NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
HUMAN RESOURCES DEVELOPMENT IN EDUCATION

THE IMPACT OF COVID-19 ON STAFF'S COMPETENCE: A CASE STUDY OF CIVIL SERVANTS/PUBLIC SERVANTS IN NIGERIA

MASTER'S THESIS

OGUNLEYE Tosin Reuben

Nicosia

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Approval

We certify that we have read the thesis submitted by OGUNLEYE Tosin Reuben titled "The Impact of Covid-19 on staffs' competence: A Case Study of Civil Servants and Public Servants in Nigeria" and that in our combined opinion it is fully adequate, in scope and quality as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

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Abstract

THE IMPACT OF COVID-19 ON STAFF'S COMPETENCE: A CASE STUDY OF CIVIL SERVANTS/PUBLIC SERVANTS IN NIGERIA

OGUNLEYE Tosin Reuben

Human Resources Development in Education
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The outbreak of Covid-19 has brought enormous changes to the world at large. Some studies have been conducted on how the pandemic has affected different sectors globally. This study examined the impact of the pandemic on the staff's performance level and how it has changed the work environment. This study also examined how the pandemic has caused work stress among the staff. The Covid-19 pandemic has a lasting effect on employees' well-being; thus, the mental health of these employees needs to be taken into consideration if the organization wants the best performance from its employees.

This research gives fundamental insight into the extent to which the Covid-19 virus has changed the competency level of the staff and how they are adapting to the new system caused by the virus. Employees need to be more flexible while performing their duties during the pandemic to be more productive at their workplace.

This research highlights and analyses how the employee's competence has been affected by the pandemic and what to be taken into consideration. During this pandemic, the staff had to find a way to adapt to the changes at their various places of work. Some of the changes that have been faced are adapting to digital platforms, social distancing at the workplace, and the promotion of new safety measures.

Employers need to provide principles and create protocols with instructions for their employees. Some of these instructions can be urging the staff to follow the social distancing rules, measuring temperature before they are allowed into their workplace, isolating the ones suspected to have contracted the virus or to have been in close contact with someone confirmed to have the virus to prevent further spreading of the pandemic.

It is essential to ensure effective communication with the staff of an organization to enhance the performance level during this pandemic. In other words, the response of employees during critical times will have a long-lasting effect on the organization. For this reason, effective communication will strengthen the organization and uphold its values.

Keywords: Covid-19, performance, staff, competence, pandemic

Öz

COVID-19 SALGININ ÇALIŞANLAR ÜZERINDEKI ETKISI

OGUNLEYE Tosin Reuben

Eğitimde Insan Kaynakları Gelişimi
Tez Danışmanı: Yrd. Doç. Dr. Fatma KÖPRÜLÜ
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Covid-19 salgını dünya genelinde çok büyük değişikliklere neden olmuştur. Bu salgının global olarak farklı sektörleri nasıl etkilediği üzerinde çeşitli çalışmalar yapılmıştır. Bu çalışma salgının çalışanların performans seviyelerini ve çalışma ortamlarını nasıl etkilediğini araştırmayı hedeflemiştir. Çalışmada ayrıca salgının çalışanlar üzerinde yarattığı stress de incelenmiştir. Covid-19 salgınının çalışanların refah durumları üzerinde uzun süreli etkisi olmakta, bu nedenle eğer kuruluşlar çalışanlarından en iyi performansı bekliyorlarsa, onların akıl sağlıklarını da dikkate almaları gerekmektedir.

Bu çalışma temel olarak, Covid-19 virüsünün çalışanların yeterliliklerini ne kadar etkilediğini ve onların salgının yarattığı yeni çalışma ortamına nasıl adapte olduklarını ele almaktadır. Çalışanların salgın süresince işlerinde verimli olmaları için daha esnek bırakılmaları gerekmektedir.

Bu araştırma çalışanların performanslarının salgın nedeniyle nasıl etkliendiği ve neler yapılması gerektiği üzerinde durmaktadır. Salgın süresince çalışanlar iş yerlerindeki değişikliklere adapte olabilmenin yollarını aramak zorunda kalmaktadırlar. Bu değişikliklerden bazıları yeni dijital ortamlara adapte olmak, sosyal mesafeyi korumak, ve yeni güvenlik önlemleri almaktır.

Böylesi durumlarda işverenlerin kurallar koyması ve personeli için gerekli açıklamalarla protokoller hazırlamalıdırlar. Örneğin, çalışanların sosyal mesafeyi koruma kurallarına uymaları, işyerlerine girmeden ateş ölçümlerini yapmaları, virüse yakalanmış olma ihtimali oluşanların veya temaslı olanların, salgının daha fazla yayılmasını önlemek amacıyla izole etmeleri gerekmektedir.

Salgın sürecinde performans seviyesini yüksek tutmak için kuruluş ve çalışanları arasında etkili iletişimin sağlanması kaçınılmazdır. Başka bir deyişle, çalışanlardan kritik durumlarda gelecek dönütler kuruluş üzerinde uzun süreli etkiler

yaratacaktır. Örneğin, etkili iletişim kuruluşu daha da güçlendirecek ve değerlerini daha da yükseltecektir.

Anahtar Kelimeler; COVID-19, performans, çalışanlar, yeterlilik, salgın

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List of Abbreviations

COVID-19   **:** Coronavirus Disease 2019

WHO   **:** World Health Organization

HR   **:** Human Resources

CHAPTER I

Introduction

The Covid-19 virus has spread across the globe and as the virus increases, it has affected the economy and businesses all over the world. Employers have looked for ways on how to minimize the impact the pandemic has on their business, its performance, results, and, most especially, on employees – these are the main issues of concern for every employer. Even though the full effect of the Covid-19 virus has on businesses is still unascertained, it is possible to recognize some of the principal impacts on staff at their place of work. the changes in businesses will have an enormous influence on several business results which exceed just staff's performance which also includes work satisfaction, work stress, and job commitment.

There is numerous proof that indicates significant changes in organizations, specifically technological changes which have a major impact on business outcome (Sykes, 2015; Sykes & Venkatesh, 2017; Sykes, Venkatesh, & Johnson, 2014). These results are usually interconnected which can lead to an escalated negative impact such as the increase in work stress which can result in poor work satisfaction which could also lead to poor job performance. Changes in an organization (especially large organizations) have caused enormous stress, resulting in employees being given a day off to rest (Bariso, 2020). There should be definite investigations that should be carried out on the impacts on employee's competence which be an important step that is related to the transformation in the work environment, how it can also be properly organized before any irreversible consequences that are concerned with staffs' well-being escalate. Furthermore, the subject needs to be investigated or regulated, as transformation in the workplace takes deeper root, both employees and the organizations will have to adapt to a new development caused by Covid-19.

Building on the earlier point, even though numerous strategies are being used by firms, mainly to hold up technology-related tasks by the employees (Sykes, 2015), it is important to understand the right strategy that is most appropriate to aid technology-related activities and also for a different kind of staff for example; technology-related traits and personality are essential, these can aid companies or organization to plan, develop, deploy and also design intercessions to aid their staffs through hard times and prepare the employees for potential transformation at their place of work in the future. During this contemporary time of the Covid-19 virus, the

transmission between employees and managers should be transparent and convenient while the current safety-related information is provided (Lanz et al., 2020). Transparency in communication, nurturing of the work environment ethics, ways in which important information is being allocated among stakeholders. (Haesevoets et al., 2019). In the context of the pandemic, the employees may discern various degrees on how the organizations utilize transparent connection in an orderly and compatible way to provide precision for the stakeholders in the work environment. However, the staff can converse more candidly with a comprehensible objective of safety-related measures and modernized safety-related details in reaction to Covid-19 in their work environment.

The nature of the workplace has transformed significantly with an unprecedented degree of working at home. The implementation of new technology has substantially impacted work performance (Morris & Venkatesh, 2010), this can be greater only when the technology, which is transforming speedily, becomes the engine for all works especially among staff who are involved in working from work has earlier been restricted. Although earlier research is a useful starting point, there is a need to investigate work quality changes (such as work demands and work control). Furthermore, understanding the types of businesses that are most or least affected, and also the types of staffs (e.g., in terms of advanced technology-related attributes such as computer self-efficacy and computer anxiety; (Venkatesh, 2000; Venkatesh & Davis, 1996) are most or least affected, and how to swiftly reinstate the productivity of staff work without compromising other work results are some of the major matters that should be monitored.

Statement of the Problem

The outbreak of the Covid-19 virus has instigated enormous transformation in workplaces which has indeed affected employees' competence and performance in their various lines of duties. The impact of Covid-19 on the performances of staff is a major concern in this contemporary time. Organizations need to provide a conducive work environment for the employees to be productive at their workplace.

Purpose of the Study

The study aims to examine the impact Covid-19 has on staffs' competence. However, it is fundamental to interview the staff to get enlightened on how the virus has

affected their competency level in their workplace. This study intends to provide awareness and it also aims to identify the areas related to employee's performance caused by Covid-19 to help improve the understanding of this pandemic and discuss the impacts of this pandemic on staffs' and how these could change the overall performance of these employees. This study aims in looking at the measures that can be taken in tackling the unprecedented change in the work environment caused by Covid-19 and to also look at ways by which staffs' performance is being affected through these changes.

