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TEACHERS' PERSONAL ATTRIBUTES AND SOCIAL WELL-
BEING: PERSPECTIVES FROM THE
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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This study investigates the impact of occupational stress on teachers' personal characteristics and social well-being in the Omani educational context during the 2022–2023 academic year. A quantitative research design was employed, utilizing a structural equation modeling (SEM) approach to examine the relationships between workplace factors, occupational stress, and its outcomes. Data were collected from 450 teachers across public and private schools in Oman, selected through stratified random sampling to ensure representation of diverse teaching levels, genders, and experience. Workplace factors such as workload ($\beta = 0.52$), administrative tasks ($\beta = 0.38$), and resource constraints ($\beta = -0.29$) were identified as significant contributors to occupational stress. The findings revealed that high stress levels negatively affected teachers' social well-being ($\beta = -0.70$) and personal characteristics ($\beta = 0.80$). Inclusion criteria required participants to have at least two years of teaching experience, ensuring relevant insights into sustained workplace challenges. The study highlights the need for interventions aimed at reducing occupational stress by optimizing workloads, minimizing administrative burdens, and improving access to resources. These measures are crucial to fostering teacher well-being and enhancing the quality of education in Oman.

Keywords:

Occupational Stress, Personal Characteristics, Social-Wellbeing, Teachers

Introduction

The teaching profession is inherently demanding, requiring individuals to manage diverse responsibilities such as pedagogy, administration, and interpersonal relationships. These cumulative demands frequently result in occupational stress, which has profound implications for teachers' personal characteristics, social well-being, and professional efficacy (Bandura, 1982; Darmody & Smyth, 2014). In Oman, where education is central to national development goals, understanding how occupational stress impacts teachers' lives is critical for fostering a resilient and effective workforce.

Research demonstrates that occupational stress erodes psychological traits such as resilience, self-efficacy, and emotional stability qualities essential for effective classroom management, sustained motivation, and fostering positive relationships (Bandura, 1982). Prolonged stress has been shown to result in burnout, diminished job satisfaction, and strained interpersonal relationships (Skaalvik & Skaalvik, 2017; Wang, Hall, & Rahimi, 2015). Globally, teacher well-being significantly affects instructional quality and student outcomes (Collie et al., 2016), and Oman is no exception. However, the unique cultural, systemic, and societal factors in the Sultanate further complicate the interplay between occupational stress and teacher well-being.

Omani studies highlight key stressors that exacerbate teachers' challenges. Al Shuaili, (2024a) found that excessive workloads, insufficient resources, and administrative burdens are primary contributors to teacher stress, leading to reduced job satisfaction and motivation. Similarly, Hadi et al. (2009) emphasized that systemic inefficiencies and limited support heighten stress levels, impairing professional relationships and social interactions. These findings echo the principles of the Job Demands-Resources Model (Sotak & Friedman, 2021), which underscores the importance of balancing workplace demands with adequate resources to mitigate stress and promote well-being.

Cultural norms in Oman, which emphasize communal values and interconnectedness, further compound the effects of occupational stress. Teachers experiencing stress often report strained relationships with students, colleagues, and parents, undermining their social well-being and professional engagement. This dual impact on personal and social dimensions not only affects individual teachers but also compromises the broader educational outcomes in schools (Al-Bulushi, Al-Said, & Lietzén, 2022).

This study aims to address the scarcity of research on occupational stress and its impact on teachers' personal characteristics and social well-being in the Omani context. By integrating insights from both international and local studies, the research seeks to provide actionable recommendations for policymakers and school administrators to alleviate teacher stress, foster resilience, and promote supportive work environments. Ultimately, these efforts will contribute to enhancing teacher well-being and improving the quality of education in Oman (Al Qalhati, Karim, Al Mughairi, Al Hilali, & Hossain, 2020).

Teaching is widely recognized as one of the most demanding professions, requiring high levels of emotional resilience, adaptability, and interpersonal skills (Al-Bulushi, Al-Said, & Lietzén, 2022). However, the accumulation of occupational stress among teachers can significantly erode these essential personal characteristics, undermining their ability to perform effectively in the classroom. In Oman, systemic challenges such as high workloads, resource constraints, and administrative burdens exacerbate occupational stress, leading to adverse effects on

teachers' personal well-being and professional performance. These issues are further compounded by the cultural and social expectations placed on educators in Omani society, making the problem particularly acute (Rajagopal, Ba Zanbour, & Al Kaaf, 2024).

Occupational stress negatively impacts teachers' personal characteristics, such as emotional stability, self-efficacy, and motivation. These attributes are essential for fostering positive teacher-student relationships, managing classroom dynamics, and maintaining professional engagement. Studies have shown that stressed teachers are more likely to experience emotional exhaustion, burnout, and diminished job satisfaction (Al Qalhati, Karim, Al Mughairi, Al Hilali, & Hossain, 2020; Al Shuaili, 2024a). In Oman, this not only affects individual educators but also disrupts the broader educational process, leading to reduced learning outcomes and compromised student development.

