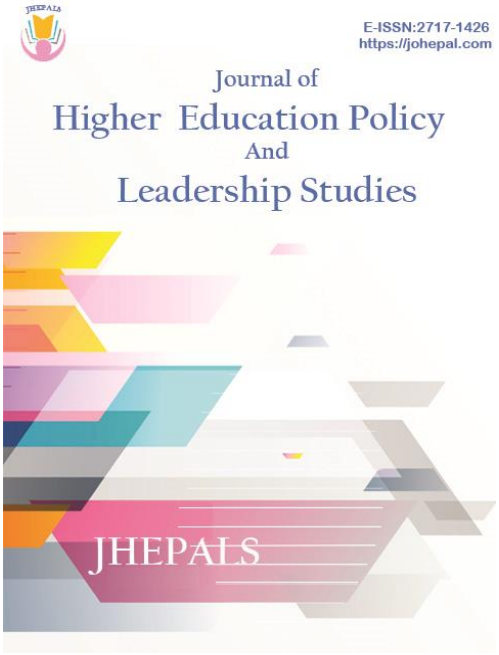
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# The Impact of Covid-19 on Organizational Culture: Sultan Qaboos University Case Study

**Aieman Ahmad AL-Omari** *
Email: a.alomari@squ.edu.om

**Khalaf Marhoun Al'Abri** *
Email: kabri@squ.edu.om

* *Department of Educational Foundations and Administration, College of Education, Sultan Qaboos University, OMAN*

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# The Impact of Covid-19 on Organizational Culture: Sultan Qaboos University Case Study

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## Abstract

The present study aimed to explore the impact on working culture due to pandemic caused by Covid-19, and whether there were statistically significant sex and experience differences in Sultan Qaboos University staff perceptions. The current study used a questionnaire that applied to a sample consist of 156 staff, of whom 100 were males, and 56 were females. The results of the questionnaire indicated that staff perception the organizational culture during covid-19 pandemic with moderate level. According to sex variable, (13) items of organizational culture during covid-19 pandemic had significant differences from staff perceptions on organizational culture during covid-19 pandemic referred to male, while (3) items had no significant differences. Regarding to staff experience, five of 16 items were significantly differences according to staff experience.

**Aieman Ahmad Al-Omari** *
**Khalaf Marhoun Al'Abri**

**Keywords:** Organizational Culture; Covid-19 Pandemic; Sultan Qaboos University; Oman

*Corresponding author's email: a.alomari@squ.edu.om

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## Introduction

The COVID-19 pandemic has forced many institutions to make considerable changes to their normal business processes. One sector that has seen a substantial digital transformation has been the global higher education sector. The closing of university campuses, national lockdowns and social distancing requirements have meant that many academics across the world have needed to rapidly convert their existing teaching material to a format suitable for online delivery. This change has resulted in many academics learning new online teaching techniques, with little or no training, and minimal prior experience. The academics in Sultan Qaboos University (SQU), Oman were no exception to this challenge. Over a few short weeks, academic at SQU had to convert existing and new teaching material to an online format for a variety of different cohorts including graduate and undergraduate students.

For SQU, attention is now turning to plan for the next academic year. At SQU, it is highly likely that some physical face-to-face teaching will be delivered. However, there is still the need to deliver some teaching online, especially for those students unable to return to campus. Although the fall semester of 2020 was an intensive and demanding time for SQU academics, they gained considerable experience in online teaching methods.

The COVID-19 pandemic has changed the way and where we work and challenges us to see organizational culture through a different lens. With new traditions and new ways of communication to strengthen our educational institutions, we can ensure the organizational culture remains alive. Decades of academic research have shown how cultivating a strategically relevant culture boosts organizational performance and individual well-being. It is therefore critical to assemble systematic evidence about how organizational cultures have changed, positively and negatively, as a result of the COVID-19 pandemic (Brown, et al., 2021).

