

A Review Of The Management Theory For Special Education Task Load Perspective

Quah Wei Boon, Mohd Fairuz Bin Mat Yusoff, Nurhanisah Binti Hadigunawan, Fatin Nabilah Wahid, Mohd Norazmi bin Nordin

Kolej Komuniti Sungai Petani

Kuliyah Economics And Management Science, IIUM

Akademi Pengajian Islam Kontemporari, UiTM Shah Alam

Akademi Pengajian Islam Kontemporari, UiTM Shah Alam

Cluster of Education and Social Sciences, Open University Malaysia

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Abstract: There is evidence related to the existence of the issue of teacher workload through several studies. Many researchers have found that workload factors are closely related to the stress levels 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 also found that the majority 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 job satisfaction of the teachers involved. There are also studies that state 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. This situation requires special education teachers to manage their assignments efficiently and systematically. This study was conducted to examine the existing management theories, in helping teachers manage their assignments better.

Keywords: management theory, task load, stress, special education

INTRODUCTION

A study by Fauziyana et al. (2021) stated that the workload among special education integration program (PPKI) teachers exists because they have to face tasks related to mainstream students, at the same time they also need to focus fully on PPKI. Norazmi et al. (2019) explained that concentrating on two streams of students at one time makes the quantity of assignments increase. Zaid et al. (2020) also found that the focus on non-primary work such as that of PPKI teachers towards MBK, makes the norm of a teacher's task burdensome. Aminah et al. (2021) also stated that special education teachers are given inappropriate tasks to them such as administrative tasks as well as non-primary tasks such as replacing absent staff.

At the same time, they also have to adhere to their main tasks and so on. Firkhan et al. (2021) stated that there are also situations where PPKI teachers are not given enough time to complete a task entrusted. The time interval between one task and one task, whether involving MBK or not, does not match the intensity of work that needs to be paid off. This condition actually has a negative impact in terms of health and work focus. If the level of health decreases and concentration is affected, then the quality of work and job satisfaction will also be disrupted (Norazmi, 2020).

LITERATURE REVIEW

Management Theory

This study examines two important theories in the aspect of management to provide an overview of task management as well as the issue of teacher workload. The theories examined were Taylor's (1911) Scientific Management Theory for classical management. While Henri Fayol's (1949) Management Theory for modern management.

Taylor's Theory of Scientific Management (1911)

This classic management theory that has been introduced over the past 100 years has successfully influenced the world on how management interacts with their subordinates. Norazmi et al. (2019) stated that the introduction of ideas in this theory is concerned with the main purpose of producing productive employees. In realizing that goal, this theory has analyzed and synthesized the work procedures of management and employees. Mohd Norazmi et al. (2021) stressed that management needs to be prudent in placing where an employee should be, the types of tasks that are appropriate for the employee and the needs that need to be met. Zaid et al. (2020) explained that this theory does not fully burden employees in the production of productivity because they are entitled to be rewarded commensurate with their work, a balanced division of tasks as well as the right to scheduled rest while working.

In the context of teachers' work, administrators should understand this theory by emphasizing the stated principles of time and movement in order to avoid the workload of teachers as well as make them satisfied in their work Yusaini et al. (2021) stated that in the pursuit of productivity or output, burdens can be avoided and job satisfaction can be achieved if management adopts the scientific management methods proposed in this theory. In designing quality management while looking after the welfare of employees, this theory emphasizes on three aspects, namely quality, flexible time and motivation. Isaac et al. (2021) state that

proper quality and training are capable of realizing this goal. However, another aspect that needs to be considered is the balanced division of tasks between employees and appropriate rewards. Taylor (1911) in his study found some weaknesses in management that need to be improved namely lack of knowledge about management responsibilities, lack of effective standard work, failure to plan job scope, unscientific management decisions and lack of research on balanced division of tasks.

In understanding these indicators, Een et al. (2021) have put forward the basic principles in this theory namely reward to employees, scientific management and employee motivation. Looking at the context of teachers, Fauziyana et al. (2021) saw the application of this theory to some extent to help increase productivity and realize self-potential because Taylor (1911) emphasized six basics in management namely movement determination, job specialization, careful planning and scheduling, selection and recruitment of staff and appropriate wages. In caring for the welfare of teachers, this theory according to Azlisham et al. (2021) suggested the need for head teachers to provide commensurate rewards so that they feel satisfied in performing their work and reduce their workload.

However, there are also criticisms of this theory where some researchers do not agree with monetary rewards simply because one's needs and job satisfaction do not only depend on money, but many other needs. He also argues that the separation between planning by the head teacher, and execution by the teacher can result in boredom. Similarly, the view by Zaid et al. (2021) who stated that employees are often dissatisfied in their jobs because management is so concerned with quality that it results in a pile of work. They also argue that money-only incentives make employees work only to receive remuneration not with the belief that their potential can be developed.

Henri Fayol's Theory of Management (1949)

Henri Fayol's Theory of Management is a pioneer of modern management theory that is a worldwide reference. According to Firkhan et al. (2021), this presented theory helps humans to use a scientific approach in practicing proper management. Fayol (1949) emphasized the importance of proper personnel and employment management so that the organization can be well managed. In successful management in schools, this theory presents 14 management principles that should be followed and used as a guide (Fayol, 1949). These principles emphasize on adaptation and the importance of looking after the welfare of the implementers i.e. teachers. According to Rosnee et al. (2021), these principles are fundamental for school leaders to practice appropriate interaction to teachers i.e. division of labor, balance of power and responsibility, discipline, union of direction, union of direction, prioritizing organizational interests over individual interests, fair emoluments, centralization, hierarchy of tasks, rules, fairness, staff stability, initiative and spirit of unity.

