

ADJUSTMENT TO VIRTUAL WORK DURING THE PANDEMIC OF COVID 19, IN ACADEMIC FIELD

ABSTRACT

This research aims to evaluate if firm related factors and job-related factors, impact adjustment to the academic teleworks caused by COVID 19. This study analyze how adaptability affect the achievement of an adequate job performance. A sample of 330 academics participants, was used and a PLS analysis was execute. Finding support the premise that firm-related factors such as management support and training culture positively influence job-related factors such as management affirmation, personal competence, communication task and job autonomy. These factors impact employees' ability to adapt to unexpectedly impose telework thus promoting adequate job performance.

Key Words: COVID 19, firm-related factors, job-related factors, adaptability

INTRODUCTION

The outbreak of infectious disease caused by the pandemic of Covid-19 around the world is not an unknown phenomenon. Centuries ago, plagues affected societies, not only in their physical health but also psychologically. These effects were the consequence cause by hundreds of deaths. Pandemic also creates innovations such as advance in science and reaction in economic and political systems (Scheidel, 2017). The transmissibility of Sars Covid 19 paralyzed the world in the 21 centuries. The World Health Organization and world governments-imposed regulations such as lockdowns, to reduce exposure to the virus (WHO,2020). Institutions were not totally prepared for this unfamiliar environment. The use of the internet was the gateway to readjust to the unknown environment.

Academic institution and other businesses required a prompt reaction to continue operations. In the academic field the continuing operations became a challenge that required dealing with employees in a new scenario using modern technologies. The internet and its access to information were powerful tools used by institutions to shift the dynamics of delivery methods from traditional face-to-face to virtual blended modes, changing from traditional interaction to a technology-driven interactive virtual process (Rosenbusch, 2020). Organizations and institutions used previously the process of telework, but under this disruptive event the environment creates a stressful condition in which institutional members required to re-adjust the processes of a new reality.

The introduction of telecommuting, where no needs to be in the same place at the same time, guided the transferability of information through Information Communication Technology (ICT). It provided the advantages of telecommuting in which employees could execute their duties outside of their workplace (Bergum, 2007). Academic institutions adjust their process to a completely virtual process. Virtual education was a shift from traditional method to modern approach in which institutional strategies require faculty members to adapt and evolve in a new critical environment.

Staff members and faculty faced challenges in executing the transition process. They encountered external and internal barriers that influenced their perspective upon the process. Emotional distress caused by the transmissibility of the virus, fears about the uncertainties of job permanence, lack of training in ICT and other internal barriers (Tartavulea et al., 2020), among others were the biggest challenges.

Education is a pillar of our society, together with the wellbeing and sustainability of our society. Institutions rely on the faculty to disseminate knowledge. During this lockdown, academic employees experienced factors that interfered with their traditional method and required them to execute an accelerate mode transition to a completely online process. Employees experience difficulties of various type and in varying degree.

The aim of this research is to evaluate firm factors and job-related factor linked to the adaptability that exert in employee job performance. How adequate environment provided by academic institutions facilitate the employee's adaptability, in disruptive event caused by the Covid-19.

This pandemic environment represented challenges to the faculty, in dealing with internal and external factors that affect the outcome of the organizations. The relevance of this study contributes to explain the factors that influence overall performance taking in consideration a crisis environment in which institutions were not prepared. Also, has the intention to provide knowledge to a better understanding of how internal factors applied by staff members facilitate employees' abilities to adapt to and to overcome obstacles in a chaotic environment. With an increase in disruptive events academic institutions need to develop strategic to overcome instability employees may feel. Those strategies will be tight to a process in which employees could adjust effectively and efficiently.

LITERATURE REVIEW

Traditional versus epidemic crisis telework

The emergence of the Internet has changed the process of teaching and learning, forcing institutions to adapt to new demands. Virtual education provides an advantage for those people who want to study throughout their lives, to learn whenever and wherever they wish (Barbera, 2004). As telework has progressed, work has become more flexible in time and space. Work away from the office gives employees more autonomy in managing their work and balancing their family demands, while it also places higher demands on employees to set limits to their work (Currie & Eveline, 2011). However, environment change under disruptive events.

