

Teachers' Occupational Stress And Their Relationship To Their Motivation Toward Achievement Resulting From The Coronavirus Pandemic In The Sultanate Of Oman

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ABSTRACT

The study aimed to identify the level of teachers' occupational stress resulting from the coronavirus pandemic, identify the level of teachers' motivation towards achievement in schools in the Sultanate of Oman, and reveal the relationship between teachers' occupational stress and their motivation towards achievement. The study relied on the descriptive, correlational approach, as it applied two measures: teachers' occupational stress and motivation toward achievement, on a simple random sample of 232 teachers for the academic year 2022/2023.

The results indicated that the level of teachers' occupational stress was moderate on the teachers' occupational stress scale, and the level of teachers' motivation toward achievement was high on the achievement motivation scale. They also revealed that there was no statistically significant correlation between teachers' occupational stress and their motivation toward achievement.

Keywords: *teachers' occupational stress, achievement motivation, schools, Corona pandemic (Covid-19)*

Introduction

Occupational stress is one of the topics of great importance in the life of modern people. Especially considering the coronavirus pandemic (COVID-19), because of its negative impact on his life, workers in our current era are exposed to a group of stress that hinders the completion of their work as required, so many of them are exposed to occupational situations while performing their work to a group of stress. It hinders their level of motivation towards completing their work at the level set for it, which leads to a weak level of hardiness and steadfastness towards work and motivation and not accepting work with a satisfied soul. We find teachers among this category of workers who were exposed to the stress they faced during their educational journey considering the spread of the Corona pandemic and its consequences. Among the strict measures represented by quarantine, the call to stay at home, and the prohibition of movement and travel, which resulted in the spread of rumors and false information on social media Sapu¹tra, Rina & Sodiq (2019), and what the media of all types of visual and digital, local, and international, broadcast throughout the year. Today, due to the increase in the number of infected people and deaths resulting from its spread, teachers are living in a state of anxiety, tension, and psychological stress (Pirzadeh & Abotalebi, 2023).

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Especially among schoolteachers, in addition to its impact on their productivity, it affects the academic achievement levels of students, as the study (2023) conducted by Tsubono & Mitoku revealed that out of every 5 teachers, there is one teacher who realizes the stress he faces in his field of schoolwork at its highest levels. His loneliness. The study (Liao, Wang & Wang, 2023) also demonstrated that hardly a school, whatever its educational level, is devoid of at least one teacher who suffers from intense and arduous occupational stress, and that for every six teachers, there is also one teacher who suffers from the same stress. Canli & Karadağ (2021) point out that psychologists have indicated that the nervous effort a teacher spends on teaching for one hour is equivalent to the effort spent by any other worker working in another occupational institution for more than one day. In light of the above, we find that school teachers in the Sultanate of Oman have been exposed to the same challenges and difficulties that they faced in light of the spread of the pandemic, as occupational burdens and psychological stress increased on them, forcing them to implement rules procedures that limit its spread, as well as security and safety measures for teachers, and implement the decisions issued by The Supreme Committee for the Pandemic in the Sultanate of Oman, such as preventing movement or roaming and implementing quarantine procedures in coordination with health departments in the Sultanate. It is known that teachers in schools have the responsibility of delivering education to students, which forced them to work from their homes, the obstacles they faced while being assigned to teach students remotely, and the lack of the Internet for all students, which created psychological stress for teachers. This stress affected their motivation towards achievement. As requested, achievements for previous years. From this standpoint, this study came to reveal the levels of occupational stress and motivation to achieve among teachers in the Sultanate of Oman considering the coronavirus pandemic, as it is a global pandemic that has affected all people in public and private institutions alike and has affected all service and production sectors, including the education sector (Kazem, 2022).

Objectives

The study seeks to achieve the following objectives:

- 1- Identifying the level of occupational stress among teachers during the Corona pandemic.
- 2- Identify the level of teachers' motivation towards achievement during the Corona pandemic.
- 3- Revealing the relationship between occupational stress and teachers' motivation towards achievement among teachers.