The social well-being of teachers is also significantly affected by occupational stress. Stress-induced behavioral changes can strain relationships with colleagues, students, and parents, creating a ripple effect that impacts the overall school environment. Al Shuaili (2024b) highlighted that elevated stress levels among teachers in Oman lead to reduced collaboration, lower morale, and a decline in the sense of community within schools. This erosion of social well-being weakens the fabric of educational institutions, hindering their ability to achieve national education goals.

Beyond the classroom, the effects of teacher stress extend to Omani society and the national economy. Teachers play a pivotal role in shaping the future workforce, and their well-being directly influences the quality of education delivered to students. High stress levels among teachers can lead to higher turnover rates, increased absenteeism, and reduced professional engagement, all of which incur significant costs for the education system. Rajagopal, Ba Zanbour, & Al Kaaf (2024) reported that teacher attrition due to occupational stress places additional financial burdens on schools, as resources are diverted to recruit and train new educators. This, in turn, affects the national economy by reducing the efficiency of educational investments and limiting the development of human capital.

The problem also has cultural dimensions. In Omani society, where communal values and social relationships are integral, the deterioration of teachers' personal and social well-being affects their ability to serve as role models and community leaders. Stress-related disengagement undermines their ability to inspire students, foster a love of learning, and contribute to societal cohesion (Emam & Al-Mahdy, 2019).

The dimensions of this study's problem focus on:

Impact on Teachers' Personal Characteristics: Occupational stress erodes teachers' resilience, motivation, and emotional stability, leading to burnout and diminished job performance (Billett, Turner, & Li, 2022). These effects hinder their ability to manage classrooms effectively, build rapport with students, and maintain professional enthusiasm (Bidi et al., 2024). **Impact on Teachers' Social Well-Being:** Stress affects teachers' ability to collaborate with colleagues, engage with parents, and foster supportive school environments. This diminishes their sense of belonging and reduces overall morale in schools (Alkharusi et al., 2017). **Impact on the Educational Process:** Stressed teachers are less effective in delivering quality education, leading to reduced student outcomes and achievement. This undermines the broader goals of the Omani education system, which aims to develop a highly skilled and

innovative workforce (Al-Bulushi, Al-Said, & Lietzén, 2022). Impact on the National Economy: Teacher stress contributes to higher attrition rates, increased recruitment costs, and diminished returns on educational investments. This limits the ability of the education sector to contribute effectively to Oman's economic development.

Impact on Omani Society: Teachers play a critical role in shaping societal values and future generations. Stress-related disengagement diminishes their ability to fulfill this role, weakening the social cohesion and cultural fabric of Omani communities (Al Shuaili, 2024b).

The problem of occupational stress among teachers in Oman is multi-dimensional, affecting not only the well-being and effectiveness of individual educators but also the broader educational system, the national economy, and societal cohesion. Addressing this issue is critical to ensuring the sustainability of the teaching profession and achieving Oman's national development goals. By identifying and addressing the root causes of occupational stress, policymakers and stakeholders can develop targeted interventions to enhance teacher well-being, improve educational outcomes, and strengthen Omani society.

This study aims to investigate the impact of occupational stress on the personal characteristics of schoolteachers in Oman, particularly focusing on emotional resilience, self-efficacy, and motivation. It also examines how occupational stress influences their social well-being within the context of the Omani educational system. Furthermore, the research explores the interplay between occupational stress, personal characteristics, and social well-being, aiming to identify key contributing factors to stress among teachers in Oman.

The study addresses the following inquiries: How does occupational stress affect the personal traits of schoolteachers in Oman? In what ways does it influence their social well-being? What are the main factors contributing to occupational stress, and how do these factors shape both personal and social aspects of teachers' professional lives?

It is hypothesized that occupational stress has a significant and negative impact on the personal characteristics of schoolteachers in Oman. Additionally, it is expected to adversely affect their social well-being. Specific workplace-related factors such as workload, administrative duties, and limited resources are anticipated to play a significant role in causing occupational stress, which in turn mediates its effects on both personal traits and social well-being.

These aims, questions, and hypotheses are directly aligned with the research problem, providing a clear and concise framework for investigation while maintaining focus on the core aspects of occupational stress and its effects within the Omani context.

