

Research Article**DEPRESSION ANXIETY STRESS AND JOB SATISFACTION AMONG SUDANESE DISPLACED TEACHERS IN 2025**

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Abstract

Background: Teachers play a critical role in shaping educational outcomes and societal development. However, the teaching profession is associated with significant psychological stressors that may contribute to mental health problems such as depression, anxiety, and stress. In conflict-affected settings, displacement further exacerbates these challenges. Sudanese teachers displaced due to ongoing conflict face additional socioeconomic and occupational stressors that may negatively influence both their mental well-being and their level of job satisfaction. **Objective:** This study aims to assess the prevalence and severity of depression, anxiety, and stress among Sudanese displaced teachers and to evaluate their level of job satisfaction. Additionally, the study seeks to examine the relationship between mental health indicators and job satisfaction within this population. **Methods:** A community-based descriptive cross-sectional study will be conducted among Sudanese displaced teachers working in Sudanese schools in Egypt between May and July 2025. A sample size of 385 participants will be selected using a non-probability convenience sampling technique. Data will be collected using a self-administered questionnaire consisting of demographic variables, the Arabic validated version of the Depression Anxiety Stress Scale (DASS-21), and items assessing job satisfaction. Data will be analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics and chi-square tests will be used where appropriate, with statistical significance set at $p < 0.05$. **Results:** Among 137 teachers, most were female (65%), married (72.3%), and aged 36–45 years (40.1%). While the majority had normal levels of depression (62%), anxiety (51.8%), and stress (65.7%), notable proportions experienced moderate-to-extremely severe symptoms: (24.8%) for depression, (34.1%) for anxiety, and 20.5% for stress. Higher distress levels were observed among females, unmarried teachers, and those with fewer years of experience, with anxiety decreasing significantly as experience increased ($p=0.024$). Nearly half (46%) reported that displacement negatively affected teaching quality. Job satisfaction (54.7%) was inversely associated with psychological distress. Significant associations were found between depression and anxiety with teaching quality ($p < 0.05$). **Conclusion:** This study highlights a considerable burden of psychological distress among displaced Sudanese teachers, with clear implications for both job satisfaction and teaching quality. A substantial proportion of participants experienced moderate-to-severe depression, anxiety, and stress. The inverse relationship between mental health and job satisfaction, along with the significant association with teaching performance, emphasizes the functional impact of these conditions. These findings underscore the need for integrating targeted mental health support and supportive workplace strategies to improve teacher well-being and sustain educational quality in displacement settings.

Keywords: Sudanese displaced teachers, Depression, Anxiety, Stress, Job satisfaction, Mental health, Cross-sectional study, Displacement.

Introduction

At the heart of every thriving community and flourishing mind stands a teacher, a dedicated professional whose impact resonates far beyond the classroom walls. As pivotal figures within society, teachers are entrusted with the cultivation of moral principles. Their unparalleled capacity to advance both intellectual learning and ethical conduct renders them indispensable to national progress. Nevertheless, despite this critical societal function, the teaching profession remains exceptionally demanding. Educators frequently confront immense pressure, and the substantial burden of responsibilities imposed by various educational bodies and institutions consequently leads to significant stress, contributing

to the development of psychological issues among this vital demographic. (1)(2) Globally, an estimated 280 million individuals (approximately 5% of the adult population) suffer from depression. In 2019, anxiety disorders affected 301 million people, including 58 million children and adolescents, according to the World Health Organization (WHO). (3)(4) In contrast to the general population, teachers report higher incidences of both depression and anxiety. Teachers were found to exhibit a prevalence of depression (28%), anxiety (61%), stress (24%), and insomnia (38%), with these conditions significantly linked to various sociodemographic and job-related factors. (2) Several factors significantly drive depression, anxiety, and stress in teachers. High stress levels directly correlate with increased depression and anxiety, often worsened by inadequate coping mechanisms. Additionally, increased student behavioral issues and a negative school

