



JOB SATISFACTION AND JOB PERFORMANCE AMONG ACADEMIC STAFF MEMBERS OF OMAN COLLEGE OF HEALTH SCIENCES: BASIS FOR STRATEGIC PLANNINGⁱ

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Abstract:

This study ventured on discovering the association between job satisfaction and job performance among academic staff members at Oman College of Health Sciences. Respondents were generally satisfied when it comes to the work environment, relation and cooperation, training and development, adequacy of resources, and job security. Respondents were unsure if they were satisfied or dissatisfied with job autonomy, corporate culture and environment, remuneration and reward, and amenities. Respondents demonstrated strong task and contextual performance. Respondents demonstrated a low level of unproductive work behavior. There was no significant difference in work satisfaction among faculty members based on gender, civil status, rank, educational achievement, or length of service. When faculty members were divided into groups based on college branch and country, there was a considerable variation in work satisfaction. There was no statistically significant link between academic staff members' work happiness and job performance. The findings of this study might be used by college officials as a foundation for policy-making and program planning for basic education schools, increasing teachers' work performance and job happiness, as well as administrators' professional progress toward better education. This will serve as the foundation for establishing teacher development programs that will lead to teacher professional growth. It will also aid them in identifying particular demographic traits of instructors that may impact work performance and job satisfaction.

ساهمت هذه الدراسة في اكتشاف العلاقة بين الرضا الوظيفي والأداء الوظيفي لدى أعضاء هيئة التدريس في كلية عمان للعلوم الصحية. وأعرب المشاركون عن رضاهم بشكل عام عندما يتعلق الأمر ببيئة العمل، والعلاقات والتعاون، والتدريب والتطوير، وكفاية الموارد، والأمن الوظيفي. لم يكن المشاركون متأكدين مما إذا كانوا راضين أو غير راضين عن الاستقلالية الوظيفية، وثقافة الشركة وبيئتها، والمكافآت والمكافآت، ووسائل الراحة.

أظهر المستجيبون أداء قويا للمهمة والسياق. أظهر المستجيبون مستوى منخفضا من سلوك العمل غير المنتج. لم يكن هناك فرق كبير في الرضا الوظيفي بين أعضاء هيئة التدريس على أساس الجنس أو الحالة المدنية أو الرتبة أو التحصيل العلمي أو مدة الخدمة. عندما تم تقسيم أعضاء هيئة التدريس إلى مجموعات بناء على فرع الكلية والبلد، كان هناك تباين كبير في الرضا عن العمل.

ⁱ الرضا الوظيفي والأداء الوظيفي من أعضاء هيئة التدريس بكلية عمان للعلوم الصحية: أساس التخطيط الاستراتيجي

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لم تكن هناك صلة ذات دلالة إحصائية بين السعادة العملية لأعضاء هيئة التدريس والأداء الوظيفي. يمكن استخدام نتائج هذه الدراسة من قبل مسؤولي الكلية كأساس لصنع السياسات وتخطيط البرامج لمدارس التعليم الأساسي ، وزيادة أداء عمل المعلمين والسعادة الوظيفية ، فضلا عن التقدم المهني للإداريين نحو تعليم أفضل.

سيكون هذا بمثابة الأساس لإنشاء برامج تطوير المعلمين التي ستؤدي إلى النمو المهني للمعلمين. كما سيساعدتهم في تحديد السمات الديموغرافية الخاصة للمدرسين التي قد تؤثر على أداء العمل والرضا الوظيفي.

Keywords: job performance, job satisfaction, work environment, job autonomy, corporate culture

1. Introduction

People's views regarding their jobs have altered as a result of the nature of employment and other cultural factors. In this age of specialization, motivating a worker and giving him with much-needed job satisfaction is vital in allowing him to fulfill his actual potential and worth to the firm. As a result, it is vital to explain the link between work happiness and job performance. Productivity growth is crucial not just in business but also in education (Grant, 2017).

Education is seen as critical to a country's social, intellectual, and economic growth and success (The Future of Education and Skills Education 2030, 2018). Teachers may make a substantial contribution to this prosperity by attempting to retain the value of the educational process; as a result, educational authorities at all levels must increase the quality and efficacy of teachers' work.

Indeed, many academics are interested in researching work satisfaction and motivation in education, particularly among teachers. Many studies have been conducted to assess the impact of teachers' job satisfaction and motivation on retention, attrition, and absenteeism (Getahun, Tefera, & Burichew, 2016), productivity, creativity, and performance (Ratnasari, Sutjahjo, & Adam, 2019), and overall well-being (Ratnasari, Sutjahjo, & Adam, 2019; Ratnasari, Sutjahjo, & Adam, 2019; Dreer, 2021). Teachers who are satisfied and motivated raise the motivation and achievement of their pupils (Iqbal, Aziz, Farooqi, & Ali, 2016) and increase the possibility that educational and job objectives will be accomplished (Ansah-Hughes, 2016).

Employee satisfaction is the accumulation of a person's negative and/or good sentiments about his or her employment (Collins, 2020). Overall life happiness is influenced by job satisfaction. It is the sensation of success or happiness that comes from working. Employment satisfaction is also defined as a pleasant emotional reaction to one's job (Culibrk, Delic, Mitrovic, & Culibrk, 2018). Employees who are satisfied with their occupations are less likely to miss work, are less likely to resign, are more productive, are more likely to display organizational commitment, and are more likely to be satisfied with their lives (Iabor & Okolie, 2019).

Job satisfaction is crucial to the school organization's overall performance and dedication. Job satisfaction influenced instructors' devotion significantly. Teachers who like their professions are more likely to stay with the school. The better the job happiness

of the employers, the larger their engagement and dedication to the business (Ismail & Abd Razak, 2016).

Job satisfaction influences student achievement, and educational development is unlikely until these two variables improve. It translates to school progress, excellent education, and student pleasure, which is any organization's ultimate aim. This variable also has a substantial impact on leadership behavior, work performance, and leadership styles (Maqbool, 2017). It is required for one's job. Adaptability, job motivation, and job success can all have an impact on one another.

Allowing employees to be self-directed and building good connections with coworkers can lead to increased job satisfaction (Shmailan, 2016). This may necessitate a modification in corporate goals in order to increase staff motivation (Wijesundera, 2018). There is disobedience in Arab nations, and leaders are denying the value of enabling individuals to speak out and share their opinions, even if it might boost corporate performance. Cultural transformation in the Arab world is difficult, and people are reluctant to change. They wish to maintain the status quo (Selim, 2021).

His Majesty Sultan Qaboos bin Said's Royal Decree No. 18/2018 created the Oman College of Health Sciences in 2018. According to Article 1, the college must be associated with the Ministry of Health. Oman College of Health Sciences will be administratively and financially self-sufficient, with its own legal identity. Its headquarters are in Muscat's Whattaya neighborhood, with branches around the Sultanate. Before being transferred to the college, various institutions such as the Oman Nursing Institute, Institute of Health Sciences, Oman Public Health Institute, Oman Assistant Pharmacy Institute, and Oman Health Information Management Institute were all under the Ministry of Health (Royal Decree 18/2018 Establishing the Oman College of Health Sciences and the Higher Institute for Health Specialties and Promulgating Their System, 2018). Dr. Moustafa Fahmy Mohamed is the college's first and current dean.

In all of its sections, Oman College of Health Sciences employs roughly 300 people across the Sultanate. Around 250 of them are in charge of teaching different components in various disciplines, including the General Foundation Program. In order to examine their relationship and serve as a foundation for strategic planning, the researcher performed a study on work satisfaction and job performance among academic staff members at Oman College of Health Sciences.