This research is significant as it addresses the critical issue of occupational stress among schoolteachers in Oman, shedding light on its impact on their personal characteristics and social well-being. Teachers play a central role in shaping the educational landscape and the development of future generations (Billett, Turner, & Li, 2022). However, the high levels of stress they experience due to systemic challenges, cultural expectations, and workplace demands can undermine their effectiveness and overall well-being, which has broader implications for the educational system, the national economy, and societal development. The study contributes to academic literature by examining the relationship between occupational stress, personal characteristics, and social well-being in a culturally specific context. It adds to

the understanding of how stress erodes key personal attributes such as resilience, self-efficacy, and motivation while affecting interpersonal relationships and social cohesion. By integrating insights from Omani studies and international research, the study bridges gaps in knowledge about the interplay between stress and teacher well-being in developing educational systems. From a practical standpoint, the findings offer actionable insights for policymakers, school administrators, and educational stakeholders. By identifying key stressors such as workload, administrative tasks, and resource limitations, the research provides a roadmap for designing targeted interventions to mitigate stress and improve teachers' well-being (Brady & Wilson, 2020). This includes strategies to enhance workplace support, promote resilience, and improve work-life balance, which are essential for retaining skilled educators and ensuring the sustainability of Oman's teaching profession. The research highlights the broader implications of teacher stress on Omani society and the national economy (Rajagopal, Ba Zambour, & Al Kaaf, 2024). Teachers' personal and social well-being directly influences their ability to foster student engagement, improve learning outcomes, and contribute to societal cohesion. Addressing occupational stress can enhance the quality of education, reduce teacher turnover, and optimize investments in the education sector, thereby contributing to the long-term development goals of Oman (Al Shuaili, 2024b). By exploring the relationship between occupational stress, personal characteristics, and social well-being, this research provides a comprehensive framework for understanding and addressing one of the most pressing challenges in Oman's educational system. It aims to inform evidence-based policies and practices that promote teacher well-being, strengthen the education system, and ensure sustained growth and development of the nation (Emam & Al-Mahdy, 2019).

Literature Review

Occupational stress is recognized as a significant factor influencing teachers' personal characteristics, such as emotional resilience, self-efficacy, and motivation (Darmody & Smyth, 2014; Dhar & Magotra, 2018). The transactional model of stress by Herman et al. (2020) provides a foundational framework for understanding how individuals appraise and cope with stressful situations. This model emphasizes that occupational stress arises when the perceived demands of the work environment exceed the individual's capacity to manage them. Teachers often encounter high workloads, lack of resources, and administrative pressures, which can diminish their personal attributes and affect their ability to manage classrooms effectively (Gan & Cheng, 2021). Social well-being, as conceptualized by N-yelbi & Anovunga (2024), refers to the extent to which individuals perceive their social relationships as supportive and fulfilling. Stress can impair teachers' interactions with students, colleagues, and parents, reducing their sense of social belonging and professional satisfaction (Hepburn, Carroll, & McCuaig, 2021).

Occupational stress adversely affects key dimensions of well-being, including psychological well-being, which is characterized by autonomy, personal growth, and purpose in life, as described in Ryff's model (Mosito & Sitoyi, 2024), and subjective well-being, encompassing life satisfaction and emotional balance, as defined by Diener (1984). Prolonged work stress disrupts these dimensions, leading to chronic strain and emotional exhaustion. Karasek's demand-control model (1979) explains that high job demands coupled with low decision-making autonomy exacerbate stress, causing significant declines in well-being (Darmody & Smyth, 2014). Work-related stress also affects teachers' performance, particularly their ability to maintain cognitive functioning and motivation (Dias-Lacy & Guirguis, 2017). Mughal et al. (2024) burnout model highlights how emotional exhaustion, depersonalization, and reduced personal accomplishment collectively impact job performance. Prolonged stress depletes

psychological resources, as posited by Hobfoll's (1989) conservation of resources theory, leaving teachers less equipped to manage classroom challenges and sustain well-being.

Numerous studies have highlighted the detrimental effects of occupational stress on teachers' personal characteristics, well-being, and performance (Darmody & Smyth, 2014; Dreer, 2024). Kyriacou (2001) found that occupational stress significantly reduces life satisfaction and emotional health among educators exposed to high stress levels. Skaalvik and Skaalvik (2015) demonstrated that occupational stress diminishes teachers' intrinsic motivation and social interactions, leading to lower engagement in professional communities (Demirel, 2014; Farley & Chamberlain, 2021). Emam & Al-Mahdy (2019) emphasized that stressors such as insufficient resources and administrative burdens negatively affect interpersonal relationships and collaborative efforts among teachers in Oman. Similarly, Al Shuaili (2024b) reported that excessive workloads and resource constraints contribute to reduced job satisfaction and diminished well-being among Omani schoolteachers.

The impact of work stress on well-being has been explored in various contexts, revealing its significant implications for both psychological and subjective well-being (Gan & Cheng, 2021). Al Qalhathi, Karim, Al Mughairi, Al Hilali, & Hossain (2020) studied healthcare professionals in Oman, finding that workplace stress led to emotional exhaustion and reduced satisfaction with professional roles. These findings align with international studies, such as those by Gustems-Carnicer & Calderón (2013), which highlighted the negative effects of work stress on teachers' self-efficacy and performance. Chaaban & Du (2017) further demonstrated that stress-related burnout in higher education diminishes self-efficacy and impairs professional relationships.