Questions

The study seeks to answer the following questions:

- 1- What is the level of occupational stress on teachers resulting from the spread of the coronavirus pandemic?
- 2- What is the level of teachers' motivation towards achievement resulting from the spread of the coronavirus pandemic?
- 3- Is there a statistically significant relationship between teachers' occupational stress and their motivation toward achievement considering the spread of the coronavirus pandemic?

Terminology

Occupational stress for teachers

They are situations related to the work environment, in which the worker is constantly exposed to stress due to situations that exceed his ability to endure and adapt (Babilonia, Nuñez & Santamaría, 2022), and are defined procedurally as the score that the teacher obtains on a questionnaire of occupational stress for teachers.

Achievement motivation for teachers

It is a behavior that is activated from within the individual's self, which motivates and motivates him to achieve goals to overcome the obstacles that stand in his way, and the urgent desire to compete, challenge others, and excel over them (Jiyang, Hongbiao & Boylan, 2020). It is defined procedurally as the score that the teacher obtains on a motivation questionnaire. Achievement.

Corona pandemic 2019 (COVID-19)

A global epidemic appeared in early December 2019 and was named by the World Health Organization as the COVID-19 virus. It was considered to cause a serious infection of the pneumonia disease known as Corona. Its symptoms appeared in the form of high temperatures and infections in the lungs throat and lack of oxygen (WHO, 2023).

Theoretical Framework Literature review

Occupational stress

Occupational stress has recently increased in contemporary human life and its sources have diversified, and thus new work stress has emerged that was not known before, resulting in many workers in occupational institutions falling under what is known as occupational stress that has worked to affect the lives of workers in multiple aspects. This led to a negative impact on their motivation to work and to complete work with precision and quality within their work environments (Santamaria, Mondragon, Santxo, & Ozamiz, 2021). The school teacher was one of the employees who were affected by these stress and who faced many stressful situations and circumstances while performing his teaching job for students, which made him vulnerable to various and severe cases of stress, anxiety, depression, frustration, and psychological burnout, which negatively affected his psychological and physical condition, as was reflected in As well as his level of performance and productivity at work, and as a result he is no longer able to achieve the educational goals of the school in which he works (Minihan et al., 2022). It is no surprise that many researchers consider the teaching profession to be one of the most stressful professions. Chitra (2020) indicated that the teaching profession is considered one of the most stressful professions in the world, as he confirmed a report issued by the Workers' Association in Britain which confirms that the teaching profession occupies the first place as the highest Profession in Britain containing stress. Many studies have also indicated that teachers are more exposed than others in other professions to high levels of occupational stress, and this is due to the increase in job burdens that characterize this profession, the ambiguity and conflict of the job role, and the large number of responsibilities and demands that sometimes conflict with the basic tasks of the teaching profession, such as its assignment. With administrative burdens outside the scope of his teaching duties (Vargas & Oros, 2021).

When a teacher faces many obstacles that prevent him from fully carrying out his occupational teaching role, this leads to him feeling helpless and inadequate in performing his work in the manner required of him according to the tasks assigned to him by his school. This affected his physical and psychological health, as well as his social life and the educational process of the students, which in turn affected their achievement levels (Tsubono & Mitoku, 2023).

Motivation for achievemem

Know that it is the ambition that drives a person to make an effort, by doing occupational work that brings him achievement and his desire to engage in work with an activity that suits his expectations towards achieving the goals through which he seeks to achieve in the field of work that he loves and is keen to develop and defend (Khanal, Bidari & Nadif, 2021). This is what the theory of achievement motivation was based on, which aimed to determine the level of continuity of human behavior. This naturally happens when the individual knows that his

occupational performance will be subject to evaluation and monitoring, and his occupational performance will either be a success or a failure (Khasawneh, 2021). The theory indicates that the individual who wants to succeed usually performs tasks of moderate difficulty, while individuals who tend to avoid failure perform very easy tasks or very difficult tasks. This theory, which is mainly related to McClelland Atkinson, assumes that motivational factors are internal, subjective factors related to forces and desires. The internal nature of the individual is mainly represented by the desire for excellence and innovation (Namli & Yücekaya, 2021).