The COVID-19 pandemic emerges as a stressful and even traumatic event that requires individuals to make sense of the new situation and choose appropriate coping actions. Since cultural values reflect the desirable end states that are worth pursuing (Hofstede, 1980; Schwartz & Bilsky, 1987; Triandis, 1995), they are likely to influence members' attentiveness to and prioritization of stressors in the appraisal processes. As Thomas (2021) indicated that the Covid-19 pandemic has had tremendous effects on workplace culture. The global lockdown and travel bans have upended assumptions about the nature of work and corporate interactions. People have discovered that they don't have to be in an office, that they can get most things done remotely. As they adjust to operating during a pandemic and prepare for the recovery, organizational leaders need to consider which culture changes they want to retain and which they must counteract. Ohlmer and Frost (2020) said that there is no universal "best practice" organizational culture. Business leaders need to build and nurture an organizational culture that enables the organization to reach its strategic ambitions and to respond to challenges facing the organization.

Culture refers to the shared psychological meanings and collective practices that distinguish one nation from another (Hofstede, 1980). The shared cultural meanings have been operationalized in various ways, such as cultural values (Hofstede, 1980; Schwartz & Bilsky,1987; Triandis,1995), self-construal's (Markus & Kitayama,1991), thinking styles (Ji, Nisbett, & Su, 2001; Nisbett, Peng, Choi, & Norenzayan, 2001; Spencer-Rodgers, Williams, &

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Peng, 2010), regulatory focus (Higgins, Pierro, & Kruglanski, 2008; Kurman & Hui, 2011), and so on.

Culture defined by Tylor (1871) is "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." Culture is the total way of life and it passed from one generation to the next generation (Berger & Luckmann, 1991). An organizational culture reflected in the leadership skills of its top executives as well as in the everyday behaviors of its workforce (Watkin, 2020). Organizational culture defined as the way in which members of an organization relate to each other, to their work, to the outside world that distinguishes them from other organizations. When an organizational culture analyzed culture describes many facets of working relationships among the members (Waisfisz & Hofstede, 2017).

Organisational culture is an important part of why employees choose to work for an organization. The culture of an organisation is exactly what makes employees feel as though they 'fit' within a workplace, which can affect happiness, motivation and ultimately, productivity. The challenge is, as workforces continue to work from home, at least part-time, on a mass scale, many of the variables that make up corporate culture are not within the control of organizations in the same way and to the same degree as they used to be. Consequently, it's important for organization leaders to focus on how COVID-19 is impacting working experiences and what they can do to continue to ensure a positive organisational culture for their staff (Weston, 2020).

According to the findings of a global research conducted by PwC culture is far more important than organizational profitability. During the prolonged lockdown and remote working a leader may consider the following steps to protect and nurture the organizational culture (PwC Ireland, 2020): 1. Decision making process should be driven by cultural values of the organization and it should be visible in action to all. 2. Leaders should take concrete and visible steps that can have a positive ripple effect as they flow through your organization. 3. Provide guided steps to adapt new ways of working to gain success during prolonged work from home. 4. Encourage collaboration, sharing and creative problem solving.

The Coronavirus has and will have significant impact on our ways of living, work, studies, ways of socialization, communication and overall culture (Huen, 2020). It is the time to welcome the new cultural change and adapt our ways of living as we are standing in front of a new work culture (Gautam, 2020).

During and post Covid-19 era working professionals are entering into a new world where mini home office will a norm in most of the houses and organizations will promote such work from home culture (Sharma, 2020). Regarding to cost cutting and productivity, the findings of Global Research firm Gartner 74 per cent Chief Financial Officers plan to permanently move their human resources to remote working/work from home positions to save cost post Covid-19 pandemic (Parungao, 2020).

