



# **The Effect of Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and Employee Performance.**

A thesis submitted to the Department of Public Administration and Development Management in partial fulfillment of the Requirements for the Degree of Master of Arts in Public Management and Policy

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**Certification**

This is to certify that the thesis prepared by Helen Girma, entitled “**The Effect of Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and employee performance** at Addis Ababa University: The Case of College of Business and Economics”, and submitted in partial fulfillment of the requirements for the Degree of Master of Science in Public Administration compiles with the regulations of the University and meets the accepted standards concerning originality and quality.

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## **Declaration of Research Work Integrity**

I, Helen Girma hereby declare that the study entitled “**The Impact of Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and employee performance** at Addis Ababa University: The Case of College of Business and Economics” is my original work and has not been presented in Addis Ababa University or any other University, and that all sources of material used for the study have been duly acknowledged.

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## ACRONYMS

**HRM:** Human Resource Management

**HR:** Human Resource

**SPSS:** Statistical Package for Social Science

**SD:** Standard Deviation

## Abstract

The purpose of this study was to investigate the effect of the Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and employee performance at Addis Ababa University taking the College of Business and Economics as a case.

The literature reviewed for this thesis suggests that human resource management practice has a positive impact on employees' performance. The research conducted for this thesis examines how the role of human resource (HR) practices is subject to change before, during, and after the COVID-19 crisis in educational institutes in the case of Addis Ababa University, College of Business and Economics. A theoretical review introduces the main theories for the research and characteristics of HR practices in crisis educational institutes. The researchers used both quantitative and qualitative research strategies. Data were collected using questionnaires combined with interviews and the data were presented with tables and simple percentages; and the analysis was done using the Spearman Correlation Coefficient and Regression with the aid of the Statistical Package for Social Science (SPSS).

The study discovered that the number of employee recruitment and selection activities drastically decreased as a result of COVID-19. Employee training and development that was scheduled before the outbreak had been cancelled to protect employees from contact with the infection. Online training which would be the best alternative could not be used by all organizations because of lack of facilities. Respondents questioned whether e-learning would be as in effect as a face-to-face mode of training. Performance management became more challenging. The study found that employees could not achieve previous planned and set goals because of interruptions caused by the virus. Organizations that decided for work from home were experiencing difficulties in observing employee performance and the practice raised a concern of work-life balance issues. Moreover, the findings revealed that the association of human resource management practices on employees' performance in the education institutes. Thus, a positive relationship exists between recruitment/selection, training/development, compensation/reward, and performance appraisal with employees' performance.

The study recommended the adoption of e-HRM to attenuate employee physical interactions, employee commitment in crisis management strategies, and review of HR policies to outfit times of crisis. Besides, educational institutes should provide good working conditions and a favourable work environment for skills development and training.

**Keywords:** Human resource management, Human Resource Management Practice, Employees Performance, COVID-19 Crises in Educational institute.

## CHAPTER ONE

### **Introduction**

The COVID-19 pandemic has created a very thought-provoking environment for human resource management (HRM) with managers having to quickly venture into the unknowns as they strive to assist their workforce to adapt to and deal with radical changes occurring within the work and social environment. For example, employees who formerly spent all or most of their time working inside their organization's physical boundaries now need to quickly suit remote work environments. Due to shelter in place orders and the closure of non-essential businesses, even those who might be well adjusted to remote working conditions are now faced with their unique challenges thanks to an inability to hunt alternative workspaces (e.g., cafés, libraries, co-working-spaces) outside of the house itself. This has likely further limited the segmentation between work and private spheres leading to greater difficulties in “unplugging” from work demands (Chawla, MacGowan, Gabriel, & Podsakoff, 2020).

Therefore, the purpose of this study was to investigate the effect of the Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and employee performance at Addis Ababa University taking the College of Business and Economics as a case.

### **1.1. Background of the Study**

Human resources are the best assets of any organization. The developmental climate in a corporation helps the individuals to operate their potential properly and contribute to the accomplishment of the objectives of the organization (Byars and Rue, 2006).

Human resource is the major resource of each organization and it determines the success and failure of the whole organization. Fairly other resources, the organization should use its human resource to comprehend the proposed goal within the proposed time. Empowering or advancing human resources indirectly means progressing the entire organization. The organization can advance its human resource by arranging appropriate and frequent training and development programs like induction, workshops, and seminars, and so on (Byars and Rue, 2006). The executives of an organization are assumed to manage its human resource most effectively so that personnel works well within the best interests of the organization, and their interests too. For this

purpose, good personnel relations must be established with the whole workforce (Joshi M., 2013).

Human Resource Management as a method of analyzing and managing an organization's human resource must make sure the fulfillment of its strategic objectives. According to Dessler (2014) the policies and practices involved in completing the human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising comprises HRM.

HRM is also a system of activities and methods that specialize in successfully managing employees in the least levels of an organization to realize organizational goals (Byars and Rue, 2006). Employees are the human resource of an organization and its most precious asset. To achieve success a corporation must take employee productivity as a serious goal. The extent of productivity can vary counting on the skill levels of employees demonstrate in their jobs and therefore the satisfaction levels of the workers with the organization and their jobs (Byars and Rue, 2006)

Human Resource Management is concerned with the people dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to high levels of performance, and ensuring that they continue to maintain their commitment to the organization are essential for achieving organizational objectives (Decenzo David A. & Stephen Robbins P., 2016).

Human Resource Management is a distinctive approach to employment management that seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an array of cultural, structural, and personnel techniques (Storey, 1995).

Generally, HRM encompasses the activities, policies, and practices involved in obtaining, developing, utilizing, evaluating, maintaining, and retaining the appropriate number and skill mix of employees to accomplish the organization's objectives. The goal of HRM is to maximize employees' contributions to achieve optimal productivity and effectiveness, while simultaneously attaining individual objectives (such as having a challenging job and obtaining recognition), and societal objectives (Such as legal compliance and demonstrating social responsibility (Byars and Rue, 2006).

Mostly, HRM is the management of individuals in organizations. It comprises the activities, policies, and practices involved in obtaining, developing, utilizing, evaluating, maintaining, and retaining the acceptable number and skill mixture of employees to accomplish the organization's objectives. The goal of HRM is to maximize employees' contributions to realize optimal productivity and effectiveness, while concurrently attaining individual objectives (such as having a challenging job and obtaining recognition), and societal objectives (Byars and Rue, 2006).

The principal component of an organization is its human resource or people at work. According to Megginson (1968) from the national point of view Human Resources as, "the knowledge, skills, creative abilities, talents and aptitudes obtained in the population; whereas from the viewpoint of the individual enterprise, they represent the total of inherent abilities, acquired knowledge and skills as exemplified in the talents and aptitudes of its employees (Megginson, 1968).

However, recently organizations are faced with increasing uncertainty as they direct today's grand challenges, or highly significant problems not typically confined to national, economic, or societal borders (Eisenhardt et al., 2016). The grand challenges of today are diverse, involving a variety of complex issues like global climate change, severe economic downturns, and political instability (George, Howard-Grenville, Joshi, & Tihanyi, 2016). In our interconnected world, these significant problems can bear an instantaneous threat to organizations' vitality and survival, encouraging organizations to stay responsive and adaptive as they organize and manage their workforce. Thus, with the recent outbreak of Coronavirus (COVID-19) organizations face a grand challenge of unparalleled proportions, one that forces them to dive into and directly manage unprecedented territory as they alter their workforce in technical, physical, and socio-psychological ways not seen before.

The novel coronavirus pandemic was first discovered in December 2019 in Wuhan Providence of China (Gondauri, Mikautadze, & Batiashvili, 2020). The disease caused by the virus is famously known as COVID-19 which stands for coronavirus disease 2019. The number "2019" signifies the year when the disease was first discovered. At the end of January 2020, the disease was declared a global health emergency by the World Health Organization (Yuen, Ye, Fung,

Chan, & Jin, 2020). The virus spreads from one person to another when people get to close contact through a respiratory droplet that can be expelled in the air by an infected person when s/he coughs or sneezes (Yuen, Ye, Fung, Chan, & Jin, 2020). Droplets from an infected person may also fall on different surfaces and put anyone who touches those surfaces at risk of contracting the virus when that person touches his or her face (ILO, 2020). As per data of 11<sup>th</sup> January 2020, there were 88,383, 771 active cases of the disease and 1,919,126 deaths all over the world (WHO, 2021).

However, several policies and actions are being taken by national governments, including border closures, obligatory quarantines, limitations of movement, injunctions on large gatherings, and lockdowns of cities or entire countries, resulting in widespread changes to ordinary life and commercial activity (ILO, 2020).

The COVID-19 pandemic has created a very thought-provoking environment for human resource management (HRM) with managers having to quickly venture into the unknowns as they strive to assist their workforce to adapt to and deal with radical changes occurring within the work and social environment. For example, employees who formerly spent all or most of their time working inside their organization's physical boundaries now need to quickly suit remote work environments. Due to shelter in place orders and the closure of non-essential businesses, even those who might be well adjusted to remote working conditions are now faced with their unique challenges thanks to an inability to hunt alternative workspaces (e.g., cafés, libraries, co-working-spaces) outside of the house itself. This has likely further limited the segmentation between work and private spheres leading to greater difficulties in “unplugging” from work demands (Chawla, MacGowan, Gabriel, & Podsakoff, 2020).

However, since the pandemic has created a particularly challenging environment for HRM, managers now have to help their workforce adapt to and cope with radical changes occurring in the work and social environment (Carnevale & Hatak, 2020). Even employees who have been working from home before are likely to encounter many challenges of working in the presence of their families (Carnevale & Hatak, 2020).

HRM policies and practices influence employees' behavior and performance, and organizational decisions affect employees' wellbeing. Within the framework of health and safety management,

HRM needs to address workplace stressors, job burnout, and other hazards. It should be pointed out that an organization would be significantly affected by the new Coronavirus when its productive employees become ill (Opatha, 2020). Consequently, the role of HR managers in ensuring employee safety is of paramount importance (Byars and Rue, 2006).

Toward this end, the purpose is to briefly explore the challenges and opportunities that COVID-19 presents to HRM practice and employee performance at Addis Ababa University College of Business and Economics.

The College of Business and Economics (CoBE) consists of the former Faculty of Business and Economics (established in November 1990) and School of Commerce (established in 1943). The former Faculty of Business and Economics has its origin in the creation of the Department of Economics in 1959 under the Faculty of Art of the University College of Addis Ababa. This first move was followed by the establishment of the College of Business Administration in 1963, which consisted of two departments, namely the Department of Management and the Department of Accounting. In 1978 the College of Business Administration, the Faculty of Art and the School of Social Work were merged to form the College of Social Sciences. Twelve years later (in 1990), the University Senate decided to reorganize the College of Social Sciences, which resulted in the formation of the Faculty of Business and Economics (FBE). Following the formation of FBE, the faculty office moved from the main campus to the former place of the Crown. The School of Commerce also has a fascinating history. The school was first established in 1943 as a Commercial School following the five years of the Italian occupation. The first training programs offered by the School were from six months to one year in duration. Over time, the programs evolved to extend to duration of four years. This laid the basis for the 8+4 program. In 1966, a 10+3 program was introduced, followed a few years later by an 11+3 program, and finally culminating in the 12+2 program introduced in 1972. At the time, students were trained in three fields: Secretarial Studies, Accounting, and Banking and Finance. The School phased out its lower-level programs over time in its quest to attain “Junior College” status. The school was brought under the Commission for Higher Education in 1979, thus becoming one of the few tertiary-level educational institutions in Ethiopia.

Then in 2010, the School of Commerce, the School of Information Sciences and the Faculty of

Business and Economics were merged and named as “The College of Management, Information and Economic Sciences”. In April 2012, as a result of the revised governance system of the university, the college was restructured and named as the College of Business and Economics, consisting of four departments and one school(AAU: CoBE, 2021).

While the implications of COVID-19 undoubtedly be far-reaching, we are only focusing on select topics surrounding employee adjustment and well-being as they navigate the current work environment.

## **1.2. Statement of the Problem**

The COVID-19 pandemic isn't only the foremost serious global health crisis since the 1918 Great Influenza (Spanish flu) but is about to become one of the foremost economically costly pandemics in recent history. Experience with past epidemics provides some insights into the varied channels through which economic costs could arise, within the short also as longer-term. At an equivalent time, COVID-19 differs from previous episodes in several important ways.

Remarkably, the globally harmonized lock-downs and trauma of monetary markets reinforce each other into an unprecedented economic sudden stop (Boissay & Rungcharoenkitkul, 2020). Globally, the consequences of COVID-19 on the economy are disturbing. Importation and exportation of products and products have decreased and made international trade hamper significantly as a result sales volumes in various firms have gone down. In the world, key sectors of the economy are already experiencing a go-slow as a consequence of the pandemic. Tourism, air transportation, and therefore the oil sector is visibly impacted. However, more invisible impacts of COVID-19 are expected in 2020-2021 no matter the duration of the pandemic (WHO, 2021). Thanks to practices like lock-down of cities and countries, quarantines, self-isolation, and discouragement of people's movement hence, many businesses and firms suffer since people that are the purchasers and employees are experiencing new ways of life. Organizations are now experiencing new normal practices that a lot of them weren't prepared for and never saw it coming. Some organizations have adopted performing from home which can't be as effective as a standard way of working.

Furthermore, since human resource management directly deals with people in workplaces numerous impacts of COVID-19 are expected in human resource management practices. as an example, employee recruitment and selection are always done when there's a shortage of

manpower in firms but during a crisis like this, operations of the many organizations tend to hamper, and thus rather than hiring, organizations normally choose strategies sort of a discharge. It should be noted that to avoid the spread of the disease social or physical distancing is inspired and gatherings are discouraged. Traditionally, employee recruitment and selection requires employers or recruiters to satisfy their prospective employees for assessment. This might end in to spread of the disease from one person to a different.

Employees within organizations also are more likely to satisfy customers and in some cases meetings among employees themselves are unavoidable. Of these are potential sources of the spread of COVID-19 something which leaves workplaces more susceptible to the disease. As previously noted performing from home could also be employed by firms together as an effective way of helping employees to avoid unnecessary movements and physical interactions to scale back chances of contact with the virus. Performing from home can also pose challenges in managing the human resources specifically on the difficulty of performance management. Furthermore, adjusting new and current employees to drastically altered work conditions, like shifting to remote work environments or implementing new workplace policies and procedures to limit human contact. Such dramatic alterations in how and where employees do their work is probably going to possess important implications for employees' experiences of person-environment fit, or the extent of congruence between the attributes they possess and people of the environment (Kristof, 1996).

Work-life balance is another issue that can arise from this practice and make the achievement of individual and organizational goals difficult. According to Maurer, (2020a,2020b) most organizations adapt their HR practices within the face of COVID-19, understanding how these unprecedented changes are influencing employees' experience and the way to resolve potential oddities (Maurer, 2020a, Maurer, 2020b), as an example, as organizations change to virtual sorts of recruitment, selection, and training in situ of face-to-face interactions (Maurer, 2020a, Maurer, 2020b), so is very important to know how these practices will impact the longer-term fabric of an organization's values and culture, as these new practices could certainly attract and retain individuals differently than traditional face-to-face approaches in College of Business and Economics, AAU.

The other challenge facing is simply likely to aggravate such socio-psychological problems. For instance, there already are some early signs that the societal and organizational actions put on site to combat the present pandemic (e.g., staying at home, changes to remote work environments) have increased employees' feelings of loneliness and social segregation (Kopp, 2020). This is often not entirely surprising, as long as individuals performing from home tend to report less inclusion than those within traditional work arrangements (Morganson, Major, Oborn, Verive, & Heelan 2010). But when combined with recent social/physical distancing measures, closure of non-essential businesses, and shelter in situ orders, a felt lack of inclusion and belongingness may become especially salient among those that are childless and single thus posing considerable risk to their psychological state and well-being, also because of the productivity of organizations.

The COVID-19 pandemic is likely to have thoughtful socio-psychological, physical, and technical implications for employees as they effort to adjust to their radically transformed work environments. Although some of these challenges are unquestionably unique, and therefore will require new methods and theories to address, some of the issues employees are presently facing take after entrepreneurs' daily work experience. Since there are not enough empirical pieces of evidence on how COVID-19 has affected human resources management practices and employee performance the researcher is motivated to undertake this study.

The researcher is done on employee recruitment and selection, employee training and development, performance management, and compensation management and reward as four HR practices and relation with employee performance in Addis Ababa University, College of Business and Economics. Generally, the study identifies the effects of COVID-19 on human resource management practices and employee performance. Specifically, the study has assessed the effects of COVID-19 on employee recruitment and selection, employee training, performance management, and compensation management.

Given the fact that the pandemic is a recent phenomenon, and hence its effect on many facets of organizational life is still being experienced by many institutions across the globe makes the present study very relevant. Therefore, to the best of the researcher's knowledge, there is no any major study conducted, so far, examining the effect of the pandemic on HR practices.

On the other side, Addis Ababa University, as one of the prominent and large higher education institution in the country, its business is being affected by the adverse impacts of the pandemic. Due to its slow and low digitalization of its services, most of its HR practices involve face to face dealings, which make it very prone to the negative impacts of the pandemic. Together with this, the pandemic could also bring some favorable effects with it which the present study is going to assess.

### **1.3. Research Questions**

Research questions for the study are as follows:-

1. Does COVID-19 impact on recruitment and selection process in the College of Business and Economics, AAU?
2. Does COVID -19 impact training and development on employee performance in College of Business and Economics, AAU?
3. Does COVID -19 impact compensation and reward on employee performance in College of Business and Economics, AAU?
4. Does COVID -19 impact regular performance appraisal on employee performance in College of Business and Economics, AAU?
5. To what extent does the recruitment and selection process, training and development enhance, compensation and reward and performance appraisal effect on employee performance in College of Business and Economics, AAU?

Therefore, all important issues related to human resource management practices such as human resource recruitment and selection, training and development, performances appraisal and compensation and rewards practices, and employee performance in College of Business and Economics, AAU in times of COVID-19 is assessed.

### **1.4. The objective of the study**

#### **1.4.1. General objective**

The general objective of the study is to examine the impact of the Corona Virus Pandemic (Covid-19) On Human Resource Management practices identify the challenges of employee performance at the College of Business and Economics, AAU.

#### **1.4.2. Specific objectives**

- To examine the impact of covid-19 on the recruitment and selection process in College of Business and Economics, AAU?
- To examine the impact of covid-19 on training and development on employee performance in College of Business and Economics, AAU?
- To examine the impact of covid-19 on compensation and reward on employee performance in College of Business and Economics, AAU?
- To examine the impact of covid-19 on regular performance appraisal on employee performance in College of Business and Economics, AAU?
- To examine the impact of covid-19 on employee performance in the College of Business and Economics, AAU?

#### **1.5. Scope of the study**

The scope of this study is to address the impact of COVID-19 on human resource management practices that leads to employees' performance of Addis Ababa University at College of Business and Economics in terms of time frame which is to be finalized by the end of June 2021 and resource availability. The study is mainly delimited and focused on the academic staff and administrative staff of the university at College of Business and Economics that consist of a large and small number of employees respectively as compared to other colleges.

#### **1.6. Limitation of the study**

It is known that time and financial constraints would make it difficult in taking a large sample size, and unmanageable to include all Colleges of Addis Ababa University. Therefore, the scope of this research will be delimited geographically to employees of the College of Business and Economics. So for the applicability of the study results all over the colleges needs further study.

#### **1.7. Significance of the study**

At the same time, the current grand challenge of COVID-19 provides an appropriate moment for management scholars to coordinate research efforts and turn them into actionable insights to support organizations in tackling one of the greatest challenges in modern history. It also offers scholars the exciting opportunity to look across disciplines for guidance and inspiration so that the unique HRM issues organizations currently face can be managed in an integrative way. For

even if potential solutions exist, this global problem requires coordinated and integrated (research) action.

In this regard the current study is expected to provide actionable insights to support College of Business and Economics in tackling the challenges facing the university. In addition, it will add to existing stock of literature in examining the nexus between HR practices and Pandemic thereby insighting further study on the area given the urgency of the case at hand and its wide impact.

### **1.8. Operational Definitions**

**COVID\_19:** 'CO' stands for corona, 'VI' for a virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of the common cold (Velavan & Meyer, 2020).

**Recruitment:-** refers to the process where potential applicants are searched for, and then encouraged to apply for an actual or anticipated vacancy (Bratton & Gold, 2017).

**Selection:-** is the process of hiring employees among the shortlisted candidates and providing them a job in the organization (Bratton & Gold, 2017).

**Training and development:-** refer to educational activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better performs specific tasks (Bratton & Gold, 2017).

**Compensation:-** is paid in the form of money, salary, bonus, often performance-based. A **reward** is something you receive when you achieve something (Bratton & Gold, 2017).

**Performance appraisal:-** can be defined as the process of identifying, evaluating, and developing the work performance of employees to help achieve the goals and objectives of the organization (Bratton & Gold, 2017).

### **1.9. Organization of the study**

This research comprises five chapters. The first chapter contains a background of the study, back ground of the Addis Ababa University College of Business and Economics, statement of the problem, research questions, objectives of the study, significance of the study, the scope of the study, limitation of the study, and operational definition of the study.

The second chapter contains a review of literature about concepts of human resource and human resource management, human resource management model and functions, human resource

management policies and strategies, and human resource management practices and conceptual framework. It has an introduction and detailed description of human resource management practice and employee performance and human resource management practices in higher education and roles during a crisis.

Chapter three contains a detailed description of the design of the study, population and sampling techniques, the type of data and tools/instruments of data collection, the procedures of data collection, and the methods of data analysis used. Chapter four contains data analysis and interpretation of survey results and Chapter 5 contains the conclusion and recommendation.

## **CHAPTER TWO**

### **Review of the Related Literatures**

#### **2.1 Theoretical Literature**

##### **2.1.1 Introduction**

Higher education is an instrument that can improve the social life of a country. The main goal of education is to improve the human resources of society (UNESCO,1998).

Human resource management should be a part of the operations of higher education institutions. According to Work-life Report 1994, implementing this strategy can help improve the efficiency and effectiveness of the department.

Educational institutions play a vital role in uplifting the cultural, social, and economic growth of the country. However, the quality of education services is usually criticized by the human resource only, and this includes the administrative staff. Human resources in education include faculty members, staff members, and students. It also includes those involved in the administration and management of educational institutions (Gordon, G. & Whitchurch, 2007).

The capacity, skills, and quality of human resources of an educational institution determine the institution's results (Maile, 2002). This topic is one of the many that deal with the various facets of human resources in education.

This paper reviews the various human resource management practices in higher education institutions during the covid-19 pandemic. It also focuses on the effect of HRM on the institution's operations.

