

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

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Abstract: Working in a safe environment is the dream of every individual. Feeling safe and comfortable at work can ensure continuity and productivity of work. The same situation occurs in the educational setting, especially special education. Feeling safe from any threats such as threats, misconduct, actions from leadership, colleagues, students and all school people makes job value and job satisfaction higher. Teachers in the integration special education program (PPKI) face less helpful leadership, skeptical colleagues and even students with special needs of various categories. All of these things can pose an indirect security threat. This brief qualitative study was conducted to examine the safety elements in ensuring job satisfaction of special education teachers, interview sessions were conducted on 11 PPKI coordinators in the state of Johor, Malaysia. It is hoped that the findings of this study will help future researchers in reviewing this issue in more depth.

Keywords: safety element, job satisfaction, special education

INTRODUCTION

The safety element recorded the highest value for the job satisfaction construct influenced by head teacher leadership in previous studies. This element proves that good leadership is always concerned with the safety of the people they lead. Head teacher leadership is directly and significantly related to safety for teacher job satisfaction constructs. PPKI teachers are able to achieve their job satisfaction if they get security assurance in carrying out their duties from the administration (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). In addition, teachers will feel satisfied in performing their jobs if they have a school leadership line that shows a good attitude in managing the safety of teachers as well as MBK in PPKI (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021).

The study of Zaid et al. (2020) showed that the leadership style of head teachers is a factor to the sense of security of teachers in carrying out their duties in PPKI. A discussion of the safety aspects in teacher job satisfaction based on head teacher leadership has been done in detail in Maslow's Theory. The theory explains that, the level of safety must be met first before a teacher can reach the peak of their job satisfaction. Therefore, school principals need to provide safety assurance to teachers and MBK in PPKI through efficient management, so that teacher job satisfaction can be achieved (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021).

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 safety element results from seven statements, namely duties according to a legitimate source of authority and no threat from and to other parties (open coding), which forms the occupational safety code (axial coding), guaranteed personal safety, guaranteed family safety and relationships good with school people, students as well as their parents (open coding) form a personal and family safety code (axial coding), as well as non -aggressive or destructive MBK and material or class safety (open coding) form a property safety code (axial coding). The three statements on the axial coding, are summarized as safety elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Safety Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Duties according to a valid source of authority	Jobs	Safety

No threats from and to other parties		
Personal safety is guaranteed	Self and Family	
Family safety is guaranteed		
Good relationship with school people, students and parents		
MBK is not aggressive	Property	
Material/class safety		

Details of these elements are shown in Table 2.

Table 2: Safety Elements Agreed by Respondents

Element	Respondent	Interview Excerpts
Safety	RT1	I, when given a lot of tasks, I have to bear even if my boys are helpless.
	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	Emm .. I'm not very stingy about pound marks. Okay. What I am very thankful for is when the emergency is like going to the clinic, going home for a while, looking at the child, the headmaster is ok, he let go.
	RT8	One more thing, if our safety is guaranteed in terms of student management, replace another teacher to the course, parents are ok, inshaallah.
	RT9	As long as they don't harm me. As long as their parents do not interfere with my teaching, as long as the headmaster also plays the right role towards my work at PPKI, I am satisfied.
	RT10	One more thing if I think I'm safe to work. My students don't cause problems, I don't get threats from anyone. Cooperative parents. That's ok. Enough to make me feel satisfied working.
	RT11	In addition, I also feel that job satisfaction also depends on the safe or not of the assignment, the ability to enable or not, and also to have a good relationship with all members of the school especially the administrators. Must also be provided complete facilities for me to teach my students. And also enough financial resources for me to run the program with my students.

DISCUSSION

One of the elements for the teacher job satisfaction construct is the safety element. This element explains that personal, family, property and employment safety influences job satisfaction for PPKI teachers. Through the thematic analysis conducted, eight out of 11 respondents stated this element is very important in the construct of teacher job satisfaction. Respondents RT1, RT10 and RT11 explained that safety in performing tasks is very important in achieving job satisfaction of PPKI teachers. If the assignment received is based on the correct circular and source of authority and does not violate the rules, then the successful completion of it will provide satisfaction. Apart from that, the respondents also stated that, comfort in carrying out the task and no threat from any party related to the task received, makes PPKI teachers feel comfortable to complete the task. In PPKI, MBK which is not too aggressive to give injuries to teachers also allows teachers to carry out their duties calmly.

Respondents RT8 and RT9 also gave the same opinion. They stated, if their work is not interrupted by MBK's parents or MBK themselves, then there is no problem for them to concentrate in completing their tasks well. Similarly, in the case of PPKI teachers who need to replace mainstream teachers or administrators to

external courses. As stated by RT6 respondents, if MBKs are guaranteed to be in a safe state during their absence, then full focus can be given to the task entrusted to them. Meanwhile, for RT7 respondents, personal and family safety is also very important when they carry out their duties. In his view, the discretion of the headmaster in giving leave and flexibility to leave the office to manage family members who are sick or in an emergency, has a very good effect on the concentration of tasks and work productivity of PPKI teachers.

CONCLUSION

Teachers at PPKI will feel satisfied to work if their jobs are safe, they are safe, the tools used are safe and do not receive any threats. Safety is an important factor in ensuring teacher job satisfaction. This important element has also been mentioned in previous studies and is recognized as one of the important elements in meeting the job satisfaction needs of teachers. Therefore, the relevant parties need to ensure that this element is always preserved, in helping special education teachers achieve satisfaction in performing their duties.

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