

**IMPROVING PRODUCTIVITY AND REDUCING THE
SEDENTARY BEHAVIOUR OF EDUCATORS IN POTENSI JAYA
TUITION CENTRE**

TOH SEA MING

UNIVERSITI TEKNOLOGI MALAYSIA

**IMPROVING PRODUCTIVITY AND REDUCING THE
SEDENTARY BEHAVIOR OF EDUCATORS IN POTENSI JAYA
TUITION CENTRE**

TOH SEA MING

(MBS191153)

A thesis submitted in fulfilment of the requirements for the award of the degree of
Master of Business Administration (Strategic Management)

Azman Hashim International Business School
Universiti Teknologi Malaysia

FEB 2022

DEDICATION

This thesis is dedicated to my family member who supported me in any respect during the completion of this study. They always remind me that my report can be accomplished if it is done one step at a time and remind me to hold a value of determination in my master's degree study career.

ACKNOWLEDGEMENT

In preparing this thesis, I was contact with researchers, academicians, practitioners. They have contributed to my understanding and thoughts. In particular, I wish to express my sincere appreciation to my main thesis supervisor, Prof. Madya Dr. Maizaitulaidawati Binti Md Husin for her encouragement, advice, and guidance. I am also very thankful to Action Research Coordinator, Dr. Beni Widarman bin Yus Kelana and PIC AHIBS Action Research challenges (ARCC), Dr. Hishan Shanker Sanil for lecturing and guidance. Without their continued support and interest, this thesis would not have been the same as presented here.

I am also thankful to my colleagues and brand manager, Tay Geok Chin who always support me in conducting fieldwork and data analysis. Without their collaboration, the thesis would not able to complete on time.

Last but not least, I would like to thank my fellow postgraduate students and MBA lecturer who always accompany me along the way in my Master's degree career who would like to share and deliver industry knowledge and experiences to me. Therefore, I would be able to apply that knowledge to my thesis as well.

Those are my important persons who always remind me that my report should always be useful and serve a good purpose to the education industry under this trigger event (Covid-19 disease outbreak).

ABSTRACT

Due to online learning, the new teaching way influenced the working behavior of educators during the class. Tutors must sit for a long hour to teach in front of the screen, it had brought a negative impact on their body's health and reduced work productivity. The purpose of the study was to improve productivity and reduce the sedentary behavior of educators in Potensi Jaya Tuition Centre, Kulai, Johor. This study looks through the way how to ensure the educators were able to adopt the forces changes from physical learning to online learning and sustain their productivity along with their career. The interventions had been taken which were **dynamic workplaces design and IT facilities improvement**. Throughout the result findings, the incorporation of 1st and 2nd intervention was achieving 0.49 productivity of teaching material progress out of 0.5 initial objectives had been targeted. Finally, this study was directly decreasing the current and foreseeable issues such as slow down the student learning progress, poor reputation of a tuition center, and high volume of customer complaints. Last but not least, this significant of research had been proven to minimize the low productivity and reduce the sedentary behavior of educators.

ABSTRAK

Oleh kerana pembelajaran dalam talian, cara pengajaran yang baru telah mempengaruhi tingkah laku kerja pendidik di dalam kelas. Tutor mesti duduk selama berjam-jam untuk mengajar di depan skrin, ini membawa kesan negatif terhadap kesihatan badan mereka dan mengurangkan produktiviti kerja. Kajian ini bertujuan untuk meningkatkan produktiviti dan mengurangkan tingkah laku pendidik di Pusat Tuisyen Potensi Jaya, Kulai, Johor. Kajian ini melihat bagaimana cara untuk memastikan para pendidik dapat menerapkan perubahan kekuatan dari pembelajaran fizikal ke pembelajaran dalam talian dan mengekalkan produktiviti bersama dengan kerjaya mereka. Intervensi telah dilakukan iaitu reka bentuk tempat kerja yang dinamik dan peningkatan kemudahan Analisis berstruktur campuran telah dijalankan. Dapatan menunjukkan bahawa penggabungan intervensi pertama dan kedua telah mencapai 0.49 produktiviti kemajuan bahan pengajaran daripada 0.5 objektif awal yang telah disasarkan. Akhir sekali, kajian ini secara langsung mengurangkan isu semasa dan dapat memperlahankan kemajuan pembelajaran pelajar, reputasi buruk pusat tuisyen, dan jumlah aduan pelanggan yang tinggi. Hasil dapatan yang signifikan ini telah terbukti dapat meminimumkan produktiviti yang rendah dan mengurangkan tingkah laku pendidik yang tidak aktif.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION	i
	DEDICATION	ii
	ACKNOWLEDGEMENT	iii
	ABSTRACT	iv
	ABSTRAK	v
	TABLE OF CONTENTS	vi
	LIST OF TABLES	xii
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xiv
	LIST OF APPENDICES	xv
CHAPTER 1	INTRODUCTION	1
1.0	Problem background	1-2
1.1	Information of company	3
1.1.1	The Logo of the company	3
1.1.2	The vision of the company	3
1.1.3	The mission of the company	3
1.1.4	The founder of Potensi Jaya Tuition Centre	4
1.1.5	Branch of Potensi Jaya Tuition Centre	4
1.2	Problem statement	5
1.2.1	A timetable of online teaching classes in Potency Jaya Tuition Centre	5
1.2.2	Teacher Chong's online class material progress	6
1.2.3	Teacher Chong's physical class material progress	7
1.2.4	Problem Formulation -S.W.O. T analysis model	8-9
1.3	Research Question	10

