

Comparative Analysis of Job Satisfaction Among General and Special Education Teachers

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Abstract

This study aims to examine and compare the levels of job satisfaction among Saudi teachers. Job satisfaction is a very important element in the job of a teacher which is the determiner of teacher motivation, engagement, and overall job performance. The contrast between the job satisfaction among general and special education teachers can reveal the peculiar difficulties and benefits that are linked with the two teaching types. The study utilizes a survey instrument to collect data on nine various aspects of teacher job satisfaction. Statistics are used to analyze the data and discover the evidence of the significant differences in job satisfaction scores between general and special education teachers. The discoveries of this research, unlike the current literature on teacher job satisfaction, are different. It shows how satisfied teachers are in general with their jobs and also, it points out the minor differences in satisfaction levels between different sectors. Although both groups express dissatisfaction with salaries, in the case of special education teachers, the level of dissatisfaction is lower than that of the general education teachers. Differences are noticed in areas like recognition, job security, and working conditions, with special education teachers experiencing more satisfaction in terms of recognition and general education teachers expressing more satisfaction in these areas with job security and working conditions.

Keywords: teacher job satisfaction, general education, special education, teachers

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1. Introduction

Teaching is a great profession with the ability to shape young minds and make a constructive contribution to society. However, like with any other profession, teaching has its own set of problems and impediments that can affect teachers' job satisfaction (Baluyos et al., 2019). Special education teaching can provide unique problems and responsibilities, which may lead to certain instructors feeling unsatisfied with their jobs (Robinson et al., 2019). Job satisfaction is the amount of happiness, fulfillment, and good emotional state that a person feels in regard to their job or employment (Toropova et al., 2021). It is a subjective estimate of one's overall happiness with different areas of their profession, including teaching, the work condition, relationships with colleagues, opportunities for growth and advancement, compensation, and recognition. Job satisfaction indicates how well an individual's work-related expectations, needs, and aspirations are satisfied. It is impacted by job features, company culture, leadership, work-life balance, and personal beliefs and objectives. High levels of job satisfaction are linked to higher motivation, productivity, and dedication to the company, as well as better psychological well-being and overall job performance (Wolomasi et al. 2019).

The special education teachers are the ones who are the key players in the student's support for those who have various learning needs. Nevertheless, there are some factors that could possibly affect job satisfaction among the special education teachers. Bin Abdullah (2021) discovered that the high workload and responsibility of the special education teachers are the reasons for the low job satisfaction. Special education teachers usually have fewer students in their classes, but they have to deal with the students with different learning needs and create the education plans (IEPs) for each student. Thus, the workload is increased, with more paperwork and administrative duties. The scarcity of resources is another cause of the dissatisfaction of the special education teachers. Special education classrooms may have restricted access to the materials, technologies, or specialized staff that may be required to meet the needs of the students effectively, which can make it harder for the teachers to do so (Toropova et al. , 2021). Besides the working conditions, students with special needs may have various emotional and behavioral problems, and thus, special education teachers must have the behavior management skills and emotional resilience. Managing these problems every day is emotionally exhausting (Ansley et al. , 2019).

Besides, special education teachers also deal with the lack of professional development opportunities that are designed for their requirements. This can result in the professional stagnation and the dissatisfaction which can be the cause of the professional stagnation and the dissatisfaction. Special education teachers usually

have to deal with the complicated relationships with the parents or guardians, working closely with them so that the best results are achieved for their children. Communication problems or parents disagreement can be the reasons of the job dissatisfaction (Madigan & Kim, 2021). Through the identification of the specific problems and the provision of the necessary assistance to the special education teachers, schools can help to the improvement of their job satisfaction and consequently the educational experience and the outcome of the students with special needs.

Although it is hard to make absolute statements about how satisfied general education teachers are in their jobs compared to special education teachers, the studies show that general education teachers usually have higher job satisfaction than their special education counterparts (Madigan & Kim, 2021). Usually, the general education teachers have bigger class sizes and a more varied student body, thus, a classroom becomes more lively and interesting. They can teach different courses and work with students of different abilities, which is intellectually rewarding (Edinger & Edinger, 2018). General education teachers usually have the access to more resources, for instance, teaching materials, technology, and support staff, which in turn can increase their capacity to meet the needs of their students. The special education teachers, unlike the regular teachers, may have the problem of resource limitations, which, in turn, can cause them to be frustrated and dissatisfied (Toropova et al. , 2021).

