

Quality of Work Life and Its Role in Developing the Performance of School Physical Education Teachers in the Sultanate of Oman

By

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Abstract

The research aims to identify the role of quality of work life in enhancing the performance of school sports teachers in the Ministry of Education in the Sultanate of Oman. The research sample consisted of 73 randomly selected male and female school sports teachers in the Ministry of Education in the Sultanate of Oman. An electronic questionnaire was distributed to the research sample. The most important results revealed significant differences in all factors (participatory justice in decision-making, leadership, organizational commitment, job stability and security), as well as significant differences in all factors (material working conditions, work relationships, work-life balance, wages and bonuses). There was a positive correlation between professional, organizational, material, and spiritual factors for perceived quality of work life. The study recommends emphasizing participatory justice in decision-making while providing factors that facilitate organizational commitment, and working on job stability and security.

Keywords: Quality of Work Life, Physical Education, Teachers, schools

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Introduction

An observer of Oman's modern renaissance can realize that the human being has been the focus of development in the first fifty years. Attention to the human began from the very first moments when the late Sultan Qaboos bin Said - may God have mercy on him - took over the reins of government, when he emphasized the importance of education and gave it great attention. Schools spread throughout the Sultanate, and their number multiplied several times, as did the numbers of students and teachers. A quick comparison between the figures at the beginning of the renaissance and the current figures illustrates the tremendous educational achievement that has been realized on the ground.

Many institutions have started adopting quality of work life programs, which provides them with many advantages, including: increasing competitive ability, providing a more flexible and loyal workforce, and also providing better conditions and a motivating work environment (Al Maghribi, 2004). Quality of work life includes giving physical education teachers the opportunity and effective positive contribution in setting goals, making decisions, encouraging them to solve problems, and feeling job security, which is positively reflected in all their practices, whether inside or outside the work environment.

Due to the importance of the role of quality of work life in improving the work environment and providing the preferred

environment that enjoys employee satisfaction, which leads to increased productivity, contributing to improving the organization's performance and achieving satisfaction for the needs and desires of its employees, recently more interest was raised towards this area, specifically by researchers, academics and interested practitioners in business organizations as a result of the many changes that have occurred in the nature of economic life and the nature of people's needs. (Jayakumar& Kalaiselvi, 2012, Sharik and Ahmed, 2016, Al-Maghribi 2004)

Many studies showed that the quality of work life is providing conditions and a suitable work environment that promotes satisfaction and growth opportunities, allowing employees job security, by providing rewards, job security and growth opportunities and allowing employees to participate in decision-making and promoting cooperation, and achieving justice in the wage system as well as a safe work environment, which leads to satisfying the needs and desires of employees, which achieves positive responses represented by their pursuit of increased productivity" (Qureshi and Badisi, 2016, Ashtiwiy 2014).

The teacher is the fundamental pillar in the educational process, especially since he is the first and main provider of students' knowledge, tendencies, attitudes and experiences. Therefore, enjoying a quality life will make him feel happy and make him more giving and more capable of influencing students and those around him. (Abu Younes 2013). When the school life provides the needs and requirements of teachers, this is positively reflected in their performance, and thus works to increase the productivity of the educational process, and is a motivator for work and active participation in school activities. (Al-Dahdouh 2015) (Awad & Voruganti, 2010)

Quality of life for the teacher is the extent to which he feels satisfied and happy while performing his job, his sense of social responsibility and self and effective control over his life and environment, meeting his psychological needs in effective and responsible ways, his ability to solve his problems with high levels

of intrinsic motivation and ability to make decisions, as a result of the teacher's interaction with a good educational school environment in which he feels psychological security, the possibility of success, wise management and quality relationships, and feels supported by the administration and colleagues. (Allam, 2012) (Afaf, 2014)

Quality of work life is considered one of the administrative issues in the school, as it has occupied a distinguished place in the literature of human resource management, organizational behavior, and other human sciences. This is because it is an input tool and technique that contains many elements that directly affect the performance of the institution and influence it. It also takes into account the personal life of individuals. From this standpoint, a balance must be struck between the individual's life within institutions and their life within their family (Awad, 2012) (Ma'louli, 2010).

