

# The Relationship Between Motivation, Job Satisfaction and Psychological Well-Being among Special Needs Teachers in Johor

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## Abstract

Education is a process and opportunity for students to learn and reap new knowledge. Having an adequate amount of education can help a young student to achieve their ambitions, get a successful career and have high social status. However, special needs education has broader scope, and it does not only focus on taking care of the physical disabilities of the children. It also includes focusing on the children's academic learning, development from dependence to independent stage and also better social interaction skills throughout their life. All special need teachers deserve to feel comfortable, satisfied and happy with their job. There are many factors that can contribute to job satisfaction, psychological well-being and motivation. Five objectives were created to identify the relationship between motivation, psychological well-being and job satisfaction. Descriptive Statistic had been used to identify the level of each variable for the special needs teacher in Johor while Inferential Statistic like Wilcoxon and Kruskal-Wallis H had been applied to determine which motivation factor (extrinsic-intrinsic) influence special needs teachers the most and is there relationship between all three variables. Finally, it is found that the level of motivation, psychological well-being and job satisfaction is high among the special needs teachers. Also, extrinsic factor is given more importance than intrinsic factor and lastly, it is proven that there is no significant difference in all three variables among special needs teachers.

*Keywords:* Job Satisfaction, Psychological Well-Being, Motivation, Special Needs Teacher

## Abstrak

Pendidikan merupakan proses dan peluang bagi pelajar untuk mempelajari dan memperoleh pengetahuan baru. Memiliki pendidikan yang mencukupi dapat membantu pelajar muda mencapai ambisi mereka, memperoleh kerjaya yang berjaya, dan mendapat status sosial yang tinggi. Walau bagaimanapun, pendidikan khas mempunyai skop yang lebih luas dan ia tidak hanya memberi tumpuan kepada penjagaan kecacatan fizikal kanak-kanak. Ia juga termasuk memberi tumpuan kepada pembelajaran akademik kanak-kanak, perkembangan dari peringkat kebergantungan kepada peringkat kemandirian, dan juga kemahiran interaksi sosial yang lebih baik sepanjang hidup mereka. Semua guru pendidikan khas layak untuk merasa selesa, berpuas hati, dan gembira dengan pekerjaan mereka. Terdapat banyak faktor yang boleh menyumbang kepada kepuasan kerja, kesejahteraan psikologi, dan motivasi. Lima objektif telah dicipta untuk mengenal pasti hubungan motivasi, kesejahteraan psikologi, dan kepuasan kerja. Statistik Deskriptif telah digunakan untuk mengenal pasti tahap setiap pemboleh ubah bagi guru pendidikan khas di Johor manakala Statistik Inferensi seperti Wilcoxon dan Kruskal-Wallis H telah digunakan untuk menentukan faktor motivasi mana (ekstrinsik-intrinsik) yang mempengaruhi guru pendidikan khas paling banyak dan adakah terdapat hubungan antara ketiga-tiga pemboleh ubah tersebut. Akhirnya, didapati bahawa tahap motivasi, kesejahteraan psikologi, dan kepuasan kerja adalah tinggi di kalangan guru pendidikan khas. Selain itu, faktor ekstrinsik diberi lebih penting daripada faktor intrinsik dan akhirnya, terbukti bahawa tidak terdapat perbezaan yang signifikan dalam ketiga-tiga pemboleh ubah tersebut di kalangan guru pendidikan khas.

*Kata Kunci:* Kepuasan Kerja, Kesejahteraan Psikologi, Motivasi, Guru Pendidikan Khas

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## 1.0 INTRODUCTION

Education is a process and opportunity for students to learn and reap new knowledge. Having adequate amount of education can help a young student to achieve their ambitions, get a successful career and have high social status (Tang,2019). Not only that, but it will also help students to mature in their thinking styles and aid them to have a decent living lifestyle. This concept also applies similarly for the special needs students (Rathnakar,2019). However, special needs education has broader scope, and it does not only focus on taking care of the physical disabilities of the children. It also includes focusing on the children's academic learning, development from dependence to independent stage and also better social interaction skills throughout their life (Taib,2020). Apart from that, there are various kinds of forms that special needs education will perform in order to give sufficient education to the special needs students. Some of them are by providing updated learning materials, creating interesting physical classroom designs, creative teaching resources and special classes for the poor performing special need students (Schleicher,2018).

Though at times, it may be challenging for the students to cope with their studies and activities provided, it is important for them to invest maximum of their effort towards their education. Since education is an infinite process, it is essential for the students to continuously learn and developed themselves throughout their life so that they will be able to take good care of themselves and be aware of the environment they live in (Rathnakar,2019). But, in order for the special needs students to strive towards their success and climb their ladder correctly, it is crucial for them to acknowledge the teachers who had been the backbone of their life. Without their guidance and knowledge, most of the students will not be able to get through their life successfully (Rathnakar,2019).

Every special need teacher will always push the limit of their student's potential and inspire them to work hard so that they will understand the importance of dedicating themselves to passion projects or endeavors (Gyasi,2020). They will also make sure that they nurture, teach, and raise their students so that they become useful to society one day. Not only that, nowadays, it is very common that most of the special needs teacher's role had gone beyond teaching as they involve themselves in giving counselling, mentoring and teaching the children how to use and apply the knowledge they learn in their lives (Warnes,2021). According to Amar Singh (2020), only 14,064 teachers in Malaysia had been registered under special needs teacher for 65,980 students (including pre-school) with the ratio of 1 teacher to 4.7 children. Not only that, but there are also around 6,082 teacher assistants registered to aid the special needs teacher (Singh, 2020). Looking at the number of special needs teachers, the Malaysia Education Blueprint 2013-2025 had portrayed their feelings of dissatisfaction as there is a shortage of qualified special needs teachers (Singh, 2020). In addition, the Director of MOE's Special Education Division, Datuk Dr Yasmin Hussain had mentioned in January 2019 that some of the states in Malaysia do not really have much special need teachers and this add the concerns to the higher authorities as the future of the children with disabilities may be at stake (Ministry Education of Malaysia,2022). When a study on examining the effect of knowledge, readiness and teaching technique in inclusive practices among mainstream teachers was being conducted, they found out that most of the teachers were resisting to include inclusive children into their class (Taib,2020). This is because, most of them have limited understanding and training on how to educate children with disabilities and also lack readiness to include such students into their mainstream classes (Taib,2020).