The COVID-19 pandemic has caused disruptions in the workplace that include organization culture changes, interaction and employee morale. It has also increased the need for organization leadership to step up innovation. While a great deal of the focus has been on implementing technology that allows employees to work remotely, technology is just one piece of the puzzle. It is essential to address human bonding, interaction and connection – especially while employees are working remotely. This part of the overall

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experience that makes up true organization culture. Organizations will need to find a balance and/or combine in-person options with automation and technology in order to survive and thrive beyond current conditions (Richards, 2020). Therefore, this research objective comes to explore the impact on working culture due to pandemic caused by Covid-19, through answering the following questions:

- Q1: How do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic?
- Q2: Do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic differ based on their sex?
- Q3: Do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic differ based on their experience?

## Research Methodology

### Research Design

The purpose of this study is to explore the impact of Covid-19 on organizational culture and emerging trends of work from home. A quantitative study with the help of a descriptive survey method employed at this study.

### Instrumentation

A questionnaire developed by the researchers "Organizational Culture through Pandemic COVID-19", the questionnaire included (16) items. In this research, for examining the validity of the instrument (face validity evidence) it presented to five experts in educational administration, research and evaluation and educational measurement. They asked to check whether the statements in the instrument are clear and linked appropriately with the problem of study. Based on the experts' comments, some revisions regarding to the language done. The assessment on the reliability of the scale with respect to the Alpha coefficient Cronbach's (0.89) showed that Alpha value of the scale of all variables found that the scale is "reliable".

### Participants of the Study

The participants of study are (156) full time working professionals in Sultan Qaboos University during spring semester 2021, of whom 100 were males, and 56 were females.

### Collection and Analysis of Data

The Google forms survey conducted by contacting staff on emails. In the current research during the process of data analysis, the SPSS (Statistical Package for Social Sciences) package program used. Means and standard deviations used to answer question one, t-test, means and standard deviation to answer question two, and One-Way MANOVA to answer question three.

In order to understand the results of this study, it was important to set specific cut points to interpret the participants total scores related to their perception of their medical leadership competences. Regarding the cut points, it should be noted that the researcher used the response scale of each item that ranged from 1 to 5 to determine these cut points

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according to the following manner: 1-2.33 = low, from 2.34 to 3.67 = moderate, and 3.68-5.00 = high levels.

## Results

### Question 1: How do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic?

Research question 1 was about determining the Sultan Qaboos University Staff perception about the organizational culture during covid-19 pandemic. Means and standard deviations are used to answer this question. Table 1 present means and standard deviations of each item ranked according to its highest mean value. Higher mean values refer to "I can be my completely self-while at work at SQU and do not have to pretend to be someone I am not" item with high level (M=3.77, SD=1.29), whereas lower mean values refer to "If a process, procedure, approach is not working; we can correct it with ease at SQU" item with moderate level (M=2.90, SD=1.13) perceived by Sultan Qaboos University Staff.

Table 1.
Means and Standard deviation for the impact of covid-19 pandemic on organizational culture among Sultan Qaboos University Staff (N=156)

| # | Items | Mean | SD |
|---|---|---|---|
| 4 | I can be my completely self-while at work at SQU and do not have to pretend to be someone I am not. | 3.77 | 1.29 |
| 15 | I get to exercise my creativity at work in SQU. | 3.72 | 1.01 |
| 14 | We at SQU care about making our institution a better place to work. | 3.59 | 1.17 |
| 10 | The internal tools and technologies we use in my institution are as good. | 3.56 | 0.95 |
| 5 | I am given autonomy in my job at SQU. | 3.54 | 1.08 |
| 1 | I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature. | 3.54 | 1.22 |
| 9 | We at SQU use tools and platforms internally to help us collaborate and communicate more effectively. | 3.46 | 1.03 |
| 13 | We at SQU are evaluated on the core values that are important to our success. | 3.33 | 1.07 |
| 11 | We at SQU welcome comments from others even if they disagree with us. | 3.33 | 1.20 |
| 16 | People at SQU know what other departments need from them and share the right information at the right time. | 3.28 | 1.15 |
| 2 | We at SQU evaluate the quality of the decisions we make internally. | 3.26 | 1.35 |
| 12 | We at SQU push past the "we've always done it that way" objection. | 3.18 | 1.03 |
| 3 | Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done. | 3.13 | 1.07 |
| 8 | Everyone here at SQU is clear on what drives our success as an institution. | 3.08 | 1.12 |
| 6 | We remove 'silos' and 'boundaries' at work; we are not territorial at SQU. | 2.95 | 1.32 |
| 7 | If a process, procedure, approach is not working; we can correct it with ease at SQU. | 2.90 | 1.13 |
| | Total | 3.35 | 0.92 |