The literature review is a process utilized for carrying out studies that aim to provide useful and insightful information. It does not only reveal the findings of the study but also the areas of study that require further study. This paper presents various challenges and solutions on Human Resources Management practice during covid-19 crises that can help organizations improve their performance.

##### **2.1.2 The Concept of HR and Human resource management**

The term management refers to the science and art of getting people together so that they can be able to accomplish desired goals and objectives by organizing and using all available resources efficiently and effectively. On the other hand, Human Resource Management

(HRM) is one of the important functions within an organization that focuses on recruitment, management, and development of an employee.

It is better to start from the beginning of human resource definition to understand human resource management. The human resource of an organization consists of all the efforts, skills, or capabilities of all the people that work for that organization. Some organizations may call this 'human resource' or 'staff' or 'workforce' or 'personnel' or 'employees', but the basic meaning remains the same. All those that work for an organization are workers. The executives of an organization are supposed to manage its human resource most effectively so that personnel works well in the best interests of the organization and in their interests too. For this purpose, good personnel relations must be established with the whole manpower (Roy, Mall & Parida, 2020). The concept of Human Resource Management was first defined by Bakke (1966) who said that the general type of activity in any function of management is to use resources effectively for an organizational objective. The function which is related to the understanding, maintenance, development, effective employment, and integration of the potential in the resource of "people" is called the human resources function. However, HRM emerged fully-fledged later when the Michigan "matching model" (Fombrun et al, 1984) and what (Boxall 1992) calls the Harvard framework developed by Beer et.al (1984) made statements on the HRM concept revealing the need to take HRM beyond just selection and compensation to broader issues that demand more comprehensive and more strategic perspective to an organization's human resources.

The matching model of HRM held that HR systems and the organization structure should be managed in a way that is congruent with organizational strategy and further explained that there is a human resource cycle that consists of four generic processes or functions that are performed in all organizations; selection, appraisal, rewards, and development. The Harvard framework is based on their belief the problems of historical personnel can only be solved when general managers develop a viewpoint of how they wish to see employees involved in and developed by the enterprise and of what HRM policies and practices may achieve those goals. Without either a central philosophy or a strategic vision that can be provided only by general managers HRM is likely to remain a set of independent activities, each guided by its practice tradition. This called for the need to have a long-term perspective in managing people and consideration of people as potential assets rather than merely a variable cost.

As Armstrong (2009) puts it HRM is regarded by some personnel managers as just a set of initials or old wine in new bottles. It could indeed be no more and no less than another name for personnel management, but as usually perceived, at least it has the virtue of emphasizing the virtue of treating people as a key resource, the management of which is the direct concern of top management as part of the strategic planning processes of the enterprise. Although there is nothing new in the idea, insufficient attention has been paid to it in many organizations.

Other researchers Human resource management concept has frequently been described with two distinct forms; soft and hard. The soft model whilst stressing the importance of integrating HR policies with business objectives; emphasizes treating employees as valued assets and a source of competitive advantage through their commitment, adaptability, and high-quality skill and performance. Employees are proactive than passive inputs into productive processes, capable of development, worthy of trust and collaboration which is achieved through participation (Legge, 1995). This model in contrast to the hard model emphasizes “human” and is associated with the human relations school of Herzberg and McGregor (Storey, 1995). The hard HRM model focuses on the qualitative, calculative, and business-strategic aspects of managing the “headcount” that has been termed human asset accounting (Storey, 1995). The hard HRM approach has some affinity with scientific management as people are reduced to passive objects that are not cherished as a whole but assessed on whether they possess the skills or attributes the organization requires (Legge, 1995; Storey, 1995).

Employees are regarded as a firm’s most valuable resource (Boselie, 2014) and HRM is often considered to be one of the most important assets a firm can have (Barney, 1991). HRM is a key factor in creating a competitive advantage (Barney, 1991) and the main feature that differentiates successful firms from unsuccessful ones (Marchington & Wilkinson, 2005). This is particularly apparent in the service industry where employees are the primary source of contact with customers, either through face-to-face interaction at a service counter, or via telephone and internet (Marchington & Wilkinson, 2005). However, it has been the subject of discussion what HRM means as argued by Marchington & Wilkinson (2005).

Nickson (2007) found that there is no common agreement on what HRM means and provides a variety of possible meanings that are somewhat unfavorable for HRM. This includes that HRM is merely a label and that there is nothing special or distinct about it, or that HRM is a manipulative term that is exploitative. However, Nickson (2007) also lists explanations that portray a positive image of HRM. For example, HRM can be seen as a map that helps practitioners understand the concept of managing people, while also being a set of professional practices that can be used to ensure a professional approach to people management. Similarly, Collings et al. (2019) found both positive and negative perceptions of HRM such as that HRM is perceived as a noxious weed that will only gain a noteworthy place in firms and contribute to managerial decisions when proved to be enduring. For some time, HRM was a controversial topic in academic circles where it was said that HRM promises more than it delivers and that it is manipulative and therewith immoral (Armstrong, 2008). Employees, on the other hand, like the presence of HRM. Employees experiencing HRM are more motivated and feel more secure and satisfied in their jobs (Armstrong, 2009).

Boxall and Purcell (2016) provide a more detailed definition and describe HRM as the process through which management builds the workforce and tries to create the human performances that the organization needs.” HRM is the bridge between employers and employees (Vardalier, 2016) that focuses on the relationship between the employee and the firm and that contributes to a firm’s success in terms of increased financial performance (Boselie, 2014). The role of HRM is to develop policies, practices, and systems in a firm concerning its strategic objectives that influence the employees’ behavior, attitudes, and performance. Furthermore, the role of HRM is to create an environment that encourages and motivates employees to make an effort in a way that benefits the firm (Ulrich & Brockbank, 2005). This can be achieved by using the five key HR practices recruiting and selection, training and development, appraisal and performance management, and compensation, and employee participation (Boselie, 2014) of which some will be explained further in section 2.7.

There is no overall definition for HRM that would sufficiently capture the complexity of the term. The perception of HRM depends on whether people are academics, managers, or employees. For this thesis, HRM is perceived as how firms seek to manage their employee

(Marchington & Wilkinson, 2005) in terms of hiring, training, and appraising the performance of employees with a particular focus on times of crisis, which are characterized by managing transformation and change among employees (Armstrong, 2009).

The management of human resources has an important role in organizations. HRM is the process of acquiring, training, appraising, and compensating employees, as well as paying attention to their welfare fairly and justly (Dessler, 2014), it is also a strategic, integrated, and coherent approach to the employment, development, and well-being of the people working in an organization (Armstrong, 2009), that formally ensures the effective use of employees' knowledge, skills, abilities, and other characteristics (KSAOCs) to accomplish organizational goals and concerns with recruitment, selection, training and development, compensation and benefits, retention, evaluation, and promotion of employees, and labor-management relations within an organization. It is the management of work and people towards desired ends and fundamental activity in any organization in which human beings are employed. It is not something whose existence needs to be elaborately justified; as such HRM is an inevitable consequence of starting and growing an organization (Boxall et al, 2008).

### **2.1.3 Human Resource Management Models**

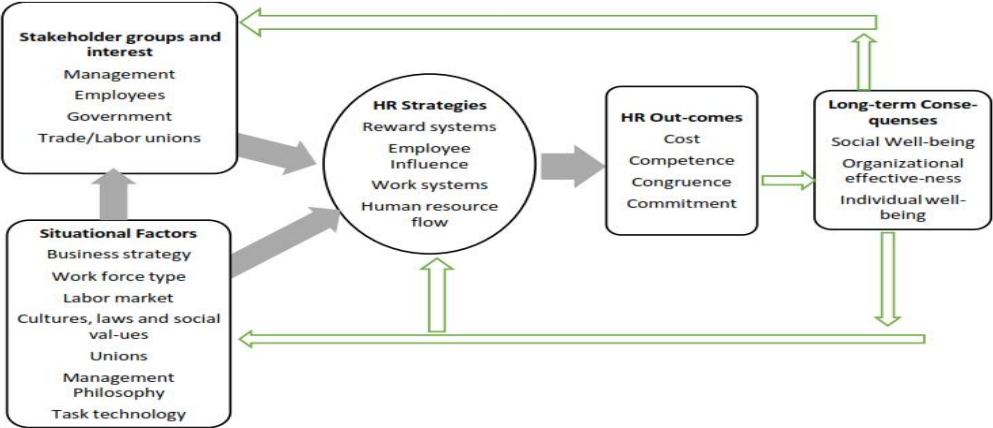
There are different models of Human Resource Management. However, the most followed models are the Harvard model and the Matching model of HRM.

#### **Harvard Model**

The Harvard model of HRM was proposed by Beer (1984) at Harvard University and they suggested it as the map of Human resource management. They developed what Boxall (1992) calls the 'Harvard Framework'. This model was made based on a belief that the problems of historical human resource management can be solved by the managers only by developing a standard way how they wish to see their employees are involved in and development of the organization.

Whenever human resource management decides or sets what specific policy of HRM and practice procedures will lead towards achieving the goals of the organization. The Harvard model also states that if there is no decided strategic vision that can be provided by the general managers of an organization, in this case, human resource management is more likely to be an effective set of independent activities where each of them is being guided by its

practice and procedures. This model also acknowledges the presence of multiple stakeholders of the organization and these multiple stockholders are including shareholders, employees, the general public or the community, and also the government. The Harvard model especially recognizes the legitimacy of the various stakeholder groups which makes the model a neo-pluralistic model and the model emphasizes that employees are just like or equal to any other stakeholder group of the organization and they play a vital role in influencing the outcomes of the organizational performance. The model consists of two important characteristics figures. At first, that line managers of the HR team ensure the alignment of personnel policies and competitive strategy of the organization, and secondly, the personnel’s mission is to setup various policies which will ultimately govern how personnel’s activities are being developed and implemented within a standard manner wherein it can also be reinforced mutually. The framework of the Harvard model is shown below.



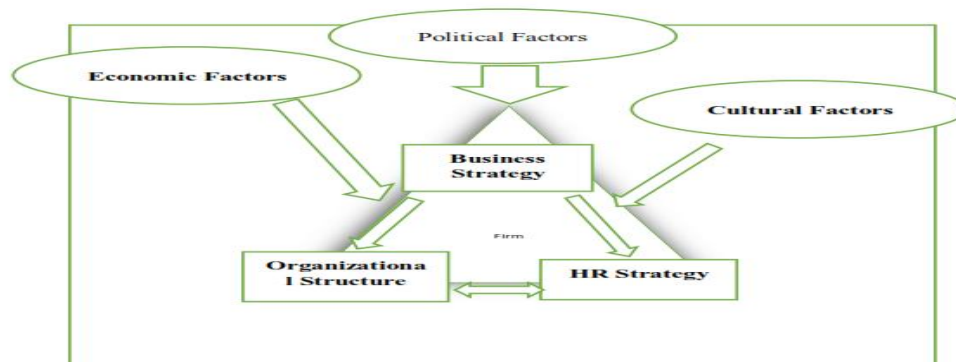
**Figure 1. The Harvard Model of HRM (adapted from Paulo 2012)**

According to Boxall (1992), few merits of the Harvard model are the following. It emphasizes more on strategic choice. In this model, policies are not guided by situational or environmental factors. The model considered a wide range of stakeholders of the organization and their interests too. The most important thing is that the model brings out a wider and clear picture of HRM that includes not only the influence of HRM but also that of employees, the work layout, and also proper management or supervision. The model introduced a broad range of contextual influences or factors such as the nature of management’s choice of strategy. This model gives the idea of how to influence the practice and applicability of the Human resource management functions placing more importance on the fact that Human resource

management should be the main concern to management in general and this not only to those that exist in the personnel management roles.

### **The Matching Model of HRM**

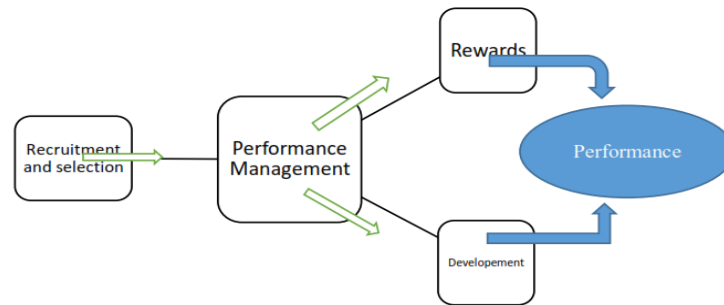
This model was proposed by Fombrun & Tichy in 1984 at the Michigan Business School and therefore they named the model the Matching Model of HRM. The model is initially referred to as the Michigan School. They expressed their opinion that the Human resource systems and the structure of the organization should be managed in such a way that is congruent with the strategies of the organization. The Michigan school also explained that there is a human resource cycle as depicted in figure 4 below which is consists of four generic functions of processes those performed by Human resource management in any organization. Recruitment and selection procedures refer to the process of choosing suitable employees for an organization and matching the right people to the available and specific job. To follow this model, there must be a reward for both short and long-term achievements of the organization, this is to remember that all businesses segments must operate and be managed in a sustainable standard manner to ensure the success of today and this to continue in the future, developing high efficiency of employees and maintaining a standard of existing quality. The Matching model of HRM highly emphasizes a ‘tight fit’ between the business strategy and the Human resource strategy (Fombrun & Tichy 1984).



**Figure 2. The Matching Model (adapted from Fombrun & Tichy 1984)**

Here figure 2 shows that the starting point of the Michigan Model is the predominance of the business strategy which needs to be strictly achieved with the combination of available resources of the organization. Although the business strategy must be achieved through obtaining labor at a possible lowest cost enhanced by the organizational structure about employee performance

appraisal and rewards as seen in Figure 3 below which shows a more simplistic view of the Matching model.



**Figure 3. The Human Resource Cycle (adapted from Fombrun & Tichy 1984)**

Here in figure 3 shows the human resource cycle of an organization. The figure shows that the HRM cycle starts from the recruitment and selection procedure. After completing the recruitment stage, the HR manager evaluates the ability, training needs, and current performance of the employees. Then if any employee is performing satisfactorily, he or she is supposed to be rewarded as per organizational policy. But if he or she needs any development support then the HR manager takes the initiative regarding this. Finally, these human beings are converting to human assets by this way and the organization will get the benefits of high efficiency through enhancement of employee performance (Fombrun & Tichy 1984).

### **The Dave Ulrich HR Model**

The Dave Ulrich HR Model was developed by Ulrich (1998) to organize HR functions. Despite its lack of empirical evidence, the Ulrich model is popular with HR managers and positively reviewed by academics. Although it is being criticized for a rather simplistic view of firms, it shows the diversity of the HRM role and the many hats HRM must wear to fulfill its potential (Lemmergaard, 2009). Furthermore, Ulrich (1998) proposed that when all four roles of his model are being executed as a whole, it will support HRM's situation and ability to deliver whatever challenges that may come along.

Ulrich developed this model to shift people's thinking from what HRM does to what HRM delivers and therewith move from the functional HRM orientation to a more partnership organization in HRM. The core idea is to create value and deliver a result that is HR managers must not only focus on the activities or the work of HRM. Instead, they must define the deliverables of that work because deliverables guarantee outcomes of HRM work (Ulrich,

1998). Four key roles were defined that HR managers must fulfill to make their business partnership a reality (see Figure 4).



**Figure 4: The Dave Ulrich HR Model, adapted from Ulrich (1998)**

One axis in the model represents HRM's focus and ranges from long-term strategic focus to a short-term operational focus. HR managers need to be both strategic and operational. The other axis represents HRM's activities ranging from managing processes to managing people. The two axes together result in four main HRM roles:-

- 1) When HRM acts as a strategic partner, the focus is on aligning HRM strategies and practices with business strategy and the deliverable from that role is strategy execution. By fulfilling this role, HRM helps to ensure the success of the business strategy because translating business strategy into HR practices helps a firm in several ways. Firstly, the firm can adapt to change more easily since the time from the conception to the execution of a strategy is shortened. Second, the firm can meet customer demands better because customer service strategies have been translated into specific policies and practices. Lastly, the firm can achieve better financial performance through its more effective execution of strategy (Ulrich, 1998).
- 2) As an administrative expert HRM is delivering administrative efficiency. Managing the firm's infrastructure through efficient HRM processes has been a traditional HRM role. It includes staffing, training, appraising, rewarding, promoting, and otherwise managing the flow of employees through the firm. While this role has been downplayed due to the shift to strategic focus, its successful accomplishment continues to add value to a firm because HR

managers acting as administrative experts detect unnecessary costs, improve efficiency, and constantly find new ways to do things better (Ulrich, 1998).

- 3) When HRM takes on the role of an employee champion who understands employees' needs and ensures that those needs are met, overall employee contribution goes up. Employee contribution is essential to every firm and the deliverable from managing employee contribution is increased employee commitment and competence. Employee champions personally spend time with employees and train and encourage line managers in other departments to do the same. They listen, respond, and find ways to provide employees with resources that meet their changing demands. Especially in an era when downsizing has eroded the psychological contract between the employer and the employees, HRM can continue to be an employee champion by paying attention to what staff needs in those times and reacting to it (Ulrich, 1998).
- 4) The fourth key role through which HRM can add value is to manage transformation and change as a change agent. Change agents respect a firm's tradition, but act for the future and therewith help to identify and implement processes for change. They find and frame problems, build relationships of trust, solve problems, and create action plans. HR managers that are change agents make change happen and ensure that change occurs as intended. The main deliverable from this role is to create capacity for change (Ulrich, 1998).

Nowadays, HR managers who work with general managers to implement the strategy are often labeled business partners. However, business partners are those HR managers who act in all four of the above-mentioned roles and not only the strategic partner role. The HR business partner adds value to a firm through strategy execution, administrative efficiency, employee commitment, and cultural change. HRM must therefore fulfill multiple, not single, roles (Ulrich, 1998).

#### **2.1.4. Theories and Perspectives of Human Resource Management**

Theories on people management have been sifted, going through so many phases. From the perspectives of Taylorism, bureaucratic theory, theory X, and theory Y till the breakthrough with Elton Mayo's Hawthorne experiment which began another phase of people management known as human relations. The era of personnel management surfaced which has metamorphosed into the present-day Human Resource Management. Since then, HRM has

captured the interest of many studies churning out loads and loads of findings that sometimes generate debates and disagreements.

Several theories are underpinning the practice of HRM. Two of these theories; Resource-based View and Ability and Motivation and Opportunity theories appear to be the most popular theoretical frameworks applied in the studies that link HRM and organizational performance. The Resource-Based View (RBV) theory which blends concepts from organizational economics and strategic management (Barney, 1991) has it that HRM delivers added value through the strategic development of the organization's rare, valuable, imperfect to imitate, and hard to substitute human resources. The RBV establishes that competitive advantage no more lies in natural resources, technology, or economies of scale, since these are easy to imitate but rather competitive advantage is dependent on the valuable, rare and costly, and hard-to-imitate resources that reside with the human resources of an organization. HRM's role is to ensure that the organization's human resources meet those criteria.

The Ability, Motivation, and Opportunity (AMO) theory also argue that the formula;  $\text{Performance} = \text{Ability} + \text{Motivation} + \text{Opportunity}$  to participate provides the basis for developing HR systems that attend to employees' interests, namely their skill requirements, motivations, and the quality of their job. (Appelbaum et al, 2000; Boxall and Purcell, 2003). HRM practices, therefore, impact individual performance leading to overall organizational performance if they encourage discretionary efforts, develop skills and provide with the opportunity to perform.

Adding to the array of concepts and theories is the term Human Capital which was originated by Schultz (1987). Human capital is the stock of competencies, knowledge, experience, social and personal attributes including creativity and innovation, embodied in the ability to perform work to produce economic value. Dess & Picken, (1999) assert human capital is generally understood to consist of the individual's capabilities, knowledge, skills, and experience of the company's employees and managers, as they are relevant to the task at hand, as well as the capacity to add to this reservoir of knowledge, skills, and experience through individual learning. This theory is concerned with how people contribute their knowledge, skills, and abilities to enhancing organizational capability and the significance of that contribution. This is rather broader in scope than human resources.

HRM practices refer to organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfillment of organizational goals (Schuler & Jackson, 1987). It was observed that the majority of studies define HRM in terms of human resource practices or systems or bundles of practices. Divergent views exist on the nature of HRM.

Several studies define HRM in terms of individual practices or systems or bundles of practices (Batt, 2002). There appears to be no one fixed list of generally applicable HR practices or systems of practices that define human resource management. The question of how HRM impacts organizational performance has ignited three perspectives.

The universalistic perspective (Boxall and Purcell, 2008) projects a bundle of high-performance “best practices” that should be adopted by organizations to yield organizational performance. This implies that business strategies and HRM policies are mutually independent in determining organizational performance (Katou and Budwar, 2007).

The contingency perspective proposes that to be effective, an organization’s HR policies must be consistent with other aspects of the organization. Rather than adopting best practices, a fit must exist between HRM and business strategy. (Schuler and Jackson, 1987; Dany et al, 2008) This is also described as „vertical fit“. Boxall and Purcell (2008) argue that both perspectives; best practice and best fit might be right in each in their way. However, the actual design of HR practice depends to some extent on the unique organizational context. The third which takes the contingency perspective a step further is the configurationally perspective (Ulrich and Brockbank, 2005). This has a holistic approach that emphasizes the importance of the pattern of HR practices and is concerned with how this pattern of independent variables is related to the dependent variable of organizational performance. The configuration has been defined as “the structures, processes, relationships, and boundaries through which an organization operates”. All perspectives are relevant in exploring the linkage between HRM and performance. Delery and Doty (1996) examined the relationship between HR practices and profitability in a sample of banks in the US. They found that, in general, HR practices were positively related to profitability, in testing universalistic, contingency, and configurationally approaches to HRM.

### **2.1.5. HRM Policies and Strategies**

Employee perceptions of HRM policies and practices also influence discretionary work effort and co-worker assistance (Frenkel, Restubog, & Bednall, 2012). On the other hand, the effectiveness and acceptance of HRM policies are related to organizational values and culture (Stone, Stone-Romero & Lukaszewski, 2007). In this meaning, HRM policies and practices may vary among organizations and should be aligned with business strategy. Boxall and Purcell (2016) add that the effects of individual HRM practices depend on both the nature of the effects of other HRM practices and the business strategy.

Policy making is the most important aspect of the total planning activity of an organization. A policy states how the organization intends to achieve its overall objectives. To achieve the aims of the organization in the interest of the whole organization-including its workforce-has to operate as per the policy framed by the top management. HRM policy should be based on the principles which will govern the relationship of the organization with its workforce. The policy must be stated in clear terms, must be understood easily by all management and employees, and must have a standardized effect on all employees. The HRM policy should concentrate on the clear and detailed procedures regarding various specified activities such as recruitment, selection, promotion, and training of employees and activities concerning a good work climate and employee satisfaction (Joshi M., 2013).

