

Chapter 11

COVID-19 Effects on Learning Behaviour of Tourism Students for Sustainable Education: The Malaysian Context

*Sharala Subramaniam, Jeetesh Kumar
and Priyakrushna Mohanty*

Abstract

According to the World Health Organization (WHO), the alarming spread of coronavirus (COVID-19) began to shock the world on 31 December 2019, and it was first detected in Wuhan, Hubei, in China when a patient presented with pneumonia. To date, the virus has recorded over 2,088,663 cases worldwide. The impact of COVID-19 would be precisely worrying as it aggravated not only tourism but also the learning behaviour of tourism students. What are the effects of the COVID-19 pandemic on the learning behaviour of tourism students? What lessons could be learned to make it more sustainable for the students? And finally, what would be the suggested resilient strategies for the tourism students in the post-pandemic era? There is no original study conducted to focalise investigation on revealing the negative characteristics of COVID-19 and the learning curve of university students in Malaysia. However, the main objectives of this chapter are to provide an overview of the effects of COVID-19 in the learning behaviour of tourism students for sustainable education and the factors that distress students' minds and how these helped students to share the positive aspects with others. It is gradually visible that the effects of COVID-19 on learning behaviour and dangers to university students in Malaysia and their significance on students' emotional change or learning behaviours are not well perceived. This chapter recommends that educational institutions produce studies to proliferate and document the pandemic's impact on the educational system. It is crucial for tourism students for sustainable education in the current time.

Keywords: COVID-19; learning behaviour; sustainable education; tourism students; digital instruments; Malaysia

Introduction

The global tourism sector flourished before the COVID-19 epidemic engulfed the planet in December 2019. Packages and low-cost flights are always sold out a year ahead of time. People on vacation abroad appear to be adopting a new trend of increasing their momentum after a long day's work. Many local and international tourist centres have had to close their doors. This impacts industry participants, particularly those in the airline and hospitality industries.

The tourism industry is one of the main contributors to Malaysia's revenue of 15.3% of the country's Gross Domestic Product (GDP) (Munikrishnan & Mamun, 2021). Until February 2020, Malaysia suffered a loss of RM 3.37 billion due to cancelling travel packages. Melaka, a tourism state, has also been affected since the implemented Movement Control Order (MCO). The tourism sector is the most significant contributor to Melaka's GDP (My Metro, 2020).

Domestic tourists make up 60% of the tourists who come to Melaka. In 2018, a total of 17.02 million tourists were recorded visiting Melaka. As of September 2019, 13 million tourists have visited Melaka. This number is expected to increase the number of tourists in 2018 despite failing to reach the target of 20 million tourists in conjunction with the Visit Melaka Year (TMM) 2019. Many factors attract tourists to Melaka, and among them, Melaka is one of the UNESCO World Heritage Sites recognised since 7 July 2008. Melaka also managed to preserve the historical heritage of the Portuguese, Dutch, Japanese and British as well as the significant and intangible culture of various ethnic groups to this day. Several major brand hotels in Melaka have announced the closure of their respective operations as they do not want to incur more significant losses due to customers' absence. The good news is that Melaka intends to provide employment opportunities to workers in the tourism industry after the COVID-19 epidemic ends. Langkawi Island, known for its tax-free system, is also affected.

Q1 Q2 The tourist area is gloomy, empty and inactive. Cenang Beach, which was always busy with water sports activities, saw even relaxing on the beach to be prohibited (BH Online, 2020).

Q3 The lack of tourists on the island has impacted the revenue of full-time tour guides and freelance tour guides who work as ambassadors and rely on tourists for payment. Those affected must turn to alternative sources of income, such as e-hailing and internet business, which are still insufficient to meet basic demands. As the COVID-19 pandemic transmits directly between humans or through contact with contaminated surfaces by droplets of fluid from the nose and mouth, especially when sufferers sneeze or cough, the tourism industry will be unaffected.

