Research Question:

CRITICALLY ANALYSE THE MEASURES PUT IN PLACE IN MALAYSIA TO HELP BUSINESSES DURING THE COVID19 PANDEMIC: A CASE STUDY OF PRIVATE INTERNATIONAL SCHOOLS

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Declaration

This work has not previously been accepted for any degree and is not being concurrently submitted in candidature for any degree.

Signed: Bayden Bromley
Date: 25/04/2021

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of BA.

Signed: Bayden Bromley
Date: 25/04/2021

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.
Other sources are acknowledged in the Reference Section.

Signed: Bayden Bromley
Date: 24/04/2021

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I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the title and summary to be made available to outside organisations.

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Date:24/04/2021

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I hereby give consent for my dissertation, if accepted, to be available on the university's IT system to those who have consent to use the system.

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Date: 25/04/2021

Impact Of Covid19 Pandemic:

In light of the continuing impact of the global pandemic, it is important to include a statement at the start of my dissertation which outlines the effects that COVID-19 has had on the research that I have undertaken towards your undergraduate degree.

The University of Wales Trinity Saint David recognises that the COVID-19 pandemic, and consequent closures of our campus (18th March 2020) and national and international lockdowns, has directly or indirectly impacted the work of many of our undergraduate researchers. Although the campus had periods of re-opening in 2020 and 2021, some research will have been disrupted and some personal circumstances difficult to manage. Teaching was arranged via suitable meeting software and documents shared electronically. All research data collection was designed to utilise digital data collection.

The inclusion of this statement is to facilitate the reader's awareness, both now and in the future, that the pandemic may have had an effect on the scope, direction and presentation of the research.

The academic standards and quality threshold for the award remains unchanged. I wish to reassure readers that this statement is not evidencing a lack of original research or quality.

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And thank you to me for getting it done!

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Abbreviations:

- SME's - Small and medium-sized enterprises
- CMCO Conditional Movement Control Order
- DOS Department of Statistics
- FMM Federation of Malaysian Manufacturers
- FMT Free Malaysia Today
- GDP Gross domestic product
- MCO Movement Control Order
- MDEC Malaysian Digital Economy Corporation
- MEF Malaysian Employers Federation
- MITI Ministry of International Trade and Industry
- MOHR Ministry of Human Resources
- CSR - Corporate social responsibility
- MRC Migrant Worker Resource Centre
- MTUC Malaysian Trades Union Congress
- Malaysian qualification agency (mqa)
- Covid 19 - CoronaVirus

Chapter 1

1:1

Introduction

The purpose of this dissertation is to examine in detail the impact that the Covid 19 Pandemic has had on International schools within the South East Asian country of Malaysia. Evaluating the effects the virus has caused to the schools business

models, progress and profits, with particular reference to the effectiveness of the methods put in place.

This chapter aims to detail the background and rationale for the study. The chapter will describe the aim and objectives of this research, along with its description, structure and points backed by previous research.

This dissertation will highlight any gaps in our current knowledge on the chosen topic, developing the amount of knowledge we have on this area.

1.1
Background:

In response to the 2020 Covid 19 Pandemic, educational institutions have had to work with the government to adapt their methods of teaching as well as make alterations to their business models to be inline with the current global state. (*Sage Journals*) There are over 70 private International schools in Malaysia with fees ranging from £5000-£30,000 per annum. (International School Database) Malaysia has a large International school market as the government aims to create a high income nation and is therefore seeking to attract highly skilled expatriate educators. (GOV.MY) Malaysia considers International schools as playing a major part of educating their nation to a high level.

The Alice Smith School was established in 1946 and is the first British International School in Kuala Lumpur. Kuala Lumpur holds 22 per cent of all Malaysia's private International Schools. (Education and international schools in Malaysia) Alice Smith teaches over 50 differing nationalities and the school operates on a 'Not for Profit' basis, meaning that all achieved revenue from its school fees are used to invest in students' education and in the development of the quality of the schools facilities. (Alice Smith School) A second example of operating private International schools in Malaysia is Marlborough College MY, which is the first independent British boarding and day school to open in Malaysia. Marlborough accepts pupils from 3 to sixth form and also operates as a 'not for profit' organisation. (Marlborough College Malaysia)

In Malaysia there are 33 member schools of AIMS. AIMS was established in 1997 and is a membership organisation, dedicated to the advancement of international education in Malaysia. All recognised International schools in Malaysia are part of the AIMS group.

These organisations will have had to work with the government throughout 2020 and 2021 to ensure they are abiding by the new regulations set in place due to the Covid 19 Pandemic. Examples of these changes would be; isolation measures, full time online teaching, lack of resources available, campus closure and travel restrictions. (*Rethinking Education in the New Normal Post-COVID-19 Era: A Curriculum Studies Perspective)*

The Malaysian Ministry of Education has introduced initiatives to assist schools in the move to online teaching under the *Malaysian Education Blueprint 2015-2025*,

University of Malaya. However the uncertainty of the time frame on the Pandemic is making it increasingly hard for Heads to plan the right courses of action.

This dissertation will explore how private International schools in Malaysia have had to adapt their business models to suit this new challenging environment as well as how this has impacted their ability to remain profitable and what methods had to be put in place to ensure their safe / legal functioning.

Chapter 2:
Literature review

2:0

The purpose of this chapter within the dissertation is to review the available literature concerning the impact of Covid 19 on International Schools within Malaysia. It may seem that a paucity of information would be recorded on this topic due to the fact that it is an ongoing crisis, however due to the vast amount of technology available to us in this century and the speed in which it can be made accessible, there is in fact an abundance of relevant supporting primary and secondary research that has been found on the topic area. Although, there is very little data on what the most effective forms of Covid 19 protections that International schools should be required to implement, that best suits their business models, and has the least impact on profits; which is what this piece of work aims to cover.

The literature review will produce the first research objective of the dissertation.
'CRITICALLY ANALYSE THE MEASURES PUT IN PLACE IN MALAYSIA TO HELP PRIVATE INTERNATIONAL SCHOOLS DURING THE COVID PANDEMIC'

This dissertation will conduct an extant literature review examining the changes to private International schools business models when adapting to the new Covid 19 Pandemic restrictions.

To meet the objectives of this dissertation this chapter will make use of academic journals, government publications, relevant textbooks, relevant websites, professional bodies of research, books and newspaper articles.

The literature from this chapter will be used by the researcher in the construction of primary research methodology for collecting data within Research Methods, chapter three.

The literature review below consists of sources found on Google Scholar, relevant academic journals, prior primary research and the University of Wales Trinity Saint David's (UWTSD) online library.

2.1
Introduction

The purpose of this literature review will be to identify the effects that Covid 19 has had on private international schools within Malaysia, by examining the adjustments of the schools business models in adaptation to schooling during a Pandemic. With close reference to the schools rationales, self regulation and professional codes of ethics when implementing new covid based protections and rulings.

This literature review will detail different International schools business strategies in coping with the Covid 19 Pandemic, as well as gauging a scope of the scale that this Pandemic has changed the way International schools deliver their content. In order to develop on existing knowledge, we first need to identify the current knowledge on the topic and evaluate it to find any gaps in the current handling of the situation. Lastly, the researcher will use this literature review to evaluate the limitations of current research and identify any new gaps / findings within the current knowledge of the topic, in order to add to the body of knowledge on the subject.

2.2 Government Regulation

The purpose of regulation is for governments to enforce rules and to manage the behaviour of businesses in the domestic market. (L'etang, 1992). In Jan 2020 the World Health Organization (WHO) stated that the Covid 19 outbreak was a global pandemic. '*World Health Organisation - WHO Director-General's at the media briefing on COVID-19 stated: " In the past two weeks, the number of cases of COVID-19 outside China has increased 13-fold, and the number of affected countries has tripled."* The virus was gaining traction rapidly, making Governments and businesses around the world take action to slow the spread of the contagion in order to protect people and the health services. (*Official Portal Ministry of Foreign Affairs, Malaysia*)

The virus was confirmed to have reached Malaysia at the end of January 2020 when it was found on travellers coming from China and arriving in the Malaysian state of Johor via Singapore. '*COVID-19 Pandemic in Malaysia - From Wikipedia, the free encyclopedia.'* With rising concerns over public health and fear of overbearing the health system, the Malaysian Government took action by initiating a 'Movement Control Order' for the whole of Malaysia in March 2020. '*GOV.UK Foreign travel advice Malaysia.'*

The movement control order (MCO) is considered a 'cordon sanitaire implemented,' as a preventive measure by the Malaysia Government with the aims of attempting to restrict travel and therefore control the spreading of the virus. Once this has been established, people from the affected area are no longer allowed legally to leave or enter the said zone. *'GOV.MY - Restriction of Movement order.'*

The nature of this government regulation is one of imperative regulation opposed to the usual soft regulation. Imperative regulation refers to; laws, rulings, acts, policies, concepts and strategies that can impact the behaviour of businesses. (*Crane & Matten, 2016 Corporations and Citizenship: Business, Responsibility and Society*)

This means businesses in the domestic market are required to comply or face legal punishment. This is unusual as governments do not usually interfere with private

business activities. However, when a large event such as a Pandemic takes place globally, the response has to be more severe. (*WHO*) This leaves schools in a challenging position as they attempt to educate their pupils to a high standard with less time and in a more challenging environment that is not ideal for learning. (*Prime Minister's Office of Malaysia Official Website*)
The Malaysia government called this action the MCO and felt that it was an appropriate response to the rising domestic cases and increasing pressure on the Malaysian health care system. Throughout Malaysian International schools have had to alter their campuses and teaching methods to suit these new regulations. (*Department of Foreign Affairs*)

Despite the occurrence of the Pandemic, students still need to be educated to the expected level or above in order to be able to have the right qualification and compete fairly when they leave education and go into work. (*Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations)* Despite the Malaysian Government having relaxed restrictions by 4th May 2020, this did not apply for the educational sector, as schools can act as a hub for contagion of the virus. (Research Gate) In response to this and the expectation for schools to move to online learning, the Malaysian Ministry of Education has introduced initiatives to assist schools in the transition from face to face to online teaching under the (*Malaysian Education Blueprint 2015-2025*), which we will discuss further in section 2.5.

Most government linked organisations in Malaysia were set up with the aim of providing education to low income families. (GOV.MY) UniKL is an example of this, it is an educational institution established in Malaysia to introduce chances for students from rural areas to pursue higher education. (*Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience.*) The Malaysian government is aware that these new restrictions are damaging the health of education in their nation and have thus set out some initiative to ease the completion of this year for certain schools and subjects. (*Malaysian qualification agency (MQA*) For example; case studies were introduced to replace face-to-face field practice that would no longer be possible due to the MCO. (Gov.MY - Getting Formal Education) Students are required to be in weekly contact with their lectures / teachers to ensure they are still engaging with the online work that should be frequently set. (*Students during the COVID-19 pandemic in Malaysia*) As this chapter focuses more acutely on government regulation, factors detailing methods that schools have had to change the way they teach, will be discussed further in section 2.5.
However while some educators and students now show a high enthusiasm for online learning tools, there are concerns over how it affects the quality of learning. (*MQA - Malaysian qualification agency, Effects of COVID-19 in E-learning on higher education institution students: Arfan Shahzad)* Face to face teaching is much more informative and beneficial to the student as they can get much faster and direct

feedback, meaning students who are at home are less likely to work hard and engage with material, resulting in a likelihood to fall short of their expected grades if this trend continues. (*Burgess & Sievertsen*)
Government regulation is making educational institutions jobs increasingly harder, however with a global Pandemic afoot, schools will simply have to adapt and overcome these challenges to continue to provide high quality education to their students. (*Secondary Private Schools MY*)

2.3 Profitability Of Educational Institutions during Covid19

International schools have been present in Malaysia for decades, with the first British International School; Alice Smith, being established in 1940.(*Ancestry*) Previously International schools were only made available for expatriate children. As it was the view that local students could not afford the high fees and would want to receive local Malay education instead.(*The experiences of host country nationals in international schools: A case-study from Malaysia*) However in 2012 a quota was established by the Malay government that would require International schools to accept more Malays students into their education programs. (*The Star*) Since this, local parents have flocked to International schools in order to try and give their children the best possible education. (*Malaysia Market Intelligence Report 2019 - 2020*) Due to the increased affluence of the country and the Malay government allowing established educators and world renown educational programs to operate in their country. (*Malaysia Market Intelligence Report 2019 - 2020*)

Education is one of the twelve National Key Economics Areas (*NKEA*) of Malaysia's Economic and Transformation Program. Malaysian Deputy Prime Minister 'Tan Sri Muhyiddin Yassin' stated that education is the top priority for Malaysia moving forward: *"We have come to grips with the fact that the world economy is now increasingly driven by knowledge and innovation. The future economic growth and global prosperity will therefore depend on our success in making the pursuit of innovation through quality education as the prime mover of economic development,"* he said. *(ICEF monitor*) This is great news for international schools, as they generate most of their profits from school fees, and if the government plans to increase demand for their services, then their business will only expand. (*Charting the growth of international schools* - *N Brummitt, A Keeling)* However capital is also generated from the selling of school uniforms, purchasing of books, sport kit, cafeteria food, and importation of new International students all of which will not be able to operate in the current Pandemic. (*The education of third-culture Asian students in American international schools in Malaysia and Singapore)*

International schools usually take two forms; For profit or Not for profits. A Non-profit school is administered by unpaid board members, which are usually parents. (*To profit or not to profit: The commercial transformation of the nonprofit sector - KJ Arrow*) Where as a for profit school is usually run by a CEO or company with the aim of generating revenue.

In Malaysia the biggest International schools such as Alice Smith, Marlborough and ISKL are all Not for profits, this is because this non-profit status exempts the institution from federal, state and local taxes. It also allows the school to accept contributions which are in turn tax deductible.(*BOOK: Charting the growth of international schools)* Not for profits are given more advantages as an institution as they are seen as operating for the greater good of the community. (School Advisor.MY) Not for profits re-invest all their capital back into the school for further advancement of curriculum and facilities.

The number of Private International schools in Malaysia has grown by 44% in the last 5 years. (Education Malaysia) Each school undertakes a different fee structure and has differing methods of generating revenue. (ISC research) International schools import highly skilled expatriate teachers to bring extensive experience of international curricula and approaches to educating. As a result these specialised teachers require higher salaries and have a lot more costs to undergo, such as; travel, accommodation, flights ect. (EDU reviews) The way these expensive costs are compensated for is by the paying of school fees. This is the major way in which International schools generate revenue. (SAGE - *The Great Asian International School Gold Rush: an economic analysis*) Private International Schools in Malaysia usually charge their parents tuition fees exceeding RM100,000 (£20,000) with mid range schools fees ranging from RM25,000 RM50,000 annually. (Alice Smith Fees, Marlborough College Fees, GIS fees, Mont Kiara fees) These fees will still be collected during a Pandemic, even if students cannot use the facilities such as the sport fields, sport halls and swimming pools that they are paying for. Another method of revenue generation for private Boarding Colleges in Malaysia; such as Marlborough college, is through the collection of accommodation fees from their International students living in their boarding houses. (Boarding at Marlborough College) This saves the schools from going out of business or having extreme financial difficulties during tough times such as a Global Pandemic. Costs for maintenance and cleaning school facilities as well as new costs for covid based protections will all add to the large expenditure that is covered by the fees generated. (WHO - Coronavirus disease (COVID-19): Schools re-opening) Usual forms of capital collection, such as the uniform shops and cafeterias, will be in less demand and new intake of students will be lower during a period of travel restriction. (EXPLAINING THE GROWTH OF INTERNATIONAL SCHOOLS IN MALAYSIA)

There is no doubt that the earning potential of all International Schools in Malaysia will have fallen over the past two years, partly due to International schools being used to having high numbers of new students, as their campuses are usually big enough to accept almost everyone that applies. However with a current MCO in affect, the rate of new students and therefore new money, will be hugely cut. (Book - Introduction to international education: International schools and their communities) This money is what allows the schools to pay for the expensive rent of the land (depending on contract or if its already bought) as well as updating of new facilities,

learning material and new covid based precautions. (WHO - Preventative measure for schools post Pandemic)

2.4 CORPORATE SOCIAL RESPONSIBILITY DURING COVID (CSR)

Corporate social responsibility has a copious amount of definitions, however one of the first was in (*1950*) by *Bowen* who recognised CSR as lines of philanthropic actions, which abide by the values of society. CSR is a widely taught concept now, however during the 50s and 60s philanthropy or 'community service' / 'employee welfare' were the terms used to categorise CSR activities. *Bowen (1953)* claimed that as businesses grow and 'go global,' so does their use and impact on the planet's resources *(Blindheim and Langhelle, 2010*). The advantage of having solid corporate social responsibilities is that it develops strong brand images for institutions such as International schools. An Example of this is AIMS. 'AIMS' is a: '*non-profit membership organisation, dedicated to the advancement of international education in Malaysia, via the provision of services to its member schools.'* Being a part of AIMS in South East Asia is an example of the benefits your institution can receive from being a part of the community and establishing good corporate social responsibility. AIMS opens a channel of communication for '*discussing and/or presenting matters to the Ministry of Education and/or State Education Offices*.' The importance of corporate image, corporate identity and corporate reputation is that it adds value to your school by making it publicly recognised as a more conscious body of an organisation, opposed to those who do not use CSR to their advantage. *(e-COVID19)*

(*Research gate Building A Corporate Socially Responsible Brand: Michael Polonsky - Deakin University)* Through the use of (AIMS) International schools can talk to one another about differing measures they deem appropriate to implement during this challenging period as well as methods they are taking to ensure course content is being adequately delivered. In essence, this form of CSR allows Private International schools to evaluate their contribution to their stakeholders and is seen as demonstrating to your stakeholders that your business / International School takes an interest in wider social issues, rather than being solely focused on profit maximisation. (*Researh Gate Filho et al. 2010*). It also allows schools to come to a consensus of what the best course of action is to take, instead of having to tackle the problem independently.

During the adaptation of this business-like approach, International Schools (across the world as well as in Malaysia,) have realized the opportunity to create a true competitive advantage through the formation of a positive social reputation using CSR. (*Smith 2007, Porter and Kramer 2006*).

In response to this competitive corporate environment, many International schools in Malaysia have had to adopt a more business like approach in order to compete. (*Harvard Business Review - Strategies That Fit Emerging Markets)*

As it is not possible to stop globalisation, International education institutions will need to ensure their CSR policies are competitive by making them more adapted to new economic realities. (Research gate - Weymans 2010).