During the crisis of Covid-19 pandemic, academic institutions had to adapt to unforeseen events which created uncertainty, and fear of transmissibility to the virus among the employees. The organizational workforce needed guidelines and support from staff members to adjust rapidly to new educational demands (Carnevale & Hatak, 2020).

Government imposes regulations, in which organization moved to the virtual mode better known as telework to allow continuity of the business. Academic institutions required to move faster and to implement the process in an accelerated mode. Changes always generate uncertainties, and resistances. The contagiousness of this unknown virus and the natural predisposition to avoid changes, generate fear, stress, and insecurities in employees. The lack of proper training in the IT technologies and the use of a different platform to guide students in the new process of learning, placed new demands on professors executing their work. All these factors, together with problems with the internet, and additional administrative work, produce an unexpected stressful environment difficult to adapt to (Dawis, 2005).

Firm- Related Factors

Recent literature shown a connection between organizational factor to job factors (Bapna, et. al., 2013; Diamantidis & Chatzoglou, 2018). Factors affecting employee performance: an empirical approach. This research evaluates the impact of management support and training culture as institutional factors relate to job factors which connect to employee job performance.

Management support

In a time of crisis, institutions faced challenges to attend. Covid-19 created a crisis in academic organizations. Institutions drive the process to fully converted into virtual education. To succeed, institution required a fast and effective implementation, which create together with

health concern of virus transmissibility, anxiety, and fears. Strong management support enables the faculty to manage the uncertainties of the operations.

Staff administrator offers insights on priorities and strategies to navigate through uncertainty, mitigate damage and promote recovery. Management of a crisis requires creativity, attention to teamwork, improved communications, and leadership (Nembhard et al., 2020). Institutional coordination requires multiple functions and roles, such as motivation for the members of the faculty, facilitating problem solving, sharing knowledge, and understanding the emotional effects of the pandemic. In times of crisis, leaders are indispensable to setting and achieving goals (Hayes & Wooten, 2010). Management support includes communication tool, availability, and training. The outbreak of Covid-19 forced organizations to provide the adequate IT tools and a diverse platform required to support academics and to manage uncertainties, lack of training, personnel emotions, and communication (Larson et al., 2020). Adaptability into the new academic ecosystem depend on this. Organizational support contributes significantly to the quick and smooth transition to the new institutional process.

Training Culture

Training is a planned effort undertaken by the institution to evaluate and increase the ability of its members to perform their duties. Management function influence the institutional success, in which organizational culture drive to employee commitments. Therefore, organizational culture link to training with an effort to develop knowledge, skills, and attitudes, maximizing organizational outcomes and competing effectively (Ramdhani et al., 2017). In a new operational system, training is a necessary tool to overcome employee reluctance, in lack of technological expertise and the requirement of implementing new strategies. Training is essential to enrich professional growth, knowledge, abilities, skills, teaching methods, digital tools (Basantes-Andrade et al., 2020), to understand and improve in a time when operations require adjustment to a new demand. Members may feel uncomfortable functioning without proper technological skills, facing internet problems and a lack of communication from staff members, considered as a barrier on lack of training. Professors may also face internal barriers such as computer anxiety, fear of technology and un-defined roles, additions to their daily tasks and overloading a saturated schedule (Tartavulea et al., 2020). Training is also related to the development and the formation of professional competencies. Training connects the ability to design, organize, and analyze processes, plans, methods, and educational work in an unfamiliar

environment (Khmelnyska et al., 2020). Therefore, serve to improve employee confidence in and attitude toward the organization (Diab-Bahman, & Al-Enzi, 2020). Base on the literature the researchers propose the following hypothesis.

H1: Firm factors variable is a multidimensional variable explained by the constructs:

H1a: Management support

H1b: Training culture

Job-Related Factors

This study focuses on management affirmation, personal competency, task communication and job autonomy as a job factor. In which the process of employee adaptability connects to job performance. Is also important to mention the relevance of other factors influence the job performance not taken in consideration for the purpose of this research.