2. Statement of the Problem

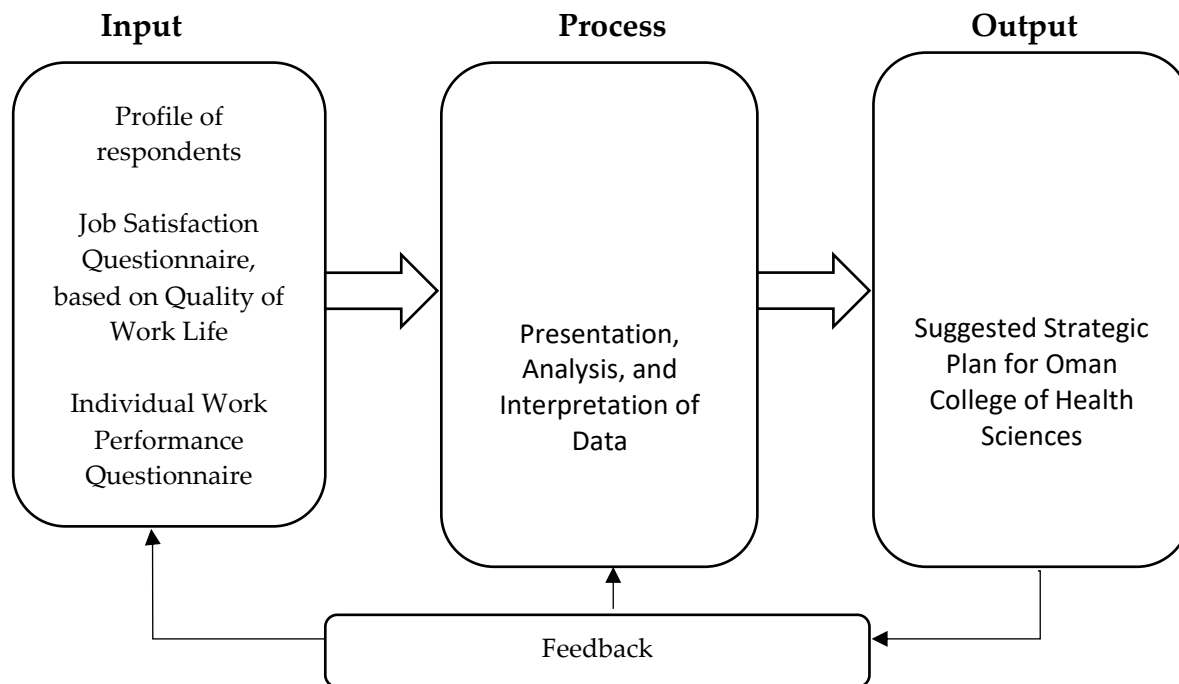
The study's major goal was to measure the work satisfaction and performance of academic staff members at Oman College of Health Sciences in order to offer baseline data for strategic planning. It also determined the considerable difference in work satisfaction when they were categorized based on their profile. A projected strategic strategy was also developed, as was the link between work happiness and job performance.

Specifically, the study sought to answer the following questions:

- 1) What is the profile of the respondents in terms of the following:
 - 1.1 gender,
 - 1.2 college branch,
 - 1.3 civil status,
 - 1.4 rank,
 - 1.5 nationality,
 - 1.6 educational attainment,
 - 1.7 length of service.
- 2) What is the level of job satisfaction of the selected faculty members based on the quality of work life in terms of:
 - 2.1 work environment,
 - 2.2 organizational culture and climate,
 - 2.3 relations and cooperation,
 - 2.4 training and development,
 - 2.5 comprehension and reward,
 - 2.6 facilities,
 - 2.7 job satisfaction and job security,
 - 2.8 autonomy of work,
 - 2.9 adequacy of resources.
- 3) What is the level of the job performance of the teaching staff when it comes to:
 - 3.1 task performance,
 - 3.2 contextual performance,
 - 3.3 counterproductive work behavior.
- 4) Is there any significant difference in the academic staff members' level of job satisfaction when they are grouped according to their profile?
- 5) Is there any significant relationship between the academic staff members' level of job satisfaction and job performance?
- 6) What strategic plan for teachers may be developed based on the findings of the study?

3. Conceptual Framework

The conceptual framework of this research is presented in the following diagram.



4. Literature Review

Like any other state, the Sultanate of Oman has demographics that reveal increased stress levels among personnel who are enduring concerns and life competitiveness (Times of Oman, 2016). Teachers are not immune, and they must work hard to maintain control over the issues that have grown so pervasive in their life. Teachers in Oman are likewise looking for efficient strategies to reconcile their professional and home life. Human services are crucial in the Sultanate of Oman for achieving his highness Sultan Qaboos ruler of Oman's "Vision 2020 for Oman's National Economy" (Ministry of Economy, 2020). Teachers' well-being is significant since they are an important part of Oman's growth. In the Omani context, there are a few literatures on the link between job satisfaction and job performance. All of these reasons need a study of Oman's teachers' work-life balance in terms of the education sector and the Omani economy.

In order to enhance government performance, boost human capital efficiency, and increase the government sector's capacity to recruit and retain talent, Oman adopted a quarterly performance assessment for all government employees. The Ejada system makes use of a variety of resources, including the yearly plan of the government institution, which represents the functional goals and, as a consequence, the daily activities that the employee works on to serve the aims and plans of his organization. The technique of this system also makes use of key performance indicators (KPIs) as well as key objectives and results (KOR) (Times of Oman, 2021).

Oman's recent graduates and young people were asked to determine their level of work satisfaction. Many of them are deliberating about their chosen job path, prepared to work in business or government. Surprisingly, they believe that in order to be happy, you must have your ideal job—one where your abilities and passions intersect and you

can earn a good livelihood. Indeed, this idea is based on a misunderstanding of what factors influence job happiness. We do know that you do not have to work in a career that culminates in your educational attainment or make a lot of money to be satisfied at work. A sense of achievement, job recognition, and work-life balance are the primary determinants of job happiness (Al Mulla, 2021).

On November 25, the Sultanate of Oman has been placed second in the Arab world on the Quality of Life Index 2017. According to the annual InterNations Expat Insider 2017 study, Oman is rated 26th in the world. According to the survey, Oman is a perfect place to live if you don't want to spend most of your time at work because the average full-time work week lasts only 43.5 hours (Oman Observer, 2017).

From January 30 to March 17, an online poll was performed with 10,755 respondents from the UAE, Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, Qatar, and Saudi Arabia to measure employee satisfaction in the MENA area (the Middle East and North Africa). According to the data, the majority of employees in the UAE and the rest of the region like going to work every morning. Approximately 79.2 percent of respondents are happy with their workplace recognition (Tesorero, 2016). The majority of survey respondents were then found to be content with their existing positions, indicating an overall optimistic outlook for workplace satisfaction in the MENA area, as employee happiness is a crucial aspect in increasing an organization's reputation and performance.

Another look at work happiness among GCC employees comes from the Construction Week 2017 Salary Survey, which discovered a 10% year-on-year improvement in job satisfaction as more construction businesses scored good employee evaluations. Respondents to Construction Week's 2016 Salary Survey provided an average rating of six when asked to assess their degree of satisfaction with their employment on a scale of one to 10. Despite this welcome rise in work satisfaction, construction-related recruiting in the GCC looks to be as active as ever. Just over half (52 percent) of this year's respondents want to change occupations during the next 12 months, the same proportion as in 2016 (Morgan, 2017).

While competitive compensation and good benefits are essential determinants in employee happiness and retention, a new worldwide survey done by Weber Shandwick management consultant United Minds and KRC Research finds that the capacity to contribute meaningfully to the job is as vital. The Contribution Effect research discovered that, while employees desire to retain the agency and flexibility they received during the epidemic, feeling acknowledged and motivated for their efforts is one of the top three drivers of retention and happiness today (the top predictor being working in a positive environment). In the face of today's extraordinary competition for talent, important factors of employee happiness, retention, and advocacy were analyzed. Nearly 2,800 employees in seven countries were questioned, and it was determined that a positive employee experience is built on chances for people to undertake respected and rewarding work throughout this broad sample. Employees desire a safe, inclusive, and flexible work environment, as well as a fair deal in terms of salary, benefits, and the opportunity to

make important contributions in their careers. The major challenge for businesses today is to establish a committed workforce that can thrive eternally by reimagining the employee experience and building a strong employer connection (Shandwick, 2021).

Employee satisfaction is defined as doing a job one likes, doing it well, and getting reimbursed for one's efforts. It also conveys excitement and pride in one's job. Employee happiness is an important factor in achieving recognition, salary, promotion, and other goals that contribute to a sense of fulfillment. The attitude of an employee toward his or her job may contribute to job happiness. Job happiness is seen as an important aspect in corporate success (Raverkar, 2021).