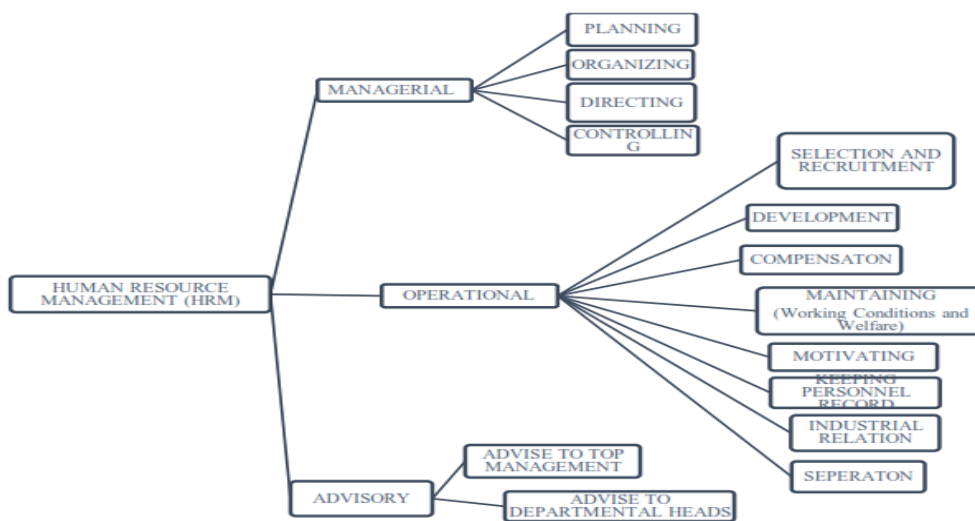
The company having good HRM performs better in all HRM activities. As Manmohan explained in his definition, the HRM policy should be well prepared and proper study has to be made for efficiency and practicability. The organization's actual situation, the work nature and the type of employees are to be assessed and considered while making HRM policies. Developing human resource policy to address specific areas of human resource management is an investment that, in principle should have positive returns in terms of facilitating decision making and creating a motivating environment for the employees. (Legge, 1995; Armstrong, 2009). Formulating human resource policies in an ideal situation is strongly recommended that an organization formulates human resource policies that will cover all human resource management functions. These include recruitment, selection, performance management, training and development, pay, promotion, and redundancies (Legge, 1995). The formulation of human resource policies requires thorough preparation and

commitment to providing the necessary impetus for the preparation of the policy document, its implementation, and continuous review (Legge, 1995).

An organization’s HRM having set HR policies will have smooth and proper going and better understanding on what to be done next according to the actual situation. HR policies are to be designed through good checkups and detailed study to keep the contextually fitness and actuality with the current situation. HR policies help the managers to make appropriate decisions and to create a better understanding among the employees and the managers fin the entire organization.

### 2.1.6. Functions of Human Resource Management

Human resource management is one of the most important departments for any organization. There are three core functions of this department as Managerial functions, operational functions, and advisory functions. All the functions are responsible for a specific area of activity. The functions of the human resources management department are as below.



**Figure 5. Human Resource Management Functions (adapted from Ullah, N., 2019)**

#### Managerial Functions

The human resource manager of the organization has to plan and make sure that they get things done through other employees within the organization. In this stage, the planning function is very much important as it is a managerial role that sets out the goals of the organization's policies and the procedures through which these organizational goals will be achieved. In the case of HRM planning, the manager has to do managing and implementing personnel programs such as planning for job descriptions, actual job requirements and finally

determine the proper recruitment source. There are three principal stages in the personnel planning stage. The first personnel planning stage involves the forecasting of demand and supply of all jobs and it requires perfect knowledge of both labor conditions in the market and the strategic position of the organization and goals of the organization. Secondly, all the net shortages and excesses of personnel in each of the job categories should be properly projected for a specific time.

Finally, the HR manager develops plans to manage the forecasted shortages and excesses of all types of human resources (Ullah, N., 2019). After making the plan properly, the managers need to go for the next step where they think about how well the plans are going to be implemented depends on the motivational level of the various personnel involved in the execution of the plans. The Personnel manager or HR manager has the responsibility to properly encourage the people to work willingly and effectively towards the achievement of the organizational goals. The directing function of HRM is another important function where the HR manager leads the employee towards organization goal achievement (Ullah, N., 2019).

### **Operational Functions**

The employment of proper personnel and the right number of employees required by the organization is one of the main operative functions of the HR manager. The process of employment usually comprises employee selection, recruitment, and placement of staff. It is the core responsibility of the HR manager to determine the human resource requirement for the organization to perform various tasks to achieve the objectives of the organization. By doing so, the HR manager also determines the labor requirements in both quality and quantity and the induction and placement of the chosen employee for better job performance. Once the demand for labor is fulfilled by the organization, the HR manager needs to train and develop their personnel team properly to provide them with the right and required skills needed for their various roles and as well as for higher job roles in the organization.

The HR department has to arrange proper training programs, workshops, and seminars with a mixture of both on-the-job learning and off-the-job learning methods. It is one of the important roles of HR managers to determine the remuneration for the employees for their contribution towards achieving organizational goals and the type of compensation may either be monetary or non-monetary rewards. Before determining the pay package for employees,

the HR manager must consider the following factors such as the basic needs of the employees, the job requirements, legal provisions regarding minimum wages, wage level offered by competitors, and the capacity of the organization to pay (Ullah, N.,2019).

### **Advisory Functions**

The HR manager also takes care of the advisory function of an organization. They advise management in general and top management executives on any issues related to things like the construction or evaluation of personnel programs, effective HR procedures, and policies (Ullah, N., 2019). The other most important responsibility of an HR manager is that they advise the heads of various departments in an organization on related issues such as designing job and job analysis, recruitment and selection related issues, training and performance appraisal of employees, etc.

### **2.1.7. Human Resource Management and its Practices**

HRM practices are the primary means by which firms can influence and shape the skills, attitudes, and behavior of individuals to do their work and thus achieve an organizational goal. HR practices are designed to improve the knowledge, skills, and abilities of employees, boost their motivation, minimize or eliminate loitering on the job and enhance the retention of valuable employees. The present study investigated the following HRM practices namely, Human Resource recruitment and selection, training and development, performance appraisal, compensation and reward, and the effects of these practices in EPHA were examined carefully in detail.

### **2.1.8. Recruitment and Selection**

Recruitment is a process of seeking and attracting a pool of people to select qualified candidates for vacant positions within the organization (Byars and Rue, 2006). Recruitment and selection is a process that consists of four different stages which are defining requirements, planning recruitment, attracting candidates, and selecting candidates. This is part of the actionable HRP and all these steps should be taken according to the demands of the organization (Armstrong 2009).

The defining of requirements starts from the organization strategy and the HRP which define the kinds of employees needed and what kind of activities they are to execute. This comes down to analysis and definitions of competencies and characters required for the specific job

role (Bratton and Gold 2003, 2017). Armstrong suggests that the behavioral and technical competencies, qualifications, and experiences are part of job roles. According to Flippo (1971), defined recruitment is a process of searching for prospective employees and stimulating them to apply for jobs. According to him, the need for recruitment may arise out of the following situations:-

- Vacancies due to transfer, promotion, retirement, termination, permanent disability, or death.
- Creation of vacancies due to expansion, diversification, growth, or job reclassification.

During the recruitment process, organizations may use both internal and external sources to fill vacant positions. Internal recruitment is looking for candidates among employees already working in the organization. It involves techniques like a job posting. In this method, notices about vacant positions are posted in central locations. Throughout the organization and employees are given time to apply for these positions. Another method used in internal recruiting is to seek recommendations from present employees regarding friends who might fill vacancies.

External recruiting, on the other hand, seeks candidates from outside the organization. The methods of external recruiting can be listed as follows referrals media advertisements, campus recruitment, working with employment agencies using computer databases (Ivancevich, 1992). Organizations are better to use realistic job previews to improve the effectiveness of the recruitment process. Recruitment is the process to discover the sources of manpower to meet the requirements of the staffing schedule and employing effective measures for attracting the manpower in adequate numbers to facilitate effective selection of an efficient working force Yoder. After recruiting qualified candidates applicants, the selection process begins.

According to Harvey and Brown, (1996) selection is the process of choosing from among the candidates from within the organization or from outside, the most suitable person for the current position or the future position. Every organization has its selection policy. Selection is the decision of making process. Selection is the process of choosing from a pool of applicants the individuals who best fit their selecting criteria for a position (Harvey and Brown, 1996).

Generally, the organization selection process begins with the completion of the application form by the applicants. The next step is a preliminary screening interview in which minimum

qualifications of applicants are screened and a brief personal interview is conducted to form a general impression of the candidates and obtain key information about them.

The other step is to make employment tests such as knowledge and skills tests, emotional intelligence tests, integrity tests, personality tests, and other work-related tests. The next step is employment interviews are conducted in which these interviews can be in different formats, structured, unstructured, or semi-structured.

The other step is to check references and recommendation letters that are submitted by the candidates. As another step, some organizations require applicants to take physical examination tests and drug tests. The final hiring decision is made based on the results of the selection process mentioned above. In addition, some other tools are used in the selection process such as work samples.

A work sample is a selection tool that requires the candidates to show how well they perform the tasks involved in a job under standardized situations. The selection decision is important and it requires the full attention of the management and selection errors might have a great negative impact on the operations. This means that in any selection there are chances of selecting a wrong person and also chances of losing a right person. So, it is very important to assess that candidates must possess all the required technical skills as well as the ability to perform well to be successful before selection is made.

In summary, it is good to remember that recruitment and selection are mostly about the description of the task and defining the essential competencies for executing them. In this way, organizations can avoid hiring the wrong person for a job. The accuracy of selection decisions can often be increased if both HR professionals and management are involved in hiring.

### **2.1.9. Training and Development**

Training and development constitute an ongoing process in any organization and it is one of the HRM practices of organizations. Training is the formal and systematic modification of behavior through learning which occurs as a result of education, development, and planned experience (Armstrong, 2001). In contrast, staff development refers to the development of

supporting technical and professional staff in organizations. It aims to enable such employees to perform their current and future roles effectively (Collin, 2001).

Training and development encompass three main activities: training, education, and development. Firms that offer training and employee development are making a visible investment in employees. Among its positive outcomes, this investment increases employability for the individual employee (Waterman et al., 1994). In the environment of today's business, an employee is needed to cope with various pressures and are required to keep their skills and knowledge current to stay and remain competitive. Thus, demand for a well-qualified workforce becomes a strategic objective.

The human resource training and development system of an organization is a key mechanism in ensuring the knowledge, skills, and attitudes that are necessary to achieve organizational goals and create competitive advantage (Peteraf, 1993). Training is a planned effort that facilitates the acquisition of job-related knowledge, updating of skills sets, and impacts the behavior of an employee. In the implementation of HRM tools training is an important factor responsible for productivity. Higher productivity observed in organizations is a direct outcome of training programs.” Untrained workers tend to change jobs more often.

An increase in high-performance work practices converts decreasing in turnover” (Bradley, Petrescu and Simmons, 2004). Training programs are particularly helpful when an employer is experiencing a high degree of employee turnover more so during times of economic uncertainty. Even during the times when the business is flourishing an organization should proactively earmark its investment for on-the-job training and other training programs balancing the cost of training with the perceived benefits of productivity.

In the field of HRM, training and development is the field concerned with organizational activity aimed at improving the performance of individuals and groups in organizational settings. HRM practices influence employee skills through the acquisition and development of a firm's human capital (Huselid M.A., 1995). Organizations can adopt various HRM practices to enhance employee skills (Delaney and Huselid, 1996). First, such practices can be used for improving the quality of the individuals hired by raising the skills and abilities of current employees. Second, organizations can improve the quality of current employees by providing comprehensive training and development activities after the selection of workers.

Therefore, firms with superior training programs are likely to experience lower staff turnover than companies that neglect staff development (Arthur, 1994). Also, more investment in training and employee development is positively related to organizational effectiveness, increased productivity, and reduces employee's intent to leave the organization (Harel and Tzafrir, 1996). The investment in employee learning, training, and development is a way of creating a primary internal market, and policies aimed at upgrading skills reduce an organization's dependency on an external source of skill (Bratton and Gold, 2007).

#### **2.1.10. Compensation (Reward) Management**

Compensation is one of the human resource management functions that deals with every type of reward individuals receive in exchange for performing organizational tasks, such as wages, salaries, and bonuses. The objective of the compensation function is to create a system of rewards that is equitable to the employer and employees.

Huselid (1995) asserts that the compensation system is recognized as employee merit and it is widely linked with firm outcomes. Compensation by its definition means all monetary payments and all commodities used instead of financial to recompense employees. The reward system was organized to attract and motivate to keep employees.

According to Bratton and Gold (2007), Reward refers to all the financial, non-financial, and psychological payments that an organization gives to the employees in exchange for the work they perform. Regardless of any other rewards, it gives to its employees, an organization must make three main decisions about monetary reward how much to pay, for whom to pay, and how much to pay. Emphasis should be placed on monetary reward as part of the total employment relationship.

Thing (2004) suggests that compensation and reward can be powerful tools for getting efforts from the employees to fulfill the organization's goals. Reward management is closely related to performance management as usually, the rewards follow after a successful performance. Rewards can be divided into financial and non-financial rewards and different strategies can be adopted for the allocation of rewards (Armstrong 2010).

In practice, the rewarding should be based on the type of job the individual is doing and how one performs the job, although the demand and supply of the labor force are increasingly

affecting the rewarding. The reward is seen as a tool of managing which supports the success of an organization and motivates the workforce to act according to the values and objectives of the organization. The rewarding has many different systems to follow. The financial rewards can be base pay and performance-related pay. Base pay is determined with internal and external rates that are the form of job evaluation and market rates and it is expressed with relation to a certain time i.e. year, month, and week. The levels of pay are agreed with individual agreements or with collective agreements /with labor unions (Armstrong 2010).

To complement financial rewards, there are different tools of non-financial rewards. Those focus on the needs that people have for recognition, achievement, responsibility, influence, and personal growth. Money alone cannot be relied on motivating employees to work, so it should be reinforced with these non-financial rewards. If the motivation is achieved in such means, it can have a longer-lasting and powerful effect on people (Armstrong 2010).

However, choosing an appropriate compensation mechanism is probably the core problem of HRM and represents the heart of personnel economics (Gar Baldi, 2006). Further, he stated that compensation packages must be consistent with profit maximization on the part of the firms, but they should also provide workers with the incentives to do as well as possible.

In addition, incentive compensation has a positive impact on organizational performance, lowers employee turnover, and increases sales growth (Arthur, 1994). Particularly, salary growth effects on turnover are greatest for high performers, which is high salary growth performing employees in the organization.

To summarize, employees need to be paid so that they can live. Pay needs to be adequate and equitable. Money is not the only reward and compensation and may not motivate employees to be more productive, other benefits also need to be looked at.

#### **2.1.11. Performance Management (Appraisal)**

Performance management is about the performance of an organization and employee organization and it is a necessary part of HRM. Armstrong and Baron (1998), defined performance as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. It is concerned with

performance improvement, employee development satisfying the needs and expectations of all the organization's owners, management, employees, customers, and the community.

Performance management is the process by which executives, managers, and supervisors work to align performance with the firm's goals. It is the activity used to determine the extent to which an employee performs work effectively.

Other researchers define Performance appraisal as the process of evaluating how well employees perform their jobs and then communicating that information to the employees. It can also be seen as a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost, and time) typically by the corresponding manager or supervisor (DeNisi & Murphy, 2017). This is the practice that guides employees' work-related attitudes and behaviors (Werther and Davis, (1996). It is believed to be a "systematic description" of an employee's strengths and weaknesses (Mello, 2005). It is an activity that must be integrated into organizational jobs; especially managers are primarily responsible for it. In other terms, performance management includes performance appraisal, performance review, employee evaluation, employee appraisal, and merit.

It creates an environment in which a continuing discussion between managers and the members of their teams takes place to define expectations and share information on the organization's mission, values, and objectives performance management includes setting goals, evaluating outcomes, and giving feedback to improve the future performance of an employee, team or the organization in general. It is supposed to direct the behavior in the desired direction and motivate people by having clear objectives and the opportunity to correct the behavior according to the feedback. The way of giving corrective feedback should be practiced, and the manager should always stay polite, calm, and professional. It has been argued that the most powerful mean of performance management is goal setting. If the goals can be made and achieved in a certain period it would mean that a person has control over the environment, as well as the time, which could be managed (Schneider and Barsoux, 2003).

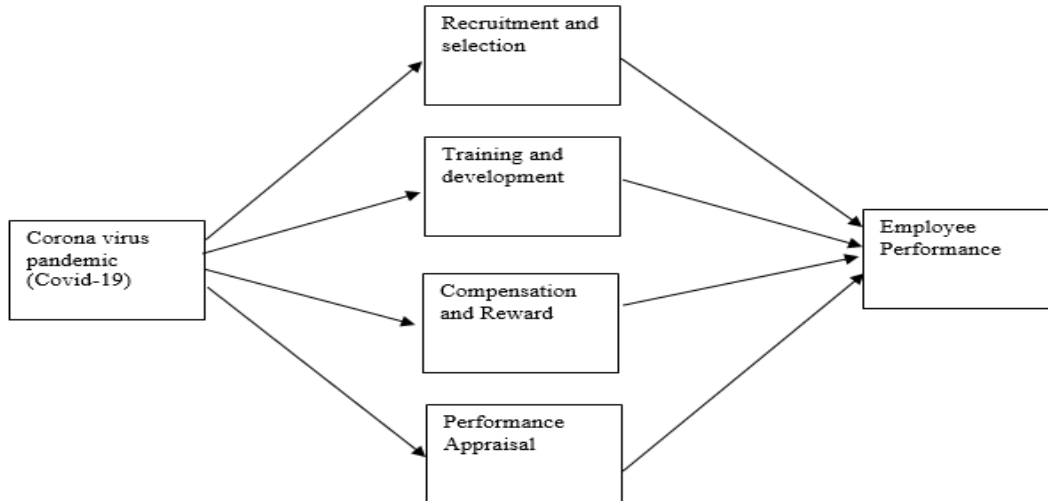
An effective performance appraisal system involves two-way communications between the supervisor and the subordinate about performance. Evaluation should not be viewed simply as

a once-a-year completion of rating forms; it should be a continuing process. Performance evaluation interviews that involve feedback evaluation information can be effective if the evaluation information is meaningful, clear, and helpful. On the other hand, feedback information can be quite stressful if the evaluation is considered unfair, inaccurate, and poorly designed.

Selecting the best appraisal approach for the employees and managers to use is an important decision; properly performed performance evaluation contributes to organizational objectives and employees' development and satisfaction. If the objective is done well, the appraisal can help identify a better worker.

An effective appraisal system is an asset to the organization. Therefore a good performance plan can give a sense of direction and utilize the human potential and enhance individual and organizational performance. Supervisors should work hard by helping employees to meet their expectations; on the other hand, conducting periodic performance appraisals is very important by comparing the last period with the current period. Furthermore, supervisors should identify the employee's strengths and weaknesses and may plan ways of avoiding their weaknesses and develop their skills, knowledge, and experiences to fully apply their strengths toward improving the work performed effectively and efficiently.

Performance appraisal is an opportunity for the employees to identify the skills that they need to acquire to progress within the organization (Cleveland, Murphy, & Williams, 1989). This process is important in that it is an integral part of an employee's performance management process. See the conceptual framework for the study in figure 6 adopted from Gabriel, J., Gabriel, L. & Nwaeke, 2015; Mwita, 2020.



**Figure 6: a conceptual framework of the impact of covid-19 on HRM practices and Employee performance**

### **2.1.12. Employee Job Performance**

Employee Job performance has been a concern for organizations and researchers. For decades, researchers have been looking for different ways to enhance Employee Job Performance. Job performance refers to “behaviors or actions that are relevant to the goals of the organization in question” and it is a multifaceted variable in which every job has distinct components (McCloy, Campbell, & Cudeck, 1994). Employee performance is one of the factors that affect the performance of the organization. The successful organization understands the importance of HRM as a critical factor that directly affects and contributes to performance (Al-Qudah et al, 2014).

Often, human resources management practices are employed to improve and evaluate the performance of the employee in the organization, and in the modern era and highly competitive climate between the organizations, the tendency to improve employee performance is by improving the HRM practices (Caliskan, 2014). Several factors are adduced to be influencers of employees performance, for example, Christen, et al (2006; Cohrs, et al. 2006; Rayton 2006; and Zhang and Zheng, 2009) all found shreds of evidence that job satisfaction which is an attitudinal variable influences job performance that is a behavioral variable.

### **2.1.12. Human Resources Management Practices and Employee Job Performance**

Early studies linked individual Human Resources Management practices such as training, selection, performance appraisal, and compensation to firm financial performance (Milkovich, 1992). Research has led to the identification of many Human Resources Management practices that contribute to performance across different organizations (Huselid, 1995). In a literature review, (Delery & Doty, 1996) identified seven of such practices that have consistently considered HRM practices. They defined Human Resources Management practices as those that are theoretically or empirically related to overall organizational performance. These practices include internal career opportunities, formal training systems, results-oriented appraisals, employment security, participation, job descriptions, and profit-sharing.

The relationship between human resources practices and work outcomes is an increasingly researched topic in human resources management e.g. (Edgar & Geare, 2005). More specifically, HRM is hypothesized to fulfill employees' needs which enhances favorable attitudes, and subsequently improves performance outcomes (Edgar & Geare, 2005). This is consistent with social exchange theory (SET) which argues that human resources management practices contribute to positive exchange relationships between employees and employer- especially when the needs of individual workers are considered to which employees reciprocate with favorable attitudes and behavior (Gould-Williams & Davies, 2005). Luna-Arocas and Camps, (2008) found human resources management practices such as training, empowerment, rewards, job enrichment, and job stability to affect turnover intention through job satisfaction and organizational commitment. Similarly, (Saks, and Rotman, 2006) found that while job characteristics such as autonomy and feedback foster work engagement, a higher level of work engagement subsequently lower employees' intention to quit. Previous studies have also shown that implementing human resources management practices is an important means through which favorable outcomes can be fostered. For example, the presence of strong recruitment and selection practices, promotional opportunities, grievance resolution mechanisms, flexible benefit plans, employee responsibility, autonomy, and teamwork were found to relate positively to organizational commitment while compensation cuts were negatively associated with organizational commitment (Caldwell, Chatman & O'Reilly, 1990; Fiorito, Bozeman, Young & Meurs, 2007; Gould-Williams & Davies, 2005; Heshizer, 1994). In addition, satisfaction with and perceived adequacy of career development,

training opportunities, and performance appraisal were established as predictors of organizational commitment (Kuvaas, 2008).

