



## Job Satisfaction in Teachers of Autistic Children

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**ABSTRACT**

The purpose of the study was to obtain an overview of job satisfaction for teachers of autistic children, to find out the factors of job satisfaction for teachers of autistic children, and to find out the efforts that have been made by a teacher of autistic children in carrying out their profession. This study is qualitative and uses in-depth interviews with three teachers who teach at special needs schools (SLB-C) and handle autistic children. The research period began in January 2025 to April 2025. The results of the study showed that job satisfaction is not obtained from the type of work but how the work is loved and carried out by the worker (teacher). The three subjects in this study felt job satisfaction as teachers of autistic children because they first love children, accept their limitations, do their work affectively and optimally. Good cooperation and assertive communication between fellow teachers, parents, and the school produce positive energy that creates enthusiasm for work. The emotional bond with students is a strength and motivation for teachers to continue to develop teaching methods for the progress of children. The results of the study showed that the three subjects got job satisfaction as teachers of autistic children and by dedicating themselves to children it was felt as a blessing in their work. The limitations of the child create empathy in the parents and together provide education and coaching according to the needs and abilities of the child. Work discipline and the desire to achieve are solely aimed at advancing the child and the school. The school's bias towards teachers is a motivation to be actively involved in tasks and support school programs.

**INTRODUCTION**

According to Robbins, job satisfaction is a general attitude towards one's work, which shows the difference between the amount of rewards workers receive and the amount they believe they should receive (Lauermaann & König, 2021). The description of job satisfaction according to Greenberg and Baron is as a positive or negative attitude that individuals have towards their work (Cancio, Albrecht, & Johns, 2021). Meanwhile, according to Vecchio, job satisfaction is as a person's thoughts, feelings, and tendencies of action which are a person's attitude towards their work (Sari & Yasar, 2023). Job satisfaction according to Gibson is the attitude that workers have about their jobs. It is the result of their perception of the job (Jones & West, 2021). Kreitner and Kinicki define job satisfaction as an affective or emotional response to various aspects of one's job. This means that job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects (Skaalvik & Skaalvik, 2021). Job satisfaction is an emotional state that reflects a person's/employee's feelings towards their job. This is evident in the employee's positive attitude towards their job and everything they encounter in their work environment. Job satisfaction also affects absenteeism, workforce turnover, work spirit, complaints, and other issues (Brunsting, Sreckovic, & Lane, 2021). According to Munir, a teacher's job satisfaction is the overall feeling felt by a teacher related to several aspects of work in the form of educational resources, learning and teaching processes, achievements or abilities attained by students, social environment or work climate, income, and awards as well as freedom to carry out activities (Berry et al., 2021). According to Kreitner and Kinicki, there are five factors that can influence the emergence of job satisfaction, namely: (a) need fulfillment, namely satisfaction is determined by the level of job characteristics that provide opportunities for individuals to fulfill their needs; (b) discrepancies, namely that satisfaction is a result of fulfilling expectations. Fulfilled expectations reflect the difference between what is expected and what is obtained by individuals from work. Fulfilled expectations will provide satisfaction, conversely, unfulfilled expectations will cause dissatisfaction; (c) value attainment, namely satisfaction is the result of the perception that work provides important individual work fulfillment; (d) equity, namely satisfaction is a function of how fairly individuals are treated in the workplace. Satisfaction is the result of people's perceptions that the comparison between work results and input is relatively more profitable than the comparison between output and input from other jobs; (e) dispositional/genetic component, namely the belief that job satisfaction is partly a function of personal traits and genetic factors (Kass & Friedman, 2021).

Factors that can determine job satisfaction according to E. Burt are as follows: (a) factors of employee relations, namely relationships with managers, psychology and working conditions, fellow employees, suggestions from co-workers, emotions and work situations (Hester, Fluke, & Hodges, 2022; Kass & Friedman, 2021); (b) individual factors,





namely attitudes, age and gender (Sari & Yasar, 2023); (c) external factors, namely things related to family circumstances, recreation, and education (Berry et al., 2021).

