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Work from Home in the Covid-19 Pandemic: Impact on Work Behaviours of Academicians

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Abstract: The purpose of the paper is to facilitate the systematic exploration of the impact of work from home on the work behaviors of academicians from various higher education institutions in Oman. Descriptive statistics was applied for presenting research findings in tabular format and the use of ANOVA, Chi-square, and Categorical Regression tests, for statistical inference process was employed to derive conclusions about the study. The findings of the research confirm the relations between work from home and work behavior of academicians in times of COVID-19 pandemic crisis. Through critically examining empirical data, it is concluded that work from home is impactful for academicians during COVID-19 and it has fetched favorable and unfavorable consequences for academicians in times of COVID-19 crisis.

Keywords: Work from Home, Academicians, Work Behavior, Counterproductive Work Behavior, Productivity, COVID-19.

1. Introduction

1.1 Background

The COVID-19 pandemic has swept the earth and rendered a substantial portion of global population, with the spread of virus, unable to commute to work (Fraser et al. 2021). Resultantly, many institutions are seeking alternative work arrangements. It resulted in making the work from home a "new normal". For many business organizations, work from home has become a policy priority. The practice of work from home and its impact on job specific behaviors have been well-traversed since the emergence of COVID-19 pandemic. The concept of work from home has been acknowledged in the realms of corporate and academia both. In academic literature, the rational of work from home is comprehended in view of its various beneficial implications, such as flexibility. In the year 2020, Deloitte (2021) carried out a survey in which millennials and Gen-Z –both were found to have keen interest in working from home.

1.2 Problem Statement

In the past year, the concept of work from home has gained immense acceptance and it is widely applied in some sectors and one of such sectors is educational sector. Considering the impossibilities of conducting meeting via offline mode, many universities have resorted to the use of digital media which resulted in institutionalizing work from home. On account of the increased frequency of using video-

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conferencing tools for interactive academic sessions by universities, the growing popularity of work-from-home can be comprehended. However, until recently, the effect of work from home on academicians' behaviors received limited attention.

1.3 Aim and Objectives

The present study aims to facilitate the systematic exploration of the impact of work from home on the work behaviors of academicians. In view of the aim, following objectives are mentioned below that will be met through the research:

To assess how work from home impacts on work-life balance of academicians.

To evaluate the level of academicians' involvement into counter-productive work behavior due to work from home.

To rate performance of academicians demonstrated through work from home teaching.

To measure the degree of comfort of academicians with work from home methods of teaching.

To gauge the impact of academicians' work behaviors on students' satisfaction.

To depict the challenges experienced by academicians during work from home.

1.4 Hypothesis for the Study

The hypothesis for this research with regard to the objectives is as follows:

H_{01}: There is no difference between the means of preserving work-life balance and factors impacting work from home.

H_{02}: There is no association between Satisfaction of students through work from home-based teaching and smooth communication among students and academicians.

H_{03}: There is no association between Satisfaction of students through work from home-based teaching and managing the deliverance of lectures while working from home.

H_{04}: There is no significant relationship between managing the deliverance of lectures and performance factors of academicians.

2. Literature Review

2.1 Work from Home and Its Relevance for Work Life Balance

For years, work from home has been rising with the increased use of telecommunications by organisations and increased reliability of home internet connections. This process has been accelerated during the COVID-19 pandemic with a substantial portion of the global workforce switching to work from home temporarily. In comparison to work from office, work from home is more preferred on account of its potential of reducing the time of commuting and providing flexibility during working hours. Felstead et al. (2002) attempted to anatomize the concept of work at home through the theoretical lens and came to conclude it is more likely to be available in the public sector, larger establishments and work environments in which individual responsibilities for the output quality are underscored. This narrative is supported in the research of Hayman (2005), in accordance with whom the boundaries between work and non-work are becoming less distinct with the increase tendencies of telecommunicating by employees and often, work life balance and work family balance are used interchangeably (Bell, Rajendran and Theiler,

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2012; Moore, 2007). On the other hand, Crosbie and Moore (2004) considered homeworking or working from home as a way of bringing about improvement in the work-life balanced.

