

Special Education Teachers' Job Satisfaction And Its Effect On Employee Retention

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Abstract

Special education teachers need the appropriate environment, collaboration opportunities, and overall support from administrators as it drives everything related to the intent to remain in the field. This study utilizes a descriptive correlation approach to describe the level of job satisfaction and employee retention of the 30 public school special education teachers in Davao City. Data were gathered through an adopted survey questionnaire. Results of the study showed that while teachers have a high level of Job Satisfaction, there are areas that need support in compensation and job content. Meanwhile, their employee retention is also high but needs more provision in areas of physiological and safety needs. Thus, job satisfaction and employee retention among special education teachers have a significantly high positive correlation. If the special education teacher is satisfied with their work even if it is challenging to teach special children, they will still stay in their work. It is recommended that the Department of Education should continue to provide professional development and career opportunities to teachers to maintain excellent performance and the intent to remain in the field of education.

Keywords: Special Education teachers, Job Satisfaction, Employee retention, Philippines

1. Introduction

The area of special education is significant and has a significant influence on both society at large and the student it serves. Teachers used to work in the area of education for over 30 years, but this has drastically dropped over time to just 11 years (Luther & Richman, 2010; Phelps & Benson, 2012). The demands of the job of a special education teacher are draining both emotionally and physically and thus can affect one's sense of self-actualization as a special education teacher (U.S. Department of Labor, 2014)

When looking at special education teacher retention administrators must look at motivation as it drives everything related to the intent to remain in the field (Major, 2012). Advocating for students with special education needs is most important for special education teachers (Whitby, Marx, McIntire, & Wienke, 2013). To do this, special education teachers

need the appropriate environment, collaboration opportunities, and overall support from administrators.

The study intends to give school administrators knowledge they can use to develop encouraging tactics that will increase the retention of special educators while lowering unfavorable effects like stress and exhaustion. The results of this study will give information about how administrative support may influence special education teachers' choices to stay in the profession. Finally, the data will contribute to the academic literature on special education teacher retention by offering important data that can be used to further forecast the intention to stay. Results from this study will assist close the knowledge gap in terms of internal causes, external factors, and administrative support by revealing more about how to lessen shortages in the special education area.

2. Statement of the Problem

This study aims to determine the significant relationship between Job satisfaction among Davao City Special education teachers and their employee retention. Specifically, this sought to answer the following questions:

1. What is the level of Special Education teacher's Job satisfaction in terms of:
 - a. Compensation,
 - b. Job content,
 - c. Promotion,
 - d. Supervisor, and
 - e. Colleagues?
2. What is the level of Special Education teacher's employee retention in terms of:
 - a. Physiological needs,
 - b. Safety needs,
 - c. Social needs,
 - d. Self-esteem, and
 - e. Self-actualization needs?
3. Is there a significant relationship between Special Education teacher's Job satisfaction and employee retention?

Null Hypothesis

Ho1 There is no significant relationship between Special Education teachers Job satisfaction and their employee retention

3. Review of Related Literature

Literature related to the study gathered is presented in this section. These are organized as Job Satisfaction and Employee Retention.

Job Satisfaction

Locke (1976) defined Job Satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job. Multiple factors can influence job satisfaction for everyone, especially for Special Education teachers. It can be the environment, colleagues, experiences, and a lot more. According to a study conducted in the Philippines, researchers concluded that "if the teacher is contented with their job, they will develop and maintain high level of performance" (Usop, Annierah & Kadtong, Maeda & Amir, Datu & Usop, Sajid, 2013). Additionally, job satisfaction combines both good and negative emotions that employees have for their jobs. On the other hand, job satisfaction reflects how much the expectations and actual results are in line. Job satisfaction is highly correlated with that person's the way people act at work (Davis et al., 1985)

Compensation. The incentive that employees receive for their dedication or commitment to the company is known as compensation. It is also a strategy to rewarding employees with money and other perks in return for their labor and service. (Salisu et al., 2015) Compensation is provided in the form of pay, benefits, and employee perks like paid holidays, insurance, maternity leave, cost-free excursion options, pension benefits, and more. There are types of compensation: remuneration and allowance. The compensation or prizes given to the person for task completed are known as remunerations. Salary and earnings are included in the remuneration. The monthly sum that companies pay their employees for services provided in accordance with a written contract is referred to as wages and salary. Employee performance typically improves when wages are paid on schedule and salaries are set by the administration (Kadir et., 2019).

