

Understanding Academic Loyalty and Organizational Immunity in Higher Education Institutions: Faculty Perspective

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Abstract:

The study aimed to identify the reality of the organizational immunity system in the College of Education at Sultan Qaboos University from the point of view of its faculty members. Study used descriptive approach, (100) faculty members from various departments of the college responded during the first semester 2023. a questionnaire consisting of two axes were use, the first included (organizational immunity) with its three dimensions, namely organizational learning, organizational memory, and organizational genes, and the second axis (organizational loyalty) with its three dimensions, namely emotional organizational loyalty, continuous organizational loyalty, and normative organizational loyalty. The coefficient of stability of the tool Cronbach alpha for the tool (0.96). Results showed that there is a strong relationship between organizational immunity and organizational loyalty and

recommended maintaining the resulting gains the positive results.

Keywords: Organizational immunity, Organizational loyalty, Faculty member.

Introduction:

All organizations are facing many unprecedented changes and developments in the field of their organizational structures, which have become more complex in their internal and external components and interactions. These structures are no longer seen as rigid, but rather as a result of the influences they face as dynamic moving in a way that makes them similar to the organism that we find and through its immune system in its constant quest to protect its entity, by increasing its protective system in order to avoid falling or exposure to what causes a defect in disrupting or obstructing its functioning and performance that seeks or hinders the functioning of the system comfortably towards achieving change or development in its performance. Organizations in all their forms, especially in light of global competitiveness, seek to maintain and strengthen their entity in order to achieve continuity and stand either for the challenges they face, from here the entrance to organizational immunity is one of the modern administrative entrances that began to appear recently as it is interested in raising the level of immunity of these organizations for their functions or the developments that make these organizations look for practices that increase health and organizational prevention (Alwan & Taleb, 2016; Rasmi et al., 2018).

As the presence of the immune system in any organization is for its immunity and protections and make it more capable of dealing with external influences, it is similar to the immune system in the body of the organism, from any kind of external interventions, which disrupts or harms any component in it, through the formation of immune barriers that help it resist from any external influences that disrupt its functions or make it deviate from performing its basic tasks. The organizational immune system consists of the people, policies, procedures, processes, and culture it creates to prevent change that causes consequences (Gilley et al., 2009; Hills & Allen, 2018).

In addition, transnational institutions in Britain are trying hard to resist the many external forces that affect their functioning through what their immune system expresses, and they are seriously seeking to deal with strange variables, expressed by

foreign bodies that find their way into the system (Julian & Jonas, 1999). In its metaphorical expression of the human immune system, the organizational immune system is meant as the systems that perform their functions efficiently and effectively and can face variables in a positive way by understanding and dealing with them comfortably away from the conflicts that weaken this system (Julian et al., 2009). Institutions also usually aim to achieve the specifications of the healthy regulatory environment that is characterized by high immunity and its ability to face all external threats and dangers, while working to create a stable, coherent, and harmonious internal environment away from internal conflicts, which are usually due to personal reasons such as the difference and disparity between individuals in values, attitudes, and knowledge. Or it is due to organizational reasons, for example, the weak balance of authority and responsibility, the absence of organizational justice, the prevalence of administrative laxity and the conflict between the values of individuals and the values of the organization (Alwan & Taleb, 2016; Rasmi et al., 2018) all of this negatively affects the strength of the organization's immune system.

Study problem:

The pandemic crisis, which caused a massive loss of human resources, has intensified work to search for systems that are more immune to the contradictions that have occurred, and therefore it was stated (Gurukkal, 2020) that the contemporary higher education system was not immune to this crisis, which calls for the search for ways to activate its immune system. Since the College of Education is one of the vital institutions in higher education, it needs to activate its immune system through its constant pursuit of renewal and development in its performance as it is responsible for preparing teaching staff in countries, especially the College of Education at Sultan Qaboos University, like other colleges of education in universities, as it seeks to achieve quality in its programs, as we find that it obtained academic accreditation in 2016 from the American Ankit Foundation after achieving all standards (College of Education Annual Report, 2016). In this regard, maintaining the accreditation certificate is an advanced step and the most difficult to obtain, which requires ensuring that there is a strong immune system enjoyed by the college that works to maintain what is going on within the internal environment of the college of practices that enhance and strengthen this system, at a time when we find that there are external challenges facing the

College of Education and therefore it is necessary to immunize and strengthen organizational immunity in the College of Education and ensure that it works well And continuous in order for the college to maintain its entity and protect it from external risks and threats, which may cause some kind of threat to its performance and outputs, hence this study came to answer the following questions:

1- What is the reality of the organizational immune system in the College of Education at Sultan Qaboos University from the point of view of its faculty members?

