

Magical mystery tour: The enigma of Indonesia education service during COVID-19 outbreak

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Abstract

The job competence and discipline are the important factors to improve the performance of individual who is attached with organization. However, few studies provide a better explanation in terms of the role of job competence and discipline in the education sector, especially the lecturers' performance during COVID-19 pandemic outbreak. This study applies the quantitative research methodology and has received 132 responded online questionnaires from the lecturers in Makassar area, Indonesia. This study finds that there is a significant relationship with a positive direction between job competence and discipline on the lecturers' performance, and interestingly, the organization's performance as well. The result of this study suggests that although the health crisis caused by the Corona virus recently impacts many sectors around the world, including service field in education, the lecturers, however, the job competence and discipline are still vital in every aspect of lecturers' performance in both online and offline way during the social distancing procedure.

Keywords: lecturer, education, job competence, job discipline, Covid-19;

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1. Introduction

1.1. Conceptual Framework

Human resource plays an important role in organization due to such resource is considered as the tool to manage the organizational system so this system keeps running properly. In managing such system effectively and efficiently, the organization must emphasize intensively on several aspects namely: (1) competence; (2) job discipline; (3) education and training; and (4) the comfort level of work of the organization members/company employees.

In addition, through the intensive emphasis on 4 aspects mentioned above, the employees are expected to be motivated and encouraged that eventually contributes maximally especially applying all of their capabilities and/or resources in wrapping up the responsibilities and/or objective that has been set by the organization/company earlier. Human resource with better performance is suggested to bring better employee performance results consequently. This is also in line with higher education context, especially the lecturer. According to De Beer (2011), the performance of organization member is the results of such organization member's achievement in order to complete the given duties/obligations/tasks, which have been set by the organization both in quality and quantity way.

Increasing the level of job performance, on one hand, is considered as the most important and desired factor for both the trainer and organization as stated by Haeruddin and Natsir (2016), Becker and Huselid (2006), Haeruddin et al. (2021), and Natsir et al. (2021). The lecturer, on the other hand, needs for self-development and career promotion (Jasmani and Paeno, 2019), and to fulfil such needs, one of the most important tools required is a good system of performance management (De Kok and Uhlener, 2001; Mustafa and Mustafa, 2018a).

Recently, the ongoing rapid outbreak of the Corona Virus Disease 2019 (COVID-19) crisis has extensively and massively affect the world in all areas of the global economy. However, some have been affected more than others, especially the area of education industry (Kang, 2021). This area, as described by Kang (2021) has been affected by the COVID-19 crisis in a way that has never been happened in the past. As a result, the COVID-19 crisis forces most organizations in education service industry to reconsider their strategies that has been set before particularly in terms of their lecturer performance so as to cope with the change.

Additionally, in line with prior discussion above, the performance of lecturer is suggested can be influenced by several factors, for instance, the job competence and discipline. Based on the study of Haeruddin and Natsir (2016), the higher level of job competence and discipline attained by the organization members, the better job performance acquired by such members. This is because job competence is able to provide the chance for the organization members to expand their skills while job discipline offers the capabilities for the organization members to do and complete all the tasks and the responsibilities that have been settled by the organization.

Furthermore, similarly in the education context, the research of Siron et al. (2020) explains that recently all the parts of the world have significantly suffered by the outbreak pandemic of COVID-19. Indonesia deals with such pandemic as well. The pandemic brings Indonesia facing the debilitating

impacts of the COVID-19 and to be more specific, such outbreak later affects the sector of educational service in Indonesia repetitively.

