



T.R.N.C.

NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

HUMAN RESOURCES DEVELOPMENT IN EDUCATION

**RISK MANAGEMENT DURING AND AFTER THE
COVID-19 PANDEMIC: CASE STUDY OF NIGERIAN
UNIVERSITY LECTURERS**

MASTER'S THESIS

SEFUNYE Olanrewaju Oladele

January

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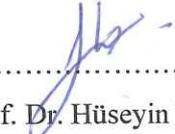
APPROVAL

We certify that we have read the thesis submitted by **SEFUNYE Olanrewaju Oladele** titled “**RISK MANAGEMENT DURING AND AFTER THE COVID-19 PANDEMIC: CASE STUDY OF NIGERIAN UNIVERSITY LECTURERS**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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DECLARATION

I hereby declare this research paper authentically accepted, this research was achieved by myself SEFUNYE Olanrewaju Oladele under the supervision of my supervisor, Assoc. Prof. Dr. Fatma KÖPRÜLÜ. The entire information that was obtained in this document is aligned with the university regulations and ethical conduct. The informed consent of the study was attained by individual participants involved in the research. The whole procedure implemented in this study involved human participants who were aligned with the institutional and national research committee's ethical standards and the 1964 Helsinki Declaration and ethical standards. I hereby state that, as demanded by the ethical standards and conduct on plagiarism, I have prudently cited and referenced all the sources, materials, and references I consulted during the research. I hereby affirm that Near East University, The Institute of Graduate Studies and Research is permitted to keep and to also provide digitally the above research study.

SEFUNYE Olanrewaju
Oladele

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**RISK MANAGEMENT DURING AND AFTER THE COVID-19
PANDEMIC: CASE STUDY OF NIGERIAN UNIVERSITY
LECTURER**

SEFUNYE Olanrewaju Oladele

**Human Resources Development in Education
Thesis Supervisor: Assoc. Prof. Dr. Fatma KÖPRÜLÜ**

January, 2023

ABSTRACT

The eruption of the COVID-19 pandemic has exposed the various levels of vulnerability inside organizations across various political, socioeconomic, educational, and cultural ethnicities. The globe has seen a significant transformation as a result of the coronavirus. Even the most developed countries are fighting to contain the effects of the devastating virus. However, not much is well recognized about the effect of the upheaval on higher education institutions in an emerging environment, especially in Nigerian Universities. This research examined risk management during and after the Covid-19 pandemic; a case study of a Nigerian University Lecturer. The study also examined how risk management has been implemented by the school management and followed by the Nigerian University lecturer to avoid the future pandemic without the school work being affected.

This study looks into the low performance of the lecturer as a cause of the pandemic with the use of technological problems most lecturers faced as a result of the old method way of teaching, thus, coupled with the ICT background each lecturer has concerning the use of digital platform available for lecturing.

In this study in order to provide data that is supported by evidence, this study used a qualitative research methodology and a certified semi-structured interview with open-ended questions to meet the aim of this study. During this research, twenty-five lecturers were selected randomly from the Nigerian University and were interviewed using the WhatsApp video call, Zoom, and Skype platforms. The result of this research shows that Covid-19 had great upheaval effects on the Nigerian lecturer despite the risk management in place before the pandemic the university could not withstand its effect, it went on shut down which caused great havoc on the school calendar and the whole system was slow down. Nonetheless, the universities switched to digital platform alternatives, thus, the online potential could not be maximized as all are not

skilled in this e-platform. This research examined the study's constraints and potential future directions.

Keywords: Covid-19, Nigerian University, Lecturer, Pandemic, risk management,

COVID -19 ÖNCESİ VE SONRASI RİSK YÖNETİMİ DURUM ÇALIŞMASI

SEFUNYE Olanrewaju Oladele

Eğitimde İnsan Kaynakları Gelişimi

Tez Danışmanı: Doç. Dr. Fatma KÖPRÜLÜ

Ocak, 2023

Özet

Covid-19 salgınının patlak vermesi politik, sosyoekonomik, eğitim, ve kültürel gibi çeşitli kuruluşlarda farklı seviyelerde hasarlara neden olmuştur. Koronavirüs nedeniyle dünyada önemli ölçüde değişiklikler yaşanmıştır. En gelişmiş ülkeler bile bu zararlı virüsün etkilerini kontrol altına almak için uğraş vermektedirler. Yine de, başta yüksek öğretim kurumlarında ve özellikle Nijerya üniversiteleri üzerindeki etkisi henüz tam olarak belirlenmiş değildir. Bu çalışmada, Nijerya Üniversitesinde Covid-19 sürecinde ve sonrasındaki risk yönetimini inceleyen durum çalışmasını ele alınmıştır. Çalışma ayrıca okul idaresinin ve öğretim görevlilerinin gelecek tehlikeleri önlemek için yürüttükleri risk yönetimini de incelemiştir.

Bu çalışmanın ele aldığı başka bir konu da pandemi nedeniyle öğretim görevlilerinde görülen performans azalmasıdır. Hem teknolojiye sorunlar ve hem de hocaların eski öğretim metodlarına dönmek zorunda kalmaları olayı daha da zor duruma sokmuştur. Çalışmada veriler yarı yapılandırılmış açık uçlu sorulardan oluşan nitel araştırma yöntemi ile toplanmıştır. Katılımcı olarak yirmi beş öğretim görevlisi rastgele belirlenmiş ve Whatsapp video, Zoom, ve Skype kanalıyla mülakat yapılmıştır.

Elde edilen bulgular, Covid-19 pandemisinin Nijerya'lı öğretim görevlileri üzerinde, risk yönetimine rağmen, olumsuz etki yaptığını, bu nedenle de okulun çalışmasını ve bütün sistemin yavaşladığını göstermektedir.

Bütün bunlara rağmen, üniversitelerde digital platforma geçiş yapılmış ama e-platformundaki kişisel beceri yetersizliği nedeniyle online potansiyel fazla üst seviyelere getirilememiştir.

Çalışmada karşılaşılan sıkıntılara, kısıtlamalara ve ileriye dönük yönlendirmelere de yer verilmiştir.

Anahtar Kelimeler: Covid-19, Nijerya Üniversiteleri, pandemi, risk yönetimi

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ABBREVIATIONS

COVID-19: Coronavirus Disease 2019

WHO: World Health Organization

HR: Human Resources

CHAPTER ONE

1.1. Introduction

The effect of Covid-19 on Nigerian universities is of great severity to the Education system (Murphy, 2020). The university management has been looking for measures to reduce the impact of the pandemic on the university by looking at student results, non-teaching staff behavior, and, most importantly, lecturer performance during the pandemic. This issue has caused great concerns on how to contain the risk management in the institution as the virus has spread unexpectedly in the country and also affects every aspect of the institution causing low performance, low productivity, unhappiness at work, stress, and devotion to the job. The repercussions of a COVID-19 pandemic, on the other hand, are undeniably negative for any country. Coupled with the usual risk management challenges faced during the Covid-19 during summer of 2020 took another dimension. A re-evaluated risk management plan was explored, and specific new procedures were applied, to proceed forward with course planning in the spring and summer of 2020 among the lecturer at the Nigerian University including after the covid-19 pandemic. Nigeria is divided into 36 states, with one hundred and seventy-four (174) universities. (National Universities Commission, 2020); The traditional form of instruction to students has ever been in use that involves lecturers in universities or teachers in primary or secondary school physically meeting with them in the building for lectures, tests, seminars, and project/thesis defences. Few Nigerian colleges have implemented e-learning platforms that allow the lecturer to upload and also enable students to download lecture notes, as well as granting and allow students to submit assignments (Ifijeh et al. 2015). The library's sources of information are categorized and preserved in various portions of the library structure, with a focus on hard copies. Most Nigerian University lecturer uses traditional approaches (face-to-face meetings) to pass information literacy services. However, when students deserted their campuses due to the Covid-19 outbreak, many conventional procedures used by university and library institutions in Nigeria crumbled. Due to this effect, Nigerian Universities puts measures in place to manage the risk in which covid-19 has put the institution, lecturer manages the risk pandemic by engaging students at home to complete the school calendar. Thus, Universities have started to use virtual teaching and learning methods thereby putting post covid-19 in mind. (University World News,

2020a). Following Covid-19, some institution is considering implementing a mixed teaching strategy technique that combines face-to-face and online methods. (Atayero, 2020). These have a cascade of bad consequences, such as an increase in work stress, which can lead to low job satisfaction, which can lead to poor job performance. These changes in the institution have produced a great deal of stress, thus staff/Lecturers have been granted a day off to relax to manage the risk of passing (Bariso, 2020) Although there should be specific examinations into the effects on Lecturer competence, which is a crucial step in the change of the work environment coupled with the pandemic, as well as how it may be effectively organized before any irreversible implications affecting lecturer's health after even after covid-19. Given the importance of education and Nigeria's commitment to Education for All, Sustainable Development Goals, and national development objectives as reflected in the national policy on education, such commitment is significantly jeopardized by the Coronavirus outbreak. According to the increase and spreading of the diseases among each other as a result of transferring by an asymptomatic carrier, authorities all across the country have announced whole or partial border closures, mobility limitation, social distancing, and the covering of nose with facemasks.(Biscayart et al., 2020; Zaka et al., 2020; Zhao et al., 2020) as a protective measure to prevent the infection from spreading all across the universities in the country. Thus, as of August 10, 2020, the overall figure of people contaminated worldwide has climbed to 19,718,030, with 728,013 deaths, 46,867 confirmed cases, and 950 deaths in Nigeria (John Hopkins University, 2020). While the virus has caused thousands of infections and deaths in the developed regions of the world, it is unclear that Nigeria is known to be fragile with lesser and proper health care system in place lower risk management to combat the disease and prevent the disease it from expanding to a highly populated area and also to the area that can be open to the disease including its Universities in the country. Given the lack of a certified and satisfactory medicinal treatment, with a unique strategy to contain the virus and curb it from expanding to implement the preventive actions and risk management measures already in place. (Güner et al., 2020; Wilder-Smith and Freedman, 2020; World Health Organization WHO, 2020b). Several researchers have identified elements that contribute to the global growth in self-medication. Socioeconomic variables, lifestyle, easy access to pharmaceuticals, enhanced ability to manage some ailments through self-care, and increased availability of medicinal products are all examples

(Ayalew, 2017), through which people reduce risk management in the Nigerian university.

1.2. Statement of the Problem

The Covid-19 pandemic has wreaked havoc on the university management, affecting lecturer's competence and performance in their various roles. This is a major concern as the risk management is been in place in the institution to curb the impact the virus has had on the Lecturers performance towards their students. The universities in Nigeria would have to provide a pleasant working environment in order for lecturer to be productive.

1.3. Aim of the Research

The study aims to examine risk management during covid-19 and after the pandemic. Thus, it is critical to conduct interviews with employees and students to assess the impact of the pandemic on their degree of competency in the school and what has changed after the pandemic. This project aims to raise awareness in the aspect of risk management in the institution during and after the covid-19 and also to identify the areas connected to the lecturers' performance to a better understanding of the pandemic and analyze the risk management during and after the pandemic on employees and lecturers and how this may affect their overall performance. This study aims to look at how the lecturer has been coping with the new changes to have better performance in the work and the lecture room with the risk management and self-precaution in place during and after the covid-19.

1.4 Research Questions

Following are a few of the questions that have been proposed to address the study's hypothesis:

Did the management in the school put new rules of class sitting during the pandemic?

Did the management control the effect of Covid-19 properly during the pandemic and after the pandemic?

Does the covid-19 pandemic change the method in which learning is passed on to the students through the lecturer in the Nigeria University?

Does the management help lecturer not to see the difference during covid-19 and after covid-19?

Did the management risk the life of lecturer by allowing them to lecture during the pandemic?

Does the risk management from the Nigerian University make the management to change the academic calendar after the covid-19?

Does lecturing with facemask comfortable for the lecturer with the condition of the lecture room?

Does the Covid -19 pandemic affect the lecturer towards their students?

Is there motivation for Lecturer to lecture during the pandemic and after the pandemic?

Did the management in the school put new rules of class sitting during the pandemic?

1.5 Research Hypothesis

The Covid-19 Pandemic will have an impact on the lecturers' performance, which will in turn have an impact on the institution production either face to face or lecture room method.

1.6 Significance of the Study

The pandemic has wreaked havoc on people's lives in unusual and rapid ways. Employees and organizations all across the world have had their regular routines and future plans disturbed by Covid-19. Many daily activities have changed significantly as a result of Covid-19. This research concentrates on the institution management that was severely hit by the epidemic. There is need to thoroughly research how the pandemic have affect the lecturer's performance in the organization. This research also identifies areas in an organization where the risk management has been able to minimize the effect

Management has required as their full input to the work will go a long way in the organization.

1.7 Scope of the Study

The purpose of this project is to offer critical knowledge and create understanding about existing and emerging findings on risk management during and after the covid-19 pandemic in the organization of Nigerian universities regarding the life of the lecturer in their daily work. The scope of the research covers a scale of the lecturer's performance, routines, and values. The research includes a non-structured collection of materials from recognized universities in Nigeria.

1.8 Delimitation of the study

The following items are not covered in this research work, the lecturer's personal life, critical areas of physical health, namely covid-19 viral infection and transfer in the organization and detailed treatment of the virus on students and lecturer's relationships.

1.9 Limitation of the Study

The conclusions that can be drawn from the baseline that is supplied have certain restrictions for the following reasons; due to questions asked or data collected; some of the information obtained cannot be reliably compared to information from the pre-lockdown scenario. Changes were also made by the government in putting different precautions and rules as the pandemic gets worse day by day in different countries thereby causing different changes in the outcome of the research. As it's known that the pandemic caused lots of problems and unexpected issues in the organization which caused so many lackadaisical performances before risk management was put in place to restrict the impact it brings to the organizational institution. This process of risk management during the covid-19 gives more light to every participant to have a better understanding of how they need to manage the potential risk the pandemic has comes with, also after the pandemic and for them to have better performance as expected by the management in the institution or organization.