2- What is the reality of organizational loyalty in the College of Education at Sultan Qaboos University from the point of view of its faculty members?

3- Is there a significant relationship ($\alpha = 0.05$) between the level of immunity and organizational loyalty between the responses of the study sample members at the College of Education at Sultan Qaboos University?

Study Objectives:

The present study aims to achieve the following objectives:

- To assess the organizational immunity system in the College of Education at Sultan Qaboos University, as perceived by its faculty members.
- To examine the level of organizational loyalty among the faculty members of the College of Education at Sultan Qaboos University.
- To explore the relationship between the level of organizational immunity and organizational loyalty among the participants of the study sample at the College of Education at Sultan Qaboos University.

By addressing these objectives, the study aims to provide insights into the reality of the organizational immunity system and organizational loyalty within the College of Education. It also aims to determine the potential relationship between these two constructs, shedding light on their interplay and potential implications for the organization.

Importance of the study:

The importance of the study comes from the following:

1- Theoretical importance: being the first study that seeks to detect the level of organizational immunity in the colleges of Sultan Qaboos University, and in the fact that the subject of

organizational immunity is one of the modern topics in the field of management science in its view of the organization as a vital organism whose components and elements interact and affect each other.

2- Applied importance: It is expected that the study will reach qualitative results in the field of management science and theories, especially since the research is conducted in an Arab environment, these results enhance the work and efforts of those in charge of managing the college in identifying the strengths of organizational immunity in order to strengthen them and weaknesses in order to be treated in a way that affects the organizational loyalty to its employees.

Terms Definition

Organizational immunity: Simmons (2013) defines it as forming part of the organizational entity of any organization, which enables the organization to face any external threat, risk or sudden change that may cause harm to the organization, so organizational immunity has a direct reaction to protect the organization from it" (1136). AlDalaeen & Allafy (2021) defines organizational immunity as: the firewall that protects the organization from external dangers and threats while providing the organization with immunity from the external environment" (p. 4). This study is defined procedurally as a set of organizational procedures and processes carried out by the College of Education at Sultan Qaboos University as a stimulant that protects it from external threats that may be exposed to it or negatively affect its performance and can be identified through the organizational immunity tool.

Study Limitations

Objective limits: The study deals with research in organizational immunity and the degree of its achievement at the College of Education, which includes the components of organizational immunity, namely organizational learning, organizational memory, organizational genes, and the organizational loyalty variable.

Human Limits: The study surveys a sample of faculty members and staff at the College of Education at Sultan Qaboos University.

Time Limits: This study conducted during the spring semester of the 2022-2023 academic year.

Spatial boundaries: College of Education, Sultan Qaboos University, Muscat, Sultanate of Oman.

Literature Review:

The immune system in organizations is a vital organ as it works to address any harmful influences that try to cause negative effects and disorders that lead to a deviation of the organization's path from its desired goals, on the one hand and weaken the vitality of its dynamism in interacting with internal and external variables. Here, Alwan and Taleb (2016) refer to three types of harmful factors that negatively affect organizational immunity, which are external factors, which are attacks on the organization from the surrounding environment, internal factors represented in organizational conflicts in all their forms, factors associated with organizational aging represented by organizational aristocracy, organizational recriminations, organizational bureaucracy, and decay (Hussein, 2022).

It is noteworthy that the factors and practices that work to strengthen the immune system of academic institutions and increase their ability to continue their vitality and dynamic movement, have been represented in the fact that they must constantly strive to keep pace with change and development by increasing their internal efficiency and effectiveness to external, and to provide continuous support for scientific research, and work to increase their competitiveness, and to be an attractive environment for students and learners of all categories and levels of study (Gilley et al., 2009). Gilley et al. also adds that the organizational immunity system has several functions, the most important of which is that it is a system that defends the status of the internal organizational fabric of the organization, and it directs the organization towards continuous improvement and development, while we find it resisting anyone who intrudes and tries to enter the organization forcibly. It can also be said that there are common denominators between the organizational immune systems in organizations and immunity in the organism, and despite the variation and diversity of views in determining the components of both innate immunity and acquired immunity, but what is attributed to innate immunity as what organizations do from natural reactions in the event of exposure to any emergency, external event or threat, for example, they are regulations, laws, legislation and the so-called regulatory genes, which are tired of promontory Genetic characteristics, which are inferred from the organization, represented by the human and financial resources of this organization that interact with the forces of the external environment. Ta'rif refers to it as also a set of

values and beliefs that an organization believes in and is reflected in the behaviours of its employees (Hanvanich et al., 2006).

