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The quality of life among teachers in special education centers in Riyadh City

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Abstract---This study aimed at measuring the quality of life among teachers in special education centers in Riyadh city in the light of two variables: Teacher's gender and experience (less than 5 years, from 5-10 years, and more than 10 years). The study sample consisted of (201) teachers from both genders that were chosen in random sampling method. To achieve the objective of the study, the researchers developed a tool to measure the quality of life, which consisted of (36) items. The results of the study indicated that the quality of life in the study sample was average. The results also indicated that there are differences in the quality of life level according to the variable of the teacher's gender which came in favor of male teachers, and that there are no differences in the quality of life level according to the experience variable. The study recommended encouraging teachers to share necessary experiences with their colleagues at work and other individuals in surrounding community which shall contribute towards enhancing the quality of life, as well as trying to reduce the teachers' burdens through social support, and improving the level of school community to satisfy the teachers' needs.

Keywords---Quality of life, teachers in special education centers, Riyadh city.

Introduction

Care for the quality in the field of educating disabled people, aims at improving the educational output to maximize its benefits to the society, because educating this group of students has the benefit of effectively integrating them into society, as working in the field of special education is considered a humanitarian and strenuous work. At the same time, it requires great efforts from the workers in this field, especially teachers, as the special education teacher faces various challenges, problems, and pressures, more than teachers who teach normal students, which affects the teacher's performance, output, and communication with others.

The concept of life quality is relative, as it differs from one person to another, in both theoretical and practical aspects, based on the standards that individuals adopt to evaluate life and its requirements, which are often influenced by several factors that control and determine the components of quality of life such as the ability to think and make decisions, the ability to control and manage the surrounding conditions and physical and mental health, the economic and social conditions, religious beliefs, and cultural and civilizational values through which individuals define the important and more important things in achieving happiness in life. Also, the quality of life in the general sense can be organized according to internal mechanisms. Therefore, researchers should focus on the self components of the quality of life, including the self-report regarding the following: The tendency towards life in general, the individual's perceptions and comprehensions of the world in which he interacts and the quality and level of his aspirations (Gilman, R, Easterbrooks, S, & Frey, M, 2004).

Litwin (1999) believes that the quality of life is not limited to overcoming difficulties and combating obstacles and negative matters only, but it exceeds that to developing the positive aspects, as he mentioned that studies in the field of quality of life discuss the level of the individual's career, and his evaluation of his personality in its impact on the quality of life. And in light of the multiple directions in studying the concept of quality of life, Donvan (1999) believes that the quality of life includes the physical functions of accomplishing daily activities and psychological functions represented in thoughts, emotions, impulses, social and environmental activity, and satisfaction with life in general. Mansi and Kazem (2010) define it as "the individual's feeling of contentment and happiness and his ability to satisfy his needs through the richness of the environment and the sophistication of services provided to him in the health, social, educational and psychological fields with good time management and utilization.

Mac-cab (1994) pointed out that the quality of life depends on two main dimensions, namely the self dimension and the objective dimension. On the other hand, Goode (1994) identified four basic dimensions to the quality of life which are the needs of the individual, and expectations that these needs are specific to the society in which he lives, the resources available to satisfy these needs in a socially acceptable manner, and the environmental fabric associated with satisfying these needs. Lehman (1998) believes that the quality of life is the feeling of satisfaction and a sense of well-being under the conditions that the individual lives. In light of the above, the quality of life shows the level of an individual's

perception that he lives a good life from his point of view, free from irrational thoughts, negative emotions and behavioral disorders, in which he enjoys his human existence, feels contentment and happiness, and invests all his abilities and capabilities in achieving self-accomplishment. Many researchers such as (Theofilou, P, 2013) admit that the quality of life is a comprehensive and broadly integrated concept of how to measure a set of indicators, such as the multiple good and positive characteristics in the lives of individuals, including evaluations of emotional reactions to life accidents, satisfaction on life, work and personal relationships. The indicators of quality of life can be summarized as follows:

- 1- Perception or feeling the quality of life: Which is an emotional state by which the individual sees himself able to satisfy his various needs, whether innate or acquired, and enjoys the surrounding circumstances.
- 2- Psychological indicators: These are evident in the individual's feelings of anxiety, depression, or incompatibility with life circumstances, or, feelings of happiness and contentment.
- 3- Social indicators: Which are evident in the personal and social relationships and their quality that the individual creates, and the various interactive processes within his family and his professional environment with his colleagues, the administrative staff and his manager, so that every time he interacts with others and practices various social and entertainment activities.
- 4- Professional indicators: Which center around the degree of the individual's satisfaction and love for his profession, and the most important criterion in it is his ability to accomplish the tasks assigned to him and which are stipulated by the job position he occupies, the ability to make decisions and agree with the duties and obligations entrusted to him (Bofaj, 2018).

Magdy (2009) adds that there are three dimensions of the quality of life as follows:

- 1- The objective quality of life: Which consists of the material resources provided by society, in addition to the individual's personal social life.
- 2- The self quality of life: Which means how each individual feels the good life he lives, or the extent of satisfaction and contentment with life and feeling happiness.
- 3- The existential quality of life: It means the level of the depth of the good life within the individual, through which the individual can live a harmonious life, in which he reaches the ideal level in satisfying his biological and psychological needs as well as living in harmony with ideas, spiritual and religious values in his society.

(Widar, et, al, 2003) mentioned that there is general agreement that there are four main dimensions that determine the quality of life:

- 1- The physical dimension: Which is related to diseases and their symptoms.
- 2- The functional dimension: Which is related to medical care, and the level of physical activity.
- 3- The social dimension: Which is related to communication and social interaction with surrounding people.

- 4- The psychological dimension: Which is related to cognitive functions, emotional state, general perception of health, mental health, life satisfaction and happiness.

The World Health Organization (WHO) indicated the concept of global quality of life consisting of several dimensions such as: Psychological state, emotional state, job satisfaction, life satisfaction, religious beliefs, family interaction, education, and material income. Also, this quality of life is formed through the individual's self-perception of his mental state, his physical health, his functional ability, and the extent of his understanding of the symptoms he is experiencing (Gabriel, 2007).

Previous studies

In the study conducted by Khamis (2010) entitled: "Quality of life and its relationship to both job satisfaction and anxiety about the future among kindergarten teachers", the study sample consisted of (292) kindergarten teachers, and the quality of life scale, the job satisfaction scale, and the future anxiety scale were used. The results showed a positive statistically significant correlation between quality of life and job satisfaction, a negative statistically significant correlation between quality of life and anxiety about the future, and a negative statistically significant correlation between job satisfaction and anxiety about the future.

The aim of the study Moreira (H. 2011) is to identify the quality of life in a sample of physical education teachers in Brazil, the study sample consisted of (654) male and female teachers. The results showed that some teachers are dissatisfied with the teaching profession, which negatively affects the quality of their lives. The results also showed that there were no differences between the genders in the quality of life, in all dimensions, and the overall score.

The study of Al-Sharafi (2012) aims to find the relationship between the methods of confronting traumatic experience and the quality of life of the teachers in UNRWA in Gaza, and to identify the most important methods of facing traumatic experience, as well as the quality of their lives. This study also aims to find the differences between the average scores of individuals on the scale of coping methods and the scale of quality of life, which can be attributed to the variables of gender, academic degree, years of experience, proximity to the contact line, number of family members and income. The study sample consisted of (401) teachers from both genders, filtered to include experienced teachers. The study indicated that the quality of life of the sample members was good. It also indicated that there were no differences in all aspects of quality of life attributable to gender, except for the two dimensions of physical health and the psychological quality of life in favor of males.