1.4	Ethics in Research and Research ethics	10-11
1.5	Researchers Role: Logic Model Action Researcher: Toh Sea Ming Challenge:	12
1.6	Significance/Importance of the proposed research	13
1.7	Definition of the term of Research Question: combination (Triangulation)	13-14
CHAPTER 2	LITERATURE REVIEW	15
2.1	Previous and contemporary studies	15
2.2	Role of educators	15
2.2.1	Important of educators	16
2.2.2	Educator's Behaviour	16
2.2.3	Challenges of educators	16
2.2.4	Online learning	17
2.2.5	The Reason for the development of Online learning	18
2.2.6	Challenges of online learning and Covid-19 towards Educator	18
2.2.7	Challenges of online learning towards teacher external (long hour sitting)	19
2.2.8	The motivation of the teacher to accept the online learning	20
2.2.9	Productivity	21
2.3	Relevant theory and models	22
2.3.1	Herzberg's Two Factor Theory	22-23
2.4	Intervention planned and implication	24
2.4.1	Stand & Walk teaching programs – upgrade remote rate of IT facilities	25
2.4.2	Dynamic workplace –Free chair working environment.	25
2.5	The cycle of Action Research	26
2.5.1	Lewin's 3 step Model & Kotter's 8 Step Plan	26-31
2.6	Summary of Chapter 2	32
2.7	Conclusion	33

CHAPTER 3	RESEARCH METHODOLOGY	34
3.0	Introduction	34
3.1	Philosophy of research (Pragmatism)	34
3.2	Research Design	35
3.2.1	Time Horizon	35
3.2.2	Unit of analysis	36
3.2.3	Degree of involvement	36
3.2.4	Population and Sampling	36
3.2.5	Data collection method	37-39
3.2.5.1	Qualitative (interview protocol)	40-41
3.2.5.2	Quantitative (questionaries)	42
3.3	Validity	43
3.3.1	Content Validity	43
3.3.1.1	Quality of journal	44
3.3.1.2	Expert Opinion Analysis (EOA)	44
3.4	Reliability (re-test reliability)	44
3.5	Data Analysis Method	45
CHAPTER 4	CYCLE ONE DATA ANALYSIS	46
4.0	Introduction of Data Analysis Techniques	46
4.1	Mix-method data analysis:	46
4.1.1	Qualitative Methods for Action Research	46
4.1.2	Mind Mapping of Productivity among the educators	47-50
4.1.3	Supporting Review Documents- 2nd cycle coding	51-63
4.2	Quantitative Methods for Action Research	64
4.2.1	Supporting Review Documents - Questionnaires	64-65
4.2.2	Demographic domain Tabulation -Descriptive analysis	66-67
4.2.2.1	Descriptive analysis -Interpretation	68-75
4.2.2.2	Work domain- Descriptive analysis - pre and post basis	76-83

4.2.2.3	Sedentary behavior domain - Descriptive analysis -pre and post basis	84-86
4.3	Hypothesis Testing -The relationship between moderate intensive activity and sedentary behavior.	87
4.4	Hypothesis Testing -The relationship between sedentary behavior and productivity	88-90
4.5	Summary finding	91
CHAPTER 5	CYCLE OF REFLECTION	92
5.0	Introduction (cycle of reflection)	92
5.1	Overall Findings	92
5.1.1	Objective 1	92-94
5.1.2	Objective 2	95-96
5.1.3	Objective 3	97
5.2	Contribution	97
5.2.1	Theoretical Contribution	97
5.2.2	Practical Contribution	98
5.3	Action Research Reflection	98
5.3.1	Research Process Reflection	98
5.3.2	Research Reporting Effectiveness	99
5.3.3	Research Future Implications	100
5.4	Conclusion	100
5.5	Cycle Two Proposed Intervention and Implication	101
5.5.1	Input	101
5.5.2	Transformation	101
5.5.3	Output	101
CHAPTER 6	2nd CYCLE ONE DATA ANALYSIS	102
6.0	Introduction	102
6.1	Supporting document	102
6.2	Fieldwork (mix method analysis)	103
6.2.1	Respondents Profile	103
6.2.2	Qualitative analysis for Action Research 2	103-113

6.2.3	Quantitative method analysis	114
6.2.4	Supporting Review Documents - Questionnaires	115
6.3	Demographical domain tabulation -descriptive analysis	115-116
6.3.1	Demographic domain -Interpretation	117-119
6.4	Work domain tabulation-descriptive analysis	120
6.4.1	Work domain Mixed-Method Pre and Post Data Analysis table	120
6.4.2	Interpretation –pre and post status of moderate- intensity activity	121-123
6.5	Sedentary behavior domain tabulation-descriptive analysis	124
6.5.1	Sedentary behavior domain Mixed-Method Pre and Post Data Analysis table	124
6.5.2	Interpretation –pre and post status of Sedentary behavior	124
6.6	Hypothesis Testing 1 -The relationship between moderate intensive activity and sedentary behavior.	125
6.7	Hypothesis Testing 2 -The relationship between sedentary behavior and productivity	127-128
6.8	Summary finding	129-130
CHAPTER 7	CYCLE 2 REFLECTION	131
7.0	Introduction (cycle 2 of reflection)	131
7.1	Overall Findings	131
7.1.1	Objective 1	131-133
7.1.2	Objective 2	134-137
7.1.3	Objective 3	138
7.2	Contribution	139
7.2.1	Theoretical Contribution	139
7.2.2	Practical Contribution	139
7.3	Action Research 2 Reflection	140
7.3.1	Research Process Reflection	140
7.3.2	Research Reporting Effectiveness	141
7.3.3	Research Future Implications	141

7.4 Conclusion

142

REFERENCES

143-149

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 1.0	The upgrade remote rate of IT facilities	25
Table 2.0	Respondents Profile	37
Table 3.0	Research question & objective and Mix Methods	38
Table 4.0	Observation/ interview protocol to conclude on development of theory	38
Table 5.0	Deductive method (Quantitative method)	39
Table 6.0	The sub-question of research question 1.	41
Table 7.0	Sub question of reach question 2 and 3.	42
Table 8.0	Supporting documents of problem statements	49
Table 9.0	The characteristic of Manual coding	49
Table 10.0	Themes, language, opinions, and beliefs of supporting documents	50
Table 11.0	Theme classification	62
Table 12.0	Theme Summary	63
Table 13.0	Demographic domain Tabulation	66
Table 14.0	Theme classification-AR2	113
Table 15.0	Theme summary -AR2	113
Table 16.0	Comparison of work domain result in AR 1 and AR 2	120