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environment are strongly linked to higher mental health problems among educators. (5) Teachers often face demanding schedules, including extensive time dedicated to lesson planning, grading assignments, and interacting with students. They may also feel significant pressure to perform exceptionally despite often having limited control over their curriculum or classroom management. Dealing with disruptive or challenging students can be stressful and emotionally exhausting. Furthermore, the constant pressure to meet educational standards and handle administrative paperwork can become overwhelming. (6)(7)(8)(9) Elevated job satisfaction is associated with a reduction in depressive, somatic, anxiety, and social dysfunction symptoms, while simultaneously fostering higher life satisfaction and improved psychological well-being. Conversely, diminished job satisfaction is linked to emotional burnout, decreased self-esteem, and increased anxiety and depression. Additionally, a suboptimal workplace environment may exacerbate pre-existing mental health conditions. (10)(11) The experience of displacement invariably precipitates a significant burden of mental health challenges. This precarious state frequently exacerbates pre-existing mental health conditions and contributes to the emergence of new pathologies, including depression and post-traumatic stress disorder (PTSD). Furthermore, teachers in conflict and displacement contexts face particularly high stressors that profoundly affect their physical, social, and emotional well-being. (12)(13) In this study, we aim to examine the levels of depression, anxiety, and stress experienced by teachers, assess their job satisfaction, and explore the relationships between these mental health indicators and professional well-being, especially within displaced teacher populations.

Literature Review

The well-being of school staff is crucial, as healthy teachers create supportive learning environments and foster caring relationships with students. Understanding the profound impact of depression, anxiety, and stress on educators is paramount because their mental health directly influences classroom dynamics, student outcomes, and the overall quality of education. (14) Depression is a complex mood disorder characterized by persistent emotional and cognitive dysregulation that significantly impairs daily functioning. Symptoms include sustained sadness, anhedonia (loss of interest), feelings of guilt or worthlessness, and impaired cognitive abilities. (15) Anxiety disorders are mental health conditions characterized by persistent and excessive worry or fear about future events or present circumstances. These states may occur even in the absence of identifiable triggers. (15) According to the World Health Organization (WHO), stress refers to a psychophysiological state of mental or emotional strain typically triggered by perceived challenging circumstances. (16)

Research consistently highlights a substantial incidence of depression, anxiety, and stress among educators globally. An Indian study revealed that 28% of teachers exhibited depressive symptoms, 61% experienced anxiety, and 24% reported stress symptoms. Another study among 404 teachers found that 59.4% had elevated anxiety and depression scores, and 37.4% experienced comorbid symptoms. Additionally, 30.7% reported elevated stress levels. (2)(17)(18) Mental health problems in the workplace are often linked to job strain, which occurs when employees experience high demands combined with limited autonomy. Contributing factors include

inadequate support from colleagues or administration, limited opportunities to apply professional skills, low income, and perceived lack of occupational prestige. Common stressors for teachers include student misconduct, unsupportive administration, and restrictive supervision that limits autonomy. (19)(20) Job satisfaction refers to the positive emotional state resulting from an individual's favorable evaluation of their job and work experiences. It significantly influences overall health and well-being. Teacher job satisfaction is shaped by working conditions, salary, interpersonal relationships, autonomy, and opportunities for career advancement. (11)(21)(22) Some studies suggest that teachers generally report satisfactory levels of job satisfaction. Interestingly, age differences exist: teachers aged 36–40 years tend to report the highest levels of satisfaction, whereas those 41 years and older report the lowest. Higher job satisfaction among teachers is associated with better educational outcomes and improved student success. (21) Another study indicated that teachers' job satisfaction levels were generally satisfactory, suggesting that educators maintain a favorable perception of their work environment and responsibilities, which is essential for sustaining motivation and classroom effectiveness. (23)

However, for Sudanese teachers, displacement introduces additional challenges. Forced displacement is strongly associated with adverse mental health outcomes, with over 25% of displaced populations experiencing clinically significant levels of depression, anxiety, or PTSD. Studies indicate prevalence rates of 9% for PTSD, 5% for major depression, and 4% for generalized anxiety disorder. Refugees are approximately ten times more likely to experience PTSD compared to non-displaced populations. (24)(25) Teachers are not immune to the devastating effects of conflict and displacement. Unfortunately, their psychosocial needs are often overlooked due to limited resources in educational settings. Conflict conditions generate numerous stressors, including poverty, social marginalization, inadequate housing, family separation, restricted movement, and loss of property. (13)

Problem statement

Sudanese displaced teachers likely experience significant mental health challenges, including depression, anxiety, and stress, due to conflict and displacement. However, there is a lack of specific research on the prevalence and contributing factors of these issues among this critical population, which limits the development of targeted mental health interventions.

