
Assessment issue	3	3
Attitudes of the lecturers towards the changes	5	7
Case change	10	13
Happen for a prolonged period of time	4	4
Require long term solution	3	3
Challenging	10	11
Changes required	3	3
Need to adapt	5	5
No guidelines	5	6
Changes in management approach	6	6
Changing the online learning	9	9
Health issue of the lecturer	5	5
Innovation in teaching	8	8
Changing the teaching method	6	7

The detailed view of the 'Case change' code shows the following text excerpts:

- 11. R: Oh, yes.
- 14. I: A lot of things. So, when goes wrong or something not normal that we cannot apply the rules and regulation as per normal procedure, then I think that constitutes a crisis. So, it can be big things like you know like the pandemic and the flood, but it can be as small as key in marks into the system. So, the... the quantum is actually very big. So, from the very small thing until the... the big thing.
- 11. R: Okay, so you say yourself you have, and you have been in this position for quite a while. Yeah, for almost more than 10 years. OK. So yeah, so. You have managed during the pandemic you were... you were during the pandemic the whole, the whole 2 years, can say two years right. So, what is your perception of... what is your perception of when you do, when you are trying to do your work at that time?
- 14. I: OK, it wasn't easy, definitely. To make matters worse, at the time, I was just new in the position just one semester. So, and then the second after, I thought I could get a hold of the... the procedure and all. But suddenly I have to change everything because it's the crisis that is the pandemic at the time, so at first it was a bit challenging because we have to adapt with a lot of things, and we had a lot of meetings. I remember that and sometimes our meetings go on up to 6 and 10 PM. And during that time, because we cannot see each other's faces. And we were so new with all this technology thing, everything had we always hit a wall somewhere. So, the first few months during the first part of the MCO right, the first three weeks, it was difficult for me as a new administrator and I cannot imagine how my other lecturers are doing as well because I'm pretty sure it's hard for them also, especially for the senior ones, because we have to change everything to the... to the technology right. And then on top of that, not being able to have this face-to-face communication that really, really upsets a lot of people, me included.
- 17. R: OK, so that is the perception. It was challenging, I can... I can relate to you because it was challenging, it was not easy.
- 18. I: Yes.
- 18. R: OK. So, what are the issues that you found? What are the issue that you encountered?
- 20. I: The first part of the MCO or anytime of the crisis, right, the first thing that the first problem that we always have is actually the managerial part. OK, because we as the admin, we have to follow for procedures. We have things to follow. But during crisis we cannot follow that, OK, we have to have some sort of flexibility. So how to work with the flexibility into the, you know, rules and regulations.
- 21. R: That turn from something that is so rigid. You have to be a little bit flexible.
- 21. I: Yes, flexible. But even if you want to be flexible, you have to ensure that at the end of the day the... the whatever outcomes that you want still the same. OK. So how to be flexible, and how... we have to be and it's not just me as I mean, I'm pretty sure the higher management we have to refer to KPN a lot of times. How do we do it?

The bottom status bar shows: 41 items | Codes: 16 | References: 18 | Read-Only | Line: 81 | Column: 0

NVIVO
Kucik PhD.mp (Edited)

File Home Import Create Explore Share Modules Hierarchy Chart

Select Data Hierarchy Coding References Item Color Items Coded

Quick Access

IMPORT

- Data
 - Files
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 - Externals
- ORGANIZE
 - Coding
 - Codes
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 - Relationship Types
 - Cases
 - Notes
 - Sets
- EXPLORE
 - Queries
 - Visualizations
 - Reports

