

Financial Elements In Job Satisfaction Of Special Education Teachers In Malaysia

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Abstract: The financial element is among the top -ranked elements in the job satisfaction construct related to head teacher leadership. This statement suggests that, teachers' finances affect job satisfaction, based on its relationship with head teacher leadership. Although this element is not a key element that impacts the construct of teacher job satisfaction, it remains significantly related to head teacher leadership. There are also studies that found that the relationship between head teacher leadership and teacher job satisfaction is at a weak level, from the aspect of financial element. Maslow's theory clearly discusses related financial elements in explaining teacher job satisfaction. The theory basically states that finance is a necessity for a person to achieve satisfaction in work. Therefore, headmasters who manage PPKI need to emphasize the financial element to ensure smooth management and provide space for teacher job satisfaction. This qualitative study involved 11 coordinators of special education integration programs (PPKI) in the state of Johor, Malaysia. All respondents were interviewed to get their perceptions related to the financial element in meeting job satisfaction.

Keywords: financial element, job satisfaction, special education

INTRODUCTION

Zaid et al. (2020) agree that head teacher leadership is significantly related to teacher job satisfaction. They also stated that, finance is the main pulse in every activity planned at PPKI. With sufficient financial resources, all activities can be carried out perfectly. This situation can be a motivation for special education teachers to give the best to students with special needs (MBK). Even so, a study by Norazmi (2020) found that the relationship between financial resources and teacher job satisfaction is at a weak level. Herzberg's theory clearly discusses the relevant elements of welfare and finance in explaining teacher job satisfaction. The theory basically states that welfare and finance are necessities for a person to achieve satisfaction in work. Therefore, headmasters who manage PPKI need to emphasize the welfare and financial elements to ensure smooth management and provide space for teacher job satisfaction. Certain parties can also make the findings of this study as well as related theories in managing finances efficiently to PPKI.

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 (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). Fauziyana 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. Zaid 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 Rosnee 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.

This theory examines two main factors in shaping job satisfaction namely motivator factors and hygiene factors (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Herzberg (1968) stated that high motivator or stimulant factors will be the cause of high satisfaction. While hygiene factors known as external factors or high employment context will cause employees to not, be dissatisfied (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021 ; Een et al., 2021; Yusaini et al., 2021). These two factors do not depend on each other where motivating factors such as performance, employment, progress and development affect one's work effectiveness, while hygiene factors such as salary, working conditions, relationships with colleagues and leader role affect job satisfaction. The hygiene factor is a stimulus to employees to move the work, while the motivational factor makes them work well to achieve their goals. 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. The administration 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.

METHODOLOGY

The elements of the construct were explored by conducting interviews. This qualitative approach was carried out by interviewing 11 coordinators for the PPKI program throughout the state of Johor. A total of 11 respondents involved are a coordinator for each district in the state of Johor. The element of the construct was explored. The results of the interviews were transcribed and analyzed using thematic analysis methods. Each element obtained through the thematic analysis was included as a dimension.

FINDINGS

Through the coding process, the financial element is derived from seven statements, namely the existing per capita grant allocation (PCG), inefficient PCG distribution and PCG allocation not received (open coding), which forms the PCG code (axial coding), as well as the PPKI contribution fund. , funding requirements for BBM, funding requirements for PPKI programs and external sponsorship (open coding) form the PPKI fund code (axial coding). Both statements on the axial coding, are summarized as financial elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Financial Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Existing provisions	PCG	Financial
Inefficient PCG distribution		
PCG allocation is not accepted		
PPKI donation fund	PPKI Financial	
Need funds for BBM		
Funds for the PPKI program		
External sponsorship		

Details of the thematic analysis of the financial elements are shown in Table 2.

Table 2: Financial Elements Agreed by Respondents

Element	Respondent	Interview Excerpts
Financial	RT1`	Again best, terrible. If we don't get that allocation. Not up here. If you want to make any program, you have to think of various things. There is money, it can be on the program.
	RT2	Until the financial chapter for PPKI, he decided. That's why we can't even get PCG. He may join in the subject. We should have our own provisions. I, the coordinator, am satisfied with the request.
	RT6	In terms of allocation or finance, it is widely used for the mainstream. PPKI is like a stepchild.
	RT7	Then in terms of facilities available. All ABM feels like you have to do it yourself. If there is a program, you have to make a letter looking for a sponsor yourself.
	RT8	Enough material, for financial resources, take care of the welfare of teachers. Easy. In theory, but quite difficult in practice.
	RT9	Including in terms of good financial allocation so that the program at PPKI can run as planned.
	RT10	The same goes for financial resources. A job or task that requires us to go out of our own pocket money.
	RT11	And also enough financial resources for me to run the program with my students.

DISCUSSION

The details of the results of the analysis also show that the financial element is an important factor in ensuring teacher job satisfaction. The financial element is the sixth element of the teacher job satisfaction construct. Based on the analysis, eight out of 11 respondents stated that finance is an important aspect in the job satisfaction of PPKI teachers. According to RT10 respondents, PPKI teachers cannot run away from using their

own money in managing MBK in schools. Many programs need to be carried out for MBK, but the lack of financial resources is an obstacle to the implementation of related programs. RT11 respondents are of the opinion that if there are sufficient financial resources, PPKI teachers can happily carry out activities that they think are necessary for MBK.

PPKI teachers must be enthusiastic and sincere in planning suitable activities for MBK. According to RT9, sufficient financial resources can help PPKI teachers continue their plans to provide the best for MBK. Their success in making a meaningful contribution to MBK will create job satisfaction for PPKI teachers. In the opinion of RT1 and RT2 respondents, the allocation should already be there and should be distributed to those who should. However, for several reasons such as the importance of the mainstream and the combination of several provisions, making the allocation that should have been distributed to PPKI, can not be distributed. This situation hinders the efforts of PPKI teachers to implement activities and programs that are suitable for MBK. According to RT6 respondents, a balanced and appropriate distribution should be done to facilitate PPKI teachers to plan, implement activities and teaching for MBK. Agreeing with the statement, respondents RT7 and RT8 stated that the purchase of fuel that is suitable for MBK also sometimes need to use their own money because there are not enough financial resources.

CONCLUSION

If personal and family financial resources can be met by teachers, then job satisfaction can be achieved. This financial element is agreed upon as one of the important elements in examining teacher job satisfaction by most previous researchers. The financial element as an important resource in helping teachers manage PPKI well and help them achieve their job satisfaction level. This financial element also helps teachers in giving the best of their teaching to MBK in the classroom. Thus, it can be stated that the financial element is also one of the important elements in influencing the level of job satisfaction among PPKI teachers.

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