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 1.0	“Sitting posture and somatic trouble of 378 office workers”(Grandjean& Hunting,1977)	19
Figure 2.0	Hygiene factors and Growth factors (Lundberg et al,2009)	22
Figure 3.0	Maslow Hierarchy Needs (Needs et al,2010)	23
Figure 4.0	Lewin's 3 step model (Hussain et al,2018)	26
Figure 5.0	The change in basic salary calculation due to an online session conducted	28
Figure 6.0	Kotter's 8 step change Model (Visual Paradigm Online Diagram,2020)	29
Figure 7.0	Fine-tuning interview protocol procedure (Yeong et al., 2018).	40
Figure 8.0	Flow chart shows the re-test reliability flowchart (Chu et al., 2015).	45
Figure 9.0	The qualitative coding process (Jack & Jack, 2009).	47
Figure 10.0	The mind mapping among the productivity of educators	47
Figure 11.0	5 steps of thematic analysis process with hypothesis coding on the theme to be defined.	51
Figure 12.0	The inverse relationship between sedentary behaviour and intensive moderate activity	96
Figure 13.0	The inverse relationship between sedentary behaviour and the productivity of educators	96
Figure 14.0	2-variable change on the current status and final gap improvement	102
Figure 15.0	Downwards triangle on how the new structure of sub-question forms	106
Figure 16.0	The inverse relationship between each other	114
Figure 17.0	Progress of teaching material changing from the beginning of research until the end.	138

LIST OF ABBREVIATIONS

UTM	-	Universiti Teknologi Malaysia
IT	-	Information Technology
COVID19	-	Coronavirus Disease
N	-	Number
H1	-	Hypothesis 1
H2	-	Hypothesis 2
P1	-	Productivity 1
P2	-	Productivity 2
GPAQ	-	Global Physical Activity questionnaires
AR1	-	Action Research 1
AR2	-	Action Research
WHO	-	World Health Organization

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
Appendix A	Table for determination sample size	150
Appendix B	Global Physical Activity questionnaires (GPAQ) (WHO, 2012).	151
Appendix C:	Permission letter towards presenters to research the Potensi Jaya Tuition Centre (1st cycle coding interview protocol).	152
Appendix D	Permission letter (Questionnaires)	153
Appendix E	The Sample of questionnaires structure	154-155
Appendix F	Permission letter towards presenters to research the Potensi Jaya Tuition Centre (2nd cycle coding interview protocol).	152
Appendix G	The Sample of interview form structure	157-158
Appendix H	Compulsory Meeting Form-BR, AR 1 &AR2	159
Appendix I	Supervisor Consent Form	160
Appendix J	Interview Consent Form	161
Appendix K	Company Letter of Intent	162
Appendix L	BR Presentation Consent Form	163
Appendix M	AR 1 Record of Supervision Meeting	164
Appendix N	AR 1 Presentation Consent Form	165
Appendix O	AR 2 Record of Supervision Meeting	166
Appendix P	Action research impact report	167
Appendix Q	AR 2 Presentation Consent Form	168
Appendix R	Turnitin similarity report	169

CHAPTER 1

INTRODUCTION

1.0 Problem background

Covid-19 pandemic outbreak became an obstacle and restricted the people movement and contact, the government has imposed the restrict policy in terms of stay-at-home orders and banned outdoor activities and other recovering programs started from 18th March 2020 until today (Lim, 2020). The covid-19 pandemic has caused the local business to run in a shortage of liquidity and weak financial position due to the poor and low rate of a business transaction. The suitability of the company under unforeseeable dilemma. “The economics of Malaysia knockout brought up the impact on jobs, incomes, and livelihoods, disrupting supply chains and upending businesses, and exacerbating inequalities, poverty, and hardships, especially among the most vulnerable” (Lin 2020).

Restriction policies have been conducted was troubling individual and businesses absorb the negative impact in unavoidable and overloadable. However, the contribution of government and society did not see any effectiveness in minimizing the outbreak of diseases. the evidence as shown by the results of third waves of diseases outbreak has been started uncontrollably. Senior Minister (Security Cluster) Datuk Seri Ismail Sabri Yaakob said that people are surrounded by the virus unless the virus vaccine can be found (Povera, A,2020).

The third wave of Covid-19 has strongly impacted the education sector. “All educational institutions including schools, kindergartens, vocational colleges, and teacher's training institutes closed in Sabah, Selangor, Kuala Lumpur, and Putrajaya in tandem with the Conditional Movement Control Order (CMCO) in the areas of the state” (Harun, H.Z,2020). On 7 November 2020, the government officially announced that the CMCO was conducted in peninsula states from 8 November 2020 to 12

December 2020(Team, M,2020). “All education institutions in the states are closed” (Zolkepli, F,2020). The shutdown on the education sector brought a larger impact on slowing down the student’s learning progress and suitability of institution. Online learning has been encouraged. Education Ministry said that "Teaching and learning (PdP) activities must be concerned by the education institution to ensure the teacher and lecturer able to continue the learning progress through online platform (Harun, H.Z,2020).

Online learning was conducted to ensure the learning and teaching process was smooth. “This is not an option but a force to reckon with” (Suliaman,2020). Covid- 19 pandemic a challenge for an educator to adopt the new norm of technology by converting their teaching way through online platform (Bernama,2020). As before, the teaching way has been conducted in face-to-face mode. Educators were able to perform their soft skills such as presentation skills and body language in front of the student. The high interaction between the student and educators made the learning process effective and efficient. However, online learning has reduced the interaction between the student via the screen.

The basic communication cycle has been blocked. “The communication cycle expresses how the system of conveying and understanding messages operates” (Millraney, L, n.d). The communication cycle faced many obstacles between the educators and students such as the external factor of weak internet connection, gadget devices dysfunction, etc., for the internal factors was the low enthusiasm of students in the learning process, the low activation of study on feedback section, feeling of students, etc. those made the communication cycle difficult ran completely as what face to face learning able to achieve.