Research Questions/Hypothesis

Based on the subproblems used in this study, the hypothesis below was developed. The outbreak of the Covid-19 Pandemic will affect the performance level of staff which will inevitably influence their productivity in the organization.

Some of the research questions that are been asked to solve the hypothesis in this study are as follow;

How has Covid-19 affected the performance of staff?

How has Covid-19 influenced the daily activities of staff?

How have staff adapted to the present situation of their workplace due to Covid-19?

What is the current competency level of the employees?

Has the productivity level of the organization increased or reduced as a result of the pandemic?

Significance of the Study

The epidemic has brought about unprecedented and swift changes to all aspects of human lives. Covid-19 has disrupted the daily activities of employees and organizations all around the world. There are many areas our routines have changed due to Covid-19. This study focuses on the significant sector which has been profoundly impacted by the pandemic. There is a need to undertake extensive research on the staffs' performance as a result of Covid-19. This study also highlights potential areas in an organization that is likely to be impacted as a result of staffs performance caused by the pandemic and what can be done to tackle these issues.

This study also gives insight into how staff's competence goes a long way in determining the success of an organization.

Scope of the Study

This research paper is intended to provide the necessary information and raise awareness on current and emerging revelation on the impacts of Covid-19 on staffs' competence, including remote workers and daily commuting. The scope of the study covers a range of staffs' activities, performance, and interests. The study covers a non-systematic selection of sources from reputable organizations in the public sector in Nigeria.

Delimitation of the study

In this research paper, the following subjects are excluded: the private life of the staff, the vital aspects of the physical health, specifically covid-19 virus infection and transmission in the organization, and also detailed coverage of the impact of the virus on customers and staff's relationship.

Limitation of the Study

There are certain limitations to the conclusions that can be made from the baseline that is presented for the following reasons which are; Some of the data collected lacks robust comparability to pre-lockdown paradigm data due to questions that are been asked or data collection changes. There are also changes in the different government measures and regulations throughout the pandemic and within different parts of the country is also likely to impact results. Another limitation is that the Covid-19 pandemic is a current phenomenon, concepts related to competence and performance are subtle and might give rise to misguided results. To curb such issues to arise, the analysis was restricted to staffs' competence. This made the participants have a clearer view of their competence and performance level during this pandemic to avoid misguided information on organizational performance.

Definition of Terms

Covid-19: The Covid-19 virus is a current contagious virus that is caused by coronavirus SARS-CoV-2. These viruses have various tags from the disease caused

by these viruses. For instance, HIV is a virus that leads to AIDS. Covid-19 has had a series of descriptions over the years. Before February 11, 2020, World Health Organisation (WHO) gave the virus Covid-19 a name which the disease was always called as coronavirus through social media. There are several coronaviruses around the world, but there is just one that leads to the disease known as Covid-19.

Competence: The term 'competence' within the context of this research is explained as the ability to adapt and utilize the limited resources obtained to meet individual, societal or organization demands, and to also perform effectively to complete a given task. The term 'competence' in this study can either be individual competence which refers to personal skills about work performance and completion of the task, or team competence which refers to collective efforts in the completion of tasks and organizational growth and development. Competence in this research comprises of the skills and knowledge that an employee has acquired for effective delivery of work activities, the efficacy, and values of employees in contribution to the organizational growth and development, attitude, and responses to achieve job satisfaction in services rendered. Competence is also explained as the capacity to positively respond to certain situations successfully. It is also referred to as an employee's capabilities to solve specific problems, it is also taking full advantage of technological advancement; for example, Staff utilizing and taking full opportunity of the technological advancement during the Covid-19 period.

HR: The term 'HR' is also known as Human Resources. This is a department within an organization that deals with everything about the staff of that organization; which includes the recruitment of staff, vetting and selection of staffs, hiring of staffs, onboarding of staffs, promotion of staffs, training of staffs, payment of staffs and as well as the firing of staffs.

WHO: The term 'WHO' also known as World Health Organization, the headquarters is located in Geneva, Switzerland. It is a sector of the United Nations that tackles major health issues around the globe. This organization sets up standards and procedures to conduct education and research programs for health benefits, publishing scientific reports concerning health care, disease control, and medicines distribution. The core aims of this organization are to provide access to health care for people living in the developing parts of the world and to improve the health care sector.

Performance: Within the context of this study, the term 'Performance' is limited to how staffs fulfill or perform their duties, complete their tasks, and the way they behave in their workplace. According to Rolstadas (1998), he stated that performance is a complex inter-relationship between seven criteria within the staffs' context; the effectiveness of the staff, the efficiency of the staff, the quality level of the staff, the productivity of the staff, the standard of work-life, the innovation, and lastly the profitability or budget-ability of the staffs. Hoffmann (1999) describes the term "performance" as an evaluated contribution of employees and employers to the attainment or fulfillment of organizational goals.

CHAPTER II

Literature Review

Theoretical Framework

Despite a lot of work been done in the social and personality context on narcissism, it is a complex problem that is yet to find a solution in the 21st century (MacLaren & Best, 2013; Zhang et., 2015; Wright et al., 2017). Elevated narcissism in adults often sets up a cascade of interpersonal and mental health challenges reinforcing the need to understand its concomitants. Experiences of maltreatment and different perceived parenting styles have been implicated (Schie et al., 2020). Previous theorizing by clinical psychologists suggests that adult's narcissism may be related to parenting practices (Kernberg, 1975; Kohut, 1977), however, lack of consensus surrounding the conceptualization of narcissism can be found.

Horton et al. (2006) studied parenting and healthy and unhealthy narcissism in depth and found parental warmth to be positively associated with both while psychological control of parents was positively significant only with unhealthy narcissism. The less the parents monitored, the higher the narcissism scores tended to be. These findings were also consistent with the study carried by Winner and Nicholson (2018). Study conducted by Watsson et al. (1992) on Baumrind's (1966) authoritative, permissive and authoritarian parenting styles showed that perceived parental authoritativeness associates with less narcissistic maladjustment, parental permissiveness associates with immature grandiosity and authoritarianism correlates with inadequate idealization.

Otway and Vignoles (2006) studied different psychotherapeutic theories that provide contrasting explanation of adult narcissism resulting either from parental coldness or excessive parental admiration during early years of life. They found that recollections of parental coldness and excessive parental admiration predicted both overt and covert narcissism. The effects of each when modeled together was stronger than separately. Results demonstrated that the paradoxical combination of grandiosity and fragility in adult narcissism may be explained by combination of childhood experiences. These results are also consistent with the literature backing parental

overindulgence and unchecked affection leading to narcissism (Brummelman et al, 2015; Capron, 2004).

Much of the older literature related the parenting characteristics of mothers to associate with narcissism but comparatively fewer studies were done on the role of the fathers; however, that is changing gradually with studies taking father figures and their parenting impact into consideration (Nurmi & Aonula, 2005; Kakihara et al., 2010). Similarly, much research has been done on narcissism and self-esteem while less work has been done in regard to self-concept (Ryckmann, 1993; Chang et al., 2003). The present study aims to posit that parenting cannot directly affect narcissistic development without impacting and developing the pertinent inflated, and unstable self-concept first, which then incite narcissistic traits, the assertion made after sifting several of the studies done on narcissism and self-esteem (Watson et al., 2010; Schie et al, 2020; Brummelman, 2018).

Kauten and Barry (2014) stated that individuals with pathological narcissism reflect their inconvenience to their surroundings when they encounter unpleasant situations or if their expected value is not given appropriately. Behaviors like extreme anger, antisocial behaviors or aggression are some of the ways they use to communicate their inconvenience (Aydin & Akgun, 2014).

Novaco (1975) in his research asserted that outwardly expressed anger may be satisfying as it restores a sense of control, rectify the injustice done to the person or changes the behavior of others. Many theories starting from psychoanalytic to contemporary theories of social personality psychology investigated the relationship between narcissism and anger, rage and aggression starting from early life years (Freud 1932; Alexander 1938; Saul 1947; Jacobson, 1964; Krizan & Johar 2015). Multiple empirical studies have reported these relationships (Twenge & Campbell, 2003; Martinez et al. 2008; Okada, 2010; Reidy et al. 2008). Early research findings associated grandiose narcissism with aggression (Bushman & Baumeister, 1998).

Related Research

Various negative behaviors such as externalization actions (Bushment et al., 2016; Cutulli et al., 2013; Mahajan et al., 2010, Ormel et al., 2005), school gangs (Issurdat, 2011), bullying (Yen, 2010), manipulation, violence and aggressive (World

Health Organization, 2004) have become a concern of the world community. Individual behavior problems cannot be separated from the influence of parenting (Somer, 2010; Hann & Borek, 2001). The family is the foremost environment in terms of behavioral development (O'Connor & Scott, 2007; Somer, 2010). Problematic families, that is, lack of parental warmth and concern for children, harsh and inconsistent disciplinary parenting are identified as risk factors for the development of deviant social behavior problems of adolescents and adults (Hann & Borek, 2001).

