
Exploring the Relationship Between Work Motivation and Job Satisfaction: The Teachers' Perspective in Oman

Ali Sulaiman Talib Al Shuaili^{1,2}

Abstract

This study explores the relationship between motivation and job satisfaction among schoolteachers in Oman. The study aims to identify how motivation influences teachers' job satisfaction and to uncover the factors affecting both variables. Data were collected through self-administered questionnaires distributed to 680 teachers, followed by descriptive statistical analysis. The results indicated that teachers' motivation and job satisfaction levels were moderate. Additionally, a significant correlation was found between motivation and job satisfaction, suggesting that improving motivation could positively impact teachers' job satisfaction. Critical issues identified in the study include the lack of financial incentives, an unclear system for motivating teacher performance, and insufficient involvement of teachers in school decision-making processes. Based on these findings, the study recommends that the Omani Ministry of Education develop policies and incentives that align with teachers' basic living standards and create a more transparent and participatory system for motivating teachers. Such measures are expected to enhance teacher performance and, ultimately, the quality of education in Oman.

Keywords: *Job Satisfaction, Motivation, Oman, Teachers, Ministry of Education.*

A. Introduction

Successful organizations cannot achieve their goals without satisfied employees. The workforce is essential for fulfilling organizational objectives, so it is vital for organizations to incorporate team member satisfaction into their development strategies. This can be achieved by providing various incentives that help maintain high levels of team member satisfaction, contributing to the organization's longevity and success (Makolle, 2019). In the late twentieth century, extensive research focused on optimal working conditions that promote high levels of professional performance, highlighting the importance of material and emotional support for employees (Bakker & Demerouti, 2022). Studies showed a direct link between implementing financial and non-financial incentives and satisfaction (Liu & Onwuegbuzie, 2023). Such incentives boost motivation and guide team member behavior toward achieving organizational goals.

In education, as in other fields, team member satisfaction has become a priority. Comprehensive educational development relies heavily on the effectiveness of teachers, who directly influence student success and progress (Mangaleswarasharma, 2017). The level of satisfaction significantly impacts teachers' performance, which in turn affects student outcomes (Nwakasi & Cummins, 2018). Therefore, fostering a supportive psychological environment for

¹Department of Educational Psychology, Faculty of Human Development, Sultan Idris University of Education UPSI, Malaysia. ali.alshueili@gmail.com

²Senior Citizenship Specialist, Ministry of Education, Oman

education professionals is crucial for achieving positive educational results. Satisfaction is critical for helping individuals adapt to their work environment (Makolle, 2019). Teachers play a fundamental role in the educational process, making the study of satisfaction a central concern for researchers in behavioral and management sciences. They investigate teachers' satisfaction sources and the factors leading to dissatisfaction, as these can significantly affect job performance (Ateş & Yilmaz, 2018).

Researchers have varying opinions on what influences satisfaction, reflecting the diverse needs of individuals. Some suggest that satisfaction is tied primarily to work conditions (Mangaleswarasharma, 2017). In modern organizations, motivation is crucial, as motivated employees tend to perform better. Effective incentives are essential for enhancing productivity and fulfilling the needs of different individuals, which ultimately helps organizations achieve their goals (Qasim et al., 2019). Performance appraisals often involve managers evaluating team member performance over a set period, although these evaluations can vary significantly in their criteria and methods (Nhuta & Nhuta, 2017). Nwakasi and Cummins (2018) categorize incentives into material and moral types. Material incentives, such as financial rewards or promotions, are particularly effective in meeting employees' needs and fostering loyalty (Makolle, 2019). Such incentives can consistently improve professional performance and alleviate workplace stress while considering employees' psychological and social well-being (Makolle, 2019).

According to Aydın & Öztürk (2021) and Kim & Lee (2020), critical foundations for providing incentives after performance evaluations include performance quality and quantity, effort exerted (which is often challenging to measure), length of service (indicating loyalty), and qualifications obtained through training and certifications. Researchers agree on aligning individual needs with organizational development and prioritizing team member satisfaction through appropriate incentives.