### **2.1.13. Practices of Human Resource Management in Higher Education**

Globalization, international competition, innovation, and technology advancements have emphasized the importance of HRM for competitive advantage. According to Bontis, (1996), human capital may be the only sustainable competitive advantage that an organization has in the ever-changing, globalized world. A study by Hasani and Sheikesmeili (2016) stated that, than before, human capital is more important than new technologies or financial and material resources. The changing nature of work, especially technological, organizational, and competitive developments has meant organizations will always struggle to attract and retain an adequate supply of qualified employees from the labor market.

Higher education, as the center of excellence, should be able to produce high-quality manpower to face the challenges in increased competition in this globalization era. In various works of literature, institutions of higher education must carry out three functions; developing human resources, developing knowledge and technology, and producing agents of change.

Those three functions must be fully understood by the administrators and faculty members of a university. HR is the key to the success of a higher education institution to produce graduates who can positively contribute to society. Educational service providers need to be managed a stay up-to-date with the needs of society and with the development in science and technology. A higher education institution has to be managed dynamically with well-planned and modern management systems. As noted by Heru et al (2017), higher education institutions face challenges in planning, organizing, and assessing the performance of HR in achieving the goals of producing high-quality graduates.

HR is the main component to achieve the goals of academic programs in a university in the efforts to attain its visions and missions. A university must have a complete system for its HR management that is suitable for its plans and developments. Considering its central role, HR must be well-governed and consistently improved whether from the academic side to fulfill professional demands as well as from the character side to provide the best services to the students. The steps taken must be careful and accurate to achieve optimal improvement. The

governance of a university is a very complex system involving the management of academic and teaching processes, as well as administration.

Human resources management (HRM) comprises a wide range of practices including “hard” aspects such as recruitment and retention, and “soft” aspects such as work-life balance, motivation, and career development (Gordon & Whitchurch, 2007). Organizations, experts, and researchers have investigated the roles and sets of practices that the human resources department should undertake in higher education institutions. Some guidelines for human resource practices in higher education institutions including the following functions (Jones & Walters, 1994):-

- Employee Benefits takes into account the benefits associated with health, dental, prescription medications, workers compensation, and other benefits related to the wellbeing of employees.
- Professional Development and Training, provides development and training programs to help employees to acquire needed knowledge and skills.
- Human Resource Management includes practical policies and processes on applicant selection and recruitment, development and training, employee relations, general management and records retention, and legal factors.
- Performance Metrics includes a comprehensive range of metrics in main human resource program areas where data should be collected and analyzed to explore trends and performance measures.
- Recruitment/Selection/Termination includes procedures for acquiring, interviewing, and recruiting quality employees, in addition to assuring minority recruiting.
- Wage and Salary Administration includes developing and adopting criteria for regulating compensation in a reasonably equitable manner and Payroll, Includes the determination of compensation.
- Employee Compliance, Legal Matters, includes assuring compliance with all corresponding laws regulating the recruitment, management, and termination of employees.
- Employee Relations, Labor Issues, includes handling legal concerns of employees’ contracts and negotiations, along with the establishing negotiation team and strategies.

- Information Systems and Technology includes providing human resources focused technology to enhance the quality of services when recruiting, while maintaining compliance and empowering professional development and retention.
- Employee Leave and Holiday includes non-work activities of employees by allowing paid or unpaid leisure, whether required by policy or designed by the employer.
- Retirement includes providing plans for retirement comprising analysis of plans and implementation procedures.
- Training and Development include providing training and development programs that meet the employees' needs. In this regard, Addis Ababa University College of business and economic follows essentially very similar to the above-revealed guideline and practice for HRM.

#### **2.1.14. The Role of Human Resource Management during a Crisis**

HRM is referred to as a chameleon profession. As it is vulnerable to outside factors such as economic conditions, HRM must constantly reinvent its role to gain legitimacy and power (Gudlaugsdóttir & Raddon, 2013). HRM has its roots in the early 20th century when it emerged as a response to the industrial revolution where its purpose was to add value by improving the partnership of workers and machines and by addressing turnover and productivity problems (Ulrich & Dulebohn, 2015). During World War I when labor shortage due to restricted immigration and workers being drawn into the military arose, firms recognized the need for HRM. It emerged as personnel management and as a profession to support the firm, contribute to its goals, and add value (Ulrich & Dulebohn, 2015).

Although HRM's importance decreased during the 1930s depression, this setback was only temporary. During the postwar economic boom, the world was characterized by stability and experienced only a few exogenous shocks. As a result, HRM was viewed as a necessary function that focused on administrative activities, but it was not viewed as adding value to a firm (Ulrich & Dulebohn, 2015).

The 1980s recession is often considered the real birth to HRM. Legge (1995) found that the market changes during that decade intensified competition and therefore caused the emergence of HRM. Ulrich and Dulebohn (2015) found that HRM began to transform in the 1980s from being an administrative maintenance function to being a core business function that could contribute to organizational effectiveness. Similarly, Vardalier (2016) argues that HRM emerged in the 1980s and became different from what was until then known as personnel management.

Personnel management sees people as input to reach the desired output determined by the top management, whereas HRM deals with training, developing employee skills, talent management, or career planning (Vardalier, 2016). However, according to Gudlaugsdóttir and Raddon (2013), there seem to be contradicting views on whether the 1980s recession

strengthened or weakened the role of HRM. Legge (as cited in Gudlaugsdóttir & Raddon, 2013) concluded that, although there was a temporary increase in input and power, the 1980s recession had little effect on the role of HRM. Tyson and Witcher (1994), on the other hand, mentioned that the 1980s recession led to HRM gaining more value and power even though its role changed to being more reactive than proactive.

During the outbreak of the SARS virus at the beginning of the new millennium, Lee and Warner (2005) found that the outbreak harmed both employment and HRM and that HR practices. HRM was mainly involved in cost-cutting activities, yet mass layoffs were not widespread as management tried to adopt other strategies to reduce labor costs without laying off employees. This paternalistic HRM approach shows concern for employee needs and cooperation (Lee & Warner, 2005).

The next crisis following the SARS outbreak was the 2008 recession. It had a dramatic effect on firms and the labor market. HRM mainly focused on downsizing and on getting more for less. Nowadays, it is argued that the role of HRM is ever more important during times of crisis than it was before. Vardalier (2016) found that HR managers do not only focus on administrative standpoints but that HRM has a strategic role when a crisis strikes and the following possible effects of a crisis occur:-

- The panic inside the firm
- Loss of important staff and knowledge
- High turnover
- The low performance caused by lack of morale and motivation
- Canceling recruitments
- Canceling scheduled training

HRM can help firms to prevent irreparable damage and diminish the above-mentioned negative impacts. Once a crisis occurs, forming a crisis management team should be one of the first steps in controlling the crisis as it helps to diminish panic and stress amongst employees. Canceled recruitments and the loss of crucial staff usually results in fewer employees doing the same work. Whereas classic HRM approaches to come up with ways to organize the work more efficiently, modern HR practices focus on the talents and on supporting them mentally to create loyalty that lasts throughout the crisis and beyond (Vardalier, 2016).

In terms of high employee fluctuation during a crisis, classic HRM approaches did not seek to prevent labor turnover but instead increased it by cutting down jobs. Modern HR practices, however, recommend implementing training programs to ensure workers' flexibility and therewith ease inevitable transitions between tasks and duties. Training and development

activities are an essential part of the pre-crisis period as developing human capital to respond and manage a crisis is beneficial for firms (Pforr & Hosie, 2008, Vardalier, 2016). Furthermore, panic, loss of key staff, and high turnover will ultimately lead to a lack of motivation and employee morale which will result in low performance. Classic HRM approaches tend to not have a formal policy in place to prevent this. Modern HRM, on the other hand, supports the human side within the firm and organizes employee assistance programs, such as coaching and mentoring programs to promote and maintain employee morale and motivation (Vardalier, 2016).

To prevent the spreading of misinformation, it can be useful for modern HRM to have a crisis communication plan which describes how to communicate with employees, customers, and other parties involved (Mirzapour et al., 2019).

HRM has one of the most important roles in a firm before, during, and after a crisis as HRM must not only consider the firm's interests but also those of its employees. To prepare firms better for a crisis, effective HRM is hence a key element in crisis management (Mirzapour et al., 2019).

#### **2.1.15. HRM practices and its Impact on HR during COVID-19 at AAU, CBE**

Novel Coronaviruses are a family of viruses that cause illness of Severe Acute Respiratory Syndrome. The virus was identified and reported for the first time in December 2019 in the city of Wuhan, China.

It was named COVID-19 disease by the World Health Organization. The disease has affected 213 countries. The number of infected people and the death toll is increasing every day. It is deadlier than 2002-SARS. In January 2020, the WHO announced the 2019 Novel Coronavirus occurrence as a Public Health Emergency and international concern. The WHO also recommended countries should take standard measures and responses to tackle the effects of the viruses.

Following the fast transmission and risk of the virus, the Director of WHO officially declared the coronavirus as a global pandemic on the 11<sup>th</sup> of March (World Health Organization, 2020b). Henceforth, the number of cases reported increased to above 151 million and more than 3.17 deaths as a result of the disease as of March 2021 (COVID-19 Coronavirus Pandemic, 2021). As the virus is new, many things are not clear.

In response to the outbreak, countries across the world imposed measures such as lockdowns and travel restrictions to control the spread of the coronavirus. On 12/3/2020, the US banned travel on 26 European nations (BBC News, 2020), and only a few days later the European Union decided to close all Schengen borders for 30 days (Schengen Visa Info, 2020).

COVID-19, since it has appeared in Wuhan, China, has been spread in different countries (213 countries). Ethiopia is one of the 213 countries that have registered COVID-19 cases since the 13th of March 2020. In Ethiopia, several cases and deaths are identified. Currently,

more than 257442 cases and 3688 deaths are reported, as of March 2021. It is expected to rise since the case is reported from all parts of the country. The knowledge, attitudes, and perceptions (KAP's) is not motivating the response to COVID-19 (Geda NR, Legesse B, Kebede SW, and Fikadu B, 2020).

Ethiopian government employed multiple and synergistic approaches from public health preparedness to the highest level of offending state of emergency as of 19 Aug 2020. However, given the different public health efforts and clinical care, the pandemic has never shown static rather increasing alarmingly. The public health preparedness and response during early outbreaks used different risk communication and community engagement activities during the early outbreak (Huynh TLD, 2020). Media messages are powerful to reduce the impacts and risks of the pandemic by posing community and personal sanitation and hygiene activities.

Thus, there were tailored messages for five core hygiene habits to respond to COVID-19. As part of the rapid responses, all educational systems, except the virtual learning of postgraduate programs, were closed for several months. Public awareness creation and public education have been the public health strategic efforts. Some scholars suggest that the role of uncertainties to make effective communications to contain the pandemic, (Huynh TLD, 2020). The current Ethiopian prime minister has made public announcements concerning the impacts and associated risks of COVID-19.

Besides, the Ministry of Ethiopian Health has disseminated a regular briefing. In the media campaign to address all citizens, Ethio-telecom has been using cell-phone ring tones to remind and create awareness about the public health hygiene responses including frequent hand washing, maintaining a social distancing, and wearing of facemasks to fight COVID-19. Further, the Ethiopian government has been implementing strict contact tracing after the case report, isolation as well as care, obligatory quarantine, and treatment. The government mobilized the public universities' dormitories and other buildings to increase the capacity and number of quarantine centers to over 50,000 beds. Addis Ababa university college of Business and Economics was one of the quarantine centers. Due to this, the government established additional isolation centers with a total of 15,000 beds.

Moreover, the government arranged several treatment centers with a 5000-bed capacity. Further, the government introduced more comprehensive life insurance packages and coverage to protect front-line health workers. Ethiopia has continued to mobilize national resources to make an effort towards its response to COVID-19. This was aimed to motivate voluntary actions to support the public health emergency and response. These actions allied with the government's close coordination among concerns at all levels. Even though the government's COVID-19 response has been in progress, its success so far illustrates what Ethiopia could achieve despite tight resource constraints.

The Ethiopian state of Emergency Since the news of Ethiopia's first case of the Coronavirus on March 13, various multi-sectoral measures have been taken to counter its spread, including the declaration of a national state of emergency on April 8. The country has banned public gatherings and other social activities of more than four people until September, and rigorous public health responses would be provided at limiting the dissemination of the pandemic could also be introduced (Zikargae M, 2020).

There were different activities banned, restricted, and closed for five months of the state of emergency. All public gatherings: The ban applied to all religious, governmental, non-governmental, commercial, political, and social gatherings. The gathering is of a group of four people where individuals expected to ensure that they are 2 meters apart at all times; different activities: greetings by handshake, land borders movement, passenger loads for all national and local journeys, reducing workforces, students and teachers meetings, and measures on social distancing, sporting activities, and children's playgrounds were closed. COVID-19 Guideline and Protocol Development since March Ethiopian government developed standards, guides, and protocols documents to respond to COVID-19.

The documents have been developed by assessing the situations, impacts, and risks of the COVID-19 pandemic (MoH & EPHI, 2020). One of the most important documents is the risk communication and community engagement mechanism in Ethiopia that aimed to have and create a mutual understanding of preparedness and response to minimize the effects of COVID-19. To develop such a common understanding is to develop a knowledge base of standard guidelines and protocols. Another document is a cleaning and disinfection Protocol for COVID -19 which helps to communicate and inform respected stakeholders in a well-designed manner. This is aimed to develop a routine environmental cleaning. The guideline focuses on frequently touched surfaces that consider cleaning and disinfecting of door handles, bedrails, tabletops, light switches, etc. These things should be frequently cleaned. The second category includes minimal touched surfaces such as floors, ceilings, walls, etc. Still, some other documents on Project Information Document could be developed by the World Bank. The World Bank Project aims to take a holistic approach to the impact posed by COVID-19. Besides, the project is expected to strengthen national systems or taskforces for its preparedness in Ethiopia. Still, some others like a National Implementation Guide for COVID-19, Home-Based Isolation and Care, and its objectives of the guide are to outline the steps and the procedures; describe the roles and responses, and provide detailed technical and administrative guidance.

In Ethiopia, the epidemiological situations of COVID-19 brought a significant shift in our COVID-19 management response strategy and the overall pandemic response plan. This strategy is developed due to the current and projected trends of the pandemic. Thus, the guide provides clear guidance, recommendation, procedures, and practical considerations to manage the case effectively, and efficiently. Moreover, the Quarantine and Border Control Implementation Guide considering the increased risk impact of imported cases to the country

was developed. Following that, Ethiopia has been implementing border control and applied thermal and clinical screening at the major point of entry. Starting from March 23, 2020, the country has started mandatory 14 days' quarantine for all incoming passengers. Due to economic and risk impacts, the ongoing strategies are revised by the Ethiopian government. Risk Communication and Community Engagement Now Ethiopia is using an adopted Risk Communication and Community Engagement (RCCE) strategic approach for the pandemic (MoH & EPHI, 2020). The overall objective of developing RCCE in the Ethiopian context is to empower individuals, families, and communities to adopt preventive and health-seeking behaviors contributing to a reduction in the spread of COVID-19 Outbreak in Ethiopia, It is strongly believed to improve knowledge, perception, self-efficacy, and health-seeking behaviors; increase community engagement and ownership of the national response; improve evidence generation and knowledge management system; improves all levels coordination of RCCE interventions and enhance multilevel engagement on RCCE interventions. Above all, risk communication imparts confidence among the public during public health emergencies. To bring such confidences policies of public communication and instruction in the proper use of a medical mask to contain the COVID-19 transmission (MoH & EPHI, 2020). The strategic objective of the documents emphasized two interdependent strategic categories in three outbreak phases.

## CHAPTER THREE

### 3. Research methodology and Design

The primary focus of this chapter is to provide an overview of the research methodology used to investigate the research problem. It covers the research design, study population, Sampling Design, data collection procedure, source of data, and methods of data analysis concerning the effects of Corona Virus Pandemic (Covid-19) On Human Resource Management practices and employee performance in College of Business and economic, Addis Ababa University.

#### 3.1. Research Approach

Based on the procedures they follow, the instruments used and the objectives meant to be achieved, the approaches they follow and other various factors there are three approaches that are used in conducting a given research. These are quantitative, qualitative and mixed research approach. Quantitative research approach focuses primarily on the construction of quantitative data, and quantitative data is a systematic record that consists of numbers constructed by researcher utilizing the process of measurement and imposing structure (Kent, 2007). The quantitative research approach employs measurement that can be quantifiable (Bryman & Bell, 2007).

#### 3.2. Research Design

In this study, the researcher uses explanatory research design for its appropriateness for the objective that the current study is meant to achieve about the impact of Corona Virus Pandemic (Covid-19) on Human Resource Management practices in the College of Business and economic, Addis Ababa University. This is because the explanatory research is preferable to conduct research employing a large number of people questioning their attitudes and opinions towards the specific issue, events, or phenomena (Glasow, 2005). The study applied a cross-sectional survey since the data is collected at one point in time from the sample respondents to describe the total population.

Further, this research uses both qualitative and quantitative research approaches (and mixed-method approach). The reason for utilizing this approach is that it gives a chance for the researcher to gather data with better depth and breadth and come up with more reliable findings. This idea is further supported by the principle of mixed research, the researcher can collect multiple data using different strategies, approaches, and methods (Creswell, 2009). This helps that one can compensate for the weakness of the other. In particular, data triangulation is used in

this study due it increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem (Thurmond, 2001, p. 254). These benefits largely result from the diversity and quantity of data that can be used for analysis.

### 3.3. Population, Sample Size

The targeting/participants for sources of primary data via questioner & interview were employees of the College of Business and economic, Addis Ababa University from academic staff and administration at a different level of positions. The participants for the interview case are selected by using purposive sampling but questioner respondents are selected using a simple random sampling technique with lottery method. The total study population is 375 the sample population is has been drawn using appropriate sample frame and sample size determination as mentioned below.

### 3.4. Sample Design

#### 3.4.1. Sampling Methods, and Sample Size

The study uses the College of Business and economic, Addis Ababa University in the study areas and is taken the total number of employees. Therefore, the researcher took a sample size to collect data through a questionnaire, and then the number of respondents will determine by using Yamane's (1967) formula cited by Israel (1992). To get the representative sample size this proposal will use a formula developed by different researchers. By using the formula below the researcher will obtain a sample size to conduct the study which is used by many researchers. It has had a 95% confidence level and 5% precision. Where n= is sample size N= is total population e = level of precision. Therefore, it is easy to determine the sample size by replacing the alphabets with the relevant number.

$$n = \left( \frac{N}{1 + N(e^2)} \right)$$

Therefore:  $n = (375 / 1 + 375(0.05)^2) = 194$

The study uses a proportionate sample allocation formula to make each stratum sampled identical with a proportion of the population. Therefore, the proportional sample size from each stratum will be calculated by using the following formula.

$n_i = \frac{n \cdot N_i}{N}$  where  $n_i$  = sample size for each strata's  $N$  = the total number of employees in the college  $N_i$  = the total number of employees in the selected college  $n$  = the total sample size for selected

units. The total number of academic staff is 119 whereas the total number administration employee is 256. Therefore to calculate each stratum the following formula is used

$$\text{Academic staff} = n_i = 119 \times 194 / 375 = 0.8 = 78 \text{ respondents}$$

$$\text{Administration employee} = n_i = 256 \times 194 / 375 = 1.2 = 116 \text{ respondents}$$

By having selected a number of sample respondents from the above formula, the questionnaire will distribute by using a systematic random sampling method to get each respondent from each respondent position based on the sample frame (list of employees). This sampling technique will be chosen as it gives each member of the population an equal chance of being select and homogeneity of population characteristics. Therefore, the researcher will employ a systematic random technique to get sample respondents from the target population.

### **3.5. Data type and Source of Data**

This study is used both primary and secondary data sources to have more reliable findings data and to get a view on the practices and Challenges employee performance of HRM due to the effects of Corona Virus Pandemic (Covid-19) in the College of Business and economic, Addis Ababa University. Both are employed for the reason that they give the findings a broader base and depth. The primary data for this study was collected using an unstructured interview questionnaire and a careful design closed-ended questionnaire. Secondary data was collected from relevant books, internet sources, unpublished materials, annual reports, the college rule, and procedures. These data sets will be on various themes of the research. The questionnaire is usually inexpensive, easy to administer to a large number of employees and less time-consuming, and normally gets more consistent and reliable results than other instruments (Glasow, 2005).

The questionnaires employed in this research contain two parts. Demographic characteristics of respondents. The questions in the second part were mainly close-ended by which the respondents were asked to indicate their level of agreement. Secondary data is collected from relevant books, internet sources, unpublished materials, annual reports, the college rule, and procedures. These data sets will be on various themes of the research.

#### **3.5.1. Data Collection Methods**

Multiple data gathering techniques will be used to collect data from the study area. Thus, Questionnaires, unstructured interviews, and document analysis will involve gathering data.

### **3.5.1.1. Questionnaires**

A questionnaire is developed to seek information about human resource management practices and challenges due to covid-19 in the College of Business and Economic, Addis Ababa University, Addis Ababa, Ethiopia. A well-prepared English version questionnaire was prepared and distributed to the respondents using face-to-face and e-mail to some of the respondents. To be sure about the message validity, a pilot study is made and finalize and approve.

### **3.5.1.2. Interview**

In qualitative research, an interview is a prominent instrument of data gathering (Creswell, 2009). The interview is conducted as a friendly dialogue (conversation) since it creates a friendly atmosphere to get the real factor. Participants who concern to be interviewed will allow viewing the basic interview schedule before the interview to have time to consider their responses. The interview will conduct with the purposely selected key informants from the college.

The number of respondents to the interview is generally much smaller than those used in quantitative studies. Ritchie, Lewis, and Elam (2013) reason out that there is a point of diminishing return to a qualitative sample as the study goes on more data does not necessarily lead to more information. This is because one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework. Frequencies are rarely important in qualitative research, as one occurrence of the data is potentially as useful as many in understanding the process behind a topic. This is because qualitative research is concerned with meaning and not making generalized hypothesis statements (Crouch & Mckenzie, 2006). Finally, because qualitative research is very labor-intensive, analyzing a large sample can be time-consuming and often simply impractical. So that, in this research the numbers of respondents to the interview are 15 from the above sample (Mason, 2010; Boddy, 2016). That is 7 from the academic staff and 8 from the administrative staff. These divisions are based on the above equation given for quantitative data collections.

