

The Relationship Between Schoolwork Stress and Teachers' Job satisfaction: A study in the Context of Omani Schools

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Abstract

The study aimed to reveal the relationship between occupational stress and job satisfaction among Omani school teachers. The study population consisted of 680 teachers randomly selected from various schools in the Omani governorates for the academic year 2023-2024. Descriptive statistical analysis was used as a methodology to analyse the study sample data. Two tools were used to collect data: the first to measure school stress and the second to measure schoolwork satisfaction. The results of the study showed a high level of school stress suffered by schoolteachers. It also showed an average level of teachers' satisfaction with the school tasks they perform. There was a strong statistically significant inverse relationship between school stress and schoolwork satisfaction. The results showed differences in school stress among teachers according to the variable of years of professional experience. The results also showed no statistically significant differences in teachers' satisfaction according to their different academic qualifications.

Keywords: Schoolwork Stress, Teachers' Job satisfaction, Omani schools.

Introduction

With the current cognitive, economic, and technological advancements seen globally in all professions related to human aspects, these professions come with obligations and consequences related to individuals' behavioral aspects. However, these professional obligations and consequences are often accompanied by limitless burdens, leading some individuals to reject professions characterized by overwhelming stressors affecting their health and livelihood, as well as their family life. This prompts them to seek professions with fewer burdens and demands. For example, the teaching profession is a human-centered field involving the education of students (Lavy & Bocker, 2018). The teacher is considered a crucial pillar of the educational process in schools, bearing the responsibility of the educational process from the moment they enter the school until the end of the school day, as noted by Anghelach, (2015) in their study on the nature of educational professions, including that of teachers. Due to this responsibility, there has been a notable increase in scholars' interest in studying teachers' professional behavior and personality since the emergence of education, recognizing its importance in the educational process. Regardless of the quality of curricula, administrative competencies, or educational technologies, it is the teacher who develops and enhances student learning within the classroom. Studies have indicated that the teaching profession is one of the most burdened by work-related stress due to its continuous demands and responsibilities, requiring high levels of educational competencies, practical skills, and personal attributes from the teacher (Burić & Moe, 2020).

Undoubtedly, the teacher is a fundamental component of the educational process and is the primary factor on which the success of education relies in achieving its goals and advancing life in the modern era. This calls on every nation to believe in the leadership role of the teacher and to reconsider the preparation process for teachers before, during, and after service so they can face the challenges of the times and keep pace with scientific advancements (Asweib and Nuwaira, 2021). The nature of a teacher's work requires daily preparation for the educational process, including daily lesson preparation, support with educational materials, diverse teaching methods, and finding varied ways to motivate and encourage learning. This extends to diversifying assessment methods during lessons, preparing, grading, and reviewing short and final exams, as well as reviewing textbooks to identify strengths and weaknesses. Moreover, teachers are expected to participate in professional development programs for themselves and their colleagues, assist in managing and maintaining school discipline, and supervise classroom and extracurricular activities. All these tasks cause significant stress and require individuals with a degree of competence in managing school work stress (Njiru, 2022).

School work stress affects teachers' mental health and social relationships, threatening their ability to perform their jobs due to the high negative impacts that manifest as job dissatisfaction, decreased motivation, poor performance levels, inability to innovate within the classroom, feelings of psychological exhaustion, and lack of motivation to work, which ultimately leads to decreased student achievement (Lavy & Bocker, 2018).

Furthermore, the demands of contemporary life compel teachers to continually strive for psychological balance and physical comfort away from life's various problems. The challenging social and economic conditions currently faced by people worldwide constitute one source of these problems across various fields, including the educational sector at all levels. The school environment, educational context, and various social stimuli can create a setting that exacerbates stress and accumulates burdens, which clearly impacts teachers' health and psychology as well as their professional performance (Suwalha, 2020). The immediate consequence of this is a decline in job satisfaction, which in turn affects the core of the educational process that impacts student learning. Since teachers are a cornerstone of the educational process, any obstacles they encounter can hinder their ability to fulfill their professional duties towards education effectively, leading to a direct sense of inadequacy in performing their responsibilities towards the students they teach and the school community they work in. Generally, the teaching profession is rife with numerous stressors both inside and outside the school, negatively affecting teachers' performance levels, limiting their aspirations and achievements, and reducing their sense of job satisfaction (Walid, 2020).