Ibrahim (2018) points out that the components of organizational genes are the organizational structure, information, the nature of decision-making authority, and the nature of the incentives that provided, whether material or moral. As for the second type of immunity, which is called the external immune system, it is a type of immunity that works flexibly and continuously helps the organization in adapting and a state of permanent readiness to deal with all risks and threats it faces or potential (Al-Saadi, 2016). Al-Naqirah (2012) defines the organizational immunity system as "a set of controls, procedures and policies that rely on a set of individuals and processes in order to form an impregnable barrier that protects the organization from deviating from the required path to achieve goals, whether this deviation is due to internal or external causes" (p. 236).

Organizational immunity has four main functions: Organizational awareness helps anticipate crises by detecting potential risks, while organizational defense utilizes resources to address them. Organizational memory documents and archives information for easy access. Together, these functions enhance crisis management and enable initiative-taking response, resource mobilization, and learning from experiences. (Hanvanich et al., 2006; Hamidizadeh & Eghtesadi, 2012).

Al-Saadi (2020) adds that the function of organizational immunity is the function of systematic and dynamic identification of negative external factors, adverse internal factors, and internal hierarchical factors. It is the process (monitoring, finding, and judging) the risks to which the organizational entity exposed with the most appropriate response to the immune system that must discover the mechanisms prevailing in the organizational structure. Others add another function to organizational immunity that promotes and achieves proactive health and the ability to challenge the organization (Hiver & Dörnyei, 2017).

Through a review of the theoretical literature (Alwan & Taleb, 2016; Ibrahim, 2018; Al-Naqira, 2021; AlDalaeen & Allafy, 2021) regarding the subject of the study, it was found that organizational immunity consists of two basic components: acquired immunity and innate immunity, and that strengthening organizational immunity requires the presence.

of three vital elements in the organization, namely organizational learning, organizational memory, and organizational genes, and Figure (1) illustrates the conceptual framework of the study.



Figure 1. Conceptual framework of the study

Given the importance of having a system of organizational immunity in education, he pointed out the need to find appropriate ways or methods to form the immune system in various forms related to the social, cultural, and behavioural needs of students. The results of his study also revealed a set of educational governance mechanisms for students' social and cultural immunity (such as basic knowledge and practical skills in educational activities, social and cultural ideals, and social and cultural immunity development activities). Using criteria for the formation of social and cultural values, students' sociocultural immunity indicators prioritized in the educational process of the university (Kosarenko et al., 2016).

While she stressed in a study (Motley, 2021) the importance of relying on organizational immunity centered on change, pointing out that this type of immunity works on the diet of systems and keeps them away from collapse, and it also enhances the defense side of the organization, and he pointed out that this type of immunity is largely related to the organizational cultures of deep internal and traditional structures that are built and maintained by the organization's members in order to protect various personal and organizational values. As for the impact of governance in strengthening the immune system of the organization, Alshwabkeh (2021) investigated the impact of governance in strengthening organizational immunity in the Greater Madaba Municipality. The study included two variables, an independent variable, and governance, and four dimensions including organizational justice, accountability, sustainability,

transparency, and the dependent variable regulatory immunity, the results show that there was no impact of transparency on regulatory immunity. The study recommends that the focus be on providing programs to develop employees and involve them in training courses in institutes, specialized centers, and universities, and pay attention to sustainability and transparency to enhance organizational immunity. As for AlDalaeen and Allafy (2021), they conducted a study on the impact of innovation on organizational effectiveness through the modified role of organizational immunity in Jordanian public universities, where the descriptive approach was adopted through all evidence from a stratified random sample of (302) workers in public universities. The results of the study showed an elevated level of organizational immunity in universities, and a statistically significant effect of organizational immunity in improving innovation in organized effectiveness in universities.