2.5
Changes to Educational business models:

In response to the 2020 Covid 19 Pandemic, educational institutions have had to work with the government to adapt their methods of teaching as well as make alterations to their business models to be inline with the current global state. (*Sage Journals*) With more than 50,000 students being educated Internationally in Malaysia, the government and educational institutions had to offer alternative methods of delivering their content until it is deemed safe to return to campus. (International School Database) Malaysia has a large International school market as the government aims to create a high income nation and is therefore seeking to attract highly skilled expatriate educators. (GOV.MY) Malaysia considers International schools as playing a major part of educating their nation to a high level in order to be competitive with other nations.

In order to assist International schools in this challenging period, the Malaysian Government has set out the *Malaysian Education Blueprint 2015-2025* along with (Government Services to Fight Covid-19) Within the document the Ministry of education in Malaysia states: "*disruptive technologies such as advanced robotics, the Internet of Things, and the automation of knowledge work are expected to dramatically reshape the business and social landscape from what it is today. Preparing Malaysian youth to thrive in this complex and ever-changing future will require an equally fundamental transformation of how the higher education system and higher learning institutions (HLIs) currently operate*."
With the mention of terms such as 'The Internet of small things' and 'automation of knowledge,' the ministry of education in Malaysia here is clearly stating that the best method for schools to take it to move to online education. (*Malaysia Education Blueprint*)
The two new methods of teaching that are the most popular in the current climate are; synchronous online learning and asynchronous online learning; synchronous learning refers to when students and teachers are in the same place at the same time, examples include online in-person classes and live online meetings. Whereas asynchronous online learning is when lecturers and students interact before or after the online class through recordings or thread discussion and emails. (*The future of business education: A commentary in the shadow of the Covid-19 pandemic.*) The use of these methods has been recommended by the *Ministry of education Malaysia* as the correct steps to take.
The advantages of these methods is that students have the freedom to connect with their teachers from wherever they are isolating. (*Singh and Thurman, 2019*) Meaning government guidelines can be abided by and educators can still educate their students.
However, this generates new challenges for educational institutions to face, such as whether or not their students are engaging with the set work or not. This is very difficult to measure when teachers and students are isolating from home.

The issue with online learning is that it requires students' commitment and discipline while they are at home, which is especially difficult for vulnerable students who need face to face interaction for them to strengthen their social skills and understand the set workload. (*Journal - UNESCO IESALC, 2020*)

Educational institutions are having to adapt their models of operation to suit this new teaching environment. They will need to prep teachers to work without the advantages of the schools physical materials and facilities. (*e-Covid19 - GOV.MY*)
As well as ensure all work is being completed to the expected standards, whilst simultaneously abiding by government guidelines. (*Education and the COVID-19 pandemic - Sir John Daniel*)
Furthermore, arrangements for safeguarding the school, division of work between departments, preparation for return of students, updates on new learning technologies and establishing mechanisms for teachers to remain in contact collectively for mutual support will all need to be established rapidly. This poses a huge challenge for any institution, with technological changes which were intended to occur over months or years implemented in a matter of weeks / days. (*Malaysian University Undergraduates' Perceptions towards Comprehensive Online Instructions amidst COVID-19.)*

2.6
Conclusion:

Upon review of the existing literature on this topic; including official government publications and advanced academic studies, it is evident that there is a substantial amount of research on regulation, corporate social responsibility in education, ethics and the current methods in which different international schools in Malaysia are adapting to the Pandemic.

As stated in the introduction, 2.1, the main purpose of this literature review was to;

'Review the available literature concerning the impact of Covid 19 on International Schools within Malaysia.'

This chapter has now achieved purpose one and in part objective two;

'What are the most effective forms of Covid 19 protections that private International schools in Malaysia should be required to implement that best suits their business models.'

Upon evaluation of my literature review I have found many studies that focus on how International schools in Malaysia have reacted to government regulation and off campus teaching, however there is little data on how the Pandemic has disrupted International schools business models due to the changes in how they are now

required to teach and deliver their content as well as how large of an impact this disruption to normal methods of teaching has had on the ability of students to achieve. I would also delve deeper into how this Pandemic has disrupted the financial situation of private International schools in Malaysia, analysing methods they usually generate money and how this has been affected by the Covid Pandemic.

Furthermore, it was also noticed that a paucity of information was available on the measures needed to be implemented for the returning of students and teachers to campus post lockdown, as well as what this is likely to cost (monetarily and non monetarily) to these institutions.

Official publications such as; (IPTPulang), *the COVID-19 Guidelines and Advice for Malaysian International Students* , *Malaysian Education BluePrint Universiti Malaya*, and (WHO) will create a clear idea of what forms of regulation and measures of protections International schools will need to implement to protect those returning to their sites from contagion.

The next chapter in this dissertation aims to identify the most suitable methodology that will be used to perform primary research to highlight any gaps that have been recognised in the literature review.

CHAPTER 3 - Research and Methodology

Introduction:

The previous chapter achieved the first objective of reviewing the available literature concerning the impact of Covid 19 restrictions on International Schools within Malaysia. However a number of key areas were identified as being gaps in the current understanding on the topic. Therefore this chapter will conduct research by justifying suitable research approaches, in order to adequately explore these stated areas that are lacking in understanding.

This chapter aims to complete the second objective of;

'How Private International schools in Malaysia are able to remain financially viable during a Pandemic.'

Along with;

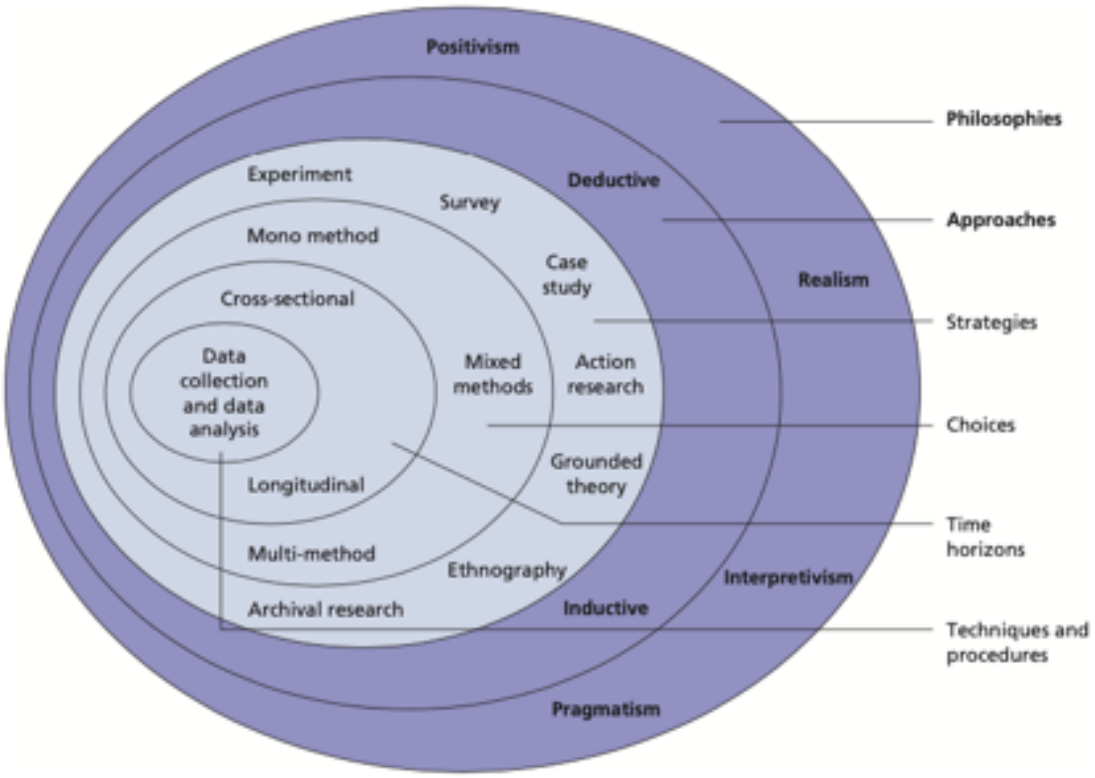
'What are the most significant changes and protections that private International schools in Malaysia have been required to implement due to new government restrictions.'

The research Onion developed by Saunders et al (2016), will be used to assist me in achieving these objectives, along with considerations of validity, reliability and any limitations of the research methods used.

3.2: Research Onion

Saunders et als research onion provides a systematic process of investigating research with the aim to define the pathways of the research in order to seek a conclusive solution. (*Saunders Et Al 2016*) This exploratory approach will further contribute to the understanding of the topic and any problem that needs clarification. (*Hussey, Collins 2013*) By breaking the issue down into stages, different pathways of action can be analysed in order to produce an effective research strategy.

(Table 3.2 - Research Onion)



While writing this dissertation the research Onion will be used to gage the most suitable methodology to achieve the objectives of this chapter.

3.2.1
Philosophy

Philosophy is important as it demonstrates the difference between epistemological and doxological beliefs when analysing the research data. Saunders Et al considered philosophy to encompass the 'development of knowledge through the perceptions of beliefs and assumptions.' (*Saunders Et Al 2016*)

There are two main philosophical approaches; Positivism and Interpretivism. Positivism refers to quantitative methods of data collection, whereas Interprevisism refers to qualitative methods of data collection. The Positivist approach is more scientific and deals with numerical data whereas interpretivism is based in humanistic qualitative methods of research. (Johnson & Clark, 2006). However Positivism is criticised for the weakness of lacking empathy and consideration of the subjective, individual aspects of the phenomenon. (Johnson & Clark, 2006) This piece of work focuses on Positivist, quantitative data collection as the data collection method is a questionnaire. However in order to counter the effects that positivism is criticized for, Interpretivism will also be used when collecting data in my questionnaire in order to understand personal opinions and more humanistic perspectives of the research question. This will result in the production of measurable observations based on answers from participants that are directly in line with the reality of the situation being discussed, giving usable and accurate responses. Quantitative as a method of data collection is also beneficial for providing a large sample of data, involving more subjects and thus more data to analyse. (Social science research: Principles, methods, and practices - A Bhattacherjee)
However there will be an element of interpretivist philosophy in my questionnaire, as this will allow the researcher to gather more opinions about the areas of interest surrounding the topic and gain a more human like account of the impact Covid 19 has had on International schools from Principals and teachers who respond to the form.

3.2.2 Research Approach:

Research approaches are important as they set out the plans and procedures for the research data collection. There are 3 main forms of research approaches; deductive, inductive and abductive. Deductive is a form of research that develops a research strategy to test a theory, whereas Inductive research is an approach that occurs when you try to collect data in order to form a theory and abductive research is a form of research in which you collect data to investigate a theory / phenomenon. (Saunders, et al - 2016)
The research relating to this piece of work is Inductive as the data collected will help form a theory instead of trying to prove an existing one. Bhattacherjee (2012) states;

‘we observe data to understand the patterns and theories that arise.’ Due to the lack of previous research an inductive approach will be used to guide the research and form opinions based on the responses from teachers and principals at different International schools in Malaysia. The questionnaire will be split into two sections; Questions for Teachers and Questions for Heads of School. This is due to heads of School and normal teaching staff having different roles as well as different understandings of different aspects of the school and how Covid19 has impacted it. The researcher considers this piece of work to cover 5 main themes. Which are; Profitability, changes to business models, methods put in place, government regulation and changes to progress and teaching methods. These are the key themes that relate to the answering of the research question. The researcher ensured at least 2 questions were asked to both teachers and heads that were based on each of these key themes. These key themes will assist the researcher in achieving the aims of this chapter.
Heads of School are more likely to know about changes to Profitability and Business Models of their International School than teaching staff, and teaching staff are more likely to have information about changes to curriculum and progress. Due to this, the questions were split and tailored to suit the specific respondents, in order to allow more accuracy in the questioning.
A statistical collation of data based on questions about the financial situation of how private international schools make money during Covid 19, will provide the quantitative data and questions based on impact, business models and changes will be more qualitative research, which will all add to the body of knowledge on this un-researched topic area.
An indicative approach is entirely appropriate due to there being little existing literature on this topic. (Saunders et al - 2009).

3.2.3 - Research strategy:

A research strategy is a step by step plan of action that allows you to conduct research systematically and on schedule, in order to give direction and understanding to your thoughts and lines of enquiry on the chosen topic area. (*Research methods* - *C Williams*) Research can be made up of quantitative or qualitative techniques. (Saunders, et al - 2009) Surveys will be used in this research piece as it provides an accurate and large scale review of the topic area in question. *‘Surveys are the most appropriate choice for using standardised results to be compared and exploratory research.’* (Saunders et al - 2009). Surveys gage large amounts of data on perceptions and attitudes towards the issue in question, allowing the researcher to form the most accurate results based on a large set of data. In comparison to qualitative methods of data research, quantitative research can be distributed to a larger audience, which only adds to the validity and reliability of the study.
This mono method approach will produce primary data for analysis. Using Google Forms a survey will be sent out to various International schools in Malaysia via

email. This link will encompass 20 questions that will be carefully selected to hone the researchers' understanding of the areas of interest. The questionnaires will be anonymous and optional. Once the participant clicks on the link a brief explanation of the topic area will be explained to give context, followed by the questions themselves. Areas for comments will also be included to increase the understanding from each participant. My contact details will also be at the bottom of the screen if the participants require any further contact or explanation.

3.2.4 - Choice

This body of research will utilize both quantitative and qualitative data collection through positivism and interpretivism. The use of multiple research methods to study a phenomenon produces results that are more compelling and valid than using a single method of study. (Weber 2004) Since this chapter aims to look at changes to business models and how International schools in Malaysia make money during Covid 19, the use of statistical; quantitative data is important in order to achieve objective 2. Which will then be furthered by opinion based, qualitative data to gage an understanding of objective 1. Qualitative data allows an understanding of the issue from a more personal viewpoint and is therefore too valuable to be overlooked. Philosophy choice is important as reflection and justification is needed to understand the importance and relevance of the data collected. (Johnson & Clark, 2006).

A survey will produce a broad range of responses from people in power positions in the International schools in Malaysia, as these individuals will have the ability to provide the most accurate responses based on what the research intends to find out. Quantitative data also offers the benefit of being easy to replicate, proving or disproving the hypothesis over large sets of audiences, which is something that would be much harder to achieve when using just qualitative data, as this involves large amounts of emotions and reactions from its participants. (JA Holton 2016) This dual method allows a large amount of data to be collected and keeps it in line with reliability, validity and accuracy.

3.2.5 Time Frame

The time horizon refers to whether the researcher's research will be conducted over time or just at one particular time. (Saunders, et al - 2009) Cross-sectional research is when a study is conducted at one period in time, which due to the time constraints of this dissertation, this research will be bound to. Cross sectional research is non-expensive, often used to prove and/or disprove assumptions, is faster and allows further research.

3.2.6 Technique and Procedure

This dissertation will use primary research in the form of questionnaires as its research technique. The use of this method will allow the researcher to collate quantitative data for analysis. The questionnaire will be sent to relevant schools and

headteachers in order to gage a better understanding of the impact Covid 19 has had on the functioning of Private International Schools in Malaysia. Questionnaires highlight the variance in phenomena, which in turn allows a comparison to be made. (Ghauri et al - 2020).

3.3 Sample

It is unrealistic to sample an entire population for this body of research, due to the size, time frame and un-necessity of collating a large sample of research. Therefore this dissertation will be specific, measurable, achievable, realistic and time bound by only including relevant parties in the data collection method. The demographic is large for this research project, anyone between the ages of 16-65 can fill out the questionnaire as long as they work at a private International school in Malaysia.

To sample the entire population would be too large under current time constraints of this dissertation, therefore a smaller sample of the population is used. (Ghauri et al. 2020) This sample included all schools associated with AIMS Malaysia, which is every recognised International School in Malaysia. Each school website listed on AIMS was visited by the researcher, to collate emails of administrations and heads of school in order to ensure a large response rate and reliable results. Large samples best represent the wider population and increase reliability and validity of findings. (Collis & Hussey, 2013) The target respondents for this body of work are Heads of school and Teachers at International schools in Malaysia, therefore in the email the researcher wrote (that contained the questionnaire) it was asked if the questionnaire could be sent by the head around staff at these International schools, as schools do not give out teachers work emails on their websites. Most schools who emailed the researcher back were happy to do so, and even asked for copies of the anonymous responses.
The sample size was 60 emails, to the 32 schools that are included in the AIMS member schools. So far this research has collected 25 respondents on the questionnaire.
Samples are used in order to find a relative representative of the population. (Saunders, et al - 2009)

3.4 Methods for Data collection and Analysis

The method of data collection is a questionnaire and the purpose of the questionnaire is to gain statistical as well as personal data relating to the research question.
Its aim is to formulate responses that will provide data in assisting the researcher to answer the research question and to reach the aims of this chapter.
Consideration over the formatting of the questionnaire is imperative, as context will need to be given and the right questions will need to be asked. This questionnaire will have 20 questions. All schools associated with AIMS Malaysia will be visited by the researcher. AIMS is every recognised International School in Malaysia. Each

school website listed on AIMS was visited by the researcher, to collate emails of administrations and heads of school in order to ensure a large response rate and reliable results. Large samples best represent the wider population and increase reliability and validity of findings. (Collis & Hussey, 2013)

3.4.1 Questionnaire Design:

Google forms was used in the creation of this questionnaire, as I felt this was the most effective method to have the questionnaire shared around staff at various International Schools in Malaysia. When the researcher used to attend an International school in Malaysia, it was common for these types of forms to be sent around students and staff, therefore I felt it was appropriate to follow suit.
Google forms is a powerful tool and allows anonymity when answering questions, as well as collating the answers from likert scales and other data collection methods into graphs and pie charts, which helps make the responses easy to engage with. Online deliverance allows for a larger reach, thus mitigating the problem of time constraints and allows appropriate levels of responses to be achieved. This questionnaire was split into two sections; Questions for Teachers and Questions for Heads of School. This is due to heads of School and normal teaching staff having different roles as well as different understandings of different aspects of the school and how Covid19 has impacted it. For example, Heads of School are more likely to know about changes to Profitability and Business Models of their International School than teaching staff, and teaching staff are more likely to have information about changes to curriculum and progress. Due to this, the questions were split and tailored to suit the specific respondents, in order to allow more accuracy in the questioning.

3.5 Questionnaire and Literature Review Matrix:

	Questions:	**Response options:**	**Relation to body of work:**
Start:	The data collected from this questionnaire will be confidential and anonymous. Please state whether you give your consent for your results to be used as part of my BA final year research project:	- Agree - Disagree	This question is used to give anonymity, as this is important to schools when responding.

