



Faculty of Cognitive Sciences and Human Development

**EXPLORING THE SUBJECTIVE WELL-BEING OF SPECIAL
EDUCATION TEACHERS IN SARAWAK**

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Bachelor of Counselling with Honours

2025

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Exploring The Subjective Well-Being of Special Education Teachers in Sarawak

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This project is submitted in partial fulfillment of the requirements for a

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ABSTRACT

The well-being of special education teachers is important for the success and sustainability of special education programs. This study explores the subjective well-being (SWB) of special education teachers in Sarawak by looking at their experiences, key challenges, and coping mechanisms. In-depth interviews with ten special education teachers were performed using qualitative phenomenological technique and snowball sampling. These insights have significant implications for policymakers, school administrators, and counsellors as they develop specific approaches that aim to improving the subjective well-being of special education teachers in Sarawak.

Keyword: Subjective well-being, special education teachers, coping mechanisms, teacher resilience, key challenges.

ABSTRAK

Kesejahteraan guru pendidikan khas adalah penting bagi kejayaan dan kelestarian program pendidikan khas. Kajian ini meneroka kesejahteraan subjektif (SWB) guru pendidikan khas di Sarawak dengan meneliti pengalaman mereka, cabaran utama, dan mekanisme daya tindak. Temu bual mendalam dengan sepuluh guru pendidikan khas telah dijalankan menggunakan teknik fenomenologi kualitatif dan persampelan bola salji. Dapatan ini mempunyai implikasi yang signifikan bagi pembuat dasar, pentadbir sekolah, dan kaunselor dalam merangka pendekatan khusus yang bertujuan untuk meningkatkan kesejahteraan subjektif guru pendidikan khas di Sarawak.

Kata kunci: Kesejahteraan subjektif, guru pendidikan khas, mekanisme daya tindak, ketahanan guru, cabaran utama.

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2024/2025

CHAPTER 1

INTRODUCTION

1.1 Introduction

The purpose of this study was to explore the subjective well-being of special education teachers in Sarawak, focusing on their perceptions of happiness, life satisfaction, and emotional balance. Given the demanding nature of special education, understanding subjective well-being is crucial for supporting teachers' resilience and effectiveness. This chapter outlined the research background, problem statements, research objectives, research questions, and significance of the study. Definition of key terms were also provided to ensure a clear understanding of the concepts explored in this research.

1.2 Background of Study

Subjective well-being (SWB) is a broad concept that includes how people perceived and evaluated their lives, with three major components which are emotional balance, life satisfaction, and overall happiness. Emotional balance includes the existence of positive feelings like happiness and fulfilment as well as the absence of negative emotions like despair and anxiety. Life satisfaction is an impression of one's life, reflecting how meaningful people believed their lives to be. Overall happiness is a wide word that includes both emotional experiences and life satisfaction, reflecting a general sense of well-being and satisfaction in life. These factors, highlights the subjective nature of well-being, emphasising the significance of personal views and feelings in defining an individual's quality of life (Das et al., 2020).

Special education teachers play an important role in the field of education by providing specific support to students with wide range of needs, including those with disabilities or special needs, which can include conditions such as intellectual disabilities, autism spectrum disorders, emotional and behavioural disorders, learning disabilities, and physical disabilities. This profession requires huge emotional effort, since teachers frequently avoid their own emotions in order to create a happy environment for their students while also providing support and understanding (Wu et al., 2020). Furthermore, the physical requirements of the profession can be high, forcing teachers to participate in hands-on activities and provide direct support to students.

Overall, the complicated process of their work puts special education teachers under a lot of pressure, highlighting the importance of proper support and resources to ensure their SWB and success in the classroom (Wu et al., 2020).

Special education teachers around the world experience lots of challenges that have significant impacts on their SWB, including major workloads, emotional stress, and insufficient support. The challenge of managing students with special needs, creating individual learning strategies, and dealing with complicated behavioural difficulties can cause feelings of stress and burnout, affecting their general mental health and job satisfaction (Fu et al., 2022). Furthermore, a lack of proper support systems and resources may worsen these issues, making it difficult for teachers to feel competent in their responsibilities. Social support from colleagues, administrators, and relatives is essential because it can provide emotional and practical support, allowing teachers to cope with the challenges of their jobs (Fu et al., 2022). Apart from that, self-efficacy is important in their SWB where teachers who believe in their abilities are more likely to experience higher job satisfaction and reduced burnout. When special education teachers feel supported and respected, their SWB improves, resulting in a more positive learning environment for both them and their students (Fu et al., 2022).

