

Formation Of Special Education Leadership Study Interview Protocol That Affects The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia

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Abstract: Interviews are one of the popular data collection methods used in qualitative approaches. Interviews can expose the researcher to a large and unlimited amount of data. Through interviews, some new things may be discovered based on the opinions given. Effective interviews are able to provide sufficient data for a study. The interview session takes place over a certain period of time with certain conditions set. The results of the interviews will be transcribed and will be analyzed. However, before all the procedures are carried out, the basic thing that needs to be prepared is the interview protocol. This article describes the formation of an interview protocol based on school leadership issues on workload and job satisfaction of special education teachers.

Keywords: qualitative approach, interview protocol, school leadership, taskload, special education, job satisfaction

INTRODUCTION

The qualitative phase was conducted starting with a literature review from previous theories and studies related to teacher workload, head teacher leadership and teacher job satisfaction. This phase is important in obtaining data for the purpose of the formation of constructs related to the things studied as already mentioned. Christine (2011) states that literature highlights are an important review in obtaining the right constructs in a study. Based on the initial constructs identified, the researcher conducted interviews on 11 selected respondents to identify several other dimensions that can be extracted through the related constructs. After the constructs and dimensions can be identified and validated through thematic analysis, the researcher also developed a set of questionnaires based on the constructs and dimensions. In this study, the questionnaire developed involved three constructs, namely, headmaster leadership, workload and job satisfaction of PPKI teachers, as well as the dimensions obtained through the analysis of interviews.

RESEARCH BACKGROUND

Researchers used the interview method to gather information qualitatively. These interviews were conducted individually to allow the researcher to focus on the issues discussed (Daniel, 2010). The interview method chosen is a semi -structured interview where it includes some questions that have been planned and some additional questions that exist during the interview session. According to Qu and Dumay (2011), this method is a way of how interviewers protect data for a broad theme. This interview method is well suited for exploring constructs and dimensions in more depth, before preparing a research questionnaire that fits the research question (William, 2015). This method was also chosen to facilitate the researcher to control the data acquisition and make it more focused (Blandford, 2013).

This interview protocol was designed to explore the elements of each of the specified variables, namely headmaster leadership, workload and job satisfaction of special education teachers. The construction of this interview protocol touches on several things such as factors, constraints, challenges and also leadership planning. Quality leadership will usually face challenges and constraints in the implementation of a policy, but can be handled well (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak. et al., 2021; Ashari et al., 2021). The interview protocol also includes elements of teacher workload which are key issues in providing a firm commitment to the school organization (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2019; et al., 2021). The inclusion of this protocol will also focus on the achievement of job satisfaction of special education teachers (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).

RESEARCH PROCEDURE

For this study, the researcher interviewed 11 PPKI coordinators in the state of Johor because according to Daniel (2010), it is easier to interview respondents who are already known and involved with the research issue

directly. The selection of 11 PPKI coordinators was made because according to Malhorta and Birks (2007), the appropriate number is eight to 12 people. Whereas according to Cavana, Delahaye and Sekaran (2001), the appropriate number for an interview is between six to nine people.

Sarah and Rosalind (2012) suggested a minimum number of 12 respondents to be interviewed. Similarly, the suggestion by Guest, Bunce, and Johnson (2006) who stated that a total of about 12 interview respondents was sufficient. Nevertheless, they all agreed that the number of respondents was not rigid, depending on the purpose of the interviews conducted. In this study, respondents were selected based on purposive sampling technique. Palys (2008) stated that this sampling is very suitable for use when the researcher has its own purpose in obtaining data and it is directly related to the objectives of the study. Based on the constructs found in this study, the researcher has set the purpose to identify the dimensions of the three constructs, namely teacher workload, headmaster leadership and also job satisfaction of PPKI teachers. To achieve that purpose, the researcher has chosen to interview the PPKI coordinator to obtain data.

The selection of PPKI coordinators is made because they are individuals who manage PPKI among PPKI teachers. All assignments given by the headmaster will be presented first to the coordinator before it is entrusted to the PPKI teachers. Therefore, they are more aware of the intensity and quantity of assignments given to PPKI teachers. In addition, their experience as PPKI teachers is able to provide sufficient data, even when they hold the position of coordinator as well, they are still PPKI teachers who teach in the classroom with MBK. To facilitate the researcher to conduct the interview session, only 11 coordinators were involved to be interviewed. This selection is based on a total of 11 district education offices (PPD) located in the state of Johor, namely Segamat, Muar, Tangkak, Batu Pahat, Mersing, Kulai, Kota Tinggi, Johor Bahru, Kluang, Pontian and Pasir Gudang. This means that each PPD is represented by a PPKI coordinator. In order to obtain more accurate data, the selection of respondents from among the coordinators must meet two criteria, namely having teaching experience at PPKI more than five years and becoming a coordinator after they become PPKI teachers. Before starting the interview session, the researcher set the interview process and protocol to be used in the interview session.

FINDINGS

The preparation of the interview process is very important for the researcher so that the interview session is guided towards answering the research questions and prepares the researcher to meaningful interview session management (Patton, 2015). The interview process is also very important in helping the researcher explore the needs of the study and maximizing the opportunity to collect data during limited interview sessions (Cooper, 2014). The interview process used in this study is a modification of the proposal by Jacob and Furgerson (2012) as in Figure 1.