Impact on Education: Institution

The impact of the COVID-19 pandemic is rooted in Malaysians' minds, especially students from Higher Education in Malaysia. The recent phenomenon of students returning home is one of the many examples of how the pandemic has a significant impact on students from Higher Education. We believe that post-pandemic, the atmosphere will change a lot. We have to accept that we have to deal with careful preparation for a new norm. Higher education is one of the areas where the COVID-19 pandemic had a considerable impact. In response to the impact of COVID-19, four essential components, namely HEI governance and administration, teaching and learning, research and innovation, and internationalisation and strategic planning, are undergoing a correction process (Bao, 2020). Universiti Putra Malaysia (UPM) and the Malaysian Higher Education Research and Policy Development Organization (PenDaPaT) recently hosted a Special Discourse on COVID-19 titled 'Higher Education in Malaysia Post COVID-19: Change or Continuity?' This discourse has highlighted leaders' views from various public universities, namely Prof. Dato' Ts. Dr. Noor Azizi Ismail, Vice Chancellor of Universiti Malaysia Kelantan (UMK), Prof. Ts. Dr. M. Iqbal Saripan, Deputy Vice Chancellor (Academic and International), Universiti Putra Malaysia (UPM), Prof. Dr. Mohd Shahir Shamsir, Deputy Vice Chancellor (Research and Innovation), Universiti Tun Hussein Onn Malaysia (UTHM) and Prof. Dr. Harshita Aini Haroon, Assistant Vice Chancellor (Strategy and Quality Management), Universiti Malaysia Perlis (UNIMAP).

Many people ask, can our government and Higher Education management system accommodate the effects of this COVID-19 pandemic? We admit, our higher education institutions (HEIs) have faced natural disasters such as floods and haze before, but the impacts of this pandemic are very different. Never in history have lectures had to be postponed for quite some time while university lecturers and staff work from home. The panel views on the governance and management system of existing HEIs can cope with the change of pandemic effects well (Ludeman, Osfield, Hidalgo, Oste, & Wang, 2009). To deal with the changes, HEIs must establish various methodologies and ways of operating. To minimise the impact on institutions, for example, they can promote a flexible work culture, think outside the box and focus on risk management and scenario preparation (Barr & Miller, 2013). The way you work online may replace the conventional working method, especially involving travel after this. This development can undoubtedly save many university operating costs with a new work culture without much physical movement. Working online means we no longer need a maximum physical workspace. Thus, significant campus needs may no longer be relevant after COVID-19 (UNESCO, 2020).

The policy of working from home can be proposed in the future, making working hours more flexible and saving operating costs. However, this proposal needs to be refined first with the best method before becoming a working policy or policy (Lee et al., 2003). We believe that the culture of work from home is no longer an option but a must after MCO ends entirely later. The most striking parts of the COVID-19 epidemic are those of teaching and learning. COVID-19

has been hailed as a game changer and driver for the adoption of virtual education. Because face-to-face learning may now be replaced with virtual learning, postponing lectures has no effect on the learning process. Due to the digital divide, the separation between those in the city and those in the rural, rich and poor, some individuals challenge the success of applying this virtual learning. There are also reports that virtual learning will leave poor people distanced from enjoying learning (Bao, 2020). However, we believe we can handle this well through various approaches.

More importantly, internet access needs to be improved continuously because we do not want to see any party fail to get the right to education just because of access problems. We need to realise in this COVID-19 situation that we should not be bound and submissive to the transition of learning methods from a conventional to a virtual one, which should not be our only focus (Bender, 2020). On the other hand, the effects of this COVID-19 pandemic also provide an opportunity for us to re-evaluate educational content as a whole. COVID-19 has an impact on both teaching and learning, as well as research and innovation. Research and innovation activities mostly involving science and technology have to be postponed due to transportation difficulties. Our researchers are unable to go between the lab and the field. So, some people question how this research activity can be continued just like virtual learning. We still do not have a concrete answer to this question (Mokhtar & Gross, 2020). Therefore, there is a suggestion that a guideline should be suggested for successful research during the crisis. Just like the teaching and learning aspects.

An interesting aspect in terms of research and innovation during a crisis is the focus of research and innovation results that can address COVID-19 or, in other words, contribute to the well-being of society. In this case, COVID-19 should also be an agent of transformation to mobilise research for knowledge to research for the community. Despite accepting that studies on medicine and public health will gain more ground and steal the attention of post-COVID-19 research funders, transdisciplinary studies need to be strengthened as they can provide more comprehensive and meaningful results. The previous offering of post-COVID-19 special research grants by the Ministry of Higher Education (MOHE) should produce findings from various perspectives that can help formulate new policies and policies in the future. COVID-19 has resulted in a chaotic internationalisation agenda (Barnum, 2020). Texts mention that this plan requires up to five years before returning to normal. The international narrative that has put income generation as the primary motive seems to no longer survive. International students and declining student mobility are reducing university pockets. Universities abroad are significantly affected by the COVID-19 situation and are urging government intervention to inject financial assistance. With the admission of overseas students, Malaysia also sees internationalisation of students as one of the ways to generate revenue. The National Key Economic Areas, or NKEAs, were once used to categorise income generated through this programme. As a result, the impact of COVID-19 forces us to reconsider our internationalisation strategy (Fuad & Puasa, 2011). Is history still relevant, or do we need to find new, meaningful and long-lasting stories, such as information sharing?

