

The COVID-19 Pandemic and the Performance of Academic Personnel: An Open Access Systematic Literature Review Database (Version 1)

DOI: 10.46932/sfjdv3n1-106

Received in: Jan 30st, 2021

Accepted in: Feb 1th, 2022

Rathnayake Mudiyanseelage Nilmini Malkanthi Rathnayake

Lecturer, Department of Business Management, SLIIT Business School, Sri Lanka Institute of Information Technology (SLIIT),
Malabe, Sri Lanka
E-mail: nilmini.r@sliit.lk

Pivithuru Janak Kumarasinghe

Professor in Business Economics

Senior Lecturer, Department of Business Economics, Faculty of Management Studies and Commerce,
University of Sri Jayewardenepura, Nugegoda, Sri Lanka
E-mail: pivithuru@sjp.ac.lk

Ajantha Sisira Kumara

Professor in Public Economics

Senior Lecturer, Department of Public Administration, Faculty of Management Studies and Commerce,
University of Sri Jayewardenepura, Nugegoda, Sri Lanka
E-mail: mhasisira@sjp.ac.lk

ABSTRACT

The education sector is going through and is facing significant learning and teaching challenges with the novel pandemic. The novel coronavirus (COVID-19) pandemic severely affected every sector across the world. The existing literature databases on COVID-19 are focused on the medical elements of the pandemic. Therefore, this study focused on creating a covid-19 pandemic and the performance of academic personnel. The purpose of this study is to provide an open access resource to support future learning and teaching scholars to gain timely access to pre-examined literature on academic staff performances during COVID-19. This study is based on 31 manuscripts published online between, 1st January 2020 to 01st April 2021. Using a rigorous systematic review method, engaging in the PRISMA approach, conducting a thorough reading process for observing the selected articles and findings presented under three major themes of academic performances with teaching and development, academic performances with research and scholarly work, academic performances with dissemination of knowledge. This study offers a first glance at the metadata of articles published on the covid-19 pandemic and the performance of academic personnel during the first fifteen months after occurring the novel coronavirus disease, by providing an open access database, to get the opportunities for future research.

Keywords: COVID 19, Education sector, Open access database, Performance of academic personnel, Systematic review.

1 INTRODUCTION

The educational sector gained a digital revolution effect through the novel coronavirus (COVID 19) global pandemic. Maintain social distance, quarantine over months, as shutting down entire economic activities, will create a situation for the majority of people working in the educational sector not only to complete their individual transition but also to the fully functioning and operate online lectures, and also to continuous supervision for the online defenses, online enrollment and final examination via learning management systems. In parallel to the above incidents, it creates an online platform for most of the academic jobs in a more meaningful way than before (Strielkowski, 2020).

Educational institutions are heavily transforming to deliver education with the support of technology, especially online teaching and e-learning forms and launching Learning Management Systems (LMS) solutions with more sophisticated tools (Sułkowski, 2020). As a result of this digital revolution which is acquired via this global pandemic caused to create changes of several aspects in the educational industry in worldwide. However, in the initial stage most of the developing nations' universities are suddenly discontinue their academic activities due to less access among undergraduates for the technological infrastructure (Rios-Campos et al., 2021).

Since education is a service, the core of this industry is embedded with the human capital employed in this industry. Mainly the employees are twofold, academic and non- academic staff. While academic staff performing the main operations, non-academic staff is playing a supportive role in the context. Newly aroused global health crisis, challenged to the conventional flow of aforementioned employees. This study mainly gives attention to academic staff performances during the pandemic. One of the most feasible options to match those employees with the new situation is filling the skill gap by offering reskill programs for the academic staff and improving their skills align with the rapidly changing world. It's become a universal requirement in today's world (Kandri, 2020).

The novel pandemic has been created the world's largest educational crisis, the increasing trend of the huge spreading of COVID-19 tends to create an environment for students to stay at home but away from schools and universities. According to data reported by the UNESCO Institute for Statistics revealed that, "at the peak of the pandemic's first wave in mid-April 2020, over 190 countries had implemented nationwide closures, affecting more than 90% of the world's student population" (Abayasekara, 2020). In order to contribute for this situation, academic staff who is working in the educational sector came up with different solutions via getting the support of technological equipment. Though there were reluctance at the beginning about the usage of those techniques, it becomes familiar day by day among employees. However, novel pandemic created drastic structural changes in their usual working life as well as it creates a difference in difference during the period of lockdown.