### **3.5.1.3. Document Analysis**

To examine the human resource management practices and the effect of covid-19 on the workplace, the researcher will review documented information to seek data about the practices, challenges, Policies & strategies regarding human resource management practices.

### **3.6. Measurement of Variables**

There are many methods of measuring human resource management practices and employee performance. By far the most common method for collecting data regarding human resource management practices and employee performance is the Likert scale; However, Smith, Kendall, and Hulin, (1969) is a specific questionnaire of human resource management practice and employee performance that has widely been used and adapted for this study whereas for collecting data concerning the impact of covid-19 on human resource management practices is modified from the online questionnaire on Impact of Covid-19 on Human Resources by Subhash (2021). It measures one's satisfaction in four facets: selection and recruitment, training and development, compensation and reward, performance appraisal. On the other hand, the dependent variable was measured as an observable variable on the five (5) point Likert scale.

### **3.7. Method of Data Analysis and Presentation**

Following the completion of data collection, data processing is conducted through filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis very easy. To analyze data both quantitative and qualitative techniques were employed. The data collected from the questionnaire was analyzed through quantitative descriptive statistical tools. While qualitative data is obtained through interviews and documents were analyzed qualitatively in sentence form. Finally, the results were discussed and interpreted to draw important findings, conclusions, and recommendations.

### **3.8. Reliability and Validity Checks**

In scientific research data sources credibility and soundness of the instruments used to collect the data, and the analysis and interpretation of the results and experts involved should be tested and assured in order for the study to be considered relevant. The researcher should use different methods of data collection from different sources. In this respect triangulation is one method of ensuring reliability and validity. The same question might be asked in different expression or the same data might be collected using different methods i.e. questionnaire and interview or other methods.

The level of reliability of the instrument is measured by the consistency of the variables and it will be checked with the Cronbach's alpha statistics. Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the "underlying construct"

(Nunnally, 1978). Cronbach's Alpha's can only be measured for variables, which have more than one measurement question. Nunnally (1978) has stated that 0.5 is a sufficient value, while 0.7 is a more reasonable Cronbach's alpha.

### **Reliability Analysis**

Before proceeding with the analysis, a reliability test carried out to ensure that the data collected is reliable. The Cronbach Alpha was calculated to measure the reliability of the five dimensions, i.e. Tangibility, Reliability, and Responsiveness, Assurance and Empathy.

Reliability analysis was done to determine the Cronbach's alpha and the results are indicated in Table 3.1 below. The value of Cronbach's alpha generated is .906 which means that 90.6% of the scale can be reliability explained by the five dimensions of SERVQUAL scale that measure service quality that is reliability, assurance, tangibles, empathy and responsiveness. Therefore, this scale is reliable since the rule of thumb is to have a scale that has alpha score of at least .700.

### **3.9. Ethical Consideration**

According to Brynard et al (1997) as cited by Shafudah (2011) it is unethical for a researcher to present a biased report or not to report the truth as it is. Required information about the research has been written on the cover page of the questioner & interview so the information provider can read it & understand it before they provide the required information. Respondents of the research will inform about the purpose of the study and personal information is kept anonymous. Undertaking a research study conducted elsewhere by somebody is plagiarism so here any cited paper for this study is given credit for that specific author.

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## CHAPTER FOUR

### 4. Data presentation, discussions and Findings

#### 4.1. Introduction

This part of the paper presented and analyzed the data collected to seek the appropriate answer for the basic questions raised under chapter one of this study. To collect the primary data interview was conducted & questioners were distributed to collect data from the College of Business and Economics at Addis Ababa University (AAU) with concerned academic staff and non-academic staff employees.

The output was processed using the SPSS version 24 to get frequencies & other descriptive statistics. Thus, this section presents the results of the primary data collection tool's essentially questioner & interview. The results are arranged in line with the research question, literature review & logically constructed questioners. The results are presented in tables, histograms & graphs to show frequency counts, percentages & Statistical descriptive such as mean & standard deviation. In addition, correlation and regressions of the variables were examined for each question and followed by narrative explanations by supporting the explanation with interview results as well as to support the explanation necessary secondary data triangulation has been made.

#### 4.2. Background of the Respondents

The following table summarized the respondents' backgrounds such as gender, age, education status, occupational category, and working experience.

##### 4.2.12. Statistics of Employees character

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	78	47.6	47.6	47.6
	Female	86	52.4	52.4	100.0
	Total	164	100.0	100.0	

**Table 4.2.1. Gender**

As indicated in table 4.2.1, 78 (47.6 %) of them are male employees, the percentage of female respondents constitutes the largest part that is 86 (52.4%) of the total respondents. This shows that the gender distribution in the selected college of Business and Economics is unequally distributed and there is female domination on male employees at different academic and administrative staff positions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 25 years	33	20.1	20.1	20.1
	26-40 years	80	48.8	48.8	68.9
	41-60 years	51	31.1	31.1	100.0
	Total	164	100.0	100.0	

**Table 4.2.2. Age**

When we look at the age group of respondents, 33 (20.1%) of them are age under 25 years employees, 80 (48.8%) of them are age between 26-40 years employees, 51 (31.1%) of them are age between 41-60 years employees, the percentage of between 26-40 years constitutes the largest part of the total respondents. From this result, we can observe that the majority of employees of the College of Business and Economics are in the young and productive age group. Hence the college does not face the problem of aged employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12 complete	13	7.9	7.9	7.9
	Diploma	21	12.8	12.8	20.7
	Degree	64	39.0	39.0	59.8
	MA/MSc	49	29.9	29.9	89.6
	PhD	17	10.4	10.4	100.0
	Total	164	100.0	100.0	

**Table 4.2.3 Academic qualification**

In regarding the educational background of the respondents they possess currently, as the data in table 4.3 of above shows that 13(7.9 %) them holds 12 complete certificates, 64 (39%) of them holds a first degree, 21 (12.8%) of them were diploma holder and only 49 (29.9%) were master degree holder whereas 17(10.4 %) were Ph.D. holders. From this data, one can infer that majority of employees are educated which is very essential in any Higher education sector to achieve its predetermined goals and they would have the ability to fill the questionnaire by having know-how about the impact of covid-19 on employee performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Staff	64	39.0	39.0	39.0
	Administrative Staff	100	61.0	61.0	100.0

**Table 4.2.4. Your Occupational category at the University**

Concerning respondent's responses on the occupational categories they held within their colleges; as indicated in table 4.2.4 of the above majority of the respondents were Administrative

Staff 100 (61%) followed by Academic Staff. From this one can infer that respondents involved in this questioner were engaged in the daily activity of the college particularly, human resource management.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 Year	19	11.6	11.6	11.6
	1-3 years	33	20.1	20.1	31.7
	3-5 years	26	15.9	15.9	47.6
	5-7 years	31	18.9	18.9	66.5
	more than 7 years	55	33.5	33.5	100.0
	Total	164	100.0	100.0	

**Table 4.2.5. Year of service**

About the service years of respondents in the college of Business and Economics, the majority of the respondents are within more than seven-year experiences. Those with more than seven-year experience have the largest count with 33.5 % followed by employees worked in the College of Business and Economics within 1-3 year of experience which is 20.1 % of the respondents. 18.9 % of the respondent has the experience of 5-7 years. However, only 11.6 % of the respondents are worked in the College of Business and Economics for less than 1-year service with and only 15.9 % of the employee worked in the college for 3-5 years. The largest groups of respondents are employees with more than 7 years of experience. From this, we can conclude that most employees in a college of Business and Economics are with more than seven-year experience. This shows that the college has experienced employees which very important tool in human resource practices within the organization effectively.

### 4.3. Impact of COVID-19 on Employee Recruitment and Selection

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
35.	Hiring employees as usual	32.3%	25.6%	14.0%	9.8%	9.8%	8.5%	2.65	1.642
36.	Adopting careful approach to future hiring	11.6%	13.4%	17.7%	22.6%	17.7%	17.1%	3.73	1.599
37.	Hiring has been stopped	14.0%	12.2%	13.4%	20.7%	18.3%	21.3%	3.81	1.704
38.	Your organization is downsize the business	12.2%	12.8%	15.9%	21.3%	17.7%	20.1%	3.80	1.651
Total								13.99	6.596
Average								3.4975	1.649

**Table 4.3.1 Value Impact of COVID-19 recruitment and selection**

The study sought an understanding of the extent to which the impact of COVID-19 on employee recruitment and selection practices in educational institutional, particularly the College of Business and Economics, AAU. Respondents were asked to tell if their college had canceled any employee recruitment and selection activities due to COVID-19. Out of 164 respondents, 14% respondents said disagree very much, 12.2% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.7% respondents said agree slightly, 18.3% respondents said agree moderately and 21.3% respondents said agree very much. This infers that the human resource administration office of the college has decided to stop hiring staff due to COVID-19. Respondents were also asked to tell if their college had to adopt a careful approach to future employee recruitment and selection activities to avoid physical interactions and movements that could result in to spread of COVID-19. Thus, out of 164 respondents, 11.6% respondents said disagree very much, 13.4% respondents said disagree moderately, and 17.7% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 17.7% respondents said agree moderately and 17.1% respondents said agree very much. Through the interviews conducted it was found that the college was no longer interested in hiring new staff to avoid unnecessary spending. Therefore, responses from the questionnaire were consistent with what the study found in the interviews. These responses are indicative of the fact that there the human resource administration office of the college had to adopt a careful approach to future hiring and selection employee. Further, 164 respondents 59.1% respondents agree that employee recruitment and selection activities were being discouraged to avoid physical interactions and movements that could result in to spread of COVID-19 while 25% informed that their organizations were not discouraging the activities. Other respondents were 15.9% neutral if their

organizations were discouraging employee recruitment and selection activities because of the corona virus or not.

During the interviews, respondents were asked whether there were digital platforms in their organizations that could enable employee recruitment and selection to be done without unnecessary physical contact with job candidates during the COVID outbreak. It was found that job opportunities could be advertised and job candidates were able to send their applications via the post office of the university; however, there was divided opinion on job candidates' assessment by in the interviewee, on the use of the online platform. To the large extent, this seemed to be impossible due to employee recruitment and selection policies which required face-to-face assessment of job candidates and other formalities that required physical verifications of forms, certificates, etc.

#### 4.4. Impact of COVID-19 on Employee Training and Development

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
44.	Online/web training programs are organized by your organization to improve performance of the employees	37.8%	16.5%	15.2%	12.2%	10.4%	7.3%	2.63	1.663
45.	Every employee/manager is required to communicate the work completed everyday	18.9%	17.7%	20.7%	18.3%	12.2%	12.2%	3.24	1.631
46.	Your organization is embracing new ways of learning through online mode	13.4%	17.1%	19.5%	25.6%	15.2%	9.1%	3.40	1.501
47.	Instead of publicly learning programs your organization has adopted virtual instructor-led training (VILT) system	12.8%	17.7%	17.1%	29.3%	11.6%	11.6%	3.44	1.520
48.	Your organization has adopted a complete digital system for instructing and educating employees instead of assembling them.	14.0%	16.5%	22.6%	22.6%	16.5%	7.9%	3.35	1.489
Total								16.06	7.804
Average								3.212	1.5608

**Table 4.4.1 Value Impact of COVID-19 Training and Development**

The respondents were asked whether employee training and development had been severely affected by COVID-19 or not. Accordingly, out of 164 respondents 25.6% respondents said agree slightly, 23.8% respondents said agree moderately and 17.7% respondents said agree very much, and this confirmed that their college development and training have emerged as a challenge due to COVID-19. On the other hand, 9.1% of respondents said disagree very much,

11.6% respondents said disagree moderately to development and training have emerged as a challenge due to COVID-19 while 12.2% respondents said Neutral (were not sure). This infers that 67.1 % of respondents agree that development and training have emerged as a challenge due to COVID-19 and had stopped. The interviews revealed that employee training and development had been severely affected by COVID-19. All fifteen interviewed respondents admitted that their respective organizations had canceled training programs that were scheduled to take place. This was done as a means of protecting employees from contact with the virus. This was also confirmed by the responses from the questionnaire.

One respondent interviewed explained that the college had already started using online platforms for the development and training of their employees. In the questionnaire, the respondents were also asked to tell whether they had adopted a complete digital system for instructing and educating employees instead of assembling them in the college. Out of 164 respondents, 14.0 % respondents said disagree very much, 16.5 % respondents said disagree moderately, and 22.6% respondents said neutral (we're not sure), 22.6 % respondents said agree slightly, 16.5 % respondents said agree moderately and 7.9 % respondents said agree very much. These responses are indicative of the fact that the college had adopted a complete digital system for instructing and educating employees instead of assembling them in the college. Further, out of 164 respondents whether they embraced new ways of learning through online mode in the college, 13.4% respondents said disagree very much, 17.1% respondents said disagree moderately, and 19.5% respondents said neutral (we're not sure), while 25.6% respondents said agree slightly, 15.2% respondents said agree moderately and 9.1% respondents said agree very much. These responses are indicative of the fact that they are embracing new ways of learning through online mode in the college business and economics of AAU. In addition, out of 164 respondents, 12.8% respondents said disagree very much, 17.7% respondents said disagree moderately, and 17.1% respondents said neutral (we're not sure), 29.3% respondents said agree slightly, 11.6% respondents said agree moderately and 11.6% respondents said agree very much. These responses are indicative of the fact that the adopted virtual instructor-led training (VILT) system has difficulty instead of publicly learning programs in the college of business and economics.

In the interviews, it was noted that the introduction of the use of e-learning in College would not be smooth because a significant number of employees were not trained on how to use it and several had not used them before. Besides, the interviews revealed that financial benefits were attached to face-to-face training programs because employees were offered per diems for each training program attended something which seemed to be impossible with online training sessions. For that reason, the use of online training was less preferred by many employees and the interviews indicated that lack of financial incentives in online training would affect employee enthusiasm to take part in this mode of training. The effectiveness of online training was also found to be questionable since out of 164 respondents, 37.8% respondents said disagree very much, 16.5% respondents said disagree moderately, whereas, concerning Online/web training are organized by the college to improve performance of the employees could not be as effective as a face-to-face mode of training; thus, 15.2% respondents said neutral (we're not sure) and 12.2% respondents said agree slightly, 10.4% respondents said agree moderately and 7.3% respondents said agree very much.

#### 4.5. Impact of COVID-19 on Performance Appraisal

No	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
39.	Your supervisor has begun planned and set goals daily check-ins	15.2%	15.2%	7.9%	27.4%	16.5%	17.7%	3.68	1.687
40.	Your supervisor is easy to approach and get help form	12.2%	11.6%	18.9%	22.6%	16.5%	18.3%	3.74	1.611
41.	You are mentored by senior management for your current work from home	17.7%	11.0%	11.6%	22.6%	21.3%	15.9%	3.66	1.703
42.	You are delivered timely feedback of your work	16.5%	12.8%	13.4%	20.7%	21.3%	15.2%	3.63	1.684
43.	Your supervisor helps in identifying and bridging the performance gaps	23.8%	17.1%	20.1%	14.6%	14.0%	10.4%	3.09	1.665
Total								17.8	8.35
Average								3.56	1.67

**Table 4.5.1 Value Impact of COVID-19 on performance appraisal**

Managing and helps in identifying and bridging the performance gaps of an employee was also found to be more challenging. In the questionnaire, respondents were asked to say whether COVID-19 made it difficult to set plans and goals for daily check-ins for supervisors and employees. It was found that out of 164 respondents 27.4% respondents said agree slightly,

16.5% respondents said agree moderately and 17.7% respondents said agree very much while, 15.2% respondents said disagree very much, 15.2% respondents said disagree moderately, and 7.9% respondents said neutral (we're not sure).

Some of the targets that employees were supposed to achieve seemed to be difficult and in some cases impossible because of stress caused by the covid-19 to the employee. The findings from the interviews were consistent with those from the questionnaire since 164 respondents 15.2% agree slightly, 19.5% respondents said agree moderately and 22.6% respondents said agree very much and also confirmed that COVID-19 made it difficult for employees to achieve previously set goals due to the college was facing the challenge of employees stress. On the other hand, 12.8% respondents said disagree very much, 7.9% respondents said disagree moderately, and 22% respondents said neutral (we're not sure) had a different opinion on that the disease did not make it difficult to achieve previously set goals due to the college was facing the challenge of employees stress while 22% neutral (we're not sure). Further, out of 164 respondents, 12.2% respondents said disagree very much, 11.6% respondents said disagree moderately, and 18.9% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 16.5% respondents said agree moderately and 18.3% respondents said agree very much. These responses are indicative of the fact that their supervisor is easy to approach and get help them during covid-19 in the college of Business and Economics.

From the above table, out of 164 respondents, 17.7% respondents said disagree very much, 11.0% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 21.3% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that they were mentored by senior management for your current work from home during covid-19 in the college of Business and Economics. More, out of 164 respondents, 16.5% respondents said disagree very much, 12.8% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.7% respondents said agree slightly, 21.3% respondents said agree moderately and 15.2% respondents said agree very much. These responses are indicated that they were able to deliver timely feedback on the work from home during covid-19 in the college of Business and Economics.

One respondent who was interviewed had an opinion that the majority of employees' performance was negatively affected by the pandemic and satisfactory achievement of individual set goals was impossible. Responses from the questionnaire show that majority of the respondents had an opinion that employee performance dropped due to the effects of the COVID-19 pandemic. Another challenge identified is a new normal of working from home that some of the colleges had chosen for. Monitoring performance in this practice was seemed to be problematic and coordination of activities performed by different employees working in their respective homes seemed to be tiresome.

#### 4.6. Impact of COVID-19 on Compensation and Reward Management

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
31.	The salary of the employees have been stopped	52.4%	22.6%	6.1%	6.7%	6.1%	6.1%	2.10	1.544
32.	Your organization has altered the incentive policies	18.3%	6.7%	13.4%	20.1%	23.2%	18.3%	3.78	1.727
33.	Your organization has cut the bonus of the employees	20.1%	13.4%	14.6%	20.1%	15.9%	15.9%	3.46	1.735
34.	The base pay promotion of employees has been enhanced	48.2%	15.9%	11.6%	12.2%	8.5%	3.7%	2.28	1.541
Total								11.62	6.547
Average								2.905	1.63675

**Table 4.6.1 Value Impact of COVID-19 on Compensation and reward management**

In the questionnaire, respondents were asked to say whether the salary of the employees has been stopped during covid-19 in the college of business and economics. The respondents replied that out of 164 respondents, 52.4% respondents said disagree very much, 22.6% respondents said disagree moderately, and 6.1% respondents said neutral (we're not sure), 6.7% respondents said agree slightly, 6.1% respondents said agree moderately and 6.1% respondents said agree very much. These responses are indicative of the fact that the salary of the employees has not been stopped during covid-19 in the college of business and economics. The interviews revealed that managing compensation and rewards had become more problematic than non-financial because educational institutes were not more concerned with offering these compensations and rewards to their employees rather they were focused on continuing the basic salary of the employee.

During the interview, the interviewee revealed that incentives were reduced and in some college was suspended to help educational institutes meet other financial obligations. Further, in the

questionnaire, the study was interested to find out whether indirect compensation packages such as bonuses, overtime pay, and other allowances were no longer paid sufficiently due to the effects of COVID-19. Out of 164 respondents, 20.1% respondents said disagree very much, 13.4% respondents said disagree moderately, and 14.6% respondents said neutral (we're not sure), 20.1% respondents said agree slightly, 15.9% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that the college of business and economics has not cut the bonus of the employees during covid-19. Further, Out of 164 respondents, 18.3% respondents said disagree very much, 6.7% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.1% respondents said agree slightly, 23.2% respondents said agree moderately and 18.3% respondents said agree very much. These responses are indicative of the fact that the college of business and economics has not altered the incentive policies during covid-19. Further, Out of 164 respondents, 48.2% respondents said disagree very much, 15.9% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 12.2% respondents said agree slightly, 8.5% respondents said agree moderately and 3.7% respondents said agree very much. These responses are indicative of the fact that the base pay promotion of employees has not been enhanced during covid-19 in the college of business and economics.

**4.7. The measures are taken up by the organization for employee safety and welfare**

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
49.	Providing employees with like masks and goggles	9.1%	9.1%	9.1%	18.3%	23.2%	31.1%	4.30	1.637
50.	Flexible working schedule	9.1%	18.3%	25.6%	17.7%	17.7%	11.6%	3.51	1.492
51.	Raised sick leave claim	10.4%	14.6%	23.2%	22.0%	12.2%	17.7%	3.64	1.570
52.	Special transport arrangement, when needed	23.2%	20.1%	15.2%	17.1%	10.4%	14.0%	3.13	1.725
53.	Supplementary insurance coverage	31.1%	17.7%	16.5%	12.8%	9.8%	12.2%	2.89	1.744
54.	Supplied meat, oil etc. to reduce the frequency of employees going to busy places	35.4%	17.7%	14.6%	12.8%	12.8%	6.7%	2.70	1.662
55.	Prioritizing mental health of employees	30.5%	17.7%	17.7%	12.8%	11.6%	9.8%	2.87	1.693
56.	Additional financial allowance	36.0%	18.9%	14.0%	9.8%	9.8%	11.6%	2.73	1762
57.	The HR department of your organization was ready to face the challenges caused by the epidemic.	18.3%	18.9%	22.0%	18.9%	12.2%	9.8%	3.17	1.569
58.	Your organization was equipped with the protective kits at the time of the COVID-19 outbreak	14.0%	14.0%	20.7%	20.1%	13.4%	17.7%	3.58	1.647
59.	The HR policies of your organization proved helpful in diminishing the risk of people in this epidemic	17.7%	17.1%	22.0%	19.5%	14.0%	9.8%	3.24	1.571
Total								35.76	1778.31
Average								3.250909	161.6645

**Table 4.7.1 Value measures taken up by the organization for employee safety and welfare**

Regarding the provision of masks and goggles during covid-19 the employee provide that out of 164 respondents, 9.1% respondents said disagree very much, 9.1% respondents said disagree moderately, and 9.1% respondents said neutral (we're not sure), 18.3% respondents said agree slightly, 23.2% respondents said agree moderately and 31.1% respondents said agree very much. These responses are indicative of the fact that providing employees with like masks and goggles during covid-19 in the college of business and economics.