According to Chiselli and Brown, these factors are position, job rank, age issues, financial and social security, and quality of supervision (Jones & West, 2021; Skaalvik & Skaalvik, 2021). Job satisfaction according to Anthony includes internal factors that influence job satisfaction, namely: (a) Must like the job — if the job is liked it will be done with heart, diligently, steadily and enthusiastically (Taylor, Mims, & Bryant, 2022); (b) Oriented towards achieving high achievement, meaning that high quality work results are only possible with a strong and high determination to achieve it (Cancio, Albrecht, & Johns, 2021); (c) Have a positive attitude in facing difficulties — every difficulty is seen as a challenge that must be overcome with various ways of solving because basically humans are creative and strong-willed (Talapatra, West, & Sinclair, 2022). The relationship between job satisfaction and other variables can be positive or negative. The strength of this relationship ranges from weak to strong (Skaalvik & Skaalvik, 2021). According to Kreitner and Kinicki, some correlations of job satisfaction are as follows: (a) Motivation, namely the existence of a positive and significant relationship between motivation and job satisfaction (Lauermaun & König, 2021); (b) Job involvement, namely the fact that individuals are personally involved with their work roles. Research shows that job involvement has a moderate relationship with job satisfaction (Hinds, Rineer-Hershey, & Deshler, 2023); (c) Organizational citizenship behavior, namely worker behavior outside of what is their job. For example, expressions of personal concern for the work of others, suggestions for improvement, training new people, attention to organizational wealth and attendance above the specified standards. This is more determined by leadership and characteristics of the work environment than by the individual worker (Montgomery & Thomas, 2021); (d) Organizational commitment, which reflects the level at which individuals identify with the organization and are committed to its goals (Brunsting, Sreckovic, & Lane, 2021).

This is very significant to job satisfaction so that managers are advised to increase job satisfaction with the intention of creating a higher level of commitment; (e) absenteeism, which is the negligence or absence of employees as an expression of dissatisfaction in their work; (f) turnover, which is a change of work, either type of work/position or place. Its relationship with job satisfaction is significantly negative; (g) perceived stress (feelings of stress, which is stress that greatly affects organizational behavior and individual health. Its relationship with job satisfaction is strongly negative; (h) job performance, which is the relationship between job performance and job satisfaction.

Autism can be said to be a disorder experienced by individuals in a fairly complex neurological aspect. This disorder causes developmental deficits in cognitive aspects, especially language, social, emotional, and motor aspects. Early detection to find out the symptoms of autism can be done even before the child is 3 years old (Taylor, Mims, & Bryant, 2022). Autism is a broad, severe and complex developmental disorder that includes disorders in the fields of social interaction, communication, and behavior (Hester, Fluke, & Hodges, 2022). According to recent studies, autism is also known as a disorder that affects the lack of ability to carry out social interactions and difficulty expressing oneself in the form of language. Autistic individuals also often perform purposeless actions that may co-occur with developmental delays or intellectual disabilities (Montgomery & Thomas, 2021; Gilmour & Webby, 2022). Autism disorders are found in the brain and are believed to occur during the early formation phase of neural development, typically between 0–4 months of gestation. There are three locations of the brain that often show neurological abnormalities in individuals with autism, namely: (a) hereditary factors, such as genetic abnormalities and chromosomal anomalies; (b) exposure to viral or fungal infections during pregnancy, such as rubella or medication-related teratogens; (c) nutritional deficiencies and impaired oxygenation during pregnancy; and (d) environmental pollution such as air, water, and food contamination (Cancio, Albrecht, & Johns, 2021; Sari & Yasar, 2023). The brain regions that are often implicated include the parietal lobe, cerebellum, and limbic system. First, dysfunction in the parietal lobe can cause children to become indifferent to their surroundings, resist or avoid face-to-face interaction, show signs of auditory processing challenges, appear unhappy, and resist physical contact. Second, cerebellar dysfunction may result in difficulties in sensory processing, memory retention, language acquisition, and attentional control. Third, abnormalities in the limbic system can cause impairments in emotion regulation and aggression control (Talapatra, West, & Sinclair, 2022; Skaalvik & Skaalvik, 2021).