An individual's achievement motivation is affected by three main factors: the motivation to achieve success, the probability of achieving success, and the real value driving success. McClelland pointed out that there is a close connection between the individual's previous experiences and the events he goes through, and the results that the individual achieves. If the individual's achievement attitudes are positive at the beginning, he tends to perform and engage in achieving the accomplished behaviors, but if some kind of failure occurs and he develops some... Negative experiences will create a motivation to avoid failure (Trigueros et al., 2020).

The educational system in the Sultanate of Oman considering the coronavirus pandemic.

Since the outbreak of the Coronavirus 2019 (COVID-19) pandemic in the Wuhan region of Hubei Province in the People's Republic of China at the beginning of December 2019, and because of this pandemic, the World Health Organization (WHO) warned that the pandemic is 50 times more deadly than seasonal influenza and ten times more contagious. Less than the SARS virus that spread in China in 2002, the World Health Organization declared a health emergency in all countries of the world on January 30, 2020 (Minihan et al., 2022).

With these warnings and instructions issued by the World Health Organization, the countries of the world and their governments began to implement a set of various preventive measures, as the pandemic affected almost all countries of the world, including the Sultanate of Oman, which affected many aspects of individuals' lives, especially the school system, as the pandemic caused... There are many inconveniences to educational capabilities in all countries of the world, and schools use various and different methods of distance learning that take place via the Internet so that students' education would not be disrupted (Al Kharusi, Al Badi, Al Mayahi & Al Kalbani, 2022).

The pandemic forced those responsible for school education to search for new alternatives in educating students due to the interruption of life and imposed on individuals not to leave their homes to limit the spread of the virus, as the pandemic revealed the capabilities of the educational system in confronting natural disasters, as some shortcomings appeared in the educational arena. The most prominent of these was: the lack of training in online learning, as some teachers and students faced challenges and difficulties, in addition to the lack of experience in managing crises and disasters and thinking about alternatives to face-to-face education (Ciuhan, Nicolau & Iiescu, 2022).

Challenges and opportunities for teachers teaching remotely have led to significant time stress and increased workloads during the COVID-19 pandemic. This affected their academic development due to problems with Internet connectivity and students' computers. In addition, distance teaching is a new experience for teachers, as the lack of experience and preparation has created a kind of challenge for the online education system (Bradshaw, Kush, Braun & Kohler, 2023).

The COVID-19 pandemic throughout the world has had many impacts on aspects of life, especially the educational system, as teachers were required to prepare for the requirements of education and make decisions about adapting to confront the pandemic, meet the expected demands of students, and meet the needs of teachers in preparing them on how to adapt to the pandemic to teach students, preventing them from interrupting education, and knowing the conditions under which schools operate. Due to the COVID-19 pandemic, most ministries of education in countries around the world directed many teachers to teach students online and

create virtual classrooms, which necessitated opportunities to reshape education and prepare teachers and educational institutions (Chitra, 2020). As a result, the Ministry of Education in the Sultanate of Oman was forced to... Modifying the prevailing student teaching process through the usual face-to-face teaching environment and moving to the e-learning environment according to the prevailing circumstances (Al- Shuhomi & Ghazali, 2021).

As a result of this pandemic, the teacher initially suffered from a lack of experience in dealing with distance learning technology, and it became urgent for the teacher to impart professionalism to the teacher in terms of using modern methods in online teaching, because teachers in general were not prepared or willing to integrate technology. teaching in their curriculum and do not have the necessary skills to deal with such situations, which has become one of the basics of education at present (Namli & Yücekaya, 2021)

The Sultanate of Oman was not far from the instructions issued by the World Health Organization and international institutions, as the heads of the United Nations agencies and the World Bank in the Sultanate of Oman demanded that schools be the last sector to close and the first to open to prevent learning loss that may affect children for years to come, and all agencies and the World Bank agreed. The efforts made by the Omani government to prioritize the opening of schools, while ensuring that measures are taken for safe learning and providing students and teachers with the skills and tools they need to teach effectively (Kazem, 2022).

