

Special Education Integration Program (PPKI) Teachers: Task Load And Job Satisfaction

Mohd Norazmi bin Nordin¹, Mohamad Zaid Bin Mustafa², Abdul Rasid Bin Abdul Razzaq³

Abstract: *The task loads has long been an issue among teachers in Malaysia. These expenses increase to teachers for the Special Education Integration Program (PPKI). This high burden of duty will undermine the PPKI teachers' job satisfaction. Although there are many studies on this issue in Malaysia and abroad, however, specific studies on the impact of the task load on the job satisfaction of special education teachers in Malaysia are still being ignored. Therefore, following the continuation of the issue, this qualitative study is aimed for exploring the elements of PPKI task load constructs that influences PPKI teacher job satisfaction in Johor, Malaysia. This study uses the full range of interview methods in collecting data. Interview sessions were administered to 11 coordinators of PPKI for each district in Johor. Thematic analysis was conducted based on the transcript of the interview that has been produced. The findings show there are five elements of PPKI teacher task loads in Johor namely time, type of assignment, working environment, teachers' readiness and resources. Therefore, the parties involved, such as teachers and administrators, should pay attention to these elements to reduce the risk of teachers' task loads and also to meet the PPKI teachers' job satisfaction in Johor.*

Keywords: *Task load, Teacher Job Satisfaction, Special Education, PPKI, Special Education's Teachers*

I.

INTRODUCTION

Issues related to teacher task loads have occurred over the last few years and have continued to recent (John Anderson, 2017). This issue involves most teachers in Malaysia and teachers in PPKI especially (Junaidah & Nik Rusila, 2013). This task load occurs when PPKI teachers are forced to perform additional tasks that do not involve special education as well as special needs students (Norizan et al., 2013). When the burden of this task becomes high, teachers' job satisfaction will also be blocked. Rabayah et al., (2010) states that these constraints indirectly affect the disability of students with special needs. PPKI teachers essentially need to be with special needs students almost every time in managing their own learning and management (Junaidah & Nik Rusila, 2013). This problem exists because of four factors, namely the leadership of the headmaster, the school facilities, the special needs of the pupils and the willingness of the teacher itself (Abdul Rahim et al., 2006). There are studies on this subject in the country such as the study by Amalina and Azita (2016) regarding the task load factor which causes pressure on PPKI teachers. Similarly, research by Norashid and Hamzah (2014), Junaidah and Nik Rusila (2013), Mohamad Abdillah Royo and Woo (2010) and Rabayah et al., (2010) conclude that PPKI teachers carry a high burden on school when forced to do extra work in the mainstream. Although there are many studies on this issue in Malaysia, there are less direct studies related to the impact of task load on job satisfaction of special education teachers. It is hoped that this study will draw the attention

¹ Faculty of Technical and Vocational Education
Universiti Tun Hussein Onn Malaysia (UTHM)
86400 Parit Raja, Johor
gb180016@siswa.uthm.edu.my
mohdnorazmi.nordin@yahoo.com
011-53555095

of stakeholders such as PPKI teachers as well and the school administrators to take appropriate action to address the issue of teacher task loads and job satisfaction of PPKI teachers. Therefore, the objective of this study is to explore the elements of task load that influence the work satisfaction of PPKI teachers in Johor, Malaysia. While the research question is, what are the elements of task load that influence the work satisfaction of PPKI teachers in Johor, Malaysia? This study involved two constructs namely task load and job satisfaction. The task load intended for this study is the task that should not involve them and special education in particular such as teaching assignments as well as management tasks. While job satisfaction is devoted to the satisfaction of teaching students with special needs in the classroom.

II. LITERATURE REVIEW

Special education teachers' task load occurs when teachers take on various tasks, at a certain time (Norizan et al., 2013). John Anderson (2017) states that additional tasks that do not involve special education affect teachers' job satisfaction. Rosnah and Siti Nur Fatimah (2018) in their study found that the task load was a factor in the performance of teachers in the school. The study by Erica and Raymond (2009) found that the task loads became the cause of special education teachers to change the flow and stopped being special education teachers. Studies by Nelson, Melissa and Kathleen (2014) show that special education teachers suffer from burnout due to task load, student situation and less support from administrators.