	Are you a teacher or senior leadership team member at an International School in Malaysia?	- I'm a Teacher - I'm a Senior Leader (Deputy Head, Head of School or Principal)	This question splits Teachers and Heads, which then depending on their response, will give two different sets of questions. This is due to heads of school and normal teaching staff, having different roles as well as different understandings of the school and how Covid19 has impacted it.
Questions to Teachers:	Q1: Do you consider online learning to be an effective method of teaching?	- Strongly agree - Agree - Partly depending on Focus - Disagree - Strongly Disagree - Prefer not to say	This question focuses on changes to business models, due to the new requirements to teach online. It also introduces the theme of the questionnaire and gives insight into teachers opinions on the progress of their students with this new form of teaching. Furthermore it coincides with the aim of this chapter that was stated in the 'research approach,' which is to; *'look at changes to business models and how International schools in Malaysia make money during Covid 19.'*
	Q2: Do you consider your students to have received the same level of education from online learning as they would have if they had been in the classroom as normal?	- Yes, they have received the same level of education as they would have in class. - No, they have not received the same level of education as they would have in class. - Partly, depending on their focus. - Prefer not to say. - Other	As stated in Chapter 1 the purpose of this Dissertation is to; '*Evaluate the effects Covid19 has had on schools business models, profitability and progress.'* This question further introduces the theme of the questionnaire and gives insight into the teachers view on the impact Covid 19 has had on their students progress. Whilst also collecting primary research on this topic area.
	Q3: Please detail the changes you have noticed in teaching methods since the start of the Covid 19 Pandemic:	Explain:	Stated in the conclusion of section 2.6: '*however there is little data on how the Pandemic has disrupted International schools business models due to the changes in how they are now required to teach and deliver their content .'* This question focuses on this missing aspect of research by collating qualitative data on teachers

			personal views on how Covid 19 has impacted their normal ways of teaching.
	Q4: How far would you agree or disagree that the Malaysian Government has provided adequate assistance in supporting International schools during the pandemic?	(Likert Scale) 1 = Strongly Disagree 10 = Strongly Agree	Likert scales are a useful form of psychometric testing, as they provide insight into attitudes of the respondents. *(Hasson, Dan; Arnetz, Bengt B)* This question was asked with the aim of gaining insight into how far staff at International Schools in Malaysia agree or disagree with how the Domestic Government has assisted schools through the Pandemic.
	Q5: Do you think that Government regulation during the Pandemic has affected the profitability of your International school?	(Likert Scale) 1 = Unaffected 10 = Highly Affected	As stated in Chapter 1 the purpose of this Dissertation is to; '*Evaluate the effects Covid19 has had on schools business models, profitability and progress.'* A particular theme of this Dissertation is to understand the impact Covid19 has had on profitability of International Schools in Malaysia, therefore this question was asked with the aim of further understanding this aspect of the research.
	Q6: Would you agree that upon returning to campus, your school should provide Covid 19 based protections? (Such as masks, hand sanitisers, clear protective screens...etc)	- Yes (agree) - No (Disagree) - Maybe - Unsure - Prefer not to say	This question focuses on understanding the methods put in place to protect students and teachers from Covid19 as well as to understand the changes International schools have had to make to suit government regulation. (Burgess & Sievertsen)
	Q7: Please detail what Covid based protections you would want to see upon returning to campus?	Explain:	This qualitative question was asked with the aim of allowing respondents to fully express themselves as qualitative data helps understand attitudes, qualities and characteristics that can be analysed to help understand the research question further.
	Q8: In terms of assistance to International schools, please list some positives	Explain:	Government regulation is a big aspect in this research question, therefore questions like this were

	and negatives that you feel the Malaysian Governments did to help schools during the Pandemic:		asked to gage a better insight into the view of staff of the handling of the Pandemic by the Malaysia Government. Positives and Negatives were asked to avoid bias and to highlight both shortcomings as well as positive initiatives or assistance that the Malaysia Government did to assist schools during this time. (AN Mustapa, A Mohamad)
	Q9: In your opinion, do you think the Malaysian Government provided adequate support and guidelines for schools to follow during the Pandemic?	- Strongly agree - Agree - Neutral - Disagree - Strongly disagree - Prefer not to say - Other:	Open questions like this gives the respondents the freedom to write their true feelings. (D Heil, G Jenset) Since Government regulation is a key aspect of this body of research, it is important to gain insight into the feelings of the Staff of how well / poorly the Malaysia Government assisted their school during the Pandemic.Regulation refers to; laws, formal or informal rules, acts, policies, concepts and strategies that can impact the behaviour of businesses. (*Crane & Matten, 2016 Corporations and Citizenship: Business, Responsibility and Society*)
	Q10: On a scale of 1-10, how far would you agree or disagree, that the school you work for adequately prepared you for the challenge of online learning?	(Likert Scale) 1 = Entirely Disagree 10 = Entirely Agree	Gathers information on teachers personal feelings towards the changes to the business models of schools that are now being required to teach online. (L Retief, M Potgiete)
	Q11: What changes do you foresee for the future of International schools in Malaysia post Pandemic?	Explain:	This question helps gage a scope of time frame, as it uncovers how long teachers / heads expect the Pandemic to affect schools in Malaysia and what future methods will be put in place to prevent the spread of the contagion. Furthermore, respondents will be given space to write any changes to business models / methods of operation that will be different due to the

			Pandemic.
Questions for Heads / Senior Leadership Team:			
	Q1: Do you consider your students to have received the same level of education from online learning as they would have if they had been in the classroom as normal?	- Strongly agree - Agree - Partly depending on Focus - Disagree - Strongly Disagree - Prefer not to say	This question focuses on changes to business models, due to the new requirements to teach online. It also introduces the theme of the questionnaire and gives insight into heads' opinions on the progress of their students with this new form of teaching. Furthermore it coincides with the aim of this chapter that was stated in the 'research approach,' which is to; *'look at changes to business models and how International schools in Malaysia make money during Covid 19.'*
	Q2: Please list the biggest significant changes that Covid 19 has caused to you and the way you normally run the school / year group?	Explain:	The Senior leadership team and Heads will have a clear understanding of the changes that have occurred to the school's normal methods of operation due to the Pandemic. Therefore this question will provide insight into how their roles have changed and ways these schools have had to change their business models to suit new government regulation.
	Q3: Will your school be implementing Covid based protections around its campus? Such as hand sanitisers, protective screens and masks.		This question focuses on understanding the methods put in place to protect students and teachers from Covid19 as well as to understand the changes International schools have had to make to suit government regulation. (Burgess & Sievertsen) Implementation of these protections will also affect the budget of these schools and thus profitability, which is another area this body of research is interested in uncovering.
	Q4: How is your International school able to	Explain:	Gathering data on the methods put in place, will inform the

	ensure the safety of their students upon the return to on campus teaching?		researcher of the scale of changes International schools in Malaysia have had to make to their business models due to the Pandemic. This question also takes a look at the situation from the Head's perspective, allowing further understanding on the methods these schools are implementing to continue functioning.
	Q5: How far would you agree or disagree that the Malaysian Government has provided adequate assistance in supporting International schools during the pandemic?	(Likert Scale) 1 = Strongly Agree 10 = Strongly Disagree	Likert scales are a useful form of psychometric testing, as they provide insight into attitudes of the respondents. *(Hasson, Dan; Arnetz, Bengt B)* This question was asked with the aim of gaining insight into how far Heads at International Schools in Malaysia agree or disagree with how the Domestic Government has assisted schools through the Pandemic. Heads will have a clear understanding of the assistance that has been provided and its usefulness.
	Q6: On a scale of 1-10, how much would you say Covid 19 has changed the way International Schools in Malaysia operate?	(Likert Scale) 1 = Completely unchanged 2 = Highly different	Gathering data on the scale of the changes that have occurred is important when researching. Answers on this question also gives insight into the Head's views on how much has changed at their school since the Pandemic started.
	Q7: In terms of assistance to International schools, please list some positives and negatives that the Malaysian Governments did to help schools during the Pandemic:	Positives: Negatives:	Government regulation is a big aspect in this research question, therefore this question was asked to gage a better insight into the view of Heads in the handling of the Pandemic by the Malaysia Government. Senior staff such as principals and heads of school will have a good understanding of the initiatives set by the Malaysia government as well as their effects upon the schools they run. Which is why positives and negatives were asked for to highlight both shortcomings as well as positive initiatives or assistance that the

			Malaysia Government provided to assist schools during this time. (AN Mustapa, A Mohamad)
	Q8: In your opinion, do you think the Malaysian Government provided adequate support and guidelines for schools to follow during the Pandemic?	- Strongly agree - Agree - Neutral - Disagree - Strongly Disagree - Prefer not to say	The purpose of regulation is for governments to enforce rules and to manage the behaviour of businesses in the domestic market. Open questions like this gives the respondents the freedom to write their true feelings. (D Heil, G Jenset) Since Government regulation is a key aspect of this body of research, it is important to gain insight into the feelings of the Staff of how well / poorly the Malaysia Government assisted their school during the Pandemic (L'etang, 1992). Regulation refers to; laws, formal or informal rules, acts, policies, concepts and strategies that can impact the behaviour of businesses. (*Crane & Matten, 2016 Corporations and Citizenship: Business, Responsibility and Society*)
	Q9: Has your school had to make changes to its business model to suit government regulation due to the Pandemic?	- Yes - No - Prefer not to say	As this chapter aims to look at changes to business models and how International schools in Malaysia make money during Covid 19, the use of statistical; quantitative data will be used to achieve objective 2 (stated in introduction) which will then be furthered by opinion based, qualitative data which will also be inputted into the questionnaire to gage an understanding of objective 1 and collect data from a more personal viewpoint.
	Q10: Please explain what ways your schools model of business has changed due to the Pandemic: (If it has)	Explain:	This question assists in hitting one of the aims of this Dissertation; '*This dissertation will conduct an extant literature review examining the changes to private International schools business models when adapting to the new Covid 19 Pandemic restrictions.'* I cannot delve into specific school

			business model policy changes, however knowing whether or not changes have been made to their business models and giving space for Heads to write about specific changes if they want to, allows the researcher to gage a better understanding of the scale Covid19 has had on their normal methods of operation as well as getting research information on what changes have occured.
	Q11: On a scale of 1-10, how much would you say that Covid 19 has impacted the profitability of your International School:	(Likert Scale) 1 = Unaffected 10 = Highly Affected	(Burgess & Sievertsen) Profitability is a key area in this body of research due to the lack of research being done on the topic are. If these schools dont protect their bottom line they could go out of business / bankrupt.
	Q12: Has the MCO (movement control order) affected the profitability of your International school? If so, please explain how:	Explain:	As International schools profit mostly on overseas students coming to their campus' the relationship between government regulation and profitability is interesting to uncover.
	Q13: Please indicate how much you agree or disagree with the following statement; 'The Covid 19 Pandemic has forever changed the way we will operate as a school.'	(Likert Scale) 1 = Strongly Disagree 10 = Strongly Agree	Gaging an understanding of scale and impact is entirely relevant when discussing the changes to International Schools due to Covid 19, therefore this question gives the researcher a solid understanding of the Heads of schools opinions on the scale of changes they have noticed.
	Q14: How are International schools able to remain financially viable during a Pandemic?	Explain:	Profitability is a key theme in this dissertation, and therefore only the Heads of schools were asked questions on profitability, due to them having the most knowledge on this area. By allowing them to explain budgets or initiatives that covered schools during this time, it allows the researcher to understand if one form of assistance is being used collectively or if different International schools are using different forms of assistance. This

			then helps the researcher understand the scale of assistance that is out there for International Schools in Malaysia as well as to evaluate the effectiveness of these methods.
	Q15: What changes do you foresee for the future of International schools in Malaysia post Pandemic?	Explain:	This question helps gage a scope of time frame, as it uncovers how long teachers / heads expect the Pandemic to affect schools in Malaysia as well as what future methods will be put in place to prevent the spread of the contagion. Furthermore, respondents will be given space to write any changes to business models / methods of operation that will be different due to the Pandemic.

This questionnaire consists of 28 questions, asked specifically to either Teachers or Heads (of year or school.) The first question will dictate whether the respondent will receive the teacher questions or the questions intended for more senior staff. It was split up in this way as certain roles in the school will have more understanding on certain topics such as business methods and profitability, whereas normal teaching staffs responses will give more qualitative data for analysis, as their answers are more based on insights and reasoning. This data will then be analysed using a Statistical Package for the Social Sciences (SPSS). Likert scale questions are in effect as they allow values to be coded easily, demonstrating patterns in responses. (Bowlin - 2005) The questionnaire utilises different methods of data collection, such as short and long form written answers, likert scale and rating questions, all collate data pertaining to views and data. (Saunders et al 2015) . Interval questions enhance the quality of analysis as they avoid bias, giving more accurate and effective answers. Questions pertaining to government regulation, profitability, financial viability during a pandemic, changes to teaching methods, effectiveness of methods put in place and changes to business models have all been added into the questionnaire and are asked to only the relevant participants.

3.5.1: Pilot Study

A pilot study is a preliminary trial faze for data collection, the benefit of this is that it highlights any issues the questionnaire may have as well as providing a gauge of its appropriateness and effectiveness. (Polit & Hungler, 2003)

Reliability and validity are important factors in this body of research, therefore a pilot is carried out to test these aspects. (Brace, 2008) A slight change to the wording of the questions was discovered to be needed to ease understanding and engagement.

3.6 Analysis

SPSS will be utilised in the analysis of the conducted questionnaire once enough time has been given for responders to receive and answer the questions. Demographic, statistical, qualitative and quantitative data will be evaluated deeply to highlight significant findings. The use of Likert scale questions is beneficial in allowing values to be coded easily into data that can demonstrate patterns in responses, highlighting frequently experienced (and thus reliable) results. (Bowling, 2005).

3.7 Reliability and Validity

Research would be considered obsolete if not reliable and valid. *Saunders et al* stated: *'Reliability of data is achieved when results are consistently obtained, whereas validity of data is seen when data is collected accurately.'* Consistency refers to whether or not the research could be replicated, facing four main threats; observer error, observer bias and participant error, participant bias. (M Saunders, P Lewis, A Thornhill - 2009)

To mitigate the likelihood of this occurrence, the research questions are generic and non suggestive, leaving space for respondents to comment their own beliefs clearly. Additionally the range of questions allows a more honest response to the questionnaire to avoid participant error or bias as well as bias becoming obvious to the researcher upon analysis of the data from all respondents, as differing opinions and views will emerge from different heads and schools.

Validity is also very important as it details whether the research method successfully fulfills the research question. *(M Saunders, P Lewis, A Thornhill - 2009)*

Validity is being ensured by reviewing the available literature concerning the topic and by ensuring all main topic points and themes have been asked in the questionnaire. The researcher did this by splitting questions between heads and teachers due to their differing knowledge on different topics as well as ensuring that the questionnaire had at least 2 questions for the 5 main themes I consider this piece of work to cover. Which are; Profitability, changes to business models, methods put in place, government regulation and changes to progress and teaching methods. The researcher ensured at least 2 questions were asked to both teachers and heads that were based on these key themes. Validity was highly considered as these key themes will assist the researcher in achieving the aims of this chapter;

'How Private International schools in Malaysia are able to remain financially viable during a Pandemic.'

Along with;

‘What are the most significant changes and protections that private International schools in Malaysia have been required to implement due to new government restrictions.’

As this questionnaire's sample is acute, due to there only being a number of Private International schools in Malaysia, the researcher has ensured reliability and validity through specificity by making each question specific to not only the role of the respondent in the school, but also by ensuring respondents receive questions on these 5 main themes, that are most closely in line with the research question. In doing so, both quantitative and qualitative research data is acquired and responses will be most in line with what the research is trying to uncover.

3.8 Limitations:

Time and scale are two limitations to this body of work. Time, due to the constraints of completing this dissertation before the end of the academic year and scale due to their only being 36 AIMS listed Private international schools in Malaysia and not all emailed respondents, responded. (Pearson (2010) states that the minimum required sample for statistical analysis is 100 responses, which this body of work has not yet achieved.

Furthermore there is no budget for this research, which slightly limits the research that can be collected. However responses to the questionnaire have been sufficient and slowly increasing day by day, which has provided a lot of solid data for analysis.

3.9 Conclusion:

In conclusion, chapter 3 has successfully conducted research that is specific to the research question and has ascertained the most suitable approach. Chapter four will further analyse these responses and evaluate the findings of the research.

CHAPTER 4:

The goal of chapter 4 is to analyse and evaluate the primary research conducted in the previous chapter. The online questionnaire acquired responses from 22 out of 33 emailed International Schools in Malaysia. With responses from both teachers and Heads of AIMS group International schools. Both qualitative and quantitative data was acquired based on the research question.
The results are still growing daily and will be thoroughly analysed in order to build a clear and concise understanding of the material based on the research question, whilst also ensuring the achievement of the following objectives:

'How Private International schools in Malaysia are able to remain financially viable during a Pandemic.'

Along with;

'What are the most significant changes that private International schools in Malaysia have experienced due to new government restrictions.'

Data on the results has been collated into pie and bar charts, as well as a significant amount of writing was recorded on certain long answer questions. These long answer questions provide clear insight into the Heads of these International schools' views on the impact Covid19 has had on their institutions.

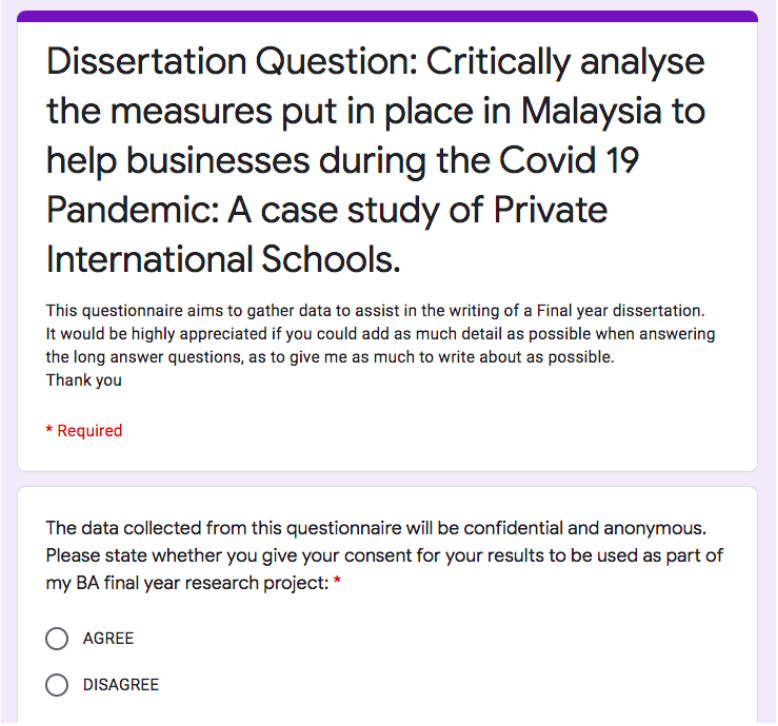
4.1 Data Analysis:

Data analysis is the method in which the researcher collates and organises their achieved data into a form that is easy to break down and understand, as to get the most from their research. Data analysis allows you to highlight patterns and themes that have emerged from your research. (JP Verma) Different methods of data analysis are available depending on the type of research conducted. For this research SPSS (statistical analysis software) as well as NVivo was used to analyse the data. (L Richards - 1999)

4.2 Primary research results and method

This research was conducted using google forms. This allowed the questionnaire to be easily attached to an email that the researcher wrote to all AIMS member schools as well as different Head teachers at International Schools in Malaysia. The email detailed the purpose of the research as well as offers to share anonymous feedback if schools were so interested. To ensure clarity in the respondents' understanding of what the dissertation and questions were about, a description was added to the top of the questionnaire as seen in Figure 4.2.1.

