



Institute of Technology Management and Entrepreneurship

**THE IMPACT OF MOVEMENT CONTROL ORDER (MCO) ON
TEACHERS' ONLINE PROFESSIONAL DEVELOPMENT**



Asraf Hadzwan bin Ahmad Safian

Master of Science in Human Resource Development

2023

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ONLINE PROFESSIONAL DEVELOPMENT**

ASRAF HADZWAN BIN AHMAD SAFIAN

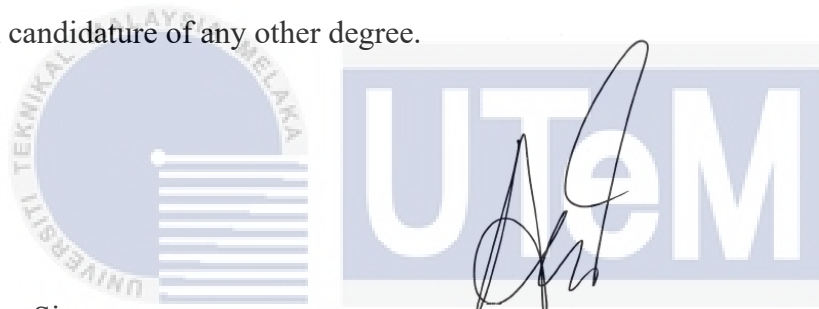


UNIVERSITI TEKNIKAL MALAYSIA MELAKA

2023

DECLARATION

I declare that this thesis entitled “The Impact of Movement Control Order (MCO) on Teachers’ Online Professional Development” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



Signature :

Name :

ASRAF HADZWAN BIN AHMAD SAFIAN

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03 / 01 / 2023

APPROVAL

I hereby declare that I have read this thesis and in my opinion this thesis is sufficient in terms of scope and quality for the award of Master of Science in Human Resource Development.

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Date : 03 / 01 / 2023

اونيورسيتي تيكنيكل مليسيا ملاك
UNIVERSITI TEKNIKAL MALAYSIA MELAKA

DEDICATION

To members of my family,

with

People of SK Sungai Rambai, Bukit Mertajam,
People of Sekolah Tuanku Abdul Rahman, Ipoh,
People of High School Bukit Mertajam, Bukit Mertajam,
People of SMK Sultan Ahmad Shah, Cameron Highlands,
People of Universiti Teknologi Mara, Arau Campus, Perlis,
People of Institut Pendidikan Guru Kampus Sultan Mizan, Besut,
My Mentor, Dr. Haji Norisin bin Mohamad,
My Mentor, Allahyarham Muhammad Adam bin Senin
People of Universiti Teknikal Malaysia Melaka,
Dr Anidah binti Robani, Dr. Muliati binti Sedek,
Associate Professor Dr. Md. Lazim bin Mohd Zin,
and Staffs of IPTK and PPS,

Thank you.

ABSTRACT

The pandemic of severe acute respiratory syndrome coronavirus 2 (SARS-COV-2) or COVID-19, caused the education sector in Malaysia to opt for online communication as a new norm. Due to the nature of the highly contagious pandemic, restriction orders to limit people's daily physical interactions were implemented, including in Malaysia, with the Movement Control Order (MCO). However, even during the pandemic, teachers in Malaysia are obliged to be involved with professional development (PD) activities for at least 42 hours annually. Teachers in Malaysia are commonly involved with PD activities that require mass gatherings. With average level of ICT literacy, they only usually use processing applications for work, but rarely using ICT for telecommuting for work. This research was conducted to study the readiness, motivations, and barriers for teachers in Melaka to communicate online for their PD activities during the MCO. Also, this research was conducted to get teachers' feedback on what can be improved for them to telecommute effectively in the future. A phenomenological approach was taken to study the events faced by the teachers using three research instruments. First, a survey was conducted on 151 teachers from primary Cluster Schools of Excellence (CSE) in Melaka. The results were analysed descriptively before being enriched by another research tool; semi-structured interview sessions conducted with 13 education administrators. The third research tool, document analysis, was conducted on the outcome of the interviews to further clarify the findings. It is discovered that the samples were not ready to telecommute for their PD activities; however, they gradually adapted to technologies during the MCO. They were positively stimulated by their personal motivations, colleague supports, and rewards through annual performance marks. Next, their online PD barriers were their household responsibilities and their other workloads. They suggested that to telecommute more effectively, teachers should be assisted financially by getting incentives to purchase gadgets and internet data. In conclusion, policymakers are suggested to continuously update teachers with latest skills and information, instead of training the teachers only after new situations or policies occur. Policymakers and middle management must also be aware of the significant effects of a positive work ecosystem and prioritising workloads among their employees. Also, the samples proposed for monetary assistance for them to be adequately equipped with ICT gadgets to work. As future research suggestions, studies can be conducted to learn about teachers' perception towards their annual performance mark, how other countries manage their teachers' clerical works during the pandemic, and the preparation of pre-planned SOPs for future's benefits. Also, the studies about the practice of hybrid PD approach and methods of efficient monetary assistance for teachers to be equipped with ICT gadgets can be done too.