Codes

Name	Files	Reference
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A plan needs to be created	9	9
Guidelines need to be provided	4	4
Innovation in teaching and management	4	4
Need to try new approaches to teaching an	3	4
Proper resources need to be allocated	2	2
Training needs to be provided	3	3
Accommodating the lecturers	4	4
Address the equipment issue	4	4
Getting feedback	3	3
Assessment issue	3	3
Attitudes of the lecturers towards the changes	5	7
Cause change	10	13
Happen for a prolonged period of time	4	4
Require long term solution	3	3
Challenging	10	11
Changes required	3	3
Need to adapt	5	5
No guidelines	5	6
Changes in management approach	6	6
Changing the online learning	9	9
Health issue of the lecturer	5	5

Autocode Themes Results 1-1-2021 10:04 PM

Compared by number of items coded

hasil

hasil yang

kita membuat sesuatu

hasil yang bukan norma

hasil yang bukan norma

kita

mengubah kita

sistem

whole system

structured system

kita membuat sesuatu
Coding references: 5 Direct, 1 Aggregated
Items coded: 1 Direct, 1 Aggregated

Items

WU Widyadarmas

Search

ENG US 10:05 PM 1/1/2021

APPENDIX M

GENERATED CODE

[<Files\\Appendix 5 #1 benny>](#) - § 1 reference coded [0.53% Coverage]

Reference 1 - 0.53% Coverage

1.	R	Bagi pendapat saya lah kan, contingency plan yang boleh dilakukan dalam situasi begini, persediaan persyarah itu sendiri daripada awal perlu dilakukan lah. Dia sendiri kena tahulah based on layout. Then, saya dia tahu kalau perkara begini berlaku, apa yang aku nak lakukan. Kalau berulang. Sebab kita tak tahu masalah itu akan melanda balik kan.	
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[<Files\\Appendix 5 #10 Nana>](#) - § 1 reference coded [1.05% Coverage]

Reference 1 - 1.05% Coverage

2.	I	Bagi saya pihak yang berkaitan... Ok, sama ada pihak pengajian tinggi ke, atau kerajaan yang mereka perlu duduk bersama-sama menyediakan beberapa plan.	
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<Files\Appendix 5 #2 julia> - § 1 reference coded [0.93% Coverage]

Reference 1 - 0.93% Coverage

269

3.	I	<p>One thing good about the pandemic was that I think everyone can agree with me if I say that that was one of the biggest and also the most bad thing that could have ever happened to our generation, who knew that in 20... in the year 2020 we could be locked down inside the House because of the pandemic. But because of that this it opens up a lot of opportunities, a lot of ideas, a lot of explorations. So, I think the key to managing crisis actually to explore other opportunities and of course, before you do that, you have to predict first, OK, like for example you said in in Terengganu.</p> <p>We predict OK always happen monsoon season, definitely flooding somewhere. So, we... we already know we predict that already then, we straight away have a Plan B. So, but this Plan B you cannot less it cannot be set in stone. You need to be to have a Plan B to have to plan C. So, you explore your idea... your opportunities. So does plan B work this time, or is it plan C. So, once you have that, you're not so... the Chinese word is like 'Kancheong', they're not so panic when when that happens, you see. So again, when this pandemic thing, OK, let's say lah, tak sure. But if in the future this kind of thing happens again, we have no problems going back to online learning because we have done that before, OK. And also, with what happens in Palestine, for example, we... I think it's it's been viral on the Facebook and all where students during war, they can still do viva for our Malaysian universities.</p>	
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[<Files\\Appendix 5 #3 K L3>](#) - § 1 reference coded [0.64% Coverage]

Reference 1 - 0.64% Coverage

36.	I	we need to include everyone in the planning. When covid happen, we were so focus on the students need that we forsake the lectures need as well. We need to create a guidelines that is clear and applicable for every situation because crisis can occur anytime today.	
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[<Files\\Appendix 5 #4 Kong L4>](#) - § 1 reference coded [1.74% Coverage]

