Job Satisfaction and its Relationship to the Characteristics of Positive Social Behavior among Male and Female Cognitive Impairment Teachers in Public Schools in the City of Riyadh

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Abstract

This study aimed to identify the level of job satisfaction among male and female education teachers of special needs students and its relationship to some characteristics of positive social behavior; moreover to investigate the differences in job satisfaction among teachers according to the gender variable. The researcher used co relational comparative method. A random sample consists of (155) teachers in the in the city of Riyadh. The researcher administrates Job Satisfaction Scale (J.S) and Positive Social Behavior Scale (PSB). The researcher implemented some statistical tools such as means S.D, correlation coefficients and t-test. The findings revealed that: There was a statistically significant (0.01) between job satisfaction and sociability. However, there was no statistically significant between job satisfaction and tolerance. In addition, there was a statistically significant at the level (0.01) positive direct correlation between job satisfaction and openness. There was a statistically significant (0.05) positive direct correlation between job satisfaction and optimism. There was a statistically significant (0.05) of positive direct correlation between job satisfaction and social support. Finally there were statistically significant differences in the average scores of job satisfaction due to the gender variable accounted for females.