1.3 Problem Statement

Special education teachers face multiple challenges that have an important impact on their subjective well-being (SWB), with research showing that their mental health levels are considerably lower than those of other professions (McNally, 2020a). Approximately half of special education teachers leave the profession within the first five years due to severe stress and burnout (Jackson & Parker, 2023). Furthermore, these teachers face higher levels of work stress and negative emotions than typical teachers, with approximately 25% reporting mild or severe psychiatric issues (McNally, 2020a). The difficulties get worse by the necessity to handle students with special needs while also conducting administrative responsibilities, resulting in high emotional burdens and suppressed emotions. Additionally, research show that work-related stress has a major impact on teacher retention, teaching effectiveness, engagement among students, and feelings of accomplishment (Jackson & Parker, 2023).

The lack of administrative support, privacy, and minimal cooperation opportunities also contribute to high stress levels, which eventually damage not only their quality of life but also the

quality of special education they deliver (McNally, 2020a). Special education teachers confront significant challenges that affect their subjective well-being (SWB), especially in rural areas (Watkins, 2024). Special education teachers often state a lack of support from school management and lack of resources to satisfy their students' special needs. This can cause further distress and dissatisfaction as they may feel unprepared to provide the essential support. Teachers must manage individualised teaching plans, deal with behavioural and emotional challenges, and balance administration duties with limited guidance (Watkins, 2024). Apart from that, special education teachers often face high levels of work-related stress, which can lead to burnout and an increased risk of leaving their jobs. This stress has an impact on teaching quality, student engagement, cooperation among colleagues, and emotions of accomplishment. Burnout is strongly associated with low job satisfaction, which is determined by aspects such as the environment at work, accessible resources, job management, teamwork, support, and professional growth. Without addressing these issues, stress and burnout can have a major impact on teacher turnover (Jackson & Parker, 2023).

Coping mechanisms are techniques or actions individuals apply to manage stress, manage challenging situations, or control their emotional responses. These processes, whether conscious or unconscious, are often used to reduce discomfort, maintain mental health, and adapt to life's challenges. According to McNally (2020a), coping mechanisms are important for special education teachers as it help them manage all of the pressures that come with their job. Teachers confront problems such as numerous workloads, emotional tiredness, and frequent interactions with students who require specific attention and support. Without good coping mechanisms, these pressures can result in burnout, dropping out, and poor teaching quality. Apart from that, Jackson and Parker (2023) stated that, special education teachers can use a variety of coping mechanisms to manage stress and avoid burnout. Self-care methods such as regular exercise, mindfulness, and stress management programs can help them enhance their physical and mental health. Schools can help by creating wellness programs that encourage long-term self-care habits. Furthermore, efficient time and responsibility management methods, such as creating task management plans and organisational skills, help teachers manage overwhelming workloads and organisational responsibilities. These methods, together with focused support from principals at schools and professional development opportunities, help special education teachers in developing resilience and maintaining their well-being.

Based on the past research conducted by Fu et al. (2022) on the Subjective Well-Being (SWB) of Special Education Teachers in China: The Relation of Social Support and Self- Efficacy, several gaps are identified in comparison to my study objectives. Firstly, Fu et al. (2022) utilized a quantitative methodology, whereas my research uses a qualitative methodology, providing a different lens to explore the subject. Secondly, this research highlights a geographical gap, where their research was carried out in China, while my research is based in Malaysia, whereas cultural differences may influence the outcomes. Cultural differences have been shown in the past research conducted by Azrizal & Saili (2024), where teachers in Malaysia being more accepting of students with special needs. This acceptance may be due to Malaysia's unique cultural values and educational systems that promote diversity. This study explores the challenges experienced by Malaysian special education teachers who work with students with special needs, showing that, despite significant challenges, these teachers have a good attitude towards teaching and express happiness in the work they do (Azrizal & Saili, 2024). Lastly, the empirical findings in their research do not align with my second and third objectives, particularly to explore the experiences of subjective well-being among special education teachers in Sarawak, and to investigate the coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being, which are central to my study. Furthermore, Fu et al. (2022) study has several weaknesses where the quantitative measurements' lack of depth and personal understanding, which a qualitative method might provide, particularly when investigating coping mechanisms and the exploration of experiences. As a result, my research seeks to fill these gaps by conducting in-depth interviews to investigate teachers' subjective experiences and coping mechanisms, resulting in a more comprehensive and specific to the context understanding of their subjective well-being.

1.4 Research Objectives

- I. To explore the experiences of subjective well-being among special education teachers in Sarawak.
- II. To identify the key challenges that influence subjective well-being of special education teachers in Sarawak.
- III. To investigate the coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being.

1.5 Research Questions

- I. What are the experiences of subjective well-being among special education teachers in Sarawak?
- II. What are the key challenges that influence subjective well-being of special education teachers in Sarawak?
- III. What are coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being?