      Research on the effects of parental care on behavior and personality output of adults has been widely carried out in various countries and is acknowledged for its correlation. Study conducted by Singh and Udainiya (2009) showed significant effects of the type of parenting and gender on self-concept. The results of Tam and his colleagues' research showed that authoritative parenting has a positive effect on adolescent development continuing till adulthood (Tam et al., 2012). Another research (Abrheim, 2014) showed that the style and practice of parenting and self-concept are closely related in teen psychosocial development. In spite of consensus on the effects of childcare practices on identity and personality development, many questions about what affects adolescents and adults' behavior patterns in each family remain unanswered. Especially the issue of variability in the effects of parenting as a function of the child's cultural background for the self-concept development (Darling & Steinberg, 1993). This phenomenon encourages the need to explore how parenting can help adults build their self-concept in early years of their lives according to their potential.

      Interest regarding parenting styles has stimulated discussion over the best methods of parenting across all cultures (Taub, 2008). Helicopter parents (those who hover over their children) and snow plow parents (those who push obstacles out of their children's way) were much debated on for how best to parent. More than four decades worth of research on parenting styles demonstrates that each style has different impact and outcomes for children (Baumrind, 1971). At a time when parents are seeking the most effective ways to be involved in the lives of their children, examining their parenting styles and promoting guiding parenting has become a prerequisite (Taub, 2008).

      Parenting affect children in the areas of behavior, risk-taking, mental health, academic achievement and emotional development (Baumrind, 1971; Chen et al.,

1997; Ishak et al., 2012; Trinkner et al., 2012). Baumrind (1971) did much research on the three parenting styles as patterns of parental authority: authoritarian, authoritative and permissive parenting. These parenting styles are differentiated from one another based on their levels of demandingness and responsiveness (see figure 3) to children (Baumrind, 1991; Ishak et al., 2012; Martinez & Garcia, 2008).

	Demandingness	
	High	Low
Guiding Parenting (Authoritative)		Permitting Parenting (Permissive)
Controlling Parenting (Authoritarian)		Neglecting Parenting (Rejecting)

(Responsiveness is labeled on the vertical axis.)

Figure 1: Parenting Styles Differentiated By Level of Demandingness and Responsiveness.

Although past studies have indicated guiding parenting to be most effective parenting style; research has neglected to describe where the line is drawn between controlling parenting and guiding parenting and between guiding parenting and permitting parenting (Baumrind, 1991; Ishak et al., 2012; Maccoby & Martin, 1983; Milevsky et al., 2007) which needs to be probed in future researches.

Controlling parenting also known as authoritarian parenting is characterized by a high level of demandingness and a low level of responsiveness (Baumrind, 1971; Ishak et al., 2012; Luyckx et al., 2011; Miller et al., 2012). Controlling parents are strict with their children and emphasize discipline over nurturing (Miller et al., 2012) but are detached and unreceptive to their children's needs (Trinkner et al., 2012). They assert high levels of control, set rules and restrictions (Baumrind, 1971; Chen et al., 1997; Greening et al., 2010; Miller et al., 2012), have high demands (Greening et al., 2010) and are rejecting of their children (Chen et al., 1997). Controlling parenting is related to less positive adjustment for children (McKinney et al., 2011). Children with controlling parents are less likely to engage in exploratory behaviors or those that challenge them as compared to children with parents of other styles (Chan & Chan, 2005; Kang & Moore, 2011).

Guiding parenting, also known as authoritative parenting, is characterized by a high level of demandingness and a high level of responsiveness (Baumrind, 1991; Ishak et al., 2012; Luyckx et al., 2011; Miller et al., 2012). Guiding parenting uses a mixture of controlling but not restrictive practices with positive encouragement for autonomy and independence towards children (Baumrind, 1971). Guiding parents recognize and nurture the uniqueness of their children (Ishak et al., 2012) and are accepting of their children (Bronte-Tinkew et al., 2006; Miller et al., 2012).

Guiding parenting results in more positive outcomes than other parenting styles (Baumrind, 1971; Trinkner et al., 2012). These positive outcomes are evident in self-concept development, behavior, risk-taking, mental health and academic achievement. Guiding parenting has the most advantageous effect on children's behavior compared to other parenting styles. Guiding parenting is negatively correlated with behavioral problems in children (Kaufmann et al., 2000). They are negatively correlated with externalizing problems such as aggression, attention problems and hyperactivity (Rinaldi & Howe, 2012; Tan et al., 2012; Trinkner et al., 2012). Children with guiding parents are also described as more adventurous than children from other parenting styles (Baumrind, 1971; Chan & Chan, 2005).

Permitting parenting also known as permissive parenting is characterized by low levels of demandingness as well as low levels of responsiveness (Baumrind, 1991; Robinson, et al., 1995). Permitting parenting is non-controlling, non-demanding and warm. Permitting parents are responsive to their children but not demanding; they behave in a non-punitive and affirmative manner toward their children (McKinney et al., 2011; Miller et al., 2012).

Researchers sometimes differentiates between two types of permitting parenting: indulging parenting in which parents exhibit low levels of demandingness with high levels of responsiveness and neglecting parenting in which parents engage in low levels of demandingness and low levels of responsiveness (Maccoby & Martin, 1983; Milevsky et al., 2007; Rhee et al., 2006; Rinaldi & Howe, 2012).

Male children with permitting parents score high on behavioral tendencies including hostility, resistance and dominance. Female children with permitting parents are more resistive and less independent than female children of guiding parents (Baumrind, 1971). Also, children of permitting parents exhibit negative behavioral outcomes including internalizing, externalizing, attention problems and

disorders (Rhee et al., 2006; Rinaldi & Howe, 2012). The permitting parenting style has negative effects on the behavior of children, their development of self-concept including resistance, hostility and lack of social responsibility (Rhee et al., 2006; Rinaldi & Howe, 2012).

Indulging parents on the other hand are tolerant, warm and accepting. They exercise little authority, make few demands behaviorally and allow considerable self-regulation by the children (Glasgow et al., 1997; Maccoby & Martin, 1983). Indulging parents offer support to their children with the absence of strict control (Huver et al., 2010). They avoid confrontation and regard issues as belonging to their children's personal domain (Jutengren & Palmerus, 2006).

Maccoby and Martin (1983) added the neglecting parenting style as a subtype of permitting parenting sometimes referred to as rejecting parenting to the model presented by Baumrind (1971). Neglecting parenting also called as uninvolved parenting is low on both control and affiliation with low levels of demandingness as well as responsiveness (Baumrind, 1991; Glasgow et al., 1997; Maccoby & Martin, 1983; Rhee et al., 2006; Speirs-Neumiester & Finch, 2006). Neglecting parents let their children do whatever they want without getting involved (Jutengren & Palmerus, 2006) nor do they guide, monitor or support their children (Adalbjarnardottir & Hafsteinsson, 2001). Indulging parents on the other hand are committed to their children. Neglecting parents are preoccupied with their own troubles and are not engaged in parental responsibilities (Glasgow et al., 1997).

Like many other areas, parenting style is also not without nature or nurture debate. Maccoby (2000) remarked through his research that many studies place too much emphasis on the effects of parenting style and children's psychological outcomes (McLaughlin & Shields, 1986). Genetic factors are also thought to be important influence in parent child relationships (Ember & Ember, 2005). The links between the quality of parent-child relationships and children's psychological adjustment are in part mediated by genetic influences. Among many other factors, the child's temperament also clearly demonstrates that a 'one style fits all' approach to parenting is not optimal (O' Connor & Scott, 2007).

Developmental psychologists argue that relationship between parenting style and specific adult behavior cannot be guaranteed by studying only one child in a family (Buchmann & Dalton, 2002; Henderson & Mapp, 2002; Patrikakou et al.,

2005). For instance, if the siblings of age 8, 10- and 13 are exposed to the same parenting styles and exhibit similar outcomes then researchers may conclude that particular parenting style is related to specific behavioral outcomes (Epstein & Sheldon, 2002; McNeal, 1999; Sheldon & Epstein, 2005). On the nature (genetic) side of the debate, behavioral geneticists tend to be more interested in inherited, dispositional factors in children (Campbell & Glasgow, 2010). Researchers try to look for differences in children's outcomes despite being raised in a similar environment (Stein & Thorkildsen, 1999). Like environmentalists, it is possible that behavioral geneticists also overstate the effects of genes on developmental outcomes while underestimating the impact of the environment on behavior (Sui-Chu & Willms, 1996; VanVoorhis, 2003).

Many studies showed that parental involvement is beneficial for children belonging to all age groups (Cox, 2005; Desforges & Abouchaar, 2003; Eccles & Harold, 1993; Epstein, 2001). Studies conducted by many psychologists showed that the more the families are involved, the more student's achievement increases (Chavkin, 1993; Epstein, 2001; Henderson & Berla, 1994; Walberg, 1984).

Some of the attributes of positive parenting mentioned in the literature of positive parenting are nurturing, loving, caring, leading, guiding, empowering, consistency, sensitivity to child's needs, non-violent, emotional security, open communication, warmth, reward achievement and empathy (Rodrigo et al., 2012).

