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Human Resources Information System

Highlights

Effect of Technical Assistance

Implications of Leadership Subterfuge

Discovering Thoughts, Inventing Future

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Implications of Leadership Subterfuge on Collective Bargaining and Organisational Crisis Management: A Case of Nigeria Public Universities

By Henry A. Aluko, Ayodele Aluko & Funke Ogunjimi

Abstract- This study had as its broad objective to examine the implications of leadership subterfuge on collective bargaining and organizational crisis management in Nigeria public domain, with the public universities focal point of analysis. The study adopted the descriptive research design based on the survey method. The conflict theory propounded by Karl Marx was employed as the theoretical framework of analysis for exploring the nexus between leadership subterfuge, collective bargaining, and organisational crisis. The study made use of primary data sourced through structured questionnaire administered via Google online platform that enabled the researchers to access public university lecturers across Nigeria, in a pandemic era where face-to-face survey is inhibited. Secondary data were sourced from published academic journals, conference papers, newspaper articles, and other relevant materials on the internet.

Keywords: *leadership styles, leadership subterfuge, collective bargaining, organisational crisis.*

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Implications of Leadership Subterfuge on Collective Bargaining and Organisational Crisis Management: A Case of Nigeria Public Universities

Henry A. Aluko [α], Ayodele Aluko [σ] & Funke Ogunjimi [ρ]

Abstract- This study had as its broad objective to examine the implications of leadership subterfuge on collective bargaining and organizational crisis management in Nigeria public domain, with the public universities focal point of analysis. The study adopted the descriptive research design based on the survey method. The conflict theory propounded by Karl Marx was employed as the theoretical framework of analysis for exploring the nexus between leadership subterfuge, collective bargaining, and organisational crisis. The study made use of primary data sourced through structured questionnaire administered via Google online platform that enabled the researchers to access public university lecturers across Nigeria, in a pandemic era where face-to-face survey is inhibited. Secondary data were sourced from published academic journals, conference papers, newspaper articles, and other relevant materials on the internet. Data obtained from the survey were analysed and presented in frequency distribution tables with their corresponding percentages. Findings revealed that there is a significant relationship between leadership subterfuge, collective bargaining, and organisational crisis management in Nigeria public universities; those memorandums of understanding are reached and signed regarding conditions of employment and the better functioning of the university system, but government renege in keeping to the agreements. The study recommended amongst others, that the Legislature should device effective instrument that would ensure management is compelled to recognize employees and their Union(s) in collective bargaining, and to see that the act of non-compliance is handled as a criminal offence. The study summed up that if proactively and properly applied, collective bargaining can serve as the quintessential instrument for managing crisis in the organisation, to enhance harmonious industrial relations and service delivery.

Keywords: leadership styles, leadership subterfuge, collective bargaining, organisational crisis.

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I. Introduction

Organisational crisis has become almost routine in contemporary times, occurring on a scale not previously encountered, and it is obvious that the rising organisational crisis as well as its management has the centrality of leadership. It is argued that the nature of leadership in Nigeria public sector is prone to organisational crisis not properly managed (Daniel, 2019). Mohammed and Shittu (2020) emphasize that leadership is an essential element in any organisation; but that leadership in Nigeria is camouflaged and undermined of its significance as 'the process of inspiring and carrying other individuals along, to gain their support and cooperation at achieving common goals'. This has raised research interest regarding the nexus between leadership subterfuge, collective bargaining, and organisational crisis management, especially in the organisational context of public universities replete with industrial conflicts (Danjuma, 2021).

On the 9th of March 2020, the Academic Staff Union of Universities (ASUU) in Nigeria embarked on an indefinite strike over government's failure to address outstanding issues in their memorandum of understanding (William, 2020). This led to a complete breakdown in academic activities for the country's major institutions of higher learning; described as a grave organisational crisis owing to the psychological, emotional, and material impacts exerted on students, teachers, parents, and the general society. The crisis was exacerbated by the surge in the COVID pandemic as Nigeria public schools lacked functional mechanisms for online learning (Azubuike, Adegboye and Quadri, 2021).

Though the strike was suspended after 9 months following agreements reached between government and ASUU on December 22, 2020, with the signing of a new memorandum of understanding; nonetheless, most of the universities lost the 2020 academic section. Moreover, the crisis seems unabated till date, with incessant warnings from ASUU of imminent strike actions (Danjuma, 2021). Nicholas (2018) expose

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that when the interest of either or both of the parties involved in industrial relations is unsatisfied, organizational crisis becomes imminent. Organisational crisis is used to describe any form of work dissatisfaction that can manifest in several ways such as absenteeism, strike action, industrial unrest, high labour turnover, and industrial boycott among others (Osabuohien and Ogunrinola, 2020).

Ekene and Samuel (2022) succinctly notes that organisational crisis affects the immediate parties involved, which normally trickles down to the entire society especially when it occurs at a national level. This is typical of the Nigerian public domain where the interest of the government, represented by management and those of the employees, represented by the unions are virtually diametrically opposed at all times. Within the context of this study, the Academic Staff Union of Universities known with the acronym ASUU is the union body instituted in 1965 as employees' representative, to push for better welfare for its members and protect the academic interest of the university system (Eric, 2016).

Data reveal that Nigerian universities have generally embarked on strike for one of every five years since 1999, while Nigerian lecturers through ASUU have gone on strike 15 times in the past 22 years (Yusuf, 2021). The causality of this persistent organisational crisis is attributed to leadership subterfuge and most recently in the last two years, as ASUU demonstrate that they would no longer rely on deceits and pledges of the stalled implementation of the December 23, 2020, Memorandum of Association by the government (Danjuma, 2021). Leadership subterfuge describes the direct and/or indirect behavioral deception of leaders in projecting the opposite of what they claim to be and actually manifest (Fidelis and Ezika, 2021).

Wahab (2018) disclosed that the university union (i.e., ASUU) and the Federal Government of Nigeria are always in conflict over funding of the Nigerian Universities, better working condition among other ASUU demands. Collective bargaining is deemed the means by which abuse of power is prevented between parties in the employment relationship (CIPD, 2017). It ought to serve as a veritable organisational crisis management tool for resolving workplace conflict between labour and management as well as the determination of terms and conditions of employment.

Suffice to argue that collective bargaining is fundamental to organizational crisis management as a tool through which regu-lated manageability can be achieved. Against this backdrop, this study is carried out to explore the implication of leadership subterfuge on collective bargaining and organisational crisis management, so as to provide stimulating insights on plausible ways organisations can cope with certain complex situations from an operational point of view, using Nigeria public universities as reference.

a) Statement of problem

Government as the sole employer of labour in Nigerian public universities has been described as out-rightly insensitive to the plight of labour. Thus, it is perceived that the agitations and confrontations contributing to organisational crisis (vis-à-vis disruption of academic activities through reoccurring ASUU strikes) in Nigeria public universities, is a problem of 'leadership subterfuge'. Noticeably, government has continued to pay lip-service to the proper application of collective bargaining mechanism. It appears that the leaders say one thing but intend another; due to the conscious refusal to retrieve one's personality traits in public affairs management. This study argues that the consequences of leadership subterfuge are the ever reoccurring organisational crisis and its correlates of strikes frequently witnessed in Nigeria public universities, to the detriment of meaningful development.

On the basis of the foregoing, the following research questions were addressed by the study:

1. What is the nature of organisational crisis in Nigeria's public universities?
2. To what extent does the behavioral deception of leaders influence labour relations outcome in Nigeria's public universities?
3. Is there any relationship between leadership subterfuge, collective bargaining, and organisational crisis management in Nigeria's public universities?
4. How effective is collective bargaining in managing organisational crisis in Nigeria's public universities?

b) Research Objective and Question

The broad objective of this study was to examine the implications of leadership subterfuge on collective bargaining and organisational crisis management in Nigeria public universities. Specifically, the study sought to answer the following questions.

1. What is the nature of organisational crisis in Nigeria's public universities?
2. To what extent does the behavioural deception of leaders influence labour relations outcome in Nigeria public universities?
3. Is there any relationship between leadership subterfuge, collective bargaining, and organisational crisis management in Nigeria public universities?
4. How effectiveness is collective bargaining in managing organisational crisis in Nigeria public universities?

II. Conceptual Discourse

a) Leadership

The complexities of globalization keep sparking debates on the concept of leadership, which is considered crucial to goal attainment and any meaningful development in society (Francis, 2018). In Sub-Saharan Africa, leadership is depicted as service to

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followers and to the general public, in such a way that leadership takes into cognizance the pulse of the people in inspiring and influencing people to gain their support and cooperation towards common purpose (Kabashiki, 2014). According to Rost (1991) cited in University of Cambridge Institute for Sustainability Leadership (2017:4), leadership is an influence relationship among leaders and collaborators who intend significant changes that continuously reflect their mutual purposes.

Kouzes and Posner (1991) cited in Porter and Mclaughtain (2016) also describe leadership as the art of mobilizing others to want to struggle for shared aspirations. Aibieyi (2014) conceptualized leadership as a 'cooperative followership', such that those been led are the ones who actually give meaning to leadership, just as university lecturers are inspired as employees to corporate towards delivering the goals of higher learning and further education. Going by these definitions, it can be deduced that there are key variables that forms leadership, such as: common goal, mutual purpose, followership, influence-relationship, cooperation, desired change, support, and collaboration.

No wonder the notion of leadership is widely held as the process of inspiring and carrying other individuals along, to gain their support and cooperation at achieving common goals (Mohammed and Shittu, 2020). In a similar vein, Senge et al.(1999) cited in University of Cambridge Institute for Sustainability Leadership (2017:5) defined leadership as "the capacity of a human community to share its future, and specifically to sustain the significant processes of change required to do so". Notwithstanding that the concept of leadership pigeonhole any straightjacket definition, most of the views explicitly or implicitly reflect the approach or leadership tenets adopted by a leader, as underscored hereunder:

i. *Approaches to Leadership*

Each approach to leadership depends on how leaders use their positions of authority to influence, direct, motivate or control followers. Mohammed and Shittu (2020) aver that the leadership approach could be relationship-oriented with the leader focusing more on the relationships amongst organisational groups, ensuring the method he/she adopts fit the talents, maturity, and abilities of the followers. And on the other hand, the approach can be task-oriented, to the extent that the leader begins to use/control employees as mere machines; and as such, the humanistic aspect of leadership will be lacking; and in some cases, the leader can go to any length to ensure that tasks are performed to fulfill certain goals.

Participative Leadership: This involves a very open and collegial style of leading subordinates or a team in an organisation, also referred to as democratic leadership, where members of the group partake more in decision-making. Alquatawenah (2018) aver that participative leader consult employees, ask for suggestions, and consider employee opinions. Hence, participative leadership approach is people-centered and as Sagnak (2016) rightfully noted, the leadership believes in collaborative relationship and trust in what the followers/employees can bring to the table. The leader therefore acts on the trust by actually assigning meaningful task and giving them the opportunity to express their ingenuity in delivering their job/tasks.

Transformational-Transactional Leadership: James MacGregor Burns in his 1978 descriptive research on political leaders established two concepts: "transforming leadership" and "transactional leadership", wherein he introduced the terms that are now been applied in modern management practices and organisational psychology (Krejan and Shbazi (2019). Burns aver that the transformational approach to leadership creates valuable and positive change in individuals and social systems. A transformational leader motivates subordinates to carry out their duties wholeheartedly, far and above expectations by encouraging them to be creative, quick-witted and relentless in pursuing and fulfilling their individual goals and overall organizational goals.

Burns descriptive research revealed that unlike transactional leadership approach that is based on the practice of "what you give is what you get", transformational leadership aims to take the employee to a greater height of development, to the extent that he/she begins to manifest all-round positivity, hence the leader reforms views and values, and changes expectations and aspirations of employees. While a transactional leader uses rule enforcement, corporeal punishment, fines vis-à-vis rewards, praises, promises and other economic exchanges to spur desired work rate or performance; but transformational leaders rather enhance the motivation, morale, and performance of followers by building strong leadership-followership-organisation bond (Khan, Nawaz and Khan, 2016).

Thus, a transformational leader connects followers sense of identities and character to the mission and the collective identity of the organisation; the transforming leader serve as a role model upon whom the followers look up to and get inspired; further challenging the followers to own their work zealously, and by being thoughtful towards the strengths and weaknesses of followers a transforming leader effectively aligns followers with tasks that optimize their performance (Korejan and Shahba-zi, 2019).

Authentic Leadership: Is one of most modern approaches to leadership, whereby leaders demonstrate high integrity, good morals and ethical character guided by sound morals. Labrecque (2021) clearly notes that authentic leaders manifest greater discipline and commitment to not only their personal development and growth, but moreso of the followers.

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Consequently, an authentic leader possesses sound level of emotional intelligence and is empathetic to the needs of others including any personal issue that might derail an employee/follower from tapping his/her full potentials at work.

Historically, it was Bill George's 2003 published book on "Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value" that projected the authentic leadership approach into widespread acceptance by managers and chief executives of corporations. The leadership expose spurred the 21st leaders-managers to lead with heart, mind, and passion (Nikol-ic, Kvasic and Grbic, 2020). Advocates of authentic leadership avow that this approach to leadership is best fitted to inspire trust, loyalty, and strong performances from employees; because the leader acts in a real, genuine, and sincere way that is true to whom he/she is as an individual. Pratt (2021) affirm that authentic leaders focus on transparent and ethical leadership behaviour, make room for others (even listens to the opinion of the least of the ranked employees and accept their inputs) encouraging open sharing of information for the best decisions.

Charismatic Leadership: With this approach the leader doesn't just dish out instructions but demonstrates to subordinates what he/she expects from them by setting high standards through examples, rather than mere communicated enthusiasm (Balogun, 2015). Similar to transforming leadership, charismatic leadership approach stimulates passion to excel at tasks in their teams and is strong spirited in inspiring others to move forward; however, the difference is that the "Do as I do" mentality is actually high with charismatic leaders.

Laisssez-faire Leadership: Though the origin of the Laissez-faire leadership concept is not certain, but its French meaning "Allow to do" was a politico-economy doctrine in the 19th century. The notion was that individuals pursuing their own desired ends by themselves would consequently achieve the best results for the society; hence the state was to maintain order/security and avoid interference with the initiative of individuals in pursuit of their own desired goals (Nikoloski, 2015). Thus, laissez-faire leaders do not offer too much instruction or guidance, neither do they interfere nor get too involved in the leadership process itself; instead, they let employees use their creativity, resourcefulness, and experience to achieve set goals. Adebayo and Bharat (2016) clearly note that laissez-faire approach to leadership is absolutely hands-offish and is also referred to as delegated leadership where subordinates or group members not only make decisions, but the one leading does not perform leadership duties. In order words, the individual is more a mannequin leader who practically does not engage or involve in any meaningful management or control activities.

b) Leadership Subterfuge

Leadership subterfuge has long been a major issue in organisations and political systems, but lacks empirical research exposition, making it a nascent concept in organisational psychology and management sciences. Some scholars describe leadership subterfuge as "hyper autocratic leadership" and some others describe it as "destructive leadership". Fidelis and Ezika (2021) aver that just as autocratic approach to leadership is characterised by the centralization of decision-making and concentration of directive power in a single dominant leader; leadership subterfuge heightens the dictatorship tendencies by denying followers all opportunities to participate in decision-making, making it a catalyst for arbitrariness and authoritarianism.

They further buttress that leadership subterfuge is the most domineering, demanding and controlling form of leadership where those at the helm of affairs design and change things the way it pleases their personal interest, issuing commands with expectations of outright compliance without any objection whatsoever. Gastil (2020) argue that such leadership lacks fair-mindedness, transparency and accountability, equity, and justice in handling affairs; and could be as destructive as violating social contract agreements of fundamental human rights and liberties.

B. C. Smith in his 1998 work, described leadership subterfuge as a system where followers are treated as objects in their participation in schemes, and though they are those most affected by the decisions or policies, yet they make no iota of contribution. Smith further revealed that the leadership-followership relationship rather becomes a forced labour with inauthentic participation. Ominisi (2015) conceptualised leadership subterfuge as a leaders' volitional behavior that places employees in jeopardy by encouraging them to pursue the leaders' personal objectives that contravene the legitimate common interests of the organisation. He further argues that such leaders go to the length of employing coercive methods of influence with followers, like physical or economic exchanges.

Some other scholars define leadership subterfuge as the antithesis of authentic approach to leadership, where leaders adopt personas different from what they truly are. Krasikova, Green and Lebreton (2013) aver that it is subterfuge because a leader employs exaggerated assurances to spur support and compliance from followers, but none of the promises they intend to fulfill. And for governmental leaders who are employers of labour in public organisations, they not only default in fulfilling their obligations, but also become inaccessible to their followers or employees. In other words, leadership subterfuge is the manifestation of the direct and indirect behavioral deception of leaders in projecting the opposite of what they claim to be.

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Krasikova, Green and Lebreton (2013) further argue that leadership subterfuge is beyond breached obligations, adding that it is subsumed in the destructive element wherein promises were never intended to be fulfilled, instead (by using clever tricks to deceive followers) leaders exert their premeditated manipulative agenda, aimed at exploiting public resources for personal aggrandizement, to the detriment of the followers, who in this instance are employees in public universities. This would mean that unlike authentic approach to leadership, leadership subterfuge depicts leaders who lack integrity and ethical character; and can be accused of moral fraudulence. Ominisi (2015) was quite vociferous in arguing that leadership subterfuge is leading by deception, and such leaders have ulterior motives they are concealing.

Fidelis and Ezika (2021) aver that in the subterfuge-prone organisational setting, subordinates are indirectly deceived by leaders who influence them to believe in a course, which they (the leaders) would likely evade responsibility and accountability by escaping blame. Ominisi (2015) affirms that though the followers may or may not realize they are being led astray; whichever the case, they are powerless towards righting the anomaly because sovereignty does not lie with them. In other words, leadership subterfuge is a deceptive stratagem meant to hoodwink followers to give their support and cooperation for a cause they were misled into believing, and which certainly does not benefit them, but serves the selfish purpose of the leaders.

c) Organisational Crisis

Organisational crisis (interchangeably used as industrial conflict) is defined as lack of or absence of industrial peace in the workplace which culminates in issues of concern to both the employees and their employer (Daniel, 2019). Bello and Kinge (2014) buttress that conflict between employers and employers is termed workplace crisis or industrial conflict in certain in-stance, as a discord that occurs when the goals, interests or values of different individuals or groups in an organisation are incompatible. (Chidi, 2014) affirms that when dissatisfied with the incompatibility, either the employees or employer can adopt various means to frustrate the other and compel desired action, which invariably culminates in organisational crisis.

The crisis and its impact normally translate to the society at large, especially when the organisation experiencing the crisis renders essential services like the university. In a similar vein, Osabuohien and Ogunrinola (2020) defined organisational crisis as any form of work discontent which manifest in different ways such as: protest, strike actions, absenteeism, high employee turnover, walk-in and sit–in on the part of the employees; then issuance of query, suspension, lockout, and even arbitrary dismissal on the part of the employer.

Nicholas (2018) explained organisational crisis from the angle of strike actions i.e., organised stoppage of work on the part of the employees aimed at compelling adherence to their demands on employers, or to resist a particular demand/rule made by the employer. Daniel (2019) described the concept as the total range of behaviours and attitudes that express opposition and divergent orientation between individual owners and managers on one hand and the working people and their union on the other, which escalates with dire consequences when not properly managed. The Nigerian Ombudsman (2016) conceptualized it as a transient show of dissatisfaction by employees, especially through a strike action or work-stoppage in demonstration or protest against unfavorable terms or conditions of work, to increase bargaining power with the employer and with the intent to compel the employer to improve those conditions.

d) Collective Bargaining

Collective bargaining according to Osabuohien and Ogunrinola (2020) is defined as an accommodative device for regulating and dealing with workplace relational problems. Ekwoaba, Ideh and Ojikutu (2015) conceptualized collective bargaining as both a tool and a methodology with which employers or management and representatives of the worker committee attempt to reach collective agreement on avoiding/solving problems that would result to, or has resulted in organisational crisis, especially issues bothering on compensation, retirement/fringe benefits, discipline, layoffs, work scheduling, promotions, and other employer-employee organisational concerns.

Anyim, Olusanya and Ekwoaba (2014) further substantiates that the significance of collective bargaining rests on the principle that workers have right to contract with their employers as to wages, health, safety, and other working conditions, and that their employers should recognize those rights. Collective bargaining is therefore the means by which abuse of power is prevented between parties in the employment relationship. Avail to say that in addition to its usefulness in determining the terms and conditions of employment; collective bargaining also serves as a veritable tool for resolving workplace conflict or organisational crisis from labour-management relationship.

It is generally held that where the process and procedure of collective bargaining is properly initiated and its outcome properly communicated and observed, it serves as a catalyst for organisational harmony and enhanced productivity. Thus, the International Labour Organisation (ILO) Convention on trade dispute settlement encourages member states to provide adequate measures and to enact laws to promote efficient and just collective bargaining and agreement between employer and employees' trade unions or their representatives (Akpan, 2017).

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Effectively, the legal basis for collective bargaining in Nigeria is embodied in the various employment and labour laws in Nigeria, including: the Trade Disputes Act 2004, the Labour Act 2004, the Trade Union Act 2005, the Pension Reform Act 2014, and such other national and state legislation that directly and indirectly incorporates various organisational crisis management recommendations of the International Labour Organisation (Ngele, 2016).

e) Nature of Organisational Crisis in Nigeria Public Domain

Although organisational crisis does not peculiarly happen in developing countries alone, but it is more so in occurrence and severity of impact, attributed to leadership and structural problem. Osabuohien and Ogunrinola (2020) note that strike has become domiciliary in contemporary Nigeria; arguing that this is because industrial conflicts that would have been proactively resolved via collective bargaining often degenerate to dire organisational crisis with concomitant actions grinding operations to a halt. Monogbe and Monogbe (2019) avow that this clearly depicts the scenario in most Nigerian public institutions; hence due to ASUU industrial strike actions, university program meant to last for eight semester or four years, most times stretches beyond five to six years or thereabout.

Thus, collective bargaining ought to be proactively applied to manage organisational crisis and nip them in the bud, by pro-viding an industrial democracy platform for the employee-employer representatives to jointly determine and regulate decisions pertaining to both substantive and procedural matters within their employment relationship. Ekene and Samuel (2022) however note that many organisations in Nigeria public sector are bedeviled by a myriad of problems and ailments caused by strained relationship between government and the labour unions. Offem, Anashie and Aniah (2018) avow that this is the reason why unionism and labour relations originated first in the Nigerian Civil Service in 1912, when paid employment was first introduced into the country by the colonial administrators.

Ngele (2016) asserts that since after Nigeria's attainment of independence in1960, industrial actions have greatly hampered performance and productivity of public institutions in fast-tracking the expected socio-economic development of the country. Wahab (2018) buttress that even after the inception of democratic governance in 1999, it has become more of a common occurrence in Nigeria that there must be some form of industrial strike action demonstrated particularly by the academic staff of universities which disrupts academic activities. Ekene and Samuel (2022) affirms that there have been incessant strikes since ASUU was instituted in 1965, such that in the last 22 years, Nigerian lecturers through ASUU have gone on strike 15 times.

Some of the causes that have being attributed to the series of persistent organisational crisis or industrial conflict, as it is often called in Nigeria include poor welfare provisions, improper remuneration, poor infrastructural base, low level of motivation, job insecurity, policy inconsistencies and variance in management styles, breach of collective agreement amongst other factors (Osabuohien and Ogunrinola, 2020). Yusuf (2020) rightly notes that industrial actions in Nigerian universities are particularly triggered by delay, withdrawal, or non-concession to labour relation agreements over issues bothering on poor and inconsistent payment of salaries and other entitlements, poor work hours or rest periods, arbitrary dismissal and poor working conditions, poor funding of the educational sector, dissatisfaction with certain institutional policies, etc.

f) Theoretical Framework

The conflict theory served as the theoretical model of analysis for exploring the nexus between leadership subterfuge, collective bargaining, and organisational crisis management in the context of Nigeria public universities. The theory was propounded by Karl Marx in the 19th century, with the idea that society is in a state of perpetual conflict because of competition for limited resources. Thus, the fundamental tenets of the theory center on issues regarding social inequality, division of resources, and the conflicts that exist in organisations and among diverse socioeconomic groups (Daniel, 2019).

Conflict theory holds that social order is maintained through manipulation, domination, and power; rather than by consensus and conformity (Hayes, 2022). The proponents of the theory see the organisation as a coalescence of sectional groups with different values, interests, and objectives. Employees have different values and aspirations from those of management, and these values and aspirations are most often in conflict with those of management; this makes organisational crisis or conflict an inevitable phenomenon that ought to be a rational, functional, and normal situation when properly managed in organisations. This study corroborates that the Nigerian public sector is not immune from the conflict-crisis phenomenon, but instead of rational or functional crisis management that resolves issues through compromise, collective bargaining, and collective agreement; leadership subterfuge prevails whereby government (as the employer of labour in public universities) continues to renege on its contractual responsibilities with unfulfilled promises.

Relating this theory to practice brings leadership subterfuge into the context of organisational crisis management, where the conscious refusal to retrieve one's self-centered personality traits in leadership position has led to a servant-master

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employment relationship. Conflict theory had depicted that those with power would try to hold on to it by any means possible, and mainly so by suppressing subordinates and the powerless. This has resulted in failure of collective bargaining as a result of hard stance positions, and outright repression of dissenting opinion, culminating into disruptive strike actions that have in most cases, caused socio-economic and political paralysis in the country.

Karl Marx theorised that, as the workforce are subjected to worsening conditions, a collective consciousness would raise more awareness about inequality, and this would potentially result in revolt. Avail to say that industrial unions like ASUU are the raised consciousness and legitimate revolt to subterfuge leadership. Conflict theorists recognise such labour unions as legitimate representative organisations which enable groups of employees to influence management decisions (Ekene and Samuel, 2022). The emphasis is that organisational crisis-conflict is inevitable, but what is important is that appropriate steps are taken to address any conflicting or organisational crisis-ridden situation, to which it is relevant to highlight the place of government in organisational crisis management.

III. Methods

Taking into cognizance the type of evidence required to answer the research question in a practical way, this study adopted the descriptive research design based on the survey method. By adopting this design, the researcher was able to explore the research questions to reveal the way things are, especially the leadership subterfuge instance where little knowledge about the phenomenon has been put forth through empirical studies.The study made use of both primary and secondary data whereby structured questionnaire were issued to respondents through Google form, an online platform that enabled the study to virtually access public university lecturers across Nigeria in a pandemic era where face-to-face survey is inhibited. Secondary data were sourced from online journal publications, newspaper articles on the internet, CIPD reports, and other institutional and scholarly websites. Data obtained from the survey were presented using frequency distribution tables with their corresponding percentages, while collated data were analyzed using descriptive statistics with the aid of Microsoft Excel. The study was carried in compliance with the ethical standards for integrity, transparency, full information, voluntariness, confidentiality, safety of participants, etc. Hence, the processes and details of the study were open, transparent, and honest, with all participants fully informed of the rationale, approaches, and details of the study and what the study is meant achieve.

IV. Analysis and Discussion

The data analysed and findings discussed herein, is based on the respondents' demographics and responses to the 12 online questionnaire items structured according to the Likert5-point rating scale, with: SD = representing strongly disagree, D= for disagree, N = for neither agree nor disagree, A = for agree, and SA = for strongly agree; rated on a scale of 1-5 respectively. Only 118, out of the 34,364 Nigeria public university lecturers: 21,914 in Federal and 12,450 in State owned universities (Statista, 2021), responded to the online questionnaire. Perhaps the 0.34% level of response is due to the lately use of online platforms for empirical studies in Nigeria.

Table 1: Respondents' Demographics

Characteristics	Frequency	Percentage (%)
GENDER		
Male	68	57.63
Female	50	42.37
Total	118	100
AGE (In Years)		
25 – 35	11	9.32
36 - 45	44	37.29
46 - 55	40	33.89
56 & Above	23	19.50
Total	118	100
MARITAL STATUS		
Single	25	21.19
Married	47	39.83
Divourced	18	15.25
Widowed	28	23.73

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Characteristics	Frequency	Percentage (%)
Total	118	100
LECTURER CADRE		
Professor	18	15.25
Reader	23	19.50
Senior Lecturer	30	25.42
Lecturer 1 & Below	47	39.83
Total	118	100

Table 1 above revealed that the respondents' gender demographics are in the male majority with 57.63%, while female participants comprise 42.37%. Nonetheless, both genders were significantly represented, and this is very crucial in ensuring objectivity in responses obtained. The table also reveals that about 50% of the lecturers who responded to the virtual are in their prime productive age to provide objective answers to questions bothering on labour relations and organisational crisis management. The respondents' marital demographics indicate that the different categories of family structure were significantly represented. Their significant representation is crucial considering that family dynamics vis-à-vis marital status impacts and is impacted by employment outcome; thus, eliciting objective information from respondents with varied spousal experience and family responsibilities. Meanwhile, over 60% of the respondents are within the lecturer cadre of senior lecturer and above, signifying the objectivity in responses to the questionnaire items by respondents with wealth of knowledge and experience.

Table 2: RQ 1: What is the nature of organisational crisis in Nigeria Public Universities?

SN	Question	SA	A	U	D	SD
1	The scenario in Nigeria public universities is overstretched academic programs due to mis-managed organisational crisis	13(10.6)	18(14.6)	9(7.3)	58(47.1)	25(20.4)
2	Government leaders and university lecturers are always in conflict over funding of the Nigerian Universities, better working condition leading to ASUU strikes	3(2.4)	4(3.2)	34(27.7)	52(42.3)	30(24.4)
3	The occurrence and severity of the impact of organisational crisis is destructive to the operations of public universities in Nigeria	4(3.2	17(13.8)	6(5.0)	48(39.0)	48(39.0)
4	Organisational crisis of strike actions have greatly hindered the key service delivery of education by public universities in Nigeria	9(7.3)	14(11.4)	18(14.6)	53(43.1)	29(23.6)
5	Poor infrastructure and working conditions which ignite organisational crisis in Nigeria public universities are still far from been solved	15(12.2)	3(2.4)	13(10.6)	49(39.8)	43(35.0)

It was discovered in the course of our investigation that the prevalent condition in Nigeria public universities is overstretched academic programs due to mismanaged organisational crisis. This is evident in the nature of responses to the questionnaire item in table 2, where over 65% of the respondents affirm that the nature of organisational crisis in Nigeria universities is replete with strike after strike. Evidence also affirmed that governmental leaders and university lecturers are constantly in conflict over funding of the Nigerian Universities, better working condition leading to organisational crisis via incessant strike actions hindering efficient delivery of such key services as education.

The findings agree with Yusuf (2020); Ekene and Samuel (2022) research reports that there have been incessant strikes since ASUU was instituted in 1965, such that in the last 22 years, Nigerian lecturers through ASUU have gone on strike 15 times. Likewise, Wahab (2018) discovered that many organisations in Nigeria public sector are bedeviled by a myriad of problems and ailments caused by strained relationship between government and labour unions. Dishearteningly, our findings revealed that the poor infrastructure and working conditions which ignite organisational crisis in Nigeria public universities are still far from been solved.

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Table 3: RQ 2: To what extent does the behavioural deception of leaders influence labour relations outcome in Nigeria Public Universities?

