

Resource Elements In The Construct Of Special Education Teacher Workload In Malaysia

Farah Adibah binti Ibrahim, Biamin Ahmad, Rehad binti Ismail, Harlina binti Ismail, Mohd Norazmi bin Nordin

Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia
Fakulti Infomatik dan Komputeran, Universiti Sultan Zainal Abidin
Fakulti Undang-Undang, Universiti Teknologi MARA Shah Alam, Malaysia
SMK Pasir Mas, 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: Among the most important elements present in the construct of teacher workload that provide a significant relationship to teacher job satisfaction is the resource element. This note illustrates that the resources available in coping with the workload, are positively correlated with teacher job satisfaction. These findings are in line with several previous studies stating that the resources supplied can alleviate stress on teachers. This situation can make them more prepared in carrying out tasks and enjoy satisfaction in performing assigned tasks. This qualitative study was conducted to detail teachers' perceptions of the resource elements that burden their assignments. A total of 11 respondents were involved in the interview session. Based on these findings, 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.

Keywords: resource element, task load, special education, work management

INTRODUCTION

Lack of resources such as finance and facilities for teaching, makes it necessary for teachers to prepare their own materials for teaching, which in turn adds to the existing assignments (Aminah et al., 2021; Azlisham et al., 2021; Saadiyah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). Similarly with regard to assignments outside of special education, respondents stated that when a special education integration program (PPKI) teacher needs to attend meetings, workshops or courses to replace mainstream teachers, they are not provided with adequate materials (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). These teachers in turn had to perform additional tasks to obtain the resource from other sources, whereas the material had to be provided by the substituted teacher (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).

Razali and Ali's (2016) study related to the factors that cause stress of special education teachers found that teachers' workload is one of the important factors. A total of 74 respondents consisting of Special Education program teachers in secondary schools in the district of Johor Bahru were involved as respondents of the study. The data collected were analyzed using SPSS software and the findings from the results of the study as a whole show that the stress among special education school teachers is at a moderate level (3.01). Among all factors, the workload factor obtained the highest mean score (2.68), followed by the appreciation factor (2.54), the student frustration factor (2.52), while the factor that obtained the lowest mean score was resources and relationships among colleagues (1.94). This study also explains that the high workload of PPKI teachers, can affect the focus of teaching (Yahya et al., 2010).

METHODOLOGY

The elements of the 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. The element of the construct was explored. 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 resource element is derived from nine statements, namely per capita grant allocation (PCG), own funds and open coding, which forms the financial source code (axial coding), builds itself, requires specialized materials and insufficient materials. (open coding) forms the material source code (axial coding), as well as incomplete MBK facilities, unsuitable facilities and facilities not provided (open coding) which forms the facility source code (axial coding). The three statements on the axial coding, are summarized as source elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Resource Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Per capita grant allocation	Financial	Resource

(PCG)		
Own funds		
Looking for sponsorship		
Build your own	Ingredients	
Requires special materials		
Not enough ingredients		
MBK facilities are incomplete	Convenience	
Facilities are not provided		
Facilities are not suitable		

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

Table 2: Resource Elements Agreed by Respondents

Element	Respondent	Interview Excerpts
Resource	RT1	Again best, terrible. If we don't get that allocation. Not up here. If you want to make any program, you have to think of various things. There is money, it can be on the program.
	RT2	I agree. 100%. If you ask the teachers below me, please agree. The female teachers at my PPKI are diligent. BBM la, hias sana, hias sini. I asked, where do you get the money for all this, buy all this. He said, his own pocket. It seems. Actually. Facilities, teaching resources for PPKI are like BBM, we have to make it ourselves.
	RT5	There is also my teacher who has to manage textbooks. The problem is that the old data does not exist. Not supplied. So one problem to look back. He also has to do. What do we look like there?
	RT6	No resources, no support. I want to ask for a difficult guide.
	RT7	Then in terms of facilities available. All ABM feels like you have to do it yourself. If there is a program, you have to make a letter looking for a sponsor yourself.
	RT8	Convenience is also important in controlling workload. Imagine the more work we would have to do if resources were not available.
	RT9	The same goes for the provision of facilities for special needs students and also in teaching. If complete, thank God. I don't need to think twice.
	RT10	Then, in terms of material or financial resources for a task. It becomes a burden when the teacher wants to find materials to complete a job or want to attend a workshop.
	RT11	The need also for us is to complete the teaching fuel that is really needed in teaching at PPKI.

DISCUSSION

Based on the study of the respondents' interview transcripts, nine out of 11 respondents stated that resources are an important element in helping PPKI teachers reduce their workload. Adequate and complete resources make it easier for them to perform the task. Respondents RT1 and RT10 gave similar opinions regarding financial resources. These financial resources are very important for the management of PPKI because the materials and tools required are expensive. Similarly, the need for financial resources to run various programs at PPKI. The problem occurs when the financial resources that should be received by PPKI, do not reach PPKI. This situation causes PPKI teachers to try to find their own funds by thinking of various ways. These efforts will be a burden as these financial problems should not have to be borne by the teachers. The allocation is also clearly stated that there are funds for PPKI.

Apart from financial resources, material resources and facilities are also important in managing the duties of PPKI teachers. Complete facilities as well as adequate materials can help teachers to carry out their duties well. If the opposite happens, then teachers will have to do more work to provide materials as well as facilities on their own.

CONCLUSION

The findings of this study prove that the resource element is an important element in task management. Researchers also agree that adequate resources can prevent teacher workloads from occurring. Therefore, it can be stated that the resource element is very important in managing tasks well. Lack of resources makes PPKI teachers unable to enjoy teaching. A study by Anderson (2017) also found that the readiness of teachers in performing many tasks can provide satisfaction in their work if the task can be completed. Sulaiman (2013) found that sufficient resources and assisted with a high level of readiness can provide job satisfaction to teachers.

REFERENCES

1. 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.
2. 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.
3. 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.
4. 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
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Hole, Y., Hole, S. P., & Bhaskar, M. P. (2019). The damages of liberal marketing myopia. *Restaurant Business*, 118(10), 542-556.
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 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.
13. 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.

14. 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 Physopsocial Rehabilitation*. Vol. 24, Issue 10, 2020: 2102-2112.
15. 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.
16. 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.
17. 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
18. 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.
19. Razali, A. B. & Ali, A. B. (2016). Faktor-Faktor yang Mempengaruhi Tahap Stres Guru Pendidikan Khas. *Active Online Journal, UTHM*, 8, 1.
20. 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.
21. Roszi Nasariah 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.
22. 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.
23. Yogesh Hole et al 2019 *J. Phys.: Conf. Ser.* 1362 012121
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. Zaid, M., Norazmi, N. & Abdul Rasid, A. R., Badaruddin, I. (2021). Vocational College Teachers In Malaysia: Confirmatory Factor Analysisfor Job Attitude. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5091 - 5098.
30. 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.

31. 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.