

Elements of Facility In Job Satisfaction Of Special Education Teachers In Malaysia

Ahmad Syarifuddin Che Abd Aziz, Tumisah binti Akim, Abdul Halim Bin Ruseh, Sarina Binti Mail, Mohd Norazmi bin Nordin

Politeknik Sultan Azlan Shah
Jabatan Sejarah dan Tamadun Islam, Universiti Malaya
Kolej Komuniti Tawau
Fakulti Pendidikan Teknik Dan Vokasional - UTM
Cluster of Education and Social Sciences, Open Universiti Malaysia

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

Abstract: Complete and safe facilities also play an important role in creating satisfaction in carrying out the duties as a special education teacher. Adequate facilities for the learning process can help teachers in avoiding the workload in building their own teaching materials. The situation can make teachers' teaching smoother and able to create job satisfaction. In addition to facility safety, safety when conducting classes and MBK is also a factor to job satisfaction. Job satisfaction is more guaranteed if MBK is not aggressive and provides good cooperation in the classroom. Although basic facilities are not the responsibility of the teacher or school to provide, the importance of obtaining complete facilities is undeniable. Even complete and safe facilities can help students' understanding in a learning. This study was conducted to detail the elements of facilities in creating job satisfaction of special education teachers. This qualitative study uses the interview method as a means of data collection. A total of 11 respondents consisting of special education program coordinators of each district in the state of Johor, Malaysia, were involved in this study. The implications of this study can be used as a reference to stakeholders in providing adequate facilities for special education.

Keywords: facility elements, job satisfaction, special education

INTRODUCTION

The most dominant element for the teacher job satisfaction construct is the facility element. This element is agreed by many previous researchers and recognized by experts as an effective element in increasing job satisfaction of special education teachers, especially for special education integration programs (PPKI). If the facilities available at PPKI do not exist, or exist but are not perfect, then the learning process will be affected. This makes the job satisfaction of teachers disrupted. These findings are in line with a study by Norazmi et al. (2019) who listed facilities as one of the determining factors to job satisfaction of special education teachers. These findings also support the statement by Fauziyana et al. (2020) who made facilities as one of the important elements in assessing the level of job satisfaction of teachers. This facility element was also used by Zaid et al. (2020) in measuring the level of job satisfaction of teachers and its effect on the productivity of teachers. In addition, this element is also given attention by Norazmi (2020) in a study that discusses the relationship between head teacher leadership and job satisfaction of special education teachers. Zaid et al. (2021) found that the facility element is one of the factors that cause stress and hinder teacher job satisfaction. Researchers interested in the scope of this study, mostly make Maslow's Theory as a benchmark of teacher job satisfaction.

Maslow's Theory (1954)

The theory put forward by Abraham Maslow in 1954 states that human beings have their own basic needs to be met (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). These basic needs become determinants to human satisfaction whether achieved or not, when self-perfection is met (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). According to Norazmi (2020), failure to meet basic human needs will cause the human soul to be disturbed and subsequently fail to achieve self-satisfaction whether in terms of their development, career or employment. The basic needs meant are physiological needs, security needs, love needs, self-esteem and also the level of self-perfection (Maslow, 1954). Zaid et al. (2021) specifically suggest that teacher job satisfaction can only be achieved if these levels of need are met.

In the career aspect as a teacher, physiological needs involve the payment of salaries or wages, lounges, facilities and other working basics (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; al., 2021; Een et al., 2021; Yusaini et al., 2021). Once the requirements of the physiological level are met, the safety level must be met. The level of security includes the right to feel safe and healthy covering oneself, family, property and even the workplace. The third stage which is the need to be loved and accepted must be met after the security stage is met. This stage requires the spiritual and social aspects to be perfectly fulfilled (Aminah et al., 2021). Azlisham et al. (2021) emphasize that, in school organizations, teachers need to be in a situation where they feel well received either from fellow teachers or administrators.

Once the need to be accepted in the school community is met, the next stage is the level of self-esteem must be met before being able to achieve satisfaction in the job done. At this stage, human beings need appreciation for their work as well as a sense of respect by those around them. At this stage too, teachers need to be given praise or a certain form of appreciation as one of the ways in meeting their needs. When all these levels are met, then satisfaction in doing a job will be achieved. Teachers' job satisfaction will be achieved if teachers succeed in obtaining all the stated requirements such as adequate salary, sense of acceptance, being treated fairly by administrators in matters of division of labor and also receiving due rewards for their efforts.

