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PHOBIA OF HAVING A CHILD WITH A DISABILITY AMONG SPECIAL EDUCATION TEACHERS AND ITS RELATIONSHIP TO THEIR JOB ACHIEVEMENT MOTIVATION IN THE SULTANATE OF OMAN

Adel Hussin Ali Mohamed¹, Muhammad Jamil², Omar Noby Mohamoud Abd-Allah³,
Ms. Noor Alsafar⁴

¹Department of Education, Gulf University, Sanad 26489, Kingdom of Bahrain. Email:
dr.adel.hussein@gulfuniversity.edu.bh

²Lecturer, Department of Education, Government College Women University Sialkot, Pakistan. Email:
m.jamil@gcwus.edu.pk

³Lecturer, Hotel Studies department, Faculty of Tourism and Hotels, Luxor. Email:
UniversityOmarnoby@fth.luxor.edu.

⁴College of Administrative and Financial Sciences, Gulf University, Sanad 26489, Kingdom of Bahrain; Email:
noor.alsaffar@gulfuniversity.edu.bh

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ABSTRACT

The unique pressures of jobs can lead special educators to have doubts about having children with disabilities. The research found that special education teachers in Oman score lower in occupational achievement motivation if they fear having a child with a disability. Special education teachers (80% male, 20% female) in Dhofar Governorate, Oman, were studied using 50 purposively selected sampling technique in a cross-sectional correlational design. Using a self-developed questionnaire, data were collected on parental fears related to disability (20 items) and occupational achievement motivation (15 items). We performed correlations, regression analyses and ANOVA with SPSS version 28. The average score for teachers' fear of having a disabled child was 2.15, out of a total score of 3. The analysis also found that disability-related fears show a moderately strong negative link with achievement motivation ($r = -0.43, p < 0.01$). We found that fear accounted for 18.5% of the difference in achievement motivation ($R^2 = 0.185, F(1,48) = 10.89, p < 0.01$). Gender, age and school experience did not affect the findings. Having fears about disabilities often lowers special education teachers' motivation to achieve. Organizations in education must bring in support programs for psychology to manage these concerns and keep teachers performing well. Having fears related to disability relates to lower work-related achievement motivation for special education teachers. Teachers and schools may benefit if institutions provide psychological programs to manage these concerns.

KEYWORDS: Special Education Teachers, Disability Phobia, Achievement Motivation, Occupational Stress, Oman.

1. INTRODUCTION

Special education is seen as a complex and mentally hard area in education. When working with students who have difficult needs, these teachers must teach in unique ways, share a lot of positive feelings and stand by their commitment as professionals (Al-Ammar, 2016). Since their students are different from those in general education, these professionals are responsible for tailoring instruction and managing the discussions involving both students and their families. The nature of this job introduces special stresses not found in ordinary workplaces which can directly influence teachers' thoughts and actions away from school.

Oman has committed to inclusive education by changing its policies and supporting its institutions well. As part of its support, the Ministry of Education offers specialized advice and special training to students and training programs to teachers to help them use current teaching techniques (Ministry of Education, Oman, 2022). Omani special education teachers continue to experience problems because they lack resources, feel isolated and face the ongoing emotional difficulties of their profession. Reports from the Ministry of Education show that it is difficult to find and keep skilled teachers in special education, implying reasons that discourage many individuals from working here.

Nowadays, experts in special education agree that the emotions and health of teachers play a major role in their work and what is achieved by the students. High levels of work stress in teachers can result in declining instructional results, reduced teaching invention and diminished interest in their work (Asya, 2011; Brady & Woolfson, 2008). Such effects result in difficulties for students with special needs, who are especially helped by teachers who are emotionally stable and highly motivated.

One understudied psychological stress that special education teachers face is fearing that one of their students might have a disability. Concern over infertility this way gathers professional and personal elements, where teachers' personal knowledge of disabilities might lead to fears about planning their family. General occupational stress is not the same as this which links both a teacher's professional and personal lives.

The idea behind this phenomenon is explained by drawing from different branches of psychology. Cognitive load theory claims that thinking too much about future situations makes it harder for someone to focus well on their job duties and can adversely affect performance at work (Sweller, 1988). The model claims that a person's estimation of their skills

in dealing with upcoming hurdles shapes their feelings now and their present decisions (Bandura, 1986). It is believed in achievement motivation theory that being afraid psychologically can keep a person from achieving and enjoying their job (McClelland, 1961). All in all, the results imply that disability-related parental worries could lead to a mental load on teachers that hurts their career aims.