In line with the earlier discussion abovementioned, this study then suggests the conceptual framework below:

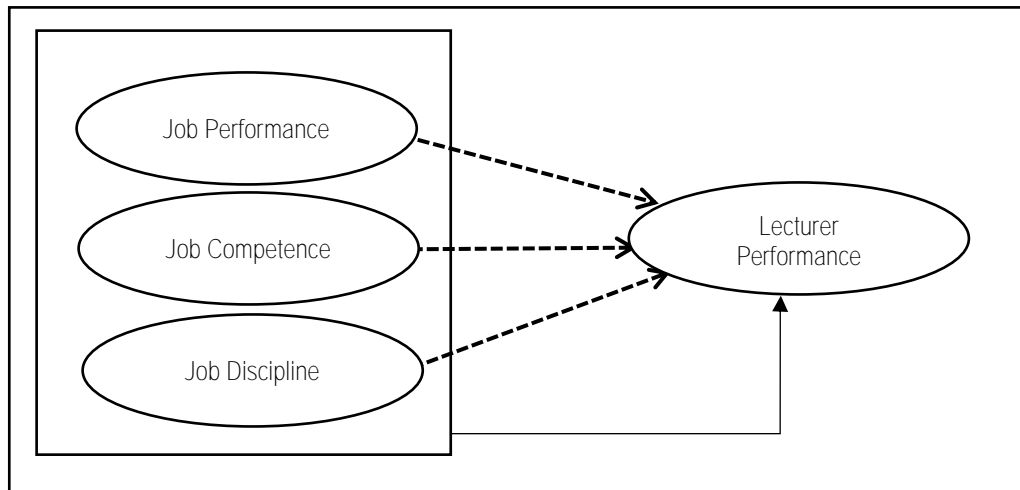


Figure 1. The conceptual framework of this study

1.2. Related Research

Job Performance

According to Netemeyer et al. (2005) and AbuAlRub (2004), the job performance is defined as the work achievement which has been reached by an individual and this job performance is represented as the result of the completion of tasks and responsibilities in a way of both quantity and quality accomplished by the individual. Moreover, Kurniawan (2021), on the one hand, denotes that there are several helpful indicators in order to measure the job performance, namely: (a) the accurate of the completion of tasks and responsibilities; (b) the proper of work schedule; (c) the number of employee's absence in a particular period; and (d) the collaboration between every employee.

Mustafa et al. (2018b), on the other hand, clarify that job performance of the employee is affected by several factors, which are: (a) employee internal factor which is the factor that has been existed since the employee born; (b) the organization internal environment factor which is the support from the organization in which the employee belongs; and (c) organization external environment factor which is the situation happened in the external environment of the organization that influences the performance of the employee.

Job Competence

There are 5 types of the individual job competence creator, namely: (1) knowledge; (2) skill; (3) motive; (4) traits; and (5) self-concept (Nur'aeni, 2011). Additionally, in order to measure the employee or lecturer competence, this study suggests that suitable indicators are from Romber's model as shown in the study of Niswaty and Didin (2020), namely: work experiences, educational backgrounds, knowledge, and skills. Work experience is the indicator that helps the employee to face the challenges with full responsibility while educational background assists the employee to develop decision-making skills and mastering the theory that may benefit to complete his/her tasks and responsibilities. Moreover, knowledge is a valuable information owned by the individual from particular studies or

researches and skill is the capability of doing tasks and responsibilities. In addition, both knowledge and skill are parts of visible competence and easy to develop through training and experience process (Tenekeci and Uzunboylu, 2020).

Job Discipline

According to some scholars such as Saputra et al. (2018) and Rachmawati and Mauludin (2018), job discipline is a self-awareness of the individual/organization member in following and obeying all the regulations set by the organization as well as the norms the social norms. Additionally, suitable indicators of job discipline applied in this study are combined from several studies, namely: (1) the employee's punctuality indicator that shows in terms of the punctuality of employee arrives in office on time; (2) the application of office facilities indicator such as the usage of tools, etc. properly and carefully; (3) the high level of tasks responsibility indicator that describes the responsibility level of the employee in finishing all the tasks given by the company based on the procedure; and (4) the employee's obedience of the company's regulation (Natsir et al., 2020; Musa et al., 2020; Mustafa and Mustafa, 2018a).