Study Problem

There are many sources of occupational stress suffered by schoolteachers, including those related to student behaviour as well as relationships with school administration, ministry officials, or fellow teachers. Some of them are related to the ambiguity of the roles placed on their shoulders, in addition to other school professional burdens and the requirements imposed by educational quality that must be met, and future challenges faced. The various occupational stress suffered by schoolteachers lead to the depletion of their physical and emotional energy, causing them to lose interest in their students, their feelings to become numb, and their levels of motivation and ability to resist change and strive for innovation to decline. All of this negatively affects their ability to produce on the one hand and educational outcomes in general. By examining the research literature in the field of school work stress for schoolteachers, it was found that

occupational stress is linked to work absences or depressive symptoms. It was also found that schoolwork stress play a decisive role in the level of teachers. On the other hand, the feeling of job satisfaction has positive effects in raising morale and achieving psychological compatibility for teachers. It contributes to improving their job performance and determines the level of psychological stress related to the work environment. Therefore, the problem of the current study emerged, which is an attempt to reveal the relationship between schoolwork stress and teachers' satisfaction with their school tasks in Omani schools. Therefore, the problem of the current study emerged, which is an attempt to reveal the relationship between schoolwork pressures and teachers' satisfaction with the school tasks they perform in Omani schools.

The study problem can be identified by answering the following questions:

1. What is the level of schoolwork stress experienced by Omani school teachers?
2. what is the level of teachers' satisfaction with the tasks they perform in their schools?
3. Is there a relationship between the school stress that teachers are exposed to in their schools and their level of satisfaction with their tasks?
4. Are there statistically significant differences in the level of school stress that teachers are exposed to according to the variable of years of professional experience?
5. Are there statistically significant differences in the average scores of teachers on the job satisfaction scale attributed to academic qualification?

Objectives of the Study

The study aimed to identify:

1. The school work-related stress and its relationship to job satisfaction among teachers in Omani schools.
2. The differences in the level of school work-related stress among teachers in Omani schools based on years of professional experience.
3. Whether there are statistically significant differences in the average scores of Omani teachers on the teacher satisfaction scale attributable to educational qualifications.

Importance of the Study

1. The study contributes to understanding the level of occupational stress among teachers in Omani schools.
2. It benefits research centers and educational and psychological studies by providing findings and recommendations from the current study.

Limitations of the Study

- **Subjective Limitations:** The study is limited to identifying school work-related stress and its relationship to teachers' satisfaction with their school tasks.
- **Geographical Limitations:** The study was conducted in schools across all governorates of the Sultanate of Oman.
- **Temporal Limitations:** The study was conducted in the first semester of the 2023/2024 academic year.
- **Human Limitations:** The study was conducted on teachers in Omani schools.

Terminology of the Study

- 1. School Work-related Stress:** Refers to the situations and problems faced by teachers in Omani schools that cause them distress and tension in their work, as measured by the school work-related stress scale developed for this study.
- 2. Job Satisfaction of Teachers:** Refers to the various feelings developed by the teacher regarding their work tasks performed during their time at school. These feelings are positive when the teacher perceives that their work fulfills their needs for happiness regarding their job. The level of job satisfaction among teachers in Omani schools is measured according to the job satisfaction scale for teachers developed for this study.

Literature Review

School Work-Related Stress

Through reviewing numerous literatures and previous studies on the interpretation of schoolwork stress, the researcher found a consensus that the appropriate theory for explaining this concept is Lazarus's Cognitive Appraisal Theory. This theory closely relates to the current study, as many studies have adopted it due to its direct relevance to the subject of schoolwork stress. Notable studies include those by Lavy & Bocker (2018).