1.1 Current Research Problem and Significant

Investigating in-service Saudi teacher job satisfaction and its impact on educational outcomes is crucial for creating supportive and effective teaching environments, improving student achievement, and informing policy and practice. By addressing this research problem, we can work towards enhancing the overall quality of education and promoting positive teaching experiences for educators. Many studies on teacher job satisfaction tend to focus on general education settings or specific grade levels, such as elementary or secondary education. The primary focus of current study is to compare job satisfaction levels between Saudi general education teachers and special education teachers. The research questions for the present study formulated as follows:

- 1- How do demographic factors, such as age and years of experience, relate to job satisfaction among both Saudi general and Saudi special education teachers?
- 2- Are there significant differences in job satisfaction levels between Saudi general education teachers and Saudi special education teachers?
- 3- What are the main sources of job dissatisfaction reported by both Saudi general education teachers and Saudi special education teachers?

2. Method

2.1 Research Design

This study was quantitative research which is a structured instrument used to collect numerical data in a systematic manner. It consists of a series of closed-ended questions with response options that are pre-determined or predefined by the author. There are several popular job satisfaction surveys and questionnaires that have been developed and used in research and organizational settings to measure job satisfaction. For current study, Lester's Teacher Job Satisfaction Questionnaire is a tool used to measure the level of job satisfaction among teachers. It was developed by Lester in 1987 and has been widely used in educational research and practice (Downing, 2016). Lester's Teacher Job Satisfaction Questionnaire is a valuable tool for assessing and understanding teacher job satisfaction, which can contribute to the development of effective strategies for improving teaching and learning outcomes.

2.2 Participants

The study included in-service s general special education teachers from various public schools in the western region of Saudi Arabia. All participating teachers were certified and employed full-time, specializing in either special education or general education. The questionnaire was designed using Google Forms and distributed to a total of 322 teachers. Ultimately, 45 teachers collaborated and responded, resulting in a response rate of 14%. 44% of the teachers were from general education backgrounds, while 56% specialized in special education. Most teachers fell within the range of 36 to 45 years old, with 24% in the 41-45 age group. Teachers aged 31-35 years old comprised 22% of the sample, followed by those aged 36-40 years old and 25-30 years old, each accounting for 22% and 18% respectively. Teachers aged more than 45 years old constituted 13% of the sample. In terms of experience, the largest proportion of teachers (36%) had 11 to 15 years of experience, followed by 6 to 10 years of experience (27%). Teachers with 16 to 20 years of experience comprised 22% of the sample, while those with 1 to 5 years of experience accounted for 16%.

2.3 Survey Instrument

The questionnaire began with a cover sheet introducing the study topic, purpose, significance, and the author contact information. The first part of the questionnaire included the demographic information. Information about type of teacher (general education teacher or special education teacher), type of special education teacher (teacher of students with intellectual disabilities, hearing impairments, visual impairment or other), teacher age, and teacher experience. Additional two items asked, "how many hours of preparation do you spend for each lesson?" and "are there any learning materials and sources available to you such as worksheets, supporting websites, or PowerPoint presentation, etc. at your school?" The second part of the questionnaire is Lester's Teaching Job Satisfaction scale, which is consisted of 66 items. Respondents were asked to rate each item on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

3. Result

The researcher calculated the correlation coefficients between the score of each item and the total score of the axis to which it belongs after removing the item score from the total score. It is shown from Table (1) that the values of the correlation coefficients are high and significant at the level of (0.01), which indicates the validity of the items of the job satisfaction questionnaire for general education and special education teachers.