According to recent studies, there are several causes of autism, namely: (a) Genetic factors, such as the influence of family members who have characteristics of autism spectrum disorders, along with environmental triggers that interact with genetic vulnerabilities (Hester, Fluke, & Hodges, 2022; Kass & Friedman, 2021); (b) Problems during pregnancy and childbirth, including maternal alcohol consumption, rubella infection, chronic illness, or drug exposure during critical developmental periods (such as the 8th week of gestation), all of which increase the risk of giving birth to children with autism. Similarly, complications during labor—such as oxygen deprivation, premature birth, or low birth weight—are recognized as prenatal and perinatal risk factors (Sari & Yasar, 2023; Cancio, Albrecht, & Johns, 2021); (c) The claim that vaccination, specifically the MMR vaccine containing thimerosal, is a source of autism has been scientifically discredited in recent literature. Large-scale reviews find no causal relationship between vaccines and autism, though the controversy historically influenced public perception (Brunsting, Sreckovic, & Lane, 2021); (d) Toxins and heavy metals from the environment, such as air pollution, pesticide exposure, and contaminated food or water, are still being investigated as potential contributors to early neurodevelopmental disorders, including autism





(Montgomery & Thomas, 2021; Berry et al., 2021). Environmental factors play a role through various toxins from pesticides, air pollution, and wall paint that can affect fetal health. This is proven through examination of a number of autistic children whose blood contains higher levels of heavy metals (mercury, lead, tin) compared to other normal children; (e) digestive disorders, many autistic children experience digestive disorders, they experience intolerance to various types of food, have high levels of allergies, and weak immune systems. Because there is a problem with the intestines, the food consumed cannot be converted/digested into the nutrients needed by the body.

Symptoms of autism are most clearly seen between the ages of 2–3 years. Early detection of suspected autism can typically be conducted in infants aged 18 months and above. Symptoms are shown through autistic behavior that can be classified into two groups, namely: (a) Excessive, which is shown by screaming, biting, and self-injurious behavior; and (b) Deficit, which is shown by impairments in speech, social behavior, and emotional regulation (Taylor, Mims, & Bryant, 2022; Gilmour & Wehby, 2022).

In general, the characteristics of autism include: (a) Qualitative disorders in social interaction, (b) Qualitative disorders in the field of communication, and (c) The existence of a pattern that is maintained and repeated in behavior, interests, and activities (Montgomery & Thomas, 2021; Sari & Yasar, 2023). First, qualitative disorders in social interaction include the inability to establish adequate social contact, such as minimal eye contact, flat facial expressions, and lack of responsive gestures. Second, qualitative disorders in the field of communication include delayed or absent speech development, frequent use of unusual and repetitive language, and limited or non-imaginative play. Third, a persistent and repetitive pattern in behavior, interests, and activities is marked by fixation on routines, obsessive focus on specific interests, and repetitive, idiosyncratic motor movements (Hinds, Rineer-Hershey, & Deshler, 2023; Talapatra, West, & Sinclair, 2022). There are various types of therapy that can be done to treat autism, namely behavioral therapy, play therapy, music therapy, speech therapy, and biomedical therapy. First, behavioral therapy is one of the most important therapeutic approaches for individuals with autism. Behavioral therapy aims to modify behavior in autistic children by reducing excessive behaviors and promoting the development of lacking or absent behaviors. The focus of this treatment lies in providing positive reinforcement every time the child responds correctly and in accordance with the instructions provided during therapy. Conversely, when the child responds inappropriately or does not respond at all, no reinforcement is given (Taylor, Mims, & Bryant, 2022; Cancio, Albrecht, & Johns, 2021). Behavioral interventions are especially effective when implemented early and consistently, and are often integrated with structured learning environments that enhance emotional regulation and communication skills (Montgomery & Thomas, 2021).

