

THE ROLE OF OBJECTIVES OF SAUDI ARABIA'S VISION 2030 ON THE JOB SATISFACTION LEVELS OF TEACHERS OF STUDENTS WITH AUTISM DISORDERS

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Abstract

The purpose of this study was to examine the levels of job satisfaction of special education teachers who work with students with Autism Spectrum Disorder (ASD) in Saudi Arabia. The reason for this study is to fulfill the goals of Saudi Arabia's Vision 2030, in which the government has expressed the desire to improve the educational system to better connect education output with workforce requirements. To help improve the educational system, it was important to investigate job satisfaction among teachers. The study sample included 47 special education teachers who work with students with ASD in Saudi Arabia. The variables of participant demographics included gender, types of school, teaching experience, and academic degree. This study employed the descriptive approach, and a job satisfaction survey (JSS) was used to collect the data for measuring levels of job satisfaction. . The result found that the teachers who work with students with ASD in Saudi Arabia were mostly satisfied with their job. On another hand, the results of this study indicated that there were no differences between gender, types of school, teaching experience, and academic degree, respectively, in levels of job satisfaction among the participating teachers.

Keywords: job satisfaction, teachers, special education teachers, autism, Saudi Arabia's vision 2030

1. INTRODUCTION

The Saudi Arabia 2030 Vision seeks to develop the education field to close the gap between the outputs of education and the requirements of the job market (Ministry of Education of Saudi Arabia, 2019). To achieve this, the education field needs improvement of the work environment, training programs, support, and incentives provided to all employees. While considering all these factors, the 2030 Vision seeks to create a satisfactory environment for all employees in their respective jobs. When employees are satisfied with their job, they are more committed to the organization, more productive, and care more about the quality of their work.

Job satisfaction refers to an employee's feeling of contentment with their job. Satisfaction means the pleasurable emotional state resulting from the attainment of any objective or goal. Fatima et al., (2016) defined job satisfaction as

“the view that an individual's values regarding work are fulfilled by the job and that these values have a consistency with the job” (p. 286). Many researchers in previous studies found that job satisfaction of employees can affect the job market as well as influence work productivity. There are many factors that affect job satisfaction including personal factors (e.g., age, gender, socio-economic background, and experience), and job factors (e.g., wage rate, contingent rewards, coworkers, nature of work, and communication) (Al-Rashidi, 2018). Each of these factors can motivate employees and provide a sense of job satisfaction. Fatima et al., (2016) stated that past research has shown people with higher levels of job satisfaction hold higher commitment to their employer. Job satisfaction plays a significant part in improving the dedication of competent employees to an organization.

The job responsibilities and challenges of special education teachers differ from those of teachers in general education programs (Fisher, 2011). Special education programs are faced with the challenges of effectively teaching students who have unique learning deficits due to their individual learning disabilities (LD), ASD, or other disorders which hinder development and cognitive understanding. Special education teachers strive to help meet the uniquely specific needs of students with disabilities, which includes adaptations of the educational program such as environment modifications and customized pedagogical material and curriculum (Abu Shaera, 2012). Given the responsibilities that special education teachers face, especially teachers who work with students with ASD, it is important to consider their job satisfaction and identify factors that contribute to improving satisfaction levels as those factors should be provided. This current study assessed the job satisfaction of special education teachers who work with students with ASD in Saudi Arabia. The outcome of this study contributes to developing the education field by creating awareness of the effective factors that promote job satisfaction among special education teachers.

2. PROBLEM STATEMENT AND SIGNIFICANCE OF THE STUDY

Working with students with disabilities places higher stress on special education teachers, not because of the students' disabilities but because of the demands of working through the challenges in providing effective learning opportunities to these students. Special education teachers often experience additional responsibilities and obstacles during their careers that may influence the efficiency of their performance. The additional stressors and responsibilities taken on by special education teachers, merits paying closer attention to their job satisfaction. Job satisfaction contributes to the well-being of teachers and their students and enhances the status of the teaching profession (Toropova et al, 2020). The problem this study focused on concerns the job satisfaction among special education teachers who work with students with ASD in Saudi Arabia. The goal of this study was to contribute toward promoting job satisfaction among special education teachers to improve and develop the educational system.