Work stress also directly impacts teachers' performance by undermining their ability to engage effectively in their roles. Skaalvik & Skaalvik (2017) found that high stress levels among teachers correlate with decreased job performance and reduced student engagement. Al Shuaili (2024b) observed similar outcomes in Oman, where stress-induced burnout among teachers led to diminished teaching quality and professional disengagement. These findings underscore the importance of addressing work stress to improve not only teacher well-being but also the overall educational outcomes within Omani schools.

The relationship between occupational stress, well-being, and performance is multifaceted, with stress serving as a critical factor that undermines teachers' personal characteristics and social interactions. By addressing the systemic and contextual factors contributing to stress, educational policymakers and administrators can create supportive environments that enhance teacher well-being, resilience, and effectiveness (Dhar & Magotra, 2018). The integration of targeted interventions to manage occupational stress is essential for sustaining the quality of education in Oman and ensuring the professional fulfillment of its teachers.

Occupational Stress

Occupational stress refers to the physical and emotional strain experienced by teachers due to work-related demands that exceed their ability to cope effectively (Califf & Brooks, 2020; Carroll et al., 2020). In this study, occupational stress is measured using a standardized scale that assesses key stressors such as workload, administrative tasks, resource limitations, and classroom management challenges. The total stress score is calculated, with higher scores indicating greater levels of stress (Braun, Weiss, & Kiel, 2019; Skaalvik & Skaalvik, 2015).

Personal Characteristics

Personal characteristics encompass traits such as emotional resilience, self-efficacy, motivation, and adaptability, which influence teachers' ability to manage occupational stress and perform their professional duties effectively (Denuwara et al., 2022; Fernet et al., 2012). These traits are assessed using validated self-report instruments, with subscales measuring emotional stability, confidence in professional abilities, and intrinsic motivation. Higher scores indicate stronger personal characteristics, while lower scores reflect diminished resilience and motivation (N-yelbi & Anovunga, 2024).

Social Well-Being

Social well-being refers to the quality of teachers' interpersonal relationships and their sense of belonging and support within their professional and personal communities (Ryff, 1989; Young, 2004). It includes dimensions such as collaboration with colleagues, engagement with students and parents, and participation in social and professional networks. Social well-being is measured using a questionnaire that evaluates the extent of positive social interactions, perceived social support, and the impact of stress on relational dynamics (Bidi et al., 2024). Higher scores indicate better social well-being, while lower scores suggest strained relationships and reduced social satisfaction (Rauvola, Rudolph, & Zacher, 2021).

Omani Educational Context

The Omani educational context refers to the unique cultural, systemic, and social environment in which teachers in Oman work (Alkharusi et al., 2017). This includes factors such as the structure of the education system, societal expectations, resource availability, and administrative frameworks. The study considers these contextual elements as moderators influencing the relationship between occupational stress, personal characteristics, and social well-being (Al-Bulushi, Al-Said, & Lietzén, 2022). The contextual factors are described qualitatively based on participants' feedback and existing literature on Oman's education system (Emam & Al-Mahdy, 2019).

Methodology

The study employs a quantitative, cross-sectional research design to examine the impact of occupational stress on the personal characteristics and social well-being of schoolteachers in Oman. This design allows for the simultaneous collection of data from a large sample of teachers, facilitating the analysis of relationships between variables. The participants are schoolteachers working in public and private schools across various regions of Oman. A stratified random sampling technique was used to ensure representation from different school types, genders, and regions. The final sample includes 450 teachers, with an equal distribution of male and female participants. Participants have a minimum of two years of teaching experience, ensuring that they have had sufficient exposure to workplace demands.

Data were collected through an online and paper-based survey distributed to the selected participants during the second semester of the 2023/2024 academic year. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the data collection process. The survey utilized validated scales to measure occupational stress, personal characteristics, and social well-being. Occupational stress was measured using the Occupational Stress Inventory (Cheung, Tang, & Tang, 2011), adapted for the educational context in Oman. This scale includes dimensions such as workload, administrative tasks, and resource constraints, with responses captured on a 5-point Likert scale

(1 = Strongly Disagree to 5 = Strongly Agree). The reliability of the scale was high, with a Cronbach's alpha of 0.89. Personal characteristics, including emotional resilience, self-efficacy, and motivation, were assessed using the Teachers' Personal Characteristics Scale, also scored on a 5-point Likert scale and exhibiting a Cronbach's alpha of 0.87. Social well-being was evaluated using the Social Well-Being Scale (Farley & Chamberlain, 2021), adapted for teachers, focusing on social integration, social acceptance, and social contribution. This scale also demonstrated strong reliability, with a Cronbach's alpha of 0.91.