Despite the difficulties that teachers faced in teaching students, distance education had positive effects on teachers and students, the most prominent of which was ensuring continuity of education, in addition to that it worked to enhance lifelong learning and reduce the high costs associated with traditional education, as it was The teacher and student are physically separated, whether at home or teaching via social media, and limitations such as teaching techniques pose a challenge regarding the effectiveness of online learning, especially given the significant differences from traditional education (Al Kharusi, Al Badi, Al Mayahi & Al Kalbani, 2022).

Previous studies

Previous studies on the occupational stress of teachers considering the coronavirus pandemic.

The study conducted by Santamaria, Mondragon, Santxo, & Ozamiz-Etxebarria (2021) aimed to analyze the levels of stress, anxiety, and depression among teachers in northern Spain. This study was conducted on 1,633 teachers from various educational levels in the Department of Education in the Basque region, and the results showed The presence of a high percentage of teachers who have symptoms of stress, anxiety, and depression, and the presence of a high percentage of female teachers who are more susceptible to symptoms of stress, anxiety, and depression than male teachers, as well as the presence of high levels of anxiety and stress for those who have children more than those who do not have children.

As soon as mandatory social isolation was announced due to the Corona-19 pandemic, Argentina took more stringent preventive measures, which had a greater impact on educational schools. As a result of these measures, Vargas & Oros (2021) conducted a study to determine the schoolwork situations that teachers view as shaping their Stress and tensions under the usual face-to-face teaching method. He described the levels of stress they are exposed to and its potential impact on the psychological and physical symptoms of teachers and students. Therefore, an experimental study was conducted in which 9,058 teachers participated in various educational levels of schools in Argentina. More than 60% of teachers reported high and moderate levels of stress, and the predominant stress factors among teachers were uncertainty about the consequences of the pandemic, excessive workload, and an inappropriate work environment. The more stress they felt, the more unwanted psychological and physical symptoms would appear. In it, teachers felt stressed and psychologically burned out because of the pandemic, and the results revealed high levels of psychological impact on teachers because

of the pandemic and encouraged the development of more preventive measures to preserve the health and safety of teachers.

Intermittent school closures and the shift to online teaching led to major changes in the work of teachers in Ireland during the Corona-19 pandemic period. These changes likely exacerbated the occupational and family stress for teachers resulting from the spread of the epidemic. Among these surprising events, Minihan, Adamis, Dunleavy, Martin, Gavin, & McNicholas (2022) A study aimed to investigate the levels of occupational stress that teachers are exposed to in Ireland, as the Occupational Stress Scale was applied to 245 teachers working in secondary schools in Ireland. The results revealed high levels of occupational stress at a rate of 82% of the sample size of 202 teachers, and that 79% of teachers felt job exhaustion at work due to the strict obligations related to the Corona pandemic. The results also revealed that there were negative effects on teachers because of the outbreak of the pandemic, including 43% of teachers were affected by their physical health, and 67% were affected by their mental health. Also, 34% of teachers suffered from a weak level of appetite towards their acceptance of food, 70% suffered from insomnia and lack of sleep, and the presence of 33% of teachers abused alcoholic beverages, and 42% of teachers felt that they were unable to protect themselves and maintain their safety at work, and the presence of 66% of teachers who felt a decrease in the level of feelings of job satisfaction, which was negatively and influentially linked. With the occupational stress they faced during the outbreak of the pandemic, 58% of teachers seriously considered changing their teaching jobs during the pandemic period.

Chitra's study (2020) aimed to reveal whether online classes do not affect the obligations resulting from the Coronavirus and whether these obligations affect the occupational stress of teachers and its impact on job satisfaction. The Minnesota Occupational Stress and Job Satisfaction Scale was used, and it was a questionnaire to collect data from private secondary school teachers in Dharmपुरi district, Tamil Nadu state, India, the results showed that the level of occupational stress among teachers varies according to the demographic factors of teachers and that there is a positive relationship between occupational stress and teachers' job satisfaction. The education that took place remotely and the additional obligations that accompanied it during the period of the coronavirus pandemic led to an increase in the levels of stress among teachers, and dealing with classes that were conducted online had a significant impact on the high levels of occupational stress for teachers, and that occupational stress had a prominent impact. On job satisfaction of schoolteachers.