KESAN PERINTAH KAWALAN PERGERAKAN (PKP) TERHADAP PEMBANGUNAN PROFESIONAL GURU ATAS TALIAN

ABSTRAK

Pandemik koronavirus sindrom pernafasan akut yang teruk (SARS-COV-2) atau COVID-19, mengakibatkan sektor pendidikan di Malaysia berkomunikasi secara dalam talian sebagai norma baharu. Disebabkan pandemik global yang mudah berjangkit, sekatan pergerakan yang menghadkan interaksi fizikal manusia diperkenalkan, termasuk di Malaysia, dengan perintah kawalan pergerakan (PKP). Namun, sewaktu pandemik tersebut guru-guru di Malaysia tetap perlu melibatkan diri dengan latihan dalam perkhidmatan (LADAP) sekurang-kurangnya 42 jam setahun. Guru-guru di Malaysia biasanya terlibat dengan LADAP yang diadakan secara perhimpunan. Dengan kemahiran teknologi yang sederhana, mereka lazimnya menggunakan teknologi bagi tujuan kerja hanya untuk aplikasi pemrosesan perkataan dan jarang berkomunikasi menggunakan teknologi bagi tujuan sama. Kajian ini dilakukan untuk mengetahui kesediaan, faktor motivasi, dan halangan bagi guru-guru berkomunikasi secara dalam talian bagi aktiviti LADAP sewaktu PKP. Selain itu, kajian ini bertujuan mendapatkan cadangan penambahbaikan mereka berkenaan bekerja secara dalam talian. Pendekatan fenomenologi telah diambil bagi mengkaji situasi ini melalui tiga instrumen kajian. Pertama, soal selidik dilaksanakan ke atas 151 orang guru di 10 sekolah rendah kluster kecemerlangan di Melaka. Keputusannya dianalisis secara deskriptif sebelum diperkaya dengan temubual separa berstruktur ke atas 13 pentadbir pendidikan. Instrumen kajian ketiga, analisis dokumen, dijalankan bagi memperincikan lagi dapatan instrument kajian kedua. Kajian ini mendapati bahawa sampel tidak bersedia untuk berkomunikasi secara dalam talian bagi aktiviti LADAP tetapi mereka beransur-ansur beradaptasi dengan teknologi semasa PKP. Mereka dirangsang oleh motivasi peribadi, sokongan rakan sekerja, dan melalui markah penilaian tahunan mereka. Seterusnya, halangan buat mereka adalah tanggungjawab kekeluargaan dan tugas hakiki mereka yang lain. Mereka mencadangkan agar diberikan insentif kewangan bagi membantu berkomunikasi atas talian dengan lebih berkesan. Kesimpulannya, penggubal dasar dicadangkan untuk sentiasa melatih guru dengan kemahiran dan ilmu terkini, berbanding hanya melatih guru selepas sesuatu dasar dibuat. Penggubal dasar dan pemimpin pertengahan perlu sedar akan kesan persekitaran kerja yang positif dan agihan tugas yang saksama terhadap para pekerja mereka. Guru-guru di Malaysia juga memerlukan bantuan kewangan untuk melengkapkan diri dengan teknologi. Dicapangkan sebagai kajian akan datang, persepsi guru terhadap markah penilaian tahunan mereka, cara negara lain menguruskan beban tugas pengkeranian pada waktu pandemik dan persediaan SOP sewaktu pandemik melanda dapat dilakukan. Kemudian pengamalan kaedah LADAP secara 'hybrid' dan kaedah bantuan kewangan kepada para guru bagi melengkapkan diri mereka dengan pekakasan TMK turut dicadangkan.

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LIST OF ACRONYMS

COVID-19	-	Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2)
CSE	-	Cluster School of Excellence
DELIMa	-	Digital Educational Learning Initiative Malaysia
DePAN	-	National E-Learning Policy
DEO	-	District Education Office
EMCO	-	Enhanced Movement Control Order
HBL	-	Home-based Learning
HMSAM	-	Hedonic Motivation Adoption Model
HOTS	-	Higher Order Thinking Skills
ICT	-	Information and Communication Technology
IOW	-	Instructions of Work
MCO	-	Movement Control Order
MOE	-	Ministry of Education
MOHE	-	Ministry of Higher Education
MOOCs	-	Malaysian Open Online Courses
MyPPB	-	Continuous Professional Development Credit Point System
NEB	-	National Education Blueprint
NRP	-	National Recovery Plan
PD	-	Professional Development
RMCO	-	Recovery Movement Control Order
SD	-	Standard Deviation
SED	-	State Education Department