The Cognitive Appraisal Theory was established in the 1970s by psychologists Lazarus and Folkman, who presented an important model in the field of psychological and schoolwork stress that individuals face in their social or professional lives. Their theory is considered one of the most famous in this area, prompting some studies and research to focus on it because it directly addresses the role of cognitive factors in interpreting the stress faced by individuals (Anghelach, 2015) and emphasizes the importance of individual assessment of situations, which relies on their learning and experiences (Burić & Moe, 2020). This led the current study to prefer this theory as a model due to its novelty compared to other theories of psychological stress and the consensus among most studies and literature in psychology and organizational behavior regarding its effectiveness in explaining the schoolwork stress encountered by workers. According to this theory, stress occurs when there is a conflict between individual requirements and personal needs, leading to an evaluation and perception of threat by the individual (Lazarus, 2000).

Lazarus argues that stress arises when a person faces demands that overwhelm them or exceed their coping abilities. An interaction occurs between external demands and the individual's structural foundation and susceptibility to influence, as well as their defensive efficiency. He also pointed to the role of frustration, conflict, and threat in causing stress. The term "appraisal" here refers to cognitive appraisal, which depends on various factors such as the individual's learning and previous experience (Mwakasangul & Mwita, 2020).

From this theory, what is considered a stressful event or situation for one teacher may not be perceived as such by another. This depends on the teacher's personal characteristics, experiences, and skills in coping with stress, as well as their psychological and physical condition. It also depends on factors related to the event itself before determining the type of event, the accompanying threat, and the magnitude and extent of this threat, as well as the need that led the individual to face this threat, and finally, the social environmental factors like social change and the demands of the teaching profession (Abu Mustafa and Al-Ashqar, 2021).

Researchers, despite their differing orientations and specialties, agree on this theory that repeated exposure to stress has negative effects on teachers across various aspects, including cognitive performance,

depression, anxiety, and strained relationships. This necessitates personal coping strategies while ensuring psychological and educational support that allows for the effective use of appropriate strategies according to the situation's severity and frequency (Njiru, 2022).

Moreover, there are multiple areas within the teaching profession in schools where Lazarus's theory has been applied educationally. The theory has been widely used to diagnose the schoolwork stress that teachers face during their work in the teaching profession and to utilize the solutions proposed by Lazarus on how to overcome schoolwork stress and the strategies for coping with it. Additionally, educational authorities can provide professional services to teachers as a guidance and consulting tool to help them cope with school work stress by establishing clinics for psychological and professional counseling for teachers, offering training and qualification courses to help teachers manage the pressures they encounter in their work, leveraging teachers' experiences in overcoming school work stress, and providing support to teachers who face the burdens of their profession (Awawda, 2019). Encouraging teachers to find ways to alleviate the intensity of the stress they face and to cope with it is crucial, as is focusing on cognitive aspects and the cognitive appraisal of teachers regarding their beliefs about the teaching profession and the professional burdens they encounter to avoid being prone to complaints and job withdrawal. Finally, implementing the recommendations that the theory advocates for reducing the professional burden on teachers is essential (Sivakumar & Chitra, 2017).

Job Satisfaction Among Teachers

Through research and exploration of the literature on job satisfaction, there appears to be a consensus among researchers in this field that the appropriate theory for explaining this concept is Herzberg's Two-Factors Theory (Al-Amir, 2017). This theory emphasizes the importance of work and its conditions in the lives of employees within their professional environment. In 1959, American organizational psychologist Frederick Herzberg conducted a study involving a group of employees working in accounting and a group of industrial engineers to understand their feelings about their work tasks. He observed a clear sense of pessimism and dissatisfaction among the workers when performing their duties, attributing this to the lack of an appropriate and motivating work environment. Furthermore, Herzberg noted that when an employee feels a positive level of satisfaction about their work, it leads to a satisfying outcome due to a suitable work environment that motivates them (Fannous, Rajab, and Abdul Wahab, 2017).

Herzberg observed that the factors affecting an employee's productivity quality are due to work environmental conditions. Consequently, his theory is known as the Two-Factors Theory, considered one of the fundamental theories in job satisfaction. It posits that there are two groups of factors that affect an employee's satisfaction: hygiene factors (such as job satisfaction or basic needs) and motivating factors (such as dissatisfaction). He categorized them into two groups: the first he called hygiene or health factors, which include satisfaction and basic work needs; the second he termed motivating or external factors, which lead to dissatisfaction (Al-Hamaqi, 2016).