The internationalisation narrative, according to the panel, needs to be rewritten, with a new emphasis on global knowledge exchange and dedication to achieving the Sustainable Development Goals, or SDGs. What is evident is that the commodities narrative of internationalisation is no longer viable. Undoubtedly, higher education in Malaysia after COVID-19 is exposed to two main situations. First, the university is becoming more intimate with technology, and at the same time, the university increasingly recognises the meaning of humanity (Aristovnik, Keržič, Ravšelj, Tomažević, & Umek, 2020). The balance of technology and society is essential at this time. More critically, new norms that are often touted must be paired with the right thoughts and attitudes. We are worried that we will only experience the same excitement without proper thinking and philosophy. Ultimately, during this COVID-19 situation, our university has learned a lot. Learn to change and recognise the reality of the academic institutions to continue unceasingly. Changes in this continuity will shape the country's new higher education.

Academic institutions' role is to ask students how satisfied they were with their responses during the incarceration period of COVID-19 in order to better understand the function of various educational institutions (e.g. government, universities, banks and hospitals). Whereas the impact of various socio-demographic factors on satisfaction with the institutions' role is generally identified as for many alternative aspects/elements, in general, the scholars were far and away from the foremost happy with the part of hospitals with a common fraction of all respondents being satisfied (or satisfied) with their response, particularly in Ceylon with even 94.6%

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It is evident that since globally attention to supplier's area unit is operating more durably than ever to keep locals safe, this could act as a good place to start for suppliers to regain the nation's (including students') satisfaction and trust (Nole, 2020). Universities came in second, with 47.2% of scholars expressing satisfaction with their response. On the opposite hand, students in South America had deficient satisfaction levels with the government (12.1%; South American nation and Chile even with but 8%) and banks (16.8%; Chile with solely 9.0%). Indeed, student satisfaction with governments and banks around the world is often low, with only 41.1% and 37.1%, respectively, happy (or satisfied) (Sahu, 2020). This is not surprising, given that the majority of voters (even students) have little faith in their governments and banks, despite the fact that each academic institution responded by offering additional help to each local and business during the worst of the COVID-19 pandemic.

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Countries worldwide have introduced different emergency policy measures in response to the COVID-19 pandemic (Maria et al., 2020). The primary wave of efforts aimed to safeguard public health, whereas the second wave was supposed to mitigate the crisis's socio-economic consequences. On the world level, students stressed the emergency support for the vulnerable population (in South America and Europe) and service for staff (students from South America and Africa principally saw these as the most important) (Hashikawa et al., 2020). In distinction, students from Asia and the archipelago failed to understand these measures as necessary. Furthermore, students' perceptions of the necessity of

delaying student loan payments were also rather high. Students from South America (Chile) and North America (the United States) were particularly affected.

Further, alternative academic institutions, principally related to postponed or reduced payments and money help, were conjointly crucial throughout the pandemic (Maria et al., 2020). Standards associated with taxes (delayed payment and filing deadline) were necessary for South America and Europe. However, the most minuscule amount was necessary for North America and the archipelago. Regarding housing, the phase transition of rent was highlighted in Europe (Spain), whereas it had been money help and postponed mortgage or connected payments in South America (Chile). This is often in line because some countries, mainly European countries and South yank countries, had already considerably adjusted their housing policy in response to COVID-19. Finally, providing free transport was looked as if it would be the smallest amount necessary. Namely, international students have known the importance of economic help for renters considerably quite their counterparts. At a similar time, standing and level of study were not vital determinants of the measures introduced by academic institutions. Moreover, the World Health Organization could not pay their study's overall price and regarded all of the chosen actions as necessary. Losing one's job failed to emerge as a significant determinant.

Assessments

The COVID-19 pandemic may allow us to revisit and change the existing education system to educate students in the future better. In relation to global education trends, governments around the world face a problem in ensuring that student learning can continue even when they are not in school. Because students are scattered throughout the globe and can only study at home, most countries have turned to online learning as an alternative to traditional learning methods such as face-to-face instruction in a classroom or lecture hall. For a long time, the education system's reform in line with Industry 4.0 was frequently discussed. The national education system needs to change towards teaching and learning guided by digital technology and adopt a more flexible and interactive approach.

