

## Statistically Significant Differences in the Dimensions of Job Satisfaction Attributed to Variables among Omani Teachers in Basic Education Schools in Muscat Governorate, Sultanate of Oman

Ahmed Mohammed Saleem Al Rahbi, Dr. Muhammed Yusuf

College of Humanities, Sultan Idris Educational University, Tanjung Malim, Malaysia

### Abstract:

**Objectives:** The study investigates statistically significant differences in the dimensions of job satisfaction attributed to the variables (gender, years of experience, and marital status) among Omani teachers in basic schools in the Muscat Governorate in the Sultanate of Oman. **Methodology:** This study employed a descriptive-analytical approach and utilized a questionnaire to collect data from a study sample selected through simple random sampling. The sample size was 572, representing 21% of the study population of 2,734 individuals. Among the participants, there were 152 males (26.6%) and 420 females (73.4%). **Results:** The results revealed statistically significant differences for the demographic variable of gender at a significance level of 0.05 among the dimensions of job satisfaction. The arithmetic average values indicated that the statistical significance favored the male group, with an average score of 3.922, compared to the average score for females, which was 3.612. On the contrary, the results indicated no statistically significant differences at the 0.05 significance level among the dimensions of job satisfaction attributed to the variables of marital status and years of experience. Therefore, the researcher concluded that there were no significant differences or statistical significances among the dimensions of job satisfaction based on the variables of marital status and years of experience. **Conclusion:** The study recommends investigating the underlying causes of the low level of job satisfaction among female teachers in basic education schools in the Muscat Governorate, Sultanate of Oman. Furthermore, the study suggests that the Ministry of Education in the Sultanate of Oman should prioritize efforts to enhance job satisfaction among Omani teachers when developing educational strategies, while also providing both material and moral incentives. These initiatives should specifically target Omani teachers, with a particular focus on improving the job and social status of female teachers. Additionally, further research should be conducted to explore job satisfaction among Omani teachers, as well as the influence of other variables on their job satisfaction levels.

**Keywords:** job satisfaction, basic education, Sultanate of Oman, demographic variables, statistical significance, Muscat, questionnaire, teacher, descriptive-analytical approach.

### Introduction

Job satisfaction is widely recognized as a crucial factor in the management of educational institutions, particularly among teachers. It profoundly influences their psychological well-being, productivity, loyalty, and overall contributions to students, colleagues, and administrators. Job satisfaction serves as a crucial mechanism for fostering compatibility, and psychological and social stability among teachers, and plays a pivotal role in sustaining their motivation, boosting morale, and maximizing their efforts to accomplish

institutional goals. It encompasses a range of positive attitudes and favourable emotions that teachers exhibit towards their work within the school context (Al-Sharaida, 2010). The needs of teachers, which contribute to attaining job satisfaction, encompass diverse aspects. Some have psychological needs while others prioritize material needs, aiming to fulfil them to the fullest extent possible to achieve job satisfaction that positively impacts the teacher, the school, the students, and the wider community (Al-Maliki, 2007).

Job satisfaction constitutes a significant concern for administrators, teachers, and all stakeholders involved in educational affairs. Teachers require high levels of job satisfaction to feel secure and comfortable, as their primary role lies in the processes of educational construction, development, and improvement. Consequently, it is imperative to ensure that teachers are provided with the necessary conditions and favourable factors that facilitate the success of their teaching endeavours within the school environment (Al-Rawas, 2013).