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Question 2. Do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic differ based on their sex?

T-test, means and standard deviation conducted to determine whether there are significant mean differences in the Sultan Qaboos University Staff perception about the organizational culture during covid-19 pandemic based on their sex. Table 2 presents t-test, means and standard deviation results. T-test results revealed that sex had significant differences on (13) items of organizational culture during covid-19 pandemic referred to male, while (3) items had no significant differences.

Table 2.
t-test, Means and Standard deviation for Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic based on their sex (M=100, F=56)

| Items | gender | N | Mean | SD | t | df | Sig. |
|---|---|---|---|---|---|---|---|
| 1. I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature. | male | 100 | 3.92 | .748 | 5.730 | 154 | .000 |
| | female | 56 | 2.86 | 1.566 | | | |
| 2. We at SQU evaluate the quality of the decisions we make internally. | male | 100 | 3.64 | 1.267 | 5.078 | 154 | .000 |
| | female | 56 | 2.57 | 1.248 | | | |
| 3. Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done. | male | 100 | 3.40 | 1.064 | 4.495 | 154 | .000 |
| | female | 56 | 2.64 | .903 | | | |
| 4. I can be my completely self-while at work at SQU and do not have to pretend to be someone I am not. | male | 100 | 3.88 | 1.183 | 1.433 | 154 | .154 |
| | female | 56 | 3.57 | 1.463 | | | |
| 5. I am given autonomy in my job at SQU. | male | 100 | 3.80 | .985 | 4.234 | 154 | .000 |
| | female | 56 | 3.07 | 1.110 | | | |
| 6. We remove 'silos' and 'boundaries' at work; we are not territorial at SQU. | male | 100 | 3.40 | 1.239 | 6.377 | 154 | .000 |
| | female | 56 | 2.14 | 1.069 | | | |
| 7. If a process, procedure, approach is not working; we can correct it with ease at SQU. | male | 100 | 3.16 | 1.051 | 4.063 | 154 | .000 |
| | female | 56 | 2.43 | 1.126 | | | |
| 8. Everyone here at SQU is clear on what drives our success as an institution. | male | 100 | 3.36 | 1.097 | 4.461 | 154 | .000 |
| | female | 56 | 2.57 | .988 | | | |
| 9. We at SQU use tools and platforms internally to help us collaborate and communicate more effectively. | male | 100 | 3.56 | 1.104 | 1.592 | 154 | .113 |
| | female | 56 | 3.29 | .889 | | | |
| 10. The internal tools and technologies we use in my institution are as good. | male | 100 | 3.72 | .830 | 2.773 | 154 | .006 |
| | female | 56 | 3.29 | 1.107 | | | |
| 11. We at SQU welcome comments from others even if they disagree with us. | male | 100 | 3.64 | 1.168 | 4.486 | 154 | .000 |
| | female | 56 | 2.79 | 1.091 | | | |
| 12. We at SQU push past the "we've always done it that way" objection. | male | 100 | 3.32 | 1.014 | 2.290 | 154 | .023 |
| | female | 56 | 2.93 | 1.042 | | | |
| 13. We at SQU are evaluated on the core values that are important to our success. | male | 100 | 3.68 | .931 | 5.959 | 154 | .000 |
| | female | 56 | 2.71 | 1.039 | | | |
| 14. We at SQU care about making our institution a better place to work. | male | 100 | 3.60 | 1.271 | .145 | 154 | .885 |
| | female | 56 | 3.57 | .988 | | | |
| 15. I get to exercise my creativity at work in SQU. | Male | 100 | 3.88 | .913 | 2.720 | 154 | .007 |
| | female | 56 | 3.43 | 1.126 | | | |
| 16. People at SQU know what other departments need from them and share the right information at the right time. | male | 100 | 3.52 | 1.141 | 3.559 | 154 | .000 |
| | female | 56 | 2.86 | 1.069 | | | |
| Total | male | 100 | 3.59 | .917 | 4.633 | 154 | .000 |
| | female | 56 | 2.92 | .778 | | | |