The study (Mahmood & Al-Jader, 2021) came to reveal the impact of servant leadership on the organizational immune system at the Iraqi Ministry of Planning, where the analytical approach was adopted in its research, and the research community included the administrative leaders of the Ministry of Planning, the results showed the validity of correlation relationships and influence at the level of the main and sub-research variables, which indicates the essential role of servant leadership in influencing the organizational immune system in the Ministry of Planning. The research also reached several points, most notably the need to hold intensive courses for officials of the Ministry of Planning on the concept of service leadership and the organizational immune system to promote these concepts in the Ministry of Planning, and there must be an ethical organizational climate in the Ministry of Planning. As for Al-Naqirah (2021), he conducted an applied study to reveal the mediating role of organizational innovation in the relationship between organizational immunity and organizational performance, the descriptive approach was adopted to collect data from a sample in the language of (270) individuals. The results of the study showed a relationship between organizational immunity and performance with an interpretation factor (76%), as well as a relationship between organizational immunity and innovation with an interpretation factor (41%) and a relationship between organizational immunity and organizational performance through the mediating role of organizational innovation according to the indicators of the quality of compatibility and conformity.

AlDalaeen & Allafy's study (2021) revealed the role of organizational immunity in facing crises within organizations, as the study adopted a theoretical approach based on two important theories: risk society theorists and the theory of structure formation. The data was collected from a sample of (183) individuals. The results of the study showed the impact of organizational immune systems represented in organizational learning, organizational memory, and organizational genes combined in preventive and therapeutic crisis management strategies, where the results of the study showed the importance of organizational memory to reduce the occurrence of crises.

Alwan and Taleb (2016) conducted a study to measure the effectiveness of the functions of the organizational immune system in Iraqi Airways, as they conducted a test on a sample of the company's employees to measure the following functions: immune perception, immune defense, immune stability, immune memory, and control; The results of the study showed that the organizational immune system is more affected by environmental assurance, and more compatible with the company's approved human resources information systems strategy, pointing out the importance of building immune systems capable of early sensing as long as they are affected Environmental assurance.

The study Gilley et al. (2009) has shown how universities basically have an organizational immune system similar to what a person has in protecting himself, as it makes them more able to defend themselves and resist change and the status quo they have, pointing out that the nature of the organizational immune system in universities gains its strength through the administrative levels in it, starting from the academic departments, then the Deanship of Colleges and then the presidency of the university, where each of these levels is linked by a complex network of relationships in its entirety Strong organizational immunity, but this immunity may be weakened if you face challenges such as, for example, pressures at work, conflict between employees, low level of morale and organizational loyalty among employees, high rate of absence from work, or high turnover at work.

Methodology

Research Design

The study followed the descriptive approach, which relies on the study of the apparent and is concerned as an accurate description, and expresses it qualitatively or quantitatively (Obeidat et al., 2014, p. 180). The descriptive approach does not stop only at describing the collection of data related to the phenomenon, but also goes beyond the limits of investigating its various manifestations and relationships, as well as on analyzing and interpreting the phenomenon and reaching conclusions in the development and improvement of reality. (Al-Qahtani, et al., 2004, p. 129).

Sample and Data Collection

The study population consisted of all faculty members at the College of Education at Sultan Qaboos University during the academic year 2022/2023, which numbered (2263) members. The study sample was also selected in a cluster random manner to ensure the representation of all academic departments in the college, the number of members of the study sample reached (100) The electronic questionnaire was sent to the study sample after taking the approval of the Scientific Research Ethics Committee at the College of Education at Sultan Qaboos University, Table 1. shows the distribution of the members of the study sample according to its variables.

| Type | Academic | Rank | Years of Experience | Number of Training Programs | Scientific department | | | | |
|--------|----------|---------------------|---------------------|-----------------------------|-----------------------|----------------------|----|---|----|
| Male | 42 | professor | 12 | Less than 5 years | 10 | Less than 3 programs | 55 | Teaching and Learning Technology | 6 |
| Female | 58 | Associate Professor | 32 | 5-10 years | 58 | 3.6 Programs | 24 | Educational foundation and Administration | 12 |
| | | Assistant Professor | 44 | More than 10 years | 32 | 7 programs and above | 21 | Early education | 24 |
| | | lecturer | 12 | | | | | Physical Education and Sports Sciences | 10 |
| | | | | | | | | Islamic Sciences | 4 |
| | | | | | | | | Psychology, measurement, and evaluation | 18 |

| | | |
|-----|--------------------------|----|
| | Art Education | 4 |
| | Curriculum & Instruction | 22 |
| 100 | | |