1.10 Definition of Terms

Covid-19: The Covid-19 virus is a disease caused by the SARS-CoV-2 coronavirus, which is currently infectious. These viruses have a variety of tags based on the condition they produce. HIV, for example, is a virus that causes AIDS. Over the years, Covid-19 has been described in many ways. The name covid-19 was assigned by the world health Organization (WHO) just before February 11, 2020; however, the disease was always referred to as the coronavirus on social media. There are numerous coronaviruses in the world, but only one causes Covid-19 sickness.

Management: All performance and duty conducted in an organization or institution by the management are to archive the organizational goals via ongoing action such as planning, organizing, leading, and controlling referred to as management. Therefore, management can be an act of organizing, leading, motivating, and overseeing an organization's member, account, environmental, and information resources to achieve its objectives efficiently and effectively. The management term in this context was used as risk management to limit the impact the covid-19 has had on the organization as a whole in the University of Nigeria.

Performance: The term 'performance' in the context of this study refers to how lecturers carry out or perform their jobs, complete their assignments, and act on school grounds. The accomplishment of assigned responsibilities by an employee is referred to as performance. It could also be referring to the ability to complete a task effectively and efficiently. According to Hoffmann (1999), "performance" is defined as an assessed contribution of employees and employers toward the accomplishment or execution of the goals of the organization.

HR: The term 'HR' is also known as Human Resources. This is a department within an organization that control all aspects of the organization's personnel, including staff recruiting, vetting and selection, hiring, on boarding, promotion, training, payment, and dismissal.

WHO: The acronym 'WHO,' commonly known as the World Health Organization, is used to refer to the United Nations which deals with health issues around the world. Geneva, Switzerland is where their headquarters is located. This body establishes rules

and processes for conducting health-related education and research, as well as publishing scientific studies on health care, disease control, and pharmaceuticals.

CHAPTER TWO

LITERATURE REVIEW

Covid-19 was known to be the fastest health crisis that affected the economy of the whole world. As a result of this, normal daily life activities were altered to look into the problem and causes of this virus. According to Nasution and Dayu in Ekaterina (2020) deduce that as a result of the way many countries experience the covid-19 the World Health Organization (WHO) raise an alarm about changing the virus covid-19 from an epidemic to a pandemic. On 11th of March, 2020, Covid-19 was declared a pandemic by World Health Organization, many nations have been impacted by this pandemic outbreak that originated in the Chinese city of Wuhan. In the different countries where the virus has been documented, it has seriously hindered the economic growth of the countries. Countries are implementing a variety of actions to curb the crowds by observing lockdowns, business absences, school closures, suspension of transportation services, etc. as it was applied by different countries. The lockdown affected over 90 percent of students around the world as the educational institution was shut down temporarily across the nation to stop the covid-19 virus from spreading (Preeti Tarkar, 2020). People with non-communicable diseases are of higher risk of been affected by the virus by either making them sick or killing them (World Health Organization, 2020b). In 2020, confirmed cases contacted by covid-19 in Europe has increased to 2,142,547, including dead cases of about 180,085, while 2,743,793 has been reported in Americas with mortalities of about 157,702 cases. 505,001 cases have been confirmed in the Eastern Mediterranean region with 12,353 mortalities reported. 181,665 cases have been reported in Pacific region of Asia with 7,028 dead victims while 260,579 cases has been suspected in the southern East region of Asia, with 7431 already dead. In Africa, 100,610 cases were reported, with 2,554 already dead. Every day the infection kept growing along with the patients not until a vaccine was introduce that the number started reducing. The controlling of the virus and handling the effects of the covid-19 all depends on the regulations made and put into place by the government to control the spread of the virus which made the difference on how Countries throughout the world had varying pandemic outcomes. (Lee, 2020). However, the government applies distancing among people in gathering and activities

to be carried out at home. This has an effect on a number of industries, including the education industry. The COVID-19 epidemic triggered a Tsunami of online learning that occurred practically everywhere in the world, turning the world of education around (Goldschmidt & Msn, 2020). Early in April, it was estimated that the Covid19 virus would spread to around 1.5 billion pupils worldwide, or 91.3%, preventing them from engaging in educational activities (UNESCO, 2020). Since the beginning of the COVID-19 pandemic different countries have been on race trying to develop vaccine against this disease but before that precaution was set by WHO that people should always wash their hands regularly use an alcoholically rub to safeguard themselves from covid-19 transfer before the arrival of the vaccine, according to a WHO report, saliva from an infected person's nose is the main way that the Covid-19 illness spreads (World Health Organization, 2020c) As we move towards post covid-19 according to a review of vaccine development statistics from the World Health Organization, by the end of February 2021, more than 40 nations and regions were working on creating COVID-19 vaccines, and at least half of these countries had one or more vaccines in clinical trials (WHO D, 2020). The healthcare industry has attracted a lot of research attention as it serves as the front line of response to controlling the pandemic, just as many nations are claimed to have shut their borders to stop the sickness from spreading among foreign travelers (Ghosh, et al., 2020). Much research has seemed to focus on the health care relating in relation to its care and of those affected by covid-19 (Casafont et al. 2021). While other research works concerning covid-19 has focused on others relating to travelers, hotel, and commercial activity (Li et al. 2021b; Hao et al. 2020; Loske 2020). The main shortcoming of the current project is the neglect of organization variety, which, for instance, denote how evolving risk management practices are regulated and their potential effects vary across various businesses and educational sectors. The recent concentration of human resources (HRM) managing the risk that are been taking on their employee's (lecturers) health and safety is of great importance to be looked upon in general (De Cieri and Lazarova 2020), as it will be of benefits to other pressing issues and valuable measures that will be useful to the post-pandemic world that we are now (Adam et al. 2021). Like other nations during covid-19, took action to impede the advancement of COVID-19 (Kaplan, et al., 2020). These norms involve a variety of actions, including the nationwide closure of schools and preventative programs. The restriction was placed on citizens by the government also social distancing when people are out in the public, the use of masks was not left

and closure. In line with what was happening during covid-19, most businesses and schools began operating online thereby putting up a working-from-home method in place for every employee and lecturer. This becomes hard for every lecturer as they need to work remotely from home and not from what they are used to in the working environment, as this will cause a loss of focus due to family repeated disruption by family members. Most Nigerian lecturers are used to the traditional way of teaching as a result there will be conflict as they will need to have a computer, mouse, scanners, printers, earbuds, digital, internet connectivity, and a private workspace with a quiet environment in which to operate during the covid-19. This is becoming an issue for the lecturers as they began to think of how to make things work as the rising of the covid-19 is becoming uncontrollable during the pandemic in the world. Nigerian university management has made major contributions and achieved outstanding results in the fight against disease and in creating social stability in the university environment. The pandemic has established new standards for long-term risk management (Luo et al. 2020). During the pandemic, the emergency service was activated for the protection of the university lecturers and also the establishment of a communication channel online for the safety of the staff in the university while during after the disaster, the management was reviewed for better framework thereby restoring the schools to its normal operation offering incentives and counseling back to its lecturer regarding their safety and ways to improve services in the organization. The objective for organizations during the exceptional circumstances of the pandemic is to use efficient and effective human resource management procedures to mitigate the effects of COVID-19 and lessen organizational risk.

2.1 Lecturer Work Performance

The COVID-19 epidemic has forced nearly every person in the world to operate in a very different environment than they were used to before in their various working place. Measures were put in place as a result of COVID-19, such as social isolation, travel limits, virtual or remote work, and skeleton teams, have restricted the continuation of prior processes, altering how people perform their jobs (Gallup, 2020; Tortorella et al., 2020a) These measures caused by COVID-19 outbreak-related treatments brought about lecturers' behavioral changes that could shift over time with several lockdowns from temporary to permanent as they work from home. Such

behavioral changes worry line managers, school owners, departmental leaders, and human resources specialists because they may affect workers' emotional, cognitive, and physical health, which may in turn affect their output and performance when lecturing (Graves and Karabayeva, 2020). Without a doubt, the organizations responded to COVID-19's uptake by taking action to lessen its impact on workers' performance in the school. However, it is unknown which way this impact will go because there are both positive and bad points of view as lecturers find it hard to deal with crowds in the school and also with the use of technology for lecturing. After all, they have to move from what they are used to and accept what the world has changed. Increasing employee conduct, ambition, and attitude can result in superior job performance (Andrew and Saudah 2012). Leadership should support management in its efforts to offer growth aid, assistance programs, and evaluations (Basquille, 2013). The institution needs to provide the lecturers with the freedom they need to work to perform their best, thus, they will find it more comfortable working and giving their optimum best for the growth of the institution (Patro, 2013). According to Jalal (2016), Employee engagement greatly increases institutional dedication and has a beneficial effect on institutional loyalty. High-performing staff is viewed as valuable assets for the company during disasters, and once the disaster has been contained, they help the company's performance rebound. Retraining employees to multitask is becoming more and more popular as a way to increase job flexibility and better allocate human resources (Fei, et al.2020) According to the study's findings, employees are more loyal to the company when they are more deeply engaged at work. Following Lee et al.'s (2016) study, findings show that human resource managers have a difficult time keeping current staff enthusiastic in their work as a lecturer (employee) wants more from what they do even in the times of Covid-19 this became more challenging although the majority of them still want to keep their job situation of things pushes them from wanting to do more during this time. Thus, the workforce was seen to be slightly engaged, indicating that some employees were unhappy with or hesitant to leave their current positions. Work commitment is significantly impacted by job satisfaction. Workplace happiness and work satisfaction have a positive association (Garg, et al., (2018). More research indicates that employee job satisfaction fosters staff loyalty. Work engagement is nearly three times more correlated with financial outcomes, which include operating profits, financial interests, earnings, and operational gain, compared to firms with dissatisfied employees. The lecturers' attitude toward their work is to find a level of satisfaction with their employment duties which appear to be directly related to the educational mission. Consequently, it is not shocking that researchers' advice believes and advises that institutions should focus more on raising work happiness for lecturers in their primary place of assignment (Heller, Clay, & Perkins, 1993). This happiness with the satisfaction of the lecturer has background research in

the foremost work of Herzberg, Mausner, and Snyderman (1959) which highlights the motivation factors and hygiene factors. According to Herzberg's Two-Factor Theory, psychological requirements and motivational factors are connected to the full performance of staff. There are several inherent requirements, including happiness at work, which, if present, will drive intense levels of motivation for the worker which will result in greater performance and achievement at the workplace. Personal admiration is directly tied to work and can be accepted as one of the motivating factors to work performance satisfaction. Achievement, recognition, work itself, responsibility, and opportunity for growth are some of these so-called satisfier factors. The lecturers' performance involves imparting knowledge to their students, which requires them to pay complete attention and keep a focused head. Speaking of a focused head, it is important to hire lecturers who are qualified, morally upright, psychologically or emotionally stable, and who have a strong commitment to the teaching profession (Giami, Oluwuo & Ayamele, 2018). This will only encourage lecturers to work hard in a classroom setting. Any educational institution's success is greatly influenced by the caliber of its faculty for greater achievement. Consequently, because they enhance their performance, teachers' leadership within an organization is one component taken into consideration to affect the effects on education (Santiago, Alicia M, Sanchez Macias, Armando 2020). As a result, the management enrolling lecturers in training that will benefit the institution and help boost their performance because they have competencies that must be developed to allow them to perform at their best and do excellently well, this shows that the management leadership has an impact on the productivity of the lecturers' performance. A recent study found that work commitment is highly related to business productivity and affects profitability (Saks, 2017). The commitment of every worker in an organization comes as a result whereby management in the institution lays a foundation for every lecturer to be seen as equal and respected with motivation for the work of every person in the institution through this will there be trust and commitment in the institution. Employee commitment is increased by managers' confidence in staff, slightly flattened organizational structures, and CEOs who set exemplary examples (Sievert & Scholz, 2017). Furthermore, previous research has shown that lecturers who are happy with their job will do more by engaging in every activity require by the management and will perform and be productive with the work with full commitment at work. Interaction inside the organization and institutional satisfaction has an impact on good job dedication (Vercic & Vokic, 2017). As a result, motivated staff members are more committed to their work and the organization as a whole. Committed employees are positive all the time, have a solid interpersonal connection, and perform well at work (Jena, et. al, 2018). Tactical, monetary, and psychological health rewards increase labor engagement (Tiwari and Lenka, (2019). This study demonstrates that investing in human capital and implementing a comprehensive human

resource management program in an organization results in enhancement of the performance of the organization through the employee (Tensay & Singh, 2020).