It has been discovered through research done around the world that special education teachers frequently experience occupational stress. Mustafa (2018) points out that West Bank institution staff suffer from high stress at work by Gebisa and Sintayehu (2020) describes that stress from their work is linked to emotional and psychological issues in secondary school teachers in Ethiopia. Likewise, many Gulf studies have found that stress in the workplace raises emotions of frustration and hopelessness and can decrease both motivation and ambition to further oneself in a career.

In many educational environments, a connection has been found between the stress people experience at work and their motivation to achieve. Teachers tend to perform well and be satisfied at work when they are motivated by achievement (Zahed et al., 2011). Teachers who are eager to achieve more participate more fully in professional training, keep trying to help students and focus more on quality in education (Samarah et al., 2012). Meanwhile, when tough psychological issues keep teachers from motivating their students, they often see a reduction in job satisfaction, a sense of burnout and a decrease in how well they look after student needs.

Prior studies have found that occupational stress among special education teachers leads to increased depression and fear, poor teaching of students with disabilities, ongoing frustration, low self-assurance, ineffective ways to face challenges on the job, persistent fatigue, decreased motivation to teach, a fall in students' academic performance and fewer professional skills (Brady & Woolfson, 2008; Gebisa & Sintayehu, 2020).

The current research is now looking at how certain psychological aspects affect special education teachers specifically. There is complex data showing how teachers' psychological resources and job engagement are connected via psychological capital (Ali, 2021). Research has discovered that stress at work is not good for teachers' level of self-compassion, showing a strong negative link (Al-Ashmawi, 2020). It has been found through studies that more burnout in teachers of students with autism affects both their micro and sociological dimensions and that emotional intelligence (at a

moderate level) may act as a buffer (Pazim, 2021).

While the importance of teacher well-being is now recognized in special education, we know very little about how dealing with disability-related situations in their job may impact teachers' lives outside of teaching. Having a child with a disability causes a unique kind of anxiety, but this topic has gotten little attention—especially in Middle Eastern societies where cultural beliefs often impact both views on disabilities and decisions about having kids.

This study tries to fill this gap by investigating how the fear of special education teachers having a child with a disability affects their motivation to achieve at work. Since family life is valued in Oman and some parts of its society still have a stigma about disability, this study is especially significant. Recognizing the link between the two can inspire strategies that improve support and help keep teachers in special education.

The meaning of this research reaches past the welfare of teachers to affect overall education quality. If worries over disabilities discourage teachers, it can reduce the quality of education for special needs students. Because teacher enthusiasm is so key to helping vulnerable kids, knowing about and addressing these fears is crucial for the smooth running of special education.

The purpose of this study is to build on the small existing literature about personal-professional boundary stress in special education, while giving practical recommendations to educational administrators, mental health workers and those making policies to help teachers. We expect that studying this little-explored area will add to our

knowledge of what affects special education teachers and support better scientific approaches to professional guidance and assistance.

Research Objectives: This study aims to:

1. Measure the level of phobia related to having a child with a disability among special education teachers in Oman.
2. Examine the correlational relationship between this phobia and occupational achievement motivation among special education teachers in Oman.
3. Investigate the impact of the phobia of having a child with a disability on occupational achievement motivation among special education teachers in Oman.
4. Identify differences in the level of this phobia based on demographic variables such as gender, age, and years of teaching experience.

Research Questions:

1. What is the level of fear related to having a child with a disability among special education teachers in the Sultanate of Oman?
2. Is there a correlational relationship between fear of having a child with a disability and occupational achievement motivation among special education teachers in Oman?
3. What is the impact of fear of having a child with a disability on occupational achievement motivation among special education teachers in Oman?
4. Are there differences in the levels of fear of having a child with a disability based on variables such as gender, age, and years of professional experience?

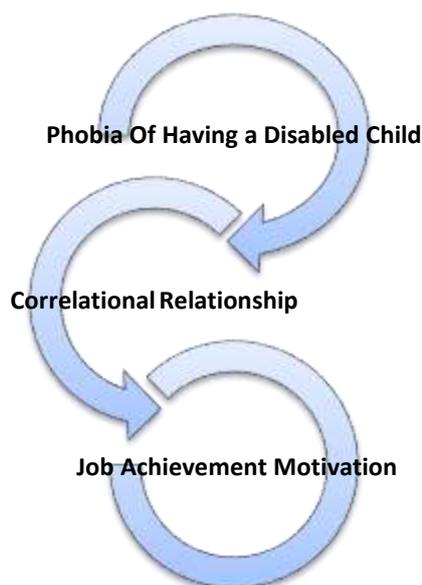


Figure (1): The Impact of The Phobia of Having a Child with Disability Among Special Education Teachers on Their Occupational Achievement Motivation

2. LITERATURE REVIEW

Over the past twenty years, studies on psychological factors facing special education teachers have shown that stress at work, well-being and job effectiveness are all related. This review explains what is known about occupational stress, achievement motivation and fear-related topics for special education professionals, giving theory and research to investigate the link between parent fears about their child's disability and the teachers' occupational achievement.

