

Elements of Teacher Readiness In The Construct Of Special Education Teacher Workload In Malaysia

Noel Jimbai Balang, Bong Lie Chien, Mimilia Binti Gabriel, NorHamidah Binti Ibrahim, Mohd Norazmi bin Nordin

Fakulti Pendidikan, Universiti Kebangsaan Malaysia
Pejabat Pendidikan Daerah Padawan
Pejabat Pendidikan Daerah Padawan
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
Cluster of Education and Social Sciences, Open University Malaysia

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

Abstract: Several previous studies have revealed that some of the teachers of the integration special education program (PPKI) do not have skills in managing their assignments. In addition, they are also said not to do adequate preparation in performing tasks. There are also studies that state that the level of readiness of PPKI teachers in performing tasks is still low. The preparation done by the teachers allows them to manage the workload well. Adequate readiness can also ensure efficient task management. It is also an important impetus in avoiding the occurrence of teacher workload. This qualitative study was conducted to detail the elements of teacher readiness in the construct of workload of special education teachers. This study involved 11 PPKI coordinators in the state of Johor, Malaysia as respondents for the interview session. The findings of this study can be used as a basic reference for future researchers in providing exposure related to the readiness of special education teachers.

Keywords: teacher readiness, taskload, special education

INTRODUCTION

Elements in the teacher workload construct that provide a significant relationship to teacher job satisfaction are elements of teacher resources and willingness (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). This note illustrates that teachers' readiness in coping with workload, is positively correlated with teachers' job satisfaction (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). These findings are in line with a study by Zaid et al. (2021) who stated that lack of resources makes PPKI teachers unable to feel pleasure while teaching. A study by Norazmi et al. (2019) also found that the readiness of teachers in performing many tasks can provide satisfaction in their work if the tasks can be completed. Fauziyana et al. (2020) found that adequate resources and assisted with a high level of readiness can provide job satisfaction to teachers. Henri Fayol's Management Theory explains that the resources supplied by the school can alleviate stress on teachers. This situation can make them more prepared in carrying out tasks and enjoy satisfaction in performing assigned tasks (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). Based on this brief survey, it is hoped that the headmasters who manage the school can provide sufficient resources for the purpose of teaching teachers, and at the same time teachers also need to prepare themselves by being ready to carry out assignments.

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 element of teacher readiness resulted from the respondent's statement, namely basic knowledge of special education, time management and always asking (open coding), which formed the code of knowledge preparation (axial coding), body health, trying our best and providing materials (open coding).) form a physical preparation code (axial coding), as well as accepting tasks, open minds and assumptions about tasks (open coding) that form a mental preparation code (axial coding). The three statements on the axial coding, are summarized as elements of teacher readiness in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process for Teacher Readiness Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
--------------------	---------------------	-------------------------

Basic knowledge of special education	Knowledge	Teacher Readiness
Time management		
Always ask		
Body health	Physical	
Tried every effort		
Preparing materials		
Accepting assignments	Mental	
Open minded		
Assumptions on assignments		

Details of the thematic analysis of the teacher readiness elements are shown in Table 2.

Table 2: Elements of Teacher Readiness Agreed by Respondents

Element	Respondent	Interview Excerpts
Teacher Readiness	RT1	Burdened too. I have to study. Do a little more work. Want to teach, want to learn. It's like people say, if we don't have the basics, we have to do more homework. Besides, I can't even imagine. Not very ready to teach the deaf. It is indeed a special education as well. But a little different. Another.
	RT2	First of all, the teacher's willingness to accept the assignment. Not everyone knows. Not everyone has experience in the future. Even if you get the task, there are tough ones first. That's the jam. I want to be good at managing everyone's time.
	RT3	But for me, these teachers must try their best to accept the task, the work given with an open heart.
	RT4	It's okay to be used to it. What about my young subordinate teacher? Just posted, again. How to prepare, there is still little experience.
	RT6	In terms of myself, I think maybe the teachers want to digest the workload that is still faltering. I mean, there is a teacher who wants to deliver the task, he looks like he can or can't. The problem for him is when he wants to manage a lot of work.
	RT7	Probably because the teacher himself did not know how to complete the task. Like tough. Slow to work. There are also those whose background is not special education. Other options.
	RT8	If we want to discuss other factors, I think some of us are less prepared to become special education teachers. Some are not options. Some things require hard work for them to resolve.
	RT9	Lots. Among them, special teachers cannot manage time efficiently. It's nothing. Depends also on other existing tasks.
	RT10	The willingness of the teacher to accept the assignment. Initially, in accepting assignments, as PPKI teachers, we have to plan the process, in terms of time and schedule.
	RT11	For me who experienced it, I can state some of the reasons among them are how a PPKI teacher is ready to accept assignments, how he manages time, how he completes the assignments given. I mean the readiness of the teacher personally.

DISCUSSION

Details of the results of the analysis also show that, 10 out of 11 respondents stated that the element of teacher readiness is an important factor in making the workload of PPKI teachers increase. Respondents RT1 and RT8 pointed out that, there are some PPKI teachers who do not have the knowledge and basics of special education. Therefore, when there are assignments received, they need to review as well as find info. This causes the task received to be a burden. Worse when they themselves do not seek knowledge related to special education. In fact, there are also new teachers placed in PPKI that do not consist of special education options.

Respondents RT2 and RT4 also explained about the experience of PPKI teachers in carrying out tasks. They stated that, not all the tasks given to them are the tasks they normally do. There are also new assignments they have never received. This situation caused the PPKI teachers involved to perform additional tasks in

obtaining information and also how to complete the tasks. However, the respondents involved stressed that, PPKI teachers will still carry out the tasks given despite their lack of experience.

Next is related to the readiness of PPKI teachers to accept assignments and their readiness in managing assignments. For respondents RT3, RT6, RT7, RT9, RT10 and RT11, the acceptance and management of assignments are important in dealing with the workload borne by PPKI teachers. Feeling overwhelmed with assignments can occur if teachers are unable to accept a given assignment well and rationally. PPKI teachers also need to be smart in managing resources and time to complete assignments. If the PPKI teachers are well prepared and organized, then the assignments received will not be a burden.

CONCLUSION

Respondents stated that, there are PPKI teachers who are less or not ready to carry out the tasks entrusted to them. The teachers mentioned may not have tried to get as much input as possible for the assignment, did not ask those who were more knowledgeable and did not have adequate facilities. These findings support previous statements stating that special education teachers not only need to carry out the teaching process in the classroom, but also need to be prepared to engage in administrative work, discipline management, substitute teachers and others. The element of teacher readiness is very important in the aspect of task management.

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. 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.

12. 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.
13. 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.
14. 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.
15. 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.
16. Mustafa Kamal Amat Misra, Nurhanisah Senin, Abdull Rahman Mahmood, Jaffary Awang, Mohd Norazmi bin Nordin (2021). Analysis On Ashācīrah And Ibādhiyah On The Attributes Of God. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.10 (2021), 7661-7673
17. 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.
18. 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.
19. 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.
20. 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.
21. 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
22. 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.
23. 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.
24. 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.
25. 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
26. 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
27. 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.
28. Yogesh Hole et al 2019 J. Phys.: Conf. Ser. 1362 012121

29. 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.
30. 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.
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). 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.
33. 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.
34. Zaid, M., Norazmi, N. & Abdul Rasid, A. R., Badaruddin, I. (2021). Vocational College Teachers In Malaysia: Confirmatory Factor Analysis for Job Attitude. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5091 - 5098.
35. 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.
36. 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.