Table 1: Pearson correlation coefficients between the items of the study tool and the total score of the axis (n=20)

F	N	R	F	N	R	F	N	R	F	N	R	F	N	R
Supervision	1	.800**	Colleagues	15	.823**	Work Condition	25	.863**	Salaries	32	.899**	Security	60	.764**
	2	.865**		16	.741**		26	.846**		33	.844**		61	.495*
	3	.765**		17	.613**		27	.751**		34	.744**		62	.892**
	4	.925**		18	.750**		28	.625**		35	.889**		63	.810**
	5	.892**		19	.700**		29	.857**		36	.780**		64	.920**
	6	.843**		20	.842**		30	.751**		37	.802**		65	.894**
	7	.608**		21	.699**		31	.708**		46	.918**			
	8	.828**		22	.806**		38	.962**		47	.857**			
	9	.469*		23	.721**		39	.944**		48	.855**			
	10	.832**		24	.860**		40	.791**		49	.920**			
	11	.794**		55	.929**		41	.944**		50	.769**			
	12	.630**		56	.908**		42	.841**		51	.835**			
	13	.716**		57	.931**		43	.913**		52	.813**			
	14	.845**		58	.635**		44	.892**		53	.630**			
		59	.801**	45	.759**	54	.754**							

Internal consistency (the dimension with the total score of the questionnaire)." The correlation coefficients were calculated using Pearson's coefficient between the score of each dimension and the total score of the questionnaire, to examine the relationship between each dimension and the total score of the questionnaire for measuring the level of job satisfaction among general education and special education teachers. Table (2) illustrates this relationship.

Table 2: Pearson correlation coefficients between the score of each axis and the total score of the questionnaire.

Factors	Pearson Correlation
Supervision	**0.721
Colleagues	**0.823
Work Condition	**0.621
Salaries	**0.791
Responsibility	**0.821
Teaching	**0.721
Advancement	**0.824
Security	**0.654
Recognition	**0.721

.**Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The reliability coefficient for the job satisfaction questionnaire was calculated using Cronbach's alpha, which measures the extent to which a set of items are consistent as a group, and omega coefficient, which measures the extent to which each item is related to the overall group and the sub-factors, as shown in Table (3).

Table 3: Reliability coefficients by Cronbach's alpha and omega for the job satisfaction questionnaire for teachers (n= 20)

Axis	McDonald's ω	Cronbach's α
Supervision	0.938	0.943
Colleagues	0.904	0.914
Work Condition	0.861	0.854
Salaries	0.909	0.907
Responsibility	0.962	0.952
Teaching	0.942	0.937
Advancement	0.878	0.831
Security	0.576	0.558
Recognition	0.865	0.847
Total score	0.978	0.968

The following table calculated the arithmetic means, standard deviations, percentages and ranks of the responses of general and special education teachers.

Table 4: Results of the arithmetic mean and standard deviation for the axes of the job satisfaction questionnaire

Axes	Groups	Mean	SD	Weight (%)	Level
Supervision	General education teachers	3.501	0.935	70.00%	High
	Special education teachers	3.404	0.901	68.10%	High
Colleagues	General education teachers	3.67	0.85	73.40%	High
	Special education teachers	3.644	0.717	72.90%	High
Work Condition	General education teachers	3.58	0.881	71.60%	High
	Special education teachers	3.2	0.999	64.00%	Medium
Salaries	General education teachers	3.275	1.117	65.50%	Medium
	Special education teachers	2.653	0.967	53.10%	Medium
Responsibility	General education teachers	4.352	0.943	87.00%	Very high
	Special education teachers	4.457	0.425	89.10%	Very high

Teaching	General education teachers	4.352	0.943	87.00%	Very high
	Special education teachers	3.684	0.644	73.70%	High
Advancement	General education teachers	3.443	0.955	68.90%	High
	Special education teachers	3.232	0.808	64.60%	Medium
Security	General education teachers	3.282	0.925	65.60%	Medium
	Special education teachers	2.88	1.034	57.60%	Medium
Recognition	General education teachers	3.483	1.122	69.70%	High
	Special education teachers	3.667	0.963	73.30%	High
Total score	General education teachers	3.455	0.847	69.10%	High
	Special education teachers	3.453	0.612	69.10%	High

To know the differences between the responses of general and special education teachers in the level of job satisfaction attributed to the variable of chronological age, the normality of the distribution was verified using the (Shapiro-Wilk) test and Table (5) shows the result.