2.2 Risk Management Among The Human Resource And The Lecturer During Covid-19 Pandemic

Covid-19 has caused so many institutions to face unforeseen risks and unplanned decisions to take place in the organization as a result of the outbreak of the coronavirus (Yue et al. 2020a) this has resulted into unbalance operations in the universities' operation. The effectiveness of human resource management (HRM) skills reflects organizational resilience and corporate governance in the face of large-scale public catastrophes. Emerging HR issues are now a prominent concern for organizations while managing risk. Verma and Gustafsson (2020), among others, have offered a variety of viewpoints through influence of COVID-19 on the field of business and management research. Scholars now agree that organizations need to be tenacious during public health emergencies. This issue has reached an unprecedented degree in both Nigeria's economy and the world economy as a result of the covid-19 epidemic (Yue et al. 2020b). The effect covid-19 has brought will remain for a long time in this post-covid-19 because the spread lasts for more than a year during the outbreak. The challenge faced now after the covid-19 by the institution gives the scholars and lecturers different research venues not as a single effect but as a new normal. In the recent climate, where frequently discussed issues have been made worse by the COVID-19 epidemic and then followed by a serious economic crisis, emerging HR challenges can be rather diverse. Performance adjustments and employee well-being are two examples of these issues (Carnevale and Hatak 2020); organizations' find it hard to pay staff the same amount of money knowing that they are unable to function as well as they formerly did COVID-19 (Demyen and Lala-Popa 2013) thereby causing the issues of confidence in employees (Montague et al. 2016); which could come up as a result of inside and outside tension during an unanticipated widespread public crisis (Marchington 2015). The effectiveness of the lecturers is critical for the growth of the institution, notably amidst crises, which is the reason the institution must create a backup plan as a preventative measure towards the staff and the lecturers (Carnevale and Hatak 2020). The control of transformation is crucial for universities of higher education (Koprulu, Aksoy, and Oznacar 2017). Investing in people is one measure that businesses may take to grow rapidly (Vardarliyer 2016). The efficiency of

HR procedures gauges an organization's capacity to address new HR concerns towards managing the risk during the pandemic. The objective for organizations is to utilize HR strategies to control the impact of COVID-19 and decrease organizational risk during the exceptional circumstances of the pandemic. There has been a lot of research interest in the healthcare industry, which serves as the response to pandemic. Nursing personnel, first aid, isolation, and emergency treatment have been the subject of studies in the field of healthcare (Casafont et al. 2021). The HR management in the different institutions of Nigeria varies in their dealings, their interstate movement from one place to the other has various health risk concerns and demands a lot of organization and response time due to constantly changing rules (Djalante et al. 2020). At this point, the health and safety of every employee in general in the institution are of great importance to the management in seeing that they are safe (De Cieri and Lazarova 2020). During this post-pandemic, it will be very important to look into the lesson learned regarding the arising issues and measures that were put in place during covid-19 which has now proven to be valuable and useful to the approaching post-pandemic around the whole world (Adam et al. 2021). The HR practices during the covid-19 have grown rapidly as a result of invention in the HR operation (Aurelia and Momin 2020). The ability of an organization to allocate HR in a dynamic manner can be determined by how well potential HR practices can be continually optimized.

2.3 Covid-19: Employee Wellbeing

Choosing and engaging in activities that promote physical health, mental agility, social fulfillment, a sense of accomplishment, and personal fulfillment all contribute to the dynamic and multidimensional concept of well-being (Naci, Ioamdis, and John 2015). According to Rehman, Shafi, and Rizvi (2016), well-being is a favorable and long-lasting state that enables people, communities, or a country to survive and prosper. Subjective, physical, social, economic, emotional, life satisfaction, and psychological elements of well-being, as well as actions connected to health, were all included and considered as a state of well-being. The psychological component of well-being is the fusion of optimal functioning in one's personal and social life with pleasant affective experiences like happiness (Amalu, 2018). It entails having both good feelings and performing well. Positive psychological well-being is essential for successfully navigating a new environment, entering into a meaningful relationship, and realizing one's full potential throughout one's life span, which is why people with high

psychological well-being report feeling happy, capable, well-supported, and satisfied with life (Akhter, 2015). Ryff (1989) identified six dimensions of psychological well-being: healthy relationships, identity, independence, self-awareness and self, personal development, and a sense of direction in life. The COVID-19 pandemic has made it difficult for organizations to continue using their traditional management procedures (De Cieri and Lazarova 2020). According to Swanson and Suzuki (2020) suggested that to reduce safety issues during the pandemic the managers will need provide the staff with a proactively training in the affected department in the organization. Thus, the organization remains responsible and motivated as result of the benefits of teaching new skills and developing their institution as whole towards greater achievement among the lecturers (Chanana, 2020). The hotel industry used flexible and employee-centered HR strategies during the COVID-19 pandemic, and Agarwal (2021) has studied these practices and shown that they have a positive influence on employee health in uncertain times. Institutional managers should encourage lecturers to participate in online leisure activities that could help them manage their careers by addressing the COVID-19 pandemic's home ennui. However, managers can help them to grow their online crafting by encouraging them and seeking their daily improvement (Chen 2020).

2.4 Covid-19; Flexible Workforce And Learning

Flexible learning is an educational strategy that employs a variety of student-centered teaching and learning methods, resources, and adaptable administrative procedures to meet the demands of a variety of student demographic categories (Bridgland & Blanchard, 2013). While Rickards (2000) noted that flexible learning is an educational strategy that caters to the demands of a varied student body and uses a range of student-centered teaching and learning methods, resources, and flexible administrative practices to help them reach their academic and professional goals. Distance learning, interactivity, collaboration, and engagement all fall under the broad and multifaceted concept of flexible learning. It entails developing and distributing tools that improve participation and enjoyment as well as animate and enrich the learning process. Although it is widely featured, technology is not the only topic. It is all about education. Simply said, technological advancements have enhanced the opportunities and resources available for the pursuit of high-quality, flexible, and lifelong learning. The federal government of Nigeria made steps to promote flexible learning during the

COVID-19 epidemic to reduce the effects of academic disruption even though what is needed by the lecturers was not provided but they work with what was available. The campaign "Disrupted Courses and Undisrupted Learning" was developed in China and over 270 million students intended to benefit from flexible online learning from the comfort of their homes across the nation (Huang et. al., 2020). Likewise, the Australian government unveiled a project with the following name: The Flexible Learning Toolboxes Project. This is aimed by making a selection of learning resources designed for web-based delivery accessible in a way that promotes customization and reuse of existing infrastructure in the nation's vocational education and training system, the goal was to stimulate the introduction of flexible learning modalities (Oliver, 2001). A group of medical professionals at the University of California in the United States of America devised several methods to educate surgical residents, reduce the loss of in-person academics, and prevent major casualties among surgical residents. R. C. et. al (2020) claim that their flipped virtual classroom, online practice questions, academic conferences via teleconference, telehealth clinics with resident involvement, and facilitated usage of surgical footage are all part of the unique teaching and learning strategy they used during the epidemic. Similar to this, the SIM Sharing (simulation share) platform was introduced in the UK to guarantee the continuity of healthcare education throughout the nation throughout the pandemic. Due to the crisis, it was no longer possible to offer the essential facilities (such as simulated wards and intensive care units) required for the training of healthcare workers. According to Taylor (2020), the program was successful because over 6000 users participated in its first two weeks of operation. COVID-19 has had a major negative effect on the workforce. Between March and April 2020, there was a 20–30% fall in non-salaried employment throughout the food, beverage, and leisure/entertainment industries. This will result in the art business being closed including entertainment venues, schools, and relaxation centers (Huang et al. 2020). A time goes the labor market starts to reopen as the reopening policy played a very paramount part in the opening. Corporate organizations rely heavily on their labor force, nonetheless, they were forced to implement temporary layoffs to offset the high cost of employing labor (González-Torres et al. 2021). As opposed to that, Lai and Wong (2020) have examined different organizations' backup plans at various points during the entire crisis period. Senior managers' voluntary pay reductions would also be taken into consideration as a way to express their support for the workforce. The research proves that, in the midst of the current pandemic, air

transportation businesses are engaging in selective layoffs (Baum et al. 2020). For instance, for senior management positions, the COVID-19 outbreak has made the hotel less desirable to workers because those in these positions may find satisfying employment in other sectors. The sense of safety senior managers feel at work could be impacted by the organizational resilience of hotel companies, especially their stance on Covid-19 with initiatives influence and determination to remain in the organization (Filimonau et al. 2020). Handfield et al. (2020) asserted that multinational manufacturers should rethink outsourcing production practices in their quest for lower costs. Manufacturers had to fire a large number of workers when the pandemic crisis struck, and it is uncertain when production will resume. Retailers, hotels, and the tourism industry benefit from the HR strategies implemented by the international e-commerce companies by integrating both people and robots in the workforce to increase employee flexibility (Sodhi and Tang 2021). Additionally, there is a chance to discuss how the supply chain might work together to distribute essential medical supplies like vaccines and antiviral medications. Both government and organizations must pay attention to vulnerable groups of workers. Though same rights were observed in the pre-COVID-19, greater assistance is required for laborers during the epidemic (Warmate et al. 2021). Employers who hire people with mental impairments may receive financial compensation; nevertheless, governments should create effective regulations to promote hiring people with mental disabilities.

2.5 Covid-19 Pandemic; Workplace Safety Regulations

Companies regularly employ management techniques for occupational safety to control risks and give their employees a positive work environment. For the safety and health of the company's employees, security work programs are said to be plans, rules, policies, activities, and initiatives set in the organization (Nordlof et al., 2017). Most business executives prioritize security work programs more during pandemics to reduce health hazards and stay away from crisis-specific issues. Hazard control is the focus of security work for better management and treatment for the organization, in addition to their safety courses, health care training services, and health management and the reduction of tension (Aldana, 2001). Wachter and Yorio (2014) assert that the main goals of security work programs should be to create and implement procedures for work security, scheduling, coordination, execution, and assessment. Security work plans can be used to foresee an institution's safety management and help to promote a

safe work environment. Studies in the field of emergency preparedness have allowed for many classifications of security work programs. Mearns et al. (2003) examined security work programs for each organization using audit techniques like safe working practices, planning for personal protection equipment, governance and engagement, workforce participation, education programs and surveillance, and danger and compliance auditing. According to Vinodkumar et Bhasi's (2010) evaluation of six work safety programs, it was discovered to have a favorable impact on laborers' safety views and practices. The management's dedication to security, employee engagement, safety achievement appraisal, safe work practices and laws, and opportunities for health promotion was among the security work programs. Wachter and Yorio (2014) used worker participation to examine the relationship between work-safety initiatives and accident avoidance. Some factors should be taken into account, including employee involvement, before-and-after task monitoring, safety work practices, safe recruiting, communication, teamwork development, proper safety, danger analysis, detection, and monitoring, and safe job assignment. ILO (2020) states that during COVID-19, every institution should emphasize the following four areas of work safety programs: government commitment to protection, training sessions, safety legislation and practices, and employee commitment. Thus, for our research, we evaluated the work safety program during the Covid-19 event using these four factors. An earlier study found that a key factor in employee security administration is how committed leaders are to worker protection (Neal et Griffin, 2004). Management's commitment to health and safety is "the degree to which administration is regarded to place a greater emphasis on health and consistently discuss and respond to security problems, this is according to Neal and Griffin (2004: 27). For instance, the organization quickly set up a pandemic prevention advice panel when the Covid-19 pandemic first appeared. Everyone agrees that safety training for all levels of employees is necessary to raise awareness, knowledge, skills, and attitudes about workplace safety and protection. On a variety of different health and safety topics, including the value of a safe work environment, motivation, epidemics and injury prevention, daily challenges, workplace threats, preventative measures rules and legislation, protective devices, and ambulatory responses, among others, through which organizations must also offer thorough and organized training courses with notices and assistance (Wachter et Yorio, 2014). For instance, managers might increase Covid-19 precautionary communication through magazines, Facebook, and other channels during a plague. It is widely

accepted that businesses should create enough safety measures to enable tasks to be completed without the risk of contamination. Effective procedures can boost worker protection practices, maintain risk evaluations by administrators and managers, and prevent epidemics or natural disasters (Wachter and Yorio, 2014). For instance, businesses strictly adhere to the Covid-19 preventive and response policies. Consider keeping an eye on your body temperature, wearing a mask, using basic personal care products, isolating yourself from other people, and telecommuting if necessary. It's crucial to remember that employee dedication is a component of workplace safety programs (Ladewski et Al-Bayati, 2019) All employees have the chance to debate the pandemic prevalence and risk factors, contribute to all healthcare issues, and constantly engage in discussions about health and safety at which was provided as a result of the cooperation of the workforce in pandemic risk management.

2.6 Employee Participation During The Covid-19 Pandemic

The widespread Covid-19 outbreak has had an impact on the corporate environment. Human resource departments are continuously coming up with creative, original, and useful strategies to effectively communicate in a better way during this challenging time. Employee engagement is a way of thinking if they are being inspired by their job so as to give them all day and be dedicated to the institution's values and priorities. Engaged employees perform better at work, which increases client satisfaction and, without a doubt, increases income for the organization. The lack of a precise definition of worker involvement when contemplating the term engagement presents a fundamental challenge in the academic setting. Kahn (1990) states that great dedication displays the physical and mental presence required to carry out an industrial task. Psychological concepts like profundity, security, and openness support the ongoing growth of agency participation. Another study found that people actively use their bodies, minds, and cognitive abilities to perform their jobs. The cognitive component is connected to how managers, employees, and the workplace are perceived. The emotional aspect of an organization is defined as the employees' positive or negative perceptions of the company and its leadership. The physical force used to complete educational work is referred to as a physical component. When May, et al. (2018) examined Kahn's methodology, they found that engagement is correlated with spatial relevance, security, and a wide range of psychological traits. Work commitment was described by Schaufeli et al. (2019) as an optimistic, goal-oriented

mentality characterized by strength, commitment, and absorption. In this study, a person's passion, excitement, and love for their profession were considered indicators of work commitment (Harter, et al., 2020). According to this analysis, attachment is closely related to obligations at work, general health, and feelings (May et al., 2018). The two essential elements of workplace commitment are a worker and institutional engagement (Saks, 2018). Employees at Work Committed are worried about their projects, outcomes, and profitability and they would like to think that their productivity, results, and efforts are having a big influence on the work. When it comes to a worker's enthusiasm, happiness, and task effort, worker participation is sometimes regarded as a physical, emotional, and mental mindset. Committed employees help the organization accomplish its objectives, carry out its scheduled operations, and produce acceptable outcomes. Job recruiting, the development of individuals hired, design, selection, pay, and advancement monitoring are all HR procedures that can increase employee engagement (Vance, 2020). Companies that proactively encourage employee involvement, skill development, and prompt, honest, accurate communication will survive the recent market instability and prosper in the near future (Robison, 2018) this we can see as so many companies fold up after the pandemic because they could no longer cope with the losses and as the employee commitment drop. To stay in business and for the organization to accomplish its goals, individuals and organizations must rely on one another. Employee dedication shouldn't be seen as a one-time thing; rather, it should be engrained in the company's culture. Employee engagement at work is affected by a variety of elements, including opportunities for career advancement, support, engagement, recognition, flexibility with regard to work schedules, a fair compensation package, an environment that is open and honest, and participation in decision-making (Patro, 2013). To increase employee engagement, the six Cs—clarity, convey, credibility, connect, career, and confidence must be addressed for better employee engagement at workplace. Committed worker worries about their position and the productivity of the company, but they also want to think that their commitment is making a big difference. Engaged employees are more productive at work, which increases customer satisfaction and significantly enhances an organization's revenue. These are crucial values transparency and trust among staff members and within the organization and should be seen. To the furthest extent possible, the company and all of its employees must be incorporated into it (Sarangi & Nayak, 2016). Work commitment is based on the followers of an organization's

communication, involvement, trust, and loyalty. Open and honest communication among top employees, employee involvement, and worker decision-making processes can all serve to increase commitment. Work commitment is the enthusiasm and dedication a worker has to his or her job (Chandani, et al., 2016). Work engagement is a deliberate action that raises the likelihood of organizational success by enhancing team and individual performance, productivity, and health.