Besides, there have been many previous studies on the task load and job satisfaction of special education teachers, including the study by Amalina and Azita (2016) stated that the task load is one of the important factors that cause pressure on special education teachers. This study also clarified that the high burden of PPKI teachers' work beyond the actual task can affect the focus of teaching. Bernard's (2014) findings study show those determinants of job satisfaction of special education teachers are task load, relationship between co-workers, job security, student-teacher ratio, administrative support and lack of appreciation. Special education teachers' satisfaction can be enjoyed when the teacher can focus on teaching students with special needs (Junaidah & Nik Rusila, 2013). The job satisfaction if achievable will increase the commitment of teachers in carrying out their duties (Nor Mohamad Zulhairi et al., 2016). Ngigi and John (2014) find that special education teachers are not satisfied with their work because of the terms and conditions of their work that is too attentive to achievement. Sophia (2015) and Erkan Efilti (2014) find that the job satisfaction of PPKI teachers depends on safe and conducive working conditions and meets their basic needs.

In relation to this issue, there are two relevant theories that can be referred to as Taylor's Scientific Management Theory (1911) and Henri Fayol's Management Theory (1949). Taylor's Scientific Management Theory elaborates on employer management practices enabling employees to perform tasks well and giving them the opportunity to demonstrate good performance. While Henri Fayol's Management Theory presents 14 management principles that emphasize adaptation for the welfare of workers, namely division of labor, balance of power and responsibility, displacement, unity of direction, unity of mission, prioritizing organizational interests over individual interests, fair emoluments, centralization, hierarchy of duties, rules, justice, staff stability, initiatives and a spirit of unity.

III. RESEARCH METHODOLOGY

This study uses a full qualitative approach in the collection of research data. This approach is a very popular method used to obtain extensive data (Daniel, 2010). Data collection through this qualitative by interview method will expose the researcher to a very significant source of data and directly from the target group (Linacre, 2011). To achieve this purpose, the researcher selected 11 respondents consisting of PPKI class coordinators throughout the state of Johor to be interviewed. Each of them represents each district in Johor, namely Muar, Batu Pahat, Tangkak, Segamat, Mersing, Kulai, Kota Tinggi, Pasir Gudang, Johor Bahru, Pontian and Kluang.

This selection is based on the scope of their duties in conducting the duties of teachers in PPKI as well as their involvement in delivering assignments provided by the school principals. These coordinators are also those who are

directly involved with PPKI teachers in terms of management, welfare, teaching and so forth. The number of these 11 coordinators was selected based on the recommendations by Malhorta et al., (2007) and Guest et al., (2006) stating that the number of suitable respondents ranges from 8 to 12. However, this amount is not fixed as it relies on the purpose of data collection (Cavana et al., 2001).

The preferred method of interview was the semi-structured interview which included some planned questions and some additional questions that were raised during the interview session because according to Qu & Dumay (2011), this method is how the interviewer protects data on a broad theme. This method was also chosen to facilitate researchers to control data acquisition and make it more focused (Blandford, 2013). Before starting an interview session, the researcher sets the interview protocol to use in the interview session.

Determining the interview protocol is crucial for the researcher to guide the interview session towards answering the research question and providing the researcher with meaningful interview management (Patton, 2015). Interview protocols are also very important in helping researchers explore research needs and maximize data collection opportunities during limited interview sessions (Cooper, 2014). The interview protocol used in this study was adapted from the suggestions by Jacob and Furgerson (2012) as shown in Figure 1.