SEMCO	-	Semi-Enhanced Movement Control Order
SJK(C)	-	Chinese National School
SK	-	National School
SOP	-	Standard Operating Procedure
TAM	-	Technology Acceptance Model
TEMCO	-	Targeted Movement Control Order
TIA	-	Teachers' Integrated Assessment
VLE	-	Virtual Learning Environment
WHO	-	World Health Organisation



LIST OF PUBLICATION

1. Safian, A.H.A., Robani, A. and Sedek, M., 2021. The motivations and barriers of teachers' professional development activities during the movement control order (MCO) – A preliminary insight. *International Journal of Learning, Teaching and Educational Research*, 20(11), pp.42-56. <https://doi.org/10.26803/ijlter.20.11.3>.



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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Coronavirus Disease 2019 or COVID-19 is a virus-based infection that affects the human respiratory system and can quickly spread. There are many ways to which this virus can spread. The main ways are through direct physical contact with an infected person, indirect physical contact by touching an object with an infected surface, airborne water droplets, skin flakes transmission, and fungal spores from an infected person (Morawska and Cao, 2020). In 2020, the virus spread quickly through foreign tourists, resulting in the Malaysian government to enforce the Movement Control Order (MCO) starting on the 18th of March 2020, putting limitations on people's interactions (Ain Umaira Md Shaha, 2020).

The MCO also was varied with different levels of enforcement, such as the Enhanced Movement Control Order (EMCO), Semi-Enhanced Movement Control Order (SEMCO), Targeted Movement Control Order (TEMCO), Conditional Movement Control Order (CMCO), and Recovery Movement Control Order (RMCO) (Malaysian National Security Council, 2020). The social limitations during the MCOs have affected Malaysian public school administrators and teachers. They had to comply with the standard operating procedure (SOP) for working, resulting in a new norm. It is highly recommended that any official government programs such as courses, seminars, workshops, or any official gatherings are to be done online to prevent the virus from spreading among civil servants including teachers.

In June 2021, the National Recovery Plan (NRP) was introduced, not just to replace the current MCO enforcement but also to help the nation recover from the pandemic (Mohd Iskandar Ibrahim, 2021). The NRP also took the same measures in PD activities organisations, which prevented mass gathering among civil servants. Predicted to last until at least 2022 (Moore et al., 2020), the COVID-19 pandemic has affected the process of human resource management in Malaysian governance, including in Malaysian public schools, testing their readiness to face a pandemic.

In Malaysia, teachers are obliged to plan and implement curriculum and co-curricular activities as part of their teaching profession. Also, they need to manage classrooms, manage their students' affairs, and maintain a good relationship with the communities and parents of their students. Next, they are also responsible for understanding and being involved with their schools' aspirations to continuously develop themselves through various learning processes or professional development programs that are acknowledged by the MOE (Ministry of Education Malaysia, 2016).

During the earlier stage of the MCO, only home-based learning instructions were provided to teachers by the MOE on the 27th of March 2020 for them to conduct classes so that the learning process could still be conducted in a safe environment (Adzman Talib, 2020). As for standard operating procedures (SOPs) related to teachers' professional development, the MOE managed to provide it generally in a document entitled 'The Guideline of Schools Reopening Management', which was uploaded on the ministry's website on the 4th of June 2020, while more detailed instructions were given on 21st of December 2020. Both documents were published relatively late for teachers to refer to and both documents emphasised the ban on group activities among teachers and students.

Three instruments were used for this research from the Technologies Acceptance Model (TAM) framework. The TAM framework provided flows to understand more about how the samples perceived technologies based on the external variables. For this research, external variables as stated in TAM refers to the conditions of the pandemic. The TAM model will be the framework of a process to provide information about the intention to use and teachers acceptance of the technology while working under the circumstances of the external; the MCO. The TAM model used as framework and the instruments used will be respectively discussed in chapter 2 and chapter 3 in this thesis.

Therefore, this research was conducted to learn more about teachers' readiness to face the pandemic by identifying the prevalence and trends of online communication among teachers, their motivations and barriers during their professional development activities. Also, this research proposed several points of view related to the remote PD process among teachers that could be improved in the near future.

1.2 Problem Statement

On the 31st of December 2019, the World Health Organization (WHO) noticed many flu-related cases in Wuhan, China (Chaplin, 2020). The infection, which was later identified as COVID-19, is a unique trait of a virus that affects the human respiratory system and can be deadly and easily transferred from one person to another. On the 11th of March 2020, the WHO announced the spreading of COVID-19 as a global pandemic (Cucinotta and Vanelli, 2020), which later affected humanity globally.