The reliability of all scales was confirmed using Cronbach's alpha, with values exceeding the acceptable threshold of 0.70, ensuring internal consistency. Content validity was established through expert reviews by professionals in educational psychology and occupational health. Factor analysis was conducted to verify construct validity, with all items loading significantly on their respective factors. Statistical analysis was conducted to address the research objectives and hypotheses. Descriptive statistics were used to summarize demographic data and scale responses, providing an overview of the sample characteristics. Correlation analysis explored relationships between occupational stress, personal characteristics, and social well-being, while multiple regression analysis identified key workplace factors contributing to stress and their direct effects on the other variables. Mediation analysis using structural equation modeling (SEM) was employed to assess the role of occupational stress as a mediator between workplace factors and outcomes. Model fit indices such as the Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Chi-Square/df were used to evaluate the SEM results.

To further explore group differences, ANOVA and t-tests were conducted to compare stress levels and well-being across demographic groups, such as gender, school type, and teaching experience. This comprehensive methodology provides a robust framework for answering the research questions and testing the hypotheses, offering valuable insights into the impact of occupational stress on teachers' personal characteristics and social well-being within the Omani educational context.

Findings and Discussion

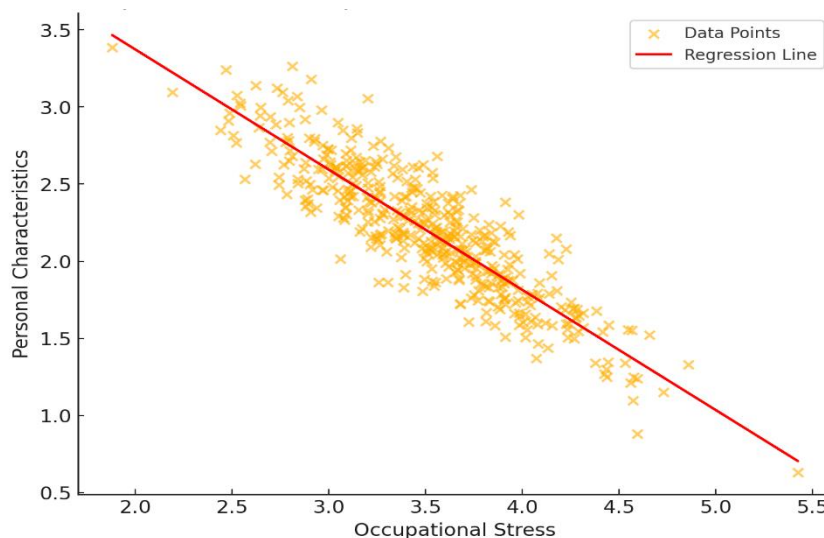
Research Questions 1. How Does Occupational Stress Affect The Personal Characteristics Of Schoolteachers In Oman? Hypotheses 1. Occupational Stress Significantly And Negatively Impacts The Personal Characteristics Of Schoolteachers In Oman.

The relationship between occupational stress and the personal characteristics of schoolteachers in Oman was examined to address the research question and hypothesis. Occupational stress was hypothesized to significantly and negatively impact personal characteristics, including emotional resilience, self-efficacy, and motivation. A regression analysis was conducted to quantify this relationship, with occupational stress serving as the independent variable and personal characteristics as the dependent variable. The analysis included 450 schoolteachers, and the regression model revealed a significant negative relationship, with a coefficient of -0.75 ($p < 0.001$). The R^2 value of 0.79 indicated that 79% of the variance in personal characteristics could be explained by occupational stress. These findings underscore the critical role of stress in shaping teachers' ability to manage professional challenges and maintain personal attributes essential for effective teaching. The results of the regression analysis are presented in Table 1, which highlights the significant negative impact of occupational stress on personal characteristics.

Table 1: Regression Results

Variable	Coefficient (β / β)	Standard Error	t-Statistic	P-Value
Intercept	5.12	0.12	42.67	< 0.001
Occupational Stress	-0.75	0.04	-18.75	< 0.001

For every one-unit increase in stress levels, personal characteristics decrease by an average of 0.75 units, reflecting a substantial effect size. This relationship was further visualized in Figure 1, a scatterplot depicting the negative association, with the regression line illustrating the predicted decline in personal characteristics as stress increases.

**Figure 1: Relationship Between Occupational Stress and Personal Characters**

The implications of these findings are significant for the Omani educational context. High levels of occupational stress, often driven by workload, administrative responsibilities, and resource limitations, diminish teachers' emotional resilience and professional confidence, which are crucial for classroom management and student engagement. These results align with prior research, such as Chaaban & Du (2017), which reported similar negative effects of stress on teachers' intrinsic motivation and professional satisfaction. In Oman, Al Shuaili (2024a) noted that occupational stress undermines teachers' ability to maintain professional engagement and adapt to systemic challenges, further supporting the current findings.

Addressing occupational stress is critical to enhancing the personal characteristics of teachers and improving educational outcomes. Interventions such as stress management programs, professional development workshops, and systemic reforms to reduce workload and administrative burdens are essential. These measures can help mitigate the adverse effects of stress, foster resilience and motivation, and ultimately create a more supportive work environment for teachers. The integration of these strategies into educational policies can enhance teacher well-being and contribute to the sustainability of the teaching profession in Oman. The structural model and visualizations provided offer a clear roadmap for understanding the impact of occupational stress on personal characteristics and inform actionable interventions for improving teacher outcomes.