The interviews revealed that adopted flexible working schedule during covid-19 in educational institutes were more advantages for the organization and employees rather than strict on schedule which the organizations are used to be. Further, in the questionnaire the study found out of 164 respondents, 9.1% respondents said disagree very much, 18.3% respondents said disagree

moderately, and 25.6% respondents said neutral (we're not sure), 17.7% respondents said agree slightly, 17.7% respondents said agree moderately and 11.6% respondents said agree very much. These responses are indicative of the fact that adopted a flexible working schedule during covid-19 in the college of business and economics. Additional, out of 164 respondents, 11.4% respondents said disagree very much, 14.6% respondents said disagree moderately, and 23.2% respondents said neutral (we're not sure), 22% respondents said agree slightly, 12.2% respondents said agree moderately and 17.7% respondents said agree very much. These responses are indicative of the fact that raised sick leave claim during covid-19 in the college of business and economics. Moreover, out of 164 respondents, 23.2% respondents said disagree very much, 20.1% respondents said disagree moderately, and 15.2% respondents said neutral (were not sure), 17.1% respondents said agree slightly, 10.4% respondents said agree moderately and 14% respondents said agree very much. These responses are indicative of the fact that special transport arrangements when needed during covid-19 in the college of business and economics.

The above table indicates that, out of 164 respondents, 35.4% respondents said disagree very much, 17.7% respondents said disagree moderately, and 14.6% respondents said neutral (we're not sure), 12.8% respondents said agree slightly, 12.8% respondents said agree moderately and 6.7% respondents said agree very much. These responses are indicative of the fact that supplied meat, oil, etc to reduce the frequency of employees going to busy places during covid-19 in the college of business and economics.

From the above table, out of 164 respondents, 36% respondents said disagree very much, 18.9% respondents said disagree moderately, and 14% respondents said neutral (we're not sure), 9.8% respondents said agree slightly, 9.8% respondents said agree moderately and 11.6% respondents said agree very much. These responses are indicative of the fact that Additional financial allowance during covid-19 in the college of business and economics. Supplementary, out of 164 respondents, 14% respondents said disagree very much, 14% respondents said disagree moderately, and 20.7% respondents said neutral (we're not sure), 20.1% respondents said agree slightly, 13.4% respondents said agree moderately and 17.7% respondents said agree very much. These responses are indicative of the fact that the organization was equipped with the protective kits at the time of the COVID-19 outbreak in the college of business and economics.

#### 4.8. The distractions facing while working from home during covid-19

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
65.	At-home childcare	20.7%	15.2%	18.9%	18.9%	12.8%	13.4%	3.28	1.682
66.	General worry about impact of COVID-19 on my life	11.0%	9.1%	11.6%	28.7%	23.2%	16.5%	3.93	1.539
67.	Lack of colleagues interaction	11.6%	8.5%	6.1%	29.9%	26.2%	17.7%	4.04	1.558
68.	Internet connectivity	23.2%	10.4%	19.5%	20.7%	14.0%	12.2%	3.29	1.683
69.	Do not have enough tools and information needed to do job at home	19.5%	11.6%	15.9%	16.5%	20.1%	16.5%	3.55	1.749
70.	Difficulty in keeping working schedule regular	15.2%	11.6%	7.9%	24.4%	22.0%	18.9%	3.83	1.697
71.	Inadequate communication	10.4%	12.2%	9.8%	23.2%	26.2%	18.3%	3.98	1.590
72.	Increased screen time	17.1%	13.4%	22.6%	21.3%	14.6%	11.0%	3.36	1.578
73.	Increased working hour	19.5%	20.1%	21.3%	16.5%	14.6%	7.9%	3.10	1.565
74.	Non-availability of spares (like laptops, mobiles, chargers, accessories, etc.)	15.9%	11.6%	6.1%	21.3%	23.2%	22.0%	3.90	1.752
75.	No physical workspace	12.8%	10.4%	7.3%	26.2%	20.7 %	22.6%	3.99	1.663
76.	Social isolation	10.4%	9.1%	7.3%	27.4%	22.0%	23.8%	4.13	1.594
Total								44.38	19.65
Average								3.698333	1.6375

**Table 4.8.1 values the distractions facing while working from home**

The interviews revealed that there were distractions while working from home these can be due to childcare at home, worrying about the impact of covid-19, social isolation, increase screen time working words, and indicate no availabilities of spares. Further, in the questionnaire the study found out of 164 respondents, 11% respondents said disagree very much, 9.1% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 28.7% respondents said agree slightly, 23.2% respondents said agree moderately and 16.5 % respondents said agree very much. These responses are indicative of the fact that a distraction was facing while working from home; it was, generally worry about the impact of COVID-19 on my life. More, out of 164 respondents, 11.6% respondents said disagree very much, 8.5% respondents said disagree moderately, and 6.1% respondents said neutral (we're not sure), 29.9% respondents said agree slightly, 26.9% respondents said agree moderately and 17.7% respondents said agree very much. These responses are indicative of the fact that there was a lack of colleague interaction while working from home during covid-19. More, out of 164 respondents, 10.4% respondents said disagree very much, 9.1% respondents said disagree moderately, and

7.3% respondents said neutral (we're not sure), 27.4% respondents said agree slightly, 22% respondents said agree moderately and 23.8% respondents said agree very much. These responses are indicative of the fact they feel social isolation while working from home during covid-19 in the college of business and economics. In addition, the employee asked regarding the distractions they facing while working from home during covid-19 out of 164 respondents, 20.7% respondents said disagree very much, 15.2% respondents said disagree moderately, and 18.9% respondents said neutral (we're not sure), 18.9% respondents said agree slightly, 12.8% respondents said agree moderately and 13.4% respondents said agree very much. These responses are indicative of the fact there were distractions while working from home due to home childcare during covid-19 in the college of Business and Economics.

From the above table the responding for the question 71 out of 164 respondents, 23.2% respondents said disagree very much, 10.4% respondents said disagree moderately, and 19.5% respondents said neutral (we're not sure), 20.7% respondents said agree slightly, 14% respondents said agree moderately and 12.2% respondents said agree very much. These responses are indicative of the fact that there were internet connectivity challenges while working from home during covid-19. Additional, out of 164 respondents, 10.4% respondents said disagree very much, 12.2% respondents said disagree moderately, and 9.8% respondents said neutral (we're not sure), 23.2% respondents said agree slightly, 26.2% respondents said agree moderately and 18.3% respondents said agree very much. These responses are indicative of the fact that there was inadequate communication while working from home during covid-19 in the college of business and economics. Furthermore, out of 164 respondents, 15.9% respondents said disagree very much, 11.6% respondents said disagree moderately, and 6.1% respondents said neutral (we're not sure), 21.3% respondents said agree slightly, 23.2% respondents said agree moderately and 22% respondents said agree very much. These responses are indicative of the fact that non-availability of spares (like laptops, mobiles, chargers, accessories, etc. while working from home during covid-19 in the college of business and economics. Furthermore, out of 164 respondents, 12.8% respondents said disagree very much, 10.4% respondents said disagree moderately, and 7.3% respondents said neutral (we're not sure), 26.2% respondents said agree slightly, 20.7% respondents said agree moderately and 22.6% respondents said agree very much. These responses are indicative of the fact that no physical workspace while working from home during covid-19 in the college of business and economics.

Further, out of 164 respondents, 15.2% respondents said disagree very much, 11.6% respondents said disagree moderately, and 7.9% respondents said neutral (we're not sure), 24.4% respondents said agree slightly, 22% respondents said agree moderately and 18.9% respondents said agree very much. These responses are indicative of the fact that there was difficulty in keeping the working schedule regular while working from home during covid-19. However, the respondents highlight from the above table that, 19.5% respondents said disagree very much, 20.1% respondents said disagree moderately, and 21.3% respondents said neutral (we're not sure), 16.5% respondents said agree slightly, 14.6% respondents said agree moderately and 7.9% respondents said agree very much. These responses are indicative of the fact there were no increased working hours while working from home during covid-19 in the college of business and economics.

#### 4.9. Challenges and opportunities working from home during covid-19

No	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
77.	I have flexible working hours to balance new work/home life	8.5%	7.9%	10.4%	22.0%	29.9%	21.3%	4.21	1.521
78.	I am satisfied doing work from home	12.8%	7.9%	10.4%	25.0%	22.0%	22.0%	4.01	1.639
79.	I have missed some personal events due to work burden	18.3%	11.6%	9.8%	18.9%	21.3%	20.1%	3.74	1.782
80.	The working from home has affected my sleeping hours	17.7%	11.0%	10.4%	21.3%	19.5%	20.1%	3.74	1.757
81.	I am more efficient working remotely	43.9%	25.0%	7.9%	9.1%	9.1%	4.9%	2.29	1.555
Total								17.99	8.254
Average								3.598	1.6508

#### 4.1.1. Table Value challenges and opportunities working from home

#### 4.10. The work from a home policy of your college of business and Economics

No.	Items (Question number)	Frequency in Percent						Mean	Std. Deviation
		SDA	DA	N	A	SA	VSA		
27.	Your organization inspires employees to work from home whose roles do not demand them to work at the office	14.0%	9.1%	15.2%	24.4%	21.3%	15.9%	3.77	1.610
28.	Your organization has appointed the employees who are skilled to do work from home	9.8%	7.3%	5.5%	31.7%	24.4%	21.3%	4.18	1.519
29.	Sick leave policies are amended for the time period of the epidemic	12.8%	8.5%	14.0%	29.9%	18.9%	15.9%	3.81	1.561
30.	Your organization has a task force to manage the situation if needed	16.5%	8.5%	11.6%	24.4%	19.5%	19.5%	3.80	1.701
Total								15.56	6.391
Average								3.89	1.59775

**Table 4.10.1 Value regarding the work from the home policy of in the college**

Regarding challenges and opportunities and policies that imposed on the employee of the college of business and Economics, AAU during covid-19 while they were working from home, out of 164 respondents, 8.5% respondents said disagree very much, 7.9% respondents said disagree moderately, and 10.4% respondents said neutral (we're not sure), 22% respondents said agree slightly, 29.9% respondents said agree moderately and 21.3% respondents said agree very much. These responses are indicative of the fact they have flexible working hours to balance new work/home life during covid-19 in the college of business and economics. More, out of 164 respondents, 12.8% respondents said disagree very much, 7.9% respondents said disagree moderately, and 10.4% respondents said neutral (we're not sure), 25% respondents said agree slightly, 22% respondents said agree moderately and 22% respondents said agree very much. These responses are indicative of the fact that the employees were satisfied doing work from home during covid-19 in the college of business and economics.

The interviews revealed that the employee was not efficient working remotely instead of working from the office. Further, in the questionnaire the study found out of 164 respondents, 43.9% respondents said disagree very much, 25% respondents said disagree moderately, and 7.9% respondents said neutral (we're not sure), 9.1% respondents said agree slightly, 9.1% respondents said agree moderately and 4.9% respondents said agree very much. Further More,

out of 164 respondents, 14% respondents said disagree very much, 9.1% respondents said disagree moderately, and 15.2% respondents said neutral (we're not sure), 24.4% respondents said agree slightly, 21.3% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that the College inspires employees to work from home whose roles do not demand them to work at the office during covid-19 in the college of business and economics. Further, out of 164 respondents, 9.8% respondents said disagree very much, 7.3% respondents said disagree moderately, and 5.5% respondents said neutral (we're not sure), 31.7% respondents said agree slightly, 24.4% respondents said agree moderately and 21.3% respondents said agree very much. These responses are indicative of the fact that the College has agreed the employees who are capable to do work from home during covid-19 in the college of business and economics.

Additional, out of 164 respondents, 12.8% respondents said disagree very much, 8.5% respondents said disagree moderately, and 14% respondents said neutral (we're not sure), 29.9% respondents said agree slightly, 18.9% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that sick leave policies are amended for the period of the epidemic during covid-19 in the college of business and economics.

More, out of 164 respondents, 16.5% respondents said disagree very much, 8.5% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 24.4% respondents said agree slightly, 19.5% respondents said agree moderately and 19.5% respondents said agree very much. This implies that the organization has a task force to manage the situation if needed during covid-19 in the college of business and economics. However, from the interview, the interviewee explains that the task was not as anticipated to be.

#### **4.11. Questions related to Human resource practices**

##### **4.11.12. Statistical Treatment**

Collected data from received questionnaires were statistically analyzed to find results and reach the right conclusions and recommendations. The information from the questionnaire was encoded in Social Sciences "SPSS Ver.24". Finally, the suitable statistical methods used are as follow:

The data is classified and labeled with the correct scale. A mean value, standard deviation, and variance was calculated to compare the different answers. The classification of the data was made it possible to analyze the data. The internal consistency reliability was tested with Cronbach's Alpha ( $\alpha$ ), which measures the correlation between the different variables on the same test. It is most commonly used when you have multiple Likert questions in a survey that form a scale and you wish to determine if the scale is reliable.

According to Sekaran and Bougie (2019) Cronbach's Alpha test shows a value between (0) and (1), where (1) means a perfect correlation and (0) no correlation at all (Sekaran and Bougie, 2019). Finally, the researcher used other suitable statistical methods as follows to analyze the collected data.

#### **4.11.13. Descriptive Statistics Methods**

- Percentage and Frequency.
- Arithmetic Mean to identify the level of response of study sample individuals to the study variables.
- Standard Deviation to Measure the responses spacing degree about the arithmetic mean.

#### **4.11.14. Inference Statistics Methods**

Skewness and Kurtosis test are used to test the normality of the data Cronbach's alpha, which measure the internal consistency of a construct. Multi-collinearity between the independent variables is checked using the Collinearity statistics: Tolerance and Variance Inflation Factor (VIF). Simple Regression analysis to Measure the impact of human resource management practices on employee performance.

#### **4.11.15. Validity and Reliability**

Validity is described as whether the researchers measure the accurate concept, whereas reliability is described as the stability and consistency of measurement (Sekaran, 2013).

##### **4.11.15.1. Face Validity**

Two methods used to test the questionnaire for precision and to provide a comprehensible study questionnaire; first, multiple sources of data such as (journals, researches, theses, worldwide web, and articles) were used to fixed and enhance the model and the measures. Second, a macro review that covers all the study constructs was thoroughly performed by academics from

different universities specialized faculty, and practitioners in business administration, and marketing. Some items were added while others were dropped based on their valuable recommendations.

**4.11.15.2. Reliability test**

Cronbach’s alpha was used test reliability, which measure the internal consistency of the study instrument (Questionnaire) as well as the stability. It indicates the scope to which it is without partiality or fault and hence it can simply be described as the accuracy in measurement which includes stability and consistency. The researcher used Cronbach’s Alpha as showing in Table 4.11.4.2.1 reveals Cronbach’s Alpha test for each item in the questionnaire which was at a minimum acceptable level (Alpha = 0.816) suggested by (Sekaran, 2013).

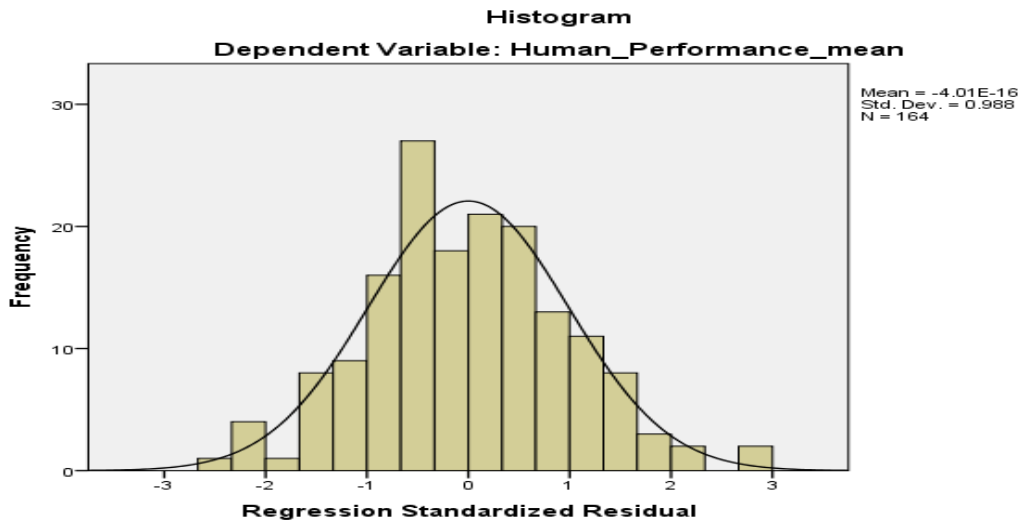
**Item-Total Statistics**

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Recruitment and selection	30.6205	49.521	.482	.424	.835
Training and development	31.2201	47.722	.664	.583	.819
Compensation and reward	31.4875	50.706	.527	.446	.831
performance appraisal	30.8924	45.920	.685	.670	.816
employee performance	30.8296	46.319	.692	.664	.816
Impact_covid_ Compensation and reward	31.5167	51.335	.403	.307	.841
Impact_covid_ Recruitment and selection	30.9983	50.625	.542	.347	.830
Impact_covid_ performance appraisal	31.0360	47.222	.617	.465	.822
Impact_covid_ Training and development	30.5209	50.044	.490	.375	.833
Impact_covid_ employee performance	30.9014	54.992	.251	.196	.849

**Table 4.11.4.2.1 reliability statistics**

**4.11.15.3. Normality Test**

Normality is used to refer to a symmetrical, bell-shaped curve, which has the highest frequency of scores round in the middle joined with smaller frequencies towards the outliers. A normality test is used to determine whether the error term is normally distributed. Therefore, the normality test for the data used in this study is shown by the following histogram which we can see that error terms are normally distributed.



**Figure 7. Histogram for of normal distribution of the variables**

In addition, a normality test is wont to decide whether sample data has been drawn from a normally distributed population (within some tolerance). The researcher also conducted the Skewness and Kurtosis test. Skewness is a measure of symmetry, or the lack of symmetry in frequency distribution. From the above figure 7, the collected data is seems be symmetric because it appearances the same to the left and right of the center point. Furthermore, Kurtosis is a measure of whether the data are “light-tailed” probability distribution relative to a normal distribution (West et al., 1995).

According to (Sekaran, 2013), if the value of Skewness is less than 1 and the value of Kurtosis is less than 7, then it shows that the sample of this study denotes the study population and the results could be generalized. Skewness and Kurtosis test are used to test the normality of the data. Table 4.11.2.5.1 shows that Skewness results ranged between (0.525-0.214) whereas Kurtosis results ranged between (-0.784 to -0.124).

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Recruitment and selection	164	1.00	6.00	3.4370	1.21990	.214	.190	-.591	.377
Training and development	164	1.00	6.00	2.8427	1.11691	.293	.190	-.636	.377
Compensation and reward	164	1.00	6.00	2.5732	1.00411	.525	.190	-.124	.377
performance appraisal	164	1.00	6.00	3.1662	1.26548	.407	.190	-.784	.377
employee performance	164	1.00	6.00	3.2317	1.21455	.244	.190	-.572	.377
Valid N (listwise)	164								

**Table 4.11.2.5.1 Normal Distribution of the study variables Descriptive Statistics**

The table illustrates the descriptive statistics for the measures of the independent variable – human resource management practices. Recruitment and selection ( $x=3.4370$ ) and Training and development ( $x=2.8427$ ) Compensation and reward ( $x=2.5732$ ) and performance appraisal ( $x=3.1662$ ) for the dependent variable employee performance( $x=3.2317$ ). All the variables are scaled on a 6 point Likert scale implying average levels of agreement to all variables.

#### 4.11.16. Multi-Collinearity Diagnostics

To ensure that the regression results are reliable and unbiased, the assumptions underlying a regression analysis are examined. Hence, before presenting the regression models, it should be inspected for none existence of excessive correlations between the independent variables in the model. The correlation matrix in conjunction with co-linearity statistics can be scanned as a preliminary look for multicollinearity in this case. To avoid multicollinearity in the research variables, there should be no substantial correlations ( $R > 0.9$ ), tolerance value below 0.1, and variable inflation factor over 5. Before testing the hypotheses of the study, some tests were conducted to ensure the adequacy of the data for the assumptions regression analysis, variables were tested for Multicollinearity.

Variables	Collinearity Statistics	
	Tolerance	VIF
Recruitment and selection	.646	1.548
Training and development	.458	2.183
Compensation and reward	.576	1.737
performance appraisal	.562	1.778

**Table 4.12.1 Results of variance Inflation Factor and Tolerance**

Table 4.12.1 shows that VIF values for each dimension of the independent variables is less than 10, with tolerance (0.458-0.646). This indicates that there is no Collinearity diagnostics problem in the regression model (Gujarati and Porter, 2003). Therefore, the researcher can conduct the study hypotheses as follows.

In general, the results confirm that there are no high correlations between the independent variables using the Variance Inflation Factor (VIF), Tolerance test for each variable to ensure the independence of errors. Taking into account the Variance Inflation Factor not to exceed the allowable value (10), the Tolerance value is greater than (0.05). A Variance Inflation Factor of greater than five is usually well a thought-out indication of multicollinearity. However, the VIF

of every independent variable in the above collinearity statistics table is less than five. Thus, it can be concluded that all variables have low correlation power; as a result, there is no multicollinearity problem in the independent variables.

#### 4.11.17. Correlation Analysis

Correlation analysis was useful to test the “interdependency” of the variables. In this section, the direction and degree of the strength of the relationship among the variables were determined. The Pearson’s Product Movement Correlation Coefficient was computed to determine the relationships between Recruitment and selection, and development and training, compensation and reward, and compensation appraisal.

#### Correlations

		Human Performance	Rec sel	Tran dev	Compen reward	Performance appra	N
Pearson Correlation	Employees’ Performance	1.000	.503	.560	.472	.766	164
	Recruitment and selection	.503	1.000	.554	.385	.505	164
	Training and development	.560	.554	1.000	.620	.598	164
	Compensation and reward	.472	.385	.620	1.000	.531	164
	performance appraisal	.766	.505	.598	.531	1.000	
Sig. (1-tailed)	Employees’ Performance	.	.000	.000	.000	.000	
	Recruitment and selection	.000	.	.000	.000	.000	
	Training and development	.000	.000	.	.000	.000	
	Compensation and reward	.000	.000	.000	.	.000	
	performance appraisal	.000	.000	.000	.000	.	
N		164	164	164	164	164	

**Table 4.11.6.1 Correlation Coefficient Result of Relationships among employee performance and Recruitment and selection, and development and training, compensation and reward and compensation appraisal.**

Correlation analysis is a useful way of developing relationships (association) among variables. The value of the correlation coefficient (r) ranges from -1 up to +1. The value of the coefficient of correlation (r) indicates both the strength and direction of the relationship. If  $r = -1$  there is a perfectly negative correlation between the variables. If  $r = 0$  there is no relationship between the variable and if  $r = +1$  there is a perfectly positive relationship between the variables. For values of r between + and 0 or between 0 and -1, different scholars have proposed different interpretations with a slight difference. For this study, the decision rule is given by Bartz (1999) was used to describe the strength of association among the variables as follows.