4.2.1:



Dissertation Question: Critically analyse the measures put in place in Malaysia to help businesses during the Covid 19 Pandemic: A case study of Private International Schools.

This questionnaire aims to gather data to assist in the writing of a Final year dissertation. It would be highly appreciated if you could add as much detail as possible when answering the long answer questions, as to give me as much to write about as possible.
Thank you

* Required

The data collected from this questionnaire will be confidential and anonymous. Please state whether you give your consent for your results to be used as part of my BA final year research project: *

AGREE

DISAGREE

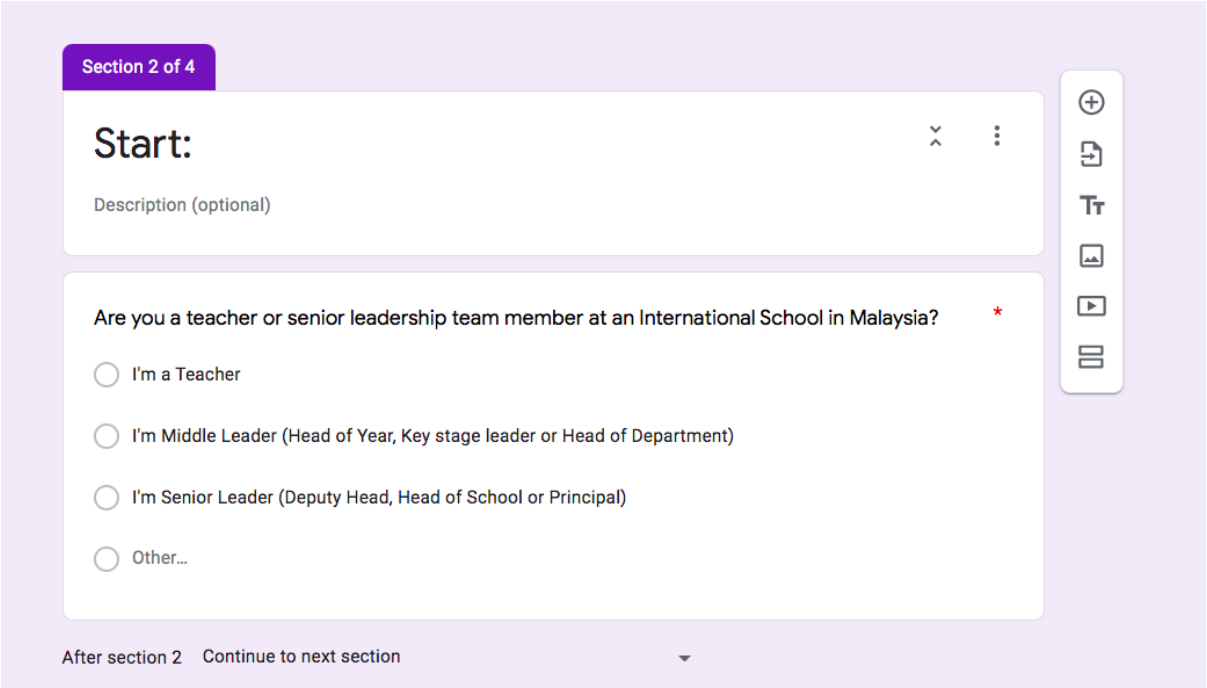
(Figure 4.1, Authors Own)

This provided the necessary knowledge for the respondents to answer the questionnaire. The following section then allows the respondent to decide whether or not they are happy for their responses to be used as part of my dissertation, ensuring anonymity was highlighted as being used.

4.3 Demographics

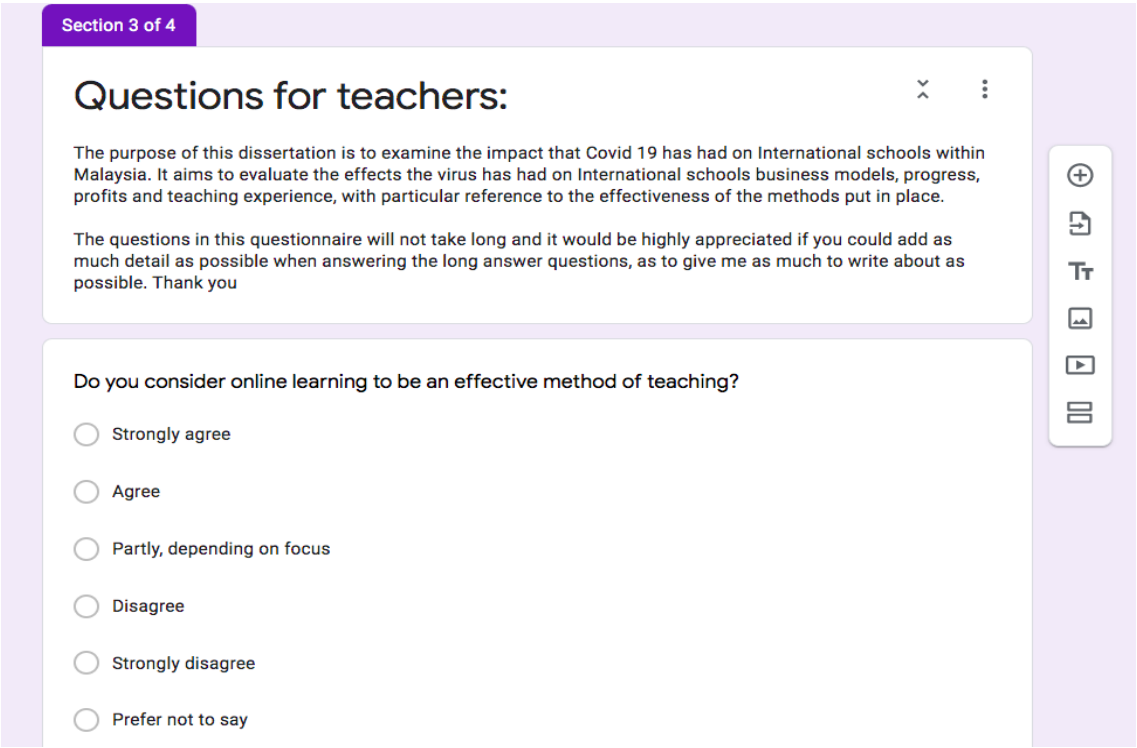
This research was asked to only adults, however a clear distinction between roles in International schools was made based on the response to the second question. It was understood by the researcher that different positions held different roles in International schools and would therefore have more or less knowledge on certain areas.

For example teachers knowledge would be more in line with progress and changes to teaching methods, whereas Heads and Senior leadership team members would have more knowledge on changes to Profitability and business models. Therefore this research held two bodies of questions. Which set of questions respondents were given, was decided by this second question:



(Figure 4.2, Data collection Methods - Authors Own)

If respondents selected 'I'm a teacher' they were given questions that were similar, however slightly altered to that of the questions given to Heads, in order to suit their role and understanding.
The 5 main themes this body of research needs to understand to break down the research question is: Profitability, changes to business models, methods put in place, government regulation and changes to progress and teaching methods. Therefore if the respondent selected either 'Middle leader' or ' Senior Leader' on this second question, they were given questions more in line with the profitability of their International School as well as changes to business models and government regulation, as these are areas Heads of School deal with frequently and normal teaching staff are unlikely to have much knowledge on.



(Figure 4.3, 4.4, Results Pie chart - Authors Own)

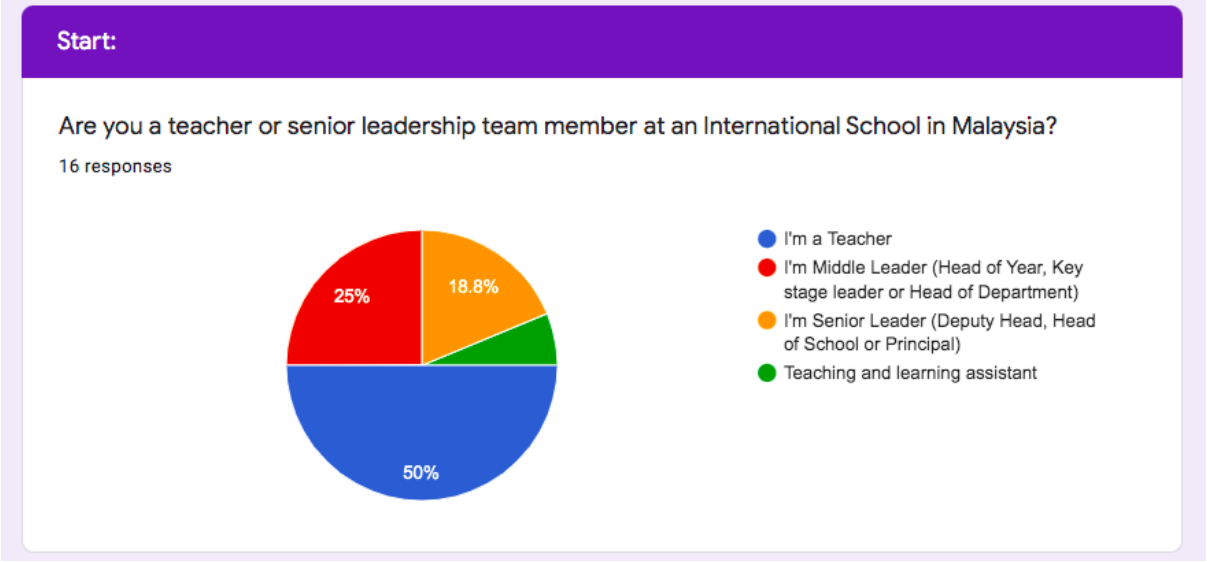
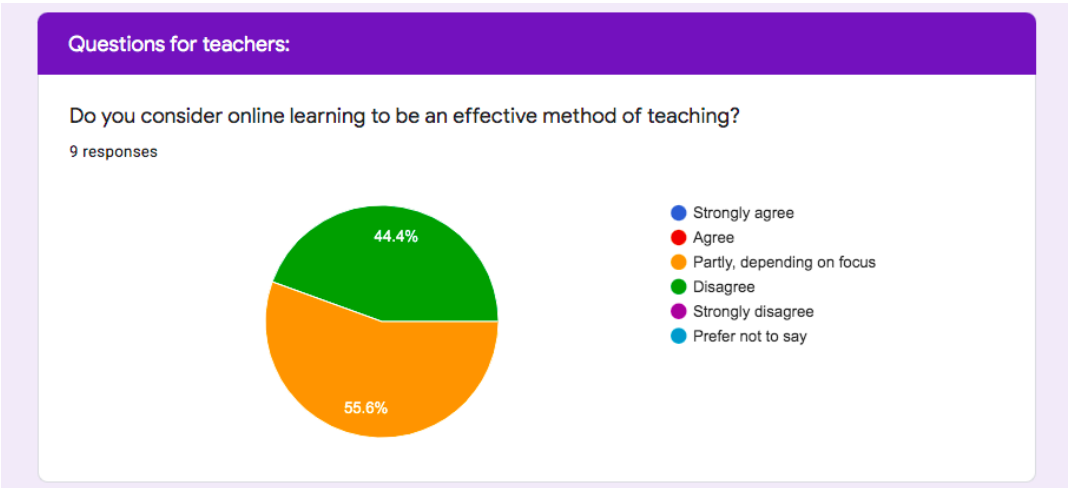


Figure 4.3s pie chart demonstrates a clear scale of research. Informing the researcher that 50% of questions were completed by teachers and the other 50% split between differing roles of Senior leadership. A large sample of 18.8% was achieved from the roles that this research is most interested in gaining, which is the perspective from Heads of schools. Heads of School will be able to give the most clear overview of the perspective from International Schools of government regulation and changes they are faced because of Covid, due to this being their main role.

4.4 Changes to Teaching Methods - Teachers Questions

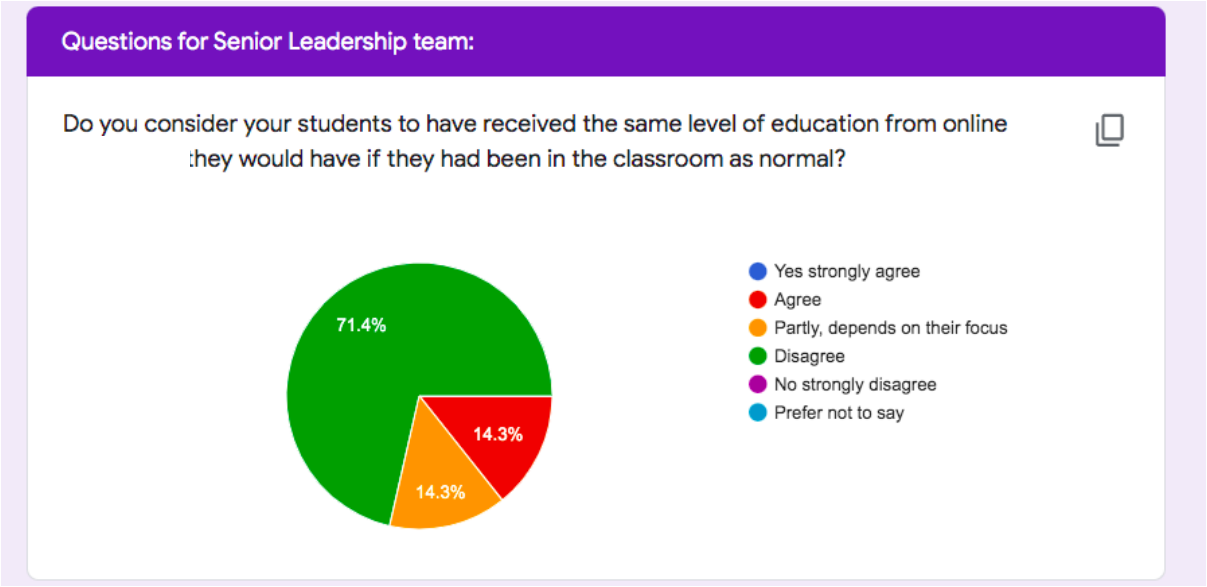
The first question in the section of 'Questions for teachers,' focuses on the themes of; changes to teaching methods, progress and changes to business models due to the new form of teaching that many teachers will have to learn to utilize effectively in short periods of time, as Covid19 has caused an MCO in Malaysia.
Furthermore it coincides with the aim of this chapter that was stated in the 'research approach,' which is to; 'look at changes to business models and how International schools in Malaysia stay profitable during Covid 19.' The primary data collected from question 1 has been formatted into a pie chart as follows:



(Figure

4.5, Results pie chart - Author's Own)

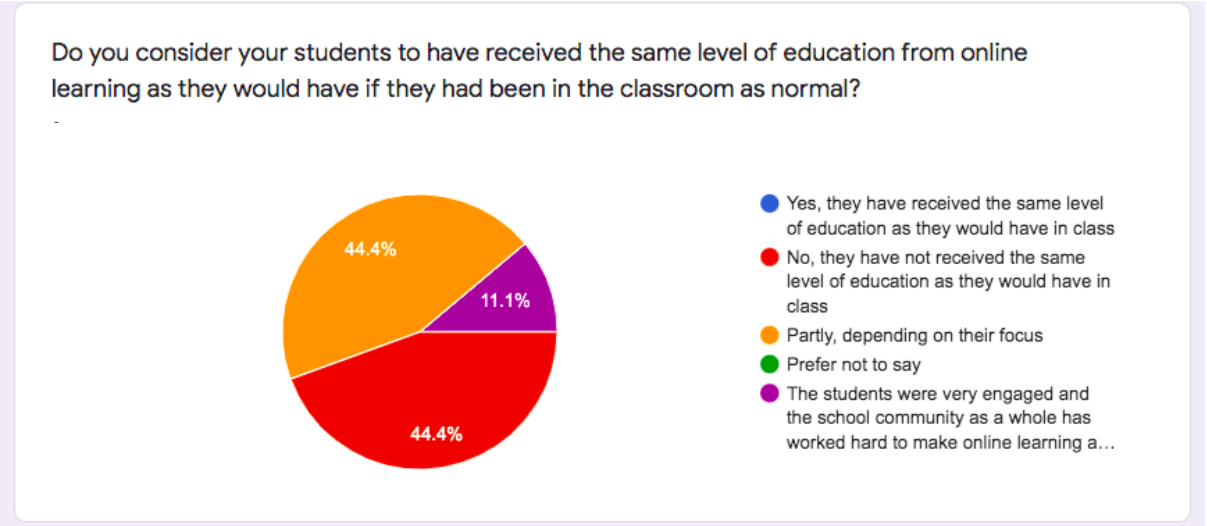
Responses here are very telling to the researcher, they give qualitative data on the attitudes and feelings of teaching staff over this new form of teaching. The changes initiated by Covid19 are extremely present here, as 44.5% of teaching staff over various International Schools in Malaysia, do not consider online teaching to be effective.
Non agree nor strongly agree that online teaching is an effective method of teaching. With 55.6% of teachers stating in this research that online learning is only effective if students take it upon themselves to be focused on the set tasks.
This same question was asked to Senior Leadership team and heads of school in which the data is very similar in essence:
(Figure
4.5.1, Results pie chart - Author's Own)



Almost 1/3rd of Heads at various International schools in Malaysia have stated in this research that they disagree with the effectiveness of online learning. Only 14.3% feel it is an effective substitute for normal classroom teaching. This tells the researcher that the methods put in place are the best current substitute, however not fully engaging for students. 14.3% of heads agree with the 55.5% of teachers that this form of delivering content is only effective if students apply themselves and are self motivated to be engaged with the set work. Resulting in this research developing its first hypothesis; that online learning is only an effective substitute for classroom teaching, if students are made to feel engaged and motivated in understanding why it is important for them to understand the work set to them. Frequent reminding of upcoming exams and quizzes could be a good method to do this. Due to students feeling too relaxed and unmotivated to engage with work when in the comfort of their homes.

