

Special Education Integration Program (PPKI) in Malaysia: Confirmatory Factor Analysis for Teachers' Job Satisfaction

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ABSTRACT –

This study explores the factors leading to the onset of job satisfaction among teachers of the Special Education Integration Program (PPKI). Satisfaction in performing tasks is very important in ensuring the productivity. Many special education teachers have trouble achieving their job satisfaction. Among the factors contributing to this issue are the factors of safety, security, relationships, welfare, finance and physiology. In this study, researchers use quantitative methods for data collection. The questionnaire was distributed online using the google form platform to randomly collect data from 400 respondents across Malaysia. The data obtained were then analyzed using Structural Equation Modelling (SEM) using AMOS 21. Confirmatory Factor Analysis (CFA) was performed to obtain factor loading for each element obtained namely facilities, safety, relationships, welfare, finance and physiology. The analysis results show that the all factors reflect the appropriate fit and meet all the criteria for validation. There have been several studies examining the factors of special education teacher job satisfaction, but the application of the SEM analysis approach using AMOS is still underdeveloped. The findings of this study provide an overview to future researchers related to job satisfaction among special education teachers in Malaysia. This study also shows that the items used have good reliability values and they can be used for further studies. Therefore, the findings of this study can further confirm previous findings on this issue.

1.0 Introduction

Structural Equation Modelling is the second generation of multivariate analysis in academic study (Zainudin, 2015). The use of AMOS applications to adapt this SEM method is very appropriate as the analysis performed will provide more accurate results (Barbara, 2010). In identifying and ensuring the suitability of a factor for a particular construct, Confirmatory Factor Analysis (CFA) must be carried out (Barbara, 2010). The compatibility of each factor needs to be tested and verified so that the obtained factors match the constructs. In this study, factors in the job satisfaction of PPKI teachers were tested to determine the compatibility of those had implications for the results of the study. Through some previous studies such as Stephanie (2017), Sophia (2015), Norizan et al. (2013), Abushaira (2012) and Louise et. al., (2011), found that there is three factors influencing PPKI teachers' job

satisfaction - facilities, safety, relationships, welfare, finance and physiology.

2.0 RESEARCH BACKGROUND

PPKI Teachers are having trouble concentrating on their work (Erica & Raymond, 2009). They also do not succeed in satisfying their tasks (Sophia, 2015). This condition is generally due to their failure as well as the environment in meeting their physiological needs (Norazmi et al., 2021). PPKI teachers are forced to perform tasks at the behest of headmasters who have nothing to do with education and ultimately hinder their job satisfaction (Norizan et al., 2013). Therefore, this study was conducted to determine the factors that caused PPKI teachers to not feel satisfied in their job.

2.1 Research objective

i. Validate factor compatibility for PPKI teacher job satisfaction.

2.2 Research questions

- i. Can the factors for PPKI teachers' job satisfaction be determined by their consistency?

3.0 LITERATURE REVIEW

The job satisfaction of a special education teacher can be enjoyed when the teacher is able to focus on the teaching of the MBK and the student demonstrates appropriate employment (Junaidah & Nik Rusila, 2013). This job satisfaction is essential in producing the best possible productivity of special education teachers (Mollynda, 2013). However, if job satisfaction is not achieved, then neglect of responsibility will occur (Rosni, 2014). The study of Peggy Lou (2008) shows that job satisfaction varies between special education teachers due to the payroll factors and the school administration environment. He also noted that special education teachers are able to achieve job satisfaction if given proper credit.

Angela's (2013) study explored the relationship between recruitment, job satisfaction and retention of special education teachers. The findings show that special education teachers decide to remain in the special education stream if they receive effective support and funding from school administrators. Bernard's (2014) study showed that factors contributing to the lack of job satisfaction of special education teachers were task load, peer relationships, job security, teacher-student ratio, administrative support and lack of appreciation.

