

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This pandemic of Covid-19 that started in 2020 was really an awakening moment for all of us all around the world. Not only has it changed our lives, socially and economically, it has also ‘overturned’ our way of living according to the new norms that require us to be on the look and vigilant all the time. It is not until now that the term ‘WFH’ or work from home has been widely practiced by most of us in the working force globally. Previously, working from home was seemingly appropriate only for working parents, especially mothers who were nurturing their kids.

School children nowadays are no longer entitled to normal schooling days like socializing with classmates, have their recess in the canteen and roam around their school without a worry. Instead, Home-based Learning and Teaching or PdPR, term used for schools and hybrid learning method have been introduced to schools and higher institution of learning (IPT) in Malaysia since the implementation of Movement Control Order (MCO) starting in March 2020. The online learning method through the Zoom application, Google Meet, Google Classroom or Skype has since marked the unconventional approach to learning in Malaysia. Schools and higher learning institutions, especially teachers, lecturers and students were compelled to keep up with the pace of the new tech gadgets and applications that

require them to not only be assertive but also receptive to new ideas that might change the way they think. Kapp (2003) defined e-learning as “the delivery of training materials, information and connect directly to an employee’s computer desktop by taking advantage of Web browser technology to purposefully change behavior or attitude. Hall and Snider (2000) define e-learning as the process of learning via computers over Internet and Intranets and referred to as web-based training, online training, distributed learning or technology for learning.

In the meantime, in the period between middle of year 2021 and early 2022, the vaccination programs has already kicked in and introduced to the population, has given some way for the schools and higher educational institutions to introduce and adapt to hybrid learning. Hybrid learning is referred as an educational model where students attend class in-person, while others join the class virtually from home using tools like video conferencing hardware and software. According to Doering (2006), Hybrid Learning Model refers to the blending and mixing of the learning environments: face-to-face classroom instruction and online environment. From layman’s perspective, hybrid learning gives students the combinations of two formats of learning. In the process, this channel tries to create a one single mode of learning experience which concentrates on eliminating any weak spots or loopholes which could later interrupt the learning process. It is a comprehensive approach to combining the best parts of face-to-face and online learning to create ideal learning experience. Most importantly, the goal of hybrid learning is to provide the most efficient and effective instruction experience by combining delivery modalities.

Early this year, at the beginning of the horrific surge of new Covid-19 cases, this issue had posed an increasing fear that the prolonged lockdown would cause more Malaysians to fall into mental illness. Poor mental health among students of higher education institutions is becoming a serious issue in many countries. As such, mental health problems should not be taken too lightly as statistics from January to June 2021 revealed that 89.4% of calls (109,806 out of 122,328 calls) received through a helpline managed by the Ministry of Women, Family and Community Development (MWFCD) and the Department of Islamic Development (JAKIM) were related to mental health issues that required emotional and psychological support. Studies showed that mental health symptoms, especially depression and anxiety, have been overwhelmingly prevalent in the Malaysian population as the Covid-19 pandemic has progressed.

## **1.2 Background of the Study**

Institut Kemahiran Belia Negara (IKBN) or initially known as Morib Youth Hall was first institutionalized in Morib as the youth centre of the area. In 1964, it had been relocated to Peretak, Kuala Kubu Baru and was acknowledged as Pusat Latihan Belia Kebangsaan Peretak. Pusat Latihan Belia Kebangsaan Peretak was later being elevated into Institut Kemahiran Belia Negara Peretak, in the midst of significant development of vocational and skill-related training during the 90s, and again relocated to Ampang Pecah, Kuala Kubu Baru in 2002. It has since been under the administration of Kementerian Belia dan Sukan Malaysia (KBS) and has expanded into 22 IKBN/IKTBN throughout Malaysia.