Online learning involving the use of information and communication technology (ICT), including mobile devices such as laptops and mobile phones and internet networks, can be in line with the schedule of forming a technology-based learning space for students' current generation. In the period of movement restrictions due to COVID-19, online learning is no longer an option but necessary. The presence of advanced technology in the modern era allows teaching and learning activities to occur anywhere and anytime. While many challenges need to be overcome to optimise teaching and learning activities through technology, this crisis has allowed us to rethink and change the existing education system to prepare the next generation better and create an innovative and high-tech education system for the future.

The concept of teaching and the role of teachers need to be redefined as the majority of students in educational institutions today are from Generation Z (Gen-Z). They interact with technology from birth and live in a tech world. Their daily lives and environments are inseparable from technology. They get information from all over the world through the internet and share information through social media. The way of learning has changed with the development of technology. Currently, students can get any information they want through just a few clicks on ICT tools. We are aware that changing learning methods in a short time frame leads to difficulties and stress to teachers and lecturers as they have to switch to an online learning platform that they rarely use compared to face-to-face learning in the classroom. However, this is a good time for dealing with Gen-Z, which has different learning tendencies. First and foremost, instructors need to redefine teaching concepts to engage Gen-Z.

Students are now more interested in interactive and creative teaching. The old teacher-centred teaching methods are no longer appropriate. Instructors need to understand the way Gen-Z students learn and redefine conventional teaching concepts, so that teaching content remains relevant. Adapting new teaching methods in line with technological development is necessary when switching to online learning. If we continue to adopt the old way of education and only transfer learning to online platforms, this effort is meaningless. Instructors can replace the role of artificial intelligence (AI) to carry out their duties in today's era. Therefore, appropriate shifts also need to be done to impart knowledge to students to be in line with technological developments. The role of educators in the twenty-first century is no longer just channelling experience but towards educating and guiding students to be resilient, flexible, creative, lifelong learners and critical thinkers.

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Teachers should not just feed information and knowledge to students but also encourage student participation in discussions and communicate with each other. A ministry study in 2010 found that about 80% of teachers use ICT for less than an hour a week. The study also found that only a third of students stated that their teachers used ICT regularly. In addition to face-to-face methods being teachers' choice, the lack of ICT among teachers may be due to a lack of skills. Therefore, training should be given to educators to equip themselves by mastering using ICT services. Teachers need to ensure that they can apply ICT as best as possible in the teaching and learning process to guide students to use the internet and handle online learning effectively to curb inequality in the education system. Currently, the COVID-19 pandemic has forced all students and educators to use the existing technological tools to conduct online learning. However, technology-based learning is not as easy as one might expect.

To form a technology-oriented teaching and learning ecosystem, the development of digital infrastructure is as important as the achievement of the internet and devices equipped with the latest technology. The COVID-19 pandemic has exposed inequalities in our education system, from internet access and digital devices to online learning to environments that support learning. First, not all students or teachers have internet access or machines needed for online learning. Although Malaysia is improving its overall internet penetration rate, the digital

divide gap is still significant between urban and rural areas. In the third quarter of 2019, the Malaysian Communications and Multimedia Commission (MCMC) statistics recorded a broadband penetration rate for 100 residents is 129.4%, while 2018 was 128%. Significant differences can be seen when comparing broadband penetration rates between states. The broadband penetration rate in the Federal Territory of Kuala Lumpur reached 265%, much higher than the national broadband penetration rate. Meanwhile, Sabah has the lowest broadband penetration rate of 82%, followed by Kelantan 93.1%, Federal Territory of Labuan 95.9% and Terengganu 97.4%. Furthermore, online teaching and learning activities are also disrupted when students from poor and low-income families do not have mobile phones, laptops, tablets, TVs or other ICT devices at home to support online learning.

Therefore, students who do not have access to digital devices and internet access will be marginalised and dropped out of education. At the same time, other peers can continue to study during the school closing period. Accordingly, we need to ensure that no student is marginalised or dropped out of the learning transition to an online platform. The development of technology in education facilitates the teaching and learning of students instead of bothering them to trigger social problems in the family. As the effects of COVID-19 are prolonged, the government should assist in the education of students for low-income families to reduce the burden of their lives. If poor students are not helped, they may not continue learning when they are closed for a more extended period. In Singapore, if students do not have digital devices or access to the internet, schools can lend devices to students who need them and internet access.