Management affirmation

High performing academics may decline in job performance and engagement when they begin working remotely, especially in the absence of preparation and training. Institutional staff members are responsible for providing remote support, constant communication, work engagement, and emotional support (Larson et al., 2020). During the crisis, challenges to reinforce the positive involvement of workers makes the difference in an organization. Institutions need to remain attentive to the effect on faculty of the disruption events in the work environment. Management affirmation, beyond the emotional, aims to sustain employee well-being (Carnevale et al., 2020). Wellbeing relates to health and safety. Management affirmation promotes the adoption of an inclusive and creative environment supporting workers. Employees feel the value of management affirmation during the adjustment process in a disruptive environment. Managerial behavior is a factor in promoting a work climate in which members, faculty, and administrative employees feel respected by their superior (Facet et al., 2008). The employee contribution may reflect in their creativeness and performance to the firm. Literature states that organizational support mediates the positive relationship between individual adaptability and job performance (Cullen et al., 2014).

Personal Competence

In pedagogical terms, self-competence relates to the professor ability in transferring knowledge, and values (Zach et al., 2012). Competence is related to professors' abilities, knowledge, and skills. The virtue of core competence is recognizing the complex interaction of

people, skills and technologies that drives firm performance and addresses the importance of learning process. Technical difficulties, internet issues, or difficulties logging, together with the emotional disruption cause by the pandemic of Covid-19, created barriers in adapting to new process (Charoensukmongkol, & Phungsoonthorn, 2020).

Uncertainties about social isolation led to burnout symptoms resulting in less confidence in doing the job (Kim & Burić, 2020). Teacher burnout, negative influence on teacher self-efficacy, relate to a person's diminished belief in their abilities to achieve goals and perform tasks.

The ability to adapt varied from person to person and was based on their health and emotional conditions, personal traits, ability to set goals, self-efficacy beliefs, emotional regulation and strategies used to manage their stress (Llorens-Gumbau & Salanova-Soria, 2014). Upper-level management has the responsibility to provide an environment where communication flows continuously to support adaptation to this new scenario.

Communication task

Effective communication is a key factor in the success of institutions. With globalization and current changes in technology, institutions have move to telework, providing more flexibility to their employees. Communication effectiveness plays a significant role and requires the administrator to develop strategies to achieve their goals and objectives. In the new world of telecommunication, videos, audio, and computer technology allow changing from face to face to e-communication. Effectiveness and efficient communication become the role for administrators needing to provide guidelines to the professors to achieve the goals of the institution. Institutions need to create policies, provide guidelines, and design communication strategies allowing the prompt and proper flow of communication from the administrators. Listening to professors concerns about their situation and providing feedback to address it (Claeys et al., 2010), enabled administrators to interact properly with professors. Administrator had the benefit of having different flow of information to effectively by communicate vertically and laterally. Job communication is positively related to higher employee and firm performance.

Job Autonomy

Autonomy in the workplace refers to a freedom employees have in doing their jobs (Hackman & Oldham, 1975). Higher levels of autonomy tend to result in an increase in job satisfaction. In a traditional organizational structure, restrictions usually are present at a lower

level of the organization, and more autonomy is presents in the higher ranks. Contemporary organizations, however, are increasingly implementing policies of job autonomy to enhance employees' work motivation, performance, job satisfaction, and creativity (Hoskins, 2014). Studies have shown that, work environments that are more autonomous in nature result in higher job satisfaction and better productivity. Autonomy does not mean lack of process controls. In their interest to develop the best talent and expertise of their members, upper-level management can provide guidelines to accomplish goals and objective, with defined boundary such deadlines. Job autonomy reflects more job satisfaction and trust of top management, resulting in higher work engagement, greater well-being, and superior performance ratings. Improvement on work effectiveness and organizational success relates to job autonomy (Lu et al., 2017). With autonomy individuals are likely to integrate more duties in their role. During the crisis of Covid-19 pandemic in 2019, people around the world move to work out of office, leading to new operating processes. Job autonomy became critical, an essential linked to work performance and the wellbeing of employees.

Effect of Firm-Related Factors to Job-Related Factors

This research correlates the firm-related factors as management support and a training culture linked to the job-related factors such as managerial affirmation, personal competence, task communication and job autonomy. The literature supports this correlation. Diamantidis (2018) present a correlation between management support and work environment. Process of adaptability in a stressful environment as being related to management support, as well as personal characteristics such as employee flexibility, and job skills (Song et al., 2011). Based on literature the proposed hypotheses are the following:

H2: Firm factors measured by the dimensions of management support and training culture have an impact on managerial affirmation.