IKBN/IKTBN as general, aims to deliver resourceful and prospective manpower who are equipped with the competencies required to perform a particular job, and also possess extensive knowledge and the know-how in skills and technical subject. IKBN currently offers 13 technical courses that ranges from certificate Sijil Kemahiran Malaysia (SKM) 1 to SKM 3, and in some courses, students could also enrol for a diploma or DKM (Diploma Kemahiran Malaysia) or an advanced diploma (Diploma Lanjutan Kemahiran Malaysia) which is equivalent to a degree. Below is the list of courses that are being offered: -

1. Automotive technology
2. Marine technology
3. Mechanical technical
4. Civil engineering technology
5. Electronics technology
6. Electrical technology
7. Hospitality
8. Textile technology
9. Personal grooming
10. Photography technology
11. Information technology
12. Sport technology
13. Oil and gas

This study will be conducted at Institut Kemahiran Tinggi Belia Negara (IKTBN) Alor Gajah, Melaka, which located in the Lot 641 and 644, Mukim Ramuan China Besar, Masjid Tanah under the district of Alor Gajah, Melaka. The campus sits in 50 hectares of land consisting of 12 main buildings and other facilities built for the convenient of the students. IKTBN or Institut Kemahiran Tinggi Belia Negara Alor Gajah, Melaka is one of eight centres of excellence for skills-related

and technical training institutions of Kementerian Belia dan Sukan Malaysia (KBS). It is located in the town of Alor Gajah and currently consists of a community of around 500 students from all over Malaysia. IKTBN Alor Gajah is an agency under the administration KBS and it was one of the initiatives spearheaded by the Kementerian Belia dan Sukan Malaysia (KBS), under the Seventh Malaysia Plan (Rancangan Malaysia ke - Tujuh) which aimed to produce more young skilled and innovative entrepreneurs, as well as resourceful human capital in technical field among the youths.

IKTBN Alor Gajah had opened its doors in August 2002, and since then, it had welcomed approximately 16,000 students from all over Malaysia. IKTBN Alor Gajah currently offers ten courses under the Hospitality Technology and the Electrical Engineering Technology branches of schools, which run normally from 18 to 36 months depending on the requirements of the type of level the students are acquiring. IKTBN Alor Gajah has been crowned the Centre of Excellence for Hospitality for all IKBN in Malaysia for its exceptional work in producing high quality graduates in hospitality sector.

The current administration structure of IKTBN Alor Gajah, Melaka comprises of six personnel, being led by the director, Encik Syamsul Tahrin bin Mohd Tahir, who oversees the overall activities of the organization and assisted by two deputy directors for the Training Management division, Puan Shahrul Naimah binti Zulkifli and Encik Mohd Firdaus bin Mazlan from the Student Welfare Division.

Moreover, admission for IKTBN yearly academic year are in January and July, accepting around 500 student every year, while students age mostly ranges from 18 to 30 years old. IKTBN accepts minimum educational qualifications in Sijil Pelajaran Malaysia (SPM) results or has completed Form Five for entry, which astonishingly, has opened up new opportunity to students who are lacking in their academic achievements but have interest in either technical or hands-on courses. IKTBN Alor Gajah in particular, also offers special certifications accredited by Energy Commission (Suruhanjaya Tenaga) for individuals who possess at least 2 years working experience in electrical wiring and are keen in bringing their career into the next level.

### **1.3 Statement of the problem**

This Covid-19 pandemic has made a tremendous impact on the education sector, especially to the schools and higher education institutions all over the world. Over the past two years, schools and higher education institutions around the world have been forced to close down its doors and resume its teaching and learning using online methods. This has resulted to students managing their online classes unsupervised, without personal face-to-face training by the lecturers, alone at their homes or at any convenient venue available. Furthermore, findings of other reports about online teaching and learning, according to Mohamed Nazul (2020), this teaching method has proven to be a significant challenge for both teachers and students. This can be seen in terms of external and internal factors such as students' socioeconomic issues, a lack of devices, internet line problems, a lack of technological skills, and the need to adapt to this new era of norms. Clearly, students

must adapt to technology, which requires technical competence and a willingness to change.

Although there are numerous studies by researchers in other countries which specifically done to measure the effect of online and hybrid learning on students that we can refer to, these studies were mainly centred around school children and university students who are taking courses which are normally theory-based and usually require them to be in lectures and are also exam oriented. There are currently only a handful of studies which put their focus on technical-based, hands-on education and training courses.

In a report published by the International Labour Office in 2020, it mentioned that while access to learning and skills development was maintained in some contexts through a rapid shift to distance learning in Technical and Vocational Education and Training (TVET), the pre-existing social and digital divides deprived the most marginalized groups of continued learning and put them at risk of falling further behind. The increased adoption of distance learning solutions by TVET programmes, be it online or through hybrid learning has not facilitated the acquisition of practical skills and organization of work-based learning, which are essential components for the success of technical and vocational education. This report was based on the results of an interagency survey, targeted at the TVET providers, policymaker, and social partners, on technical and vocational education training (TVET) and skills development in the time of Covid-19.