This study aims to assess the levels of motivation and job satisfaction among schoolteachers in Oman, acknowledging teachers' critical role in the educational process and their direct impact on student performance. The research seeks to answer three primary questions: (1) What is the level of work motivation among schoolteachers in Oman from their perspective? (2) What is the level of job satisfaction among schoolteachers in Oman from their perspective? (3) Is there a statistically significant relationship between work motivation and job satisfaction among schoolteachers in Oman?

The primary objectives of this study are to assess the levels of motivation and job satisfaction among schoolteachers in Oman and explore the relationship between these two factors. Additionally, the study investigates the influence of independent variables such as gender, professional experience, and educational qualifications on teachers' motivation and satisfaction. By doing so, the research will provide insights into how these variables contribute to teachers' overall job satisfaction and motivation, which are crucial for improving their performance in schools.

This study holds significant value as it addresses teacher job satisfaction, a key factor influencing their performance in the educational sector. By examining work motivation and satisfaction, the research intends to uncover the interrelationship between these two variables and understand how they impact teachers' ability to perform their duties effectively. The findings will offer valuable insights to policymakers in Oman's education sector, particularly the Ministry of Education, assisting in formulating development plans and initiatives to improve teacher performance. Additionally, the results will benefit school administrations, teachers, and future researchers, contributing to the ongoing dialogue on enhancing educational quality in Oman.

Numerous studies have examined the relationship between teacher motivation and job satisfaction, highlighting the importance of these factors in improving teacher performance. For instance, the study by Nhuta & Nhuta (2017) in Zimbabwe found a positive correlation between job satisfaction and motivation, with variations based on school type and working conditions. Similarly, research by Mangaleswarasharma (2017) in Sri Lanka revealed that teachers' motivation was primarily influenced by career advantages such as long vacations and favorable working hours. Other studies, such as those by Nwakasi and Cummins (2018) and Makolle (2019), also demonstrated that teacher motivation is crucial in enhancing job satisfaction and improving teaching performance. Unlike these previous studies, this research focuses on the relationship between job satisfaction and work motivation among public schoolteachers in Oman, providing a unique perspective on the issue in the context of Oman's education system.

B. Literature Review

Several recent studies have highlighted the growing need to explore teacher satisfaction and work motivation, mainly due to the ongoing changes and challenges in the educational sector. Teacher motivation is considered a crucial factor influencing job satisfaction, which, in turn, impacts teaching effectiveness and student outcomes. Several studies have explored these relationships across different contexts and cultures, revealing similarities and unique findings. For instance, Nhuta and Nhuta (2017) examined the relationship between satisfaction and motivation among secondary teachers in Hararai, Zimbabwe. Their study, which included a random sample of 180 teachers from both public and private schools, found a significant positive relationship between teacher satisfaction and motivation. Additionally, they discovered that satisfaction levels varied based on school type, work conditions, and incentives, with teachers in private schools reporting higher satisfaction due to better working conditions. This suggests that school environment and resources are critical in shaping teacher motivation and satisfaction.

Similarly, Mangaleswarasharma (2017) explored the link between work motivation and satisfaction among 150 public school teachers in northern Sri Lanka. The study found that many teachers were motivated to remain in their profession primarily because of favorable working conditions, such as extended vacations and manageable work hours. However, despite these advantages, some teachers expressed dissatisfaction with their jobs and considered pursuing alternative careers. This highlights the complex nature of teacher satisfaction, where extrinsic factors like benefits and work environment contribute to motivation. However, internal factors, such as career fulfillment and personal aspirations, also play a significant role. The study emphasized the need for further research into how various factors, both external and internal, influence teachers' long-term job satisfaction and commitment.

