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## INTRODUCTION

## METHODOLOGY

## OBJECTIVES

## RESULTS

## DISCUSSIONS

## ACKNOWLEDGEMENT

## REFERENCES

- As a worldwide emergency, COVID-19 had a big impact on education in China and Malaysia, prompting reforms in higher education institutions (HEI) in those countries. These are reflected through the online education management and resources.
- Educational Leadership refers to things and activities related to leadership and change, as manifested by the Deans, and the administrative members of HEI and the HEI's culture. As a result of the reforms pursuant to COVID-19, reforms in the educational leadership were also observed.
- China and Malaysia are both Asian countries that play vital roles in the region and demonstrated significant responses in the Covid-19 era. Higher education reforms are thus, evident within two countries.

## CONCLUSION

- In the future, the higher education reforms of China and Malaysia will have a clearer direction, and the two countries can learn from each other's strengths to reform their higher education.
- Recommendations:** Considering the threat of health on the HEIs, there is a need to:
  - Invest in online education and distance learning to improve the viability of education in the future. Online education has greatly helped to balance educational resources in both countries.
  - Equip HEI's leaders with adaptive leadership and management to meet future challenges and changes.
  - Encourage innovation, build collaborative relationships, and ensure that HEI can continue to deliver high quality education amid uncertainty.
- This study has filled in the gap of literature due to the lack of comparative research on educational reforms in HEI as a result of COVID-19, and provided suggestions for future research on online education, crisis management and cooperative management.

- This is an inductive qualitative study that identify and analyze the educational reforms.
- Data collection: systematic review of literature and interviews.
- Four participants participated in the interviews: 2 from selected HEI in China and 2 from selected HEI in Malaysia.
- Data Analysis: Thematic analysis

- The objectives of this study are, to:
  - Identify the scope of educational reforms in China and Malaysia in the post COVID-19 era.
  - Analyze the educational reforms in China and Malaysia from the perspective of educational leadership in the post COVID-19 era.
  - Compare the educational reforms in China and Malaysia from the perspective of educational leadership in the post COVID-19 era.

Table 1: The Similarities Between The Educational Reforms in China and Malaysia

		Similarities
The Educational Reforms in China and Malaysia	Policy	Restrict student travel
		Close campus
		Face Mask Policy
		Social distancing
	HEI Management	Routine cleaning and disinfection of teaching buildings
		Crisis management awareness among deans and administrators
		Advocacy of digital education
		Health and safety awareness
		Rational allocation of resources
		Concern for the students

Table 2 The Differences between The Educational Reforms in China and Malaysia.

		Differences
The Educational Reforms in China and Malaysia	China	Actively cooperate with the implementation of central and local policies
		Pay attention to internationalization,
		Policy support for digital education
	Malaysia	Pay attention to cooperation and collaboration between people, departments and departments
		Actively promote the future reform of higher education, emphasizing sustainability and innovation

- The scope of educational reforms in China and Malaysia are online teaching, online course resources, remote teaching facilities, student daily management, and students' and staffs' health condition and safety.
- In terms of educational leadership, China and Malaysia have made significant reforms in relation to crisis management by the Deans and administrators, reallocation of resources, strengthening of health and safety means, construction of digital education, and support for students.
- In terms of differences, China emphasized on the effective promotion of policies in HEI and the functions of leaders, while Malaysia emphasized the application of HEI leaders' management ability.

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