The researcher believes that, under this circumstance, a study on this alternative format of learning should be further explored and elaborated to give the audience a better view on what has really transpired throughout the hybrid learning process that has taken its place for the past two years. This study aims to provide an understanding on the minds of the students, to find out what was really happening during that period where they experienced the movement restrictions and the challenges they faced whilst balancing their hybrid study and learning.

#### **1.4 Research Questions**

##### **1.4.1 To identify the nature of syllabus, modules and academic aspects of IKTBN Alor Gajah, Melaka**

The curriculum of courses in IKTBN outlines the format of learning of each subject required to be studied by students. In IKTBN, students will be exposed to a more approachable format of learning where 70% of the syllabus is executed within the classroom, workshop, studio or in a laboratory, through hands-on activities and performing practical skills, whereas the remaining 30% will be spent on activities that boost and strengthen their self-esteem and self-confidence. These activities usually consist of religious and spiritual activities, such as daily congregational prayers in the mosque, Quran reciting classes and regular ‘tazkirah’ by religious teachers.

Apart from that, students are also encouraged to participate or volunteer in community service, as part of their community engagement program. These activities were essentially designed to enhance their leadership development and

character building as these tasks could potentially provide ground rules and ethical values for their future life, especially when it comes to making the right decision later in life. On top of that, the students are also required to join the extra curriculum on recreational activities like marching and camping too. These particular activities will be strictly monitored by the personnel of KESATRIA team at the IKTBN and they are responsible to make sure that students adhere to the rules and regulations laid down by the administration and the modules from IKTBN itself.

#### **1.4.2 To examine the level of readiness of students while facing these challenging times**

The pandemic of Covid-19 that hit us has resulted to 1.2 billion children all over the world to be out of their school classroom and compelled to resort to the digital platforms of online learning and later to hybrid learning mode. With the sudden shift away from physical classroom, we might wonder whether the adoption of hybrid learning would continue to persist post-pandemic and how would this impact the education of our young generation. The 'the lost covid generation', is the term we imply to the generation that had to bear the burden resulting from this pandemic. According to the report published by the UNICEF, the future of this generation would be at risk of jeopardizing their rights to having good quality of health and basic safety from the society due to the disruptions to the basic services and soaring poverty rates. It is also highlighted that, the longer this crisis of Covid-19 persists, the deeper its impact on children's education, health and well-being too. Findings from a study by Joseph Kee-Ming Sia and Adamu Abbas Adamu (2020), revealed that Covid-19 pandemic has affected the higher education sector in Malaysia significantly.

According to Ministry of Higher Education, a total of 1.2 million students in higher academic institutions nationwide have undergone virtual learning activities for more than three consecutive semesters. Both lecturers and students were faced with multiple challenges in learning especially with regards to poor Internet connectivity for online learning. This unexpected switching to online classes is a challenge to students as they were not prepared for it. Many have expressed concerns about the internet connectivity in their areas and many are still without computers.

With the MCO 1.0 that took effect on March 2020, teaching and learning in higher educational institutions continue to take place online. However, the government decided to give exceptions to few categories of students to return to campus by end of May 2020, as Malaysia saw a slight dip in number of cases. Among them are the students with special needs in education program and technical and vocational training. And in July 2020, The Higher Education Ministry had announced again that students of higher education institutions who require clinical or practical training, workshop, laboratory, studio or special equipment can resume in-person classes. The remaining students would only be allowed to resume their study only in October 2020. However, from January 2021 to March 2021, Covid-19 cases had risen to an alarming rate due to high infections among people in Malaysia, and students have yet again stumbled with another announcement of postponement made by Ministry of Higher Education to return to campus for academic year 2020/2021 that was scheduled in March 2021. Ultimately, beginning October this year, all fully vaccinated students can finally return to their institutions in stages. As

such, this has opened up an opportunity to introduce hybrid way of learning to students of higher education institutions to further reinforce their lack of stability in academics.

With all this commotion going on, are the students really ready for a different and unfamiliar approach to learning? There were number of studies on the readiness of students towards online learning been done worldwide prior to Covid-19 pandemic. International Journal of Applied Behavioural Economics published empirical evidence in 2018 suggesting that the students' attention is significantly reduced in an online learning environment, demonstrated by the much lower than expected log-on minutes recorded. It has also been highlighted that student would be unlikely to achieve the same level of learning outcomes as in a traditional face-to-face teaching. Other challenges faced by students would be the inability to focus, while maintaining sufficient motivation to remain focus during online classes and also maintaining the self-discipline needed to study remotely. On top of that, the issue of connectivity especially in rural areas, such as in the East of Malaysia, had made it hard for them to stay connected, well-informed and updated of any changes made by the lecturers.