Other studies, such as those by Nwakasi and Cummins (2018) and Makolle (2019), provide additional insights into the relationship between motivation and satisfaction. Nwakasi and Cummins (2018) conducted a study examining teachers' motivation in adult education in northwest Nigeria. Their research found a positive correlation between teacher motivation and satisfaction, with motivated teachers contributing to better educational outcomes, such as increased student enrollment and improved teaching quality. Similarly, Makolle (2019) investigated the relationship between satisfaction and motivation among 265 teachers in Cameroon and identified key factors such as economic conditions, job benefits, and the social environment as significant influences. The study revealed that low motivation levels were associated with lower satisfaction, suggesting a negative feedback loop that could affect teachers' long-term performance. In summary, these studies underscore the importance of both intrinsic and extrinsic factors in shaping teachers' satisfaction and motivation. The current study builds upon these findings by exploring how satisfaction and motivation are interrelated among public schoolteachers in Oman. This context has not been extensively studied in the existing literature.

C. Methods

This study employed a descriptive-analytical research methodology, adopting a quantitative approach to gather and analyze data. The primary focus of the study was to examine the levels of motivation and satisfaction among schoolteachers in Oman, along with exploring the relationship between these two factors. A descriptive statistical analysis was performed to analyze the data, accurately depicting teacher motivation and satisfaction.

1. Study Sample

The study population consisted of all teachers in Oman for the academic year 2022/2023, totaling 56,787 teachers, as reported by the Ministry of Education (2022). From this population, a sample of 788 teachers was randomly selected to participate in the study. A total of 720 questionnaires were returned, and after screening for completeness and accuracy, 680 questionnaires were deemed valid for analysis. This resulted in a response rate of 86.29%, which represents approximately 1.19% of the overall teacher population. The data collected were then analyzed using descriptive statistics, including frequencies and percentages, using the Statistical Package for the Social Sciences (SPSS).

2. Study Tool

The research tool used in this study was a self-administered questionnaire designed to collect data on teachers' motivation and job satisfaction. The questionnaire was developed based on relevant theoretical literature and previous research on teacher motivation and satisfaction. It consisted of two main sections. The first section gathered demographic data, including the teacher's gender, educational qualifications, and years of professional experience. The second section focused on the critical variables of the study, with 50 items divided into two parts: 23 items assessed work motivation, which was further divided into external and internal motivation dimensions, and 27 items assessed job satisfaction, mainly related to salary and the nature of the work.

3. Validity and Reliability of the Study Tool

To ensure the validity of the questionnaire, the researcher presented the initial version to a panel of experts from the fields of education and administration at Omani universities. The experts reviewed the items' clarity, wording, and relevance to their respective dimensions. Revisions were made based on their feedback, and the final version of the questionnaire consisted of 45 items after obtaining at least 80% agreement from the experts. To assess the tool's reliability, the researcher calculated Cronbach's alpha coefficient using responses from 30 teachers collected over three weeks. The reliability coefficient was found to be 0.89, indicating a high level of consistency and reliability for the instrument.

4. Tool Scoring Procedure

The questionnaire utilized a five-point Likert scale for respondents to rate their agreement with each statement. The scale ranged from "Strongly Agree" (5 points) to "Strongly Disagree" (1 point), with intermediate categories of "Agree" (4 points), "Neutral" (3 points), and "Disagree" (2 points). The responses were then categorized into three levels based on the total score: Low (1.00 - 2.33), Medium (2.34 - 3.67), and High (3.68 - 5.00). These categories were used to evaluate the teachers' overall motivation and satisfaction levels, providing a structured interpretation of the data. Demographic analysis of the sample is presented in Table 1.