Based on Rathee (2017) findings, there are certain factors that cause special need teachers to feel uninterested and stressed with their job (Rathee,2017). One of them is due to their job satisfaction. According to George and Jones (2008), job satisfaction has a complex and multifaceted view as every employee perceives it differently (Rathee,2017). It is defined as how a worker feels, beliefs, observes and accepts attitudes in their working environment. Not only that, the treatment given by the co-workers, supervisors and subordinates also play a part of a role in having job satisfaction (Ariffin,2013).

Since the population that the special needs teachers handling is unique and challenging, thus, it is important to alter and improve their understanding towards job satisfaction and include more fulfilling factors to increase the work performance of the special needs teachers (Strydom,2018). Limited research was done to address the job satisfaction of a special need teachers. For instance, an evaluation study was done to investigate how the environment of the classroom impacts the special needs teacher's teachings (Čech, 2021). This study concluded that related authorities should provide relevant resources for the special needs students so that the progress of their learnings will improve. Not only that, but the teachers are also advised to create a conducive and creative classroom to elevate the interest and participation of students in the class (Čech,2021). However, one of their limitations had stated that though classroom environment plays a role in the cognitive development of the children with disabilities, it is also important to address the satisfaction of the teachers (Čech,2021). The researcher had the urge to expand this study by tapping into other factors and not only focus on the children's development (Čech,2021).

All special need teachers deserve to feel comfortable, satisfied and happy with their job. There are many factors that can contribute to high job satisfaction and psychological well-being. However, this research will be focusing on the influence of motivation and how this factor can have a positive impact towards job satisfaction and psychological well-being of a special need teacher. According to Hinchliffe (2018), Job satisfaction, psychological well-being and motivation are interrelated to each other. If the special needs teacher's requirement is fulfilled and satisfied at their workplace, then they will be much happier and with that, the motivation among them will elevate (Hinchliffe,2018). Motivation is the process that initiates, guides, and maintains goal-oriented behavior's (Lyn, 2020). Based on the research article, motivation is influenced by biological, emotional, social and cognitive forces where it will act as a guide to initiate and activate human behavior in order to achieve their goals in life (Lyn,2020).

Yuwono (2021) had mentioned that one of the most important constructs in psychology and being studied largely by practitioners and academics is work motivation. This is because this is one of the common constructs which will always be present in all types of work contexts. So, when it comes to school context, the motivation level for the special needs teacher's motivation should be addressed as their contribution plays an important role in bringing up their school organization Yuwono (2021). There were studies that had been conducted by a few researchers (Viseu,2016, Hinchliffe,2018) based on the topic of importance of student motivation and school functioning. The majority of the topic only mentioned salary incentives but did not address regarding the well-being or the intrinsic motivation of the teachers (Viseu,2016). As a part of the limitation of this research article, the researcher had recommended other researchers to expand their research not only on extrinsic motivating factors but, also consider to study on the intrinsic section (Viseu,2016).

Another similar research had been conducted locally, in Malaysia. Here, Ghani (2018) had concluded with his research that the financial element is the important resource for the special needs teachers in PPKI (Program Pendidikan Khas Integrasi) as it help them to feel satisfied and happy with their job and also manage PPKI in a proper manner (Ghani,2018). It is said that with the extensive offer of financial element, the teachers will perform their best to the students in the classroom (Ghani,2018). Thus, in terms of research, it is clearly shown that the teacher's motivation had not been explored extensively and is still being undervalued. Therefore, this research study is being conducted to explore more in depth the relationship of motivation, job satisfaction and psychological well-being of special needs teachers.

## ■ 2.0 LITERATURE REVIEW

### 2.1 Job Satisfaction

According to Ariffin (2021) education is an essential asset for every individual as it will guide them to develop sufficient knowledge, go in the right direction in life, understand the good and bad. Not only that, but adequate education will also help individuals to become great citizens in the society Ariffin (2021). This concept applies to every category of students. Thus, by getting the help and guidance of teachers, every individual will be able to instill the right education. They are considered to be one of the noble characters who is committed to uphold the aspirations of the nation and build a strong bridge for the future of the students Hughes (2018). However, according to Hee (2019) currently the situation in Malaysia has worsen as the nation is facing with teacher shortage problem Hee (2019). This report includes Special Needs Teachers as a part of the deficiency.

Usually, rewards like awards, bonuses, gifts, vouchers are they ways employers use to appreciate their colleagues Athanasiadis and Greece (2018). Based on Gokce (2020) money is essential in every employee's life, but at times, they prefer to receive rewards not because of the amount of money, but it will act as a fuel for them to extend their miles of success Gokce (2020). On the other hand, recognition is another intangible gesture used to appreciate the work of the employees. Most of the time, the recognition will be given in the form of short notes, text messages, appreciation leaves or verbal thank you Byrd and Alexander (2020). According to Yuwono and Okech (2021) if the organization utilizes this symbolic expression to value their workers, it will energize the employees to pitch in extra effort to develop the organization. Not only that, but it will also help to boost their motivation and morale to perform well Yuwono and Okech (2021)

Based on Sklavaki (2022) in today's world, recognition is what most of the special needs teacher around the world expects to have, whereas reward act as a secondary need to their work life as it can't act as a sole motivator to improve the level of their job satisfaction Sklavaki (2022). According to Boardman (2021), most of the special needs teachers prefers to have tangible rewards given as it will act as a motivation for them to take good care of the children's education Boardman (2021). Not only that, Hausstatter and Takala (2018) said that special needs teachers should also get chances to be promoted as staying in the same position for long term can cause them to feel bored, stressed and tired Hausstatter and Takala (2018). This view is supported by Hee, Shukor, Ping, Kowang, and Fei (2019), as promotion is a great opportunity to improve one's personal growth, receive more challenging tasks and also increase on social standing Hee et al (2019).