Second, play therapy for autism sufferers is an effort to optimize the physical, intellectual, emotional, and social abilities of the individual. The purpose of play therapy is to develop muscle and motor strength, increase the endurance of internal organs, correct poor body posture, and release excess energy that can be detrimental (Montgomery & Thomas, 2021; Berry et al., 2021). Third, music therapy can also be an alternative treatment for autism, aiming to support psychomotor development and overall growth. Autistic individuals who experience irregular or delayed motor movement can be guided through structured music-based activities that improve attention, emotional response, and coordinated movement. The music used in such therapy must be tailored to the individual characteristics and needs of the participant (Taylor, Mims, & Bryant, 2022). Fourth, speech therapy is a common and necessary approach since children with autism typically struggle with verbal communication. Speech therapy aims to improve both receptive and expressive language skills, vocabulary acquisition, and pragmatic communication such as initiating conversations or naming objects (Gilmour & Wehby, 2022; Hester, Fluke, & Hodges, 2022). Fifth, biomedical therapy addresses metabolic and neurological imbalances found in many children with autism. These may affect brain function and behavior regulation and are often targeted through nutritional support, detoxification, or medical interventions, although evidence remains varied and requires further validation (Sari & Yasar, 2023; Skaalvik & Skaalvik, 2021). Autistic children often struggle to socialize and may not know how to interact naturally with others. They tend to isolate themselves and avoid social contact, lacking awareness of social conventions such as conversing and taking turns. When these children are misunderstood or ignored, their behavior may regress, reinforcing negative associations. Therefore, the role of the teacher is pivotal—not only as an academic facilitator, but also as a consistent emotional support and social mediator (Cancio, Albrecht, & Johns, 2021; Talapatra, West, & Sinclair, 2022). In the school environment, the teacher assumes the role of nurturing, guiding, and advocating for the autistic child, often in place of the parent. Teachers carry the heavy responsibility of ensuring that autistic students feel secure, accepted, and understood. Negative language or criticism from a teacher can leave deep emotional impacts on autistic children. Instead, teachers should use positive reinforcement, engaging activities, and words of praise to help students develop their self-confidence and skills (Jones & West, 2021). Communication is especially important even if the child does not make eye contact, they may still listen and process information. When there is basic trust, autistic students may respond positively to gentle conversation and interaction. Teachers are encouraged to initiate dialogue, provide opportunities for peer interaction, and encourage exploration of the environment in a safe and structured way (Alquraini, Al-Maliki, & Gut, 2021; Gilmour & Wehby, 2022).





**LITERATURE REVIEW**

Job satisfaction refers to the emotional and cognitive responses individuals have toward their job, often influenced by both intrinsic and extrinsic factors. Recent studies emphasize that for special education teachers, including those teaching children with autism spectrum disorder (ASD), job satisfaction is deeply tied to emotional engagement, perceived purpose, and institutional support (Cancio et al., 2021).

Intrinsic motivation is a dominant predictor of job satisfaction among special education teachers. Teachers who perceive their work as meaningful and aligned with their values tend to report higher job satisfaction, especially when teaching students with complex needs such as autism (Lauermann & König, 2021). The emotional connection and perceived success in helping autistic children develop communication and social skills provide a unique source of fulfillment that compensates for daily challenges. Work environment and school leadership also contribute significantly. Teachers report greater satisfaction when supported by collaborative school cultures, accessible resources, and empathetic administrators (Hester et al., 2022). Additionally, the role of professional development and autonomy is crucial. Opportunities for training in autism intervention techniques and freedom to adapt learning strategies enhance teacher confidence and job satisfaction (Taylor et al., 2022). Parent-teacher collaboration is another aspect linked to satisfaction. Open communication with families of autistic students enables better support structures and reduces teacher stress (Alquraini et al., 2021). Teachers who feel trusted and supported by parents tend to experience stronger emotional commitment and reduced burnout. However, stress and emotional exhaustion remain major risk factors. The demands of individualized instruction, behavioral management, and administrative workload can lead to high attrition unless mitigated by institutional and peer support (Hinds et al., 2023). In summary, job satisfaction for teachers of autistic children is shaped by a synergy of personal calling, emotional resilience, collaborative environments, and structured support. These findings provide a framework for understanding the motivational forces behind sustained commitment in the field of special education.

**METHOD**

This study was conducted using a qualitative approach so that researchers can study issues in depth and detail. The study was conducted using an open interview method using in-depth interviews. The subjects studied were three people who worked as special needs teachers and handled autistic children. When the subjects had worked between 25-40 years in the same schools. The number of subjects was limited to three people because only three teachers handled autistic children. The interviews were conducted at different times and places because they depended on the conditions of each subject. Both the time and place of the interview were left entirely to the subject's choice so as not to interfere with the tasks/busyness of all subjects. The researcher conducted one interview with subjects F, O and E. The researcher conducted two interviews with subjects M and K.