The effect of competence and job discipline on lecturer's performance

The competence has the ability in expanding the performance, to be more specific, the more individual doing the same job, the higher skills attained by such individual and consequently the faster the individual completes such job (Mustafa et al., 2018b; De Kok and Uhlener, 2001). The study of Guile and Griffiths (2001) adds that the more jobs individual takes, the higher level of working experience acquired by such individual. Furthermore, Payne (2005) as well as Gatot (2014) and Tenekeci and Uzunboylu (2020) reveal that the competence has a relationship on job performance.

H1: Job competence significantly affects the performance of the lecturer

The study of Scriven (1994) indicates that discipline offers an effect on the personal life of the employee that may affect eventually on the company. To this phenomenon, this study suggests that every company should supervise every action and behavior of the employee during the job completion process. Furthermore, if there is an indication that reveals the existence of fraud and rule violation initiated by the employee in the company, the company should give a warning and/or punishment for such employee. Unfortunately, according to the study of Beyer and Trice (1984), this happening later affects the employee performance especially the performance in order to comprehensively finish all the tasks and responsibilities given by the company.

H2: Job discipline significantly affects the performance of the lecturer

1.3. Purpose of the Study

Indonesia's higher education sector followed by the context in which it functions has been impacted by the result of the pandemic recently happened in all sides of the world and unfortunately, the Indonesian government and every organization which runs their core business in vacation industry in Indonesia are considered setting a great focus on the domestic education service promotion (Hidayat and Wibawa, 2020). Following this phenomenon, some factors for example, the job competence and discipline of education organizations members are seen as the major aspects for the performance improvement as stated by Silva (2021).

In addition, literatures such as Yuliandi's (2019) study identifies that both job competence and discipline affect the job environment, especially employees' job satisfaction both partially and simultaneously. Yuliandi (2019) then strongly recommends that the competence and discipline together

with job satisfaction affect the employee's performance however with the minimum effect level. Likewise, others e.g. Mangkunegara and Waris' (2015) observation also implies that both employee's competence and discipline have strong effect on the employee's performance due to the responsibility, skill, knowledge, as well as obedience playing important role in directing the employees achieving the goals that have been previously arranged by the organization (Uzunboylu and Ozdamli, 2011; Tenekeci and Uzunboylu, 2020).

Moreover, in line with the Yuliandi's (2019) work as well as the study of Mangkunegara and Waris (2015) above, this study, however, suggests that under the sudden general circumstances, such as the recent COVID-19 outbreak, job competence together with discipline and performance have not been discussed broadly and extensively on some literatures including both studies above. This study therefore strongly recommends to observe the effect of job competence and job discipline on job performance of the employees under such recent outbreak. Furthermore, regarding with the discussion above, this study then intends to fulfill such lack of explanation to enrich the body of knowledge, this study thus intends to hopefully provide the novelty research outcomes into the literatures which are specifically offering in-depth analysis of competence and discipline's role towards job performance within the era of COVID-19 outbreak recently.

Following the previous discussion, such aspects, to this knowledge, during the COVID-19 crisis recently have been considered playing a critical role for both lecturer as the member of education organization and the organization itself (Batubara, 2021; Silva, 2021). Additionally, this study suggests that if the lecturer acquires the proper and suitable competence and a higher level of job discipline in finishing the tasks and responsibilities it will help this lecturer to improve and develop his/her performance during the COVID-19 crisis. Eventually, the future marketing of Indonesia higher education industry is hopefully set for the upcoming students, especially those who are from Asia Region, and it is vital to initiate some upgrading actions such as the identification of secure as well as nature-friendly of education attractive spots (Hidayat and Wibawa, 2020; Batubara, 2021).

2. Method and Materials

2.1. Research Model

This study employs quantitative research approach due to the data that are used in this study are suitable in analyzing the effect of between variables and presented in numbers. Within this study, there is one dependent variable that is lecturer's performance (Y). Whereas, there are two variables suggested as the independent variables which are competence (X1) and discipline (X2). Furthermore, this study also applies the method of Pearson correlation due to this correlation is recommended as a handy tool to assess the relationship value between measured variables (competence, discipline, and performance) that is expressed as the value of correlation coefficient.