A follow up question was then asked to gage more primary data on the themes of changes to business models and methods put in place:

(Figure 4.6, Results pie chart - Author's Own)



Additionally it can be seen in figure 4.6 that 44.4% of teachers at International Schools in Malaysia state that their students have definitely not received the same level of education as they would have in class. This qualitative data leads the researcher to understand the struggles with engagement teachers are facing with students not being fully focused when being taught from home. Resulting in online teaching perhaps not being an effective measure to deal with the struggle of Covid19.

However, an extra 11.1% of teachers stated in this primary research that students were very engaged with online learning but there are simply certain aspects of learning that do not translate to an online setting. This leads the researcher to understand that due to the current Pandemic, the online teaching method may not be entirely useless, however it is the best method we currently have to deliver content, even if it does not always correspond with certain subjects. For example Design and Technology, would struggle to teach online without equipment and learning resources. Adversely 44.4% of respondents stated that successfully understood content all depends on the focus and willingness of the student. These results match the hypothesis developed in figure 4.5, that online learning is only an effective substitute for classroom teaching, if students are made to feel engaged and motivated in understanding why it is important for them to understand the work set to them.

Please detail the changes you have noticed in teaching methods since the start of the Covid 19 Pandemic:

Teacher-centred, technology reliant
Less collaborative (younger children struggle with break out rooms). More top down.
The teachers have to provide more works as they can finish the assigned works faster due to the google translator and the resources from the Internet. They are more relying on the help of technology rather than on their own processing ability.
No practical work to support understanding Question and answer sessions are difficult Encouraging students more difficult Reliance on technology limits methods of feedback
Teachers rely on a more didactic approach to teaching with less active participation from students and less collaboration amongst them.
Both teachers and students need ore computer skills.

(Figure 4.7, Results long Answer - Author's Own)

A long answer question allows researchers to collate vast amounts of solid qualitative data on a subject, that in turn produces a scope of the general feelings of all respondents towards that issue. *(Glenn A. Bowen 2009)* In order to be in line with the research question, which is looking at 'measures put in place,' the researcher must therefore gage an understanding on what has changed, and what new initiatives International Schools have put in place to be in line with government regulation.
The question in Figure 4.7 produced recurring data, which allows the researcher to see patterns and trends in results. Recurring data makes your data stronger as it allows your claims to be better supported and backed by evidence. Therefore maintaining integrity and reliability in this research. (*Angelo M. Solarino 2019*)

'Remote learning,' or Online learning' comes up frequently in the responses, as this is becoming evident as the biggest change International Schools have had to face throughout the Pandemic. Teachers state; "They are relying more on the help of technology rather than on their own processing ability," and "There is no practical work to support understanding and reliance on technology limits methods of feedback." This body of research's aim is to; 'Critically analyse the measure put in place,' and from these responses the researcher can get a clear picture that the method of online teaching is far from an ideal substitute to normal physical methods of education. The recurrence of the theme of younger pupils struggling to stay focused when taught online, is present in these responses too.

This leads the researcher to understanding that a didactic method of teaching, which online learning produces, is not the most effective method of educating a pupil.
A similar question was asked to Senior leadership members in the questionnaire:

Heads Responses:
(Figure 4.8 - Long answer question - Authors own)

Please list the biggest significant changes that Covid 19 has caused to you and the way you normally run the school / year group?

Staff morale, student engagement, financial strain, new students not able to travel into Malaysia- student visas and MM2H, uncertainty of falling students numbers

I teach students with learning difficulties, who require more intensive learning sessions and much reinforcement.
Timetables had to change in the Primary section of the school to allow Specialist Days for PE, Music, Malay, MFL so some students missed out on extra support.
Some students had difficulties with their internet connections.
Students with learning difficulties found it hard to sit in front of the laptop for long periods of time.
Some parents gave more support to their child, so work was often at a higher standard than the student would normally be able to do. This did not allow the students to take responsibility for their learning nor develop their independence.

School Culture and extra-curricular activities are such an important part of the school and these areas have been severely disrupted.

With the children I teach being so young, one of the most important parts of their education is learning social skills through play with other children, which is impossible through online learning. The way I teach online is significantly different to teaching in person as it is screen focussed rather than play and exploration using

With the children I teach being so young, one of the most important parts of their education is learning social skills through play with other children, which is impossible through online learning. The way I teach online is significantly different to teaching in person as it is screen focussed rather than play and exploration using concrete objects.

The interaction and collaboration between students has decreased and this is a huge part of the way students learn.

PE lessons have had to be adapted in order to deliver online and for use of minimal and/or no equipment.

Changes to structure and business model as well as the challenge of online teaching "

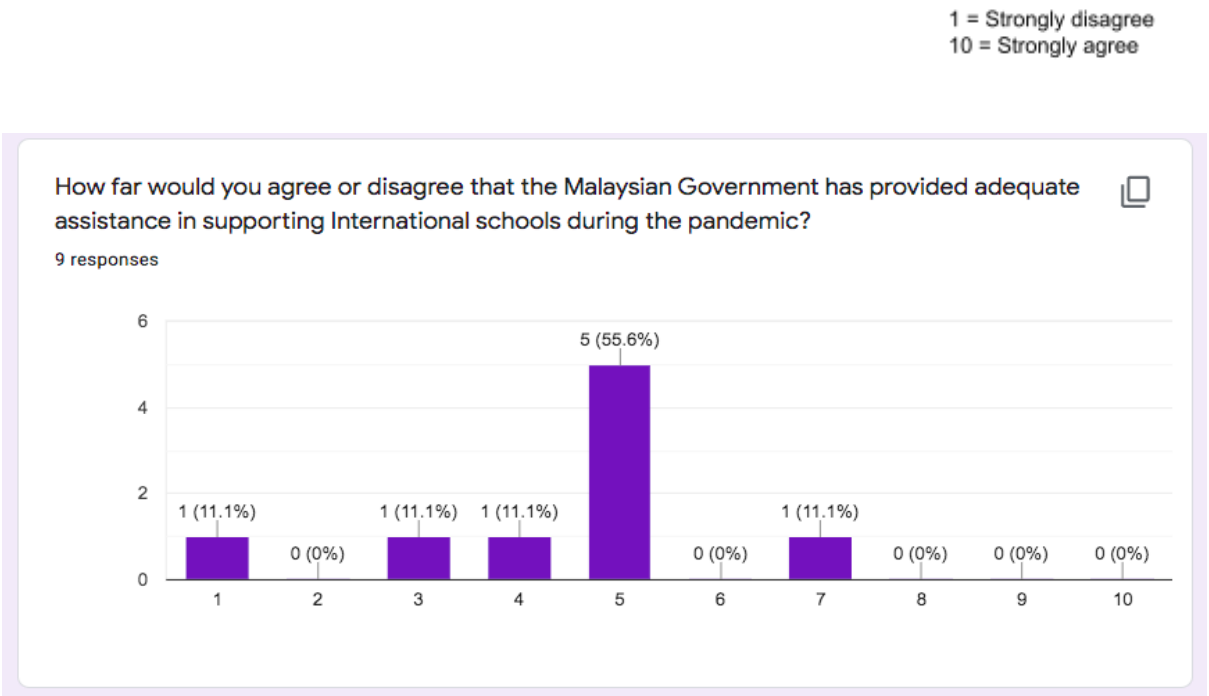
The responses from Heads of school compared to that of the teachers here are interesting. The senior leadership teams at these various schools in Malaysia are equally concerned with struggling students and younger students engagement. Each voice concerns over the attention span of students that have trouble focusing when being taught online.

Some more similarities are that both teachers and heads are concerned with the loss of social skills and collaborative (peer) learning, as this is a key way students can learn by bouncing ideas off each other and each adding to their own knowledge. This has been lost when students are being taught alone on a device at home.
They each also state that practical learning has been lost and that it is hard to engage students who are relying more on technology than their own ability to produce work.
A few comments are made by Head Teachers about turnover of students with an MCO in effect. This can result in changes to business models if student uptake is dramatically decreased.
This further confirms to the researcher that hypothesis one is accurate; that online learning is only an effective substitute for classroom teaching, if students are made to feel engaged and motivated in understanding why they need to understand the work set to them.

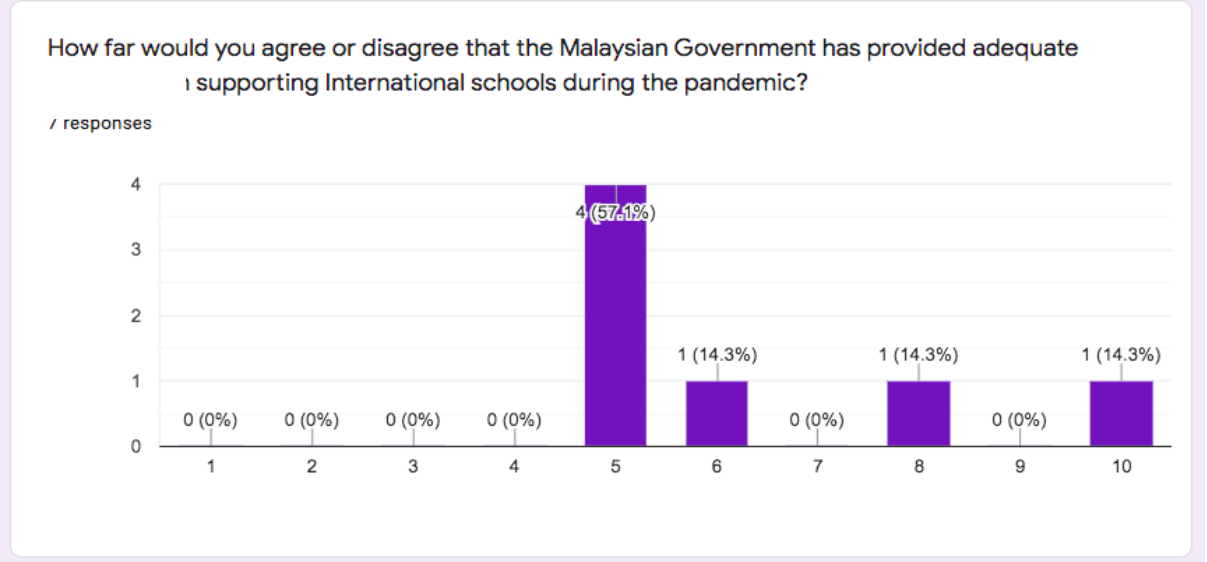
4.5 Government regulation effects on International schools:

Likert scales are a useful form of psychometric testing, as they provide insight into attitudes of the respondents. (Hasson, Dan; Arnetz, Bengt B)
In order to fulfil the research question of 'critically analysing the measures put in place to help businesses during the Covid 19 Pandemic,' research on the effectiveness of assistance given to schools by the government is necessary to collate research on, in order to understand how government regulation has impacted International schools normal methods of operation.
This question was asked to both teachers and Heads at International Schools in Malaysia with the aim of gaining insight into how far they agree or disagree with how the Malaysian Government has assisted schools through the Pandemic:

Teacher Responses:
(Figure 4.9 - Bar Chart - Authors own)



Heads Responses:



(Figure 5 - Bar Chart - Authors own)

This quantitative data demonstrates a disconnect between feelings of satisfaction from heads of school and teaching staff upon the assistance the Malaysian Government has / has not provided to these schools during the Pandemic. 88.9% of teachers responded under half way, more in favour of disagreeing with good support from the Malaysian Government, whereas 100% of Heads put their response over half way, towards strongly agreeing with solid support from the Malaysian Government.

This may be due to certain roles being more aware of government packages and support methods than on the ground teaching staff, however in terms of 'analysing the effectiveness of the measure put in place,' it would seem that Government support is not acute enough to be felt by teaching staff and is only broad enough to be seen by those at the top of these International Institutions. This doesn't mean that the assistance packages from the government are poor or unhelpful though, as the next question highlights:

Question asked to teachers:

(Figure 5.1 - Bar Chart - Authors Own)

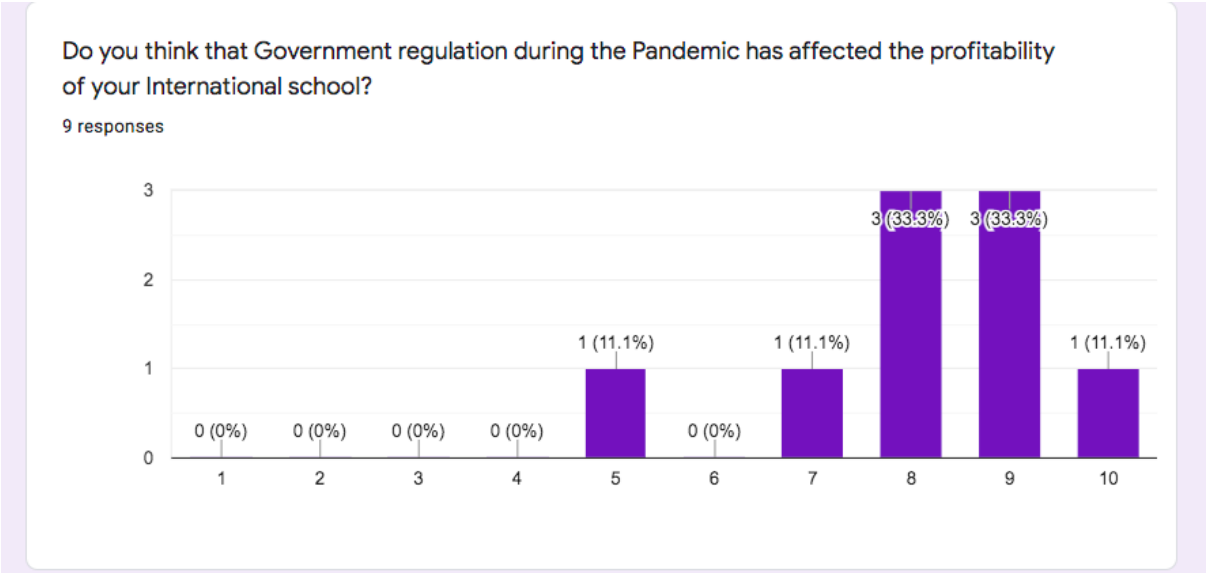


Figure 5.1 shows a significant impact upon profitability of these International Schools. This is due to the MCO (Movement control order) stopping new intake of students as well as other new expenditures such as spending on new cautionary measures, like masks, protective screens and hand sanitizer stations that will cost money to set up around the schools.

Responses from Heads:

Lack of clear communication and ability to ask a MOE representative and get a clear answer- Penang does one thing and KL another
Lack of consultation with int school leaders regarding way forward through the pandemic.
-

+ allowing international schools to decide when to open when safe whereas local schools had to wait for directives
+ Gov inspections to ensure international school have all safety protocols in place

Required clarification on some points
They were understanding and flexible with their guidelines

Explanation of the guidelines was very clear. However allowing youth sports to start without schools to start was not received well by our community.

(Figure 5.2, 5.2.1 - Long answer question responses - Authors Own)

In terms of assistance to International schools, please list some positives and negatives that the Malaysian Governments did to help schools during the Pandemic:

7 responses

unsure"

They communicated which year groups could return to school. This was all based on Malaysian school year groups and the exams they needed to sit.

Sorry, not sure.

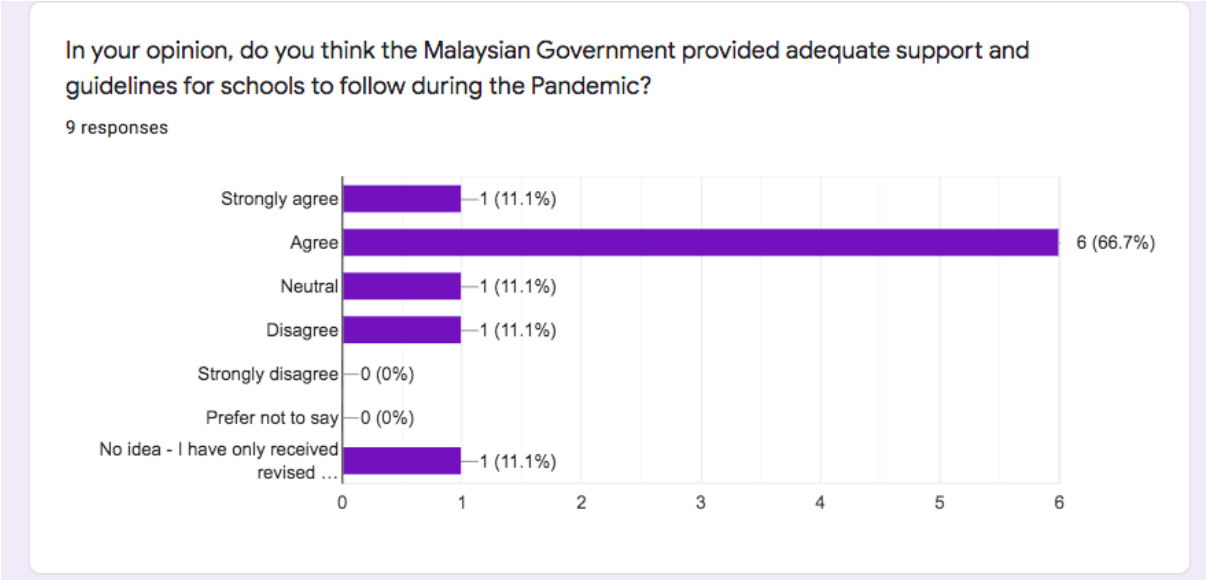
Pos-
Opening according to school year in January 2021
MOE pushed back against parental complaints regarding fees

Neg
Remains a lack of understanding of age bands and phases of British international schools causing confusion and frustration- sense of discrimination,
The visa approval for new teachers during recruitment has been challenging (despite being offered contracts and submitting paperwork in March 2020 our eleven new teachers were not here until Nov 2020, therefore missing the start of school year).
Lack of clear communication and ability to ask a MOE representative and get a clear answer- Penang does one thing and KL another

With the second aim of Chapter 4 being; *'What are the most significant changes that private International schools in Malaysia have experienced due to new government restrictions.'* Figure 5.2 highlights how government regulation has caused confusion amongst schools in Malaysia. With most responses stating that a general SOP (standard operating procedure) were given to schools, however, heads state that: "lack of clear communication and any consistency in approach to managing the pandemic for example, restaurants are open for dine-in customers but schools are still closed." feedback shows that the government has developed SOPs for schools to follow, but due to the nature of Covid 19, a sense of confusion is present in the responses due to no time frame for when schools should return to normal teaching.