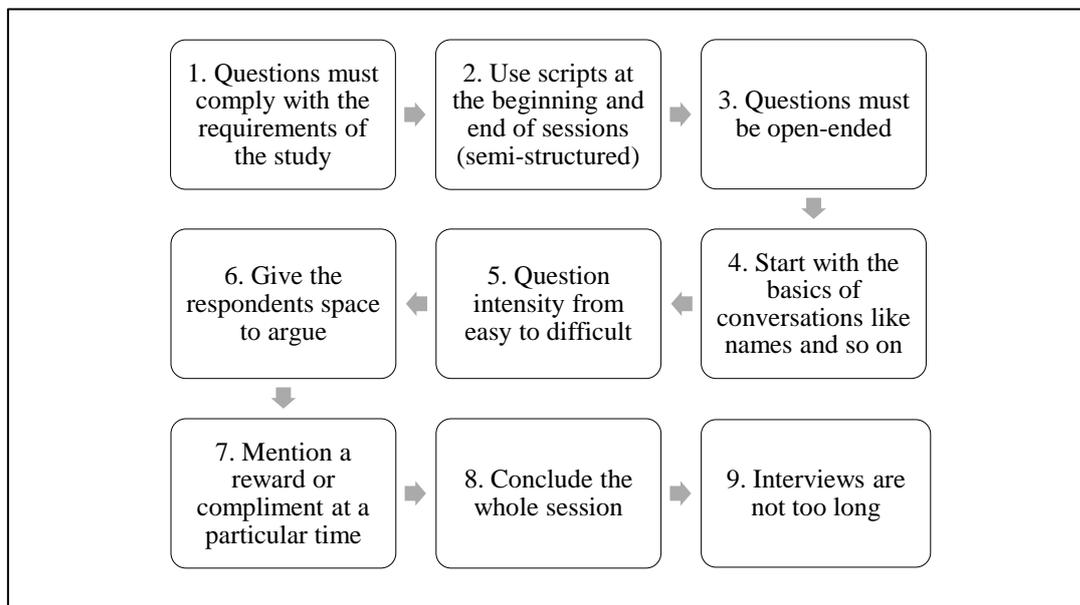


Figure 1: Interview Protocol (Jacob and Furgerson, 2012)

After setting the appropriate protocol for the interview session, the next process is the interview session. The interview sessions were conducted individually after the completion of the schooling period to enable researchers to focus on a more in-depth data collection (William, 2015). Each interviewed session takes between 30 and 45 minutes. The interview session was recorded by the research partner from the beginning until the last minute of the interview. The recording is an attempt to avoid any information loss and enables the researcher to reproduce the video for reference (Quarles, 2008). At the end of the interview session, the recording was heard and re-watched for the production of the interview transcript. After completing the interview session, the researcher generates an interview transcript based on the session being conducted. Finally, thematic analysis was performed to obtain the constructs and dimensions. The process of the thematic analysis as shown in Figure 2.

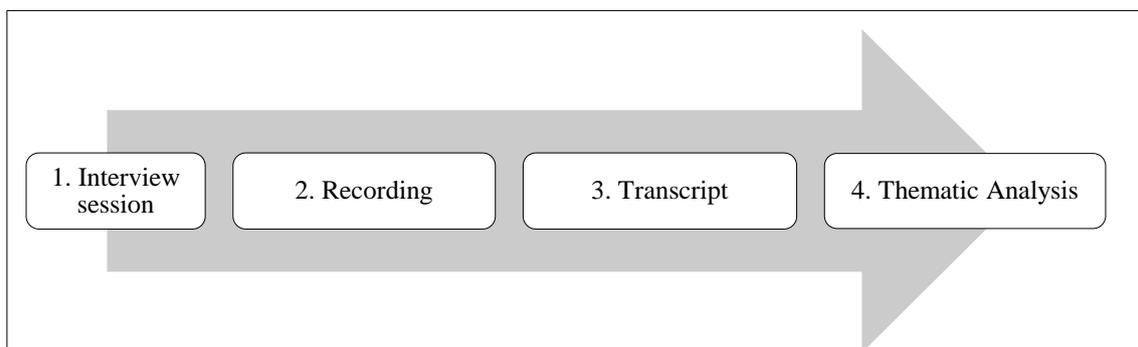


Figure 2 : Thematic Analysis Process (Maria, 2019)

IV. RESULTS AND DISCUSSIONS

Through the interviews, there are five elements of PPKI teacher task loads in Johor namely time, type of assignment, working environment, teachers' readiness and resources as shown in Table 1.