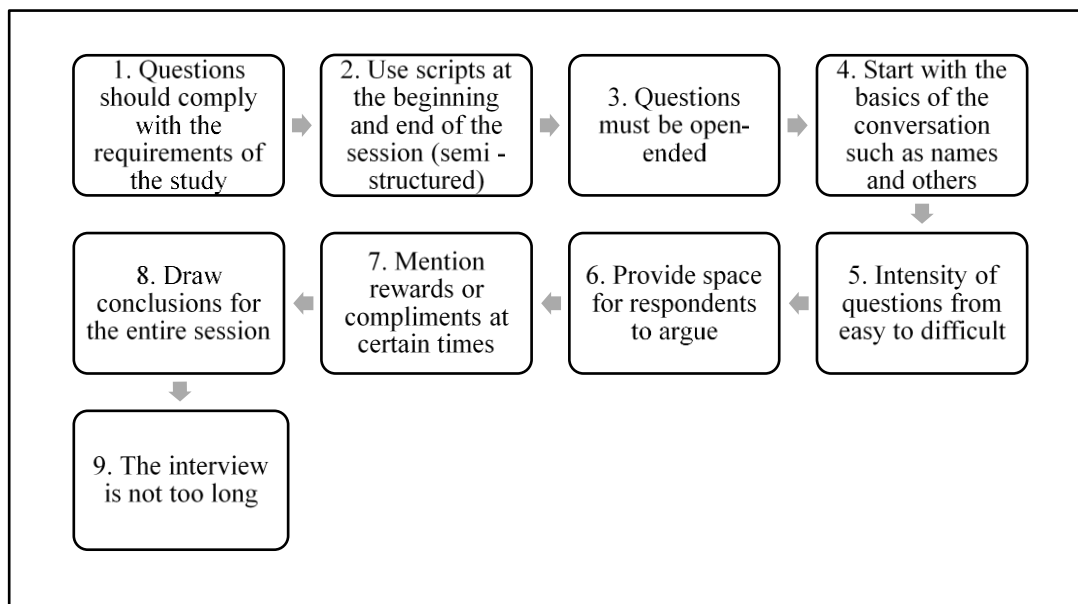


Figure 1: Interview Guide (Jacob & Furgerson, 2012)

Having established the appropriate process for the interview session, the next process is to establish the interview protocol. Patton (2015) stated that the interview protocol is important for focusing the researcher on the data to be collected based on the study construct. The protocol begins with the introduction of the researcher, followed by an introduction related to the study conducted. Next, the researcher set seven key

questions in the interview protocol conducted. The protocol ended with a word of appreciation and thanks to the respondents. For validation purposes, this protocol was reviewed by two experts consisting of lecturers from Universiti Tun Hussein Onn Malaysia (UTHM). Both lecturers involved are academically qualified at the doctoral level and experienced in supervising students at various levels.

Once the protocol was determined, the researcher next conducted an interview session. The interview session was recorded by the researcher from the beginning until the last minute of the interview. The recording made is an effort to avoid any loss of information and can facilitate the researcher to repeat the video as a reference (Patton, 2010). After the interview session ended, the recording was listened to and re-watched for the production of the interview transcript. The interview process conducted in this study is based on the recommendations by Jacob and Furgerson (2012) namely:

- i. Start with a formal script
- ii. Use appropriate recording tools to record conversations throughout the interview session
- iii. Keep important notes brief
- iv. Conduct the interview in a place that is not disturbed by noise and interruptions of conversation
- v. Demonstrates a caring attitude and interest in the matter being discussed
- vi. Using a specific sentence or situation to encourage the respondent to stay arguing
- vii. Focus and be a good listener
- viii. End the session with a formal script and a thank you note.

Upon completion of the interview session, the researcher produced a transcript of the interview based on the session conducted. The resulting transcript then goes through a three-stage coding process, namely open coding, axial coding and selective coding (Gallicano, 2013). In the end, thematic analysis was conducted to obtain constructs and dimensions. The dimensions obtained were used to develop the next instrument, the questionnaire.

DISCUSSION

Thematic analysis is a data analysis technique used in qualitative research. This analysis was performed based on the transcripts of interviews that have been produced. Thematic analysis was performed with the intention of finding patterns, themes, sub-themes and elements to enable researchers to categorize data under different sections (Patton, 2015). The determination of a theme in thematic analysis is done through a coding process in three stages, namely open coding, axial coding and selective coding (Gallicano, 2013). The first coding, which is open coding is done directly based on the transcribed interview excerpts. Several meaningful phrases or sentences are selected and specified specific expressions in one or several brief statements (Flick, 2009).

A combination of several statements in the open coding process that carry the same meaning is summarized and defined a relevant sub-theme for the second coding, namely axial coding (Gallicano, 2013). Axial coding level coding is a sub-theme determination of the relationship between the statements in the open coding process (Strauss & Corbin, 1990). The researcher created a statement on axial coding based on his own interpretation and through discussion with the study supervisor. The coding then goes through the final process which is selective coding. This stage is a summary of the statements collected in the axial coding stage (Landis, Richard & Gary, 1977). Statement formation at the selective coding stage is the last theme chosen as an element for this study. The statements produced at this stage are also based on the researcher's own interpretation and through discussion with the study supervisor. The elements resulting from this analysis are then used as a guide in the construction of items for the set of questionnaires in the quantitative phase.

CONCLUSION

The formation of this interview protocol indeed requires thoroughness and deep understanding. The protocol produced must take into account various aspects either external or internal factors. Similarly, the target of the interview, needs to be given attention. Comfort, understanding and cooperation from the respondents should also be considered in constructing this interview protocol. A good interview protocol can help the researcher obtain adequate information.

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