Job Content. Rahman et al., 2012 stated that job satisfaction can be seen as a critical issue in a healthy working environment, as it can indirectly improve dedication, loyalty, and devotion while also increasing motivation and productivity. An individual's undivided devotion could be attributable to the fact that the employee is satisfied with his work environment, resulting in a high level of job contentment. Begley and Czajka, (1999) stated

that since job satisfaction is linked to both performance and employees' motivation, it is crucial. The production of this company will constantly increase as employee satisfaction improves. Therefore, having a job that one enjoys and feels fulfilled with is a sign of employment contentment. A person's feelings and emotions about how employment affects their lives are also mixed up in this.

Promotion. Mathis et al., (2013) stated that an employee is promoted when they move from one position to another with a higher salary, level of responsibility, or both. Meanwhile, Robbins and Judge (2013) stated that gaining a promotion at work will open prospects for social advancement, more responsibility, and personal development. If a job promotion is successful, it gives workers satisfaction. A job promotion is a growth in the workforce or the number of employees in better employment than they had before, with increased duties, accomplishments, facilities, status, higher competency requirements, additional pay or salaries, and other advantages. One strategy for encouraging employees to work is job advancement or promotion. According to a study, Haryono et al (2020), it is concluded that a job promotion can positively affect job performance and satisfaction.

Supervisor. Supervisors are the organization's agents (Eisenberger et al., 2002). The level of employee belief that their superiors value their contributions, provide assistance, and are concerned about their well-being was characterized as supervisor support. Through job satisfaction, supervisor support enables employees to strengthen their commitment and loyalty (Hossain & Aktar, 2012). Measuring supervisor support enables companies to take remedial action to ensure that workers have a positive impression of their supervisors and strengthen organizational ties.

Colleagues. It is well recognized that working in collaboration with other teachers and staff members improves teacher job satisfaction (Perie & Baker, 1997; C. Scott et al., 2001). For instance, according to teachers, working in teams with coworkers and staff members, planning jointly, and accomplishing goals together are all important factors in job satisfaction. Cooperation, team spirit, support, trust, information exchange, and peer atmosphere are all components of peer relationships. Cooperation refers to communication with and support for other members of a workgroup, as well as the feeling of working together and pitching in to complete the task at hand. This, in turn, improves an individual employee's performance and satisfaction. Team spirit aids group success by encouraging good teamwork and collective performance. Buljubasic, (2008)

Employee Retention

The term retention is the process of encouraging employees to stay for a long period till the project completion (Hom & Griffeth, 1995). Easley (2006) describes five philosophies of retention management that could enhance personnel satisfaction, commitment and output. He stated, that staff should feel they are valued and trusted. Employers should take part in the professional growth and development of their employees. According to Terence et al., 2001, there are so many reasons for an employee to leave voluntarily. It may be from personal reasons or managerial factor. Most teachers leave their jobs because of low salaries, a lack of administrator support, a lack of teacher decision-making ability, a lack of student motivation, and student discipline problems (Ingersoll et al., 2016). According to the Society of Human Resource Management one of the most critical issues facing organizations today is determining effective ways to retain employees (Allen, 2008).

Physiological Needs. Special educators make up the tens of thousands of teachers that leave the school setting to work in different occupations outside of education due to the low pay (Kelly, 2004). IRIS Center (2018) stated that many special educators are not able to complete the requirements of their job within their contracted hours and spend additional time outside of school to stay afloat with their job responsibilities. In addition, Schonert-Reichl, Hanson-Peterson, & Hymel, (2015) mentioned that the lack of behaviour training in education programs leads to novice teachers being unprepared to deal with the tasks in front of them regarding student behaviours. The availability of material resources for all teachers, but especially special educators, impacts feelings of satisfaction and self-efficacy (Boyer & Gillespie, 2000; Billingsley & Cross, 1992). As teachers get the support they need, they have high levels of teacher satisfaction and therefore, a positive perspective toward their job (Hepburn & Brown, 2001).