There are plenty of publications from the biological and medical arena, specially based on spread, vaccine and treatments (Butler-Henderson et al., 2020). When accepting the papers in the journals also give priority to those studies. This study creates a systematic database that shares the research on academic staff performances openly, from January 2020 to April 2021. Therefore, the research question of the study is “can curate the first fifteen months of published literature to support future researchers”.

This manuscript tries to enhance of sharing information with a timely systematic literature review of the existing academic staff performances related literature. Therefore the research objective is to examine with current and rigor literature and provide a curation of the literature related to academic staff performances during COVID-19. This study is a method paper that describes the study material and methods for the development of COVID-19 in the Academic Staff Performances Literature Database. The remaining sections of this paper defining paper type along with the clarity of the coding rules that the researcher used. Further, continue to explain the methodology for the creation of the database and reporting the systematic literature review process along with the data elements of the selected articles. Further, discussing the existing condition of the pandemic and academic staff performances. Finally, there is a conclusion by providing a formal ending for the study.

2 METHODOLOGY

The database is comprised of a collection of published articles and a systematic approach utilized to capture all existing articles.

2.1 TITLE SELECTION PROCEDURE

For the purpose of selecting titles a comprehensive search strategy was used along with different methods of collecting data. In order to capture maximum articles published in between 1 January 2020 and 31st March 2021, with related to the topic of COVID 19, teaching and academic activities in the education sector.

2.2 SEARCH STRATEGY

Initially, three bibliographic databases were used (Scopus, Science Direct and Web of Science) and relevant titles extracted into Zotero library. Secondly, searching relevant articles from Google Scholar and extracted them to the Zotero Library. Thirdly, used the first 100 education journals in Scimago (Butler-Henderson et al., 2020) and the suitable articles captured into the Zotero library manually. Following search strings were used for title and abstract selection:

(Academic staff performances OR teaching staff performances) AND (COVID OR coronavirus)

Articles related to teaching, academic development, education, wellbeing and impact to academic staff were also included in the search strategy. Articles excluded those about students, processes not related to teaching, COVID 19 related medical and science research. In addition, non – teaching issues and graduation and employability related studies are also excluded. Moreover, articles with the nature of news items, newspaper articles, non- peer reviewed works, as well as the articles in the predatory journals were excluded.

3 RESULTS

All records in the Zotero library screened by the researcher using the eligibility criteria. After that, the number of articles gradually progress towards the full-text based article selection stage. The article selection process can be displayed as follows in figure: 1, with the support of the PRISMA article selection flow chart (Knobloch et al., 2011; Panic et al., 2013). Finally, all the studies included in the review process are presenting in the appendices (**Appendix 1**). Selected articles summarized information are available in below table 1 as a description of data elements.