SN	Question	SA	A	U	D	SD
1	Disruption in academic activities through reoccurring ASUU strikes is a problem of leaders not portraying their true intentions	5(4.0)	15(12.2)	20(16.3)	34(27.7)	49(39.8)
2	Government makes promises it never intended to fulfill and keeps inciting ASUU into signing new memorandum of understanding repeatedly	4(3.3)	8(6.5)	9(7.3)	45(36.6)	57(46.3)
3	Memorandum of understanding are reached and signed regarding conditions of employment and the better functioning of the university system, but government renege on observing the agreements	13(10.6)	18(14.7)	9(7.3)	58(47.1)	25(20.3)
4	Government leaders in Nigeria are respectful in scheming their way through negotiations to make ASUU representatives believe their agenda	23(19.5)	53(44.9)	18(15.2)	14(11.9)	10(8.5)
5	The behavioral deception of leaders to a very large extent influences labour relations outcome negatively in Nigeria public universities	7(5.7)	15(12.2)	34(27.6)	46(37.4)	21(17.1)

In the course of our virtual survey, most of the respondents affirmed that disruption of academic activities through reoccur-ring ASUU strikes is a problem of leaders not portraying their true intentions, with only 14.2% of them who refuted and another 16.3% who neither agreed nor disagreed. 82.9% of the respondents as shown in table 3 above averred that govern-ment makes promises it never intended to fulfill and keeps inciting ASUU into signing new memorandum of understanding repeatedly. Findings revealed that memorandum of understanding are reached regarding conditions of employment and the better functioning of the university system, but government renege on observing the agreements. Majority of the respondents avowed that the behavioral deception of leaders to a very large extent influences labour relations outcome negatively in Nigeria public universities.

These findings corroborate the secondary data analysed by Danjuma (2021) revealing that the causal factor of the unending organisational crisis in Nigeria public universities is linked to leadership subterfuge as ASUU demonstrate that they would no longer rely on deceits and pledges of the stalled implementation of the December 23, 2020, Memorandum of Association by the federal government. Likewise, Ekene and Samuel (2022) discovered in their study that ASUU and the federal government keeps signing fresh memorandum of understanding almost yearly; but the organisational crisis is still at large, with recent warnings from ASUU of imminent stoppage of academic activities in 2022. Yet, governmental leaders in Nigeria keep scheming their way through negotiations to make ASUU representatives believe their agenda with subterfuge undertones.

Table 4: RQ 3: There any relationship between Leadership Subterfuge, Collective Bargaining and Organisational Crisis management in Nigeria Public Universities?

SN	Question	SA	A	U	D	SD
1	Abuse of power by governmental leaders in Nigeria exacerbates agitations and confrontations in the employment relationship that greatly instigate organisational crisis	6(5.0)	16(13.6)	32(27.3)	54(45.9)	10(8.2)
2	The stoppage of work due to non-fulfilled collective agreements on workers welfare administration adversely affects commitment and turnover intentions of lecturers	9(7.3)	11(9.3)	25(21.2)	56(47.8)	17(14.4)
3	The consequences of leadership trickery are the ever-reoccurring organisational crisis and its correlates of strike actions frequently witnessed in Nigeria public university	9(7.3)	22(17.9)	33(26.8)	44(35.8)	15(12.2)

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SN	Question	SA	A	U	D	SD
4	There is significant relationship between leadership subterfuge, collective bargaining and organisational crisis management in Nigeria public universities	3(2.4)	5(4.1)	36(29.3)	38(30.9)	41(33.3)
5	Collective bargaining is a correlate of organisational crisis management induced by promise and fail leadership	11(9.3)	16(13.0)	32(26.0)	54(43.9)	10(8.1)

Our descriptive survey to find out if there is any relationship between leadership subterfuge, collective bargaining, and organisational crisis management in Nigeria public universities, revealed that collective bargaining is a correlate of organisational crisis management induced by promise and fail leadership. This can be seen from the nature of responses to the questionnaire items in table 4 where over 50% of the respondents affirmed that there is a significant relationship between the variables. Most of the respondents (54.1%) expressed that abuse of power by governmental leaders in Nigeria exacerbates agitations and confrontations in the employment relationship that greatly instigate organisational crisis.

Also, the respondents' opinion slightly aligned more that the consequences of leadership deception are the ever-reoccurring organisational crisis and its correlates of strike actions frequently witnessed in Nigeria public university. The findings agree with the submissions of Yusuf (2020) which rightly reveals that organisational crisis in Nigeria public universities are particularly triggered by delay, withdrawal or non-concession to labour relations agreements over issues bothering on poor and inconsistent payment of salaries and other entitlements, poor work hours or rest periods, arbitrary dismissal and poor working conditions, poor funding of the educational sector, as well as dissatisfaction with certain institutional policies.

Table 5: RQ 4: How Effective is Collective Bargaining in Organisational Crisis management in Nigeria Public Universities?

SN	Question	SA	A	U	D	SD
1	Collective bargaining procedure is not effectively applied in managing organisational crisis in Nigeria public universities	6(5.0)	18(15.2)	21(17.9)	47(39.8)	26(22.1)
2	Government has continued to pay lip-service to the proper application of collective bargaining procedures in abating organisational crisis	3(2.4)	11(8.9)	19(15.5)	50(40.6)	40(32.6)
3	Non-implementation of outcomes of collective bargaining is pervasive in Nigeria public universities with a wide gap between our education system and human capital development	18(14.6)	38(30.9)	14(11.4)	42(33.3)	12(9.8)
4	Government's failure to address outstanding issues in their memorandum of understanding inhibits the effectiveness of the collective bargaining mechanism	14(11.4)	9(7.32)	27(21.9)	44(35.6)	29(23.6)
5	The continuous violation of collective agreements by government has made collective bargaining more adversative to effective organisational crisis management	7(5.7)	15(12.2)	43(35.0)	41(33.3)	17(13.8)

Our findings revealed a near unanimous opinion of 73.2% and 74.8% affirming that collective bargaining procedure is not effectively applied in managing organisational crisis in Nigeria public universities, and that government has continued to pay lip-service to the proper application of collective bargaining procedures in abating crisis of labour relations. Most of the respondents (35.6%) agreed and (23.6%) strongly agreed that government's failure to address outstanding issues in their memorandum of understanding inhibits the effectiveness of the collective bargaining mechanism.

The foregoing findings corroborates those of Osabuohien and Ogunrinola (2020) that strike has become domiciliary in Nigeria public institutions, because industrial conflicts that would have been proactively resolved through collective bargaining often degenerate to dire organisational crisis with concomitant strike actions grinding operations to a halt. This does not only appear to undermine the relevance of collective bargaining in Nigeria public universities but have made it more adversative to effective organisational crisis

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management for industrial harmony and enhanced service delivery.

V. Conclusion

There's no gainsaying the fact that organisational crisis emerging from conflicting employee-employer interests is inevitable in any organisation, particularly in such organisations as Nigeria public universities shrouded in union and government un-ending loggerheads. Effectively, this study has investigated the implications of leadership subterfuge on collective bargaining and organisational crisis management, to conclude that it is not just a necessity, but an indispensable (must-do) activity to ensure that the right environment is created to encourage authentic leadership and enthrone leaders who would keep to their words, and not renege on honoring memorandum of understanding or fulfilling collective bargaining agreements.

VI. Recommendations

With emphasis on creating the right environment, we recommend that all stakeholders in the labour relations and collective bargaining processes should endeavor to be transparent and committed to terms of agreement to avoid inclination towards any form of frictions that could further spark organisational crisis.

There should be earnest efforts channeled towards spreading and inculcating strong leadership values of consultation, consensus, selflessness, transparency, accountability, and authenticity. Continuous and adequate awareness should be created among the stakeholders in labour relations to keep informing/educating participants of their roles in developing and sustaining a rancor free work environment.

To ensure adherence to collective bargaining agreements, the Legislature should come up with an instrument that would en-sure management is compelled to recognize employees and their Union(s) in collective bargaining, and to see that the act of non-compliance is handled as a criminal offence for harmonious industrial relations and the growth of the nation's economy.

We also recommend that all existing relevant laws relating to labour relations should be reviewed, so as to ensure the implementation and enforceability of all collective agreements, without necessarily embarking on strike or litigation for them to be enforced.

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Principals' Attitudes on Guidance and Counselling Services and Maintenance of Discipline in Secondary Schools of Nyamira County, Kenya

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Abstract- The purpose of this study was to establish principals' attitudes towards guidance and counselling services and maintenance of discipline in secondary schools. It further sought to establish whether principals' gender, age, training, teaching and administrative experiences have any effect on their attitudes. Questionnaires, Interview and observation schedules were used to collect data. The researcher used Spearman Brown Prophecy to determine the research instruments' reliability which 0.95. Split- half method was used to determine the Coefficient of Internal Consistency whose values varied between 0.00 and +1.00. The closer the value was to +1.00, the stronger the congruency measure whose value was 0.9 and above hence were reliable. Two-tailed T-test and One Way analyses of Variance (ANOVA) were used to analyze data whose results showed that 24.4% of the principals were conversant with the objectives of guidance and counselling services.

Keywords: principal, counsellor, service, assailant, attitude, reliability, design.

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Abstract- The purpose of this study was to establish principals' attitudes towards guidance and counselling services and maintenance of discipline in secondary schools. It further sought to establish whether principals' gender, age, training, teaching and administrative experiences have any effect on their attitudes. Questionnaires, Interview and observation schedules were used to collect data. The researcher used Spearman Brown Prophecy to determine the research instruments' reliability which 0.95. Split- half method was used to determine the Coefficient of Internal Consistency whose values varied between 0.00 and +1.00. The closer the value was to +1.00, the stronger the congruency measure whose value was 0.9 and above hence were reliable. Two-tailed T-test and One Way analyses of Variance (ANOVA) were used to analyze data whose results showed that 24.4% of the principals were conversant with the objectives of guidance and counselling services. However, they were not conversant with the role of teacher-counsellors working in their schools who they said did not have any formal training. The study recommended that Principals and teachers be trained through regular in-service courses, seminars and workshops. Besides, further research need to be done on causes of unrest and abuse of drugs in schools.

Keywords: principal, counsellor, service, assailant, attitude, reliability, design.

I. Introduction

The overall running, control, tone maintenance, the general development of school education and all-round standards in secondary schools is the ultimate responsibility of the principals. They are particularly charged with the responsibility of fostering the right atmosphere for child growth and development as observed by Mbithi (1974). Principals must constantly be in touch with all school activities, whether academic or co-curricular although they may delegate some of their many responsibilities to other members of staff. In essence, Mbithi (1974) further notes that the principal is held responsible in case of the failure of any activity or service in school.

According to Rono (2019) and Roeber (1955:26), the Ministry of Education views the school principal as a key player in initiating and organizing good guidance and counselling services. They emphasized how important it is for principals to have positive attitudes towards school guidance and counselling by stating that, any service in the school, whether new or old needs the acceptance and leadership of the school administrator. Without his or her approval and continued support, any service will wither on the vine because teachers and students sense and frequently adopt the administrator's attitude towards it.

Principals' attitudes towards guidance and counselling services in schools significantly influence the attitudes of those others who are involved either as recipients, for example, students or as promoters as in the case of teachers. The principal can produce an atmosphere of cooperative enterprise through the attitude he or she has towards the services. Therefore, principals become role models to be emulated by both teachers and students. Wanjohi (2016) noted that, in secondary schools where the principals had a positive attitude towards guidance and counselling services, for example, Alliance Boys High School, Starehe Boys' Centre, Mang'u High School, Nairobi School, Lenana High School, among others, there happened to be positive responses from students towards it and therefore, they do not experience alarming cases of students' indiscipline.

II. The Concept of Guidance and Counselling

Provision of guidance and counselling services in Kenyan schools was formally started in the 1970s. This was as a result of the (1967) and (1968) careers conference reports which were followed by the establishment of Guidance and Counselling Unit in the Ministry of Education in July, (1971). Before this year (1971), guidance and counselling services in schools mainly concentrated on career guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary schools, guidance and counselling services were

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started to cater for students with social, personal, psychological, educational and vocational problems.

A handbook for school guidance and counselling providers was produced in (1971) and revised later in (1973) following the inception of guidance and counselling unit in the Ministry of Education. In the handbook, school principals' responsibilities in the provision of guidance and counselling services were enumerated and they were, according to the handbook, required to select competent and committed teacher – counsellors and establish guidance committees to organize and co-ordinate the services in their respective schools, provide time and facilities needed for the service and precisely define areas of responsibility for teacher – counsellors. As noted by Lytton, (2018), students with personal problems can be a severe problem to the school management and can have a disruptive effect on other children. With this in mind, principals cannot afford to ignore guidance and counselling in their schools.

III. The Concept of Indiscipline in Schools

According to Education Act Cap 212 of the Laws of Kenya, corporal punishment was used as a way of dealing with indiscipline in schools. In this act, corporal punishment was inflicted only after a full inquiry on the offender and offence had been made and was administered by the principal or teacher to whom it had been delegated by the principal. It was not to be inflicted in the presence of other students. A record of every corporal punishment administered was to be properly documented showing the name and age of the student, the offence committed, the number of strokes inflicted and by whom. This kind of punishment, as a way of maintaining discipline became unpopular and at times caused riots and therefore it was outlawed in April 25th 2001 by the government of Kenya.

In Kenya, many secondary schools in the past have been involved in strikes that have led to mass destruction of property worth millions of shillings. Meru County, for example, had secondary school students going on strike. In (1991), it witnessed the most shocking, senseless and ghastly incident at St. Kizito Mixed Secondary School where tragedy resulted into the death of nineteen (19) girls, seventy one (71) rape cases and four (4) boys being jailed for manslaughter as was reported by Mwokia, (2004) and Mwenda (2005). It was an incident that primarily involved students both as the assailants and as the victims as noted by Daddeya, et al. (2006). From the Kenya Television Network facts on file of 18th October (2021), it was reported that violent practices such as burning of dormitories, drug abuse and rape by students is not a new phenomena in Kenya.

According to Farsur Hassan (2019), failure to comply with safety standards, collapse of guidance and counselling programs and increased permissiveness by society are some of the top reasons stakeholders in education have blamed for the perennial unrest in schools that has caused massive loss of property. The reasons given for current disturbances and students' grievances are not entirely new but have not been fixed despite having been flagged in the past. As observed by Moenga (2021), whereas exam phobia has been associated with students' unrest in the past, the only new factor is the congestion in schools, which has been witnessed since the government introduced the 100 percent transition from primary schools but failed to expand the infrastructure.

According to the Kenya Secondary Schools Heads Association and the Kenya Union for Post-Primary Education Teachers, the congestion has made it harder for teachers to enforce discipline amid stiff competition for resources. However, the principal secretary for Basic Education Julius Jwan (2021) sees it as bigger societal problem. "The student unrest could be symptomatic of challenges in and out the school system. Education is not doomed but we must re-examine the place of boarding schools as observed by Malovah (2018). The public is also contributing to learners' behavior. How are students expected to resolve issues amicably when they see adults resorting to violence?" he said in response to a Nation reader's question.

IV. Report of National Assembly Committee

The latest is the Report on the Inquiry into the Wave of Students' Unrest in Secondary Schools in Kenya in Term II, (2021). The document was prepared by the Education and Research Committee of the National Assembly that was chaired by Julius Melly. According to that parliamentary report that was tabled in September (2021), causes of students' indiscipline include limited professional Guidance and Counselling in schools, increased permissiveness and a Laisseiz-faire approach in the society, failure to address indiscipline among transferred learners, exam stress, promises of exam leakage and a long second term. The committee also identified lack of communication between parents, teachers and learners, over strictness at home and school, and lack of proper training of school managers.

Most secondary school students are at the adolescent stage of development. Makinde (2016: p.17) states that adolescence is a delicate period when boys and girls are faced with special needs and problems. When the needs of this age are not adequately provided for, problems of indecision, uncertainty; ambiguity, conflicts, instability, unpredictability perhaps leading to delinquency, alcoholism, career muddle and hindered heterosexuality may surface. As Makinde stated,

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students in Kenyan secondary schools have many problems. There are students with problems of alcoholism, drug abuse, sex perversion, reading disabilities, students born out of wedlock and students who lack parental love and care according to Rono, (2019).

A report to the British council on "drug - abuse – problem – solving approach for Nyamira secondary schools' teacher counsellors" held in Nyamira Technical High School in 2002 revealed that drug abuse was a problem in most learning institutions. The workshop deemed it necessary to train teacher-counsellors who were to take more time with girls and boys on guidance and counselling matters. Many schools in Nyamira County in the recent years have been reported as having many cases of indiscipline that were blamed on lack of adequate provision of guidance and counselling services to students. For example, according to Mugiro, O. (2021 p.21). Alarming Unrest in Schools- the Standard Newspaper, p.16, Kibonyora High School was closed after three dormitories were burnt and most of the school buildings' windows were smashed by students who were demanding that they should be allowed to eat meat throughout a week. Akira, J. (2021, September 18) Standard Newspaper, p.21 also reported that Gekando Secondary school students destroyed school property worth thousands of shillings because majority of them had been sent home for fees by the principal.

Besides, Opala, K. (2021, May 31) the Daily Nation Newspaper, P.19 reported that Nyabanswa boarding school students had access to drugs despite the fact that they were confined within the compound during the school term. Drugs for example, bhang, are smuggled into the school compound and hidden without the notice of the school administration. Towards the end of September, as reported by Opala, K. (2021, September 30) the Daily Nation Newspaper, P.22, Nyansongo Boys High School students frog-marched their principal and raped his wife in his presence on allegations that they lacked freedom of expression in the school.

Strikes and fights in schools suggest that students have social, psychological and educational problems which can effectively be alleviated by adequate provision of guidance and counselling services. There is need for students to be listened to, be understood well and then be guided out of their straining circumstances. Moreover, unrest in schools in the country is a pointer to the fact that there is something grossly wrong with the administration of most schools. Discipline promotes individual growth and development, it creates a free conducive atmosphere for interaction, makes learners have confidence in decision making and generally it has a great bearing to the learners' performance in their national examinations as noted by Norwhich, (2020). This observation therefore shows that discipline, which can be brought about by principals' positive attitudes on provision of guidance and counselling services, is the backbone of all activities carried out in schools. Schools are expected to produce adults who can be responsible citizens capable of making major decisions on problems affecting their lives and who can contribute largely to their communities' development.

It is worthwhile to note that, in Nyamira County, there were rampant cases of school drop-outs, truancy and alcoholism as was observed by Mukura (2014). This calls for guidance and counselling services in the schools to help individuals be more useful to themselves and their societies. This can only be realised if principals develop positive attitudes towards it. Various studies have been done on administrative tasks and administrative problems facing secondary school principals. Most of these studies, for example, Ogenga (2018), Migora (2019), among others, looked at the challenges faced by school administrators and recommended guidance and counselling as the most preferred method of alleviating problems arising from students. It is therefore based on these recommendations that this study was carried out.

V. Objectives of the Study

The study sought to achieve the following objectives;

1. Assess the attitudes of principals' towards provision of guidance and counselling and maintenance of discipline in their schools.
2. Establish whether principals' gender and age, have any effect on their attitudes towards provision of guidance and counselling services and on maintenance of discipline in school.
3. Explore the extent to which principals' academic qualification affect their attitudes towards provision of guidance and counselling services and on maintenance of discipline in schools.
4. Establish whether principals' training, teaching and administrative experiences have any effects on their attitudes towards provision of guidance and counselling services and on maintenance of discipline in schools.

VI. Hypotheses of the Study

The following null hypotheses were formulated for this study:

H_o1: There is no significant relationship between principals' attitudes towards Guidance and Counselling services and maintenance of discipline in their schools.

H_o2: There is no significant relationship between principals' attitudes towards provision of Guidance and Counselling services, maintenance of discipline and their gender, age, teaching experience, and his or her administrative experience.

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H_o3: There is no significant relationship between principals' academic qualifications and their attitudes towards provision of Guidance and Counselling services and maintenance of discipline in secondary schools.

H_o4: There is no significant relationship between principals' teaching and administrative experiences and their attitudes towards provision of Guidance and Counselling services and maintenance of discipline in secondary schools.

VII. Research Methodology

This section of the study details the research methodology which is the blueprint that guided the collection and analysis of data. It describes the research design, Targeted Population, Research Instruments and also how the Validity and Reliability of the Instruments used were tested. This study employed both qualitative and quantitative methods in an Ex-Post Facto design. Kerlinger, (1986) defines an Ex-Post Facto design as being a system of empirical inquiry in which the scientist does not have direct control over independent variables because their manifestations have already occurred or because inherently they cannot be manipulated.

Independent variables such as age, sex, teaching experience, administrative experience, training, teacher-counsellors' qualifications and principals' and students' attitudes towards guidance and counselling services were investigated in retrospect for the possible relationship to and effect on dependent variable, that is, maintenance of discipline in schools. Besides, this design was used because the study intended to explore into possible causes and effects in relationship among the above given variables which in nature cannot be manipulated by the researcher. Kerlinger, then further says that¸ this design is recommended for educational and social research under which this research belongs.

a) Target Population

Nyamira County had 166 secondary schools which existed either as mixed boarding, mixed day, and single gender boarding and day schools. The study used a total of eighty (80) principals to complete the questionnaires and also to provide information through interview and observation schedules. All the respondents were secondary school principals of schools in Nyamira District drawn from both public and private schools.

b) Research Instruments

Data for this study was collected from respondents using principals' questionnaire, interview and observation schedules. The questionnaire was divided into three major sections. Section 1 sought background information on the principal and school. There were nine (9) items that sought information on the principal's gender, age, academic qualifications, teaching experiences and administrative experience. Section 2 had items on principal's attitude towards guidance and counselling while Section three (3) sought data on the importance of guidance and counselling services in facilitating school discipline.

c) Validity of Instruments

Content validity was done by using the results of the pilot study. The researcher therefore had the instruments appraised and amended by two experts in the area of study. Piloting enhanced the dependability, accuracy and adequacy of the instruments since the responses from the respondents indicated whether the instruments measured what they purported to measure. Through pilot study, ambiguities in the questions asked were done away with before the actual study was carried out.

d) Reliability of the Instruments

In establishing the reliability of the instruments, the researcher used Spearman Brown Prophecy whose formula is as shown below:

$$\text{Reliability} = 2\frac{\text{Reliability of } ½ \text{ r}}{1 + \textit{Reliability of } ½ r}$$

$$= 2\frac{0.9}{1+0.9}$$

$$= 0.47368421 \text{ x } 2$$

$$= 0.94736842$$

The reliability for the principal's questionnaire was then found to be 0.95. The researcher used the split- half method to determine the Coefficient of Internal Consistency or reliability coefficient whose values varied between 0.00 and +1.00. The closer the value was to +1.00, the stronger was the congruency measure as observed by (Adamms, 2006). Therefore, charging from the above calculation, the questionnaire was found to have a value of 0.9 and above which is closer to +1.00 implying that the instrument was reliable.

VIII. Literature Review

This section presents a literature review by various scholars and the Equity Theory of Work Motivation to which the study is anchored and which therefore is relevant to the stated research hypotheses. Besides, the literature reviewed mainly focuses on the themes developed from the objectives of the study.

As observed by Farmer, 2005, Theory has been both celebrated and condemned in educational practice and research. Many proponents have argued that theory allows and even forces us to see the big picture and makes it possible for us to view our practice and our research from a broader perspective than envisioned from the murky trenches of our practice. This broader perspective helps us make connections with the work of others, facilitates coherent frameworks and deeper understanding of our actions, and perhaps most importantly, allows us to transfer the experience gained

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in one context to new experiences and contexts as noted by Flores, (2020).

This study was guided by the Equity Theory of Work Motivation. According to this theory which was developed by Festinger in the early 20th century, people prefer using objective criteria for comparison, but in the absence of this they compare themselves with other persons having similar ability and opinions. The theory argues that, a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situations. In addition to being rewarded for their performance, people also want those rewards to be fair and relative to what others receive. This need for fair treatment is the basis of equity theory. It further states that inequity is an uncomfortable condition that will result in the person taking some action. The objective of the action to be taken therefore would be to create or restore a condition of perceiving equity.

In the school situation, the study established that there was such inequities and possibly that was one of the reasons why strikes were rampant as was observed by Nkinyangi (2020). Most secondary schools in urban areas for example, Nairobi city, Nakuru, Kisumu city, Mombasa and many others were staffed well with highly qualified teachers compared to schools in remote areas. This made students feel they were neglected by the government and preferred burning their schools in order to attract the attention of those in-charge in the government. Besides this, in most schools used for this study, prefects were given powers to punish other students and they seemed to be highly protected by school administrations, a situation which therefore resulted into cases of indiscipline. It is therefore based on this background knowledge on the theory that the researcher reviewed relevant literature for this study.

The researcher gathered literature based on the themes developed from the study's objectives. The main theme of the study being the determination of principals' attitudes towards provision of guidance and counselling services in schools and how it could be used to maintain discipline, it was therefore vital to gather literature on the concepts of attitude and discipline. A total of 20 papers fulfilled the inclusion criteria which was established for this study in terms of the publications source, that is, academic journals, the nature of the studies, in this case, empirical studies and the relevance of the topic under investigation.

IX. Data Collection and Analysis Procedure

Data for this survey was collected by the researcher himself who undertook the exercise by administering the structured questionnaire, observation and interview schedules to all respondents in the whole county. This resulted in the generation of primary data which was needed for the study to progress well. Participants' full consent was sought before their participation in the study. A total of eighty (80) principals provided complete information regarding the study.

When visiting the schools, the researcher tried to create rapport with the principals and had an opportunity to explain to them the purpose of the study and how they were to respond to the questionnaires which were administered on the same day to the principals who filled them after the researcher's instructions, were collected immediately and arrangements made to re-visit the schools and collect those of the principals who did not prefer answering them on that same day. Interview and observation schedules were also carried out two weeks after principals filled their questionnaires.

The researcher in this study analyzed data using tables and percentages. This was done in order to make the researcher get to know how respondents were distributed across the county. The researcher calculated percentages, Pearson Correlation Coefficient to establish research instruments' reliability whose final coefficient index was 0.93 and he also calculated participants' responses on educational decisions and problems related to provision of guidance and counselling services.

X. Study Findings and Discussions

The researcher analyzed principals' attitudes towards various aspects of guidance and counselling. Which were: need for guidance and counselling services to students in schools, importance of guidance and counselling service to schools, role of principals in guidance and counselling service and training of principals in guidance and counselling. This was found necessary, since it is possible for principals to be positive in their attitude towards certain aspects of guidance and counselling and depict negative attitude or uncertainty in other areas. Each item of the attitude scale was followed by five responses which ranged from Strongly Agree to Strongly Disagree. For positively worded statements, responses were scored as follows; SA = 5, A = 4, UD = 3, D=2, SD = 1. A score of three (3) indicated neutral response. The table given below reflects principals' attitudes towards the need for guidance and counselling in schools:

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Table 1: Need for guidance and counselling according to principals
N = 80 Principals

Statements	Responses					Total and percentage
	SA	A	U	D	SD	
1. Guidance and counselling services are essential in schools	F 35 % 43.8	37 46.2	- -	8 10.0	- -	80 100.0
2. Students in my school do not need guidance and counselling services	F - % -	8 10.0	- -	37 46.3	35 43.8	80 100.0
3. Guidance and counselling need to be Intensified in schools.	F 40 % 50.0	32 40.0	- -	6 7.5	2 2.5	80 100.0

Source: Self

From the information given in table 1 above, 72 principals who translate to 90% of the respondents indicated that guidance and counselling services are essential in schools as opposed to only 8 of them forming 10% who said the service was not essential. Therefore both male and female principals support the need for guidance and counselling in schools. These results therefore were in agreement with the findings of Turamuti (2015) and Amukoba (2017) that guidance and counselling services were seriously needed in schools. When asked on the role it plays in the development of their students, their responses were as indicated in table 2 below:

Table 2: Role of guidance and counselling services to schools according to principals
N = 80 Principals

	Statement	Responses					Total frequency and percentage
		SA	A	U	D	SD	
1	It assists students in self-understanding.	F 30 % 37.5	40 50.0	2 2.5	7 8.8	1 1.3	80 100.0
2	It does not improve discipline in my school.	F 44 % 55.0	- -	- -	32 40.0	4 5.0	80 100.0
3	It is meant for bright students only.	F 35 % 43.8	3 3.8	- -	10 12.5	32 40.0	80 100.0
4	It informs students about vocational opportunities.	F 31 % 38.8	32 40.0	7 8.8	8 10.0	2 2.5	80 100.0
5	It is not useful to students with learning difficulties.	F 8 % 10.0	30 37.5	- -	20 25.0	22 27.5	80 100.0

Source: Self

The table indicates that, majority of principals who were 70 in number and who formed 70% confirmed that guidance and counselling services in schools help in making students understand who they are hence they approach their future from a focused perspective as opposed to 30% of them who did not see its significance. Besides, 44 principles who formed 55% indicated that it does not improve discipline in their schools leaving only 45% of them in support. What this means is that, a slight majority of the principals did not know how to use guidance and counselling services to improve discipline in their schools. However, it is important to note that they all knew that it is important to students both strong and weak academically. These findings tally with the opinion held by Howden and Dowson (1973) that the guidance programme concerns pupils of all academic levels. They further observed that even the academically bright students have complicated choices to make and must not be deprived of the guidance they need.

Oketchikor and Ngomba (2019) expressed concern that personal and psychological counselling were being ignored. In their study, an attempt was made to find out which area guidance and counselling services received the highest preference and indicated in order of importance, personal and psychological counselling was ranked most important with 54.9% score. Educational guidance was ranked second 39.2% and vocational guidance was the last with only 5.9%. The findings of their study therefore, agreed with the sentiments expressed by the vice-chancellor of the University of Nairobi 21st June (2020) that lack of proper

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career guidance in schools was taking its toll on university admissions.

In regard to guidance and counselling's usefulness to students with learning difficulties, the study showed that thirty eight (38) respondents who represented 47.5% indicated that it does not help students with learning difficulties while 42 of them who formed 52.5% of the respondents said that guidance and counselling is useful to students with learning difficulties. More reading materials on guidance and counselling need to be provided to all schools regularly so that principals can establish how important this service is to all categories of students. The study established that majority of principals know that provision of guidance and counselling services is important to students and this therefore called for their total support so that students can reap maximum benefits resulting from this service.

The study sought to establish whether principals' personal qualities such as their gender and age, have any effect on their attitudes towards provision of guidance and counselling services and on maintenance of discipline in schools and given in table 3 below were their responses;

Table 3: Age of principals by gender
N = 80 Principals

Principals	Age in years				Total
	35-40	41-46	47-53	54 and over	
Males	12	26	14	3	75
Females	3	2	-	-	5
Total	15	28	14	3	80

Source: Self

As shown in Table 3 above, fifteen principals (15) who represent 19.00% were aged thirty eight (38) years while thirty one (31) principals were aged forty two (42) years which represented 39% of the total number used for this study. As evidenced in the table, forty eight (48) principals were aged between thirty five (35) and forty six (46) years. The study thus revealed that majority of them who were 48 in number were young energetic administrators whose morale for work was still very high hence, they were capable of ensuring full implementation of guidance and counselling program in their schools as a way of moulding their learners' character and behaviour and also as a way of ensuring maintenance of discipline in their schools. It is an age category that is expected to be result oriented hence the need to have positive attitudes towards provision of Guidance and counselling services as shown in table 4 given below.

