

**UPGRADING THE SPECIAL EDUCATION LEADERS JOB SATISFACTION THROUGH RELATIONSHIP ELEMENT**

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**ABSTRACT**

Relationship factors with administrators, parents and peers can help teachers to achieve job satisfaction, especially special education teachers. Previous studies have explained that relationships between teachers are very important so that they can work happily, comfortably and contentedly. In doing a job in an organization, the relationship between teachers and headmasters as well as between teachers and teachers must be maintained. Previous studies have also described the relationship between teachers and between teachers and administrators as a catalyst to teacher job satisfaction in schools. This relationship element is also agreed upon as an important element in providing the influence of head teacher leadership on teacher job satisfaction. Relationships in school organization as one of the factors that contribute to the achievement of job satisfaction among teachers. This qualitative study was conducted to examine the views of respondents related to the elements of relationships in determining job satisfaction of special education teachers. Interview sessions were conducted with 11 coordinators of special education integration programs (PPKI) in the state of Johor, Malaysia. The findings of this study are expected to be able to provide a clear picture related to the relationship elements for job satisfaction of special education teachers.

**Keywords:** relationships element, job satisfaction, special education

**INTRODUCTION**

Relationships in teacher job satisfaction constructs receive the most significant impact from leadership practiced by head teachers (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; ., 2021; Ashari et al., 2021). The findings of this study are in line with the study by Norazmi et al. (2019), Fauziyana et al. (2020), Norazmi (2020), Zaid et al. (2020) and Zaid et al. (2021), that the leadership of head teachers who follow the right core, is able to provide space for PPKI teachers to communicate well between teachers with teachers as well as teachers with head teachers. Similarly, the study by Mohd Norazmi et al. (2021), Rosnee et al. (2021), Roszi et al. (2021), Nik Nurhalida et al. (2021), Een et al. (2021) and Yusaini et al. (2021) who agreed that the leadership practiced by headmasters in PPKI can improve the relationship between school people as well as ensure job satisfaction. This element of good relations is given clear attention in Maslow’s Theory. The theory discusses that good relationships are able to foster a good work environment as well as help a person to achieve satisfaction in his job. Therefore, head teachers who practice good leadership should emphasize the relational element in implementing their leadership.

**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 in the construction.

**FINDINGS**

Through the coding process, the relationship element resulting from nine statements, namely good communication, can be discussed and joint decisions (open coding), which form a code of relationship with the headmaster (axial coding), cooperation, sharing and tolerance (open coding) form code of relationship with other teachers (axial coding), as well as mixing in harmony, good communication with all and always accepting (open coding) which forms the code of relationship with school people (axial coding). The three statements on the axial coding, are summarized as relational elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Relationship Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
good communication	Relationship with the Headmaster	Relationship
Can be discussed		
Joint decision	Relationships with Other Teachers	
Cooperation		
Sharing		
Tolerate	Relationship with School Citizens	
Get along in harmony		
Good communication with all		
Always accept		

The thematic analysis of the relational elements is shown in Table 2.

Table 2: Relationship Elements Agreed by Respondents

Element	Respondent	Interview Excerpts
Relationship	RT1	Good teacher, get along with us. If we meet that morning, reprimand everyone. Problems in assignments, positions.
	RT2	Because a lot of people really need to be adjusted. Yang rushing, ad hoc. Clerical work. Key in here and there. The Internet is like a snail. I feel a little awkward when it comes to online things. Want to ask for help from others, each busy.
	RT3	Try asking other friends about tasks that are beyond our scope ... who knows they can help. Find someone we feel comfortable sharing problems with ... who knows that person can calm us down. Try it ... it's not wrong.
	RT4	On behalf of the headmaster, I think he needs for distributed work to be balanced, to encourage collaboration, for group work. If there is a problem, invite them to discuss, accept open criticism and also give us guidance and support to do a job.
	RT6	Misunderstanding with administrator. The professor bullied the teacher of PPKI.
	RT7	There are also. Emm..many times. He said I have something, change me ye. PKI wants to go back early, teacher go ye, change him, later tell me a little story.
	RT8	Dealing with the administration or other teachers is uninterrupted and there are no problems.
	RT9	Relationships between teachers and administrators in the school also need to be in a state of vigilance and harmony.
	RT10	To get job satisfaction, many factors need to be taken into account. Related to our relationship with headmasters as well as other teachers especially between mainstream and special education.
	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.

## DISCUSSION

Based on the feedback given, 10 out of 11 respondents agreed that a good relationship between teachers and teachers, the relationship between teachers and administrators as well as the relationship between teachers and school staff, can guarantee job satisfaction of PPKI teachers. The main relationship is the relationship between teachers and administrators. Respondents RT1, RT4, RT6 and RT7 gave the opinion that, a good relationship with the headmaster can facilitate PPKI teachers to carry out their duties well. A good relationship with the headmaster is also able to open space to discuss and give opinions towards the benefits of PPKI and MBK. In addition, the good relationship between PPKI teachers and mainstream teachers also affects work productivity and job satisfaction. Respondents RT2, RT3, RT8 and RT9 considered that a harmonious relationship between teachers could help improve cooperation in performing tasks. This situation also allows teachers to share knowledge and experience related to the assignments received as well as to share resources that are also related to the assignments. A cheerful atmosphere and well-kept and harmonious relationships can create a conducive work environment, which in turn can help teachers work better. Respondents RT10 and RT11 stated that good relationships should also be established with other school staff such as school staff, support staff, student management assistants (PPM), private employees and students, so that teachers can work with full dedication. In conclusion, the relationships described in this analysis include relationships from task, communication and social aspects.

## CONCLUSION

The results of the study also found that there was a significant positive relationship between headteacher leadership constructs on teacher job satisfaction. This indicates that there is a significant direct relationship between headmaster leadership and job satisfaction of PPKI teachers. This suggests that head teacher leadership is most significantly related to the relationship element. This statement also implies that, head teacher leadership practices have a key relationship with the relationship element for teacher job satisfaction.

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