Reference 1 - 1.74% Coverage

33.	I	Pada saya... kita perlu lebih bersedia pada masa hadapan. Kita tiada perancangan komprehensif untuk lebih bersedia. Kita perlu ada guideline clear dan perancangan yang merangkumi semua aspek. Ini kerana polisi dan guidelines yang kita ada sekarang tidak merangkumi semua aspek. Kita banyak belajar daripada pengalaman ini.	
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[<Files\\Appendix 5 #6 SARAH>](#) - § 1 reference coded [2.17% Coverage]

Reference 1 - 2.17% Coverage

4.	I	In my opinion, I think the first thing first, it's a lot of work but it will help in a long term, is to come up with a guideline. So, I think all the lecturers, or maybe the management handling that particular subject they have to sit down and come up with something. So that anything happen in the future, we already have a backup plan.	
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[<Files\\Appendix 5 #7 TKC>](#) - § 1 reference coded [0.70% Coverage]

Reference 1 - 0.70% Coverage

5.	I	Yes. I think... I think backup plan has to be created to mitigate all these crisis. Especially the coursework plan, or assignments that is more suitable or appropriate for online class.	
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[<Files\\Appendix 5 #8 Z L8>](#) - § 1 reference coded [1.89% Coverage]

Reference 1 - 1.89% Coverage

39.	I	I think we need to come up with a more comprehensive planning on how to handle this kind of situation in the future... We were not prepared to handle this at first; yes, but our initial planning failed to include the wellbeing of the lecturer. We were to focus on the technical aspect of teaching and learning that we forsake the impact of the crisis have towards the lecturer. We need to do more study and learn from this experience.	
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<Files\Appendix 5 #9 KAI L9> - § 1 reference coded [1.91% Coverage]

Reference 1 - 1.91% Coverage

34	I	<p>Owhh... first we need to provide training to prepare our lecturers better.... The lecturer must be prepared with the knowledge and skills in order to use the alternative teaching method... We need them to be properly trained and we have to come up with alternative method of teaching... the way we do things must be different as well... we must come up with new idea..</p> <p>We also need to come up with a proper guidelines. When covid happen... we focus too much on students need but forsake the lecturer's... I think we need a more comprehensive plan so that the transition when this kind of thing happens again in the future will be much easier.</p>	
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APPENDIX N

SAMPLE OF TRANSCRIPT FROM INTERVIEW

Discourse Unit	Researcher (R)/ Interviewee (I)	Transcription	Remarks
1.	R	Ok macam ni ya. Paper saya berkaitan dengan krisis. Krisis, how educational administrator handle crisis. Macam mana pentadbir pendidikan, macam contoh course leader, dekan and so on, course leader, course coordinator, menangani krisis. Menguruskan pembelajaran dan pengajaran. Manage teaching and learning during crisis. Ok so crisis ni... ok first question, apa itu krisis? According to you.	
2.	I	It depend on situation la. Kalau katakan, the best example is COVID ke.	
3.	R	Kenapa COVID dr. define as crisis?	
4.	I	Sebab the impact... the impact of the COVID to the whole system. The structured system.	
5.	R	So basically, they change the system. Dia ubah segala benda, kita punya practice semua dia ubah.	
6.	I	Yeah, segala system. Normal practice to become unnormal practice.	
7.	R	Good, thank you for that. So now, masa COVID, dr. jadi administrator tak? Masa COVID.	
8.	I	Yeah, saya admin untuk beberapa subject la.	