**RESULT**

In this section, the researcher will explain the results of the research obtained. Researchers can also use images, tables, and curves to explain the results of the study. These results should present the raw data or the results after applying the techniques outlined in the methods section. The results are simply results; they do not conclude.

Table 1. Job Satisfaction of Teachers of Children with Autism

Aspek	Subject P	Subject M	Subject MM
<b>Current age</b>	48 years old	48 years old	49 years old
<b>Length of work</b>	32 years	31 years	25 years
<b>Handling autistic children</b>	27 years	25 years	10 years
<b>Reasons to teach autistic children</b>	Called	Happy and concerned to see children's limitations	Sorry and concerned; treats children like own
<b>Job satisfaction</b>	Satisfied	Very satisfied	Satisfied
<b>Satisfaction factor</b>	Spiritual life, love, social support, emotional ties, clear tasks, appropriate salary	Sense of belonging, motivation from parents, school support, love for children	Treated as family, meaning of life, love for children, peer and parental support
<b>Efforts in teaching profession</b>	Loving children, discipline, good communication, reporting, training, problem-solving	Maximizing child's potential, patience, varied teaching, comparative study	Optimism, cooperation, reporting, participation, giving input to school
<b>Understanding autistic children</b>	Understands through reading and experience; tantrums due to	Easy to recognize by repetitive actions, low communication, no	Initially afraid; learned from others and reading; needs social





<b>Causes of autism</b>	communication issues Maternal diet, chemical exposure, vaccines	social contact Alcohol, cigarettes, chemicals, vaccines	training Chemical/drug poisoning, e.g., vaccines
<b>How to handle autistic children</b>	Behavioral therapy, gradual social integration, training	According to needs, art activities when calm, behavioral therapy essential	Behavioral therapy to reduce tantrums, promote socialization, self-care

Based on the analysis, job satisfaction among teachers of autistic children is driven by intrinsic factors such as love for the children, a sense of life purpose through the profession, and emotional support from colleagues, parents, and the school. Despite differences in their initial understanding of autism, all teachers demonstrated positive adaptation through behavioral therapy, ongoing training, and intensive communication. They do not merely perform their duties, but view the profession as a form of self-actualization and social service. Thus, their job satisfaction emerges from a combination of personal dedication, harmonious social relationships, and strong spiritual values.

**Professional Background**

Subjects have extensive teaching experience (25–32 years) and significant years handling autistic children (10–27 years), providing them with a rich perspective on their work.

**Sources of Satisfaction**

Common satisfaction factors include emotional bonds with students, social support from colleagues and parents, a sense of belonging at school, spiritual meaning, and fair treatment by school leadership. One subject noted being treated “like family,” which enhanced their sense of purpose.

**Professional Efforts**

Teachers demonstrated commitment through continuous self-development (training, workshops), individualized reporting on student progress, collaboration with parents, and developing adaptive teaching methods.

**Understanding Autism**

All subjects displayed a nuanced understanding of autism based on reading, experience, and professional observation. They described behavioral traits such as tantrums, limited verbal communication, and the need for intensive social training.

**Approach to Handling Autism**

Behavioral therapy was emphasized as the primary method. Teachers also applied individualized and creative strategies such as drawing, storytelling, and social reinforcement, always adapting based on the child’s emotional state.

These findings suggest that job satisfaction is less about material conditions and more about emotional fulfillment, professional identity, and a supportive environment. Teachers found meaning in their role as caretakers, educators, and emotional anchors for autistic children.

**Teaching Experience vs. Autism Handling Duration**

Figure 1 compares the number of years each subject has spent in the teaching profession and specifically handling autistic children. Subject P and M demonstrate extensive experience in both domains, while Subject MM has slightly less experience in handling autism but still shows substantial commitment.