2.1. Occupational Stress Among Special Education Teachers

It has been frequently pointed out that teaching in special education is particularly psychologically demanding in the education system. Working in special education means teachers face problems that are not part of the daily lives of those who teach in other areas. Asya's study from 2011 found that for special needs educators, stress in their jobs is linked to intense fear responses, negatively affecting their classroom performance. It pointed out that facing occupational stress is very important to keep teachers both effective and healthy.

Following this, Brady and Woolfson (2008) studied occupational stress in special education teachers and found clear indications of emotional problems and psychological anxiety. They discovered that stress in teachers' lives affects educational services for students with special needs. Their work adds to the evidence by showing that many professionals in the northern West Bank's special education institutions deal with high stress from their jobs.

More evidence for this issue being global comes from research in Sub-Saharan Africa. Gebisa and Sintayehu reported (2020) that significant stress at work among secondary school teachers in Gondar, Ethiopia, resulted in mental and emotional problems that had negative effects on teachers' work and personal lives. They found that stress at work often makes teachers frustrated and hopeful for change which can lower their motivation for success and promotion.

Research conducted recently has shown that special education teachers experience several aspects of occupational stress. The primary worry for most is emotional exhaustion which comes from using up all our emotional strength and having so much mental fatigue that there is a lot of anxiety or sadness about work (El-Khouly, 2001). Loss of regard for the student as an individual in the workplace also plays a role. This may result in teachers treating students

as objects and developing disconnection with the entire learning environment (Zahed et al., 2011). When individuals feel underachieved, that makes up the third dimension, often causing discouragement and low performance at work.

2.2. Achievement Motivation In Educational Contexts

Research now considers achievement motivation a significant factor in exploring both teacher effectiveness and job satisfaction. The desire to do demanding tasks and maintain a high level of achievement is achievement motivation which helps shape both a person's career and their happiness (El-Khouly, 2001). In education for those with disabilities, this construction stands out because much effort and planning are required to achieve significant learning results.

Research repeatedly suggests that teachers motivated to achieve more take part in professional growth activities, keep going when facing student obstacles and stay dedicated to improving education (Zahed et al., 2011; Samarah et al., 2012). Characteristics of these individuals are performing correctly, accepting demanding assignments and being willing to receive feedback for improvements.

According to literature, achievement motivation means encouraging oneself to succeed by own standards or being stimulated by outer rewards and the public expectations (Abdul-Basit, 2020). This explains why various kinds of pressure and anxieties can differently affect teachers' motivation and productivity at work.

Studies done recently have examined what affects special education teachers' motivation to accomplish their goals. Youssef (2011) showed that greater achievement motivation affects classroom results, thinking through problems and engagement at work, meaning that anything that gets in the way of motivation can also influence how effective teachers are. In the same way, as shown by Jawad (2010), motivation for achievement has a strong effect on attention, memory and cognitive ability, proving that well-being and workplace performance are related.

2.3. Burnout And Its Relationship to Achievement Motivation

Special education research has paid a lot of attention to the connection between burnout and achievement motivation. Studies often show that burnout is a major obstacle to both teacher motivation and effectiveness. Researchers concluded that special education teachers who work with students with severe disabilities have much higher

levels of burnout than those teaching students with milder disabilities (Romano, 2016).

There was also research into teacher burnout in Saudi Arabia which suggested high levels across every measure, yet emotional intelligence stayed moderate (Lafayes, 2022). According to these findings, various parts of teaching are impacted differently by burnout and achievement motivation is particularly harmed by stress.

Additional insights into the connection between job satisfaction and teacher motivation come from the Malaysian context. Pazim (2021) pointed out that when teachers are satisfied with their job, they tend to be committed, and dissatisfaction causes them to run away from their duties. Researchers stress that learning what motivates teachers is especially essential in special education because hurdles are bigger in this field.

2.4. Psychological Support and Intervention Research

Recently research is investigating the effects of psychological resources on the relationship between stress at work and performance at the job. Research showed that psychological resources have a strong connection to work engagement among special education teachers (Saad, 2021). Among 171 special education teachers, the research showed that psychological capital plays a role in reducing the harm of job stress.