Table (1) shows the diversity and variation of the study sample in terms of type, degree, years of experience, number of training programs in the field of study or supporting fields, as well as the diversity of scientific disciplines for them. The questionnaire used as a tool to collect data due to its suitability to the objectives of the study, its methodology, its community, and to answer its questions. The questionnaire considered one of the most important means of collecting standardized data and information, and the most truthful and consistent. The questionnaire built with reference to several studies (AlDalaen & Allafy, 2021; Al-Naqira, 2021; AlDalaen & Allafy, 2021; Abdul Majeed, 2016; Alwan & Talib, 2016; Gilley, et al., 2009; Motley, 2021). The questionnaire in its final form consisted of an introductory introduction to the study, and two main axes: the first axis is organizational immunity and included (34) with its three dimensions, namely organizational learning, organizational memory, and organizational genes, and the second axis organizational loyalty included (19) with its three dimensions, namely emotional organizational loyalty, continuous organizational loyalty, and normative organizational loyalty.

To determine the length of the categories of the Likert pentameter scale, the range was calculated by subtracting the upper limit from the minimum ($5 - 1 = 4$), then it was divided by the largest value in the scale ($4 \div 5 = 0.80$), and then this value was added to the lowest value in the scale (1) to determine the upper limit of this category, and thus the length of the categories became as in Table (2):

Table 2. Division of Likert Pentameter Categories

| N | Range | | Rank |
|---|-------|------|-----------|
| 1 | 4.21 | 5.00 | Very high |
| 2 | 3.41 | 4.20 | high |
| 3 | 2.61 | 3.40 | Medium |
| 4 | 1.81 | 2.60 | Weak |
| 5 | 1.00 | 1.80 | very weak |

Validity of the study tool:

To ensure that the tool measures what it has prepared for, its inclusion of all elements, and the clarity of its phrases so that it

is understandable to everyone who uses it, the validity of the study tool has confirmed through:

The apparent validity of the study tool: To identify the apparent validity of the questionnaire, and to ensure that it measures what was developed to measure, it was presented in its initial form to a number (9) of arbitrators specialized in the subject of administration, educational leadership, measurement, evaluation and entrepreneurship, and the arbitrators were asked to evaluate the quality of the questionnaire, in terms of its ability to measure what was prepared to measure, and to judge its suitability to the objectives of the study, by determining the clarity of the phrases, their belonging to the axis, their importance, and their linguistic integrity, and expressing what they see as amending, deleting, or adding phrases. After taking views and reviewing the notes, minor amendments made, including modifying the wording of seven phrases from different axes.

Validate the internal consistency of the tool: To verify the internal validity of the internal consistency of the resolution, Pearson's Correlation Coefficient was calculated to identify the degree of correlation of each statement of the resolution with the total degree of the axis to which the phrase belongs, and the correlation coefficients for the paragraphs ranged between (0.69 – 0.54) and all of them are a function at the level of (0.01).

The stability of the study tool confirmed using Cronbach's alpha stability coefficient (α), and Table (3) shows the values of the Cronbach's alpha stability coefficients for each of the axes of the resolution.

Table 3. Cronbach coefficients for the Dimensions of the study instrument

| Instrument Dimensions | Cronbach's alpha | Instrument Dimensions | Cronbach's alpha |
|-------------------------------|-------------------------|----------------------------------|-------------------------|
| Organizational Learning | .892 | Emotional Organizational loyalty | .916 |
| Organizational memory | .853 | Continued loyalty | .838 |
| Organizational genes | .910 | Normative loyalty | .971 |
| Total Organizational Immunity | .951 | Total Organizational loyalty | .944 |
| study instrument | | | .965 |

Analyzing of Data

Many appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS), including frequencies and percentages, weighted mean, mean, standard

deviation, and Pearson's correlation coefficient, to determine the relationship between the study variables.

Findings:

The study aimed to measure the degree of achievement of organizational immunity requirements at Sultan Qaboos University and its relationship to some variables from the point of view of faculty members, and the response to its questions was as follows:

- The first question: What is the reality of the organizational immunity system in the College of Education at Sultan Qaboos University from the point of view of its faculty members? To answer this question, the arithmetic averages of the different dimensions of the instrument calculated, and Table (4) shows those averages.