Table 1. Distribution of Study Sample by Demographic Variables

Percentage	Cumulative	Details	Variable
48.23%	328	male	Sex
51.76%	352	female	
100%	680	Total	
71.76%	488	Bachelor	Qualification
24.70%	168	Master	
3.52%	24	Doctorate	
100%	680	Total	
17.64%	120	Less than 5 years	Years of professional experience
30.14%	205	5 – 10 years	
52.20%	355	More than 10 years	
100%	680	Total	

Table 1 presents a demographic analysis of the 680 teachers included in the study sample from Oman, categorized by sex, educational qualification, and years of professional experience. The gender distribution is relatively balanced, with female teachers slightly outnumbering male teachers. Specifically, 51.76% (352 teachers) of the respondents are female, while 48.23% (328 teachers) are male, providing a well-represented sample across genders. In terms of educational qualifications, the majority of the teachers hold a Bachelor's degree, accounting for 71.76% (488 teachers) of the sample. Those with a Master's degree follow this at 24.70% (168 teachers), and a small proportion, 3.52% (24 teachers), with a Doctorate. This distribution indicates that most teachers have undergraduate-level qualifications, with fewer pursuing advanced degrees at the Master's or Doctorate level.

Regarding years of professional experience, the sample includes a diverse range of experience levels. More than half of the teachers (52.20%, or 355) have over 10 years of teaching experience, indicating a solid representation of experienced professionals. Additionally, 30.14% (205 teachers) have between 5 and 10 years of experience, while 17.64% (120 teachers) have less than 5 years of experience. This distribution reflects a substantial presence of seasoned educators, which may provide valuable insights into how motivation and job satisfaction evolve throughout a teaching career. Overall, the demographic composition of this sample allows for a comprehensive analysis of motivation and satisfaction among teachers in Oman across various levels of experience, qualifications, and gender.

5. Statistical Analysis

Descriptive statistics, including frequencies, means, and standard deviations, were employed to analyze the work motivation and job satisfaction levels among the study sample. These measures provided a detailed view of the central tendencies and variability in teachers' motivation and satisfaction scores, enabling the researchers to assess the overall trends within the sample. Additionally, Pearson correlation analysis examined the relationship between work motivation and job satisfaction. This statistical method allowed the researchers to determine the strength and direction of the association between these two key variables, providing insights into how variations in motivation levels may influence satisfaction among government schoolteachers in Oman.

All statistical analyses were performed using SPSS software, version 26. This software facilitated efficient data management and analysis, ensuring accuracy in calculating frequencies, means, standard deviations, and correlation coefficients. The use of SPSS also

enhanced the reliability of the findings, as it enabled precise computations and comprehensive output reports, which contributed to a deeper understanding of the data patterns. By applying these statistical methods, the study provided evidence-based conclusions regarding teachers' motivation and satisfaction levels and the significant relationship between these variables.

D. Findings and Discussion

1. Teachers' Perspectives on Their Motivation Levels

This study examines the relationship between work motivation and job satisfaction among schoolteachers in Oman, focusing on understanding how these factors interact in the context of various personal variables. The primary objective is to determine the extent of teachers' motivation and satisfaction and to explore any significant patterns or correlations between these two variables. The first research question explicitly addresses the level of motivation among schoolteachers, as perceived from their perspectives. To answer this question, the study calculated the averages and standard deviations of the responses from the sample group, focusing on the two critical dimensions of work motivation. These dimensions and their corresponding statistical measures are detailed in Table 2, which provides insights into the overall motivational landscape among the teachers surveyed. This analysis is a foundation for understanding the factors influencing teachers' engagement and commitment to their profession, ultimately impacting their satisfaction and performance.