To achieve the goals of the Saudi Arabia Vision 2030, it is necessary to investigate all aspects of the educational system to provide analyzed data which can be interpreted for application to improve the educational system. Studying job satisfaction in special education in Saudi Arabia is critical to meeting the needs of the school community. There are two phases that are important to address in examining job satisfaction among special education teachers who work with students with ASD in Saudi Arabia; theoretical importance and applied importance.

The theoretical importance focuses on how Saudi Arabia's Vision 2030 seeks to improve the educational system by increasing research focused on improving conditions for special education teachers in Saudi Arabia. This study focuses on the needs for special education teachers, specifically with regards to working with students with ASD. This study provides a unique contribution for special education teachers in various ways. Through this current study, the knowledge and understanding regarding job satisfaction among special education teachers who work with students with ASD in Saudi Arabia is expanded. This development is the first step toward promoting the success of the educational system.

Applied importance comes from the results that are achieved through conducting this study, collecting the data, analyzing the data, and presenting the data. These processes allow the data to be interpreted to the utmost usefulness for proper application and effectiveness in obtaining the purpose of this study and assisting toward reaching the Saudi Arabia Vision 2030. The outcome of this can be used to help the development of the work environment and improve the quality of education. The results of the data collected in this study show the need for providing promotion, fringe benefits, and school community supports for special education teachers, specifically those who teach students with ASD.

3. STUDY QUESTION

To address the problem which this study seeks to improve, this study asked: What are the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia? To further analyze the data for this study, the main study question was considered in regard to the certain demographic criteria of participants including the variables of their gender, types of school, teaching experience, and academic degree.

4. PURPOSE OF THE STUDY

The purpose of this study was to examine the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia. The secondary purpose was to investigate this problem in regard to the participants' demographic variables of their gender, types of school, teaching experience, and academic degree. At this time in Saudi Arabia, the government is pushing to achieve the goals set out in their Vision 2030 which includes a review of all current education policies to improve the educational system as much as possible. The strong emphasis and importance placed on education through the Saudi Arabia Vision 2030 necessitates more research to be conducted toward gaining an understanding of areas for improvement and application of new policies, systems, and programs. This plan for educational reform promotes the purpose of this study to seek the factors affecting teacher satisfaction as their satisfaction levels influence the quality of education and abilities of the educational system to be effective.

5. STUDY TERMINOLOGY

5.1 Saudi Arabia Vision 2030 in education: it focuses on teachers and aims to advance their competency and continuously upgrade vocational training as well as instill the necessary skills, promote personality growth, enhance confidence, and encourage creativity in the school environment (Ministry of Education of Saudi Arabia, 2019).

5.2 Job satisfaction: it is a pleasant or positive feeling that employees obtain from the work they do in an organization (Ahmad & Umrani, 2019). In the current study, job satisfaction is defined as the levels of job satisfaction of special education teachers that they show in the survey (JSS) of the study.

5.3 Autism Spectrum Disorder (ASD): it is a developmental disorder encompassing deficits in communication, socialization and repetitive and restricted behaviors (Ousley & Cermak, 2014).

5.4 Special Education Teachers Who Teach Students With ASD in Saudi Arabia: They are teachers who specialize in ASD, and they are officially assigned to teach these specific students by the Ministry of Education in Saudi Arabia (Atiyat, 2017).

6. PREVIOUS STUDIES

Recently, in 2020, Bachatoua conducted a study which aimed to identify the degree of professional competencies of teachers of multi-disability students within the classroom environment. This study also investigated the teachers' relationships to job satisfaction in Saudi Arabia. In Bachatoua's (2020) study, the descriptive approach was used to answer the research question. The researcher employed a questionnaire which included the scales of professional competencies and job satisfaction, to collect and measure data on the study variables. The study sample included 20 teachers of multi-disability students within the classroom environment in the Taif governorate of Saudi Arabia. Bachatoua's (2020) study results indicated that these teachers experienced a moderate level of job satisfaction.