Table 4. Means and standard deviation of Organizational Immunity dimensions.

| N | Range | Mean | Rank |
|----------|--------------|-------------|----------------|
| 1 | 4.21 | 5.00 | Extremely high |
| 2 | 3.41 | 4.20 | high |
| 3 | 2.61 | 3.40 | Medium |
| 4 | 1.81 | 2.60 | Weak |
| 5 | 1.00 | 1.80 | very weak |

The table shows that the organizational genes dimension came as the highest arithmetic averages (3.5680), followed by the organizational learning dimension (3.4636) and then the organizational memory dimension (3.4575), all of which correspond to a high degree of organizational immunity.

- The second question: What is the reality of organizational loyalty in the College of Education at Sultan Qaboos University from the point of view of its faculty members? To answer this question, the arithmetic averages of the different dimensions of the tool related to organizational loyalty calculated, and Table (5) shows those averages.

Table 5. Means and standard deviation of organizational loyalty dimensions.

| NO. | Dimension | Mean | Std. Deviation |
|------------|----------------------------------|-------------|-----------------------|
| 1 | Emotional organizational loyalty | 3.741 | 0.757 |
| 2 | Normative loyalty | 3.568 | 0.541 |
| 3 | Continued loyalty | 3.476 | 0.729 |
| 4 | Total Organizational loyalty | 3.594 | 0.243 |

Table (5) shows that after affective organizational loyalty

came as the highest arithmetic averages (3.7400), followed by organizational genes (3.5680) and after continuous loyalty (3.4760), all of which correspond to a high degree of organizational loyalty.

- The third question: Is there a correlation with a significant level of ($\alpha = 0.05$) between the level of immunity and organizational loyalty between the responses of the members of the study sample at the College of Education, Sultan Qaboos University? To verify a correlation between organizational immunity levels and organizational loyalty, the correlation coefficients calculated, and Table (6) shows these results.

Table 6. Correlation results for organizational loyalty and organizational immunity variables

| | TOL | TOI | OL | OM | OG | EOL | CL | NL |
|----------------------------------|-----|--------|--------|--------|--------|--------|--------|--------|
| Total Organizational Loyalty | 1 | .675** | .616** | .533** | .669** | .933** | .844** | .916** |
| | | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Total Organizational Immunity | | 1 | .928** | .890** | .923** | .648** | .567** | .597** |
| | | | .000 | .000 | .000 | .000 | .000 | .000 |
| | | | 100 | 100 | 100 | 100 | 100 | 100 |
| Organizational Learning | | | 1 | .811** | .746** | .585** | .525** | .547** |
| | | | | .000 | .000 | .000 | .000 | .000 |
| | | | | 100 | 100 | 100 | 100 | 100 |
| Organizational Memory | | | | 1 | .721** | .461** | .489** | .506** |
| | | | | | .000 | .000 | .000 | .000 |
| | | | | | 100 | 100 | 100 | 100 |
| Organizational Genes | | | | | 1 | .676** | .533** | .571** |
| | | | | | | .000 | .000 | .000 |
| | | | | | | 100 | 100 | 100 |
| Emotional Organizational loyalty | | | | | | 1 | .677** | .775** |
| | | | | | | | .000 | .000 |
| | | | | | | | 100 | 100 |
| Continued Loyalty | | | | | | | 1 | .695** |
| | | | | | | | | .000 |
| | | | | | | | | 100 |
| Normative Loyalty | | | | | | | | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table (6) shows the existence of a significant correlation at the level of statistical significance (0.01) between organizational loyalty and immunity (0.675), as well as the existence of a significant correlation between the level of organizational immunity dimensions and organizational loyalty dimensions, indicating the strength of the correlation according to the responses of the study sample members.

DISCUSSION

Results of the first question:

The results based on the arithmetic averages of the responses of the study sample showed that the order of the dimensions of organizational immunity was as follows: The organizational genes came after the highest arithmetic averages (3.5680), followed by the organizational learning dimension (3.4636) and then after the organizational memory (3.4575), all of which correspond to a high degree of organizational immunity (Table 4), and these results indicate a high degree of practice in those dimensions as well as a high level of organizational immunity system practices in the College of Education at Sultan Qaboos University from the point of view of This may be due to faculty awareness of what the college and university are doing by redistributing resources, improving communication and communication, developing new policies and procedures, as well as enhancing the capabilities and training of its employees to meet new challenges and requirements.