2.7 Professional's View On Remote Work

Few researchers have examined methods for resolving Workplace problems that arise with remote work. It is imperative to build an efficient long-term digital technology exploration and utilization program to address the situation from a long-term viewpoint (Carugati et al. 2020). Nevertheless, interpersonal force might mitigate the negative consequences of computer work connection, but there is an urgent need to examine the explicit rules that govern new tech use within the service sector when working from home (Chadee et al. 2021). As opposed to that, Bonacini et al. (2021) have advocated for the implementation of regulations that reduce wage disparity for employees who perform remote work. Workers have to agree to work remotely pandemic to respect the rapid change. Some employees from various professions who had never worked from home were made to go through the training. On the other hand, those in other specialized jobs saw a less pronounced change. While certain workers—like translators, for instance—have extensive experience working from home, employees across all professional categories encounter several challenges while doing so. The Covid-19 epidemic is an important (unexpected) experiment for professionals and academics. Investigators may be in a position to provide two important answers as a result of the widespread transition to working from home. The initial question was whether there were any professions that had previously disallowed the possibility of working from home but are now recognizing it. Once more, might the refusal of working from home be due to motivation, lack of interest, gender, or age? Is there a profession where working from home can prove to be more advantageous than previously believed? The second key question is if the fit between the employee's personality and the nature of the task might be a significant problem. Is it obvious that certain people in certain occupations would find working from home more convenient? What factors may affect the production of a given profession? The answers to the above-mentioned questions may have an impact on how various professional contexts approach working from a person's home. In other cases, the nature of the job may

determine the degree of output that employees are capable of achieving from home. The success of working from home may be only little impacted by personal preferences, temperament, and habits. Individual qualities and priorities will take precedence over occupational factors. In many other areas, the opposite is true. When completing almost identical work, people in a given job will exhibit a broad range of productivity. It's possible that personal qualities and interests prevail over vocations. In other words, individual behavior, decisions, and preferences will significantly affect each person's output inside a certain company. The fusion of personal and professional factors has significant effects on research and execution. Changing over to working full-time from home could require choosing employees who are most suited for working remotely. The mentoring of such professionals grows when personal matters take precedence over job qualities. It is necessary to increase the monitoring of working procedures and the scrutiny of those who are permitted to work from home. On average production, encouraging employees to work full-time from home is possible. While encouraging employees to work outside of their homes, where professional needs transcend personal qualities and won't necessitate frequent supervision, often results in higher production. According to Bailey and Kurland (2002), working virtually increased production and job satisfaction. Torten et al. (2016) have discovered a significant correlation between the number of hours per week spent working remotely and employee happiness. Self-control, adaptability, and social intelligence were found to be positively related to personnel contentment among distant employees (Smith et al., 2018). Although working from home has certain drawbacks, they are surpassed by the benefits in terms of job satisfaction (Smith et al., 2018). In their study, Felsted & Henseke (2017) found that employees who worked remotely reported much better levels of job contentment. Despite the negatives of increased work pressure and fewer opportunities for promotion, remote workers are thought to be far happier with their professions (Felsted & Henseke, 2017)

2.8 Threats From Covid-19 In The Workplace

A worker's perception of any danger that might have a substantial impact on them personally or on the general public is referred to as perceived risk (Leppin & Aro, 2009). Risk perception may be positively or adversely impacted by the threat of a disaster or pandemic.

(1) The development of worker safety programs during an outbreak of the plague has directly contributed to keeping the spread of the disease under control (ILO, 2020). Employees' knowledge of viral defenses, as well as their awareness and judgment of the risks associated with infection, may be improved with the aid of worker safety programs, which can also motivate them to take more precautions to protect both themselves and the environment (Leppin and Aro, 2009).

(2) The majority of studies have shown via their works that teaching staff safety procedures during a plague reduces their worry about the outbreak (Hu et al., 2021). Due to inadequate or limited virus protection efforts and a lack of knowledge regarding the recent Covid-19 outbreak, employees may be concerned (Brug et al., 2004). Workers' perceptions of COVID-19 infection and dread of the sickness may be decreased if security procedures like Work Safety Programs are implemented successfully in the workplace. This results in;

Work safety initiatives are significantly reducing the risks that a disaster or epidemic like COVID-19 is expected to bring. According to Floyd et al. (2018), the idea of a protective motivation encompasses any problem for which a person may execute the best possible response. The worry of the staff must be the main priority to improve worker routines and execute certain protection ideas (Rogers 2019). People's actions when confronted with a dire circumstance that puts their health in danger are known as safeguarding behavior or motivation (Ling et al., 2019). Three factors contribute to the development of fear: the certainty and efficacy of preventative actions, the likelihood that it will occur, and the gravity of the potential harm (Rogers & Prentice-Dunn 2018). As a result, as Covid-19 spread, employees began to worry about both their personal safety and their employment prospects. Additionally, during a pandemic, businesses engage WSPs to help workers feel less concerned about the threat associated with COVID-19.

2.9 Job Loss During Covid-19

In the long run, employee retention and skill development will be crucial, even while temporary layoffs may be necessary in the short term to achieve a flexible workforce during the crisis. This illustrates how employers must take into account the changing procedures to employees' participation in numerous job positions, thus, anticipated to become the standard in the hospitality industry (Kaushal and Srivastava 2021).

Building managers may be able to maximize moderate operations to reduce people losing their job and assist with the financial reaction to the pandemic in the construction business, which is analogous to the hospitality sector (Araya 2021). According to Sharma et al. (2020), a transition to an electronic-based economy might lower the pandemic-related unemployment rate and improve work prospects. According to Williams and Kayaoglu (2020), a voluntary disclosure program might be useful in supplying unregistered workers with short-term financial assistance. By bringing undeclared businesses and employees into the open and into the view of national authorities, the needed financial assistance now given to declaring personnel may be utilized to encourage future compliance behaviors on the part of these businesses and employees (Williams 2021). The majority of businesses in America, including those in the tourist, transportation, and textile industries, were compelled to close as a result of Covid-19. Millions of people were compelled to hunt for new occupations as a result. America's unemployment rate is rising. When jobless people consider how they could be losing money, they may experience anxiety, worry, and other health issues (Wanberg, 2012). By understanding that employment offers both overt and covert rewards. (Jahoda,1982). Why unemployment has such a negative influence on mental health may be explained using the notion of hidden scarcity. Economic crises may cause a cascade of grief that impacts the entire family, making them particularly traumatic (McKee-Ryan & Maitoza, 2018). The Covid-19 unemployment is eager to replace any lost positions as soon as possible. The broad closures related to Covid-19 have an additional influence on the typical advice for job seekers to maintain a periodic job search program (Wanberg, et al., 2020). Comparing how individuals survive during this epidemic in the short term, with respect for the employer who fired them, and in the long term, when skill diversity may prove to be incredibly important, is something that researchers looking at the characteristics of Covid-19 will want to start doing (Klehe et al., 2012). In addition to the negative repercussions on the person, there are also negative ripple effects on everyone who is still employed. When organizations reduce the total staff numbers, survivors' levels of institutional connection, work dedication, and stress are lower, according to a prior study (Trevor & Nyberg, 2008). According to meta-analytic research, overall staff cutbacks had about the same negative effects on institutional performance as equal voluntary absences (Park & Shaw, 2013). According to a recent study, larger economic downturns are linked to a shift toward insignificant thinking, which makes individuals

perceive others as adversaries even when they are not (Sirola&Pitesa 2017). Scientific studies on this pandemic-related mass layoff looked at how well earlier studies stood up in the face of such a widespread, sudden, and large-scale jobless.

2.10 Management In Virtual Environments During Pandemic

The decisions made by top employees about how to organize an establishment's goals in the case of a crisis have a significant influence on all of the workers at all levels (Antonakis& Day, 2017). The Covid-19 crisis, which forced employees at all levels of the organization to work from home, demonstrated that management can also function effectively electronically (Antonakis& Atwater, 2002). According to a previous study, great executives are senior workers that can make the proper judgments while inspiring confidence and optimism in the current scenario (Antonakis et al., 2016). Similarly, research has indicated that eliminating the formal physical presence of powers from virtual environments may result in even more successful alliances (Antonakis& Atwater, 2002). The only time remote administrators are important is when they: (a) Offer a distinct idea to direct the organization's activities.

(b) Publicly share their firms' problems;

(c) Effectively communicate challenging objectives and the direction the productivity system would take; and

(d) Express confidence that wise choices will be taken both during and after the Covid-19 crisis.

According to Grabo et al. (2017), practice and commitment are required to develop these charismatic skills. Furthermore, catastrophes might cause a change in leadership styles, according to Stoker et al. (2019). Businesses could anticipate being adequately equipped if they effectively focus on professional growth in response. Future studies should do more examine the effects of organizational investments in staff professional development following the Covid-19 disaster. How rating and measurable metrics will operate is one of the most important leadership actions that will need to be studied for Covid-19. There may be a change in the outcome measure, which the prior analysis has shown to be Covid-19 successful in terms of overall efficacy, without the option to monitor personnel as carefully as in an open floor plan workplace (Pritchard et al., 2008). Working electronically might limit employees' access to feedback from

managers for extended periods of time, and prior research has linked a lack of instructional activities to a lack of commitment in workplaces (Vandenberghe et al., 2019).

2.11. Virtual Teamwork

Mak and Kozlowski (2019) underlined that the number and importance of virtual teams are growing before the COVID-19 outbreak. Understanding that group virtuality exists is crucial because it prevents us from presuming virtual homogeneity cooperate, it's crucial to realize that group virtuality is a phenomenon that considered factors, such as the geographical diversity of the group members and the volume of synchronous and asynchronous online communication (Hoch & Kozlowski, 2014).

Since team members do not always interact in person, a more nuanced and complicated knowledge of the virtual world has undoubtedly emerged (Mak & Kozlowski, 2019). Future studies that are attempting to differentiate between the many forms of remote teamwork imposed on workers by Covid-19 should find this to be crucial. Martins, et al. (2020) found that as compared to face-to-face communication, there is little to no in-depth contact while communicating online. Once more, remember that common collaboration issues like coordination and discord may arise among group members very rapidly (Mortensen & Hinds, 2001). According to preliminary research, it is vital to clarify group processes, team goals, and institutional solutions, especially in remote situations, to promote comfortable and helpful talks (Huang et al., 2002). Covid-19's increased staff virtual worlds might have an impact on helping and prosocial behavior. Despite the possibility that physical separation between workers could temporarily limit beneficial behaviors, we have realized that people are more motivated to help and offer better encouragement than we often think (Workplace 11 2008). Many individuals fear being uncomfortable, disagreeable, or ashamed when they seek help (Bohns & Flynn, 2010). Operational guidelines for helping can enable support to overcome these mental obstacles while respecting personal privacy (Cleavenger & Munyon, 2017). Researchers must continue to watch and evaluate patterns that might help these teams function more successfully, even though this epidemic has increased the number of online employees. When teleworking and a crisis coincide, for example, concerns are raised about how to communicate and manage emotions like anxiety and dread in the setting of linked digital work, when there are fewer social and emotional stimuli (Lindebaum, et al., 2018). In contrast, past

research has shown that virtual groups are more effective at theorizing than facial expression teams (DeRosa, et al., 2007). Even if this epidemic has led to a rise in online employees, researchers still need to keep an eye on and evaluate patterns that might help these teams function more effectively. For instance, the simultaneous occurrence of teleworking and a crisis raises concerns about how to appropriately express and manage negative emotions like anxiety and dread in the setting of linked digital work, when social and emotional cues are lessened (Lindebaum, et al., 2018).

2.12 The Employee Productivity Level During The Covid-19 Period

Causative events like the Covid-19 epidemic are anticipated to partially paralyze businesses and their staff, forcing them into vulnerable locations (Williams et al., 2017). Being forced into one of these sectors might lead to quick and significant problems that may adversely affect the sales agents' B2B effectiveness (Hartmann & Lussier, 2020). This epidemic results in increased distant cooperation, physical non-availability, cancellations, and suspensions of important meetings and conferences, visa restrictions, and frontier closures imposed by various countries, to mention a few. The capacity and desire of the workforce to meet current and new duties would be impacted by these problems. Following the Covid-19 epidemic, people who work online are considerably more likely to experience stress, sadness, and weariness, which can impair their commitment and motivation and reduce productivity. The goal of building performance monitoring systems is to promote shared understanding and alignment of goals and the channels for attaining them. In a crisis-affected area, the value and authenticity of earlier performance monitoring systems are lost, necessitating their rebuilding by conceptualizing the evolving usual conditions (Gunnigle et al., 2019). The lack of worker coordination and experience sharing has led to a decline in the significance and sincerity of the system. This is especially relevant now that the Covid-19 outbreak has passed. Hartmann and Lussier (2020) used practitioner-oriented surveys, literature, interviews, and webinars with salespeople to investigate the impact of the Covid -19 on the performance of sales staff of B2B. Researchers developed a comprehensive case regarding the difficulties posed by the epidemic, which has the potential to lower the performance of B2B salespeople, using Leavitt's concept of organizational transformation and sociotechnical systems theory. We estimate the Covid -19 breakout will have a negative effect when taking

into account these study's points of view and applying them to all types of corporate employees. The things that follow make this suggestion.