Ngigi and John (2014) found that special education teachers are dissatisfied with their work because of their school's terms and conditions. This situation led them decide to leave the special education field within five years of service. Through this study, the job satisfaction of PPKI teachers depends on safe and conducive working conditions and their basic needs such as salary and reward (Sophia, 2015 & Erkan Efiltili, 2014). Rosni (2014) studied the stress and job satisfaction of special education teachers in Johor, Malaysia. The study found that there was no relationship between job satisfaction and the duration of service or the type of school in which they worked. But the job satisfaction of special education teachers depends on the level of pressure they face in school. All of these findings are in line with theories related to job satisfaction- Maslow's Theory and Herzberg's Theory.

3.1 Maslow's Theory

This theory was developed by Abraham Maslow in 1954 stating that humans have their own basic needs to be met (Maslow, 1954). These basic requirements determine human satisfaction whether achieved or when self-fulfillment is fulfilled (Norhashimah, Syed Hadzrullathfi & Mohd Shahril, 2017). According to Azizi and Chu (2018), failure to meet basic human needs would cause the human soul to be disrupted and thus fail to achieve self-fulfillment in any aspect of their development, career or occupation. The basic requirements are physiological needs, safety requirements, love, self-esteem and even the level of self-perfection (Azizi & Norlaili, 2010). Fatimah (2014) specifically suggests that teachers' job satisfaction can also be achieved when the needs are met.

Maslow's theory has made a strong impact on education and human development (Nor Nazimi et al., 2017). The requirements set forth in this theory are very useful in determining the job satisfaction of PPKI teachers (Fatimah, 2014). According to Azizi and Norlaili (2010), teachers who receive fair treatment in terms of assignments and are rewarded for their commitment can be successful. As Azizi and Chu (2018) point out, based on this Maslow Theory, teachers are able to work satisfactorily once human values are taken into account as rewarded when done well, treated fairly in the task, without extra burden and given space to determine what action to take.

3.2 Herzberg's Theory

Herzberg's theory introduced in 1968 emphasized the importance of meeting personal and motivational needs in the process of developing personal potentials (Herzberg, 1968). Bestyana (2012) and Raden Feizal (2015), state that a person's job satisfaction can be determined by two main factors stated in this theory, how far the motivation is met and the extent to which personal needs are met. Joko Promono (2017) argues that Herzberg in his theory raises personal psychological factors such as reward, salary and motivational factors as contributors to satisfaction or dissatisfaction with work. While Tan and Amna (2011) state that the basic needs and motivations presented by Herzberg can motivate people to work with commitment and work to achieve the best.

Based on this theory, teachers' job performance and satisfaction are influenced by employee motivation (Maya & Kristiana, 2017). Bestyana Beliadwi (2012) and Raden Feizal (2015), noted that the administration and leaders need to pay attention to these two factors in ensuring job satisfaction among teachers. Fatimah (2014) pointed out that the headmasters must ensure that the school is in a positive condition such as striving for a fair reward, providing a place for teachers to perform tasks, being fair to teachers and giving teachers freedom to work. Therefore, this theory can serve as a basis for school principals to exercise their competent leadership in ensuring the well-being of teachers in schools (Fatimah, 2014).

4.0 RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. According to Anup (2019) and Manu (2018), quantitative methods are systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Researchers distributed randomized sets of questionnaires to PPKI teachers using google form. The data were then analyzed by CFA method using AMOS 21. The tests used to determine the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is to look at the positive factor loading value that should be ≥ 0.50 (Hair et al., 2010). The other criteria proposed for this fit are divided into 3 fitness validity namely, fitness index, Convergent Validity and Construct Validity. For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values (one of them) should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative / Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). For validity assessment, the

Convergent Validity (Average Variance Extracted-AVE) and Construct Validity measurements need to be met. According to Kline (2005), the value of AVE that can determine compatibility is at least 0.50, while Fornell & Larcker (1981) suggest that the AVE value in meeting the Convergent Validity measurement requirements is ≥ 0.5 . For reliability measurement, the Composite Reliability (CR) should be ≥ 0.7 (Bentler, 1990; Hatcher, 1994).