Many of the results of cross-sectional and longitudinal studies showed poor monitoring to be related to antisocial behavior (Patterson et al., 1992). Adults with behavioral problems may show strong associations with deviant peers and if parental monitoring is low, the disruptive behaviors may increase more (Smetana & Daddis, 2002). Adults are also seen to indulge in tobacco, alcohol and substance use in the presence of poor monitoring (Barnes & Farrell, 1992). Adults and adolescents with poor supervision show more depressive symptoms, reduced self-esteem and weak academic performance (Hartos & Power, 2000). Problem behaviors are seen to be reduced by improving parental monitoring (Dishion et al., 2003).

Dysfunctional families having poor attachment between parents and children, lack of boundaries, inconsistent discipline are also linked with poor supervision (Shumaker, 1997). At early years some parents may neglect to supervise children and

the outcomes of that may show up later in adolescence or adulthood (Cassel &
Bernstein, 2006; Lyons-Ruth, & Jacobvitz, 1999).

In a research, Lengua and Kovacs (2005) recruited third and fifth graders and
their parents to report the inconsistent behavior children receive. After a year, same
study sample displayed more aggressive and deviant behavior by those students who
reported to receive inconsistent discipline by parents last year (Lengua & Kovacs,
2005). Another study done on children of age 9-11 displayed conduct problems
because of inconsistent discipline (Barry et al., 2009; Gonzales et al., 2000; Hill et al.,
2003). Other researches also showed that inconsistent discipline can result in conduct
disorder, eating disorders or reduced academic performance (Brody et al., 2003;
Dornbusch et al., 1987; Patterson, 1976; Ross & Gill, 2002).

Corporal punishment is believed to result in adjustment problems in the future.
Eighty eight meta-analysis researches on corporal punishment predicted that it is
linked with developing aggression, antisocial behavior, delinquency, psychological
disturbances and distorted relationships and internalization of morality. The only
positive impact was found to be immediate obedience from the child (Gershoff,
2002**).** Children who undergo corporal punishment shows cognitive problems and
lower IQ (Berlin, 2009; Straus, 2009).

In a study done by Graziano (1996), it was reported that 85% of the European
Americans that belong to middle-class feel guilt, anger and anxiety when they deal
with the misbehavior of a child (Graziano, 1996). In another study, American mothers
reported that they punished their child wrongly in anger because of misreading the
situation correctly (Straus, 1996). Corporal punishment changes the way child process
and store the situation (Rohner, 1986). When a child is being corporally punished,
he/she register this information as a solution to similar social situations and show
same aggression and violent behavior when they come across similar scenario in
future; overtime their aggressive behavior get generalized to every situation with
minor displeasure or comfort (Larzelere & Kuhn, 2005). The cognitive biasness that
develops in children aggravate their aggression (Lansford et al., 2009; Weiss et al.,
1992).

Anthropologists are of the view that certain cultures and religious groups
support corporal punishment as means to correct the child (Gershoff et al., 1999).
Corporal punishment by parents and behavioral outcomes of children is a reciprocal

system in which child's misconduct results in physical punishment and that further infuriate behavioral problems, thus the cycle continues (Lansford et al., 2011; Patterson et al., 1992).

It is also believed that certain personality traits such as narcissism increase the likelihood of an individual acting aggressively and inflict violence against others (Bushman & Baumeister, 1998). Self-concept also surfaced as a candidate in the etiology of aggression. The structural variable of self-concept, that is, self-esteem has generally been precluded as direct cause of aggression (Baumeister et al., 1996), self-complexity (the degree to which certain aspects of the self are differentiated from other aspects of the self) remains a potential variable in understanding individual differences in aggressive behavior (Bong & Skaalvik, 2003; Festinger, 1954; Shavelson et al., 1976).

Positive self-concept is linked with well-adjusted individuals with better psychological health and a high school achievement while negative self-concept is linked with school failure and anxiety (Brooks, 1984; Keltikangas-Järvinen, 1990).

Several factors such as parental education, continuous disappointment, unhappiness, etc. effects the development of one's self-concept (Bong & Clark, 1999; Shavelson & Bolus, 1982; Shavelson et al., 1976). Bracken (1992) identified six specific domains related to self-concept including: social "the skill to cooperate with others", competence "ability to see basic requirements", affect "consciousness of emotional states", physical "feelings about appearances, health, physical condition and general appearance", academic "achievement or disappointment in school", and family "how well one purposes within the family unit" to influence personality and behavior (Tan &Yates, 2007; Weiten, Dunn, & Hammer, 2014; Yahaya & Ramli, 2009).

Ziller et al. (1969) believed that self-concept evolve within social reality. Social reality they stated is a combination of social-acceptance and self-acceptance. Zimbardo (1977) too noted the social aspect of self-concept. He explained it as "one's self-worth as based on an individual's perception of how he compares to others" (p. 154). Self-concept also play an important role in assertive communication. Alberti and Emmons (1970) proposed that a positive correlation exists between assertiveness and self-concept. This relationship was also checked by Percell et al. (1974) who found that assertive individuals exhibit a higher level of self-acceptance. After

assertiveness training was given to those scoring low, participants scored high on self-acceptance measures.

Throughout literature debate exists between the relationship of self-concept and anger. Some researchers showed less developed self-concept to be modest predictor of future antisocial behavior (Heaven, 1996) while other researches showing great impact of self-concept on antisocial behavior (Baumeister et al., 1996; Gluek & Gluek, 1950).

Vermeiren et al. (2004) examined the differential effect of self-concept on perceived family acceptance, academic competence, peer popularity and personal security. It was found that in a Belgian community sample, self-concept showed differential relationships to property and violent offending. In males more so than in females, high peer popularity was associated with violent offending. Vermeiren et al. (2004) explained relationship develops in youth having low esteem in most areas of their life and as a result they develop relationships with peers who serve to enhance their self-concept. This behavior tends to increase more as they reach adulthood (Linville, 1985).

Self-concept enhances because of positive emotions like enthusiasm, happiness, and amusement (Berdahl & Martorana, 2006). Self–reports of strength, self-assuredness and positive temperament also shows underlying high self-concept (Keltner et al., 2003; Watson & Clark, 1997).

While high socio-economic status corresponds with expanded positive effect, lower status result in negative feelings such as blame and melancholy. When studied these individuals also display poorly developed self-concept (Smith & Trope, 2006). On the other hand, Goodwin et al. (2000) stated that high status individuals show frequent thoughtfulness and stereotyping towards others even though their self-concept is adequately developed while low status individuals are less stereotyped (Hecht et al., 1998; Overbeck & Park, 2001).

Rani et al. (1989) examined self-concept in offenders and non-offenders from India. Non-offenders reported more positive self-concept both personal and social. Within offender groups' arsonists, murderers and cheats reported higher private and social self-concepts than sex-offenders, burglars and individuals convicted of assault.

Patel and Kshatriya (2011) studied the personality traits and self-concept among team and individual game players. Study was conducted on 50 national level

male players. Insignificant difference among individual and team players on self-concept and personality.

Othman and Leng (2011) studied self-concept, intrinsic motivation and self-determination with academic achievement. The sample of the study was 200 students from Malaysia. Study results showed significant correlation between self-concept, intrinsic motivation and self-determination of the participants.

Parmar (2011) compared the self-concept among 200 obese boys and girls. Significant differences in the findings were reported between obese boys and girls on self-concept. Boys were found to have poorer moral and educational self-concept domains than girls.

Kaur et al. (2009) investigated academic achievement and home environment as correlates to self-concept among 300 participants. Self-concept and academic achievement were seen to be positively correlated to each other. Self-concept also positively related to home environment components of protectiveness, conformity, reward and nurturance. While social isolation, deprivation of privileges and rejection by parents were having significant negative correlation with self-concept.

Narcissism and self-concept first studied together by Campbell (1999) as cited in Foster et al. (2003) in a meta-analysis of researches found narcissism to correlate positively with measures of high self-concept. An inflated, grandiose evaluation of self is a central feature of the narcissistic personality. It also shows poorly developed self-concept to be associated with a range of mental health issues with increased interpersonal difficulties, anger and aggression.

Emmons (1984) found narcissism to be positively correlated with self-concept, self-esteem, extraversion, dominance and independence and negatively with abasement, self-ideal discrepancy, neuroticism and social anxiety. Some aspects of narcissism are also seen to be associated with high self-concept and may not be maladaptive. Emmons (1984) concluded there may be a curvilinear relationship between the self-evaluation (concept) component of narcissism and adjustment.

Narcissism, a dimensional personality trait consists of a grandiose self-concept as well as behaviors intended to maintain this self-concept in the face of reality (Emmons, 1984; Morf & Rhodewalt, 2001). Distinct from Narcissistic Personality Disorder (American Psychiatric Association, 2013) trait narcissism exists in the non-pathological population. Narcissists can be divided into grandiose narcissists and

vulnerable narcissists. The existence of two forms of narcissism was first conceptualized by Wink (1991). Reviewing the literature has confirmed the existence of these two types (Hendin & Cheek, 1997). Grandiose narcissism reflects traits related to grandiosity, aggression and dominance while vulnerable narcissism is hypersensitivity to the opinions of others, an intense desire for approval and defensiveness (Dickinson & Pincus, 2003). The common traits of grandiose and vulnerable narcissism are a sense of entitlement, grandiose fantasies and the need for admiration (Dickinson & Pincus, 2003, Pincus et al., 2009).