Table 5: Shapiro-Wilk test value to check the normality of the distribution

Axes	Groups	Statistic	df	Sig.
Supervision	25-30	0.719	8	0.004
	31-35	0.922	10	0.370
	36-40	0.857	10	0.071
	41-45	0.789	11	0.007
	More than 45	0.953	6	0.761
Colleagues	25-30	0.869	8	0.149
	31-35	0.915	10	0.315
	36-40	0.972	10	0.909
	41-45	0.910	11	0.242
	More than 45	0.981	6	0.957
Work Condition	25-30	0.911	8	0.361
	31-35	0.954	10	0.713
	36-40	0.912	10	0.294
	41-45	0.955	11	0.702
	More than 45	0.958	6	0.804
Salaries	25-30	0.863	8	0.130
	31-35	0.957	10	0.754
	36-40	0.859	10	0.075
	41-45	0.823	11	0.019
	More than 45	0.857	6	0.178
Responsibility	25-30	0.896	8	0.264
	31-35	0.938	10	0.531
	36-40	0.649	10	0.000
	41-45	0.851	11	0.044
	More than 45	0.795	6	0.053
Teaching	25-30	0.893	8	0.251
	31-35	0.951	10	0.678
	36-40	0.928	10	0.426
	41-45	0.921	11	0.329
	More than 45	0.958	6	0.802
Advancement	25-30	0.897	8	0.269

	31-35	0.906	10	0.255
	36-40	0.945	10	0.605
	41-45	0.906	11	0.218
	More than 45	0.960	6	0.823
Security	25-30	0.932	8	0.535
	31-35	0.830	10	0.033
	36-40	0.952	10	0.687
	41-45	0.925	11	0.366
	More than 45	0.882	6	0.277
Recognition	25-30	0.970	8	0.899
	31-35	0.838	10	0.042
	36-40	0.941	10	0.560
	41-45	0.916	11	0.290
	More than 45	0.957	6	0.797
Total score	25-30	0.859	8	0.118
	31-35	0.963	10	0.824
	36-40	0.804	10	0.016
	41-45	0.926	11	0.370
	More than 45	0.963	6	0.846

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It is clear from Table (5) that the scores of the level of job satisfaction attributed to the variable of the chronological age of the teachers are statistically significant for some dimensions, which indicates the non-normality of the distribution. Therefore, the Kruskal-Wallis test was used due to the non-normality of the distribution for the variable (chronological age) and Table (6) shows the result.

Table 6: Results of the Kruskal-Wallis test to identify the differences between the study sample members in the level of job satisfaction attributed to the variable of the chronological age of public education teachers and special education teachers.

Axes	Groups	N	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Supervision	25-30	8	18.06	5.192	0.268
	31-35	10	23.30		
	36-40	10	21.15		
	41-45	11	30.18		
	More than 45	6	19.00		
Colleagues	25-30	8	23.75	4.760	0.313
	31-35	10	22.25		
	36-40	10	19.80		
	41-45	11	29.50		
	More than 45	6	16.67		
Work Environment	25-30	8	18.25	2.189	0.701
	31-35	10	21.10		
	36-40	10	26.05		
	41-45	11	25.45		
	More than 45	6	22.92		
Salaries	25-30	8	13.31	7.856	0.097

	31-35	10	22.25		
	36-40	10	24.60		
	41-45	11	30.09		
	More than 45	6	21.50		
Responsibility	25-30	8	23.94	1.093	0.895
	31-35	10	20.40		
	36-40	10	23.35		
	41-45	11	25.64		
	More than 45	6	20.67		
Teaching	25-30	8	20.50	2.649	0.618
	31-35	10	22.70		
	36-40	10	22.05		
	41-45	11	28.18		
	More than 45	6	18.92		
Development	25-30	8	24.81	1.494	0.828
	31-35	10	23.15		
	36-40	10	19.70		
	41-45	11	25.82		
	More than 45	6	20.67		
Security	25-30	8	16.50	13.507	0.009
	31-35	10	26.00		
	36-40	10	17.35		
	41-45	11	33.77		
	More than 45	6	16.33		
Recognition	25-30	8	23.94	2.763	0.598
	31-35	10	24.60		
	36-40	10	22.45		
	41-45	11	25.59		
	More than 45	6	15.25		
Total score	25-30	8	21.94	3.945	0.413
	31-35	10	18.70		
	36-40	10	27.10		
	41-45	11	20.45		
	More than 45	6	29.42		

To identify the differences between the responses of general and special education teachers in the level of job satisfaction attributed to the variable of teaching experience, the normality of the distribution was verified using the Shapiro-Wilk test, and Table (7) illustrates the result.