Justification

Sudanese displaced teachers face unique stressors related to conflict and displacement that can significantly affect their mental health and job satisfaction. Despite their essential role in maintaining education for vulnerable populations, research addressing their psychological well-being remains limited. This study aims to fill this research gap by examining the mental health status and job satisfaction of displaced Sudanese teachers. The findings may inform the development of targeted support systems and interventions to enhance both teacher well-being and the quality of education within displaced communities.

Objectives

General Objective: To investigate depression, anxiety, stress, and job satisfaction among displaced Sudanese teachers.

Specific Objectives

1. To determine the prevalence of depressive symptoms, anxiety, and stress among Sudanese displaced teachers.
2. To assess the severity of depression, anxiety, and stress among Sudanese displaced teachers.
3. To determine the levels of job satisfaction among Sudanese displaced teachers.
4. To investigate the relationship between mental health indicators and job satisfaction among displaced teachers.

Methodology

Study Design: Community-based descriptive cross-sectional study.

Study Duration: May 2025 – July 2025

Study Area: Egypt

Study Population: Sudanese displaced teachers working in Egypt.

Inclusion Criteria

- Sudanese displaced teachers working in Sudanese schools in Egypt
- Teachers currently employed
- Individuals whose primary income comes from teaching
- Participants who provide voluntary informed consent

Exclusion criteria

- Retired teachers
- Non-Sudanese teachers
- Individuals unable to provide informed consent

Sample size and sampling technique

Sample size will be calculated using the formula for unknown population size with:

- 95% confidence level
- 5% margin of error

Required sample size: 385 participants

Sampling method: Non-probability convenience sampling

Data collection tools and methods

Data will be collected using a self-administered questionnaire including:

- Demographic data
- Depression Anxiety Stress Scale (DASS-21) in its validated Arabic version
- Two researcher-developed items assessing job satisfaction

Data Analysis

Data will be analyzed using SPSS version 25. Statistical methods include:

- Frequencies
- Chi-square tests

Significance level: $p < 0.05$

Ethical Considerations

- Ethical approval will be obtained from the University of Gezira – Faculty of Medicine and Surgery
- Written informed consent will be obtained from participants
- Confidentiality of participant data will be strictly maintained

Result

Sociodemographic Characteristics of the Participating teachers

The total number of the participating teachers in this study was 137 teachers, with the age divided into three age groups: the first age group (25–35) years with a percentage of 16.8 %, the second age group (36–45) years by 40.1% and the third group (46–55) by 31.4%. The male teachers were represented by 35% where the female teachers were represented by 65 %. The majority of the participant were married 72.3 %.

The teacher's years of experience in this study were categorized into four distinct groups. The largest proportion, 37.2% comprised teacher with (1–10) years of experience, closely followed by those with (11–20) years of experience, representing 33.6 % of the participants. Regarding the school level taught, the majority of participants 31.4% were secondary school teacher. This was followed by primary school teachers as 27.7% and 19% of the teachers reported teaching in both primary and secondary schools.

Table 1. Sociodemographic characteristics of the teachers (N= 137)

Variables	Frequency (N)	Percentage (%)
Age In years	25-35	16.8
	36-45	40.1
	46-55	31.4
Sex	More than 56	11.7
	Male	35
	Female	65
Marital status	Single	15.3
	Married	72.3
	Divorced	7.3
	Widow	5.1
Experience years	1-10	37.2
	11-20	33.6
	21-30	20.4
	More than 31	8.8
Stage you are teaching	Primary	27.7
	Middle	11.7
	Secondary	31.4
	Primary and middle	19
	Middle and secondary	6.6
All levels	5	3.6

Distribution of depression severity levels among participants (N=137)

For Depression, 62% of participants reported scores within the normal range, while 13.1% experienced mild symptoms, 16.8% moderate, 7.3% severe, and 0.7% extremely severe symptoms. The percentage of participants experiencing moderate to extremely severe depression symptoms was 24.8%.