Wink (1991) suggested both grandiose and vulnerable narcissism as arrogant, argumentative and opportunistic. He marked grandiosity as a show-off, egotistical and assertive whereas vulnerability as complaining, bitter and defensive (Miller et al., 2011). Subsequent research has replicated the same results in different populations. Grandiosity has also been associated with dominance, low emotional distress and high self-esteem whereas vulnerability is linked to introversion, high emotional distress and low self-esteem. Although they both share entitlement and dismissive tendencies (Glover et al., 2012; Krizan & Johar, 2012; Rathvon & Holstrom, 1996; Wink, 1991).

Social learning theory stated that children directly learn the behavior from their parents and internalize their parents' beliefs if their parents feel superior to others and entitled to special treatment; children also develop same narcissistic tendencies. Cramer (2011) found that children raised by authoritative and permissive parents' exhibit more narcissistic tendencies such as superiority and grandiosity whereas children raised by authoritarian parents do not show these traits.

An emerging body of research suggests different facets of narcissism such as feelings of superiority and having a grandiose self-concept appear to be partially adaptive since they have been linked to positive outcomes such as high self-esteem and emotional stability and low loneliness and depression (Rhodewalt & Morf, 1995; Sedikides et al., 2004; Trzesniewski et al., 2008). In contrast, facets of entitlement and exploitativeness appear to be maladaptive as they have been associated with negative trait of anger, aggression and dysfunctional interpersonal relationships (Bushman & Baumeister, 1998; Campbell et al., 2002; Campbell & Campbell, 2009; Miller et al., 2009). These findings highlighted the need to distinguish different aspects of narcissism more clearly.

Substantial interest in the construct of narcissism across subfields within psychology have been present (Cain et al., 2008; Miller & Campbell, 2008) maybe because it has been linked to broad range of outcomes. Recent social psychological researches have suggested a paradoxical portrait whereby narcissism seems to generate both positive and negative consequences. Narcissism is associated with various interpersonal dysfunctions including the inability to maintain healthy interpersonal relationships, low levels of commitment, aggression in response to perceived threat to their self-esteem (Bushman & Baumeister, 1998; Foster & Campbell, 2005; Paulhus, 1998) and unethical or exploitative behaviors such as academic dishonesty and white-collar crimes (Brunell et al., 2011; Blickle et al., 2006; Campbell et al., 2005; Grijalva & Harms, 2014). Narcissism has also been positively linked to some aspects of psychological health such as self-concept, self-esteem and emotional stability (Sedikides et al., 2004; Trzesniewski et al., 2008). Grijalva et al. (2014) suggested narcissists tend to emerge as leaders more often than others.

Narcissism is also mentioned to be over and covert in literature. Overt narcissism represents displeasure with restrictions, impertinency, selfishness, deprivation of empathy and grandiose personality. Individuals with covert narcissism are extremely fragile against the criticisms of others, they are anxious and angry and they internalize the feelings of inferiority towards themselves (Karaaziz & Erdem, 2013).

Narcissism may also develops as a consequence of the disorder or lack of parent-child relationship in the early stages of life. Children growing up with neglected and inadequate parental experiences try to maintain their lives using some old defense mechanisms. Social interactions in later stages of life may indicate maladaptive behavioral patterns that are developed against adverse conditions in childhood. With time, their narcissistic tendencies reaches pathological level (Barry et al., 2015).

In recent years psychopathological in general and narcissism cases in particular are reported to increase (Johnson et al., 2000; Karaaziz & Erdem, 2013; Twenge & Foster, 2010). In many studies, narcissism is found to be linked with self-confidence (Narnett & Powell, 2016), anger (Barry et al., 2007), delinquency (Barry et al., 2007), anxiety and depression (Barry & Malkin, 2010), the quality of

interpersonal relations (Barry & Wallace, 2010) and self-compassion (Barry et al., 2015). Some research findings also showed decline in narcissistic traits after young adulthood (Roberts et al., 2010) and varies by gender (Barrnett & Powell, 2016).

Krizan and Johar (2015) reported that it was vulnerable narcissism that predicted aggressiveness in dispositional hostility and anger, and poorer anger control instead of grandiose narcissism. Vulnerable narcissism intensified reactive and displaced aggression in the face of minor provocation. recently, some other researchers found that grandiose narcissism is associated with both proactive and reactive aggression while vulnerable narcissism is related only to reactive aggression (Vize et al. 2019).

Kassinove (1995) in his work emphasized that for considerable years much of the empirical work in psychology was dedicated to anxiety and depression and other important constructs such as anger among many others were relatively neglected.

Spielberger et al. (1985) explained the characteristic ways in which people express their anger through the 'Anger-out' or 'Anger-In' mechanism. Spielberger (1985) came up with the concept of AHA! Syndrome comprising of anger- hostility- aggression. The core of this syndrome is anger. This syndrome he believed is underlying many of the emotional disturbances and other psychological illnesses.

Kassinove and Sukhodolsky (1997) conducted a study on American and Russian subjects to examine their anger episodes. The study results revealed that 80% of times anger was triggered by actions of other people. 87% of Americans and 60% of Russians selected yelling and arguing or making sarcastic remarks as their most frequent response when they get angry. Tendency to control anger and resolve their problem was seen in 65% of Russians and among 64% of Americans. Violent acts like hitting when angry were seen in 11% of Americans and 8% of Russians.

Research done on gender differences in the expression of anger revealed that some people especially women retreat to denying the feeling of anger altogether. The suppression of such powerful emotion may result in psychological disturbances overtime (Williams et al., 2000). It is however, yet unclear whether the overt expression of anger or its total suppression if beneficial in the long run. Nevertheless, the physiological, psychological and social effects of anger are severe and destructive (Kassinove & Sukhodolsky, 1995).

Much research has stated that physical punishment from parenting affect reactions of anger in children and their expression of it in later life (Metcalf & Gaier, 1987; Peery et al., 1985). Coaxing and harassment by parents lead to anger, resentment and rebellion in children (Metcalf & Gaier, 1987). Authoritarian parenting style characterized by strict disciplining could promote anger among children taking this behavior pattern into their adulthood and old age. Further research done stated that rejected and isolated children most often are parented by mothers with attitudes of a patriarchal family structure, low self-confidence, low preference for young children, infrequent praise, no reward for good behavior and poor disciplining. These children also have fathers with too much expectations from children's' behavior, infrequent threats and negative reactions to intrusion. Parenting characterized by rejection is therefore related to the social rejection of children because of the development of deviant personalities. This rejection, in turn, also increase children's anger which is expressed more intensely in their adult years (Peery et al., 1985).

Other studies show that children's exposure to anger also may increase their aggressive behavior (Cummings, 1987; Cummings et al., 1984). This exposure often comes from the parents (Fine, 1980; Rosenberg, 1987).

Research done by Wu et al. (2018) stated self-concept to be the mediator between the relationship of anger and resilience. 6.86% significant variations in anger was seen by variation in self-concept and 52.83% of variation in resilience.

Anger is also casually interchanged in the literature with hostility. As with aggression, hostility is a manifestation of anger. Rothenberg (1971) stressed the destructive quality of hostility which results from unexpressed anger. Coleman (1976) too emphasized that hostility is a more enduring emotion. It is the consequence of continued frustration and unresolved anger. Hostility is usually expressed indirectly in the form of gossip, sarcasm or even violent revenge and is "aimed at the integrity of the individual rather than the specific threat or obstruction he produces" (Rothenberg, 1971, p. 90).

Age has also been frequently considered a mediating factor in the expression of anger with young offenders more frequently displaying aggressive behavior than older offenders (Dowden et al., 2020).

To advance further knowledge, previous literature review shed systematic light on the present study variables (Webster & Watson, 2002). Perspectives and

findings from various empirical researches provided the logical ground and direction for the present study variables and their relationships.

CHAPTER III
Methodology

The study is a qualitative research study carried out to examine the overall impact the Covid-19 virus has on the staff' in the public sector. The methodology comprises the procedures, approach, and systematic plans used in the research. Methodologies are produced in such a manner that there will possibly be work on primary information, this being an approach for finding out the impact of Covid-19 on staffs' competence and not essentially drawing conclusions. The qualitative approach was used to utilize the results that were gotten from the questionnaire. The questionnaire was conducted through an interview using a semi-structured interview by asking the participants their views on the questions that were being asked with the help of open-ended questions. A qualitative approach was used so that a descriptive analysis could be achieved. The descriptive analysis provides constructive information, insightful facts, definite statistics for the data. The descriptive analysis was done systematically to decrease the chances of making errors. The utilization of this approach also helps in the collecting and analyzing of the data in an orderly and time-efficient way. This approach also helps in describing the views and opinions of each participant more coherently.