### 2.2 Psychological Well-Being

Psychological well-being, on the other hand, is define as a state, of how an individual realize their potential and is able to cope with their stressful life, work productively and make contribution for the community Roslan (2017). According to Wu (2020), teaching inclusive students can be fun and interesting at times, but it can influence their mood and face psychological disorders and decrement in their respective psychological well-being Kristiana (2017). Based on recent research, the special needs teachers in Malaysia are found to have high prevalence of depressive (43.0%), anxiety (68.0%) and stress (32.3%) symptoms Muniandy (2017). This is due to their age, teaching experience, insufficient salary, qualifications and amount of workload Muniandy (2017).

Panda (2022) posits that special needs teacher who facing imbalance in psychological well-being will tend to portray behavioural problems like absenteeism, early retirement, tardiness, insomnia and attrition Panda (2022). Then, Roach (2019) said, one of the reasons that cause the psychological well-being problem to elevate is because, they are unable to spend quality time with their family Roach (2019). The overload work of the special needs teacher results them to have reduce communication with the family member and due to this, they will tend to get into work-family conflict Alshoura (2021). Besides, the challenging task from workplace can also cause them to have changes in their family time plan Rosli (2021). The interference between their work and family will cause the special needs teacher to feel upset, lonely and depress as they are unable to balance their duty as a teacher, wife/husband, daughter/son Rosli (2021). Furthermore, according to Ibrahim (2021) the inner feeling of stress will cause them to have low morale and job satisfaction and also may result them in attrition Ibrahim (2021).

Apart from that, Boardman (2021) said that if the working conditions of teachers are being monitored well, thus the special need teacher's well-being, the learning process for the children will also not be impacted and their satisfaction to work will be sustained Boardman (2021). Not only that, but Haus tatter also (2018) express that practicing collaborative culture can help to reduce the tension of the special needs teacher Hausstatter (2018). An environment which can provide mutual support for the teachers, allow the teachers to voice out their opinions and have autonomy of the skills of teachers will help those teachers to be more engaged in their work better. As a support to this point, George and Sabhpathy (2017) had stated that special need teachers who gets sufficient support from their colleagues and supervisors will be less affected by the adverse emotional effects George and Sabhpathy (2017). Adding to that also, he said that if the supervisors are able to come up with positive work environment, then, the negative emotions that are always forming within the special needs teacher could be in control Fernet (2018).

### 2.3 Work Motivation

Finally, based on Ololube (2019) point of view, the work motivation of a teacher is very essential to be considered as it has strong link to students' performance. Phytanza and Burhaein (2019) said that all special need teachers do not want to be staying static at one stage in life. If there are rooms of opportunities to improve their living standard, it will be a better motivation for them to serve their school organization Phytanza and Burhaein (2019). Thus, Wallander (2017) mentioned that if sufficient number of opportunities like promotions, bonus or increase in salary are given to them, they will certainly work harder to achieve the school's objective and at the same time, keep up well with their personal commitments Wallander (2017).

Moreover, special needs teacher at times are less motivated with their work is because, they have lack of interest in teaching general or inclusion students. Based on Blanchard (2019), when it comes to learning process, every teacher (general or special education) should have two elements planted in them, which is interest and preferences Blanchard (2019). For an instance, research on Empowering

Risks Students' Education was conducted by Kotera, Aledah, Rushforth, Otoo, Colman and Taylor (2022) in South Africa. They found out that lack of interest in teaching special needs students stands out to be the main challenge in special education class. Obunadike (2017) argues that most of the fresh graduates or even a person without proper qualification gets into special need line as they are unable to find work opportunities related to their profession. Not only that, but they might also not be given the chance to choose the proper career for them, hence, in order to not be stated an unemployed person, they did rather get into a line which can help to secure their living Obunadike (2017).

According to HakiElimu (2016), the efficacy and external factors such as the administrative support and learning environment influence the special needs teacher's perceive strength of effort and achievement of the inclusion students HakiElimu (2016). However, it is also important for the teachers to understand that there is an association between reward and their desired performances Gokce (2020). In order to be motivated to complete the school's performance objective, the special needs teacher's must belief that the reward they get will act as a catalyst to help them out Gokce (2020). However, Byrd (2020) argues that the administration should also understand that the reward that is going to be presented to the special need's teacher should be large and worth Byrd (2020). With this, it will increase the confidence of the teachers and make them feel more happier to serve the organization better Byrd (2020).

Based on the perception of Pazim (2021) portraying negative consequences is another way that can help to energise the motivation of a special needs teacher Pazim (2021). For an instance, getting criticism from the principal or senior teachers, failing to get bonus, poor performance of evaluation threatened job security can make the special needs teacher to start the fuel in her to reduce all those negativities in his/her life Yuwono (2021). Here, due to the overwhelming responses, the internal motivation within them will increase and with that, it will prove to make their performance go on well Yuwono (2021).

In conclusion, the arguments and contrasting perspectives presented above had explained the challenges of the special needs teachers in their job satisfaction, psychological well-being and motivation. Thus, the researcher has decided to come up with several hypothesis to discover the level of job satisfaction, psychological well-being and the motivation among the special needs teachers. Not only that, the relationship between the three variables will also be studied to understand whether does three of the variables have strong relation to the special needs teacher's career.

Ho1 There is no significant relationship between motivation and psychological well-being of special needs teacher in Johor.

Ho2 There is no significant relationship between job satisfaction and psychological well-being of special needs teacher in Johor.

### ■ 3.0 METHODOLOGY

In order to understand the level and the association between the three variables, the researcher have chosen quantitative method to run the analysis. Since the researcher is unable to manipulate the variables or due to lack of feasibility or possibilities to manipulate the variables had convince the researcher to choose non-experimental design to discover her study Swart (2019). In non-experimental design, there are three types of research design, and the researcher had found correlational research to be suitable for this study.

#### 3.1 Research Sampling

Based on this ongoing research study, the target population that the researcher had chosen is the special needs teachers in Johor. The researcher utilizes probability sampling as the researchers can make generalization to the population. This concept is congruent to the researcher's objective as she would want to understand the association of the special needs teacher in Johor and the three components (motivation, job satisfaction and psychological wellbeing). The type of sampling the researcher thinks suits this study well is simple random sampling.