From this, we conclude that Herzberg's theory closely reflects the reality of the work environment and its interpretation, suggesting that improving teacher performance can be achieved by focusing on the factors mentioned in the theory. Any enhancement in these factors is likely to improve the teacher's conditions, which in turn may lead to better school performance and ultimately increase their job satisfaction. Thus, this theory has multiple applications in the field of job satisfaction for teachers in schools. The job satisfaction of teachers is influenced by educational policies and laws that may not be in their favor, as well as by the school management style and its interactions with the teachers, which also affect their job

satisfaction (Asweib, and Nuwaira, 2020; Al-Dhafriya, 2021; Walid, 2020).

Previous Studies

There are numerous recent studies that have recommended conducting further research into the relationship between schoolwork pressures and job satisfaction among teachers considering the ongoing developments and changes in the educational sector. The study was able to present relevant literature reviews related to the topic, particularly studies that addressed the relationship between schoolwork stress and teachers' job satisfaction. Among the most important of these studies are:

Studies on the Relationship Between Schoolwork Stress and Job Satisfaction

The relationship between schoolwork stress and job satisfaction has garnered significant attention from researchers, and their studies have generally agreed that there is a statistically significant negative relationship between these two variables. Notable among these studies is the one by Mehta (2015), which aimed to uncover the impact of schoolwork stress on job satisfaction. The sample consisted of 100 teachers from public and private schools in the Indian capital, New Delhi, covering elementary, middle, and high school levels. The results indicated that no single factor influenced schoolwork stress and job satisfaction and motivation among teachers, as well as the existence of influencing factors such as role ambiguity, excessive role burden, material and moral incentives, job status, schoolwork stress, and motivation, impacting teachers in both public and private schools. The study found that teachers in private schools, whether in urban or rural areas, experienced job burdens and schoolwork stress, especially in rural areas where material incentives were lacking, leading to long and strenuous working hours.

In contrast, Al-Hamaqi (2016) aimed to identify the main schoolwork stress facing teachers in schools in Al-Rass, Saudi Arabia, and to understand the relationship between coping strategies for schoolwork stress and job satisfaction. The study sample consisted of 96 teachers. It designed scales for both schoolwork stress and job satisfaction. The results revealed a statistically significant correlation between schoolwork stress and job satisfaction, indicating increased levels of schoolwork stress among teachers in Al-Rass schools.

Sivakumar & Chitra (2017) conducted a study to understand the impact of occupational stress on job satisfaction among high school teachers in Daramapuri, Tamil Nadu, India, during the Covid-19 pandemic. The analysis showed that the level of schoolwork stress faced by teachers varied based on demographic factors, and the relationship between stress and job satisfaction was positive. The virtual classes conducted online and other job responsibilities during the pandemic led to an increase in occupational stress, which had a notable negative impact on teachers' job satisfaction.

Fannous, Rajab, and Abdul Wahab (2017) conducted a study titled "Evaluating occupational stress on Teacher Satisfaction and Its Effect on the Cost and Quality of Educational Services." This study aimed to identify the level of occupational stress faced by teachers and to uncover the relationship between occupational stress, job satisfaction, and various demographic variables. The sample consisted of teachers in Cairo, Egypt. The study concluded that there is a significant relationship between occupational stress and teachers' job satisfaction. It also found that occupational stress increased with years of professional experience and was more pronounced with increasing age. Additionally, about 23% of male teachers with over 15 years of experience reported high levels of schoolwork stress due to a lack of moral recognition and financial rewards.

Al-Amir (2017) aimed to investigate the relationship between schoolwork stress, job satisfaction, and professional performance among physical education teachers in intermediate and secondary schools in

Bahrain. The sample consisted of 180 teachers in physical education. The study utilized the Teachers Stress Inventory (TSI) developed by Michael J. Fimian in 1986, along with a job satisfaction scale. The findings indicated a statistically significant negative correlation between schoolwork stress and job satisfaction among physical education teachers.

