

## **Special Education Teachers Job Satisfaction In Malaysia: A Review**

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**Abstract:** Job satisfaction of special education teachers can be enjoyed when the teacher is able to focus on teaching MBK and the student shows the proper development. This job satisfaction if achieved will increase the commitment of teachers in performing their duties. However, if job satisfaction is not achieved, then avoidance and neglect of responsibilities will occur. This job satisfaction is important in producing the work productivity of special education teachers at the best level. This study was conducted to review previous studies related to job satisfaction of special education teachers. It is hoped that the findings of this study can help future researchers to get a clearer picture related to this issue.

**Keywords:** special education, job satisfaction, taskload

### **INTRODUCTION**

The Handbook of Operation of Special Education Integration Program by the Ministry of Education emphasizes the role of headmasters in schools with PPKI as follows, namely to establish a PPKI committee and ensure it functions fully at the school level, ensure all special education teachers implement PPKI effectively, making PPKI as Annual Work Target (SKT) of headmasters, emphasizes that special education teachers implement the teaching process in their respective PPKI, conduct monitoring and observation of the teaching process of special education senior assistant teachers or coordinators and special education teachers, ensure the physical aspects of the classroom in a safe condition and suitable for the learning process, form a close collaboration between MBK parents and schools, and provide periodic reports of PPKI achievements to the District Education Office (PPD) and the State Education Department (JPN) (Special Education Division, 2015).

These guidelines clearly emphasize the importance of special education teachers to give full attention to MBK and PPKI. Nevertheless, most of the head teachers are unaware and do not behave to give encouragement to the teachers in PPKI in carrying out their duties (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). Problematic headteacher leadership will lead to the occurrence of PPKI teacher workload (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). This situation will lead to the loss 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).

### **LITERATURE REVIEW**

Peggy's (2008) study was conducted to identify whether there are differences in perceptions and behaviors between special education teachers working in exclusive schools and special education teachers working in regular special education schools. The study was conducted with a mixed qualitative and quantitative approach using interviews and the Index of Work Satisfaction (IWS) questionnaire. The questionnaire focused on payment factors, school policies, job requirements, interactions and professional status. The sample was 214 special education teachers from the Escambia County School District in the state of Florida. The findings of the study indicate that job satisfaction differs between special education teachers in the two types of special education schools. This difference is due to salary payment factors and school policies. As a detail, PPKI teachers are able to achieve their job satisfaction if they get good support from the administration and also a little appreciation for the efforts that have been carried out.

Angela (2013) conducted a study related to the retention of special education teachers in special education streams. Her research covers salary factors, support, mentoring, induction feedback, work environment and professional development. A mixed method approach was used in examining data from 2007 with a questionnaire by the Georgia Teacher Survey published by the Department of Research and Evaluation at the Georgia Professional Standards Commission used to survey the relationship between mentoring, job satisfaction

and retention of special education teachers. The findings of the study indicate that special education teachers decide to remain in the special education stream if they get effective support and mentoring.

Bernard's (2014) study was conducted to investigate the determinants to job satisfaction of primary school special education teachers in Kirinyaga County, Kenya. A total of 33 teachers consisting of 11 males and 22 females were involved as a sample in the study using the quantitative approach. Findings of the study showed that the determinants to the lack of job satisfaction of special education teachers were workload, relationships between colleagues, job security, student-teacher ratio, administrative support and lack of appreciation. The results of his study serve as a guide for stakeholders to focus their efforts on meeting the job satisfaction of special education teachers through ways to improve the work environment. In accordance with the issues that occur in PPKI, job satisfaction of teachers can be met if their relationship with administrators is in good condition, get appropriate appreciation for their efforts and also a sense of security in carrying out tasks (Mohamad & Yaacob, 2013).

Ngigi and John (2014) found that job dissatisfaction among special education teachers increased significantly. The study was conducted to determine the determinants of job satisfaction of special education teachers in Nairobi, Kenya. A descriptive survey was conducted on 75 sample persons consisting of five head teachers and 70 special education teachers. Data were collected with a mixed approach namely qualitative and quantitative. The findings of the study in particular found that special education teachers were dissatisfied with their work because of the terms and conditions of their employment. The situation caused them to decide to leave the special education field within five years of service. Through this study, it can be stated that the job satisfaction of PPKI teachers depends on safe and conducive working conditions as well as meeting their basic needs (Sophia, 2015 & Erkan, 2014).

Raso (2014) studied the level of stress and job satisfaction of special education teachers in the district of Johor Bahru, Johor. The study involved 100 respondents from three special education schools which include Special Education with Learning Disabilities, Special Education with Hearing Impairment and Special Education with Visual Impairment. Data were collected by administering a questionnaire and analyzed using descriptive statistics as well as inferential statistics. The findings of the study show that the level of stress of special education teachers in the district of Johor Bahru is at a moderate level. The findings also found that there was no relationship between job satisfaction with length of service or the type of school where they served. This study shows that teacher job satisfaction can be enjoyed if the stress on teachers is reduced.

## **DISCUSSION**

The views expressed by some researchers meet the needs and also the reality that occurs in PPKI. According to these views as well, every level of need needs to be met in order to achieve satisfaction in the work done. The basic needs meant are physiological needs, safety needs, love needs, self-esteem and also the level of self-perfection. If we examine all the levels of human needs mentioned, it is very appropriate to the situation in PPKI where teachers always feel marginalized and not always appreciated. The next problem is that the teachers at PPKI have less or no satisfaction in their work. Headmasters as school administrators can see and examine the level of needs stated in this theory to provide space for PPKI teachers to feel satisfaction in their work. Therefore, it is once again stated that job satisfaction is very important to be given attention by certain parties because it will also affect the impact on students with special needs in school.

## **CONCLUSION**

Most studies have found that special education teachers find it very difficult to achieve satisfaction in their work. Several factors are seen to cause this to happen. Competent parties such as ministries, state education offices, district levels and schools should also focus on the welfare of teachers which involves the value of their job satisfaction. This is important in helping to improve student achievement. Therefore, many more studies can be implemented for the purpose of assisting researchers in obtaining an initial picture related to this issue.

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