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Question 3. Do Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic differ based on their experience?

Table 3 revealed Means and Standard deviation for Sultan Qaboos University Staff perception about the organizational culture during covid-19 pandemic based on their experience (less than 5 years=16, 5 to less than 10 years=28, 10 to less than 15 years=32, 15 years and more=80).

Table 3.
Means and Standard deviation for Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic based on their experience (less than 5 years=16, 5 to less than 10 years=28, 10 to less than 15 years=32, 15 years and more=80)

| Items | | less than 5 years | 5 to less than 10 years | 10 to less than 15 years | 15 years and more | Total |
|---|---|---|---|---|---|---|
| 1. I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature. | M | 2.75 | 4.43 | 3.38 | 3.45 | 3.54 |
| | SD | 1.84 | 0.50 | 1.01 | 1.17 | 1.22 |
| 2. We at SQU evaluate the quality of the decisions we make internally. | M | 2.50 | 3.00 | 3.50 | 3.40 | 3.26 |
| | SD | 1.71 | 1.33 | 1.24 | 1.29 | 1.36 |
| 3. Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done. | M | 2.50 | 2.86 | 3.25 | 3.30 | 3.13 |
| | SD | 1.16 | 0.65 | 1.22 | 1.06 | 1.07 |
| 4. I can be my completely self-while at work at SQU and do not have to pretend to be someone I am not. | M | 3.25 | 4.00 | 4.00 | 3.70 | 3.77 |
| | SD | 1.84 | 1.44 | 0.72 | 1.28 | 1.29 |
| 5. I am given autonomy in my job at SQU. | M | 2.50 | 4.00 | 3.50 | 3.60 | 3.54 |
| | SD | 1.55 | 0.77 | 1.14 | 0.92 | 1.09 |
| 6. We remove 'silos' and 'boundaries' at work; we are not territorial at SQU. | M | 2.75 | 3.00 | 3.00 | 2.95 | 2.95 |
| | SD | 1.84 | 1.09 | 0.88 | 1.44 | 1.32 |
| 7. If a process, procedure, approach is not working; we can correct it with ease at SQU. | M | 2.50 | 3.00 | 3.13 | 2.85 | 2.90 |
| | SD | 1.16 | 0.94 | 1.29 | 1.12 | 1.13 |
| 8. Everyone here at SQU is clear on what drives our success as an institution. | M | 2.75 | 3.29 | 3.13 | 3.05 | 3.08 |
| | SD | 1.53 | 0.71 | 1.19 | 1.12 | 1.12 |
| 9. We at SQU use tools and platforms internally to help us collaborate and communicate more effectively. | M | 3.50 | 3.57 | 3.50 | 3.40 | 3.46 |
| | SD | 1.16 | 1.20 | 0.72 | 1.07 | 1.04 |
| 10. The internal tools and technologies we use in my institution are as good. | M | 2.75 | 3.71 | 3.88 | 3.55 | 3.56 |
| | SD | 1.13 | 0.71 | 0.61 | 1.03 | 0.96 |
| 11. We at SQU welcome comments from others even if they disagree with us. | M | 3.50 | 3.29 | 3.50 | 3.25 | 3.33 |
| | SD | 1.55 | 0.90 | 1.14 | 1.27 | 1.21 |
| 12. We at SQU push past the "we've always done it that way" objection. | M | 3.00 | 3.00 | 3.25 | 3.25 | 3.18 |
| | SD | 1.63 | 0.77 | 0.98 | 1.00 | 1.04 |
| 13. We at SQU are evaluated on the core values that are important to our success. | M | 3.00 | 3.57 | 3.13 | 3.40 | 3.33 |
| | SD | 1.46 | 0.50 | 1.19 | 1.07 | 1.07 |
| 14. We at SQU care about making our institution a better place to work. | M | 3.25 | 3.71 | 3.88 | 3.50 | 3.59 |
| | SD | 1.53 | 1.18 | 0.79 | 1.21 | 1.17 |
| 15. I get to exercise my creativity at work in SQU. | M | 3.25 | 3.71 | 3.88 | 3.75 | 3.72 |
| | SD | 1.53 | 0.90 | 0.79 | 1.00 | 1.02 |
| 16. People at SQU know what other departments need from them and share the right information at the right time. | M | 3.00 | 2.86 | 3.63 | 3.35 | 3.28 |
| | SD | 1.27 | 1.01 | 1.34 | 1.07 | 1.16 |
| Total | M | 2.92 | 3.44 | 3.47 | 3.36 | 3.35 |
| | SD | 1.41 | 0.67 | 0.81 | 0.92 | 0.93 |