9.	R	Macam mana persepsi dr. semasa... ketika menguruskan pembelajaran dan pengajaran semasa krisis?	
10.	I	Agak susah ok, tapi boleh dilakukan dengan internet la. It is one of the tools la.	
11.	R	So, internet membantu lah, tapi memang mencabar lah	
12.	I	Mencabar. Pada mulanya memang mencabar.	
13.	R	Pada mulanya memang mencabar.	
14.	I	Ya ya.	
15.	R	Kenapa dia mencabar tu?	
16.	I	Sebab kita tak tahu lagi function dia macam mana. Kita struggle... kebanyakan kita struggle dengan function.	
17.	R	So, kita tak familiar dengan benda... dengan system yang ada.	
18.	I	Ya. System yang ada.	
19.	R	Ok ok. So, apa isu yang dr. hadapi masa tu... tapi isu ni kita fokuskan ketika menguruskan pembelajaran dan pengajaran. Apa isu yang dr. hadapi?	
20.	I	Ok nak menguruskan bagaimana nak meletakkan sesuatu dokumen untuk pengajaran kepada pelajar. Sebab it truly sesuatu yang baru... ok. So, you have to... kita kena siapkan sesuatu mengikut aturcara yang tertentu, structure. So, and then, so bila you mengajar dalam kelas face-to-face dengan mengajar melalui unit ini, dia agak berbeza sedikit. Perbezaan dia adalah dari segi dalam kelas, you can direct... you can direct memberitahu student apa yang dia nak lakukan. Tapi melalui website ni, dia ada	

		certain...	
21.	R	Kekangan.	
22.	I	Halangan... kekangan.	
23.	R	Contoh kekangan tu apa?	
24.	I	Kekangan tu ialah... ok satu adalah kita is not friendly to slot. Satu ah, kebanyakan... apa nama, pensyarah ni dia begitu friendly kepada teknologi. Dia depend on pensyarah lah. Mana pensyarah yang mungkin... pensyarah ni, yang muda-muda, mungkin dia friendly sikit. Pada yang middle ni, dia struggle sikit. Pastu saya mula agak struggle untuk ni... untuk adapt kepada teknologi ni, tapi kita kena push kita... ourselves lah. Kita kena push for short. That is one of the reason lah.	
25.	R	Itu masalah utama lah.	
26.	I	Ya.	
27.	R	Ada lagi tak masalah lain yang dr. hadapi la, yang dr. Nampak la semasa ni, menguruskan.	
28.	I	Menguruskan ya? Uh satu... satu lagi adalah connectivity or internet tu sendiri la. Kalau ok, ok la. Kalau susah, susah la.	
29.	R	Ok. So basically, kebanyakan masalah dia adalah hardware la?	
30.	I	Hardware.	
31.	R	Hardware ataupun kita punya system.	
32.	I	Haah.	
33.	R	Ada tak masalah dari segi personnel itu sendiri? Contohnya macam dr. dah	

		cakaplah, ada setengah lecturer dia tak dapat nak... tak dapat nak...	
34.	I	Personnel tu dia agak... dari segi...	
35.	R	Bukan personal, bukan individu, dari segi tenaga mengajar itu sendiri. Bukan masalah peribadi, dari segi tenaga pengajar, adakah isu dari segi... dari pihak mereka sendiri?	
36.	I	Uh... contoh? Boleh beri contoh.	
37.	R	Contoh macam... contohlah kalau contoh kita cakap pasal tenaga pengajar, adakah tenaga pengajar itu... mereka mudah untuk mengadaptasi daripada norma baharu. Adakah mereka... macam mana mereka mengadaptasi? Adakah mereka struggle.	
38.	I	Saya sebagai tenaga pengajar?	
39.	R	Ataupun orang yang dr. handle lah.	
40.	I	Handle, uh setakat ini, setahu saya tak ada .	
41.	R	Tak ada ya. Semua berjaya la.	
42.	I	Semua berjaya la... Semua berjaya eventually. Walaupun ramai yang mengadu. But at the end of the day, dia kena hadap daripada ini.	
43.	R	Ok bagus. So now, satu lagi soalan. Ni soalan keempat, ni soalan yang agak penting lah. Macam mana dr. handle... managing teaching and learning? Macam mana... apa cara... apa cara yang dr. gunakan untuk menguruskan pembelajaran dan pengajaran?	
44.	I	Satu adalah komitmen kita sendirilah sebagai pengajar kan. Bagaimana kita... Contohnya, bagaimana kita nak handle kan student dalam visual.	