#### 3.2 Research Instruments

Apart from that, the research instrument that the researcher would like to apply for the research study will be a survey method. With this, three questionnaires will be distributed to the special needs teachers, which is Minnesota Satisfaction Questionnaire, Psychological Well-Being 18 items and Work Extrinsic and Intrinsic Motivation Scale (WEIMS).

According to Nailissaadah (2022), Minnesota Satisfaction Questionnaire is used to measure job satisfaction and it consists of two forms, the long form (100 items) and short form (20 items). As for this study, the researcher has chosen the short form of MSQ questionnaire. This version of questionnaire uses a five-point response scale, and each scale represents "Very Satisfied" (5), "Satisfied" (4), "Neither" (Satisfied nor Dissatisfied) (3), "Dissatisfied" (2) and "Very Dissatisfied" (1) Purohit (n.d). This instrument has 12 questions that measure the intrinsic satisfaction of an employee, and another 6 questions measure the extrinsic satisfaction. Another 2 questions are measured to look into the overall general satisfaction Bello (2020). The scoring indication that is being used to identify the level of Job Satisfaction is (low level of satisfaction, 0-40), (moderate level of satisfaction, 40-60) or (high level of satisfaction).

As for psychological well-being, the questionnaire that had be chosen by the researcher is the Psychological Well-Being scale. As for this, the questionnaire is developed to measure the six aspects of individual's wellbeing and happiness, which is, autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The answering format that had been designed for this scale is similar to the MSQ scale, which is 5-point Likert scale. As for the scoring interpretation, (0-63) indicates low psychological well-being while (64 – 126) indicates high psychological well-being.

Then, as for the final questionnaire, Work Extrinsic and Intrinsic Motivation Scale (WEIMS) is being utilized to analyze the level of the special needs teacher's motivation. There are 18 close-ended questions and each of them are created based on the theoretical concept from the Self Determination Theory Kotera (2022). This instrument includes six types of regulation which are known as amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation Zámečník (2014). If the special needs teachers score ( -24 to 0), this means that their level of motivation is considered to be low. However, if they score (1-24), they are considered to have a high amount of motivation. Moreover, the Cronbach Alpha for MSQ questionnaire is (0.781), Psychological Well-Being Scale is (0.726) and Work Extrinsic and Intrinsic Motivation scale is (0.835).

### 3.3 Data Analysis

As for the inferential statistic, a normality test was conducted by the researcher using Kolmogorov-Smirnov since the sample was more than 50 participants. The significant value for job satisfaction was (0.000), psychological well-being (0.200) and motivation was (0.200). Due to this, in order to further the research, the researcher had used descriptive statistic (mean and standard deviation) and non-parametric test for inferential statistic (Wilcoxon Signed Rank Test and Kruskal-Walis) using the SPSS version 27 to tabulate and analyze the data. A non-parametric test is a statistical method used to analyze data when the assumptions of parametric tests are not met, particularly when the data do not follow a specific probability distribution, such as the normal distribution.

## 4.0 RESULTS

As shown in Table 1, the majority of teaching positions are 115 teachers from the Special Needs Teachers category with the percentage of 58.67 % followed by 43 special needs teachers from Assistant Special Needs Teachers with the percentage of 21.94%. Lastly, the category with the lowest frequency is 38 special needs teachers with other positions (Principal, Assistant Principal or Head of Departments) with the percentage of 19.39%. As shown in Table 2, 82 special needs teachers have 5 to 10 years of working experience with the percentage of 41.84%, followed by 70 special needs teachers, who have working experience below 5 years with the percentage of 35.71%. Then, 38 of the special needs teachers have 10 to 20 years of working experience with the percentage of 19.39% and lastly, 5 special needs teachers with 20 years and above working experience with the percentage of 2.55%. Further descriptive analysis was conducted on the research variables.

**Table 1** Teaching Position of Special Needs Teachers

Teaching Position	Frequency
Assistant Special Needs Teacher	43
Special Needs Teachers	115
Other Positions (Principal, Assistant Principle or Head of Departments)	38

**Table 2** Working Experience of Special Needs Teachers

Variables	Frequency
Below 5 years	70
5 to 10 years	82
10 to 20 years	38
20 years and above	5

Table 3 shows the summarization of level of job satisfaction, psychological well-being and motivation. Special Needs Teachers have a high level of job satisfaction in Johor. Based on Table 3, majority of the respondents 151 special needs teachers with 77.04% showed high level of job satisfaction, followed by 43 or 21.94% respondents displayed a moderate level of job satisfaction and only 2 or 1.02 % of respondents revealed to have low level of job satisfaction. Then, as for the level of psychological well-being, 168 special needs teachers with the percentage of 85.71% portrays high psychological well-being while 28 special needs teachers with the percentage of 14.29% depict low psychological well-being in their workplace. Finally, 120 special needs teachers with the percentage of 61.2% portrays high motivation while 76 special needs teachers with the percentage of 38.8 % depict low motivation in their workplace.

**Table 3** Summarization of level of Job Satisfaction, Psychological Well-Being and Motivation

Working Experience (Years)	Frequency	Percentage
<b>Job Satisfaction</b>		
Low	2	1.02
Moderate	43	21.94
High	151	77.04
<b>Psychological Well-Being</b>		
Low	28	14.29
High	168	85.71
<b>Motivation</b>		
Low	76	38.8
High	120	61.2

As shown in Table 4, Normality test is usually utilized to give an understanding to the researchers whether the sample data that had been collected drawn from a normally distributed population. Most of the scholars will perform this test beforehand to identify whether is the data normally distributed or not Ghasemi and Zahediasl (2022). There are two ways to test and those are known to be Shapiro-Wilk test

and Kolmogorov-Smirnov. Shapiro-Wilk test is used for sample lesser than 50 while Kolmogorov-Smirnov is used for sample which is more than 50 (Gupta et al., 2019). Therefore, this research paper will be using Kolmogorov-Smirnov test to run the normality test. The significant value in the normality test for Job Satisfaction is 0.000. As for Psychological Well-Being and Work Motivation, both shares the same significant value which is 0.200. Thus, it can be seen that only one variable, which is Job Satisfaction, is significant while the other two variables are not significant value. Therefore, it can be seen that the data distribution in this study is not normal. Due to this, in order to identify the two null-hypothesis for the inferential statistic, it can be concluded that this study will use non-parametric test to determine the variables among the special needs teachers.

