

Elements Of Welfare In Job Satisfaction Of Special Education Teachers In Malaysia

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

Abstract: The welfare element is also part of the job satisfaction construct related to head teacher leadership. This statement suggests that, the welfare of teachers affects job satisfaction, based on its relationship with head teacher leadership. Although this element is not a key element that impacts the construct of teacher job satisfaction, it remains significantly related to head teacher leadership. Some researchers have also found that the relationship between head teacher leadership and teacher job satisfaction is at a weak level, in terms of teacher welfare. Several theories also explicitly discuss related elements of welfare in explaining teacher job satisfaction. Such theories basically state that welfare is a necessity for a person to achieve satisfaction in work. In examining these elements in influencing the job satisfaction of special education teachers, this qualitative study was conducted. This study involved 11 coordinators of special education integration program (PPKI) in the state of Johor, Malaysia as respondents. Guessors were interviewed and the results were transcribed before being analyzed. The findings of this study can be used as a reference for future researchers in examining the perception of the element of welfare in the job satisfaction of special education teachers.

Keywords: welfare element, job satisfaction, special education

INTRODUCTION

Previous studies conducted have successfully explained that well-taken care of welfare will help teachers enjoy job satisfaction. A study by Mohd Norazmi et al. (2021), Rosnee et al. (2021), Roszi et al. (2021), Nik Nurhalida et al. (2021), Een et al. (2021) and Yusaini et al. (2021) have found findings that show that, well-being can increase teachers' motivation in performing tasks. This element of welfare needs to be given attention by the school administration to further streamline management in schools, especially in involving teachers in PPKI (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Aminah et al. (2021), Azlisham et al. (2021) and Saadiah et al. (2021) also made the welfare element of special education teachers as one of the elements that need to be given attention in determining the level of job satisfaction of such teachers. In addition, Firkhan et al. (2021), Ishak et al. (2021) and Ashari et al. (2021) also made the welfare element of teachers as one of the main elements in their study to assess the job satisfaction of special education teachers. Therefore, it can be stated that this element of welfare is an important element in determining the level of job satisfaction of special education teachers.

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.

FINDINGS

Through the coding process, the welfare element results from the following statements, namely easy to get leave, space to rest and work rotation schedule (open coding), which forms a welfare code for oneself (axial coding), out of office emergencies and easy family management while on duty (open coding) forms the welfare code for family members (axial coding), as well as health and employment insurance, reducing stress and personal and family health (open coding) which forms the health code (axial coding). The three statements on the axial coding, are summarized as welfare elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process for Welfare Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Easy to get a vacation	Own self	Welfare

Space to relax	Family	
Rotation schedule		
Emergency out of office		
Easy to manage family	Health	
Health and employment insurance		
Reduce stress		
Personal and family health		

Details of the thematic analysis of the welfare element are shown in Table 2.

Table 2: Elements of Welfare Agreed by Respondents

Element	Respondent	Interview Excerpts
Welfare	RT2	My teacher handles the annual sports and entrepreneurship day. Simultaneously. Ask for a day off. He does not share. Not in the Chapter C circular, he said. I miss my teacher. Until the fever.
	RT5	Emm .. I'm not really worried about that. If you ask for leave, it's not difficult. Usually can. I asked my teachers too, all passed. There's never something you can't. Sick child, sick wife, sick husband, he allows. Out for a moment, he asked to fill out a form. There it is. There is nothing very straight.
	RT6	Same goes for the course and worse the workshop. Not only before having to prepare data to go to the course, go attend the course for days. Stay family. Little boy. Balik pulak has to be done in house. Students live at PPKI. Until one day it felt like a robot. This school is the first teacher to go to.
	RT7	When a lot of it is like this, so stressful, jap2 sick. Holiday. I'm not happy to teach.
	RT9	It's hard to get a vacation. He will refer to the available circulars. May or may not depend. Same with the case of early exit, exit from school, emergency. All need solid reason and evidence. To the hospital, the clinic.
	RT10	Of course. I feel calm, it feels ok to do work when I am healthy, my family members are healthy. Easy for me to manage my family. Get a vacation and so on.
	RT11	It's annoying. High workload will make PPKI teachers may be unhealthy and less productive.

DISCUSSION

Details of the results of the analysis also show that seven out of 11 respondents stated that welfare is an important element in achieving teacher job satisfaction. This element of welfare is more focused on the aspects of adequate rest, health and convenience to obtain leave. Respondents RT2 stated that, there are PPKI teachers who find it difficult to get leave even though they have worked overtime in carrying out official school duties. This situation causes the teachers involved to not be able to focus well on the MBK teaching sessions in the classroom. Similarly, the situation prevailed as described by the respondent RT9. He stated that, the difficulty in obtaining leave from the school as well as permission to leave the office for emergency cases, will affect the concentration in the work of PPKI teachers. This situation in turn disrupts the productivity and job satisfaction of the teacher.

Apart from holidays, adequate rest is also very important in ensuring productivity and job satisfaction of PPKI teachers. According to RT6 respondents, PPKI teachers are always sent to take courses outside either in their own capacity or to replace mainstream teachers. Courses that take a long time and more than one day, will cause PPKI teachers to have to leave the teaching session with MBK. Not only that, PPKI teachers are also often dumped with other tasks that have nothing to do with PPKI or MBK. This work that needs to be carried out continuously will reduce the quality break time for PPKI teachers. This situation in turn will disrupt the concentration of PPKI teachers and affect their job satisfaction.

For RT7, RT10 and RT11 respondents, health is an aspect of welfare that needs to be given attention so that the main tasks of PPKI teachers are not disrupted. According to them, many of the PPKI teachers

experience stress while carrying out their duties due to dumping of unrelated tasks. Prolonged stress makes PPKI teachers often sick and need to take leave. As a result, the learning process of MBK will be disrupted. In the end, the emergence of MBK is unattainable. This failure will cause PPKI teachers to feel dissatisfied in carrying out their main duties. Respondents RT10 opined that the productivity of PPKI teachers in implementing teaching on MBK can be increased if the teachers themselves are healthy, as well as their family members are also healthy.

CONCLUSION

In conclusion, the thematic analysis conducted on the interview transcripts in this study has successfully explored the welfare elements of teachers related to job satisfaction very well. This suggests that these elements are just as important as other elements in the construct of teacher job satisfaction such as physiology, safety, relationships, facilities and finance. The majority of respondents agreed with the exploration of these elements in determining their impact on teacher job satisfaction. Therefore, the elements recorded for this job satisfaction construct need to be given attention by the headmaster and also the PPKI teachers so that job satisfaction can be enjoyed.

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