Al-Ajouri study (2013) aimed to identify the level of social intelligence as well as the level of quality of life among male and female teachers and to identify the relationship between social intelligence and quality of life. It also aimed to find the differences in social intelligence and quality of life according to the classification variables (gender, age, marital status, economic level). The study sample included

(420) teachers from both genders. The study indicated that the quality of life among the study sample is good and falls at a relative weight (0.72%), and that there are statistically significant differences in the quality of life in favor of males.

Manju's (2014) aimed to develop a perception of the quality of school work life for secondary education schools, the study sample consisted of (100) secondary school teachers. The results of the study indicated that (70.2%) of the teachers possess average quality of work life, the percentage of (10.9%) have a low quality of life level, and (15.9%) of the teachers possess a high level of quality of life. There are statistically significant differences in the importance of quality of life between male and female secondary school teachers in favor of females. There were no differences between secondary school teachers in the quality of life attributable to the experience variable.

The study (Al-Dahdouh, 2015) aimed to identify the quality of the job life of primary school teachers in the governorates of Gaza, and the level of teachers' performance, and to uncover the relationship between the average scores of the sample members evaluation of the job quality level and the relationship to their level of performance. The study sample consisted of (465) teachers of both genders and (140) principals. The results of the study showed that the overall arithmetic average of the quality of life level among teachers of the elementary stage in the Gaza governorates, from the teachers' point of view has reached (3.35), which is an average score. There are statistically significant differences between the average scores of the study sample's assessment of the quality of the job among elementary school teachers in Gaza governorates due to the gender variable and in favor of the female teachers. There are no statistically significant differences between the averages of the study sample's degrees of the quality of the job life of teachers of the elementary stage in Gaza governorates due to the two variables of the study (academic degree and service period).

The Fawatimia study (2017) aims to find the level of quality of life among primary school teachers and to find out whether there are statistically significant differences in the quality of life due to variables of gender, age and experience, and it adopted the descriptive method. The study sample consisted of (300) of both genders. The results showed that primary education teachers enjoy the quality of life at medium levels, and that there are no significant differences in the quality of life due to gender and experience variables.

Al-Baghdadi's study (2017) aimed to identify the effect of the quality of life of workers in public special education institutes on the degree of their job satisfaction, and to reveal the differences in the quality of life and the degree of job satisfaction according to the years of experience variable, as the size of the study sample reached (193) workers, who were selected using the intended sampling method. The study concluded that there is a positive and statistically significant effect of quality of life on the degree of their job satisfaction. The results also indicated that there are statistically significant differences between the average scores of workers in public special education institutes on the quality of life scale according to the years of experience variable in favor of workers with more experience, and the absence of statistically significant differences between the average scores of workers in public special education institutes on the total

score of the scale of satisfaction and its sub-fields according to the experience variable, with the exception of these areas: relationship with supervisors, management style, promotion opportunities, material work conditions, nature of work), in which the differences were in favor of those with more years of special experience are medium, and there were no statistically significant differences in effectiveness and job satisfaction attributable to the gender and experience variables.

The study of Al-Hadidi and Al-Bajari (2018) aimed to identify the quality of life of educational guides, and the difference in the quality of life according to the gender and the years of service variables. The study sample consisted of (150) male and female guides in Ninawa Governorate in Iraq. The results showed that there were statistically significant differences according to the gender variable and in favor of the females, and also showed that there are no statistically significant differences according to the years of service variable.

The study of Muhammad (2018) aimed to know the quality of life and its relationship to job satisfaction among psychologists working with autistic children in the centers of special education in Jazeera state, and to find out whether there are individual differences in the quality of life attributable to the age and experience variables, and the research sample consisted of (73) of psychologists working with autistic children. The research found that the general characteristic of the quality of life among workers in autism centers in the state of the Jazeera state is high, and that the general characteristic of job satisfaction among workers in autism centers in the Jazeera state is high, there is a positive correlation between the quality of life and the job satisfaction among workers in autism centers In the Jazeera state, and there are no statistically significant differences in the quality of life among workers at autism centers in the Jazeera state according to the age variable, however there are statistically significant differences in the quality of life for workers at autism centers in the Jazeera state according to the experience variable