Quality of work life programs also aim to control how work is designed in all its aspects in terms of organization, authority, groups, job characteristics, and working hours, so as to ensure a high quality of life for people within their jobs and organizations (Maher, 2014). Reddy & Reddy (2010) believe that the main objectives of quality of work life programs are to improve the psychological and physical health of employees, promote learning in the workplace, create a good image of the organization in attracting, retaining and motivating employees, and improving their productivity. Abdullah & Noor (2012) add reducing costs and achieving well-being for workers and society.

Applying the concept of quality of work life contributes to achieving many advantages for organizations. It works to make employees happy and increase their productivity, motivation and loyalty on the one hand, and increase the production of organizations in quantity and quality while reducing costs on the other hand, which maximizes the organization's competitive capability. The better the quality of a person's work life, the more it

is reflected in increased well-being in their personal life (Percy, 2010). The application of quality of work life programs also contributes to reducing organizational conflicts, lowering turnover and absenteeism rates, improving support for human relations within the organization, and increasing job satisfaction (Madi, 2014).

Based on the foregoing, many studies have emphasized the importance of quality of work life in educational institutions for its role in achieving creativity, employee participation in decision-making, and encouraging appreciation of their ideas (Al-Balbaisi, 2018, Al-Bayari, 2018, Al-Sulaibi, 2018, Saber, 2019, Ganesan & Sukanya, 2018, Al-Baghdadi, 2017, Al-Barbari, 2016, Christodoulou, et al., 2014).

The researchers believe that paying attention to the quality of work life for school physical education teachers in the Sultanate of Oman is one of the priorities that impose itself at the present time as a result of the increasing work pressures. This is because the issues and problems they face pose a clear challenge in terms of the ineffectiveness of the educational service they provide. Therefore, the proper procedures that take into account the aspects of deficiency must be identified in light of the roles, responsibilities and the extent to which they carry out these responsibilities entrusted to them in a way that achieves satisfaction for all parties involved in education in the Sultanate of Oman. This will lead us to the research problem, through which we can identify the reasons that prevent achieving quality of work life for physical education teachers at the Ministry of Education in the Sultanate of Oman.

Research Objective: The research aims to identify the role of quality of work life in developing the performance of school sports teachers at the Ministry of Education in the Sultanate of Oman through:

- The functional and organizational factors of quality of work life.
- The material and moral factors of quality of work life.
- The relationship between the functional, organizational, material and moral factors of quality of work life.

Research Procedures:

Research Methodology:

The researchers used the descriptive survey method as it is appropriate for the nature of the research.

Research Population: The research population consists of physical education teachers in schools in the Sultanate of Oman.

Research Sample: The research sample was selected randomly, consisting of (73) school sports teachers at the Ministry of Education in the Sultanate of Oman. An electronic questionnaire was distributed to the research sample members. Table (1) shows the frequencies and percentages of the research sample members according to the variables.

Table (1) Demographic characteristics of the participants
Demographics Values, n (%)

What is your gender?	Male	41 (56.16)
	female	32 (43.84)
Experience?	> 5	13(17.81%)
	5-10	20 (27.40)
	< 10	40(54.79)
How old are you? (years)	20-25	11 (15.06)
	26-29	13 (17.81)
	30-35	22 (30.14)
	< 35	27 (36.99)
Total		73

Table (1) shows that male teachers made up the highest percentage at 56.16%, while females made up 43.84%, which is the lower percentage. Regarding experience, it was clear that those with less than 5 years of experience made up 17.81%, while those with 10 years or more of experience made up 54.79%. For the age variable, those aged 20-25 made up 15.06%, and those aged 35 and above made up 36.99%. The total research sample consisted of 73 school sports teachers.

Pilot Study Sample: A pilot study was conducted to calculate the scientific coefficients of the questionnaire on a random sample of

13 teachers from the research population but outside the main research sample.

Data Collection Tools:

A validated questionnaire designed by the researchers was used, following these steps:

-Conducting a survey of theoretical studies, scientific research, and related references.

-Identifying the questionnaire axes according to the research objective.