H3: Firm factors measured by the dimensions of management support and training culture have an impact on personal competency.

H4: Firm factors measured by the dimensions of management support and training culture have an impact on communication tasks.

H5: Firm factors measured by the dimensions of management support and training culture have an impact on job autonomy.

H6: Job-related factors is a multidimensional variable explained by the constructs:

H6a: Managerial Affirmation

H6b: Personal Competency

H6c: Communication Tasks

H6d: Job Autonomy

Adaptability

Adaptability involves the way to manage different situations or demands and re-configure their own resources (Kashdan & Rottenberg, 2010). With the outbreak of Covid-19 adapting to the unfamiliar environment led to unexpected challenges for academic institution. Converting completely to remote work implies staff members must adjust to a new institutional structure, adapting and developing abilities to strengthen relationships and maintain competitiveness.

Although, personal adaptability varies across people and situations. The need to adapt may rise, in response to perceived personal tension, or react, in response to perceived external tension (Orkibi, 2021). Key aspects of performance that relate to such events are how easily employees adjust to and deal with the unpredictable disruptive events, how smoothly they can react when required, and to what extent they take reasonable action, despite inherent uncertainty and ambiguity of the event.

Adapting to a new and dynamic environment may require professors to solve new, complex, and unfamiliar problems requiring creative solutions. Adaptability under this investigation will focus on a domain of four dimensions; *adaptability in handle emergencies or crisis events, adaptability to manage stressful events, adaptability to new task, adaptability in interpersonal relationship* (Pulakos et al., 2002).

Adaptability to manage stressful events

Stressful disruptive events have significant adverse impact on the mental health and psychological functioning of a person and lead to problems such depression and anxiety. Such situations caused potential to increase the levels of stress, burnout, fear, and frustration. People respond to the same stressor differently due to individual differences including emotional, and psychological factors. Regardless detrimental impacts of stress on psychological health, individual differences in strengths can reduce the negative effects of stress on health. Decrease in productivity, low morale connects to higher level of stressor (Yıldırım & Solmaz, 2022).

Key aspects of performance that connect to disruptive events are how easily employees adjust to and deal with unpredictable situations, how efficiently and smoothly employees can change their focus when necessary, and to what extent they take reasonable action, regardless the uncertainty and ambiguity of the situation (Pulakos et al., 2000)

Adaptability in learning new task

Adapt to unfamiliar environment, together with development of new skill and design new strategies to support academics institutions relate to effective performance. Employees how adapt and tolerate the uncertainties are in better position to succeed in disruptive environment. Adaptive performance as state in literature involves learning new ways to perform new tasks or refocus to perform job demand (Noe & Ford, 1992). Learning process involves planning and participation to develop future skills and abilities. Effective performers in a crisis institutions are those who anticipate future needs and adapt to changing job requirements by learning new tasks, technologies, procedures, and roles (Pulakos et al., 2000).

Institutions relay on employees, modern technologies, and professional dispositions to overcome obstacle cause by the disruptive event. Professional dispositions to attitudes and beliefs, related to values, such as care, correctness, and honor. The experience of using modern technologies has influenced the planning process, and methodology use to execute their work (Kearns, 2016). To successful and sustainable new processes, required employees re-designing and retrain their own abilities (Brinkley-Etz Korn, 2018). Those new task relate to the success on the adaptability of new demands connect to job performance.

Adaptability to maintain interpersonal relationship

Interpersonal relationship is based in social association, connection, and affiliation between peoples. Relate to social link between two or more persons. Organization relay on employee's ability to performance his job by the interaction of superiors, subordinate, peers, and costumers. Therefore, the interpersonal relationships between the members of the organization play a significant role to attain the organizational goals (Obakpolo, 2015). Employees interpersonal relationship demonstrates improvements toward attitude on job satisfaction, commitment, and perceived organizational support.

The need to respond fast required a good relationship. Effective professional relations at a workplace required an effective communication and teamwork effectiveness (Judeh, 2011). The development of interpersonal relationships goes within a good teamwork participation. The

challenge institutions faced to promote the interpersonal relationship in a time of crisis and at distance, prompted to work closely, improving communication and support from administrator to faculty. Due to the outbreak of covid-19, institutions move to virtual education. Pandemic of Covid-19 crisis create uncertainties, in which certain employees adapt easily while others do not. Literature shown the decrease in time effectiveness on isolated groups, affecting work satisfaction (Baltes et al., 2002). With the design of strategies organization could overcome sense of employee anxiety and burnout.