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Table 4 revealed One-Way MANOVA tests for Sultan Qaboos University Staff perception about the organizational culture during covid-19 pandemic based on their experience. It appears that (5) items differed significantly.

Table 5 showed LSD post hoc analysis for Sultan Qaboos University Staff perception about the organizational culture during covid-19 pandemic based on their experience. The results in Table 5 indicate that Sultan Qaboos University Staff with item (1) "I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature", in "less than 5 years of experience" (M=2.75) differ significantly from staff in "5 to less than 10 years" (M=4.43), and "15 years and more" (M=3.45). "5 to less than 10 years" (M=4.43) differ significantly from staff in "10 to less than 15 years" (M=3.38) and "15 years and more" (M=3.45).

Item (2) "We at SQU evaluate the quality of the decisions we make internally", in "less than 5 years of experience" (M=2.50) differ significantly from staff in "10 to less than 15 years" (M=3.50), and "15 years and more" (M=3.40). Item (3) "Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done" in "less than 5 years of experience" (M=2.50) differ significantly from staff in "10 to less than 15 years" (M=3.25), and "15 years and more" (M=3.30). Item (5) "I am given autonomy in my job at SQU", in "less than 5 years of experience" (M=2.50) differ significantly from staff in "5 to less than 10 years" (M=4.00), "10 to less than 15 years" (M=3.50), and "15 years and more" (M=3.60). Item (10) "The internal tools and technologies we use in my institution are as good.", in "less than 5 years of experience" (M=2.75) differ significantly from staff in "5 to less than 10 years" (M=3.71), "10 to less than 15 years" (M=3.88), and "15 years and more" (M=3.55).

Table 4.
One-Way MANOVA tests for Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic based on their experience