2.2 Work from Home: Not a "New Normal"

Work from home is not a new phenomenon or new normal as it is perceived. The critical analysis of the previous literature demonstrates counterarguments against the notion and narrative that consider work from home a new normal after COVID-19 pandemic. Felstead& Jewson (2000) findings reveal that between 1981 to 1998, the number of people working from home in the UK was increased by 96.75 % between 1981 to 1998 (increase from 345,920 to 680,612). However, the wages of homeworkers were found to be comparatively low. However, it is important to note that Davies and Frink (2014) provided a historical analysis of the history of work from home in the USA. In the period of early 20th century, the new white-collar ideal worker norm was adopted by offices. From 1950s, the workforce has transformed, and a new ideology has been emerged that naturalizes the concept of separating work from home. Olson (1989) conducted a quasi-experimental field study and attitude survey for comparing homeworking computer professionals with traditional office workers and found out that work at home does not make much impact on the workforce performance (Tremblay, 2002; Standen, Daniels and Lamond, 1999).

2.3 Online Teaching as a Dominant and Institutionalized Phenomenon in Academia during COVID-19 Pandemic

Post- COVID-19 period has witnessed the prevalence and dominance of online teaching as an institutionalized phenomenon. Online teaching, as stated by Babb and Jim Mirabella (2011), is an is undeniable that a few universities have been able to emerge as market leaders in distance education. In a multicenter study conducted by Hosnyet al. (2021), it is shown the readiness for change, or its acceptance is imperative for the successful implementation of online teaching policy in the realm of academia. In the medical schools of Egypt, Bahrain and Saudi Arabia, teaching faculties, as found by Hosny et al. (2021), the acceptance of online teaching method as a new normal was demonstrated. Many teaching faculties were found to be comfortable with interactive learning activities being conducted. The design of online interactive learning activities was found to be utilitarian in terms of providing pupils with the opportunities of interacting with peers and instructors. As per Mishra, Gupta and Shree (2020), unforeseen circumstances arising out of COVID-19 pandemic have accelerated the process of shifting the process of teaching from offline mode to online mode. In view of the anticipated uncertainties in pursuing the traditional model, this paradigm shift has become a reality and undoubtedly, a necessity as well. Besides, the learning community is provided with the feeling of psychological safety in the pandemic afflicting period with the increased use of videoconferencing tools for online learning. The widespread use of digital transformation is witnessed with the mandatory lockdown on account of COVID-19 pandemic. As suggested by Korkmaz and Toraman (2020), educators ought to use online platform collaboration and tools for designing online learning content. In addition to these, they must be adept at using learning management systems and improve digital literacy skills (Paudel, 2021; Romaniuk and Łukasiewicz-Wieleba, 2020).

2.4 Understanding Academicians' Work Behaviours from Perspective of Appropriateness

From the perspective of appropriateness, certain key performance indicators are required to be used for tracing work behaviours of academicians. In view of the research findings of Ibus, Wahab and Ismail (2020), the notion of promoting innovative work behaviours has been advocated. From this point of view, being innovative is one of the desired work behaviours that is expected from academics. The researchers

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revealed some important findings that show the interrelationship amongst knowledge sharing, self-efficacy and innovative work behaviour. The longitudinal study of Sokal, Trudel and Babb (2020) found out the increased exhaustion and cynicism demonstrated by teachers along with the increased efficacy for classroom management and increase sense of accomplishment. In this particular research study, authors specified a particular work behavior of academicians which has become more prevalent post-COVID-19 time, i.e. TATC or Teachers' Attitude towards Change. In this regard, Kin and Kareem (2017) informed that responses to change can be categorized into three- cognitive, affective and behavioral. Cognitive reaction to change refers to the individual believes about the need and significance of the change along with the outcomes' favorability whereas affective reaction to change is referred as the individual feelings about the change. Behavioral reaction to change is referred as the actions that are taken for handling the change (Tai and Kareem, 2018; ÇELİK and Servet, 2020). In view of these, it can be pointed out that academicians during pandemic demonstrated readiness to accept the change (here the dominance of Work from Home as a new trend or new normal is referred) post-COVID-19 time. They have learnt to adapt to post-COVID-19 situation and became acquainted with the use of video conferencing tools (such as, Zoom and Google Meet) for delivering lectures via online mode.