Organizational immunity represents the ability of institutions and organizations to adapt and respond effectively to external challenges and shocks. Its components include awareness and knowledge, adaptation and resilience, the ability to learn and innovate, effective organization and planning, confidence-building, and teamwork. By achieving organizational immunity, an organization can adapt to sudden changes and challenging challenges and enhance its ability to survive and grow under complex and changing circumstances. These aspects addressed by the dimensions of immunity tool organizational immunity responded to the members of the study sample and all

obtained a level corresponding to a high degree, and this result is also linked to administrative procedures developmental approach by the university in general and the College of Education in particular on the way to obtaining academic accreditation, so we find that the arithmetic averages of the dimensions of the tool came close and at the level of one response.

In the organizational learning dimension, the results showed that the college is working to benefit from its previous experiences and holding brainstorming workshops to develop academic programs. It also provides an organizational environment that relies on critical thinking and benefits from the expertise and experience of similar colleges. They often analyse societal realities and requirements, encourage group-learning teams, and provide an organizational environment for continuous learning. It also encourages the creative abilities of employees and benefits from the expertise of qualified former employees. It is keen to update the knowledge content in accordance with the standards of specialized accreditation bodies.

In the organizational memory dimension, the responses showed that the college has documents based on specific standards and evidence that are constantly updated. It uses multiple systems for event analysis and technological applications to update its organizational memory. The college also draws on previous experience to avoid deviation from desired paths and uses its organizational memory to make decisions. It also maintains its outstanding knowledge in its organizational memory repository and uses technological applications to collect, classify, and update data in the college's organizational memory system.

In the dimension of organizational genes, the results showed that the college has a flexible organizational structure, and that it has clear plans and objectives that guide the achievement of its mission. It has a clear and stated vision for all, announces a message and has an evaluation system based on self-censorship. The information possessed by the college is reliable and adopts a clear system of government. She also indicated that the college achieves the college's performance measures of honesty and stability, which makes it able to predict the performance of its employees and could manage the affairs of internal departments. The college adopts a management approach by objectives. The above findings are consistent with the results of studies that identified three types.

of immunity: productive immunization, immunization that is unable to adapt, and immune weakening with unvaccinated teachers with the highest distribution rate among participants (Atefi et al., 2021).

From the above, organizational immunity was high for reasons including the existence of trust and cooperation among college members, a clear vision and mission, justice and equality with support and attention to faculty members, providing professional development opportunities, providing a positive and stimulating work environment, with stability and safety in the job, belonging and cultural harmony. These factors contribute to strengthening organizational immunity and increasing the willingness of individuals to adapt to changes.

Results of the second question:

The results in Table (5) indicate that all dimensions of organizational loyalty represented by the emotional organizational loyalty dimension (3.7400), followed by the organizational genes dimension (3.5680) and after continuous loyalty (3.4760) came with a high degree according to the responses of the study sample of faculty members.

The results of the emotional dimension showed that the faculty members have a strong emotional attachment to the college and expressed their desire to spend the rest of my career in it. Their values correspond to those of the college, and I feel an emotional connection to them. In addition to their pride in belonging to it to a great degree and their happiness to complete their career in it and their happiness with it. After continued loyalty, faculty members find it exceedingly difficult for me to think about leaving this college right now, even if I really want to. Many aspects of their lives will be affected. Although there are many other alternatives, they are unwilling to leave this college. And they are completely satisfied to continue in college with what it offers them.

In the dimension of standard loyalty, the members of the study sample see that they have a strong feeling towards working in it and have the desire to stay with their guilt for leaving the college because it deserves loyalty and appreciation, stressing that they feel the moral responsibility to stick to the work and owe it to it. All these responses were closely related to a high degree for reasons including affiliation and cultural harmony among faculty members, trust, and cooperation among them, in addition to the development opportunities provided by the university and the college to

them, dealing based on justice and equality, the existence of the common vision and mission of the college and extending to the academic departments, support and attention, stability, and safety. These factors contribute to building loyalty and belonging to the organization and encourage employees to stay and provide their best.

Results of the third question:

The results of Table (6) showed a significant correlation between organizational loyalty and immunity (0.675), as well as a significant correlation between the level of organizational immunity dimensions and organizational loyalty dimensions, indicating the strength of the correlation according to the responses of the study sample members. This is due to several reasons, including that when a faculty member has a sense of belonging and integration in the college, it develops to become part of it, which enhances organizational immunity, which increases belonging and integration. On the other hand, when faculty members have confidence in their management, colleagues, and members of the organization, and cooperate effectively, it enhances loyalty and increases organizational immunity.