Figure 1: PRISMA article selection flowchart

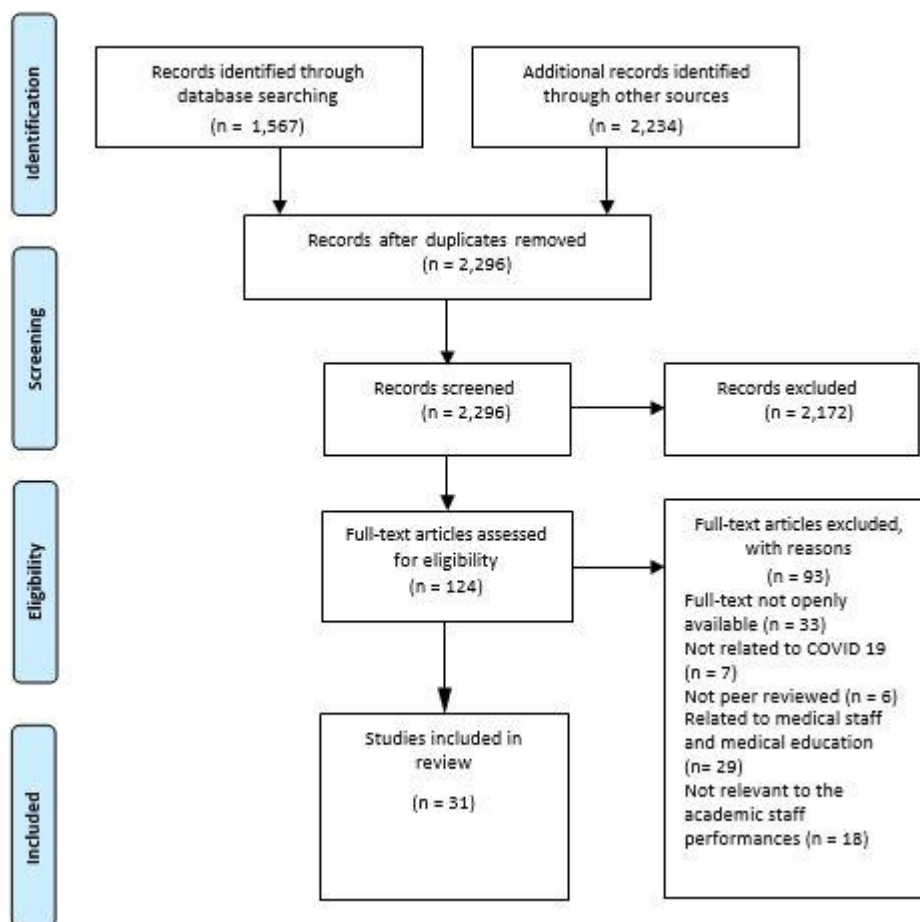


Table 1: Description of data elements

Data Element	Field Type	Description
Year of publication	Numeric	The year of the manuscript publication
Month of publication	Alphabetic	The month of the manuscript publication
Country	Alphabetic	Country of origin of the study. For theoretical papers this is the country of the authors.
Type of study	Alphabetic	Qualitative, Quantitative, Mixed, Theoretical
Methods used	Alphabetic	Methods used, if available
Participant type	Alphabetic	Academics and student, only academics, academics and non- academics
Authors	Alphabetic	Names of all authors of the study
Title	Alphabetic	Title of the study
Journal	Alphabetic	Name of the journal where the study has published
Volume	Numeric	Volume number of journal where study has published
Issue	Numeric	Issue number of journal where study has published
Pages	Numeric	Page number of journal where study has published
DOI	URL	Digital Object Identifier of the study

According to past studies, epidemics are starting during a moment, happening on a particular stage with limited space and duration, its cause of increasing tension as well (Jones, 2020). In the history of health crisis there were some milestones as per existing literature starting from AIDS, Ebola, and the Severe Acute Respiratory Syndrome (SARS) and currently faced novel Covid-19 pandemic as well gradually accumulating to the literature. The World Health Organization (WHO) classified COVID-19 as a global pandemic On March 11, 2020 (WHO, 2020). “Before the WHO declaration, the virus had already led to heavy death tolls in China and Italy, and was generating major concern among policy-makers in all over the world” (Koebel & Pohler, 2020). As scientists believed and confirmed, COVID-19 also coming under the same category of "coronaviruses" which caused the previous health crises like "SARS" and "MERS" in 2003 and 2012 respectively. The health impact of COVID-19 across the world is apparent and has been overwhelming addressed.

During the initial period of the outbreak, most of the countries trying to control and minimize the spread of “COVID-19” and thereby precautionary measures have been implemented without paying much attention to the long-term social and economic impacts of such measures (Deyshappriya, 2020).

3.1 ACADEMIC PERFORMANCE WITH TEACHING AND DEVELOPMENT

Most of the recent research suggest that online learning and teaching has shown an increasing trend of retention and retrieving for the necessary information very easily and it is saving time for both learners as well as teachers, when considering all of these information it can be pointed out that there is a high tendency to continue these changes under a new normal condition as well (Li & Lalani, 2020). As a

result of that, education has acquired a dramatic change with the impact of novel coronavirus pandemic, with the sudden increment of an e-learning platform, whereby lecture delivering is handled remotely with the support of e-tools. Academics are trying to adopt with novel online teaching experience by employing innovative strategies amidst the pandemic challenges (Rios-Campos et al., 2021). These practices immensely affected for academic staff performances while providing opportunities to gain new knowledge with experiences during this novel pandemic.