**Table 4** Normality Test

Variables	Statistics	Df	Significant
Job Satisfaction	0.155	196	0.000
Psychological Well-Being	0.058	196	0.200
Motivation	0.050	196	0.200

The data obtained was analysed and showed in Table 5 and Table 6. As in table 5, This study used Wilcoxon signed-rank test to determine the relationship between extrinsic factor and intrinsic factor among special needs teachers in Johor It portrays that the mean rank for the extrinsic factor is 98.50 while for the intrinsic factor, it shows 0.00 mean rank. As for the sum of rank, the extrinsic factor has a value of (19306.00) while (0.00) for the intrinsic factor. Not only that, as for table 6, the table above also shows that there is a significant difference in ranks between extrinsic and intrinsic factors ( $Z = -12.143$ ,  $p < .001$ ). Based on the results above, the findings had showed that extrinsic factors are rated highest among the special needs teachers compare to the intrinsic factors. Thus, it can be seen that external factors like salary, benefits and working conditions shows to have stronger impact on job satisfaction than internal factors like personal fulfilment and recognition. Therefore, from the Wilcoxon Signed Rank Test results, the researcher can reject the null hypothesis and conclude that there is a significant relationship between the intrinsic and extrinsic factors for job satisfaction among the special needs teachers in Johor.

**Table 5** Wilcoxon Signed Rank Test

Variables	Mean Rank	Std. Deviation	N
Extrinsic	98.50	19306.00	196
Intrinsic	0.00	0.00	0

**Table 6** Test Statistic

Test Statistic	0.192	1.266	0.211
Extrinsic – Intrinsic Value	0.317	1.790	0.038*
Z		-12.143	
Asymp.Sig. (2-tailed)		0.00	

Based on Table 7, the researcher had conducted Kruskal-Wallis test to determine the relationship between the grouping variable (Motivation) and the two independent variables which is Job Satisfaction and Psychological Well-Being. The analysis included 196 special needs teachers. When looking into the Job Satisfaction Variable, it can be seen that mean rank portrayed 66.29 while for the Psychological Well-Being, the mean rank shows 50.37. Then, when the Kruskal-Wallis H statistic calculated, the value that the Job Satisfaction showed was 0.001 while for the Psychological Well-Being, the value was 0.005. For the both variables, the p-values had greater value than the significance level of 0.05 which was  $p = 0.971$  (Job Satisfaction) and  $p = 0.942$  (Psychological Well-Being). So, to summarise the findings, the results had shown that there is no significant difference in the distribution of ranks between Job Satisfaction and Psychological Well-Being. Therefore, the researcher fails to reject the hypothesis as it is clearly shown that there is no relationship between the three variables. So, to conclude, there is no significant relationship between Job Satisfaction, Psychological Well-Being and Motivation among the Special Needs Teachers.

**Table 7** Kruskal- Wallis H Test

Variables	N	Mean Rank	Kruskal-Wallis H	df	p-value
Job Satisfaction	196	66.29	0.001	1	0.971
Psychological Well-Being	196	50.37	0.005	1	0.942

Grouping Variable : Motivation

## 5.0 DISCUSSION AND RECOMMENDATION

The first objective of this study is to investigate the level of Job Satisfaction among the Special Needs Teachers in Johor. Based on the analyzed data, the result showed that special needs teachers have a high level of job satisfaction in their workplace. This is congruent to the previous study done by conducted by Obunadike (2017), as, his study had stated that the special needs teachers are able to cope with their daily life challenges. So, even if their workplace has poor work culture and even if there were any kinds of misunderstanding's takes place, it will not affect them greatly. This is because the special needs teachers mentioned that all employees from various working backgrounds face the same problem at their workplace. It is considered to be as part of and partial of a human's life as problems will rise and collapse

all the time. Therefore, as Athanasiadis and Syriopoulou-Delli (2010) mentioned, don't take things too personal and the satisfaction in their job will eventually increase.

Apart from that, special needs teachers tend to have high job satisfaction because the organization or the institution they are working at practice rewards system. Like Antony and Riwana (2017) said, practicing reward systems for special needs teachers will not only help to retain the employee's energy and strength to work, but also, it will form a harmonious and healthy relationship between the employer and employee Antony and Riwana (2017). Adding to this, special needs teachers tend to have high level of job satisfaction because the institution understands that by practicing reward system in the company, like giving the teachers awards, bonuses, gifts tend to make the special needs teachers feel appreciated by the management Athanasiadis and Greece (2018). Therefore, this could be one of the contributing reasons for the special needs teachers in Johor to have high level of job satisfaction at their workplace.

Furthermore, special needs teachers tend to have a high level of job satisfaction as they might have created a favorable outlook towards their career. This is consistent with the findings of Boardman (2021) This is because, the researcher mentioned that most of the special needs teachers are very interested and portrays sufficient amount of passion towards their job Boardman (2021). This is also supported by Llego (2022) as based on their research, most of the special needs teachers voluntarily take up this job as they enjoy serving the community. Based on Di Maggio, 2020 point of view, special needs teachers' level of job satisfaction tends to remain high due to the attitude that special needs teachers develop within them (Di Maggio, 2020). From the previous study, it was found that special needs teachers tend to view themselves as an actively engaging teacher and by doing that, they believe that they will come up with great ideas to conduct their classroom. Special needs teachers with the inner development of passion will always be able to keep their job satisfied due to the various o approach they tried to foster the student's autonomy (Di Maggio, N. 2020)

Based on (Kaur, 2019) study, he had argued and supported that special needs teachers are capable to retain high level of job satisfaction because, according to his findings, most of the special needs teachers find their work meaningful and also develop a strong sense of purpose within themselves. They also tend to feel satisfied with their job as, they personally feel that they are given the chance to make a difference for the lives of their students, help the students overcome their challenges and also achieve their potential. Therefore, by observing the progress and growth of the special needs children itself will be rewarding and contributing to the job satisfaction of the special needs teachers.