The first principle, the division of tasks, emphasizes the importance of assigning tasks according to one's expertise to increase productivity. The second principle is the balance of power and responsibility which emphasizes the concept of balance in the ownership of power and responsibility that needs to be carried out. The principle of discipline requires all individuals involved in the school, including headmasters as administrators and teachers as subordinate employees to always maintain discipline in all matters. Roszi et al. (2021) explains the fourth principle in this theory requires the implementers to accept and comply with instructions from one party only so that there is no conflict or duplication of tasks. The fifth principle as described by Norazmi et al. (2020), principals and teachers as a whole need to have a common goal to achieve in performing a task. Next the sixth principle as according to Zaid et al. (2021) stipulate that each of the individuals involved should prioritize the achievements of the school organization over the achievements and self-interest.

The seventh principle according to Rosnee et al. (2021) is a fair emolument i.e. the condition of salaries or wages received should be commensurate with the contributions given by teachers. According to Mohd Norazmi et al. (2021) meanwhile, treatment and recognition should also be given fairly to deserving individuals. The eighth principle is centralization where Fayol (1949) explains that task structure should be accepted centrally and implementation should take place in a devolution manner. Isaac et al. (2021) describe the ninth principle as every individual in a school should be aware of and carry out their duties hierarchically and should not go beyond or diminish their actual role.

The tenth principle is the need to bind every individual in the organization to work according to rules aimed at avoiding any problems. The eleventh principle emphasizes the aspect of fairness in every matter, especially in the reduction and determination of tasks to avoid the occurrence of high workload among teachers. The twelfth principle recommends to the school leadership that the headmaster to create a conducive work environment so that teachers can achieve their job satisfaction and prevent them from deciding to quit. The thirteenth principle recommends to the headmaster as the leader of the school to give freedom to the teachers in performing their duties and avoid burdening the teachers. The latter principle emphasizes the importance of working as a team and the head teacher as a leader should always create a work atmosphere full of a spirit of unity. The principles presented by Henri Fayol are very useful to school leaders, especially

headmasters in planning and practicing good management so that teachers get justice in terms of appreciation and division of tasks.

FINDINGS AND DISCUSSION

Table 1 shows a summary of the discussion of management-related theories that explain the dimensions in the teacher workload construct. Based on the discussion of the two theories involved, namely Taylor's Scientific Management Theory (1911) and Henri Fayol's Management Theory (1949), there are three dimensions that include a description of management namely time, type of work and work environment. Taylor's Theory of Scientific Management (1911) details the dimension of time with several criteria namely adequate rest, preparation of work schedule and appropriate allocation of time. The theory also details the dimensions of the type of work based on the criteria of tasks according to qualifications and tasks according to needs. As for the work environment dimension, this theory explains the importance of motivation, guidance and training to staff.

Henri Fayol's (1949) Theory of Management describes the dimension of time based on an equal division of tasks in terms of intensity and duration. While for the dimension of work type, this theory details the tasks according to one's expertise, and for the dimension of work environment, this theory emphasizes conducive conditions, cooperation environment and the need for complete facilities. Based on the related descriptions of these two theories, it is appropriate for the researcher to make these two theories as a reference in this study.

Table 1: Summary of Dimensions of Management Theories for Teacher Workload

No	Management Theories	Dimentions		
		Dimention 1	Dimention 2	Dimention 3
1	Taylor's Theory of Scientific Management (1911)	Time: -Enough rest -work schedule Appropriate time allocation	Type of work: -assignments according to qualifications -assignments as needed	Work environment: -guidance and training -motivation
2	Henri Fayol's Theory of Management (1949)	Time: -equal division of tasks	Type of work: -according to expertise	Work environment : -conductive -Complete facilities -cooperation

Through the examination of both theories presented, it can be stated that Henri Fayol's (1949) Management Theory is the main reference for the teacher workload construct in this study. In addition to a more modern approach than Taylor's (1911) Scientific Management Theory, this theory is also more comprehensively summarized, where the principles discussed involve complete elements related to management. The practice of all 14 principles stated in this theory can help PPKI teachers in managing assignments so that it does not become a burden to them. In addition, the headmaster as an administrator can also practice the principles stated to enable them to manage PPKI and PPKI teachers effectively and to avoid a burden on the teachers. There are 14 principles stated in this theory namely division of labor, balance of power and responsibility, discipline, union of command, union of direction, prioritizing organizational interests over individual interests, fair emoluments, centralization, task hierarchy, rules, fairness, staff stability, initiative and the spirit of unity.

CONCLUSION

If each of the principles stated is examined, the best practices should be practiced by PPKI teachers and also headmasters at PPKI. These stated principles are able to control the workload borne by PPKI teachers by the way the teachers themselves manage the tasks properly based on the stated principles. In addition, headmasters can also control the workload of PPKI teachers by paying attention to the practice of the principles stated. Therefore, it can be stated once again that Henri Fayol's (1949) Management Theory is the main reference for the workload construct in this study.

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