3.2 ACADEMIC PERFORMANCE WITH RESEARCH AND SCHOLARLY WORK

COVID 19 Pandemic created a threat for academic researches based on field surveys when collecting data for their studies. Therefore, this influenced on academics performance during fulfil the research KPIs set by the university. This unprecedented condition become a blessing for the academics those who are using secondary data for conducting research and working from home condition created a good platform for boosting their research activities. According to the accumulated research database, evident that majority of the surveys are conducting distance basis with the support of online tools. Apart from that, institutions generated new ways of collecting and sharing data virtually with more collaborative research environment (Rodrigues et al., 2021). Simultaneously, working with granted research projects and research supervisions with undergraduates and post graduates were maintained without discontinuation with the support of virtual platforms in an effective manner with several flexibilities (Chowdhry et al., 2020). Overall, the novel pandemic brings more flexibility to handling research and scholarly activities while improving academic performances.

3.3 ACADEMIC PERFORMANCE WITH DISSEMINATION OF KNOWLEDGE

Amidst the pandemic knowledge dissemination were a challenging task. The main reason is the very little role played by the technology prior to the pandemic in the area of knowledge dissemination and community services aspects. As an academic it is an essential aspect of disseminating their knowledge with different stakeholders for the betterment of the society. Academics as a scientist there is a huge role to play and they cannot wait by claiming that they also face the pandemic similarly with others in the society (Cole, 2020). They have to perform continuously while fulfilling the existing knowledge gaps. Later on, Majority of the annual conferences, workshops and other knowledge sharing sessions organized by the universities conducted using online platforms allowing high participation from different geographical areas across the world (Rodrigues et al., 2021). Therefore, this is a remarkable situation in the history of knowledge dissemination and created an international level knowledge sharing rather limiting to the few stakeholders.

4 CONCLUSION

COVID-19 has created a new normal situation for many sectors, among them educational sector is revolutionizing with the online teaching and learning platform by reshaping the application the entire processes with the need of generating new ideas to cope up with crisis management strategies (Linney, 2020). COVID 19 is one of the deadliest crises all over the world and affected to every industry.

According to this accumulated literature, there is a huge role for the government to play in response to these crises and it is very vital. Since, the existence of an entire nation is with their hand and they rely heavily on government decision making. Therefore, the government should be more vigilant and needed to act as a watchdog for the entire nation.

The COVID-19 crisis is embedded with a substantial impact on all the industries as well as on all the aspects of our lives. According to human capital theory, if humans are embodying with knowledge and skills, those types of humans are converting to the category of human capital (Becker et al., 1990). Therefore, humans needed to gain both knowledge as well as skills as much as possible to become a part of the human capital. In that sense, education is playing a tremendous part in sharing and providing knowledge. Educated workers are more capable and knowledgeable enough to cope with the instability conditions such as economic crises and also they know how to bounce back again for the smooth flow of normal working condition, because they are capable enough to track and analyze the changing requirements of the business world along with new technologies (Fasiharry et al., 2020).

Finally, this study generates a concrete foundation based on existing peer- reviewed research on COVID 19 in academic staff performances, published 1st January 2020 to 1st April 2021. Academicians in the world wide as well as for the universities, all other educational institutions, schools and government can understand how the academic performance varies across the period with the impact of COVID 19.