Besides, the objective of the study is also congruent to another study done by Lunenburg (2021). She had mentioned that special needs teacher is actually able to have good job satisfaction level because, based on the teacher's point of view, they find their job as a continuous learning process, and it can contribute quite a lot to their professional development. Not only that, usually, teachers who handle special needs children will have to go for training, workshops or even come up with new effective strategies as it may help the children to have better development in their physical and cognitive thinking styles. Irfan (2021) mentioned that job autonomy may be one of the reasons to have the special needs teacher have high job satisfaction in their workplace. Based on the interview that the researcher had made with some of the special needs teachers in Africa, they mentioned that one of the reasons for the to remain working in the same institution for long term is because the higher management trust the work of the teachers (Irfan,2021). The teachers are allowed and encouraged to make good decisions and come up with their own teaching methods to fulfil the children's individual needs (Irfan,2021). Therefore, job autonomy may be one of the reasons for the special needs teachers in Johor to have high level of job satisfaction in their workplace.

The second objective of this study is to investigate the level of psychological well-being among the Special Needs Teachers in Johor. Based on the analyzed data, the result showed that the special needs teachers have high level of psychological well-being in their workplace. There might be few reasons that contribute to high level of psychological well-being among the special needs teachers in Johor. Based on the report done by Rameli (n.d), he said that the behaviour of the special needs students is one of the causes to impact the well-being of the special needs teachers. They find it challenging to manage as at times, the children's attitude and behaviour may be too overwhelming to control. However, like Fu (2021) mentioned, every child is unique in their own way and due to that, not all method could be applicable to all the children at a time. Thus, when she was doing research to understand how special needs teachers sustain their psychological well-being, she found out that instead of the special needs teachers venting their emotions to the students, they try to embrace the situation happening around them. They will take some time to relax and accept the mischievous of the students and then try to come up with fast but effective strategy to handle the special needs students. Like Garcia (2021) mentioned, practicing having high self-acceptance and trying to sort out challenging events to more easy-going situation is one way to retain the psychological well-being of the special needs teachers. Therefore, this might be one of the causes on why special needs teachers in Johor have high psychological well-being level.

Apart from that, another previous study done by Zakaria (2020) had also prove that her findings to be congruent with the researcher's objective. Her study was to study regarding psychosocial factors, which actually include job control and social support was conducted among Special Needs teacher in Malaysia Zakaria (2020). Therefore, based on her findings, it was proven that there is a negative relationship between mental health (depression and emotional exhaustion) and physical health which is musculoskeletal disorders among the special needs teachers Zakaria (2020). Means, though are unable to control their job well, there are not much impact towards their mental and physical lifestyle Ilgan (2015).

Furthermore, another study conducted in the eastern cost of Malaysia had proven that the special needs teachers do not have a control towards their job Sklavaki (2022). Due to their poor management, it had actually led them to get into psychological distress problems. However, this result is contrasting to the researcher's objective Sklavaki (2022). Usually, individuals who have lack of control towards their job are also considered to have low level of environmental mastery (Ruggeri, 2020). When looking into the results of the special needs teacher's psychological well-being in Johor, it shows that they have high in environment mastery (M= 8.26). Thus, according to Ryff's theory, individuals who are capable to handle any kinds of easy or challenging situation, and practice good mastering are proven to have maintain good level of psychological well-being (Ruggeri, 2020). As for the case of the special needs teachers in Johor, since their environmental mastery shows high, it may mean that they are able manage their environment, control few activities at a time, and try to create context which can help to add on to their personal needs and values. Therefore, this might be another reason of why the level of psychological well-being of the special needs teachers in Johor is high. also explains that the person is able to choose and take up advantage when opportunities rise up to them.

Not only that, Hausstatter (2018) express that practicing collaborative culture can help to reduce the tension of the special needs teacher Hausstatter (2018). An environment which can provide mutual support for the teachers, allow the teachers to voice out their

opinions and have autonomy of the skills of teachers will help those teachers to be more engaged in their work better. Next, according to a previous study conducted by Hausstatter (2018), he mentioned that special needs teachers tend to have poor maintenance of psychological well-being because, they do not work in a collaborative culture and don't get much support from other staffs. Hausstatter (2018) said that special needs teachers are not given the chance and to voice out their opinions and even have lack sense of autonomy as when they are in difficulty to manage the classroom or conduct IEP programme, no other teachers come forward to help. However, as for the case of the special needs teachers in Johor, the results shows that they score high in the domain of "positive relations with others" ( $M= 8.86$ ). If special needs teacher scores high in this domain, it shows that they are affectionate and tend to have trusting relationship with others (Obare, 2021). Not only that, but they will also tend to be empathetic and always come forward to help teachers, staff, parents, or children's who are in need of guidance and help (Obare, 2021). Therefore, this can be another contributing factor of why special needs teachers in Johor have high level of psychological well-being. As conclusion, like Brenner (2022) mentioned in the research study, considering the psychological well-being of the special needs teachers can help to reduce the teacher's intention to leave the job early, prevent mental health issue and improvise the professional identity of the special needs teachers in Johor.