Table 1: Elements Of PPKI Teachers' Task Loads Are Based On Thematic Analysis

Themes / Elements	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11
Time	/	/	/	/	-	/	/	/	/	/	/
Work environment	-	/	/	/	/	/	/	/	/	/	/
Type of assignment	/	/	/	/	/	/	/	/	/	/	/
Teachers' Readiness	/	/	/	/	-	/	/	/	/	/	/
Source	/	/	-	-	/	/	/	/	/	/	/

*R= Respondent

The findings show that the task loads borne by PPKI teachers has various elements covering their work scope. Majority of them acknowledges that the time factor has caused the task loads. Some of them have received overlapping tasks at one time. They are also given assignments within a short period to be implemented. There are also some of them getting an ad hoc assignment and need to be resolved promptly. This situation caused them to spend time completing the assignment given and ignoring their teaching sessions in the classroom. This imbalance will make them feel dissatisfied with their actual duty at PPKI (Junaidah & Nik Rusila, 2013). However, they also agree that there is also extra tasks already set in the work schedule at the beginning of the current year's school session. This situation can prevent them from being stressed as they can manage time to complete the assignment well (John Anderson, 2017).

In addition, the working environment also illustrates the high task loads among PPKI teachers in Johor. They argue, each time an extra assignment given to them is not accompanied by certain assistance to enable them to carry out the assignment perfectly. The administrator assigns solely the tasks and is not accompanied by guidance in solving them. Similarly, the type of assignment received by teachers in PPKI. The task load occurs when they receive tasks not related to PPKI, special education or special need students as well (Norizan et al., 2013). They stated that PPKI teachers had to replace the mainstream teachers in the mainstream class. Some also need to attend a course that is completely

unrelated to special education. This situation forced PPKI teachers to ignore their teaching sessions in PPKI and hinder their work satisfaction.

The fourth element is the readiness of PPKI teachers to the work received. PPKI teachers need physical, emotional, and mental in performing challenging tasks in PPKI involving special need students. Task loads will increase when extra tasks require them to be more prepared. The fifth element is related to the facilities available at school and PPKI. Sufficient, complete and up-to-date facilities facilitate PPKI teachers to carry out tasks, while incomplete facilities cause PPKI teachers to provide themselves. This will cause the burden of duties and hinder the achievement of their job satisfaction.

V. CONCLUSION

In conclusion, teachers are now burdened with a high level of responsibility, not only in relation to the teaching of special needs students, but also in other tasks that do not involve special education or special needs students. Important elements related to the task load of PPKI teachers, such as time, teacher readiness, task type, work environment and resources influence the job satisfaction of PPKI teachers. We need to be aware that these PPKI teachers should always be with the special needs students for teaching activities as these students need full focus. If this focus is hindered by these elements, then the job satisfaction of PPKI teachers will be affected. The elements of this study should be addressed by the school administration, the teachers of the PPKI itself, and other stakeholders in addressing the issue of the task load of teachers in order to ensure the success of special needs students.

VI. LIMITATIONS AND RECOMMENDATION

This study is limited to two constructs, namely the burden of PPKI's duty and its effect on job satisfaction. Based on the interviews conducted on the selected respondents, the researcher has successfully explored the five elements of PPKI teachers' task loads that affecting the satisfaction of PPKI teacher's job. Similarly, the selected respondents in which they are coordinators in PPKI may not fully represent PPKI teachers. However, it should be noted that PPKI coordinators are also part of the teacher's enrollment in PPKI. The population involved is only for PPKI, excluding special education schools (SPK) and also inclusive education programs (PPI). Therefore, it is proposed that the researcher further expand the study in exploring the elements of job satisfaction of PPKI teachers that are closely related to the task loads of PPKI teachers. Further studies are also suggested exploring this issue among SPK and PPI teachers.

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