

العلاقة بين الضغوط المهنية والدافعية المهنية والرضا الوظيفي لدى معلمي مدارس
سلطنة عُمان

*The relationship between occupational stress, occupational
motivation, and job satisfaction among teachers in the
Sultanate of Oman*

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الملخص:

هدف البحث للتعرف على مستوى الضغوط المهنية والدافعية المهنية والرضا الوظيفي لدى معلمي المدارس بسلطنة عُمان، والتحقق ما إذا كان هناك علاقة ترابطية ذات دلالة إحصائية بين المتغيرات الثلاثة. وقد اعتمدت البحث على المنهج الوصفي الارتباطي، لقياس المتغيرات على عينة البحث، تم إعداد استبانة تكونت من 63 عبارة. وقد تم تطبيق الاستبانة على عينة عشوائية بسيطة 234 من معلمي مدارس سلطنة عُمان للعام الدراسي 2022-2023. ودلت النتائج على أن مستوى الضغوط المهنية للمعلمين جاء متوسطاً، وجاء مستوى الدافعية المهنية متوسطاً كذلك، بينما ظهر مستوى الرضا الوظيفي لدى المعلمين منخفضاً، كما كشفت نتائج فرضيات البحث إلى وجود علاقة سلبية وعكسية بين الضغوط المهنية والدافعية المهنية والرضا الوظيفي، في حين دلت نتائج فرضية العلاقة بين الرضا الوظيفي والدافعية المهنية على وجود علاقة ترابطية إيجابية. ونوقشت النتائج في ضوء الاتفاق والاختلاف بين الدراسات السابقة التي تضمنها البحث، كما تم عرض توصيات لنتائج البحث.

الكلمات المفتاحية: الضغوط المهنية، الدافعية المهنية، الرضا الوظيفي، معلمي مدارس سلطنة عُمان

Abstract:

The research aimed to identify the level of occupational stress, occupational motivation, and job satisfaction among schoolteachers in the Sultanate of Oman, and to verify whether there is a statistically significant correlation between the three variables. The research relied on the descriptive correlational approach, to measure the variables on the research sample, a questionnaire was prepared consisting of 63 phrases. The questionnaire was applied to a simple random sample of 4-23 schoolteachers in the Sultanate of Oman for the academic year 2022-2023. The results indicated that the level of occupational stress of teachers was average, and the level of occupational motivation was medium as well, while the level of job satisfaction among teachers appeared low, and the results of the research hypotheses revealed a negative and inverse relationship between occupational stress, occupational motivation and job satisfaction, while the results of the hypothesis of the relationship between job satisfaction and occupational motivation indicated a positive correlation relationship. The results were discussed considering the agreement and disagreement between the previous studies included in the research, and recommendations for the results of the research were presented.

Keywords: Occupational stress, Occupational motivation, Job satisfaction, Oman School Teachers

1. Introduction

The teaching profession of teachers in schools is one of the humanitarian professions related to teaching students, as indicated by the study of Sivakumar & Chitra (2017), where the teacher is considered an essential axis of the educational process in schools, as he is responsible for the educational process from entering school to the end of the school day, as indicated by Lunenburg & Ornstein (2021) In his study on the nature of educational professions, including the teacher's profession, and about this responsibility entrusted to him, the interest of scientists in studying the professional behavior and personality of the teacher has increased remarkably since the emergence of education, because of its importance in the teaching and learning process. Looking at the teaching profession, we find the teacher faces many challenges and pressures, so it is his responsibility to prepare generations and contribute to the development and progress of societies, and the role of teachers is not limited to planning and implementing the teaching process only, but also to many demands (Parveen & Bano, 2019), the teaching profession requires teachers to grow and advance knowledge, and to be familiar with the latest educational methods and methods and methods of scientific research, and to contribute to solving educational problems, in making decisions and identifying the needs and characteristics of students. Developmentalism, taking into account individual differences, in addition to openness to society and work to serve it (Aswayeb & Nwaira, 2020) Occupational stress have been linked to their relationship to occupational motivation and their relationship to job satisfaction of teachers, and we find that the teacher's performance varies from one teacher to another and depends on the effort he makes and his commitment to his required duties, and this effort is required more in achieving the goals of the student's educational process (Al-Rudainiyya, 2021). One of the factors that contribute to occupational stress to influence the teachers' profession in completing their work and performing it as required is the low levels of occupational motivation and job satisfaction among teachers (APA, 2020), which are important factors for the professional performance of the teacher, but are considered important elements in achieving the efficiency and quality of teaching, which reflects positively on the success of the educational process in the school (Parveen & Bano, 2019). As a result of the impact of

pressures on the professional behavior of teachers and their link to motivation and job satisfaction, occupational stress have become one of the topics of interest to behaviorists and administrators in educational work, by examining the various aspects of the means and paths of pressure for the teacher and measuring the degree of pressure among teachers towards their jobs, as well as examining the causes and sources of fading pressure, because this is reflected in his commitment and motivation at work and performing his duties as required, and on the level of satisfaction with his profession.