If the correlation coefficient value is less than 0.5 or else $r < 0.5$, the correlation value is weak and vice versa. If the correlation coefficient value is positive then the result means that there is a parallel relationship between the outcome and predictor variable and vice versa. Additionally, this study distributes the online questionnaire directed for the lecturer as the sample unit of this study. The online questionnaire forms of this study eventually are sent back and completely responded by 132 lecturers from Makassar area, Indonesia.

2.2. Participants

Population and Sample

Based on the literature, such as Singh and Masuku (2014), population is defined as the whole individual or a source of information about something that has a relationship with a research and can be expected to be a description of what is needed in research. Singh and Masuku (2014) also underline that an area of generalization which turns out to be any certain qualities and characteristics of an object and/or subject that later to be studied and concluded subsequently, is considered as population.

2.3. Data Collection Tools, Process, and Analysis

Respect with the discussion earlier, this study recommends that the population of this study are all the lecturers from Makassar area. The part of the population including its characteristics that are aimed to be observed and considered to signify the entire population is considered as sample (Singh and Masuku, 2014). Such sample in this study is the lecturer from Makassar, Indonesia. Furthermore, the sampling technique applied in this study is a non-probability sampling technique. This technique helps this study to consider the suitable sample (lecturer) who meets the desired-criteria for this study such as understand the questions asked in the online questionnaire. Furthermore, all the samples were recruited by a snowball data collection approach. This is important since the number of populations is vast in the quantity, therefore a recommendation from colleague will benefit this research and ensure its credibility (Bailey, 2019).

Validity Test

According to Andersen and Wagtmann (2004), the validity test is a measurement tool to observe the degree of accuracy in measuring the actual content of the research. Andersen and Wagtmann (2004) also suggest that the variable is valid onto other variables if: (a) the value of t factor loadings is greater than 0.96 of the critical value and greater or equal to 2; (b) the standardized factor loadings are greater than or equal to 0.70; and (c) factor loading value is very significant if it is greater than 0.50.

Reliability Test

According to Chan and Idris (2017), reliability is the series of measurement tools that has the reliable level of consistency if the measurement produced repetitively and the test of reliability is the consistency level of the test which is to what extent the tests are reliable in order to come up with the consistent value of the final measured-score even tested in different situation.

Moreover, the reliable instrument is defined as the instrument which is tested repeatedly on similar group and resulting similar score, assumed if there is no change in respondent's psychology change. This test essentially reflects the consistency of the measurement, higher level of reliability denotes that all the indicators have the high level of consistency in assessing other variable, specifically the latent variable. The reliability test applies the Cronbach Alpha statistical test which suggests that, according to Singh and Masuku (2014), any variable is reliable if it shows its Cronbach Alpha value greater than 0.60.

3. Method and Materials

Validity Test

The validity test is applied to assess how precise the measuring tool used in the research. This test using correlation analysis approach under the application of computer software called SPSS. The significancy value (r_{count}), on the one hand, used to translate the valid indicator once such significancy value is under 0.5. On the other hand, the valid indicator is also achieved after correlation analysis once the rcount value is greater 5 percent (5%) over the rtable value.

Table 1. Validity test results

No	Indicator	Rcount	Rtable	Detail
1	Job Competence			
	- Indicator 1	0.744	0.195	Valid
	- Indicator 2	0.822	0.195	Valid
	- Indicator 3	0.836	0.195	Valid
	- Indicator 4	0.782	0.195	Valid
	- Indicator 5	0.796	0.195	Valid
2	Job Discipline			
	- Indicator 1	0.752	0.195	Valid
	- Indicator 2	0.855	0.195	Valid
	- Indicator 3	0.776	0.195	Valid
	- Indicator 4	0.833	0.195	Valid

Noted: Data Processed (2021)

Furthermore, this study suggests that in order to investigate to what extent all the variables opted and observed in this research, this study then recommends the validity test that has been explained earlier. Through the assessment of the accuracy level of the measuring tool used in this research, this study accordingly discovers that the entire indicators applied to assess the variables within this study have greater than 0.196 of correlation value. Such findings then transformed into the Table 1.