Table 2. Average and Standard Deviation of Teachers' Responses on Work Motivation

Level	Standard deviation	Average	Dimensions of work motivation
Medium	0.83	2.97	External motivation
Medium	0.69	2.47	Internal motivation
Medium	0.67	2.72	Tool items as a whole

Table 2 shows that the dimension of external motivation came first with an average of (2.97), while internal motivation came with an average of (2.47). It also shows that the degree of work motivation from the point of view of schoolteachers in Oman was average, with an average of (2.72). The researcher attributed this to the absence of material incentives and rewards, the lack of use of an objective incentive system, teacher participation in decision-making, and an objective incentive system that characterizes outstanding performance. This is in line with the study (Agarwal, 2022; Ateş & Yilmaz, 2018; McCarthy et al., 2022), which confirmed that there are no rules and standards granting incentives and the lack of fairness in granting incentives and bonuses, which negatively affected employees. The averages and standard deviations of the questionnaire items related to the work motivation variable were also extracted, as shown in Table 3.

Table 3. Averages and Standard Deviations of Work Motivation Items

Level	Standard deviation	Average	Item	Item number	Rank
External motivation					
medium	1.44	3.43	The school encourages us to	7	1

Level	Standard deviation	Average	Item	Item number	Rank
			Establishing relationships Mutual between colleagues At work.		
medium	1.28	3.33	The school motivates us to create opportunities to acquire new skills and experiences	6	2
medium	1.07	3.09	The school motivates us to work in a team spirit.	3	1
medium	1.07	3.06	The school encourages us to develop Social relations with teachers Both inside and outside the school.	5	4
medium	1.19	2.99	The school encourages us to Participation in training courses related to Professional Development	4	5
medium	0.61	2.93	School motivates my fellow teachers to share their social opportunities	3	6
medium	0.91	2.93	The school encourages us to	9	7

Level	Standard deviation	Average	Item	Item number	Rank
			Maintaining a relationship of understanding with Colleagues		
medium	0.92	2.63	The school motivates us to develop performance to get the necessary promotions and financial rewards	2	8
low	0.92	2.32	The school motivates us to conduct educational research	8	9
medium	0.87	2.97	Dimension items as a whole		
Internal motivation					
medium	0.61	2.69	The school always distributes certificates of thanks and appreciation	12	10
medium	0.76	2.65	The school offers an honorary plaque With special decorations for honoring	10	11
medium	0.77	2.73	I receive thank you messages when I take care of my work	11	12
medium	0.72	2.38	I get support and assistance when I face special circumstances	13	13

Level	Standard deviation	Average	Item	Item number	Rank
Low	0.68	2.35	I get recognition from my boss when I improve my performance at work	14	14
medium	0.93	2.49	Dimension items as a whole		

It is clear from Table (3) above that the averages of the responses of the study sample members about the items after external motivation ranged between (2.32) as in item (8), which says: "The school motivates us to conduct educational research" and (3.43) as in item (7), which says: "The school encourages us to establish a relationship of love and mutual respect between colleagues at work." With an average average of (2.97) for the dimension. This is because the administration in the school always tries to have good internal relations between teachers and tries to reduce conflicts between them to focus on their teaching performance. The school administration gives teachers limited space to participate in some internal decisions, such as participating in the preparation of the class schedule, the schedule of daily shifts, and participation in the preparation of school activity plans; however, this space for participation is limited and subject to the control of the school administration, and the final decision is due to the vision of the school administration, so their response was average. Due to lack of time, teachers devote their efforts to completing the curriculum, and because of the weak financial budget of the school, research does not receive any attention from the school administration, and there are no material or moral incentives to encourage teachers to conduct scientific research. The table also shows that the averages of the responses of the respondents about the items after the internal motivation ranged between (2.35) as in item (14), "I am appreciated by my boss when I develop my work performance," and (2.69) as in the item (12) "The school always distributes certificates of thanks and appreciation" and with an averages average of (2.47) on the dimension as a whole.

The researcher attributed this to the school administration distributing certificates of thanks and appreciation to teachers on a few school occasions and celebrations and the absence of special occasions to distribute certificates of thanks and appreciation and distinguish the outstanding performance of teachers due to the absence of a monitoring and encouragement system. Identify the degree of skill of the school principal in using material and moral incentives to improve the level of performance of employees, and identify the standard used by the director in evaluating the performance of employees to motivate them. and it was found that the principal has a good skill in motivation and could influence strongly for incentives used to improve performance.