The study of Muhammad and Muhammad (2018) aimed to reveal the relationship between the efficiency of cognitive representation and the quality of the job life of special education teachers and to identify the differences in the competence of cognitive representation and the quality of the job life of special education teachers according to the type, experience, academic qualification, and the category they deal with. The study sample consisted of (80) special education teachers working in special education schools, and the results of the study showed a strong correlation between the indicators of cognitive representation efficiency and the quality of the job life of special education teachers, the absence of statistically significant differences between the average scores in the efficiency of cognitive representation and the quality of the job life among special education teachers according to the number of years of experience, academic qualification, and the category of class that the special education teachers deal with.

The study of Assaf and Al-Hour (2018) aimed at identifying the degree to which a sample of primary school teachers in the Gaza governorates estimated the quality of working life among them, and to reveal whether there were statistically significant differences in the evaluation of the sample members due to the

variables of gender, years of service, academic major. The sample consisted of (378) male and female teachers from private schools in Gaza governorates, and the results showed that the degree of evaluation of private school teachers for the quality of work life was great, and there were no statistically significant differences in the quality of work life due to the gender variable and the academic major variable, while differences were found depending on the variable of years of service in favor of the category less than 5 years.

The study problem

The quality of life is a variable that has positive reflections on the individual's life, as the individual's perception and positive or high evaluation of the quality of his life, in all stages of his life, give him the ability to understand different situations, solve crises, achieve social harmony with society and not be afraid of the environment in which he lives, and to desire life more than those who perceives or evaluate the quality of his life negatively or at a low level. Accordingly, it has become imperative to pay attention to the material and social conditions of the teachers of special education centers, as well as to study the psychological and personal aspects of them to ensure their positive adaptation and the continuity of their practical, educational and social giving and creativity. Therefore, the current study attempted to answer the current questions:

- 1- What is the quality of life among teachers of special education centers in Riyadh governorate?
- 2- Are there statistically significant differences in the quality of life among teachers of special education centers in Riyadh area due to the gender of the teacher (male-female)?
- 3- Are there statistically significant differences in the quality of life among teachers of special education centers in Riyadh area due to years of experience (less than 5 years, 5-10 years, 10 and more)?

The importance of the study

The importance of this study lies in the importance of the variables it dealt with and the extent of their impact on the lives of university degree special education teachers who constitute an important segment of teachers due to their important role in building the personalities of students with special needs. The importance of the study can be summarized in the following points:

- 1- Increasing the teachers' awareness of their quality of life, which drives them to strive for development and reach the highest levels of self-realization and personal satisfaction with it.
- 2- In light of what the study may show, the results can be used in designing guidance programs to help improve the quality of life of special education teachers.
- 3- This study may raise the interest of researchers to conduct studies about the quality of life and its relationship with variables that are still not covered by previous studies, as well as researching samples other than the study sample.

The objectives of the study

The current study aims to achieve the following objectives:

- 1- Explore the level of quality of life among teachers of education in special centers in the province of Riyadh.
- 2- Verifying the existence of differences in the quality level of teachers of special education according to the variables of gender & years of experience.

The study limitations

The study was limited to the following limits

- The Human limitations: Teachers of special education in the city of Riyadh.
- Time limitations: The second semester of the 2019-2020 academic year
- Location limitations: Riyadh region
- Objective limitations: The tool used in the study in terms of its validity, stability, and the extent of the study sample's response to it.

The study methodology

To achieve the objective of the study, the descriptive and analytical method will be used, due to its compatibility to the nature of the study in order to measure the quality of life among teachers of special education centers in Riyadh city according to the variables of gender and years of experience.

The study community and sample

The study community consists of all the teachers in special education centers in the province of Riyadh for the academic year (2019-2020) who were (300) teachers. A random sample consisting of (201) was selected, where (201) of them answered the study tool that was distributed electronically.

Table No. (1) shows the distribution of the study sample according to the study variables.