5.0 FINDINGS

The findings show that the CFA first analysis conducted for teacher job satisfaction did not meet the criteria which RMSEA = 0.108, Relative / Normed Chi-Square (5.666), while GFI, CFI and TLI values did not reach ≥ 0.90 , as indicated in Figure 1. This is because there some items are redundant of construct measurement or did not measure the construct. Therefore, this CFA needs to be re-run for improvements through fit indices (Zainudin, 2015). Subsequent analyzes revealed 13 overlapping items namely KK076-KK078, KK082-KK084, KK085-KK086, KK086-KK088, KK090-KK091, KK092-KK093, KK100-KK103, KK102-KK103, KK106-KK107, KK108-KK109, KK111-KK112, KK111-KK119 and KK118-KK119. All of these overlaps were looped and items with the lowest loading factor value (KK092) were discarded. After modification made to the CFA, the correlation value was achieved at RMSEA = 0.077, Relative / Normed Chi-Square (3.377), while the CFI (0.919) and TLI (0.910), as shown in Figure 2. This finding shows that CFA for the job satisfaction of the teacher to achieve the fit. It also shows that all of these factors have a direct impact on the construct.

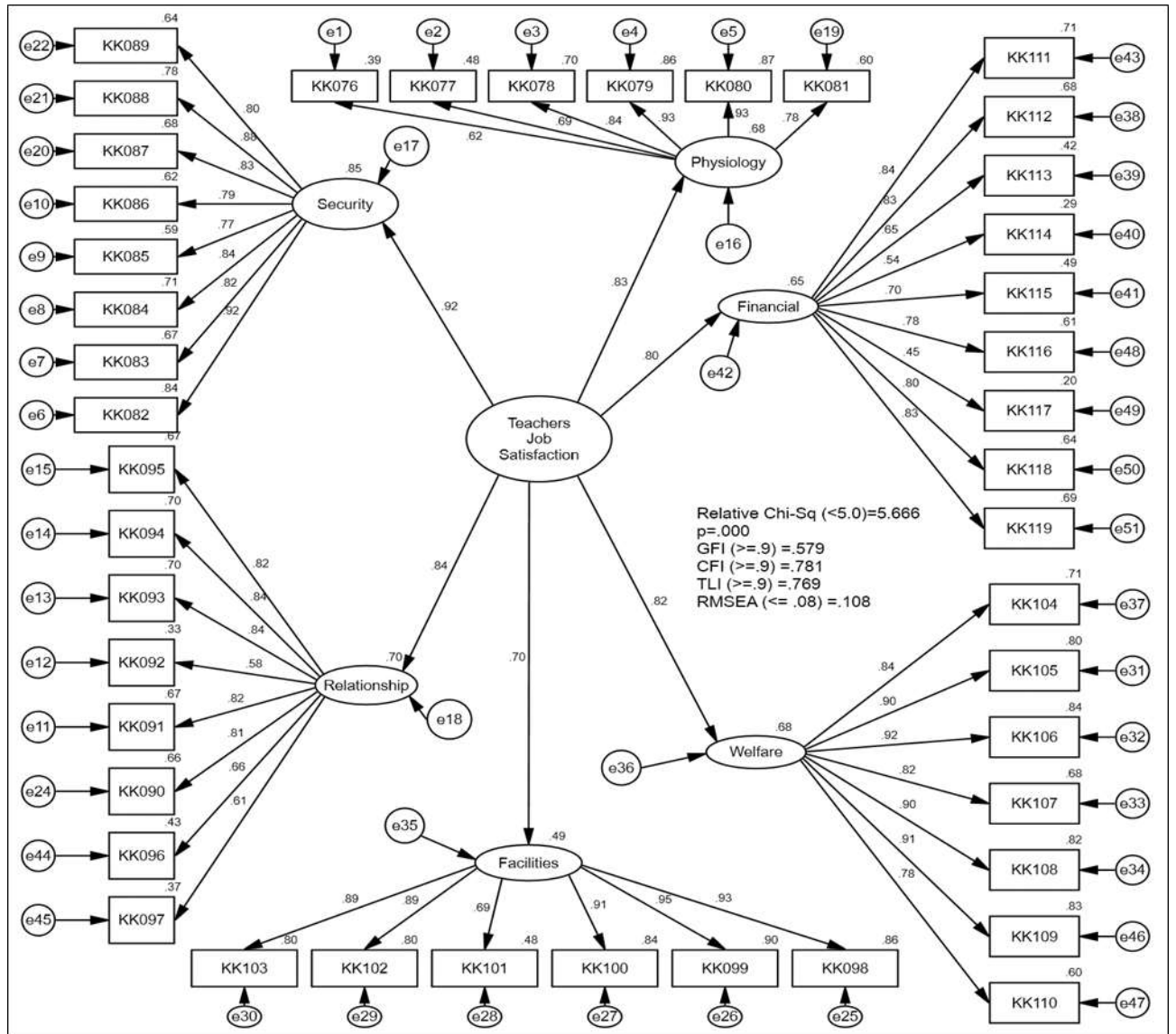


Figure 1: CFA for Teachers Job Satisfaction (Original)