Maslow's theory has exerted a strong influence in the field of education and human development. The requirements stated in this theory are very useful in determining the job satisfaction of teachers which is subjective in nature. Teachers who receive fair treatment in terms of division of labor and are rewarded for their commitment, are able to be successful. Based on this Maslow Theory, teachers are able to work satisfactorily after human values are taken into account as valued when successfully doing something, treated fairly in performing tasks, no additional burden and given space to determine action to be taken. Therefore, the needs stated in this theory need to be given attention by school principals so that teachers can achieve their job satisfaction.

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.

FINDINGS

Through the coding process, the facility element results from the following statements, namely cheerful class, safe class and appropriate class (open coding), which forms the class facility code (axial coding), adequate teaching aids (BBM), safe BBM and the latest BBM (open coding) forms the BBM code (axial coding), as well as MBK -friendly facilities, the latest and easily accessible facilities (open coding) which forms the MBK facility code (axial coding). The three statements on the axial coding, are summarized as facility elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Facility Elements

Table 1: Thematic Analysis Process For Facility Elements		
Open Coding	Axial Coding	Selective Coding
Cheerful class	Classroom Facilities	Facility
Safe class		
Appropriate class		
Enough fuel	BBM	
Safe fuel		
The latest BBM		
MBK friendly facilities	MBK facilities	
Up -to -date facilities		
Easy to obtain		

Details of the thematic analysis related to the facility elements are shown in Table 2.

Table 2: Facility Elements Agreed by Respondents

Theme	Respondent	Interview Excerpts
Facility	RT5	In terms of providing infrastructure, facilities, he is diligent.
	RT6	Lack of facilities means we need more work to complete.
	RT7	All ABM feels like you have to do it yourself.
	RT8	Want to teach ABM is not there, want to make a program of materials to buy, make your own, find sponsors.
	RT9	The same goes for the provision of facilities for special needs students and also in teaching. If complete, thank God.

	RT11	Must also be provided complete facilities for me to teach my students.
--	------	--

DISCUSSION

Details of the results of the analysis also show that, six out of 11 respondents expressed the same opinion regarding the importance of complete and sufficient facilities to achieve satisfaction in the work of PPKI teachers. Respondents RT5 stated that, a complete and beautiful class gives encouragement to PPKI teachers to be with MBK in the classroom and conduct teaching sessions effectively. In addition to classes, complete, safe and up -to -date BBM facilities are also important in producing good and meaningful learning sessions. Respondents RT7, RT8 and RT11 think that, the perfect BBM equipment can help teachers to plan a better teaching process. Also agreeing with the statement were RT6 and RT9 respondents who added that suitable facilities for MBK such as OKU-friendly aids can also help teachers carry out their duties to teach MBK more effectively.

CONCLUSION

The findings of this study illustrate that, facilities are the most effective element in showing the relationship for teacher job satisfaction constructs with head teacher leadership. It can be explained that, head teacher leadership practices are significantly related to teachers' job satisfaction through the facility element. This element needs to be given attention because it as a whole can have an impact on teacher job satisfaction. This is because, the facilities received by PPKI teachers have an impact on the level of job satisfaction of teachers. Therefore, the headmasters involved must ensure that the provision of facilities in the school and PPKI is in perfect condition and complete.