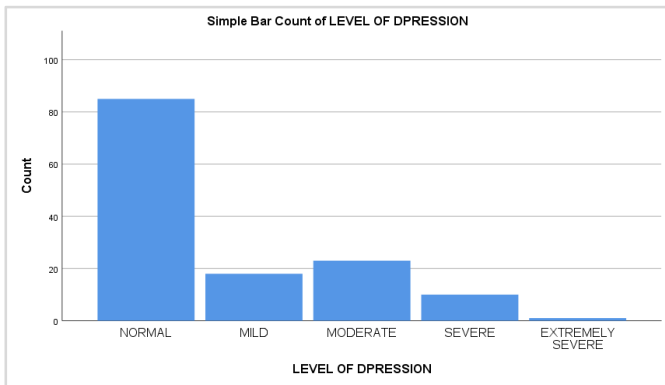


Figure 1. The distribution of depression severity levels

Level of anxiety among teachers

For Anxiety, 51.8% of the sample fell into the normal range. Specifically, 13.9% reported mild anxiety 15.3% moderate, 8.8% severe, and 10.2% extremely severe symptoms. A significant proportion, totaling 34.1%, reported anxiety symptoms ranging from moderate to extremely severe, indicating a notable level of clinical concern within the sample regarding anxiety.

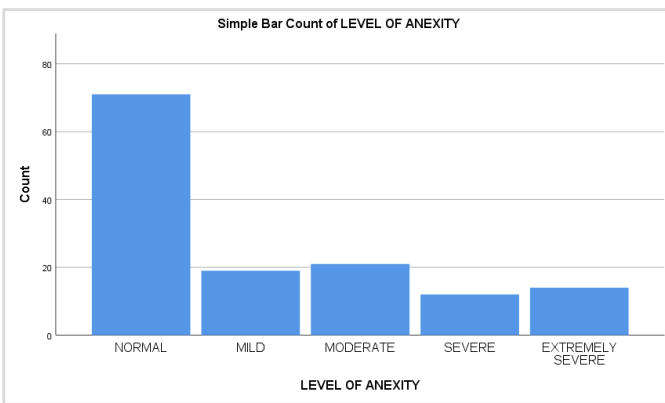


Figure 2.Presents the distribution of anxiety severity levels

Level of stress among teachers

Regarding Stress, 65.7% of participants scored in the normal range. 13.9% experienced mild stress, 13.9% moderate, 4.4% severe, and 2.2% extremely severe levels. The highest combined prevalence of elevated symptoms was observed in this subscale, with 20.5% of the sample reporting moderate to extremely severe stress, highlighting the significant burden of stress in the study population.

Sociodemographic Characteristics in Relation to Depression, Anxiety, and Stress

Regarding gender, distinct patterns were observed across the psychological distress measures. Females generally presented

with higher levels of depression, anxiety, and stress compared to their male counterparts. This was evident in the greater proportion of females falling into the higher categories of distress for all three measures, as detailed in the table.

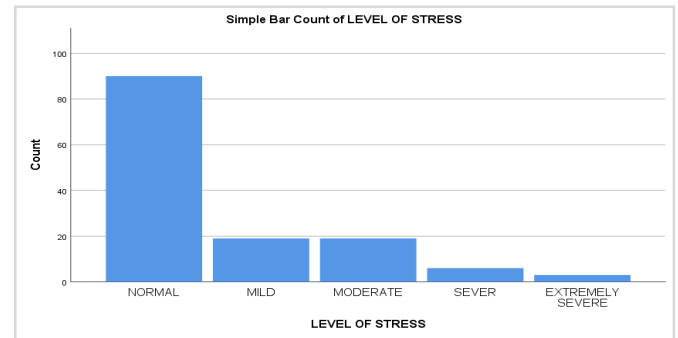


Figure 3. presents the distribution of stress severity levels

With respect to marital status, differences were also apparent. Married individuals consistently demonstrated lower overall levels of depression, anxiety, and stress. Conversely, single participants tended to exhibit higher levels of distress across all three measures. Participants who were divorced, separated, or widowed also showed elevated levels of depression, anxiety, and stress compared to married individuals.