Job satisfaction is one of the most studied aspects of the workplace, and it is seen as a dynamic process and a solid predictor of things like employee engagement. We've all heard that engaged people perform better at work. Organizations that wish to boost employee performance should look for measures to boost work happiness. The most challenging component of assessing employee job satisfaction is that every company is different. Job satisfaction factors vary from employee to employee, even within the same organization. Most firms utilize employee satisfaction surveys, employee satisfaction indexes (ESI), employee net promoter ratings (eNPS), and one-on-one interviews to gauge employee satisfaction. When job satisfaction characteristics are present, the workplace becomes more fun. This results in happy employees who repay their employer with more productivity, loyalty, and profitability (Edwards, 2020).

High job satisfaction is also linked to improved performance, which leads to increased earnings. Employees that are pleased and satisfied with their jobs are considerably more inclined to tackle their responsibilities with excitement and determination. Consider aspects such as trust, security, career path, a healthy working environment, remuneration, and perks to boost job satisfaction in a firm. One of an employer's key aims should be to have employees that are productive and capable of doing their jobs to a high level (The link between job satisfaction and employee performance, 2022).

According to Frederick Herzberg's motivation-hygiene theory, necessities like a respectable income and civil working circumstances are merely hygiene considerations that protect employees from becoming unsatisfied. They are vital for employee happiness and should be taken into account, but they are insufficient to inspire passion and motivation. Employers must consider both motivational and hygienic considerations. According to Conway (2021), there are five fundamentals of employee satisfaction: what you do must suit you; making it clear that you are attempting to meet those wants and needs helps employees feel valued and fulfilled; who you work with matters; employees must understand how their performance is being evaluated; and harness satisfaction by focusing less on shiny new perks and instead charting a path for employees to achieve their personal and professional goals.

Some of the factors that contribute to employee satisfaction, according to Heathfield (2020), include treating employees with respect, providing regular employee recognition, empowering employees, providing above-industry-average benefits and

compensation, providing employee perks and company activities, and positive management within a successful framework of goals, measurements, and expectations. Employee happiness is crucial because happy employees are more likely to accomplish their jobs and contribute to their employers' success. Otherwise, the employer's attempts to establish a nice working atmosphere would be futile. Employers should avoid convincing employees that their job happiness is entirely their responsibility. Employee happiness is a team effort.

Juneja (2022) spoke about the importance of employee happiness. First, it was argued that employee happiness is crucial for staff retention in several aspects. To achieve long-term development and success, organizations must retain worthy and skilled personnel. The second point to convey is that employee happiness is vital to the growth of the organization's income. There will be no successful training or motivation until employees establish a sense of commitment and loyalty to their company. Employees that are satisfied are those who are willing to assist their coworkers and work with the company even in times of crisis. Third, contented employees are more likely than dissatisfied employees to adjust to and deal with stress. Employees that are happy in their professions are willing to engage in training programs and learn new technologies and applications that will help them advance in their careers. Employees that are happy embrace problems with a grin and deliver even under the most challenging conditions.

According to Bal (2020), workplace productivity refers to a performance indicator that incorporates effectiveness and efficiency, whereas effectiveness relates to goal attainment. Efficiency is defined as the ratio of effective output to input necessary to accomplish it. Job performance was much greater among people working in autonomous firms than among those working in government, according to her report. Furthermore, individuals who had less work stress reported greater levels of job satisfaction than those who experienced more work stress.

4.1 Local Studies

Alrawahi et al. (2018) explored factors influencing job satisfaction in an Oman university hospital. Twelve professional groups participated in Focus Group Discussions. Participants were senior and novice medical laboratory technicians. The study was conducted between the end of 2015 and the beginning of 2016. Could you briefly explain your working condition in this hospital? was the broad question. The study highlighted workload, advancement, health and safety in the laboratory, interaction with leaders, professional standing (recognition and appreciation), and hospital policies such as appraisal as important reasons for job unhappiness. Stress was caused by the presence/absence/quality of these elements. Autonomy and professional growth have also been cited as critical variables. Salary, colleague connections, and job stability were the most significant elements of happiness among non-Omanis. The study's conclusions advocate for reevaluating the promotion structure, improving laboratory health and safety, evaluating technicians' careers within their laboratories, and improving professional training programs for career progression.

Pauceanu, Sanyal, and Hisam explored the factors that influence employee satisfaction in Oman (2016). 66 Salalah Mills employees were chosen as respondents in their survey. To analyze the elements that impact work satisfaction, a 14-question questionnaire was employed. Task satisfaction, working environment, and having the necessary tools for the job were all addressed by the statistical tool. After being gathered and processed with the SPSS (Statistical Package for Social Sciences) software, the data was submitted for regression and coefficient analysis. Employee happiness and job quality characteristics have a substantial link, according to the study's findings. Employee satisfaction at work is influenced significantly by factors such as the availability of tools and resources, encouragement to come up with innovative ideas at work, diversity at work, well-defined goals, a sense of accomplishment at work, the work environment, and opportunities for advancement and career growth.

In the Sultanate of Oman, Al Qalhati et al. (2020) examined teacher job satisfaction. Both qualitative and quantitative research approaches were employed to conduct the study. The qualitative research data was important in assessing the demographics of Oman's instructors as well as vital information, including data obtained in earlier studies previous to this study. To acquire all of the relevant information about the study data, including variances in the level of work satisfaction among Omani teachers, a quantitative research approach was adopted. A thousand participants took part in the poll. Based on various reservations and the substantial environment that the teacher in Oman confronts, the questionnaire rated their degree of job satisfaction. According to the statistics, the majority of Oman's teachers are happy with their work. However, features and processes for inspiring teachers in Oman, as well as the incentive system, should be strengthened.

Al-Maamari and Matriano (2020) evaluated the influence of employee engagement on staff productivity at the Ministry of Commerce and Industry in Oman. The research solicited the help of 189 employees. A descriptive study design using interviews was employed, as well as quantitative research approaches with a survey questionnaire. To overcome the administrative personnel, the questionnaire was broken into four portions. The first portion is for learning about the employee's data. Part 2 discusses the degree of involvement among employees. The third portion addresses employee engagement success criteria, and the last piece discusses the influence of employee engagement on staff productivity. Four heads of sections from various ministries were questioned. The hypotheses were examined using SPSS. According to the data, the majority of employees believe that engagement promotes workplace happiness, which leads to improved staff performance and overall ministry productivity.

Saadouli and Al-Khanbashi investigated the elements impacting the performance of Oman's government personnel (2021). Factor analysis was performed to validate the constructs employed to assess the various variables. A systematic random sample of 200 employees was chosen. A self-administered English questionnaire was developed, with an Arabic translation accessible. The data was collected in the spring of 2020 (March-April) during the spread of the Covid-19 epidemic and subsequent lockdown. This might

account for the lower-than-expected response rate, since just 100 employees supplied complete and useable replies (50 percent response rate). Correlation analysis and a matching multiple linear regression are used to examine the hypotheses. Unlike many study findings, the data suggest that technology is the sole relevant component, with leadership and organizational structure being minor.

Oh et al. (2019) investigated physician job satisfaction in Korea and the factors that influence it. Previous research has concentrated on a few small elements, such as stress and occupation professionalism, or an insufficient scale of respondents in certain regions, resulting in limited explanations for general physician job satisfaction in Korea. They evaluated the degree of job satisfaction of Korean physicians and the factors influencing their satisfaction using data from the '2016 Korean Physician Survey (KPS)'. In their study, they employed ordinal logistic regression analysis to look at the factors that influence physician work satisfaction in terms of care environment aspects. Autonomy in care delivery, connections with colleagues/staff/patients, money, healthcare resources, social reputation, personal leisure time, administration, constraints and rules, and work hours and loads were among these characteristics. The ordinal logistic regression analysis was pre-controlled for general socio-demographic factors such as gender, age, specialization, job position, type of associated healthcare institution, working region, and length of service. According to their findings, the influencing factors of job satisfaction for physicians include having the autonomy to make clinical decisions, having healthy relationships with peers and staff, obtaining respect from family and society, working in an environment with a desirable income and adequate health resources, and having appropriate work hour. Creating an environment in which physicians can concentrate on patient-centered care would assist to develop national healthcare.