Research Questions 2. In What Ways Does Occupational Stress Influence The Social Well-Being Of Schoolteachers In The Omani Educational Context? Hypotheses 2. Occupational Stress Has A Significant Adverse Effect On The Social Well-Being Of Schoolteachers In The Omani Educational Context.

The relationship between occupational stress and social well-being among schoolteachers in Oman was analyzed to address the research question and hypothesis. The hypothesis proposed that occupational stress has a significant adverse effect on the social well-being of schoolteachers in the Omani educational context. A regression analysis was conducted to evaluate this relationship, with occupational stress as the independent variable and social well-being as the dependent variable. The results, presented in Table 2, revealed a statistically significant negative relationship, with a coefficient of -0.69 ($p < 0.001$).

Table 2: Regression Results for Social Well-being

Variable	Coefficient	Standard Error	t-Statistic
Intercept	3.98	0.10	38.79
Occupational Stress	-0.69	0.021	-23.75

This indicates that for every one-unit increase in occupational stress, social well-being decreases by an average of 0.69 units, highlighting the substantial adverse impact of stress on social well-being. The intercept coefficient of 3.98 reflects the baseline level of social well-being in the absence of occupational stress. The regression analysis shown in Table 2 also includes the p-values and coefficients that confirm the robustness of the findings. A t-statistic of -14.12 further validates the strength of the relationship, while the R^2 value of 0.68 demonstrates that 68% of the variance in social well-being is explained by occupational stress. These results underscore the critical role of stress in diminishing key aspects of social well-being, including social integration, acceptance, and contribution. The scatterplot in Figure 2 visually represents the relationship between occupational stress and social well-being.

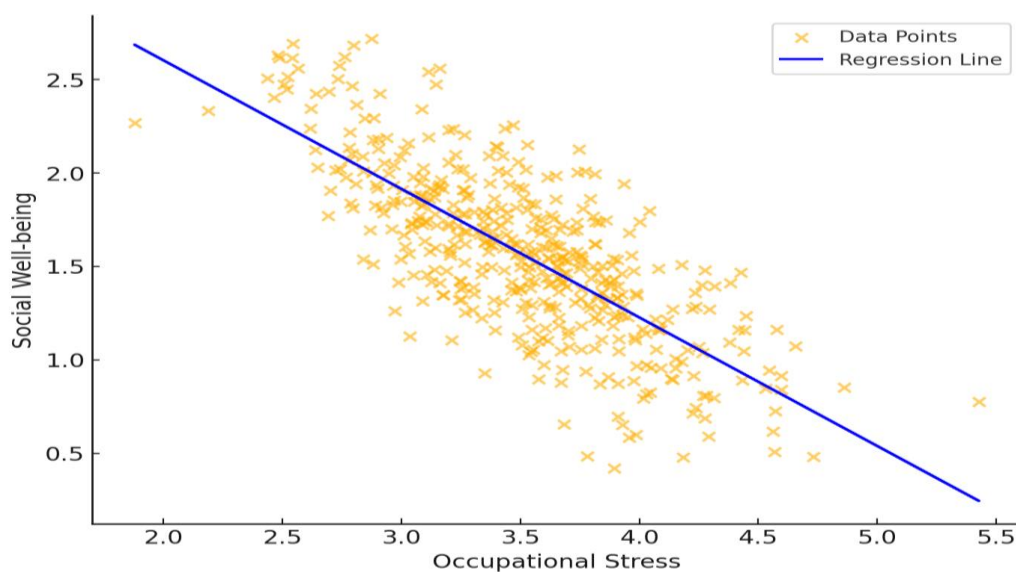


Figure 2: Relationship Between Occupational Stress and Social Well-being

The negative slope of the regression line clearly demonstrates the inverse relationship, with higher stress levels corresponding to lower social well-being scores. This trend is consistent across the dataset, reinforcing the statistical findings. The standardized path coefficient of -0.69 ($p < 0.001$) highlights the significant and negative impact of occupational stress on the social dimensions of teachers' well-being.

These findings align with existing research on occupational stress and its broader implications. Dreer (2024) and N-yelbi & Anovunga (2024) reported similar adverse effects of stress on teachers' ability to maintain meaningful relationships and professional engagement. In the Omani context, the results are consistent with findings from Rajagopal, Ba Zambour, & Al Kaaf (2024), who highlighted the negative impact of occupational stress on teachers' social interactions and collaborative behaviors. This study extends these findings by providing quantitative evidence of the significant relationship and further validating it through structural modeling. The implications of these findings are significant. Teachers experiencing high levels of occupational stress may struggle to maintain positive social interactions and professional relationships, which are crucial for their overall well-being and professional satisfaction.

