IMPACT OF WORK-FROM-HOME HR PRACTICES ON THE PERFORMANCE OF ONLINE TEACHING FACULTY DURING COVID-19.

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ABSTRACT

Based on reinforcement theory, this paper examines (a) effects of Work-from-Home Human Resource Practices on the performance of online teaching faculty of educational institutes (b) impact of demographic factors on Human Resource Practices and (c) relationships between Training, Performance Appraisal, Career planning, Employee participation, Job definition, Compensation and Selection, and performance of online teaching faculty. Results confirm our hypothesis showing a relationship between seven Human Resource practices and performance of online teaching faculty. Ultimately confirming the first hypothesis that Work-from-Home Human Resource Practices negatively affect the performance of online teaching faculty of educational institutes. The study conducted in Higher Education Institutes in Sialkot, Punjab, Pakistan. Data collected from 179 faculty members using convenience sampling during the lockdown. Research limitations and future implications include reduced reachability for data collection during lockdown and collecting data from more males respectively while researching all universities in Pakistan.

Keywords: Work-From-Home, HR Practices, Online Teaching Faculty, Employee Performance, COVID-19

RESEARCH HIGHLIGHTS

1. Work-from-Home HR practices negatively impact the performance of online teaching faculty of educational institutes.

2. There is a relationship between HR practices and performance of online teaching faculty.

3. Demographic factors impact the HR practices.

Research Objectives

This study was conducted to find enough evidence whether work from home HR practices impact performance of online teaching method in Sialkot, Pakistan. Is scarce especially in the context of Sialkot. Moreover, studies exist that measure 2 or 3 practices of HR but we measured 7 practices. This was done to fulfill the gap in researches conducted. The research objectives are: understanding how WFH HR practices affect the performance of online teaching faculty of HEI’s in Sialkot, analysing the impact of demographic factors on HR practices and finding the link between HR practices and performance of online teaching faculty. The study results will greatly help provide guidelines to HR managers on how to better their policies in these drastic times of COVID-19 Work-from-Home arrangement.

Methodology

The population consisted of Higher Education Institutes in Sialkot, Punjab, Pakistan. There are four such institutes and their total number of faculty is 709. The study conducted uses convenience sampling by collecting data from 179 respondents. Faculty members of four HEI’s filled an online survey given the lack of direct interactions during the lockdown. The questionnaire consisted of instruments formed by (Singh K 2004) to measure HR practices. To measure the performance of online teaching faculty the scale developed by (Pradhan
et al., 2017) is used. HR practices consist of seven indicators: Performance Appraisal, Compensation, Career planning, Employee participation, Training, Job definition and Selection. We used Likert scale to measure each indicator. Each scale was a five point scale where ‘5’=Strongly Agree & ‘1’=Strongly Disagree. We measure Faculty performance using the tool for employee performance. It consists of the “triarchy model of employee performance” suggested by (Pradhan et al, 2017) Adaptive performance, Task performance and Contextual performance comprise the employee performance.

Results

Work-from-home HR practices either positively or negatively impact the performance of online teaching faculty at HEI’s in Sialkot, Punjab, Pakistan. So, we accept the hypothesis based on our results. There are negative impacts of work from home HR practices on the performance of online teaching faculty. Furthermore, after rejecting all null hypothesis we conclude based on regression and correlation analysis that there is a significant relationship between the stated practices of HR (Career planning, Training, Performance Appraisal, Selection, Job definition, Compensation and Employee participation) and Performance of online teaching faculty. It is evident from the literature that HR practices significantly impact employee performance.

Findings

Based on correlation coefficient we conclude that there is a negative impact of work from home HR practices on the performance of online teaching faculty. There is an indirect relationship between the two variables. When the independent variable increases, the dependent variable will decrease. The table of correlation shows a significance of .000 for each variable, which makes us reject the null hypothesis. Values are statistically significant. We accept that HR practices and performance of online teaching faculty is linked. Values of standard deviation are higher than the mean of all variables.

References


**Author’s Biography**

**Huda Irshad** is a business graduate. Currently doing MS Business Administration with the specialization of Human Resource Management. Experienced in Public Relations and Event Management. Has good communication and writing skills. Focused on precision and perfection in work. Striving to become a good research scholar.

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**Dr Mahmood Rehmani** is a PhD in Leadership and Management Studies from National Defence University, Islamabad, Pakistan. He possesses over 17 year experience in public and private sector organizations including Pakistan Engineering Council and Higher Education Commission, both of which are public sector authorities to regulate higher education in Pakistan. Dr. Rehmani is Director, Centre of Extended Learning and Assistant Professor at University of Sialkot.