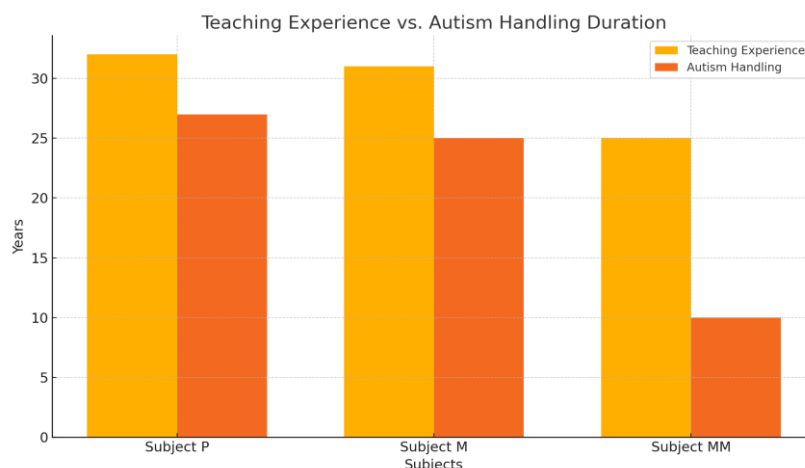


Figure 1. Teaching Experience vs. Autism Handling



### Satisfaction Factors Radar Chart

Figure 2 presents a radar chart outlining five main dimensions of job satisfaction among the teachers: spiritual meaning, love for children, peer support, parental support, and fair treatment. All subjects generally report strong satisfaction across these domains, with Subject M showing slightly lower emphasis on spiritual factors.

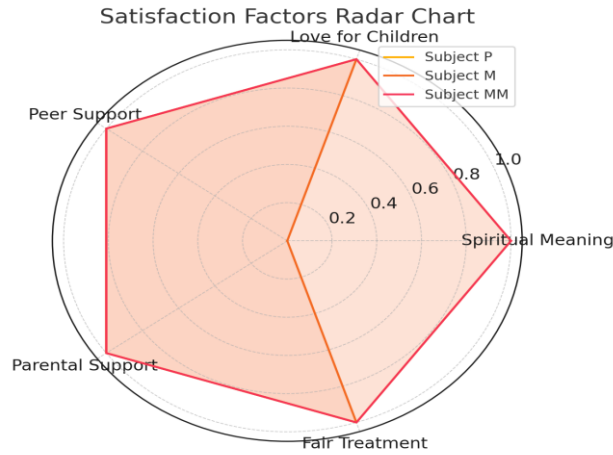


Figure 2. Satisfaction Factors Comparison

### Teaching Efforts by Subjects

Figure 3 illustrates the types of efforts made by each teacher, such as reporting, collaboration, attending training, creative teaching methods, and maintaining a positive attitude. All subjects emphasize reporting, collaboration, and positivity, while Subject M uniquely contributes with a higher degree of creativity in teaching approaches.

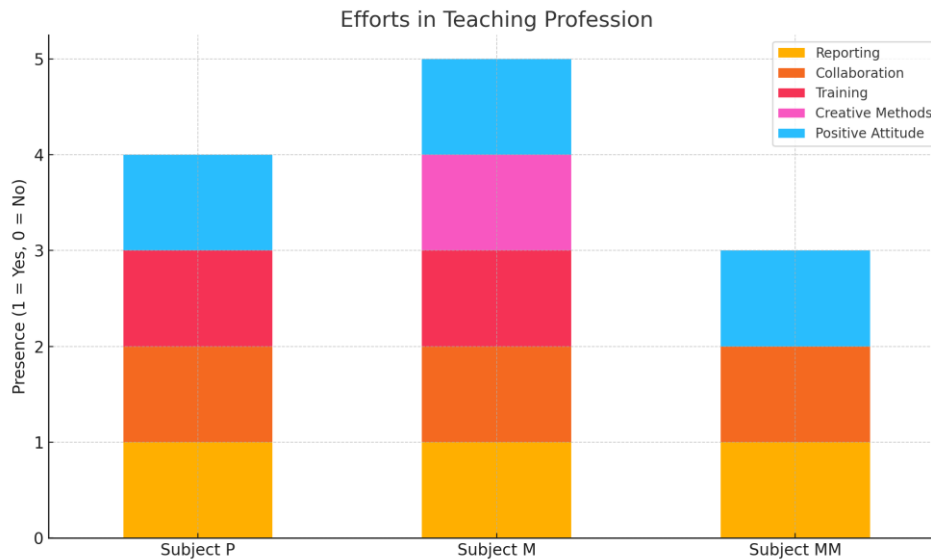


Figure 3. Teaching Efforts by Subjects

### Motivational Themes Word Cloud

Figure 4 visualizes the most frequent motivational themes that emerged from interview responses. Words such as 'love', 'patience', 'calling', 'dedication', and 'empathy' dominate, highlighting the deep emotional connection and purpose-driven mindset of the teachers.