Online learning was the only current solution to ensure the education sector be functioning and proceeding. It was changing the student study behaviour but most important it was changing the educators’ working behaviour. Educators request long hours sitting in front of the screen, the side effect of long hours sitting was an issue that a researcher was concerned about. Besides knowing about the negative impact of this issue, a researcher would like to how to reduce the long hour of sitting working

behaviour of educators to keep their bodies healthy and increase their productivity. To achieve the vision to change the issue. the intervention to be involved as shown below:

1. Stationary improvement (Mobility of IT facilities).
2. Dynamic workplace applied.

Lastly, business research is concerned with the working behaviour of educators to improve their productivity. the topic that has been decided to find out was "Improving productivity and reducing the sedentary behaviour of educators in Potency Jaya Tuition Centre.

1.1 Information of company

1.1.1 The Logo of the company



1.1.2 The vision of the company

To become a potential tutoring school's systematic curriculum division in Malaysia.

1.1.3 The mission of the company

1. Pays attention to the student's physical and mental character shaping.

2. Professional teacher training plan.
3. Potential is committed to creating an excellent growth learning environment.

1.1.4 The founder of Potensi Jaya Tuition Centre

Potensi Jaya Tuition Centre has been started in a partnership business model, the founders of the education business are Kimberley and Genie.

1.1.5 Branch of Potensi Jaya Tuition Centre

The research conducted towards tuition centre branch on Kulai, Johor. The location was No 288 & 288A, Jalan Kenanga 29/9, Bandar Indahpura, 81000 Kulai, Johor. The company have franchise which is in Jaya mas (Headquarter), Impian Emas, Mutiara Emas, Skudai, Taman Bukit Indah, Bukit Indah, Indahpura, Kulai, Kangar Pulai, Taman Daya, Johor Bahru and Taman Nusa Central, Nusajaya, Pulai Flora.

1.2 Problem statement

1.2.1 A timetable of online teaching classes in Potency Jaya Tuition Centre

Monday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		1.00p.m.-3.00p.m.	3.00p.m.-5.00p.m.	5.00p.m.-7.00p.m.
ID 1			BREAK	P2 BC/MT - Eileen	P1 BC/MT - Eileen	P4 - SN/BCK - Eileen
ID 2	F2 BM/BMK - Sia			P3 BC/MT - Sia	P5 BC/BCK - Sia	P6 BCK - Sia
ID 3		国中组BM辅助班 - Chong		F1 BM/BMK - Chong	F3 BM - Chong	F4/F5 BM/BMK - Chong
Tuesday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		1.00p.m.-3.00p.m.	3.00p.m.-5.00p.m.	5.00p.m.-7.00p.m.
ID 1			BREAK	P2 BM/BI - Eileen	P1 BM/BI - Eileen	P4 - BM/BI - Eileen
ID 2	F2 BI/BIK - Toh			P3 BM/BI - Chong	P5 BI/BIK - Yumi	P6 BI/BIK - Chong
ID 3		F3 BI/BIK - Toh			F1 BI/BIK - Chong	宽中初二 - Ng
Wednesday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		1.00p.m.-3.00p.m.	3.00p.m.-5.00p.m.	5.00p.m.-7.00p.m.
ID 1		K2 BC/MT - Eileen	BREAK	P2 BMK - Eileen	P1 BMK - Eileen	P4 - BMK - Eileen
ID 2				P3 BMK - Chong	P6 BMK - Chong	宽中初二 - Ng
ID 3					P5 BMK - Yumi	F5 Sejarah - Chong
Thursday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		1.00p.m.-3.00p.m.	3.00p.m.-5.00p.m.	5.00p.m.-7.00p.m.
ID 1		K2 BM/BI - Sia	BREAK	P2 BIK - Eileen	P1 BIK - Eileen	P4 - BI/BIK - Eileen
ID 2	F2 Sejarah - Chong	中年级语法班 - Yumi		P3 BIK - Chong	P5 BM - Chong	
ID 3	F1 Sejarah - Toh	F3 Sejarah - Toh				F5 MT - Chong
Friday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		2.00p.m.-4.00p.m.	4.00p.m.-6.00p.m.	
ID 1	BMT P2/P3 - Eileen	P4 MT 加强 - Eileen	BREAK		P2 科学班 - Eileen	
ID 2	F2 SN/MT - Chong			P6 MT - Ng	P6 BM - Chong	
ID 3		F1 SN/MT - Chong		国中组BI辅助班 - Chong	P5 MT - Ng	
Saturday						
	8.30a.m-10.30a.m.	10.30a.m.-12.30a.m.		1.00p.m.-3.00p.m.	3.00p.m.-5.00p.m.	5.00p.m.-7.00p.m.
ID 1	F3 MT - Chong	F3 SN - Chong	BREAK			
ID 2						
ID 3						

Potency Jaya Tuition Centre was facing low productivity issue, the problem could be proved as shown as below:

Potency Jaya Tuition Centre has 7 teachers. Normally, a teacher conducted an average of 2-5 online learning classes. the teacher set an objective towards the teaching material usage for 1 set per class. below showed the calculation based on an interview with those teachers in the centre. The interview has taken 1 teacher as a sample for interviewing purposes. the teacher was requested to sit along the time. Explanatory research was to be conducted to investigate the relationship between the long hour of sitting working behaviour and the productivity of tutors. Other variables such as internet connection, student interaction, etc. remain unchanged. The organisation that had been chosen is the Basic Education Group. This organisation is a tuition centre. It started in 2013. It is a business that relates to education which gives service to the customers. The customers who need this kind of service normally consist of students

either primary or secondary students. They need extra exercise and guides to understand the lesson or chapter they do not understand.

1.2.2 Teacher Chong's online class material progress

Time (input)	8.30am- 10.30am	10.30am- 12.30am	1.00pm- 3.00pm	3.00pm- 5.00pm	5.00pm- 7.00pm	10 hours
Several online class has been conducted.	1	1	1	1	1	5 online class
Number of sets has been used for each class(output)	1 set	0.75set	1 set	0.75set	0.5 set	4 set

Productivity= (number of sets has been used for each class/ time consuming)

$$= (4/10)$$

$$= 0.4 \text{ sets per hour}$$

H1: Teacher Chong was finishing the 0.4 sets of material per hour of work. Therefore, in a 2-hour online class, he was able to finish 0.8 sets of material.