Value of r	Description
0.80 or higher	Very high
0.6 to 0.8	Strong
0.4 to 0.6	Moderate
0.2 to 0.4	Low
0.2 or lower	Very low

**Table 4.11.6.2 Interpretation of r Value**

As we can see from the above table independent variables like recruitment and selection ( $r=0.503$ ,  $p<0.01$ ) and development and training ( $r=0.560$ ,  $p<0.01$ ), and compensation and reward ( $r=0.472$ ,  $p<0.01$ ) have moderate and significant correlation with the dependent variable (Employee performance) while compensation appraisal ( $r=0.766$ ,  $p<0.01$ ) has a strong and significant correlation with employee performance.

The above table also tells us that Recruitment and selection, development and training, compensation and reward and compensation appraisal have the largest correlation coefficient which implies that they have a great positive impact on employee's performance as compared to other variables and generally for all explanatory variables the sign of the correlation is positive meaning that an increase or decrease in the above explanatory variables will have the same increase or decrease effect in employee's performance.

In research high, either positive or negative, the correlation between dependent and independent variables means that independent variables have a greater impact on independent variables. However, the higher correlation between independent variables means that there is a high multicollinearity problem and the result of the study will also be invalid.

#### **4.11.18. Regression Analysis**

Multiple regression analysis was applied to find out whether there was a statistically significant relation surfaced between work motivation and the seven reward dimensions or not. Moreover, it helped to devise a formula that shows the relation between the dependent variable (employee performance) and the independent variables (Recruitment and selection, and development and training, compensation and reward, and compensation appraisal). The regression analysis has also a regression model to test the hypothesis. Four extracted dimensions were taken as independent variables against the performance of employees as the dependent variable in a multiple regression model. For all the hypotheses of the study below 95% confidence interval was used.

#### 4.11.18.1. The impact of Human resource practice on employees' performance

To know about the impact of individual dimensions of human resource practice variables on the employee's performance multiple regressions using the following model was run

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + e$$

Employees' performance =  $a + b_1$  (Recruitment and selection) +  $b_2$  (development and training) +  $b_3$  (compensation and reward) +  $b_4$  (compensation appraisal) +  $e$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.783 <sup>a</sup>	.612	.603	.76557	.612	62.813	4	159	.000	1.731

**Table 4.11.7.1.1 Summary of Regression Model**

- a. Predictors(Constant), Recruitment and selection, and development and training, compensation and reward and compensation appraisal
- b. Dependent Variable: employees' Performance

As indicated in the model summary table the linear combination of the independent variable was significantly related to the dependent variable,  $R = .783$ ,  $R$  square = 0.612 adjusted  $R$  square = 0.603,  $F = 62.813$  ( $p = 0.000$ ).  $R$ -value tells that the overall human resource practice dimensions such as (Recruitment and selection, and development and training, compensation and reward, and compensation appraisal have a strong effect on the dependent variable (employee Performance).  $R$ -square value 0.612 indicates that 61% of variation on the dependent variable (Human Performance) is explained by the above Reward dimensions (Recruitment and selection, and development and training, compensation and reward, and compensation appraisal). And other factors that are not included in the model may explain the remaining (39%) variation in Employees' performance.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	147.257	4	36.814	62.813	.000 <sup>b</sup>
	Residual	93.189	159	.586		
	Total	240.445	163			

**Table 4.11.7.1.2 Significance of the Regression Model (ANOVA)**

- a. Dependent Variable: Human Performance
- b. Predictors: (Constant), performance appraisal, recruitment, and selection, development, and training, compensation and reward

**ANOVA**

a. Predictors, (constant), Recruitment and selection, and development and training, compensation and reward and performance appraisal

b. Dependent variable, employee Performance

The above ANOVA table indicates the statistical significance of the regression model that was run. Here, p is less than 0.05 (5%) and shows that, generally, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.509	.207		2.458	.015
	Recruitment and selection	.118	.061	.118	1.928	.056
	development and training	.107	.079	.098	1.343	.181
	compensation and reward	.038	.079	.031	.479	.632
	performance appraisal	.606	.063	.631	9.584	.000

**Table 4.11.7.1.3 Coefficients of Regression Model**

- a. Predictors, (constant), Recruitment and selection, and development and training, compensation and reward, and performance appraisal.

The regression coefficients explain the average amount of change in the dependent variable due to a unit change in the independent variable holding other explanatory variables constant.

**4.11.18.2. Study Hypotheses Tests**

The hypothesis testing for the study entails the test for previously assumed hypothetical relations between the dimensions of the independent variable human resource management practices and the dependent variable-employee performance. A total of five hypotheses were stated (four bivariate and one contextual). In this section five of the hypotheses are tested using spearman’s rank-order correlation statistical tool and at a 95% confidence interval. Acceptance or rejection is based on a  $p < 0.005$  criteria.

**Main Hypothesis:-**

**H01:** There is No statistically Significant Impact of employees' Resource Management Practices on employees' performance in the College of Business and Economics AAU, at level ( $\alpha=0.05$ ). Simple Regressions is used to test the above hypothesis to ensure that there is an impact of human resource management practices on employees Performance in College of Business and Economics AAU.

R	R2	F Calculated	Sig.	Result
0.783	0.612	62.813	0.000	Rejected

**Table 4.11.7.2.1: Main Hypothesis Test**

Table 4.11.7.2.1 indicated that F calculated value =62.813 and Sig value is (0.000) which is less than ( $\alpha=0.05$ ). So according to the role the null hypothesis is rejected and the alternative one is accepted which means the validity of simple regression, so there is an Impact of employees' resources management practices on employees' performance.

The table also indicated that the correlation coefficient was ( $R=0.783$ ), which indicate a positive relationship between independent variables and dependent variable, an addition value of Coefficient of determination ( $R^2$ ) is (0.612) which indicate that (61.2%) of variance in employees performance may be intercepted through human resources management practices while the rest percent (38.8%) is due to other variables that are not included in the model.

**There is a significant statistical impact of Human Resource Management Practices on employees' performance in College of Business and Economics AAU, at level ( $\alpha=0.05$ ).**

**Sub Hypothesis:-**

**H01.1:** There is no significant relationship between recruitment and selection and employee performance in College of Business and Economics AAU, at level ( $\alpha=0.05$ ).

R	R2	T Calculated	Sig.	Result
0.503	0.253	54.971 (7.414)	0.000	Rejected

**Table 4.11.7.2.2: Sub Hypothesis Test**

Table 4.11.7.2.2 indicated that T calculated value =7.414 and Sig value is (0.000) which is less than ( $\alpha=0.05$ ), so according to the role the null hypothesis is rejected and the alternative one is accepted which means that there is an impact of selection and recruitment dimension on employees performance.

The table also indicated that the correlation coefficient was ( $R = 0.503$ ), which indicate a positive relationship between the independent variable and dependent variable, in addition, the

value of the Coefficient of determination (R<sup>2</sup>) is (0.253) which indicate that (50.3%) of variance in employees performance may be intercepted through recruitment and selection practice while the rest percent (49.6%) is attributed to other variables which were not acquaint with in the regression model.

**There is a significant statistical impact of recruitment and selection on Employees' Performance in College of Business and Economics AAU at level (a=0.05).**

**H01.2:** There is no significant relationship between training and development and employee performance in College of Business and Economics AAU, at level (a=0.05).

R	R <sup>2</sup>	T Calculated	Sig.	Result
0.560	0.314	74.106 (8.608)	0.000	Rejected

**Table 4.11.7.2.3: Sub Hypothesis Test**

Table 4.11.7.2.3 indicated that T calculated value =8.608 and Sig value is (0.000) which is less than (a=0.05), .So according to the role the null hypothesis is rejected and the alternative one is accepted which means that there is an impact of training and development dimension on employees' performance. The table also indicated that the correlation coefficient was (R = 0.560), which indicate a positive relationship between the independent variable and dependent variable, in addition, the value of the Coefficient of determination (R<sup>2</sup>) is (0.314) which indicate that (56%) of variance in employee performance may be intercepted through training and development practice while the rest percent (46%) is attributed to other variables which were not acquaint with in the regression model.

**There is a significant statistical impact of training and development on Employees' performance in the College of Business and Economics AAU at level (a=0.05).**

**H01.3:** There is no significant relationship between compensation and reward and employee performance in College of Business and Economics AAU, at level (a=0.05).

R	R <sup>2</sup>	T Calculated	Sig.	Result
0.472	0.223	46.512 (6.820)	0.000	Rejected

**Table 4.11.7.2.4: Sub Hypothesis Test**

Table 4.11.7.2.4 indicated that T calculated value =6.820 and Sig value is (0.000) which is less than (a=0.05), .So according to the role the null hypothesis is rejected and the alternative one is accepted which means that there is an impact of compensation and reward dimension on employees' performance.

The above table also indicated that the correlation coefficient was (R = 0.472), which indicate a positive relationship between the independent variable and dependent variable, in addition, the value of the Coefficient of determination (R<sup>2</sup>) is (0.223) which indicate that (47.2%) of variance

in employees performance may be intercepted through compensation and reward practice while the rest percent (52.8%) is attributed to other variables which were not acquaint with in the regression model.

**There is a significant statistical impact of Compensation and reward on Employees' performance in the College of Business and Economics AAU at level (a=0.05).**

**H01.4:** There is no significant relationship between regular performance appraisal and employee performance in College of Business and Economics AAU, at level (a=0.05).

R	R2	T Calculated	Sig.	Result
0.766	0.587	229.839 (15.160)	0.000	Rejected

**Table 4.11.7.2.5: Sub Hypothesis Test**

Table 4.11.7.2.5 indicated that T calculated value =15.160 and Sig value is (0.000) which is less than (a=0.05), .So according to the role the null hypothesis is rejected and the alternative one is accepted which means that there is an impact of performance appraisal dimension on employees' performance.

The table also indicated that the correlation coefficient was (R = 0.766), which indicate a positive relationship between the independent variable and dependent variable, in addition, the value of the Coefficient of determination (R2) is (0.587) which indicate that (76.6%) of variance in employees performance may be intercepted through performance appraisal while the rest percent (23.4%) is attributed to other variables which were not acquaint with in the regression model.

**There is a significant statistical impact of Performance Appraisal on Employees' Performance in College of Business and Economics AAU at level (a=0.05).**

#### **4.12. Discussion of Findings from the study**

Based on the analyzed data and the study hypotheses tested above, the generated finding can be summarized as follows:

This study found there is impact of COVID-19 on Human Resource Management Practices which consists of (employee recruitment and selection, training and development, compensation and reward, and performance appraisal) that leads the effect to employees' performance in the College of Business and economic at Addis Ababa University.

Furthermore, the study see the sights that employee recruitment and selection, training and development, compensation and reward, and performance appraisal have a relationship with one

other and impact the employees' performance in the College of Business and economic at Addis Ababa University. From the finding of the study, it can be concluded that if these all factors became favorable for the employees in AAU then employees' performance will be enhanced. On other hand, influencing Human Resource Management Practices has a major impact on employees' performance.

Most of these effects are beyond the control of educational institutes but in a crisis like this, it is the right time for non-academic administrator office to demonstrate how strategic it can be. Educational institutes are normally affected differently in any crisis based on the type of services they offer, the industry they operate in, capabilities of management to handle crises, and crisis management preparedness of the institutes. Some of the human resource practices such as employee recruitment and selection, training and development, compensation and rewards, performance appraisal, and employee performance management would have been not affected as much as they were if institutes had put in place some mechanisms to deal with situations like this particularly the adoption of electronic Human Resource Management (e-HRM). This implies that crisis preparedness and management in education institutes like Addis Ababa University in the college of business and economics is not well done as far as human resource management is concerned.

Lee and Warner (2005) found that the different outbreaks harmed both employee performance and HRM practices. HRM was mostly involved in downsizing activities, however, mass downsizings were not communal as management tried to embrace other strategies to reduce labor costs without laying off employees. This authoritarian HRM approach shows concern for employee needs and cooperation (Lee & Warner, 2005). HRM mainly focused on downsizing and on getting more for fewer. Nowadays, it is claimed that the role of HRM is continually more significant in the course of times of crisis than it was before. Vardalier (2016) found that HR managers don't only specialize in administrative perspectives but also that HRM features a strategic role when a crisis strikes and therefore the following possible effects of a crisis occur:

- The panic inside the firm
- Loss of important staff and knowledge
- High turnover
- The low performance caused by lack of morale and motivation
- Canceling recruitments

- Canceling scheduled training

HRM can assist organizations to prevent irreversible damage and reduce the above-mentioned negative impacts. Once a crisis occurs, forming a crisis management team should be one of the first steps in controlling the crisis as it supports to reduce panic and pressure amongst employees. Canceled recruitments and the loss of crucial staff usually results in fewer employees doing the same work. Whereas classic HRM approaches to come up with ways to organize the work more efficiently, modern HR practices focus on the talents and on supporting them psychologically to create devotion that lasts throughout the crisis and beyond (Vardalier, 2016).

In terms of high employee fluctuation during a crisis, classic HRM approaches did not seek to prevent labor turnover but instead increased it by cutting down jobs. Modern HR practices, however, recommend implementing training to make sure workers' flexibility and therewith ease predictable changeovers between tasks and duties. Training and development activities are an essential part of the pre-crisis period as developing human capital to respond and manage a crisis is beneficial for firms (Pforr & Hosie, 2008, Vardalier, 2016). Furthermore, panic, loss of key staff, and high turnover will ultimately cause a scarcity of enthusiasm and employee morale which will result in low performance. Classic HRM approaches tend to not have a formal policy in place to prevent this. Modern HRM, on the other hand, supports the human side within the firm and organizes employee assistance programs, such as coaching and mentoring programs to promote and maintain employee morale and motivation (Vardalier, 2016).

The lack of in effect communication between decision-makers and subordinates is found to be the main reason for companies to fail to control a crisis and to reduce its negative impacts (Mirzapour et al., 2019). Crisis communication channels can vary from the intranet, email updates, or the use of social media. Although social media may be used to spread misinformation, there is no way to stop its use. Organizations might therefore use it as a communication channel for gossip supervision when rumors occur (Vardalier, 2016). To prevent the spreading of misinformation, it can be useful for modern HRM to have a crisis communication plan which describes how to communicate with employees, customers, and other parties involved (Mirzapour et al., 2019).

HRM has one of the most important roles in a Organizations before, during, and after a crisis as HRM must not only consider the Organization's interests but also those of its employees. To

prepare Organizations better for a crisis, in effect HRM is henceforth a crucial component in crisis management (Mirzapour et al., 2019).

The issue of employee motivation is also important to highlight in this study. Employee motivation is more likely to be affected when organizations stop providing rewards to their employees. Management specifically the HR office in the educational institute should think of various ways to motivate their employees. Inability to sufficiently offers financial rewards to employees should make leaders start thinking of other strategies including the provision of non-financial rewards to their employees. For instance, during a time like this when everyone is at risk of being infected with the infection, the administrations need to start reviewing their health insurance policies to support employees and their families to be appropriately insured.

Lockwood (2005) asserts that throughout a crisis, employees and other internal stakeholders need a suitable and easy-to-find place to access communications from the corporation. This calls for organizations to guarantee adequate information is provided to assistance them safe guard themselves and stay calm during the crisis. The recent study of Elsafty and Ragheb (2020) shown that access to information including updates on the pandemic is one of the important factors that contribute towards employee retention in administrations. It is also important to understand that whatever decisions that organizations think of making employees are consulted or participate fully. This always helps to improve the quality of decisions and avoid unnecessary resistance from the employees.

This study has confirmed that jobs in public education institutes are more secured than in private organizations since the majority of respondents from public organizations were optimistic that their jobs were secured and they would still receive their salaries for a longer time throughout COVID-19 unlike those working in the private sector. The issue of working from home which emerged in this study reminds the importance of hiring self-motivated employees.

This is because evaluating and monitoring employee performances were found to be a problematic when employees are working from home. Training and development employees to enable them to work independently with less supervision is also important whether there is a crisis or not. Supportive organizational culture should also be in place to make this possible. Popa, Furdui, and Edelhauser (2019) discourse that organizational culture is the social energy

that causes people to act, and is considered the invisible "force" behind the easily observable and tangible things in an organization. In this sense, if the organizational culture does not facilitate employees to work independently with minimum supervision employees are more likely to perform less than expected.

## CHAPTER FIVE

### 5. Summary, Conclusion and Recommendations

This chapter deals with the summary of major findings, conclusions and recommendations.

#### 5.1. Summary of Major Findings

This study was aimed at to investigate the Impact of the Corona Virus Pandemic (Covid-19) On Human Resource Management Practices and employee performance at Addis Ababa University taking the College of Business and Economics as a case. Consequently, the study was also conducted to answer the following basic questions.

1. Does COVID-19 impact on recruitment and selection process in the College of Business and Economics, AAU?
2. Does COVID -19 impact training and development on employee performance in College of Business and Economics, AAU?
3. Does COVID -19 impact compensation and reward on employee performance in College of Business and Economics, AAU?
4. Does COVID -19 impact regular performance appraisal on employee performance in College of Business and Economics, AAU?
5. To what extent does the recruitment and selection process, training and development enhance, compensation and reward and performance appraisal effect on employee performance in College of Business and Economics, AAU?

In order to address these basic questions, questionnaires, interview and document analysis were employed to gather information. 164 questionnaires were distributed for the sampled staffs. All the questionnaires distributed were properly filled and returned. At last, the study came up with the following major findings.

#### Characteristics of Respondents

78 (47.6 %) of the respondents were male employees and 86 (52.4%) were female. The percentage of female respondents constitutes the largest part that is 86 (52.4%) of the total respondents. This shows that the gender distribution in the selected college of Business and Economics is unequally. When we look at the age group of respondents, 33 (20.1%) of them are age under 25 years employees, 80 (48.8%) of them are age between 26-40 years employees, 51

(31.1%) of them are age between 41-60 years employees, the percentage of between 26-40 years constitutes the largest part of the total respondents. From this result, we can observe that the majority of employees of the College of Business and Economics are in the young and productive age group. Hence the college does not face the problem of aged employees.

In regarding the educational background of the respondents, 13(7.9 %) them holds 12 complete certificates, 64 (39%) of them holds a first degree, 21 (12.8%) of them were diploma holder and only 49 (29.9%) were master degree holder whereas 17(10.4 %) were Ph.D. holders. From this data, one can infer that majority of employees are educated which is very essential in any Higher education sector to achieve its predetermined goals and they would have the ability to fill the questionnaire by having know-how about the impact of covid-19 on employee performance. Concerning respondent's responses on the occupational categories they held within their colleges; as indicated in table 4.2.4 of the above majority of the respondents were Administrative Staff 100 (61%) followed by Academic Staff. From this one can infer that respondents involved in this questioner were engaged in the daily activity of the college particularly, human resource management. About the service years of respondents in the college of Business and Economics, the majority of the respondents are within more than seven-year experiences. Those with more than seven-year experience have the largest count with 33.5 % followed by employees worked in the College of Business and Economics within 1-3 year of experience which is 20.1 % of the respondents. 18.9 % of the respondent has the experience of 5-7 years. However, only 11.6 % of the respondents are worked in the College of Business and Economics for less than 1-year service with and only 15.9 % of the employee worked in the college for 3-5 years. The largest groups of respondents are employees with more than 7 years of experience. From this, we can conclude that most employees in a college of Business and Economics are with more than seven-year experience. This shows that the college has experienced employees which very important tool in human resource practices within the organization effectively.

### **Frequency Analysis of Impact of COVID-19 recruitment and selection**

The study sought an understanding of the extent to which the impact of COVID-19 on employee recruitment and selection practices in educational institutional, particularly the College of Business and Economics, AAU. Respondents were asked to tell if their college had canceled any employee recruitment and selection activities due to COVID-19. Out of 164 respondents, 14%

respondents said disagree very much, 12.2% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.7% respondents said agree slightly, 18.3% respondents said agree moderately and 21.3% respondents said agree very much. This infers that the human resource administration office of the college has decided to stop hiring staff due to COVID-19. Respondents were also asked to tell if their college had to adopt a careful approach to future employee recruitment and selection activities to avoid physical interactions and movements that could result in to spread of COVID-19. Thus, out of 164 respondents, 11.6% respondents said disagree very much, 13.4% respondents said disagree moderately, and 17.7% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 17.7% respondents said agree moderately and 17.1% respondents said agree very much. Through the interviews conducted it was found that the college was no longer interested in hiring new staff to avoid unnecessary spending. Therefore, responses from the questionnaire were consistent with what the study found in the interviews. These responses are indicative of the fact that there the human resource administration office of the college had to adopt a careful approach to future hiring and selection employee. Further, 164 respondents 59.1% respondents agree that employee recruitment and selection activities were being discouraged to avoid physical interactions and movements that could result in to spread of COVID-19 while 25% informed that their organizations were not discouraging the activities. Other respondents were 15.9% neutral if their organizations were discouraging employee recruitment and selection activities because of the corona virus or not.

During the interviews, respondents were asked whether there were digital platforms in their organizations that could enable employee recruitment and selection to be done without unnecessary physical contact with job candidates during the COVID outbreak. It was found that job opportunities could be advertised and job candidates were able to send their applications via the post office of the university; however, there was divided opinion on job candidates' assessment by in the interviewee, on the use of the online platform. To the large extent, this seemed to be impossible due to employee recruitment and selection policies which required face-to-face assessment of job candidates and other formalities that required physical verifications of forms, certificates, etc.

## **Frequency Analysis of Impact of COVID-19 on Employee Training and Development**

The respondents were asked whether employee training and development had been severely affected by COVID-19 or not. Accordingly, out of 164 respondents 25.6% respondents said agree slightly, 23.8% respondents said agree moderately and 17.7% respondents said agree very much, and this confirmed that their college development and training have emerged as a challenge due to COVID-19. On the other hand, 9.1% of respondents said disagree very much, 11.6% respondents said disagree moderately to development and training have emerged as a challenge due to COVID-19 while 12.2% respondents said Neutral (were not sure). This infers that 67.1 % of respondents agree that development and training have emerged as a challenge due to COVID-19 and had stopped. The interviews revealed that employee training and development had been severely affected by COVID-19. All fifteen interviewed respondents admitted that their respective organizations had canceled training programs that were scheduled to take place. This was done as a means of protecting employees from contact with the virus. This was also confirmed by the responses from the questionnaire.