In the same way, studies on the subject show that teachers of special education who experience more occupational stress tend to feel less care and support for themselves (Wajdi, 2020). The research found systematic variations in the psychological face and personalities of teachers who were highly stressed versus those who experienced much less stress.

Early childhood special education research has revealed how certain job demands and resources can help determine that teachers' well-being. In a study by Jeon et al. (2022) proved that job demands can cause both burnout and psychological stress, while less stress and burnout are linked to more job resources and teacher commitment. The study pointed out that working conditions must be improved and that special education teachers need more support.

2.5. Fear And Anxiety in Educational Contexts

Although study of specific fears regarding parenting a child with disabilities is limited, research on anxiety and fear in schools is helpful. According to cognitive theories of fear, when we see and understand the world is unclear or when our

thinking is badly disrupted, fear can arise due to threats both to body and mind (Shand & Anwar, 2012). Fears at school can stop people from acting with rational thinking and effective decision-making.

According to existential theories which use the insights of Jean-Paul Sartre, fears about identity and meaning can cause the most harm. If this perspective is correct, threats to what gives a person identity and purpose can lead to powerful feelings of fear (Shand & El-Anwar, 2012). Fear associated with children who have disabilities can undermine special education teachers' confidence and identity, causing them major stress.

2.6. Research On Disability-Related Parental Concerns

There is not much research that studies special education teachers' fears about having students with disabilities, but similar studies give us some background. A study comparing parents with disabilities and those without has found that caring for a child with special needs brings important psychological challenges (Kimura & Yamazaki, 2019). According to these studies, meaningful about challenges faced by the disabled can affect birth choices and create continued anxiety for some people.

In the past few years, experts have started looking at the mental health of parents affected by child disabilities. Asuman et al. (2025) observed that fathers had greater anxiety and mothers had higher levels of depression. So, these results mean that a professional awareness of parenting issues may shape the ways teachers feel about their own roles as parents.

Research has regularly shown that the quality of life for parents of children with disabilities is often lower, due to greater stress, less participation in society and requiring more care. Since special education teachers must face these issues at work regularly, it's possible that such observations build personal worries about their reproductive plans.

2.7. Cultural And Contextual Factors

Work done from Middle Eastern backgrounds points out how culture affects how people view disabilities and feel about them. Because many Arab communities are organized around strong family bonds and traditional religious beliefs, disabilities are usually seen through unique lenses. There are only a few studies that examine what influences these teachers' personal and professional motivation and concerns.

In Oman, there are some specific points to note

because of its fast development in special education and continuous aim for inclusive education. In Jordan, studies of special education programs describe the pertinent regional situation and explain difficulties such as not having enough funding or help, too little access to technology and resources, low awareness and skills training, poor teamwork and missing data about children with disabilities (Ahmed et al., 2013). These issues in systems may bring additional strain for special education teachers operating in the area.

2.8. Research Gaps and Justification for Current Study

While there is a wide range of publications about occupational stress and teacher motivation, not much is known about how special education teachers' achievement motivation is linked to parents dreading their child's disability. Although research is ample on general work stressors, very little has studied how disability-related problems impact employees' psychology.

No research has been done to explore whether special education teachers worry about raising kids with disabilities, even though those fears might affect them both at work and in their personal lives. Particularly in the Middle East, little research is available, so it is important to do studies that address local social, cultural and school aspects.

In this study, we investigate how having a fear of a disabled child affects the occupational achievement motivation of special education teachers in Oman. The investigation improves what is known by discovering a new type of psychological phenomenon and considering its impact on teachers in a special education context.

2.9. Theoretical Framework Integration

The articles examined suggest that multiple theories improve our understanding of the connection between fears of disability and motivational achievement. This theory states that constant worry about future situations shares our mental resources between ongoing activities and disturbing thoughts (Sweller, 1988). According to social cognitive theory, beliefs about managing upcoming situations determine how we feel and act now (Bandura, 1986). It is believed by achievement motivation theory that psychological fears can interrupt goal-related actions and lower how satisfied workers are at their jobs (McClelland, 1961).

Teachers' negative feelings about teaching students with disabilities may hinder their motivation to achieve. Research is required to help us

measure how often this occurs, how severe it is and what effects it might have on programs designed to help and support teachers.

By reviewing the literature, the current study builds on information that occupational stress exists for special education teachers, achievement motivation is significant for doing their jobs well and anxiety-based mental health issues could impact teachers' success and state of mind. Given the gaps found, there is supported to carry out focused research on parental concerns about disability and the motivation of special education teachers in their work.