In terms of distribution of Depression stress and anxiety Severity Levels by age and years of experience for depression, the highest percentage of individuals with normal depression levels were found in the 36-45 age group (42.4%), while a notable proportion of severe depression was observed in the 36-45 age group (50%). Among experience groups, individuals with 1-10 years of experience accounted for the highest percentage of those with moderate depression (43.5%) and severe depression (60%).

Regarding anxiety, the 36-45 age group showed the largest percentage of individuals with normal anxiety levels (36.6%). Conversely, severe anxiety was most prevalent in the 25-35 age group (41.7%) and the 36-45 age group (50%). In terms of experience, individuals with 1-10 years of experience constituted the highest percentage across most moderate to severe anxiety categories, particularly for severe anxiety (83.3%). For stress, the 36-45 age group showed the highest percentage of normal levels (42.2%). Conversely, higher percentages of severe stress were distributed across the 36-45 (33.3%) and 46-55 (50%) age groups. The 1-10 years of experience group contributed the highest percentage to the mild (52.6%) and moderate (42.1%) stress categories.

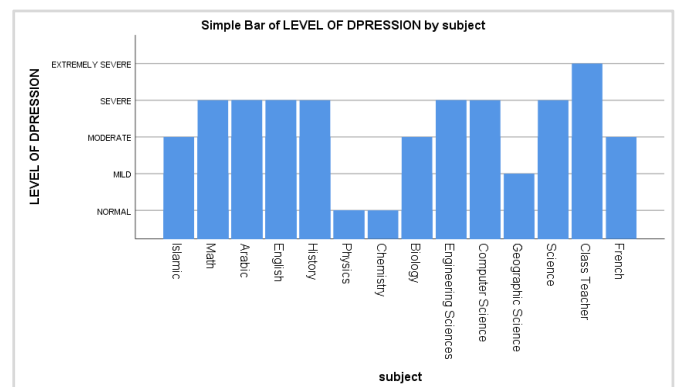


Figure 4. Distribution of Depression Severity Levels by Subject Taught

Table 2. Cross-Tabulation of Depression stress and anxiety Severity Levels by Sociodemographic (sex and marital status) Characteristics

Variable	Total	Sex		Marital status			
		Male	Female	Single	Married	Divorced	Widow
Depression							
Normal	85	32 (37.6%)	53 (62.4%)	11 (12.9%)	65 (76.5%)	4 (4.7%)	5 (5.9%)
Mild	18	7 (38.9%)	11 (12.9%)	3 (16.7%)	13 (72.2%)	1 (5.6%)	1 (5.6%)
Moderate	23	6 (26.1%)	17 (73.9%)	5 (21.7%)	14 (60.9%)	3 (5.6%)	1 (4.3%)
Severe	10	3 (30%)	7 (70%)	2 (20%)	6 (60%)	2 (20%)	0
Extremely severe	1	0	1 (100%)	1 (100%)	0	0	0
Anxiety							
Stress							
Variable	Total	Sex		Marital status			
		Male	Female	Single	Married	Divorced	Widow
Normal	71	26 (36.6%)	45 (63.4%)	10 (14.1%)	53 (74.6%)	5 (7%)	3 (4.2%)
Mild	19	10 (52.6%)	9 (47.4%)	2 (10.5%)	13 (68.4%)	2 (10.5%)	2 (10.5%)
Moderate	21	6 (28.6%)	15 (71.4%)	2 (9.5%)	17 (81%)	1 (4.8%)	1 (4.8%)
Severe	12	2 (16.7%)	10 (83.3%)	5 (41.7%)	7 (58.3%)	0	0
Extremely severe	14	4 (28.6%)	10 (71.4%)	2 (14.3%)	9 (64.3%)	2 (14.3%)	1 (7.1%)
Variable	Total	Sex		Marital status			
		Male	Female	Single	Married	Divorced	Widow
Normal	90	34 (37.8%)	56 (62.2%)	11 (12.2%)	69 (76.6%)	6 (6.7%)	4 (4.4%)
Mild	19	8 (42.1%)	11 (57.9%)	5 (26.3%)	13 (68.4%)	1 (5.3%)	0
Moderate	19	5 (26.3%)	14 (73.7%)	4 (21.1%)	11 (57.9%)	2 (10.5%)	2 (10.5%)
Severe	6	1 (16.7%)	5 (83.3%)	1 (16.7%)	3 (50%)	1 (16.7%)	1 (16.7%)
Extremely severe	3	0	3 (100%)	3 (100%)	0	0	0