Table 4: Principals' attitudes towards guidance and counselling according to their gender
N = 80 Principals

	Gender of principals	Responses			
		SA	A	D	Total
1.	Females F %	5 6.25	-	-	5 6.3
2	Males F %	30 37.5	37 46.25	8 10.00	75 93.8
3	Total F %	35 43.75	35 43.75	 10.00	80 100.0

Source: Self

According to table 4 above, both male and female principals showed a favourable attitude towards guidance and counselling. Majority of them (72) representing 90% of the total number were positive that students need guidance and counselling services. Principals had a role to play in the programme, allocation of time, room and support of others was essential and that guidance and counselling was important in students' lives. Table 5 given below shows principals' attitudes towards guidance and counselling by their academic qualifications.

The study sought to explore the extent to which principals' academic qualification affect their attitudes towards provision of guidance and counselling services and maintenance of discipline in schools and findings are presented in the table below;

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Table 5: Academic qualifications of principals
N = 80 Principals

Academic qualifications	F	Percentage
M.Ed	2	3.8
B.Ed	30	28.8
BA/PGDE	10	15.0
B.SCI/PGDE	12	12.5
Diploma	23	37.5
S1	3	2.5
Total	80	100.0

Source: Self

Information provided in table 5 revealed that all principals used by the study were qualified teachers. Their academic qualifications ranged from S1 to Master's Degree in Education. Majority of principals, who were thirty (30) in number, representing 38% of the total population, had a Bachelor of Education (B.Ed.) degree. This category was followed closely by principals who had a Diploma certificate as their highest academic qualification. There were twenty three (23) principals representing 29% of the total population under this category. Besides this, 12, 10, 3 and 2 principals representing 15%, 13%, 04% and 03% respectively had a Bachelor of Science (B.SCI) degree, a Post – Graduate Diploma in Education (/PGDE), Bachelor of Arts Degree (BA), Secondary Teacher 1 (S1) and Master of Education (M-Ed) degree as their highest academic qualifications.

The analysis of data collected indicated that, fifty four (54) principals who represented 67.5% of the total population had a university degree. Besides, the study also showed that principals in the county were no-longer pursuing master's degrees perhaps because of their demanding administrative tasks. The study established that their academic qualifications did not in any way affect their attitudes towards guidance and counselling services.

According to data collected, the study revealed that twenty (20) principals (25%) of the total number used for the study had a teaching experience of between five (5) to ten (10) years. Fifteen (15) principals (19%) of the total number had teaching experience of between eleven (11) to fifteen (15) years while thirty (30) principals representing 38% of the total number had teaching experiences of between sixteen (16) to twenty (20) years. Only fifteen (15) principals out of eighty (80) had a teaching experience of between twenty one (21) to thirty (30) years which represented 19% of the total number as illustrated in Table 6 below.

Table 6: Teaching experience of principals
N = 80 Principals

Experience in years	F	Percentage
< 5 – 10	20	25.0
11-15	15	18.8
16-20	30	37.5
21-30	15	18.8
Total	80	100.0

Source: Self

The study therefore revealed that sixty (60) principals who represent 75% of the total number of principals involved in the study had a teaching experience of over eleven (11) years. Only very few had a teaching experience of between five (5) to ten (10) years. It therefore suffices to say that secondary schools in Nyamira County were headed by principals who had a wealth of teaching experience hence were capable of ensuring maintenance of discipline in their schools. The study findings showed majority of them held provision of guidance and counselling services favourably in their schools.

Principals can acquire new and positive attitudes towards guidance and counselling through direct exposure which in this case can be deliberate training in guidance and counselling, despite the fact that many attitudes are acquired during childhood as a result of home influences. Attitudes are not only learnt but can be changed, modified and developed throughout one's life as observed by Mitchevel (2016) and this can be done in a variety of ways which include: through direct experience with the attitude object; through force or legislation and through a person receiving new information either through mass media or

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from other people that can produce changes in the cognitive component of the individual's attitude. Changes in the cognitive component influence changes in the affective and behavioural components. Table 7 below shows principals' responses to their training in guidance and counselling.

Table 7: Training of principals in guidance and counselling
N = 80 Principals

	Statement	Responses					Total Frequency and percentage
		SA	A	U	D	SD	%
1.	I need to be trained so as to acquire appropriate skills.	F 34 % 42.5	31 38.8	- -	10 12.5	5 6.3	80 100.0
2.	Success in providing guidance and counselling does not necessarily depend on a trained counsellor.	F 6 % 7.5	2 2.5	- -	37 46.3	35 43.8	80 100.0
3.	Trained principals have positive attitudes towards it.	F 52 % 65.0	20 25.0	- -	8 10.0	- -	80 100.0
4.	Guidance and counselling service are not successful in my school because I am not trained	F 36 % 45.0	30 37.5	- -	12 15.0	2 2.5	80 100.0

Source: Self

According to table 7 above, fifty two (52) respondents representing 81.3% of the total number of principals involved in the study indicated that training in guidance and counselling skills contributed to positive attitude towards it. This conforms with Triandis (2006) who noted that attitudes are learnt through direct exposure to the attitude object. Therefore the success of guidance and counselling was dependent upon a trained counsellor. In essence this points out that training is a necessary ingredient to successful guidance and counselling services. Only fifteen (15) respondents which translates to 18.8% of the respondents used for this study felt training was not important. This was an indication that majority had a positive attitude towards guidance and counselling in schools.

In response to statement number 2 and 3 in the table above, seventy two (72) respondents which translates to 90.1% of the entire population indicated that training is important so as to attain needed guidance and counselling skills. A very small percentage (10.0%) expressed favourable attitude to the negative statement. Besides, seventy two (72) respondents representing 90% of the population used in the study indicated that trained principals have positive attitudes towards guidance and counselling. Here, principals therefore regard training as very important in order for one to have positive attitude. Only 10% of the principals did not regard training as important.

In response to the fourth (4th) statement under this sub-heading, sixty six (66) respondents representing 82.5% of the population used in the study expressed favourable attitude to the statement. That is to say, provision of guidance and counselling services was not successful in schools because principals themselves were not trained in it which means that, albeit students were aware of it and principals and teachers were providing it to the students, they did not regard themselves as professionals in the discipline hence they were limited in the way they were providing it. Only fourteen (14) principals representing only 17.5% of the population expressed their unfavourable response. It is therefore important to note here that, the findings of this study have clearly shown that there is desire for principals' training in guidance and counselling skills so that they are able to provide the service adequately and effectively in their schools.

According to Baroki (2019) and Murkor (2020) one of the principles of guidance and counselling is that, it should be carried out by professionally trained personnel. These findings concur with the view expressed by Wahome (2017) and Tumuti (2019) that principals and teacher-counsellors have no training for the job except probably for the course they took during their undergraduate or diploma training. The researcher, further attempted to establish whether principals attended seminars or workshops organized by the Guidance and Counselling Unit of the Ministry of Education. Figure 1 below presents the results obtained:

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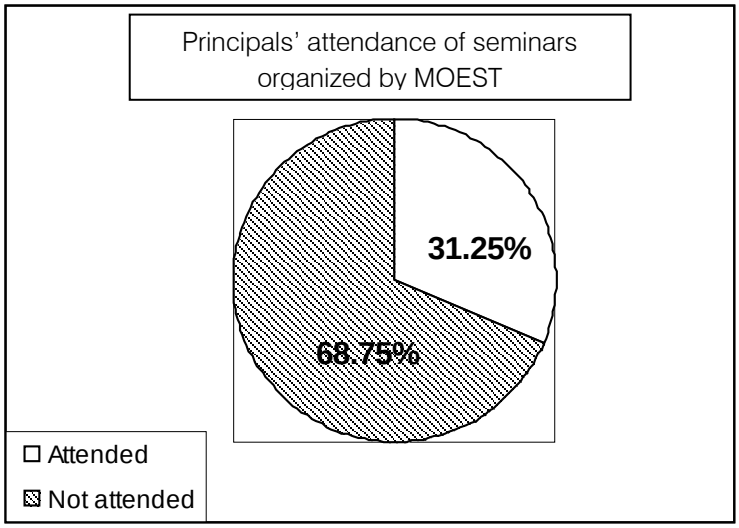

Source: Self

Figure 1: Principals' attendance of seminars organized by guidance and counselling unit of MOEST

The most unfortunate finding was that majority of principals, 68.75% had never attended any seminar organized by the Guidance and Counselling Unit of the Ministry of Education. It is unfortunate because, this unit in the ministry is responsible for organizing seminars, workshops and in-service courses for principals and counsellors to update them on the development in counselling in order to cope with changing times, yet little is seen or known of them. Majority of the respondents (68.8%) indicated that there was need for principals to be trained in guidance and counselling skills. They stressed that their training in these skills was absolutely necessary and long overdue. The few who had trained, indicated that they were trained by non-governmental organizations, for example, Uncle Tom-Choose Freedom Institution, ADRA-Kenya-UEAB, Amani Centre, Oasis Counselling Centre and Family Planning Association in Kenya.

On their administrative experiences, data collected indicated that ten (10) principals who represented 13% of the total number of respondents had administrative experience of between two (2) to five (5 years) while seven (7) principals (09%) had administrative experience of between six (6) to ten (10) years. Twenty four (24) principals (30%) of the total population had administrative experience of between eleven (11) to fifteen (15) years as illustrated in Table 7 below:

Table 8: Principals' administrative experience
N=80 Principals

Experience in years	Males F	Females F	%
2-5	10	-	12.5
6-10	15	3	22.5
11-15	20	2	27.5
16-20	26	-	32.5
21-25	2	-	2.5
26-30	2	-	2.5
Total	75	5	100.0

Source: Self

Table 8 above therefore indicates that fifty (50) principals who represent 63% of the total population had administrative experience of between eleven (11) years to 30 years. It is further worth noting that fifteen (15) principals who constitute 23% had administrative experience of between six (6) to ten (10) years. Principals who headed secondary schools of Nyamira County at the time the study was being carried out had a rich administrative experience which could be used to ensure a successful provision of guidance and counselling services. It was established that those who had served for long as principles had a positive attitudes towards guidance and counselling in their schools.

XI. Results of Testing the Hypotheses

To determine whether there was a significant difference between principals' attitudes towards

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provision of guidance and counselling and their personal characteristics of gender, age, administrative and teaching experiences, a two tailed t-test and one-way, analysis of variance was used. ANOVA was used to test the five null hypotheses using the T-test formula given below:

$$T = X, - X\,2 \quad \sqrt{(n1-1)^2\, s1 + (n2-1)^2\ S2/n1 + n^2 - 2}$$

X1 = Mean of sample 1

X2 = Mean of sample 2

N1 = Sample 1

N2 = Sample 2

N1 + n2 – 2 + degree of freedom

Analysis of variance is a statistical procedure used to examine whether the observed differences for variance between more than two samples can be attributed to chance or whether they indicate actual differences among the means of the populations sampled, that is, is the difference statistically significant? (Freud 2006:357). Analysis is also known as F-test (Schuttle, 1999:146).

The hypotheses test was made at 0.005 level of significance and if the computed F-ratio was smaller than the critical value, the null hypothesis was accepted and rejected only if F-ratio was greater than the critical value. Alternatively, when P-value was less than the specified alpha of 0.05, the null hypothesis was rejected and accepted if P-Value was 0.05 or larger, (Sanders, 2007 P.397). Both approaches were used in rejecting or accepting the hypotheses. In testing null hypotheses Ho1:, Ho1:b, Ho1:c, Ho1:d, Ho2, Ho3, and Ho4 a T-test of significance of the difference between two sample means according to Best K, (1989:271), was used. A computer program, SPSS/PC + (Statistical Package for Social Sciences) was used in analyzing the data. For open-ended questions, the researcher looked at the responses given to each question in the three questionnaires and in the interview schedule and grouped them according to the number of times a given response was given by all the respondents. The researcher then analyzed them using frequencies and percentages.

The one way analysis of variance (ANOVA) was used to test significant differences in principals' attitude towards guidance and counselling in relation to their age, teaching and administrative experience. Analysis of variance was also used to test for significant difference between principals' attitude in schools of different sexes. The 0.05 level of significance was used to accept or reject each of the hypotheses. A t-test of two independent samples was used to test significant difference between principals' attitude towards guidance and counselling and principals' gender; and their attitudes towards the programme. Results for the tested hypothesis catered for objective two which sought to establish whether principals' personal qualities influenced their attitude towards provision of guidance and counselling services and on maintenance of discipline in schools.

a) Hypothesis 1b

HO: There is no significant difference between principals' age and their attitude towards guidance and counselling and maintenance of discipline in their schools.

H1: The age of the principals' has a significant effect on their attitude towards guidance and counselling and maintenance of discipline in their schools. The results of analysing this hypothesis are presented on table 9 below.

Table 9: Analysis of variance for principals' attitude towards guidance and counselling by their age
N=80 Principals

Source of variables	DF	Sum of squares	Mean of squares	F-ratio	FP 10
Between groups	14	.1258	0.0315	.5364	.7097
Within groups	66	2.6977	0.0586		
Total	80	2.8235			

Critical value = 2.59

The critical value obtained in the table was 2.59. The critical value of 2.59 exceeded the F-ration of .536. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between principals' attitude towards guidance and counselling and their age. Principals in all age categories of 35-40, 41-45, 46-50, and over 50 depicted similar attitude towards guidance and counselling. The effect of age was not statistically significant. Therefore, the alternative hypothesis was rejected.

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Table 10: Mean score and standard deviation of principals' attitude towards guidance and counselling by age.
N=80 Principals

Age category	N	Mean	SD
35-40	15	3.80	.447
41-45	44	3.95	.242
46-50	10	3.94	.208
Over 50	11	4.00	.000
Total	80	3.94	.23

As table 25 above indicates, the mean score for the respondents increases as their age increases. For example, principals of age category 35-40 years have a mean score of 3.80 which is the lowest, while principals of over 50 years of age have a mean score of 4.000 which is the highest. However, principals of various age groups indicated a positive attitude towards guidance and counselling in that their mean score showed that they were in agreement with the attitude items set.

b) Hypothesis 1c

HO: There is no significant difference between principals' attitude towards guidance and counselling and their teaching experience.

H1: Principals' teaching experience does influence principals' attitude towards guidance and counselling and maintenance of discipline. Table 26 shows analysis of variance for principals' attitude towards guidance and counselling and maintenance of discipline.

Table 11: Analysis of variance for principals' attitude towards guidance and counselling and their teaching experience
N=80 Principals

Source of variation	DF	Sum of squares	Mean of squares	F-ratio	F-Prob'
Between groups	15	.2872	.0574	1.018	.4178
Within groups	65	2.5364	.0564		
Total	80	2.8235			

Critical value = 3.25

In table 11 above, the computed F-ratio of 1.018 was smaller than the critical value of 3.24; the null hypothesis was thus accepted. This indicated that there was no significant difference in principals' attitude towards guidance and counselling influenced by their teaching experience. Any difference is due to chance and therefore not significant. The null hypothesis tested stated that there was no significant difference between principals' attitudes towards guidance and counselling and their teaching experience. The alternative hypothesis which stated that principals' teaching experience influenced their attitude towards guidance and counselling was therefore rejected. In table 12, the mean score and standard deviation of principals' attitudes towards guidance and counselling is presented:

Table 12: The mean score and standard deviation of principal's attitude towards guidance and counselling by their teaching experience
N=80 Principals

Teaching experience	N	Mean	SD
1-5	2	4.000	.000
6-10	20	3.81	.404
11-15	15	4.00	.000
16-20	30	4.00	.000
21-25	6	3.90	.316
Over 25	7	4.00	.000
Total	80	3.94	.237

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By looking at the means in table 12 given above, principals of different teaching experiences showed a positive attitude towards guidance and counselling in that their mean score indicated agreement to the attitude items. Though principals with teaching experience of 6 – 10 years and 21 – 25 years showed a slightly lower mean, the difference was too low to be of any significant value. Given in the table below is analysis of variance for principals' attitude towards guidance and counselling and their administrative experiences.

Table 13: Analysis of variance for principals' attitude towards guidance and counselling and administrative experience
N=80 Principals

Source of variance	DF	Sum of squares	Mean squares	F-r	F-prob'
Between groups	4	.3463	.0866	1.3457	.2709
Within groups	48	2.4444	.0643		
Total	52	2.7907			

Critical value = 2.61

The computed F-ratio of 1.345 was smaller than the critical value of 2.61. This led to the acceptance of the null hypothesis that stated that: there was no significant difference between principals' attitude towards guidance and counselling and their administrative experience. Thus, the differences were due to chance or sampling error and not due to different administrative experiences. Table 14 given below presents the means and standard deviation of principals' attitude towards guidance and counselling and their administrative experience.

Table 14: The mean score and standard deviation of principals' attitude towards guidance and counselling and their administrative experience
N=80 Principals

Administrative experience	N	Mean	SD
Less than 2	4	3.75	.500
2-5	10	3.94	.235
6-10	06	4.00	.000
11-15	23	4.00	.000
16-20	24	3.75	.500
Over 21	13	4.00	.000
Total	80	3.91	.257

According to table 14 given above, the average mean was 3.91. Principals with administrative experience of less than 1 year and 16-20 years had a mean score of 3.75 which was slightly below the overall mean of 3.91. The table also indicates that principals with a few years administrative experience, that is 5 years and below, were rated lower in their attitude towards guidance and counselling. Principals who have stabilized in their administration were rated higher in their attitude towards guidance and counselling with the exception of 16-20 years category. This could probably be explained by the fact that none of the principals in this category had been trained in guidance and counselling skills.

XII. Conclusion

Having analyzed and interpreted the findings obtained from the data collected, it was concluded that principals' attitude towards provision of guidance and counselling services was not influenced by their personal qualities such as age, gender, teaching, training and administrative experiences. Besides that, it was also concluded that training of principals in guidance and counselling skills was not only essential but also urgent since majority of them (96.3%) were not trained. It was established that training had a significant effect on the principals' and students' attitudes towards guidance and counselling.

The study's findings also led to the conclusion that guidance and counselling services were not given the seriousness they deserved. In virtually all the schools, resource materials and facilities were inadequate if not lacking. For example, students' records were availed in only 9.5% of the schools, and only 26% of the schools had a few reference materials while stationery was only availed in 16% of the schools. Moreover, time for guidance and counselling was not specific, since it depended on the availability of the principals and teacher-counsellors. The findings of the study necessitated the conclusion that principals who participated in the study regarded guidance and counselling as a contemporary way of dealing with indiscipline in schools hence it would therefore be a suitable alternative to the use of the cane.

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XIII. Recommendations

Considering the study's findings and conclusions, the following recommendations were made:

1. Principals and teachers should be trained and oriented in guidance and counselling objectives and techniques through regular in-service courses, seminars and workshops.
2. It was further recommended that the courses should be of reasonable duration so that they can learn comprehensively matters pertaining guidance and counselling. These recommendations were made in view of the fact that 96.3% of the respondents were of the opinion that training in guidance and counselling skills contributed to positive attitude towards the programme. As Triandis (1971) stated, attitudes are learnt. Therefore, training of principals and teachers was considered crucial in enhancing their attitude and development of the programme.
3. It is also recommended that the guidance and counselling unit of the Ministry of Education should play a more prominent role in training, advising, co-ordinating and evaluating guidance and counselling programme in schools. This recommendation was based on the fact that very few principals and teachers had attended seminars organized by guidance and counselling unit.

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The Effect of Green Human Resource Management on Employee Eco-Friendly Behaviour, Employee Environment-Friendly Response and Organizational Sustainability: An Empirical Study Concerning IT Industry in Hyderabad Metro

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Abstract- The literature on green human resource management and its impact on employee eco-friendly behaviour, employee environment-friendly response, and organizational sustainability is scarce and rarely explored by researchers. This empirical study reports how an employee's eco-friendly behaviour, employee environment-friendly response through green human resource management enhances the organizational sustainability and employees' green behaviour. Organizational sustainability is a multidimensional concept that embodies social, environmental and economic objectives. The results indicate that green human resource management enhances employee eco-friendly behaviour, and employee environment-friendly response. A statistically significant impact of green human resource management on organizational sustainability was observed. The data were analyzed using the partial least square structural equation modeling (PLS-SEM).

Keywords: green human resource management, eco-friendly behaviour, organizational commitment, organizational sustainability.

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Abstract- The literature on green human resource management and its impact on employee eco-friendly behaviour, employee environment-friendly response, and organizational sustainability is scarce and rarely explored by researchers. This empirical study reports how an employee's eco-friendly behaviour, employee environment-friendly response through green human resource management enhances the organizational sustainability and employees' green behaviour. Organizational sustainability is a multidimensional concept that embodies social, environmental and economic objectives. The results indicate that green human resource management enhances employee eco-friendly behaviour, and employee environment-friendly response. A statistically significant impact of green human resource management on organizational sustainability was observed. The data were analyzed using the partial least square structural equation modeling (PLS-SEM). All three variables are statistically significant and predict organizational sustainability. A structured undisguised questionnaire was used to collect the data for this empirical study, publishing the questionnaire on google forms and providing a link to 5000 information technology employees. The 984 responses received and 924 valid responses were used and subjected to PLS-SEM analysis. This study recommends that the information technology policymakers should consider incorporating green human resource policies for green organizations and promote organizational sustainability.

Keywords: green human resource management, eco-friendly behaviour, organizational commitment, organizational sustainability.

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I. Introduction

Green Human Resources Management (GHRM) is a set of policies, practices, and systems that stimulate the green behaviour of a company's employees to create an environment-sensitive, resource-efficient, and socially responsible organization. The growing role of sustainable development in enhancing modern companies' competitive edge leads to the popularization of the question of how to incorporate ecological practices into the area of human resource policy – which is often referred to as Green Human Resources Management (GHRM).

Thousands of companies are implementing sustainability strategies as a response to the challenges and disasters that climate change has brought, and continues to threaten to bring into our world. The issues of corporate sustainability have been highlighted by businesses in the twenty-first century. For politicians and managers, environmental sustainability, equity, and social justice are becoming increasingly appealing societal goals (Howard-Grenville et al., 2014). For the last few decades, the preservation of the natural environment has been a major concern. Environmental protection methods have been adopted by nearly every business. Most industrial organizations have worked to reduce waste generated during product manufacture and disposal, resulting in enhanced corporate performance (Melnyk et al., 2003). The service industries' green efforts are reducing waste, energy and water conservation, and educating customers and employees (Bohdanowicz et al., 2011; Rahman et al., 2012). Environmental issues have heightened global concerns about corporate sustainability in recent years (Shen et al., 2018). A growing amount of studies has been shown persuasively that there is now evidence of a causal relationship between green HRM and company sustainability (Yong et al., 2020; Mousa & Othman, 2020). Despite the critical importance of employee

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behaviour in improving environmental outcomes, empirical studies linking human resource management to environmental performance through employee commitment and behaviour are lacking (Fernández et al., 2003; Paillé et al., 2014). Hiring and retaining environmentally friendly personnel, providing environmental training, and reflecting on employees' environmentally friendly contributions in employee performance reviews are all part of GHRM (Guest, 1997). With the primary focus of GHRM on the environmental management of business organizations, the GHRM is shape and boost worker's ecological conscious behaviour by mitigating organization's carbon footprint and contributing to its green credentials (Renwick et al., 2013).

The green HRM practices significantly enhanced workplace sustainability (Jeronimo et al., 2020; Jeronimo et al., 2020a). In general, only profit maximization is the main aspect and focus of all organizations leaving organizational sustainability, however, organizations did not exist without society and the environment. Employees' environmentally friendly behaviour is critical to a company's environmental management success since it enhances the company's overall environmental performance. (Daily et al., 2009). Organizational commitment functions as a mediator of GHRM on eco-friendly behaviour, and social identity theory provides a theoretical foundation for employees' psychological process of a firm's green initiatives. Employees are likely to integrate positive organizational ideals, according to social identity theory (Ashforth and Mael, 1989; Carmeli, 2005; Peterson, 2004). Employee attitude is influenced by organizational commitment because it leads to altruistic or prosocial behaviour, such as organizational citizenship behaviour (Balfour and Wechsler, 1996; Carmeli, 2005; O'Reilly and Chatman, 1986).

II. Review of Literature

Shoaib et al., (2021) reported that green HRM practices promote organizational commitment through green human capital. Adoption of GHRM policies and practices promotes green behaviour in the workplace and enhances environmental performance (Yong and Yusoff, 2016). There is a research study reported on GHRM and organizational sustainability (Yong et al., 2020). The employees perceive that organizational sustainability will boost pro-sustainability behaviour for developing green workplace environments (Jeronimo et al., 2020). Amrutha and Geetha (2020) through their comprehensive analysis reported more research studies to understand the relationship between GHRM and organizational sustainability. Renwick et al. (2013) linked HRM with environmental management coining it as "green human resource management" or "environmental resource management".

According to social identity theory, people feel delighted when they join groups with great reputations since belonging helps to reinforce their self-concept concerning their relationship with the group (Ashforth and Mael, 1989; Tajfel and Turner, 2004).The relationship between a firm and its employees can be explained using social identity theory. Employees who incorporate their company's positive actions and beliefs, according to some researchers, display significant organizational commitment. (Ashforth and Mael, 1989; Peterson, 2004). Employees that have a positive attitude toward corporate social responsibility activities are more likely to be committed to the company (Brammer et al., 2007; Turker, 2009). Furthermore, according to social identity theory, employees' organizational commitment is linked to their conduct (Yen et al., 2013). Employees' organizational commitment accelerates their extra-role conduct, also known as organizational citizenship behaviour, beyond their responsibilities (O'Reilly and Chatman 1986).

The strategic HRM policies and practices influence employee commitment, and attitudes (Domínguez-Falcón et al., 2016; Gould-Williams and Davies, 2005; Takeuchi et al., 2009). The strategic HRM policies and procedures enhance employee performance by empowering employees to achieve the objectives of an organization (Gould-Williams and Davies, 2005). The GHRM in this empirical study attempted to address the environmental and organizational sustainability issues.

III. Research Gap

The rising social and environmental concerns are due to inadequate HR policies and there is a need to examine the organizational sustainability with green HRM to address social, economic and environmental issues in developing countries in general and Information technology industry in particular. Further Employees' eco-friendly behaviour has rarely been examined as an outcome variable of corporate commitment in prior studies. The study focuses on organizational sustainability concerning green HRM that has been not reported by earlier researchers (Ababneh, 2021; Shoaib et al, 2020). The green human resource management can provide organizational sustainability if applied correctly, and also motivate the employees. In conclusion, there has been a noteworthy dearth of research on how GHRM encourages staff engagement and environmentally beneficial behaviour, enabling hotels to improve their environmental performance. The primary goal of this study is to gain a better understanding of how GHRM practices improve environmental performance by increasing employee engagement and eco-friendly behaviour and enhancing organizational sustainability.

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Green human resource management and organizational sustainability

In the previous studies, practitioners and researchers are talking more about corporate sustainability. The researchers point out that to achieve economic, environmental, and social performance, stakeholders such as employees, top management, and managers would need to examine sub-dimensions of corporate sustainability (Hengst et al. 2020). Corporate sustainability goals have become the basis of and a component of many organizations' strategic goals. As a result, corporate sustainability is defined in terms of the triple bottom line, i.e., the organization's social, economic, and environmental goals, as well as its performance (Dyllick and Hockets, 2002). Organizations and society face a significant difficulty in achieving corporate sustainability goals (Hussain, Rigoni, and Orij, 2018).

Green human resource management (GHRM) is being regarded as a critical tool for developing individuals and organizations that are committed to corporate sustainability and triple-bottom-line results. The goal of the GHRM is to recruit, select, train, and evaluate employees to achieve organizational sustainability goals (Renwick, Redman, and Maguire, 2008). According to the literature, GHRM's outcome will be the development of individuals and the organization's thinking toward corporate sustainability. Furthermore, it motivates individuals and businesses to invest in the technology and innovation required to contribute to society's triple bottom line.

The concept of organizational citizenship behaviour for the environment (OCBE) has gotten a lot of attention in the environmental literature, and it appears to be a realistic method for understanding environmentally friendly conduct in the workplace (Daily et al., 2009; Paillé et al., 2013). Employees' OCBE has a good association with strategic human resource management, which is equal to green human resource management (Paillé et al. 2014). This study anticipates GHRM to have a considerable impact on employees' eco-friendly behaviour, based on the previous discussion and synthesis, hence the authors suggest the following hypothesis:

H_1 Green human resource management is positively related to employee eco-friendly behaviour

Except for the study, few empirical studies have verified the link between employees' OCBE and environmental performance (Paillé et al. 2014). Employee OCBE is a direct driver of environmental performance, according to their findings. Employee environmental initiatives, such as trash reduction, should assist companies in meeting their environmental goals and improving overall environmental performance (Daily et al. 2009). Environmental performance can be improved by combining environmental management systems with the spontaneity of eco-friendly behavior (Roy et al. 2013). As a result, the direct relationship between employees' eco-friendly conduct and hotel environmental performance is investigated in this study. Although current research suggests that green human resource management is a direct contributor to company sustainability, employee eco-friendly behaviour is just as important (Kim et. al. 2019). In addition to GHRM, there is a need to theorize eco-friendly behaviour effects of corporate sustainability. Employee eco-friendly behaviour, according to current research, mediates the relationship between GHRM and business sustainability (Elshaer et al., 2021).

Employee environmental obligations are described as employees who voluntarily do duties targeted at environmental conservation that, if not performed, may result in a sense of guilt Environmental obligations have been discussed as moral and ethical dilemmas in the literature on environmental science (Lenzen and Murray, 2010). Environmental obligations are concerned with determining what is right and wrong in terms of individual activities in terms of environmental sustainability. As a result, environmental responsibility would be discussed and evaluated more specifically in the context of individual employees rather than in a broad sense (Hameed et al., 2019). Because environmental responsibility is a direct effect of GHRM and can help with sustainability, it is a matter of personal morality. As a result, its role as a moderator would explain the link between GHRM and corporate social responsibility. The theoretical framework for the study is provided in the Figure 1.

H_2 Employee eco-friendly behaviour has a positive impact on employee environmental performance

H_3 Employee eco-friendly behaviour is positively associated with Organisational Sustainability (OS).

H_4 Employee environmental friendly response is positively associated with organizational sustainability

H_5 Employee eco-friendly behaviour mediates the link between green human resource management (GHRM) and Employee environment-friendly response

H_6 Employee eco-friendly behaviour mediates the link between GHRM and OS.

H_7Employee eco-friendly behaviour mediates the link between Employee environment-friendly responsibility and organizational susceptibility.