Safety Needs. Hagaman & Casey (2018) stated that special educators who have left the field expressed if administrators were knowledgeable within the field and offered more support with student behaviour and curriculum, they would have been more willing to stay in the field. According to Westat (2002b), special educators have indicated that they were more likely to stay in teaching when their workload was manageable, their school was supportive of staff and students, and paperwork did not interfere significantly with their teaching.

Social Needs. Maslow's hierarchy of needs in the workplace deals with acceptance, friendship, love, and companionship. Social supports within a job setting increase retention

when peer-to-peer learning opportunities arise to establish relationships among colleagues within a safe and respected work environment (Kramer, Hillman, & Zavala, 2018).

Self-Esteem. Whitaker (2000) found that beginning special education teachers who had mentors that they rated as effective were more likely to remain in special education. When teachers feel stressed, frustrated, and have high levels of anxiety, these feelings can causally relate to a teacher's leaving (Giacommetti-Meyers, 2005).

Self-Actualization. Mayer et. al (2013) described, there are certain obstacles that arise when teachers engage in the decision-making process. One obstacle explained is the principals' willingness, or the lack thereof, to allow teachers to act as decision-making agents. Effective leadership can be described as transformational and more likely to reach teachers' motivation in order to foster and support increased teacher efficacy (Marks & Printy, 2003).

4. Theoretical Framework

This part of the study presents the theory that can help the researchers to understand the concept of the research. This study is framed in Maslow's Needs-Based Theory of Motivation.

Maslow thought that people are driven to fulfill particular wants. He thought that a person's drive was based on their desire to be satisfied and their capacity for progress (McLeod, 2014). Maslow's hierarchy of requirements assumes that individuals must have their fundamental needs addressed to be content and attain greater levels of performance. Maslow thought that people constantly wanted more and that what they wanted was dependent on what they already had (Dinibutun, 2012). Maslow's theory offers a hierarchy of elements that may be applied to the workplace or, more particularly, a learning environment. Maslow's theory offers a hierarchy of elements that may be applied to the workplace or, more particularly, a learning environment. School systems may utilize it to help with staff retention and motivation (Sadri & Bowen, 2011).

5. Research Design and Methodology

5.1 Research Design

The study uses quantitative research methods using a descriptive design. The goal of descriptive research is to describe a phenomenon and its properties. This research is more concerned with what happened rather than how or why. In this study, survey tools are used

to collect the data (Gall, Gall & Borg, 2007). Likewise, this design aims to describe a situation, phenomenon, and population systematically and accurately (Davis, 2021). Fluet (2021) added that descriptive quantitative research is designed to describe the functions or properties of a phenomenon and to test specific hypotheses. Furthermore, this research design is appropriate for this study because its main purpose is to uncover the job satisfaction and employee retention of special education teachers, and their relationships if any.

5.2 Population/Respondents

The respondents of this study are the special education teachers in Davao city. These are the employed public SPED teachers who were currently teaching in the Department of Education, SPED schools in the city. The purposive sampling technique was utilized to obtain data that were relevant to this study.

5.3 Data Gathering Procedure

The following were the steps followed in gathering the data. The researchers ask for the go signal of the Research Adviser to conduct the study. Since the survey questionnaire was adopted, a permit to use the questionnaire was sought. The tools were uploaded to google forms for ease of gathering the data and considering the availability and ease of the participants. Letter invitations was addressed to the special education teachers. Since they are already of age, their signed consents are the needed requirement for their participation in the study. Once they sign the informed consent form, the researchers will forward the link for the accomplishment of the tool. It will take 10-15 minutes for the teachers to accomplish the survey tool. Once the data are complete, Google has initial analysis; thus, the researchers work on finding the relationship between the independent and dependent variables together with a statistician or expert for analyzing the data.