### **Problem Statement**

The problem statement of this study arises from the various factors that employees and teachers encounter in their work environment, as well as the psychological factors that influence their readiness to achieve job satisfaction. Job satisfaction is a crucial psychological factor that ensures employee stability, productivity, and organizational efficiency. Numerous studies have consistently found that employees who experience job satisfaction tend to have high self-esteem and are less susceptible to burnout and anxiety (Abdul Latif, 2015). Al-Hinai's (2020) study on the relationship between psychological stress and job satisfaction among kindergarten teachers in the Sultanate of Oman confirmed an inverse correlation, indicating that lower levels of psychological stress result in higher job satisfaction among teachers. Similarly, Al-Jassasi's (2021) study on the level of job satisfaction among Omani teachers in the Al Dhahirah Governorate in the Sultanate of Oman, specifically when their school principals practiced administrative transparency, revealed a high level of job satisfaction among teachers with an average score of 3.92. Furthermore, when their principals demonstrated a high degree of administrative transparency, job satisfaction levels reached an average score of 4.05. Consequently, job satisfaction is an extremely important variable for teachers. The researcher acknowledges the limited number of current Omani studies focusing on job satisfaction, particularly with regard to demographic variables such as gender, years of experience, and marital status. The study of these variables would yield more comprehensive results for decision-makers in the Sultanate of Oman, enabling the development of a national strategy for the preparation of Omani teachers and the attainment of job satisfaction.

The problem addressed in this study stems from official statistics on the number of teachers leaving the teaching profession annually through the early retirement system (Ministry of Education). Additionally, previous studies highlighting the existence of the problem addressed in this study recommend further investigation within the Omani context. The researcher recognizes the importance of this problem and its current variables in achieving the desired educational objectives through emotionally stable and job-satisfied Omani teachers. This understanding should prompt educational institutions responsible for teacher preparation to pay attention to the current variables studied among teachers and incorporate them into the plans for training new teachers or providing professional development for experienced teachers. This will help them achieve job satisfaction with their various demographic variables, ultimately enabling them to fulfil the desired educational goals.

### **Purpose of the Study**

The purpose of this study is to examine the statistically significant differences in the dimensions of job satisfaction attributed to the variables of gender, years of experience, and marital status among the study sample.

### Study Question

Does the study sample exhibit statistically significant differences in the dimensions of job satisfaction based on the variables of gender, years of experience, and marital status?

### Terminology of the study:

#### The concept of job satisfaction

Hoppock (1935) is considered one of the first to discuss job satisfaction, defining it as a combination of functional, psychological, and environmental factors that contribute to an employee's sense of satisfaction with their work (Khalil and Sharira, 2008). Job satisfaction refers to the balance between an employee's positive and negative feelings towards their work, encompassing various components such as working conditions, job tasks, incentives and salaries, relationships with superiors and colleagues, and opportunities for professional development and promotion (Al-Aghbry, 2002).

Huweiji (2008) also defines job satisfaction as the fulfilment of an employee's moral and material needs through their work. In this study, teacher job satisfaction is operationally defined as the psychological state of satisfaction that teachers experience when their moral and material needs are met through their work, leading to feelings of satisfaction, loyalty, and belonging to their educational institution. This is assessed using a scale measuring job satisfaction as defined in this study.

#### The concept of basic education

Basic education refers to the standardized education provided by the state to all school-age children in the Sultanate of Oman, spanning a period of ten years. This educational system aims to meet the fundamental needs of learners in terms of information, knowledge, and skills while nurturing their abilities and inclinations to prepare them for future challenges and aspirations within the context of comprehensive community development (Ministry of Education of the Sultanate of Oman).

### Boundaries of the Study:

#### Objective Boundaries

This study focuses on examining the statistically significant differences in the dimensions of job satisfaction attributed to the variables of gender, years of experience, and marital status among Omani teachers in basic education schools within the Muscat Governorate, Sultanate of Oman.

#### Spatial Boundaries

The study is limited to government basic education schools that are under the purview of the Directorate of Education in the Muscat Governorate, Sultanate of Oman.

#### Temporal Boundaries

The data collection for this study took place during the second semester of the academic year 2022/2023.

#### Human Boundaries

The study specifically targets Omani male and female teachers working in government basic education schools that are affiliated with the Directorate of Education in the Muscat Governorate, Sultanate of Oman.