Furthermore, the technical skills training and education system, also require the courses to be practical-oriented and shifting the whole syllabus to online mode may not be possible. As such, higher education institutions have to formulate a fusion of approach to the syllabus of the courses involved.

Despite the drawbacks, some students are relishing the benefits of having the digital platform of learning. Research by T. Muthuprasad et al. (2020) on agricultural course students' perception and preference for online education in India during the pandemic of Covid-19 indicated that 70% of the respondents were ready to opt for online classes during the pandemic. The students also agreed that flexibility and the convenience make the online classes a good option for them in managing their curriculum. In addition to that, according to Opinion Research Corporation (2000), the report revealed that 54 percent who believe that college courses offered via the Internet are the future of higher education. The study also found that 32% of respondents agreed to take the course through the Internet rather than go to a traditional classroom. Another 53% of the respondents said that the biggest benefit of taking courses online was the ability to work from home, while 19% cited that time saved from not having time to commute.

The concept of readiness towards online learning has long been discussed by several researchers like McVay (2001), who developed a 13-item instrument which measured student behaviour and attitude as predictors. Subsequently, Smith et al. (2003) conducted an exploratory study to validate the McVay's, (2000) questionnaire for online readiness and came up with a two-factor structure, which were the "Comfort with e-learning" and "Self-management of learning". Researchers had eventually been able to refine these factors that will influence the readiness of students for online learning into several main ones:

- i. Self-directed learning
- ii. Motivation for learning
- iii. Learner control
- iv. Computer and internet self-efficacy
- v. Online communication self-efficacy

### 1.4.3 To assess the perception of students' competency level during the pandemic

Hybrid learning and online learning are not something new in many developed countries but in the local context, as in Malaysia, it has undeniably caused anxiety and raised many questions among students about their academic prospects in the future and how well would they prevail in the working environment.

Several studies also indicate that the instructor's interaction with students has considerable impact on the student's perceptions of online learning. Swan et al. (2000) stated that consistency in course design, the capability of the interaction with course instructors to promote critical thinking ability and information processing play crucial part in getting the right perception towards online learning for the students. Additionally, there are several factors that would place an impact on the perception of the students as well. Among the factors are:

- i. Students' competencies required to use the technology
- i. Well-structured course content
- ii. Well prepared instructors
- iii. Feedback and clear instructions given by their lecturers

These factors, researcher believe, could be incorporated into the survey as questions to the students which will subsequently generate the outcome to justify the research questions. In a journal published by Organization for Economic Co-operation and Development (OECD) 2020, in their policy response to the Covid-19 crisis, it had been expressed that students' attitudes and dispositions are influenced to a great degree by the support they receive from families and teachers, and by the role models they are exposed to. In addition to that, different forms of support from

families, teachers and lecturers, including parental emotional support and teacher enthusiasm, are found to be important for the development of positive attitudes towards learning and can ensure that students acquire the attitudes and dispositions that can maximise their ability to make the most of the hybrid learning opportunities.

Yet, some families and teachers may find it hard to provide such support especially during the Covid-19 crisis probably because of lack of time, insufficient resources to buy the digital tools needed, lack of digital skills or even lack of curriculum guidelines on the subject. Further concerns relating to the fact that effectiveness of hybrid learning might have been hindered, would have been by the lack of basic digital skills among students and teachers, thus making them unprepared to adapt to the new situation. At the same time, teachers need support to incorporate technology effectively into their teaching practices and methods and help students overcome some of the difficulties that are associated with this form of learning environment.

#### **1.4.4 To determine the relationship between add students' demographic characteristics and emotional coping**

According to the Sage Research Method (2010), the term demographics refers to particular characteristics of a population. Examples of demographic characteristics include age, race, gender, ethnicity, religion, income level, education, marital status, family size, health and disability status and psychiatric diagnosis. Demographic variables will serve as independent variables in research mainly because they cannot be manipulated.