Table 7: Shapiro-Wilk test value to check the normality of the distribution

Axis	Groups	Statistic	df	Sig.
Supervision	From 1 to 5 years	0.824	7	0.071
	From 6 to 10 years	0.947	12	0.591
	From 11 to 15	0.891	16	0.057
	From 16 to 20	0.963	10	0.818
Colleagues	From 1 to 5 years	0.818	7	0.061
	From 6 to 10 years	0.955	12	0.717
	From 11 to 15	0.881	16	0.04

	From 16 to 20	0.943	10	0.59
Work Condition	From 1 to 5 years	0.937	7	0.61
	From 6 to 10 years	0.945	12	0.564
	From 11 to 15	0.918	16	0.156
	From 16 to 20	0.97	10	0.888
Salaries	From 1 to 5 years	0.92	7	0.467
	From 6 to 10 years	0.981	12	0.988
	From 11 to 15	0.841	16	0.01
	From 16 to 20	0.948	10	0.641
Responsibility	From 1 to 5 years	0.836	7	0.091
	From 6 to 10 years	0.876	12	0.079
	From 11 to 15	0.645	16	0
	From 16 to 20	0.883	10	0.14
Teaching	From 1 to 5 years	0.908	7	0.384
	From 6 to 10 years	0.895	12	0.138
	From 11 to 15	0.95	16	0.486
	From 16 to 20	0.869	10	0.097
Advancement	From 1 to 5 years	0.853	7	0.13
	From 6 to 10 years	0.931	12	0.388
	From 11 to 15	0.904	16	0.095
	From 16 to 20	0.969	10	0.884
Security	From 1 to 5 years	0.92	7	0.468
	From 6 to 10 years	0.914	12	0.237
	From 11 to 15	0.925	16	0.202
	From 16 to 20	0.933	10	0.481
Recognition	From 1 to 5 years	0.907	7	0.376
	From 6 to 10 years	0.896	12	0.14
	From 11 to 15	0.929	16	0.231
	From 16 to 20	0.954	10	0.712
Total score	From 1 to 5 years	0.924	7	0.498
	From 6 to 10 years	0.902	12	0.168
	From 11 to 15	0.918	16	0.154
	From 16 to 20	0.945	10	0.612

Table (7) shows that the levels of job satisfaction attributed to the variable of teaching experience among teachers are statistically significant for some dimensions, which indicates the non-normality of the distribution. Therefore, the Kruskal-Wallis test was used due to the non-normality of the distribution for the variable of teaching experience among teachers, and Table (8) shows the result.

Table 8: Results of the Kruskal-Wallis test to identify the differences between the members of the study sample in the level of job satisfaction attributed to the variable of teaching experience for teachers

Axes	Groups	N	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Supervision	From 1 to 5 years	7	20.71	4.764	0.190
	From 6 to 10 years	12	16.88		
	From 11 to 15	16	27.22		
	From 16 to 20	10	25.20		
Colleagues	From 1 to 5 years	7	25.00	0.448	0.930
	From 6 to 10 years	12	21.21		