| Dependent Variables | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1. I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature. | Between Groups | 33.612 | 3 | 11.204 | 8.638 | .000 |
| | Within Groups | 197.157 | 152 | 1.297 | | |
| | Total | 230.769 | 155 | | | |
| 2. We at SQU evaluate the quality of the decisions we make internally. | Between Groups | 14.544 | 3 | 4.848 | 2.717 | .047 |
| | Within Groups | 271.200 | 152 | 1.784 | | |
| | Total | 285.744 | 155 | | | |
| 3. Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done. | Between Groups | 11.207 | 3 | 3.736 | 3.416 | .019 |
| | Within Groups | 166.229 | 152 | 1.094 | | |
| | Total | 177.436 | 155 | | | |
| 4. I can be my completely self-while at work at SQU and do not have to pretend to be someone I am not. | Between Groups | 7.892 | 3 | 2.631 | 1.588 | .195 |
| | Within Groups | 251.800 | 152 | 1.657 | | |
| | Total | 259.692 | 155 | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 5. I am given autonomy in my job at SQU. | Between Groups | 23.569 | 3 | 7.856 | 7.501 | .000 |
| | Within Groups | 159.200 | 152 | 1.047 | | |
| | Total | 182.769 | 155 | | | |
| 6. We remove 'silos' and 'boundaries' at work; we are not territorial at SQU. | Between Groups | .790 | 3 | .263 | .148 | .931 |
| | Within Groups | 270.800 | 152 | 1.782 | | |
| | Total | 271.590 | 155 | | | |
| 7. If a process, procedure, approach is not working; we can correct it with ease at SQU. | Between Groups | 4.659 | 3 | 1.553 | 1.219 | .305 |
| | Within Groups | 193.700 | 152 | 1.274 | | |
| | Total | 198.359 | 155 | | | |
| 8. Everyone here at SQU is clear on what drives our success as an institution. | Between Groups | 3.063 | 3 | 1.021 | .808 | .491 |
| | Within Groups | 192.014 | 152 | 1.263 | | |
| | Total | 195.077 | 155 | | | |
| 9. We at SQU use tools and platforms internally to help us collaborate and communicate more effectively. | Between Groups | .712 | 3 | .237 | .217 | .884 |
| | Within Groups | 166.057 | 152 | 1.092 | | |
| | Total | 166.769 | 155 | | | |
| 10. The internal tools and technologies we use in my institution are as good. | Between Groups | 14.345 | 3 | 4.782 | 5.677 | .001 |
| | Within Groups | 128.014 | 152 | .842 | | |
| | Total | 142.359 | 155 | | | |
| 11. We at SQU welcome comments from others even if they disagree with us. | Between Groups | 1.952 | 3 | .651 | .440 | .725 |
| | Within Groups | 224.714 | 152 | 1.478 | | |
| | Total | 226.667 | 155 | | | |
| 12. We at SQU push past the "we've always done it that way" objection. | Between Groups | 1.974 | 3 | .658 | .606 | .612 |
| | Within Groups | 165.000 | 152 | 1.086 | | |
| | Total | 166.974 | 155 | | | |
| 13. We at SQU are evaluated on the core values that are important to our success. | Between Groups | 5.110 | 3 | 1.703 | 1.492 | .219 |
| | Within Groups | 173.557 | 152 | 1.142 | | |
| | Total | 178.667 | 155 | | | |
| 14. We at SQU care about making our institution a better place to work. | Between Groups | 5.529 | 3 | 1.843 | 1.345 | .262 |
| | Within Groups | 208.214 | 152 | 1.370 | | |
| | Total | 213.744 | 155 | | | |
| 15. I get to exercise my creativity at work in SQU. | Between Groups | 4.375 | 3 | 1.458 | 1.428 | .237 |
| | Within Groups | 155.214 | 152 | 1.021 | | |
| | Total | 159.590 | 155 | | | |
| | Between Groups | 10.461 | 3 | 3.487 | 2.689 | .058 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 16. People at SQU know what other departments need from them and share the right information at the right time. | Within Groups | 197.129 | 152 | 1.297 | | |
| | Total | 207.590 | 155 | | | |
| **Total** | Between Groups | 3.613 | 3 | 1.204 | 1.416 | .240 |
| | Within Groups | 129.241 | 152 | .850 | | |
| | Total | 132.854 | 155 | | | |