Al-Jabour (2017) aimed to assess the level of psychological pressures among teachers, examine differences in average psychological pressures based on certain variables, and investigate the relationship between psychological pressures and job satisfaction. The sample comprised 370 teachers randomly selected from schools in the northern western Badia region of Jordan during the first semester of the 2016-2017 academic year. The study utilized scales for psychological pressures and job satisfaction. The results indicated an average level of psychological pressures among teachers, with males experiencing higher pressures than females, and those with shorter professional experience facing higher pressures than those with medium to long experience.

Awawda (2019) conducted a study aimed at examining the level of schoolwork stress and their relationship with job satisfaction among female teachers in the first three grades in Nazareth, Palestine, considering the variables of teaching experience and social status. The sample consisted of 164 female teachers from public primary schools in Nazareth. The study used measurement tools, including a work stress scale and a job satisfaction scale, revealing a statistically significant negative relationship between schoolwork stress and job satisfaction.

Abdel Hamid (2019) conducted a study that explored the social support received by teachers and its relationship to teaching pressures and job satisfaction. The sample comprised 187 teachers in elementary education, including 97 males and 90 females. The study's tools included a work pressure questionnaire and a social support and job satisfaction scale. The results showed a negative correlation between work pressures and teachers' job satisfaction for both genders.

Bouras, Belmakdam, and Amash (2019) investigated the existence of a correlational relationship between schoolwork stress and job satisfaction among middle school teachers in Algeria. The sample consisted of 100 teachers and revealed no positive relationship between schoolwork stress and job satisfaction, with a weak negative relationship identified. Moreover, a high level of schoolwork stress was reported among middle school teachers, at a rate of 67%, alongside a moderate level of job satisfaction.

Parveen & Bano (2019) aimed to understand the relationship between teachers' schoolwork stress and job satisfaction and to assess teachers' emotional state towards their profession. The results indicated that teachers' schoolwork stress was negatively correlated with positive emotions related to teaching and job satisfaction, while positive emotions were positively linked to job satisfaction.

Walid (2020) studied the relationship between schoolwork stress and job satisfaction among physical education teachers in Jijel, Algeria. The study sample consisted of 33 teachers, revealing a correlation between schoolwork stress and job satisfaction, with a significant inverse relationship between the two variables indicating that as schoolwork stress increased, job satisfaction decreased.

Mwakasangul & Mwita (2020) examined the relationship between schoolwork stress and job satisfaction among secondary school teachers in Tanzania, with a sample of 618 teachers from Morogoro. The results indicated a high negative correlation between schoolwork stress and job satisfaction, particularly related to teachers' age, while a high positive correlation was found between job satisfaction and professional development and training.

Suwalha (2020) sought to assess job satisfaction among teachers of the first three grades in the Irbid education directorate in Jordan, considering variables such as gender, educational qualifications, and

teaching experience, as well as examining the relationship between schoolwork stress and job satisfaction and social support. The sample consisted of 265 teachers from public schools, and the study's findings revealed a significant negative correlation between schoolwork stress and job satisfaction.

Asweib and Nuwaira (2021) investigated the relationship between schoolwork stress and job satisfaction among faculty members in public schools in Benghazi, Libya. The sample included 63 teachers, and the study showed a relationship between schoolwork stress and job satisfaction, indicating that the level of schoolwork stress was moderate, while job satisfaction was above average. The results also highlighted that male teacher exhibited higher job satisfaction than females, while teachers over the age of 50 showed higher levels of satisfaction compared to younger age groups.

Al-Dhafriya (2021) aimed to investigate work pressures and their relationship with job satisfaction among basic education teachers in Oman. The study utilized a descriptive approach with a sample of 306 teachers selected through stratified random sampling. Data was collected through questionnaires and interviews. The results indicated a statistically significant negative relationship between work pressures and job satisfaction among life skills teachers.

Finally, Abu Mustafa and Al-Ashqar (2021) conducted a study to explore the relationship between schoolwork stress and job satisfaction among Palestinian teachers, considering demographic data such as school type, gender, educational qualifications, and years of experience. The sample included 330 teachers from public schools in Khan Younis, Palestine. The findings indicated a negative relationship between schoolwork stress and job satisfaction among Palestinian teachers.