Initiating social activities as webinars and providing teamwork efforts, will encourage values between employees at work (Obakpolo,2015). Interventions of staff members may facilitate the social relationship between employees, promoting openness and enjoyable climate work (Berman et al., 2002). Base in the literature job performance connect strongly to adaptability, in which relate to adaptability to emergencies, adaptability to stressors, adaptability to learning new task and adaptability to interpersonal relationship. Then we proceed to propose the following hypotheses:

H7: Job-related factors have an impact on Adaptability measured by the dimensions of Handling Emergency.

H8: Job-related factors have an impact on Adaptability measured by the dimensions of Handling Stress.

H9: Job-related factors have an impact on Adaptability measured by the dimensions of Learning Tasks.

H10: Job-related factors have an impact on Adaptability measured by the dimensions of Interpersonal Adaptability.

H11: Adaptability is a multidimensional variable explained by the constructs:

H11a: Handling Emergency

H11b: Handling Stress

H11c: Learning Tasks

H11d: Interpersonal Adaptability

H11d: Interpersonal Adaptability

Adaptability to telework and its impact on employee performance

Literature connects the adaptability to the job performance process. Employees performance is related to personal and environment characteristic. Effectiveness of job

performance rely on management support, and process of adaptability. During the disruptive events skills, abilities and knowledge of employees will advocate in a better job performance. Personal and environmental characteristic influence job performance. Employees feel valuable by a strong management support, appropriate training and communication resulting in superior performance. On a disruptive events ability to manage emergencies, stress factors, learning task and interpersonal characteristic, will influence performance results (Charbonnier-Voirin & Roussel, 2012).

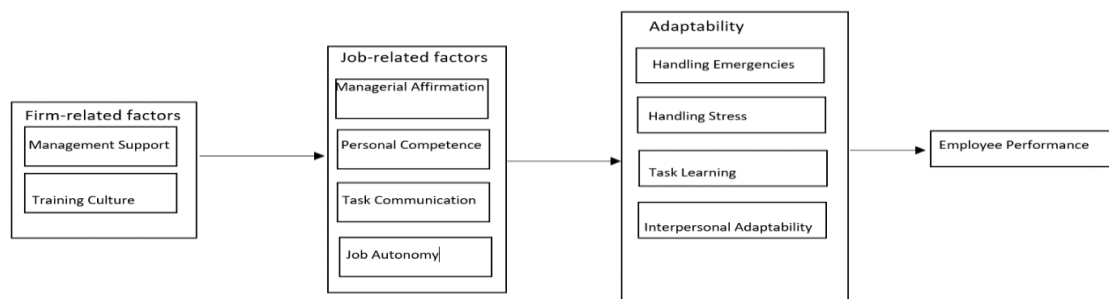


Figure 1. Conceptual Model: Propose hypotheses obtained from literature

METODOLOGY

This explanatory study used a convenience sampling procedure aimed at academic employees over 21 years of age and residents of Puerto Rico who had to use telework abruptly as a protective measure against COVID 19. To ensure the rigor of data collection, the researchers programmed and protected the survey so that it could only access once. From a total of 519 surveys collected by sending emails and posting the link on social networks (Facebook, Twitter and LinkedIn), after evaluating the data, only 330 surveys were usable for analysis purposes, equivalent to 63.6% percent of the total. The variables measure was in total of thirty-four items. In which the researchers design the items base on literature review and research objectives. Researchers used the Hierarchical *Component Models (HCM)* to measure the firm-related factors, job-related factors and adaptability.

RESEARCH DEVELOPMENT

Results

Descriptive Data

Analyzing the data related to the descriptive shows that most, of the participants were female 93%. Ages concentrates between 21-55 years of age with (90%). Educational level ranged

from bachelor's to master's degree 94%. Among employees, 91% were in non-administrative positions.