2.13 Practices In The Workplace That Have Recently Undergone Changes

The epidemic has disrupted conventional methods of operation, but it also accelerated early plans to switch to online services. Even though studies on strategies like working from home showed that this strategy was frequently able to accommodate worker preferences prior to the illness epidemic, Covid-19 ordered everyone to engage in Mandatory Working from Home. Organizations may need to search for solutions to deal with the changes in the workplace. The workforce will need to adapt to the present working environment. Employees may be able to take advantage of and exploit workplace changes to operate productively in the new work environment they find themselves (Baron, 2010). To gain a favorable outcome from the present circumstances at work, employees need to demonstrate specific attributes, such as tolerance of ambiguity and how they address new conditions honestly (Gawke, Gordievsky, & Bakker, 2017). According to (Gawke, Gorgievski, & Bakker, 2017), companies need to place a greater emphasis on the values and productivity of their workers in order to adapt to the current unstable work climate in which they find themselves.

2.14 Online And Technology Norm During Covid-19

Every country should consider investing in online teaching and learning policies that use technology, without planning for every country can see its impact during the pandemic and when the wave was off. Testing of distant learning was motivated by the COVID-19 outbreak practically to an unusual extent (Sun et al., 2020). Online education is another concrete example of technical advancement outside of the present 4.0 industrial revolution. Despite the fact that students and teachers cannot interact personally, the online teaching and learning process is an efficient one (Verawardina et al., 2020). Whether you like it or not, all significant components of the education system must be ready, and the primary prerequisites for online learning are technical infrastructure. The core function of education is the teacher or teaching staff. Online learning represents a significant departure from the traditional/face-to-face teaching and learning procedure without any preparation (Bao, 2020; Basilaia & Kvavadze, 2020). A similar issue arises on campuses, where interactions between students who travel from different areas and temporarily reside in areas around the university to

engage in face-to-face academic activities no longer take place. All students from the areas who attended different colleges in Nigeria prior to the outbreak's appearance in the country and the establishment of online learning rules have now returned to their hometowns. The sole option to continue to execute teaching and learning activities without shortening the time and length of education specified in the previous policy for each student is online learning; for instance, online lectures do not provide a barrier to a student graduating on time. The only option to continue teaching and learning activities despite the Covid-19 epidemic is online learning. The issue is that the government has decided that online learning is the best way to stop the spread of COVID-19 while yet allowing for the transmission of information to students. Online learning has been introduced in many nations while being backed by face-to-face learning at the moment because of how quickly technology is developing in different parts of the world. This is due to Covid-19. Therefore, some nations are prepared to enact rules relating to online learning when the pandemic strikes, including those relating to technology tools, the internet, and the preparedness of educational components (students, teachers/lecturers, and parents). This is in contrast to Nigeria's readiness to implement online learning policies. The Ministry of Education issues that education goes online but many areas in the country have not yet reached the technology facilities to support the implementation of the online teaching and learning process. One of the key issues in Nigeria's numerous online learning zones is access to the internet. In addition, because this policy is new and there is no technical preparation for the adoption and use of technology in the application of online learning, online learning is also not supported by the preparedness of various components such as teachers/lecturers, students/students, and parents. To stop the virus from spreading, the government has put in place social and physical distance restrictions. Online learning is the practice of disseminating knowledge through a variety of media, including pictures, videos, online conversation, and other media that facilitate online learning, knowledge of using software, music, video, graphics, and text (Basilaia & Kvavadze, 2020) and backed by online networks (Zhu & Liu, 2020). This fits into the change in the way that students get knowledge through an internet forum (Basilaia & Kvavadze, 2020). In addition, the onset of the Fourth Industrial Revolution makes science and technology interdependent as the primary means of support for online learning by developing a variety of learning advances that work together with technology (Banggur et al. 2018). A system that facilitates free online education using

a variety of discussion forums, including Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, and Microsoft (Abidah et al., 2020). According to Kusuma and Hamidah (2020), one of WhatsApp's features is Whatsapp Group, which enables users to send all members texts and phone calls, images, videos, and files in a number of forms. Additionally, Education professionals may promote creative learning through Google Classroom. There are various media that allow face-to-face implementation, including Zoom, Google Meet, and CloudX, which is an option that truly assists the implementation of a great learning process. Because they can communicate virtually face-to-face with professors and lecturers, it is quite beneficial for students to do percentage assignments online. This is one of the many types of online learning. It is clear from the aforementioned reasoning that online education may be effectively provided the educational components have adequately trained the key players in the form of an efficient and reliable internet connection, technical tools, and the ability to during the online teaching and learning process, pupils, instructors, and learning resources learning exercises. In spite of the fact that Nigeria's online learning strategy is widely regarded as the best way to improve teaching and learning in the face of the Covivirus-19 epidemic, it creates new issues for the field of education since there is no preparation for meeting the requirements for online success. Online learning is inefficient in a large number of Nigerian areas attributable to inconsistent use of internet networks and technological resources. Additionally, the issue of online learning has caused issues in a number of Nigerian regions since not all regions have the infrastructure to support it. The major issue is the issue of internet networks and signals that abruptly disappear when online learning is occurring (Khasanah et al., 2020). Parental considerations also impact the success of online learning, in addition to technological challenges and instructor preparedness. By supplying a necessary significant internet network. The federal and local governments must be very concerned about the issues that the Covid-19 epidemic is causing in the field of education. providing technology infrastructure and facilities, particularly in developing nations, while maintaining the usage of the conventional educational system, as the key to online learning is an adaptation to the conditions of diverse places without removing the core components of information transmission and learning for all students.

2.15 Remote Working

Few researchers have examined strategies for dealing with HR problems that arise when working remotely both during and after the pandemic. Over half of the organization's human resource management departments reportedly allowed employees to work from home, according to a Gartner (2020) analysis. It is imperative to build an efficient long-term strategy for the development and advancement of digital technologies to address the situation from a long-term viewpoint (Carugati et al. 2020). Though relational energy might mitigate the negative consequences of online work connection, there is an urgent need to examine the explicit rules that govern technology with hotel online work (Chadee et al. 2021). On the other hand, Bonacini et al. (2021) deduce that regulations that reduce wage disparity for employees who perform remote work should be put into place. Due to the requirement for many workers to participate in using a Home Office in response to COVID-19, the popularity of remote work has increased, made possible by developments in internet and communication technology. Although the phrase "working remotely" is broad and includes work from anywhere, studies have shown that certain people prefer and do better when working from home, such as specialists who must complete difficult jobs with little assistance from peers (Allen, Cho, & Meier, 2014). Unfortunately, as more individuals are forced to work from home, many of them must deal with problems like a shortage of space in their homes. Personnel who share housing face additional obstacles than those who live alone since they must also navigate other people's spaces. Employees typically find it difficult to discern between activities that are deemed work-related and those that are not (Ramarajan & Reid, 2013). Working from home may seem appealing because it provides a safe harbor, yet, it is challenging to distinguish between the workplace and the home. Further research should be done on the following study questions: What connection exists between employment and "quasi-experiences"? According to Ashford et al. (2018), gig workers including merchants, drivers, and service providers are one place that may provide education in addition to helping them become more relevant on their own, even if gig professionals frequently operate from anywhere. As a result of the Covid-19 outbreak, ridesharing companies were forced to close their doors, but there was an increase in the number of delivery-focused businesses with part-time staff, demonstrating the company's capacity for growth. Gaining and maintaining a competitive edge, attempting to control the intense emotions connected

to this line of work, figuring out and maintaining a temperament so that most of those feelings do not inhibit the productivity levels on which their living standards depend, and dealing with boredom are all challenges that freelancing workers have been observed to face (Ashford et al., 2018). The anticipating of susceptible financial patterns serves as the starting point for ongoing study into interactions in the freelance economy (Petriglieri, et al., 2019). It does appear to concentrate on highlighting the need of comprehending working from personal houses, which was not anticipated before the epidemic. Similar to that, fundamental rules for working from home may profit from essential ideas. This award is a result of our knowledge of what has previously been successful for independent contractors. The job will be improved by cementitious trends, which will also provide a distinct boundary between work and home environments. Examples of such practices include a location where the duty is carried out and maybe a genuine, overarching goal for the work that permits and encourages progress when the setting gets challenging (Petriglieri et al., 2019). Additional research examines changes in people's average cognitive speed, general response capacity, inner strength, and communication abilities (Ashford et al., 2018). The various ways in which people operate outside of traditional professional contexts will require an increasing amount of research and experimentation, as predicted by Gartner (2020), given the possibility that the pandemic will advance working-from-home trends more than the pandemic's direct consequences. Additional research on the effects of working from home for issues like creativity and truthfulness at work is required, especially as cross offices grow more common, given that the lockdown period gives a physical sight into the homes of coworkers, competitors, and superiors. Aside from the difficulties that people may have when working from home, it's important to note that (a) Innumerable managers' resistance to working from home prior to Covid-19 is probably caused by a perception of a complete lack of direct control that managers may have over inaccessible employees, and (b) there is reason to believe that new monitoring techniques will be used in conjunction with several working from home restrictions. Companies were using and developing technologies to track the whereabouts of their employees even before Covid-19 (Bhave, et l., 2020). Webcams have enabled online visibility even when it is impractical to go to supervise employees who operate remotely.

2.16 Effect Of Covid-19 On Employees' Flexibility

Some people have different responses to fear and stress (Eysenck and Byrne, 2019). The risk posed by Covid-19, as well as misleading information and anxiety, might cause negative perceptions of it (Forgas, 2018). Questioning behaviors, conscience, and evasion (Fredrickson, 2001), enable people to perform without being paralyzed by fear (Grant & Wade-Benzoni, 2009) People tend to take more mental, cognitive, and behavioral vacations because they are less committed to their jobs (Kahn, 2018). When employees are worried, their engagement seems to suffer (Gino et al., 2012). Therefore, the negative consequences of dread and social media weariness linked to a lack of professional practices can be lessened when people have certain cognitive skills related to their purpose for existence (Greenberg et al., 2018). Covid-19 has affected how individuals do business. Workers need to maintain their flexibility if they are to survive and prosper with this unique method. The ability to deal with hardship while maintaining important habits and goals is known as adaptation (Sakurai & Chughtai, 2020). Resilience is a vital protective quality while dealing with hardship. According to the resilience theory, a person's resilience might enable them to overcome obstacles (Karol, 2010). Resilience is a promising quality for lowering bad moods and maintaining older people's well-being (Hardy et al., 2004). Studies have shown that resilience helps to reduce the detrimental effects of anxiety (Liu et al., 2020). Because of this, the study predicts that resilience, like cognitive therapy control, would lessen the harmful effects of anxiety and social network weariness on job engagement. It may also operate as a possible mediator between the engagement of work and Covid-19-related social media misinformation.

2.17 Tertiary Education In Nigeria During Covid-19 And After

As we all know, education is essential to a country's progress, and Nigeria is no exception. Tertiary education is divided into a university and the sector outside the university. Opportunities for undergraduate, graduate and vocational and technical education are provided by the tertiary sector as a whole (Ogunode, et al., 2020). According to Isuku and Emunemu (2009), the level of life in a nation is mostly determined by its productivity, which is directly influenced by tertiary education, it also plays a role in boosting the local economy and acting as a growth engine. According to UNESCO (2020), from its establishment, tertiary education, particularly universities, has had to deal with terrible diseases that have affected their everyday

operations. Despite this, they survived and continued to carry out their purpose even when their doors were closed. The COVID-19 has recently affected university education. The majority of Nigerian activities have been impacted by COVID-19, but mainly the education sector, which primarily focuses on higher education institutions. The Nigerian government's initial response to the spread of COVID-19 was the shutdown of all schools, including post-secondary institutions, starting in March 2020. As a result, academic activities came to an abrupt halt, upsetting academic calendars at various institutions, and all students, from undergraduate to postgraduate, had to leave their respective institutions (Ifijeh & Yusuf, 2020). Additionally, due to the pandemic's spread and the fact that most activities have paused, education in Nigeria has been severely impacted. According to estimates from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), school closures will have a negative impact on 87 percent of the world's children, or 1.5 billion learners, as of March 30th, 2020. (Ogunode et al, 2020). According to Daniel (2020), the COVID-19 epidemic has affected students' life in various ways, depending on their ability and type of study as well as where they are in their programs. Thus, the emergence of this fatal epidemic has compelled the modification of several activities carried out in Nigerian higher institutions, leading to the emergence of alternative teaching and learning methodologies. When students have been lucky enough to discover a continuity offer, they have also had to work hard to adjust to what for many of them are new formulae for teaching and learning (UNESCO, 2020). UNESCO (2020) further claimed that students tend to prefer the conventional distance education method since it most closely mimics the dynamics they are used to in a classroom context, where the instructor continues to teach while being broadcast live and accessed at a later time.

2.18 Economic Effects Of Covid-19 On University Education

The corona virus epidemic has disrupted college and university operations. In addition to campuses switching to online education virtually overnight, institutions are also confronting severe financial difficulties as the local and global economy may now face what appears to be a significant recession (Deloitte, 2020). Private people or groups in Nigeria fund, own and develop the country's private university institutions through the tuition that students who enroll at these schools pay. As no money transactions take place, the epidemic is believed to have produced a financial setback for these schools.

The shutdown has prevented the transactions and operations that were meant to further the institution's growth and personnel compensation. Deloitte (2020) states that if students are unable to return to campus, colleges and universities may experience unexpected and historic attrition from students who are dissatisfied with their distance learning experience or who won't be able to afford tuition given the current economic climate. Other students may choose to stay closer to home during difficult times. Additionally, Covid-19 has deflated the myth of market-driven, loan- and fee-funded university education expansion. Because of this, many universities are in danger of going bankrupt, which might threaten employment at the institutions as well as in the communities that have grown to depend on them as significant local employers and contributors to the local economy (Lethbridge and Ainley, 2020). According to Damtew (2020), the continent's growth rate, which was 3.4% in 2019 and was projected to reach 3.9% in 2020, would increase. Unfortunately, given that the COVID-19 epidemic is likely to destroy its economy as well as its institutions, including higher education, this may now only be a fantasy as the pandemic has changed a lot about the education system coupled with the federal government problem with the Academic Staff of Nigerian Universities not responding to the Lecturers need over time. Ogunode et al. (2020) state that the impact on higher education may be felt most keenly in two ways: first, a sharp reduction in government support for higher education due to low revenue and income; and Secondly, there has been a parallel decline in development partner contributions, particularly in the area of research, which has been overly and disproportionately relied upon by African university education. Finally, Ogunode et al. (2020) suggested that the government enhance funds for higher education institutions in the upcoming budget in order to enable them to handle all the harms brought on by the closure of the COVID-19 school.

