

A Review Of The Job Satisfaction Theory For Special Education Perspective

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Abstract: Job satisfaction reflects a positive feeling towards the task performed. Through this value of job satisfaction, an individual will feel confident and enthusiastic in every job undertaken. In the field of education, of course the discussion is focused on the job satisfaction of teachers because the main role in the delivery of knowledge in schools is the teachers. Even in special education specifically, job satisfaction is very important in increasing the accountability of special education teachers as well as motivating themselves to continue to dedicate themselves to religion, race and country. The discussion of job satisfaction, has been explained in several theories that can be linked to special education. This study was conducted to examine the previous theories related to teacher job satisfaction which can be referenced by teachers.

Keywords: Job satisfaction, special education, self management theories.

INTRODUCTION

Performing a task requires the best effort. This effort will lead towards the formation of meaningful success. With effort and the use of the right methods in performing the task, then a success can be produced. The resulting success will create a sense of satisfaction in work. This job satisfaction, if it can be enjoyed, will make an individual feel self -confident, feel appreciated and in turn become a motivator in doing the job better in the future. With job satisfaction as well, an individual will be able to maintain loyalty in the work done.

This job satisfaction should also be applied in the field of education. With the largest number of citizens and functioning as the basic necessities of life, education is definitely the main focus of society. Great and brilliant teachers, will usually be able to enjoy satisfaction in their work. They have given everything to the students. This helps themselves to be more advanced in the future. Teacher job satisfaction is also closely related to student success. Teachers who are satisfied with their work will love their work more and will make the students successful as well. The same is true of the necessary aspects of special education. In fact, in the opinion of researchers, special education citizens should be appreciated for the hard work they do even though not many people recognize it. In determining the best elements to achieve teacher job satisfaction, several theories can be used as a reference, such as Maslow's Theory and Herzberg's Theory.

LITERATURE REVIEW

Maslow's Theory (1954)

The theory that was put forward by Abraham Maslow in 1954 states that human beings have their own basic needs to be met (Norazmi et al., 2019). These basic needs become determinants of human satisfaction whether they are achieved or not, when self -perfection is fulfilled. According to Firkhan et al. (2021), failure to meet basic human needs will cause the human soul to be disturbed and subsequently fail to achieve self -satisfaction whether in in terms of their development, career or employment. The basic needs meant are physiological needs, security needs, love needs, self -esteem and also the level of self -perfection (Maslow, 1954). Rosnee et al. (2021) specifically suggest that teacher job satisfaction can only be achieved if these levels of need are met.

In the career aspect as a teacher, physiological needs involve the payment of salaries or wages, lounges, facilities and other working bases. Once the requirements of the physiological level are met, the safety level must be met. According to Zaid et al. (2020), the level of safety covers the right to a sense of security as well as a sense of well -being covering oneself, family, property and even the workplace. The third stage which is the need to be loved and accepted must be met after the security level is met. This stage requires the spiritual and social aspects to be perfectly fulfilled. Norazmi (2020) emphasizes that, in school organization, teachers need to be in a situation where they feel well received either from fellow teachers or administrators.

Once the need to be accepted in the school community is met, the next stage is the level of self -esteem must be met before being able to achieve satisfaction in the job done. Fauziyana et al. (2020) explain that at this stage, human beings need appreciation for their work as well as a sense of respect by those around them. Norazmi et al. (2020) argue that at this stage, teachers should be given a certain form of praise or appreciation as one of the means of meeting their needs. Zaid et al. (2021) argue that, when all these stages are

met, then satisfaction in doing a job will be achievable. In support of this statement. Teacher job satisfaction will be achieved if teachers succeed in obtaining all the stated requirements such as adequate salary, sense of acceptance, being treated fairly by administrators in matters of division of labor and also receive proper rewards in the efforts made.

Maslow’s theory has exerted a strong influence in the field of education and human development (Een et al., 2021). The requirements stated in this theory are very useful in determining the job satisfaction of teachers which are subjective in nature. According to Aminah et al. (2021), teachers who receive fair treatment in terms of division of tasks and are rewarded for the commitment given, are able to be a successful person. While Ishak et al. (2021) stated that, based on this Maslow Theory, teachers are able to work contentedly after human values are taken into account as valued when successfully doing something, treated fairly in performing tasks, no additional burden and given space to determine action to be taken. Therefore, the needs stated in this theory need to be given attention by school principals so that teachers can achieve their job satisfaction.

Herzberg Theory (1968)

Herzberg’s theory introduced in 1968 emphasizes the importance of meeting self -needs and motivational needs in the process of self -potential development. Azlisham et al. (2021) stated that, a person’s job satisfaction can be determined through two main factors stated in this theory namely the extent to which motivation is accepted and the extent to which self -needs are met. Rosnee et al. (2021) argued that Herzberg in his theory raised self -psychological factors such as appreciation and salary as well as motivational factors to be the backbone to job satisfaction. While Roszi et al. (2021) stated that the basic needs and motivations put forward by Herzberg can motivate human beings to work with full commitment and work to achieve the best performance.