For the job competence, Table 1 shows that every indicator of the job competence from the first and the fifth has R_{count} value respectively 0.744, 0.822, 0.836, 0.782, and 0.796. Such values indicate that the entire indicators of job competence have value greater than 0.196. Based on this result, this study confirms that all the indicators of job competence are valid and are supported to be observed further in this study.

Moreover, for the job discipline, Table 1 displays that from the first to the fourth indicators of job discipline have value of R_{count} correspondingly e.g., 0.752, 0.855, 0.776, and 0.833. These values than show that all the job discipline's indicators have value higher than 0.196. Based on the results above, this study then recommends that the indicators of job discipline are also valid and are also supported to be investigated further within this study.

Reliability Test

Basically, this reliability test shows the reliability level of the indicators including the variables applied in this study. The higher level of reliability of the indicators means all the indicators have the high level of consistency in assessing other variable, specifically the latent variable. Furthermore, as this study measured the indicators through reliability test, this study then provides the result of such test in Table 2. According Table 2, there are 9 variables applied in this study, and such variables have different Alpha coefficient value for example knowledge has 0.810 Alpha's value. All the Alpha values of 9 variables indicate that all the values are greater than 0.6 and to be more specific, the values found through this assessment also provide that from knowledge variable to obedience are considered to be non-heteroscedasticity.

In accordance with Table 2 results, this study accordingly recommends that all the variables applied inside the questionnaire are reliable and supported to be proceed further.

Table 2. Reliability test results

No	Variable	Alpha	Detail
1	Knowledge	0.810	non heteroscedasticity
2	Skill	0.715	non heteroscedasticity
3	Motive	0.841	non heteroscedasticity

4	Traits	0.879	non heteroscedasticity
5	Self-Concept	0.791	non heteroscedasticity
6	Punctuality	0.832	non heteroscedasticity
7	Office Facilities	0.916	non heteroscedasticity
8	Tasks		
	Responsibility	0.778	non heteroscedasticity
9	Obedience	0.717	non heteroscedasticity

Noted: Data Processed (2021)

Normality Test

The proper and suitable regression model has normal data distribution or else close to normal level. This study, furthermore, applies regression model and in order to have normal data distribution, this study then suggests to proceed normality test and the results of such test are shown in the following Table 3.

Table 3. Normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.96539037
	Absolute	.088
Most Extreme Differences	Positive	.046
	Negative	-.088
Kolmogorov-Smirnov Z		.882
Asymp. Sig. (2-tailed)		.418

a. Test distribution is Normal.

b. Calculated from data.

Noted: Data Processed (2021)

Respect with Table 3, in the earlier section, this study states that one of the most important factors in interpreting the result of normality test is the value of Asymp. Sig. (2-tailed). In Table 3, the Kolmogorov-Smirnov Z value is 0.882 followed by the Asymp. Sig. (2-tailed) value which is 0.418. Based on the study of Singh and Masuku (2014), if the value of $A_{\text{Asymp. Sig. (2-tailed)}}$ is greater than 5% or 0.05, all the indicators are distributed normally. Following such scholars above, this study is supported to recommend that all the indicators in this study are distributed normally given that the $A_{\text{Asymp. Sig. (2-tailed)}}$ value is 0.418 i.e. the $A_{\text{Asymp. Sig. (2-tailed)}}$ is greater than 0.05.

Multicollinearity Test

This multicollinearity test applied through the usage of variance inflation factor (VIF). A variable shows multicollinearity if the VIF value is higher than independent variables within a regression model. The VIF value of independent variables in the regression has been tested and the result shown in the following Table 4.