When faculty members receive support and attention from the college and its leaders, both professionally and personally, they feel cared for and valued, which enhances loyalty and enhances organizational immunity. On the other hand, the development opportunities provided by the college are opportunities for the development and learning of its employees, and recognize and reward the efforts made by them, this enhances loyalty and enhances organizational immunity, and this result is consistent with the results of the study (Mahmood & Al-Jader, 2021), which showed the positive effects of granting development opportunities to employees. One of the reasons that led to this strong interdependence and can explain it is confirmed by the results of the first and second questions related to organizational justice shown by the results of the study. When the university is characterized by high levels of organizational justice in its treatment of employees, including the distribution of bonuses and bonuses and providing equal opportunities for progress and development, this leads to a sense of justice and equality among employees, which was confirmed by the study (Maghsoudi, 2021) thus increases the level of loyalty and organizational immunity, which was confirmed by the results of the study. On the other hand, it can be said that the common values and culture of the

members of the study sample and their harmony with the values and culture of the college and adopt strong ethical principles by the college and employees, members may feel connected and affected by these values, which enhances loyalty and works to enhance organizational immunity. This reason reflects the significant importance of value and cultural compatibility between employees and the organization, as this alignment enhances the sense of belonging and inclusion and contributes to building a healthy and interconnected work environment, which enhances loyalty to the organization and works to enhance organizational immunity in general.

Conclusion

From the above, the availability of organizational immunity and organizational loyalty in universities and higher education institutions is a key factor that contributes to achieving institutional success and continuity. When there is a good and clear organization in the college, it works to achieve harmony and harmony among the members of the institution. For its part, organizational loyalty is felled by this immunity, as individuals feel belonging, openness, and dedication to the college and its goals. Where there is a strong relationship between organizational immunity and organizational loyalty, there is an integration between the personal motivation of individuals and the goals of the organization. High organizational immunity promotes loyalty and belonging, and in turn, organizational loyalty leads to commitment and deeper engagement in job performance and the achievement of common goals. Therefore, higher education institutions should pay special attention to strengthening organizational immunity and promoting organizational loyalty among members of their organizational structure.

This can be achieved by providing a work environment that encourages communication and interaction, promoting organizational justice and mutual appreciation, and providing opportunities for professional development and sustainable career paths. Thus, the College will see a strong spirit of belonging, commitment, and dedication, and will achieve success and excellence in its teaching, research, and community service. In addition, the global experiences of universities in their quest for academic accreditation pave the way and enhance the organizational immunity loyalty of the institution and activate organizational loyalty and this global practice is a roadmap for the development and development of institutions and keep them on the path of global competitiveness.

Recommendations

Based on the study's findings, it recommends the following:

- The results of immunity showed elevated levels of organizational immunity and organizational loyalty, so it recommends maintaining and developing these levels through qualitative training for faculty members and holding specialized workshops to enrich this aspect.
- The results showed a strong relationship between organizational loyalty and organizational immunity, so it recommends maintaining and strengthening this relationship through administrative practices represented in providing opportunities for professional growth and promoting a supportive positive work environment in universities to increase interaction and communication between the employees of those universities.
- Preserving the gains of academic accreditation for the college and the university, which resulted in a distinguished organizational environment and high organizational loyalty.

The study also suggests a Comparative study that focus on comparing the College of Education at Sultan Qaboos University with other education colleges in the country or in other universities. The differences and similarities in faculty perceptions regarding organizational immunity and loyalty can be identified, and then the influencing factors can analyze.

Limitations

Objective limits: The study deals with research in organizational immunity and the degree of its achievement at the College of Education, which includes the components of organizational immunity, namely organizational learning, organizational memory, organizational genes, and the organizational loyalty variable.

Human Limits: The study surveys a sample of faculty members and staff at the College of Education at Sultan Qaboos University.

Time Limits: This study conducted during the spring semester of the 2022-2023 academic year.

Spatial boundaries: College of Education, Sultan Qaboos University, Muscat, Sultanate of Oman.

Ethics Statements: The study was conducted in accordance with the Declaration of Helsinki and was approved by the Institutional Ethics Committee of Sultan Qaboos University.

Informed Consent Statement: Informed consent obtained from all

subjects involved in the study.

Data Availability Statement: The data are confidential and, therefore, not available to the public.

Conflict of Interest

The authors declare no conflict of interest.

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