5.4 Data Gathering Instrument

The researchers will utilize an adopted survey questionnaire tool developed by Smith, Kendall, and Hulin for the Job Satisfaction, and the modified Survey Regarding Special Education Teacher Intent to Remain in the Field (Johnson, 2008). Permission will be obtained to use the modified survey before the start of the data collection phase of the study. which will be validated before collecting all important data about the study. Also, it will undergo pilot testing and reliability testing which will be checked by experts.

The Job descriptive index (JDI; by Smith, Kendall and Hulin) is a five-subscale measure of employee job satisfaction. The five facets are 1) Compensation, 2) Job content, 3) Promotion, 4) Supervisor, and 5) Colleagues. The JDI consists of 32 items to be rated by participants on a 5- point likert scale format response scale (i.e., Strongly disagree, disagree, Neither agree nor disagree, Disagree, and Strongly disagree). The Interpretation of level of Job Satisfaction is described in Table 1.

Table 1. Description and Interpretation (Level of Job Satisfaction)

Scale	Mean Range	Verbal Description	Interpretation
5	4.20-5.00	Very High	The SPED teachers' level of satisfaction in terms of (a) compensation, (b) job content, (c) promotion, (d) supervisor, and (e) colleagues is very high.
4	3.40-4.19	High	The SPED teachers' level of satisfaction in terms of (a) compensation, (b) job content, (c) promotion, (d) supervisor, and (e) colleagues is high.
3	2.60-3.39	Moderate	The SPED teachers' level of satisfaction in terms of (a) compensation, (b) job content, (c) promotion, (d) supervisor, and (e) colleagues is moderate.
2	1.80-2.59	Low	The SPED teachers' level of satisfaction in terms of (a) compensation, (b) job content, (c) promotion, (d) supervisor, and (e) colleagues is low.
1	1.00-1.79	Very Low	The SPED teachers' level of satisfaction in terms of (a) compensation, (b) job content, (c) promotion, (d) supervisor, and (e) colleagues is very low.

Likewise, the modified Survey Regarding Special Education Teacher Intent to Remain in the Field contained 79 questions divided into internal and external factors. The external and internal sections were divided up further based on Maslow's Hierarchy of Needs. This will use the Likert Scale with a response of one being strongly disagreed and a response of five equating to strongly agree. The level of employee retention's description and interpretation can be found in Table 2.

Table 2. Description and Interpretation (Level of Employee Retention)

Scale	Mean Range	Verbal Description	Interpretation
5	4.20-5.00	Very High	The SPED teachers' level of employee retention in terms of (a) physiological needs, (b) safety needs, (c) social, (d) self-esteem, and (e) self-actualization is very high.

4	3.40-4.19	High	The SPED teachers' level of employee retention in terms of (a) physiological needs, (b) safety needs, (c) social, (d) self-esteem, and (e) self-actualization is high.
3	2.60-3.39	Moderate	The SPED teachers' level of employee retention in terms of (a) physiological needs, (b) safety needs, (c) social, (d) self-esteem, and (e) self-actualization is moderate.
2	1.80-2.59	Low	The SPED teachers' level of employee retention in terms of (a) physiological needs, (b) safety needs, (c) social, (d) self-esteem, and (e) self-actualization is low.
1	1.00-1.79	Very Low	The SPED teachers' level of employee retention in terms of (a) physiological needs, (b) safety needs, (c) social, (d) self-esteem, and (e) self-actualization is very low.

6. Results and Discussion

Presented in this section is the discussion on the level of Special Education teachers' job satisfaction and employee retention.

6.1 Special Education teachers Job Satisfaction

Presented in Table 3, is the level of Special education teachers' job satisfaction in terms of compensation, job content, promotion, supervisor, and colleagues.