H_8 Employee environmental responsibility moderates the link between Employee environment-friendly behaviour and GHRM and organizational susceptibility

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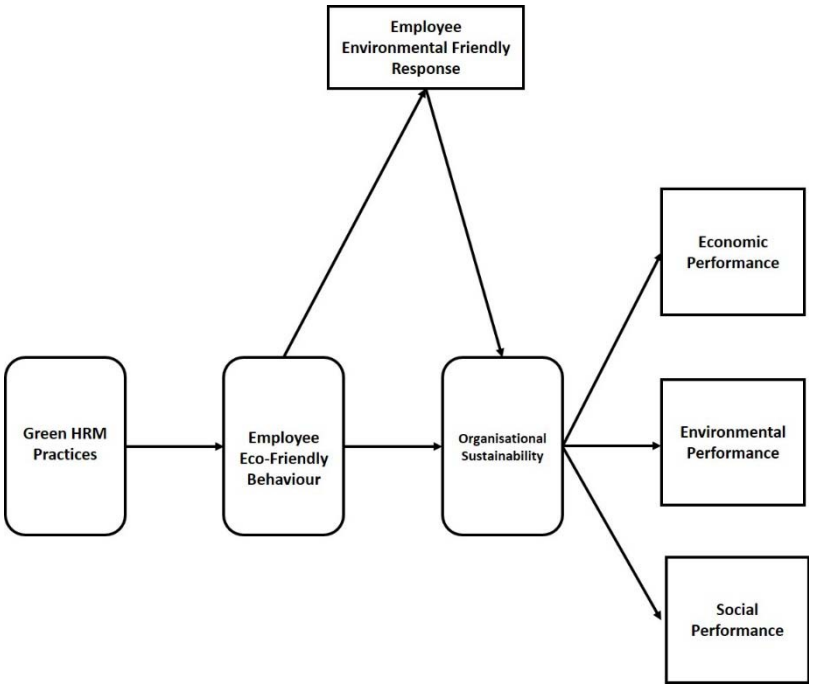

Figure 1: Theoretical framework – Green human resources management and organizational sustainability

IV. Methodology

a) Context of the study

Indian Metro Hyderabad with more than 10 million population hosts more than 500 information technology, Business Process Outsourcing (BPO), IT-enabled and E-commerce companies and about 1 million are employed in these companies. The information technology business exports nearing US $ 20 billion and contribute about 8% to Indian GDP (https: //telanganatoday.com/telangana-it-exports-to-cross-rs-1-4-lakh-cr). Though some studies were carried out on green human resources management, the studies restricted employee environment performance and eco-friendly behaviour. There is scarce literature on organizational sustainability with green human resources management. The study was carried out the surveying Information Technology sector employee of Hyderabad.

b) Measurement

The data was gathered using a structured undisguised questionnaire using a Likert-type five-point scale. The Green HRM (GHRM, 6 items); Employee eco-friendly behavior (EEFB, 7 items); Employee environment-friendly response (EEFR, 7 items) following the model of Kim et al., (2019); whereas organizational sustainability is a multidimensional concept with three factors social performance (SOCP, 6 items), economic performance (ECOP, 6 items) and environmental performance (ENVP, 10 items) using the model adopted from Chow and Chen (2012; Zhu et al., 2018; 2016).

c) Data collection

The research instrument, the survey questionnaire was published on google forms and the link was provided to about 5000 IT sector employees of various IT companies in the Hyderabad metro. Out of 5000 questionnaires we have received the responses from 984 employees, for data analysis, only 924 were considered, whereas the other 60 responses were incomplete and were not considered for the study. The estimated sample size (Cochran, 1977) for the unknown population is 385; however, the study used 924 responses. The demographic characteristics were presented in Table 1.

d) Results

The partial least squares structural equation modeling (PLS-SEM; SPSS ver 27) was used for data analysis. The PLS-SEM model estimates contingent variables to measure the effect of employee eco-friendly behaviour as a mediator between GHRM and organizational sustainability. The inner and outer models were examined using PLS-SEM (Hair et. al.,2017; Ringle et al., 2015).

Table 1: Demographic characters of the study variables

Variable	Category	Number	Percent
Gender	Male	474	51.30
	Female	450	48.70
	Total	924	100

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Age	20-30	447	48.37
	30-40	311	33.65
	40-50	101	10.93
	>50	65	7.05

e) Common method bias

In the survey research with behavioural sciences, the data collection is from various sources a procedure to avoid common method bias. However, this approach has some disadvantages. To assess the possible CMB, the researchers employed such as giving specific instructions to the participants, and avoiding vague and confusing terms to ensure that all the questions receive responses with an equal amount of work. Further, the assessed Harman single factor test's findings indicate approximately 31% of the variation in the study data indicating no common method bias (Harman 1967).

Table 2 presents the results of reliability, convergent, and discriminant validity of the measurements. The Cronbach alpha values ranged between 0.893 to 0.964 for the variables GHRM, EEB, and EEFR whereas for organizational sustainability ranged from0.737 to 0.867 indicating high reliability of the research instrument. Similarly, the construct reliability values ranged from0.698 to 0.899 for GHRM, EEB and EEFR variables whereas for organizational sustainability the values ranged from 0.826 to 0.921. For the convergent validity average variance extracted was assessed. The AVE values – GHRM 0.894; EEF 0.896, EEFR 0.965, SOCP 0.867, ECOP 0.814 and ENVP 0.764 indicated high convergent validity as all the variables were above the criterion of 0.50 according to (Fornell and Larcker, 1981.

Table 2: Internal consistency, reliability, and convergent validity

Variable	Cronbach Alpha	AVE	CR
Green human resource management (6 items) - GHRM	0.894	0.894	0.738
Employee eco-friendly behaviour (7 items) - EEFB	0.893	0.896	0.698
Employee Environment Friendly Response (7 items)-EEFR	0.965	0.964	0.899
Organizational sustainability			
- Social performance (6 items) – SOCP	0.864	0.867	0.874
- Economic performance (6 items) - ECOP	0.783	0.814	0.826
- Environmental performance (10items) - ENVP	0.737	0.764	0.921
CR: Construct reliability; AVE: average variance extracted; Alpha: Cronbach alpha			

The discriminant validity is assessed by measuring Heterotrait-Monotrait (HTMT) were less than the threshold value of 0.9 which indicates appropriate for the study (Henseler et al., 2015) and are indicated in Table 3.

Table 3: Discriminant validity (HTMT criterion)

Variable	EEFB	EEFR	GHRM	Organizational sustainability
EEFB				
EEFR	0.674			
GHRM	0.513	0.513		
Organisational sustainability	0.688	0.687	0.793	

f) Higher-order constructs

All the measures suggested by Sarstedt et al. (2019) were followed to assess the higher-order construct. The VIF values in Table 4 presented indicated that there is no collinearity issue. The outer weights were tested using bootstrapping protocol of 8000 samples, and outer weights values for all organizational sustainability factors are significant at P<0.001 level.

Table 4: Higher-order constructs

Variable	Sub-factor	Outer Weights	T-values	VIF
Organizational sustainability	Social performance	0.667**	4.976	2.110
	Economic performance	0.389**	3.123	2.393
	Environmental performance	0.513**	4.672	2.003
Note: **p<0.01; VIF=Variance inflationfactor				

organizational sustainability factors are significant at P<0.001 level.

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To eliminate the dth data point the blindfolding, a sample reuse strategy following the methodof Hair et al., (2017) was used. The Q^2 values are greater than 0 indicating the predictive relevance for a model-dependent construct (Fornell and Cha, 1994). The Q^2 values presented in Table 5 indicates the statistical relevance of the endogenous constructs.

Table 5: R^2 and Q^2 endogenous constructs (to eliminate d^{th} data point)

Predictor Variable	Target variable	R^2	Predictive accuracy	Q^2
GHRM, EEFR	Employee eco-friendly behaviour	0.084	High	0.080
GHRM, EEFB	Employee environmental friendly response	0.309	High	0.308
GHRM, EEFB, EEFR	Organizational sustainability	0.366	High	0.336

g) Hypotheses testing - Structural model

To test the hypotheses authors subjected the data to PLS-SEM model for green human resource management and organizational sustainability. A consistent PLS bootstrapping algorithm, a resampling technique to test the path coefficients in a reflective PLS-SEM applied (Dijkstra and Heneseler, 2015).

Using the structural model metrics including direction coefficients, coefficient of determinations (R^2), impact size (f^2), and predictive validity (Q^2 were assed (Hair et al., 2017). The $R^2$is the model's total statistical accuracy (Hair et al., 2014). The Table 5 the R^2 values from PLS-SEM analysis, show a high R^2 (0.08) for employee eco-friendly behaviour, (0.309) for employee environment friend response (0.366) for organizational sustainability, indicating high predictive accuracy Cohen (1988) recommends R^2 values of 0.26 (large), 0.13 (medium), and 0.02 (small).

The effect size (f^2) is measured to assess if the missing construct had a significant impact on the endogenous variable (Hair et al., 2017). Green human resource management (f^2=0.087) and employee eco-friendly behaviour (f^2=0.141) has a small impact on employee eco-friendly behaviour and organizational sustainability.

However, Employee environmental friendly response has a moderate effect on corporate sustainability (f^2=0.161). The employee eco-friendly behaviour (f^2=0.462) has a large effect and statistically significantly impacts Employee environmental friendly response(Table 6). The values are according to Cohen (1988) are 0.02, 0.15, and 0.35 indicating small, medium, and large impact sizes, respectively.

Table 6: Impact size (f^2) results

Predictor variable	Target variable	f^2	Effect size
GHRM	EEFB	0.087	Small
EEFB	EEFR	0.412	Large
EEFB	Organizational sustainability	0.141	Small
EEFR	Organizational sustainability	0.163	Moderate

The bootstrapping strategy (8,000 subsamples, with one-tailed significance) was applied to approximate the statistical importance of the parameter. The results in Table 7, green human resource management (H1, O=0.313, t=4.4868, p=0.000) positively associated with employee eco-friendly behaviour (EEFB). The employee environmental friendly response (EEFR) is statistically significantly influenced by (H2) employee eco-friendly behaviour. The EEFB and EEFR were positively associated with organizational sustainability (H3 and H4, O=0.331, t=3.807, p=0.000, O=0.387, t=4.571, p=0.000). The results from the mediation model to test the hypothesis (H5) indicate that employee eco-friendly behaviour positively impacts the GHRM and employee environmental friendly response. The indirect effects observation indicates that GHRM (O=0.157, t=3.555, p=0.000) have statistically significant indirect effects on employee environmental friendly response by employee eco-friendly behaviour, and H5 was endorsed. Employee eco-friendly behaviour mediates the association between GHRM and Organizational sustainability (H6, O=0.101, t=2.2371, p=0.000). The employee eco-friendly behaviour and organizational sustainability (H7, O=0.223, t=3.987, p=0.000) were statistically significantly moderated by their Employee environmental friendly response. At last,the employee eco-friendly behaviour with organizational sustainability mediates between GHRM and employee environmental friendly response (H8, =0.091, t=3.365, p=0.000 (Table 7).

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Table 7: Hypothesis testing

Construct	Actual sample	Sample Mean	SD	t-value	p-value	Outcome
Direct effect						
H1:GHRM→EEFB	0.313	0.287	0.066	4.486	0.000	Supported
H2:EEFB→EEFR	0.571	0.574	0.060	9.634	0.000	Supported
H3:EEFB→Organisational sustainability	0.331	0.300	0.083	3.807	0.000	Supported
H4:EEFR→ Organisational sustainability	0.387	0.313	0.080	4.571	0.000	Supported
Indirect effect						
H5: GHRM→EEFB→EEFR	0.157	0.196	0.049	3.555	0.000	Supported
H6:GHRM→EEFB→Organisational sustainability	0.101	0.108	0.044	2.371	0.000	Supported
H7:EEFB→EEFR→Organizational sustainability	0.223	0.205	0.048	3.987	0.000	Supported
H8:GHRM→EEFB→EEFR→Organizational sustainability	0.091	0.090	0.021	3.365	0.000	Supported

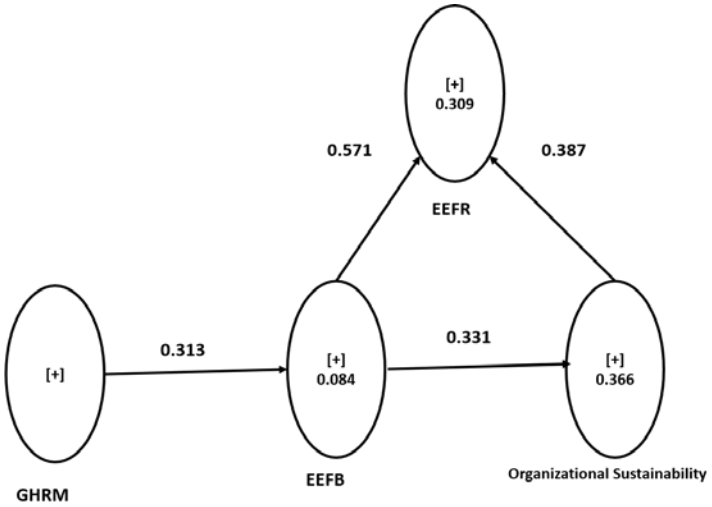

Figure 2: Strutural Equaton Model (PLS-SEM, SPSS ver 27)

V. Discussion

This study investigates the association between information technology companies GHRM and environmental performance through employee eco-friendly behaviour. The GHRM effect on organizational sustainability is also assessed through mediating the role of employee eco-friendly behaviour and moderating the effect of employee environmental friendly response. H1 finding shows that GHRM has a significant impact on employee eco-friendly behaviour (EEFB) and the results are in line with the findings of Kim et al., (2019), which reported that employee eco-friendly behaviour enhanced environmental sustainability in the workplace. This means employee environmentally sustainable conduct focuses behaviours appropriate for IT companies related to energy use, water use, and waste reduction.

The finding of H2 indicates that employee eco-friendly behaviour is the most robust predictor of employee environmental friendly response, and this outcome is in line with the prior research (Umrani et al., 2020; Kim et al., 2019), that reported that employee eco-friendly behaviour determinant to employee environmental friendly response and responsibility, on green activities. The employee eco-friendly behaviour allows employees to know about environmental systems, environmental conservation skills, and environmental concerns. The finding of H3 suggests that employee eco-friendly behaviour has a positive and statistically significant association with organizational sustainability at the workplace. Blok et al., 2015 reported similar results, and indicated that employee eco-friendly behaviour is an essential driving force for enhancing organizational sustainability. The employees play an important role in enhancing organizational sustainability by engaging in various eco-friendly activities (Yong et al., 2020). Employees may concentrate on resource conservation, sustainable employment, health and safety and influencing the staff members. The study reports that employee environmental friendly response has a statistically significant association with

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organizational sustainability (H4), and this finding is in line with reported research of (Stanwick & Stanwick, 1998); The employees realize their responsibilities toward organizational sustainability to achieve environmental, economic, and social performance. The overall organizational sustainability, organizational practices, with a green emphasison employees are critical to achieving long-term organizational sustainability. The organizations now look toward the growth that equally favors the economic, environmental, and social dimensions. The outcome of this empirical study indicated that employee eco-friendly behaviour is a significant mediator between GHRM and employee environmental friendly response to promote organizational sustainability (H5 and H6). The employee's eco-friendly behaviour promotes green practices and environmental responsibility culture in the workplaces of information technology. This includes water conservation, reducing carbon footprints, recycling the natural reserves, a paperless environment, less usage of plastic, and reduced wastage (Scherbaum et al., 2008).

The supported finding H7 indicates that employee environmental friendly response is a positive moderator among employee eco-friendly behaviour and organizational sustainability. This result confirms the earlier findings of (Baker et al., 2014), that responsible employees are actively involved in environmental and social issues and the conservation of resources to promote the culture of sustainable development. Umrani et al. (2020), opined that environmentally friendly responsibility and environmental performance are positively associated.

The employee eco-friendly behaviour is statistically significant and a mediator between GHRM, employee environmental friendly response and influences organizational sustainability (H8). This result confirms the findings of (Nortan et al., 2014), that organizations are implementing sustainability strategies to promote environmentally friendly behaviour. If employees are concerned with environmental problems, the employee contribute through environmental skills, abilities, and behaviours and have organizational citizenship behaviour (Kim et al., 2019). Employee eco-friendly behaviour is an upcoming area of research. This behaviour promotes the willingness or behaviour exhibited by an employee that protects the environment from the negative effect of human activities (Saeed et al., 2019). Organizational sustainability is measured in social, economic and environmental aspects (Gardberg & Fombrun, 2006).

VI. Contribution to the new Theories

This research contributes to the academic conversation on GHRM and corporate sustainability in several ways, there is a strong association between GHRM and employee environmental stewardship and organizational sustainability. The outcomes of this study add to the knowledge of how employees achieve organizational sustainability by using GHRM principles. Employee eco-friendly behaviour was used as a potential mediator between GHRM and organizational sustainability in this study. The study reports that employee environmental responsibility is a critical driving force for supporting GHRM practices and organizational sustainability, this study adds paradox theory to this line through achieving environmental, economic, and social performance. Evaluating GHRM and organizational sustainability through the mediating role of employee eco-friendly behaviour and the moderating effect of employee environmental friendly response promotes sustainability in the organization.

VII. Practical Implications

The empirical data from our study reveals that organizations that include organizational sustainability as part of their strategic goals and use GHRM to address and accomplish such goals will only exist within the organization and in people's minds. As a result, a virtuous circle will emerge in which participants in the GHRM program engage in creative conversation, generate fresh ideas, and respect the views of others. Such trends will help a business reach its objectives more effectively and efficiently. Second, our findings can assist researchers to focus their efforts on establishing organisational sustainability through environmental responsibility and environmentally friendly employee behaviour. According to our findings, GHRM practices will aid in the development of eco-friendly behaviour among employees, resulting in the achievement of organizational sustainability goals. Finally, the current study emphasizes the importance of environmentally conscious behaviour and environmental stewardship. Current research, on the other hand, has positioned GHRM as a direct contributor to environmentally conscious behaviour and an indirect contributor to environmental stewardship. Finally, the current study gives managers insight into how to build GHRM practices that encourage eco-friendly behaviour and environmental stewardship, which leads to the accomplishment of business sustainability goals.

VIII. Limitations and Future Research

Though study has applied several statistical methods do have some limitations, and can provide an insight for future studies the findings and the data collected are from a single industry, the information technology. Therefore, we encourage future researchers will revisit the model tested in this study by gathering data from multiple sources at different time of intervals. The reported empirical study was conducted in the

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information technology sector in Hyderabad, an Indian Metro. We hope that researchers will carry out the studies with multi-sectors from across countries to understand better GHRM practices in developing and developed countries. However, this is a difficult task for the researchers on data collection. this study applied only eco-friendly employee behaviour as a mediator. However, future researchers may be examining parallel mediations such as top management commitment and organization green culture to view the role of top management and culture in corporate sustainability. This study also suggests that future researchers may examine the GHRM and corporate social responsibility through the mediation mechanism of green human capital, top management commitment, and employee commitment, especially in the service sector. Future research may look into the possible moderating effects of sustainable leadership, employee psychological wellbeing, and green employee engagement, which could impact the intensity of the direct and indirect effects reported in this study.

IX. Conclusion

The presented empirical study investigated the green HRM practices in associate with organizational sustainability in the information technology companies of Hyderabad Metro, India. This study discovered that green HRM practices can promote organizational sustainability through the mediation mechanism of employee eco-friendly behaviour in the workplace of the IT sector. The results also demonstrated that employee environmental friendly response is the main catalyst force for employees to engage in sustainability practices.

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Questionnaire (Five Point Likert-type scale – Strongly Disagree 1 to Strongly Agree 5

Green HRM

1. My organization provides adequate training to promote environmental management as a core organizational value.
2. My organization considers how well employee is doing at being ecofriendly as part of their performance appraisals.
3. My organization relates employee's eco-friendly behavior to rewards and compensation.
4. My organization considers personal identity-environmental management fit in recruitment and selection.
5. Employees fully understand the extent of corporate environmental policy.
6. Organization encourages employees to provide suggestions on environmental improvement. Employees' organizational commitment

Employee's Organizational Commitment

1. I talk up my firm to my friends as a great firm to work for.
2. I find that my values and the firm's values are very similar.
3. I am proud to tell others that I am a part of this firm.

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4. I am willing to put in a great deal of effort beyond what the firm normally expects in order to help my firm be successful.
5. My firm really inspires the very best in me in the way of job performance.
6. I am extremely glad that I chose this firm to work for over the others I was considering at the time I joined.
7. I really care about the fate of this firm.
8. For me, this is the best of all possible firms for which to work.

Employees' eco-friendly behavior

1. Before I get off work, I turn off the electric appliances, such as computers, TV monitor, etc.
2. When I leave a room that is unoccupied, I turn off the light.
3. I sort and recycle garbage in the workplace.
4. I conserve materials at work
5. I reuse materials at work
6. I limit water use in toilet to save water.
7. I pay close attention to water leak

Employee Environment Friendly Response

1. Reduced wastes
2. Conserved water usage
3. Conserved energy usage
4. Reduced purchases of non-renewable materials, chemicals, and components.
5. Reduced overall costs
6. Improved its position in the marketplace
7. Helped enhance the reputation of our hotel

Sustainability is multidimensional concept with social performance, environmental performance and economic performance

Social development (7-point Likert scale; 1 = a small extent, 7 = a larger extent)

SOC1 Our firm improved employee or community health and safety
SOC2 Our firm recognized and acted on the need to fund local community initiatives
SOC3 Our firm protected claims and rights of aboriginal peoples or local community
SOC4 Our firm showed concern for the visual aspects of the firm's facilities and operations
SOC5 Our firm communicated the firm's environmental impacts and risks to the general public
SOC6 Our firm considered interests of stakeholders in investment decisions by creating a formal dialog

Economic development (7-point Likert scale; 1 = a small extent, 7 = a larger extent)

ECO1 Our firm sold waste product for revenue
ECO2 Our firm reduced costs of inputs for same level of outputs
ECO3 Our firm reduced costs for waste management for same level of outputs
ECO4 Our firm worked with government officials to protect the company's interest
ECO5 Our firm created spin-off technologies that could be profitably applied to other areas of the business
ECO6 Our firm differentiated the process/product based on the marketing efforts of the process/product's environmental performance

Environmental development (7-point Likert scale; 1 = a small extent, 7 = a larger extent)

ENV1 Our firm reduced energy consumption
ENV2 Our firm reduced wastes and emissions from operations
ENV3 Our firm reduced impact on animal species and natural habitats
ENV4 Our firm reduced the environmental impacts of its products/service
ENV5 Our firm reduced environmental impact by establishing partnerships
ENV6 Our firm reduced the risk of environmental accidents, spills, and releases
ENV7 Our firm reduced purchases of non-renewable materials, chemicals, and components
ENV8 Our firm reduced the use of traditional fuels by substituting some less polluting energy sources
ENV9 Our firm undertook voluntary actions (e.g., actions that are not required by regulations) for environmental restorations
ENV10 Our firm undertook actions for environmental audit, public disclosure, employee training and immunity

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Effect of Technical Assistance on Professional Performance

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Summary- The purpose of this research was to identify the advantages of technical assistance in continuous training processes and its effects on the performance of health professionals who care for children under 3 years of age in the Growth and Development Control (CRED). The research showed that by incorporating the Technical Assistance (TA) variable, continuous training programs are more efficient, that is, when capacities are strengthened in the field of professional action. The study design was quantitative, according to its depth it is explanatory of a quasi-experimental type, aimed at identifying the causal relationship or effect of technical assistance on professional performance, comparing an experimental group and a control group. The general results show significant differences, the experimental group, reaching anaverage of 51.67, while the control group only reached 26.53, applying the non-parametric Mann Whitney U test: $p \leq .01$.

Keywords: technical assistance, professional performance, early childhood development, continuous training, CRED control.

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Effect of Technical Assistance on Professional Performance

Efecto De La Asistencia Técnica En El Desempeño Profesional

Efeito Da Assistência Técnica No Desempenho Profissional

Mg. Milagros Castillo-Fuerman [α] & Dr. Herbert Robles Mori [σ]

Summary- The purpose of this research was to identify the advantages of technical assistance in continuous training processes and its effects on the performance of health professionals who care for children under 3 years of age in the Growth and Development Control (CRED). The research showed that by incorporating the Technical Assistance (TA) variable, continuous training programs are more efficient, that is, when capacities are strengthened in the field of professional action. The study design was quantitative, according to its depth it is explanatory of a quasi-experimental type, aimed at identifying the causal relationship or effect of technical assistance on professional performance, comparing an experimental group and a control group. The general results show significant differences, the experimental group, reaching anaverage of 51.67, while the control group only reached 26.53, applying the non-parametric Mann Whitney U test: p≤.01. Although continuous training generates progress in both groups, when incorporating the AT variable, a significant jump is evidenced compared to the control group, concluding that technical assistance improves the performance of the health personnel who attend to the CRED Control, strengthening and increasing their capabilities.

Keywords: technical assistance, professional performance, early childhood development, continuous training, CRED control.

Resumen- La presente investigacióntuvo la finalidad de identificar las ventajas de la asistencia técnica en los procesos de formación continua y sus efectos en el desempeño de profesionales de salud que atienden a niños y niñas menores de 3 años en el Control de Crecimiento y Desarrollo (CRED). La investigación evidenció que al incorporar la variable Asistencia Técnica (AT), los programas de formación continua son más eficientes, es decir, cuando se fortalecen capacidades en el campo de la acción profesional. El diseño del estudio fue cuantitativo, según su profundidad es explicativo de tipo cuasiexperimental, orientado a identificar la relación de causalidad o efecto de la asistencia técnica en el desempeño profesional, comparando un grupo experimental y un grupo control. Los resultados generales muestran diferencias significativas, el grupo experimental,alcanzó una media del 51.67, mientras que el grupo control solo llegó a 26.53, aplicando la prueba no paramétrica U Mann Whitney: p≤.01. Si bien la formación continua genera avances en ambos grupos, al incorporar la variable AT se evidencia un salto significativo respecto al grupo control, concluyendo que la asistencia técnica mejora el desempeño del personal de salud que atienden en el Control de CRED, fortaleciendo e incrementando sus capacidades.

Palabras clave: asistencia técnica, desempeño profesional, desarrollo infantil temprano, formación continua, control de CRED.

Resumo- O objetivo desta pesquisa foi identificar as vantagens da assistência técnica nos processos de formaçãocontínua e seusreflexosnaatuação dos profissionais de saúde que cuidam de crianças menores de 3 anos no Controle de Crescimento e Desenvolvimento (CRED). A pesquisa mostrou que, ao incorporar a variávelAssistência Técnica (AT), os programas de formaçãocontínuasãomais eficientes, isto é, quandose fortalecem as capacidades no campo da atuaçãoprofissional. O delineamento do estudofoiquantitativo, pois pela suaprofundidade é explicativo do tipo quase experimental, visando identificar a relação causal ouefeito da assistência técnica no desempenhoprofissional, comparando um grupo experimental e um grupo controle. Os resultados geraismostramdiferenças significativas, o grupo experimental, atingindo a média de 51,67, enquanto o grupo controle atingiu apenas 26,53, aplicando-se o teste não paramétrico U de Mann Whitney: p≤,01. Embora o treinamentocontínuogereavanços em ambos os grupos, ao incorporar a variável TA, evidencia-se um salto significativo em relaçãoao grupo controle, concluindo que a assistência técnica melhora o desempenho dos profissionais de saúde que atendemao Controle CRED, fortalecendo e aumentando sua capacidades.

Palavras-chave: assistência técnica, atuaçãoprofissional, desenvolvimento infantil, formaçãocontínua, controle CRED.

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I. Introducción

En los últimos tiempos las estrategias de formación profesional están orientadas a mejorar el desempeño y no solo a incrementar conocimientos. Las diferentes tendencias y enfoques en cuanto a la formación continua de profesionales coinciden en que no es suficiente una preparación académica, además, se requiere de un adecuado entrenamiento de habilidades que fortalezcan el desempeño profesional. De allí la necesidad de indagar sobre estrategias de acompañamiento o asistencia técnica enfocadas en la mejora de aprendizajes en los servicios donde trabajan.

De acuerdo a lo señalado por Tejedor (2019) citando a Salas-Perea et al. (2016) las competencias y el desempeño sonparte de "un conjunto de condiciones laborales y personales requeridas para su actuación en un determinado puesto de trabajo" (p.3). Salas-Perea et al. (2016), agregan que la calificación profesional ya no es concebida solo como la acumulación de saberes o habilidades, sino como la capacidad de actuar, intervenir y decidir en situaciones no siempre previstas; cambiando así el foco de atención, de la calificación académica, al logro de competencias en el desempeño profesional.

En el Perú, las experiencias de asistencia técnica orientadas a la mejora del desempeño profesional han estado más visibilizadas en profesionales de educación. La mayoría de los programas nacionales de formación continua promovidos desde el Ministerio de Educación (Minedu), se complementaron con programas de acompañamiento pedagógico o asistencia técnica al desempeño del docente. Adicionalmente, se implementó la estrategia de formación continua denominada acompañamiento pedagógico, cuyos resultados han evidenciado cambios positivos en el rendimiento académico de los estudiantes, como muestran investigaciones (Rodríguez et al., 2016;Salluca y Valeriano, 2018;Balarin y Escudero, 2019).

En el caso del sector salud, las experiencias de formación han sido focalizadas o especializadas, no se evidencian programas nacionales de capacitación continua, complementadas con asistencia técnica desarrolladas por el Ministerio de Salud (Minsa) o la Escuela Nacional de Salud Pública. Las capacitaciones a profesionales que atienden en el CRED eran prioritariamente orientadas a acciones preventivas de salud, antropometría, estado nutricional, lactancia o inmunizaciones, con soportes de supervisión más que de acompañamiento; mientras que los temas vinculados al desarrollo infantil, evaluación o estimulación temprana, eran menos abordados. Por ello, la necesidad de identificar estrategias de formación continua que contribuyan con una capacitación más integral, orientada a la atención temprana y que incorpore el acompañamiento en servicio para mejorar el desempeño del personal de salud.

Por ello, el presente estudio tuvo la finalidad de contar con evidencias que muestren la efectividad de la asistencia técnica en profesionales de los servicios de salud del CRED que participan de un programa de formación continua, para visibilizar estrategias efectivas que contribuyan con la mejora del desempeño de los profesionales que atienden a los niños y niñas en edades tempranas y sus familias. Planteándose la siguiente pregunta de investigación ¿Cuál será el efecto de la asistencia técnica sobre el desempeño de profesionales de salud que participan en el programa de formación continua en Desarrollo infantil temprano implementado por una universidad pública?

El estudio describe las estrategias, instrumentos y características de la asistencia técnicaorientada al personal de salud en las acciones de vigilancia y promoción del desarrollo de niñas y niños de 0 a 3 años en habilidades y destrezas cognitivas, físicas, afectivas y sociales, con el fin de contribuir con la calidad del servicio de salud integral que se brinda. Se centró en aspectos del desempeño del personal de salud para favorecerel desarrollo infantil temprano (DIT) en el CRED,más no en aspectos de crecimiento o estado nutricional; porque fue el contenido principal del programa de formación en DIT.

Es relevante señalar la importancia del estudio,pues busca generar evidencia sobre los efectos de la AT en el desempeño de profesionalesque participan en procesos de formación continua. Asíaportar en el diseño de estrategias e instrumentos que permitan asistir a profesionales de la salud con mayor eficiencia, para mejorar su desempeño y contribuir con la calidad de los servicios que brindan en la promoción de un desarrollo adecuado de niños y niñas menores de 3 años y el acompañamiento a sus familias. Además, está orientada a aportar en la mejora de la calidad de los programas de formación continua a profesionales de salud que atienden en servicios de infancia temprana.