2.5 Increasing Counterproductive Work Behaviours Demonstrated by Academicians

Counterproductive work behavior has always been a serious issue within the workplace environment and its existence is undeniable in all types of organisations including academic institutions. Ching et al. (2017) validated eight factors of counterproductive work behavior using four types of Structured Equation Modeling. These eight factors are inappropriate use of resources, time theft, inappropriate relationship between teacher and students, inappropriate relationship between parents and teachers, lack of profession, apathy, reluctant to accept administrative duties and political tactics. Within the CWB-T scale, these eight factors are mentioned and explained. Hu, Hung and Ching (2017) underscored the multi-dimensionality of counter-productive work behavior along with its taxonomy. In this regard, it is important to note that counter-productive work behaviors are classified in terms of their severity (from severe to minor) and impact that is felt at individual and organizational level. In addition, counterproductive work behavior is categorized into four distinct clusters, such as productive deviance, political deviance, property deviance and personal aggression. This taxonomy is supported by the research evidence by Robinson and Bennett (1995). In addition, theft, sabotage, withdrawal and abuse are also other categorizations of counterproductive work behaviors. In the research authored by Adhikari (2020), emotional intelligence is found to be negatively correlated to counterproductive work behavior. Many researchers like Omar et al. (2011) termed counter-productive behavior as workplace defiant behavior whereas Falkenburg and Schyns (2007) regarded counterproductive work behavior as employee withdrawal. It is referred as the action of being disengaged from organization of specific standardized work behavior. In short, counterproductive work behavior goes against the legitimate organizational interests that impedes overall organizational productivity.

2.6 Challenges to Work from Home

As per De Cieri et al. (2005), work life balance is recognized as an issue with strategic significance to both employers and employees. They argued based on a 14 years survey data (from 1997 to 2000) that work life balance strategies' adoption is of cardinal significance in order to retain employees. Work from home is an effective approach for supporting work life balance of employees. Nonetheless, work from home is not devoid of challenges. In this regard, Toniolo-Barrios and Pitt (2021) pointed out a term mindfulness which has sparked interests amongst academicians and managers alike and it is depicted as being

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cognizant and paying attention to what is happening. Though mindfulness may help employees through improving attention to tasks, its lack can hamper productivity and accelerate the increase in counterproductive work behavior. The survey data generated by Aczel et al. (2021) showed that the pandemic lockdown contributed to the decrease in work efficiency and therefore, the utilities of work-from home in terms of its positive impact on work efficiency of academicians is questionable. On the other hand, Buomprisco et al. (2021) notified that conducting work from home via telework includes assorted disadvantageous factors, such as IT security, reduction of spatial distinction between home and office and isolation. For employers, difficulties in managing workers and cultural re-organisations of business process are challenges relating to work from home. Most importantly, millennial academicians are reported to have suffered in most of the case due to the lack of adaptability to changes.

3. Methodology

Convenience sampling was used in this study and 380 respondents from various higher education institutions in Oman were obtained. A survey questionnaire was developed with 18 close-ended questions consisting of 6 demographic questions and 12 research objectives questions. Descriptive statistical analysis was applied and for each of the response, central tendency and standard deviation values were calculated. The standard deviation measures the absolute variability of a distribution of data that are clustered around the mean and it indicates the proximity of data points to mean values. Statistical techniques such as ANOVA, Chi-square and Regression are used to test the hypothesis stated according to the objectives.

4. Findings

4.1 Demographic Data

Table 1 reveals demographic data that were obtained regarding the respondents who participated in the study. In the table, obtained results were demonstrated and presented under different items, such as gender, age, nationality, academic position, academic qualification and working tenure.

Items	Options	Total Number of Participants	Total Number of Response	Percentage of Response
Gender	Male	380	181	47.62%
	Female	380	199	52.38%
Age	<30 years old	380	36	9.52%
	30 to 40 years old	380	181	47.62%
	41 to 50 years old	380	145	38.10%
	51 to 60 years old	380	18	4.76%
Nationality	Omani	380	145	38.10%
	Non-Omani	380	235	61.90%
Academic position	Assistant Lecturer	380	109	28.57%
	Lecturer	380	127	33.33%
	Senior Lecturer	380	144	38.10%
Academic qualification	Doctoral Degree	380	54	14.29%
	Master's Degree	380	326	85.71%
Working tenure	0 to 5 years	380	54	14.29%
	6 to 10 years	380	127	33.33%

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	11 to 15 years	380	145	38.10%
	16 to 20 years	380	18	4.76%
	21 years and more	380	36	9.52%

Table 1: Demographic Data

4.2 Data Analysis

Table 2 shows the values that are obtained through calculating measures of reliability and descriptive statistics.