**Importance of the Study**

This study sheds light on the impact of demographic variables (gender, years of experience, marital status) on the dimensions of job satisfaction among teachers in Muscat Governorate, Sultanate of Oman. Teaching is considered one of the prominent professions in serving humanity, where teachers are more likely to experience job dissatisfaction. Therefore, it is important to focus on teachers, protect them from factors that contribute to low job satisfaction, and understand the impact of certain variables on their level of job satisfaction.

This study comes after three years of a global pandemic, COVID-19, which caused radical changes in teaching methods and new tasks required teachers to align with health precautionary measures. These changes include remote learning, designing computer-based lessons and interactive educational materials, utilizing visual communication, and using email for student and administrative communication. These new pressures have put teachers under additional stress compared to their pre-pandemic situation.

The study holds practical importance as it provides results that can be utilized by the Ministry of Education, education colleges affiliated with the Ministry of Higher Education, and Sultan Qaboos University in building educational strategies. Omani teachers are the primary implementers of these strategies. Therefore, it is necessary to enhance the level of job satisfaction among Omani teachers, taking into consideration the demographic variables addressed in the current study (gender, years of experience, marital status).

Moreover, the study holds research importance as it represents an addition to the Arabic library in the field of educational psychology, enriching it. It is considered one of the few specialized studies that examine job satisfaction and its dimensions, as well as the statistical significance of demographic variables (gender, years of experience, marital status) on job satisfaction. It also opens new horizons for Arab and Omani researchers to enter this important field. This study provides valuable material for governmental and private institutions involved in the educational process, as well as for preparing teachers to conduct strategic research and new scientific studies directly or indirectly related to this topic, within the same research field or other areas of research, whether at the level of the Sultanate of Oman or the Arab world.

**The Theoretical Framework of the Study**

The topic of job satisfaction has garnered significant attention from researchers and psychologists due to the emphasis placed by employers, organizational leaders, and institutions on developing systems and improving efficiency. It is essential to achieve high levels of employee satisfaction within these organizations (Saad, 2009).

The definitions of job satisfaction have varied based on the different approaches taken by scientists and researchers in addressing this concept. Job satisfaction is considered a relative matter without a fixed standard, as it varies from person to person based on their individual needs and motivations in defining job satisfaction for themselves (Shtayat, 2018). Some individuals focus on the individual's work, defining job satisfaction as the emotional attitudes of the employee towards their current job and the work they are performing. On the other hand, some researchers focus on several combined and influential factors (material, environmental, psychological) that contribute to an employee's sense of job satisfaction (Alkhuzami, 2017). Despite the variety of definitions surrounding job satisfaction, several definitions have gained wider acceptance among researchers. Mudor and Toosoon (2011) define job satisfaction as the feelings associated with the nature of work, influenced by factors such as salary and the quality of the relationship with work supervisors. Job satisfaction is also defined as an employee's sense of comfort and happiness during their work, achieved by aligning the employee's expectations with what they receive (Saad, 2009).

Huweiji (2008) argues that job satisfaction is the process of meeting the moral and material needs of employees through the work environment. It is the positive attitude adopted by the employee towards their work, reflecting the extent to which their satisfaction and contentment are achieved within their work environment. On the other hand, Al-Mushaiki(2012) defines job satisfaction as a multidimensional concept encompassing employees' attitudes toward the institution they work for, which can be either positive or negative.

The success of the educational process is closely linked to its fundamental element, which is the teacher, as they are the primary implementers of the educational process. Therefore, teachers must receive support, care, and attention to achieve psychological stability, away from all causes of burnout, and to enhance their self-esteem and self-confidence. This will lead to a high level of job satisfaction, enabling them to fulfil their mission and job responsibilities with efficiency and competence (Shtayat, 2018).