2. Teachers' Job Satisfaction Levels – Perspectives and Insights

The study's findings on teachers' motivation levels were analyzed by calculating the averages and standard deviations of responses from the study sample across two critical dimensions of work motivation: internal and external. These statistical measures provided insight into the general tendencies and variability of motivational factors as perceived by the teachers. Table 2 presents the detailed results, revealing how teachers view their motivation levels and highlighting which aspects of motivation—intrinsic factors like personal fulfillment and passion for teaching or extrinsic factors like rewards and recognition—

contribute most significantly to their overall motivation. This analysis helps understand the factors that drive teachers' engagement and commitment to their profession, providing a foundation for recommendations to enhance teacher motivation within the educational system.

Table 4. Average and Standard Deviation of Study Sample Responses on Satisfaction

Level	Standard deviation	Average	Dimensions of satisfaction
medium	0.83	3.42	Satisfaction with the nature of the work
medium	0.69	2.99	Salary satisfaction
medium	0.76	3.21	Tool items as a whole

Table 4 showed that the satisfaction dimension of the nature of the work came in first place with an average of (3.42), while satisfaction with salary came in second place with an average of (2.99). The table also shows that the degree of satisfaction among schoolteachers in Oman was an average of (3.21), considered an average score. The researcher attributes this feeling to job security due to working in the government sector, which provides a stable income commensurate with the basic needs of living, health insurance, and a respectable social status among members of society. Averages and standard deviations of satisfaction-related sub-items were also extracted, as shown in Table 5.

Table 5. Averages and Standard Deviations of Work Motivation Items

Level	Standard deviation	Average	Item	Item number	Rank
Salary Satisfaction					
medium	1.50	3.51	I am satisfied with the bonuses and annual increases added to my salary	3	1
medium	1.32	3.50	My salary is proportional to The amount of work entrusted to me	7	2
medium	1.32	3.45	My salary is decent compared to the rest of my colleagues	4	3
medium	1.46	3.20	The penal system is applied by deducting the salary	5	4

Level	Standard deviation	Average	Item	Item number	Rank
medium	1.42	3.00	I have to do extra work to cover the cost of living	6	5
medium	1.33	2.52	My salary is commensurate with the requirements of living	8	6
medium	1.05	2.37	I see that the system of salaries and benefits is fair	1	7
medium	1.51	2.35	There are salary bonuses based on performance and activity	2	8
medium	0.99	2.90	Dimension items as a whole		
Satisfaction with the nature of the work					
medium	1.05	3.63	I feel safe in my job	10	9
medium	0.97	3.61	Laws that preserve the rights of the teacher are applied during work	14	10
medium	0.89	3.55	I am happy and proud to have the opportunity to work in a school affiliated with the government sector	11	11
medium	0.99	3.42	The tasks and responsibilities required of me are clear and appropriate	12	12
medium	1.16	3.33	Practical provides creativity at work	13	13

Level	Standard deviation	Average	Item	Item number	Rank
medium	1.55	3.22	I can achieve myself through my work	15	14
medium	1.44	3.17	Through my work I achieve a good social status	9	15
medium	1.18	3.42	Dimension items as a whole		

Table (6) above shows that the averages of the responses of the study sample to items after salary satisfaction ranged between (2.35) as in item (2), which says: "There are bonuses on salary based on performance and activity," and (3.51) as in item (3), which says: "I am satisfied with the bonuses and annual increases added to my salary." With an average of (2.99) for the dimension, this score is average. The researcher attributed the existence of bonuses and annual increases for all categories of workers in the education sector regardless of the level of performance during the academic year. However, they vary according to the degree of employment of the team member. There are few and rare rewards for supporting performance excellence, such as the Ideal Employee Award for education professionals in Oman.