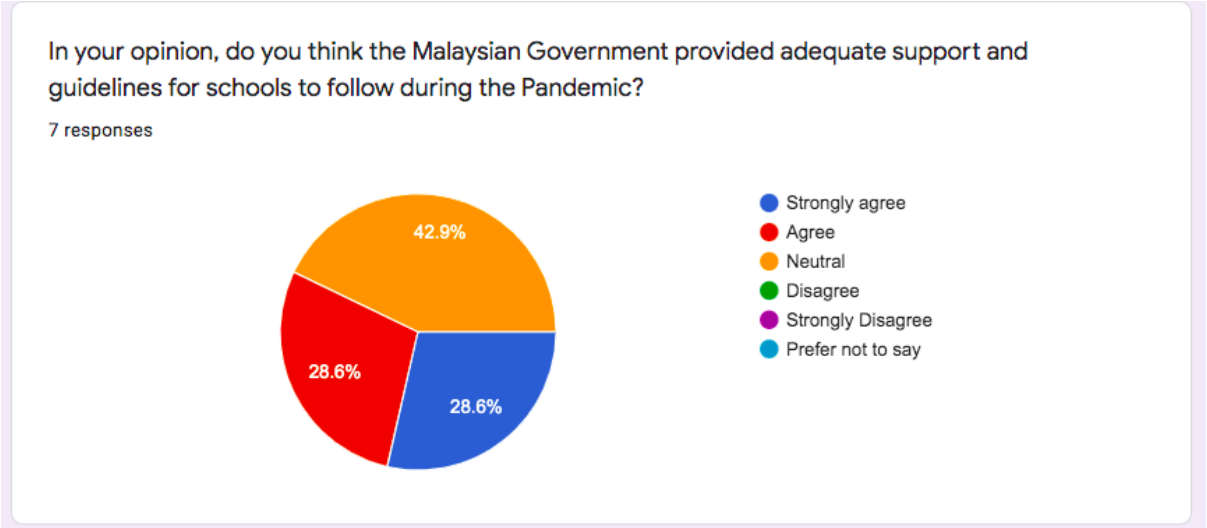
With Covid 19 being so unpredictable, the government is struggling to be able to stick to a timeline for when educators will be able to resume normal in person teaching. With no clear plan of when students can return to campus or when travel restrictions will be lifted, schools cannot operate normally.
However guidelines seem to give schools a basic understanding of their next courses of action and what is expected of them, until a return date can be given.
A further question was asked to both Heads and Teachers to further analyse the measures put in place by the Malaysian government during the Pandemic:

(Figure 5.3 - Bar Chart - Authors Own)
Responses from Teaching Staff:



Open questions like this gives the respondents the freedom to express their true feelings. (D Heil, G Jenset) Since Government regulation is a key aspect of this body of research, it is important to gain insight into the feelings of the Staff of how well / poorly the Malaysia Government assisted their school during the Pandemic (L'etang, 1992).

Figure 5.3 adds to the researchers' understanding from figure 5.2, as 77.8% of respondents of teaching staff state that the Government has provided adequate assistance in the form of SOPs.



(Figure 5.4 - Pie Chart - Authors Own)

Heads Responses:

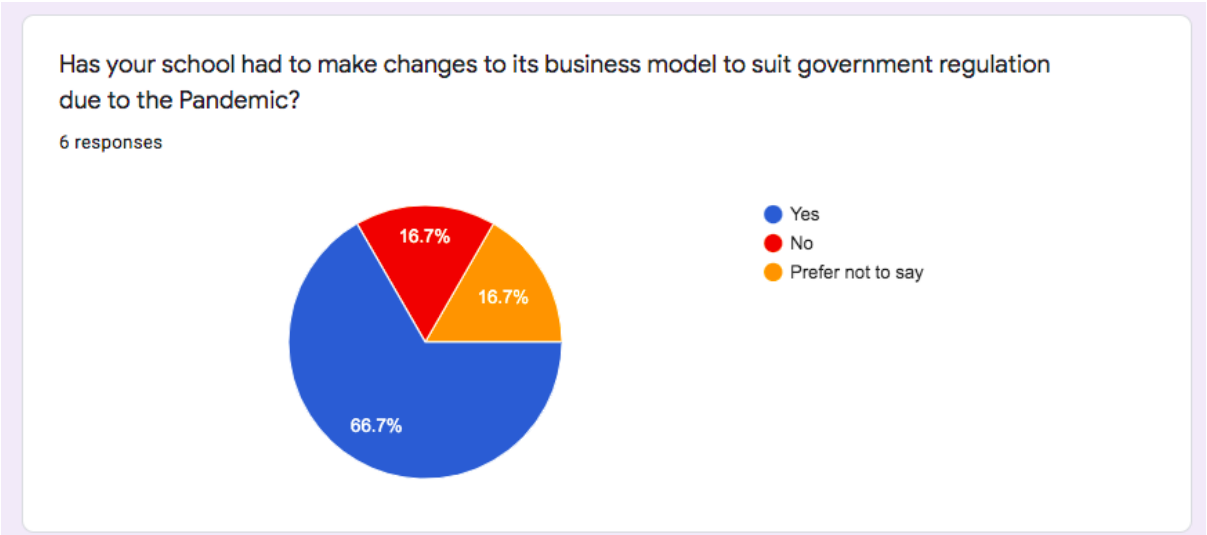
Figure 5.4 further strengthens the qualitative data collected in figure 5.2 and 5.3. Demonstrating that 57.2% of Heads agree that government assistance was adequate. The majority of respondents (42.8%) were neutral in their responses and none disagreed that the assistance and guidelines provided were inadequate.

Resulting in the researcher having collected a body of research that is solid enough to state that upon analysis of the assistance from the Malaysian government to International schools was adequate due to the publication of general SOPs. However confusion and uncertainty due to the unpredictable nature of the virus is still causing issues for organisation in these international schools.

4.6 Business Model changes and Government regulation

This question assists in hitting one of the aims of this Dissertation; *'This dissertation will conduct an extant literature review examining the changes to private International schools business models when adapting to the new Covid 19 Pandemic restrictions.'*
As well as developing qualitative data to assist the research is achieving objective 2 of chapter 4; *'What are the most significant changes that private International schools in Malaysia have experienced due to new government restrictions.'*
The researcher was unable to delve into specific school business model policy changes, however knowing whether or not changes have been made and giving space for Heads to write about specific changes if they want to, allows the researcher to gage primary data on the scale of impact that Covid19 has had on their normal methods of operation, as well as getting research information on what changes have occured.

Head Responses
(Figure 5.5 Pie chart - Authors own)



This question was asked only to Senior leadership teams. The results from figure 5.5 demonstrate an overwhelming majority of 66.7% of respondents stating that changes have been made to International school business models to suit government regulation. However this has not been the case in every school as 16.7% state that no changes were made.

A business model is produced to help a company build competitive advantage. When a model is too old or external circumstances affect this model, a new business model is needed to be developed to avoid a company being put in an unfavourable position. (*BW Wirtz 2011*)
To develop from responses in figure 5.5 the researcher asked the respondents a follow up question that gain more quantitative, primary data about changes to business models:

Please explain what ways your schools model of business has changed due to the Pandemic: (If it has)

5 responses

online teaching, new methods of protection i.e hand sanitizers installed, less student acquisition "

Less extra curricular provision currently and changes to the school day as well as not parents on campus.

Restructure of classes, not replacing staff, cost cutting where possible, sponsorship

Fees charging has had to change, with discounting
Different methods of payment of fees

On-line open houses, Virtual tours, more on-line activities.

Head Responses
(Figure 5.6 - Long Answer question - Authors own)

A multitude of business model changes has been mentioned in these responses by Heads at various International Schools in Malaysia. Key points include; restructuring of classes, low staff turnover due to MCO, changes to the school day times, cost cutting, changes to fees and more focus on virtual tours.
Business models continuously evolve as schools react to external economic factors, they need to reposition or alter their models to suit these new environments. (*T Ritter 2020*) Covid 19 has produced huge new challenges for International schools to deal with. New precautionary measures have been put in place, such as hand sanitizer stations and masks, in order for school stakeholders to feel safe and in confidence of the school's protective measures. The external macro-economic environment is forcing business educators to critically question their syllabi and business models to ensure they are still in line with new government regulation and meet the expectations of stakeholders. (CL Pedersen 2020)
Recurring data on ‘Restructuring of classes’ and the challenge of online teaching is mentioned frequently in the responses too. However the most significant business model changes are based on protecting the profitability of these Schools. ‘Less student acquisition,’ and ‘Not replacing staff,’ are direct results of government regulation. The MCO does not allow international schools to recruit new staff or students. Meaning staff salaries are still outgoing with no new incoming revenue

from acquisition of students. Head teachers also mention a reduction / discount of school fees; “Fees charging has had to change, with discounting and offering different methods of payment of fees.” As government regulation has not allowed pupils on campus for almost an entire year, schools have had to reduce their fees as their facilities and resources cannot be accessed.
Meaning this research has discovered solid evidence that the external economic environment caused by Covid 19 is having a direct impact upon the bottom line of these International schools. Heads at these schools have noticed this and mention in their responses changes in how their schools ‘Cut Costs.’ These business model changes are necessary to implement to avoid diseconomies of scale and to control the outgoing revenue of these institutions in order to ensure profitability is sustained.

4.7 - Profitability of International Schools during a Pandemic

Profit is a company's revenues minus expenses. Profitability is the primary goal of all business ventures. Without profitability the business will not survive. (D Hofstrand 2009)
As stated in Chapter 1 the purpose of this Dissertation is to; ‘*Evaluate the effects that the Covid19 Pandemic has had on International schools business models, profitability and progress.’* The research onion identified 5 key themes of this dissertation; Profitability, changes to business models, methods put in place, government regulation and changes to progress and teaching methods. Therefore questions were asked to both Head teachers and normal teaching staff based on these 5 key themes.
Four key questions were asked specifically on profitability:

Question asked to Teaching staff: *(Figure 5.7 - Bar Chart - Authors own)*

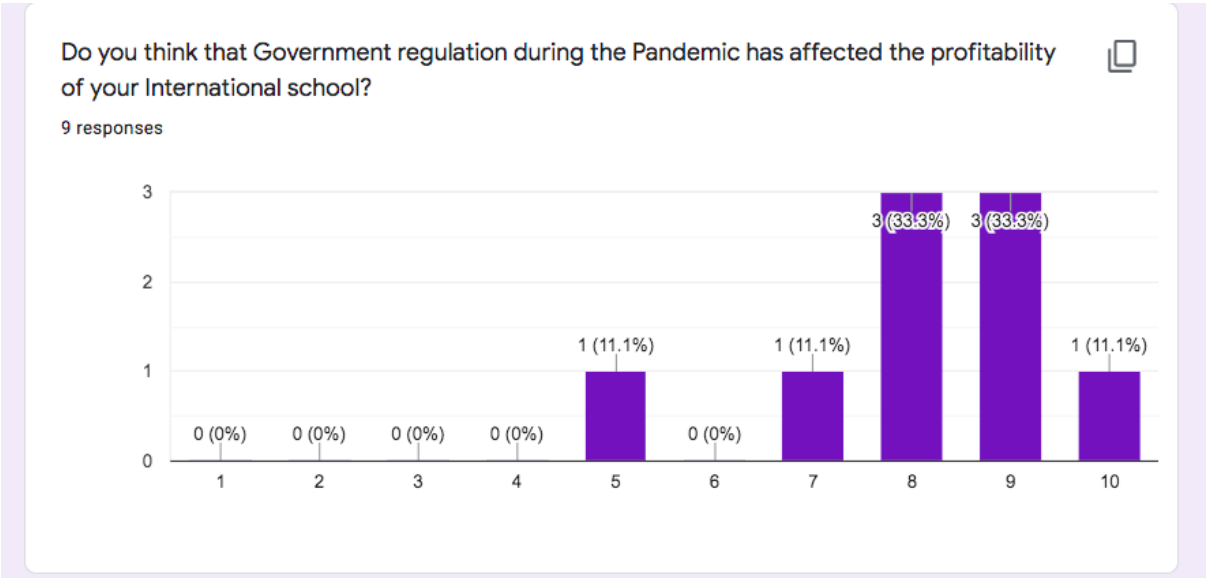
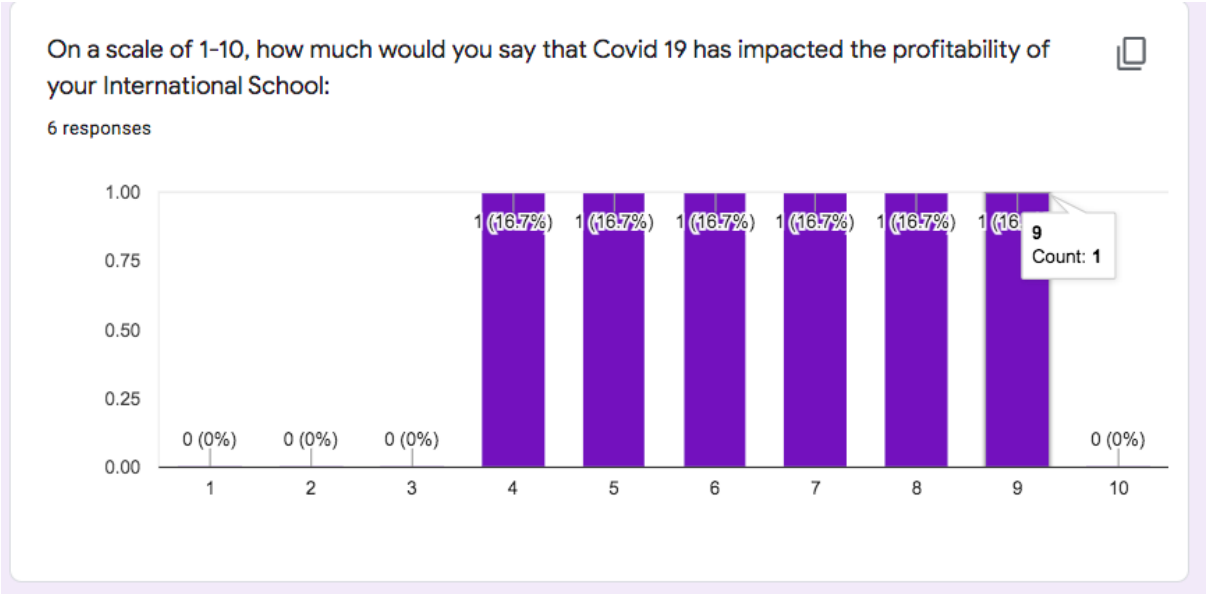


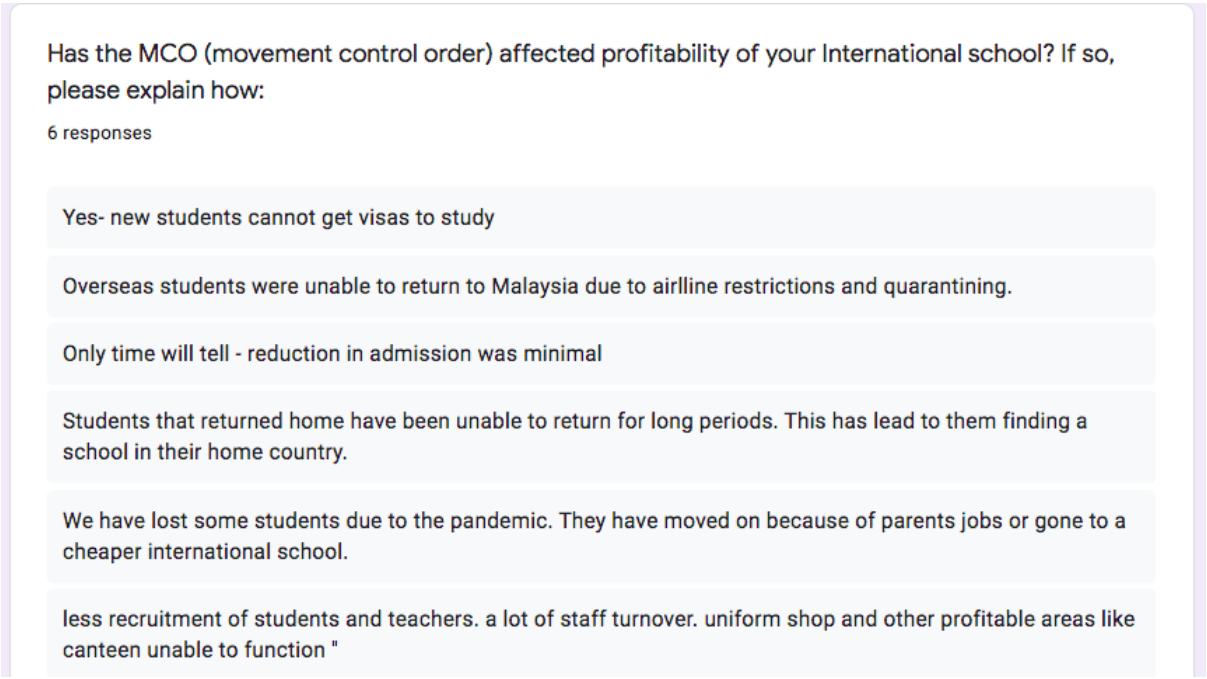
Figure 5.7 has produced clear primary data. 100% of teachers put their vote

past halfway, more in favour of a negative impact on profitability due to the Pandemic. This data is easy to understand and is consistent with what could be expected, as the MCO has increased outputs for schools and as stated in figure 5.6, many schools have had to reduce fees, resulting in income falling as outputs increase.
Further questions were asked to Heads to gain more primary data:

Question asked to Heads: *(Figure 5.8 - Bar Chart - Authors own)*



(Figure 5.9 - Long Answer question - Authors own)



The data collated from figures 5.8 and 5.9 are consistent with the researchers

understanding. Recurring data pertaining to the impact of travel restrictions on profitability are mentioned frequently in the long responses. Travel restrictions block input of revenue, via new acquisition of students. Whilst simultaneously increasing outgoings from "Lots of staff turnover," and "Unable to use uniform shops and other profitable areas like the canteen." International schools in Malaysia's budgets are funded directly from student fees. However as figure 5.6 highlighted, the pressure schools are under to reduce fees when students are unable to access their facilities and resources is resulting in a direct impact on the profitability of these institutions. Responses in figure 5.9 also state: "Students that returned home have been unable to return for long periods. This has led to them finding a new school in their home country," and "We have lost some students due to the pandemic. They have moved on because of their parents' jobs or gone to a cheaper international school." Due to the Pandemic being a worldwide phenomenon, Head teachers have stated that they notice a loss in students due to other external factors such as job losses or decisions to move back to home countries. These decisions all have an impact on the revenue streams of the International schools.