2.19. The Pandemic's Socioeconomic Impact On Employees

Regulation factors imply that routines created by Covid-19 will impact people in different ways depending on their demographic characteristics and personality traits, in addition to the alterations and consequences discussed in the preceding two sections. Although we concentrate on changing, there is plenty of proof to believe that this will cause bodily and financial issues for individual people, even though there is evidence pertaining to Covid-19 within the preceding divisions. Early Covid-19 data indicate that older persons need extra care since they are more vulnerable to harm from contamination. During the preceding century, older adults had also become more prevalent due to declining birth rates and increased life expectancy (Rudolph, et al,

2018). The pandemic emphasizes issues relating to longevity in the workforce and the aging population. Early in 2020, for example, ageist sentiments and demographic conflict justifications for a number of components of the plague of labor started to surface (Rudolph & Zacher, 2020). The workplace after COVID-19 would be less age-diverse due to the health hazards that older workers experience as well as the early pension benefits that businesses with limited financial resources are predicted to give. However, if Covid-19-related flaws in people's defined contribution pension plans cause older people to put off retirement and keep working, we should observe a rise in age diversity in the workforce as a result of this issue (Van Solinge & Henkens, 2014). Policymakers should concentrate on integrating and optimizing these changes in order to improve workplaces by increasing the variety of ages working there. Building bridge mentorship and experience programs, supporting the hiring of retired employees as part of returning to full-time programs and improving human resources and the internal labor force are all solid options (Brooke & Taylor 2005)

2.20. Employee Work Holism During The Pandemic

In light of COVID-19, it appears that those who continue to work hard are more likely to come to work while they are unwell (Johns, 2010). The weight of the evidence in the studies given makes no distinction between infectious and rates of disease diseases. But according to recent research from Australia and Poland, 20% of people who were identified with the plague did not need to be hospitalized (Imai et al., 2020). According to Covid-19, there appear to be two categories of employees that are required to report to work when ill, as demonstrated in a presentism paradigm developed by Miraglia and Johns (2016):

1. Due to the rigorous nature of the job, which involves a sizable workload, a lack of workers, and obligatory extras, employees are only expected to contribute, and
2. People who are committed to their employer and passionate about their work.

The identification of institutional hubs where certain epidemics are more likely to occur can be aided by knowledge of previous investigations. Although paid sick leave is accessible in the majority of developed nations, it is not in place in several American states, which calls for additional inquiry (Pichler&Ziebarth, 2017). Dietz et al. (2020) found that despite limitations on sick leave, coworkers choose to take more

time off than their bosses did. Benefits procedures must be carefully scrutinized in such a circumstance to make sure that no financial inducements are used to persuade coworkers to do their duties even while they are unwell (Kessler, 2017).

2.21 Future Of Nigeria's University Education After The Covid-19 Era

Prior to this, Nigeria's university system was in shambles due to a number of issues, including ongoing disputes between the federal government and tertiary institution unions, particularly the Academic Staff of Nigerian Universities (ASUU), a reduction in the budget allocated to education, and inadequate infrastructure. The status of university education in Nigeria got worsened as a result of the pandemic. Ogunode et al. (2020) claim that COVID-19's aftereffects on tertiary education include academic calendar disruption, cancellation of already scheduled local and international conferences, a teaching and learning gap, a loss of staff in educational institutions, and a reduction in the higher education budget. Simon and Hans (2020) argued that the closure of all educational institutions will significantly (and probably unevenly) disturb students' learning, upset internal evaluations, and cancel or replace public certification exams with subpar alternatives. Ogunode (2020) said that because many higher education institutions have already begun their first semester examinations, the closure of all educational institutions, from basic schools to higher education institutions, will have an impact on the academic goals and programs of the students. Furthermore, due to the fact that most Nigerian universities want to complete their academic calendars as soon as classes resume, teaching and learning there will never proceed according to the standard procedure. This will put pressure on both students and Lecturers to complete the year's set course outlines. According to Aina and Opeyemi (2020), social alienation and the lockdown caused the global educational system to come to a standstill, the traditional paradigm of teaching failed, and teaching and learning suffered a serious setback everywhere in the globe, including Nigeria. Cseaafrica (2020) said that the Nigerian federal budget for the 2020 fiscal year was created with considerable income projections but with contestable realizations owing to budget cuts resulting from COVID-19 and its impact on the Nigerian economy. The budget would be impacted by this for many years.

Finally, due to the COVID-19 pandemic, a number of seminars on various topics scheduled for the first and second quarters of 2020 have been postponed (Ogunode et al, 2020). Conferences would not take the same form as previously in terms of the

pandemic's effects. International conferences, for instance, that were scheduled to take place in other nations may be postponed to allow for effective efforts to stop the virus's spread during the pandemic. This would have an impact on research particularly that conducted in underdeveloped nations like Nigeria that have struggled to adopt and use ICTs like teleconferencing and international conferences.

2.22 The Mental Health Of The Employee During The COVID-19 Phase

The mental health of people is suffering as a result of false information and disinformation about current global challenges. Medical experts and government officials are concerned about the spread of false information about Covid-19 online or its effects on internet users' mental health (Cheng & Luo, 2020). Misinformation is defined as information that is false or incomplete, especially ones that are meant to deceive (Laato et al., 2020). As the Covid-19 pandemic continually disrupts and affects everyone's life, people are searching online for information on the epidemic and how to stay healthy. In order to be informed about the illness and ways to keep healthy as the highly pathogenic pandemic continues to have an impact on people's lives, people are turning to the internet and social media. Other problems with internet misinformation include potentially hazardous Covid-19 therapy recommendations, terrifying government conspiracy theories, and anti-Asian myths, all of which add to the mental stress of those impacted by the global blackout (Apuke & Omar, 2020). Researchers have discovered a connection between false information about a pandemic and psychological health issues, dread, and sadness (Pennycook et al., 2020). The demands of social networking sites have also been shown to be a key trigger for a dangerous type of mental health (Liu et al., 2020). The Covid-19 issue has, according to many, thus far been extremely upsetting, seriously interfering with people's lives, and the next stages are rife with ambiguity. According to researchers, being around death causes anxiety, self-protection, avoidance of particular behaviors, and a decline in interest in one's profession (Grant & Wade-Benzoni, 2009). Many believe it can help people see this in perspective, overcome obstacles, and serve others better (Liang et al., 2021). There is also the issue of how Covid-19's instillation of fear altered work attendance in particular contexts. Employees with severe anxiety seem to digest data less well, which might cause disruptions in their work and lower levels of commitment (Khan et al., 2021). These conflicts might turn into stress, which could harm the benefits and the organization of the company, (Um & Harrison, 1998).

An acute viral disease called Covid-19 is a distinct worldwide health problem (Liu et al., 2021). Businesses and employees are being impacted as the number of illnesses and fatalities rises. The global crisis has created a lot of confusion and worry and is endangering our lives (Abdel-Basset et al., 2021). Many employees are required to work from home, which increases isolation, unhappiness, and terror and can all have an impact on how people behave both at work and at home. The significant effects of this circumstance have prompted several important yet unresolved issues in corporate management study. Additionally, Covid-19 has developed into a terrible epidemic that has killed thousands of people and infected millions of others throughout the rest of the planet. Considering how much Covid-19 affects personal programming and mental state qualifies it as a signal. A virus that raises mortality awareness is called Covid-19. Covid -19 on the other hand; is a connected death that may differ from person to person and occasionally as the sickness worsens. When people realize they survived this terrible disaster, they suffer crushing dread, which increases their anxiety, bewilderment, and fear for their health and survival both now and in the future. All of these things add to how anxious people are (Gino et al., 2012).

2.23 Employees' General Safety Procedures In The Covid-19 Phase

The study looks at two types of personal safety behavior: task security involvement, using the entire safety system as a guide (Neal & Griffin, 2006). Security compliance describes the essential security precautions that one must take to maintain the location secure. These compliance efforts, for instance, include adhering to acceptable safety procedures and donning appropriate personal protective equipment when doing tasks mandated by the company in light of the Covid-19 incident. Contrarily, safety involvement refers to staff members voluntarily taking part in safety activities meant to improve working conditions (Griffin & Neal, 2000). Helping peers who are vulnerable during this time is one of these engagement behaviors. addressing safety issues, implementing safety initiatives, participating in training sessions, and offering helpful advice for the situation's improvement. There are not many types of research that relate to this. The majority of research on this topic often examines what led to these behavioral patterns (Beus et al., 2016). One area of safety study identified organizational traits including job style, coaching, and leadership that affect safety attitudes (Clarke, 2013). According to this study, security demands are becoming more closely related to overall safety behavior depending on individual antecedents. The

actual safety perspective holds that safety motivation directly precedes overall safety behaviors like obeying and participating (Griffin & Neal, 2000). Employees who are encouraged to follow rules and actively engage in safety exercises are more likely to take the necessary safety measures to ensure a safe workplace. This strategy is in line with the theory (Beus et al., 2016). Thus, according to research findings, protection desire plays a significant role in motivating general security practices (Neal and Griffin, 2006).

2.24 Communication During The Pandemic

Meanwhile, the COVID-19 pandemic has caused new communication problems to arise within organizations. Due to widespread social distance rules in several nations, many people have embraced remote work and flexible workforces. For instance, given that top executives in the higher education sector have been compelled to work from home during the pandemic, Sanders et al. (2020) have expressed worries regarding how they are able to conquer communication barriers and connect productively and successfully with other personnel. Given that businesses are unable to properly engage with and encourage their talented personnel to stay, staff turnover has dramatically increased. Regardless matter how thorough the study is or how well the solutions or viewpoints work, the diversity of languages and cultures frequently has an impact on the efficacy of communication. The hotel industry has historically offered so-called refuge job alternatives to immigrants despite their origins (Manoharan et al. 2021). Employees in the hotel industry who come from diverse cultural and linguistic backgrounds used to be pro-longingly optimistic about their professional progress. The difficult economy and the dismal employment market have had an impact on this optimism. In conclusion, experts' attention has been drawn to these new HR challenges during the COVID-19 epidemic towards communication among employees. But there are major distinctions amongst industries when researching these issues. Researchers mostly concentrate on fast moving, labor-intensive industries like tourism and hospitality. However, the limits of those studies are fairly clear. Despite this, they have greatly improved research throughout the pandemic on the issues of HR towards education in Nigeria.

2.25 Standards That Currently Undergo Changes In The Workplace

The epidemic has disrupted conventional methods of operation, but it also accelerated early plans to switch to internet services. Even though studies on strategies like

working from home showed that this strategy was frequently able to accommodate worker preferences prior to the illness epidemic, Covid-19 ordered everyone to engage in Mandatory Working from Home. Organizations may need to search for solutions to deal with the changes in the workplace. The workforce will need to adapt to the present working environment. Employees may be able to take advantage of and exploit workplace changes to operate productively in the new work environment they find themselves in (Baron 2010). To gain a favorable outcome from the present circumstances at work, employees need to demonstrate specific attributes, such as tolerance of ambiguity and how they address new conditions honestly, (Gawke, Gordievsky, & Bakker, 2017). According to (Gawke, Gorgievski, & Bakker, 2017), companies need to place a greater emphasis on the values and productivity of their workers in order to adapt to the current unstable work climate in which they find themselves.

2.26 Social Distancing In Lecture Rooms

During the COVID-19 outbreak, at least 2 meters was mandated between students at higher education institutions in offices, restaurants, and lectures (Federal Ministry of Education 2020). However, there were exceptions for elementary school students, for whom it could be hard to maintain a social distance. In this regard, it has been advised that students be put into small groups under the supervision of teachers (Federal Ministry of Education 2020). It appears doubtful that small group learning will be used to reduce the dangers connected with COVID-19 since there aren't enough human resources. Additionally, when schools reopen, the lack of essential learning supplies like individual chairs and desks for each student does not enable social distancing techniques (Ilesanmi and Afolabi, 2020) Using public transportation to transfer chairs and desks from homes might increase the chance of COVID-19 spreading around the neighborhood and among students in primary schools in Nigeria (Adejumo, 2020). In addition, a lot of schools in Nigeria are overcrowded and have inadequate ventilation systems. Therefore, it is necessary for all schools to be furnished with single seats, desks, and upgraded ventilation systems in order to allay concerns about the reopening of Nigerian schools during the COVID-19 epidemic. In other situations, hiring extra instructors, implementing outdoor learning, platooning students into morning and afternoon shifts, or experimenting with alternative attendance can be worthwhile.

CHAPTER THREE

Research Methodology

The study is a qualitative research project designed to look at risk management during the covid-19 virus on the Nigerian University Lecturer. Different methods were used to draw a conclusion to the research methodology and these include the methods, strategy, and logical aims used in the research. Methodologies are derived in such a way that they may encompass research work with basic data, with the aim of determining the risk management of covid-19 on the Nigeria Lecturer rather than drawing a conclusion. The data from the questionnaire were processed with a qualitative approach. The data from the questionnaire was administered via semi-structured interview where participants given the questionnaire were asked open-ended questions to express their opinions on the questions being posed. In this process, a qualitative approach was taken in order to conduct a descriptive analysis. Based on the analysis, the data provide information, insights, facts, and definite statistics from the work conducted. Chances of making errors are minimal as a result of the systematic order of the descriptive analysis that is in place. This methodology also aids in the collection and analysis of data in a more systematic and time-efficient manner. Through this method, the participant's views and opinion in the questionnaire aid their results in a more concise and better explanatory way.