	From 11 to 15	16	22.84		
	From 16 to 20	10	24.00		
Work Condition	From 1 to 5 years	7	21.50	5.065	0.167
	From 6 to 10 years	12	16.38		
	From 11 to 15	16	25.84		
	From 16 to 20	10	27.45		
Salaries	From 1 to 5 years	7	15.93	5.332	0.149
	From 6 to 10 years	12	19.04		
	From 11 to 15	16	26.13		
	From 16 to 20	10	27.70		
Responsibility	From 1 to 5 years	7	18.50	1.161	0.762
	From 6 to 10 years	12	23.83		
	From 11 to 15	16	24.66		
	From 16 to 20	10	22.50		
Teaching	From 1 to 5 years	7	19.14	1.534	0.674
	From 6 to 10 years	12	24.71		
	From 11 to 15	16	21.53		
	From 16 to 20	10	26.00		
Advancement	From 1 to 5 years	7	22.50	3.328	0.344
	From 6 to 10 years	12	17.42		
	From 11 to 15	16	25.50		
	From 16 to 20	10	26.05		
Security	From 1 to 5 years	7	22.64	0.655	0.884
	From 6 to 10 years	12	21.83		
	From 11 to 15	16	22.22		
	From 16 to 20	10	25.90		
Recognition	From 1 to 5 years	7	23.93	0.149	0.985
	From 6 to 10 years	12	21.88		
	From 11 to 15	16	23.50		
	From 16 to 20	10	22.90		
Total score	From 1 to 5 years	7	20.07	2.011	0.570
	From 6 to 10 years	12	27.50		
	From 11 to 15	16	21.59		
	From 16 to 20	10	21.90		

To find out the differences between the responses of general and special education teachers in the level of job satisfaction attributed to the variable of preparation time, the Mann-Whitney (U) test and Z value were used to compare the mean ranks as one of the non-parametric methods due to the non-normality of the distribution of the variable (preparation time) and table (9) shows the result.

Table 9: Significance of Differences between Mean Ranks of Scores for Job Satisfaction Attributed to the Variable of Preparation Time among Teachers

Axes	Preparation Time	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Supervision	One hour	25	25.16	629.00	196.000	-1.235	0.217
	Two hours	20	20.30	406.00			
Colleagues	One hour	25	25.36	634.00	191.000	-1.350	0.177
	Two hours	20	20.05	401.00			

Work Environment	One hour	25	26.82	670.50	154.500	-2.186	0.029
	Two hours	20	18.23	364.50			
Salaries	One hour	25	23.24	581.00	244.000	-0.137	0.891
	Two hours	20	22.70	454.00			
Responsibility	One hour	25	21.88	547.00	222.000	-0.646	0.519
	Two hours	20	24.40	488.00			
Teaching	One hour	25	25.06	626.50	198.500	-1.178	0.239
	Two hours	20	20.43	408.50			
Development	One hour	25	27.62	690.50	134.500	-2.650	0.008
	Two hours	20	17.23	344.50			
Job Security	One hour	25	23.40	585.00	240.000	-0.230	0.818
	Two hours	20	22.50	450.00			
Recognition	One hour	25	24.48	612.00	213.000	-0.851	0.395
	Two hours	20	21.15	423.00			
Total score	One hour	25	22.50	562.50	237.500	-0.286	0.775
	Two hours	20	23.63	472.50			

To know the differences between the responses of general and special education teachers in the level of job satisfaction attributed to the variable availability of educational materials, the Mann-Whitney (U) test and Z value were used to compare the averages of the ranks as one of the non-parametric methods due to the non-normality of the distribution of the variable (availability of educational materials). Table (10) shows the result.

Table 10: Significance of Differences between Ranks of Means of Job Satisfaction Scores Attributed to the Variable of Availability of Educational Materials among Teachers

Axes	Preparation Time	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Supervision	Yes	33	24.77	817.50	139.500	-1.503	0.133
	no	12	18.13	217.50			
Colleagues	Yes	33	25.30	835.00	122.000	-1.954	0.051
	no	12	16.67	200.00			
Work Condition	Yes	33	24.45	807.00	150.000	-1.235	0.217
	no	12	19.00	228.00			
Salaries	Yes	33	24.61	812.00	145.000	-1.364	0.173
	no	12	18.58	223.00			
Responsibility	Yes	33	24.70	815.00	142.000	-1.451	0.147
	no	12	18.33	220.00			
Teaching	Yes	33	23.85	787.00	170.000	-0.720	0.472
	no	12	20.67	248.00			
Advancement	Yes	33	25.53	842.50	114.500	-2.153	0.031
	no	12	16.04	192.50			
Security	Yes	33	23.85	787.00	170.000	-0.725	0.469
	no	12	20.67	248.00			
Recognition	Yes	33	24.20	798.50	158.500	-1.021	0.307
	no	12	19.71	236.50			
Total score	Yes	33	23.89	788.50	168.500	-0.757	0.449
	no	12	20.54	246.50			