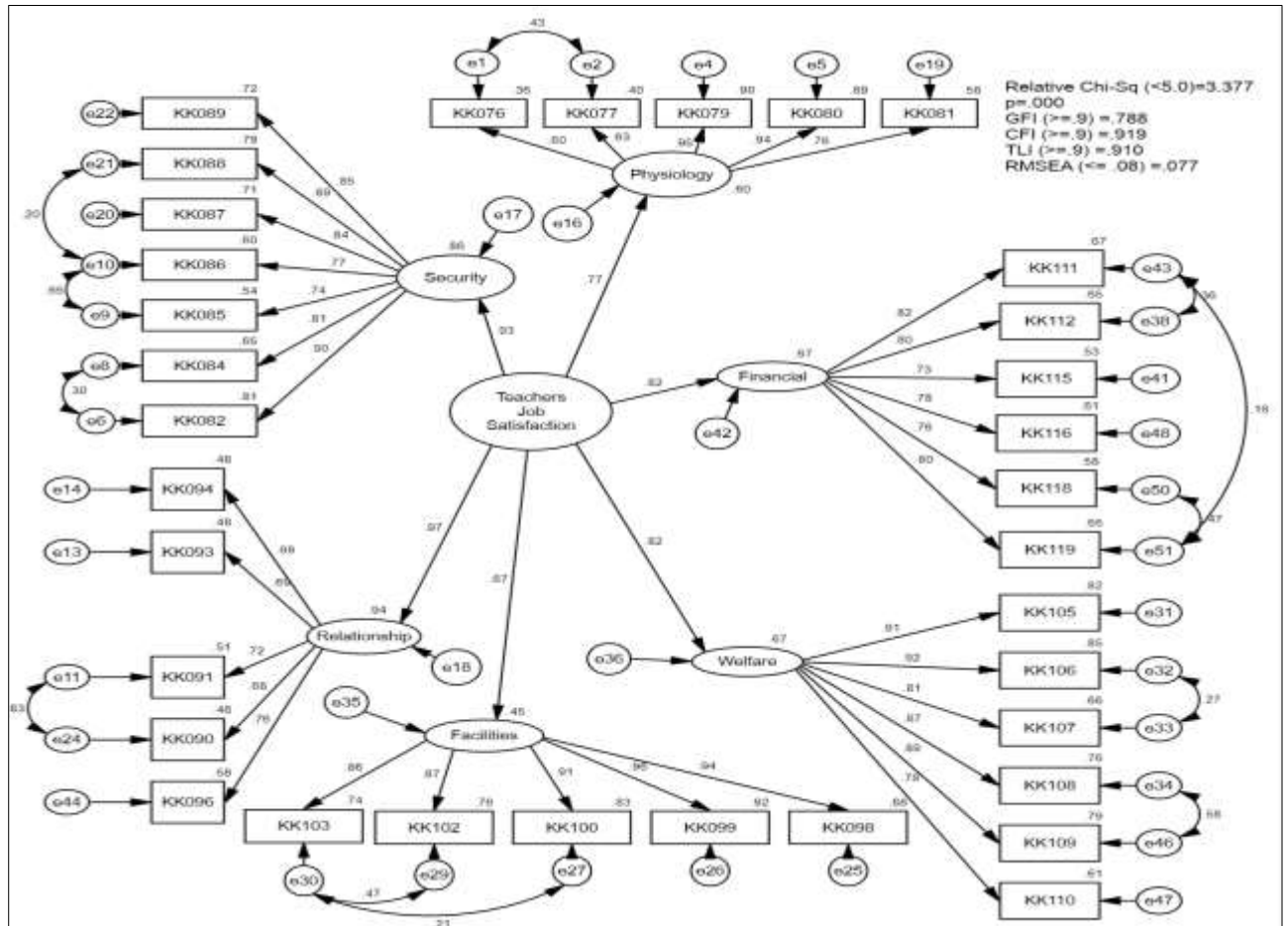


Figure 2: CFA for Teachers Job Satisfaction (Modified)

6.0 DISCUSSION

From the findings of this study, it can be stated that the job satisfaction of PPKI teachers depends on six factors namely physiology, safety, relationships, facilities, welfare and finance. The majority of respondents stated that these factors directly affect their job satisfaction. Physiological factors explain that the job satisfaction of PPKI teachers can be achieved if basic needs such as fair pay, appreciation, good acceptance and adequate rest. The same goes for security factors. PPKI teachers will achieve their job satisfaction if the safety of themselves and their families are guaranteed. Satisfaction can also be achieved if their job is not threatened by others and their job is not to threaten the safety of others (Norshidah & Khalim, 2018). In addition, the factors of the relationship with colleagues, the relationship with the administrator, the relationship with the student and the relationship with the parent of the student can also guarantee their job satisfaction (Toran et al., 2016). The fourth factor is the

facility, if the facility is complete and safe, the PPKI teachers can do their job well. The fifth factor is the welfare factor. These factors are important in protecting the welfare of PPKI teachers, their jobs, their families and their possessions (Noraini, Hanafi, Abang & Aishah, 2015). The last factor is the financial factor. This factor is also important because adequate provisions can help teachers to carry out various activities with students. These aims to provide job satisfaction to PPKI teachers.

7.0 CONCLUSION AND SUGGESTIONS