1.2.3 Teacher Chong's physical class material progress

Time	8.30am- 10.30am	10.30am- 12.30am	1.00pm- 3.00pm	3.00pm- 5.00pm	5.00pm- 7.00pm	10 hours
Several physical classes have been conducted.	1	1	1	1	1	5 physical class
The number of sets has been used for each class	1 set	1set	1 set	1set	1 set	5 set

Productivity= (number of sets has been used for each class/ time consuming)

$$= (5/10)$$

$$=0.5 \text{ sets per hour}$$

H2: Teacher Chong was finishing the 0.5 sets of material per hour of work. Therefore, he was able to finish 1 set in a 2hours physical class.

Conclusion: the more hour sitting to conduct the online class, the low productivity of employees presented.

1.2.4 Problem Formulation -S.W.O. T analysis model

	Helpful	Harmful
Internal origin	<p>Strengths</p> <ol style="list-style-type: none"> Conducted online marketing on social media to increase brand awareness. For instance, every Thursday, they conducted live videos on their social media such as Facebook and YouTube to deliver meaningful scientific knowledge or about culture Malaysia to the audiences. Having high experience of tutors. Tutors were having their teaching strategy and style to help the students in their learning pathway. Customized the learning material by themselves, for instance, Potensi Jaya had their team structure the content of learning material according to the government standards and experiences <p>Provided various training to employees, for instance, the organization invited consulting firm services by giving some seminars and talks to improve the employees' teaching skills and emotional control.</p> <ol style="list-style-type: none"> 5. Adoptable, for instance, the tuition center was able to conduct an online and face-face learning model. 	<p>Weaknesses</p> <ol style="list-style-type: none"> Non-systematic on schedule arrangement. For instance, the teacher's schedule will keep changing every day to face an unstable number of students. Lack of tutors, for instance, the input (9 tutors include some part-time tutor) unable to meet the output (average 150 students), Tutors were required to do multiplier tasking such as childcare, homework class monitoring, and teaching at the same time during the class. Work overload on administration staff, for instance, only one admin request to do multiplier task in terms of bookkeeping, customer complaint, student consulting services, transportation arrangement, class arrangement, etc. Lack of courses provided to meet the student's request. For example, the tuition center more focusing on primary school subject courses rather than secondary school subject courses. There was just a compulsory subject has been provided to the secondary school students, therefore, it restricts the option of students looks towards the tuition center

External origin	Opportunities	Threats
	<ol style="list-style-type: none"> 1. Market demand-education level increases. For instance, parents were concerned about their children's learning. 2. The technology environment. For instance, online distance learning through the Google classroom room, Zoom, Cisco Webex, and other features to suitable the learning continuously. 3. High market share in local state of Malaysia. For instance, brunch in Kulai, Skudai, Nusajaya, Johor Bahru, Pulau Floral and Kangkar Pulau etc. 	<ol style="list-style-type: none"> 1. Covid-19 disease outbreak, For Instance, social distance and standard operating procedure must be followed, it makes the operation difficult since the parents did not allow their children to come to a tuition center. 2. the Government policy, for instance, CMCO has been conducted, the education sector forced to shut down the operation. 3. Many competitors around the places. For instance, there was a lot of childcare center and tuition center such as Edusky academy, etc.

According to the S.W.O.T analysis result, the Potensi Jaya Tuition Centre faced an issue, due to the threat of a covid-19 outbreak, the tuition center has been forced to close the operation due to the government announcement. To ensure the suitability of the tuition center, the tuition center came out of the online learning program(opportunity) for their students to continue their learning journey. The learning program packages have been launched through social media(strength) toward the potential customers and retained the existing customers. the tutors were required to conduct the online teaching towards the students in this crucial period(strength). However, due to the lack of tutors in the tuition center (weakness), tutors requested to conduct a long hour sitting in front of the screen to work and conduct their admin work(weakness). As a result, it influenced the productivity of the tutors.

1.3 Research Question

Topic: "Improving productivity and reducing the sedentary behavior of educators in Potensi Jaya Tuition Centre".

Research Question 1: How do I Improve productivity and reduce the sedentary behavior of educators in Potensi Jaya Tuition Centre?

Research Question 2: How to measure before and after the walk and stand teaching programs?

Research Question 3: How to determine a recommendation stick to change the Potensi Jaya Tuition Centre?

1.4 Ethics in Research and Research ethics

Plan for relevant data collection

What scope of inquiry is manageable for you?

Ans: Time consuming, Money, type of company to investigate.

What do you expect will happen because of your action research? How? When?

Ans: to design and revise the question for the interview section as to suit to answer the research question before interviewing the representer and employees of the company.

In what setting will you collect the data?

Ans: Interview section

What events are occurring in this setting?

Ans: having lunch or dinner together

Who will be involved?

Ans: representer and teacher

What interactions are occurring?

Ans: Friendly, open-minded, integrity interaction.

What physical evidence is available?

Ans: Questionnaires, bar chart, and figure result.

How do you plan on managing your data gathering?

Ans: Managing the data by translation by using a qualitative and quantitative method.

What resources are required to undertake the data gathering?

Ans: Times, Money, transportation, hardware, and software.

1.5 Researchers Role: Logic Model Action Researcher: Toh Sea Ming

Challenge:

Situation Recently, Covid-19 pandemic outbreak has transformed the teaching and learning way in education sector. educators forced to sit in front of the screen for a few hours, its consequences to influence the educator’s health and productivity in the company. My business research aims to reduce the sedentary behaviour of educators and improve their productivity.