Significance of the Study:

The study seeks to fill a key missing area in special education literature by analyzing a psychological aspect rarely discussed that could hurt a teacher's well-being and effectiveness. Studying special education teachers' parental fears about disability make a unique contribution to understanding how knowledge and personal views interact. According to theory, this research contributes by discussing how cognitive load theory, social cognitive theory and achievement motivation theory can describe the way fear-based impulses can affect a person's work. This research adds new information to the study of occupational psychology in fields where personal and work areas overlap. Besides, this study adds scientific proof for a newly identified construction, laying the groundwork for more research into the difficulties faced by special education professionals. The creation and confirmation of tools to measure parental fears about disability helps researchers study other related areas outside of a single setting.

This type of research helps develop effective strategies and direct rules for organizations that offer help to students in special education. Recognizing how fear of disability impacts achievement motivation gives educational administrators and mental health professionals ideas for special programs that meet the psychological needs of special education teachers. We have suggestions for professional development that addresses personal concerns and enhances special education teacher performance and loyalty. According to policy ideas, this study indicates that teacher support should go beyond training and offer psychological wellness services as well. The findings are highly valuable for Oman because the country is currently trying to strengthen special education services and teacher support networks. Thanks to identifying different psychological aspects that affect teachers in their jobs, the research supplies practical ideas useful for improving programs in special education, hiring and

keeping teachers and building a positive workplace culture. Since these results can fight teacher burnout, raise satisfaction on the job and improve learning for students with special needs, this investigation matters to people in society.

3. RESEARCH METHODOLOGY

3.1. Research Design

The current study used quantitative correlational research design to explore the relationship between fear of having a child with a disability and occupational achievement motivation in Oman's special education sector. Since it allows us to discover connections between these variables without suggesting cause, the correlational design was

chosen (Creswell & Creswell, 2018).

3.2. Population And Sampling

The population of the study consisted of special education teachers in government schools in Dhofar Governorate, Sultanate of Oman, for the academic year 2024-2025. As per numbers from the Ministry of Education, the governorate employed a total of 179 special education teachers to work in local educational institutions. Purposive sampling technique was used to get male and female participants working in the Dhofar Governorate of the Sultanate of Oman.

The final sample consisted of 50 special education teachers, with the following demographic distribution:

Table 1: Distribution Of Study Sample by Gender.

| No. | Gender | Number | Percentage (%) |
|-----|--------------|-----------|----------------|
| 1 | Male | 40 | 80% |
| 2 | Female | 10 | 20% |
| | Total | 50 | 100% |

As shown in Table 1, 80% of the sample were male teachers (n=40), while 20% were female teachers (n=10).

Table 2: Distribution Of the Sample by Academic Background.

| No. | Academic Background | Number | Percentage (%) |
|-----|---------------------|-----------|----------------|
| 1 | Educational | 35 | 70% |
| 2 | Non-Educational | 15 | 30% |
| | Total | 50 | 100% |

Table 2 shows that 70% of the participants (n=35) had educational qualifications, while 30% (n=15) were from non-educational backgrounds, reflecting

the presence of teachers without formal special education degrees in the governorate.

Table 3: Distribution Of the Sample by Job Title.

| No. | Job Title | Number | Percentage (%) |
|-----|-------------------|-----------|----------------|
| 1 | Assistant Teacher | 35 | 70% |
| 2 | Senior Teacher | 15 | 30% |
| | Total | 50 | 100% |

As presented in Table 3, 70% of the sample (n=35) were assistant teachers, while 30% (n=15) held senior teaching positions. This is consistent with the fact

that many of the teachers in the study area are newly graduated.

Table 4: Distribution Of the Sample by Years of Experience.

| No. | Years of Experience | Number | Percentage (%) |
|-----|---------------------|-----------|----------------|
| 1 | Less than 5 years | 25 | 50% |
| 2 | 5-10 years | 15 | 30% |
| 3 | More than 10 years | 10 | 20% |
| | Total | 50 | 100% |

Table 4 indicates that 50% of the participants (n=25) had less than 5 years of teaching experience, 30% (n=15) had between 5 to 10 years, and 20% (n=10) had more than 10 years of experience. This

aligns with the high number of recent graduates in the sample.

3.3. Instrumentation

Two primary instruments were developed specifically for this study to measure the key variables of interest, given the absence of validated scales appropriate for the cultural context and specific research objectives.