Los resultados del estudio demuestran que cuando los procesos de formación continua combinan espacios académicos con asistencia técnica en sus servicios, se logra mayor efectividad en el desempeño profesional. Los participantes del programa de formación en DIT que complementaron las sesiones de capacitación con visitas de asistencia técnica en sus establecimientos de salud, alcanzaron un mejor desempeño, respecto a los que solo participaron en las sesiones de capacitación, encontrando diferencias significativas en su capacidad para generar mejores interacciones con el niño o niña en la atención del Control de CRED, al brindar consejería familiar, aplicar la evaluación del desarrollo y al organizar las

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condiciones de espacio, tiempo y recursos que requiere el servicio.

II. La Asistencia Técnica y el Desempeño Profesional

La asistencia técnica, es el conjunto de actividades orientadas al fortalecimiento de capacidades en el ejercicio del desempeño profesional, que promueven aprendizajes significativos, participación protagónica y buscan conectar la teoría con la práctica. Esto genera procesos de autorreflexión y compromiso en quien aprende para proponer cambios que contribuyan con la mejora continua de su propio desempeño y en la gestión eficiente de los servicios que brinda. Es asistido por un profesional de mayor experiencia quien asume el rol de facilitador o mediador de aprendizajes, genera procesos de análisis, toma de decisiones, autonomía y compromise (Minedu, 2014;Minedu, 2016;Rodríguez et al., 2016; (Balarin y Escudero, 2019).

Según la experiencia de Asistencia técnica, Cooperación y Acompañamiento TerritorialMinsalud (2014)señalan que"la asistencia técnica es un proceso orientado a mejorar las capacidades en las personas, la territorial y los resultados medianteasesoría, cooperación- acompañamiento técnico y capacitación, entrabajo conjunto con los actoresinvolucrados". (p. 16). Agregan que este proceso debe partir de la identificación de necesidades, respeto a la autonomía, reconocer las competencias existentes, para generar espacios de concertación y la transformación sostenible de los servicios de salud.

De acuerdo a la Norma Técnica de Salud del CRED (Minsa, 2017) se redefine las acciones de supervisiónen acciones de asistencia técnica orientadas a la mejora del desempeño y la calidad del control del crecimiento y desarrollo en los establecimientos de salud, lo que implica el desarrollo de acciones deacompañamiento, la misma que se define como un proceso de enseñanza-aprendizaje, en el que se interactúa con el potencial humano supervisado, analizando los elementos críticos identificados a fin de implementar medidas correctivas (p. 27).

La supervisión generalmente ha tenido una carga fiscalizadora, que no siempre contribuye con un cambio actitudinal y mejora del desempeño. En tal sentido, la concepción que presenta la NTS del CRED, representa una gran oportunidad para generar nuevos estilos de acompañamiento al personal de salud que, además, están vinculados con los procesos de formación y promoción de aprendizajes, desde un sentido crítico que genere cambios en su desempeño.

El desempeño profesional se define como la conducta real de los trabajadores, tanto en el orden profesional, como en las relaciones interpersonales que se crean en la atención integral de salud. La calidad del desempeño está unida e integrada a la calidad de los servicios (Salas-Perea et al., 2016; Torres-López et al., 2017).

El desempeño profesional, es el ejercicio de las funciones y el rol que asume en el campo laboral, en el que se evidencia sus saberes, concepciones, enfoques, creencias, habilidades, procedimientos y actitudes, que suponen una actuación real en el contexto en el que laboran y en el que logra demostrar sus competencias profesionales (Minedu, 2016; Rodríguez et al., 2016; Solís et al., 2019).

Al analizar el desempeño profesional, Torres-López et al. (2017) explica la relación de lascompetencias laborales con laidoneidad demostrada que se evidencia sus en el ejercicio de las funciones, la cuales están vinculada con un conjunto de conocimientos, habilidades, experiencias, sentimientos, actitudes, motivaciones, características personales y valores. Estos deben ser observables y medibles, deben contribuir al logro de los objetivos de la organización a la que pertenecen, demostrando un rendimiento y actuación, de acuerdo con los requerimientos establecidos para su cargo.

Al establecer las dimensiones del estudio, se seleccionaron los aspectos de estructura y de proceso que están vinculados al desempeño profesional. Monteiros (2015)utiliza los aspectos propuestos por a Donabedian (1990) para definir los criterios de su investigación sobre la satisfacción del usuario en el control de salud infantil en un centro de salud familiar; considerando: (1) la estructura, que concierne a los aspectos físicos, equipos, materiales, recursos; (2) el proceso, que comprende todo lo que los profesionales de la salud realizan por los pacientes y sus habilidades profesionales; y (3) los resultados, que comprenden los cambios en el estado de salud y se miden a partir de los objetivos propuestos en la intervención.

López et al. (2016) citan a Thomason y La Paro (2009) para explicar las variables estructurales y de proceso. Definen las variables estructurales a la presencia o ausencia de aquellos recursos que facilitan la atención o las características del entorno y son además variables que pueden ser reguladas con mayor facilidad. Por su parte, las variables de proceso tienden a focalizarse en aspectos dinámicos como las interacciones que los niños o niñas tienen con sus cuidadores, la relación con las familias, el comportamiento de los cuidadores, entre otros aspectos.

El estudio cualicuantitativo sobre la atención de salud de niños menores de tres años en nueve regiones con altos índices de pobreza en Perú, realizado porCordero et al. (2016) evaluó los servicios de CRED en 18 establecimientos de salud. Se identificaron aspectos de proceso y estructura vinculados a cinco elementos importantes en la calidad de la atención:

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espacio físico, equipamiento, personal, tiempo para la atención y consejería.

Las dimensiones del presente estudio identificaron aspectos de estructura y de proceso que están vinculados al desempeño profesional. Entendiendo las dimensiones de estructura, como la capacidad para organizar las condiciones físicas y materialespara la atención. Y las de proceso, como la capacidad para la aplicación de técnicas y procedimientos, manteniendo interacciones positivas en la atención con niños y niñas y sus familias.

En el caso de estructura, se consideraron dos componentes: la capacidad para organizar las condiciones de espacio y para seleccionar recursos o materiales. Mientras que, en el caso de proceso, se consideraron tres componentes: capacidad para mantener interacciones positivas con niños y niñas, capacidad técnica para aplicar los instrumentos de evaluación del desarrollo y capacidad para brindar consejería a la familia en DIT.La presente investigación no realiza el análisis de los resultados en los niños y niñas, lo cual puede ser objeto de otra investigación; centró el estudio en dimensiones vinculadas al desempeño del personal de salud.

Las dimensiones de estructura y proceso del desempeño se organizaron en cinco, para efectos de esta investigación:

Dimensión 1: Organiza el espacio para promover Desarrollo Infantil Temprano (DIT) en el Control de CRED.

Dimensión 2: Organiza recursos y materiales para promover DIT.

Dimensión 3: Interacciones del personal de salud con el niño o niña durante la atención en el Control de CRED.

Dimensión 4: Evalúa el desarrollo infantil en el Control de CRED considerando las necesidades y condiciones físicas y afectivas del niño o niña.

Dimensión 5: Consejería a la familia durante la atención en el Control de CRED.

La asistencia técnica en el Programa de formación continua, desarrollada en estainvestigación, propone visitas de AT al personal de salud del CRED que recibieron la capacitación en DIT. Es realizada por el equipo de capacitadores o asistentes técnicos y se espera que estos espacios sean formativos, no de evaluación o monitoreo, sino de reflexión sobre el desempeño en la práctica. Por ello, parten de la observación en la atención del personal de salud en el CRED, para luego generar un momento de revisión colectiva de un instrumento que describe el desempeño. A partir de esa revisión se movilizan procesos de autoreflexión orientados a fortalecer capacidades.

III. Método

a) Participantes

La población de estudio estuvo constituida por todas las enfermeras que atienden en el control del CRED que participaron del programa de formación continua en DIT en una universidad estatal en la ciudad de Ayacucho.

La unidad de análisis es una enfermera que atienden en el Control de CRED que participaron del programa de formación continua en DIT.

Con respecto a la muestra, se trabajó con el total poblacional (30 profesionales de enfermería); por lo tanto, no se determinó un tamaño de muestra. Se incluyen a todos los participantes del programa de Formación en DIT, considerando todos los recursos humanos disponibles para esta investigación.

La muestra No probabilística disponible e intencional, puede considerar a toda la población cuando el tamaño es pequeño o tiene una población determinada o limitada que está al alcance del investigador (Otzen y Manterola, 2017; Neill y Cortez, 2018). En este caso, la totalidad de la población estaba disponible y fueron divididos aleatoriamente en dos grupos.

La conformación del grupo de estudio fue una población de 30 profesionales de enfermería que se dividió en forma aleatoria para conformar el grupo control (15) y el grupo experimental (15), con la ayuda de un programa informático de Excel.

b) Tipo y diseño de investigación

El diseño corresponde al paradigma de la investigación cuantitativa, es explicativa de tipo cuasiexperimental. Según el objetivo de la investigación es de tipo aplicada y según su profundidad es de nivel explicativo, porque busca la causalidad o la explicación de una variable sobre otra (Morales, 2012; Neill, D. y Cortez, 2018).

El tratamiento de la información muestra el efecto de la AT en el desempeño profesional, comparando los datos recogidos antes y después del programa de formación en DIT, incorporando la AT como variable independiente (VI) cuyos datos se recogieron de la siguiente manera:

Al grupo experimental, se aplicóuna lista de cotejo del desempeño e incorporó la VI, a través de tres visitas de asistencia técnica: (M1) antes del programa de formación en DIT, (M2) durante la formación y (M3) al finalizar el proceso de formación.

Al grupo control, se aplicó la lista de cotejo del desempeño que recoge información en dos momentos: antes y al final del programa de formación en DIT para observar y comparar su nivel de avance.

c) Instrumentos

Durante la investigación se elaborarondos instrumentos. Para la variable dependiente, se contó

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con una Guía para el facilitador; y para la variable independiente,se formuló una lista de cotejo, que fue sometida a un proceso de consulta de jueces para la validación de contenidoy confiabilidad del instrumento.

Para el proceso de validez se realizó el análisis de concordancia de opiniones de expertos, para ello se utilizó la prueba de Aiken observando concordancia en las opiniones, con un nivel de confianza del 95% y margen de error de 5%. Además, se determinó que el instrumento presentó alta confiabilidad, de acuerdo al valor calculado de Alfa de Cronbanh, con una confiabilidad es aceptable, siendo mayor a 0.80.

La lista de cotejo contiene 58ítems organizadas en cinco dimensiones del desempeño seleccionadas para esta investigación: (1) Organiza el espacio para promover DIT en el Control de CRED,(2) Organiza recursos y materiales para promover DIT, (3) Interacciones del personal de salud con el niño o niña durante la atención en el Control de CRED, (4) Evalúa el desarrollo infantil en el Control de CRED considerando las necesidades y condiciones físicas y afectivas del niño/a, (5) Consejería a la familia durante la atención en el Control de CRED.

El instrumento fue aplicado por el equipo capacitador del programa de formación en DIT a través de visitas a cada enfermera en los establecimientos de salud donde brindan el servicio de CRED. Además, se aplicó el principio de autonomía y decisión de los participantes a través de la aplicación del consentimiento informado.

IV. Resultados

Tabla 1: Comparación del desempeño global, entre el grupo experimental y control, luego de la aplicación de la asistencia técnica.

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Desempeño global	51.67	3.13	26.53	11.30	.500**

**P ≤ .01

La tabla 1 muestra diferencias significativas entre el grupo experimental y el grupo control. El grupo experimental, alcanzó una media del 51.67 mientras que el grupo control solo llegó a 26.53, aplicando la prueba no paramétrica U Mann Whitney: p≤.01. La formación en DIT genera avances en ambos grupos, pero al incorporar la AT se evidencia un salto significativo respecto al grupo control.

Tabla 2: Comparación en: Organiza el espacio para promover Desarrollo Infantil Temprano en el control de CRED, luego de la aplicación de la asistencia técnica

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Acondiciona el espacio para la atención del desarrollo en el Control de CRED	3.73	.458	2.00	1.36	27.000**
Dispone de mobiliario adecuado y suficiente para evaluar y promover el desarrollo	2.73	.799	1.20	1.21	33.500**
Cuenta adicionalmente con espacios que permiten promover el DIT con familias, niños y niñas.	1.53	.640	.87	.83	62.500*
Organiza el espacio para promover Desarrollo Infantil Temprano (DIT) en el Control de CRED	8.00	1.51	4.07	2.96	28.00**

**P ≤ .05*
***P ≤ .01*

En la tabla 2, al comparar este desempeño se puede observar que el grupo experimental alcanzó una media de 8, mientras que en el grupo control solo alcanzó una media de 4.07, siendo esto significativo al p ≤.01.

Si bien se observa que todos los indicadores de esta dimensión muestran diferencias significativas entre el grupo experimental y el grupo control,los mejores avances están en los indicadores: acondiciona el espacio para la atención del desarrollo del CRED y dispone de mobiliario adecuado y suficiente para evaluar y promover el DIT. Al observar estos resultados se evidencian mejoras en su capacidad para organizar espacios diferenciados para la atención del CRED.

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Tabla 3: Comparación en: Organiza recursos y materiales para promover DIT, luego de la aplicación de la asistencia técnica

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Organiza materiales pertinentes para la evaluación y seguimiento del desarrollo.	2.73	.458	1.47	.834	23.500**
Dispone juguetes y recursos que responden al interés lúdico de los niños y niñas y promueven su desarrollo.	4.27	1.10	1.40	1.29	13.000**
Mantiene juguetes y materiales en adecuadas condiciones de conservación y uso.	2.00	.000	1.80	.561	97.500
Organiza recursos y materiales para promover DIT	9.00	1.36	4.67	2.19	9.00**

***P ≤ .01*

En la tabla 3 se observa que las diferencias en el puntaje general de este desempeño son significativas. El grupo experimental mostró una media de 9, mientras que el grupo control llegó a 4.6, siendo esto significativo al p ≤.01.

En cuanto a los indicadores en esta dimensión, se observa significancia en la capacidad para disponer juguetes y recursos que responden al interés lúdico de los niños y niñas,así como a su capacidad para organizar materiales pertinentes para la evaluación y seguimiento del desarrollo.Sin embargo, en el indicador relacionado al mantenimiento de juguetes y materiales en adecuadas condiciones de conservación y uso, se observa menos avance.

Tabla 4: Comparación en: Interacciones del personal de salud con el niño o niña durante la atención en el Control de CRED, luego de la aplicación de la asistencia técnica

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Brinda atención al niño o niña respetando las necesidades individuales y afectivas.	7.00	.000	4.00	1.195	.000**
La atención es pertinente a las necesidades lúdicas y culturales del niño o niña.	3.93	.258	2.87	1.125	49.500**
Promueve autonomía y libertad de movimiento en la atención al niño o niña.	2.00	.000	.67	.900	30.000**
Interacciones del personal de salud con el niño o niña durante la atención en el Control de CRED	12.93	2.58	7.53	2.825	.000**

***P ≤ .01*

En la tabla 4, se observa mejores resultados en el grupo experimental con una media de 12.93, mientras que el grupo control alcanzó 7.53, siendo esto significativo al p ≤.01.

Los desempeños de interacción fueron los que mostraron mejores avances. Si bien la capacitación contribuye al logro de este desempeño, se evidencian diferencias significativas al incorporar AT. La mayoría demostraba una interacción positiva, llamando a niñas o niños por su nombre, saludándolos, estableciendo contacto visual, explicando, anticipando, pidiendo permiso al realizarles los procedimientos y hablando en su lengua materna.

Tabla 5: Comparación en: Evalúa el desarrollo infantil temprano en el Control de CRED considerando las necesidades y condiciones físicas y afectivas del niño/a

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Aplica estrategias de evaluación del desarrollo en el Control de CRED.	6.80	.414	3.00	1.92	10.500**
Registra y comunica los resultados de la evaluación del desarrollo.	3.00	.000	2.00	.655	22.500**

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Evalúa el desarrollo infantil temprano en el Control de CRED considerando las necesidades y condiciones físicas y afectivas del niño/a.	9.80	.415	5.00	2.39	9.000**

***P ≤ .01*

En la tabla 5 se observa que el grupo experimental alcanzó una media de 9.8, siendo esto significativo al p ≤.01, mientras que el grupo control alcanzó una media de 5.

Se observa que en su mayoría aplican el Test Abreviado Peruano, evaluando los hitos del desarrollo para la edad. El aspecto menos logrado es el registro de los resultados en la Tarjeta de control CRED, así como informar a la familia sobre los avances en el desarrollo. Muchas veces se informa solo los resultados del estado nutricional.

Tabla 6: Comparación en: Consejería a la familia durante la atención *en el Control de CRED, luego de la aplicación de la asistencia técnica.*

	Grupos				
	Experimental (N=15)		Control (N=15)		
	M	DE	M	DE	u
Muestra empatía con la familia al comunicar mensajes.	3.93	.258	2.40	1.454	34.500**
Orienta a las familias brindando una consejería pertinente a las necesidades del niño o niña y la familia.	6.27	.594	2.07	1.486	5.500**
Promueve la formulación de compromisos con la participación de las familias.	1.73	.458	.80	.941	51.500**
Consejería a la familia durante la atención en el Control de CRED	11.93	.799	5.27	3.218	8.000**

***P ≤ .01*

En la tabla 6 se observa que el grupo experimental alcanzó una media de a 11.93, lo cual representa un avance significativo al ≤.01, mientras que el grupo control mostró una media de 5.27.

La capacidad del personal de salud para brindar consejería en DIT es un aspecto complejo. Al inicio, en su mayoría centraba la información en contenidos nutricionales o de crecimiento, pero no siempre sobre los hitos del desarrollo. Si bien el estado nutricional es muy importante, se observa que es necesario complementarlo con aspectos relacionados al desarrollo.

V. Discusión

Al inicio de la investigación ambos grupos parten de condiciones similares y no se evidencian diferencias significativas entre el desempeño global y en los componentes observados en el grupo experimental y el de control. Contar con grupos parejos en el punto de partida de la investigación nos permite mostrar las diferencias al incorporar la variable asistencia técnica.

La asistencia técnica como elemento complementario a los programas de formación continua genera un efecto significativo en el desempeño profesional y ello contribuye con la calidad de los servicios que brindan.

El estudio pone en evidencia que la formación académica por sí misma puede resultar insuficiente para un adecuado desempeño. La asistencia técnica, agrega valor y calidad a los programas de formación. De acuerdo con lo señalado por Tejedor (2019) y Salas-Perea et al. (2016), el desempeño del personal de salud no solo depende de la formación académica, sino especialmente de la capacidad de actuar e intervenir en la atención directa con el usuario. En tal sentido, es necesario enfocarnos en estrategias de formación orientadas a mejorar el desempeño profesional y no solo en la acumulación o actualización de información.

Los resultados coinciden con la evidencia vinculada a experiencias del sector educación, que han mostrado el efecto positivo del acompañamiento pedagógico a los docentes. De acuerdo conLeiva-Guerrero y Vásquez (2019)citan a Barber y Mourshed (2008), para explicarel efecto del acompañamiento al docente desde la perspectiva del liderazgo pedagógico y su fortalecimiento en la práctica. Precisan que ellorepresenta una variable de impacto en la eficacia y mejora de las capacidades y transformación de las escuelas.

En tal sentido, el desempeño docente es mejor cuando se promueven espacios de entrenamiento en la práctica y cuando se facilita la retroalimentación desde

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el análisis crítico-reflexivo. Este fue un aspecto tomado en cuenta en la asistencia técnica, el cual sigue un proceso ordenado y sistemático de observación, ejercitación y reflexión sobre la atención en el CRED, propiciando que el personal de salud, tenga espacios de autoreflexión sobre su práctica, toma de decisiones para promover cambios, que generan un efecto en la mejora de la calidad de la atención que brindan.

Datos similares coinciden con la experiencia de AT Cooperación y Acompañamiento Territorial (Minsalud, 2014), muestra que los procesos del AT mejoran las capacidades individuales, organizacionales y comunitarias, contribuyendo al logro de la gestión territorial para alcanzar los resultados esperados. Por otro lado, Salas-Perea et al. (2016) afirman que la eficiencia en el desempeño está unida e integrada a la calidad de los servicios.

La investigación pudo determinar que existen diferencias significativas que favorecen al grupo experimental, mostrando que la AT enun programa de formación continua, mejora el desempeño profesional. El personal de salud que formó parte del grupo experimental mostró mejoras en las cinco dimensiones del desempeño, que representan los aspectos más relevantes en la atención del desarrollo en el Control de CRED: (1) capacidad para acondicionar el espacio, (2) capacidad para organizar recursos y materiales, (3) capacidad para mantener interacciones positivas con niños y niñas, (4) capacidad para aplicar la evaluación de desarrollo y (5) capacidad para brindar consejería a la familia en DIT.

Los aspectos que alcanzaron mejores resultados fueron la capacidad para organizar juguetes y materiales, así como establecer interacciones positivas con el niño o niña. El aspecto más complejo de avanzar fue el referido a la capacidad para organizar espacios y mobiliario adecuado, el cual requería procesos de gestión, cuyas acciones en el Estado suelen ser largos y complicados, además de resistencias en el mismo personal para generar modificaciones en sus espacios o una nueva organización.

Las condiciones para la atención educativa, social o de salud, representan un aspecto en la que el personal cumple un rol clave, ya que organiza el espacio, toma decisiones en la ambientación y selección de material para una atención adecuada. Al respecto, el estudio de Cordero et al. (2016) muestra que las condiciones del espacio y equipamiento son aspectos que evidencian calidad en el servicio y están vinculados a la capacidad de gestión del personal de salud.

Al inicio del programa se pudo observar que en su mayoría las enfermeras tenían dificultad para organizar espacios diferenciados que faciliten las actividades de CRED en atención del niño o niña. Muchas veces solo contaban con espacios para evaluar el estado nutricional y no con las condiciones para observar el desarrollo o sus espacios eran limitados, con insuficiente mobiliario y recarga visual.

En la última visita se observaron mejoras en los ambientes, los cuales evidencian espacios y condiciones específicas para evaluar el crecimiento y el desarrollo de manera equitativa. Los espacios seen contrabansin interferencias o recarga visual, con información utilitaria sobre DIT en la sala de espera o el consultorio. Además, se observó el uso de organizadores para los materiales o juguetes, soporte firme y blando en el piso para favorecer posturas y desplazamientos, y en algunos casos, mejoras en la sala de espera, acondicionada para recibir a niñas, niños y sus familias.

En el grupo experimental se observancambios en los espacios, mostrando recursos o condiciones básicas para promover el DIT, favorecer actividades cotidianas como el cambio de ropa, la lactancia o mobiliario apropiado para evaluar a los niños de 2 y 3 años. Incluso, en algunos casos, se evidencia un espacio dispuesto para realizar sesiones con familias, los cuales demandaron gestiones, adecuaciones o procesos de adquisición. Estos aspectos muchas veces requieren de mayor tiempo para completar la gestión que permita contar con mobiliarios o realizar la reubicación de espacios. Sin embargo, se observó que en la mayoría del grupo experimental lograron conseguirlos o estaban en procesos de gestión. En cada aspecto de este desempeño, se observan diferencias entre el grupo experimental y control.

En cuanto a la capacidad para organizar recursos y materiales, se pudo observar que en ambos casos mejoró el desempeño al incluir recursos y materiales lúdicos para el DIT. Sin embargo, se evidencia mejores logros yavance en el grupo experimental ensu capacidad para organizar juguetes y materiales para promover el DIT y que respondan al interés lúdico de niñas y niños. El mayor reto para el personal de salud en este aspecto fue contar con juguetes elaborados con material del contexto o que represente un referente accesible para las familias, así como mantener los juguetes y materiales en adecuadas condiciones de conservación y uso.

Un aspecto relevante fue evidenciar que al inicio no había un equilibro entre las acciones orientadas a promover el crecimiento, con las de desarrollo. En su mayoría tenían los implementos de antropometría para evaluar peso y talla, pero no los instrumentos o condiciones para evaluar los hitos del desarrollo psicomotor, cognitivo, vínculo de apego, comunicación o exploración. Al final de la experiencia, todos los participantes del grupo experimental lograron implementar las condiciones físicas y materiales para promover el DIT en sus consultorios.

En cuanto a la dimensiónsobre la capacidad para mantener interacciones positivas con niños y

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niñas, se observó que el grupo experimental alcanza un mejor desempeño. La calidad de las interacciones tiene un gran impacto en la vida de los niños y niñas en edades tempranas y es una dimensión en la que el personal de salud debe ser referente para las familias.

De acuerdo con lo señalado por López et al. (2016), las interacciones entre los cuidadores y los niños, es uno de los aspectos críticos en la calidad de los servicios de atención infantil, que se expresa en la capacidad de respuesta y la sensibilidad de los cuidadores hacia los niños y niñas. Este aspecto es muy importante en el desarrollo de los bebés o niños pequeños pues tiene un impacto de largo plazo.

Las evidencias de la serie The Lancet, (Unicef et al., 2016; Unicef et al., 2018) destacan la importancia de un cuidado cariñoso y sensible en este periodo de vida. Señala que la calidad de las interacciones tiene un efecto positivo, no solo en el desarrollo físico, emocional, social y cognitivo, sino que protege a los niños y niñas pequeños/as de la adversidad, produciendo un efecto a lo largo de la vida.

Monteiros (2015) menciona que la atención con calidez, el trato al usuario y la sensibilidad de los profesionales es uno de los aspectos de proceso que define la satisfacción del usuario en los centros de salud familiar. Concluye que la manera "seca" o "tajante" de algunos profesionales hacia el usuario, el niño o niña durante el control de salud, influye en la opinión del acompañante. Por su parte, Fernández (2017) afirma que los aspectos interpersonales, técnico asistencial y capacidad educadora, son necesarios para un adecuado desempeño y forman una opinión favorable de la imagen del personal de salud en las madres de familia.

El sector salud ha venido generando procesos de cambios normativos coherentes con los enfoques de derechos y de atención integral que responden al marco global del cuidado cariñoso y sensible. Ello requiere asumir nuevos paradigmas y desarrollar habilidades personales para interactuar con los niños y niñas y con sus familias. Estos aspectos no solo suponen la adquisición de nueva información, es necesario generar espacios de reflexión, análisis, pero también de ejercitación de nuevas habilidades y actitudes. De allí que la asistencia técnica en el campo profesional representa una estrategia que contribuye en la mejora del desempeño y demanda nuevos retos en los procesos de formación continua.

En las interacciones y trato al niño, mostraron cambios importantes; sin embargo, el aspecto que aún representa un reto para el personal de salud es el de promover la autonomía y libertad de movimiento durante la atención de CRED. Si bien hay diferencias entre ambos grupos y mejores niveles de avance en el grupo experimental, en ambos casos se observa dificultad para generar espacios de libre expresión; hay una tendencia a dirigir el juego del niño o niña.

En la dimensiónsobre la capacidad para aplicar los instrumentos de evaluación del desarrollo, se observa que el grupo experimental alcanza un mejor desempeño. Fernández (2017) afirma que la evaluación del desarrollo es una de las actividades del personal de enfermería que requiere entrenamiento, especialmente para las habilidades de observación y manejo de los instrumentos, para tomar acciones oportunas de derivación y seguimiento en el desarrollo.

Al aplicar los instrumentos de evaluación, se observó que el personal de salud, en su mayoría, no contaba con las condiciones y recursos adecuados para realizar esta actividad. Si bien el grupo experimental evidencia mayores cambios en este aspecto, se observó que uno de los retos en ambos grupos, era aplicar el procedimiento de iniciar la evaluación con los hitos del mes anterior, para verificar niveles de logro y retrasos en el desarrollo (como indica el instrumento de evaluación). Al inicio, la mayoría tampoco observaba los indicadores de desarrollo a partir del juego libre o por propia iniciativa. Luego, ambos grupos fueron ejercitando este aspecto y afinando su mirada durante la evaluación.

Lo observado en este aspecto coincide con lo sustentado por el Ministerio de Salud de Argentina (2017) sobre la evaluación del desarrollo, explican que requiere de personal de salud con habilidades y actitudes para la observación, con capacidad para mirar al niño, desde sus características, como sujeto de derechos, con potencial y con iniciativa, que respete sus tiempos, proceso y contexto.

En la dimensiónsobre la capacidad para brindar consejería a la familia en DIT, se observó que el grupo experimental alcanzó un mejor desempeño respecto al grupo Control. De acuerdo con lo señalado por Guerrero (2019) citan a Siraj-Blatchford y Woodhead (2009), paradescribir los desafíos de la calidad de los programas de primera infancia, afirman que para ser eficaces requieren de profesionales capacitados y asistidos que promuevan la participación de las familias, quienes deben ser también asistidas y recibir una adecuada consejería que les permita mejorar sus prácticas de crianza.

Por otro lado, Cordero et al. (2016), al evaluar la consejería, pone énfasis en la necesidad del entrenamiento y la práctica de habilidades interpersonales y de comunicación. Para ello, incorpora metodologías demostrativas y pertinentes al contexto que mejoran las prácticas de cuidado infantil.

En esta dimensión, el aspecto más difícil de alcanzar fue la capacidad de promover compromisos expresados espontáneamente por las familias. Muchas veces, la tendencia era dar consejos y recomendaciones en la que les decían lo que debían hacer, antes de promover que sean las mismas familias, quienes, a partir de un proceso de reflexión con el

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personal de enfermería, se den cuenta y propongan sus propios compromisos.

Finalmente, un aspecto relevante que contribuyó con la mejora de la consejería y que fue valorado por el personal de salud, fue el tipo de asistencia técnica que recibieron. Muchas de las participantes expresaron que el acompañamiento recibido les resultó un referente positivo para mejorar las consejerías a las familias. A partir del análisis y toma de decisiones de las mismas enfermeras durante la AT, se daban cuenta que también podían orientar una consejería centrada en el protagonismo de las mismas familias.

VI. Conclusiones

Se determinó que la asistencia técnica mejora el desempeño del personal de salud que atienden en el Control de CRED, fortaleciendo e incrementando sus capacidades.

La asistencia técnica contribuye, complementa y hace más eficiente los programas de formación continua de los profesionales de salud que atienden en el Control de CRED, generando mejoras en su desempeño. Los resultados muestran diferencias significativas al incorporar la asistencia técnica en un programa de formación: el grupo experimental alcanzó una media de 51.67, frente al grupo control que llegó a 26.53.

VII. Recomendaciones

La AT debe complementar e ir en paralelo al proceso de capacitación, con visitas de inicio, proceso y término.Esto permite, tener claro el punto de partida de cada participante; luego, conocer y acompañar al personal de salud durante la formación; y, finalmente, identificar cómo terminó su desempeño para brindar los refuerzos que sean necesarios y cerrar sus procesos de aprendizaje.

En un programa de formación, es recomendable, que quienes realizan las visitas de asistencia técnica sean parte del equipo de capacitación, para complementar y retroalimentar los aprendizajes del programa de formación. Así los participantes conectan la teoría con la práctica, encuentran más sentido a sus aprendizajes y se instalan con mayor efectividad en su desempeño cotidiano.

Esrecomendable que las coordinadoras de Red o supervisoras del área de saludsean parte del equipo formador o acompañen a las formadoras en las visitas de AT.La participación del personal supervisor de las instancias regionales o locales de salud en las visitas de asistencia técnica fue fundamental para el desarrollo de esta experiencia, generó oportunidades para una mayor sostenibilidad de la metodología en los procesos de formación y asistencia técnica.