1.6 Conceptual Framework

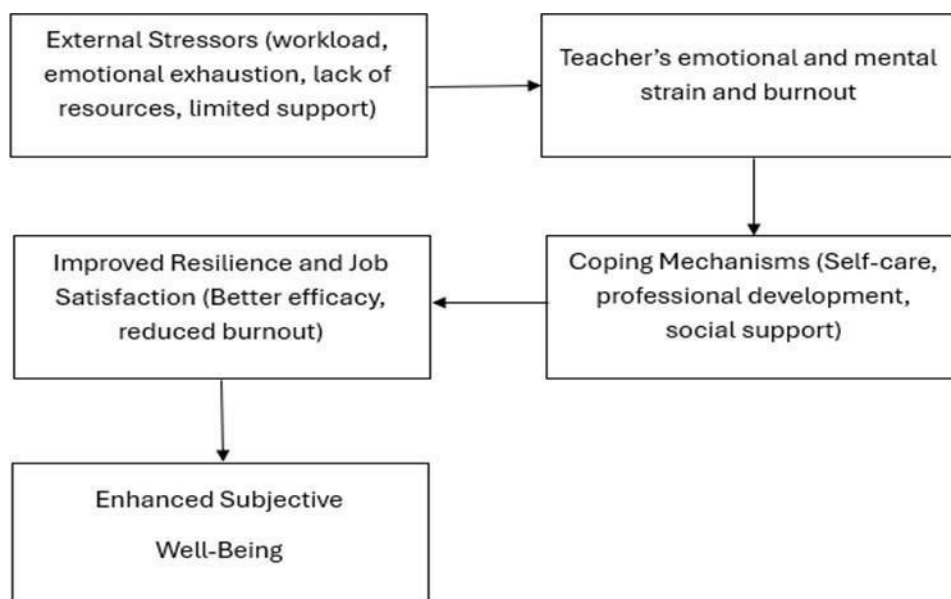


Figure 1. Conceptual Framework

Special education teachers in Sarawak deal with a number of challenges that affect their subjective well-being (SWB), such as heavy workloads, emotional strain, and a lack of resources (McNally, 2020a; Fu et al., 2022). This is because special education is so demanding, managing children with a variety of needs while also handling administrative responsibilities can contribute to feelings of stress and burnout (Jackson & Parker, 2023; Watkins, 2024). Therefore, coping methods including time management, self-care, and reaching out for social support are important approaches for reducing these difficulties and building teachers' resilience (McNally, 2020a; Jackson & Parker, 2023). In addition, teachers need support of their families, coworkers, and administrators to manage their workload and keep their emotional balance (Fu et al., 2022). Additionally, developing self-efficacy is important since teachers who have a high level of

confidence in their skills report feeling more satisfied with their jobs and experiencing less burnout (Fu et al., 2022; Jackson & Parker, 2023).

In the context of Sarawak's special education teachers, this conceptual framework served as a foundation for understanding the connections between coping strategies, subjective well-being, and external stressors. It offers an organised approach to pinpoint the elements affecting teachers' emotional balance, job satisfaction, and resilience. In this way, the framework highlights the significance of focused strategies and interventions to deal with challenges that special education teachers faced, ensuring better wellbeing and therefore, better learning results for children with special needs (Jackson & Parker, 2023).