Job satisfaction among teachers is influenced by various factors that affect their psychological and material well-being. The educational administration, its vision, and the resources and incentives provided, whether material or moral, have a significant impact on teachers' motivation and professional development. Additionally, the management style adopted by the school principal will reflect on the teacher's behaviour within the school, their performance with students, and their interaction with colleagues. The educational administration and the school possess a set of factors that can have a direct positive impact on teachers and their performance in the school and the classroom, ultimately enhancing the overall educational process. These factors include identifying the training and professional needs of teachers, following democratic leadership patterns by school administrations, paying attention to the material and moral incentives provided to teachers, honouring them based on their achievements, implementing modern and creative supervisory methods when dealing with teachers, and clarifying educational goals and policies, as well as involving teachers in decision-making processes (Aljassasi, 2021). Shtayat (2018) also mentioned that educational administrations and schools can utilize a range of factors that can have a direct positive impact on teachers. These include providing a suitable educational environment, addressing teachers' training and professional needs, adopting democratic leadership styles, offering material and moral incentives, honouring teachers based on their creativity, and implementing innovative supervisory methods.

## Statistical Processing and Results:

### Study Methodology

The researcher in the current study utilized a descriptive-analytical approach, which is considered one of the best scientific research methods when studying human and social phenomena (Al-Mahmoudi, 2019).

### Study population

The study population consists of Omani male and female teachers in basic education schools affiliated with the Directorate General of Education in Muscat Governorate, the Sultanate of Oman, who are on duty during the academic year 2022/2023. The total number of teachers in this population is 2,734, with 1,277 males and 1,457 females. They were distributed among 66 schools in the Muscat Governorate, based on the statistical guide for the year 2022/2023 (Ministry of Education, 2022).

### Study Sample

The researcher selected the study sample from the original community in a simple random manner. The size of the study sample was (572) teachers, which represents (21%) of the original study population of (2734) teachers. Among the sample, there were (152) males (26.6%), in contrast to (420) females (73.4%).

### Study Tool:

#### Job Satisfaction Scale

The researcher employed a job satisfaction scale developed by a previous study (Al-Jassasi, 2021) to measure job satisfaction among Omani teachers. This scale has demonstrated strong psychometric properties and has been previously applied in the Omani context and to the same group as the current study. The scale was constructed using rigorous theoretical and statistical procedures, and its apparent validity and internal consistency were assessed. Reliability was calculated using the Cronbach's alpha coefficient, which yielded a high value of 0.989. The scale consists of 15 items that are distributed across three dimensions: satisfaction with work conditions and environment, satisfaction with work procedures, and satisfaction with the level of justice at work.

#### Answer Scale:

The researcher utilized a five-point Likert scale with the following response options:

Always (5), Often (4), Sometimes (3), Rarely (2), Never (1)

### Validity of the Study Instrument:

#### Apparent Validity (arbitrators)

The initial version of the scale questionnaires was presented to a group of experienced professors from reputable universities, with expertise and specialization in the Sultanate of Oman. Their feedback, opinions, observations, and suggestions regarding the suitability of the questionnaire items, clarity of wording, and overall data collection process were considered. Based on their valuable input, the researcher modified and rephrased the scale items.

#### Construct Validity (Formative)

To ensure the construct validity of the scale, the researcher conducted an exploratory factor analysis (EFA) to avoid potential issues associated with principal component analysis (PCA). EFA excludes qualitative variance and error variance, whereas PCA includes all variances, including specific, individual, shared, and error variance. The researcher employed orthogonal rotation of the axes, specifically the Varimax method, to ensure the independence of factors. Items and phrases that were not suitable for the current study tool were subsequently removed based on the factor extraction results.

#### Instrument Reliability and Internal Consistency

For assessing instrument reliability and internal consistency, the current study employed both Cronbach's alpha coefficient and inter-correlation coefficients between each item and the total score. The Pearson test was utilized to analyse the results, with the presence of a relevant relationship serving as the criterion for evaluating the stability of the study tool. Statistically significant correlations were expected between each item and the total score for each variable or dimension. Non-statistically significant items were excluded due to their lack of relevance to the conceptual framework of the studied variable.