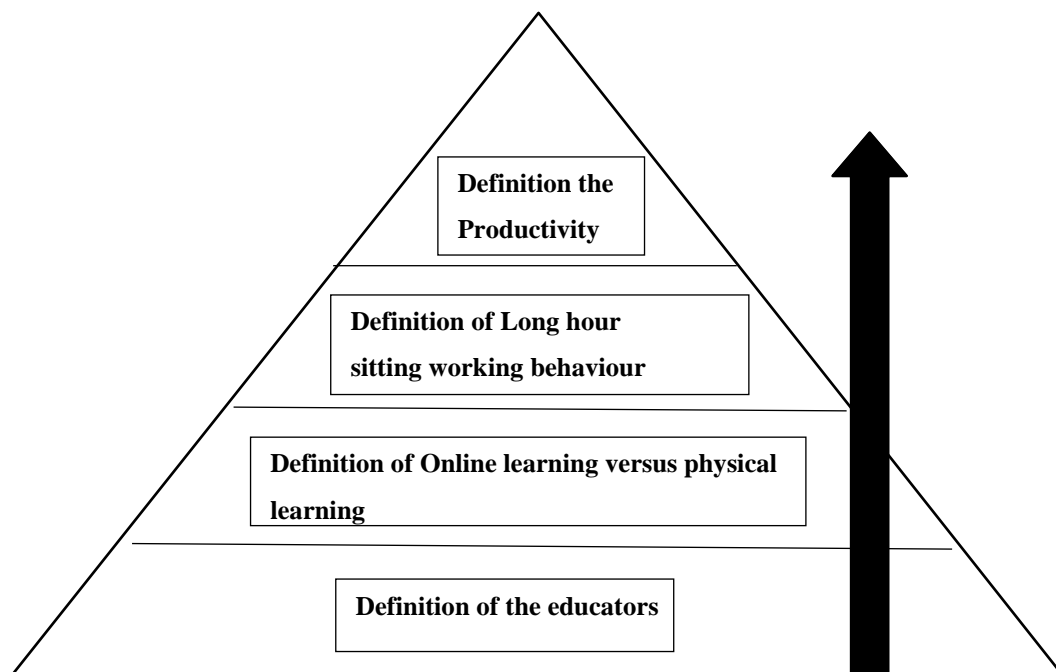
Inputs	Outputs		Outcomes-Impact		
	Activities	Participants	Short term	Mid-term	Long term
<ol style="list-style-type: none"> 1. Time-consuming 2. Money 3. Journal Article 4. Supervisors advise and recommendation 5. Representor explanation and cooperation 6. Lecturers advise and recommend. 7. Company staff cooperation. 8. Company data 9. Transportation 10. Hardware and software 	<p>Cycle 1</p> <ul style="list-style-type: none"> -Conduct the interview section. -Conduct secondary Research -Collect the data -interpret the data <p>Cycle 2</p> <ul style="list-style-type: none"> -Develop the Intervention program -Examine the the outcome of intervention -Improvement On intervention 	<p>Cycle 2</p> <ul style="list-style-type: none"> -Representer - Staff - Supervisor -Lecturer <p>Cycle 2</p> <ul style="list-style-type: none"> -Representer -Staff -Supervisor -Lecturer 	<p>Cycle 1</p> <p>1. Improve the understanding of negative impact on long hour sitting towards educators.</p> <p>Cycle 2</p> <p>1. Select the suitable Intervention towards the Company</p> <p>Cycle 3</p> <p>1. Recommend the Further Research</p>		

1.6 Significance/Importance of the proposed research

Based on the interviewed and calculations are given, the productivity issue consequences slow down the student's learning progress. Students could not prepare themselves properly for the tutorial or quiz test has been conducted by their school. Their parents suspected the quality services provided by teachers and customers complained increased the student turnover rate happened. As a result, the worth of the month influences the company's reputation in the industry.

To avoid the outcome happened, it was important of the proposed research towards the effect of long hours sitting working behaviour of educators and improve their productivity for better employees' performances could be maintained in this crucial moment (Covid-19 pandemic force to change the teaching way of educators).

1.7 Definition of the term of Research Question: combination (Triangulation)



Research Objective: To improve productivity and reduce sedentary behavior of educators in Potensi Jaya Tuition Centre.

The objective is to improve productivity and reduce the sedentary behavior of educators in the Potensi Jaya Tuition Centre. Daily checking the teaching material progress and comparing the data before and after implementing the intervention.

REFERENCES

- Akkarakittichoke, N., & Janwantanakul, P. (2017). Seat Pressure Distribution Characteristics During 1 Hour Sitting in Office Workers With and Without Chronic Low Back Pain. *Safety and Health at Work*, 8(2), 212–219. <https://doi.org/10.1016/j.shaw.2016.10.005>
- Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (2020). The role of motivations and perceptions on the retention of inservice teachers. *Teaching and Teacher Education*, 96, 103186. <https://doi.org/10.1016/j.tate.2020.103186>
- Alhojailan, M. I., & Ibrahim, M. (2012). Thematic Analysis : A Critical Review of Its Process and Evaluation. *WEI International European Academic Conference Proceedings*, 1(2011), 8–21
- Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon*, 6(9), e04829. <https://doi.org/10.1016/j.heliyon.2020.e04829>
- Avidov-Ungar, O., & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education*, 73, 183–191. <https://doi.org/10.1016/j.tate.2018.03.017>
- Baker, R., Coenen, P., Howie, E., Williamson, A., & Straker, L. (2019). The musculoskeletal and cognitive effects of under-desk cycling compared to sitting for office workers. *Applied Ergonomics*, 79(April), 76–85. <https://doi.org/10.1016/j.apergo.2019.04.011>
- Bardach, L., Yanagida, T., Morin, A. J. S., & Lüftenegger, M. (2021). Is everyone in class in agreement and why (not)? Using student and teacher reports to predict within-class consensus on goal structures. *Learning and Instruction*, 71(August 2020), 101400. <https://doi.org/10.1016/j.learninstruc.2020.101400>
- Bernama. (2020). *Virtual education and its challenges for teachers*. www.thesundaily.my. <https://www.thesundaily.my/local/virtual-education-and-its-challenges-for-teachers-HB2416944>.