Distribution of depression severity levels by subject taught

As depicted in **Figure 4**, clear patterns emerged regarding the prevalence of depression severity across different subjects. For instance, class teachers and teachers of math, history, computer science engineering science, Arabic and English languages displayed a noticeably higher proportion of participants in the 'Severe' and 'Extremely Severe' depression categories, this contrasts with teachers of physics and chemistry, who showed a comparatively larger percentage of individuals in the 'Normal' depression range, indicating a lower burden of severe symptoms within this group.

The impact of Displacement on Quality of Teaching

As presented in **Table 3** that 46% of the displaced teachers reported that war and displacement affected the teaching quality.

Table 3. The impact of displacement on the quality of teaching

The impact	Frequency	Percent
No impact	74	54.0
Minor impact	51	37.2
Major impact	12	8.8
Total	137	100.0

Levels of professional satisfaction among teachers

As presented in table 4, 54.7% of the participating teachers reported job satisfaction.

Table 4. The levels of satisfaction among teachers

Satisfaction levels	Frequency	Percent
Satisfied	75	54.7
To some extent satisfied	8	5.8
Unsatisfied	54	39.4
Total	137	100.0

Association between professional satisfaction levels and depression, anxiety, and stress scores

Table 5, presents the percentage distribution of psychological distress levels across job satisfaction categories.

A high percentage of participants with high job satisfaction reported low levels of depression 24%, anxiety 42.6%, and stress 26%. Conversely, among those with low job satisfaction, the majority were found in the high categories for depression 57.2%, anxiety 42.9%, and stress 71.5%. These findings illustrate an inverse relationship between job satisfaction and the prevalence of higher psychological distress levels

Table 5. Distribution of job satisfaction levels and their association with depression, anxiety, and stress scores

	Satisfied N(%)	To some extent satisfied N(%)	Unsatisfied N(%)
Depression			
Normal	76	45.5	42.9
Mild	9.3	16.4	28.6
Moderate	10.7	25.5	14.3
Sever	2.7	12.7	14.3
Extremely sever	1.3	0	0
Anxiety			
Normal	57.3	43.6	57.1
Mild	13.3	16.4	0
Moderate	17.3	12.7	14.3
Sever	5.3	14.5	0
Extremely severe	6.7	12.7	28.6
Stress			
Normal	73.3	60	28.6
Mild	13.3	12.7	28.6
Moderate	9.3	20	14.3
Severe	2.7	5.5	14.3
Extremely severe	1.3	1.8	14.3

Association between level of depression and quality of teaching

A Chi-square Test of Independence was conducted to assess the association between teachers level of depression (LOD) and their self-reported quality of teaching, the analysis revealed a statistically significant association between the level of depression and the quality of teaching. This significant finding indicates that the distribution of depression severity levels differs significantly across various categories of teaching quality, Specifically, teachers reporting lower quality of teaching showed a higher proportion of moderate to severe

depression, while those reporting higher quality of teaching were predominantly in the minimal/mild depression.

Association between level of anxiety and quality of teaching

A Chi-square Test of Independence was conducted to assess the association between teachers level of anxiety (LOA) and their self-reported quality of teaching., analysis revealed a statistically significant association between the level of anxiety and the quality of teaching, $p=0.047$.