Table No. (1) Distribution of the sample members according to the study variables for teachers in special education centers

Variable	Gender	Repetition	Percentage
Gender	Male	46	%23
	Female	155	%77
Years of experience	Less than 5 years	88	%44
	5 to 10 years	83	%41
	More than 10 years	30	%15

The study procedures

The quality of life scale was developed for teachers of special education centers by referring to the theoretical literature on this topic. The scale, in its initial form, may consist of (36) items, distributed into five dimensions: health quality, family life quality, psychological quality of life, quality of work and time management and environmental quality. A five-point graded scale was used to correct the

response to the paragraphs, where each paragraph was given responses: (apply to a very large degree, apply to a large degree, apply medium degree, apply poorly, apply very poorly), grades (1,2,3,4,5) respectively.

The validity & consistency of the tool

After the study tool was prepared in its initial form, the tool was presented to (10) specialized arbitrators, as the researchers gave their observations and suggestions about the suitability of the paragraphs and their compatibility with the field to which they belong, the extent of their clarity, and the validity of their linguistic formulation. And after taking their observations and opinions into consideration, each paragraph was modified by two arbitrators, where the paragraphs that the arbitrators proposed to amend were amended. And to ensure the validity of the establishing the tool, the researchers calculated the validity of the applying the scale on an exploratory sample consisting of (30) teachers from the original study community, and not from the study sample, and the correlation coefficients were calculated between the degree of each field of the scale and other fields, as well as each field of the total degree of the scale. Significant correlation coefficients ranged between (0.55-0.73). The stability coefficients were also extracted by calculating the stability factor using the Cronbach's alpha equation. The stability coefficients and the internal consistency coefficients for the scale as a whole ranged (0.88), which is statistically significant, and this value was considered appropriate for the purposes of the study. Thus, the scale has acceptable validity and reliability indications, which justifies its use for the purposes of this study. This tool was prepared in electronic form and distributed electronically to the study sample.

In order to correct the responses of the study tool, the researchers assigned the following scores to the grading categories: Grade (5) for the first level (applies to a very large degree), (4) for the second level (highly applicable) Grade (3) for the third level (applies with a moderate degree), the score (2) For the third level (applies a weak degree), the grade (1) for the fourth level (applies with a very weak degree). Accordingly, the highest score that a teacher responding to this tool can attain is: $(36 \times 1 = 36 \text{ degrees})$, and the lowest score can be That you get it on the tool is: $(36 \times 5 = 180 \text{ degrees})$. The researchers adopted the following criterion to determine the degree of satisfaction that the teacher faces: a (high) score if the average answer is (more than 132), a (medium) score if the average answer is, (84-131), a score of (weak) if the average answer is less than (84).

The results of the study

Question one: What is the quality level among teachers of special education in Riyadh from their point of view?

To answer this question, the researchers extracted the arithmetic averages and standard deviations of the quality of life level of teachers of special education in Riyadh from their point of view. As shown in Table No. (2)

Table No. (2) The arithmetic averages and standard deviations of the quality level

Field	No.	Total	Arithmetic average	Standard deviation	Level
Total score of the quality scale	201	25955	128.49	18.292	moderate