The concept of online learning and face-to-face learning might sound like a promising idea right now. However, the idea of considering hybrid learning as the perfect solution and to answer the question of to what extent does hybrid learning satisfies the students in accomplishing their academic success, researchers might want to deliberate a study on the effect of demographic characteristics on the effectiveness of hybrid learning among students. It is important that we have full understanding of the demographic features of the population, thus, to avoid giving false assumptions to the theory that we are going to test.

For example, surprisingly, there was evidence in favour of sex difference in attitude towards school. A study by Candeias AA et al. (2010) reported that female students demonstrated a higher positive attitude towards school and were eager to acquire education, compared to the male students who were less interested school and had more negative emotions toward it. Concerning health anxiety, a study in coping with the pandemic (Szabolcs Garboczy et al. (2021), reported that female students had significantly higher levels of health anxiety compared to males. Moreover, female students had significantly higher levels of perceived stress compared to males in the international group, however, there was no significant difference in perceived stress between males and females in the domestic group.

## **1.5 Objectives of the Study**

### **1.5.1 General Objective**

This study tends to assess the mental health states of students of IKTBN Alor Gajah, Melaka in coping with the hybrid learning during the pandemic of Covid-19.

In general, we would like to gauge the relationship between these elements and how would these components of mental health states react when faced with of hybrid learning throughout the period of the pandemic of Covid-19.

### **1.5.2 Specific Objective**

Below are the specific objectives of this study:

- i. Identify stress, anxiety and depression in coping hybrid learning during the Covid-19 pandemic.
- ii. Identify the coping style of students in facing hybrid learning during the Covid pandemic 19.
- iii. To assess the perception of students' competency level during the pandemic.
- iv. To examine the level of readiness of students while facing these challenging times.
- v. Measure the relationship between emotional state and student coping style in the face of hybrid learning during the Covid pandemic 19.

### **1.6 Research Hypothesis**

- 1.6.1. There is no significant relationship between depression and students' coping style in dealing with hybrid learning during the Covid 19 pandemic.
- 1.6.2. There was no significant relationship between anxiety and students' coping style in dealing with hybrid learning during the Covid 19 pandemic.
- 1.6.3. There is no significant relationship between stress and student coping style in coping with hybrid learning during the Covid pandemic 19

## 1.7 The Significance of the Study

The pandemic of Covid-19 has transformed our education system entirely. We may no longer bound to be physically in class, but the need to be ‘physically and mentally’ present in the digital platform of learning and studying ought to be reminded constantly to ensure the effectiveness and success of this technology. This issue of transforming the classroom into both virtual and physical classes has certainly placed a huge impact on all of us especially the students, as well as the parents. It has forced more than a million of students from schools to higher education institutions to be out of school and remained at home for their lessons. This study plans to assess the mental health states among students of IKTBN Alor Gajah, Melaka in coping with hybrid learning during the pandemic of Covid-19. In general, we would like to have access to the relationship between these elements and how would these components of mental health states react when faced with of hybrid learning throughout the period of the pandemic of Covid-19.

This research will provide new insights into the relation between mental health states of students, who are in the technical-based skills training, and how they react and cope with the pressure of staying focused in their online and physical academic classes. There will be external and internal factors, psychological elements that will surface into question as we go deeper into the study. With thorough analysis of the correlations of these components, the community, parents, academic society and the authority will further realize the need to pay extra attention to the issue of mental health among our students and how to minimize the damage it causes to our generation. This study will provide new and better perspectives in approaching the

anxiety, depression and stress issues (mental health issues) among our students through the indications of behaviours that they portray.

This research will also be beneficial to the society as it examines problems that exist within the community of students in higher education institutions. The outcomes will provide accurate information and play vital role in assisting the academic institutions, government, and the society to develop services and reliable policies that are responsive to the need.

### **1.8 Scope of the Study**

The scope of the study shall assess the relations of mental health states of 200 students of IKTBN Alor Gajah, Melaka and how well they cope with online learning and physical learning during the pandemic and execution of MCO 2.0 beginning early this year, 2021 until the year 2022. The sample of 200 students is equivalent to almost 50% or half of the current population in IKTBN this year and this population would include the intakes from January as well as July. Typically, a good sample size acceptable for a study would be 10% of the population. However, considering that 10% of the population would be insufficient, I decided to increase it to 50% as total population of IKTBN Alor Gajah is relatively small compared to other public higher learning institutions in Malaysia.