In summary, the studies conducted to understand the nature of the relationship between schoolwork stress and job satisfaction have not reached conclusive results due to the impact of individual differences, the nature of job satisfaction measurement, geographical variations of samples, and the types of tools used for data collection and statistical analysis. However, the current study differs from previous ones in terms of sample type, environment, data collection tools, and the statistical analysis method employed, as it utilized structural equation modeling to reveal the impact between the two variables of schoolwork stress and job satisfaction.

Study Methodology

The descriptive analytical approach was used, as it is suitable for the current study.

Study Population

The study population consists of all teachers in the Sultanate of Oman during the academic year 2023/2024, totaling 56,787 teachers (Ministry of Education, 2023).

Sample

The study sample consisted of 680 teachers, including 325 males and 352 females, selected through stratified random sampling, representing 1.19% of the study population. Table 1 illustrates the characteristics of the sample.

Table 1: Characteristics of the Study Sample

Variable	Details	Frequencies	Percentage
Gender	Male	328	48.23%
	Female	352	51.76%

	Total	680	100%
Educational Qualification	Bachelor's Degree	488	71.76%
	Master's Degree	168	24.70%
	Doctorate	24	3.52%
	Total	680	100%
Years of Professional Experience	Less than 5 years	120	17.64%
	5 - 10 years	205	30.14%
	More than 10 years	355	52.20%
	Total	680	100%

It is evident from the table that most participants are females, accounting for 51.76%. Additionally, most hold a bachelor's degree at a rate of 71.76%. Furthermore, most teachers have more than 10 years of experience, comprising 52.20%

Study Tools

The study relied on a questionnaire about schoolwork stress for teachers, prepared by the researcher, and a job satisfaction scale for teachers.

School Work Stress Questionnaire

The study used the Teachers Stress Inventory (TSI) by Michael J. Fimian, developed in 1986, to measure the level of schoolwork stress among teachers. The questionnaire was translated and adapted to the Omani context and rephrased. It utilized a five-point Likert scale and included primary data and demographic variables for the study sample, along with 32 positively worded items distributed across five dimensions that represent sources of schoolwork stress. Table 2 illustrates the dimensions of the schoolwork stress scale and their items.

Table 2 Dimensions of the School Work Stress Scale

No.	Dimension	Number of Items	Item Numbers Included in the Dimension
1	Stress Related to Professional Load	6	32, 31, 30, 11, 2, 1
2	Stress Related to Role Ambiguity	5	29, 27, 19, 17, 7
3	Stress Related to Work Relationships	9	29, 28, 24, 23, 22, 21, 20, 18, 4
4	Stress Related to Material and Organizational Resources	7	33, 24, 16, 25, 15, 6, 3
5	Stress Related to Professional Development	8	35, 34, 33, 13, 12, 10, 9, 5
	Total	5	35

The schoolwork stress scale is scored according to the options outlined in Table 3, following the five-point Likert scale.

Table 3: Options for the School Work Stress Scale According to the Five-Point Likert Scale

5	4	3	2	1
Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree

Based on the previous table, the highest score a respondent can achieve on the scale is 160 points, while the lowest score is 32 points.

Psychometric Properties of the Study Tools

To ensure the validity of the schoolwork stress scale, its psychometric properties were calculated, including:

Content Validity

The study used the apparent validity method to measure the questionnaire's validity. The scale was presented to several expert reviewers in educational and psychological sciences to assess the validity of each item and its suitability for the dimension it belongs to, as well as to suggest any appropriate additions or modifications. Based on the reviewers' comments, two items were excluded from the original 34 items, and some were revised in terms of style and phrasing, resulting in a final total of 32 items. The self-validity method was also utilized, where the square root of the reliability coefficient was taken, yielding a value of 0.91, which is considered acceptable and high, confirming the questionnaire's validity.