3.4. Fear Of Having a Child with A Disability Scale (FHCDS)

The FHCDS was constructed as a 20-item self-report questionnaire designed to assess the degree of fear and anxiety experienced by special education teachers regarding the possibility of having a child with a disability. Item development was based on comprehensive literature review, consultation with special education experts, and consideration of cultural factors relevant to the Omani context. The scale encompasses four theoretical domains: emotional impact (5 items measuring feelings of sadness, worry, and emotional distress), social concerns (5 items assessing fears about societal perceptions and social support), professional implications (5 items examining concerns about career impact and workplace relationships), and practical challenges (5 items evaluating apprehensions about caregiving demands and resource requirements).

All items in the questionnaire were written as statements about worries and participants chose their answers using a Likert scale. To ensure plain choices, avoid too much effort from respondents and be appropriate for the local people, a three-point scale was chosen. Scores on the FOD-S can vary between 20 and 60 and more fear about a child having disabilities is shown by higher overall scores. Arabic was used to develop the instrument so that people from the target population could easily relate to it.

3.5. Occupational Achievement Motivation Scale (Oams)

The OAMS was constructed as a 15-item questionnaire to evaluate the motivation of teachers in special education for excellent and high-level work. McClelland's achievement motivation theory was the basis for developing the scale which was then modified for use in special education. The three key areas we looked at while developing items were task orientation, persistence and excellence striving in work.

We employed a three-point Likert scale, just like we did in the FHCDS, for simplified and unified response. Scoring between 15 and 45, a higher total means stronger motivation to achieve at work. The items were designed to show behaviors, attitudes

and ambitions common in special education so that the tool would represent what is important and useful in this context.

3.6. Validity And Reliability

Before either instrument was used, experts tested and validated their content. Five faculty members from Dhofar University, Nizwa University and Sultan Qaboos University were part of the expert panel, as they had skills in special education, educational psychology and psychometrics. All items were assessed by experts to judge if they fit the theory, were easy to understand, culturally acceptable and free from errors. Each scale was given a Content Validity Index (CVI) and the FHCDS had a high index of 0.89 while the OAMS achieved 0.91, each meeting and exceeding the standard 0.80. The reliability of both instruments regarding internal consistency was evaluated using Cronbach's alpha. The scores of the FHCDS were consistent ($\alpha = 0.87$) and the OAMS showed sufficient degree of consistency ($\alpha = 0.83$). Since there are high values of reliability for all the scales, the scales are considered to have adequate internal consistency. Ten participants went through each instrument twice, with two weeks between their sessions for accuracy over time. Results showed that the same measures were very stable in time, with $r = 0.85$ for FHCDS and $r = 0.81$ for OAMS.

3.7. Data Collection Procedures

Data collection was conducted over an eight-week period, following approval from the Dhofar University Research Ethics Committee and permission from the Ministry of Education. Initial contact with potential participants was established through school administrators and special education coordinators, who provided information about the study and facilitated access to teachers. Participants received detailed information sheets explaining the purpose of research, procedures, confidentiality measures, and voluntary nature of participation.

Two data collection modalities were employed to maximize participation rates and accommodate participant preferences. Online data collection was conducted using a secure survey platform (Qualtrics) for participants with reliable internet access and comfort with digital platforms (60% of responses). Paper-based questionnaires were administered for participants, preferring traditional completion methods or lacking consistent internet access (40% of responses). All participants completed both instruments in a single session, with completion time ranging from 20 to 30 minutes.

3.8. Ethical Considerations

This study adhered to rigorous ethical standards throughout all phases of the research process. Ethical approval was obtained from the Dhofar University Research Ethics Committee prior to data collection. Additional permission was secured from the Ministry of Education for conducting research in government schools. All participants provided written informed consent after receiving comprehensive information about the study objectives, procedures, potential risks and benefits, confidentiality measures, and their right to withdraw without consequences.

Confidentiality was maintained through the assignment of numerical codes to all participants, with identifying information stored separately from response data. Participants were assured that individual responses would not be shared with school administrators or colleagues, and that only aggregate data would be reported in research dissemination. Data security measures included password-protected electronic files and locked storage for paper documents.

3.9. Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 28.0, following a systematic analytical approach designed to address each research question. Descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated for all variables to characterize the sample and main study variables. Pearson product-

moment correlations were used to examine bivariate relationships between fear of having a child with a disability and occupational achievement motivation. Multiple regression analysis was conducted to examine the predictive relationship between fear and achievement motivation while controlling demographic variables (age, gender, years of experience). Independent samples t-tests and one-way ANOVA were performed to examine group differences in fear levels based on demographic characteristics. Effect sizes were calculated using Cohen's conventions, with eta-squared for ANOVA and Cohen's d for t-tests. The significance level was set at $\alpha = 0.05$ for all statistical tests, with confidence intervals reported at 95%. This comprehensive methodological approach ensures systematic investigation of the research questions while maintaining scientific rigor and ethical standards appropriate for educational research in the Omani context.