Table 3. Level of Special Education Teachers' Job Satisfaction

	Mean	SD	Description
Compensation			
1. I am satisfied with the salary that I receive from my work.	2.95	1.177	Moderate
2. I am satisfied with the benefits that I receive from work (Government benefits, vacation and sick leaves)	3.08	1.038	Moderate
3. I am paid fairly for the work I contribute to my department.	3.08	1.064	Moderate
4. I am satisfied at work because there are bonuses/rewards given for excellent performance.	3.32	1.029	Moderate
5. I am satisfied with the salary that I receive.	3.08	1.010	Moderate
Mean	3.10	1.061	Moderate
Job Content			
1. I am satisfied of the number of hours that I work every month.	3.35	0.949	Moderate
2. I am satisfied with the work that I am doing.	3.57	0.959	High
3. I am satisfied because there is a degree of independence associated with my work roles.	3.51	1.121	High

4. I am satisfied at work because I was recognized for the good work accomplished.	3.27	1.018	Moderate
5. I am satisfied because there is adequate opportunity for periodic changes in duties.	3.24	0.983	Moderate
Mean	3.39	1.005	Moderate
Promotion			
1. I am satisfied with my work because there are opportunities for promotion.	3.41	1.040	High
2. I am satisfied with my work because there is support for additional training.	3.30	1.102	Moderate
3. I am satisfied with my work because there is an opportunity to learn new skills.	3.54	1.070	High
4. I am satisfied at work because there is the ability to utilize my skills and talents.	3.62	0.924	High
5. I am satisfied at work because I can be promoted based on my work performance.	3.43	1.042	High
6. I am satisfied at work because I can be promoted based on my educational qualification.	3.62	1.037	High
Mean	3.49	1.032	High
Supervisor			
1. I am satisfied at work because I am always treated fairly by my supervisor.	3.46	0.836	High
2. I am satisfied because my supervisor encourages us to set high goals.	3.51	0.837	High
3. I am satisfied because my supervisor does a good job sharing information.	3.49	0.870	High
4. I am satisfied because I feel comfortable discussing problems with my supervisor.	3.24	0.863	Moderate
5. I am satisfied because my supervisor treats me with respect.	3.43	0.899	High
6. I am satisfied because I receive useful and constructive feedback from my direct supervisor.	3.35	0.978	Moderate
Mean	3.41	0.877	High
Colleagues			
1. I am satisfied at work because I and my colleagues get along with each other.	3.73	0.902	High
2. I am satisfied at work because everyone works together to solve problems and meet operational goals.	3.59	1.013	High
3. I am satisfied at work because I am treated the way other co-teachers treat me on the job.	3.65	0.919	High
4. I am satisfied at work because my co-teachers have the same workload as I have.	3.38	1.037	Moderate
5. I am satisfied at work because I and my colleagues get along with each other.	3.65	0.889	High
Mean	3.60	0.951	High
Overall Mean	3.40	0.996	High

The SPED teachers' level of satisfaction in terms of compensation is moderate with a mean of 3.10. The data shows that SPED teachers are moderately satisfied with the salary and benefits they receive from work. Data also indicates moderate satisfaction in terms of reward and bonuses given for an excellent performance. Kadir et al., (2019) concluded that

employee performance typically improves when wages are paid on schedule and salaries are set properly by the administration.

In terms of Job Content, the SPED teachers' level of satisfaction is moderate ($m=3.39$). Data shows high satisfaction in terms of the work they are doing, and the degree of independence associated with their work roles. Meanwhile, data indicates that SPED teachers are just moderately satisfied in the number of work hours, recognition for the good work accomplish, and moderate satisfaction in having adequate opportunity for periodic changes in duties. Locke(2001) stated that employees will be more content with their jobs if the job qualities and work environment match their own beliefs and work expectations. Job satisfaction is tough to acquire if the working environment is unfavorable for the employee.

When it comes to promotion, the SPED teachers' level of satisfaction is high with a mean score of 3.49. According to Irabor & Okolie (2019), rewarding individual with promotion will more likely increase their job satisfaction. The data shows high satisfaction in opportunities for promotion, learning new skills, utilizing skills, and promotion. The data indicates moderate satisfaction in support for additional training for the SPED teachers. A study of firms in South Africa's public and private sectors identified training and development as motivating factors for employee retention. The outcome provided clear evidence of a correlation between training and development and employee retention. (Samuel & Chipunza, 2009).