Occupational stress, occupational motivation and job satisfaction are important topics that should be identified because of their importance and impact on teachers who work in the profession of teaching students in schools, because the teaching profession is one of the professions that contain many professional positions that put pressure on teachers, which leads to a decrease in the level of occupational motivation and a lack of sense of job satisfaction when completing their job tasks, which leads to a weak ability to continue teaching work in the school under these pressures and thus occurs in The end of their departure from their profession, change of profession, retirement or early resignation due to their low ability to withstand or face the occupational stress they face in their schools and their inability to adapt to them, based on the results of a study Mohamed (2018). The success of schools in achieving their goals of increasing the success rate of their students and their high level of achievement is largely related to the material and moral factors that achieve a high degree of motivation and job satisfaction for teachers, which is reflected in the level of their performance and motivation towards work, and thus achieving a high rate of achievement.

In the Sultanate of Oman, like other countries in the world, school teachers suffer from great occupational stress that have increased at the present time, as a result of the increase in the number of students per class, the large number of professional burdens placed on them and the multiplicity of responsibilities inside and outside schools, which are outside the scope of their basic work tasks set by the Code of Ethics of the teaching profession in the Sultanate of Oman. Ministry of Education (2018) According to a study (Al-Dhafriya, 2021) At present, 85% of teachers in the Sultanate of Oman suffer from great occupational stress, which has negatively reflected on their level of motivation and satisfaction with schoolwork, which has led to their early retirement, resignation, or transfer to other jobs. hers Relationship to the teaching profession. According to this phenomenon spread in the schools of the Sultanate of Oman, a field study was prepared to look at the impact of occupational stress on their motivation and job satisfaction under the

conditions of this era. Using Measures that measure the levels of occupational stress, motivation, and job satisfaction of schoolteachers in the Sultanate of Oman.

2. Research problem

The search problem comes from During field visits to a group of schools in grades (1-12) The Sultanate of Oman, which refers to the low motivation of some teachers in completing their work and the tasks entrusted to them, which appears from some teachers indifference, negligence, evasion of school work, frequent grumbling and complaining about the size of the burdens, frequent absenteeism from work, and a lot of thinking about resignation and retirement from work or others, and the researcher has explained this matter by the low motivation, morale and self-efficacy they have. Since teachers are considered one of the most important professional groups in society, attention to this important category of workers in the most important sector, the education sector, is critical to the future of the Sultanate of Oman. (Al-Rudainiyya, 2021). According to what some studies have indicated as a study (Al-Rabkhi, 2016; Al-Dhafriya, 2021; Al-Musharrafyah, 2021) The occupational stress of teachers in schools vary from one teacher to another, and that these pressures have a clear and tangible impact on their job satisfaction and motivation towards schoolwork in the educational learning process within the school. These studies showed the extent of grumbling and feeling of distress among teachers in schools due to the many burdens assigned to them, and those demanding to complete them in a specific time, which is greater than their capacity in light of the limited capabilities, resources and powers, which generated them suffering from work pressure, in addition to the link between these pressures and some variables that surround the school and confuse it in its work, and the weakness of professional experience in the field of teaching work, and the lack of material and encouraging incentives. Has Recommendations indicated Every other Previous Omani Studies Al-Rabkhi, 2016; Al-Dhafriya, 2021; Al-Musharrafyah, 202) To study the occupational stress of school teachers in the Sultanate of Oman and their relationship to some variables such as job satisfaction and professional motivation, and the degree of impact of work pressures on their relations with their fellow teachers, school administration and educational supervisors and their relationship with their students and parents. As noted from previous studies when taken for occupational stress and their relationship to the occupational motivation of teachers, the motivation of teachers is affected by the impact of occupational stress on them, as well as when dealing with the variable of job satisfaction,

it is also affected by the impact of occupational stress on teachers. A study has indicated (Al-Dhafriya, 2021) Teachers' motivation towards the teaching process is related to the impact of occupational stress and their low level of job satisfaction. As shown by a study Al-Muqbalayah, (2018) In its results that occupational stress negatively affects the job satisfaction of teachers.