Next, the third objective of this study is to investigate the level of motivation among the special needs teachers in Johor. Based on the analysis that had been conducted from the previous chapter, it had been proven that the level of the special needs teacher's motivation is high. There are a few reasons that might contribute to the motivation to remain high among the special needs teachers in Johor. As for this variable, there are three dimensions that the researcher had looked into which are intrinsic, extrinsic and amotivation. Intrinsic motivation is where an individual will act or do something they like and not expect any kind of external reward in return. They will tend to complete a task or do something full-heartedly. When looking into the analyzed result of the researcher, it had shown that special needs teacher scored very high with the mean of 30.34. This can be seen that the special needs teacher may enjoy their work full-heartedly without expecting any back in return. To support this statement, a study on intrinsic or extrinsic motivation influence special needs teacher retention was being carried out in Japan. The overall of the results have shown that the special needs teachers in Japan value their self-efficacy (intrinsic motivation) more than salary and advancement (extrinsic motivation) Antony (2017). Then following up with another research, Lavian (2018), another scholar from United Kingdom was eager to understand how the special needs teachers are willing to work in a long term in such challenging job. Hence, the special needs teachers had mentioned that though knowing that every step they take for the children with disabilities may have high risk and challenges, but they tend to go through it and try their best to overcome every obstacle that comes forward to them as they love their job. Though knowing that they may not get the expected salary, they will continue to provide their best service in terms of giving appropriate intensive care and teach the children with disabilities Athanasiadis (2018). Therefore, the inner sincerity and passion of the special needs teachers in Johor might have contribute their level of motivation to be high.

Furthermore, the researcher had tapped into four different types of extrinsic motivation to measure the level of extrinsic motivation. External regulation takes place when individuals expect to get rewards from any action or task they do. Based on the previous study stated in the literature review, a study in Kelantan was done to understand does the special needs teacher gives more importance to internal or external motivation while teaching the students with down syndrome Almeida (2021). At the end of the research, they concluded that most of the teachers in Kelantan preferred to get rewards like getting extra leaves or at least taking the day off earlier as they mentioned that the work that they are handling are too overwhelming and due to their over drained energy, they are unable to get sufficient time to have good rest for themselves. However, this finding contrast with the researcher's results because, when looking into the dimension of external regulation, the mean shows -19.76. This can be seen that the special needs teachers in Johor do not really practice such motivation in their workplace and this may also mean that they don't prefer any kind of rewards from the hard work they had contribute to the workplace.

Apart from that, Introjected regulation occurs when individual is internally motivated due to the external pressures they receive from outside. According to a previous study done by Athanasiadis and Syriopoulou-Delli (2010), the researcher had portrayed that the special needs teachers are unable to share or voice out their feeling of dissatisfaction because, being a special needs teacher, they are expected to hold on to multiple works such as creating curriculum studies, completing administrative work, coming up with cocurricular activities and also ensure to follow up and conduct precise therapy session for the children. They believe that if they voice out, they might feel shameful of themselves as they are afraid that they might be compared with other performance. Instead, they choose to keep their frustration to themselves. However, when looking at the researchers result, this dimension shows -9.48, which is considered to be low among the special needs teachers. There might be chances that they are given the choice to voice out their opinions or divide their task equally among other teachers.

Furthermore, identification regulation is another type of extrinsic motivation that the researcher had use to look into the extrinsic motivation. This motivation is usually selective as the individual would like others to perceive him/her as a favourable or desirable person. This explanation is consistent with the previous study because, According to Gokce (2020), the special needs teachers should believe that the reward that they are going to receive from the school management is highly desirable. With this, they will energise themselves to complete the school's performance objective. Not only that, but they also feel more satisfied and confident to serve their term longer with their workplace. Thus, when looking into the result of the researcher's analysis, it is found that mean has a positive value of (10.36), however, it is still considered to be a weak positive. Means that, the special needs teacher in Johor might have certain expectations of getting desirable rewards, but at the same time, they don't really make it as a compulsory asset to increase their motivation in their workplace.

Moreover, integrated regulation is the final factor that asses extrinsic motivation. This dimension usually focuses more on the action done compared to the reward that will be or is going to be given. Based on Dabas and Malik (2017) research study in Kuantan, it is understood that, special needs teachers who have extra times will be used to create interesting teaching strategies or learn through assessments which can help to provide more information about the children with disabilities Dabas and Malik (2017) These category of special needs teacher will not expect any kinds of external reward, but will willingly participate in activities which is conducted in or out of school George and Sabhpathy (2017). Surprisingly, when looking into the researchers result, the mean value for this dimension was shown 19.97. This may conclude that the special needs teachers in Johor are willing to participate in any kind of beneficial activities and always keep themselves updated with current strategies or assessment to ensure that their students receive the best treatment from their service.

Finally, amotivation is also one of the dimensions that the researcher had use to assess the motivation level of the special needs teachers in Johor. An individual who doesn't engage or participate in any kinds of activities shows that they have lack of motivation within

themselves. Based on a previous study, it is found that, there are a category of special needs teachers who have lack of interest in teaching or taking care of the inclusion students because, some of the teachers do not have the willingness to explore suitable tactics for the children with disabilities. They find it boring and overwhelming. Due to this, those special needs teachers will usually turn out from the classroom or have high amount of absenteeism in their attendance. However, a contrasting view had been observed from the special needs teacher's results in Johor because, the mean is -28.94. This shows a strong negative and portrays that special needs teacher in Johor are early lazy or demotivated to assist the special needs children.

The fourth objective of this study is to investigate which motivation (extrinsic or intrinsic) are given greater value by the special needs teacher in Johor in the term of Job Satisfaction context. After a Wilcoxon test was run, it had been identified that the extrinsic factor had greater value by the special needs teachers compare to the intrinsic factor. When looking into the supervision scale (extrinsic), it was showed from the result that 30.1% of the special needs teachers in Johor agreed with the way their supervisor handle them at work and 32.1% of the special needs teachers portrays that they feel neutral (neither agree nor disagree) with the way their respective supervisor make decision at their workplace. When looking into the study of Dabas and Malik (2017), they mentioned that if the institutions practice democratic leading style, thus, it may encourage the special needs teachers to feel appreciated and will make them to not stop from working with their current working team. If the supervisors or higher management comes up with good final decisions and also allow other members of special needs teachers to pitch in their views to improvise the management will help to develop the institution to a successful level. Like Almeida (2021) said, communication is an important key that every employer and employee should practice as it will help to develop the sense of job autonomy within both sides. Therefore, this can be seen that there are chances for the special needs teachers to have reliable supervisors with excellent attitude which have cause them to serve longer and happier in their workplace.