- Besser, A., Lotem, S., & Zeigler-Hill, V. (2020). Psychological Stress and Vocal Symptoms Among University Professors in Israel: Implications of the Shift to Online Synchronous Teaching During the COVID-19 Pandemic. *Journal of Voice*. <https://doi.org/10.1016/j.jvoice.2020.05.028>
- Brown, R. B. (2006). *Sage Study Skills: Doing your dissertation in business and management*. London, : SAGE Publications Ltd doi: 10.4135/9781849209069
- Denzin, N. K. (2012). Triangulation 2.0*. *Journal of Mixed Methods Research*, 6(2), 80–88. <https://doi.org/10.1177/1558689812437186>
- Eilon, S. (1987). Definition and effect of productivity on corporate performance. *Omega*, 15(5), 389–393. [https://doi.org/10.1016/0305-0483\(87\)90039-9](https://doi.org/10.1016/0305-0483(87)90039-9)
- Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching. *Teaching Education*, 21(1), 19–32. <https://doi.org/10.1080/10476210903466901>
- Goodwin, A. L., & Kosnik, C. (2013). Quality teacher educators = quality teachers? Conceptualizing essential domains of knowledge for those who teach teachers. *Teacher Development*, 17(3), 334–346. <https://doi.org/10.1080/13664530.2013.813766>
- Grandjean, E., & Hünting, W. (1977). Ergonomics of posture-Review of various problems of standing and sitting posture. *Applied Ergonomics*, 8(3), 135–140. [https://doi.org/10.1016/0003-6870\(77\)90002-3](https://doi.org/10.1016/0003-6870(77)90002-3)
- Hamel, C., Michaud, A., Thuku, M., Skidmore, B., Stevens, A., Nussbaumer-Streit, B., & Garritty, C. (2021). Defining rapid reviews: a systematic scoping review and thematic analysis of definitions and defining characteristics of rapid reviews. *Journal of Clinical Epidemiology*, 129, 74–85. <https://doi.org/10.1016/j.jclinepi.2020.09.041>
- Harun, H. N. (2020, October 13). *CMCO: 1.7 million students to be affected by school closures: New Straits Times*. <https://www.nst.com.my/news/nation/2020/10/631794/cmco-17-million-students-be-affected-school-closures>.
- Hodges, C. B. (2020). View the full-text article online : April.
- Holtzhausen, N., & Auriacombe, C. (2014). *Theoretical and philosophical considerations in the realm of the social sciences for public administration and management emerging researchers*. February.

- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation and Knowledge*, 3(3), 123–127. <https://doi.org/10.1016/j.jik.2016.07.002>
- Jack, R., & Jack, D. C. (2009). Coding Manual. In *Moral Vision and Professional Decisions*. <https://doi.org/10.1017/cbo9780511527630.008>
- Jilcha Sileyew, K. (2020). Research Design and Methodology. *Cyberspace*, August. <https://doi.org/10.5772/intechopen.85731>
- Jung, Y. M. (2019). Data analysis in quantitative research. *Handbook of Research Methods in Health Social Sciences*, November 2007, 955–969. https://doi.org/10.1007/978-981-10-5251-4_109
- Korthagen, F. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching: Theory and Practice*, 23(4), 387–405. <https://doi.org/10.1080/13540602.2016.1211523>
- Klockner, K., Shields, P., Pillay, M., & Ames, K. (2020). Pragmatism as a teaching philosophy in the safety sciences: A higher education pedagogy perspective. *Safety Science*, November, 105095. <https://doi.org/10.1016/j.ssci.2020.105095>
- Lim, L. L. (2020). The socioeconomic impacts of COVID-19 in Malaysia: Policy review and guidance for protecting the most vulnerable and supporting enterprises. *International Labour Organization*.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive analysis in education: A guide for researchers. *U.S. Department of Education, Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance*, March, 1–40. <https://eric.ed.gov/?id=ED573325>
- Lourdes Velázquez, G. (2020). The role of philosophy in the pandemic era. *Bioethics Update*, 6, 92–100. <https://doi.org/10.1016/j.bioet.2020.08.001>
- Lundberg, C., Gudmundson, A., & Andersson, T. D. (2009). Herzberg's Two-Factor Theory of work motivation tested empirically on seasonal workers in hospitality and tourism. *Tourism Management*, 30(6), 890–899. <https://doi.org/10.1016/j.tourman.2008.12.003>
- Krejcie, R. V., & Morgan, D. W. (1970). *ACTIVITIES*. 38, 607–610.

- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- Matei, M.-C., & Abrudan, M.-M. (2016). Adapting Herzberg's Two Factor Theory to the Cultural Context of Romania. *Procedia - Social and Behavioral Sciences*, 221, 95–104. <https://doi.org/10.1016/j.sbspro.2016.05.094>
- Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers and Education*, 159(September), 104009. <https://doi.org/10.1016/j.compedu.2020.104009>
- Melnikovas, A. (2018). Towards an explicit research methodology: Adapting research onion model for futures studies. *Journal of Futures Studies*, 23(2), 29–44. [https://doi.org/10.6531/JFS.201812_23\(2\).0003](https://doi.org/10.6531/JFS.201812_23(2).0003)
- Millraney, L. (n.d). *Communication Cycle: Definition & Stages*. Study.com. <https://study.com/academy/lesson/communication-cycle-definition-stages.html>.
- Mishra, D. L., Gupta, D. T., & Shree, D. A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic. *International Journal of Educational Research Open*, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Mohamad, S. N. M., Salleh, M. A. M., & Salam, S. (2015). Factors Affecting Lecturers Motivation in Using Online Teaching Tools. *Procedia - Social and Behavioral Sciences*, 195, 1778–1784. <https://doi.org/10.1016/j.sbspro.2015.06.378>
- Needs, E., Needs, S., Needs, S., & Needs, P. (2010). Maslow ' s Hierarchy of Needs Maslow ' s Hierarchy of Needs. *Business*, 3–5.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Papadopoulos, T., Baltas, K. N., & Balta, M. E. (2020). The use of digital technologies by small and medium enterprises during COVID-19: Implications for theory and practice. *International Journal of Information Management*, 55(July), 102192. <https://doi.org/10.1016/j.ijinfomgt.2020.102192>