Previous studies on the occupational motivation of teachers considering the coronavirus pandemic.

The study by Khanal, Bidari & Nadif (2021) aimed to study the factors that support or hinder the motivation levels of English language teachers while they teach in the classroom. A qualitative case study was used as a research design, conducted on a group of private school teachers in Kathmandu, Nepal. The results revealed It has been found that teachers of English as a foreign language teach students who suffer from discouragement in internal and external motivation, as the factors that discouraged their motivation included low wages and rewards, poor occupational development, being affected by students' disruptive behaviors, lack of job security, and lack of vacations.

The study by Panisoara, Lazar, Panisoarsa, Chirca & Ursu (2020) aimed to find out the extent to which teachers in Bucharest, Romanian schools, during service, continued to use online teaching considering the outbreak of the Corona pandemic. Data was collected from 980 teachers while practicing their teaching work during the pandemic. The results showed the impact Teachers' intrinsic motivation increased directly when they taught students online, while it was less affected by self-efficacy, technological pedagogical knowledge, and teachers' occupational stress. Intrinsic motivation was positively associated with self-efficacy and technological pedagogical knowledge, and negatively associated with extrinsic motivation. The

results provided valuable insights into how motivational factors relate to teachers teaching students remotely in the context of a work environment that was unstable due to the outbreak of the pandemic and provided supportive strategies for teachers in how to adapt during the pandemic to working remotely.

Khasawneh's study (2021), aimed to identify the level of motivation among teachers of learning difficulties in the English language in the Jordanian city of Irbid considering the Corona pandemic. The study population consisted of all male and female English language teachers for the academic year (2019/2020), and the sample consisted of 30 teachers to achieve the Objectives of the study: A questionnaire was prepared to detect the level of motivation among teachers of learning difficulties in the English language by referring to theoretical literature and previous studies related to the subject of the study. The results of the study indicated that the level of motivation among teachers of learning difficulties in the English language was high.

The Namli & Yücekaya (2021) study aimed to determine the level of motivation and job satisfaction among physical education teachers in Istanbul, Turkish schools during the Corona pandemic. Descriptive research and content analysis were used in analyzing the research. The study sample consisted of 16 physical education teachers who taught Yet during the pandemic. According to the results of the research, physical education teachers were unable to spend effective time teaching students remotely during the pandemic, and they stated that the main reason for this is that distance education is not the same as face-to-face education, as many teachers expressed their point of view that the lessons provided via the Internet were not Effective, as the research results stated that the desire of teachers and students to accept distance education was low due to the inappropriate conditions due to the pandemic, as the teachers believed that the distance education process was only a temporary period, so they motivated themselves and their students, as the majority of teachers did not achieve. Considering their reliance on distance learning, there was an acceptable level of job satisfaction. At the same time, it was revealed that teachers were unable to implement physical exercises and sports training courses during this pandemic, which hurt their level of motivation.

Methodology

The study relied on the descriptive, correlational approach to obtain sample data. The study population consisted of schoolteachers in the Sultanate of Oman, and 230 teachers, including 120 males and 110 females, were selected as a sample, and were chosen randomly. Table 1 shows the distribution of the study sample according to its characteristics.

Table 1 Distribution of demographic characteristics of the sample

Characteristics	Category	Number	Percentage
Sex	male	120	52
	female	110	48
Years of occupational experience	Five years or less	28	12.2
	Six to 15 years	38	16.5
	More than 15 years	164	71.3

Source: Prepared by the researcher, results of data analysis using (SPSS) 2022.

Tools

To achieve the objectives of the study, the Teachers Stress Inventory (TSI) by Michael J. Fimian 1986 was used to measure teachers' occupational stress, and the Work Tasks Motivation for Teachers Scale (WTMST). 2008 (Fernet et al., 2008) to measure motivation towards