4. Discussion

The differences and similarities between general and special education teachers regarding their level of satisfaction with their work. First, we can see that the overall mean of satisfaction level was close between the two groups, where it reached (3.455) for general education teachers and (3.453) for special education teachers, indicating that both groups feel generally satisfied with their work. Second, we can see that the highest axis of satisfaction for both groups was the axis of responsibility, where its mean reached (4.352) for general education teachers and (4.457) for special education teachers, indicating that both groups feel valued and empowered in their work. Third, we can see that the lowest axis of satisfaction for both groups was the axis of salaries, where its mean reached (3.275) for general education teachers and (2.653) for special education teachers, indicating that both groups need to improve their material conditions and receive rewards that match their efforts. Fourth, we can see some differences between the groups in some other axes, such as recognition, job security, and work environment, where special education teachers were more satisfied than general education teachers in the axis of recognition, while general education teachers were more satisfied than special education teachers in the axes of job security and work condition (Aldridge & Fraser, 2016), indicating that both groups face different challenges in terms of stability and conditions in their work (Skaalvik & Skaalvik, 2017). Fifth, we can see some similarities between the groups in some other axes, such as supervision, colleagues, and development, where the level of satisfaction was high for both groups in these axes, indicating that both groups receive support, cooperation, and opportunities from the management, staff, and organizations (Edinger & Edinger, 2018).

Generally, there are no statistically significant differences in overall job satisfaction attributed to age among teachers, except for the sub-dimension of job security, where older teachers exhibit higher satisfaction levels compared to younger counterparts. Unlike existing literature, which suggests that younger teachers typically experience higher levels of job satisfaction than their older counterparts (Topchyan & Woehler, 2021). Additionally, there are no statistically significant differences in overall job satisfaction attributed to teaching experience among teachers.

When comparing preparation time between general education and special education teachers, there are no statistically significant differences in overall job satisfaction scores ($Z = -0.286$, $p = .775$) and across all sub-categories, except for the work environment and development axes. Notably, significant differences were found in the work environment axis ($Z = -2.186$, $p = .029$), indicating that teachers who spend two hours in preparation feel more satisfied than those who spend one hour. Similarly, significant differences were observed in the development axis ($Z = -2.650$, $p = .008$), where teachers allocating two hours for preparation express higher satisfaction levels compared to those spending one hour. These findings suggest that preparation time influences teachers' satisfaction with work environment and professional growth opportunities, with those dedicating more time experiencing greater benefits (Perera et al., 2018).

Regarding the availability of educational materials, there are no statistically significant differences in overall job satisfaction between general and special education teachers ($Z = -0.757$, $p = 0.449$) and across most sub-categories, except for the advancement axis. Notably, significant differences were observed in the advancement axis ($Z = -2.650$, $p = 0.008$), indicating that teachers with access to educational materials report higher satisfaction levels than those without (. These results suggest that the availability of educational materials impacts teachers' satisfaction with professional development opportunities, with those having access benefiting more (Reeves, 2017).

5. Conclusion

the research shows that the majority of teachers in general and special education in Saudi Arabia are happy with their jobs but it also shows that there are differences in satisfaction levels across different aspects. Both the special education teachers and the general education teachers are not happy with their salaries, but the special education teachers are less satisfied than their general education counterparts. The differences are noted in areas such as recognition, job security, and work environment, with the special education teachers stating that they are more satisfied with recognition and the general education teachers are more satisfied with job security and work conditions. The time and materials that are needed for the teachers to be prepared and the access to the educational materials are the main factors that are the causes of the teacher satisfaction with the work environment and the professional development opportunities. The research proves that individual needs should be taken into account in order to solve the problems that each group faces and to achieve the desired results in both general and special education.

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