Table 4. Multicollinearity test results

Variable	VIF	Detail
Knowledge	1.299	Non multicollinear
Skill	1.215	Non multicollinear
Motive	1.354	Non multicollinear
Traits	1.846	Non multicollinear

Self-Concept	1.922	Non multicollinear
Punctuality	1.273	Non multicollinear
Office Facilities	1.778	Non multicollinear
Tasks Responsibility	1.836	Non multicollinear
Obedience	1.914	Non multicollinear

Noted: Data Processed (2021)

The results in Table 4 shows that VIF value of all variables have lower value than 10, e.g. for knowledge, its VIF value is 1.299 and so on. Based on Table 4 results, this study then accordingly offers that all the variables applied in this study have no any multicollinear effect inside the regression model and are supported to be proceeded further.

Heteroscedasticity Test

Heteroscedasticity test is applied in this study in order to test the regression model whether there is residual variance dissimilarity of one observation to other observation. Moreover, in relation with the heteroscedasticity test, Glejser test, thus, is one of the heteroscedasticity assessments tools through regressing the residual absolute value resulted from regression model as the dependent variable onto all the independent variables. The standard level of trust is higher than 5 percent. If the significancy value is higher than 0.05, it is suggested that there is no heteroscedasticity. The following Table 5 shows the results of heteroscedasticity test.

Table 5. Heteroscedasticity test results

Variable	Sig	Detail
Knowledge	0.510	Non heteroscedasticity
Skill	0.715	Non heteroscedasticity
Motive	0.941	Non heteroscedasticity
Traits	0.079	Non heteroscedasticity
Self-Concept	0.659	Non heteroscedasticity
Punctuality	0.881	Non heteroscedasticity
Office Facilities	0.363	Non heteroscedasticity
Tasks Responsibility	0.095	Non heteroscedasticity
Obedience	0.552	Non heteroscedasticity

Noted: Data Processed (2021)

Based on the results of Glejser test, Table 5 shows that all the independent variables have significancy value greater than 5% of trust value. Therefore, this study suggests that this study's model of regression is considered does not have the heteroscedasticity indication. This study completes the analysis of Pearson correlation between predictor variables and reveals the result as shown in Table 6.

Variable	Cor. Coef. (r)	Sig.	Result
Job Competence (X1)	0.460	0.003	Significance
Job Discipline (X2)	0.514	0.003	Significance

Noted: Data Processed (2021)

4. Discussion

The result of Pearson correlation test shows that the correlation coefficient value of X1 is 0.460 with the significance level is 0.003 (Table 6). This result indicates that there is a strong or significant

relationship with a positive direction between X1 and Y. The higher level of competence owned by the lecturer, the more improvement on the lecturer performance. Moreover, the first hypothesis is supported by the test results of this study or H1, the first hypothesis, is accepted due to the result finds that there is a significant effect of competence on the performance of the lecturer. The result of this study is also supported by the prior research of Nur'aeni (2011) which describes that the competence affects the performance of the employee. In addition, the study of Payne (2005), Gatot (2014), and Guile and Griffiths (2001) also support the result of this study. To be more precise, the performance of lecturer is not only affected by the competence, but also is considered having a strategic role in increasing the quality of education.

Moreover, the result of Pearson correlation test shows that the correlation coefficient value of X2 is 0.514 with the significance level is 0.003 (Table 6). Based on such result, this study exposes there is a significant or solid and positive relationship between X2 and Y. The higher level of lecturer's job discipline, the better such lecturer performance occurred.

In line with the abovementioned result, H2 of this study is finally accepted. Additionally, the preceding study of Harlie (2010) as well as Haeruddin et al. (2021) support this study's result, particularly, in terms of the effect of job discipline on the employee performance. Harlie's study (2010) denotes that the job discipline plays a significant role in affecting the employee performance in a positive direction.