Regarding Cronbach's alpha coefficient, there is a consensus among statisticians regarding the criterion for evaluating the extracted results to assess the quality and reliability of the measure. An alpha value of 0.9 indicates excellent scale stability, while a value between 0.9 and 0.8 is considered good. Values between

0.8 and 0.7 are judged to be acceptable, whereas results below 0.6 to 0.7 are considered weak. A Cronbach's alpha value below 0.5 is deemed unacceptable, indicating poor scale stability (Sharaz, 2015).

**Stability of Correlation Coefficients for the Job Satisfaction Scale (Internal Consistency)**

The correlation analysis results for the dimensions of the job satisfaction variable revealed statistically significant correlations at a significance level of 0.01 between the items and their total scores. This indicates the presence of internal consistency among the items within the variable itself. Furthermore, the results for each dimension of job satisfaction, as well as their respective paragraphs, demonstrated statistically significant correlations at a significance level of 0.01. Specifically, the paragraphs within the working conditions dimension, work procedures dimension, and justice at work dimension exhibited correlation strengths ranging between 0.739 and 0.894. These findings indicate the stability of the items within the job satisfaction variable, with each dimension showing a strong correlation. Consequently, there was no need to exclude any item from the variable, as all items contributed significantly to the overall measurement of job satisfaction.

**Table (1): Results of Correlation Coefficients for Job Satisfaction (\*\* Statistically significant at a level of 0.01, two-tailed)**

Dimension	Item	Dimension (Domain)	Correlation Coefficient
<b>Work Conditions</b>	1.	My personal circumstances are taken into account when scheduling the timetable	.842**
	2.	The school facilities are conducive to supporting me in performing my tasks	.888**
	3.	The prevailing atmosphere in my school is built on trust and respect	.846**
	4.	The school principal encourages creativity in my work	.777**
	5.	I feel that my efforts in the school are appreciated	.894**
<b>WorkProcedures</b>	6.	working hours and class schedules in my school are well-regulated	.833**
	7.	I receive clear instructions to accomplish my job tasks	.872**
	8.	I have the opportunity to participate in formulating the school plans	.739**
	9.	My school considers human aspects when implementing regulations and systems	.876**
	10.	Professional development programs in the school align with my time and capabilities	.840**
<b>Justice at Work</b>	11.	I perceive fairness in the distribution of tasks and educational responsibilities	.815**

	12.	I feel that everyone is treated equally when evaluating teachers' performance	.848**
	13.	Teachers in my school are nominated for recognition with complete impartiality	.882**
	14.	I find that opportunities for professional growth are equal for everyone	.853**
	15.	My participation opportunities in external events are equal to other teachers	.813**

**The stability of Cronbach's alpha coefficient for the job satisfaction scale**

The statistical analysis of Cronbach's alpha coefficient for internal consistency revealed the stability of the job satisfaction scale. The overall alpha value for the job satisfaction variable was found to be 0.901, indicating excellent stability for the variable in its general form. At the dimensional level, the working conditions dimension achieved a reliability coefficient of 0.901, suggesting an excellent level of consistency. Similarly, the work procedures dimension and the justice at work dimension yielded alpha values of 0.884 and 0.898, respectively, indicating their suitability as scientific tools in the current study.

**Descriptive Analyses of the Study Sample**

The study sample consisted of Omani male and female teachers in government basic education schools affiliated with the General Directorate of Education in the Muscat Governorate in the Sultanate of Oman. According to the Ministry of Education statistics for the academic year 2022-2023, the total number of male and female teachers in the sample was 2,734. The study focused on three key demographic variables of the participants: gender, marital status, and years of experience. The data collected from the participants were analyzed in relation to the study instrument.

The descriptive analysis results for the variable of years of experience, combined with gender, revealed a total of 572 male and female participants. Among them, 152 were male teachers, accounting for 26.6%, while 420 were female teachers, constituting 73.4% of the total. Further classification based on years of experience showed that the majority of participants fell into the category of more than 11 years of experience, with a total of 369 male and female teachers. The category of 1 to 5 years of experience had 110 female teachers and only 19 male teachers, representing 3.3% of the total. Additionally, 74 male and female teachers fell into the category of 6 to 10 years of experience, with females comprising 10.5% and males accounting for 2.4% of the total sample.