Figure 4. Motivational Themes

### DISCUSSION

The findings of this study reinforce the idea that job satisfaction among teachers of autistic children is predominantly shaped by intrinsic motivators, aligning with Herzberg's Two-Factor Theory which identifies internal factors—such as achievement, recognition, and the meaningfulness of work as key drivers of satisfaction. The subjects' testimonies reflect a deep emotional investment in their roles, underpinned by empathy, dedication, and a sense of life purpose derived from working with special needs children. The subjects did not consider job satisfaction as a function of salary or status, but rather as emotional fulfillment and spiritual value gained through their interaction with autistic children. This supports recent research highlighting that job satisfaction among special education teachers is significantly influenced by affective responses toward their work, especially when personal values, emotional connection, and self-efficacy are aligned with the demands of the profession (Sari & Yasar, 2023; Lauermann & König, 2021; Jones & West, 2021). The positive attitudes of the teachers, their patience in addressing behavioral challenges, and their continuous self-actualization through creative teaching approaches are all indicative of high intrinsic motivation. Furthermore, the results highlight the critical role of institutional and social support. Each teacher reported satisfaction with the school's fair policies, support from leadership, collaboration with colleagues, and encouragement from parents. These findings are in line with research by Cancio et al. (2021) and Hester et al. (2022), which point out that emotional support and a positive work environment significantly contribute to job satisfaction among special education teachers. When schools foster open communication and value teacher input, it cultivates a sense of belonging and enhances professional commitment. Interestingly, the teachers' understanding of autism developed through both formal training and personal experience also influenced their confidence and satisfaction. Despite initial fear or uncertainty in handling autistic students, all three subjects described a transformation through reflective learning and shared experiences, echoing the findings of Taylor et al. (2022) who argue that professional development contributes to satisfaction and efficacy in inclusive education settings.

However, it is important to note that the study participants had long tenures and were highly experienced, which might have influenced their resilience and positive outlook. Teachers with less experience or weaker institutional support may experience different levels of satisfaction or stress, as noted in Hinds et al. (2023). In sum, the study demonstrates that job satisfaction in teachers of autistic children arises from a synergistic interplay between personal dedication, emotional connection, professional autonomy, and external support structures. These factors enable teachers to not only endure the emotional and cognitive demands of the profession but also to thrive within it.

### CONCLUSION

Overall, the three subjects showed a positive attitude in carrying out their profession as SLB-C teachers who handle autistic children. The three subjects have a positive understanding and attitude and appreciation related to autistic children. The subjects believe that with early and comprehensive handling, autistic children can develop and even follow their peers according to their level of education. The profession as a teacher of autistic children is viewed and accepted by the three subjects as a job that can provide many positive things. Becoming a teacher of autistic children is used as an opportunity to train oneself to improve patience, creativity, problem solving, dedication, appreciation for children with special needs, self-discipline and a sense of love for the job. The three subjects experienced mature emotional development and actualization. Based on the research results, the three subjects experienced satisfaction in their work. The three of them obtained a sense of satisfaction through co-workers, parents, students, the school, salaries, school regulations and school leadership policies. The three of them showed their satisfaction through their attitudes, emotions and missions to develop students and advance the school. The sense of satisfaction was seen from the attitudes of the three subjects in dealing with conditions, dependencies, and limitations of





children that were accepted positively and were also felt to be able to provide the expected achievements. The progress of children became the dream of the three subjects and was believed to improve work performance.

The satisfaction with the work was shown by the three subjects through their total dedication to the school through attendance levels, involvement in school and outside with the aim of promoting the school. The three subjects also showed great responsibility for the progress of their children and the continuity of the school. The form of self-satisfaction is in the form of motivation, patience, work attitude, efforts to give the best for the progress of the child and gratitude and finding the meaning of life. Forms of satisfaction that come from outside oneself can be in the form of peer support, division of labor according to field and ability. Provision of a decent salary and according to agreement and bonuses or other forms of incentives. Forms of satisfaction from external parties can also be in the form of policies from the Foundation and school. Support and cooperation from parents are also sources of job satisfaction for teachers

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