-Determining the items/statements that express the questionnaire axes.

-Presenting the initial questionnaire to a group of 10 experts specialized in physical education and sports sciences to determine:

- Suitability of the axes to the research topic
- Relevance of the statements to each axis
- Adequacy, comprehensiveness, and objectivity of the statements

-The experts' agreement on the final questionnaire ranged from 90% to 100% after deleting and modifying statements from each axis according to their opinions.

Scientific Coefficients of the Questionnaire:

Questionnaire Validity: The validity of the questionnaire was calculated in two ways:

Content Validity: The researchers relied on the validity of the experts to determine the suitability of the axes and statements and their clarity, where some statements were deleted and others modified according to the experts' opinions.

Internal Consistency Validity: The internal consistency validity was calculated by computing the correlation coefficients between the statements and the total sum of the axis to which they belong (i.e. between the score of the statement and the total sum of statements for the axis it belongs to).

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Table (2) The Spearman correlation coefficient between the score of each axis and the statement to which it belongs for the statements of the first axis. N = 13

N	spearman	sig	N	spearman	sig	N	spearman	sig
1	**0.525	0.001	7	**0.456	0.000	13	**0.468	0.000
2	**0.552	0.000	8	*0.447	0.018	14	**0.456	0.006
3	*0.459	0.014	9	**0.515	0.000	15	**0.512	0.000
4	*0.489	0.022	10	**0.457	0.008	16	**0.523	0.001
5	**0.504	0.000	11	**0.489	0.000	17	**0.488	0.000
6	*0.549	0.004	12	**0.417	0.000	18	**0.479	0.000

The result showed correlation coefficients' values are statistically significant at the 0.01 level, indicating that they possess both reliability and validity, and they effectively measure the intended constructs.

Table (3) The Spearman correlation coefficient between the score of each axis and the statement to which it belongs for the statements of the second axis.

N = 13

N	spearman	sig	N	spearman	sig	N	spearman	sig
1	**0.487	0.000	6	**0.545	0.000	11	**0.522	0.000
2	**0.475	0.001	7	**0.512	0.000	12	**0.404	0.000
3	**0.459	0.000	8	**0.487	0.000	13	**0.505	0.000
4	*0.512	0.004	9	**0.478	0.000	14	**0.498	0.000
5	**0.496	0.000	10	**0.518	0.002	15	**0.499	0.000

The result showed correlation coefficients' values are statistically significant at the 0.01 level, indicating that they possess both reliability and validity, and they effectively measure the intended constructs.

Secondly: Reliability The reliability was found through:

Retest method for the questionnaire form: The questionnaire form was reapplied after a period of (15 days) to a sample of (13) teachers who were randomly selected from the original population and outside the research sample.

Table (4) The arithmetic mean, standard deviation for the application and reapplication, and the correlation coefficient (reliability) for the questionnaire axes n=13

axis	ICC	Sig 95%	KAPPA	Sig
first axis	0.903	0.808 – 0.964	0.581	0.00 **
second axis	0.960	0.921- 0.986	0.641	0.00 **

The questionnaire reliability showed no significant difference between the application and re-application, the ICC value revealed a significant result $p < 0.05$, which indicates the questionnaire reliability.

Research Application: The questionnaire was applied to a pilot sample during the period from November 2nd to November 18th, 2023. It was then applied to the main research sample of 73 school sports teachers (male and female) at the Ministry of Education, during the period from December 25th to March 20th, 2024.

Research Results and Discussion:

Results Related to Answering the First Question: What is the "role of quality of work life in developing the performance of school sports teachers at the Ministry of Education in the Sultanate of Oman?"