La AT puede vincularse a resultados en el niño o niña, sus familias y a la calidad del servicio.Se recomienda que, al igual que en educación, se generen investigaciones que vinculen la relación entre el desempeño del personal de salud con los resultados en el desarrollo infantil temprano en los usuarios, ya sea en los mismos niños y niñas, como en las prácticas positivas de crianza de las familias.

En el mismo sentido, sería recomendable generar evidencias sobre la relación entre la mejora en el desempeño del personal de salud y la calidad de los servicios. Las políticas públicas orientan una lógica centrada en resultados y no solo en procesos, por ello sería recomendable que la investigación en los temas de desempeño profesional pueda continuar y avanzar en la búsqueda de los efectos en el desarrollo infantil temprano y en la calidad en los servicios de salud.

Generar una propuesta de AT integral que incluya desempeños vinculados a la atención en crecimiento y desarrollo. La investigación centró la mirada en los contenidos del desempeño relacionados al DIT, para superar vacíos y diferencias que existían entre las acciones de estado nutricional y desarrollo, equilibrando así la atención de ambos procesos en el control de CRED. Sin embargo, consideramos que, a partir de esta investigación, existen suficientes elementos para impulsar una propuesta integral que incluya contenidos de nutrición y desarrollo en el desempeño del profesional de salud.

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Human Resources Information System Impact on Organization Performance: The Roles of Human Capital and HR Analytics

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Abstract- The purpose of this study is to investigate the mediating role of Human Capital and the moderating role of HR Analytics in the relationship between HRIS and organizational performance in Telecommunication private sector firms in Egypt.

A structured questionnaire was administered to survey managers and employees in the three main private telecommunication firms in Egypt. 740 questionnaires were distributed, 472 of which were returned and considered valid. Data was statistically analyzed using structural equation model estimation.

The findings indicate that HRIS relate positively to Organizational Performance. The results also support the argument that Human Capital plays a mediating role in the significantly positive relationship between HRIS and Organizational Performance, when HR Analytics was present.

Keywords: HRIS, Human Capital (H.C), HR Analytics, organization performance (O.P).

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The findings indicate that HRIS relate positively to Organizational Performance. The results also support the argument that Human Capital plays a mediating role in the significantly positive relationship between HRIS and Organizational Performance, when HR Analytics was present.

This study provides managers with empirical support to the practice of designing and employing an effective HRIS in its four dimensions as a mechanism to improve organizational performance through the development of Human Capital. Managers and decision makers should make their HRIS adoption and applications more understandable, authentic, applicable, influential, usable and reliable to increase their HR practices effectiveness.

Although previous research has shown that HRIS is an important factor influencing organizational performance and outcomes, this is one of the few studies that captures the complexity of the interplay between HRIS adoption and its effect on Organization Performance. It also that investigates the mediation role of Human capital and the moderation role of HR Analytics. Furthermore, it is the first study to test the model on the Telecommunications Sector in Egypt thereby refining theory of organizational performance and makes it more specific to the telecommunication industry and to the developing country of Egypt.

Keywords: HRIS, Human Capital (H.C), HR Analytics, organization performance (O.P).

I. Introduction

The optimum use of information systems is certainly one of the fastest changing and dynamic processes in today's business organizations. It is proven today that information technologies are among the most important tools for achieving business success. In earlier days, all the information flows were managed manually. Since last several years' business information is being kept, analyzed and processed in computerized and different electronic formats to communicate properly and manage the activities effectively. Due to the expansion of Management Information Systems (MIS) in business firms, HR functions increasingly started to deploy HRIS in their day-to-day work.

Firms in the Twenty First century have realized to implement different systems to cope up with the existing challenges and managing the complexities. HRIS is one of them that depict as vital tool of managing Information resources to execute the contemporary administrative and strategic activities of HR Management department more efficiently and effectively.

HRIS supports the HR department to make a more dynamic role in organizational planning. Automation will make predicting more timely, cost effective, and efficient. Integration and storage in a single database all of the HR Information. An effective HRIS will assist the easy storage and recovery of HR records that are very vital for operations. HRIS can show an important role in a firm's HR functions.

Human Capital considers labor as an item that can be bought and sold. This theory concentrates much on exploiting labor. Education and training makes employees obtain skills, expertise and knowledge needed to perform, which is more valuable so a lot of consideration has to be given it in terms of investment in people. To differentiate firms specific and general HC, general is gained is through education while specific is done through areas of knowledge as, Accountants, engineers.

The Organization Performance depends on its employees, who are a basic part of it, and on the team that works toward accomplishing the organization's objectives.

Organization Performance is the eventual Dependent Variable of researcher's interests for concerned with just about any area of management. Market competition for inputs, customers, and Capital which make O. Pvital to the existence and success of the new business.

a) Research Aim and Objectives

The aim of this research is to understand the impact of HRIS perception on O.P, mediated by H.C,

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and investigate the moderating role of HR Analytics in Egyptian Private Telecom Sector.

The objectives of this research are:

1. Review Human Resources literature in a variety of sectors with regards to investigate and understand the HRIS impact on H.C and Organizational Performance.
2. Derive the main dimensions that directly and indirectly affect Organizational Performance.
3. Identify the key variables that impact Organizational Performance, and develop a proposed theoretical framework of O.P in the Egyptian Private Telecom industry.
4. Make an investigation (Survey) to understand how HR senior/middle managers and key employees in HR departments and other departments that use HRIS, view HRIS, H.C, HR Analytics, and the main factors that affect O.P.
5. Understand the effect of HR Analytics on the relationship between HRIS and Organizational Performance.
6. Statistically analyze the data collected, relate the research findings to previous studies, find similarities, differences, and the main points that could emerge during the investigation.
7. Make recommendations for the HR Decision Makers in Egyptian private telecom sector.

b) Research Problem

Previous researches investigated the effect of HRIS on H.C hand other studies examined the Effect of H.C on O.P. Yet, there was no clear linkage between HRIS and O.P through the H.C, and negligible researches on the impact of HR Analytics on the relation between HRIS and O.P. Accordingly, the study at hand investigates the impact of HRIS perception on Organizational Performance and the mediating role of H.C together with the moderating impact of HR Analytics in Egyptian Private Sector Telecom Firms.

c) Research Questions

RQ1: What are the main key variables affecting Organizational Performance?

RQ2: What are mediating and moderating roles of H.C and HR Performance Analytics on O.P?

d) Research Design

In order to investigate the research problem an applied research methodology is adopted in order to help solve a specific, practical issue affecting an individual or group. The research is mainly descriptive; as it reports the characteristics and behavior of the sample. In order to achieve the purpose of the study; the research followed the research onion by Saunders et al. (2016); where a positivistic philosophy, deductive reasoning and a quantitative approach; as the study investigates what others have done, read existing theories, and tested hypotheses that were derived from those theories.

A quantitative research approach was also used, as it allows generalization of conclusions and flexibility in the treatment of data. A suitable method for addressing the research question was structured questionnaires. Structured questionnaires are considered for surveying a relatively large number of managers and key employees in telecom organizations in Egypt, and producing data which can be statistically analyzed by Creswell and Guetterman, (2019) using AMOS to apply SEM (Structural Equation Model) in order to obtain results and demonstrate them.

The Probability sampling method has been applied, through Stratified sampling technique where researcher divided the population into multiple groups as applied in this research. The researcher targeted the H.R "Senior, Middle Managers and Employees" Plus "Other Department's Senior, Middle Managers and Employees of Telecommunications Private Sector Organizations in Egypt.

The Researcher targeted the H.R "Senior, Middle Managers and Employees" Plus "Other Department's Senior, Middle Managers and Employees of Telecommunications Private Sector Organizations in Egypt. Data collected from 740 questionnaires, 472 were considered valid and were imported into AMOS to be statistically analyzed using structure equation modeling in order to test the research hypotheses.

e) Research Significance

HRIS provides management with strategic information not only in employment and retention strategies, but also in merging HRIS data into large-scale of organization's strategy.

Through proper HRM, firms are able to perform calculations that have effects on the business as a whole. Such calculations include health-care costs per employee, pay benefits as a percentage of operating expense, cost per hire, return on training, turnover rates and costs, time required to fill certain jobs, return on H.C invested, and human value added.

HRIS are seen to facilitate the providing of quality information to management for make informed decisions. In particular, it supports the provision of executive reports and summaries for top management and is crucial for learning organizations that see their human resource as providing a major competitive advantage.

When the employees in organization acquire new knowledge, the H.C value, the intellectual capital, and the market value of the business are enriched. Because of the importance of H.C in organizations, it is very important that the organization dimension the level of knowledge, skills, and attitudes of its employees. Based on the H.C diagnosis, the organization will be

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able to make investment decisions for the employees' development.

Good utilization of HRIS can lead to the growth and efficiency of the organizations in the long run. The technology based HR functions provides real time metrics to the managers, which help them to track and spot trends effectives and thus leads to an effective management of the workforce. Effective HR transactions, increased speed, lesser paperwork and cost effectiveness are definitely some of the advantages which not only ensures transparency, but also facilitates better controls by the top management. But the implementation of HRIS requires a fundamental change in the way HR professionals view their roles. The successful implementation is only possible when the HR professionals learn to be proficient with the traditional HR skills and knowledge, and develop the ability to apply their knowledge via the technology.

This study is beneficial for HR Departments in Egyptian Private Sector Telecom Firms in adopting and understanding the perception of utilizing HRIS applications at organizations as well as for academics to study the impact of HRIS perception further in this area; as it describes an integration of HRIS applications and O.P through H.C. Results shed the light on the mediating and moderating variables for decision makers and allow them to fully utilize HRIS applications and unlock their potential in improving O.P.

II. Literature Review

I.T has significantly affected the HRM through one of the important and effective tool; i.e. HRIS. The two key areas of application of computer in the managerial decision making process include, the increasing use of electronic computers in managerial decision making and the coordination among the various strategic functions in the organization. HRIS helps HR managers in performing their job roles more effectively.

Seleim et al. (2007) investigated on how HC relates with O.P. They seek to test empirically a variety of hypotheses related to HC and organizational performance within software companies in Egypt. The findings suggested that organizational performance in terms of export intensity in software firms is most influenced by superstar developers who have some distinct capabilities such as initiation, ambition, inimitability, and a high level of intelligence, creative ideas.

Bondarouk et al. (2009) and Farndale et al. (2009) have detected that organizations are becoming increasingly adept at using HRIS and that a correspondingly strategic role for HR.

Although there are numerous options for managers such as enterprise resources management, outsourcing, as well as a variety of tools designed specifically for transformation and upgrading Information systems; many failures still occur. They also indicated that there are many causes for failure including project desertion, enthusiasm, and outsourcing. Failures are also due to inexperienced management, the users who lack the skills needed to operate a newer system and stakeholders that withdraw support for a project before it is completed, (Sira and Wayne 2011).

Jamal and Saif (2011) tried in their study to explain the relationship amid HC management and organizational performance. Their Hypotheses were established to test the impact of HCM on the performance of organizations. Study results provided support to strategy of investment in HC and its management for competitive advantage at organizational and national level.

Rosemond and Ernesticia (2011) argued if a proper range of HR policies and processes are developed and implemented effectively, then HR will make a substantial impact on firm performance, and human resource management will be more effective if it fits the business strategy of the firm.

Sadiq et al. (2012) reported that HR professionals now have an increased capacity, not only to gather information, but also to store and retrieve it in a timely and effective manner. This has not only increased the efficiency of the organization, but also the effectiveness of management functions. HRIS helps to improve the performance of the HR function by providing managers with information needed to support resolutions on HRM, which increase the efficiency and effectiveness of HR to exploit most of the limited resources available for more output and adequate quality, particularly through controlling and reducing costs.

The role and importance of HRIS in Business Competitiveness studied in research; that according to them the combination of HR and IT known as HRIS are being implemented by many firms as strategic arms towards the uprising business competitiveness and meeting the needs of all investors in the company. They found that firms are progressively moving afar manual HR system today, by computerizing individual HR tasks, installing HRIS and using the internet and intranet, (Nisha and Mona 2012).

The biggest advantage of HRIS to an organization is its capability to create presentations and reports. The HRIS holds all Information surrounding the organizations HR initiatives including hiring practices details like a comprehensive listing of all job applicants, (Michael et al. 2012).

The modules on the HRIS should be aligned to the overall functioning in order to gain congruence.

In addition, the performance management module should be congruent with the overall performance management process in order to effectively manage performance. It is also important to

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nurture the organizational culture needed to support the new HRIS, (Nikhal 2013).

Previous studies investigated the Analysis of HRIS impact on Employees in order to determine the manner in which HRIS are being utilized. Weeks (2013) conducted research where data has been gathered concerning what type of HRIS is in use, the length of time that the HRIS has been in service, which person/department utilizes the HRIS, has the implementation of the HRIS increased efficiency within the organization, and if the HRIS is used in the strategic planning processes of the organization.

The absence of strategic or operational functionality has been a recurring problem with current HRIS. Inadequate integration with other systems within the organization, complication of the system, inflexibility, and lack of a user-friendly interface are also mentioned as ongoing problem the main burden being the financial situation of the firm,(Weeks 2013).

Awan and Sarfraz (2013), in their research paper made contributions in the field of H.C by targeting the telecom sector of Pakistan. The paper used quantitative data to conduct the research and test the various hypotheses. The results indicated the evidence that there is a significantly strong link between H.C investment and O.P. Furthermore, the study indicates that the variable of employee's satisfaction plays a significant role of a mediator between the two variables. The higher the H.C the better the firm performance therefore it is concluded as a result from the study that companies should strive to develop and train their employees to be able to perform better so it can attain its goals in an efficient way with a more rapid pace.

AncaDraghici et al. (2014) presented a proposed model for the organizational performance management (focus on the evaluation, analysis and monitor activity) in the context of the actual trends in the field. The proposed framework takes into consideration three organizational determinants: objectives, resources and results. The relation between them defines three important organizational characteristics: efficiency (described in our approach from the perspective of intellectual capital management), effectiveness and pertinence (diagnosis from the perspective of organizational and manager/leader behavior). The proposed model is considered a general one, because the methods and tools, considered for the organizational performance measurement were mostly defined based on introductory observations and reference studies.

Further research had been conducted on the relationship amid organizational HC and Organizational Performance. It's Questionnaire has been used to collect the data from a sample of 237 employees working at executive positions in different organizations. For exploration purpose, several regression techniques were used. Researchers concluded that organizational HC has positive impact on organizational performance, (Mahmood et al. 2014).

The potentiality of Information Technology is highlighted and well understood through the findings that those who were most fruitful in using Information Technology made additional system and organization development investments. He concluded by stating that actual value addition done by the use of HRIS can be possibly estimated through solid measures of benefits and costs in the organization and the long term advantage it allows the organization to handle the challenges in the competitive scenario, stated by Nath and Naidu (2015)in "HRM, IT and the competitive advantage" research.

Khashman, and Khashman (2016), attempted to build a more complete framework of the factors which impact the O.P in their Research Paper. Their paper showed the role of HRIS Applications that affected on achieving organizational performance by providing the members of the organization with real information which enable them to take correct decisions to enhance O.P. Their research contributes to the understanding of the HRIS applications and O.P in the literature. It describes an integration of HRIS applications and O.P.

Savalam and Dadhabai (2018), attempted in their research paper to empirically measure the effectiveness of Integrated HRIS in Mind tree Solutions. As proposed by Recent Research, the mostly accepted is Success Model, which is based on HRIS Effectiveness. User Satisfaction determines HRIS Effectiveness.

Additional Study tried to explore various aspects of HR Analytics and how it influences the functioning and performance of an organization. A methodical review of available literature has been done to investigate into various facets of HR Analytics. The investigation of previous studies has leaded in the direction of how repeatedly HR Analytics that used for improving the performance of an organization, (Lochab, et al., 2018).

Organizations to expand their effectiveness and efficiency must go ahead to two facilitators: HRM and IT (Talebi & al; 2014). The Technology evolution has encouraged organizations to adopt HRIS.

A critical aspect of financial development investigated the HC and their collaborating term on economic growth from the perspective of emerging economies. In emerging countries, HC also has a positive impact on economic growth. Financial development and HC interactively affect economic growth for emerging economies positively and significantly, (Sarwar et al. 2020).

McCartney, Murphy, and Mccarthy (2020), added in their research to the developing and fast-growing field of HR Analytics literature by presenting evidence supporting a set of six distinct competencies required by HR Analysts including: data analysis,

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technical knowledge, consulting, data fluency, storytelling, and communication.

Fernandez and Gallardo-Gallardo (2020), contributed to the literature on HR digitalization, specifically on HR Analytics, disentangling the concept of Analytics applied to HR and explaining the factors that hinder companies from moving to Analytics. Yet, it appears that there is an emerging consensus on what HR Analytics encompasses.

III. Research Methodology

This research is a descriptive one, which used to report the characteristics and behavior of a sample of the population. In descriptive studies, data collection facilitated without changing the environment (Saunders' et al. 2016). This research is used Mono method. Quantitative research approach used in this study to gather and analyze all efficient questionnaires outcomes.

The four scales used in this research are ordinal Likert Scales. The questionnaire was divided in five sections; first, one is demographics, then second section for the questions of Independent Variable HRIS, the third section related to mediator variable questions, afterwards the fourth section listed the Moderator Variable (HR Analytics) questions, and finally the last section for Dependent Variable O.P questions.

All variables items have been measured using Five-Point Likert Scale, which ranged from "strongly disagree" to "strongly agree.

In order to achieve the purpose of the study, a deductive theoretical approach used in this study.

A quantitative research approach also used, as it allows generalization of conclusions and flexibility in the treatment of data. A suitable method for addressing the research question was structured questionnaires. The Probability Sampling method applied through Stratified Sampling technique that divided the population into various groups as applied in this study.

For the purpose to investigate the research problem; an applied research methodology was held. It would be possible to help in solving a specific, practical issue affecting an individual or group.

a) Research Design

i. *Population and Sampling Methods*

Population of a research is defined by Saunders' et al. (2016) as the collection' of all items whether of objects or of events or of people, that are to be considered in a given' problem situation. For the purpose' of this research, the research population refers' to Egyptian's Telecom Private Sector Organizations.

a. *Sampling Technique*

Telecommunications affects how people connect and do business on a global scale. For businesses, in particular, reliable and timely communication is the lifeblood of your company's brand reputation, productivity, and overall success. Telecommunications firms possess the technology necessary for communication through the internet, phone, airwaves, cables, wires, or wirelessly. They have built the infrastructure necessary for passing voice, words, video, and audio through these means to anywhere in the world. Accordingly, the Telecom industry was selected for the investigation at hand.

The private sector in particular has been recognized as more efficient, especially in developing countries; as it delivers vital goods and services, contributes to tax revenues and the national income. Private providers often have more recruitment autonomy, lower pay levels, and market-like conditions. These may contribute towards better efficiency, and thus the private sector was chosen to select the case organizations; namely Vodafone, Orange, and Etisalat.

The perception of key users: Senior, Middle Managers, and employees in HR and other departments in the Three Telecom Organizations in Egyptian Private Sector are selected as potential respondents in this research. Senior Managers are essentials in formulation of achievable goals and good strategy. Moreover, they tend to think in how to create effective organizational processes and how to deal with overriding concerns. Middle Managers are also responsible for implementing Senior Management plans by ensuring junior staff fulfill their roles. On the other hand, employees are the valuable asset of an organization and the key to success; as they are the actual users of HRIS system in any department of organization.

Accordingly, the research sample included respondents from all categories (strata) Senior/Middle managers and employees in HR departments and other departments as well at the Three Telecommunications Private Sector Firms in Egypt; namely Vodafone Egypt, EtisalatMisr, and Orange.

b. *Data Collection*

The research questionnaire was administered to seven hundred forty (740) respondents, 525 questionnaires representing 70.9% were returned, and 53 questionnaires representing 7.2% were incomplete or ineligible or refusals and 215 (29%) were not reached. There were 519 acceptable responses, a response rate 63.8%, which is highly adequate for the nature of this study.

Researcher applied cross-sectional study as a snapshot of a certain group of people at a given point in time. This type of research is frequently used to determine the prevalent characteristics in a population at a certain point in time.

The Cross Sectional study has numerous benefits that make them beneficial to researchers, for

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example being Low-cost and Fast, so cross-sectional studies are usually allow researchers to collect a great deal of Information quite quickly. Data is often gotten inexpensively using self-report surveys. Researchers are then able to assemble large amounts of Information from a large pool of contributors.

The Cross Sectional study can contain multiple variables; therefore, researchers can collect data on a few different variables to see how differences in sex, age, educational status, and income.

c. *Data Analysis*

To test the research hypotheses and to examine the theoretical relationships; a Structural Equation Model (SEM) estimation was conducted in order to obtain my results and demonstrate them.

d. *Measurements*

All variables items will be measured using Five-Point Likert Scale, which ranged from "strongly disagree" to "strongly agree.

b) Research Variables

i. *Independent Variable*

HRIS are software or online solution for the data entry, data tracking, and data Information needs of the HR, payroll, management, and accounting functions within a business.

HRIS contains 4 Dimensions which are as following:

Quality of "HRIS System and Information" determines HR activities in an appropriate, systematic and scientific manner; it allows Information to be readily accessible to employee, and provides accurate and sufficient Information.

HRIS "Perceived Ease of Use and Usefulness" means the smoothness of understanding how to drive HRIS Software and Applications. It can be achieved through allowing employees to accomplish job's tasks, to perform work's requirements more quickly, for example to increases productivity.

HRIS Satisfaction, which means that HRIS meets the HR requirements of accountability area, and employees' expectations.

HRIS Success supports to improves the assessment and training needs, increases employee benefits, develop HR Planning, plus to enhance Recruitment and Performance Management.

ii. *Mediating Variable*

The Mediating variable is H.C; which is intellectual Capital's essential component and is formed by the firm individuals competence, including skills, knowledge, experience, capabilities, and expertise.

HC consists of 3 Dimensions as following:

a. *Leadership and Motivation*

They are related to aspects of leadership skills, employee performance, reflection on their actions, energy used in performing the tasks, and learning on the job.

b. *Qualifications*

That refers to issues related to training replacements, the capability of employees, support for the improvement of skills and qualifications of employees, talented, recognition, and appreciation of employees.

c. *Satisfaction and Creativity*

This means the generation of new ideas, employee satisfaction with the organization, and the organization's view about the maximum effort of the staff.

iii. *Moderating Variable*

HR Performance Analytics

The moderator variable is HR Performance Analytics which measures key performance indicators in order to track HR performance over time.

HR Analytics is an important driver for people Analytics, which is the development of agile organizations.

iv. *Dependent Variable*

Organization Performance

O.P is related to organizational fairness which allows employees to get committed to tasks assigned to him/her and this fairness of organization depends on employees trust in the organization that effects in employee growth as employees become indulges in "high commitment performance management" causing an increase in employees performance.

c) Research Model

The researcher is presenting the Research Model which has been built into Four Hypotheses.

Researcher used HRIS as I.V which is consisted of four dimensions, in order to improve the D.V which is O.P, mediated by HC, in presence of H.R Performance Analyticsas M.V which is my contribution in this research.

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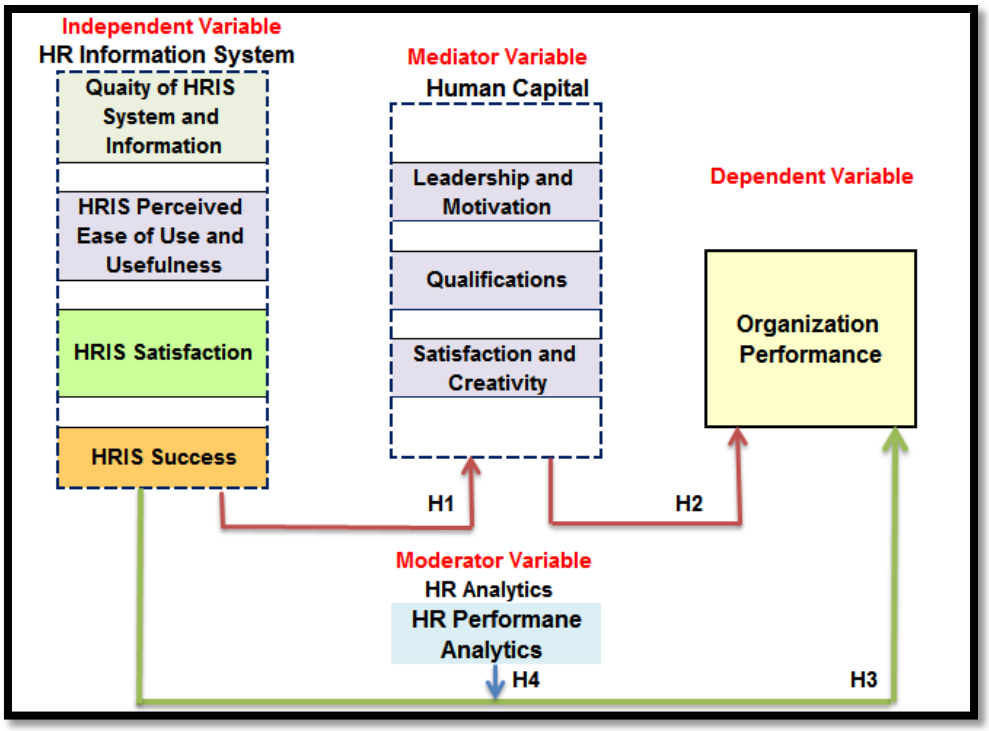

Figure 1: Conceptual Framework

i. *Research Hypotheses*

H1 = There is a positive significant relationship amid HRIS and HC.

H2 = There is a positive significant relationship amid HC and O.P.

H3 = There is a positive significant relationship amid HRIS and O.P.

H4 = HR Analytics moderates the relationshipamid HRIS perception and O.P.

IV. Findings and Results

a) Descriptive Statistics

The research questionnaire was administered to seven hundred forty (740) respondents, 525 questionnaires representing 70.9% were returned, and 53 questionnaires representing 7.2% were incomplete or ineligible or refusals and 215 (29%) were not reached. There were 472 acceptable responses, a response rate 63.8%, which is highly adequate for the nature of this research.

The summary of analysis of the response rate in Table1.

Table 1: Analysis of Response Rate

Questionnaire	Respondents	Percentage (%)
Number of Distributed Questionnaires	740	100%
Unreachable Questionnaires	215	29%
None Accepted Questionnaires	53	7.2%
Accepted Questionnaires	**472**	**63.8%**

Table 2 shows the CR of HRIS System and Information = 0.870, HRIS PEOU and Usefulness =0.869, HRIS Satisfaction=0.812, HRIS Success =0.878, O.P =0.936, Leadership and Motivation =0.891, Qualifications =0.864, Satisfaction and Creativity =0.821 and HR Performance Analytics =0.751). So it clearly identified that in measurement model all construct have good reliability.

Measurement items have standardized loading estimates of 0.5 or higher (ranging from 0.662 to 0.884 at the alpha level of 0.05, indicating the convergent validity of the measurement model. Discriminant validity

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shows the degree to which a construct is actually different from other constructs (Hair et al., 2019).

All Variances Extracted (AVE) should be more than 0.50 (Hair et al., 2019). Table 2 shows that AVE of the specific constructs (HRIS System and Information = 0.572, HRIS PEOU and Usefulness =0.690, HRIS Satisfaction=0.591, HRIS Success =0.590, O.P =0.571, Leadership and Motivation =0.620, Qualifications =0.614, Satisfaction and Creativity =0.605 and HR Performance Analytics =0.502) are more than 0.500. Generally, those measurement results are reasonable and recommend that, it is appropriate to proceed with the evaluation of the structural model.

Table 2: Model Validity Measures

Variables	CR	AVE
HRIS System and Information	0.870	0.572
HRIS PEOU and Usefulness	0.869	0.690
HRIS Satisfaction	0.812	0.591
HRIS Success	0.878	0.590
O.P	0.936	0.571
Leadership and Motivation	0.891	0.620
Qualifications	0.864	0.614
Satisfaction and Creativity	0.821	0.605
HR Performance Analytics	0.751	0.502

b) Model Fit

In SEM, there are different Fitness Indexes which reflect how fit is the model towards the data in hand. Nevertheless, there is no arrangement between researchers which fitness indexes to use Hair et al. (2019) recommend the use of at least one fitness index from each category of model fit. There are three model fit classes namely absolute fit, incremental fit, and parsimonious fit.

Table 3 provides the Goodness of Fit (GOF) Measures.

Table 3: Goodness of Fit Measures

Name of Category	Goodness of Fit Measures	Name of Index	Level of Acceptance
"Absolute-Fit"	Chi-Square	χ^2	> 0.05
	Root-Mean-Square-Error-of Approximation	RMSEA	< 0.08
"Parsimonious-Fit"	Degrees-of-Freedom	DF	≥ 0
	Chi-Square/ Degrees of Freedom	χ^2/DF	≤ 3
"Incremental-Fit"	Comparative Fit Index	CFI	≥ 0 .90
	Tucker Lewis Index	TLI	≥ 0 .90

According to Byrne (2016), Model estimating is commonly achieved in research using Weighted Least Squares (WLS), Generalised Least Square (GLS), Asymptomatic Distribution Free (ADF), and Maximum Likelihood Estimating (MLE). However, the estimations of the parameters and the overall fit index of the measurement model are based on the maximum likelihood (ML) method. The basic conditions assumed for the use of ML estimation (Byrne, 2016) are met or closely approximated in the study.

Table 4 provides a measurement model result – CFA.

Table 4: Measurement Model Result

Goodness of Fit Measures	Name of index	Model Result	Remark
Chi-Square	χ^2	920.587	Accepted
Degrees of Freedom	DF	309	Accepted

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Chi-Square/ Degrees of Freedom	χ^2/DF	2.979	Accepted
Comparative Fit Index	CFI	0.916	Accepted
Tucker Lewis Index	TLI	0.905	Accepted
Root Mean' Square Error of Approximation	RMSEA	0.062	Accepted

c) Measurement Model Summary

The 9 factors were subjected to CFA using the AMOS software. DF was 309 (it should be more than 0), χ^2/DF has a value of 2.979, that is less than 2.0 (it should be less than or equal 2.0 or 3). The RMSEA was 0.062 (it should be less than 0.08). The TLI index was 0.905 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was 0.916. All-over indices are near to 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the CFA in Table 4.

Fig. 2 shows a Structural Model (Final Result).