The selection of demographic characteristics will be performed randomly as these students come from all sorts of background. However, the gender selection

will be 50:50 basis as the population of IKTBN Alor Gajah is made up of nearly 50% female and 50% male students.

### **1. 9 Conceptual Framework**

Through this research, researcher intend to study and assess the relation between mental health states of IKTBN Alor Gajah, Melaka in coping with hybrid learning during the pandemic. This research will explore the relation between the IKTBN students' coping skills and their ability to adapt to the new norms whilst juggling the academic requirements of their heavily hands-on, technical skill courses throughout the period of covid-19 pandemic. As we all know, skills related courses involve personalized and hands-on training to the students. As such, students are typically required to be at laboratory, workshops or making site visits to observe a problem, or have a look at a piece of complex equipment.

In psychology, the term emotion is typically described as a complex state of feeling that results in physical and psychological changes, and somehow, these changes place an effect on the person's thought and behaviour. According to the book "Discovering Psychology" by Don Hockenbury and Sandra E. Hockenbury (2007), an emotion is a complex psychological state that involves three distinct components, which are: a subjective experience, a physiological response, and a behavioural or expressive response. According to Matthew H.E.M. Browning (2021), university students are increasingly recognized as a vulnerable population, suffering from high levels of anxiety, depression, substance abuse, and disordered eating compared to the general population. As such, when the nature of their

educational experience radically changes, in this case, due to the terrible impact of Covid-19, the burden on the mental health of this particular population is amplified. The study aims to first, assess the level emotional states among IKTBN Alor Gajah, which includes these following traits of psychological elements:

- i. Level of depression
- ii. Level of anxiety
- iii. Level of stress

The second part of the study shall revolve and identifying the coping styles of these students in times of the pandemic Covid-19 crisis. Ultimately, the final goal is to discover the relation between emotional, spiritual states, their coping styles and how these elements respond to each other.

### **1.10 Operational Definitions**

Title of the study: The Relationship Between Mental Health States Among IKTBN Alor Gajah, Melaka Students In Coping With Hybrid Learning During The Covid-19 Pandemic. In this study, researcher would be measuring the mental health states of the students of IKTBN Alor Gajah, Melaka during the pandemic of Covid-19. In this context, the emotional states would be clarified as the level of depression, level of anxiety and finally level of stress experienced by the students in commencement of the Movement Control Order (MCO) beginning in March 2020.

The mental health states of the samples will be measured using the DASS 21 test. The Depression, Anxiety and Stress Scale -21Items (DASS-21) is a set of three

self-report scales designed to measure the mental health states of depression, anxiety, and stress. Each of three DASS-21 scales contains 7 items, which will be divided into subscales with similar content. In the meantime, we would simultaneously be assessing the students' coping methods they applied during the online learning within that period of time.

Below are the Independent Variables identified in this study that:

- i. The nature of syllabus, modules, and academic aspects of the courses of IKTBN Alor Gajah, Melaka
- ii. The demographic characteristics of the students or the sample

Below are the Dependent Variables identified:

- i. The coping methods of the students in handling their emotional and spiritual states
- ii. The level of readiness the students possess whilst facing both online and physical classes during the pandemic
- iii. The perception of students' competency level whilst undergoing both online and physical classes during the pandemic

### **1.11 Conclusion**

Nowadays, because of its convenience and flexibility, hybrid learning, and the resources can be made available from anywhere and at any time at the convenience of the students. Students can define their own speed of learning instead of following the speed of the whole group and they can learn at the comfort of their own home.

However, the convenience of combining both online and physical learning does come at a cost, and it does contribute to increased stress and anxiety alongside the lack of social interaction among the students. They may feel anxiety about keeping up to date with their schoolwork and may have trouble concentrating or staying focused while at home.

In the effort to provide support in addressing social issues of mental health, the government has agreed to allocate RM15 millions to non-governmental organisations (NGOs) in assisting the government in tackling the issues such as mental health, homelessness, and other social problems in the PEMULIH package. Researcher strongly believe that Ministry of Education should make mental health a part of the education curriculum, empowering teachers to create a supportive learning environment for students to cope with stress better. Ministry of Youth and Sports, on the other hand could also encourage youth organisations to create a supportive and enabling environment for the high-risk youths who require more emotional support to have a greater sense of belonging in the community.

In addition to organising more awareness campaigns to create public awareness, Ministry of Health could also deliver psychological support to those vulnerable communities by providing psychological first aid-based helplines for them to express their psychosocial concerns.