The SPED teacher's level of satisfaction in terms of relationship with supervisor is high ($m=3.41$). The relationship with the immediate supervisor substantially impacts emotional commitment, job satisfaction, and employee retention. (Ahsana et.al., 2013) Data shows high satisfaction level in supervisor's fair treatment to the teachers, encouragement to set high goals, sharing information, and respect. Meanwhile, moderate satisfaction in terms of sharing problems with supervisor and receiving useful and constructive feedback. One of the top five reasons for employee success and retention is a great and supportive supervisor. (Bhatnagar, 2007).

Meanwhile, the level of satisfaction in the SPED teacher's relationship with colleagues is high ($m=3.60$) and got the highest mean among the factors. According to the data, SPED teachers are highly satisfied at work because they get along with their colleagues

and everyone works together in solving problems and meet operational goals. They are also highly satisfied in terms of colleagues' treatment to them. Meanwhile, moderate satisfaction is noted in terms of workload. According to Irabor & Okolie (2019), positive working connection with the colleagues enhances employee involvement, which influences employee performance and, as a result, job retention. Overall the level of satisfaction of the Special Education teachers is high with an overall mean of 3.40.

6.2 Special Education teacher's Employee retention

The researchers recorded participants' responses in a computer database to ensure the efficiency and reliability of the data. Table 4 specifies internal and external factors influencing the retention on special education teachers in Davao City.

Table 4. Special Education Teachers' Level of Employee Retention

	Mean	SD	Description
External Factors			
<i>Physiological Needs</i>			
1. I am paid equal to other positions requiring similar education	3.24	1.011	Moderate
2. I complete work duties at home or during after-work-hours at least one time per week	3.51	0.901	High
3. The students that I teach vary too greatly in terms of needs and abilities	3.76	0.925	High
4. The school administration provides planning time to complete paperwork for my job duties	3.19	1.050	Moderate
5. I have flexibility in my work schedule to prioritize tasks	3.43	1.042	High
6. I am provided with adequate resources to educate my students	3.30	0.939	Moderate
7. The school administration provides resources to special educators	3.27	0.932	Moderate
Mean	3.39	0.979	Moderate
<i>Safety Needs</i>			
1. My workload is reasonable	3.43	0.959	High
2. The school building in which I work is safe	3.24	1.256	Moderate
3. The school administration consistently delivers student discipline	3.59	0.956	High
4. The school administration is informed about current special education laws	3.49	1.017	High
5. I am discouraged from remaining in the special education field by non-teaching duties***	3.14	1.084	Moderate
6. My job expectations and duties are unclear***	3.16	1.068	Moderate
7. The school administration supports inclusion of special education students	3.70	0.996	High
Mean	3.39	1.060	Moderate
<i>Social Needs</i>			
1. My work is acknowledged by my colleagues	3.43	1.042	High
2. I feel connected to my school community	3.51	1.044	High

3. My professional values are similar to those of my colleagues and administrator	3.38	0.924	Moderate
4. My school community is supportive of the special education department	3.49	0.989	High
5. The school administration encourages collaboration between teachers	3.70	0.996	High
Mean	3.50	0.995	High

Internal Factors*Self Esteem*

1. In general, I do receive support from the parents of my students	3.57	0.959	High
2. I receive personal satisfaction from teaching students who have disabilities	3.86	0.822	High
3. The school administration communicates their appreciation of my job performance	3.46	0.989	High
4. The school administration provides me with feedback regarding my job performance	3.46	0.931	High
5. I am discouraged with the lack of educational growth of my students***	3.05	1.026	Moderate
6. I frequently feel overwhelmed and stressed at work	3.38	1.114	Moderate
7. My work is acknowledged by my administration	3.41	0.927	High
Mean	3.46	0.985	High

Self-Actualization

1. I am provided with professional development opportunities	3.32	1.029	Moderate
2. I am provided with ample time to complete my job duties	3.32	1.002	Moderate
3. The school administration provides me with freedom to make educational decisions	3.54	1.070	High
4. The school administration encourages me to solve problems and generate ideas	3.54	0.803	High
5. Overall, I am satisfied with my current teaching position	3.43	1.191	High
6. My teaching position does provide me with a sense of professional status	3.32	1.248	Moderate
7. The school administration provides mentoring programs to all new teachers	3.54	0.931	High
8. The school administration considers teachers' ideas for professional development	3.54	1.016	High
9. The school administration supports special and general education programs equally	3.54	0.989	High
Mean	3.46	1.031	High
Overall Mean	3.44	1.012	High