Regarding marital status, the largest category of participants was married individuals, with a total of 484, representing 84.6% of the overall participants. The category of single participants included 88 male and female teachers, with single females accounting for 11.9% and single male teachers representing only 3.5%, comprising 20 individuals.

**Answering the Study Question**

The research question is formulated as: "Are there statistically significant differences in the dimensions of job satisfaction attributed to variables (gender, years of experience, and marital status) among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman?"

From the results of both exploratory and confirmatory factor analyses, it became evident that the dimensions of the job satisfaction variable merged into its latent variable. Consequently, all items within the job satisfaction variable formed without distinct dimensions. This is one of the findings of the current

study, leading to interpretations of subsequent results. To achieve precise results, the researcher utilized a two-way analysis of variance (Univariate), treating the dependent variable (job satisfaction) as a single variable without multiple dimensions. Hence, it was more appropriate and accurate to explore interactions between the dependent variable (job satisfaction) and independent variables (demographic variables) using this statistical approach. This method allows for a comparison of individual and combined effects of independent variables on the dependent variable (Pallant, 2015). As recommended by statistical experts, the researcher began by examining primary assumptions, notably Levene's Test for equality of error variances and ensuring homogeneity across studied groups for each demographic variable. The results showed an "F" value of 3.049 with a statistical significance of 0.001, which is less than the significance level of 0.05. This suggests a lack of homogeneity across groups concerning demographic variables (gender, years of experience, and marital status). Pallant (2015) suggested considering this result, but with a stricter significance level for the univariate "F" test.

Regarding the gender demographic variable, results indicated statistical significance at the 0.05 level for job satisfaction (calculated "F" value = 4.275, significance value = 0.039) attributed to gender. The mean scores pointed towards statistical significance favoring males, with a mean of 3.922 compared to 3.612 for females.

Conversely, results revealed no statistically significant differences at the 0.05 level for job satisfaction attributed to marital status. The significance value was greater than 0.05, with a calculated "F" value of 0.748 and a significance value of 0.388, leading the researcher to conclude no significant differences based on marital status.

Concerning the years of experience demographic variable, results indicated no statistical significance at the 0.05 level for job satisfaction (calculated "F" value = 0.110, significance value = 0.896) attributed to years of experience. The significance value was greater than 0.05, prompting the researcher to conclude a lack of significant differences or statistical implications related to years of experience.

**Table (2): Univariate Analysis of Variance (ANOVA) for Job Satisfaction Variable**

Demographic Variable	Demographic Variable		Degrees of Freedom	Mean Squares	F-Value	Significance Level	Result
	Category	Mean					
Gender	Male	3.922	1	2.939	4.275	.039	Statistically Significant
	Female	3.612					
Marital Status	Single	3.703	1	.514	.748	.388	Not Statistically Significant
	Married	3.832					
Years of Experience	1 to 5 years	3.749	2	.076	.110	.896	Not Statistically Significant
	6 to 10 years	3.747					
	More than 11 years	3.807					

The results of the study indicated that there were no statistically significant differences in the dimensions of job satisfaction attributed to variables (years of experience and marital status) among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman. Conversely, statistically significant differences in the dimensions of job satisfaction were found due to the variable (gender) in favor of the male category.

### Recommendations

Based on the findings of the current study, the researcher recommends investigating the reasons for the lower levels of job satisfaction among females in basic education schools in Muscat Governorate, Sultanate of Oman. Furthermore, the study advises the Ministry of Education in the Sultanate of Oman, along with relevant entities, to prioritize efforts to enhance job satisfaction among Omani teachers when formulating educational strategies. Providing both material and moral incentives targeting Omani teachers in general, and females in particular, is essential to bolster their professional and social standing. Additionally, further research is recommended to explore job satisfaction among Omani teachers and the impact of other variables on it.

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## Scope

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