Validity of the Study

The variables result goes inside 0.70 criteria on the Alpha coefficients and convergent validity (Hair et al., 2016; Henseler et al., 2009). All variables' loads are above 0.444. Similarly, the AVE values reflected results above 0.50, concluding that the latent variables explain more than half of the variance on their indicators, according to the 0.50 criterion of Hair et al. (2016), with the exception, of the variables Adaptability (0.444) and Job-related factors (0.453). However, Hair et al. (2016), clarifies that the values can be between 0.40 to 0.70. The Fornell-Larcker (1981) criterion and cross-loading used to perform on complementary and discriminant validity test. Collinearity data reflect results below 2.037, which follows acceptable values of lower than 5.0 (Hair, et al, 2014).

Estimation and results of the measurement model

Results obtained by the PLS program show 59.3% of job performance in which the adaptability variable relate to job factors. Those job factors explained under the 35.8% of handling emergency, 28.2% of handling stress, 23.7% task learning, 10.6% interpersonal adaptability. While the firm factor represented by management support on training culture, the results show: 37.9% of management affirmation, 12.4% of personal competence, 30.2% of task communication, and 14.6% of job autonomy.

Hierarchical Component Models (HCM)

Variables analysis of firm factors, job factors and adaptability, used as a second level hierarchical under this research. Following existing literature, the variable of firm factors belongs to management support and training culture. Whereas job factors are composed of managerial affirmation, personal competence, task communication and job autonomy. The variables of handling emergency, handling stress, task learning and interpersonal adaptability goes under the dimension of adaptability. Researchers done variables analysis using *Hierarchical Component Models (HCM)* within the structural mode. Which makes the PLS path model more accurate and easier to understand (Hair et al., 2018). The analysis was perform using repeated indicator approach for each of the construct's firm factors, job factors and adaptability (Ringle et al., 2012). However, the conformation of the firm factors explained by managerial support was ($\beta=0.523$; $t=22.951$), followed by training culture ($\beta=0.635$; $t=30.626$).

The firm factors explained by the first variable of managerial affirmation ($\beta=0.616$; $t=18.331$, then by personal competence ($\beta=0.352$; $t=7.912$), and task communication 4 ($\beta=0.549$; $t=13.237$) and finally job autonomy ($\beta=0.383$; $t=8.704$). While under the variable of adaptability goes in handling emergency ($\beta=0.358$; $t=23.197$), then in handling stress variable ($\beta=0.348$; $t=21.586$) and following by task learning ($\beta=0.371$; $t=19.158$) and finally interpersonal adaptability ($\beta=0.213$; $t=9.918$).

Hypothesis Tests

Supported hypotheses resulted on H1, H6, and H11, used the Hierarchical Component Models (HCM). The hypotheses confirmed by with 90% of confidence level, the path coefficient will be significant if the theoretical t-value is equal to or greater than 1.28 (Hair et al., 2018).

The firm factors measured by the dimensions management support and training culture have a significant impact on managerial affirmation, H2: ($\beta=0.616$; $t=18.331$; $p<0.000$); firm factors measured by the dimensions management support and training culture also have a strong impact on personal competence, H3: ($\beta=0.352$; $t=7.912$; $p<0.000$); firm factors as measured by the dimensions management support and training culture have an impact on task communication, H4: ($\beta=0.549$; $t=13.237$; $p<0.000$); firm factors as measured by the dimensions management support and training culture have an impact on job autonomy, H5: ($\beta=0.383$; $t=8.704$; $p<0.000$); job-related factors have an impact on the employee's adaptability to handling emergency, H7: ($\beta=0.598$; $t=15.279$; $p<0.000$); Job-related factors have an impact on the employee's adaptability to handling stress, H8: ($\beta=0.537$; $t=12.821$; $p<0.000$); job-related factors have an impact on employee adaptability to task learning, H9: ($\beta=0.487$; $t=10.107$; $p<0.000$); job-related factors have an impact on employee interpersonal adaptability, H10: ($\beta=0.325$; $t=5.669$; $p<0.000$); employee adaptability has an impact on job performance, H12: ($\beta=0.770$; $t=35.173$; $p<0.000$).