achievement. Appropriate phrases were identified from those scales so that they fit the psychological, cultural, and environmental characteristics of the current study sample, and then they were translated, and their phrases were modified. Based on these standards, the statements that measure these variables were collected in one questionnaire to make it easier for respondents to answer them. To obtain data from them. The tool was presented in its initial form to a group of 26 expert referees with experience in educational psychology. To obtain their opinions on the adopted phrases, the phrases were modified according to their suggestions until the tool took its final form. The number of statements in the questionnaire for the study reached 44 statements, including 25 statements that measure teachers' occupational stress, and 19 statements that measure teachers' motivation toward achievement. The number of questionnaire statements reached 44 statements, including 25 statements measuring teachers' occupational stress, and 19 statements measuring teachers' motivation toward achievement. The questionnaire included two parts, the first for occupational stress statements, and the second for occupational motivation statements. Each statement contained five alternatives according to a five-point Likert scale, where its score in the positive statement was: strongly agree 5, agree 4, neutral 3, disagree 2, and strongly disagree 1. As for its degree in the negative statement, they are: Strongly Disagree 5, Disagree 4, Neutral 3, Agree 2, Strongly Agree 1. The questionnaire was initially applied to a pilot survey consisting of 30 teachers, who were randomly selected from schools in the Muscat and Al Dakhiliyah governorates. It is a separate sample from the field study sample to which it was applied. This is to verify its final validity for application to individuals in the field sample and to confirm the psychometric properties by calculating validity and reliability coefficients using appropriate statistical methods. The correlation coefficients for the occupational stress statements reached (0.496 - 0.808), and for the occupational motivation statements (0.466 - 0.792), while the reliability coefficients using the Cronbach alpha method for the two measured variables reached (0.955, 0.941), which indicates that the study tool has a high degree of reliability that was relied upon in the field application of the study according to the Nunnally scale (Nunnally & Bernstein, 1994: 264). 265) which adopted 0.70 as the minimum reliability. Also, the responses obtained in the survey sample were not used in analyzing the field sample data.

Statistical treatments

To process and analyze the study data, SPSS was relied upon, 28 for use in statistical treatments such as means, standard deviations, and the Pearson correlation coefficient to determine the relationship between teachers' occupational stress and their motivation toward achievement.

Results

Results related to the first question.

What is the level of occupational stress on teachers resulting from the spread of the coronavirus pandemic? To answer this question, the means, standard deviations, and percentages for the teachers' occupational stress scale were calculated (see Table 2).

Table 2 Means, standard deviations, and percentages of the teachers' occupational stress scale with its four subverbal.

No	subverbal	Mean	Standard deviation	Percentage	Level
1	Stress related to working conditions	2.56	0.668	51.2	medium
2	Workload-related stress	2.65	0.894	53.0	medium

3	Stress related to material and organizational capabilities	2.78	0.883	55.6	medium
4	Stress related to students and parents	2.83	0.822	56.6	medium
	Stress related to health measures	3.05	0.992	61.0	medium
5	Total score for occupational teacher stress	2.77	0.704	55.4	medium

Table 2 indicates that the average of the study sample's estimates on the teachers' occupational stress scale was 2.77, with a percentage of 55.4% and an average estimate. As for the averages of the study sample members' answers to the sub variables of the teachers' occupational stress scale, they ranged between 3.05 - 2.56, and the stress subverbal related to health procedures came in the rank The first was with a mean of 3.05 and a percentage of 61.0%, with an average rating, while the subverbal of stress related to working conditions came in last place, with a mean of 2.56 and a percentage of 51.2% and an average rating.

Results related to the second question.

What is the level of teachers' motivation towards achievement resulting from the spread of the coronavirus pandemic? To answer this question, the means, and standard deviations for the teachers' motivation toward achievement scale were calculated (see Table 3).

Table 3 Means and standard deviations for the teachers' motivation toward achievement scale.

No	Subverbal	Mean	Standard deviation	Percentage	Level
1	Achievement behaviour	4.41	0.422	82.8	High
2	Perseverance in effort	3.61	0.343	72.2	medium
3	Demand for work	3.53	0.409	70.6	medium
	The overall level of teachers' motivation towards achievement	3.77	0.326	75.4	High

Table 3 also indicates that the average of the study sample's ratings on the teachers' motivation toward achievement scale reached 3.77, with a percentage of 75.4%, and an average rating. As for the averages of the study sample members' answers to the subverbal of the teachers' motivation toward achievement scale, they ranged between 4.14 - 3.53, and the achievement behavior subverbal came in ranked first with an average of 4.41 and a percentage of 82.8%, while the demand for work subverbal came in last place, with an average of 3.53 and a percentage of 70.6%.