3.10. Findings Of the Study

3.10.1. Special Education Teachers' Fear of Having a Child with A Disability

The respondents' perceptions about fear of having a child with disability were measured using a 3-point Likert scale (Yes, To Some Extent, No) across 20 items. The following is the descriptive analysis of the responses.

Descriptive Analysis of Responses

Table

| Item | Yes (%) | To Some Extent (%) | No (%) | Mean | SD |
|------------------------------------------------------------------------------------------|---------|--------------------|--------|------|-------|
| I feel afraid when thinking about having a child with a disability. | 38% | 32% | 30% | 2.08 | 0.693 |
| I believe having a child with a disability would negatively affect my professional life. | 40% | 32% | 28% | 2.12 | 0.707 |
| I am afraid I might not be able to provide proper care for a child with a disability. | 30% | 32% | 38% | 1.92 | 0.640 |
| I believe society might view me negatively if I have a child with a disability. | 52% | 28% | 20% | 2.32 | 0.773 |
| I feel guilty when thinking about having a child with a disability. | 22% | 30% | 48% | 1.74 | 0.580 |
| I believe having a child with a disability would affect my marital relationship. | 54% | 24% | 22% | 2.32 | 0.773 |
| I feel social pressure related to the idea of having a child with a disability. | 28% | 34% | 38% | 1.90 | 0.633 |
| I believe having a child with a disability would affect my financial status. | 32% | 32% | 36% | 1.96 | 0.653 |
| I feel sad when thinking about having a child with a disability. | 58% | 28% | 14% | 2.44 | 0.813 |
| I believe having a child with a disability would affect my social life. | 50% | 30% | 20% | 2.30 | 0.767 |

| | | | | | |
|----------------------------------------------------------------------------------------------|-------|-------|-------|------|-------|
| I am afraid of facing new challenges if I have a child with a disability. | 30% | 30% | 40% | 1.90 | 0.633 |
| I believe having a child with a disability would affect my ability to cope with work stress. | 59.2% | 22.4% | 18.4% | 2.36 | 0.787 |
| I am afraid I might not meet the needs of a child with a disability. | 30% | 34% | 36% | 1.94 | 0.647 |
| I believe having a child with a disability would affect my mental health. | 60% | 22% | 18% | 2.42 | 0.807 |
| I am afraid of the lack of family and community support. | 52% | 28% | 20% | 2.32 | 0.773 |
| I believe having a child with a disability would affect my ability to achieve career goals. | 22% | 30% | 48% | 1.74 | 0.580 |
| I am afraid of how having a child with a disability would impact on my daily life. | 54% | 24% | 22% | 2.32 | 0.773 |
| I believe having a child with a disability would affect my work-life balance. | 28% | 34% | 38% | 1.90 | 0.633 |
| I am afraid I will not be able to handle the needs of a child with a disability. | 32% | 32% | 36% | 1.96 | 0.653 |
| I believe having a child with a disability would affect my concentration at work. | 58% | 28% | 14% | 2.44 | 0.813 |

The analysis shows that people are concerned about psychological and social matters related to a child with a disability and talk about experiencing emotional distress as well as expected social changes and problems. Among the top average scores, those related to sadness about disability in a child ($M=2.44$, $SD=0.813$) and trouble concentrating at work ($M=2.44$, $SD=0.813$) came first, followed by potential mental health stress ($M=2.42$, $SD=0.807$) and issues handling work stress ($M=2.36$, $SD=0.787$). About half of the respondents mentioned feelings of concern regarding how people view them (52%), how marriage might be affected (54%), their ability to

socialize (50%), lack of support (52%) and changes to their everyday routines (54%). Feelings of guilt ($M=1.74$, $SD=0.580$) and stress about career progress ($M=1.74$, $SD=0.580$) were the lowest, suggesting that unlike every day and work worries, few participants felt guilty. The fact that most of the standard deviations are below 1 tells us that participants reached similar outcomes, reflecting a mixture of their own fears, expected benefits and healthcare management issues.