Years of experience in relation to mental health outcomes

To assess the relationship between teachers' levels of anxiety (LOA) and their years of professional experience, a Spearman's rank-order correlation was conducted, revealing There was a statistically significant, small negative correlation between anxiety levels and years of experience $p=0.024$, indicating that as teachers' years of experience increased, their anxiety levels tended to slightly decrease.

Discussion

This present study aimed to analyze levels of depression, anxiety and stress among Sudanese displaced teachers and to determine the association of the symptoms severity of these psychological disorders with Sociodemographic, subjects taught, quality of teaching and job satisfaction. The result of our study show that the prevalence of moderately to extremely severe levels of depression of teachers is 24.8%. similar studies from other countries showed different rates ; the 2021 State of the US Teacher Survey indicated that 27% of educators experienced symptoms of depression, a figure largely corroborated by a 2022 review that found an average teacher depression rate of 30.7%. (26) in China the prevalence of depressive symptoms at 34.7% and moderate-to-severe depression at 10.4% in Chinese teachers. (27). The high rate among Sudanese teachers is often compounded by the profound impact of conflict, economic instability, and limited access to mental health support within their environment. The prevalence of anxiety among teachers in our study was found to be 48.2%, with 34.1% experiencing moderate to extremely severe symptoms. These rates are notably higher than those reported in some contexts, including two studies from China; one found anxiety symptoms in 19.3% of teachers, with moderate-to-severe anxiety at 5%. (27), while another reported the overall prevalence of anxiety symptoms among their studied cohort to be 12.2%. (28). However, our findings appear more comparable to a study from South Africa, which found a 36.85% prevalence of anxiety symptoms among educators in the Capricorn District. (29). The disparity in anxiety prevalence can be attributed to the differences in the tools used for the study and the challenging situations faced by Sudanese teachers, notably the direct impacts of armed conflict, widespread displacement, severe socio-economic pressures. Our study determined that 34.3% of the surveyed teachers experienced stress, with a concerning 20.5% reporting moderate to extremely severe levels. To put these findings into broader perspective, it is critical to consider the varied prevalence rates observed in different international contexts. For instance, a study conducted in China reported the prevalence of stress symptoms at 22.5%, with moderate-to-severe stress at 6.9%. A study by Pablo et al. revealed a high prevalence of stress among its participants, with 86% reporting stress during the second wave of the COVID-19 pandemic and

another study revealed that 95% of teachers experiencing at least some level of stress, and (68%) reporting moderate to very high stress. (30)(31). This high prevalence can be attributed to the special situation of the Covid-19 pandemic. Our analysis revealed a consistent trend where female teachers experienced a higher prevalence of depression, anxiety, and stress compared to their male counterparts within this study. This finding aligns with a substantial body of existing literature that frequently reports a disproportionate burden of mental health challenges among female educators globally. (32)(33)

Beside sex our study showed that married teachers generally exhibited the highest prevalence of depression across most severity levels. For instance, a notable 60.9% of teachers experiencing moderate depression were married. our result is consistent with the results of a study conducted in the rural catchment areas of Nandyal district. (2). however another study another study believed that married or partnered teachers generally experience significantly lower levels of depression than their single or divorced counterparts (30). A possible reason for the difference can be marital quality, not just status, profoundly impacts mental well-being. Unhappy or high-conflict marriages are significant sources of chronic stress, anxiety, and depression. Our study revealed that experienced teachers were reported to show lower level of anxiety compared to less experienced teachers , aligning with the findings of prior research (33). The reduced anxiety levels among experienced teachers is due to the cumulative development of effective coping mechanisms and enhanced professional self-efficacy. Another important finding of our study is that 47% of teachers reported a direct negative impact of armed conflict and displacement on their teaching quality. This figure resonates strongly with findings from an Iraqi study , which explicitly detailed how conflict and displacement not only impaired teachers' instructional delivery but also generated a profound "gap in the learning for student."(13) This is due to the fact that teachers themselves often experience profound personal trauma, loss, and chronic stress from conflict and displacement, directly impairing their mental well-being (25).And ability to effectively deliver instruction and manage classrooms, while simultaneously schools are frequently damaged, destroyed, or repurposed, leading to overcrowded classrooms, severe lack of resources, and disrupted curricula, which collectively make effective teaching and learning incredibly difficult.