Reliability of the Questionnaire

1. School Work Stress Questionnaire for Teachers: The reliability of the questionnaire was assessed through the following methods:

- **Test-Retest Method:** The questionnaire was administered to a pilot sample of 155 teachers randomly selected from schools in Muscat and Al Dakhiliyah Governorates in Oman. After two weeks, it was re-administered to the same sample, and the Pearson correlation coefficient between the scores of the sample in both administrations was calculated. The results indicated a high reliability of the scale, with a correlation value of 0.82, which is statistically significant at the 0.01 level.
- **Cronbach's Alpha Coefficient:** The reliability of the questionnaire was also calculated using Cronbach's alpha, as shown in Table 4.

Table 4: Cronbach's Alpha Coefficient for Measuring Reliability of the School Work Stress Scale

Scale	Cronbach's Alpha Reliability Coefficient
School Work Stress Questionnaire for Teachers	0.87

Table 4 shows that the reliability coefficient for the schoolwork stress scale for teachers was high, approaching 1, at 0.87, which allows us to trust the results of the scale and generalize its application.

2. Job Satisfaction Questionnaire for Teachers

After reviewing previous studies, including the Minnesota Job Satisfaction Questionnaire through the study (Abu Mustafa and Al-Ashqar, 2021) the study relied on the Teachers' Job Satisfaction Questionnaire (TJSQ), developed in 1987 by Paula Lester (Lester, 1987), to measure job satisfaction levels among schoolteachers. The questionnaire was translated and adapted to the Omani context and rephrased. The items of the questionnaire were presented to several expert reviewers in educational and psychological sciences to assess the validity of each item and its relevance to the dimension it pertains to, along with suggestions for appropriate additions or modifications. Items agreed upon by the reviewers for removal or replacement were excluded, resulting in a questionnaire with 46 items, all phrased positively and distributed across four dimensions, as illustrated in Table 5.

Table 5: Dimensions of the Job Satisfaction Scale for Teachers

No.	Dimension	Number of Items	Item Numbers Included in the Dimension
1	Job Satisfaction Related to Nature of Work	14	1-14
2	Job Satisfaction Related to Material and Moral Incentives	10	15-25
3	Job Satisfaction Related to Career Path	8	26-33
4	Job Satisfaction Related to Relationships	14	34-46
	Total	4	46

The job satisfaction scale for teachers is scored using the same method as the schoolwork stress scale outlined in Table 3.

Reliability of the Job Satisfaction Scale for Teachers

The reliability of the job satisfaction scale for teachers was calculated using Cronbach's alpha. The alpha coefficient value was found to be 0.79, indicating that the reliability of the job satisfaction scale was high, confirming its suitability for application.

Statistical Methods

To analyze the study data, descriptive statistics were employed, including frequencies, percentages, means, and standard deviations. Inferential statistical methods included Pearson correlation coefficient and t-test for significance of differences, using the Statistical Package for the Social Sciences (SPSS).

Results

Answering the Study Questions

Question 1: What is the level of schoolwork stress experienced by teachers in Omani schools?

The answer to this question is illustrated in Table 6.

Table 6: Means and Standard Deviations of School Work Stress Levels

No.	Dimension	Mean	Standard Deviation
1	School Work Stress for Omani Teachers	4.24	0.805

Table 6 indicates that the study sample generally agrees that the level of schoolwork stress experienced by teachers in Omani schools is high, with a mean of 4.24. Therefore, it is essential to explore the relationship between this level of schoolwork stress and teachers' job satisfaction, which will be examined in response to the second study question.

Question 2: What is the level of job satisfaction among teachers regarding their duties in schools?

The answer to this question is shown in Table 7.

Table 7: Means and Standard Deviations of Job Satisfaction Levels for Omani Teachers

No.	Dimension	Mean	Standard Deviation
1	Job Satisfaction for Omani Teachers	3.12	0.723

Table 7 indicates that the study sample generally agrees that the level of job satisfaction among teachers in Omani schools is average, with a mean of 3.12. Therefore, it is necessary to link schoolwork stress and job satisfaction among Omani teachers by exploring the relationship between these two variables, as will be demonstrated in the answer to the third study question.

Question 3: Is there a relationship between the school stress experienced by teachers and their level of satisfaction with their duties?

The answer to the third question is shown in Table 8.

