

## **Time Element In The Construct Of Special Education Teacher Workload In Malaysia**

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**Abstract:** Effectiveness in leading can be identified through efficient time management. Quality leaders should make time among the key aspects that need to be addressed. In managing a school that has a special education program, school leaders need to be more sensitive to the needs of students with special needs and the teachers involved. Such a situation needs to be done because full attention should be given by teachers to their students as such students are made up of people with disabilities. Therefore, time management and assignments need to be emphasized because it will affect the productivity of teachers in their teaching to students. This brief study was conducted to detail the relevant elements of time in efficient task management for special education teachers. The findings of this study can be used as a reference for special education teachers and also leadership in special education, so that further issues such as workload, stress and pressure can be avoided.

**Keywords:** time elements, taskload, special education, special education leadership.

### **INTRODUCTION**

In general, this teacher workload needs to be addressed as best as possible as it will affect teachers' job satisfaction and subsequently the occurrence of MBK (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). The high workload faced by PPKI teachers is a result of external assignments by the school (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Mahmud (2009) in his study stated that tasks not related to special education or MBK cause the tasks performed at one time to be multiple. Most worrying is that this high workload creates stress among teachers at PPKI (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)

There is evidence related to this issue through several other studies, among them the study of Razali and Ali (2016), have found that the workload factor is closely related to the level of stress of special education teachers. They noted that this workload factor is also the highest factor that has caused stress among special education teachers. The study of Rahim et al. (2006) found that 48.17% of respondents agreed that special education teachers are burdened with various tasks in school which will ultimately affect the quality of the teaching process and the job satisfaction of the teachers involved. Next is a study by Ghani et al. (2015) who stated that special education teachers not only need to carry out the teaching process in the classroom, but also be involved in administrative work, discipline management, substitute teachers and many other workloads.

### **METHODOLOGY**

The elements of each 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. Each element is explored for each construct in this study. 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 in the construction of the questionnaire set. As a result of the interviews, five elements were found for the headmaster leadership construct and teacher workload, while six elements were found for the teacher job satisfaction construct.

### **FINDINGS**

Through the coding process, the time element results from eight statements, namely always a lot of work at one time, ad hoc work and dateline pursuit (open coding), which forms the period code (axial coding), in the same time, in school hours and out of time. schooling (open coding) forms the time code (axial coding), as well as the stack of work and the distance between a job and a job (open coding) which forms the time interval code (axial coding). The three statements on the axial coding, are summarized as time elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Time Element

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Lots of work at one time	Period	Time
Ad hoc work		
Chase the dateline		
At the same time	Time	
During school hours		
Outside of school hours		
Heaps of work	Time interval	
The distance between a job to a job		

Table 2 shows the thematic analysis for the time element agreed by 10 out of 11 respondents.

Table 2: Time Elements Agreed by Respondents

<b>Element</b>	<b>Respondent</b>	<b>Interview Excerpts</b>
Time	RT1	The call looks kind of sloppy. But we do a lot of work. Want to catch up with the dateline of another task. Never mind the course again. Nothing needs to be changed.
	RT2	Because a lot of people really need to be adjusted. Yang rushing, ad hoc. Clerical work. Key in here and there.
	RT3	For deep work at the same time. That made me even angrier.
	RT4	Speaking of which, it's a responsibility. But if it's been years, it's kind of sluggish. No one else to. Even though there are many things that can be done. Wanting to chase here and there makes me tired.
	RT6	There is ad hoc work, do the usual work. That's the cause. The worst who like to procrastinate.
	RT7	Lots of work to do. Although not much, a little when collecting all that. Looks like a lot actually.
	RT8	The worst part is that all this work causes my teachers to not be able to go to class and teach special students.
	RT9	For me, this workload is a situation where these special teachers have to take on many tasks at one time.
	RT10	For me, the workload is a pile of work at one time, work that has nothing to do with our own work that we have to do until we ignore the real and there is a decrease in motivation to teach at PPKI.
	RT11	I personally see this workload as a lot of work that we have to do in a given period of time.

## DISCUSSION

Details of the results of the analysis also show that 10 out of 11 respondents agreed that the time element is one of the aspects that make the workload of PPKI teachers increase. Respondents RT1 and RT11 stated that the period of time given to complete a task makes the burden increase. Usually, the time period given between one task to another is too short. This causes PPKI teachers to work hard to complete the assignments given. There are also situations where the headmaster gives a short period for teachers to complete an assignment. Respondents further stated that, such tasks are mostly tasks that have nothing to do with MBK or PPKI.

Meanwhile, respondents RT2 and RT6 stated that workload occurs when they receive assignments unexpectedly or ad hoc. Agreeing with respondents RT1 and RT11, respondents RT2 and RT6 also stated that, this surprise assignment usually does not involve MBK or PPKI, instead it is the assignment of teachers in the mainstream. This unexpected task will interfere with the main task of PPKI teachers, which is to teach MBK in the classroom. This situation will cause the focus and focus of PPKI teachers to be disrupted, because they have to complete the assigned tasks. Respondents also acknowledged that a task entrusted by the administrator needs

to be implemented, but they disagreed if the task was given suddenly and disrupted the learning process of MBK which should be the main focus.

Next are the views by respondents RT3, RT4, RT7, RT8, RT9 and RT10, i.e. the acceptance of many assignments at one time. This situation often involves PPKI teachers. Respondents involved argued that overlapping work at one time, required a PPKI teacher to work above normal intensity because of the excessive quantity of assignments received. Again they admit that it is not a problem if a task is entrusted to them. However, the task must be appropriate, fair and more priority to those involving MBK. This is because, there is a letter of instruction from the NRD and also a guidebook from the MOE related to the duties of PPKI teachers.

## CONCLUSION

In summary, the time element is a key element in determining the level of workload received by special education teachers. This time -related discussion can be divided into three main parts or constraints namely duration, time and time interval. These three aspects if not managed properly, then workload will ensue. As a good leader with integrity, time -related matters should not be an issue. Leaders should be wise in determining the appropriate time to hand over assignments to teachers. time management is important because it will affect the welfare, health, satisfaction and also the productivity of a special education teacher.

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