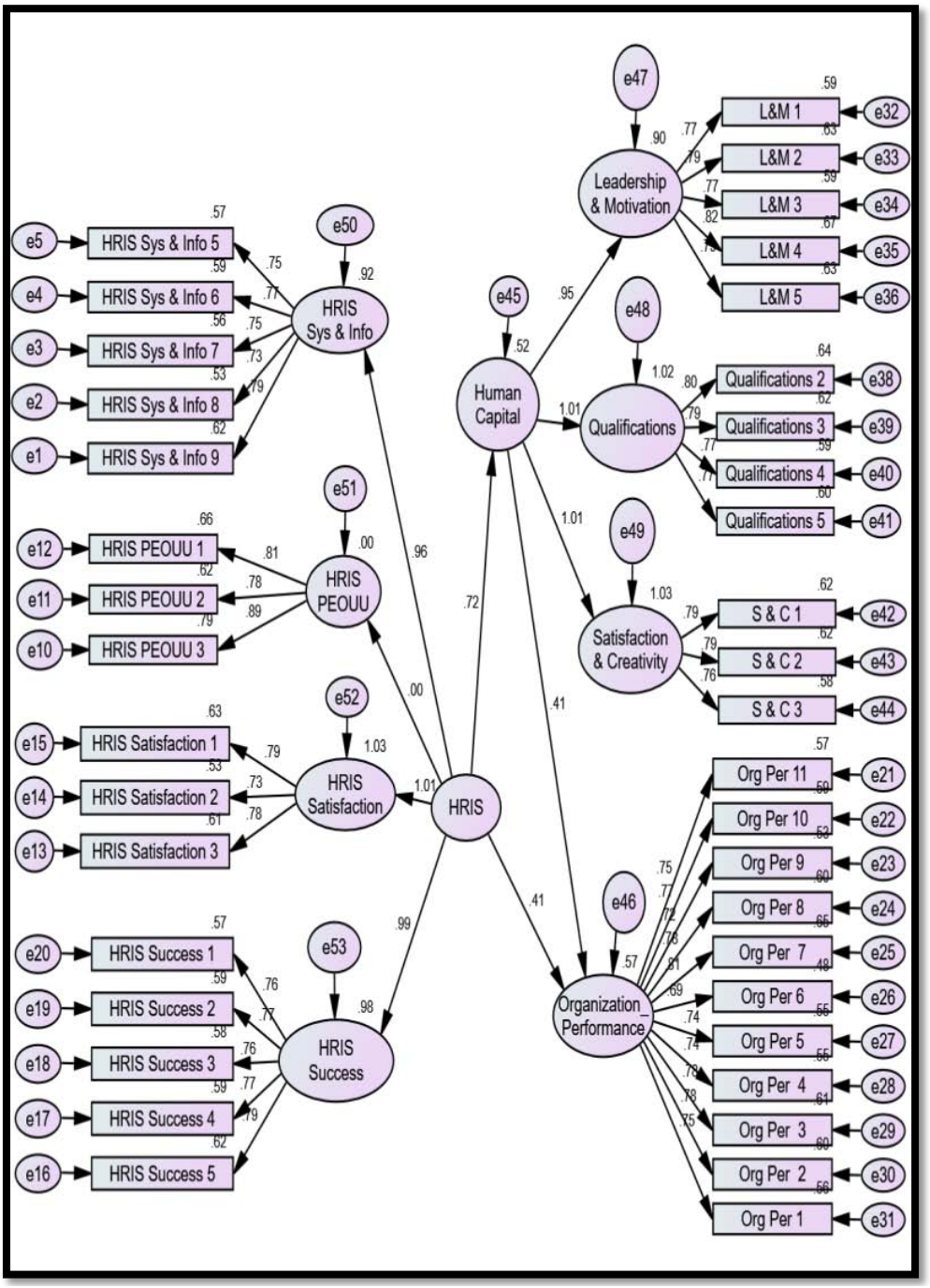

Figure 2: Structural Model

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d) The Structural Model Validity - Final Result

Table 5 provides a Structural Model (Final Result)

Table 5: Structural Model -Final Result

Goodness of Fit Measures	Name of Index	Model Result	Remark
Chi-Square	χ^2	1767.126	Accepted
Degrees of Freedom	DF	692	Accepted
Chi-Square/ Degrees of Freedom	χ^2/DF	2.554	Accepted
Comparative Fit Index	CFI	0.919	Accepted
Tucker Lewis Index	TLI	0.913	Accepted
Root -Mean- Square- Error-of Approximation	RMSEA	0.057	Accepted

e) Structural Model Summary

The results of structural' model using the AMOS software, shows that DF was 692 (it should be more than 0), χ^2/DF has a value of 2.554, that is less than 2.0 (it should be less than or equal 2.0 or 3). The RMSEA was 0.057 (it should be less than 0.08). The TLI index was 0.913 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was 0.919. All indices are close to a value of 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the CFA as reported in Table 5.

f) Direct Effects

Table 6 and Fig.2 present the results; the individual tests of significance of the relationship amid the variables. It reveals that, as expected HRIS have a positive influence on HC (β = 0.772, CR (Critical Ratio) = 13.774, CR > 1.96, p = 0.000, p<0.05).

Therefore, (H1: There is a positive significant relationship amid HRIS and HC) is supported. These results support the findings and being matched with Savalam and Dadhabai (2018). However, these results don't match those observed in Weeks (2013) study.

Moreover, pertaining to H2: There is a positive significant relationship amid HC and O.P is supported as the result shows that (β = 0. 385, CR (Critical Ratio) = 7.304, CR > 1.96, p = 0.000, p<0.05), as it predicts that "There is a significant relationship amid HC and O.P".

These results of H2 are in line with those of previous studies of Jamaland Saif (2011), Mahmood et al. (2014), and Sarwar, et al. (2020). Furthermore, H2 is consistent with Seleim et al. (2007).

The result shows that H3: There is a positive significant relationship amid HRIS and O.P. (β = 0. 398, CR (Critical Ratio) = 7.035, CR > 1.96, p = 0.000, p<0.05) is supported, as it predicts that "There is a positive significant relationship amid HRIS and O.P".

This result of H3 ties well with previous studies wherein found in Broderick R. and Boudreau (1992) research. Furthermore a similar conclusion was reached by Nisha and Mona (2012). In addition, this is consistent with what has been found in research of Michael et al. (2012). A similar pattern of results was obtained in Nikhal A. K. (2013). Those findings are directly in line with previous findings of Talebi & al; (2014). On other hand, those results of H3 don't match with those found in Sira, Wayne (2011) research.

Table 6: Hypothesized Path of the Final Structural Equation Model

Hypothesized path			Estimate	Critical Ratio (C.R)	P-Value
HC	←	HRIS	0.772	13.774	0.00
O.P	←	HC	0.385	7.304	0.00
O.P	←	HRIS	0.398	7.035	0.00

Results shown in Table 7 show that the estimated structural model corroborated the three hypotheses, as HRIS statements constructs explained 52.8 % of HC variance (R^2 = 0.528), Besides, HRIS statements through HC explained 57 % of O.P variance (R^2 = 0.570).

Table 7: Squared Multiple Correlations

Variable	Squared Multiple Correlations(R^2)
HC	0.528
O.P	0.570

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g) Indirect (Mediating) Effect

In order to test the mediating effects, this research employed the bootstrapping procedure and identified whether the direct relationship of HRIS and O.P through HCis statistically significant.

According to Baron and Kenny's (1986) mediation analysis, the researcher must first establish that there is statistical significance amid the dependent and independent variables. There must be a positive and significant relationship amid the relationship amid HRIS and O.P. Secondly, the researcher must show that there is a statistical significance amid the independent variable and the mediating variable. There must be a positive and significant correlation amid HCand O.P. Then, the researcher must illustrate a statistical significance amid the mediating variable and the dependent variable. There must be a positive and significant correlation amid HCand O.P. Lastly; researcher should look at the direct impact after controlling the mediating variable. If the presence of the mediator abolishes the straight relationship, it will be a full mediation; otherwise, mediation is partial or absent.

The direct effect results Table8 confirm that:

1. The direct effect amid HRIS and O.P is statistically significant.
2. The direct effect amid HRIS and HC is statistically significant.
3. The direct effect amid HC and O.P is statistically significant.

Table 8: Standardized Direct Effects

Variable	HRPAS	HRIS	HC
HC	0.000	0.727	0.000
O.P	0.609	0.382	0.387

Table 9 and Table 10 exposes a statistically significant indirect impact of HRIS on O.P through HC (P = 0.003, P<0.05). The results of the mediation effect indicate that there is partial mediation effect of the HC amid the relationship of HRIS and O.P.

Table 9: Standardized Indirect Effects

Variable	HRPAS	HRIS	HC
HC	0.000	0.000	0.000
O.P	0.000	0.281	0.000

Table 10: Mediating Significance

Mediating Pass	Significant (Pvalue)
Effect HRIS on O.P through HC	0.003

h) Moderating Effects

In order to test the moderating effect, this research using the double-mean-centering approach. (Crowson, 2020) and identified whether the moderating effect of Human Resources Performance Analytics on the relationship amid HRISand O.P are statistically significant.

Table 11 reveals a statistically significant moderating impact of HR Performance Analytics on the relationship amid HRIS and O.P.

The results of the moderating effect indicate that there is the low simple slope value is (0.852) and P value is (0.003) for the interaction, the med simple slope value is (0.356) and P value is (0.044) for the interaction and the high simple slope value is (-0.141) and P value is (0.386) for the interaction.

Signaling that the slope for the interaction amid HRISand O.P is positive and significant in the low simple slope value (0.852) and P value (0.003) and the slope for the interaction amid HRISand O.P is positive and significant in the med simple slope value (0.356) and P value (0.044).

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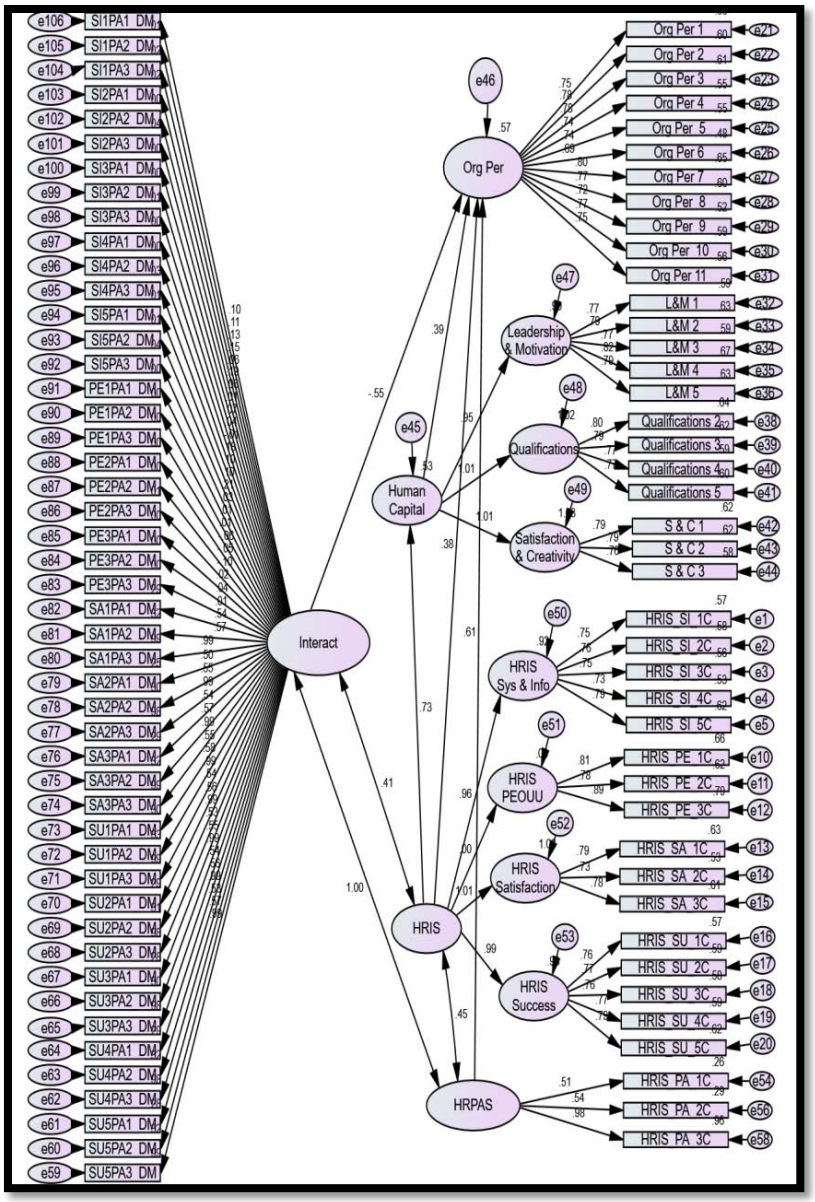

Figure 3: Moderating Effect

Therefore, (H4: HR Analytics moderates the relationship amid HRIS perception and O.P) is supported.

The results are very similar to Lochab, et al. (2018), McCartney, Murphy, and Mccarthy, (2020), and Fernandez and Gallardo-Gallardo (2020).

A summary of the standardized path coefficients and direction of the hypothesized paths is shown in Table 11. The path coefficients significance analysed using one-tailed significance ($p > 0.05$). It shows that all the hypothesized paths were supported by the result and significant at 5% significance level.

Table 11: Summary of Results

Hypotheses	Result
H1: There is a positive significant relationship amid HRIS and HC	Supported
H2: There is a positive significant relationship amid HC and O.P	Supported
H3: There is a positive significant relationship amid HRIS and O.P	Supported
H4: HR Analytics moderates the relationship amid HRIS perception and O.P	Supported

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As shown in Table 11; all proposed hypotheses were supported in this study, and as a result of this research; the offered hypotheses were proved.

V. Research Contribution and Originality

The contribution of this study was through using H.C to mediate the relation between HRIS and O.P, in presence of HR Performance Analytics to influence the strength of Relation between them, and to apply this Frame work in specific private sector in Egypt which is Telecommunications.

Although previous research papers have shown that HRIS is an important factor influencing Organizational Performance and outcomes, this is one of the few studies that investigate the interrelationships between HRIS adoption, H.C, and HR Analytics effect on O.P. Furthermore, it is the first to test the model on the Telecommunications Sector in Egypt.

This study extends previous research to provide a more complete image of factors that influence O.P.

This study tests empirically the relationship between HRIS and O.P in the Egyptian Telecommunications Private Sector Organization and provides support for H.C and HR Analytics.

This study adds to the existing literature of HRIS antecedents and outcomes in a developing Performance of Egyptian Telecom Private Sectors Organizations.

Investigations into the relationship between HRIS and Organizational performance have become progressively common. However, empirical studies that measure the impact of HRIS perception which being liable on business strategies that fit in both content and role of H.C on organizational performance are still infrequent.

Moreover, this research brings clarity over the conceptualization of HR analytics by offering a comprehensive definition. Additionally, it facilitates business and HR Managers in making informed decisions on adopting and implementing HR Analytics as well.

VI. Conclusion

HRIS are considered as one of the most important elements that affect the activities of HR departments in organizations. This is supported by the main hypothesis of this study of having a relationship amid HRIS and O.P. Consequently, it was found that all dimensions that represent HRIS have a relationship with HC and O.P in same time. It was found that HRIS has relationship with O.P in presence of mediating role of H.C and moderating role of HR Performance Analytics.

The objective of the study was to find out the adoptions, advantages and challenges in the implementation of HRIS in the Egyptian Private Sector Telecom Organizations.

This study discovered the different dimensions of HRIS to find out how HRIS is used as compared with the previous studies which are conducted in different countries.

In addition to the descriptive analysis applied in order to understand better the characteristics of the sample, statistical tests of SEM were used to examine the relation amid the independent variable HRIS and dependent variable O.P through the mediator variable HCin presence of moderating variable (HR Analytics).

Furthermore, the main dimensions that directly and indirectly affect organizational performance have been derived. Accordingly, the research framework of the organizational performance in the Egyptian private telecom industry has been developed.

The research shows that there isa positive significant relationship exists amid HRIS and HC. Thus, the following hypothesis of the research is accepted: H1: There is a positive significant relationship amid HRIS and H.C.

There is also a positive significant relationship exists amid HC and O.P. Thus, the following hypothesis of the research is accepted: H2: There is a positive significant relationship amid HC and O.P.

In addition to, according to results; researcher found that the hypothesis H3: There is a positive significant relationship amid HRIS and O.P is accepted.

Finally, the findings accepted the hypothesis H4: HR Analytics moderates the relationship amid HRIS perception and O.P.

All proposed hypotheses were supported in this study, as a result of this research; the offered hypotheses were proved.

This study affords managers with practical support to the practice of planning and employing an effective HRIS in its four dimensions as a mechanism to improve organizational performance. Decision Makers and Managers should apply their HRIS adoption and applications more understandable, authentic, applicable, influential, usable and reliable to increase their HR practices effectiveness.

VII. Research Limitations

Research limitations recommend how the findings may be important for practice, theory, and subsequent research. They are basically the conclusions that the study draws from results and to explain how the findings may be important for practice, or theory.

The findings of the study help in developing and executing HRIS in similar types of organizations.

Using a questionnaire at a single point in time; the data were collected and thus, without allowing dynamic causal inferences. Future Researchers can

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increase and enlarge the size of their samples from different sectors in Egypt, for example; high educational, petroleum, and financial sectors.

Data collection method can be changed to time series instead of cross sectional, in addition to gather data using several interviews plus the questionnaires outcomes.

This study is applied on Egyptians Private Telecommunications Sector Firms concerning the Senior, Middle Managers, and Employees of H.R and other Departments in addition to the Employees of related organizations. The findings of the study potentially will help in developing and implementing of HRIS in similar types of organizations. Yet future work could add substance.

VIII. Future Work

Although the sample size is considered a representative sample, yet a larger sample size could be more indicative.

The study was conducted in the Telecom industry as one of the most important sectors in general, and in Egypt in particular. Conducting the same survey in other sectors, such as higher education, petroleum, and financial sectors could also be investigated.

Data collection method can be changed to time series instead of cross sectional, which may reveal different results. Other data collection methods such as interviews, focus groups, and experimentation can help triangulate and validate the results obtained.

Other research dimensions such as HR Talent Analytics and HR Leadership Analytics could also be studied to check their possible impact on the organizational performance. Antecedents and key factors affecting Strategic Work Force Planning may also bring in more substance to academia and the industry. Factors such as Workforce Analytics may be tested as a mediator.

Finally, HR Analytics Privacy still needs further investigation; as it becoming more important than ever for HR to take a position on ethical data use, privacy and security, and employee communications related to data-related policies.

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Design/methodology/approach: We adopted a qualitative research design using a multiple case study method collecting data from six respondents working in different companies in Bangladesh.

Findings: The findings show that work from home has negative impacts on the work-life balance of professionals, and it also shows that the hybrid modality gives the best work-life balance for employees and is preferred by all.

Research limitations: The research is conducted in only two sectors with a few employees. There is scope to expand the research base.

Keywords: *work from home, work-life balance, impacts, telecommunications, fast-moving consumer goods.*

GJMBR-A Classification: *LCC Code: KF27, DDC Code: 381 LCC Code: HF5415.3*



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Practical Implications: The research could bring out the negative factors from work from home, which organisations can seek to resolve to give a better work-life balance to their employees. We also suggested that a hybrid modality in these two sectors can provide employees with a better work-life balance.

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I. Introduction

With the novel Coronavirus (COVID-19) pandemic having hit people all over the world, society has been beset with a variety of issues and challenges involving work, leisure, essential travel etc. It has had an immense impact on the world's economic state due to putting a stop to economic activities for an extended period. While there was much anticipation and several warnings, particularly those in the public health field, the transition was difficult. It needed preparation, training, and facilitation. COVID-19 was identified in 2019 as a virus that transmits to humans through respiratory droplets and hence is considered to spread through close contact with other people. Many business organisations have inclined towards work from home policies to prevent this and save economic activities from being idle for prolonged periods. In some countries, work from home was already in existence. However, several countries, such as Bangladesh, quickly adapted to this shift in work environment dynamics. In some countries, the government enforces the work from home policy. In others, businesses took the first step toward it to keep business operations running.

Bangladesh has a vast, dense population being a lower-middle-income country. When the pandemic broke out, like other countries, Bangladesh was forced to take preventative measures such as travel bans, country lockdown, remote work initiatives and social isolation. The sudden standstill in all sectors dealt a severe blow to the economy and devastated the lives of numerous people. Organisations were forced to introduce work from policies to revive the economy. Although work from home is anything but a new concept in foreign countries, Bangladesh companies found it a step further when enforced during the pandemic. However, many companies enthusiastically adopted this new work policy. BRAC was the first organisation in Bangladesh to implement a work from home policy for its head office, which had 2000+ employees. Others followed its steps, and Bangladesh's working environment lifted to a new level. The CEO of Shanta Asset Management claims that they successfully adopted work from the home policy, being a research-based and focus oriented company. On the other hand, the CEO of Renata Limited claims that even though the work from home policy enabled them to avoid traffic, they still did not enjoy working from home. The MD of Berger Paints Bangladesh Limited termed working from home as a new experience and a challenge because of work and home responsibilities intertwining. According to the CEO of Omera Fuels, the flexibility and distraction-free atmosphere offered by work from the

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home policy were enjoyable. We can rightfully say that different companies perceived work from home approaches differently and strived to adapt (Karmaker, 2020).

Knowing that many companies in Bangladesh actively adopted the work from the home policy during the months of the pandemic, it is natural to be curious about the aftermath of adopting these policies and how they would affect work-life balance and employee preferences post-pandemic stage. The two selected sectors for this study are the telecommunications and the fast-moving consumer goods sectors. Telecommunication companies operate by a band of engineers, salespeople, customer service people, and installers. Besides this, most of the functions of a telecommunication company are based on technologies, including servers, networks, etc. Therefore, it is natural that these companies would be inclined toward work from home policies during the pandemic to keep themselves functional. On the other hand, even though fast-moving consumer goods companies operate factories and maintain supply and distribution channels, they still employ many people in research, management, and marketing positions. These jobs were shifted to home offices during the pandemic to prevent contamination. These professionals from the mentioned two sectors could be interviewed, providing insight into the work dynamics during the pandemic. Companies have strived to adapt to new working policies during the pandemic in their ways.

All that being said, working from home substantially affects employee life and preference, the variables being productivity, motivation, work-life balance, etc. The study aims to understand whether work from home is as good as we think it to be. The paper will explore the potential positive and negative impacts of working from home. The main issue of the effect will be the work-life balance of employees. Finally, the paper will also establish the work policy that employees believe gives them the best work-life balance.

II. Literature Review

Working from home is a burning topic in the current business world. Its benefits are vast, and its impacts are far-reaching. The study explores the impact of work from home (WFH) on the work-life balance of professionals working in two of the most active business sectors- Telecommunications and Fast-Moving Consumer Goods, focusing on maintaining work-life balance.

Because of the desire for distant working environments, teleworking became popular in the early 1990s. Although work for home has existed in the operational policies of business organisations, the COVID-19 pandemic has brought it into the spotlight in recent years as a means of adapting to the changes in the work-life dynamics of the socially isolated workforce. Many scholars have explored topics centring on this widely-used working policy of working from home. It is a hot topic in today's business world because of its diverse scopes and benefits.

Work from home is the idea that encompasses a wide range of working methods, including information and communication technologies (ICTs) and a place other than a traditional office. Work from home can have a beneficial or harmful influence on an employee's work-life balance. Because work-life balance has a unique standard, namely a return to one's life values and priorities, this might have a variety of outcomes. For some people, working from home, for example, can improve the quality of their family ties. On the other hand, working from home might exacerbate the blurring of work-family boundaries, making it more difficult to keep work and family time distinct (Putri & Amran, 2021).

Work-life balance is a comprehensive notion that entails establishing suitable priorities between work (career and ambition) and life (happiness, leisure, family, and spiritual growth) on the one hand and work (career and industry) on the other. As a result, a company that incorporates work-life balance into its employee work system can assist employees in achieving a level of balance between work and personal life outside of work, for employees to achieve self-motivation and welfare that allows them to perform various roles effectively and efficiently at work and home (Putri & Amran, 2021).

There are many studies by researchers and scholars focusing on work from home and various aspects related to it and its impacts. Most studies focus on how work from home policies influence employee job satisfaction and expectations. This study compared whether this work policy impairs or improves job satisfaction and work-life balance. The methods applied to conduct this study consist of personal attributes, job features, skills, and employment properties assessed singly and in combination as blocks of impacts on job satisfaction and work-life balance. The slightest angle regression is used to choose the variables (Bellmann & Hübler, 2020).

Some other articles focused on measuring job satisfaction between work-life balance and work stress. The various benefits of teleworking or remote working, such as increased job performance, lessening of work-family imbalance, reducing stress levels, and decreasing turnover intentions, have been explored, which are possible under support from peers and managerial levels. These studies have also identified the perceived side effects of working from home. Social isolation, reduction in motivation, and inability to establish boundaries between work and personal life are prime side effects. This study was conducted using a quantitative approach (Irawanto et al., 2021).

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Another primary focus of working from home-related topics is its implication in the lives of working women. These studies highlight how the sudden change in work environment dynamics has affected the female employee segment during the pandemic. They focused on how the female working population has encountered working from home policy and the issues they face in balancing their responsibilities. Women are perceived to have more duties in the home than their male counterparts. Various statistical procedures such as reliability and validity checking, multiple regression analysis, ANOVA, and hypothesis testing were used to assess the data collected from a sample of women engaged in different sectors (Basak, 2021).

The existing research and studies have focused on the scope of working from home, the challenges faced in implementing this policy, and the benefits and drawbacks. Work from home impacts productivity and employee motivation and satisfaction, work-life balance, etc. The studies have focused on women's challenges in job sectors that play a dual role in life.

Most scholars have explored the relation of work from home to employee benefits and organisation goals alignment in the western business setup, which is, in fact, rich in structure, technologies, opportunities, and resources. However, few papers on how this policy is implemented and perceived as useful in semi-developed and underdeveloped countries with various limitations and obstacles. Even the existing studies are observed to focus mainly on the female population of the workforce, who are considered for their responsibilities at home, which are thought to be affected by working from home. The male respondent samples are small and cannot be expected to provide an accurate picture. Moreover, the impacts of work from home should vary from sector to sector, provided that organisations' business functions differsignificantly across industries.

In light of the above information, this study has been conducted to explore the impact of work from home on the work-life balance of professionals from the telecommunication sector and fast-moving consumer goods sector of Bangladesh and to understand further which kind of working policy is preferable based on their experiences.

III. Methods

a) *Research Design*

The paper follows an exploratory qualitative research approach employing a multiple case study design (Eisenhardt, 1989; K. M. EISENHARDT & M. E. GRAEBNER, 2007)) to understand the impacts of work from the home policy on work-life balance. The qualitative study helps to explore different real-life problems and phenomena and gain relevant insight from non-numerical data. We adopted qualitative research to understand the participant's real-life experiences related to the topic. We adopted a multiple cases study approach as numerous case study allows us to investigate various aspects of a phenomenon that may be difficult to achieve in a single case study (Cruzes et al., 2015). We used 06 case studies in total in this research. The selection of the cases was subjected to the following criteria: a) working in a telecommunication or FMCG based company; b) having experienced work from home in their work tenure.

b) *Data Collection*

We collected material through a semi-structured interview. The semi-structured interview is efficient if researchers want to know each person's individual thoughts (Adams, 2015). It is precisely the case for our multi-case study approach. We collected data from 06 respondents who have directly experienced work from home in their own company and working tenure. For confidentiality purposes, participants were given the initials R1, R2, R3, R4, R5 & R6. As shown in Table 1, the participants spanned equally across both the telecommunications and FMCG sectors. We have a healthy distribution of gender among the participants. The participants are selected from diversified roles. We also picked up participants from 06 different companies. We conducted a single interview for each participant. The discussions ranged from 15 minutes to 45 minutes depending on how the interviews progressed, and the interviews were conducted through phone calls, online audio calls and in-person interviews. Interviews were conducted in Bengali. All discussions, with permission, were recorded with audio and then verbally transcribed. We developed an interview questionnaire to guide us through the process focusing on the following aspects: a) Work from home related; b) work-life balance related; c) Specific situation based & d) Preference of work policy.

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Table 1: Profile of respondents

Initials	Gender	Age	Marital Status	No. of children	Presence of elderly at home	Working sector	Working Title
R1	Female	26	Unmarried	0	1	Telecommunications	Management Trainee
R2	Male	27	Unmarried	0	0	FMCG	Territory Manager
R3	Female	25	Unmarried	0	0	FMCG	Territory Manager
R4	Male	33	Married	1	0	FMCG	Brand Manager
R5	Male	26	Unmarried	0	0	Telecommunications	Management Trainee
R6	Female	27	Married	0	0	Telecommunications	Senior Executive

c) Data Analysis

All the qualitative data from the interviews were transcribed verbatim. We generated three critical themes under which we wanted to sum up our findings and results. The themes are: a) Positive impacts of WFH on work-life balance; b) Negative impacts of WFH on work-life balance; c) Preference of work policy. We took supporting quotations from individual cases and matched them under these themes. We then summarised the findings by analysing each patient's themes and supporting evidence.

IV. Case Studies

a) Case I

Our first case study is of a female working as a management trainee at Banglalink. She has been working here for about oneyear and three months. Ever since the start of her work, she started working on WFH based work policy as COVID 19 protocols were still enacted in Banglalink in 2021. She has gone through a mix of work from the home, office, and now a hybrid policy throughout her tenure. So, our first case respondent has a clear idea of every type of work policy followed.

Our first respondent, R1, said that WFH is better in instances when time is not lost due to traffic. In many cases, she saved up time and enjoyed the additional free time that gave her a better balance between work and life situations. However, R1 thought that working from home usually gets boring and monotonous. While working from offices, R1 gets to interact with many people. It's not all work at the office, so it is easy to cheer oneself up. But in work from home situations, R1 mentions that she is all by herself, and she procrastinates and ends up finishing the day's work late behind the fixed time. While working from home, as R1 mentioned, there is a lack of discipline in terms of work routine. So, if you have work from 9 AM, you usually end up sleeping late, wake up just before 9 AM and work with a sluggish feeling which continues throughout the day. It is also easier to get feedback on work and solve problems quickly while working from the office than working from home.

According to R1, it is good that WFH gets himself closely with the family, but there are problems. She thinks that presence has to be ensured on both ends- family & office, which is tough. So, even though she is in her comfort zone, managing both ends becomes difficult and hampers her balance. Focus is often distorted while working from home due to disruptions. Moreover, R1 believes the work pressure during the WFH period is more and deadlines are usually not met easily.

Overall, R1 prefers a hybrid policy where one can get the best of both options. R1 thinks the current flexible hybrid policy that Bangla link is running is very suitable for her in managing her work-life balance and will prefer this policy.

b) Case II

R2 is a Territory Sales Manager working for Reckitt-Benckiser Bangladesh. He has been working for the company for one year and five months. Before being a TM (Sales), he was a Junior Territory Manager. As a TM (Sales), his work is mainly conducted outdoors. As such, there have been very few opportunities for remote work. Additionally, RB does not have WFH as a part of its HR policy for territory managers. R2 had WFH for about three months in the past two years. In the beginning, he had experienced technical difficulties due to not being familiar with remote working processes. However, he adapted to the process within a week.

During the WFH period, he worked on a priority basis. He had enough time to conduct his business during the day. However, there were mandatory market visits for him. For him, the benefits of WFH include being

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able to relax in his home during the day and taking care of his chores. However, WFH also increased his overall workload. During the times of WFH, he did not have any fixed office deadline. As such, the workload put his work-life balance into jeopardy. Lack of technical support while working from home is another issue, as IT development is not readily available in areas outside the capital.

Another problem he faced from remote working was the breakdown of personal communication. His job requires him to communicate with a large group of people routinely. During the remote working period, the communication switched to phone conversations. As a result, it became more difficult for him to communicate and ensure that people worked adequately.

Overall, from his experience, R2 preferred hybrid working as the preferable option. However, as he said, "Outdoor works have very little to do with WFH."

c) Case III

R3 is a Territory Manager working for Unilever Bangladesh. She has been working for Unilever Bangladesh for three months at this point. She worked for DHL as an intern for seven months before joining Unilever as a Territory Manager. She has been accustomed to remote working due to her prior working experience with DHL. WFH did not pose a challenge to her as she could adapt to the new circumstances. However, there is no WFH guideline in the policy of Unilever. However, Unilever offers its take on remote working. It is called an Agile leave.