Results related to the third question.

Is there a statistically significant relationship between teachers' occupational stress and their motivation toward achievement considering the spread of the coronavirus pandemic?

This question was answered using the Pearson correlation coefficient. Table 4 shows the results of the analysis for this question.

Table 4 Results of an analysis of the relationship between teachers' occupational stress and their motivation toward achievement considering the spread of the Corona pandemic

Occupational teacher stress	Teachers' motivation towards achievement			
	Challenge	Perseverance	Demand for work	Total Grade
Stress related to working conditions	0.159-*	0.021-	0.090-	0.113-
Workload-related stress	0.099-	0.095	0.048-	0.026-
Stress related to material and organizational capabilities	0.100-	0.033	0.025	0.023-
Stress related to students and parents	0.117-	0.077	0.029-	0.034-
Stress related to health measures	**0.181-	0.009-	0.052-	0.104-
Occupational stress as a whole	*0.155-	0.046	0.041-	0.068-

Table 4 shows that there was no statistically significant correlation at the significance level $\alpha \leq 0.05$ between teachers' occupational stress and motivation towards achievement, as the value of Pearson's correlation coefficient was -0.068.

Discussion

Discussing the results of the first question, which states: “What is the level of teachers’ occupational stress in schools in the Sultanate of Oman?”

The results of this question showed that the mean of the sample’s estimates of teachers’ occupational stress was moderate. This result is consistent with what was revealed by the results of a study (Liao, Wang & Wang, 2023), which was conducted on secondary school teachers in China, which showed that teachers obtained a moderate level on the occupational stress scale that was administered to them to measure the extent to which they were affected by strict preventive precautions related to Covid. 19, and the study (Pirzadeh & Abotalebi, 2023) showed that the level of occupational stress among schoolteachers in the Isfahan region in Iran was moderate. It differed from what was revealed by the results of the study (Ciuhan, Nicolau & Iiescu, 2022), which showed that the level of occupational stress among schoolteachers in Romania was low considering the Corona-19 pandemic. As well as a study (Zhen, Yao & Zhou, 2023), showed that the level of stress among secondary and middle school teachers in China during the Corona pandemic was low.

The results of this study also differed from the study of Bradshaw, Kush, Braun & Kohler (2023), which showed a high level of stress faced by American secondary and primary school teachers, as revealed by a study conducted on public school teachers in Japan during the Corona pandemic.

The researcher attributes the reason for the presence of a moderate degree of stress among schoolteachers in the Sultanate of Oman to the nature of the personality that teachers in public schools have, and their insistence on confronting the stress that confronts them in their field of work. Despite the presence of many influences that caused a significant increase in occupational stress, especially the economic and social factors that worsened during the Corona pandemic, as well as the balance of positive and negative influences of stress during the

pandemic, which resulted in moderate rates of stress, as teachers are undoubtedly keen to use means that help them. To confront stress and adapt to it while they learn, which is termed in psychology as stress coping strategies. These methods help them to coexist with those stresses for a better future. This is also due to their long occupational experience in dealing with challenges and difficult situations, which gave them the ability to adapt and coexist with stressful situations in their field of work.

Discussing the results of the second question, which states: “What is the level of teachers’ motivation for achievement in schools in the Sultanate of Oman?”

The results showed that the average estimates of the study sample on achievement motivation were high. This is consistent with what was revealed by the results of the study by Yildiz & Kihc (2021), which showed that the level of motivation towards achievement among teachers in Turkish schools, and the study of Kumari & Kumar (2023), which showed that the level of motivation of teachers towards achievement among schoolteachers in Mirpurkhas, Pakistan, was high. .

The reason for the high levels of motivation for achievement among teachers considering the conditions of the Corona pandemic may be due to the personal qualities, capabilities, and high skills that teachers in the Sultanate of Oman possess. They were able to adapt to facing challenges and difficulties during the period of the coronavirus pandemic and the subsequent preventive precautions for teachers and students, especially since the sample members The study participants were mostly people with long work experience.