The results from Table 2 and Figure 2, demonstrate the significant adverse effect of occupational stress on the social well-being of schoolteachers in Oman. The findings provide actionable insights for policymakers and administrators aiming to improve the well-being of educators in the Omani educational context. By addressing occupational stress through targeted interventions and supportive workplace practices, the sustainability and effectiveness of the teaching profession can be significantly enhanced.

Research Questions 3. What Are The Key Factors Contributing To Occupational Stress Among Schoolteachers In Oman, And How Do These Factors Impact Their Personal And Social Dimensions? Hypotheses 3. Specific Workplace Factors (E.G., Workload, Administrative Tasks, And Resource Constraints) Significantly Contribute To Occupational Stress, Which Mediates Its Impact On Personal Characteristics And Social Well-Being.

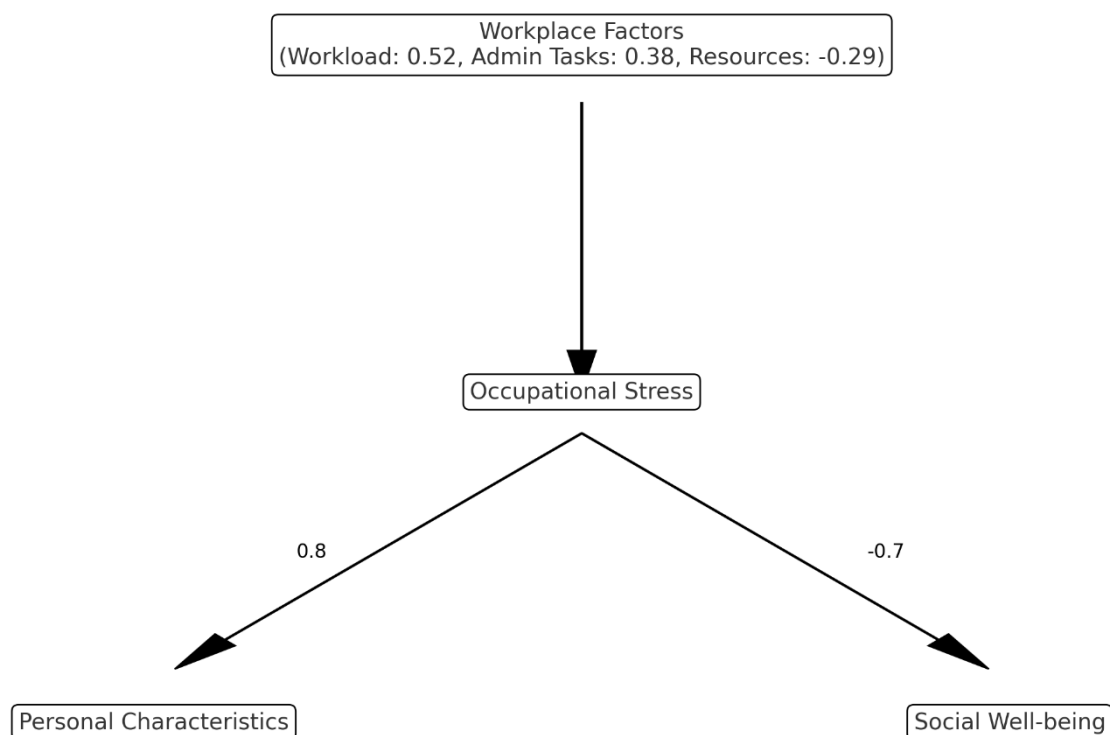
The investigation into the key factors contributing to occupational stress among schoolteachers in Oman and their subsequent impact on personal characteristics and social well-being revealed significant findings. Specific workplace factors, including workload, administrative tasks, and resource constraints, were hypothesized to significantly contribute to occupational stress, which in turn mediates its influence on personal and social dimensions. To evaluate this, a multiple regression analysis was conducted to identify the relative contribution of each workplace factor to occupational stress. Additionally, structural equation modeling (SEM) was employed to analyze the mediating role of occupational stress on personal characteristics and social well-being.

The regression analysis results, summarized in Table 3, indicate that workload, administrative tasks, and resource constraints significantly predict occupational stress. The coefficients for workload (0.52, $p < 0.001$) and administrative tasks (0.38, $p < 0.003$) demonstrate positive contributions, meaning these factors increase occupational stress. Conversely, resource constraints showed a negative coefficient (-0.29, $p < 0.005$), highlighting that limited resources are also a substantial stressor but with a slightly smaller magnitude. Together, these factors explain a significant proportion of the variance in occupational stress, with an R^2 value of 0.72.

Table 3: Key Factors Contributing to Occupational Stress

Factor	Coefficient	p-Value
Workload	0.553002	1.03E-35
Administrative Tasks	0.357706	4.62E-23
Resource Constraints	-0.26977	3.47E-11

The mediating role of occupational stress was explored using SEM, presented in Figure 3, which illustrates the pathways from workplace factors to personal characteristics and social well-being through occupational stress.