Statements	Reliability	Mean	Std. Deviation	Skewness	Kurtosis
Involvement in the non-academic activities while working from home	0.792	3.711	0.950	-0.395	-0.565
Maintenance of work-life balance while working from home	0.793	3.558	0.924	-0.282	-0.336
Taking longer break during work from home	0.790	3.655	0.868	-0.437	-0.210
Enjoyable teaching experience while working from home during pandemic	0.790	3.682	1.007	-0.357	-0.684
Accusation for misbehaviour while working from home	0.784	3.818	0.989	-0.535	-0.432
Managing the deliverance of lectures while work from home	0.796	3.587	0.947	-0.195	-0.621
Smooth communication between academicians and students being impeded	0.788	3.663	0.926	-0.385	-0.489
Late login via online while working from home	0.808	3.505	0.932	-0.301	-0.339
Satisfaction of students with work from home-based teaching	0.846	4.311	1.089	-1.713	2.190
Mental and physical health of academicians being affected while working from home	0.804	3.497	1.021	-0.217	-0.643
Self-assessment of teaching performance during work from home by academicians	0.839	4.287	0.913	-1.185	0.971
Main challenges experienced by academicians while working from home	0.819	2.429	1.131	0.089	-1.383

Table 2: Reliability and Descriptive Statistics

The mean values, standard deviation, skewness, and kurtosis are shown in table 2. The skewness numbers must be within the permitted range, -1 to +1, and the kurtosis values between +3 and -3. It is evident that the statistics of mean, standard deviation, skewness, and kurtosis are clearly within acceptable limits.

	Sum of Squares	df	Mean Square	F value	p-value
Between Groups	74.572	4	18.643	67.864	0.000**

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Within Groups	103.017	375	0.275		
Total	177.589	379			

Note: ** denotes significance at 1% level.

Table 3: ANOVA Result

ANOVA is used to understand whether the maintenance of work-life balance while working from home is dependent on impacting factors during work from home such as accusation for misbehavior, mental and physical health of academicians, late login via online mode, involvement in non-academic activities and taking long break during work hours. The means of impacting factors is calculated for ANOVA results.

H_{01}: There is no difference between the means of preserving work-life balance and factors impacting work from home.

Table 3 shows the output of the ANOVA analysis. It is observed that the significance value is 0.000 (p = 0.000), which is below 0.05. and, therefore, there is a significant difference in the means of preserving work-life balance and factors impacting work from home.

Maintenance of work-life balance while working from home		Mean Difference	Std. Error	p-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Never	Once or twice	0.1702	0.2477	0.9591	-0.5086	0.8491
	Sometimes	-0.2826	0.2391	0.7618	-0.9379	0.3728
	Often	-0.83682*	0.2382	0.0045	-1.4899	-0.1838
	Constantly	-1.27930*	0.2445	0.0000	-1.9494	-0.6092
Once or twice	Never	-0.1702	0.2477	0.9591	-0.8491	0.5086
	Sometimes	-0.45281*	0.0928	0.0000	-0.7071	-0.1986
	Often	-1.00705*	0.0906	0.0000	-1.2554	-0.7587
	Constantly	-1.44953*	0.1059	0.0000	-1.7397	-1.1593
Sometimes	Never	0.2826	0.2391	0.7618	-0.3728	0.9379
	Once or twice	0.45281*	0.0928	0.0000	0.1986	0.7071
	Often	-0.55424*	0.0635	0.0000	-0.7284	-0.3801
	Constantly	-0.99672*	0.0839	0.0000	-1.2266	-0.7668
Often	Never	0.83682*	0.2382	0.0045	0.1838	1.4899
	Once or twice	1.00705*	0.0906	0.0000	0.7587	1.2554
	Sometimes	0.55424*	0.0635	0.0000	0.3801	0.7284
	Constantly	-0.44248*	0.0815	0.0000	-0.6658	-0.2191
Constantly	Never	1.27930*	0.2445	0.0000	0.6092	1.9494
	Once or twice	1.44953*	0.1059	0.0000	1.1593	1.7397
	Sometimes	0.99672*	0.0839	0.0000	0.7668	1.2266
	Often	0.44248*	0.0815	0.0000	0.2191	0.6658

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*. The mean difference is significant at the 0.05 level.

Table 4: Multiple Comparisons Test

Table 4 of multiple comparisons shows which groups differed from each other. The Tukey post hoc test is generally the preferred test for conducting post hoc tests on a one-way ANOVA. There is a statistically significant difference between the means of preserving work-life balance and factors impacting work from home.

H_{02}: There is no association between Satisfaction of students through work from home-based teaching and smooth communication among students and academicians.