REFERENCES

- Abayasekara, A. (2020). Distance Education during and after COVID-19: Long Road Ahead for Sri Lanka [The blog of the Institute of Policy Studies of Sri Lanka (IPS), Sri Lanka's apex socio-economic policy think tank]. *Talking Economics*. <https://www.ips.lk/talkingeconomics/2020/07/13/distance-education-during-and-after-covid-19-long-road-ahead-for-sri-lanka/>
- Becker, G. S., Murphy, K. M., & Tamura, R. (1990). Human Capital, Fertility, and Economic Growth. *Journal of Political Economy*, 98(5, Part 2), S12–S37. <https://doi.org/10.1086/261723>
- Butler-Henderson, K., Crawford, J., Rudolph, J., Lalani, K., & Sabu, K. M. (2020). COVID-19 in Higher Education Literature Database (CHELD V1): An open access systematic literature review database with coding rules. *Journal of Applied Learning & Teaching*, 3(2). <https://doi.org/10.37074/jalt.2020.3.2.11>
- Chowdhry, A., Kapoor, P., & Popli, D. B. (2020). Strengthening health care research and academics during and after COVID19 pandemic- an Indian perspective. *Journal of Oral Biology and Craniofacial Research*, 10(4), 343–346. <https://doi.org/10.1016/j.jobcr.2020.06.015>
- Cole, J. (2020). The COVID-19 infodemic: The role and place of academics in communicating science to the public. *Global Journal of Medicine and Public Health*, 9(2).
- Deyshappriya, N. P. R. (2020). Economic Impacts of COVID-19 Macro and Microeconomics Evidences from Sri Lanka. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3597494>
- Fasiharry, T., Patrinos, A., & Shafiq, N. (2020). *The impact of COVID-19 on labor market outcomes: Lessons from past economic crises*. <https://blogs.worldbank.org/education/impact-covid-19-labor-market-outcomes-lessons-past-economic-crises>
- Kandri, S.-E. (2020). How COVID-19 is driving a long-overdue revolution in education [International non-governmental and lobbying organisation based in Cologny, canton of Geneva, Switzerland.]. *World Economic Forum*. <https://www.weforum.org/agenda/2020/05/how-covid-19-is-sparking-a-revolution-in-higher-education/>
- Knobloch, K., Yoon, U., & Vogt, P. M. (2011). Preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement and publication bias. *Journal of Cranio-Maxillofacial Surgery*, 39(2), 91–92. <https://doi.org/10.1016/j.jcms.2010.11.001>
- Koebel, K., & Pohler, D. (2020). *Labor markets in crisis: The causal impact of Canada's COVID19 economic shutdown on hours worked for workers across the earnings distribution*. University of Waterloo, Canadian Labour Economics Forum (CLEF), Waterloo. <http://hdl.handle.net/10419/219041>
- Li, C., & Lalani, F. (2020). *The COVID-19 pandemic has changed education forever. This is how*. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning>
- Linney, S. (2020). *How is COVID-19 Shaping the Higher Education Sector?* <https://www.qs.com/how-is-covid-19-shaping-the-higher-education-sector/>
- Panic, N., Leoncini, E., de Belvis, G., Ricciardi, W., & Boccia, S. (2013). Evaluation of the Endorsement of the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) Statement on the Quality of Published Systematic Review and Meta-Analyses. *PLoS ONE*, 8(12), e83138. <https://doi.org/10.1371/journal.pone.0083138>

Rios-Campos, C., Campos, P. R., Delgado, F. C., Ramírez, I. M., Hubeck, J. A., Fernández, C. J., Vega, Y. C., & Méndez, M. C. (2021). Covid-19 and Universities in Latin America. *South Florida Journal of Development*, 2(1), 577–585. <https://doi.org/10.46932/sfjdv2n1-041>

Rios-Campos, C., Trujillo, J. Y. A., Torres, A. A. C., Zapater, J. L. M., Macias, P. M. T., Malca, M. R. M., & Ramírez, I. M. (2021). African Universities: Problems, COVID-19 & Efforts. *South Florida Journal of Development*, 2(2), 1266–1276. <https://doi.org/10.46932/sfjdv2n2-011>

Rodrigues, M., Silva, R., & Franco, M. (2021). Teaching and Researching in the Context of COVID-19: An Empirical Study in Higher Education. *Sustainability*, 13(16), 8718. <https://doi.org/10.3390/su13168718>

Strielkowski, W. (2020). *COVID-19 Pandemic and the Digital Revolution in Academia and Higher Education* [Preprint]. SOCIAL SCIENCES. <https://doi.org/10.20944/preprints202004.0290.v1>

Sułkowski, Ł. (2020). Covid-19 Pandemic; Recession, Virtual Revolution Leading to De-globalization? *Journal of Intercultural Management*, 12(1), 1–11. <https://doi.org/10.2478/joim-2020-0029>