The table also shows that the averages of the responses of the respondents to the items in the dimension of satisfaction with the nature of the work ranged between (3.17) as in item (9), "Through my work, I achieve a good social position" and (3.63) as in the item (10) "I feel job security in my work," and averages average (3.42) for the dimension as a whole, which is an average score. The researcher attributed this to the fact that working in the government sector is not subject to any individual or personal threat or arbitrary decisions that lead to job loss, as many laws and regulations govern the work of the Ministry of Education team members. The teaching profession is considered a good position for its workers compared to the rest of the professions in society because it achieves an acceptable standard of living at a respectable cultural level and provides laws, regulations, and instructions that govern the work of teachers, which gives it a high position on the ladder of other jobs (Tuck & Hanley, 2020; Richmond & Mendiratta, 2020).

3. Relationship Between Work Motivation and Job Satisfaction Among Teachers in Oman

The analysis of results related to the third research question, which investigates whether there is a statistically significant relationship between work motivation and job satisfaction among schoolteachers in Oman, was conducted using Pearson's correlation coefficient. This statistical test was applied at a significance level of $\alpha = 0.05$ to determine the strength and direction of the association between teachers' motivation and job satisfaction. The findings, presented in Table 6, reveal the degree to which these two variables are correlated, offering insights into how variations in teachers' motivation levels may influence their satisfaction in the workplace. By examining this relationship, the study aims to provide a deeper understanding of the factors contributing to job satisfaction, which could have practical implications for policy development and teacher support initiatives within Oman's educational system.

Table 6. Correlation Between Work Motivation and Job Satisfaction

Significance level	Correlation coefficient	Total Respondents
0.02	0.11	680

The above table indicates a statistically significant relationship between work motivation and satisfaction among teachers of schools in Oman, which means that the higher the work motivation, the greater the satisfaction of teachers with their work. The researcher attributed this to the need for the Ministry of Education to provide various incentives - material or moral - to ensure the follow-up of their work and appreciation of their efforts. Incentives are the driving force of team member activity, where the team member feels the excellence of his performance and always tries to develop himself. This is consistent with studies (Carson & Brown, 2022; Deci & Ryan, 2017), Which showed a relationship between work incentives and the degree of performance of employees for their work.

E. Conclusion

In light of the continuous developments and transformations in the educational sector, alongside the pivotal role teachers play in shaping and advancing the educational process, it is essential to provide both material and moral incentives to support teachers in fulfilling their responsibilities effectively. Teachers are the cornerstone of the educational system, and their motivation and satisfaction directly impact their ability to educate and inspire future generations. The study's findings reveal moderate work motivation and job satisfaction among schoolteachers in Oman, indicating room for improvement. Furthermore, the study highlights a statistically significant positive correlation between motivation and satisfaction, underscoring the importance of addressing these factors to enhance teacher performance. However, challenges remain, as the study identifies a lack of material incentives, an absence of a transparent system to assess and reward teacher performance, limited teacher involvement in school decision-making, and a lack of fairness in incentive distribution. These issues not only affect teachers' motivation and satisfaction but also hurt the quality of the educational process, aligning with findings from previous studies in the field.

Based on these findings, the study puts forth several recommendations to improve teacher motivation and satisfaction. It emphasizes the need for the Ministry of Education in Oman to reform policies, regulations, and guidelines related to rewards and incentives to better align with teachers' basic living standards. Establishing a transparent, fair, and consistent system for rewarding performance can contribute to teachers' high motivation and job satisfaction, thereby improving overall educational outcomes. Additionally, the study suggests that the teachers' union should take a more active role in advocating for teachers' rights, ensuring job security, and safeguarding their future. Finally, the study recommends conducting further research on teacher satisfaction, explicitly identifying the factors that influence it, especially in light of the evolving professional and social landscapes. Such research could provide valuable insights for future policy improvements and contribute to the sustained development of Oman's educational sector.

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