Table 5
LSD post hoc analysis for Sultan Qaboos University Staff perceive the organizational culture during covid-19 pandemic based on their experience

| Dependent Variable | Experience | less than 5 years | 5 to less than 10 years | 10 to less than 15 years | 15 years and more |
|---|---|---|---|---|---|
| 1. I am at ease and comfortable when I am around others at work in SQU - regardless of their title, position, or stature. | less than 5 years | - | -1.679* | -.625 | -.700* |
| | 5 to less than 10 years | 1.679* | - | 1.054* | .979* |
| | 10 to less than 15 years | .625 | -1.054* | - | -.075 |
| | 15 years and more | .700* | -.979* | .075 | - |
| 2. We at SQU evaluate the quality of the decisions we make internally. | less than 5 years | - | -.500 | -1.000* | -.900* |
| | 5 to less than 10 years | .500 | - | -.500 | -.400 |
| | 10 to less than 15 years | 1.000* | .500 | - | .100 |
| | 15 years and more | .900* | .400 | -.100 | - |
| 3. Work at SQU shared based not on who "owns it," but rather on who is in the best position to get it done. | less than 5 years | - | -.357 | -.750* | -.800* |
| | 5 to less than 10 years | .357 | - | -.393 | -.443 |
| | 10 to less than 15 years | .750* | .393 | - | -.050 |
| | 15 years and more | .800* | .443 | .050 | - |
| 5. I am given autonomy in my job at SQU. | less than 5 years | - | -1.500* | -1.000* | -1.100* |
| | 5 to less than 10 years | 1.500* | - | .500 | .400 |
| | 10 to less than 15 years | 1.000* | -.500 | - | -.100 |
| | 15 years and more | 1.100* | -.400 | .100 | - |
| 10. The internal tools and technologies we use in my institution are as good. | less than 5 years | - | -.964* | -1.125* | -.800* |
| | 5 to less than 10 years | .964* | - | -.161 | .164 |
| | 10 to less than 15 years | 1.125* | .161 | - | .325 |
| | 15 years and more | .800* | -.164 | -.325 | - |

## Discussion and Conclusion

This research results considered relevant delimitations and limitations. The following are limited generalized statements in this study: The research study involves staff in Sultan Qaboos University during the spring semester of academic year 2020/2021, limited to staff perceptions. The delimitations and generalizations apply to this study: Instruments used in this study to measure the impact of covid-12 on organizational culture, may not be representative of other instruments measuring dependent and independent variables of other studies. Data obtained from the study is limited to staff at Sultan Qaboos University; consequently, outcomes of this research may not be generalized to other universities in the Sultanate of Oman.

The findings of this study offer vital insights associate with organizational culture impacted by COVID-19 at Sultan Qaboos University, suggesting that staff at Sultan Qaboos University might gravitate to distinctive expression of organizational culture that fluctuate

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across sex and experience. In other words, sex and experience of staff at Sultan Qaboos University appears to play a crucial role in predicting whether staff can or will not be impacted by Covid-19 on organizational culture in university.

Organizational culture is an imperative part of an organization; the results of the current research offer another way to look at the effects of organizational culture. Many believe organizational culture influences employee behaviors, and to a degree, this finds support in the literature. However, maybe there is another part to organizational culture researchers are looking past, which may have as much effect on employee behaviors as the organization's culture; a possible employee subculture.

From this research, several recommendations for policy concerning university and higher education institutions and ministry of higher education may have suggested. More analysis needed to explain why some aspects of organizational culture not played such a vital role not impacted by Covid-19 pandemic. Further research is necessary to create a better understanding of the relationships.

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**Dr. Aieman Ahmad AL-Omari** - Ph.D. in Higher education administration from Washington State University, Pullman, WA, USA 2005. Researcher of the year award (Social Science), 2nd International Business and Academic Excellence (IBAE) Awards 2020. GISR Foundation, INDIA. And Prestigious Award for Distinguished Researcher (Jordan), 2014. My research interests are higher education administration and leadership, educational administration, students' affairs, faculty members' developments, strategic planning, and schools' principals.

**Dr. Khalaf Marhoun Al'Abri** currently works at the Department of Educational Foundation and Adminiatration, Sultan Qaboos University. **Dr. Khalaf** is also the Director of the Main Library at the SQU. His research interests are International Education, Higher Education, global citizenship education, education and SDGs and Educational policy and Management.

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