Research Design

The qualitative research method was chosen for this research paper. According to (Parkinson & Drislane, 2011) the qualitative research is research that makes use of methods such as participant observations or case studies which result in a narrative, descriptive account of practice or setting. To gather the essential data, a structured based online questionnaire was used. The above questionnaire consists of 3 sections. The first section of the questionnaire contains instructions for completing the questionnaire, then the consent for voluntary participation in the research. The second part of the questionnaire consists of the personal information of the participants, such as their gender, age, and occupation. The third part consists of questions related to the participant's perspective on the impact of Covid -19 in their various workplace.

The universe of this study consists of employees of diverse legitimate organizations in Nigeria during this epidemic. The sample of the study is composed of

30 staff and all the participants who will take part in this research will be voluntary. The questionnaires were forwarded to the participants and they were required to fill in immediately and return them for analysis and evaluation. Thirty participants were selected based on occupation, geographical location, experience, and expertise. Each participant is expected to answer the twelve questions that was been set for the study. All participants are also expected to answer all the questions so that sufficient data can be collected for the data analysis.

Study Group

The focus group that was interviewed in this study are mainly qualified civil servants and public servants in different reputable organizations in Nigeria. In this research paper, the data were collected from 30 participants who are well experienced and enlightened in their various jobs and are also reliable and responsible. All these participants are both civil servants and public servants in organizations in Nigeria.

Data Collection Tools

The qualitative research approach was used to gather information through the use of a structured interview which consists of 12 structured questions to collect substantial information from the participants. Participants engaged in the interview by filling in the space given to them in the questionnaire. The qualitative approach was used to gather and analyze the information. The constructed questionnaire was based on the subject matter of the research to collect substantial information for the hypothesis and analysis.

Data Collection Procedures

The thirty participants that were selected in this research study were experienced and very much enlightened in their various fields of work. The structured interview question was carried out to get credible information that is aligned with the subject of the research. The interviews were conducted by forwarding the questionnaires to each participant individually and also, each interview has a different time section. Each question in the questionnaire was specifically set to analyze and solve the constructed hypothesis.

Researcher's Role

The researcher's role in the above research serves as an intermediary between the participants and the data that was being collected. Also, the researcher's role is to systematically gather important information for the study to analyze the information in detail, and construe the hypothesis.

Validity and Reliability

The data that was collected from the participants are valid and are from well-grounded sources. The participants were not picked randomly, they were picked according to their qualifications and how proficient they are at their workplace. It is requested for the participants to provide consent of voluntary willingness before proceeding to answer the questions in the questionnaire. The research makes sure that the anonymity has agreed on keeping the participants' identity confidential. The structured questionnaire used for this research was self-designed. For this reason, it is required to set up a constructed validity and reliability. And to also examine the constructed validity of the scale and to be aware of the correlation between the variable.

To make sure the validity and reliability of the data, the questionnaire was constructed by the researcher with the guidance of the research supervisor. The questionnaire was given to 3 professors in the graduate school for perusal. The questionnaire was lastly subjected to further scrutiny by an expert in assessment and evaluation in the faculty of education.

Procedure for Data Analysis

To pinpoint the viewpoint of the recipients of the questionnaire, the data was derived by using the descriptive analysis approach. According to Yıldırım and Şimşek (2013), the results were acquired by analyzing the data obtained within the stated subject, and evaluating all variables.

Table 1. Demographic Variables

Demographic variables %		f
Gender 60	Male	18
40	Female	12
100	Total	30
Age 6.6	20 – 25	2
26.7	26 – 30	8
16.7	31 – 35	5
16.7	35 - 40	5
33.3	41 and over	10
100	Total	30
Occupation 53.3	Public servant	16
46.7	Civil servant	14
100	Total	30

In proportion to the demographic variables of participants, from the table above, it is shown that the male gender engaged more in the research process than their female counterparts, the male gender consist of 60% while the female gender consists of 40%, majority of the participants are between the age of 41 and above which consist of 33.3% while the least are between the age of 20 and 25 which consist of 6.6 %, 16, which consist of 53.3% of the participants are public servants while the remaining 14 (46.7%) are civil servants.

CHAPTER IV

Findings and Discussion

This chapter includes the assessment of findings and the data analysis of the participants' viewpoint on the impact of Covid-19 on staffs' competence. The data analysis findings were scrutinized before they were presented in tables. This chapter also centered on the discussion of the analysis which is a result of the interview that was carried out about the theme of the study. The data analysis was reached using the qualitative data analysis method through the use of the descriptive analysis approach. The questions in the interview form were set to unravel specified subject matter and to also decode the participants' views on the related themes. According to Yıldırım and Şimşek (2013), they stated that finding should be attained by assessing the data within the subject matter and also evaluating the cause-and-effect interrelation. The responses from the participants were translated word for word and the researchers concluded the subject matter that was based on the participants' feedback.

Data Presentation

Table 2. The Participants' Views on whether their career aspirations or developmental goals changed as a result of the pandemic

Career aspirations	f	%
It has changed	9	30
It has not changed	15	50
It has not changed but there are challenges	6	20
Total	**30**	**100**

Table 2 reveals that 15 (%50) of the participants indicated that neither their career aspirations nor developmental goals have changed as a result of the pandemic. They still held on to their career goals. According to one of the participants that lay claim to this sentiment, he stated;

"My career aspirations are not in any way affected by the pandemic."

Some participants are on the notion that their career aspirations have changed due to the impact the pandemic has on them. For this reason, they had to make a U-turn on their career goals so they can be more achievable and realistic considering the current situation in the work environment. One of the 9 (%30) of the participants that hold on to this notion stated that;

"Yes, my career aspirations have changed due to the effect of the pandemic."

Some participants stated that although the Covid-19 pandemic has brought so many challenges to the workplace, their career goals have not changed. One of the 6 (%20) that hold on this claim stated that;

"My career aspirations and development goals have not changed but the pandemic has dented my long-term career plan, thereby not correlating with the company's goals."

Table 3. The Participants' Views on the extent the pandemic brought setbacks and if they continued to collaborate with their team

Setbacks	f	%
There have been setbacks	18	60
There are no setbacks	12	40
Total	**30**	**100**

The above table illustrates that most of the participants agreed that the Covid-19 pandemic has brought major setbacks in their workplace. All the participants stated that they continued to collaborate with their team despite the impact of the pandemic. One of the 18 (%60) participants that hold on to this view stated that*;*

"The pandemic has brought about major setbacks in our developmental plans as well as a delay in the team's progress generally."

The other 12 (%40) of the participants are of the view that despite the emergence of the Covid-19 virus, there are no setbacks that were experienced by the organization. One of the participants contends that*;*

"It has not changed the teamwork because we are an essential service department."

Table 4. Participants Views on whether Covid-19 has allowed them to work on additional projects

Additional projects	f	%
Yes	15	50
No	12	40
Not really	2	6.7
Nothing changed	1	3.3
Total	**30**	**100**

Table 4 demonstrates the views of the participants on whether Covid-19 has allowed them to work on additional projects, 15 (%50) of the participants specified that there were able to work on other projects during this pandemic. One of them stated that*;*

 "It has given me enough time off to attend to personal or extracurricular projects during the lockdown."

Some of the participants claimed they were unable to work on additional projects during this pandemic, one of the 12 (%40) participants who claimed that the pandemic did not allow them to work on additional stated that;

"The covid-19 has disallowed us to engage in an additional project. We are only concentrating on the existing project by improving our service."

There were 2 (%6.7) of the participants who responded that "not really" while just one participant responded that nothing changed.

Table 5. The Participants response on skills they acquired during the pandemic

Skills	f	%
Computer skills	3	10
Information technology skills	9	30
Occupational health and safety	5	16.7
Reading and Researching	9	30
Cryptocurrency	1	3.3
Remote servicing	3	10
Total	**30**	**100**

The above table shows the participants' responses on the skills they have acquired during the pandemic, 3 (%10) of the participants stated that they were able to develop computer skills, 9 (%30) of the participants responded that they improved on information technology skills, for example; WhatsApp, Zoom, FaceTime, and other media of communication during this pandemic. There were 5 (%16.7) of the participants that stated they were able to learn more about occupational health and safety during the pandemic, 9 (%30) of the participants indicated that they all had time to do more reading, learning, and research during the pandemic, just 1 (%3.3) of the participants indicated that he was able to learn cryptocurrency during the pandemic and the remaining 3 (%10) participants stated that they were able to engage in remote servicing during the pandemic.

Table 6. The Participants response on the role they took in contributing to getting the organization through the pandemic

Roles	f	%
Taking the vaccine	2	6.7
Remote working	11	36.6
Teamwork	9	30
Engaging in Multitask	6	20
None	2	6.7
Total	**30**	**100**

Table 6 shows the responses from the participants on the role they took in contributing to getting the organization going through the pandemic. There were 11 (%36.6) of the participants that stated that they contributed by getting tasks done through remote working, 9 (%30) out of the 30 participants indicated that they were able to contribute in getting the organization going by teamwork, one of the participants stated that;

 "Shorting most important work online by setting up a zoom meeting with the appropriate departments."