Amansec (2018) investigated the level of happiness of Pangasinan State University, Lingayen Campus personnel in order to identify significant links to their chosen profile characteristics in order to improve satisfaction. The analysis discovered that all indicator components received the descriptive equivalent of "extremely satisfied," albeit at surprisingly low levels in comparison to the statistical range. When the multiple facet-factor indicators stated above were taken into account, the employees at Pangasinan State University, Lingayen Campus generated a highly satisfactory level of job satisfaction. As a result, it is reasonable to presume that the personnel are typically pleased with their jobs. There was a strong relationship between job satisfaction and socioeconomic and demographic factors such as "Age," "Highest Educational Attainment," "Length of Service," "Salary Grade," and "Number of Membership in Professional Organizations," but no relationship between gender or employment status and employees' sense of job satisfaction.

As a result, it is reasonable to conclude that the employees are typically content and happy with their jobs. There was a strong relationship between job satisfaction and socioeconomic and demographic factors such as "Age," "Highest Educational Attainment," "Length of Service," "Salary Grade," and "Number of Membership in Professional Organizations." There was no significant relationship between gender and

employment status and employees' sense of job satisfaction. Based on the working hours of the participants in the workplace, there was a statistical difference in the "Internal Satisfaction" and "External Satisfaction" sub-dimensions of the job satisfaction scale. Furthermore, no significant variations were discovered depending on the individuals' marital status or length of employment. Finally, a positive and low-level relationship was observed between the work happiness scale sub-dimensions and the job performance scale. As a consequence, it was observed that individuals' degrees of job happiness and job performance fluctuated dependent on socio-demographic characteristics and that the higher their job satisfaction, the higher their job performance.

3. Material and Methods

The descriptive research approach was used in this study. The purpose of descriptive research is to provide a thorough profile of the people, events, or situations under consideration. Two types of data were collected for this investigation. There are both primary and secondary data. The core statistics were gathered from the survey replies submitted by respondents. Furthermore, secondary data on the questionnaire were acquired from published publications and literature. This study takes a quantitative approach to research by using a survey questionnaire.

The aim of quantitative data-gathering methods is to the degree of association between variables. It refers to very specialized research challenges and phrases. When using these approaches, the researcher is generally detached from the study, and the final result lacks context. The most important applications of quantitative instruments are measurement, numerical data, and statistics.

According to Mills (2021), the term "survey" refers to a research approach that uses a questionnaire or an interview as the survey tool to gather data from a specified population, or a sample of that population.

Surveys may help you define client expectations, measure levels of satisfaction, and pinpoint particular areas for improvement. Surveys also need the selection of populations for inclusion, pre-testing of instruments, determining delivery methods, ensuring validity, and analyzing data. Sample surveys are an excellent technique for acquiring and interpreting data from a small sample of individuals. They are widely acknowledged as a significant instrument for conducting and implementing fundamental social science research techniques (Vannette & Krosnick, 2018). Surveys assist in determining client expectations, gauging levels of satisfaction, and suggesting particular areas for improvement. Surveys also need the selection of populations for inclusion, the pre-testing of instruments, the decision of delivery methods, the guarantee of validity, and the analysis of data. Sample surveys are a useful technique for acquiring and interpreting information from a small sample of individuals. They are widely acknowledged as a significant instrument for performing and implementing fundamental social science research techniques (Vannette & Krosnick, 2018).

The Job Satisfaction Questionnaire (JSQ), Individual Work Performance Questionnaire (IWPQ), and background questionnaire were completed by the chosen respondents. The data was treated using descriptive statistics, independent samples t-test, analysis of variance, and Pearson r correlation coefficient.

4. Results and Discussion

This chapter presents the statistical analyses and interpretation of the data gathered.

4.1 Sub-problem No. 1: What is the profile of the respondents with regards to the following:

- 1.1 gender,
- 1.2 college branch,
- 1.3 civil status,
- 1.4 rank,
- 1.5 nationality,
- 1.6 educational attainment,
- 1.7 length of service.

4.1.1 Profile of Respondents

4.1.1.1 Gender

The data in Table 1 shows that the majority of the respondents are female, composing 72.81% of the respondents, whereas there are only 27.19% of male respondents. It shows that there are more female than male respondents.

Table 1: Gender

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 31 | 27.19 |
| Female | 83 | 72.81 |
| Total | 114 | 100.00 |

4.1.1.2 College Branch

Table 2 presents the respondents per college branch. It shows that the majority of the respondents are from the Muscat branch, the capital of Oman, composing 43.86%, followed by North Batina, with 14.91%, Dhofar with 10.53%, South Sharqiyah and Dakhiliya with 7.89% and 7.02% respectively, Dhahira with 6.14%, South Batina with 5.26%, and North Sharqiyah, with the lowest rate of 5.26% respondents.

Table 2: College Branch

| College Branch | Frequency | Percent |
|-----------------|-----------|---------|
| Muscat | 50 | 43.86 |
| North Batina | 17 | 14.91 |
| South Batina | 6 | 5.26 |
| North Sharqiyah | 5 | 4.39 |

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| | | |
|-----------------|-----|--------|
| South Sharqiyah | 9 | 7.89 |
| Dakhiliya | 8 | 7.02 |
| Dhahira | 7 | 6.14 |
| Dhofar | 12 | 10.53 |
| Total | 114 | 100.00 |

4.1.1.3 Civil Status

The percentage of respondents based on civil status is presented in Table 3. The majority of the respondents are married (89.47%), while 7.89% are single, with 1.75% widowed, and only 1 (0.88%) is divorced.

Table 3: Civil Status

| Civil Status | Frequency | Percent |
|--------------|-----------|---------|
| Single | 9 | 7.89 |
| Married | 102 | 89.47 |
| Widow | 2 | 1.75 |
| Divorced | 1 | 0.88 |
| Total | 114 | 100.00 |

4.1.1.4 Rank

Table 4 presents information on the percentage of respondents based on rank. Most of the respondents, about 27, are Grade 5 – Science Tutor / Senior Clinical Trainer 1 / Basic Science Tutor A (23.68%). Grade 6 – Assistant Science Tutor A / Clinical Trainer / Basic Science Tutor B, Grade 7 – Assistant Science Tutor / Basic Science Tutor / Assistant Clinical Trainer, and Grade 8 – Assistant Science Tutor Beginner all composed 14.04% of the total percentage of the respondents. There are 14 (12.28%) Grade 1 – Senior Science Tutor 1A ranks among the respondents, 10 (8.77%) Grade 3 – Senior Science Tutor 1, 7 (6.14%) Grade 4 – Science Tutor A / Senior Clinical Trainer 1, 5 (4.39%) Grade A – Consultant Science Tutor 1A, which is the highest rank in the College, and only 3 (2.63%) Grade 2 – Senior Science Tutor 1B respondents.

Table 4: Rank

| Rank | Frequency | Percent |
|--|-----------|---------|
| Grade A – Consultant Science Tutor 1A | 5 | 4.39 |
| Grade 1 – Senior Science Tutor 1A | 14 | 12.28 |
| Grade 2 – Senior Science Tutor 1B | 3 | 2.63 |
| Grade 3 – Senior Science Tutor 1 | 10 | 8.77 |
| Grade 4 – Science Tutor A / Senior Clinical Trainer 1 | 7 | 6.14 |
| Grade 5 – Science Tutor / Senior Clinical Trainer 1 / Basic Science Tutor A | 27 | 23.68 |
| Grade 6 – Assistant Science Tutor A / Clinical Trainer / Basic Science Tutor B | 16 | 14.04 |
| Grade 7 – Assistant Science Tutor / Basic Science Tutor / Assistant Clinical Trainer | 16 | 14.04 |
| Grade 8 – Assistant Science Tutor Beginner | 16 | 14.04 |
| Total | 114 | 100.00 |

4.1.1.5 Nationality

Table 5 presents the nationality of the respondents. Most of the respondents, 38 (33.33%) are Omani nationals, followed by Indians with 28.07%. Filipinos composed 25.44% of the respondents, there are 11 (9.65%) Egyptians, 3 (2.63%) Pakistanis, and only 1 (0.88%) is Jordanian.