Another study conducted by Al-Rashidi, (2018) sought to identify the degree of job satisfaction of both public and private school teachers in Saudi Arabia. In this study, Al-Rashidi (2018) used the descriptive survey analytical method to answer the research question. The researcher employed a job satisfaction scale (prepared by Ahmad, 2014) to collect and measure data on the study variables. The study sample included 252 teachers working in the public and private schools in Al-Qassim in Saudi Arabia. According to Al-Rashidi (2018), the results indicated that these teachers experienced a moderate level of job satisfaction while the gender and years of experience variables did not affect job satisfaction levels.

Meanwhile, Al-Ashmawy (2018) conducted a study that focused on identifying the level of job satisfaction among special education teachers in Saudi Arabia. The descriptive statistic approach was used to answer the research question of this study. The researcher employed a job satisfaction scale (prepared by Tahtoush et al., 2013) to collect and measure data on the study variables. The study sample included 15 female teachers working in Almajmaah city in Saudi Arabia. The study results indicated that these teachers experienced a high level of job satisfaction while the variable of their years of experience did not affect job satisfaction levels.

In a previous study by Al-Kanani and Bashatouh (2014), they identified levels of job satisfaction among teachers and specialists of special education in Saudi Arabia. Using the descriptive approach was used to answer the research question, the researchers employed a questionnaire to collect and measure data on the study variables. The study sample included 112 employees (teachers and specialists) in the sector of special education in Saudi Arabia. The study results indicated that these teachers experienced a moderate level of job satisfaction.

One other interesting finding documented in the literature is a study by Al-Smadi, (2015) who conducted a study that investigate the level of job satisfaction among Jordan's female special education teachers. The descriptive method was used to answer the research question. The researcher employed a questionnaire to collect and measure data on the study variables. The study sample included 106 female special education teachers working in the cities of Amman, Salt, Zarqa, and Rsyefh in Jordan. The results of this study showed that these teachers experienced a moderate level of job satisfaction and that the different type of schools in which they taught significantly affected their job satisfaction levels. Meanwhile the results expressed a lack of variation in effectiveness toward job satisfactions levels from the values of participants' levels of teaching experience, types of disabilities they work with, and their income.

Another study was conducted by Abu Shaera in 2012. This study researched job satisfaction among special education teachers in Jordan by using the descriptive approach to answer the research question. The researcher employed a questionnaire to collect and measure data on the study variables. The study sample included 139 special education teachers (123 females and 16 males). The study results provided an understanding that these teachers experienced a moderate level of job satisfaction. Additionally, the results yielded that the levels of job satisfaction for special education teachers were not affected by gender. On the other hand, there were significant differences in the level of job satisfaction due to the variable of participants' age, favoring younger teachers to have more satisfaction.

Investigating job satisfaction among United States teachers, a study by Strydom et al. (2012), aimed to establish the level of job satisfaction amongst teachers at special schools. The non-experimental approach was used to answer the research question and this study setting was special schools in Minnesota. The researchers employed a short biographical questionnaire and the Minnesota Satisfaction Questionnaire to collect and measure data on the study variables. The study sample included 101 teachers working at six

different special schools situated in various parts of Minnesota including one in the Bloemfontein area, two in the Mangaung area, and four situated in the suburban areas of Minneapolis and St Paul (the twin cities). The study results indicated that these teachers experienced an average level of job satisfaction and that their different races significantly affected the job satisfaction levels in these teachers, while the gender and years of service variables did not affect their job satisfaction levels.