3.11. Highest Mean Scores Indicating Fear Levels

Table

| Statement | Mean | SD |
|-----------------------------------------------------------------------------------|------|-------|
| I feel sad when thinking about having a child with a disability. | 2.44 | 0.813 |
| I believe having a child with a disability would affect my concentration at work. | 2.44 | 0.813 |
| I believe having a child with a disability would affect my mental health. | 2.42 | 0.807 |
| I believe society might view me negatively. | 2.32 | 0.773 |
| I believe having a child with a disability would affect my marital relationship. | 2.32 | 0.773 |
| I am afraid of the impact on my daily life. | 2.32 | 0.773 |
| I am afraid of the lack of family and community support. | 2.32 | 0.773 |
| I believe it would affect my social life. | 2.30 | 0.767 |
| I believe it would affect my ability to handle work stress. | 2.36 | 0.787 |

The data shows that emotional and psychological matters cause the most fear about having a child with a disability for respondents, followed by sadness ($M=2.44$, $SD=0.813$) and expected difficulties in their work concentration ($M=2.44$, $SD=0.813$). There were no significant differences among four items – societal perception, marital relationships, daily life impact and lack of support, scoring the same high level and mental health came in third ($M=2.42$, $SD=0.807$), suggesting these were the top three fears related to

social and personal lives. Although the standard deviations are quite high (0.767-0.813), the mean scores for all nine factors exceed 2.30, confirming that these factors are main concerns for respondents everywhere. Having worries about having a child with a disability affects both what individuals do for work and their personal relationships. So, when assisting workers experiencing fear, it's a good idea to deal with emotional troubles as well as with worries about their work, social lives and the

communities they depend on. Make sure you verify your answers.

3.12. The Impact of Fear of Having a Child with Disability on Job Performance

| Statement | Mean | Standard Deviation |
|--------------------------------------------------------------------------------------------------------------------|------|--------------------|
| I feel mentally distracted at work due to the fear of having a child with a disability. | 2.46 | 0.820 |
| I fear the impact of having a child with a disability on my ability to adapt to curriculum changes. | 2.46 | 0.820 |
| I feel psychological exhaustion due to constant thoughts about having a child with a disability. | 2.42 | 0.807 |
| I believe that fear of having a child with a disability affects my ability to maintain professional relationships. | 2.42 | 0.807 |
| I feel psychological pressure due to the potential challenges related to having a child with a disability. | 2.40 | 0.800 |

In contrast, some statements showed low meanings, such as:

| Statement | Mean |
|---------------------------------------------------------------------------------------------------------|------|
| I believe that fear of having a child with a disability affects my ability to deal with work pressures. | 1.68 |
| I fear the impact of having a child with a disability on my ability to achieve my professional goals. | 1.68 |

The standard deviations ranged from 0.560 to 0.820, reflecting variations in teachers' perceptions of how their professional performance is influenced by this fear.

The findings indicate that fear of having a child with a disability is associated with psychological and professional symptoms, primarily mental distraction, exhaustion, psychological stress, and difficulty adapting, all of which negatively impact job quality and professional engagement in the educational environment. These results support a correlational relationship between this fear and achievement motivation. It is notable that the effect was not consistent across all professional dimensions. While fear strongly affected psychological and emotional aspects, it did not show a significant direct impact on decision-making or the achievement of career goals. This discrepancy may be due to individual coping mechanisms or the available institutional support.

4. DISCUSSION OF RESULTS

These findings are consistent with previous studies (Ahmad, 2013) that have pointed out that the fear of having a child with a disability is common in societies where disability is associated with social stigma or emotional and educational challenges. While this type of fear may not immediately reflect in performance metrics, it affects concentration, motivation, and teaching effectiveness negatively.

Although fear does not strongly affect all professional functions, its psychological consequences could hinder long-term productivity if left unaddressed. These findings are consistent with previous studies (Hanouf, 2019) Because fear leads to

feelings of tension and anxiety, and may cause depression, all of which negatively affect productivity. The results align with research indicating that women are more sensitive to reproductive-related fears, particularly concerning motherhood and future caregiving responsibilities According to a study (Kaviani, 2019), (Kimura, 2019). This can be attributed to social and cultural structures that place a greater burden on women for childcare, especially for children with special needs.

4.1. Recommendations:

Based on the above findings and previous studies this study recommends the following:

1. According to a study (Saad, 2021) Implement counseling and awareness programs for teachers that aim to correct misconceptions and reduce excessive fear of disability.
2. Strengthen psychological support within educational institutions by appointing qualified counselors and offering regular support sessions for teachers This was confirmed by a study (Kaviani, 2019).
3. The study (Almutairi,2022) recommended Integrating disability acceptance and inclusive education topics into teacher preparation and continuing professional development programs is essential.
4. This study encourages future research on reproductive fears and their links to mental health and family dynamics.
5. Involve families and the wider community in awareness efforts to reduce the psychological burden on parents, particularly those working in the education sector.

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