Through a review of the theoretical literature and previous studies related to occupational stress, occupational motivation and job satisfaction of teachers in schools, the researcher found that occupational stress was linked to occupational motivation as a study (Saputra, Rina and Sodiq, 2019) and linking occupational stress to job satisfaction as a study (Al-Musharrafyah, 2021) and study Sivakumar & Chitra, (2017), linking occupational motivation to job satisfaction as a study (Qasim, Wattoo & Mahmood, 2019). Previous studies have also shown that occupational stress have different effects on occupational motivation and job satisfaction and within variables that differ from one study to another, as teachers are exposed to difficult professional conditions that constitute pressures for them, which is indicated by a study (Saputra, Rina and Sodiq, 2019) While some studies have shown that occupational stress has an impact on occupational motivation and the relationship between them was negative as a study (Al-Atrash & Ahmed, 2020) Studies found that occupational stress did not affect occupational motivation and the relationship between them was weak as a study. (Al-Dhafriya, 2021) and study (Kongcharoen, Onmek, Jandang & Wangyisen, 2020) While no studies have shown indicating a positive relationship between occupational stress and job satisfaction, and for the relationship between occupational motivation and job satisfaction, a positive relationship was found as a study (Qasim, Wattoo & Mahmood, 2019). We conclude from these studies that there are differences in the results of the size of the impact among these variables on the category of school teachers at different educational levels and in different periods of time and educational environments, and we found that these studies dealt with only two variables and did not address the three variables as one study to find out the extent to which there are or without relationships between them.

Based on the foregoing, and to the best of the researcher's knowledge and knowledge of many previous studies, he revealed a complete scarcity in the absence of studies dealing with the relationship between occupational stress, occupational motivation and job satisfaction in one study combined. Therefore, this study came to examine the relationship between occupational stress, occupational motivation and job satisfaction among a sample of school teachers in the Sultanate of Oman.

3. Objectives

The main objective of the research is to reveal the level of occupational stress, professional motivation, and job satisfaction among teachers in the Sultanate of Oman. Hence studying the relationships between these three variables.

4. Questions

The following research question was formulated:

What is the level of occupational stress, occupational motivation, and job satisfaction among teachers in Oman?

5. Hypotheses

The following hypotheses were formulated for research:

- I. There is no statistically significant correlation of occupational stress on occupational motivation among teachers at schools in the Sultanate of Oman.
- II. There is no statistically significant correlation for occupational stress on job satisfaction among teachers at schools in the Sultanate of Oman.
- III. There is no statistically significant correlation of job satisfaction on occupational motivation among teachers at schools in the Sultanate of Oman.

6. Importance of research

The importance of this research lies in the fact that it provides additions and theoretical and applied contributions, in theory its importance lies in its treatment of important topics in the field of educational psychology, namely: occupational stress, professional motivation, job satisfaction, and the impact of these variables on the teaching profession of teachers and on the conduct of the educational process in schools. The theoretical importance of this research is also represented in its originality, as it - as far as the researcher knows - will be This research is one of the first researches that dealt with the study of the relationships between occupational stress, occupational motivation and job satisfaction, previous studies examined the relationships between both occupational stress and job satisfaction, and between occupational motivation and job satisfaction, and between occupational stress and occupational motivation separately, while this research examines a deeper and more comprehensive description of the variables mentioned. In practice, the current research contributes to supporting the educational field with the importance of some variables that contribute to raising levels of occupational motivation and job satisfaction and reducing The results of which may also serve to draw the attention of teachers in schools to the

importance of ensuring the development of their profession by engaging in professional development programs that would contribute to strengthening and improving the quality of their teaching profession and help them alleviate the occupational stress on them, and focus on programs that help raise their occupational motivation and job satisfaction.

7. Research limits

The results of the research were determined by identifying the relationship between occupational stress, occupational motivation, and job satisfaction among schoolteachers in the Sultanate of Oman, so the results of this research were limited in their human limits to a sample of teachers in schools in the Sultanate of Oman. It was also determined by the time context in which the research was conducted, which is the 2022-2023 academic year. This research was limited in its objective limits to knowing the relationship between occupational stress, occupational motivation, and job satisfaction among teachers in schools using the quantitative approach, due to its suitability to the objectives and hypotheses of the research. While the tools used were determined by a questionnaire that collected the three study variables Occupational stress, occupational motivation, and job satisfaction.

8. Research terms

The following is a definition of the terms contained in the research, namely:

- I. Occupational Stress:** Occupational stress is known in the literature of organizational behavior and occupational psychology as work pressure or job pressure, which is a professional dysfunction that occurs in the institution or organization of work in which the worker works, and this dysfunction leads to a decrease in the level of job satisfaction, weakness in professional performance, and then a decrease in the level of occupational motivation and thus the lack of production desired of the worker to achieve due to the pressures he is exposed to in his professional life (Mohamed, 2018).
- II. Occupational Motivation:** It is defined as an internal force that provokes the enthusiasm of the individual and moves and activates his behavior in a certain direction, to achieve a goal or benefit to satisfy a physiological and psychological need. Motivation generates the desire to make the maximum possible effort to achieve organizational goals in order to increase their ability to meet their needs (Al-Ahmad, 2023).
- III. Job Satisfaction:** Job satisfaction is defined as an individual's sense of contentment, satisfaction or happiness to satisfy the needs of work with confidence, loyalty and belonging to work, and with

internal and external environmental factors and influences related to the profession (Saputra, Rina and Sodiq, 2019).