During the pandemic, social distancing and avoiding crowded places or gatherings significantly prevented the spreading of COVID-19 (Gollwitzer et al., 2020). Therefore, the MCO was implemented to limit social and physical interactions among Malaysian citizens until further medical discoveries are made. The MCO also required various sectors,

including every learning institution under the Malaysian Ministry of Education and Malaysian Ministry of Higher Education, to be temporarily closed for any physical access, except for essential services. However, the education process must be continued as usual by any suitable means, primarily via online learning (Sazelin et al., 2020) which include learning and teaching process, management duties, and teachers PD activities.

As far as the PD process is concerned, teachers should proceed regularly (Zakiyuddin, 2020), even during the MCO. During the time, Malaysian teachers must fulfil their PD obligations and record their participation in the Continuous Professional Development Credit Point System (MyPPB). Teachers must achieve at least 42 MyPPB credit points annually, equivalent to 42 hours of annual PD participation. Plus, there were no instructions given by the Malaysian MOE to halt the obligations of fulfilling MyPPB credit points during the MCO, hence requiring teachers to continue with their PD activities requirement as usual.

In Malaysian public schools, teachers' PD can be in the form of courses, workshops, talks, forums, meetings, briefings, discussions, personal readings, or even weekly or special assemblies (Ministry of Education Malaysia, 2019). Teachers' PD activities are also usually carried out by an in-house training program in schools where teachers are gathered to learn new information or skills (Hazri Jamil, 2011). The mentioned activities are recorded in the MyPPB System. The system was introduced to record and generate the right amount of credit points depending on the teacher's activities to promote variations of PD activities engaged by a teacher (Shaari Osman, 2018).

During the MCO, social and physical limitations have transformed formal programs, such as courses, workshops, or any official gatherings, to be done online. Teachers opted to work from home, practicing telecommuting using internet-based technologies. This situation required teachers to be literate in information and communication technology (ICT).

Despite requiring ICT-related skills to adapt to the pandemic, it is reported that Malaysian teachers have a moderate level of ICT-literacy (Ruuhina Mohd Sani and Arumugam Raman, 2017), commonly use ICT-based gadgets for their personal use and not for their training and teachings (Kamarulzaman Kamaruddin et al., 2017), and requires assistance to be motivated to use ICT-based method learnings (Nor Asiah et al., 2019). The information further explained that the readiness of teachers for online telecommuting during the MCO may be tested.

Due to a nationwide lockdown and being forced to work from home, employees feel motivated during telecommuting for work. There are several factors why employees are willing to work at home by telecommuting. First, they understand the consequences of being productive, influenced by family, subordinates, peers, administrators, and well-equipped (Mohamed Khalifa and Davison, 2000). Also, employees in Malaysia can be motivated to work from home during the pandemic if provided with proper technology equipment equivalent to their level of skills, equipment that can get their job done, proper distribution of workload to be done at home, having less working hours networking issues, government support by protecting employees working at home by revising the current Employment Act 1955, and the employees' own intrinsic motivation to fulfil their work (Pravinah Marimuthu and Hemaloshinee Vasudevan, 2020).

Also, generally, there are barriers reported for employees to work from home. Other than having difficulties while telecommuting and determining the work-life barriers (Flores, 2019), employees also reported increasing electricity and data bills and having data security issues (Agus Purwanto et al., 2020). Therefore, there should also be motivating factors and barriers faced by teachers in Malaysia particularly during telecommuting process for the PD activities in the MCO.

Since teachers may be facing barriers during telecommuting in the MCO, there should also be probability of making improvements for teachers telecommuting process. Improvements could be proposed and executed next time if the same problem occur, if the suggestions of improvements are always within the policymakers' awareness.

In conclusion, Malaysian teachers' average level of ICT literacy and ICT-work integration may cause teachers to be challenged by working online during the pandemic and this must be investigated. Also, while studying their readiness, this research attempt to study about what did motivate and challenge the teachers to work online during the pandemic. These three problems need to be understood and address before any effective measures are taken. Also, to help ease the conditions for the stated problems, teachers' opinions about what can be done to improve their online learning experience are recorded as well.

1.3 Research Questions

From the statement of the problem in the previous subchapter, several issues were identified and led to four research questions. The first issue was the requirement of fulfilling 42 annual MyPPB credit points despite the occurring pandemic. Second and third, there were motivating factors and barriers respectively reported during employees working from home during the pandemic. The fourth issue was to improve the working from home conditions among employees and in this case, Malaysian teachers.

Based on the statements above, it can be concluded that the identified research questions will be based on and specifically for Malaysian teachers. The questions for this research are:

Research Question 1: Are the teachers ready to practice using online communication during the MCO?