It is evident from Table No. (2) that the degree of the level of awareness of teachers in special education centers in Riyadh about the quality of life is average, with an arithmetic average of (128.49) and a standard deviation of (18.29). The researchers attribute this to the working conditions and nature of work in special education centers; as the concept of quality of life is related to what the individual does or the job he occupies, and there are important factors that can be considered in this regard that have an impact on the implementation of this concept procedurally such as: The conditions of work itself, the material return, and the opportunities that work can provide in terms of professional promotion and status, which have an impact on the individual's life in his relationship to the profession, and the quality of supervision and the co-workers relationship are among the effective factors in achieving this concept. The teacher who teaches in special education centers might feel that it does not provide him with appropriate social and emotional support, opportunities for promotion and career advancement that he aspires to achieve, as well as the type of work that the teacher does in these centers and the daily routine that they do, and the amount of pressure the teacher is exposed to, in addition to the nature of supervision and follow-up which the teacher feels is unfair, as well as the nature of social interaction among colleagues. All of this reflects the teacher's feeling of the quality of life, as the literature of theory indicates in general that a good work climate leads to professional satisfaction and predicts the quality of life because of the satisfaction it achieves among individuals on the material and moral level, which means stability of the psychological state, which is positively reflected in all aspects of life. Good working conditions affect the degree of the teachers enjoyment of life, and the degree of satisfaction of teachers of special education centers is moderate. The result of this study is consistent with the results of the study of (Al-Sharafi, 2012; Manju, 2014; Al-Dahdouh, 2015; Al-Baghdadi, 2017) and differs from Results of (Al-Ajoury study, 2013; Assaf and Al Horr, 2018; Muhammad, 2018) in which the quality of life was high, and it also differs with the result of the Moreira study. H. 2011 in which the quality of life was found low.

Question two: Are there statistically significant differences in the quality of life among teachers in special education in Riyadh due to the gender of the teacher (male-female)?

To answer this question, the T-test was used to examine the differences between the average scores of the sample members in the quality of life among special education teachers in Riyadh governorate due to the gender of the teacher (male-female). Table No. (3) shows the results.

Table No. (3): The arithmetic averages, standard deviations, and test results (T) for the significance of the differences in the level of job satisfaction attributable to the gender variable (male - female)

Group	No.	Arithmetic average	Standard deviation	Freedom degree	Calculated T value	Statistical significance
Male	46	133.57	17.84	199	2.704	0.007
Female	155	126.99	18.20			

It is evident from Table No. (3) that there are statistically significant differences in the level of evaluation of teachers of special education centers in Riyadh for job satisfaction due to the variable of the teacher's gender and in favor of males. This is due to the ability of male teachers to withstand and confront work pressures more than the female teachers whose role as a teacher is affected by circumstances and social roles that she performs as a wife, mother and teacher, which affects her satisfaction with her work, as males have the ability to resist difficult working conditions, the ability to move around and attend training courses required for work and make visits and trips outside the official working hours with colleagues, which strengthens social relations between them. While social relations among the female teachers is concentrated inside the center, which achieves less job satisfaction for them than the male teachers. The life of the working woman in general, and the teacher in particular, is more difficult, because they are more responsible than male teachers, as they bear the burden of work just like the teachers, in addition to that continuation of their work in their homes, and follow up on home affairs such as tidying-up, cleaning, preparing meals, following up on children at home, and so on. In addition to the hard school work that is followed by extra work at home, such as preparing lessons, helping kids study for tests, while the teacher does not bear this responsibility or is not forced to assume this responsibility. These many responsibilities will stress the teacher and this stress affects general health and also affects the quality of life. As for males, they find plenty of time to rest, and this is not available for female teachers. So the differences came in favor of the male teachers, because female teachers are more affected and exhausted than men, which affects their quality of life when compared to men.

The results of this study are consistent with the results of the Al-Ajouri study (2013) and differ from the results of the study (Manju, 2014; Al-Dahdouh, 2015; Al-Hadidi and Al-Bajari, 2018), which indicated that the differences were in favor of females, and also differed with the results of the study of both (Moreira. H. 2011; Al-Sharafi, 2012; Fatmia, 2017; Al-Baghdadi, 2017; Muhammad and Muhammad, 2018; Assaf and Al-Hour, 2018) which indicated that there was no difference in the quality of life between the teachers from both genders.

Question three: Are there statistically significant differences in the level of job satisfaction among special education teachers in Riyadh attributable to the teacher's years of experience (less than 5 years, 5-10, 10 and more)?

To answer the question, the researcher calculated the sum of the answers for each member of the sample in order to find the arithmetic average and the standard deviation of those answers. Then, he used the analysis of variance to

find the differences between the averages according to the number of years of experience, as shown in Table No. (4) below.