IV. Teachers: They are school employees with a degree in education who are academically and educationally qualified to teach school students according to the disciplines in which they specialized during their university studies, and in the school environment they are called teachers who teach their students in the schools in which they work at various educational levels (Abdel-Halim, 2020).

V. Schools: They are public schools under the direct administrative and technical supervision of the Ministry of Education in the Sultanate of Oman, and include the educational stages of grades (1-12) that include a school administration, teachers, students and technical workers who serve the school (Ministry of Education, 2021).

9. Previous studies

I. Studies in the relationship of occupational stress to occupational motivation

First researchers Educators Study the relationship between occupational stress and occupational motivation with great interest. These studies have been able to support the assumption that there is a statistically significant positive relationship between occupational stress and professional motivation. Among the most prominent of these studies is the study of Jack (2015), which aimed to find out the relationship between work pressures and occupational motivation among teachers in intermediate education schools in Batna, Algeria, where Sample from 260 teacher. The researcher relied on the descriptive correlational approach. It found a positive correlation between occupational stress and occupational motivation of 0.52. As targeted study (Al-Dhafriya, 2021) In order to find out the relationship between work stress and achievement motivation among life skills teachers in basic education schools in the Sultanate of Oman and used the quantitative descriptive method as a methodology to study it, a random sample of 306 teachers in basic education schools was selected, and the questionnaire and interview were used as tools to collect data, and its results came from a very weak and inverse correlation between the work stress variable and the achievement motivation variable among teachers. The study came Kongcharoen, Onmek, Jandang & Wangyisen (2020), which aimed to explore the levels of stress and occupational motivation of primary and secondary school teachers in UK schools, and to investigate the factors that influence teacher stress. Formed The sample of 400 teachers in the primary and secondary stages, the questionnaire was used as a tool to collect data

from the sample and found that occupational stress is positively and significantly related to the motivation of work among secondary school teachers. The study revealed that demographic factors and professional motivations influence teacher stress. While studying Saputra, Rina and Sodik (2019), which aimed to identify the impact of the relationship between occupational stress and motivation on the performance of teachers at the private primary school Noor Al-Iman Skanjo Lymphong West in Indonesia and adopted on the quantitative, descriptive, analytical approach. The results found that occupational motivation does not materially affect teachers' performance. and that Occupational stress affect teachers' motivation significantly. Motivation and occupational stress affect teachers' performance morally.

II. Studies in the relationship of occupational stress to job satisfaction

The relationship between occupational stress and job satisfaction has received a great deal of attention from researchers Educators Their studies have unanimously agreed that there is a statistically significant negative relationship between occupational stress and job satisfaction. One of the most prominent studies that dealt with the relationship between these two variables is a study Mwakasangul & Mwita (2020). Which aims to study the relationship between occupational stress and job satisfaction among secondary school teachers in Tanzania, the study sample consisted of 618 teachers working in Tanzanian Morogoro schools. The results indicate a high negative relationship between occupational stress and job satisfaction of teachers, a high negative relationship with job satisfaction related to the years of life of teachers, and a high positive relationship with job satisfaction related to interest in teacher development and professional training. A study (Parveen & Bano 2019)), which aimed to identify the relationship between teachers' occupational stress and job satisfaction, and to know the emotional level of teachers towards the teaching profession, the results showed that teachers' occupational stress were negatively associated with positive emotions in teaching and job satisfaction. While positive emotions for teachers were found to be positively correlated with job satisfaction. It found that there are positive and negative emotions that are associated with the relationship between teachers' occupational stress and job satisfaction. The study comes Sivakumar & Chitra (2017), which aimed to find out the impact of occupational stress on job satisfaction of secondary school teachers in Dharampuri and Tamil Nadu, India during the Covid-19. Appear the results are that the level of occupational stress to which the teacher is exposed varies according to demographic factors, and that the relationship between stress

and job satisfaction is positive. Virtual online classes and other job assignments during the pandemic have led to a high level of occupational stress among teachers. These occupational stresses have had a negative impact on teachers' job satisfaction. In a study Mehta (2015), which aimed to study the relationship between the effect of occupational stress on job satisfaction and the effect of motivation towards work on job satisfaction, among school teachers In New Delhi, the study sample contained 100 teachers, and the results found that there was no factor affecting occupational stress, job satisfaction and motivation towards work among teachers in schools.