REFERENCES

1. Abdul Jalil Toha Tohara, Shamila Mohamed Shuhidan, Farrah Diana Saiful Bahry, Mohd Norazmi bin Nordin (2021). Exploring Digital Literacy Strategies for Students with Special Educational Needs in the Digital Age. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.9 (2021), 3345-3358.
2. Aminah Binti Mat Yusoff, Mohd Hisyam Bin Abdul Rahim, Azizul Azra bin Abd Hamid, Fatimah binti Ahmad, Mohd Norazmi bin Nordin (2021). Metacognitives And Morals: The Qur'an As A Guide. *Turkish Journal of Computer and Mathematics Education* Vol.12 No. 4(2021), 659-664.
3. Ashari Ismail, Muhammed Hariri Bakri & Mohd Norazmi Nordin (2021). Auditee Satisfaction impact on Compliance and Corporate image concerning Malaysian SMEs. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.10 (2021), 3366-3382.
4. Azlisham Abdul Aziz, Mohd Nor Mamat, Daud Mohamed Salleh, Syarifah Fadylawaty Syed Abdullah, Mohd Norazmi Nordin (2021). An Analysis Of Systematic Literature Review On The Development Of Islamic Oriented Instruments. *Journal of Contemporary Issues in Business and Government* Vol. 27, No. 1: 3222-3233.
5. Azlisham Abdul Aziz, Mohd Nor Mamat, Daud Mohamed Salleh, Syarifah Fadylawaty Syed Abdullah, Mohd Norazmi bin Nordin (2021). Analysis Of Literature Review On Spiritual Concepts According To The Perspectives Of The Al-Quran, Hadith And Islamic Scholars. *Turkish Journal of Computer and Mathematics Education*, Vol.12 No.9 (2021), 3152-3159
6. Een Nurhasanah, Uah Maspuroh, Nia Pujiawati, Mohd Norazmi bin Nordin. (2021). Socio-Economic Study: Middle Class Society Portraits in Drama "Sayang Ada Orang Lain" By Utuy Tatang Sontani. *Multicultural Education* Volume 7, Issue 2, 2021 189-199.
7. Een Nurhasanah, Uah Maspuroh, Rina Marlina S. Psi, M.Pd, Mohd Norazmi bin Nordin. (2021). Arifin C. Noor's Drama "Matahari Di Sebuah Jalan Kecil" As A Media For Literature Learning In Senior High School: A Study Of The Structure And Psychological Value. *Psychology and Education* (2021) 58(2): 11315-11328.
8. Fauziyana, M., Zaid, M., Rasid, A. R., Rosnee, A., Norazmi, N. (2021). Meta Analysis for Special Education Leadership In Malaysia. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(7), 13455-13468.
9. Fauziyana, M., Zaid, M., Rosnee, A., Norazmi, N. (2021). Teachers Competency Elements of Special Education Integrated Program for National Type Schools in Johor, Malaysia on Implementation of Individual Education Plan. *International Journal Of Pharmaceutical Research* Volume 13 ,Issue 2, Apr - Jun, 2021.

10. Firkhan Ali Bin Hamid Ali, Mohd Zalisham Jali, Mohd Norazmi bin Nordin. (2021). Preliminary Study On It Security Maintenance Management In Malaysia Organizations. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 18(1), 4061-4073.
11. Hole, Y., Hole, S. P., & Bhaskar, M. P. (2019). The damages of liberal marketing myopia. *Restaurant Business*, 118(10), 542-556.
12. Ishak Khairon, Kamarul Azmi Jasmi, Mohamad Khairul Latif, Muhammad Yusof Hakimi Mohd Kanafiah, Mohd Norazmi bin Nordin. (2021). Thrust Of Faith And Manifestations To Faith According To The Qur'an And Hadith: A Study Of Content Analysis. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 18(4), 295-314.
13. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Sustainable Community Based Ecotourism Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5049-5061.
14. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Elements of Community Capacity Building (CCB) For Cbet Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 4970-4981.
15. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Future Community-Based Ecotourism (CBET) Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 4991-5005.
16. Mohd Norazmi bin Nordin, Faiza Iqbal, Ruqia Safdar Bajwa. (2021). Challenges Of Parents In The Implementation Of Teaching Process And Facilitation At Home During Movement Control Order For Students With Special Needs With Hearing Impairment In Malaysia. *Psychology And Education* (2021) 58(2): 9188-9193.
17. Mustafa Kamal Amat Misra, Nurhanisah Senin, Abdull Rahman Mahmood, Jaffary Awang, Mohd Norazmi bin Nordin (2021). Analysis On Ashācirah And Ibādhiyah On The Attributes Of God. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.10 (2021), 7661-7673
18. Nik Nurhalida Binti Nik Hariry, Fahirah Syaliza binti Mokhtar, Nor Aeini binti Haji Mokhtar, Mohd Norazmi bin Nordin (2021). Enforcement Of Maritime Archaeology In Malaysia: A Review. *Journal of Contemporary Issues in Business and Government* Vol. 27, No. 2, 2021: 2201-2210.
19. Norazmi, N. (2020). Effect Size for Model of the Influence of Headmasters Leadership on Teacher Task Load and Teacher Job Satisfaction of Special Education Integration Program. *International Journal of Phycpsocial Rehabilitation*. Vol. 24, Issue 10, 2020: 2102-2112.
20. Norazmi, N. (2020). Factors for the Task Load of Special Education Integration Program (PPKI) Teachers in Johor. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, Volume 9, Issue 3: 2413-2416.
21. Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019). The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia. *Universal Journal of Educational Research* 7.9 (2019): 2008-2014. DOI: 10.13189/ujer.2019.070923.
22. Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2020). Relationship between Headmasters' Leadership, Task Load on Special Education Integration Programme Teachers' Job Satisfaction. *Universal Journal of Educational Research* 8(8):3398-3405
23. Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2020). Special Education Integration Program (PPKI) Teachers: Task Load and Job Satisfaction. *International Journal of Psychosocial Rehabilitation*, Vol. 4, Issue 7: 7439-7445.
24. Rosnee Ahad, Mohamad Zaid Mustafa, Suhaimi Mohamad, Nur Hanim Saadah Abdullah, Mohd Norazmi Nordin (2021). Work Attitude, Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers. *Journal of Technical Education and Training* Vol. 13 No. 1 (2021): 15-21.
25. Roszi Naszariah Nasni Naseri, Harniyati Hussin, Maryam Mohd Esa, Noorizda Emellia Mohd Aziz, Mohd Norazmi bin Nordin (2021). What is a Population in Online Shopping Research? A perspective from Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.4 (2021), 654-658.
26. Roszi Naszariah Nasni Naseri, Maryam Mohd Esa, Norlela Abas, Nurul Zamratul Asyikin Ahmad, Rafidah Abd Azis, Mohd Norazmi bin Nordin (2021). An Overview Of Online Purchase Intention Of Halal Cosmetic Product: A Perspective From Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.10 (2021), 7674-7681