In an effort to reveal job satisfaction levels among special education teachers, Mahmoud (2011) utilized the descriptive method to answer the research question. In this study, the researcher employed a questionnaire specifically designed for the study to collect and measure data on the study variables. The study sample included 166 male and female special education teachers. The demographics of the sample selection included 52 visually impaired teachers, 50 hearing impaired teachers, and 64 mentally retarded teachers. The study results provided that these teachers experienced a moderate level of job satisfaction. On the other hand, the result found that the levels of job satisfaction for special education teachers were not affected by gender, different kinds of disability, qualification, experience, or social class.

In conclusion, the various previous studies provided an understanding that special education teachers experienced a moderate level of job satisfaction overall. Although obtaining outlying results to this general conclusion, Al-Ashmawy (2018) found in his study that the teachers experienced a high level of job satisfaction. However, no recent studies could be found that provided evidence that teachers of students with ASD have the same level of job satisfaction as general education teachers or even special education teachers. Increased teachers' satisfaction levels will improve teachers' productivity and efficiency in special education. Because students with ASD have different levels of skills and support needs, the teachers who work with these students need to have more support, compensation and motivation in teaching to meet this variety of students' needs. Therefore, job satisfaction is important to improve the educational process and the quality of education. To achieve that, this study helps fill the gap in data and understanding concerning teacher job satisfaction levels. This study discusses the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia using JSS which is a measure for job satisfaction considering number of variables including the gender, types of school, teaching experience, and academic degrees of the teacher participants.

7. METHODOLOGY

The research methodology and design in this study was the descriptive approach. A survey was used for data collection, specifically following the JSS survey. The descriptive approach combined with JSS for data collection allowed this study to obtain data which is useful for measuring levels of job satisfaction among participants. In this study, the participants consisted of special education teachers in Saudi Arabia. Both dependent and independent variables were considered through the data analysis process.

7.1 The Independent Variables

The independent variables of this study are those which are independent of the focus measure and includes the demographic characteristics of the participants. The inclusivity factors for this study included special education teachers in Saudi Arabia. However, beyond that factor is a wide range of demographic variables among participants including gender, types of school, teaching experience, and academic degree. The demographic variable of gender of special education teacher has 2 categories (1=Male or 2=Female). The independent variable of the types of school they teach in has 2 categories (1=Autism Centers, 2=Inclusion Schools). The teaching experience variable has 4 levels (1=5 years or less, 2=6-10 years, 3=11-20 years, 4= more than 20 years). The last independent variable considered, the participants' Academic degrees, has 4 levels (1=Diploma, 2=Bachelor's degree, 3=Master's degree, 4=Doctoral degree). While each participant may lay anywhere within the spectrum of these independent variables, they all meet the inclusivity factor of being a special education teacher in Saudi Arabia who work with students with ASD.

7.2 The Dependent Variable

The dependent variable in this study is the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia. Within the overall dependent variable, the researcher considered a number of other dependent variables which may be a factor effecting job satisfaction levels. The effective factors include pay, promotion, contingent rewards, fringe benefits, operating procedures, supervision, coworkers, nature of work, and communication. These effectiveness factors were obtained through the process of conducting the research by using JSS for the data collection of this study.

7.3 The Statistical Processing

The research question posed by this study was, what are the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia? In order to answer this research question, multiple linear regression analysis was used to analyze the data. Using this form of analysis allowed the researcher to predict the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia based on the four independent variables used in this study (i.e., gender, types of school, teaching experience, and academic degree). This analysis approach also allowed the overall dependent variable of job satisfaction to be the main consideration for analysis, while identifying the factors of effectiveness found in this study (i.e., pay, promotion, contingent rewards, fringe benefits, operating procedures, supervision, coworkers, nature of work, and communication).

7.4 Sample Selection

The sample selection for this study includes all special education teachers who work with students with ASD in Saudi Arabia. The teachers who were chosen to participate in the study were 47 special education teachers who meet the inclusivity factor of being special education teachers in Saudi Arabia who specifically work with students with ASD. The participants included both genders and hold various levels of teaching experience and academic degrees. The sample selection also represents a range of types of schools in which they teach. The demographics of the sample selection serve as the independent variables of this study as mentioned previously.