III. Studies in the relationship between job satisfaction and professional motivation

The researchers conducted Educators Many studies to find out the relationship between job satisfaction and professional motivation, and they reached positive and negative results, including a study Tayyar (2022) that came To reveal the relationship between job satisfaction and occupational motivation among secondary school teachers in public schools in Riyadh, Saudi Arabia, a random sample of 737 teachers from 24 secondary schools was selected, questionnaires and interview were used to measure job satisfaction and occupational motivation among teachers. Results A statistically significant positive correlation between job satisfaction and professional motivation. and study Sumanasena, Nawastheen & Jayawardena (2020) which Aimed to examine the relationship between teachers' job satisfaction and occupational motivation According to the theory of Herzberg with Schools Puttalam Education Zone in Sri Lanka, followed the descriptive survey method, Be Community of 890 teachers, The results indicated a significant correlation between job satisfaction and professional motivation. The study focused Qasim, Wattoo & Mahmood (2019) To analyze the role of motivation on job satisfaction among primary school teachers, a random sample of 150 teachers from the Pakistani province of Punjab was selected, where it was concluded that there is a positive correlation between motivation and job satisfaction. While a study Eat (2019), towards identifying the relationship between teachers' job satisfaction and motivation towards work, where a stratified sample of 265 teachers was selected from 20 government secondary schools from the urban area of Fako and the rural area of Nadine in the southern region of Cameroon, questionnaires and interviews were used on The sample, where the results showed that the relationship between job satisfaction and occupational motivation is in an affected and negative situation in the event of a decrease

in teachers' motivation towards teaching. While a study revealed Nyarko, Twmwa & Adentwi (2014) to identify the impact of occupational motivation on the job satisfaction of secondary school teachers in Accra, Ghana, the sample of 200 teachers, where the results indicated a positive correlation between teachers' occupational motivation and job satisfaction.

10.Procedures for research

The research procedures are as follows:

I. Methodology

The research relied on the descriptive methodology when analyzing data and extracting Results This methodology is based on describing and interpreting the phenomenon, and identifying the relationships between the variables to be searched.

II. Population

The current research population includes all 56,827 teachers of various educational levels for grades (1-12) in the schools of the Sultanate of Oman, distributed according to the schools of the Sultanate of Oman, according to the statistics of the Ministry of Education in the Sultanate of Oman during the academic year. 2022-2023 (Ministry of Education, 2021).

III. Sample

A simple random sample was selected by 20% from the research population, the sample size was 234 male and female teachers, and the questionnaire was applied to them.

IV. Tool

To achieve the objectives of the research, Adopting a stress scale for teachers called the Teachers Stress Inventory (TSI), by Michael Femian Michel J. Fimian In 1986, which was based on the theoretical foundations of the theory of cognitive assessment of occupational stress Lazarus (Lazarus, 2000) In measuring occupational motivation, the scale of motivation of work tasks for teachers was adopted The Work Tasks Motivation for Teachers (WTMST), for Vernet et al. (Fernet et al., 2008), which was based on the theoretical foundations of expectation theory Expectation Theory On Motivation by Victor Vroom In 1964, in measuring the variable of job satisfaction, a questionnaire was adopted for teachers' job satisfaction. Teachers' Job Satisfaction Questionnaire (TJSQ) by Paula Lester (Lester, 2000), which was based on the theoretical foundations of Herzberg's factor theory Herzberg's motivation- hygiene theory. The appropriate phrases have been identified from these scales to suit the psychological, cultural and environmental characteristics of the current research sample and then translated and modified phrases. Based on these measures, the statements

measuring these variables were collected in one questionnaire so that it would be easier for respondents to answer them. In order to obtain data from them. The tool was presented in its initial form to a group of 20 expert arbitrators with experience in educational psychology. to take their opinions on the adopted statements, and then modified the phrases according to their suggestions and experience, until the tool took its final form. The number of questionnaire items reached 63, including 25 items that measure the occupational stress of teachers, and 19 items that measure the occupational motivation of teachers. As well as 19 items that measure the job satisfaction of teachers, and each item contained five alternatives according to the Likert five-point scale, where its degree in the positive item: strongly agree 5, agree 4, neutral 3, disagree 2, strongly disagree 1. Its degree in the negative item is strongly disagree 5, disagree 4, neutral 3, agree 2, strongly agree 1. The questionnaire was initially applied to a survey sample of 30 teachers, randomly selected from schools in Muscat and Al Dakhiliya governorates in the Sultanate of Oman. It is a separate sample from the field study sample to which it was applied. In order to verify their final validity for application to the members of the actual sample, and to ensure the psychometric properties by calculating the coefficients of consistency and stability by appropriate statistical methods, the correlation coefficients for the occupational stress items reached (0.496 – 0.808), and in the occupational motivation items (0.466 – 0.792), and the correlation coefficients for the job satisfaction items (0.690 – 0.777), while the stability coefficients by the Cronbach alpha method for the three measured variables (0.955, 0.941, 0.945), which indicates that the study tool has a high degree of stability. Relying on it in the field application of the study according to the Nanly scale (Nunnally & Bernstein, 1994: 264 265) which adopted 0.70 as the minimum stability. Also, the responses obtained in the survey sample were not used in the analysis of the field sample data.