Note. *** Scores were reversed

Statistics show that the Sped teachers' level of retention in terms of physiological needs is moderate. Data displays that they are moderately paid equally to other positions requiring similar education. Special educators make up the tens of thousands of teachers that leave the school setting to work in different occupations outside of education due to the low pay (Kelly, 2004). It also indicates high level of employee retention in terms of completing work duties at home or during after-work hours at least one time per week and teaching students with greatly varied needs and abilities. IRIS Center (2018) stated that many special

educators are not able to complete the requirements of their job within their contracted hours and spend additional time outside of school to stay afloat with their job responsibilities.

In addition, Schonert-Reichl, Hanson-Peterson, & Hymel, (2015) mentioned that the lack of behaviour training in education programs leads to novice teachers being unprepared to deal with the tasks in front of them regarding student behaviours. The availability of material resources for all teachers, but especially special educators, impacts feelings of satisfaction and self-efficacy (Boyer & Gillespie, 2000; Billingsley & Cross, 1992). This made special education teachers' level of retention to moderate level in terms of administrators' provision of resources. As teachers get the support they need, they have high levels of teacher satisfaction and therefore, a positive perspective toward their job (Hepburn & Brown, 2001).

Sped teachers' level of employee retention in terms of safety needs is moderate. Meanwhile, it is recorded that the level of Sped teachers' employee retention in terms of reasonable workload is high while working in a safe building recorded moderate. However, the school administration consistently delivers student discipline, informed about the current special education, and support inclusion of special education students show high level of Sped teachers' employee retention. Hagaman & Casey (2018) stated that special educators who have left the field expressed if administrators were knowledgeable within the field and offered more support with student behaviour and curriculum, they would have been more willing to stay in the field. Moreover, statistics show moderate level of Sped teachers' employee retention in terms of discouragement from remaining in the special education field by non-teaching duties and job expectations and duties are unclear. According to Westat (2002b), special educators have indicated that they were more likely to stay in teaching when their workload was manageable, their school was supportive of staff and students, and paperwork did not interfere significantly with their teaching.

On the other hand, the Sped teachers' level of employee retention in terms of social needs is high. Maslow's hierarchy of needs in the workplace deals with acceptance, friendship, love, and companionship. Social supports within a job setting increase retention when peer-to-peer learning opportunities arise to establish relationships among colleagues within a safe and respected work environment (Kramer, Hillman, & Zavala, 2018). 4 out of 5 variables recorded high level of Sped teachers' employee retention. It clearly states that Sped teachers must socialize and feel to be part of the group as they create a work environment that builds opportunities for interaction and participation among other Sped

teachers. Meanwhile, professional values are similar to those of my colleagues and administrator shows moderate level.

Meanwhile, on the level of employee retention in terms of self-esteem is high. Based on the data, Sped teachers are highly to stay in the job if they receive support from their students' parents, personal satisfaction from teaching students who have disabilities, school administration communicates their appreciation of job performance, school administration provides feedback regarding job performance and their work is acknowledged by the administration. Whitaker (2000) found that beginning special education teachers who had mentors that they rated as effective were more likely to remain in special education. However, moderate level of employee retention recorded in terms of discouragement with the lack of educational growth of the students and frequently feeling overwhelmed and stressed at work. When teachers feel stressed, frustrated, and have high levels of anxiety, these feelings can causally relate to a teacher's leaving (Giacommetti-Meyers, 2005).