There were 6 (%20) of the participants that specified that they were able to help the organization through the pandemic by multitasking, 2 (%6.7) of the participants stated

that the role he played was taking the vaccine and lastly, 2 (%6.7) of the participants admitted that they did not take any role in contributing to getting the organization moving during the pandemic.

Table 7. The Participants response on whether they have the appropriate amount of information to make correct decisions at their workplace during the pandemic

Appropriate Information	f	%
Yes	21	70
No	9	30
Total	**30**	**100**

The above table reveals the participants' views on whether they have the right amount of information needed to make the correct decisions at their workplace during this pandemic. Most of the participants admitted that they have the required amount of information they need to make correct decisions during this period. A particular participant out of the 21 (%70) participants that shared the same sentiment stated that;

"Yes, I do, but where the information is not enough, I always contact my immediate boss."

The other 9 (%30) participants indicated that they do not have the appropriate amount of information that is needed to make crucial decisions during this period, one of them stated that;

"No, because there have been limitations in getting some data through physical researches in various parts of the country."

Table 8. The Participants view on whether there has been a decline in the standard of their work delivery

Standard of work delivery	f	%
Yes, there has been a decline	16	53.4
No, there has not been a decline	14	46.6
Total	**30**	**100**

Table 8 illustrates the views of the participants concerning the decline in the standard of their work delivery during the pandemic. We have 16 (%53.4) of the participants that agreed that they have been a decline in the standard of work delivery, one of the participants stated that;

"Yes, there has been a decline, because we could not access data in the exact forms, and has its effects on final results."

The other 14 (%46.6) participants stated that there has not been a decline in the standard of their work delivery during the pandemic, one of them stated; *"No, everybody understands the current situation so there is no decline in the work delivery."*

Table 9. The Participants view whether their team inspire them to perform effectively during this pandemic

Team inspiration	f	%
Yes	29	96.7
No	1	3.3
Total	**30**	**100**

Table 9 demonstrates the participants' responses on whether their team inspired them to perform effectively during this pandemic. Almost all the participants agreed on the notion that their team inspire them to perform more effectively and efficiently during this pandemic, one of the participants responded that;

"Yes, my team works hand in hand to make sure the organization runs smoothly during this pandemic."

There was only one participant that specified that his team did not inspire him to perform effectively during this pandemic stating that*;*

"No, this pandemic made so many lazy and was a bit contagious to an extent."

Table 10. The Participants opinion on whether there has been an adjustment in priorities during this pandemic

Adjustment in priorities	f	%
Yes	27	90
Not yet	3	10
Total	**30**	**100**

The above table shows the participants' viewpoint on whether there has been an adjustment in priorities during this pandemic. The majority, which consists of 27 (%90) of the participants concurred that there has been an adjustment in priorities, one of the participants stated;

"Yes, but there is a time frame set for every team member to be available on zoom meeting."

The remaining 3 (%10) participants claimed that there is no adjustment in priorities yet despite the pandemic, with one of them stating that;

"Not yet."

Table 11. The Participants response on whether they know who to call for assistance when there is an emergency at the workplace

Emergency at workplace	f	%
Yes	29	96.7
No	1	3.3
Total	**30**	**100**

Table 11 demonstrates the responses of the participants on whether they know who to call for assistance when there is an emergence at their place of work. Almost all the participants concurred that they all know who to call for help or assistance when there is emergence at the workplace except just one participant. One of the participants that lay claim to this indicated that;

"I always communicate with my supervisor in case of any unforeseen problems at my place of work."

The participant that has a contrary response from other participant's claims;

"No, I don't know whom to ask for help."

Table 12. The Participants opinion on whether they are satisfied with their performance level during this pandemic

Performance satisfaction	f	%
Yes	14	46.7
No	12	40
Not really	4	13.3
Total	**30**	**100**

Table 12 demonstrates the participants' view on whether they are satisfied with their performance level during this pandemic. Some of the participants claimed they are satisfied with their performance level so far, one participant stated;

"I am satisfied with my performance during this pandemic period and always feel comfortable."

Some participants are not satisfied with their performance level during this pandemic One of the 12 (%40) participants that hold on to the claim that they are not satisfied stated;

"No, am not comfortable with my current performance."

while some participants are also on the notion that despite their performance, they are not convinced with their performance presently. One of the participants stated;

"Not satisfied. Because all my goals set during the pandemic couldn't be met at that time."

Table 13. The Participants response on whether they have good personal relations with people at their workplace

Personal relations at workplace	f	%
Yes	29	96.7
No	1	3.3
Total	**30**	**100**

The above table illustrates the participants' responses on whether they have good personal relations with people at their workplace. There is only one participant that claims he does not have a good personal relationship with people at his workplace. The remaining 29 (%96.7) participants all agreed on the claim that they do have a good personal relationship with people at their workplace, one of the participants stated;
"Very well. I have a good understanding both informal and unofficial."

Chapter V
Discussion

The transformation in the workplace due to the Covid-19 pandemic has brought about a change in the way staff' performs while delivering their duty. For example, the pandemic has changed the way staffs communicate with each other and the customers. The dissemination among staff at the workplace has changed immensely which has a huge impact on the staffs' work skills and their ability to perform effectively which will affect their competency level at their workplace. It can be observed from this study that since the emergence of Covid-19, there has been a decrease in the work performance and interaction among the staff of an organization, the public sector to be precise. Remote working has affected the performance level of staffs' and it has also limited interactivities among these staffs. It has been examined through this study that most of these staff' have been enforced to look for other means to get their work done. Because we are still in an anomalous moment, the staff are still trying to adjust to the new development at their workplace. In this turbulent period of Covid-19, it is required for staff to be more flexible to carry out their tasks effectively. Despite the sudden changes in all sectors of the world, employers and employees have to look for alternative strategies to keep the organization moving.

This research identifies the verity that the Covid-19 pandemic has brought about the delimitation of staffs' performance because these staffs' have to find alternatives in performing their duties like they are expected to, which as a result makes it difficult for the staff to perform at the top level. These changes caused by the Covid-19 virus also have a psychological impact on the staffs' which causes a decrease in work delivery. The outcome of the data analysis reveals that the majority of the participants had to shift to the digital platform just to look for ways to improvise so they will not lack behind at their workplace. The Covid-19 pandemic will be known for how it has changed the way work is being done fundamentally. The virtual work practice is expected to spread wide across organizations since it requires less office space, unlike the conventional open plan office environment. It is observed from the study that both the length of work time and leisure time have changed respectively as a result of the pandemic which has also given birth to changes in the daily routines at the workplace. In consequence, the readjustment in the work routine has affected the work-life equilibrium of these staff most especially the older staff

who may find it hard to adjust to the digital advancement at their workplace. The older staffs are less likely to adapt to the current change caused by Covid-19 because they may be vulnerable to change and are not flexible enough to adapt to the present situation.

However, there is also a positive impact that the Covid-19 pandemic has on the work environment. The pandemic has brought about an increase in the use of sophisticated technology in the workplace. The increase in digital technology at the workplace will get tasks done faster and easier which in turn allows staff to have enough leisure time for themselves which can aid the recovery process. Some of the other positive impacts the Covid-19 pandemic has on staff and organizations are; increase in job autonomy, technological advancement, and an increase in resilience level. The pandemic allows staff to also focus on individual growth and development which in turn add to the staffs' values and qualities. From this research study, it is observed that this Covid-19 pandemic has given staff sufficient time to embark on additional tasks and projects which can add value to the lives of these staff and help in their personal growth.

Furthermore, this research shows that staff does not get the same motivation or enthusiasm from remote working unlike when they are physically present at their workplace. It will be difficult for employers to evaluate their staff accurately through remote working because it will lack authenticity and there will not be adequate information for assessment and evaluation. Another concern that should be looked upon from the participant's point of view is the fact that a lot of the participants had to look for other means to get their work done during this pandemic since it is their major source of income which is evidence that the Covid-19 pandemic has a psychological impact on the staffs. Covid-19 pandemic shows how vulnerable the employers and employees can be, as various organizations will be restrained or collapse due to the immense impact the pandemic will have on them. Some groups of staff might be affected than others based on their personality, age, gender, and other related factors. Furthermore, Staff staying alone might have discrete virtual working necessities and schedules than staff living with relatives.

CHAPTER VI

Conclusion and Recommendations

The research analysis shows that the outbreak of the Covid-19 virus has a huge impact on staffs' competency, particularly when taking into consideration, the home office atmosphere. On the other hand, remote working appears to have a positive influence on the staffs' skills and technological know-how. Unexpectedly, there is no direct connection between the Covid-19 virus and work commitment. The elucidation of this analysis shows two different points of view. On one hand, it shows that the difference in individual staff's performance is not that vulnerable to the work environment, it may also enhance some individual staff's factors such as; creativity, adaptability, and flexibility. While on the other hand, the impact of the Covid-19 virus on staffs' competence may be alleviated when the other organizational factors are in good order. This is the reason why staffs' value is important for organizational growth and development.