Singapore Education Minister Ong Ye Kung said the Education Ministry had lent about 3,300 devices, including tablets and laptops and more than 200 dongles, to their students as of April 3. Also, low-income families can apply for free, subsidised computers and broadband through the NEU PC Plus programme provided by the Infocomm Media Development Authority (IMDA) (Ang, 2020). Also, as in the United Kingdom and the Netherlands, the school will be open to a small group of students whose parents work in critical sectors who cannot keep them at home. Finally, the COVID-19 crisis has forced us to accelerate the existence of an innovative and high-tech educational environment. For the first time, people need to take advantage of information technology and learn through cyberspace on a large scale. If we can take this opportunity to strengthen the shortcomings in teaching and learn further, it is likely to help build a more flexible education system.

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Discussion and Conclusion

The global impact of the COVID-19 epidemic on educational institutions was significant. Physical classes have been switched to online, and timetables and assessments have been delayed or postponed, leaving students in a state of uncertainty. As a result, in-depth research on how the pandemic crisis has affected

students' lives worldwide was urgently needed. We might infer that our research is the first large-scale world survey among students from wholly different study perspectives since the COVID-19 incident if we pretended to provide an in-depth assessment of the progressive literature.

In this regard, the research provides unique and significant insights into student life during incarceration. First, the educational work and academic life of the students were investigated. Because of the physical closure of HEIs, most teaching and learning processes moved online, with 86.7% of all respondents claiming that their onsite classes were replaced with online lectures in the form of period video conferences, resulting in student displays, video recordings and communication. Period video conferencing, recordings and communication were the most popular among students, with Oceania and Europe emerging as world leaders.

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On the other hand, developing countries (from Asia and Africa) were much behind. Kamarianos et al. (2020) found that being a student (Generation Z), who is technologically far more literate than prior generations, significantly aided in overcoming the challenges of the shift from onsite to online learning in a specific situation. There wasn't much time to rearrange the teaching and learning procedures, so the change had to be quick and cost-effective (Aslam, 2020; Sahu, 2020).

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Students were satisfied with the structure of all three segments of the educational process: lectures, tutorials/seminars and mentorships, according to the current study. Initially, the employment was scrutinised before the transfer from onsite to online. Still, there are rumours that their employment has increased or significantly increased in the new learning environment – this will have a more significant impact in Oceania and Europe, as well as Asia and Africa, due to the underdeveloped internet network and a lack of computer skills (Adnan & Anwar, 2020; Baloran, 2020; Kapasia et al., 2020; Owusu-Fordjour, Koomson, & Hanson, 2020; Sahu, 2020).

However, we will not attribute all negative consequences to the event level of digital infrastructure and skills in specific parts of the world, as learning isolated online reception can present several challenges, such as a lack of motivation and a desire for greater self-discipline and self-initiative, implying that one must efficiently adapt one's learning habits to minimise the strain and even the feeling of isolation. Aside from being pleased with the support of the teaching staff, regardless of continent, the students were also pleased with the university's information gained through websites and social media, demonstrating the necessity of cost-effective communication from pedagogical management. Three-quarters of the respondents had computers, indicating that they needed the infrastructure to check from home efficiently.

The study also reveals significant differences in the availability of digital instruments and computer abilities between pupils from developing and developed countries (Anifowoshe, Aborode, Ayodele, Iretiayo, & David, 2020; Torrey, Sarrade, & Jermann, 2020). Even in the most advanced continents (in our case, Europe and Oceania), students do not have equal access to the internet due to vastly different living situations, home responsibilities and other issues (UN, 2020). Socio-demographic indicators showed as necessary determinants of

satisfaction with distinct segments' perception of student educational work and life segments. In general, as in the case of various life aspects of scholars, female, full-time students, learning on the second level, learning the social sciences, having a scholarship, not having monetary issues and not having lost a student job due to the COVID-19 pandemic seemed to be happier and thoroughly assessed the studied parts. Indeed, actual evidence shows that college students with financial difficulties (mainly from Africa and Asia) have a more challenging time dealing with the pandemic's effects on their educational work and lives. As previously stated, rapid and drastic changes in teaching and learning processes have had significant repercussions for students' psychological well-being, i.e. experiencing certain feelings and concerns.