V. Statistical analysis

To process and analyse the research data, the software was relied upon SPSS, 28. To be used in statistical analysis such as mean averages, standard deviations, and Pearson's correlation coefficient to know the relationship between occupational stress and occupational motivation and job satisfaction.

11. Results

I. **Results related to the question** What is the level of occupational stress, occupational motivation, and job satisfaction among teachers in the Sultanate of Oman? To answer this question, the mean averages

and standard deviations were calculated to know the level of the three variables among the sample members. Table 1 shows the overall level of search variables.

Table 1

Overall level of occupational stress, professional motivation, and job satisfaction

Standard deviation	Mean	Variable
0.73	3.43	Overall level of occupational stress
0.81	2.92	Overall level of occupational motivation
0.80	2.68	Overall level of job satisfaction

Source: Data analysis results using SPSS software, 2022.

Table 1 provides a comprehensive overview of the descriptive analysis conducted on three vital variables within the scope of the research: occupational stress, occupational motivation, and job satisfaction. Descriptive analysis involves careful examination and characterization of these variables, enabling a deeper understanding of their divergent distributions, central trends, differences, and potential patterns by focusing on the macro level of the variable rather than each item in the questionnaire. The occupational stress variable, on the quintuple scale, was found to have an overall mean of 3.43, with a standard deviation of 0.73. And this indicates a moderate level of occupational stress within the sample studied, with a relatively moderate degree of variation around the mean. Similarly, the occupational motivation variable showed an overall mean of 2.92, with a standard deviation of 0.81. This suggests a moderate level of occupational motivation among participants, with a marked degree of dispersion in individual scores. Furthermore, the analysis shows that job satisfaction, measured on the same Likert scale of 5 point, resulted in an overall average score of 2.68, accompanied by a standard deviation of 0.80. This indicates a low level of job satisfaction within the context studied, with a marked level of variation in satisfaction levels among participants.

II. Results related to hypothesis H1 There is no statistically significant correlation of occupational stress on occupational motivation among

schoolteachers in the Sultanate of Oman. To verify the validity of the hypothesis, the Pearson correlation coefficient between occupational stress and occupational motivation of the research sample was calculated at the significance level of 0.001, and table 2 summarizes the results obtained.

Table 2

The relationship between occupational stress and occupational motivation according to Pearson's correlation coefficient

		Occupational Motivation
Occupational stress	Correlation coefficient	0.045-
	Level of significance	0.815

Source: Data analysis results using SPSS software,2022.

III. Results related to hypothesis H2 There is no statistically significant correlation of occupational stress on job satisfaction among public schoolteachers in the Sultanate of Oman. To verify the validity of the hypothesis, the Pearson correlation coefficient was calculated between the total score of the occupational stress scale and the total score of the job satisfaction scale, and the results were as shown in table 3.

Table 3

The relationship between occupational stress and job satisfaction according to Pearson's correlation coefficient

		Job Satisfaction
Occupational stress	Correlation coefficient	0.196-
	Level of significance	0.05

Source: Data analysis results using SPSS software,2022.

From table 3, it is shown the correlation coefficient is weak and negative between occupational stress and job satisfaction, and this indicates that occupational stress negatively affects the job satisfaction of teachers, and a weak correlation indicates that not everything that causes stress affects job satisfaction.

IV. Results related to hypothesis H3 There is no statistically significant correlation of job satisfaction on occupational motivation among schoolteachers in the Sultanate of Oman. To verify the validity of the hypothesis, Pearson's correlation coefficient was calculated between the overall score of the job satisfaction scale and the overall score of the occupational motivation scale, and the results were as shown in table 4.

Table 4

The relationship between job satisfaction and occupational motivation according to Pearson's correlation coefficient

Job Satisfaction	Occupational Motivation		
	Correlation coefficient	0.613	
	Level of significance	0.000	

Source: Data analysis results using SPSS software, 2022.

From table 4, it is shown that the correlation coefficient between job satisfaction and occupational motivation was 0.613. The relationship is positive and is statistically significant at the level of 0.01.