According to Mohd Norazmi et al. (2021), this theory examines two main factors in shaping job satisfaction namely motivator factors and hygiene factors. Herzberg (1968) stated that high motivator or stimulant factors will be the cause of high satisfaction. While hygiene factors are known as external factors or high work context will cause employees will not, dissatisfied. According to Fauziyana et al. (2021), these two factors are not dependent on each other where motivating factors namely performance, employment, progress and development affect a person's work effectiveness, while hygiene factors such as salary, working conditions, relationships with colleagues and leader role influence satisfaction working. Saadiah et al. (2021) stated that the hygiene factor is a stimulus to employees to move work, while the motivational factor makes them work well to achieve their goals. Zaid et al. (2020) argue that hygiene factors if met will give results to job satisfaction and can avoid dissatisfaction. While the motivating factor if met can be the driving force to the commitment of employees to give the best.

Based on this theory, job performance and job satisfaction of teachers are influenced by the motivation as well as the influence received by employees. Een et al. (2021) stated that administrations and leaders need to pay attention to these two factors in ensuring job satisfaction among teachers. School leaders, ie headmasters, need to ensure that the work in the school is in a positive state such as trying to provide appropriate rewards, provide space for teachers to carry out their duties, be fair to teachers and give teachers the freedom to act so that teachers feel satisfied. in their work. Therefore, this theory can be used as a basic guide to head teachers in schools to exercise their competent leadership in ensuring the welfare of teachers in schools.

FINDINGS AND DISCUSSION

There are three dimensions for the construct of teacher job satisfaction based on the description of Maslow's Theory (1954) and Herzberg's Theory (1968) namely the dimensions of physiology, relationships and safety. Maslow’s (1954) theory describes physiological dimensions based on aspects of pay, rest, recognition, assignments, praise and hospitality. As for the relationship dimension, this theory explains the relationship between colleagues and the relationship with administrators. As for the safety dimension, this theory emphasizes on the safety of facilities, employment and personal health.

Herzberg's theory (1968) details two dimensions in the construct of teacher job satisfaction namely the physiological dimension based on salary or wages, job performance, employment conditions and self -development. While the second dimension, namely the relationship, provides arguments related to the relationship between members and the relationship with administrators. A summary of the available dimensions for the job satisfaction construct is shown in Table 1. Based on the explanation of these two theories, it is very appropriate for the researcher to make these two theories as the basic guide for this study.

Table 1: Dimensions in Teacher Job Satisfaction Theories

No	Job Satisfaction Theories	Dimentions		
		Dimention 1	Dimention 2	Dimention 3

1	Maslow's Theory of the Hierarchy of Needs (1954)	Physiology -salary -rest -recognition -Praise -fair assignment -fair service	Relationship -relationships between colleagues -Relationship with administrators	Security -facilities -conducive -employment -workplace -health -Safety
2	Herzberg's Two Factor Theory (1968)	Dimention 1 Physiology -salary -work performance -work conditions -Self -improvement -self development -motivator	Dimention 2 Relationship -relationships between members -relationship with administrators -administrator support	

Nevertheless, as the primary reference for the job satisfaction construct in this study, Maslow’s (1954) Theory is more relevant and dominant. The hierarchy stated in this theory meets the needs as well as the realities that occur in PPKI. According to this theory as well, each level of need must be met in order to achieve satisfaction in the work done. The basic needs meant are physiological needs, security needs, love needs, self -esteem and also the level of self -perfection (Maslow, 1954). If we examine all the levels of human needs mentioned, it is very appropriate to the situation in PPKI where teachers always feel marginalized and not always appreciated. The next problem is that the teachers at PPKI have less or no satisfaction in their work. Headmasters as school administrators can see and examine the level of needs stated in this theory to provide space for PPKI teachers to feel satisfaction in their work. Therefore, it is once again stated that the main theory used as a reference in this study for the construct of job satisfaction is Maslow's Theory (1954).

CONCLUSION

Theories that discuss teacher job satisfaction have been parsed in detail through the views and elements that make up job satisfaction. Teachers as mediators in the delivery of knowledge should need this value of job satisfaction in carrying out their duties. By enjoying the satisfaction of the work produced, it will form a good identity for teachers and in turn motivate themselves to do better things in the future. If the need to enjoy job satisfaction is important for primary teachers, then the need is more important for special education teachers, we all already know that, effective teaching for students with special needs depends entirely on the teacher who teaches. Therefore, this value of satisfaction should be emphasized in performing tasks for special education teachers.

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