27. Roszi Naszariah Nasni Naseri, Nurul Zamratul Asyikin Ahmad, Sharina Shariff, Harniyati Hussin, Mohd Norazmi bin Nordin (2021). Issues And Challenges Of Online Shoppingactivities On The Impact Of Corona Pandemic :A Study On Malaysia Retail Industry. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.10 (2021), 7682-7686
28. Saadiah Kaspin, Hanif Khairi, Oskar Hasdinor Hassan, Nadiah Mohamad, Mohd Norazmi bin Nordin (2021). Identifying Factors Leading To Gold Losses During The Fabrication Process And Assessing Its Impact On The Smes Jewellery Industry. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.7 (2021), 975-985.
29. Yogesh Hole et al 2019 *J. Phys.: Conf. Ser.* 1362 012121
30. Yusaini Hisham Bin Mohamed, Prof Madya Dr Abd Rahman Bin Abdul Rahim, Prof Madya Dr Azanizawati Binti Ma'aram, Mohd Norazmi bin Nordin. (2021). The Moderating Effect of Halal Traceability System on Halal Food Supply Chain Management and Halal Integrity Assurance Relationship. *Journal of Contemporary Issues in Business and Government*, 2021, Volume 27, Issue 2, Pages 5060-5075.
31. Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Headmaster Leadership Effect On Task Load Of Special Education Integration Program Teacher. *Humanities & Social Sciences Reviews*, Vol. 8 No. 2 (2020): 451-456.
32. Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Headmaster Leadership Effect On Task Load Of Special Education Integration Program Teacher. *Humanities & Social Sciences Reviews*, Vol. 8 No. 2 (2020): 451-456.
33. Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Regression between Headmaster Leadership, Task Load and Job Satisfaction of Special Education Integration Program Teacher. *Universal Journal of Educational Research* 8.4 (2020) 1356 - 1362. Doi: 10.13189/ujer.2020.080428.
34. Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Structural Equation Modelling Using AMOS: Confirmatory Factor Analysis for Taskload of Special Education Integration Program Teachers. *Universal Journal of Educational Research*, Vol 8 (Jan, 2020) No 1: 127-133. DOI: 10.13189/ujer.2020.080115.
35. Zaid, M., Norazmi, N. & Abdul Rasid, A. R., Badaruddin, I. (2021). Vocational College Teachers In Malaysia: Confirmatory Factor Analysisfor Job Attitude. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5091 - 5098.
36. Zaid, M., Norazmi, N. & Abdul Rasid, A. R., Badaruddin, I. (2021). Vocational College Teachers In Malaysia: Emotional Intelligence. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5099 - 5106.
37. Zaid, M., Norazmi, N. & Abdul Rasid, A. R., Badaruddin, I. (2021). Organizational Commitment of Vocational College Teachers in Malaysia. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5023-5029.