Table 5: Nationality

| Nationality | Frequency | Percent |
|-------------|-----------|---------|
| Omani | 38 | 33.33 |
| Indian | 32 | 28.07 |
| Pakistani | 3 | 2.63 |
| Filipino | 29 | 25.44 |
| Egyptian | 11 | 9.65 |
| Jordanian | 1 | 0.88 |
| Total | 114 | 100.00 |

4.1.1.6 Educational Attainment

Table 6 presents the profile of the respondents when they are grouped according to educational attainment. It is depicted that the majority of the teachers are with master's degrees, which composed 50% of the respondents. This is followed by 27.19% of teachers with Doctorate degrees. There are 13 (11.40%) of the respondents with Doctorate units, 11 (9.65%) are bachelor's degree holders, and only 2 (1.75%) are with master's units. This shows that many of the teachers are with high educational attainment, master's and doctorate degrees.

Table 6: Educational Attainment

| Educational Attainment | Frequency | Percent |
|------------------------|-----------|---------|
| Doctorate Degree | 31 | 27.19 |
| With Doctorate Units | 13 | 11.40 |
| Master's Degree | 57 | 50.00 |
| With Master's Units | 2 | 1.75 |
| Bachelor's Degree | 11 | 9.65 |
| Total | 114 | 100.00 |

4.1.1.7 Length of Service

Table 7 shows the percentage of the respondents when they are grouped according to the length of service. The majority of the respondents (21.93%), have been serving the College for 21-25 years already. This is followed by those who are with the College for 11-15 years (21.05%). Nineteen teachers (16.67%) have been with the College for 16-20 years, 18 (15.79%) for 6-10 years, 11 (9.65) for 26-30 years, 9 (7.89%) are with the College for 31 years and over, and only 8 teachers (7.02%) are connected with the College for only 1-5 years. This shows that most of the respondents have been with the College for a long period of time and only very few are newcomers.

Table 7: Length of Service

| Length of Service | Frequency | Percent |
|--------------------|-----------|---------|
| 1-5 years | 8 | 7.02 |
| 6-10 years | 18 | 15.79 |
| 11-15 years | 24 | 21.05 |
| 16-20 years | 19 | 16.67 |
| 21-25 years | 25 | 21.93 |
| 26-30 years | 11 | 9.65 |
| 31 years and above | 9 | 7.89 |
| Total | 114 | 100.00 |

4.2 Sub-problem No. 2: What is the level of job satisfaction of the selected faculty members based on the quality of work life in terms of:

- 2.1 work environment,
- 2.2 organizational culture and climate,
- 2.2 relations and cooperation,
- 2.4 training and development,
- 2.5 comprehension and reward,
- 2.6 facilities,
- 2.7 job satisfaction and job security,
- 2.8 autonomy of work,
- 2.9 adequacy of resources.

Table 8: Level of Job Satisfaction

| Descriptive Statements | Mean | Interpretation |
|--|-------------|----------------|
| Work Environment | | |
| 1. My college work environment is good and highly motivating. | 3.60 | Agree |
| 2. Working conditions are good in my college. | 3.80 | Agree |
| 3. It is hard to take time off during our work to take care of personal or family matters. | 2.96 | Uncertain |
| 4. My college offers sufficient opportunities to develop my own abilities. | 3.47 | Agree |
| 5. The college provides enough information to discharge my responsibilities. | 3.56 | Agree |
| 6. I am given a lot of work empowerment to decide about my own style and pace of work. | 3.61 | Agree |
| Grand Mean | 3.50 | Agree |
| Organizational Culture and Climate | | |
| 1. There is cooperation among all the departments for achieving goals. | 3.71 | Agree |
| 2. I feel free to offer comments and suggestions on my performance. | 3.82 | Agree |
| 3. I am proud to be working for my present institution. | 4.17 | Agree |
| 4. I am involved in making decisions that affect our work. | 3.39 | Uncertain |
| 5. I am discriminated on my job because of my gender. | 1.75 | Strongly |

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| | | |
|--|-------------|------------------|
| | | Disagree |
| 6. The wage policies adopted by my college are good. | 3.41 | Agree |
| 7. The college communicates every new change that takes place. | 3.54 | Agree |
| Grand Mean | 3.40 | Uncertain |
| Relation and Cooperation | | |
| 1. There is a harmonious relationship with my colleagues. | 3.94 | Agree |
| 2. There is a strong sense of belongingness in my organization. | 3.82 | Agree |
| 3. I am unable to attend to my personal work due to the demands made by my jobs. | 2.87 | Uncertain |
| 4. The relationship between managers and employees is very good. | 3.87 | Agree |
| 5. There is a very cordial relationship with my immediate superior. | 4.04 | Agree |
| 6. I get good support from my subordinates or colleagues. | 3.79 | Agree |
| Grand Mean | 3.72 | Agree |
| Training and Development | | |
| 1. Training programs in our college help employees to achieve the required skill for performing the job effectively. | 3.54 | Agree |
| 2. The training programs aim at improving interpersonal relationships among employees. | 3.41 | Agree |
| 3. My college offers sufficient training opportunities to perform my job competently. | 3.25 | Uncertain |
| 4. I feel that the training programs should be conducted frequently. | 4.29 | Agree |
| Grand Mean | 3.62 | Agree |
| Compensation and Reward | | |
| 1. I feel that I am given adequate and fair compensation for the work I do. | 3.35 | Uncertain |
| 2. Organization will pay salary by considering responsibilities at work. | 2.92 | Uncertain |
| 3. College does a good job of linking rewards to job performance. | 2.72 | Uncertain |
| 4. Promotions are handed fairly. | 2.61 | Uncertain |
| 5. When I do my job well, I am praised by my superior. | 3.61 | Agree |
| 6. Fringe benefits provided are good. | 3.17 | Uncertain |
| 7. The college provides the social security benefits like EPF/Medical Reimbursement and so on. | 3.14 | Uncertain |
| Grand Mean | 3.07 | Uncertain |
| Facilities | | |
| 1. Good transportation facilities/transportation allowances are provided by the college. | 3.32 | Uncertain |
| 2. Safety measures adopted by the college are good. | 3.51 | Agree |
| 3. Good welfare activities are provided by our college. | 3.23 | Uncertain |
| Grand Mean | 3.35 | Uncertain |
| Job Satisfaction and Security | | |
| 1. I feel comfortable and satisfied with my job. | 3.76 | Agree |
| 2. I feel quite secured about my job. | 3.44 | Agree |
| 3. Conditions on my job allow me to be productive as I could be. | 3.68 | Agree |

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| | | |
|--|-------------|------------------|
| 4. The job security is good. | 3.35 | Uncertain |
| 5. My earnings are fair when compared to the others doing the same type of work in other colleges. | 3.32 | Uncertain |
| 6. The procedure followed for scheduling is good. | 3.51 | Agree |
| 7. I feel that my work allows me to do my best in a particular area. | 3.71 | Agree |
| Grand Mean | 3.54 | Agree |
| Autonomy of Work | | |
| 1. My job lets me use my skills and abilities. | 3.92 | Agree |
| 2. My college allows a flexi-time option. | 2.80 | Uncertain |
| 3. A part of my job is allowed to be done at home. | 3.46 | Agree |
| 4. I find my work quite stressful. | 3.31 | Uncertain |
| 5. I am ready to take on additional responsibilities with my job. | 3.51 | Agree |
| 6. In our college there is a balance between stated objectives and resources provided. | 3.11 | Uncertain |
| Grand Mean | 3.35 | Uncertain |
| Adequacy of Resources | | |
| 1. There are many defined channels for information exchange and transfer. | 3.37 | Uncertain |
| 2. My college provides resources to facilitate my performance. | 3.26 | Uncertain |
| 3. Communication and information flow between the department is satisfactory. | 3.61 | Agree |
| Grand Mean | 3.41 | Agree |
| Overall Mean | 3.44 | Agree |

Legend: Scale for interpreting the computed mean Strongly disagree 1.00-1.80 (1); Disagree 1.81-2.60 (2); Uncertain 2.61-3.40 (3); Agree 3.41-4.20 (4); Strongly agree 4.21-5.00 (5)

Table 8 presents the summary of responses to items in the Job Satisfaction Questionnaire. The mean for each item given for each of the rates in the Likert scale was calculated.