7.5 Tools of the Study

The survey used for this study focused on the job satisfaction and is thus termed as a Job Satisfaction Survey (JSS). The JSS is a tool designed to measure job satisfaction; used for its high credibility and stability. For this study, the JSS was used as an instrument to collect data on teacher levels of job satisfaction. This survey was a questionnaire provided to each participant which contained two parts to collect data from the participants. The first part of the questionnaire focused on four questions that collected the data for the four independent variables: gender, types of school, teaching experience, and academic degree. The second part of the questionnaire focused on specific dimensions about the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia. This tool was developed by Spector (1985, 1986, 1997) and it evaluates nine dimensions of job satisfaction (pay, promotion, contingent rewards, fringe benefits, operating procedures, supervision, coworkers, nature of work, and communication). Table 1 shows the responses of the study sample according to the nine JSS subscales and the survey items according to the six-step Likert.

Table 1
Distribution of points on Job Satisfaction Survey Subscales

Subscale	# Points	Points Distribution
Pay	4	1, 10, 19, 28
Promotion	4	2, 11, 20, 33
Supervision	4	3, 12, 21, 30
Fringe Benefits	4	4, 13, 22, 29
Contingent rewards	4	5, 14, 23, 32
Operating conditions	4	6, 15, 24, 31
Coworkers	4	7, 16, 25, 34
Nature of work	4	8, 17, 27, 35
Communication	4	9, 18, 26, 36

7.6 Study Limitations

While this study strived to gather valuable information, as with all research there were four limitations which this study faced. The first limitation was time. This study was conducted in the second semester of the school year 2020-2021. This only allows for a short amount of time to conduct the study. The second limitation faced by this study was special limitation. The setting of this study included Autism Centers and Inclusion Schools in Saudi Arabia. This limits the data collected in this study to those specific institutions within the country of Saudi Arabia. Another limitation which this study faced includes human limitations. This third limitation existed because this study was conducted with participants who are special education teachers of students with ASD in a large region in Saudi Arabia. The last and fourth limitation of this study includes all objective limitations, which is important to factor in for most research in order to further validate the study. The objective limitations consider how his study was made to determine the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia when applying the JSS. Each of these limitations were taken into consideration through the process of conducting this study to ensure the most valid data collection and analysis for valuable results.

8. RESULTS

8.1 Descriptive Statistics

The descriptive statistical analysis for this study focused on the various independent variables, gender, types of school, teaching experience, and academic degree. The study sample included 47 special education teachers who worked with students with ASD in Saudi Arabia. All the participants (100%) taught students with ASD. Out of those 47 participants, there were 13 (27.66%) male teachers and 34 (72.34%) female teachers. In terms of types of school, 24 (51.06%) indicated that they work in Autism Centers, 23 (48.94%) indicated that they work in Inclusion Schools. When asked about their teaching experience, 19 (40.43%) indicated that they had from 1-5 years or less of teaching experience, 21 (44.68%) indicated that they had from 6-10 years of teaching experience, 4 (8.51%) indicated that they had from 11-20 years of teaching experience, and 3 (6.38%) indicated that they had more than 20 years of teaching experience. Finally, when the participants were asked about the highest academic degrees they had completed, 31 (65.96%) had a bachelor’s degree, 11 (23.40%) had completed a Master’s degree, and 5 (10.64%) had a doctoral degree (see Table 2).