		Ok salah satu...	
45.	R	Ok berkaitan dengan itu, saya nak tanya , dr.... ada dr. ubah cara tak? Approach kepada pengurusan tu. Ada dr. ubah tak approach tu?	
46.	I	Uh... approach yang kita ambil adalah beberapa... kita kena ubahkan beberapa perkara dalam silibus pengajaran.	
47.	R	Ok so basically dr. kena innovate lah.	
48.	I	Yes, yes. You kena ada idea lain. Supaya ia adapt kepada diri.	
49.	R	Ok tu dari segi teknikal, kalau dari segi personel, macam dr. handle orang-orang dibawah dr. Ada dr. ubah tak cara dr. menguruskan mereka? Adakah dr. become a little bit more fleksibel, ataupun dr. straight to the point. Direct... ok ini caranya, awak perlu buat macam ni. Ada tak? Apa cara dr. ambil?	
50.	I	I think saya ambil posisi fleksibel. Dia lebih flexible kepada ni. Sebab situasi orang ni dia berbeza. Kita kena faham.	
51.	R	Ok dr. that's good. Dr. kata dr ambil approach fleksibel dan also dr. terpaksa innovate... innovate macam, ok kita kena ubah ni, kena inovasi. Method ni berjaya ke tidak? Efektif ke tidak?	
52.	I	Tak efektif semua.	
53.	R	Kenapa tak?	
54.	I	Some efektif, some is dia tak efektif. Yang tak efektif tu adalah disebabkan oleh kekangan masa.	
55.	R	Kenapa kekangan masa?	

56.	I	Masa tu sebab very short time orang nak menyediakan ni. Pada mula-mula pandemik, it's very short time orang nak menyediakan... pengajaran, apa nama...	
57.	R	Silibus semua, bahan-bahan, material semua tu.	
58.	I	Ha silibus. Ha ya. Satu adalah kekangannya adalah short on time. Satu adalah bagaimana you nak adapt pada ni teknologi. Ini dua perkara. Ini dua perkara.	
59.	R	So itulah isu... so dia tak efektif sebab masalah masa. Ada kaitan dengan result tak? Dr. ada kaitan dengan pencapaian tak?	
60.	I	Dia pencapaian itu tak berapa sangat sebab masalahnya... pada mulanya masalahnya bila kita menggunakan apa ni, internet ni, pelajar dia dia mengambil kesempatan. Itu masalahnya. Kita sebagai tenaga pengajar kita tak boleh nak handle benda ni. Kalau face-to-face dia berbeza kan?	
61.	R	Masalahnya betul.	
62.	I	So dia boleh menggunakan... sebab kita tak nampak apa yang dia lakukan behind the screen. Betul tak?	
63.	R	Betul betul. Saya setuju la tu.	
64.	I	Itu kita something yang... kita cakap faktor yang kita tak boleh nak...	
65.	R	Tak boleh nak buat apa la. Tak boleh nak kawal.	
66.	I	Ha tak boleh nak kawal.	

67.	R	Dan itu faktor yang contohnya dr. kata ini menyebabkan pembelajaran... itu apa dr. punya approach tu tidak berjaya lah sebab ada faktor lain yang menyebabkan outcome berbeza.	
68.	I	Ha ya. Bigger picture tu ya... saya rasa kita punya universiti pun sendiri pun dia tak boleh control perkara ni. Pada mulanya tak boleh control. Tapi lepas tu saya rasa ada cara, especially dalam IT centre... kita punya IT center dia more... macam mana nak cakap... dia lebih kepada bagaimana dia nak mengatasi perkara itu. Dia share dengan... banyak share dengan pensyarah kan bagaimana nak menguruskan perkara itu. Sebab itu dia banyak apa nama tu... bengkel tu.	
69.	R	Soalan terakhir dr. Macam mana... dr. boleh sarankan apa perlu kita buat untuk menambah baik pengurusan pembelajaran dan pengajaran ketika krisis pada masa akan datang.	
70.	I	Oh. Bagaimana kita... dia begini, ok, dia kena ada banyak apa nama tu... dia kena ada banyak apa nama tu, bengkel-bengkel yang lain-lain untuk apa nama tu kita cakap... untuk mengajar para pensyarah menggunakan ...	
71.	R	Menggunakan peralatan internet?	
72.	I	Ya ya.	
73.	R	Ok, contohnya Dr. kata dr. ada sebut masalah student. Student punya participation dalam kelas kan. Dr. ada sebut tadi masalah. Salah satu isu lah. Bagaimana kita nak tangani masalah tu pastikan benda tu tak jadi pada masa akan datang. Mungkin... Macam dr. katalah CITC perlu develop something ataupun kita kena kuatkan kita punya internet ke apa.	