The first axis: functional and organizational factors for the quality of career life perceived:

Table (4) Frequencies and Percentages of the First Axis Phrases Functional and organizational factors of perceived quality of career life n = 73

	Yes		"Sometimes"		No		Chi-square	mean	Approval Percentage
	n	%	n	%	n	%			
First: Participation in decision-making									
1	45	61.64	22	30.14	6	8.22	31.59	2.53	76.71
2	37	50.68	26	35.62	10	13.70	15.15	2.37	68.49
3	32	43.84	25	34.25	16	21.92	5.29	2.22	60.96
4	46	63.01	26	35.62	1	1.37	41.78	2.62	80.82
5	40	54.79	26	35.62	7	9.59	22.55	2.45	72.60
Second: Leadership Behavior									
6	58	79.45	13	17.81	2	2.74	72.36	2.77	88.36
7	50	68.49	16	21.92	7	9.59	42.27	2.59	79.45
8	62	84.93	11	15.07	0	0	35.63	2.85	92.47

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9	58	79.45	13	17.81	2	2.74	72.36	2.77	88.36
Third: Regulatory Compliance									
10	64	87.67	9	12.33	0	0	41.44	2.88	93.84
11	60	82.19	12	16.44	1	1.37	80.90	2.81	90.41
12	55	75.34	13	17.81	5	6.85	59.29	2.68	84.25
13	50	68.49	19	26.03	4	5.48	45.23	2.63	81.51
14	46	63.01	21	28.77	6	8.22	33.56	2.55	77.40
Fourth: Job stability and security									
15	49	67.12	15	20.55	9	12.33	38.25	2.55	77.40
16	58	79.45	15	20.55	0	0	25.33	2.79	89.73
17	64	87.67	9	12.33	0	0	41.44	2.88	93.84
18	59	80.82	13	17.81	1	1.37	77.04	2.79	89.73

The result showed chi-square value is greater than the tabulated value (5.99) for all statements related to the axis, except for statement (3) where the calculated chi-square was smaller than the tabulated value. The calculated chi-square values ranged from (5.29: 80.90) and the results were in favor of the (Yes) choice for all statements.

The statements (10, 17) which stated "Working to make utmost efforts to achieve the goals, eliminating the risk of job loss, and granting fair and sufficient wages achieves a decent and stable life for employees" ranked first. This means the participation of school sports teachers in decision-making and that they have job stability. This result agrees with the findings of Suad's (2019) study, which showed a statistically significant effect of quality of work life requirements on outstanding employee performance.

The results of this study also agree with the results of (Nasr's 2020, Al-Shanti's 2016, Madi's 2014) on the necessity of providing quality of work life factors at work.

Additionally, the results of Al-Shammari's (2013) study affirm that institutions seek to improve the internal work environment by focusing on the human element as the pivot of organizations, which necessitates increasing the degree of loyalty and belonging to achieve organizational commitment that ensures diligence in performing work in the best possible way to achieve the

organization's goals in the shortest time and with the least cost and effort.

This could be attributed to the confidence of teachers in the Sultanate of Oman in the schools they work in and the support provided by the Ministry of Education, represented by the leaders, and a feeling of job stability and loyalty to the profession. It may also be due to the pride of teachers in the Sultanate of Oman in their profession and what they provide in order to achieve the goals of the school and the ministry.

Second Axis: Material and Spiritual Factors for Perceived Quality of Work Life

Table (5) Repetitions and Percentage of Phrases of the Second Axis: Material and Spiritual Factors for Perceived Quality of Work Life n = 73

	Yes		"Sometimes"		No		Chi-square	mean	Approval Percentage
	n	%	n	%	n	%			
"Firstly: Material working conditions"									
1	45	61.64	17	23.29	11	15.07	27.07	2.47	73.29
2	45	61.64	21	28.77	7	9.59	30.36	2.52	76.03
3	54	73.97	13	17.81	6	8.22	55.26	2.66	82.88
Secondly: Working relationships									
4	60	82.19	13	17.81	0	-	30.26	2.82	91.10
5	57	78.08	13	17.81	3	4.11	67.84	2.74	86.99
6	58	79.45	10	13.70	5	6.85	70.38	2.73	86.30
7	57	78.08	15	20.55	1	1.37	69.81	2.77	88.36
Thirdly: Work-life balance									
8	59	80.82	13	17.81	1	1.37	77.04	2.79	89.73
9	54	73.97	17	23.29	2	2.74	58.88	2.71	85.62
10	52	71.23	19	26.03	2	2.74	53.12	2.68	84.25
11	54	73.97	12	16.44	7	9.59	54.77	2.64	82.19
Fourthly: "The salary and bonuses"									
12	41	56.16	21	28.77	11	15.07	19.18	2.41	70.55
13	36	49.32	11	15.07	26	35.62	13.01	2.14	56.85
14	50	68.49	12	16.44	11	15.07	40.63	2.53	76.71
15	55	75.34	17	23.29	1	1.37	63.23	2.74	86.99