The pupils' feelings revealed that they were constantly bored, nervous, irritated, hopeful and delighted. South America (Brazil) and Oceania were found to have the highest tension levels. The students in higher education could also be ascribed to the fact that the pandemic's beginning coincided with the commencement of the 2020 school year, as Pather et al. (2020) confirmed. In contrast, the academic year in the hemisphere was coming to a conclusion, which meant that students in the hemisphere were likely more concerned about the syllabus delivery and assessment throughout the entire academic year, not just the end. Because impatience is the second-most damaging emotion, a comparable ranking of continents was discovered for it. When assessing positive emotions, North America looked to have the most joyous pupils while Asia had the most hopeful students.

Q10 Q11 Governments, health professionals, academic institutions, student organisations and non-governmental organisations (NGOs) should work closely together to arrange timely and cost-effective psychological and resource assistance for college students (Cao et al., 2020; Händel et al., 2020). Students were (on a global scale) 'most of the time' or 'all of the time' worried about their future professional job and study challenges, such as lectures, seminars and practical work while learning reception.

During the physical halt of public life, students' psychological well-being was greatly influenced by the magnitude of changes to their typical daily routine and the social assistance during that trying period. They were the least likely to travel overseas, and their physical health was the worst for this population grouping. Students from South America and Africa appeared to be the most involved. At the same time, their counterparts from Oceania and Europe appeared to be lagging. This implies that the responsible stakeholders' support measures should be implemented as soon as possible and should be as systematic, holistic and property-based to provide a physically, mentally and economically secure future for future generations.

During the months of closure, students were forced to live in various environments and manage their social lives differently than before. According to the literature, students in Malaysia are likewise comfortable with online teaching and learning. They practised online learning and spoke with their close family members at least once a day. Students helped others and themselves retain their

mental health by maintaining social interactions during the extraordinary first wave of the COVID-19 pandemic (Aslam, 2020; Zimet et al., 1998).

Q12 Students had to adapt some behaviours and everyday routines, particularly those related to the risk of spreading the virus, in addition to their social lives (Pan, 2020; De Vos, 2020; Statista3, 2020). According to the present study, 87% of people started wearing masks outside (mainly in South America, Asia and Europe), 80% of people started washing their hands (particularly in Africa) and 78% of people avoided crowds and large gatherings (primarily in Oceania and North America). They had to avoid taking public transportation and cancel their travel plans (Ma & Miller, 2020). Students were satisfied primarily with universities' roles, but the government triumphed due to its COVID-19 eradication strategy (Baker, Kvalsvig, Verrall, & Wellington, 2020). Furthermore, students are pleased with the response of their universities. However, there was low student satisfaction with governments on a global scale, and they are still taking steps to mitigate the devastating effects of the COVID-19 outbreak.

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Uncorrected Proof

Author Query Form

Queries and/or remarks

[Q1]	Please check the edits made to the sentence 'The tourist area is gloomy...' and amend if necessary.
[Q2]	Please check the edits made to the sentence 'Cenang Beach, which was...' and amend if necessary.
[Q3]	Please check the sentence 'As the COVID-19 pandemic...' for clarity.
[Q4]	Please check the edits made to the sentence 'It is evident that since globally...' and amend if necessary.
[Q5]	The citation 'Sahu, 2019' has been changed to match the date in the reference list. Please check here and in subsequent occurrences.
[Q6]	Please check the edits made to the sentence 'The role of educators...' and amend if necessary.
[Q7]	Please note that the repeated paragraph has been deleted. Check and amend if necessary.
[Q8]	References "Kamarianos et al. (2020); Zimet et al., 1998" are cited in the text but not provided in the reference list. Please provide them in the reference list or delete these citations from the text.
[Q9]	The citation 'Owusu-Fordjour, 2020' has been changed to author name the date in the reference list. Please check here.
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[Q14]	The citation "Baker, 2020" has been changed to match the author name in the reference list. Please check.
[Q15]	Please check the edits made to the sentence 'However, there was...' and amend if necessary.
[Q16]	Please provide URL for the reference "Anifowoshe et al., 2020."
[Q17]	Please note that as per style, if there are more than 7 authors, the first 6 author names are listed followed by "..." and then the last author's name. If the author group consists of 7 authors or fewer, all author names should be listed. Therefore, in Reference "Lee et al, 2003"; please list all names for up to 7 authors. For more than 7 authors, use "..." followed by the last author's name after the first 6 authors.
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Sharala Subramaniam
Taylor's University, Malaysia

Jeetesh Kumar
Taylor's University, Malaysia

Priyakrushna Mohanty
Garden City University, India

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