12. Discussion of results

I. Discussing the level of occupational stress from the point of view of schoolteachers in the Sultanate of Oman

The research found that the level of occupational stress among the sample members was average, as the results indicated that the overall level of the occupational stress scale came in a moderate degree. The average of the level of occupational stress among teachers can be attributed to the nature of the work of teachers in the Sultanate of Oman and its characteristics on a daily basis such as the high student density in classes, the daily problems of students, the continuous review of parents and the interspersed dialogues and discussions about what is related to their students, and the continuous visits by educational committees and supervisors. Educators and the school principal, problems related to professional growth and job satisfaction, and the successive changes adopted by the Ministry of Education through the continuous development of the educational system.

This finding is consistent with the results of the Mwakasangul & Mwita (2020), which showed moderate levels of occupational stress among secondary school teachers in Tanzania. On the other hand, the results of the

study vary with study Saputra, Rina and Sodiq (2019), which showed low levels of occupational stress experienced by primary school teachers in Skanju Lymphong West in Indonesia Regarding the high levels of occupational stress among teachers. The researcher attributes this difference with previous studies to the difference in the educational environment and its requirements in the countries of those studies from the Omani educational environment.

II. Discussing the level of occupational motivation from the point of view of schoolteachers in the Sultanate of Oman

The research found that the level of occupational motivation among the sample members was average, and the level may be attributed to the lack of interest of the Ministry of Education in the teacher to provide material and moral incentives and rewards for the efforts made by the teacher often, in addition to the nature of the teaching profession and the hardship and difficulties it entails, and the inability to keep pace with modern developments and developments in the developed curriculum. As well as the weakness of the resources available in schools, and the lack of material and moral incentives. Teachers' complaints about long working hours distributed are not fair reduces the high level of motivation of the teacher in his work, and the lack of an educational environment equipped with the necessary means and tools for the educational learning process in the school. And other factors that negatively affect the teacher's feelings and feelings, and thus reflect on his motivation in his work, and make the teacher dissatisfied with his job, or rather lead to a decrease in the level of satisfaction of the teacher with his job. This finding is consistent with the results of the study of Nyarko, Twumwaa & Adentwi (2014), which showed an average level of occupational motivation among secondary school teachers in Accra, Ghana. It also agrees with the Qasim, Wattoo & Mahmood (2019) study among primary school teachers in the Pakistani province of Punjab, which also concluded that there is an average level as well. This finding was found to differ with the results of the Makolle study (2019) which showed that the level of occupational motivation was low among schoolteachers in southern Cameroon.

III. Discussing the level of job satisfaction from the point of view of schoolteachers in the Sultanate of Oman

The results showed a low level of job satisfaction for teachers in public schools in the Sultanate of Oman, where the results indicate that the overall score of the job satisfaction scale is average. This low level of job satisfaction

may be due to the fact that the nature of work in the schools where teachers work is discouraging and unacceptable, in addition to the fact that the salaries they receive are not enough to satisfy their basic needs, and are not commensurate with the cost of living, in addition to the nature of the teaching profession and its hardships and difficulties, as well as the teacher's fear of failure. And the inability to keep pace with recent developments curriculum. As well as the weakness of the resources available in the school, and the lack of material and moral incentives. Teachers' complaints about unfairly distributed working hours, which reduces teacher satisfaction with their work, and the lack of a school environment equipped with the necessary means and tools for the teaching and learning process. The results of the research agreed with the study of Parveen & Bano (2019), which showed that the degree of satisfaction of teachers was low, and this result differed with the findings of the study of Sumanasena, Nawastheen & Jayawardena (2020), Which showed that the level of job satisfaction of teachers was high among teachers of schools in the Puttalam Education Zone in Sri Lanka. A study of (Mehta, 2022) reported that public school teachers have high levels of job satisfaction, especially when compared to private school teachers.

IV. Discussion of the first hypothesis H01: The relationship of occupational stress to occupational motivation

The results of this hypothesis showed that occupational stress negatively affects occupational motivation, as the results of Pearson's correlation coefficient indicated that there is an inverse correlation of statistical significance between occupational stress and occupational motivation among schoolteachers in the Sultanate of Oman and indicates that any increase in the level of occupational stress is offset by a decrease in the level of occupational motivation among teachers. This means rejecting the null hypothesis and accepting the alternative hypothesis that there is a statistically significant effect of occupational stress on occupational motivation. The results of this hypothesis in the relationship between the two previous variables indicate that there is a significant impact between occupational stress and occupational motivation among teachers in the Sultanate of Oman, which can be attributed to the nature of pressures related to technical and organizational capabilities, pressures related to workload, pressures related to students and parents, and stress related to working conditions. Which the teacher in the Sultanate of Oman goes through in his teaching profession, which is reflected in the low moral motivation he has in the love of work. In addition to the large number of students in one classroom, which requires the teacher to exert double effort in his work, there are also personal factors