However, this result was different from what was stated in some previous studies, such as the study of Dias, Ratumanan & Souisa (2021), which showed that teachers’ motivation towards achievement was moderate among teachers in West Leihitu Sub-District, Central Maluku Regency of Indonesia, as well as the study of Canli & Karadağ (2021), which indicated that there are moderate degrees of work motivation among teachers in Turkish schools. While I disagreed with the results of the Ateş & Yilmaz (2018) study, which showed that the level of achievement motivation for most teachers in Istanbul province, Kucukcekmece district schools was low.

Discussing the results of the third question, which states: “Is there a statistically significant relationship at the significance level $\alpha \leq 0.05$ between teachers’ occupational stress and their motivation to achieve?”

It is clear from Table 4 that there is no statistically significant correlation at the significance level $\alpha \leq 0.05$ between teachers’ occupational stress and teachers’ achievement motivation in schools in the Sultanate of Oman, as the value of the Pearson correlation coefficient reached -0.068. The direction of the relationship was negative, and this is consistent with what was revealed by the study of Gobena (2022), which showed that there is no relationship between the averages of occupational motivation and the average occupational stress of teachers, and the study (Ahmad & Batool, 2019), which showed that there is no relationship between each of the motivations. Professionalism and occupational work stress, it differed from what was revealed by the results of the study of Einar & Sidsel (2020), which revealed the existence of a statistically significant negative correlation between motivation and teachers’ occupational stress. The study by Adabi & Ghafournia (2020) is the one that showed a correlation between motivation and psychological stress for teachers, and the study by Trigueros et al. (2020) showed a positive correlation between teachers’ scores on both the motivation scale and the stress scale. The study of Al Abri, Alhadabi & Emam (2022), revealed the existence of a statistically significant negative relationship between the averages of teachers’ occupational stress and the averages of teachers’ motivation toward achievement. The study by Ipek et al.

(2018) showed that there is a statistically significant direct relationship between the total degree of teachers' occupational stress and the total degree of teachers' motivation to achieve. And the study of Asaloei, Wolomasi & Werang (2020), revealed the existence of a statistically significant negative correlation between teachers in the level of stress and motivation toward work. And the study of Panadero et al (2022), showed a negative relationship between motivation and stress among teachers. And the study by Saputra, Rina & Sodik (2019), concluded that there is a significant positive correlation between teachers' stress toward work and their motivation toward achievement.

The researcher explains the reason for the lack of a relationship between the averages of teachers' occupational stress and the averages of occupational motivation to the presence of a moderate degree of stress. Occupational teachers in general, indicates the ability of these teachers in schools to adapt soundly and well in times of distress and shocks, especially during the coronavirus pandemic, to hold on to hope and self-confidence, and the ability to control emotions and the ability to solve the problems they face and understand students' feelings and empathize with them. This indicates that. Occupational motivation or achievement motivation contributes effectively to understanding teachers' occupational stress in their true sense. Thus, increasing the ability to resist occupational stressors reducing their interaction and impact on them.

Conclusion

The results of the study indicated the emergence of moderate levels of stress among teachers, as well as moderate levels of motivation for achievement considering the Corona pandemic. This indicates the ability of teachers in the Sultanate of Oman to face the challenges that confronted them during the coronavirus pandemic due to the personal and occupational characteristics that teachers possess and years of occupational experience. As well as the strategies produced by the Ministry of Education and the Supreme Committee regarding alleviating the severity and cooperation of higher authorities in facilitating and implementing study procedures in schools. The study also found that there is no relationship between occupational stress and motivation for achievement, as stress has no effect on teachers' motivation toward completing their school tasks.

Permission statement approving the application of the tools.

The researchers certify that they obtained the consent of the sample members to apply the study tools to them, at their will, without stress and freedom to respond to the tools. The study sample realized that their names and personal data were not published, and every effort was made to maintain the confidentiality of the information and data they obtained from the sample members so that they were completely hidden.

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There is no financial or moral support for conducting this research.

Conflict of interest

There is no financial interest in conducting this research.

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