The result showed chi-square value is greater than the tabular value (5.990) for all the statements related to the axis, except for statement (13) where the calculated chi-square was smaller than the tabular value. The calculated chi-square value ranged from (13.01: 77.04) and the results were in favor of the choice (yes) for all statements.

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Item (4) which stated "Encouraging cooperation and team spirit" came in the first rank, while item (13) which stated "The wage and reward systems are based on fair foundations" came in the last rank. Al-Shanti (2016) confirms that the quality of work life is concerned with providing a better life for employees by studying and analyzing the components and methods on which management in organizations relies in dealing with employees from all aspects of work, which directly contributes to raising the performance of the organization on the one hand and on the other hand achieving and satisfying the desires and needs of employees.

The results of this study agree with the results of the study of Ben Shamelian (2019) and the study of Sabah (2017) on the necessity of providing factors of quality of work life.

In this regard, this is attributed to the nature of schools in the Sultanate of Oman, which are administratively distinguished by high morals, respect for the individual regardless of their professional position, and their reverence for the teacher and his role in society. It may also be attributed to the fact that the wage and reward system suffers from a slight defect from the teachers' point of view and needs to be reconsidered by the competent authorities.

Table (6) Correlation Coefficients between Professional, Organizational, Material, and Spiritual Factors for Perceived Quality of Work Life in Enhancing Performance for School Sports Teachers in the Ministry of Education in the Sultanate of Oman n = 73

The professional, organizational, material, and spiritual factors for perceived quality of work life.		"The material and spiritual factors for perceived quality of work life."				"The degree of importance for the axis."
		Material working conditions	"Work relationships"	Work-life balance	The salary and bonuses	
Functional factors and regulator	"Participatory justice in decision-making"	0.617*	0.642**	0.751**	0.704**	0.774**
	Leadership	0.703*	0.851**	0.681**	0.706**	0.837**

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Quality for Perceived career	"Organizational commitment"	0.672* *	0.853**	0.70 4**	0.697**	0.831 **
	"Job stability and security"	0.546* *	0.375**	0.56 3**	0.495**	0.570 **
	"The degree of importance for the axis."	0.759* *	0.819**	0.81 5**	0.785**	0.905**

The result showed positive direct relationship between the job and organizational factors for perceived quality of work life and the material and moral factors for perceived quality of work life among school physical education teachers, as the calculated values of (r) ranged in all correlations between (0.375 to 0.853).

The above shows the positive significant correlation between the study variables, as each one affects the other positively.

This is due to the importance of the study elements and the extent to which each one is related to the other, and therefore it shows the importance of the perceived quality of work life for school physical education teachers in the Sultanate of Oman.

The study results confirm Elomri & Randa (2017) The study concluded that there were statistically significant differences in job performance and career satisfaction, employee relationships with manager and colleagues and many other variables.

Conclusions:

- There are significant differences in all factors (fairness and participation in decision-making - leadership - organizational commitment - stability and job security).
- There are significant differences in all factors (material working conditions - work relationships - work-life balance - wages and rewards).
- There is a direct relationship between job and organizational factors and material and moral factors for perceived quality of work life.
- There is a direct relationship between job and organizational factors with each other and with the material and moral factors for perceived quality of work life.

Recommendations:

- Emphasize the importance of perceived quality of work life for school physical education teachers.
- Conduct more studies in the field of perceived quality of work life to benefit from achieving the goals of educational institutions.
- Conduct more studies on educational institutions because of their great importance in achieving the goals of the state and society.
- Emphasize fairness and participation in decision-making while providing factors that help organizational commitment.
- The need for institutional management to provide an environment in which employees feel secure in their jobs, which has a positive impact on improving staff performance.
- Emphasize the importance of job stability and security.

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