The distinction between WFH and Agile leave is that WFH means being present in office activities in a stable environment. In contrast, employees need only be present for the required tasks in Agile leave. In Agile leave, R3 can work from anywhere she wants, given that she is available for contact. It allows her to work while travelling or outside of the home. Compared to regular WFH, it is possible to be on vacation and continue working. However, since it is not exactly a vacation, she would have to work while travelling or in different places. Despite the prospect of working during the break, since Agile leave is not a vacation, she has more time to enjoy her annual leave. For R3, Agile leave introduces the prospect of working from the place of her own choice without incurring penalties at her position. Freedom and flexibility are indeed critical points for her.

For R3, the problem with remote working is that she cannot correctly enjoy her time as she might have to attend to company business at any given time. However, she also feels that remote working allows her to rest and take care of personal tasks. If she were to work from the office, she would not have the opportunity to do so.

Finally, based on her experience with remote working, she is happy with the policy of Unilever. According to her, Agile leave is essential for cases when you must be present elsewhere but cannot take a vacation.

d) Case IV

R4 is a brand manager for Arla Bangladesh. At the start of the pandemic, he was working for Unilever Bangladesh. He had about eight months of WFH in total in the last two years. When the pandemic started, he too had to adapt to the remote working process. He mostly found the process to be easy to understand. However, he felt that Bangladesh does not have the technological advancement needed to work remotely efficiently. He can also take WFH, as it is optional in Arla.

From his experience, he felt that WFH is advantageous and should be made available to working people. As most office work can be done remotely, coming to the office only serves as a hassle for people like brand managers. R4 also has a young child at home. During WFH, he felt he could be a better part of her life due to his presence at home. However, as he explained, WFH becomes tedious for professional communication. R4 mainly felt that arranging meetings instead of meeting in person for simple tasks increases workload. As for workload, WFH has led to more work thanin pre-pandemic times. It comes from company expectations that employees would be available at a moment's notice because they stay at home. For R4, work-life balance means that he will not be asked to conduct work once his daily work hours are over. In WFH, it becomes difficult to maintain.

R4 believes that a hybrid working environment is preferable for most professionals, mainly since very little fieldwork exists.

e) Case V

This case study involved a male working at Robi. He started his career following the work from the home module. Recently he has started working from the office, for which he seemed eager.

R5 faced difficulty adjusting to a new work environment entirely in the online module. He did not know different terms; he did not know the work properly. He mentioned that it would not have been that difficult to adjust to the position if it had been in an office environment.

He enjoyed working from home because he got to be with his family. Time is vital, and he liked that WFH saved time lost due to traffic. He even revealed a unique insight mentioning that WFH meetings had a fixed schedule followed diligently, while office meetings take up time as people were involved in chit chat.

R5 mentioned that working from home, he could not represent himself and his work correctly. Now that he is working in an office, people notice him and his work, which is a big motivational and morale boost. He also thinks that the communication gap increases during WFH, and applying emotional intelligence to

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understand other people and their feelings are often complicated.

Like other respondents, R5 also felt no barrier in work time, personal time, and even weekends or workdays. This made him think that the work pressure was extensive. To him,work-life balance is working at his own will. That is thevalueof flexibility above all.

Finally, he preached his preference for hybrid modality quite a few times and thinks it serves a much better work-life balance.

f) Case VI

Our last respondent, R6, was a married female working at Grameenphone as a senior executive. She has been handling office work, MBA studies and family like a champion. She said she had experienced work from home modality for almost two years.

She liked the WFH modality only because it could save time, and she did not have to waste time in traffic jams. Other than that, she does not seem WFH renders that much value. Judging solely based on work, she expressed that she does not like working from home. She thinks that work gets done quickly in the office.

She had been working from the office for quite sometime before the pandemic. When asked about the convenience of shifting to this new work modality, she said it was very inconvenient, difficult and stressful to jump shift to this new modality. She did not know properly what to do and how to do things, which was troublesome.

She expressed that one of the opposing sides of WFH is solving tech-related issues. Solving these issues becomes quite extremely difficult. She also saidthat those meetings took up too much time. You have to call a discussion while working from home to know one thing. On the other hand, you can efficiently resolve a matter in a few minutes while you are in the office.

She opined that the work stress was enormous in WFH conditions. She recalled one incident when she had to manage her COVID affected mother, her whole family, and her work simultaneously, and she expressed how stressful it was.

Grameenphone maintains a policy called "Work-life integration". This gives people the flexibility to work and meet deadlines at their own pace. People can respond to personal needs during office time if needed due to this policy. R6 answered that she liked this policy and it helps her achieve a good work-life balance in her life

V. Research Result

This study aims to understand the impact of work from home policy and the preference for the work policy. All the interview responses are transcribed in the form of their actual quotations. These supporting quotations will be matched under three different themes to formulate the results. Key findings will group matching quotes under one umbrella. Here we present an analytical table for the three different themes.

Theme 1: Positive Impacts of WFH on work-life balance

Table 2: Analytical table for positive impacts

Key findings	Supporting Quote Example
Staying close to family is a plus point.	*"You get the sense of comfort that you are staying with your family and can see them all time. While working from the office, this is usually not the case" (Case I)*
	"I have been able to be a part of my daughter's life" (Case IV)
	"I could talk to my sister whenever I wanted to" (Case V)
Getting free time can help give you a good balance	*"Sometimes you can save up a lot of free time when you have individual tasks and tasks that usually do not depend on other people's feedback" (Case I)*
	"Time lost due to travelling was saved" (Case VI)
	"Using the free time, I have been able to finish my chores around the house and improve my living conditions." (Case II)
	"You can give time to a few of your side projects or passion projects in case you can manage the work well." (Case I)

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	"While in office, you get to be at many places, attend many programs. This is absent in the WFH period, and it saves time." (Case I)
	"You can be present from Cox's Bazar. That way you can enjoy more from life while not taking a vacation." (Case III)
Getting good focus can be managed while working from home, considering there are fewer distractions	*"Focus in many cases is a lot easier in my personal space. In the office, there are a lot of people in the same place, which is not the case at home." (Case I)*

Theme 2: Negative Impacts of WFH on work-life balance

Table 3: Analytical table for negative impacts

Key findings	Supporting Quote Example
Working from home does not mean having a fresh mind all the time.	*"WFH can get very boring and monotonous at times. While in office, you get people around you with whom you can talk and cheer yourself up" (Case I)*
	"Lethargic feeling continues to exist throughout the day when working from home" (Case I)
Distractions are easy to pop up, and managing expectations on both ends easily disrupt work-life balance and mental peace.	*"WFH comes with a lot of distractions which can easily disrupt your focus" (Case I)*
	"You have to be present on both ends. At the same time, you have to do your office tasks while also being mindful of your home activities." (Case I)
	"It is not possible to be ever-present, but people expect you to do so" (Case I)
Solving problems is complex while working from home,which takes up time.	*"It is easier to get feedback and solve problems quickly while working in an office" (Case I)*
	"In the office, there are people around you who can help with your work even if you cannot reach your manager directly" (Case V)
	"In WFH, you have to set meetings even for the simplest things. In the physical office, you can just walk up to your colleague and discuss the matter with him. This is a big problem." (Case IV)
Working from home has caused the understanding that people can easily do more work as people are at home. This is destroying the work-life balance of most professionals.	*"Usually, when working from home, your work finishes late. Deadlines are tough to meet. Simultaneous meetings take up a lot of time whereas in the office those meetings can be done quickly in 15 minutes or so" (Case I)*
	"I believe the work pressure while working from home is much more." (Case VI)
	"While working from the office, my work pressure and work are evident, and everyone can see what I am dealing with. So, people quickly get the idea about my workload, and I don't get much pressure." (Case V)
	"There is no fixed time for my work. I had to be present throughout the day at any given time." (Case II)
	"While working from home, there is no barrier between work and your personal affairs, even between weekends and weekdays" (Case V)
	"WFH is like working throughout the day" (Case VI)

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Representing one's hard work iscomplex, and it affects performance	*"I could not properly represent myself and my work while working from home" (Case V)*
	Now that I am working in an office, people are seeing my work and giving much value to my work" (Case V)
The communication gap increased, resulting in lost time and productivity and hampering the work-life balance.	*"Communication gap increases during WFH modality" (Case V)*
	"Applying emotional intelligence to understand other person and their feelings and talking to them accordingly becomes difficult while working from home" (Case V)

Theme 3: Preference for work policy

Table 4: Analytical table for work policy preference

Key findings	Supporting Quote Example
People like the hybrid option much better than the other two options.	"*Hybrid work policy takes the pros from both works from home and work from office" (Case I)*
	"*You can enjoy working around people in the office while also managing days when you have less work and just simply work from home" (Case I)*
	"Mixing WFH with a physical office seems to be the best way. I can complete most of my work from home. We have that technology. I will only need to come to the office for product testing and corporate events." (Case IV)
Hybrid is being followed primarily on many companies with the possibility of getting into complete stream work from office based on the situation of COVID 19	"*My office is following a flexible hybrid approach and depending on COVID situation, complete work from office may start soon" (Case I)*
	"With Agile leave, I can be working without actually being present in the office or attending meetings. It is a boost to my productivity and work-life balance." (Case III)
	"Given the pandemic situation, we may not have much reason to complete WFH again. However, given that we are already used to it, we can use a mix of WFH and WFO in future." (Case IV)
	"My office is planning to continue this hybrid model in the long term" (Case V)

VI. Discussion

Theme 1: Positive impacts of WFH on work-life balance

WFH bears positive sides with it. WFH modality allowed employees to work from their homes and stay with their family members. This is a privilege that every professional long for. From our results, we see almost every respondent treasured this privilege. This advantage of the WFH modality gave a significant drive to employee morale and, more importantly, helped them spend time with their family while enabling them to achieve an excellent work-life balance.

Our findings ensured that respondents liked that WFH saved their valuable time. This did not come as a surprise. Employees of both sectors responded that they could save up free time. This free time helped them gain a fresh mind and achieve better balance.

In a few cases, respondents mentioned that they get good focus while working from home. The overall analysis shows that respondents working in both sectors focused mainly on two positive impacts: Time with family and Free time.

Theme 2: Negative impacts of WFH on work-life balance

When it comes to negative aspects, the negatives easily outweigh the positives. Our analysis reveals almost the same pattern from all the respondents, irrespective of their working sectors.

To sum it up, working from home is not as good as we initially think. First, professionals responded that they do not have a fresh mind while working from home because they have a terrible sleep schedule and extra work pressure. This hits upon their work-life balance.

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Secondly, respondents confirmed that distractions are always there at home. Focus can be quickly diminished, and work productivity lowers, resulting in working extra to finish the projects and meet the deadline and ultimately having an insufficient work-life balance or free time for oneself.

Adjusting to this work modality was a bit stressful for many. People working in this modality did not know many things and were confused about their performance and the quality of their work. These could have been avoided, as they responded so if they worked from the office.

Work from home modality resulted in extra work pressure. The assumption of managers that working from home is like vacation has led them to delegate more tasks. Plus, as they cannot visibly notice each employee's workload, they are ignorant of their subordinates' work pressure. This work pressure results in late-night finishing up projects with little or no time at all to self or family members. So, even if the respondents are with their family members, they are not there at all.

Finally, some other issues hinder the peace and work-life balance of employees. These are communication gaps and less representation of one's work. All in all, these problems contribute to an employee's working up to more or procrastinating more or even wondering what to do not getting clear instructions—finally, these result in a poor work-life balance.

Theme 3: Preference for work policy

Every respondent unequivocally agreed that a hybrid work modality is better among the three options: Work from home, Work from the office & Hybrid. They believe that the hybrid modality gives them the best work-life balance, and it takes up pros from both the other modalities.

VII. Recommendations

In this section, the paper suggests recommendations that tackle the problems and negative impacts of WFH modality and combine the positive effects of WFH modality and work modality preference of employees.

Breaking the monotony: WFH can get very monotonous, as supported by the case studies. Organisations can include fixed free time every day to mimic employees' interaction in their office to tackle this case. In that free time, fun activities, usual chit chat, etc., can be done to break the monotony of employees.

Easy approaching and problem-solving process: During the WFH modality, employees face the problem to approach their managers or other employees to solve problems or even get feedback. While in office, this can be quickly done, but in the WFH situation, this has become tough. A straightforward approach or problem dropping system can be introduced. As illustrated from Case V, many employees, new employees especially, do not know whom to approach to solve a new problem. Our recommendation will be to develop a site or use Google Sheets or any other interactive office document system where employees can drop their problems. Every other employee will have access to the site or document and can contribute to solving the problem instantly. It's like a Quora for office problem-solving.

Specific time frame of work: A specific time frame for doing work must be ensured and monitored. For example, a particular hour for lunchtime where no other meetings will be conducted. Plus, a fixed overall time frame like the work from the office module (9 AM-6 PM) should be ensured. Not maintaining a proper time frame has resulted in an overload of tasks for most employees, and if this specific time frame of work can be provided, it will give a better balance to employee's life and work.

A system to easily understand employees' workload: As evident from the interviews, during the WFH modality, it is difficult for managers to know their subordinates' work pressure effectively. This is primarily due to: a) Subordinates do not usually disclose their work pressure. They cannot say no to new work from their managers; b) Managers cannot physically see the project that the subordinates are working on; c) There is no policy that organisations ensure that managers check first before delegating work to their subordinates. An interactive system where everyone can see their current work can be maintained to solve this problem. For example, a Google Sheet for current projects can be sustained where every employee can fill up details like the project they are working on, the name of the manager that delegated the task, etc. This will help the managers to know the current project that one employee is working on. A corporate practice to ensure managers check work pressure before delegating can also be followed.

Training up to perfect communications in the online world: Communications gap arises during working from home, as evident by Case V. Training on how to conduct communications in this online modality for all employees can help teach the employees of the organisation the techniques and methods that they can follow to ensure effective communications.

Following the hybrid model of work: As all respondents suggested, the hybrid modality is the most preferred form of working and gives them the best work-life balance. Organisations can implement hybrid modalities to provide employees with the best working experience and help them achieve a healthy work-life balance.

VIII. Conclusion

This paper seeks to explore the impact of work from home modality. This paper shows that working

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from home has far more negative consequences than positive ones. The negatives hamper the work-life balance of professionals, as confirmed by all the employees. There are positives, but the negatives have outweighed the effect of those. Suppose organisations want to run a work from home policy entirely. In that case, they may need to run so if COVID 19 wave strikes again, they can work on the negatives and mitigate the problems as suggested by the recommendations. In that case, work from home can become much more tolerable. Few interviews indicated that the organisation did take some initiative to make the work from home modality bearable, like fixing a mandatory lunchtime where there will be no meeting, setting the work time after which there will be no work, etc. So, in this way, if organisations can solve the problems, working from home can have a good impact. The respondents back the recommendations of this paper, and it is thus considered that the recommendations if implemented, can make work from home policy much more suitable. This paper also shows that the hybrid modality is the most preferred. Every respondent likes this modality, and they believe this gives them the best work-life balance. Organisations can use a hybrid modality to provide the best work experience to their employees.

Work from home modality is a perfect option to have. If this policy is implemented in the right way, then this can increase productivity, reduce stress and give employees a better work-life balance. The paper tried to portray the overall scenario of the WFH modality in our country. The paper's recommendations can help organisations achieve a better WFH experience for their employees.

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Climate Change and Disaster Impact on Education Institution: Evidence based on Bangladesh Bureau of Education Information and Statistics (Banbeis)

By Tazia Hossain
Notre Dame University Bangladesh

Abstract- Due to the geographic location Bangladesh is remarked as one of the most vulnerable countries to climate change. These disasters have impacts on to the economy, the environment, national development and also education institution of Bangladesh. This study found that due to the disaster educational institutions come across enormous losses. Climate change and disaster causes huge losses to educational materials. It is also found that girl students are more likely to irregular than boys and male teachers are more likely to irregular than female teachers. In most of the affected institutions, the evaluation of report on the losses is not maintained in a structured way. Government should broadcast more awareness program about disaster and climate change. Education institutions should be given proper guide line to maintain evaluation report for long term disaster risk management.

Keywords: disaster, education materials and institution, irregular attendance of boys and girls as well as male and female teachers.

GJMBR-A Classification: DDC Code: 363.11966 LCC Code: TP155.5



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I. Introduction

To achieve the Sustainable Development Goal 4(SDG 4) and the educational development Education Ministry of Bangladesh undertook important activities such as supplying of books up to secondary level, education aids, foods, play items, post disaster counseling etc. The Compulsory Primary Education Act was been approved in 1990. Primary education is free and compulsory for all children up to class 5.

In Bangladesh, the education system has been divided into 3 levels (6). The primary education is the five years of schooling from grade 1 to grade 5. The secondary education starts from 6 to grade 10 which is completed by the Secondary Board Examination S.S.C. (School Secondary Certificate). The Higher Secondary Certificate (HSC) is the third level of public education ends at grade twelve.

Due to flat and low-lying geography all most every year Bangladesh is encountered with different disasters (like Surge, cyclone, flood, salinity, water logging, river erosion, drought, earthquake etc) which lead to vulnerable situations (1-4).

II. Literature Review

According to Bangladesh Educational Statistics 2018 reports, 14269 educational institutions are found in disaster prone area. 1131 primary schools, 7240 secondary school, 547 school & college, 1355 college and 3996 madrasahs were affected by different disaster. Among them 758 were government institutions 13511 were non-government institutions.

Banbeis, 2018 data reported that,5315 educational institutions did not able to recover the losses on buildings, 5153 on furniture, 1513 on roof damaged, 4925 on door window broken down, 2188 on water supply, 3468 on sanitation, 3382 on connecting rood and 630 other losses did not able to recover after disaster.

The main objective of the study is to explore

- The losses on educational materials and losses that the institution did not able to recover.
- The comparison between the irregular attendance of boys and girls in the institution after disaster.
- The comparison between the irregular attendance of male and female teachers in the institution after disaster.
- The current status of evaluation report done and sent by the institution for long term disaster risk management.

III. Data and Methodology

This study data has been extracted data from the Bangladesh Education Statistics 2018 and on Bangladesh Education Statistics 2020. The number of institutions is recorded in disaster prone area. The institutions are primary school (govt.), junior secondary school (non- govt.), secondary school (govt. and non-govt.), school and college (govt. and non- govt.), college (govt. and non- govt.), madrasah (govt. and non- govt.). The number of observations in each institution is recorded. Using this information overall percentage is estimated for each category.

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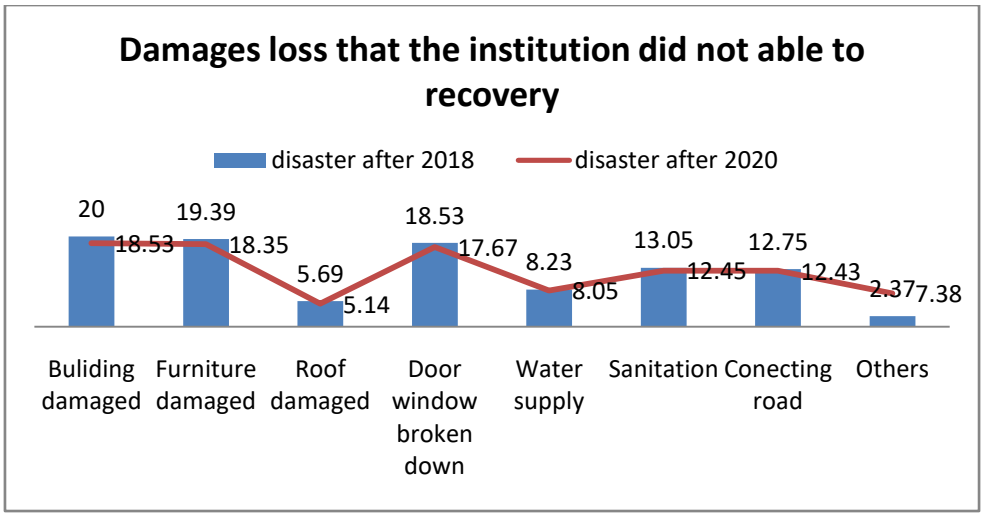
IV. Statistical Analysis and Results

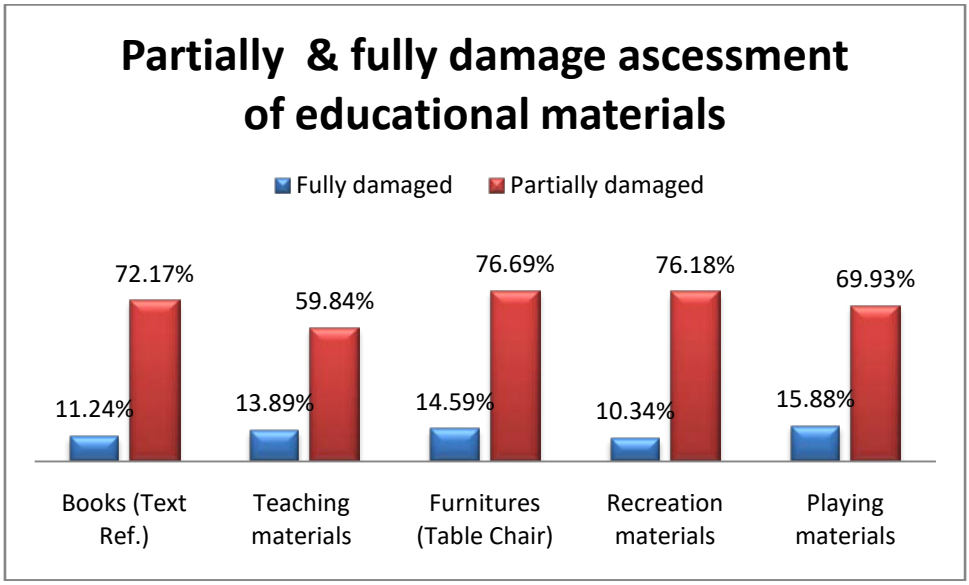
a) Damages loss that the institution did not able to recovery

Climate change and disaster causes many hazard to educational institution. According to the survey 2020 data, 18.53% buildings and 18.35% furniture are damaged. 17.67% doors and windows are broken down. Though disaster causes damages 8.05% water supply, 12.45% sanitation, 12.43% connecting road, losses are declining compare to the disaster after 2018. To diminish this percentage government is working and taking different measures before, during and after disaster in the disaster prone area.



b) Partially/ fully damage assessment of educational materials

Loss of educational materials is common incident during the disaster. According the survey data, 11.24 % books, 13.89% teaching material, 14.59% furniture, 10.34% recreational materials, 15.88% playing materials are fully damaged. 72.17 % books, 59.84% teaching material, 76.69% furniture, 76.18% recreational materials, 69.93% playing materials are partially damaged after disaster 2020.



c) Reasons for irregular attendance of the student

Irregular attendance of students and teachers are the common phenomenon after disaster. Students become irregular because of family moved to other location, inability to pay school fees, damaged of learning materials, helping parents in household work, engaged in income generating activities, lack of eagerness for further studies, felling not safe to go school, transportation difficulties etc. In very situations girls are more likely to irregular than boys. Girls frequently go through in vulnerable situations after disaster.

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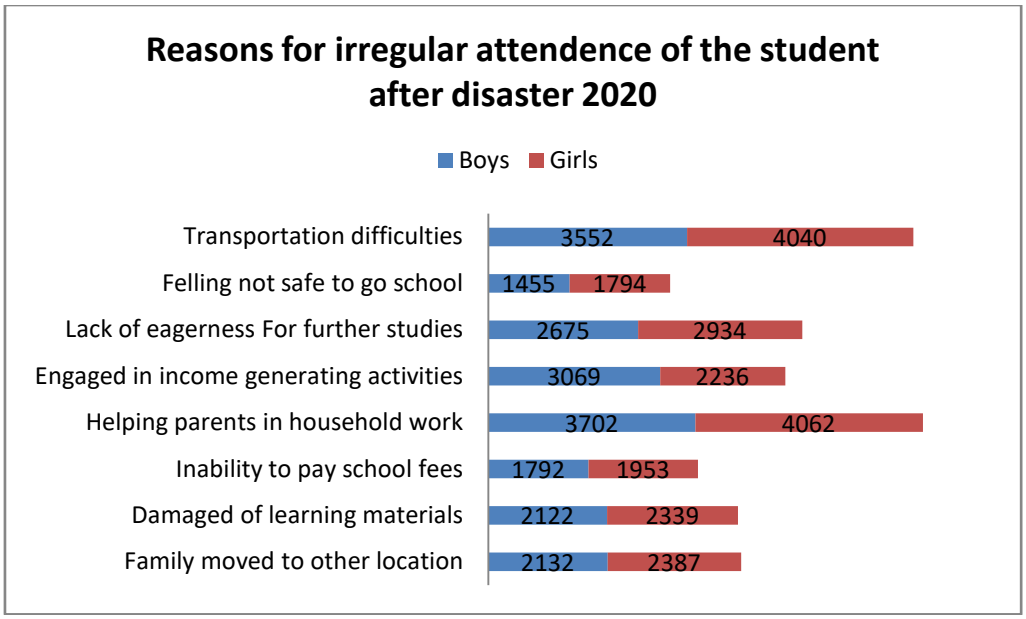
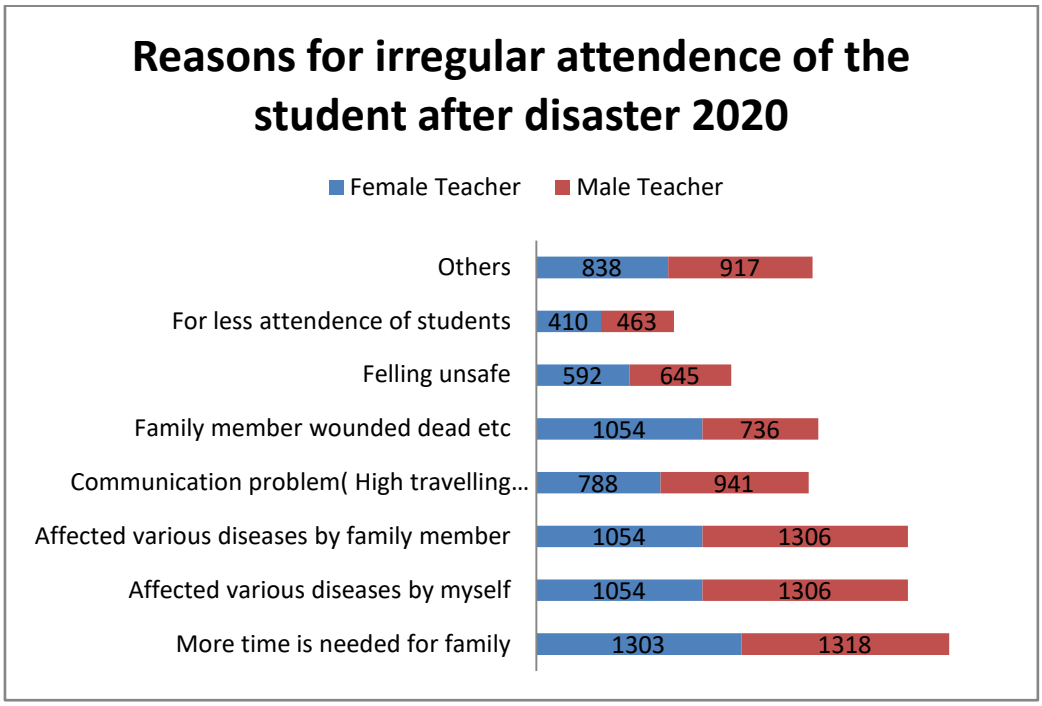


d) Reasons for irregular attendance of the teachers

Teachers are also found irregular after disaster due to more time is needed for family, affected various diseases by myself, affected various diseases by family member, communication problem(High travelling cost), felling unsafe, for less attendance of students ,family member wounded dead etc. Most of the cases male teachers are more likely to irregular than female teachers.



e) Evaluation report for long term disaster threats

Evaluation report is essential for long term disaster risk management. After disaster 2020, for 7.41 % institution reports are done and sent in structured way, 28.84% reported for the institution, 29.96% had no guide line for preparing reports. While 28.52 % reports are done and 33.01% had no guide line for preparing reports after disaster 2018.

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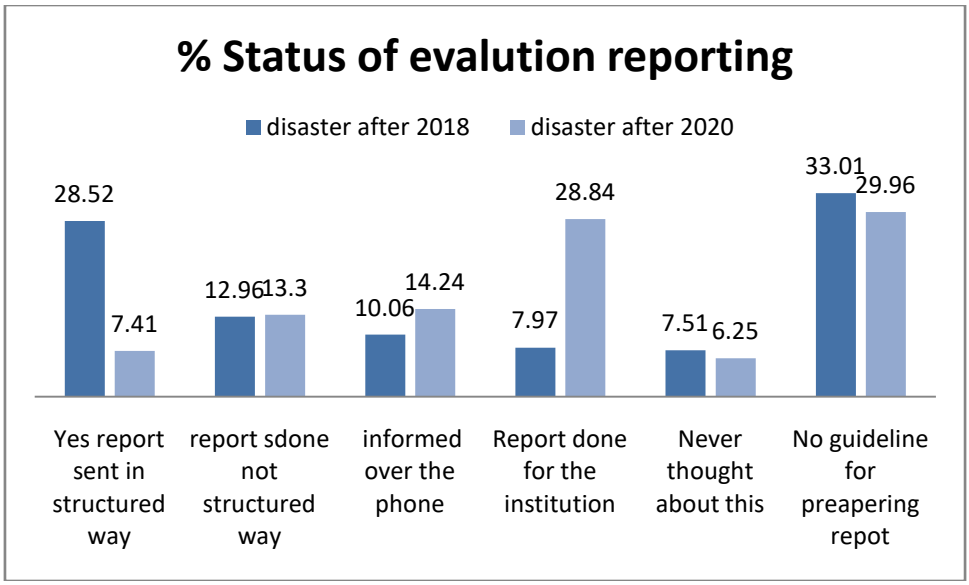

V. Recommendation

Education is disrupted after the disaster. Some remedies are needed to taken to overcome this circumstance.

- Parents should have been aware to support their children's education.
- Transportation facility should be improved immediately after disaster prone area for improving regular attendance of both teachers and students.
- Institutions should be aware disaster risk management to minimize the losses.
- Institutions should have been given guideline to maintain evaluation report in a structured way sending to the specific authority.

VI. Conclusion

Though for the last few decades, Bangladesh has substantial progress in disaster preparedness and taken significant steps to disaster risk reduction, every year education is disrupted after the disaster. This research intends to highlight the ongoing effect of disaster on education. The loss of teaching materials is a common occurrence during disaster. Books, teaching materials, furniture are fully damaged or partially damaged. This study found that girl students are more likely to irregular than boys andfemale teachers are more likely to irregular than male teachers because of their family, environment, communications etc. For achieving sustainable development awareness should be taken in community levels and emphasis should be given to on the evaluation report done and sent by the institution for minimizing long term disaster threats.

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Acknowledgments

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- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
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- Author name in font size of 11 in one column.
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The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

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c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
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f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
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Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

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j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

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15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

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Key points to remember:

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This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

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- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.



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Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
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- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

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This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

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Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

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Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

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The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.



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Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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