associated with the teacher himself, which appear in the form of anxiety and tension, which results in pressures that limit his ability, weaken his effort and motivation, and affect his motivation negatively. The result of this hypothesis coincided with the results of studies (Kongcharoen, Onmek, Jandang & Wangyisen, 2020; Saputra, Rina and Sodik, 2019), which found that occupational motivation and occupational stress significantly affect teachers' performance. One of the studies that proved the opposite of this relationship is a study (Makhloufi, 2015), which indicated in its results a positive correlation between occupational stress and occupational motivation among teachers in middle schools in Batna, Algeria. The study (Al-Rudainiyya, 2021), which found an average level of motivation among teachers.

V. Discussion of the second hypothesis H02: The relationship of occupational stress to job satisfaction

The results of this hypothesis showed that occupational stress negatively affects job satisfaction, and this indicates that there is a statistically significant inverse relationship between occupational stress and job satisfaction according to the results of the Pearson correlation coefficient and indicates that any increase in the level of occupational stress is offset by a decrease in the level of job satisfaction among teachers. This means rejecting the null hypothesis and accepting the alternative hypothesis that there is a statistically significant effect of occupational stress on job satisfaction. The results of this hypothesis agree with the results of a study (Mwakasangul & Mwita, 2020; Parveen & Bano, 2019), which indicated a high negative relationship between occupational stress and job satisfaction among school teachers. One of the studies that did not find in its results any correlation between occupational stress and job satisfaction was a study of (Mehta, 2022), which indicated that there is no relationship. The effect of occupational stress on job satisfaction towards work among teachers in schools' Indian capital is New Delhi. This difference is due to the different nature of the educational culture and educational environment in those countries in which the study was conducted.

I. Discussion of the third hypothesis H03: The relationship of job satisfaction with occupational motivation

The results of this hypothesis showed that there is a statistically significant positive effect of job satisfaction on occupational motivation, meaning that increased job satisfaction results in an increase in the level of occupational motivation among teachers. This result is attributed to the fact that the teacher's satisfaction with his work leads to an increase in his motivation to

accomplish his professional duties to the fullest and thus reduce the chances of leaving work outside school or absenteeism, malaise, neglect, etc. In addition to the availability of appropriate incentives for teachers with outstanding performance, the provision of suitable environment for work. Paying attention to teachers' individual or financial circumstances enhances their psychological sense of satisfaction, motivates them to work further, and encourages honest competition among them. This finding is consistent with those of studies (Nyarko, Twumwaa & Adentwi, 2014; Qasim, Wattoo & Mahmood, 2019; Tayyar, 2022; Sumanasena, Nawastheen, and Jayawardena, 2020), which proved a positive correlation between teachers' occupational motivation and job satisfaction among secondary school teachers, and among the studies whose results differed from the result of this hypothesis is the study of Makolle (2019), which showed a negative relationship between job satisfaction and occupational motivation among secondary government school teachers in the urban area of Fako and the rural Nadine region in the southern Cameroon region.

13. Recommendations

Given the importance of conducting the current research, and its recent findings regarding occupational stress, occupational motivation and job satisfaction and their impact on schoolteachers in the Sultanate of Oman. The current research recommends practical measures to improve teacher productivity in school, such as interviewing teachers to find out their orientations, interests, sources of stress and motivation, trying to find ways to satisfy them, and providing what they need in the school environment in terms of human relations, educational resources, quality of incentives, and providing an attractive school environment.

14. Conclusion

The research shed light on occupational stress, occupational motivation, and job satisfaction among teachers at schools in the Sultanate of Oman, where the theoretical and practical aspects of this research were developed, including a presentation of the introduction, problem, objectives, questions, hypotheses, importance, research limits, definition of the terms received, and previous studies that studied the relationship between these variables. It also addressed methodology procedures, population, and sample, and identified the tools to measure the variables, and the research was able to answer the questions posed, and the validity of the hypotheses that were placed in it was verified, and it came as a complement to the educational research that came before it. Then discuss the results and the extent to which they agree and disagree with the results of previous studies, and ended by addressing

recommendations that benefit those in charge of the teaching profession in the Sultanate of Oman.

15. Permission to approve the research tool application

The researchers testify that they obtained the consent of the sample members to apply the research tool to them and their desire without pressure to respond to the items of the tool. The sample realized that their personal data was not published, and all efforts were made to maintain the confidentiality of the information and data they obtained from the sample members so that it is hidden.

16. Sources of moral and financial support

There is no material or moral support from conducting this research.

17. Conflict of interest

There is no material interest in conducting this research.

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