	Value	df	p-value
Pearson Chi-Square	35.736	16	0.003**
Likelihood Ratio	28.815	16	0.025
Linear-by-Linear Association	5.433	1	0.020

Note: ** denotes significance at 1% level

Table 5: Chi-square Tests

In this study, the Chi-square test determines if two variables are linked. The variables taken are satisfaction of students through work from home teaching and smooth communication between students and academicians. The value of chi-square statistic obtained is 35.736 as in Table 5. The p-value 0.003 appears in the same row in the "Asymptotic Significance (2-sided)" column. The result is significant since the p-value is less than the designated alpha level of 0.05. The data suggests that the variables satisfaction of students with work from home teaching and smooth communication between academicians and students being impeded are associated with each other.

H_{03}: There is no association between Satisfaction of students through work from home-based teaching and managing the deliverance of lectures while working from home.

	Value	df	p-value
Pearson Chi-Square	62.847	16	0.000**
Likelihood Ratio	43.195	16	0.000
Linear-by-Linear Association	3.170	1	0.075

Note: ** denotes significance at 1% level

Table 6: Chi-square Tests

Table 6 displays the value of chi-square statistic which is 62.847. The p-value 0.000 appears in the same row in the "Asymptotic Significance (2-sided)" column. The result is significant since the p-value is less than the designated alpha level of 0.05. The data suggests that the variables satisfaction of students with work from home teaching and managing the deliverance of lectures while working from home are associated with each other.

H_{04}: There is no significant relationship between managing the deliverance of lectures and performance factors of academicians.

	Multiple R	R Square	Adjusted R Square
Standardized Data	0.494	0.244	0.228

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Table 7: Model Summaries

Regression analysis assess the dependence between an ordered categorical variable such as managing the deliverance of lectures while working from home and numerous other independent variables relating to performance of academicians like enjoying teaching experience, self-assessment of teaching performance and satisfaction of students with home-based teaching.

Table 7 reports the value of R obtained with the regression analysis. The R value represents the simple correlation of 0.494 which is good and the R^2 value shows that the model explains 2.44 % of the variation in the dependent variable which can be explained by the independent variable.

	Sum of Squares	df	Mean Square	F value	p - value
Regression	92.794	8	11.599	14.983	0.000**
Residual	287.206	371	0.774		
Total	380	379			

Note: ** denotes Significance at 1% level

Table 8: ANOVA table

Table 8 is the ANOVA table, which reports how well the regression equation fits the data or predicts the dependent variable. The table indicates the regression model predicting the dependent variable significantly well. The p- value is 0.000 which is less than 0.05 indicating that regression model statistically significantly predicts the outcome variable that is good fit for the data.

Statements	Standardized Coefficients				
	Beta	Estimate of Std. Error	df	F - value	Sig.
Enjoyable teaching experience while working from home during pandemic	0.463	0.085	3	29.494	0.000**
Self-assessment of teaching performance during work from home by academicians	-0.093	0.083	3	1.235	0.297
Satisfaction of students with work from home-based teaching	0.142	0.079	2	3.209	0.042*
Dependent Variable: Managing the deliverance of lectures while work from home					

Note: ** denotes Significance at 1% level and * denoted significance at 5% level

Table 9: Coefficients table

Table 9 provides with the necessary information to predict various performance factors of academicians. Coefficient value of 0.463 represents the enjoyable teaching experience of academicians on managing the deliverance of lectures while working from home. The positive sign indicates that such effect is positive, and the coefficient value is significant at 1 % level. Hence, it is concluded that there exists a significant relationship between managing the deliverance of lectures and enjoyable teaching experience of academicians.

The coefficient value of -0.093 represents the self-assessment of teaching performance during work from home on managing the deliverance of lectures while working from home. The negative sign indicates that such effect is negative and the coefficient value is not significant at 5 % level. Hence, it is concluded that

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there is no relationship between managing the deliverance of lectures and self-assessment of teaching performance during work from home.

The coefficient value of 0.142 represents the satisfaction of students with work from home teaching on managing the deliverance of lectures while working from home. The positive sign indicates that such effect is positive and coefficient value is significant at 5% level. Hence, it is concluded that there exists a significant relationship between managing the deliverance of lectures and satisfaction of students with home-based teaching.

4.3 Acceptance of Digital Technology

The acceptance of digital technology is defined by a person's intentions and usage behavior of a technology. User-friendliness of video conferencing tools is also a matter of concern that defines usage behaviors and intentions of users.

4.3.1. Use of Video Conferencing Tools

Majority of respondents were found to be well-acquainted with the use Google Meet (28.57%) and Zoom (28.57%) along with MS Teams (38.10%). Only smaller portion of participants (4.76%) were found to be acquainted with the use of other video conference tools apart from the aforementioned platforms for educating pupils.