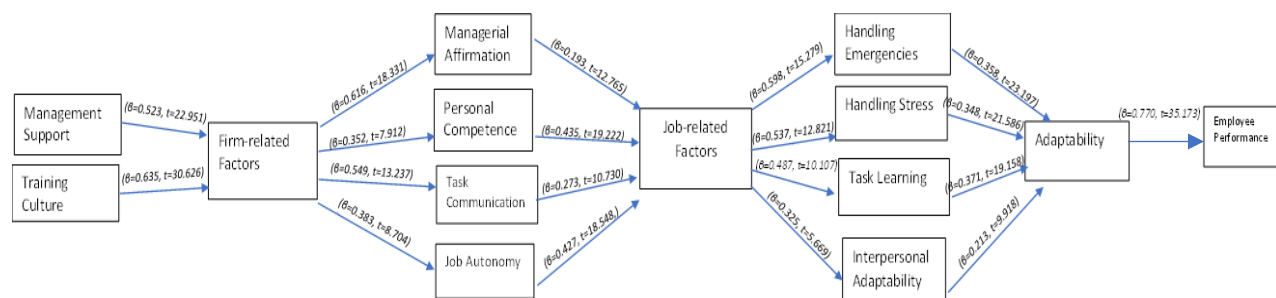


Figure 2. Final model with results

Results Discussion

This study validates employee's perception that good management support positively affects job performance. Management affirmation is critical to successful job performance. Employees appreciate help in setting objective, praise for a job well done and recognition of an appropriate level of productivity. This study also shows that adequate training for telework is vital in management affirmation. Analyzing the need for training before designing it, planning workshops according to needs, implementing these plans and evaluating the results significantly impact management affirmation by creating for employees a work environment in which they feel respected and valued.

An analysis of the effect of firm factors on personal competence, communications and job autonomy shows that management support and training make an employee feel confident, knowledge and in control of his work, leading to completing tasks and achieving goals. This attitude is due to employees perceiving management as providing clear expectation of changing policies, information about coming changes and clear guidance on work expected from them. Employees in this study identified management support and training as the factors that have allowed them autonomy to determine what work to do and how to do it.

This study demonstrates that management affirmation, personal competence, communications, and job autonomy make an employee feel able to adapt to telework given the stressful situation create by Covid-19. Employees were able to put aside emotions and be objective making decisions related to their work. Job related factors allowed employees to manage stressful situation generate by the media as well as the increased amount of work generated by a new modality of work. The process of adapting to telework goes in accelerated and disruptive mode. Nonetheless, management affirmation, personal competence, communications, and job autonomy allowed employee to take measures to improve job performance, to learn new methods of creative problem solving to develop new skills and to have an initiative-taking attitude to learning new ways of working. Job related factors have made employees more flexible in personal relationships enabling a better understanding of how others feel. Interpersonal adaptation was achieved in this way. This study shows that employees were able to manage telework related stressful situation and were able to learn new task and to do so at a new level of interpersonal relationships. This adaptability allowed management to achieve its goals, relying in the perception of job well done.

CONCLUSIONS

Disruptive events affect companies normal routinary process, altered performance process. The emergency of COVID 19 pandemic create its particularity, generate distance, forced companies evaluated alternatives to continue business operations. Adaptability on unfamiliar environment create a dynamic in which the firm factor applied by management connect to job performance results in benefits to firm and employees. The major contribution of this research confirmed institutional factors linked to disruptive event, allowing business continuity.

Other studies evaluated on telework, disruptive events, and employee process adaptability, more investigations needed to correlate the adaptability process of an employee under emergency circumstances, for the success of the institutions. From the theoretical perspective, the study validates a model that include variables that measures the antecedent and the consequence of adaptability caused by a disruptive event. The variables presented in this research evaluated in new disruptive scenario of the pandemic of Covid-19.

From the practical perspective, our model proposed variables, in which institutions could use as a tool to evaluate factors affect job performance. The study shows the relevance for institutions in implementation processes and appropriate support management should provide to employees. Support relates to appropriateness in communication task and expectation on job performance.

Administrators are critical on development for organizational climate and work environment. However, these must ensure that even from distance, employees feel the sense of belonging and support from its supervisors. In other words, in the face of abrupted changes in which employees are working from distance, employees must perceive being valuable to the institutions (Diamantidis and Chatzoglou, 2018). Constant support from the institutions, appropriate communication, and flexibility to execute their work will enable them to success, in a disruptive environment.

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