Finally, the impact the Covid-19 virus has on the staffs' competence is pervasive on the quality of performance of staff rather than on the delivery performance of staff. The duality in the result of the data analysis indicates that although there are several negative impacts the Covid-19 virus has on the staff, we cannot overlook some of the positive impacts, such as; it increases the creativity of the staff since the staffs have to look for diverse means in delivery their duties. The pandemic also makes the staff more flexible which makes them adapt to certain changes at the workplace. It also increases the staffs' resilience level and enhances their technical skills since the birth of the Covid-19 virus gives the increase in the use of the digital platform.

In conclusion, the arrival of the Covid-19 virus has had a massive impact on the competency of the staff in the public sector. Moreover, some of the participants' responses regarding remote working shows that it is quite challenging for these staff to perform at their best during this pandemic due to inadequate information being transmitted and the decrease of work enthusiasm and motivation which is a major attribute for staff competency. We can therefore conclude that the Covid-19 virus has a huge impact on the staffs' competence and these impacts can either be positive or negative considering the perspective you choose to analyze it.

Recommendations According to Findings

The results from the data analysis suggest that organizations might need to review their routines and processes during this post-pandemic era due to how the Covid-19 virus has affected the staff. For example, the strengthening of the home office environment is a good alternative to improve the performance of the staff in the organization. Moreover, the data analysis results suggest that organizations simultaneously are adopting the digital platform and virtual practices which might improve the staff skills and performance which signifies the quality of the staff output.

This research also points out that there are still lots of opportunities that can be utilized by the organization during this post-pandemic period. Moreover, it was observed through the research that organizations that are adopting the digital platform are underutilizing their capacity which as a result blurs the discernment of its benefits to individual skills and performance. It was observed in this study that this Covid-19 pandemic, which brought about lots of changes in the workplace. During this period, organizations might not benefit from adopting the new norms caused by the Covid-19 virus.

The outbreak of the Covid-19 virus signifies the opportunity for organizations to use an extensive digitalization of services for running smooth organizational activities so that it becomes easier for the organization to benefit and cope with the unprecedented disruption of work activities caused by the Covid-19 virus. The result from the data analysis suggests that it is really important for organizations to monitor and evaluate the impact of digitalization exertion on the relationship between work activities and staff performance which might fail to accomplish the intended result.

A systematic assessment of the staff is expected to aid and guide both individuals and teams on using the digital platform in its best capabilities. The government should provide a conducive work environment for the staff during this pandemic for them to perform their duties effectively and efficiently. The government should also provide sophisticated gadgets for the staff for effective delivery of their duties and to utilize the digital platform more productively in this post-pandemic era. The mental health of the staff should be considered a priority if the organization wants them to perform at their full potential.

Recommendation for Further Research

This study is expected to add value to individuals and teams who are finding it hard to contain the negative impact of Covid-19 on staff performance. This research will be valuable not just for the current event, but can also serve as a legacy based on the context of organizational performance during the post-pandemic era. Nevertheless, future studies could comprise organizational competence and performance yardsticks and extend the unit of the analysis to the organization as a whole. This would enable an extensive generalization of the findings and analysis which will take a more holistic approach for future studies. Further studies will also require a longitudinal empirical study as a means to observe the impact of the Covid-19 virus in the long term.

The nature of organizational performance is a broad subject. In this study, a non-random data collection method was adopted and the distribution of the participants varied. For this reason, the findings for this study might be limited by the personality of the respondents. Further research works could extend the research not only in the context of the number of responses but about the diversity of occupations, which will help in providing a different insight to the subject which will serve as a complement for this research findings.

The long-term impact the pandemic will have on both employees and employers is not yet ascertained, and how it will also affect the productivity level and job satisfaction of the workers. This research focused exclusively on individual staff, not the organization itself which is a disparate subject. To examine the perpetual impact of the pandemic, future researchers should explore deeper how epidemics have been dealt with in the past and how various kinds of global crises have shaped the work environment in different ways.

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APPENDICES

Research Informed Consent

TITLE OF STUDY

The Impact of COVID-19 on Staff's Competence

PRIMARY RESEARCHER

Name – OGUNLEYE TOSIN REUBEN

Department – Human Resources Development in Education

Address - Caesar Resort   City - Iskele-Boaz   State - Iskele

Phone - +905338330214

Email – tosynreuben@gmail.com

PURPOSE OF STUDY

The study aims to enlighten and gather knowledge on how the COVID-19 pandemic has affected the activities of staff at their workplace and to gather all this information from the participants for academic benefits and knowledge.

PROCEDURES

 A structured interview will be conducted to collect information from the participants. The time required per session would be between 15-20 minutes and the total duration of the study would be four months. The use of videotaping/audiotaping will be needed for data collection.

RISKS

The information provided by the participants will be strictly for academic purposes only and no intercession of a third party.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

There will be no direct benefit to you for your participation in this study. However,

we hope that the information obtained from this study may serve as a supplement to the body of knowledge and be an added advantage to the academic environment.

CONFIDENTIALITY

Please do not write any identifying information.

Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as a result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Researcher directly by telephone at +905338330214 or the following email address tosynreuben@gmail.com

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and understood the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's Signature _____ Date _____

Researcher's Signature _____ Date _____

NEAR EAST UNIVERSITY

Application Form for Ethical Approval

1. Title of the study
The Impact of COVID-19 on Staff's Competence

2. Primary applicant	
Full Name and Signature	OGUNLEYE TOSIN REUBEN
Graduate School	NEAR EAST UNIVERSITY
Department	HUMAN RESOURCES DEVELOPMENT IN EDUCATION
Contact e-mail & phone number	tosynreuben@gmail.com +9053308330214

3. Research Team.	
Full Name and Signature:	Asst. Prof. Dr. Fatma Koprulu
Role:	Supervisor
Email:	fatma.koprulu@neu.edu.tr

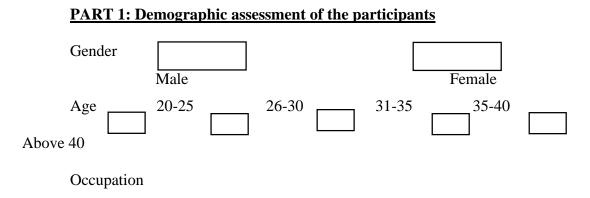| 4. Funding Body	
Name of the Funding Body	Click here to enter text.
Contact Person	Click here to enter text.
Contact e-mail address & phone number	Click here to enter text.

5. Proposed Dates of Research

IMPACT OF COVID-19 ON STAFF'S COMPETENCE

My name is Ogunleye Tosin Reuben. A student at Near East University, Turkish Republic of Northern Cyprus pursuing a degree in Human Resources Development in Education. I am researching the impact of covid-19 on staff's competence, using a case study in Lagos Nigeria.

The interview consists of two (2) parts; The demographic part and open-ended questioning parts on the impact of covid-19 on staff's competence, Nigeria. I kindly request you to provide me with viable and valid information.

Information provided will be treated as confidential and used for academic purposes only.

OGUNLEYE TOSIN REUBEN
NEAR EAST UNIVERSITY

PART 1: Demographic assessment of the participants

Gender

Male   Female

Age   20-25   26-30   31-35   35-40

Above 40

Occupation

_____

Part 2: Open-ended questions

1. Has your career aspirations or development goals changed as a result of the

   pandemic? *(Are your ambitions and role still reasonable for your long-term*

   career plan and in line with the company's goals or it has changed due to the

   pandemic?)

   _____

   _____

2. To what extent has this pandemic brought setbacks and have you continued to

   collaborate with your team during this period? *(The pandemic might have*

   delayed the progress or development of a plan, activity or made things worse

than they were before. As this made you stop the teamwork due to these circumstances?)

_____

_____

3. How has the COVID-19 crisis allowed you to work on additional projects? If yes, what challenge are you most proud of overcoming?

_____

_____

4. In your opinion, what skills or knowledge have you developed during this pandemic? How?

_____

_____

5. Given the changing nature of many businesses during this time, what additional tasks or roles did you take on to contribute to getting the company through the pandemic?

_____

_____

6. Do you have the appropriate amount of information to make correct decisions about your work at this period? *(Do you have all the adequate and relevant knowledge to perform your duties effectively even during the pandemic?)*

_____

_____

7. Have there been a decline in the standard of your work delivery during this pandemic? *(How has the pandemic reduced your work performance?)*

_____

_____

8. Do your team inspire you to perform your duties effectively during this pandemic? How and when?

_____

_____

9. In your opinion, is there an adjustment in priorities to meet your team or organizational needs during this period*? (Example; Your company needs to put the digital platform as one of the priorities since the pandemic have limited physical interaction)*

_____

_____

10. When something unexpected comes up in your work during this pandemic, do you usually know whom to ask for help? (Do you know who to call for assistance if you experience an unforeseen problem at your workplace?)

_____

_____

11. In your opinion, are you satisfied with your performance level during this pandemic? (Are you comfortable with your current performance during the pandemic?)

_____

_____

12. Do you have a good understanding of your organization's informal structures and processes? *(Do you have good personal relations and interactions with people in the organization who is informally and unofficially?)*

_____

_____

Ethics Committee Report

NEAR EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

05.11.2021
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Dear Ogunleye Tosin Reuben

Your application titled **"The Impact of COVID-19 on Staff's Competence"** with the application number NEU/ES/2021/739 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

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