From this research the researcher has identified how the Pandemic has cut normal income streams of schools, while also increasing outputs due to more student turnover and less student acquisition.

Therefore a follow up question was asked to ascertain from the Heads of school what methods schools usually take when faced with financial pressures:

(Figure 6.0 - Long Answer question - Authors own)

How are International schools able to remain financially viable during a Pandemic?

6 responses

Provide strong, simple online programme, look to innovate, flexibility with business and operational model

Discounting fees so more students do not leave.
Changing school from International to Global ethos to allow more local qualifies staff to take over from overseas staff.

Continue to provide the best educational experience in town. Parents will make their decisions.

Continue to provide online education

We are still able to teach online and work incredibly hard for our students. They will still receive high quality lessons and gain good results. The organisation has remained tight on any spending and budgets have been cut without any discount awarded to parents.

students pay term fees "

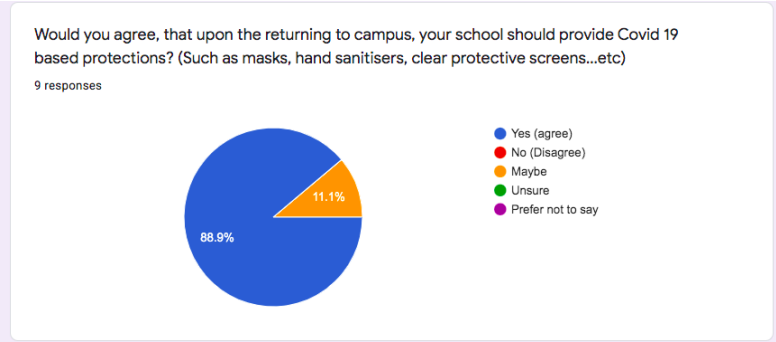
Figure 6.0s responses are very interesting as they identify different st approaches that various Heads from different International schools in Malaysia have taken in

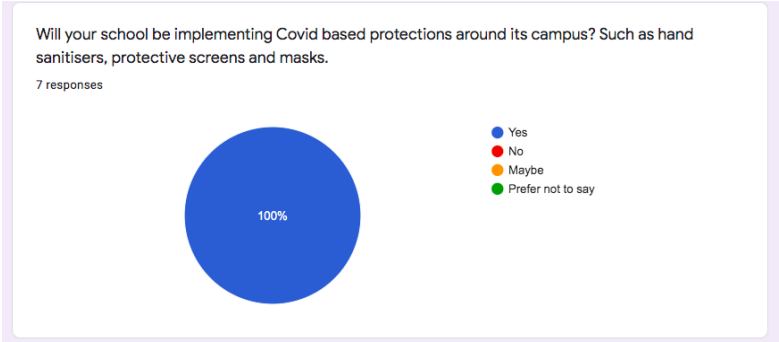
response to the damages to Profitability the Pandemic has caused. Responses from one Head state; “Discounting fees so more students do not leave.” This approach seems common and fair as students cannot access the facilities and resources that they are paying for. However this has not been the approach for all schools, as other Heads state: “They will still receive high quality lessons and gain good results. The organisation has remained tight on any spending and budgets have been cut without any discount awarded to parents.” These two alternative approaches demonstrate different business strategies and confirm that profitability is a concern during this time.

As stated in section 2.3, in Malaysia the biggest International schools are The Alice Smith School, Marlborough and ISKL, which are all Not for profits. This means they receive non-profit status that exempts the institution from federal, state and local taxes. It also allows the school to accept contributions which are in turn tax deductible. Not for profits are given more advantages as an institution as they are seen as operating for the greater good of the community. Which is why certain schools may have taken different approaches. Budget, amount of money coming in, amount in the bank and overheads will be different for every school. Meaning each school is likely to take a slightly different approach. Which is why as stated in figure 6.0 schools are being, “Innovate and flexibility with business and operational models.” Based on the primary, quantitative and qualitative data collected, the researcher has collected enough evident to form a third hypothesis that; the Pandemic has affected International schools Profitability to the extent that new business models and business strategies are being employed to protect and safeguard the damaged revenue streams and increased outputs of these international institutions. Resulting in an abundance of changes and new measures put in place as a direct result of the Pandemic.

4.8 - Measures put in place

Section 6.0 focuses on understanding the methods put in place to protect students and teachers from Covid19 as well as to understand the changes International schools have had to make to suit government regulation. (Burgess & Sievertsen) These qualitative questions were asked with the aim of allowing respondents to fully express themselves, as qualitative data helps understand attitudes, qualities and characteristics that can be analysed to help understand the research question further. (AE Maxwell 1962)





(Figure 6.2 (Teacher) + 6.3 (Heads) - Bar Charts - Authors own)

Figure 6.2 + 6.3 shows a significant likelihood of new Covid based protections being implemented across schools. A follow up question was asked to gage more in depth primary data:

Please detail what Covid based protections you would want to see upon the returning to campus?

8 responses

- Masks, hand sanitisers, screens etc.
- masks, hand sanitizer, thermometers,
- School has already put measures in place - temperature taken on arrival, hand sanitizer provided, limited numbers in rooms to ensure social distancing, staggered times to prevent crowding, one way routes around school
- masks
- Wear masks and keep social distancing, wash hands frequently.
- Masks, hand sanitizers, thermometer for temperature check.
- Mask wearing, social distancing (numbers in a classroom limited), hand sanitiser available.
- Mask, hand sanitizer temperature checking.

How is your International school able to ensure the safety of their students upon the return to on campus teaching?

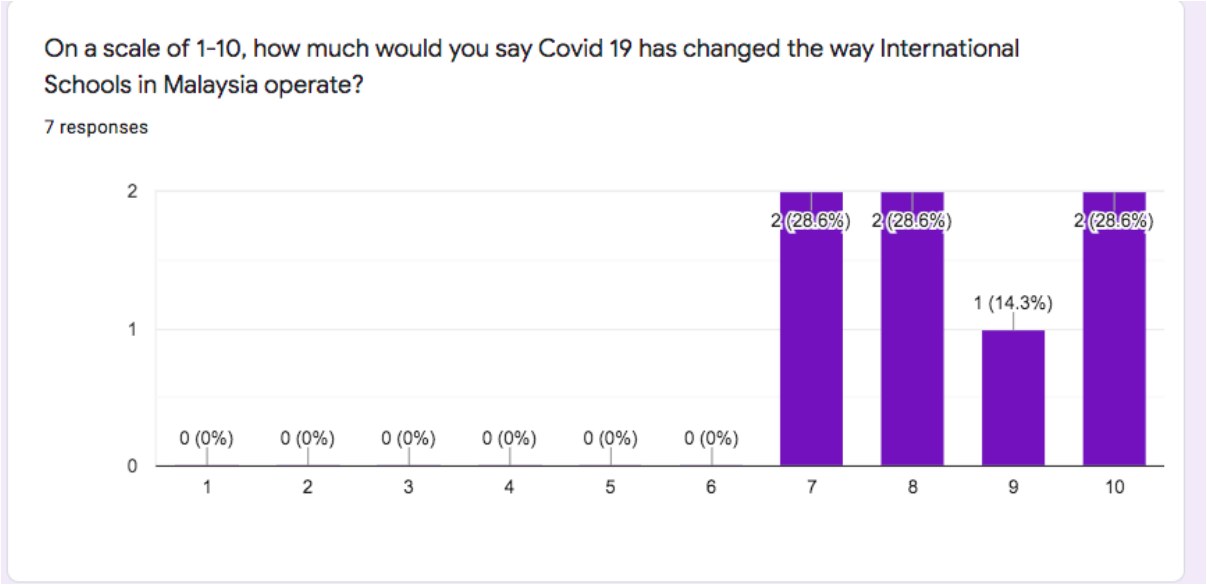
7 responses

- masks, hand sanitisers will be installed "
- Socially distancing instructions all over campus. Larger gaps between staff and students in classrooms. Less movement around campus. Compulsory masks and sanitiser.
- Strict SOPs are in place.
- Adhering to SOPs- no absolute guarantees
- Temperature checks twice a day.
  Masks all day in school except for PE.
  Sanitizer available in all classes, entry to school, every room.
  Marked spacing by lockers, lunch areas, sitting areas, classes.
  Staff vigilant to ensure health and safety for all students.
- Keeping to the SOP
- Extensive SOP's in place.

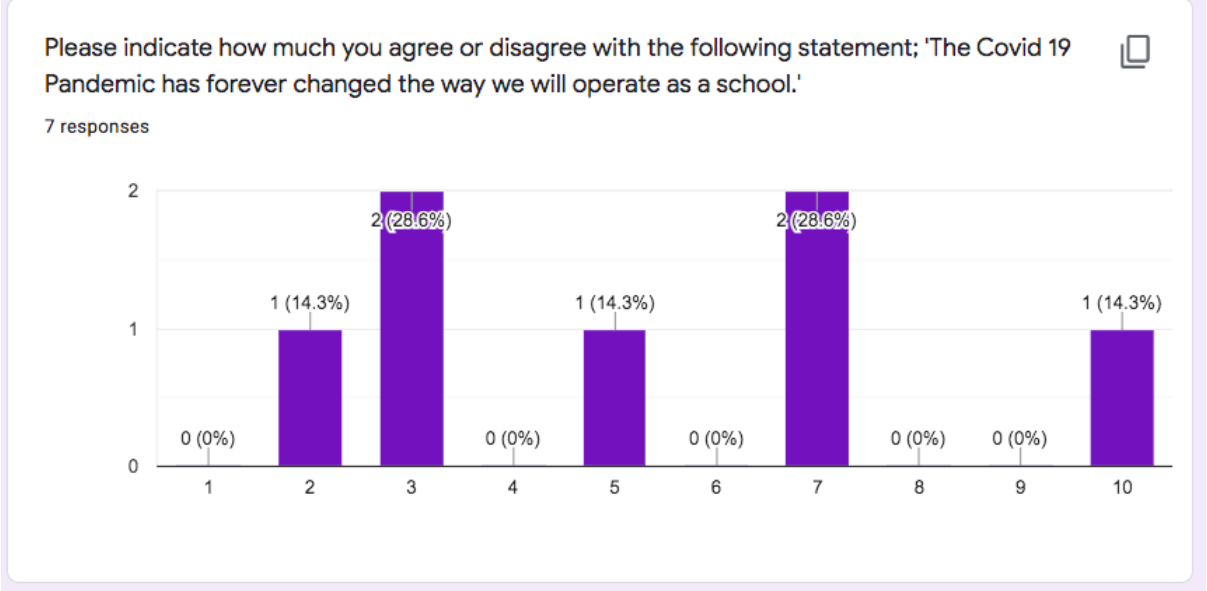
(Figure 6.4 Teachers + 6.5 Heads - Long Answer questions - Authors own)

Figures 6.4 confirms for this research that various new protective measures will

be put in place by schools, measures such as hand sanitizers, masks, thermometers and social distancing. Figure 6.5 also highlights the use of government SOP instructions and vigilant staff.
Now that new measures have been identified, a third question was asked to Head teachers about measures put in place, to gain more qualitative data about how significant the changes have been for the schools:



(Figure 6.6 - Bar Chart - Responses from teaching staff- Authors own)



(Figure 6.7 - Bar Chart - Responses from Heads - Authors Own)

All respondents in figure 6.6 state that there has been significant noticeable changes to the way the whole school operates since the start of the Pandemic. However figure 6.7s results are more varied highlighting that 50% of Head staff have

confidence that things will return to normal post Covid 19 and another 50% feel that the impact of the Pandemic has been so significant that it will forever change the way an International school will function. Therefore a further two questions were asked about what future measures International schools could face:

What changes do you foresee for the future of International schools in Malaysia post Pandemic?

5 responses

different business models and structuring "

There may be less expats in Malaysia and so the examinations that are offered may become more in line with the demand of Malaysia.

There is a market ready and willing to return to Malaysia once travel is permitted so schools will recover. China, Korea, India, Taiwan, Hong Kong and Japan are all flourishing markets from which students and families are hoping to return.

It may take a while for student numbers to increase having lost over 100 students in the last year so more local staff may be employed. This may affect parent choices.

In the near future I see some changes and some schools may not be able to continue but over the next 10 years I do not think there will be huge change to the AMIS group.

(Figures 6.8 (Teacher responses) and 6.9 (Head Responses) - Long Answer questions - Authors own)

What changes do you foresee for the future of International schools in Malaysia post Pandemic?

8 responses

maybe we will receive less international students from other countries

Lots of international students will leave as their families loose work in the area. Schools will struggle to fill places. More of a shift towards catering to national students who require an international style education. Lack of funds to build new facilities/update equipment/pay for international teachers - more local hires.

It will take a few years to recover student numbers as the economy takes time to rebound. Some parents might opt for the less expensive option of home learning seeing how its worked during the pandemic.

Online learning will be more useful in the future.

Maybe we would see less international students from other countries.

Enrollment down for years to come. Some schools switch to targeting a different demographic (local students, lower fees).

1. Due to the economy down during the Pandemic, parents income may be affected. This may lead to a decision on withdrawing their kids from the International Schools.

The major theme figure 6.8 and figure 6.9 highlight is the impact on returning and new acquisition of students due to government regulation. This has an effect on profitability and is causing International Schools to adapt their business models to suit this new external environment. Mention of “huge changes to the AIMS groups,” and “lost over 100 students,” are reasons schools are needed to adapt their business models and take other strategic approaches.

A second major change identified is, “Lack of funds to build new facilities/update equipment/pay for international teachers.” With outputs increasing and input decreasing, schools will not make big purchases of new facilities due to caution over the economic state and recovering of funds.

A third key theme is the potential move away from expat, International staff and students. As travel restrictions make it harder for people to get into Malaysia, staff may have to be sourced locally. It will take a few years to recover student numbers as the economy takes time to rebound. Some parents might opt for the less expensive option of home learning seeing how its worked during the pandemic,” and “Some schools switch to targeting a different demographic (local students, lower fees). Due to the economic downturn during the Pandemic, parents' income may be affected. This may lead to a decision on withdrawing their kids from the International Schools.” These statements agree with data collected in figures 5.8 and 5.9, as schools are adapting and changing their models of business to ensure they are prepared for the future.

4.9 - Discussion / Conclusion

The present study aimed to investigate, through the collection of primary data, how Private International schools in Malaysia are able to remain financially viable during a Pandemic. Along with; What are the most significant changes that private International schools in Malaysia have experienced due to new government restrictions. The research in this chapter developed 2 hypotheses based on the aims that are supported with solid quantitative and qualitative evidence. The research hypothesis is needed for a sound and well-developed research study. The research hypothesis contributes to the solution of the research problem. (AH Toledo 2011)

The first hypothesis was developed from figures 4.5, 4.5.1 and 4.6 (Questions 1-4.) And is as follows; ‘online learning is only an effective substitute for classroom teaching, if students are made to feel engaged and motivated in understanding why they need to engage with the work set to them.’ This was theorized from both teachers and head teachers responses to the questionnaire. 1/3rd of Heads at various International schools in Malaysia have stated in this research that they disagree with the effectiveness of online learning. Only 14.3% feel it is an effective substitute for normal classroom teaching and 14.3% of heads agree with the 55.5% of teachers that this form of delivering content is only effective if students apply themselves and are self motivated to be engaged with the set work. Resulting in conclusive evidence to support hypothesis 1.

Hypothesis two focuses on the second aim of the chapter; developing primary data about the profitability of these institutions during a Pandemic. Data from figures 5.7, 5.8, 5.9 and 6.0, produced responses from Head teachers at multiple International Schools in Malaysia, that stated a multitude of business model changes, as well as mentioning budget adjustments, fees cutting, high staff turnover and low acquisition of students. Resulting in solid evidence being found to support hypothesis two, which is; 'the Pandemic has affected International schools Profitability to the extent that new business models and business strategies are being employed to protect and safeguard the damaged revenue streams and increased outputs of these international institutions. Resulting in an abundance of changes and new measures put in place as a direct result of the Pandemic.' These hypotheses help form a better understanding of the research question. Therefore in conclusion, a multitude of business model changes have been experienced by International schools in Malaysia, as a direct result of the Pandemic. Changes not only to methods of teaching, but also to revenue streams, staff turnover, student acquisition and fees, resulting in a complete change of business models to adapt to this new external environment.

Chapter 5 - Recommendations and Conclusion

5.1 Introduction

This chapter will conclude on the findings from chapter 4. Chapter 5 will discuss the real world implications of the findings of this report. Chapter 5 will also complete the final objective of;

'Providing recommendations to the education industry of best methods put in place to deal with the Covid Pandemic.'

Finally this chapter will discuss limitations of this research and offer future recommendations for research on this area.

5.2 - Summary of findings:

This dissertation aimed to investigate, through the collection of primary data, the measures put in place in Private International Schools in Malaysia to help businesses during the Covid 19 Pandemic. Section 3.2.2 - The researcher approach identified 5 main themes that this dissertation must cover to answer the research question, these are; Profitability, changes to business models, methods put in place, government regulation and changes to progress and teaching methods. These are the key themes that quantitative and qualitative data must be collected on to effectively answer the research question. The researcher ensured at least 2-3 questions were asked to both teachers and heads that were based on each of these key themes. Therefore once responses from the questionnaire were collated and evaluated in Chapter 4, 2 hypotheses were made. Recurring data and responses in figures 4.5, 4.5.1 and 4.6 resulted in this research developing its first hypothesis that;

'online learning is only an effective substitute for classroom teaching, if students are made to feel engaged and motivated in understanding why it is important for them to learn the work set to them.' Due to the Pandemic causing all students to learn from home, many teachers voiced concerns over the effort that students are putting in when not in an official learning environment. Head teachers also mentioned fears of slipping grade averages and unfocused students. In figure 4.6 44.4% of respondents stated that successfully understood content all depends on the focus and willingness of the students. Therefore it was found that the best way to ensure true engagement with the content was to put additional stress on why knowing the content is important, such as quizzes or end of year exams. This convinces the students that they must truly retain the content and makes the method of online learning truly effective. The research hypothesis is needed for a sound and well-developed research study. The research hypothesis contributes to the solution of the research problem. (AH Toledo 2011) This Hypothesis focuses on the themes of methods put in place and changes to progress and teaching methods.