3.1 Model of the Study

This thesis paper implemented the qualitative research method in providing data. This method will require interview of other interested participant to be documented for the research work. We can explore a wide range of dimensions of the social world through qualitative research, which includes the texture, weave of everyday life, understandings, experiences, and imaginings of the research participants with the ways that social processes, institutions, discourses, or relationships work, and the significance of the meanings that they generate (Mason, 2002). Online based questionnaire was employ in collating data for the use of this research. Three sections were administered in the questionnaire use in the research. The directions for completing the questionnaire are included in the first section of the questionnaire, followed by the agreement for voluntary participation in the study. The participants'

personal information, such as gender, age, and occupation, is collected in the second section of the questionnaire. The third section includes of questions about the participants' perceptions of risk management during the Covid-19 pandemics in the Nigerian university.

3.2 Universe of the Study

This consists of employees of different Universities in Nigeria during the pandemic. Twenty-five (25) people participated in the study willingly; they were not being forced. Participants were told to return the questionnaire immediately after filling it when they were sent the questionnaire for analysis and review as soon as possible. The twenty-five (25) people that participants were chosen due to their occupation, location, experience, and competence. The participants given the questionnaire were asked to answer all the questions in the research. In other to collect enough data for the data analysis all participants were admonished to answer all the questions from the questionnaire.

3.3 Study Group

In this study, the focus participants comprise primarily lecturers and university students from Nigerian universities. The data for the study came from 25 people who had firsthand experience with the measures put in place during the pandemic as a result of risk management to safeguard the institution's efficiency. All the participants are some people from the university in Nigeria.

3.4 Data Collection Tools

The interview method, which comprises 11 structured questions, was utilized to acquire substantial information from the participants, as part of the qualitative research method. The questionnaire was fill by the participants by following the instructions on the form given on the as a sign of their involvement towards the study. To explore the information from this study for a better research the qualitative method was in the process. The questionnaire was designed to collect relevant data for the hypothesis and analysis, and it was focused on the study's topic.

3.5 Data Collection Process

The twenty-five participants were chosen from various departments of field from the Nigerian universities for this research. The interview process made use of structured question so as to gather reliable information that was relevant to the research topic. Different time section was giving out to each participants after which the questionnaire has been forwarded to them. According to the hypothesis that has been established each item in the questionnaire was to solve and analysis the hypothesis.

3.6 Researcher's Role

In the above study, it is the responsibility of the researcher to serve as a conduit between the participants and the data being gathered. The researcher's job also entails gathering relevant data for the study in a structured manner, analyzing it thoroughly, and formulating a hypothesis.

3.7 Validity and Reliability

The information gathered from the participants is accurate and comes from reliable sources. The participants were not chosen at random, instead, the lecturer that participated were chosen based on their qualifications and professional proficiency while the students were based on what they experience during the pandemic in their various departments of study. Actually before they participate in the questionnaire that was sent to them they first need show agreement of genuine willingness. As agreed on the form, the researcher keeps their identity confidential to be anonymous. The researcher creates a self-design questionnaire for the research. As a result, it is necessary to establish a created authenticity and trustworthy. In addition, the authenticity of the scale built should be examined, as well as the correlation between the variables. The researcher designed the questionnaire with assistance from the study supervisor to ensure the data's authenticity and trustworthy. The questionnaire was distributed to three graduate school professors for review. Finally, an evaluation and review was done by a specialist from the faculty of education by reviewing the questionnaire.

3.8. Procedure for Data Analysis

The data for the research was obtained by applying the descriptive analysis approach to highlight the viewpoint of the questionnaire receivers. According to Winkler (1998) Statistical agencies and data, custodians have long recognized that there is always a trade-off between lowering disclosure risk through statistical disclosure control procedures and keeping the analytical features of the data.

Table 1.

Demographic Variables

		f	%
Gender	Female	5	20
	Male	20	80
Professional Title	Prof. Dr.	3	12
	Assoc. Prof. Dr.	10	40
	Assist. Prof. Dr.	5	20
	Doctorate.	7	28
Age	20 – 30	4	16
	31 – 40	10	40
	41 – 50	7	28
	51 and over	4	16

In response to the participant's demographic characteristics, Table 1 above demonstrates that men participated in the research process to a greater extent than women., the male gender according to table 1 consists of 80% while the female gender consists of 20% most of the participants are above age 41 which consist of 28% while the minority of 16% are between the age of 20 and 30 while the participants of 28% are between 41 and 50 while the remaining 16% are 51 and above.

CHAPTER FOUR

RESULTS

4.1. Findings of the Data Analysis

This chapter offers an evaluation of the results and a data analysis of the participants' views on risk management during and after the covid-19 pandemic. Before data is presented in tables, the data analysis's findings were carefully examined. This section additionally emphasized the analysis of the outcome of the interview that was conducted regarding the study's theme. Making use of the descriptive analysis methodology, the data evaluation was completed utilizing the qualitative data analysis method. The interview questions were designed to elucidate a certain topic while also eliciting the participants' opinions on related issues. According to Yıldırım and Şimşek (2013), this result should be reached by reviewing the facts related to the subject matter as well as the cause-and-effect relationships. The researchers interpreted the participant replies word for word and came to a conclusion on the topic based on the feedback from the participants.

4.2. Data Presentation

Table 2.

The Participants' Views on whether the covid-19 was well managed in the Nigerian University during the pandemic

Covid-19 well managed in Nigerian University	f	%
It is well managed	15	60
It is not well managed	10	40
Total	25	100

Table 2 shows that covid-19 was well managed in Nigerian Universities as 15 (%60) of the participants indicated as a result of their experience during the pandemic. One of the participants who claimed to share this opinion said the following:

“It was a seen right from the time the school management chooses to close down schools during the pandemic to control the virus in the school (L: 1).”

Some participants are of the viewpoint that the covid-19 is not well managed looking at the drastic decision taken by the school without providing basic needs for the lecturer. One of the 10 (30%) participants who claimed to share this opinion stated that;

“We all know the virus is deadly, but why we the university shut down without thinking of how to continue schooling knowing that our e-learning can’t favor all, with this it is not well managed (L:2).”

Table 3.

The Participants’ Views on why they would prefer pre covid-19 method of lecturing or after covid-19 pandemic.

During covid-19 or after covid-19 method of lecture	f	%
During covid-19 lecturing	7	28
After covid-19 lecturing	20	72
Total	25	100

As stated in Table 3, shows that most participants do not like the new development for teaching during the pandemic as they could not see their students one on one, they tend to prefer the pre covid-19 method of lecturing. One of the 7(28%) participant’s opinion on this stated that;

“We do not know what the students are doing when having lecture because we could not see them or have them to teach one on one (L;3).”

The participants of 20(72%) preferred the ongoing new development as regards the way lectures can be carried out after the covid-19 pandemic. One of the participants stated regards to this that;

“I prefer the post covid-19 method of lecture, reason been that is easier for me to lecture without been in the school as a young lecturer who is on fieldwork most times.(L:5).”

Table 4.

Participants Views on enhancing the distance learning process during covid-19 pandemic.

Distance learning process during covid-19	f	%
The distance learning was good	20	80
The distance learning was challenging	5	20
Total	25	100

According to Table 4, 20(80%) out of the participants say that the state of the online was on the good side reason been that they tend to be familiar with technology and the process made work easier and faster for them and they believe this can go far making the education system better. One of the people that participated held on to this view and stated that;

“Given my background, I have a lot of experience using technical tools. I am capable of switching to virtual models (L:6).”

The other 5(20%) of the participants are of the view that the process of distance learning is not their thing they are used to the one-on-one method and this process with the use of the internet is very slow which causes a setback in lecturing to students. One of the participants said that;

“Good internet was a major problem in the country and this makes the lecturing job slow and not all the students are accessible during this process of distance learning (L:7).”

Table 5.

Participants Views on the change covid-19 pandemic has caused the Nigerian University

Covid-19 caused the Nigerian University to change	f	%
It has changed	18	72
It has not changed	7	28
Total	25	100

Table 5 illustrates that 18(72%) of the people that participated indicated that a lot has changed in the university systems as a result of covid-19 pandemic both in the way lectures are been carried out to the students. One of the people that participated lay claim to this stating that;

“Teaching has become more flexible. Classes are now done both online and onsite, I as a lecturer can choose to have my class anytime depending on the availability of my students (L:8).”

Some participants are of the notion that nothing has changed, but it has only made the school see a loop whole that is lagging in the e-study at Nigerian University. One of the 7(28%) of the participant’s states that;

“Our university is still finding is ways to meet up with the electronic studies, lecturer provides material themselves to make sure classes are done. We went on school lockdown without pay but still have to make sure classes are done (L:9).”

Table 6.

Participants Views on the impact covid-19 pandemic had on education in the Nigerian University

Impact of Covid-19 on Nigerian University	f	%
It impacted the school	5	20
It has negative impact	20	80
Total	25	100

As shown in Table 6, it reveals that 5(20%) of the participants could feel the impact of regarding covid-19 pandemic on a different facet of the university administration in Nigeria. According to some participants they are of the opinion that the covid-19 had an impact on learning and teaching as some lecturers did not involve students in learning. The participant holds on to this by stating that;

“Our students are now home learning from home all by themselves, this gives them more time to do what they all need to do as a student’s (L:10).”

Some people out of the participants stated that, though the covid-19 comes with a deadly virus that we could not control without closing down the university, at that particular time this became an issue that resulted in the shutting down of the universities. One out of the 20(80%) participants that stated that;

“Covid-19 came with a lot of negative impacts on the University. To mention a few for the purpose of this interview, first learning had to stop abruptly without the school preparing for learning and school had to close down while traditional way of learning also stopped (L:11).”

Table 7.

Participants Views on how covid-19 has affected the school calendar in the Nigerian University

Effect of Covid-19 on school calendar in Nigerian University	f	%
School calendar affected	23	92
Not really have affected	2	8
Total	25	100

Table 7 indicated that covid-19 has affected the school calendar, it is shown as participants of about 23(92%) effects has it is huge on the school academic calendar

as it set back the program to become slow for students when they were at home. According to this one of the participants stated that;

“It has pulled the school calendar backward and a backlog of the strike which has disturb the teaching process. In line with the graduation, graduating students were delay as result of this; they could not submit their thesis which caused delay for them (L:12).”

According to the table, 2(8%) out of the participant say that covid-19 has not really affected the calendar because along the line school was still able to meet up the year the students were supposed to finish their semester years in the time. One of the participant’s claims this as he states;

“We had to rush the student so as to meet up on the calendar for the new semester, this was done and we are still able to finish in time although students had to do extra work so as to pass the exam (L:13).”

Table 8.

Participants Views on whether Nigerian University is ready to manage the future pandemic with the way they have been able to manage the covid-19 pandemic.

Nigerian University managing the future pandemic	f	%
The Nigerian University is ready for future pandemic	6	24
The Nigerian University is not ready for future pandemic	19	76
Total	25	100

Table 8 shows that Nigerian University is ready for future pandemics 6(24%) out of the percentage claim this to their experience during the pandemic making use of the available social network technology that’s common for the students to participate. Some participants hold to these claims and state that;

“We could teach the students making use of the WhatsApp application which is common social network among the students, although we could not see the students which brings up some challenge (L:14)”

In the other study 19 (76%) out of the participant is of the opinion that the Nigerian university is not ready for the future pandemic as they have refused to look into the future of its academic, without investing in Wi-Fi and internet connection around the school, lecturer need get computer skills on some application and get familiar with online teaching and the management need provide the school with computers rooms as it is hard for some to get a laptop. One of the participant's claims this by stating that;

“I want to lecture both online and onsite, school management still finds it hard to have the internet service stable in its surrounding, WhatsApp application cannot do it all, because we can see what the students are doing as I want to engage them during the class and with the economy situation not all students can afford computer (L;15).”

Table 9.

Participants Views on whether the lecturers are ready for online lecture during the Covid-19 pandemic.

Online lecture during the pandemic	f	%
Lecturers are ready for remote teaching	20	80
Lecturers are not ready for remote teaching	5	20
Total	25	100

According to Table 9, the replies were analyzed out of the 20(80%) participants, and the results show how well-versed the lecturers were in the teaching techniques, appropriate remote teaching evaluation procedures, and degree of competency for transitioning to virtual learning mode. This shows that the professors gave themselves good marks and acknowledged having the necessary proficiency for implementing distance learning and teaching methodologies. The respondents' backgrounds and expertise in computer science and educational technology may be the cause of this, given they come from those fields. The participants hold on to this stating that;

“Over time part of my teaching had been Adult education and this has been holding as distance learning online course and it has been my specialization, we made use of Google class room, teams, and other available network for our classes (L;16)”

The other study of 5(20%) participants shows that it becomes hard if the lecturer does not have the basic knowledge needed in ICT, it will be difficult for them in this coming generation to effectively process teaching and learning in this coming generation as they do not have the technology to switch or have a recession in their area to support technology. One of the respondents stated in regard to this that;

“Due to the lack of technologies to support us coming online, we were unable to convert to remote or virtual teaching (L;17).”

Table 10.

Participants Views on the use of facemask by the lecturer while lecturing so as to avoid been affected with virus with risk management in place.

The use of facemask by lecturer while lecturing	f	%
In support of facemask	23	92
Not in support of facemask	2	8
Total	25	100

Table 10 illustrates the participant's views concerning the use of masks, the result shows that the majority of 23(92%) support the use of the facemask in the lecture room without considering the inconvenience it brings. Most of the lecturers said their health is paramount this time regardless of the condition the class may be in. One of the respondents affirm to this and states that;

“I believe where more than five people are in a place, the use of facemask should be use although, we are just coming out of the pandemic and I believe my health is more important despite the fact that not all students are on facemask, so as the lecturer I should be on mask (L;18)”

The other 2(8%) participants are not in support complaining that with the university it is difficult being that as the lecturer we have to speak to the class and be heard so with the facemask students complain they cannot hear we give lecture because of the facemask, in regards to this one of the respondents stated that;

“There has been difficulty with the use of facemask, to mention a few, students complain they can hear when am lecturing reason been that the lecture room is a big one with many students and heat is another thing experience during the lecture which makes it hard to be on facemask for long when lecturing and I don’t see the use when everyone is not complying to the use (L;19).”