4.4 Main Challenges of Work from Home Experienced by Academicians

14.21% and 33.42% of respondents indicated their experiences regarding computer/laptop and network connection issues respectively while working from home, 28.68% of respondents experienced difficulties due to lesser familiarity with online teaching. However, 23.68% of respondents indicated that family commitment/interference impeded the smoothness of working from home.

	Frequency	Percent
Computer/laptop problems	54	14.21
Familiarity with online teaching platforms	109	28.68
Family commitment/ interference	90	23.68
Network connection	127	33.42
Total	380	100

Table 10: Challenges of work from home experienced by academicians

5. Discussion and Conclusion

On the basis of entire research findings' analysis, it is concluded that work from home is impactful for academicians during COVID-19. Work from home is a like a "double edged sword" that have fetched favorable and unfavorable consequences for academicians in times of COVID-19 crisis.

There is a statistically significant relationship between the means of preserving work-life balance and variables impacting work from home, such as accusations of misbehavior, academicians' mental and physical health, late login via online mode, involvement in non-academic activities, and taking long breaks during work hours, according to an ANOVA test. Both of these express a professor's commitment to his or her obligations, roles, and responsibilities. Academicians' involvement in counterproductive work behavior includes taking extended breaks, participating in activities that are not relevant to academics, late login, and misbehavior with students and colleagues. Academicians were found to be engaged in both

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productive and non-productive activities while working from home. The Chi-square test of association revealed a strong relationship between student satisfaction and communication between students and academicians in light of work from home teaching and seamless communication between students and academicians. The data, on the other hand, suggests that, using the Chi-square test, student satisfaction with work from home teaching and managing lecture delivery while working from home are interrelated. However, majority of academicians' ethics to commitment is commendable in view of the fact that they usually refrain from misbehaving with learners and colleagues. The relationship between an ordered categorical variable such as managing lecture delivery while working from home and numerous other independent variables relating to academicians' performance, such as enjoying teaching experience, self-assessment of teaching performance, and satisfaction of students with home-based teaching, was investigated using regression analysis. Through regression analysis, there was a substantial relationship between managing the delivery of lectures and academicians' experience of instructing. In contrast, there was no link between controlling lecture delivery and self-evaluation of teaching performance while working from home through executing regression analysis. The coefficient table derived from regression analysis also revealed a strong link between managing lecture delivery and student satisfaction with home-based teaching. However, it does not imply that work from home contributes to inculcating unproductive or counter-productive behaviors amongst academicians during COVID-19 pandemic. Rather, some of the productive behavior was also instilled amongst academicians as well, such as managing deliver of lectures within scheduled time, self-assessment of teaching performance and satisfactory experience of students. However, it is noteworthy that smoothness of communication between academicians and students sometimes hampered despite the increased use of digital technology and this is definitely an area of concern in view of its negative impact on the trajectory of learning process. Nonetheless, this is undeniable that teaching performance of academicians has considerably improved on account of the growing use of video-conferencing technology in times of COVID-19 crisis.

Findings reveal apart from Google Meet and Zoom, MS Teams, MS Teams has also been emerged as a video conferencing tool that helps in facilitating online collaboration and cooperation with learners amidst COVID-19 pandemic.

From the findings as well, there were various challenges faced, such as computer/laptop issues, network connectivity and lesser familiarity of academicians with online teaching. Academicians also put the blame on their families for the difficulties they experienced while delivering lectures via online. Work from home fetched some other experiences for academicians as well, such as work life balance where academicians finds it enjoyable teaching experience in times of COVID-19 crisis since it helps them to be separated from workplace stressors.

5.1 Implications

In regard to the implications of the findings for future research, it can be notified that this research would be proved as useful for researchers who wish to empirically explore and examine the impact of work from home on academician's work behavior in light of Omani context. Providers of work from home training associated with organizations can be informed through this study about the possible areas of counter-productive work behavior that are likely to hamper work productivity. Learning and development practitioners associated with the development of work from home–based training module would be benefitted as well through this study because it shows the technical and non-technical challenges experienced by workers while working from home. The results suggest that workplace productivity of academicians can be improved with enhanced collaboration between learners and teachers and eradication

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of technical and non-technical challenges experienced by academicians during work from home. The gap in empirical research in Omani context would be fulfilled to some extent and in the academic literature relating to working from home productivity and counterproductive work behavior. This study can be considered an important and noteworthy for academicians, trainers, practitioners, learners and researchers.

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