Table No. (4) Shows the numbers of teachers from each category and the arithmetic average for each of them, as well as the standard deviation

Experience	No.	Arithmetic average	Standard deviation
Less than 5 years	88	127.84	17.585
5 to 10 years	83	126.95	19.507
More that 10 years	30	134.67	16.037
Total	201	128.49	18.292

The above table shows that the number of teachers from the first category was 88, their arithmetic average of 180, the standard deviation was 17.585, while the second group numbered 83, and they got the average of 126.95, their standard deviation is 19.507, the third category has 30 teachers, the arithmetic average of them is 134.67 and the standard deviation is 16.037, and the overall average is 128.49 with a deviation of 18.292.

In order to identify the significance of the differences in the quality of life of teachers of special education centers in the province of Riyadh according to years of experience (less than 5 years, 5-10, 10 and more), the mono-analysis of variance test was used to examine the differences between the arithmetic averages on quality, as shown in Table No. (5).

Table No. (5) shows the results of a mono-analysis of differences in the quality of life among teachers of special education centers in Riyadh governorate according to years of experience (less than 5 years, 5-10, 10 and more)

Source of deviation	Total of squares	Freedom degree	Average deviation	Calculated F value	Statistical significance
Between groups	1378.209	2	689.104	2.082	0.127
Within groups	65872.272	199	331.016		
Total	67250.480	201			

The above table shows that the sum of the deviations squares between groups amounted to 1378.209, while it reached 65872.272 within the groups. As for the degrees of freedom between groups, it was 2 and within the groups 199. The table also shows that the average variance between groups was 689.104 and within groups 331.016, and the value of (F) calculated was 2.082. The statistic significance was 0.127, which is greater than 0.05. This indicates that the differences between the average scores of teachers according to the number of years of their experience are not statistically significant. The researchers attribute this to the fact that workers in special education centers, regardless of the number of years of service, work in the same work environment and the regulations and systems apply to all of them, in addition to the fact that they have undergone the same rehabilitation and education programs in special education with slight differences between the universities from which they graduated. They

face the same challenges in the classroom at work as the quality of life is related to the self-perception of these conditions because this perception affects the individual's assessment of the objective aspects of life, such as education, work, standard of living, and social relations on the one hand, and the importance of these topics for the individual on the other hand. There is a degree of affection and familiarity determined by the years of working together, so that every new teacher in the teaching profession will adapt to the new situation over time, as the shared and mutual experience increases the trust and affection among school members. Years of service do not affect the job conditions and the material and human conditions, as everyone lives the same conditions and needs and thus there were no differences among the study sample members according to years of experience, and the results of this study are similar to the results of the study of both (Manju, 2014; Dahdouh, 2015; Fatimia, 2017; Al-Hadidi and Bajari, 2018; Muhammad, 2018; Muhammad and Muhammad, 2018), while it differed with the results of the study (Assaf and Al-Hor, 2018), which differed according to the years of service in favor of the group less than 5 years, and also differed with the study of Al-Baghdadi, 2018), which differed in favor of years of experience more than 10 years

Recommendations:

- 1- Encouraging teachers to exchange the necessary experiences with their colleagues at work and with those around them in the external community, which would benefit in improving life.
- 2- Work to reduce the burdens on teachers through providing them with social support.
- 3- Work to improve the school community to the level that satisfies the teachers' needs.
- 4- Having awareness workshops for all members of society in general and for the husbands and ale relatives in particular to spread awareness about the heavy burdens and responsibilities of the teacher outside and inside the family to reduce these responsibilities and help the teacher in carrying out responsibilities with her.
- 5- Improving the quality of life for workers in special education centers by spreading the culture of quality of life and generating conviction in them that improving the quality of life is a realistic goal that can be achieved and leads to overcoming obstacles, overcoming difficulties, and reducing some contradictions between the individual and his environment.
- 6- Conducting more studies on the quality of life of teachers of special education centers and dealing with variables not covered in this study, such as self-efficacy beliefs, psychological security ... etc.

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