It can be seen in Table 8 that 29 out of 49 items were answered “Agree”, based on the verbal interpretation with a computed mean of 3.41 – 4.20. Out of the 49 items, only one has a verbal interpretation of “Strongly Disagree” with a computed mean of 1.00 – 1.80. On the other hand, 19 out of 49 items received a response of “Uncertain”, based on the verbal interpretation with a computed mean of 2.61 – 3.40.

4.2.1 Work Environment

As for the work environment, the items in the questionnaire received a grand mean of 3.50, which shows “Agree” in the verbal interpretation. Only item 3, “It is hard to take time off during our work to take care of personal or family matters” received a mean of 2.96, with a verbal interpretation of “Uncertain”, while the rest garnered a verbal interpretation of “Agree”. Item 2, “Working conditions are good in my college”, received the highest computed mean of 3.80, item 1, “My college work environment is good and highly motivating” received a computed mean of 3.60, and item 6, “I am given a lot of work empowerment to decide about my own style and pace of work” got a computed mean of 3.61. This shows that the respondents acknowledge the good working

environment being implemented at Oman College of Health Sciences. This agrees with the result of the study conducted by Pauceanu, Sanyal, and Hisam (2016). It was mentioned that the work environment plays a significant role in the job satisfaction of employees.

4.2.2 Organizational Culture and Climate

Looking into organizational culture and climate, the items in the questionnaire received a grand mean of 3.40 which translates to "Uncertain". Looking into item 5, "I am discriminated on my job because of my gender", it received a mean of 1.75 with a verbal interpretation of "Strongly Disagree". This indicates that there is very minimal gender discrimination being experienced by the teachers in OCHS. Only item 4, "I am involved in making decisions that affect our work" received a verbal interpretation of Uncertain, with a mean of 3.39. On the other hand, items 1, "There is cooperation among all the departments for achieving goals", 2, "I feel free to offer comments and suggestions on my performance", 3, "I am proud to be working for my present institution", 6, "The wage policies adopted by my college are good", and 7, "The college communicates every new change that takes place", all obtained a verbal interpretation of "Agree". This shows that the respondents are generally satisfied with the organizational culture and climate in the College. This relates to what Alrawahi et al. (2020) discovered, that relationships with coworkers, relationships with leaders, and professional development all provided satisfaction.

4.2.3 Relation and Cooperation

In relation and cooperation, the items in the questionnaire received a grand mean of 3.70 which translates to "Agree". Among the 6 items under this sub-scale, only item 3, "I am unable to attend to my personal work due to the demands made by my jobs" received an interpretation of "Uncertain", with a mean of 2.87. It could mean that although the respondents are generally satisfied with the relation and cooperation within the institution, still there are work-related demands that interfere with their personal agendas. Items 1, 2, 4, 5, and 6 all got a verbal interpretation of "Agree", where item 5, "There is a very cordial relationship with my immediate superior" obtained the highest mean of 4.04.

4.2.4 Training and Development

Looking into training and development, a grand mean of 3.62 which corresponds to "Agree" was shown in the responses. The teachers agreed to item 1 "Training programs in our college help employees to achieve the required skill for performing the job effectively", item 2, "The training programs aim at improving the interpersonal relationship among employees", and item 4 "I feel that the training programs should be conducted frequently". On the other hand, item 3, "My college offers sufficient training opportunities to perform my job competently" had a low mean of 3.25 which shows uncertainty in the response of the respondents. This indicates that though the College is

providing training to teachers, and they are satisfied with it, they still feel that training should be done more often. This corresponds with the study conducted by Alrawahi et al. (2018) when they investigated job satisfaction factors in an Oman university hospital. The findings of their study call for improved professional training programs for career advancement.

4.2.5 Compensation and Reward

When it comes to compensation and reward, the items in the questionnaire received a grand mean of 3.07 which translates to “Uncertain”. All of the items under this sub-scale received a verbal interpretation of “uncertain”, except for item 5, “When I do my job well, I am praised by my superior”. This indicates a cordial relationship between subordinates and supervisors, although the “Uncertain” responses of the teachers in items such as item 1 “I feel that I am given an adequate and fair compensation for the work I do”, item 2 “Organization will pay salary by considering responsibilities at work”, item 3 “College does a good job of linking rewards to job performance”, item 4 “Promotions are handed fairly”, item 6, “Fringe benefits provided are good”, and item 7, “The college provides the social security benefits like EPF/Medical Reimbursement and so on” indicates the unclear perception of the respondents towards reward and compensation. Therefore, even if the respondents showed uncertainty, in item 5, “When I do my job well, I am praised by my superior” simply shows that they are satisfied with the recognition they receive from their superiors. This coincides with what Tesorero (2016) has mentioned in the findings of his study conducted in the MENA region, where Oman belongs, where the majority of the respondents were satisfied with the recognition they receive at work.

4.2.6 Facilities

Looking into the respondents’ perceptions under the facilities sub-scale, it also received a verbal interpretation of “Uncertain”, with a grand mean of 3.35. Out of the 3, items in this sub-scale, only item 2, “Safety measures adopted by the college are good”, had the interpretation of “Agree”, with a mean of 3.51. Although with uncertainty in this sub-scale, the respondents were satisfied with the safety measures of the College, as opposed to the findings of Alrawahi et al. (2018), who identified health and safety as one of the major sources of job dissatisfaction.

4.2.7 Job Satisfaction and Security

As per job satisfaction and security, this sub-scale garnered a grand mean of 3.54, which has a verbal interpretation of “Agree”. Five out of seven items in this sub-scale got the verbal interpretation of “Agree”, like item 1, “I feel comfortable and satisfied with my job”, item 2, “I feel quite secured about my job”, item 3, “Conditions on my job allow me to be productive as I could be”, item 6 “The procedure followed for scheduling is good”, and item 7, “I feel that my work allows me to do my best in a particular area”. However, 2 of the 7 items, item 4, “The job security is good” and item 5, “My earnings are fair when compared to the others doing the same type of work in other colleges” had the verbal

interpretation of “Uncertain”. This affirms the result of the study by Al Qalhati et al. (2020) that teachers in Oman are generally satisfied with their job.

4.2.8 Autonomy of Work

Looking at the autonomy of work, this sub-scale received a grand mean of 3.35 which translates to “Uncertain”. The respondents answered “Uncertain” in 3 out of 6 items: item 2, “My college allows a flexi-time option”, item 4, “I find my work quite stressful”, and item 6, “In our college there is a balance between stated objectives and resource provided”. On the other hand, item 1 “My job lets me use my skills and abilities”, item 3, “A part of my job is allowed to be done at home”, and item 5, “I am ready to take on additional responsibilities with my job” got a verbal interpretation of “Agree”. Looking into details, the respondents are satisfied with the items which relate to skills and abilities, while they are uncertain about the items relating to work situations.

4.2.9 Adequacy of Resources

In relation to the adequacy of resources, the items in this sub-scale received a grand mean of 3.41 which has the verbal interpretation of “Agree”. Although respondents agreed with item 3, “Communication and information flow between the department is satisfactory,” with a mean of 3.61, they are uncertain with item 1, “There are much-defined channels for information exchange and transfer” and item 2, “My college provides resources to facilitate my performance.” This depicts that though, with uncertainty in resources, the respondents are generally satisfied with its adequacy.

Overall, the 49 items in the JSQ depict a mean of 3.44 with a verbal interpretation of “Agree”. This exhibits the job satisfaction of the respondents from Oman College of Health Sciences. This result coincides with the findings of Al Qalhati, Karim, Al Mughairi, Al Hilali, and Hossain (2020) investigated teacher job satisfaction in the Sultanate of Oman. They found out that the majority of teachers in Oman are satisfied with their jobs.

4.3 Sub-problem No. 3: What is the level of the job performance of the teaching staff when it comes to:

- 3.1 task performance,
- 3.2 contextual performance,
- 3.3 counterproductive work behavior.