Table 11.

Participants Views on the ways the University management can help during the post covid-19 pandemic so as to put the proper risk management in place.

Proper Risk management in place during post Covid-19	f	%
Yes	8	32
No	17	68
Total	25	100

As shown in Table 11 in regards to the ways the university has been helpful during the post covid-19 putting proper risk management in place to avoid the spread of effect one another with the virus. The 8(32%) out of the participants says that the university has been on the good side with proper risk management after the covid-19.

“The university has put measures in place to avoid future circumstances; social distancing has been a major proof of the risk management in the class and among lecturers during our meetings (L;20)”

According to the remaining 17(68%) participants with claims of contrary response that proper risk management has not yet been well established in the Nigerian Universities, because if it is available for all there will be provision for things like the facemask, evidence of smaller classes in place and hand sanitizer and washing hand basin in strategic places. One of the participants stated that;

“Am not satisfied with the risk management in place, the management need to look into basic things that won’t later cause the school so much to tackle by tackling the little things now (L;21).”

CHAPTER FIVE

DISCUSSION

5.1. Discussion

This study came about as outcome of the alteration covid-19 pandemic has caused the Nigerian Universities in the past two years. This pandemic has caused a lot of change in the way everybody in the school now communicate or respond to handshake or stand in front of each other or hug their fellow friends in the school community. Among each lecturer of the university Covid-19 has caused great impact in the way they perform, thus, their performance at work has decrease drastically and the way in which they carried out their daily activities in the school as whole. In no time the school transferred all work online which also caused decrease in interaction among their other lecturers in the school. In response to the shutting down, the online schooling was established even though the new development was not convenient for the entire lecturers but the departmental task needs to be achieved and carried as the whole world was affected by this transformation folding of hands was not the solution but to create avenues for continuity of education in the country. This study certain the truth to the risk management during and after the Covid-19 pandemic on how it usefulness in the university will bring futuristic preparedness to unforeseen pandemic in the coming years if properly managed and imbibe into the Nigerian university both at the low and higher level of the university. The low involvement of the risk management in the Nigerian University at the first heat caused commotion among the school management which caused decrease to lecturer performance to avoid this online was the answer so they catch up with the school calendar. This virus caused unforeseen changes and in life it will be in history how it changes education history in our time. The use of the online gives room for both the students and the lecturer at plenty of time, according to study it gives both party enough freedom for use of time even though some classes where done on WhatsApp according to different lecturer involve and their background to technology even technology skills was required at this time for everyone to work. The young lecturer mostly has good knowledge with the technology and they help as assistance to the old lecturer, though they are open to learning what it will take to be relevant to their students at this time as the world evolve in technology.

Nonetheless, a lot was achieved and learned by the lecturer in Nigerian universities looking at the effect and opportunity it brings to the education world. The increase of the pandemic brings about the opportunity for researchers and scholars in the education world, to find solutions and look into its impact amidst the crisis. The ICT world was not left out on its effect on lecturers during and after the Covid-19 pandemic. Lecturer who seems to be off with technology tends to acquire the skills to be relevant in post covid-19 as they need to mix their lecturing with online classes while the world is recovering from the pandemic, in return this add to the worth and standards of the lecturer. The positive effect Covid-19 brings cannot be overemphasized as it was seen in the lecturer's ability to have enough time to write and achieve lots of tasks on hold before the pandemic and attendance of virtual conferences was not left out during this period which adds to the progress of the lecturer. Additionally, this study brings to light that lecturer finds it uncomfortable with the new development, thus, the university is trying to look into putting risk management in place although the lecturer tends to be used to one on one method of teaching reason been that lecturer learns to engage students so as to assess their concentration level and understanding, however, students may be doing something else while class is going on online without the lecturer getting to know. Digital technology like WhatsApp won't give the features to see what they are doing while having class as there is a limit to what it can do although many lecturers find ways to pass information to their students during the pandemic as all the students cannot be on the social network provider because of one reason or the other. These affected the lecturer passing vital information, and as a result, decrease their performance in an unexpected way. Some of these were what the participants disseminate during their interview which shows how they feel during this period.

CHAPTER SIX

Conclusion and Recommendations

6.1. Recommendations:

The analysis result shows that the Covid-19 had great effect on the risk management of the Nigerian University, looking at post Covid-19 scenario. From the look of the management doings, it shows that they had great lack and need close attention for the future pandemic that may come. In other way round, lecturer online presence shines light to the effect of the Covid-19 pandemic on the university system, thereby showcasing the lecturer's means of projection. This could be seen as the lecturer tends to develop different models to pass information and teach their students in the post pandemic period, which resulted in flexibility, creative concept and been able to adapt to the present situation that show how they can manage with the application of the risk management concept in order to enhance the educational system. Moreover, both the negative and positive effects of the pandemic cannot be overemphasized as it slows the education system in diverse ways which resulted in rushing the semester as school resumes post-pandemic, the positive impact gives room for the lecturer to express and broaden their horizon in a different channel of availability and be open to what it brings in the post-pandemic as risk management tends to work toward increasing its usefulness in the school environment for the lecturer to be able to perform at the peak of their career profession especially onsite despite the fact that they have to look for every means to give their lectures.

6.2. Recommendations According to Findings

The study of the data yielded results that suggest that risk management after the pandemic needs full attention and scholars in writing due to the ways in which Covid-19 has changed the environment. As small as it may seem to put the necessary risk management in place, is to avoid future pandemics unexpectedly hitting the way Covid-19 has hit the education system with control in the school environment. Basic materials to avoid the spread could be in strategic places and reminders by scholars to research based on post-pandemic. This could help to increase the performance of lecturers in times of pandemic knowing that the basic need to avoid being affected by any virus is in place for them. This research recommends that Wi-Fi and internet connection be made available as support in regards to the courses that are offered in

the University for Students to make themselves available and not complain about internet providers from phones. This will help the students in switching to different methods that may be required by the lecturer for schooling during the pandemics that may occur in the future. Is no doubt that for the school management to achieve this they need to work together with the Federal Government so as to achieve this long-term project to have proper risk management in place in years to come as a support to the lecturer's performance and the students learning. Notwithstanding, the use of the internet service provider could be monitored by the ICT department to avoid misuse whereby its purpose won't be forfeited as its usefulness is very paramount to the development of the institutional growth, and this could be affected by the lecturer as well so as to monitor their performance and evaluate their impact on the students' online usage. Additionally, this study recommends that a conducive environment should be encouraged in the school environment for the usage of the lecturer and the students to avoid the spread of disease during the post-pandemic, air conditioners should be in offices and classrooms if the lecturer would need to use the facemask because of heat from the country, the state and the federal government should work together with the school management to achieve this great means during the post-pandemic as the health of the lecturer is of great importance to the university and for them to perform at their peak to pass knowledge to the students.

6.3 Conclusion

In conclusion, the Nigerian University could not withstand the great effect Covid-19 comes with despite the risk management that was on before the pandemic, this was unexpected to hit the school environment as the management takes the health of its lecturer seriously by wanting to increase the risk management in the school and the unknown way would it be in place without affecting the communication of the lecturer with the students as it was seen, this was also disseminated by the correspondents. Most of these actions caused a lot of lecturers to be slow with their school work towards their students, motivation dropped towards their work which was seen as incompetent. Thus, this virus could be seen in different ways both with negative impacts and positive impacts, which could be decided as individuals choose which way to see it.

As we move towards post covid-19 according to a review of vaccine development statistics from the World Health Organization a lot started to change while lecturers and students look forward to the new happening in the post pandemic, thus, vaccine are now been sent forth to different countries in their different clinics, in no doubt much research has seemed to focus on the health care relating in relation to its care and of those affected by covid-19. However, it is very important to consider the recent focus of human resources (HRM) on managing the risk that has been taken on their employees' (lecturers') health and safety as this will help in post covid-19 without overlooking its importance towards the growth of the education systems as a whole. Notwithstanding, there will be tension because the majority of Nigerian lecturers are accustomed to the traditional method of instruction and will need a computer, mouse, scanners, printers, earplugs, digital, internet connectivity, and a private workspace with a quiet setting to work more as after the covid-19 as a lot happened during the pandemic which shows their lagging in e-learning platforms, thus, the Nigerian university management has significantly contributed to the fight against sickness and the development of social stability and technology in the university environment, and has accomplished exceptional successes in these areas as this will not be a case to debate on if not to hold or to be introduce to the education system as another pandemic might rise in the future as covid-19 has raised a long term standard for risk management in the post covid-19 era.

6.4 Recommendations For Further Research

This research work looks forward to predict solution to an individual and groups struggling to manage the impact of risk management towards the Nigerian University. This study will be useful for future events as well as the current one, given the backdrop of risk management in the education system in the post-pandemic period. Future research, however, may include measurement for the safety of educational system performance and its management competency towards risk management safety and the broaden scope of risk management as a whole. This would make it possible to broadly generalize the research's results and analyses, allowing for future studies to adopt a more all-encompassing perspective. A continuous experimental analysis will also be needed for future research in order to track risk management during and after a pandemic with its effects over an extended period of time. Risk management nature

is a vast topic. In this project, a non-random technique of data collecting was used, and a variety of participant distributions were used. The results of this study may thus be constrained by the respondents' personalities. Additional studies might broaden the study's scope to include information about the variety of jobs as well as the quantity of replies, adding new perspectives to the issue that would support the results of this study. In the long run, it is becoming clear seeing the effects of the virus in post-pandemic as it makes lecturers rush a semester of work in one month trying to meet up with the gap that the pandemic has caused the educational system, more of its effect is yet unknown as productivity by the lecturer is on meeting up with the school calendar thereby depriving the students intensive teaching. Future scholars should go deeper into how epidemics have historically been handled and how other types of world crises have changed the workplace in so many ways in order to analyze the pandemic's lasting effects.

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ATTACHMENTS

Research Informed Consent

TITLE OF STUDY

Risk Management During and After Covid-19 Pandemic; Case Study of Nigerian University Lecturers

PRIMARY RESEARCHER

Name – SEFUNYE OLANREWAJU OLADELE

Department – Human Resources Development in Education

Address – Yelken Sk, Hurcan Apartment, D; 2 Sakarya, Famagusta.

Phone - +905338834735

Email – lanresefunye@gmail.com

PURPOSE OF STUDY

The purpose of the study is to examine the risk management during and after the covid-19 pandemic on the Nigerian University Lecturers and how it may have affected their overall performance during and after the pandemic to avoid unseen pandemic in the future and to gather information for academic purpose.

PROCEDURES

A structured interview will be conducted to collect information from the participants. The time required per session would be between 20-25 minutes and the total duration of the study would be three 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 +905338834735 or the following email address lanresefunye@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
Risk management during and after the covid–19 pandemic: case study of Nigerian university lecturers

2. Primary applicant <i>Olanrewaju Oladele Sefunye</i>	
Full Name and Signature	Olanrewaju Oladele Sefunye
Graduate School	Institute of Educational Sciences
Department	Human Resources in Education
Contact e-mail & phone number	lanresefunye@gmail.com +905338834735

3. Research Team	
Full Name and Signature:	Assoc. Prof. Dr. Fatma Köprülü
Role:	Supervisor
Email:	<u>fatma.koprulu@neu.edu.tr</u>

RISK MANAGEMENT DURING AND AFTER THE COVID-19 PANDEMICS: CASE STUDY OF NIGERIAN UNIVERSITY LECTURERS

My name is SEFUNYE Olanrewaju Oladele. A student at Near East University, Turkish Republic of Northern Cyprus pursuing a degree in Human Resources Development in Education. I am researching on the risk management during and after the covid-19 pandemic, using case study of Nigerian University Lecturers.

The interview consists of two sections; the demographic part and open-ended questioning parts on the risk management during and after the covid-19 pandemic; case study of Nigerian University Lecturers. kindly request you to provide me with viable and valid information.

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

OLANREWAJU OLADELE SEFUNYE

NEAR EAST UNIVERSITY

SECTION A: Demographic Assessment of the Participants

1) The participant's position: Lecturer Learner.

Assoc. Prof. Dr.

2) Professional Title : Prof. Dr.

Assist. Prof. Dr. Dr. Others

3) Age range: 20 - 25 26-30 31-35 |

36 - 40 Above 40

4) Gender: Male Female

5) Institution: _____

6) Nationality: _____

SECTION B: Open-ended Questions.

- 1) In your opinion, would you say that the covid-19 was well managed in the Nigerian university during the pandemic?

- 2) Would you prefer pre covid-19 method of lecturing or during covid-19 pandemic? Explain why?

- 3) How do we enhance the distance education learning process during covid-19 pandemic?

- 4) How, in your view, can we say covid-19 pandemic has caused change in the Nigerian University?

- 5) What impact has covid-19 pandemic had on education in the University of Nigeria?

- 6) In what ways do you think covid-19 has affected the school calendar in the Nigerian University?

- 7) Do you think Nigerian University is ready to manage future pandemic with the way they have been able to manage the covid-19 pandemic? Explain.

- 8) Would you say the Nigerian lecturers are ready for online lecture during the covid-19 pandemic? Explain Why?

- 9) How comfortable is it for the Nigerian University Lecturers to cope with the facemask while lecturing so as to avoid been affected with the virus with the risk management in place?

10) In what way do you think the University can help the lecturer during this covid-19 pandemic so as to put proper risk management in place?



NAER EAST UNIVERSITY
SCIENTIFIC RESEARCH ETHICS COMMITTEE

10.10.2022

Dear Olanrewaju Oladele Sefunye

Your application titled **“RISK MANAGEMENT DURING AND AFTER THE COVID – 19 PANDEMIC: CASE STUDY OF NIGERIAN UNIVERSITY LECTURERS”** with the application number NEU/ES/2022/833 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.

11.3.2023

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