Secondly, hypothesis two focuses on the second aim of chapter 4; developing primary data on the profitability and changes to business models of these institutions during a Pandemic. Data from figures 5.7, 5.8, 5.9 and 6.0, produced responses from Head teachers at multiple International Schools in Malaysia, that stated a multitude of business model changes, as well as mentioning budget adjustments, fees cutting, high staff turnover and low acquisition of students. Resulting in solid evidence being found to support hypothesis two, which is; '*the Pandemic has affected International schools Profitability to the extent that new business models and business strategies are being employed to protect and safeguard the damaged revenue streams and increased outputs of these international institutions. Resulting in an abundance of changes and new measures put in place as a direct result of the Pandemic.'* Figure 6.8 and figure 6.9 highlight the impact government regulation has had on returning and new acquisition of students. The data shows this has had an effect on profitability and is causing International Schools to adapt their business models to suit this new external environment. Other measures that have been put in place are, new protective screens, temperature checks and masks around schools, smaller class sizes due to low international student acquisition, schools switching to target a more local demographic, extensive SOPs updates, online learning and cost cutting where possible. Mention of "huge changes to the AIMS groups," and "lost over 100 students," are reasons schools are needed to adapt their business models and take other strategic approaches. Due to the MCO restricting new acquisition of students and therefore new revenue streams for schools, outputs are gradually increasing whilst inputs decrease.

Therefore in conclusion, a multitude of business model changes have been experienced by International schools in Malaysia, as a direct result of the Pandemic. The Pandemic has entirely changed not only the way schools teach content, but also how they are allowed to operate, causing many new challenges for International Education institutions to deal with, resulting in business model changes and business strategies being employed to protect these schools during this challenging

time. This research has achieved both objectives stated in chapter 2. Data has been collected on both objectives of this dissertation, which were; *'How Private International schools in Malaysia are able to remain financially viable during a Pandemic.'* Along with;*'What are the most significant changes and protections that private International schools in Malaysia have been required to implement due to new government restrictions.'* Answers based on these objectives from many Head teachers at a range of different International schools in Malaysia, has been collated and evaluated in Chapter 4 of this dissertation. Therefore this body of work has investigated to the best of the researchers ability the impact of Covid 19 upon the functioning of Private International schools in Malaysia.

5.3 - Implications

This study's findings clearly highlight the many implications and changing factors that Government regulation can have upon the Education industry. Due to how many differing factors the education sector has to take into consideration, such as students, parents, stakeholders, governing bodies, SOPS, ect, the thesis findings indicate a strong reliance on the backing and guidance from the government when an unforeseen economic event, such as a Pandemic, takes place.

Rice (2019) stated that by bringing greater exposure to issues it can increase engagement and acknowledgement of problems to better facilitate the creation of solutions.

The present study has demonstrated the huge implications that Government regulation and travel restriction can have upon the normal functioning and practice of these educational institutions. Real world implications such as large changes to business models, inability to generate revenue due to restrictions on sourcing international students, high staff turnover, as well as changes to curriculum and teaching methods, has all implicated these schools into adaptation to survive and remain.

5.4 - Limitations

This body of research has two main limitations; time frame and scale. Due to the deadline of this dissertation, primary data collection was limited to just 2 months. Also due to there only being 36 AIMS member schools in Malaysia, the scale of the research was limited by the number of Heads teachers that were able to respond in the time frame. However responses from 24 out of the potential 36 schools were recorded and evaluated. The time restraint of this dissertation also resulted in no opportunity to measure changes over time or compare results from more than one questionnaire.

In regards to an epistemological standpoint, this dissertation's thesis could have benefitted from a larger variety of respondents as well as a secondary questionnaire to compare and contrast findings. Furthermore, this research could be limited by the issue of respondents providing socially desirable answers. Due to the nature of the questionnaire and how it closely examines and compares different business models

and methods, respondents could have felt pressure from their role in these schools, to only give what they felt was the morally correct answer, instead of entirely truthful responses. (TP Johnson 2003) However measures were taken to counter the effects of socially desirable responses, by making respondents aware of confidentiality and anonymity.

5.5 - Recommendations for the future

This study holds a number of recommendations and highlights key areas and aspects for concern of International Education institutions when operating in unforeseen economic environments. These findings can be analysed and used to better prepare for similar future events. Recommendations of best practice and successful methods of Covid 19 control were highlighted through this body of work, alongside multiple analysed methods and strategies that differing institutions have utilized to better cope and manage this type of situation. Meaning that this work holds valuable insight into successful and unsuccessful methods of dealing with situations such as; government regulation - travel restrictions, off campus teaching, disease control methods and best SOPs to deal with Pandemics or similar economic situations in the future.

Secondly, recommendations about the best practices to protect revenue streams and institutions profitability can be found throughout this dissertation. Head teachers from 24/36 AIMS group members have responded to this dissertation and offered their shared experience and recommendations of best financial practices. The experienced heads of Various International Schools in Malaysia, have highlighted key financial difficulties and how they are coping with reduced inputs and increased outputs, resulting in this body of work holding key themes and strategies for businesses to look back on and learn from in similar future experiences.

Thirdly, the formation of the two hypotheses of this work has highlighted certain gaps in understanding and best practice. It is recommended that when studying online, students are frequently reminded of why it is important for them to understand and retain the set information, as students working from home are less likely to work as hard as when in class. This can be done through reminding of examinations or pass papers. This is important in order to retain the quality of learning and achievements of these institutions.

Thirdly this body of research has recommended the need and importance of adaptation in business models and SOPs as new unpredictable circumstances, such as Covid 19, can present themselves very quickly and unexpectedly. Businesses will need to learn from mistakes made in this Pandemic and can use this body of work as an example of what was good or poor practice. This body of research holds key information from individuals in high positions with a lot of experience between them,

at different educational institutions in Malaysia, on the best types and forms of practice to deal with Pandemics and the challenges that it creates.

5.6 - Conclusion

As a result of this research it can be concluded that the Pandemic has caused a magnitude of new measures put in place by International schools in Malaysia. Due to the nature of the virus not allowing human contact and government regulation not allowing International travel, International schools have had to adapt their approach hugely to suit these new regulations that completely go against their normal approach of educating. Business model changes, staff turnover, SOP changes, new regulations, profitability damages as outputs rise and inputs decrease, new teacher and student acquisition and a complete change of approach in the form of online teaching, are just the main challenges that educators have faced while operating in this new economic environment brought on by Covid19.

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Chapter 7 - Apendices

Ethical form:

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:		Bayden Bromley			
2	Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	x	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

4	Institute/Academic Discipline/Centre:	University Trinity Saint Davids Wales
5	Campus:	Business Campus
6	E-mail address:	baydenbromley@gmail.com
7	Contact Telephone Number:	07428261853
	For students:	
8	Student Number:	1800628
9	Programme of Study:	Business Management
10	Director of Studies/ Supervisor:	Caroline W

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SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		**YES**	**x**	**NO**
					Date
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐		**1/12/2020**
3		Institute Research Committee	☐		
4		Other (write in)	☐		**University approval**

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	**x**
2	**UWTSD Research Data Management Policy**	***x***
3		**x**

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?		**YES**		**NO**	x
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?		**YES**	x ☐	**NO**	☐
7	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	x ☐
8	Is your research externally funded		**YES**	☐	**NO**	x ☐
9	Are you specifically employed to undertake this research in either a	Voluntary	**YES**	☐	**NO**	x ☐

10	undertake this research in either a paid or voluntary capacity?	Employed	**YES**	☐	**NO**	x ☐
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	**YES**	x ☐	**NO**	☐
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	**YES**	x ☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	**YES**	x ☐	**NO**	☐
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	How has the Covid 19 Pandemic changed Malaysian business and how will this impact the future of business in Malaysia?		
2	Proposed start date:	1/11/2020	Proposed end date:	24/5/2021
3	**Introduction to the Research (maximum 300 words)** **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:** • *Purpose of Research Activity* • *Proposed Research Question* • *Aims of Research Activity* • *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain • *What the research activity will add to the body of knowledge* • *How it addresses an area of importance.*			

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4	**Purpose of Research Activity** The purpose of this research activity is to assess the scale of damage that has been caused to the Malaysian economy and public sector, by the Corona Virus Pandemic. Identifying the response to the Pandemic by Malay companies, big and small and highlighting the actions that the Malaysian Government took to attempt to control the spread the virus. Existing research will help provide my work with important statistics and specific information, such as information on the stimulus package that the Malaysian government designed the help SME's cope with the new restrictions that the Pandemic has caused. Information online is a crucial part of understanding the scale of the damage caused as well as how Malaysia can expect to come back economically, after the pandemic is over. As well as assessing the current state of the Malay economy, I will add to the existing research by suggesting methods the Malaysian government can put in place to assist their economy post the Covid Pandemic. For example; suggesting ways that the Malay government can encourage new start ups and develop a market for SME's in place of the ones that had to close. As well as suggesting ways that the government can assist in businesses being more prepared for events like this is the future. By highlighting which industries were affected the most I will specify my future suggestions for reboot of the Malaysian economy based on those findings, making the advice specific and measurable. (this box should expand as you type)
5	**Research Question** How has the Covid 19 Pandemic changed Malaysian business and how will this impact the future of business in Malaysia?

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6	**Aims of Research Activity** Gaging a scope of the scale that this Pandemic has had on local Malaysian business. Analyse the responses at each stage of the Pandemic by the Malay Government, analysing their decisions and reasons for their actions. As well as suggesting alternative actions they could have taken. What steps can the Malaysian government take to reduce the impact this Pandemic has caused? This research also aims to conduct interviews and questionnaires with Malaysian that are currently living in Malaysian during this Pandemic. This is to get a real sense of the situation from a locals perspective. Which industries and agriculture have been affected the most? Are industries likely to bounce back post the pandemic? By analysing the number of hospitalisations and deaths related to Covid, one can ascertain an understanding of whether or not the response issued was too vast or not enough to deal with the current situation. How have businesses needed to adapt to remain competitive? Understanding alternative methods Malaysians have had to take to source finance. Understanding how the damage done to the Malay economy will be recounted for.
	Understanding how the damage done to the Malay economy will be recounted for. Tax? Analysing the reasoning behind Malay Government's actions and how it has impacted the local, everyday Malay. Analyse the huge effect that the MCO had on the tourist industry in Malaysia, as this sector is responsible for a huge portion of Malaysian GDP and supports thousands of small malay businesses. Understanding how this pandemic has changed the future of Malaysian business How have certain Malaysian businesses adapted to overcome the challenge of a pandemic? How it feels to be a local Malay at this time. How the Malay government is planning to stop the spread of the pandemic alongside trying to not crush the Malay economy. In what ways will Malay business be different in the future? (this box should expand as you type)

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7	**Objectives of Research Activity** This research activity is aimed at looking at the economic damage that the 2020 Covid 19 Pandemic has had on the economy of Malaysia. Looking at which industries and agriculture was affected the most, as well as assessing the damage done to the everyday Malay businessman. By analysing the scale of the damage caused to the economy one can ascertain what the future progression of the Malaysian economy is likely to have in the next few years. As well as assessing the current state of the Malay economy, I will add to the existing research by suggesting methods the Malaysian government can put in place to assist their economy post the Covid Pandemic. For example; suggesting ways that the Malay government can encourage new start ups and develop a market for SME's in place of the ones that had to close. As well as suggesting ways that the government can assist in businesses being more prepared for events like this is the future. By highlighting which industries were affected the most I will specify my future suggestions for reboot of the Malaysian economy based on those findings, making the advice specific and measurable. This research also aims to conduct interviews and questionnaires with Malaysian
	This research also aims to conduct interviews and questionnaires with Malaysian that are currently living in Malaysian during this Pandemic. This is to get a real sense of the situation from a locals perspective. (this box should expand as you type)
8	**Proposed methods (maximum 600 words)** Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	(this box should expand as you type)

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10	**Location of research activity** Identify all locations where research activity will take place.
11	United Kingdom and Malaysia (this box should expand as you type)
12	**Research activity outside of the UK** If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/ universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	X *(this box should expand as you type)*

14	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	X
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. *(this box should expand as you type)*		

SECTION F: Scope of Research Activity

1	**Will the research activity include:**	**YES**	**NO**
2	Use of a questionnaire or similar research instrument?	X	☐
3	Use of interviews?	X	☐
4	Use of diaries?		X
5	Participant observation with their knowledge?	☐	X
6	Participant observation without their knowledge?	☐	X
7	Use of video or audio recording?	X	☐
8	Access to personal or confidential information without the participants' specific consent?	☐	X

8	Access to personal or confidential information without the participants' specific consent?	☐	X
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	X
11	Investigation of participants involved in illegal activities?	☐	X
12	Use of procedures that involve deception?	☐	X

13	Administration of any substance, agent or placebo?	☐	X
14	Working with live vertebrate animals?	☐	X
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
16	Details of any other primary data collection method:		

16	Details of any other primary data collection method: Interview of a local Malay to gage perspective. This individual resides with my family in Malaysia as a helper and will be asked a few basic questions to assist my research, in order to understand the reality of what it is like to be living in this climate in Malaysia at this time. (this box should expand as you type)	X	

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	**Who are the intended participants:**	**YES**	**NO**
2	Students or staff at the University?	☐	X
3	Adults (over the age of 18 and competent to give consent)?	X	☐
4	Vulnerable adults?	☐	X
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	X
6	Prisoners?	☐	X

6	Prisoners?	☐	X
7	Young offenders?	☐	X
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
9	People engaged in illegal activities?	☐	X
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
11	Other – please indicate here: Interview of a local Malay to gage perspective. This individual resides with my family in Malaysia as a helper and will be asked a few basic questions to assist my research, in order to understand the reality of what it is like to be living in this climate in Malaysia at this time. Questions will be very basic; i.e. How has the Corona Virus impacted the way you go about your day? .. ect.. (this box should expand as you type)	☐	X

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PG2 / E1 FORM

12	**Participant numbers and source** Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	3 *(this box should expand as you type)*
14	Who will the participants be?	Parents (2) Helper / Maid (1) *(this box should expand as you type)*
15	How will you identify the participants?	They are within my Family and live together *(this box should expand as you type)*

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16	**Information for participants:**	**YES**	**NO**	**N/A**
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	☐	☐
18	Will you tell participants that their participation is voluntary?	X	☐	☐
19	Will you obtain written consent for participation?	X	☐	
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
21	If the research is observational, will you ask participants for their consent to being observed?	X	☐	☐
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	X	☐	☐
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐

24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
26	If NO to any of above questions, please give an explanation			
27	*(this box should expand as you type)*			

28	**Information for participants:**	**YES**	**NO**	**N/A**
29	Will participants be paid?	☐	X	☐
30	Is specialist electrical or other equipment to be used with participants?	☐	X	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
33	If YES to any question, please provide full details			
34				

SECTION H: Anticipated Risks

1	**Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.** If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

2	**Full risk assessment completed and appended?**	**Yes**	X
		No	☐
3	**Risks to participants** For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
4	Risk to Participant: NONE *(this box should expand as you type)*	*How will you mitigate the Risk to Participant* *(this box should expand as you type)*	

5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
	(this box should expand as you type)
6	**Risks to investigator** For example: personal safety, physical harm, emotional distress, risk of accusation of harm/ impropriety, conflict of interest
	Risk to Investigator: NONE *(this box should expand as you type)* — *How will you mitigate the Risk to Investigator:* *(this box should expand as you type)*
7	**University/institutional risks** For example: adverse publicity, financial loss, data protection
	Risk to University: NONE *(this box should expand as you type)* — *How will you mitigate the Risk to University:* *(this box should expand as you type)*

8	**Disclosure and Barring Service**			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
10	Does your research require you to hold a current DBS Certificate?	☐	**X**	☐

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when? IMMEDIATELY. I will have explained the reasoning for the questions and will make sure the participants are happy with their answers being used to assist my research.

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	(this box should expand as you type)
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	The questions will be asked to my family members and helper. Each will be briefed on what the topic is about and why I am asking them questions. I will have them sign a form to agree to be questioned. *(this box should expand as you type)*
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
	"Personal data" *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.*	☐	**X**
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	(this box should expand as you type)		
3	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO X**

	"Special category data" *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	**x**
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	**YES**	**NO**
6	Manual files (i.e. in paper form)?	☐	x
7	University computers?	☐	x
8	Private company computers?	☐	x
9	Home or other personal computers?	x	☐
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	x	☐
11	"Cloud" storage or websites?	x	☐
12	Other – specify:	☐	x
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	(this box should expand as you type)		

14	**All Data Storage**		
15	Will the research activity involve any of the following activities:	**YES**	**NO**
16	Electronic transfer of data in any form?	☐	x
17	Sharing of data with others at the University?	☐	x
18	Sharing of data with other organisations?	☐	x
19	Export of data outside the European Union or importing of data from outside the UK?	☐	x
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
21	Publication of data that might allow identification of individuals?	☐	x
22	Use of data management system?	☐	x

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23	Data archiving?	☐	x
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	(this box should expand as you type)		
25	List all who will have access to the data generated by the research activity:		
	Me *(this box should expand as you type)*		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Me *(this box should expand as you type)*		

27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Ill simply store any answers to questions from the interview on my computer *(this box should expand as you type)*		
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff*)		
	x *(this box should expand as you type)*		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	x
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	x
		NO	☐

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SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	Bayden bromley	**Date:1/02/2020**

For STUDENT Submissions:

32	Director of Studies/ Supervisor:		**Date:**
33	Signature:		

For STAFF Submissions:

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		**Date:**
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

x	I have read the guidance notes supplied before completing the form.
x	I have completed **ALL RELEVANT** sections of the form in full.
x	I confirm that the research activity has received approval in principle
x	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
x	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) *ONLY TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT***
x	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
x	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

□x	I have deleted the guidance notes before submitting the PG2 for consideration

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PG2 / E1 FORM

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages: https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Research Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Institutes.** Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You
Please complete all relevant sections

Section B: Approval for research activity
Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Institutes (Institutes provide specific details of these processes)
- Staff, by agreement by the Academic Director/Assistant Dean

Section C: External Ethical Guidance materials
Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity
Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity
Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity
Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and I do not need to be completed. . Signatures are still required in section K.

Section G: Intended Participants
Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

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Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Academic Director/Assistant Dean in relation to staff research.

Section H: Anticipate Risks
All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects
If these are business owners, time with you may reduce profit.
In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit

- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Academic Director / Assistant Dean if a member of staff.
Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage
Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration
Ensure the appropriate countersignatures have been provided
Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice

Signature of applicant: Bayden Bromley

Date: 25/04/2021

For students:

Director of Studies/ Supervisor:	Caroline JW
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

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Please tick all categories that might apply.

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If these are business owners, time with you may reduce profit.

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- plagiarism: using other people's material without giving proper credit
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Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix 2: Copy of the distributed survey

https://docs.google.com/forms/d/1Awr7yhI_zMiIrI8Q4wX_jBrwaTq7mT16HMyjPZUksVU/edit#responses