Next, companies' policies and practice (extrinsic factor) may be another reason why special needs teachers prefer extrinsic factor over intrinsic factor. Based Kaplan (2017) another way to maintain good level of job satisfaction is by establishing a proper collaborative work culture. This is because, the job of the special needs teacher could be too heavy to handle by one teacher. Thus, if the principal or head of department can come up with organized job scope, therefore the special needs teachers will feel less burdened while working with the special needs students. Based on the researchers result, 34% of the special needs teachers in Johor choose "agree" as their option. This may be due to the proper work culture that had been implemented in their workplace. The intrinsic category may not be suitable for this work culture because, special needs teachers who prefer the intrinsic way of culture usually prefer to work on their own and come up with solutions on their own without consulting other teacher's point of view. When looking at the researcher's analysis, it is shown that 28.1% of the special needs teachers chose "neutral" in the ability utilization category. This is because, they would prefer to use their own abilities to help assist the special needs students. Another 21.1% of the special needs teachers who chose to "agree" to come up with their own methods to complete their task also shows that it may not be suitable for a collaborative culture as misunderstandings and unwanted arguments may tend to rise.

Then when looking into the compensation category, 30.1% of the special needs teachers in Johor chose "neutral", whereby they neither satisfied nor dissatisfied with the payment given to them while working with the special needs students. When it comes to salary, there might be contrasting view being formed within every special need teacher. Some categories of the special needs teacher give importance to their salary because, they will have to ensure that their commitments like paying bills, house rents, school fees be covered. Thus, due to this, they might demand for a higher salary. However, some of the special needs teachers may not see salary as their main motivation because they tend to do this job as a practice of a prosocial behaviour towards the needy communities like the special needs students. In conclusion, those are the reason on why special needs teachers chose extrinsic over intrinsic factor.

The fifth objective is done to investigate the relationship of motivation, psychological well-being and job satisfaction among the special needs teachers in Johor. Based on the result, it can be seen that there is no significance relationship among all the three variables among the special needs teachers in Johor. Every variable shows a high mean value. This may be due to the healthy work culture that is being practiced in their workplace. If we can see from the previous analysis and discussions, most of the special needs teacher does not seem to have many problems with their supervisors, teammates or even with themselves. It can be seen that they are embracing every challenge they face in a positive manner. Not only that, when looking into their psychological well-being, it can be seen that they have high level of self-acceptance and don't have many problems mingling with different people maybe like parents, other teachers or supervisors. Also, it can be seen that have high sense of autonomy as based on their results, it can be seen that they are given the freedom to choose their way to handle the children with disabilities in their workplace.

Next, when looking in terms of motivation, it can be seen that overall special needs teachers are highly motivated with their jobs. Most importantly, they are internally motivated, and this can portray that they truly do their job with full passion and are always responsible towards every activity they conduct with their students. In conclusion, it can be seen that motivation, psychological well-being and job satisfaction are strongly correlated. Motivation act as an energiser to the special needs teacher, and when the energiser moves well, the psychological well-being of the teachers will prevent them from getting into mental health problem. Therefore, when motivation and psychological well-being is well maintained, thus the job satisfaction of the special needs teacher will elevate. It is essential and common to have limitations in study as there could be many factors that can influence and cause the studies from the research paper to be affected. It is an uncontrollable action which no researcher can avoid. Therefore, there are a few limitations that the researcher had undergone to conduct this research study.

As for the first limitation, the researcher had encountered problems conducting this research topic as less studies had been done to explore this research area. The researcher could get more studies for teachers who are tutoring normal students, but very limited research had been done for the special needs teachers. The topic itself was rare and challenging to find as not much researcher, let it be international or local studies had actually tried venturing into the topic that the researcher had done. Next, the limitation that can be encountered from this research study is the samples and selection. This study was mainly focused on doing in Johor. The researcher couldn't get the chance to expand the research study due to time constraint and high expense for travelling. Not only that, having a huge population of study could also create more biasness in the study. So, this study can't be really accurate as the studies were only conducted in one state.

Apart from that, another limitation that the researcher encountered is the method used to collect the data. As for this study, the researcher had used quantitative method to understand the relationship of job satisfaction, psychological well-being and motivation among the special needs in Johor. However, the study had not been done in the form of qualitative or mixed method yet. Thus, besides

quantitative method, qualitative or mix method could enhance the research process better as different perspective might rise and that information could be useful to develop the input of this study.

Last but not least, every respondent has their individual perspectives and opinions on the questions that have been asked by the instruments. It also may have chances for their opinions to be influenced by their cultural beliefs. So, when answering the questions, most of the special needs teachers might not be giving accurate information and this may create bias in the study. Thus, this is another limitation that the researcher can't control or resist from happening.

## 6.0 CONCLUSION

To sum up, it can be seen that the special needs teachers have a high level of motivation, psychological well-being and job satisfaction in Johor. Not only that, in job satisfaction, two factors are being used to determine how satisfied are the special needs teachers in their workplace. Thus, after analyzing the data, it can be seen that, in terms of job satisfaction, special needs teachers give more preference towards extrinsic factors compared to intrinsic factors. When looking into the overall relationship between the three variables, it is shown to have no significant difference from the analyzed data. Besides, a few limitations have been identified from this study. Sample size might be one of the challenges because, the sample that the researcher choose is only from one state, which is Johor, thus, this may create biasness as when we observe as a whole, this research study does not cover the whole population of Malaysia. Not only that, but the method also that is being used for this research study is quantitative. Trying this same research topic with different methods like qualitative or mixed methods might provide more insightful information towards this topic. Then, the answers given by the participants might also affect the research study as we are unaware of how accurate their answer to each question is. Next when looking into the implication of studies, since the variables shows positive outcome, thus, it would be better if the teachers can always find ways to relax themselves while the management come up with strategies to maintain the special needs teachers' level of satisfaction. Finally, the researcher recommends to extended period to track of research study, try conducting comparative studies, explore and include cultural context as a part of the study due to cultural differences in many states or countries. Not only that, but future researchers could also try to intervene with modern technologies to see whether do modern solutions help to retain the special needs teachers' level of satisfaction in terms of motivation, psychological well-being and job satisfaction.

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