Table 9: Level of Job Performance

| Descriptive Statements | Mean | Interpretation |
|---|------|----------------|
| Task Performance | | |
| 1. I managed to plan my work so that it was done on time. | 4.25 | Strongly Agree |
| 2. My planning was optimal. | 4.01 | Agree |
| 3. I kept in mind the results that I had to achieve in my work. | 4.25 | Strongly Agree |

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| | | |
|--|-------------|-----------------|
| 4. I was able to separate main issues from side issues at work. | 4.06 | Agree |
| 5. I knew how to set the right priorities. | 4.28 | Strongly Agree |
| 6. I was able to perform my work well with minimal time and effort. | 3.81 | Agree |
| 7. Collaboration with others was very productive. | 4.14 | Agree |
| Grand Mean | 4.11 | Agree |
| Contextual Performance | | |
| 8. I took on extra responsibilities. | 4.22 | Strongly Agree |
| 9. I started new tasks myself, when my old ones were finished. | 3.97 | Agree |
| 10. I took on challenging work tasks, when available. | 4.02 | Agree |
| 11. I worked at keeping my job knowledge up-to-date. | 4.27 | Strongly Agree |
| 12. I worked on keeping my job skills up-to-date. | 4.24 | Strongly Agree |
| 13. I came up with creative solutions to new problems. | 4.11 | Agree |
| 14. I kept looking for new challenges in my job. | 3.78 | Agree |
| 15. I did more than was expected of me. | 4.18 | Agree |
| 16. I actively participated in work meetings. | 4.28 | Strongly Agree |
| 17. I actively looked for ways to improve my performance at work. | 4.32 | Strongly Agree |
| Grand Mean | 4.14 | Agree |
| Counterproductive Work Behavior | | |
| 18. I grasped opportunities when they presented themselves. | 4.15 | Agree |
| 19. I knew how to solve difficult situations and setbacks quickly. | 3.99 | Agree |
| 20. I complained about unimportant matters at work. | 2.53 | Disagree |
| 21. I made problems greater than they were at work. | 1.91 | Disagree |
| 22. I focused on the negative aspects of a work situation, instead of on the positive aspects. | 1.96 | Disagree |
| 23. I spoke with colleagues about the negative aspects of my work. | 2.65 | Disagree |
| 24. I spoke with people from outside the organization about the negative aspects of my work. | 2.10 | Disagree |
| 25. I did less than was expected of me. | 1.85 | Disagree |
| 26. I managed to get off from work easily. | 2.51 | Disagree |
| 27. I sometimes did nothing, while I should have been working. | 1.97 | Disagree |
| Grand Mean | 2.56 | Disagree |
| Overall Mean | 3.55 | Agree |

Legend: Scale for interpreting the computed mean: Strongly disagree 1.00-1.80 (1); Disagree 1.81-2.60 (2); Uncertain 2.61-3.40 (3); Agree 3.41-4.20 (4); Strongly agree 4.21-5.00 (5)

Table 9 presents information on the summary of responses to items in the Individual Work Performance Questionnaire (IWPQ). The mean for each item was calculated with the corresponding verbal interpretation.

It can be seen in Table 9 that 8 out of 27 items were answered “Strongly Agree”, based on the verbal interpretation with a computed mean of 4.21-5.00, and 11 received a verbal interpretation of “Agree” with a computed mean of 3.41 – 4.20. Out of the 27 items, only 8 have a verbal interpretation of “Disagree” with a computed mean of 1.00 – 1.80, wherein all of them fell under the counterproductive work behavior subscale.

4.3.1 Task Performance

The IWPQ is divided into 3 sub-scales. The first sub-scale, which is task performance, had a grand mean of 4.11, which translates to “Agree”. In all of the items in this sub-scale, respondents either agreed or strongly agreed, with no disagree or neutral responses. For example, item 1, “I managed to plan my work so that it was done on time” and item 3, “I kept in mind the results that I had to achieve in my work”, got a computed mean of 4.25 with a verbal interpretation of “Strongly Agree”. Item 5, “I knew how to set the right priorities” received the highest computed mean of 4.28. Item 6, “I was able to perform my work well with minimal time and effort”, however, got a mean of 3.81, with the verbal interpretation of “Agree”. This could mean that the teachers see themselves as performers when it comes to tasks given to them. They know how to set priorities and plan their work properly.

4.3.2 Contextual Performance

The second sub-scale, contextual performance, also received a verbal interpretation of “Agree”, with a computed mean of 4.14. Five out of ten items in this sub-scale garnered a “Strongly Agree” verbal interpretation. Item 16, “I actively looked for ways to improve my performance at work” had the highest mean of 4.32. In addition, item 8, “I took on extra responsibilities”, item 11, “I worked at keeping my job knowledge up-to-date”, item 12 “I worked at keeping my job skills up-to-date”, and item 16, “I actively participated in work meetings”, all showed a “Strongly Agree” verbal interpretation. This result shows that the respondents see themselves to be performing activities well that contribute to the psychological and social core of the College.

4.3.3 Counterproductive Work Behavior

When it comes to counterproductive work behavior, this sub-scale got a computed mean of 2.56, which translates to disagree. The majority of the items in this sub-scale presented counterproductive work behaviors such as item 20, “I complained about unimportant matters at work”, item 21, “I made problems greater than they were at work”, item 22, “I focused on negative aspects of a work situation, instead of on the positive aspects”, item 23, “I spoke with colleagues about negative aspects of my work”, item 24, “I spoke with people from outside the organization about the negative aspects of my work”, item 25, “I did less than was expected of me”, item 26, “I managed to get off from a work easily”, and item 27, “I sometimes did nothing, while I should have been working”. In these items, the respondents disagreed which indicates that they do not act against the interest of the College.

Overall, the 27 items in the IWPQ depict a grand mean of 3.55 with a verbal interpretation of "Agree". This exhibits the high productivity of the respondents from Oman College of Health Sciences.

4.4 Sub-problem No. 4: Is there any significant difference in the academic staff members' level of job satisfaction when they are grouped according to their profile?

4.4.1 Gender

Table 10: T-test of Significant Difference between Genders on Job Satisfaction

| | Levene's Test for Equality of Variances | | | t-test for Equality of Means | | |
|------------------|---|------|------|------------------------------|--------|-----------------|
| | | F | Sig. | t | df | Sig. (2-tailed) |
| Job satisfaction | Equal variances assumed | .004 | .948 | -.776 | 112 | .439 |
| | Equal variances not assumed | | | -.785 | 55.100 | .436 |

Table 10 shows the t-test of significant difference between genders in job satisfaction. The result shows that there is no significant difference in the job satisfaction of faculty members when grouped according to gender with a value of $t = -0.776$; $p = 0.439 > 0.05$. Hence, the null hypothesis is accepted. This coincides with the findings of Amansec (2018), that gender has a significant impact on job satisfaction.

4.4.2 College Branch

Table 11: Summary of ANOVA Results on Job Satisfaction over College Branch

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 4.333 | 7 | .619 | 2.569 | .017 |
| Within groups | 25.542 | 106 | .241 | | |
| Total | 29.875 | 113 | | | |

Table 11 shows the summary of ANOVA results on job satisfaction over the college branch. The result shows that there is a significant difference in the job satisfaction of faculty members when grouped according to college branch with a value of $F = 2.569$; $p = 0.017 < 0.05$. Therefore, the null hypothesis is rejected.

4.4.3 Civil Status

Table 12: Summary of ANOVA Results on Job Satisfaction over Civil Status

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between groups | .528 | 3 | .176 | .660 | .578 |
| Within groups | 29.346 | 110 | .267 | | |
| Total | 29.875 | 113 | | | |

Table 12 shows the summary of ANOVA results on job satisfaction over civil status. The result shows that there is no significant difference in the job satisfaction of faculty

members when grouped according to civil status with a value of $F=0.660$; $p=0.578 > 0.05$. Therefore, the null hypothesis is accepted.

4.4.4 Rank

Table 13: Summary of ANOVA Results on Job Satisfaction over Rank

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 2.481 | 8 | .310 | 1.189 | .313 |
| Within groups | 27.394 | 105 | .261 | | |
| Total | 29.875 | 113 | | | |

Table 13 shows the summary of ANOVA results on job satisfaction over rank. The result shows that there is no significant difference in the job satisfaction of faculty members when grouped according to rank with a value of $F=1.189$; $p=0.313 > 0.05$. Hence, the null hypothesis is accepted. This result contradicts Amansec (2018) where a significant relationship was found between job satisfaction and rank.