- Patricia, A. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. *International Journal of Educational Research Open*, 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>
- Plowman, L., Stephen, C., & McPake, J. (2010). Supporting young children's learning with technology at home and in preschool. *Research Papers in Education*, 25(1), 93–113. <https://doi.org/10.1080/02671520802584061>
- Povera, A. (2020, October 14). *Malaysia not only country affected by third Covid-19 wave*. *New Straits Times*. <https://www.nst.com.my/news/nation/2020/10/632353/malaysia-not-only-country-affected-third-covid-19-wave>.
- Renaud, L. R., Jelsma, J. G. M., Huysmans, M. A., van Nassau, F., Lakerveld, J., Speklé, E. M., Bosmans, J. E., Stijnman, D. P. M., Loyen, A., van der Beek, A. J., & van der Ploeg, H.
- P. (2020). Effectiveness of the multi-component dynamic work intervention to reduce sitting time in office workers – Results from a pragmatic cluster randomised controlled trial. *Applied Ergonomics*, 84(December 2019). <https://doi.org/10.1016/j.apergo.2019.103027>
- Ritella, G., Rajala, A., & Renshaw, P. (2020). Using chronotope to research the space-time relations of learning and education: Dimensions of the unit of analysis. *Learning, Culture and Social Interaction*, October 2019, 100381. <https://doi.org/10.1016/j.lcsi.2020.100381>
- Ryde, G. C.-M. S. 2/MBSA1713 B. reseach/BR chapter 2 long hour sitting/not reliable self interepreting on hour sititng. pd., Brown, H. E., Gilson, N. D., & Brown, W. J. (2014). Are we chained to our desks? Describing desk-based sitting using a novel measure of occupational sitting. *Journal of Physical Activity and Health*, 11(7), 1318–1323. <https://doi.org/10.1123/jpah.2012-0480>
- Salleh, I. S., Ali, N. S. M., Mohd-Yusof, K., & Jamaluddin, H. (2017). Analysing qualitative data systematically using thematic analysis for deodoriser troubleshooting in palm oil refining. *Chemical Engineering Transactions*, 56(1998), 1315–1320. <https://doi.org/10.3303/CET1756220>
- Sarachik, M. P. (2004). *Responsible Conduct of Research* Responsible Conduct of Research , Adil E. Shamoo and David B. Resnik Oxford U. Press, New York, 2003. \$65.00, \$29.95 paper (345 pp.). ISBN 0-19-514845-2, ISBN 0-19-

- 514846-0 paper . *Physics Today*, 57(1), 51–51.
<https://doi.org/10.1063/1.1650070>
- Schenke, K., Ruzek, E., Lam, A. C., Karabenick, S. A., & Eccles, J. S. (2018). To the means and beyond: Understanding variation in students' perceptions of teacher emotional support. *Learning and Instruction*, 55(December 2017), 13–21.
<https://doi.org/10.1016/j.learninstruc.2018.02.003>
- Studhalter, U. T., Leuchter, M., Tettenborn, A., Elmer, A., Edelsbrunner, P. A., & Saalbach, H. (2021). Early science learning: The effects of teacher talk. *Learning and Instruction*, 71(July 2018), 101371.
<https://doi.org/10.1016/j.learninstruc.2020.101371>
- Sudholz, B., Ridgers, N. D., Mussap, A., Bennie, J., Timperio, A., & Salmon, J. (2018). Reliability and validity of self-reported sitting and breaks from sitting in the workplace. *Journal of Science and Medicine in Sport*, 21(7), 697–701.
<https://doi.org/10.1016/j.jsams.2017.10.030>
- Sulieman, S. (2020). *COVID-19: Adapting to the New Norm in the Higher Education Institutions*. UKM News Portal.
https://www.ukm.my/news/Latest_News/covid-19-adapting-to-the-new-norm-in-the-higher-education-institutions/.
- Team, M. (2020). *CMCO in most states from Nov 9 to Dec 6*. Malaysiakini.
<https://www.malaysiakini.com/news/549897>.
- Tran, B. X., Nguyen, L. H., Nguyen, C. T., & Latkin, C. A. (2018). Health-related work productivity loss is low for patients in a methadone maintenance program in Vietnam. *International Journal of Drug Policy*, 60(April 2017), 1–7.
<https://doi.org/10.1016/j.drugpo.2018.07.007>
- Triglav, J., Howe, E., Cheema, J., Dube, B., Fenske, M. J., Strzalkowski, N., & Bent, L. (2019). Physiological and cognitive measures during prolonged sitting: Comparisons between a standard and multi-axial office chair. *Applied Ergonomics*, 78(March), 176–183.
<https://doi.org/10.1016/j.apergo.2019.03.002>
- van der Lans, R. M., Cremers, J., Klugkist, I., & Zwart, R. (2020). Teachers' interpersonal relationships and instructional expertise: How are they related? *Studies in Educational Evaluation*, 66(June 2019), 100902.
<https://doi.org/10.1016/j.stueduc.2020.100902>

- Visual Paradigm.(2020), *Kotter's 8-Step Change Model Template*, <https://online.visual-paradigm.com/cn/diagrams/templates/kotters-8-step-change-model/kotters-8-step-change-model-template/>.
- Wennman, H., Härkänen, T., Hagströmer, M., Jousilahti, P., Laatikainen, T., Mäki-Opas, T., Männistö, S., Tolonen, H., Valkeinen, H., & Borodulin, K. (2020). Change and determinants of total and context specific sitting in adults: A 7-year longitudinal study. *Journal of Science and Medicine in Sport*, 23(6), 596–602. <https://doi.org/10.1016/j.jsams.2019.12.015>
- WHO. (2012). *Global Physical Activity Questionnaire (GPAQ) Analysis Guide*. Geneva: World Health Organization, 1–22. [http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Global+Physical+Activity+Questionnaire+\(GPAQ\)+Analysis+Guide#1](http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Global+Physical+Activity+Questionnaire+(GPAQ)+Analysis+Guide#1)
- Yeong, M. L., Ismail, R., Ismail, N. H., & Hamzah, M. I. (2018). Interview protocol refinement: Fine-tuning qualitative research interview questions for multi-racial populations in Malaysia. *Qualitative Report*, 23(11), 2700–2713.
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak. *Journal of Risk and Financial Management*, 13(3), 55. <https://doi.org/10.3390/jrfm13030055>
- Zolkepli, F. (2020, November 7). *CMCO in all peninsula states*. The Star Online. <https://www.thestar.com.my/news/nation/2020/11/08/cmco-in-all-peninsula-states>.

Note: Arranged alphabetically according to author's name