



**UNIVERSITI TEKNOLOGI MARA**

**FACULTY OF ADMINISTRATIVE SCIENCE & POLICY STUDIES  
BACHELOR OF ADMINISTRATIVE SCIENCE - AM228**

**TITLE OF PROPOSAL**

**THE READINESS OF STUDENT FOR FACE-TO-FACE CLASSES AFTER PANDEMIC  
COVID-19**

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## **ABSTRACT**

Electronic communication becomes increasingly common, and as students juggle study, work, and family life, many universities are offering their students more flexible learning opportunities. Classes once delivered face-to-face are often replaced by online activities and discussions. However, there is little research comparing students' experience and learning in these two modalities. The aim of this study was to compare undergraduates' preference for, and academic performance on, class material and assessment presented online vs. in traditional classrooms. The activities for one topic were conducted face-to-face, and the other online, with topics counterbalanced across two groups. The results showed that students preferred to complete activities face-to-face rather than online, but there was no significant difference in their test performance in the two modalities. In their written responses, students expressed a strong preference for class discussions to be conducted face-to-face, reporting that they felt more engaged, and received more immediate feedback, than in online discussion.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 CHAPTER REVIEW**

This chapter focuses on the background of study which is on UiTM Sarawak Campus Samarahan 2 student readiness for physical classes after Covid-19 pandemic. The scope of study is focusing on the readiness of students from UiTM Campus Samarahan 2 for physical classes after Covid-19 pandemic. Section 1.1 discusses on the Chapter Review, Section 1.2 the background of study, section 1.3 explains the research objectives, section 1.4 is the Research Problem and Section 1.5 states the research issue and gaps, section 1.6, is on the significance of study. Section 1.7 additionally is about the scope of research and section 1.8 explains about the research questions. In addition to that, Section 1.9 states the research hypotheses, section 1.10 is about the definition of terms and concepts and finally section 1.11 is on chapter summary.

### **1.2 BACKGROUND OF STUDY**

Covid-19 has impacted everyone in the world, especially the majority groups which are students. The closure of physical classes after covid-19 pandemic affected the world, especially students. There are several previous studies related to the students in physical classes. Covid -19 has impacted everyone in the world, especially the majority groups which are students. The education sector is not leftover from the lockdown, especially students who are expanding their studies at university level. The closure of physical classes after covid-19 pandemic affected the world, especially students. There are several previous studies related to the students in physical classes. This essay aims to do research on the difficulties and effects of the pandemic crisis on Malaysia's higher education institutions (HEIs). Additionally, it describes creative tactics used, mitigation measures, ramifications, and advice for HEIs. This statement clearly shows that Covid-19 give many positive and negative impacts towards all the students in Malaysia. The sickness first surfaced in Malaysia towards the end of February 2020. Following the religious gathering in Seri Petaling, which drew 16,000 people, including 1,500 foreigners, on March

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 CHAPTER REVIEW**

This chapter contains all of the key aspects employed in this investigation. All of the values that will lead to specific results will be covered in the study of servant leadership. Section 2.1, which includes physical learning class readiness, will be discussed further.

It is followed by dependent aspects, resulting in Section 2.2 physical class in Malaysia after pandemic COVID-19. Section 2.3 discusses Physical learning in UiTM Kampus Samarahan 2 Sarawak after pandemic COVID-19. Further, this chapter also elaborates Section 2.4 Shift from physical class to online learning then discusses on 2.5 switching back to offline learning from online learning. In the next segment 2.6 will illustrate the conceptual framework of the entire study. Section 2.7 discusses research hypotheses and last 2.8 will be a chapter summary of Chapter Two.

#### **2.1 PREPARATION FOR PHYSICAL TRAINING CLASS**

In addition to emphasizing learning pleasure, trainers' opinions and intentions towards the use of and integration of technology into education are a source of worry. According to Rienties et al. (2013), training institutions in this situation were required to offer sufficient professional development and assistance to trainers so they could build the technological and pedagogical abilities necessary to conduct e-learning sessions. This will inadvertently assist trainers in successfully transitioning from a traditional classroom setting to an online learning one.

The current workload and lack of time have emerged as the main obstacles preventing trainers from giving their full commitment to e-learning sessions, even though they are proficient in using computers and exploring online platforms, have positive attitudes towards e-learning, and perceive administrative support for doing so (Alsadoon, 2009).

This includes ongoing administrative tasks performed by training institutions as well as additional labor responsibilities including doing research, writing for publications, and participating in the community.