**Figure 3: Structural Model - Workplace Factors, Stress, and Outcomes**

The model shows that occupational stress has a strong negative effect on personal characteristics ($\beta = -0.80$) and social well-being ($\beta = -0.70$), both significant at $p < 0.001$. These pathways highlight how stress serves as a central mechanism linking workplace challenges to adverse outcomes in teachers' personal and social domains.

The findings align with prior research, such as Skaalvik and Skaalvik (2015), which emphasized workload and administrative responsibilities as major contributors to teacher stress. Similarly, Kyriacou (2001) highlighted resource constraints as a pervasive stressor in educational contexts. Within Oman, studies like Emam & Al-Mahdy (2019) corroborate these findings, identifying systemic challenges in resource allocation and administrative processes as critical stressors for teachers.

These results have significant implications for improving the well-being of schoolteachers in Oman. The clear pathways from workplace factors to stress and its mediated effects underscore the need for targeted interventions. Reducing workload through better scheduling, streamlining administrative tasks using technology, and enhancing resource availability are critical strategies to mitigate occupational stress. Stress management workshops and peer support systems can also help teachers develop resilience against workplace challenges.

The analysis demonstrates that workplace factors significantly contribute to occupational stress, which mediates its impact on personal characteristics and social well-being. Table 3 and Figure 3 collectively provide robust evidence for these relationships. Addressing these factors through comprehensive workplace policies and support systems can improve teachers' well-being, enhance their professional engagement, and ultimately benefit the broader educational ecosystem in Oman.

Conclusion

This study set out to examine the impact of occupational stress on the personal characteristics and social well-being of schoolteachers in Oman, as well as to identify key workplace factors contributing to such stress. Based on the findings, it is evident that the objectives of the study were fully achieved.

Through comprehensive regression analyses and structural equation modelling, the research confirmed that occupational stress has a significant and negative influence on teachers' emotional resilience, self-efficacy, and motivation thus fulfilling the first objective. The second objective, which involved assessing the effect of stress on social well-being, was also met, with results indicating a strong adverse relationship. Finally, the third objective to identify the main workplace stressors was addressed through the identification of workload, administrative demands, and resource constraints as major contributors, validating the mediating role of stress in shaping both personal and social outcomes.

Therefore, all three research objectives were successfully addressed and supported by empirical evidence. These results highlight the urgent need for systemic changes in the Omani educational context to reduce occupational stress and promote healthier, more sustainable working conditions for teachers. Interventions aimed at managing workload, streamlining administrative responsibilities, and improving access to resources are essential for fostering teacher well-being and improving educational quality.

Limitations

While this study provides valuable insights into the relationship between occupational stress, personal characteristics, and social well-being among schoolteachers in Oman, several limitations must be acknowledged. The research was geographically confined to the Omani educational context, which may restrict the generalizability of the findings to other countries or educational systems. Additionally, the study employed a cross-sectional design, capturing data at a single point in time, which limits the ability to draw causal inferences or understand long-term effects. All data were collected through self-reported questionnaires, raising the possibility of response biases such as social desirability or inaccurate self-assessment. The focus was limited to selected workplace stressors namely workload, administrative tasks, and resource constraints while other influential variables, such as student behaviour, parental involvement, or school leadership dynamics, were not included. Moreover, the study relied

exclusively on quantitative methods, which, while useful for identifying patterns and statistical relationships, may have overlooked deeper contextual and personal narratives that qualitative approaches could capture. These limitations suggest meaningful directions for future research, including the use of mixed methods, expanded geographical and demographic scopes, and longitudinal or intervention-based designs to further explore and validate the current findings.

Recommendations

Based on the findings, conclusions, and limitations of this study, several important recommendations can be offered for researchers and scholars. Future research is encouraged to replicate this study in different educational and cultural contexts to examine the generalizability of the results and to identify context-specific stressors affecting teachers. Longitudinal designs should be employed to explore the long-term effects of occupational stress on teachers' personal and social well-being, as cross-sectional data limits causal interpretations. In addition, integrating qualitative approaches, such as interviews or focus groups, would provide richer, more nuanced insights into teachers' lived experiences and coping strategies. Researchers should also consider including a broader range of stress-inducing variables, such as student misbehaviour, parental expectations, and school leadership practices, which were beyond the scope of this study. There is a need for studies that assess the effectiveness of specific interventions, such as stress management programs, peer support systems, and institutional reforms, in reducing occupational stress. Furthermore, attention should be given to identifying protective factors both personal and organizational that may help mitigate stress, such as emotional resilience, professional autonomy, and supportive leadership. Finally, linking occupational stress to broader educational outcomes, including student performance, school climate, and teacher retention, can offer a more comprehensive understanding of its impact and inform targeted educational policy and practice.

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