Table 2
Demographics of the Study Participants

Demographic Variables	Frequency	Percentage
Gender		
Male	13	27.66%
Female	34	72.34%
Types of school		
Autism Centers	24	51.06%
Inclusion Schools	23	48.94%
Teaching experience		
5 years or less	19	40.43%
6-10 years	21	44.68%
11-20 years	4	8.51%
more than 20 years	3	6.38%
Academic degree		
Diploma	0	0.0%
Bachelor's	31	65.96%
Master's	11	23.40%
Doctorate	5	10.64%

8.2 Descriptive Statistics of Job Satisfaction

The research question of this study was: “What are the levels of job satisfaction of special education teachers who work with students with autism spectrum disorder in Saudi Arabia of their gender, types of school, teaching experience, and academic degree?”. To answer this question the mean value and the standard deviation of the mean job satisfaction level for teachers who work with students with ASD in Saudi Arabia were calculated according to each independent variable as well as the total of all variables. There were 36 items that measured job satisfaction. The responses of the 36 job satisfaction items were coded as follows: Disagree very much = 1, Disagree moderately = 2, Disagree slightly = 3, Agree slightly = 4, Agree moderately = 5, Agree very much = 6. Means that were higher than 4 indicated satisfaction and means that were less than 3 indicated dissatisfaction.

A regression was run with the independent variables of gender, school type, experience, and degree, and the dependent variable average of job satisfaction. The overall regression was not significant, $F(4, 42) = 0.566, p = 0.688$. Additionally, none of the individual predictors were significant, ($p > 0.05$). This indicates that there were not significant relationships between gender, type of school, experience, or degree and job satisfaction of teachers who work with students with ASD in Saudi Arabia. In general, all types of teachers showed high levels of job satisfaction.

Table 3
Results of a Regression of Independent and Dependent Variables

Variable	Unst B	Std Error	Standardized Beta	t	Sig.
Gender	0.117	0.169	0.116	0.692	0.492
School	0.108	0.138	0.120	0.780	0.440
Experience	0.083	0.102	0.155	0.814	0.420
Degree	0.026	0.114	0.040	0.230	0.819

9. DISCUSSION

9.1 The Level of Job Satisfaction

The results of this study found that special education teachers who work with students with ASD in Saudi Arabia were mostly satisfied with their job. Also, the results of this study proved that the aim of the 2030's Vision of Saudi Arabia was achieved. The Vision 2030 focuses on teachers by understanding their needs and providing them. Providing the needs and support for teachers contributes to increasing job satisfaction for teachers, which leads to the success of their school community.

One of the most significant findings in this study was that the job satisfaction of special education teachers who work with students with ASD was in high levels. This study's findings are supported by

previous studies indicating that the level of job satisfaction is often high for special education teachers in Saudi Arabia (Al-Ashmawy, 2018). On the other hand, the results of this study do not support those of previous studies which indicated that the level of job satisfaction was only at a moderate level (Al-Rashidi, 2018; Al-Smadi, 2015; Al-Kanani & Bashatouh, 2014; Abu Shaera, 2012; Mahmoud, 2011; Bachatoua, 2020). Considering this juxtaposition, further studies are needed to better understand the discrepancy and the reason why special education teachers have high levels of job satisfaction. Including additional variables could help obtain a better understanding of these factors. It could also be beneficial to include qualitative data, such as interviews, or a combination, which could provide additional insight into this discrepancy between findings of previous studies and this current study.

9.2 Job Satisfaction and Gender, School Type, Experience, and Degree

This study focused on the levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia. To gain this information, the study considered the independent variables of the participants' gender, types of school, teaching experience, and the academic degree to better understand how they contributed to the job satisfaction level of the teacher. These variables help to better inform the Ministry of Education in Saudi Arabia to improve the educational system, specifically regarding students with ASD. The results of this study indicate that there were no differences between gender, types of school, teaching experience, and academic degree, respectively, in levels of job satisfaction of special education teachers who work with students with ASD in Saudi Arabia.

Gender. The results of this study indicate that there is not a significant difference between male and female teachers in terms of their job satisfaction. These results align with findings of studies by Al-Rashidi (2018), Abu Shaera (2012), Mahmoud (2011), and Strydom et al. (2012) which suggested that the levels of job satisfaction for teachers were not affected by gender. The educational system in Saudi Arabia is fair in terms of rights and needs among male and female teachers, and this is what this study demonstrated, as job satisfaction is high among both genders. On the other hand, no other studies have been found to prove the opposite.