According to the findings of this study, job satisfaction among PPKI teachers is still a problem. By examining the factors that contribute to the work satisfaction of these PPKI teachers, such as physiology, safety, relationships, facilities, welfare and finances, stakeholders should pay close attention. PPKI teachers themselves need to be aware of the conditions of their assignments and to manage

their assignments well. On the part of the school administration, matters involving leadership and management that can hinder PPKI teacher job satisfaction (Zalizan & Manisah, 2014). As a recommendation for the next study, the findings of the study could be extended to the school administrators' leadership which affects teachers' job satisfaction. Further studies can be further extended by qualitative research methods to gain more factors into the work satisfaction of PPKI teachers. In addition, qualitative research methods allow researchers to obtain in-depth information directly from the target group (Dana & Dumez, 2005). For studies related to special education teachers, there are many more gaps that can be filled. Among the needs of the next study are related to the emotional intelligence of special education teachers, their workload and also related to their motivation while performing tasks. In addition, the study can also focus on task management, organizational commitment and related studies such as therapy and rehabilitation. The issue of job satisfaction among PPKI teachers is very important to address, as it affects the productivity of teachers. PPKI teachers who are less productive in carrying out their assignments will have an impact on special needs student (MBK) achievement. As such, it is the responsibility of PPKI teachers, school administrators and other stakeholders to look into this issue in greater depth so that it can be addressed effectively.

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