Table 8: Relationship Between School Work Stress and Teachers' Job Satisfaction

Variable	Statistical Method	Job Satisfaction
School Work Stress	Pearson Correlation Coefficient	-0.88
Statistical Significance	0.000	

Table 8 indicates a statistically significant inverse relationship between schoolwork stress and job satisfaction for Omani teachers, with a correlation strength of 88%. This strong relationship suggests that an increase in schoolwork stress reduces the level of job satisfaction among Omani teachers.

Question 4: Are there statistically significant differences in the level of schoolwork stress experienced by teachers based on years of professional experience?

To verify this hypothesis, the T-test for significance of differences was employed, after confirming the homogeneity between the groups by calculating the differences in total scores of the scale, as shown in Table 9.

Table 9: Significance of Differences Between Study Sample Members According to Years of Professional Experience Using T-test

Scale	Years of Experience	Mean	Standard Deviation	Degrees of Freedom	T-value	Significance Level
School Work Stress	Less than 5 years	138.33	18.77	189	7.27	0.001
	5 – 10 years	129.77	15.49			
	More than 10 years	113.89	12.19			

The results in Table 9 reveal statistically significant differences in schoolwork stress based on years of professional experience, with a calculated T-value of 7.27, which is greater than the tabulated T-value of 2.78 at a significance level of 0.01 (degrees of freedom = 189), indicating that the differences are statistically significant.

Question 5: Are there statistically significant differences in the average job satisfaction scores of teachers attributed to educational qualifications?

The answer to this question is illustrated in Table 10.

Table 10: Impact of Educational Qualification on Teachers' Job Satisfaction

Scale	Educational Qualification	Mean	Standard Deviation	Degrees of Freedom	T-value	Significance Level
Job Satisfaction	Bachelor's	128.20	11.133	191	7.41	0.488
	Master's	127.67	11.689			
	Doctorate	128.76	11.898			

The results presented in Table 10 indicate that there are no significant differences in job satisfaction based on the educational qualifications of Omani teachers, as the means for those with bachelor's degrees (128.20), master's degrees (127.67), and doctorates (128.76) are relatively similar. The calculated T-value

is 7.41, which is greater than the tabulated T-value of 2.78 at a significant level of 0.488, indicating that the differences are statistically insignificant.

The findings of the current study align with previous studies that addressed schoolwork stress among Omani teachers, indicating that they face significant schoolwork stress (Al-Hamaqi, 2015; Al-Amir, 2017; Al-Jabour, 2017; Awawda, 2019; Bouras, Belmakdam, and Amash, 2019; Asweib and Nuwaira, 2020; Al-Dhafriya, 2021; Walid, 2020). The current study's results are also consistent with previous studies showing that the level of job satisfaction among the sample was average (69.68).

Additionally, the study's results agree with studies (Suwalha, 2020; Abdel Hamid, 2019; Fannous, Rajab, and Abdul Wahab, 2017) that demonstrated a statistically significant relationship between schoolwork stress and job satisfaction among Omani teachers.

Conclusions

Considering the results of the current study, several recommendations can be made:

1. Emphasize the preparation of guidance programs and psychological courses to cope with schoolwork stress and assist in adapting to life stress changes, which help strengthen self-efficacy among teachers and train them in strategies to counter negative thinking while developing positive thinking skills.
2. Ensure fair distribution of school tasks and duties that align with individual capabilities and skills.
3. Foster human relationships between supervisors and subordinates through friendly meetings away from work environments and problems.
4. Mitigate work stress arising from limited promotion opportunities and address related issues.
5. Redesign job roles to enhance performance effectiveness and reduce stress levels.
6. Increase material and moral incentives for teachers and establish fair and objective criteria for their distribution.
7. Highlight the necessity of job satisfaction among Omani teachers and provide social support to alleviate schoolwork stress for those experiencing role conflict.
8. Recognize that students are part of the community, and their problems are inseparable from community issues.
9. Conduct studies that examine the differences in levels of schoolwork stress and their relationship with job satisfaction among male and female teachers, considering years of professional experience and educational qualifications.

Acknowledgements

The researcher would like to extend his thanks and appreciation to the editors and reviewers for their valuable comments and suggestions to complete this research.

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