4.4.5 Nationality

Table 14: Summary of ANOVA Results on Job Satisfaction over Nationality

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 5.224 | 5 | 1.045 | 4.577 | .001 |
| Within groups | 24.651 | 108 | .228 | | |
| Total | 29.875 | 113 | | | |

Table 14 shows the summary of ANOVA results on job satisfaction over nationality. The result shows that there is a significant difference in the job satisfaction of faculty members when grouped according to nationality with a value of $F=4.577$; $p=0.001 < 0.05$. Therefore, the null hypothesis is rejected. The result of this is contrary to the findings of Al Nawawy and Strong (2012), who concluded that the job satisfaction of employees was unrelated to nationality.

4.4.6 Educational Attainment

Table 15: Summary of ANOVA Results on Job Satisfaction over Educational Attainment

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 2.384 | 4 | .596 | 2.363 | .058 |
| Within Groups | 27.491 | 109 | .252 | | |
| Total | 29.875 | 113 | | | |

Table 15 shows the summary of ANOVA results on job satisfaction over educational attainment. The result shows that there is no significant difference in the job satisfaction of faculty members when grouped according to educational attainment with a value of $F=2.363$; $p=0.058 > 0.05$. Hence, the null hypothesis is accepted. This is opposite to the

findings of Amansec (2018), that educational attainment is an important factor in job satisfaction.

4.4.7 Length of Service

Table 16: Summary of ANOVA Results on Job Satisfaction over Length of Service

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1.781 | 6 | .297 | 1.130 | .350 |
| Within Groups | 28.094 | 107 | .263 | | |
| Total | 29.875 | 113 | | | |

Table 16 shows the summary of ANOVA results on job satisfaction over the length of service. The result shows that there is no significant difference in the job satisfaction of faculty members when grouped according to the length of service with a value of $F=1.130$; $p=0.350 > 0.05$. Therefore, the null hypothesis is accepted. This is contrary to the findings of Amansec (2018), that length of service is an important factor that affects job satisfaction.

4.5 Sub-problem No. 5: Is there any significant relationship between the academic staff members' level of job satisfaction and job performance?

Table 17: Relationship between Job Satisfaction and Job Performance

| | | Job Satisfaction | Job Performance |
|-------------------------|---------------------|------------------|-----------------|
| Job Satisfaction | Pearson Correlation | 1 | .116 |
| | Sig. (2-tailed) | | .219 |
| | N | 114 | 114 |
| Job Performance | Pearson Correlation | .116 | 1 |
| | Sig. (2-tailed) | .219 | |
| | N | 114 | 114 |

Table 17 shows the relationship between job satisfaction and job performance as perceived by the respondents. The result shows that although there is a difference, there is no significant relationship between academic staff members' level of job satisfaction and job performance with a value of $r=0.116$; $p=0.219 > 0.05$. The null hypothesis is accepted. This result is contrary to the findings of Inayat and Jahanzeb Khan (2021) and Razak, Sarpan, and Ramlan (2018) stating that there is a significant relationship between job satisfaction and job performance.

4.6 Sub-problem No. 6: What strategic plan for teachers may be developed based on the findings of the study?

Based on the result of the study, the researcher developed a strategic plan for Oman College of Health Sciences, which covers the welfare of the teaching staff.

Table 18: Proposed Strategic Plan

| Items | Statements | Indicators |
|-------------------|--|--|
| Expected Result 1 | Provide a highly motivating work environment. | <ul style="list-style-type: none"> Survey responses of teaching staff |
| Activities | <ul style="list-style-type: none"> Conduct an annual survey | |
| Expected Result 2 | Create a staff-friendly culture in the college. | <ul style="list-style-type: none"> Suggestion box Staff assessment questionnaires |
| Activities | <ul style="list-style-type: none"> Conduct a regular performance observation. Discuss observation results and allow the staff to react or comment on his/her performance. Involve the teaching staff in decision-making by asking for their insights. | |
| Expected Result 3 | Provide activities that will enhance camaraderie among staff | <ul style="list-style-type: none"> Yearly staff activities (ex. Team building, teachers' day, family day, etc.) |
| Activities | <ul style="list-style-type: none"> Include staff day out / socialization day in the calendar Develop teamwork through team-building activities Enhance the process of "substitution of classes" for teaching staff who missed work due to personal circumstances | |
| Expected Result 4 | Upgrade the knowledge and skills of teaching staff. | <ul style="list-style-type: none"> Number of seminars and trainings conducted per semester Percentage of teaching staff undergoing training and seminars |
| Activities | <ul style="list-style-type: none"> Conduct needs analysis for the training of teaching staff Develop an in-campus training plan for teaching staff based on their needs Send selected teaching staff for training outside the college or outside the country to enhance expertise | |
| Expected Result 5 | Device a comprehensive rule regarding rewards and promotions | <ul style="list-style-type: none"> Guidelines for reward and promotions |
| Activities | <ul style="list-style-type: none"> Review the current (if any) policy for rewarding and promoting teaching staff Amend and create a new guideline for rewards and promotions | |
| Expected Result 6 | Upgrade the facilities used by teaching staff, both when teaching and doing paper works | <ul style="list-style-type: none"> Upgraded college facilities |
| Activities | <ul style="list-style-type: none"> Inspect the current facilities if they are still up to the needs of the staff | |
| Expected Result 7 | Re-align the staff's salaries with their experience and educational attainment | <ul style="list-style-type: none"> Salary re-alignment reviews |

| | | |
|-------------------|--|---|
| Activities | <ul style="list-style-type: none"> Review the qualifications of teaching staff and their current salaries | |
| Expected Result 8 | Improve work autonomy of teaching staff | <ul style="list-style-type: none"> A more systematic way of assigning teaching load. This could be a new work assignment software program. |
| Activities | <ul style="list-style-type: none"> Review the possibilities of flexi-time options (ex. Working in shifts) Ensure fair distribution of work. This includes teaching and non-teaching assignments. | |
| Expected Result 9 | Ensure enough resources are available for teaching staff to enable them to accomplish their tasks effectively and efficiently. | <ul style="list-style-type: none"> Adequate amount of resources for teaching staff |
| Activities | <ul style="list-style-type: none"> Inspect the adequacy of resources used by teaching staff for their college tasks Review the use of communication channels | |

5. Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

- 1) Academic staff members are encouraged to attain professional growth through completing a higher education level and attending training, seminars, conferences, and other forms of academic gatherings that would enhance their teaching performances.
- 2) Although the academic staff members were generally satisfied with their jobs at OCHS, it is suggested that the administrators should provide opportunities for the staff members to continue their higher studies.
- 3) Administrators and all levels of supervisory roles must look into, not only the work performance of the staff but also how each staff engages with each other in the workplace. A seminar on interpersonal relationships should be conducted to improve the relationship among staff members.
- 4) It is recommended that the college administrators to continue proving the support and benefits that the staff receives to maintain a high level of satisfaction and performance.
- 5) It is suggested that the administrators look into the proposed strategic plan to aid in the operational elements of OCHS for strategic planning.
- 6) As there are few local studies conducted when it comes to job satisfaction and performance, it is suggested that further studies be done on this topic. Future researchers may also look deeper into other factors that have an impact on job satisfaction and performance.

6. Conclusion

Considering the findings of the study, the following conclusions are drawn:

- 1) There were more female than male respondents. The majority of the respondents were assigned to the Muscat branch, which was the capital. The majority of the respondents were married. A big number of the respondents were having the rank of Grade 5 – Science Tutor / Senior Clinical Trainer 1 / Basic Science Tutor A. Majority of the respondents were Omanis. Half of the respondents had Master’s Degree. The majority of the respondents have been with the College for 21-25 years.
- 2) Respondents were generally satisfied when it comes to the work environment, relation and cooperation, training and development of the College, job security, and adequacy of resources. They were, however, uncertain about their satisfaction or dissatisfaction with organizational culture and climate, compensation and reward, facilities, and autonomy of work.
- 3) Respondents showed a good level of task performance, contextual performance, and a low level of counterproductive work behavior.
- 4) No significant difference was detected in the job satisfaction of faculty members when grouped according to gender, civil status, rank, educational attainment, and length of service while a significant difference was observed in the job satisfaction of faculty members when grouped according to college branch and nationality.
- 5) There was no significant relationship between academic staff members’ level of job satisfaction and job performance.
- 6) A proposed strategic plan was developed for the Oman College of Health Sciences.

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Conflict of Interest Statement

The author declares no conflicts of interest to disclose.

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