One respondent interviewed explained that the college had already started using online platforms for the development and training of their employees. In the questionnaire, the respondents were also asked to tell whether they had adopted a complete digital system for instructing and educating employees instead of assembling them in the college. Out of 164 respondents, 14.0 % respondents said disagree very much, 16.5 % respondents said disagree moderately, and 22.6% respondents said neutral (we're not sure), 22.6 % respondents said agree slightly, 16.5 % respondents said agree moderately and 7.9 % respondents said agree very much. These responses are indicative of the fact that the college had adopted a complete digital system for instructing and educating employees instead of assembling them in the college. Further, out of 164 respondents whether they embraced new ways of learning through online mode in the college, 13.4% respondents said disagree very much, 17.1% respondents said disagree moderately, and 19.5% respondents said neutral (we're not sure), while 25.6% respondents said agree slightly, 15.2% respondents said agree moderately and 9.1% respondents said agree very much. These responses are indicative of the fact that they are embracing new ways of learning through online mode in the college business and economics of AAU. In addition, out of 164 respondents, 12.8% respondents said disagree very much, 17.7% respondents said disagree moderately, and 17.1%

respondents said neutral (we're not sure), 29.3% respondents said agree slightly, 11.6% respondents said agree moderately and 11.6% respondents said agree very much. These responses are indicative of the fact that the adopted virtual instructor-led training (VILT) system has difficulty instead of publicly learning programs in the college of business and economics.

In the interviews, it was noted that the introduction of the use of e-learning in College would not be smooth because a significant number of employees were not trained on how to use it and several had not used them before. Besides, the interviews revealed that financial benefits were attached to face-to-face training programs because employees were offered per diems for each training program attended something which seemed to be impossible with online training sessions. For that reason, the use of online training was less preferred by many employees and the interviews indicated that lack of financial incentives in online training would affect employee enthusiasm to take part in this mode of training. The effectiveness of online training was also found to be questionable since out of 164 respondents, 37.8% respondents said disagree very much, 16.5% respondents said disagree moderately, whereas, concerning Online/web training are organized by the college to improve performance of the employees could not be as effective as a face-to-face mode of training; thus, 15.2% respondents said neutral (we're not sure) and 12.2% respondents said agree slightly, 10.4% respondents said agree moderately and 7.3% respondents said agree very much.

### **Frequency Analysis of Impact of COVID-19 on Performance Appraisal**

Managing and helps in identifying and bridging the performance gaps of an employee was also found to be more challenging. In the questionnaire, respondents were asked to say whether COVID-19 made it difficult to set plans and goals for daily check-ins for supervisors and employees. It was found that out of 164 respondents 27.4% respondents said agree slightly, 16.5% respondents said agree moderately and 17.7% respondents said agree very much while, 15.2% respondents said disagree very much, 15.2% respondents said disagree moderately, and 7.9% respondents said neutral (we're not sure).

Some of the targets that employees were supposed to achieve seemed to be difficult and in some cases impossible because of stress caused by the covid-19 to the employee. The findings from

the interviews were consistent with those from the questionnaire since 164 respondents 15.2% agree slightly, 19.5% respondents said agree moderately and 22.6% respondents said agree very much and also confirmed that COVID-19 made it difficult for employees to achieve previously set goals due to the college was facing the challenge of employees stress. On the other hand, 12.8% respondents said disagree very much, 7.9% respondents said disagree moderately, and 22% respondents said neutral (we're not sure) had a different opinion on that the disease did not make it difficult to achieve previously set goals due to the college was facing the challenge of employees stress while 22% neutral (we're not sure). Further, out of 164 respondents, 12.2% respondents said disagree very much, 11.6% respondents said disagree moderately, and 18.9% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 16.5% respondents said agree moderately and 18.3% respondents said agree very much. These responses are indicative of the fact that their supervisor is easy to approach and get help them during covid-19 in the college of Business and Economics.

Out of 164 respondents, 17.7% respondents said disagree very much, 11.0% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 22.6% respondents said agree slightly, 21.3% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that they were mentored by senior management for your current work from home during covid-19 in the college of Business and Economics. More, out of 164 respondents, 16.5% respondents said disagree very much, 12.8% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.7% respondents said agree slightly, 21.3% respondents said agree moderately and 15.2% respondents said agree very much. These responses are indicated that they were able to deliver timely feedback on the work from home during covid-19 in the college of Business and Economics.

One respondent who was interviewed had an opinion that the majority of employees' performance was negatively affected by the pandemic and satisfactory achievement of individual set goals was impossible. Responses from the questionnaire show that majority of the respondents had an opinion that employee performance dropped due to the effects of the COVID-19 pandemic. Another challenge identified is a new normal of working from home that some of the colleges had chosen for. Monitoring performance in this practice was seemed to be

problematic and coordination of activities performed by different employees working in their respective homes seemed to be tiresome.

### **Frequency Analysis of Impact of COVID-19 on Compensation and Reward Management**

In the questionnaire, respondents were asked to say whether the salary of the employees has been stopped during covid-19 in the college of business and economics. The respondents replied that out of 164 respondents, 52.4% respondents said disagree very much, 22.6% respondents said disagree moderately, and 6.1% respondents said neutral (we're not sure), 6.7% respondents said agree slightly, 6.1% respondents said agree moderately and 6.1% respondents said agree very much. These responses are indicative of the fact that the salary of the employees has not been stopped during covid-19 in the college of business and economics. The interviews revealed that managing compensation and rewards had become more problematic than non-financial because educational institutes were not more concerned with offering these compensations and rewards to their employees rather they were focused on continuing the basic salary of the employee.

During the interview, the interviewee revealed that incentives were reduced and in some college was suspended to help educational institutes meet other financial obligations. Further, in the questionnaire, the study was interested to find out whether indirect compensation packages such as bonuses, overtime pay, and other allowances were no longer paid sufficiently due to the effects of COVID-19. Out of 164 respondents, 20.1% respondents said disagree very much, 13.4% respondents said disagree moderately, and 14.6% respondents said neutral (we're not sure), 20.1% respondents said agree slightly, 15.9% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that the college of business and economics has not cut the bonus of the employees during covid-19. Further, Out of 164 respondents, 18.3% respondents said disagree very much, 6.7% respondents said disagree moderately, and 13.4% respondents said neutral (we're not sure), 20.1% respondents said agree slightly, 23.2% respondents said agree moderately and 18.3% respondents said agree very much. These responses are indicative of the fact that the college of business and economics has not altered the incentive policies during covid-19. Further, Out of 164 respondents, 48.2% respondents said disagree very much, 15.9% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 12.2% respondents said agree slightly, 8.5% respondents said agree moderately and 3.7% respondents said agree very much.

These responses are indicative of the fact that the base pay promotion of employees has not been enhanced during covid-19 in the college of business and economics.

### **Frequency Analysis of Challenges and opportunities working from home during covid-19**

Regarding challenges and opportunities and policies that imposed on the employee of the college of business and Economics, AAU during covid-19 while they were working from home, out of 164 respondents, 8.5% respondents said disagree very much, 7.9% respondents said disagree moderately, and 10.4% respondents said neutral (we're not sure), 22% respondents said agree slightly, 29.9% respondents said agree moderately and 21.3% respondents said agree very much. These responses are indicative of the fact they have flexible working hours to balance new work/home life during covid-19 in the college of business and economics. More, out of 164 respondents, 12.8% respondents said disagree very much, 7.9% respondents said disagree moderately, and 10.4% respondents said neutral (we're not sure), 25% respondents said agree slightly, 22% respondents said agree moderately and 22% respondents said agree very much. These responses are indicative of the fact that the employees were satisfied doing work from home during covid-19 in the college of business and economics.

The interviews revealed that the employee was not efficient working remotely instead of working from the office. Further, in the questionnaire the study found out of 164 respondents, 43.9% respondents said disagree very much, 25% respondents said disagree moderately, and 7.9% respondents said neutral (we're not sure), 9.1% respondents said agree slightly, 9.1% respondents said agree moderately and 4.9% respondents said agree very much. Further More, out of 164 respondents, 14% respondents said disagree very much, 9.1% respondents said disagree moderately, and 15.2% respondents said neutral (we're not sure), 24.4% respondents said agree slightly, 21.3% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that the College inspires employees to work from home whose roles do not demand them to work at the office during covid-19 in the college of business and economics. Further, out of 164 respondents, 9.8% respondents said disagree very much, 7.3% respondents said disagree moderately, and 5.5% respondents said neutral (we're not sure), 31.7% respondents said agree slightly, 24.4% respondents said agree moderately and 21.3% respondents said agree very much. These responses are indicative of the fact that the College has agreed the employees who are capable to do work from home during covid-19 in the college of business and economics.

Additional, out of 164 respondents, 12.8% respondents said disagree very much, 8.5% respondents said disagree moderately, and 14% respondents said neutral (we're not sure), 29.9% respondents said agree slightly, 18.9% respondents said agree moderately and 15.9% respondents said agree very much. These responses are indicative of the fact that sick leave policies are amended for the period of the epidemic during covid-19 in the college of business and economics.

More, out of 164 respondents, 16.5% respondents said disagree very much, 8.5% respondents said disagree moderately, and 11.6% respondents said neutral (we're not sure), 24.4% respondents said agree slightly, 19.5% respondents said agree moderately and 19.5% respondents said agree very much. This implies that the organization has a task force to manage the situation if needed during covid-19 in the college of business and economics. However, from the interview, the interviewee explains that the task was not as anticipated to be.

### **Correlation Analysis**

Independent variables like recruitment and selection ( $r=0.503$ ,  $p<0.01$ ) and development and training ( $r=0.560$ ,  $p<0.01$ ), and compensation and reward ( $r=0.472$ ,  $p<0.01$ ) have moderate and significant correlation with the dependent variable (Employee performance) while compensation appraisal ( $r=0.766$ ,  $p<0.01$ ) has a strong and significant correlation with employee performance. Recruitment and selection, development and training, compensation and reward and compensation appraisal have the largest correlation coefficient which implies that they have a great positive impact on employee's performance as compared to other variables and generally for all explanatory variables the sign of the correlation is positive meaning that an increase or decrease in the above explanatory variables will have the same increase or decrease effect in employee's performance.

In research high, either positive or negative, the correlation between dependent and independent variables means that independent variables have a greater impact on independent variables. However, the higher correlation between independent variables means that there is a high multi-collinearity problem and the result of the study will also be invalid.

## **Regression Analysis**

The linear combination of the independent variable was significantly related to the dependent variable,  $R=.783$ ,  $R\text{ square}= 0.612$  adjusted  $R\text{ square} = 0.603$ ,  $F=62.813$  ( $p=0.000$ ).  $R$ -value tells that the overall human resource practice dimensions such as (Recruitment and selection, and development and training, compensation and reward, and compensation appraisal have a strong effect on the dependent variable (employee Performance).  $R$ -square value 0.612 indicates that 61% of variation on the dependent variable (Human Performance) is explained by the above Reward dimensions (Recruitment and selection, and development and training, compensation and reward, and compensation appraisal). And other factors that are not included in the model may explain the remaining (39%) variation in Employees' performance.

## **5.2. Conclusion of the study**

The current study posed a set of questions, placing the hypotheses and their relation to the impact within the study variables. The study arrived at many results that contributed to solving the study problem described in chapters, (1-2) answering the questions and hypotheses of the study. The study came out with a number of results that may contribute to increasing the employees' performance during covid19 in the college of Business and economic in Addis Ababa University.

Human resource management practices are not safe to COVID-19 impact. The outbreak made employee recruitment and selection more difficult for an educational institute in the time when employees voluntarily and involuntarily leave the institutes. Employee training and development were decreasing in a time when training and development was necessary to make sure operations were effectively going on and the employees stay safe in their institutes. Performance management had been challenged since previously planned and set goals seemed not possible to be achieved in the standards expected while monitoring employees working from home become challenging as well. Due to the effects of COVID-19, many educational institutes were enforced by the government to meet their financial obligations including paying salaries to their employees but other financial benefits were not effectively done as previously. The effects of COVID-19 on human resources management were more severe to public educational institutes than private educational institutes something which made employees in public educational institutes feel that their jobs are more secured than those in private-public educational institutes. Effective crisis management is crucial during a time like this to help employees and their public

educational institutes to be less affected by COVID-19 and this role should be excellently played by the HR department.

### **5.3. Recommendations of the study**

Based on previous findings and conclusions, the following recommendations might help to enhance employees' performance in the College of Business and economic at Addis Ababa University:-

- i. Educational institutes should consider adopting electronic human resource management (e-HRM) to facilitate HR functions such as employee recruitment and selection, employee training and development, employee compensation and reward, and performance appraisal management and others to be done electronically. This will help to avoid unnecessary interactions that can result in to spread of COVID-19.
- ii. Decisions made by the HR administration office and the university at large such as pay-cuts, forced or encouraged leave without pay, etc. should be made through consultation with the employees to give them room for opinions and suggestions for a better decision-making process.
- iii. Educational institutes should review HR policies to enable them to accommodate current demands that force organizations to abandon their normal ways of operating.
- iv. Different work conditions, home offices, and new conditions for task setting and controlling, distant work, separation of employees, the necessity to wear protective equipment (masks, gloves, protective suits, etc. and its delivery), division of teams into micro teams, possible loss of connections and relationships between colleagues, possible loss of work habits and behavior, inequalities between employees on home office and on those who have to work on the place. In these new work environments, it is necessary to emphasize its aspects, such as social separation, the necessity to communicate via technologies, etc.
- v. Distance management and new competencies of managers (especially line and middle management) motivation, coaching and mentoring, problem and conflict solving, supporting employee performance, employee development, risk management, and controlling of working hours.

- vi. In crisis management, top management has to create a crisis team, plan, and work and reflect and adjust plans and actions to the current situation on a daily, sometimes hourly basis.
- vii. New ways of HR practices, distant (online or telephone) recruitment, adaptation, evaluation, retention. Currently, organizations are increasingly exploring the use of digital tools to identify, recruit and retain the employee. The most widely used digital tool for recruitment is database screening, which is being considered effective and reaching recruitment targets.
- viii. Communication and building relationships, employer branding, continuous updating on new information, appeal for the fulfillment of health and safety rules and conditions, changes in work hours or environment, information (online) meetings, mailings, visuals, etc. are crucial for an overall good overview and security of employees.
- ix. Psychological aspects – fear, hopelessness, struggling from social contact, high risk of job loss, uncertain conditions, worse health, loss in family or social group. The possibility of psychological consultation is highly appreciated. The most important variables are friendliness, wisdom, sympathy, and skillfulness and it does not matter if the treatment is personal or online (via video conference).

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**Part II.** This questionnaire is to describe the performance of employee on HRM practices and the effect of covid-19 on HRM practices. The six point scales of the alternatives represent from a score of one being the lowest possible score to a score of six being the highest possible score for positive statements of satisfaction and a score of one being the highest possible score to a score of six being the lowest possible score for negative statements of dissatisfaction from the list provided. Please indicate your level of satisfaction with various facets of your job by making “√” mark in the box under the alternatives given 1,2,3,4,5, and 6.

**Use the following rating scale:**

1= Disagree very much    2= Disagree moderately    3= Disagree slightly    4= Agree slightly  
5= Agree moderately    6= Agree very much

No.	Items	1	2	3	4	5	6
<b>Recruitment and selection</b>							
1.	There is a proper identification process of employment vacancies depending up on the business needs, policies and strategies						
2.	Employees are provided with relevant and adequate information about their job and the organization at the time of the process of recruitment.						
3.	The candidate is selected in the organization purely on merit.						
<b>Training and development</b>							
4.	There is well defined process of identifying needs for training to employees in our organization.						
5.	The management place the right person at the right job after the training						
6.	Employees are given training all around including general problem solving skills, social skills, and broad information of the business and organization						
7.	The management focus is always developing right content of the training program that remains according to the changes in the needs of our jobs and business.						
8.	Employees are always encouraged to participate in various seminars and workshops etc. to keep themselves up-to-date						
<b>Compensation and rewards</b>							
9.	Employees in this organization are appropriately compensated for the work they do						
10.	Employees are satisfied with the pay increments offered by the organization						
11.	There is policy for comparing pay of the employees to the employee doing similar type of work in the other organizations						
<b>Performance appraisal</b>							
12.	The Performance appraisal of the employees the organization are carried out at regular intervals						
13.	The basic aim of performance appraisal in our organization is to improve employee performance and strengthen the job skill						

14.	The organization have a fair and objective oriented performance appraisal system.						
15.	The performance goal of the organization asset at realistic levels						
16.	Organization carry out performance appraisal for providing career goals opportunity to its employees.						
17.	The management recognize the needs of career growth of its employees and available for top performer						
18.	Top performers get benefits in promotion						
19.	Changes are dealt effectively by integrating the HR issues affecting career growth.						
<b>The major challenges faced by your organization due to sudden COVID-19 outbreak</b>							
20.	To manage business stability is a challenge to your organization						
21.	Handing day-to-day operation as is a difficult task						
22.	Your organization is facing the challenge of increasing Employees stress						
23.	Recruiting has become tough						
24.	Socialization of new employees is confronting as a challenge						
25.	Learning and training have emerged as a challenge						
26.	New work/home life has created trouble in the work						
<b>Please give response regarding the work from home policy of your organization</b>							
27.	Your organization inspires employees to work from home whose roles do not demand them to work at the office						
28.	Your organization has appointed the employees who are skilled to do work from home						
29.	Sick leave policies are amended for the time period of the epidemic						
30.	Your organization has a task force to manage the situation if needed						
<b>Please indicate response on the compensation policy of your organization during the epidemic</b>							
31.	The salary of the employees have been stopped						
32.	Your organization has altered the incentive policies						
33.	Your organization has cut the bonus of the employees						
34.	The base pay promotion of employees has been enhanced						
<b>Please specify the impact of COVID-19 outbreak on the hiring decisions of your organization</b>							
35.	Hiring employees as usual						
36.	Adopting careful approach to future hiring						
37.	Hiring has been stopped						
38.	Your organization is downsizing the business						
<b>Pease respond to the impact of the epidemic on the performance appraisal of your work from home</b>							
39.	Your supervisor has begun planned and set goals daily check-ins						
40.	Your supervisor is easy to approach and get help form						
41.	You are mentored by senior management for your current work from home						

42.	You are delivered timely feedback of your work								
43.	Your supervisor helps in identifying and bridging the performance gaps								
44.	Online/web training programs are organized by your organization to improve performance of the employees								
45.	Every employee/manager is required to communicate the work completed everyday								
46.	Your organization is embracing new ways of learning through online mode								
47.	Instead of publicly learning programs your organization has adopted virtual instructor-led training (VILT) system								
48.	Your organization has adopted a complete digital system for instructing and educating employees instead of assembling them.								
<b>Your Organization in switching to the online way of learning</b>									
a.	Video learning								
b.	Webinars								
c.	VILT(Virtual instructor led training industry								
d.	Podcasts								
e.	Conference calls								
f.	Mobile learning								
g.	Electronic simulation								
h.	Online discussions								
i.	Social learning (through networking on social plat forms)								
j.	Web based learning (self-paced)								
<b>Please specify response to the measures taken up by your organization for employee safety and welfare</b>									
49.	Providing employees with like masks and goggles								
50.	Flexible working schedule								
51.	Raised sick leave claim								
52.	Special transport arrangement, when needed								
53.	Supplementary insurance coverage								
54.	Supplied meat, oil, etc to reduce the frequency of employees going to busy places								
55.	Prioritizing mental health of employees								
56.	Additional financial allowance								
57.	The HR department of your organization was ready to face the challenges caused by the epidemic.								
58.	Your organization was equipped with the protective kits at the time of the COVID-19 outbreak								
59.	The HR policies of your organization proved helpful in diminishing the risk of people in this epidemic								
<b>Please indicate response on the following while you are at work</b>									
60.	I felt burned out from my work								
61.	I felt difficulty concentrating on the work								
62.	I felt tired of my work								

63.	I felt emotionally drained from my work								
64.	I felt no interest and pleasure in doing work								
<b>Please answer the distractions you are facing while working from home</b>									
65.	At-home childcare								
66.	General worry about impact of COVID-19 on my life								
67.	Lack of colleagues interaction								
68.	Internet connectivity								
69.	Do not have enough tools and information needed to do job at home								
70.	Difficulty in keeping working schedule regular								
71.	Inadequate communication								
72.	Increased screen time								
73.	Increased working hours								
74.	Non-availability of spares (like laptops, mobiles, chargers, accessories etc.)								
75.	No physical workspace								
76.	Social isolation								
<b>Please indicate response on the following</b>									
77.	I have flexible working hours to balance new work/home life								
78.	I am satisfied doing work from home								
79.	I have missed some personal events due to work burden								
80.	The working from home has affected my sleeping hours								
81.	I am more efficient working remotely								

## APPENDIX- II

### Interview Question

1. Do you think that Covid-19 Pandemic affects the work environment?
  - a. Do you believe that COVID 19 Pandemic has challenges for day to day activity of the college?
  - b. Do you think that COVID 19 pandemic affects the day to day workload of the college?
    1. To which extent did you have a crisis management plan at hand before COVID-19?
2. How did HRM respond to the crisis in of the college and whether HRM strategy has been worked out for the post-pandemic period?
  - a. Is there any training regarding covid-19 in your college
  - b. Is there any training using online platforms for training their employees.
3. What role did Human Resources play in organizational decisions on how to manage COVID-19?
4. How to manage a large number of employees working remotely over a long period?
5. How the current situation affects the teaching learning process? Explain
  - a. What is your opinion about the online teaching learning process?
6. How did the pandemic conditions influence the HRM practice of the college
  - i. Is COVID 19 affects recruitment and selection process of the college?
    - a. Is there a digital platforms in their organizations which could enable employee recruitment and selection to be done without unnecessary physical contact with job candidates during the COVID outbreak.
  - ii. Is COVID 19 affects the Wage and Salary Administration process of the college?
  - iii. Is COVID 19 affect the Employee Compliance, Legal Matters process of the college?
  - iv. Is COVID 19 affects the Employee Leave and Holiday process of the college?
  - v. Is COVID 19 affects the Training and Development process of the college?
  - vi. Is COVID 19 affects the Payroll Includes the determination of compensation process of the college?
  - vii. Does COVID 19 affect the compensation management and reward of the college?
  - viii. How many employees did you have to layoff due to COVID-19?
  - ix. Was there a particular approach that was used to lay off staff?
  - x. What mechanize have you employ employees to report suspected cases of COVID-19?
  - xi. Do the employees and customers screen before allowing them to enter the workplace?
  - xii. Do you think that COVID 19 has impact on performance of staffs
  - xiii. Do you think that COVID 19 created psychological impact on the performance of employee?
7. What are the potentially positive impacts of the pandemic in your view?
8. What are the lessons learned from COVID-19 in regard to HRM practices and staff?
9. Do you perceive HRM different now than before the crisis?