The finding that 54.7% of teachers in the current study reported job satisfaction offers a nuanced perspective when contextualized with existing research from diverse landscapes. This figure appears relatively favorable when compared to studies such as that by Meng et al in Inner Mongolia, China, which characterized teacher job satisfaction as being at a "moderately low level," (23). Often implying widespread dissatisfaction in similar regional contexts. However, when contrasted with figures from more developed settings, like in United States, where surveys indicate that only about one-third of teachers (approximately 33%) are highly satisfied (extremely or very) with their overall job, while nearly half (48%) report being only somewhat satisfied (34). This can be attributed to the fact that: Displaced teachers gain a heightened sense of purpose and deep satisfaction from providing vital education and stability to traumatized children affected by the armed conflict and the displacement , directly aiding community recovery. And in contexts where extrinsic rewards

are limited, these powerful intrinsic motivations, like seeing students learn and contributing to society, become the primary drivers of their job satisfaction, overriding significant personal hardships. Our study reveals a consistent inverse relationship: as the severity of mental health challenges (depression, anxiety, and stress) increases, reported levels of job satisfaction tend to decrease. Conversely, individuals maintaining generally normal levels of these mental health indicators demonstrate a significantly higher propensity for overall job satisfaction. Specifically, our data indicates that while elevated depression and stress contribute to lower job satisfaction, extremely severe anxiety appears to have a particularly strong negative correlation with an individual's reported job satisfaction. This pattern is consistent with findings in the existing literature, including research from diverse geographical contexts such as Lebanon, Indonesia, and Northern Vietnam (35)(36)(37).

Limitations of the study

Acknowledging the inherent challenges in research, it's important to outline the limitations of this study on displaced Sudanese teachers. Firstly, its cross-sectional design captures a single moment in time, preventing us from establishing cause-and-effect relationships or understanding how mental health and job satisfaction evolve over time due to displacement. Secondly, with a sample size of 137 teachers confined to externally displaced individuals in Giza-Faisal, Egypt, the generalizability of our findings is limited to this specific group and may not represent the broader population of displaced Sudanese teachers. This geographic focus and likely non-random sampling introduce potential biases unique to the Giza-Faisal context. Additionally, conducting data collection at the end of the academic year meant some teachers were unavailable, potentially leading to a selection bias where the most stressed or disengaged teachers were less likely to participate. Despite these constraints, this study provides vital initial insights into a vulnerable and under-researched population. These findings offer a critical baseline understanding of their current challenges, which is crucial for informing immediate support efforts. Future research should consider longitudinal designs, larger and more diverse samples, and varied data collection periods to build upon these initial findings effectively

Conclusion

This study investigated the critical intersection of mental well-being and professional life among externally displaced Sudanese teachers in Giza-Faisal, Egypt. Findings unequivocally demonstrated alarmingly high levels of depression, anxiety, and stress within this population, with job satisfaction being only at moderate levels. Crucially, the research identified significant negative correlations between these psychological challenges (depression and anxiety) and both job satisfaction and the reported quality of teaching. This indicates that displacement severely impacts these educators' capacity to effectively perform and derive fulfillment from their vital work. This provides crucial empirical data highlighting an often-overlooked consequence of the Sudanese crisis. The study underscores an urgent need for targeted psychosocial interventions and supportive policies for displaced teachers. Ultimately, ensuring their mental health and professional satisfaction is a critical investment in the

stability and future of education for displaced Sudanese children.

Recommendations

Based on this study's critical findings, urgent recommendations are proposed to support displaced Sudanese teachers. Prioritize and fund accessible mental health and psychosocial support (MHPSS) for them. Educational institutions must cultivate supportive environments and offer professional development focused on teacher well-being, recognizing its direct link to quality education for students. Future efforts should include longitudinal studies with broader geographical scopes and rigorous evaluation of interventions to ensure sustained support for these vital educators.

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