		Apa pandangan dr.?	
74.	I	Bagi saya isu ni dia lebih kepada...	
75.	R	Polisi?	
76.	I	Ha ya betul. Satu adalah polisi satu adalah kepada... saya tak tahu sama ada saya nak masukkan integriti	
77.	R	ah integriti... integriti kepada siapa?	
78.	I	Pelajar. Ha that's why, it's from perkara ni kita kena...	
79.	R	Integriti ni individual.	
80.	I	Bagaimana nak terapkan integriti kepada pelajar ni supaya dia boleh ni... when you have integrity apa yang you lakukan you akan lakukan dengan... dengan, dengan sejujur yang boleh.	
81.	R	Ok, so dr. satu lagi berkaitan dengan soalan tu kan. Dr. ada sebut dalam... tadi dr ada sebut semasa COVID jadi, krisis ni tu jadi semua benda di... disuruh kita buat dalam tempoh masa yang sangat singkat. So, masa akan datang, adakah polisi... setiap universiti perlu membentuk satu polisi ataupun satu rangka kerja ataupun satu contingency plan, rancangan khas, untuk memastikan bila sesuatu macam ni berlaku kita sudah ada plan di masa akan datang.	
82.	I	Apa... satu rancangan, contingency, rancangan kecemasan, contohnya sesuatu macam Covid berlaku pada masa akan datang yang akan membuatkan kita terpaksa mengubah cara kita. apa yang dr. akan tambah lah.	
83.	R	Saya sebagai pengajar lah?	

84.	I	Bukan pengajar, pengurus... pentadbir. Sebab dr yang mentadbirkan subjek-subjek ni.	
85.	R	Pentadbir. Ya. Saya rasa saya perlukan satu... contingency plan...	
86.	I	Sebab diorang dah kata... ada pakar-pakar sudah meramalkan Covid-19, perkara seperti Covid-19 akan berulang kembali so apa yang perlu kita buat, apa yang perlu kita buat... macam dr. dah cakap awal tadi, latihan... latihan perlu ada. Patutkah kita ada benda lain selain daripada latihan untuk mempersiapkan para... para tenaga pengajar menghadapi situasi seperti Covid.	
87.	R	Bagi pendapat saya lah kan, contingency plan yang boleh dilakukan dalam situasi begini, persediaan persyarah itu sendiri daripada awal perlu dilakukan lah. Dia sendiri kena tahulah based on layout. Then, saya dia tahu kalau perkara begini berlaku, apa yang aku nak lakukan. Kalau berulang. Sebab kita tak tahu masalah itu akan melanda balik kan.	
88.	I	Betul.	
89.	R	So, jadi kita sudah ada... kita sudah ada perancangan daripada awal itu terpulang kepada itulah bagaimana persyarah itu menguruskan ni... manage dia punya contingency plan. It's depended on la kepada dia. Kalau macam saya saya sendiri, I'm not... saya tak berapa begitu baik dalam pengurusan tapi saya kena kerja sediakan... apa juga saya kena sediakan.	
90.	I	Ok, so itu saja ok ok bos, thank you.	