However, on the Sped teachers' level of retention in terms of self-actualization is high. Meanwhile, data shows moderate level of employee retention among Sped teachers in terms of professional development opportunities provision, given ample time to complete job duties, and teaching position does not provide with a sense of professional status. However, Sped teachers' employee retention is high in terms of administration provides freedom to make educational decisions, encourages to solve problems and generate ideas, satisfied with current teaching position, provides mentoring programs to all new teachers, considers teachers' ideas for professional development, and the administration supports special and general education programs equally. Mayer et. al (2013) described, there are certain obstacles that arise when teachers engage in the decision-making process. One obstacle explained is the principals' willingness, or the lack thereof, to allow teachers to act as decision-making agents. Effective leadership can be described as transformational and more likely to reach teachers' motivation in order to foster and support increased teacher efficacy (Marks & Printy, 2003).

Overall, data shows that the level of Sped teachers' employee retention in terms of external and internal factors is high. Extrinsic factors are defined as the external benefits provided by the organization, and intrinsic factors are controlled by many forces affecting the professional's internal satisfaction (Randolph & Johnson, 2005). Bruinsma and Jansen (2010) revealed teachers who were intrinsically motivated to enter the field were more likely to take advantage of and benefit from their pre-service teacher training and were expected

to continue their teaching careers for extended periods of time. Billingsley (2004) stated that role confusion, paperwork expectations, and job-related stress were of particular concern to special education teachers who chose to leave the field.

6.3 The significant relationship between Special Education teachers Job satisfaction and their employee retention

As seen in table 5, job satisfaction and employee retention among special education teachers have a significantly high positive correlation, where $r(35) = .84$, $p < .01$, which implies that the relationship between the special education teachers' job satisfaction and their employee retention is directly proportional. It is seen that if the special education teacher is satisfied with their work even if it is challenging to teach special children, they will still stay in their work.

Table 5. Correlations between Job Satisfaction and Employee retention

	Job Satisfaction	Employee Retention
Job Satisfaction	.	
Employee Retention	.836**	.
Note. ** Correlation is significant at the 0.01 level (2-tailed)		

In relation to this, in the research from Baluyos et al. determined the relationship of the teachers' job satisfaction and work performance in the Division of Misamis Occidental during the school year 2018-2019. Results revealed that instructors' job satisfaction was quite high and that their work performance was excellent. However, the effectiveness of the teachers' work is inversely correlated with their satisfaction with other factors such as the supervision and job security provided by school heads. Situations such as schools having a faculty lounge where instructors can discuss their well-being without restriction and officers from the human resources department considering teachers' welfare packages when developing strategies for teacher retention also help in developing the satisfaction of the teachers and their employment retention. (2019)

Furthermore, according to another research regarding the effect of job satisfaction and employment retention, findings suggest that with the employees being satisfied with a good salary, job description, and opportunity of promotion, favorable interactions with

coworkers and the supervisor—there is a positive correlation between the two variables, job satisfaction and employee retention. (Biason, 2020)

CONCLUSIONS

Based on the analyses made on the available data, these were the conclusions:

1. Special education teachers were moderately satisfied with the work salary they received. Employee performance typically improves when wages are paid on schedule and salaries are set properly by the administration.
2. Special education teachers were moderately satisfied with their job content. Teachers will be more content with their jobs if the job qualities and work environment match their own beliefs and work expectations. Job satisfaction is tough to acquire if the working environment is unfavorable for the employee.
3. Special education teachers' physiological needs are moderately satisfied. Teachers are not able to complete the requirements of their job within their contracted hours and spend additional time outside of school to stay afloat with their job responsibilities.
4. Special education teachers' safety needs were moderately satisfied. Teachers were more likely to stay in teaching when their workload was manageable and clear, their school is safe for staff and students, and paperwork will not interfere significantly with their teaching.

RECOMMENDATION

Based on the findings of this study, the following were recommended for further consideration for future studies:

1. The Department of Education should continue to provide professional development and career opportunities to teachers to maintain excellent performance. Specifically, look into the rewards and incentives for teachers with great output.
2. The school administrators should be clear and precise in assigning the job description and primary roles with adequate working hours to comply with the responsibilities assigned to special education teachers.
3. The Department of Education's policymakers must continue to develop projects in making our schools a safe place for students and teachers.
4. Future researchers may use this as their basis and reference for future studies involving teachers' job satisfaction and retention.

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