Types of School. The results of this study showed that there is not a significant difference between teachers at Autism Centers and teachers at Inclusion schools, regarding their job satisfaction. The results of this study do not support Al-Smadi's (2015) findings that the different the type of school significantly affected the job satisfaction levels in teachers. It is difficult to determine the reason for this discrepancy. The differentiating factor is likely the time of the school year, as the study examined teacher satisfaction at a single point in time, which may differ at a later point in time based on the variation of responsibilities that teachers experience during certain times of the school year. On the other hand, no other studies have been found to prove the opposite to this study's finding, which leaves the findings by Al-Smadi (2015) to be the only outlier.

Years of Experience. The results of this study proved that there is not a significant relationship between the years of experience and job satisfaction. This means that years of teaching experience does not affect the level of job satisfaction among teachers. These results align with the findings of studies by Al-Rashidi (2018), Al-Ashmawy (2018), Al-Smadi (2015), Mahmoud (2011), and Strydom et al. (2012) which suggested that the years of experience variable does not affect job satisfaction levels. This can be explained by the fact that more years of experience may help to increase understanding of job policies, increase salaries, and obtain other benefits. Furthermore, this could be a result of the provisions for teachers in the educational system in Saudi Arabia being applied equally to all teachers regardless of their years of experience. Additionally, no other studies have been found to prove opposite to this finding.

Degree. The results of this study indicate that there is not a significant relationship between the level of academic degree and job satisfaction. This means that the academic degree does not affect the level of job satisfaction among the participating teachers. These results align with the findings of Mahmoud (2011) which suggested that the levels of job satisfaction for teachers were not affected by academic degree. Most of the participants stated that they held bachelor's degrees or higher and were qualified and specialized to teach students with ASD. Having higher academic degrees along with specialized qualifications may have enhanced these educators' skills and knowledge in teaching students with ASD, which in-turn may have served as a contributing factor in these teachers' high level of job satisfaction.

9.3 Conclusions and Recommendations

The overall results of this study found that the teachers who work with students with ASD in Saudi Arabia were mostly satisfied with their job. The specific results concerning each of the four independent variables provide a consensus of no significant difference from each factor toward affecting job satisfaction levels among participating teachers. There is not a significant difference between male and

female teachers in terms of their job satisfaction. Also, there is not a significant difference between teachers at Autism centers and teachers at Inclusion schools, regarding their job satisfaction. Additionally, there is not a significant relationship between years of experience and job satisfaction. Furthermore, there is not a significant relationship between the level of degree and job satisfaction.

Based on these findings which showed no significant factor of influence from the four independent variables on the dependent variable of job satisfaction among special education teachers who teach students with ASD in Saudi Arabia, it is important to conduct further research to identify possible influential factors. It is important to continue research which focuses more attention to special education teachers' needs in order to fill any possible gaps between what is provided and the level of job satisfaction.

The results of this current study suggest the educational system of Saudi Arabia will benefit from providing continuous professional development programs to future teachers who work with students with ASD. This will allow the teachers' needs to be met and for job satisfaction to continue for these teachers who specialize in teaching non-normative students. Another consideration to be investigated by future research would be the possibility of improving the income level of special education teachers to increase job satisfaction. These teachers hold more responsibility than general education teachers and require more training to effectively teach their students, so income level commensurate to the additional training and responsibilities may be effective for increasing levels of job satisfaction. Furthermore, it would be beneficial to research the effectiveness of supporting teachers with additional incentives to specifically increase their job satisfaction.

In conclusion, while the results of this study showed an overall high level of job satisfaction among special education teachers in Saudi Arabia who specifically teach students with ASD, there were no significant independent variables proven to affect job satisfaction levels which necessitates more research to be conducted to identify influential factors and further increase job satisfaction for the purpose of improving the educational system of Saudi Arabia toward achieving the goals of Saudi Arabia Vision 2030.

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