Following this study's results which have been explained in the previous section, there is a significant relationship and a positive direction between both job competence and discipline on the lecturer performance that is revealed within this study. The results which are found in this study are also parallel with Yuliandi's (2019) work which indicates that both job competence and discipline affect the job environment, especially job satisfaction of the employees both partially and simultaneously. Yuliandi (2019) then strongly recommends that the competence and discipline together with job satisfaction affect the employee's performance however with the minimum effect level.

Likewise, the study of Mangkunegara and Waris (2015) also implies that both employee's competence and discipline have strong effect on the employee's performance due to the responsibility, skill, knowledge, as well as obedience play important role in directing the employees achieve the goals that have been set before by the company. In respect with the work of Yuliandi (2019) as well as Mangkunegara and Waris (2015), this study unfortunately does suggest that there is lack of explanation regarding any unexpected general circumstances, such as the recent COVID-19 outbreak.

According the indication above, this study therefore strongly recommends to observe the effect of job competence and job discipline on job performance of the employees under such recent outbreak. In doing so, through the fulfilment phase of such lack of explanation that designed to enrich the body of knowledge, this study accordingly aims to hopefully deliver the novelty research outcomes into the literatures which are specifically providing in-depth analysis of competence and discipline's role towards job performance within the COVID-19 outbreak that occurred recently.

The results of this study demonstrate that the competence becoming one of critical factors for the lecturer particularly during the COVID-19 crisis happened recently (Kang, 2021; Siron et al., 2020; Hidayat and Wibawa, 2020; Jasmani and Paeno, 2019). This is due to, the COVID-19 crisis has changed the daily activity of lecturer in both the organization and the personal context, for instance, the

knowledge and experience gained after contributing in online meeting and training and so on (Tenekeci and Uzunboylu, 2020).

Fortunately, the job discipline also increases and expands in several ways, for example, on the one hand, the punctuality in implementing the program preparation and/or guidelines for the students such as COVID-19 tests (Vaccine requirements, swab test, antigen detecting rapid diagnostic test etc.), over the online conference or meeting software (Uzunboylu and Ozdamli, 2011; Tenekeci and Uzunboylu, 2020). On the other hand, the discipline of the lecturer in organizing and managing the offline class for the student such as health standard procedure during COVID-19 i.e., preserving the safety distance, wearing a proper safety mask, etc. before starting the class.

5. Conclusion

Despite the health crisis caused by the Corona virus impacts many sectors around the world, including higher education service field, this study suggests that the lecturer indicates both job competence and discipline are still vital in every aspect of their performance in both online and offline way during the social distancing procedure. Based on the competence, the lecturer is able to complete the tasks and responsibilities on time effectively and efficiently. While the discipline, the lecturer is still well-organized and managed properly the regulation that has been set and/or re-set by the organization during the pandemic of COVID-19.

In more detail, the job discipline also provides a motivation for the lecturer in achieving the objectives asked by the organization and are also still in the track of the regulation and social norms applied inside the organization although the effect of COVID-19 pandemic still exists, otherwise the life of a lecturer remains a puzzling magical mystery tour. In spite of the contributions, however this research article acknowledges the limitations.

6. Recommendations

The current research was limited to the academic/lecturers in particular area. Hence, our study acknowledges that there is a difficulty in generalizing our findings, yet as our study here was merely required for the in-depth understanding in terms of the lecturers' perception in the performativity of such lecturers during the hard time of COVID-19. Next, the forthcoming research may discuss widely in terms of other obtainable categories and may take alike investigation into another city or cultural as well as social settings, as Indonesia is considered as a widely-spread island nation. Consequently, the upcoming efforts may put an emphasis on how the specific setting including another contributing factors such as learning atmospheres, received support, social capital, and facilities may or may not shape these academics' performance. Also, future research may benefit by employing a qualitative stance in order to explore and grasp the personal experience of the academic during the pandemic.

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