1.7 Theoretical Framework

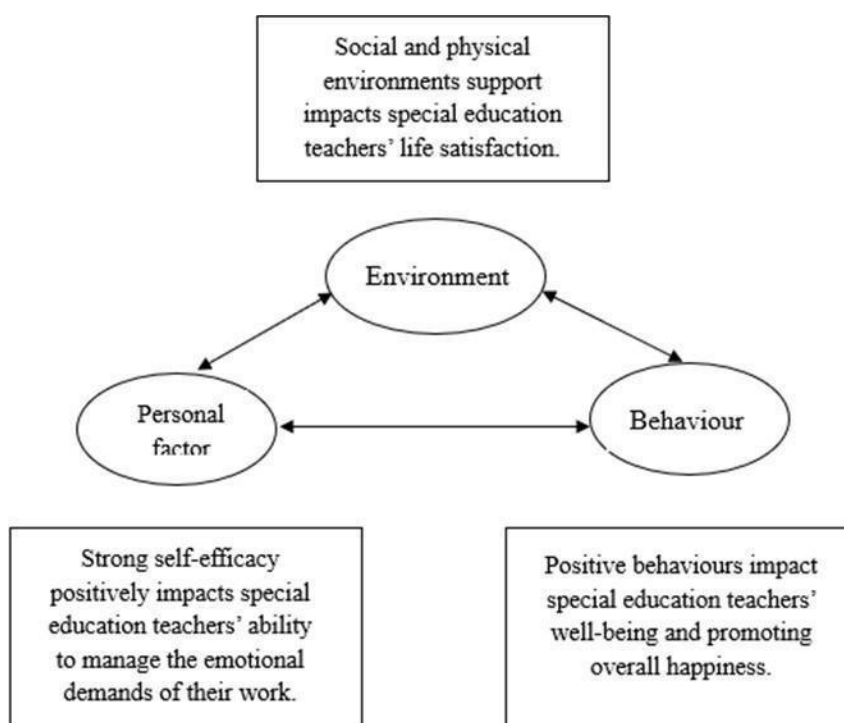


Figure 2. Theoretical Framework

The theoretical framework for this study is grounded in Social Cognitive Theory (SCT), developed by Albert Bandura, which provides a comprehensive lens to explore the subjective well-being (SWB) of special education teachers in Sarawak. SCT is a framework that describes how individuals learn and behave based on three fundamental elements (Reichenberg et al., 2023). The three fundamental elements are personal factors, environment and behaviour. Personal elements

include ideas, emotions, and beliefs regarding self-efficacy. Environmental elements include both social and physical aspects, while behavioural factors include the actual actions conducted (Carillo, 2010).

Self-efficacy is an important aspect of SCT, refers to an individual's belief in their ability to do certain things where it is under the personal factors (Carillo, 2010). According to Fu et al. (2022), there is a great positive relationship between self-efficacy and subjective well-being. Individuals with high self-efficacy tend to have higher levels of subjective well-being. This is especially obvious among teachers, where increased self-efficacy in working required responsibilities relates with improved satisfaction and general well-being. Self-efficacy plays an important role in managing the emotional and practical demands of special education teachers. Fu et al. (2022) strongly supports the importance of self-efficacy in special education teachers. Special education teachers with strong self-efficacy show more resilience and adaptability when facing workplace challenging. This increased self-efficacy helps teachers develop good coping mechanisms while facing problems, which lead to better personal and professional outcomes (Fu et al, 2022).

Additionally, environmental factors are one of three connected elements that determine how people behave (Carillo, 2010). Environmental influences can be classified into two categories which are social and physical settings. The social environment consists of family members, friends, and colleagues, whereas the physical environment consists of factors such as room size, temperature, and resource availability. Importantly, SCT states that the relationship between environment and behaviour is directed, with individuals choosing and shaping their environment while being influenced by it (Carillo, 2010). According to Carillo (2010), support from the social environment is an important role in developing resilience. While Liu et al. (2022), also stated that the quality of physical settings and accessible resources have significant effects on resilience development. Apart from that, McNally (2020a) also strongly supports that environmental factor plays an important role in developing teacher resilience. A positive school culture is important for teacher retention and decreased stress because it develops trust and mutual respect. Teachers who work in supportive organisational settings express much lower stress levels and higher job satisfaction. School access, including strong interactions and a supportive organisational environment, is crucial for teachers' well-being.

Furthermore, behavioural factors have an unbreakable connection to both personal and environmental factors in SCT's triadic framework. Research shows that behavioural factors primarily focus on issues of use, adoption, and performance (Carillo, 2010). Importantly, behavioural changes rely on several factors such as self-efficacy, result expectations, and self-regulation (Liu et al., 2022). However, studies reveal that past experiences increase behavioural outcomes, which in then influence future behaviours in a continual cycle (Carillo, 2010). Furthermore, research shows that social support influences behavioural outcomes through self-efficacy, which serves as a mediator component in successfully completing behaviours (Fu et al, 2022). Apart from that, teaching experience, willingness to try new methods, and knowledge establishment all contribute to emotions of confidence, indicating a link between previous experiences and future behaviours.

The alignment of SCT with this study's objectives underscores its importance. This study explores how personal beliefs, environmental difficulties, and behavioural techniques influence special education teachers' subjective well-being. The positive relationships between self-efficacy, social support, and coping mechanisms provide actionable insights into how special education teachers in Sarawak might improve their subjective well-being and performance. SCT offers an effective framework for interventions focused on promoting resilience and maintaining emotional health in this crucial but demanding profession.

1.8 Definition of term

1.8.1 Subjective Well-Being

1.8.1.1 Conceptual Definition

Subjective well-being (SWB) is a broad concept that includes how people perceive and evaluate their lives, with three major components which are emotional balance, life satisfaction, and overall happiness. Emotional balance includes the existence of positive feelings like happiness and fulfilment as well as the absence of negative emotions like despair and anxiety. Life satisfaction is an impression of one's life, reflecting how full and meaningful people believe their lives to be. Overall happiness is a wide word that includes both emotional experiences and life satisfaction, reflecting a general sense of well-being and satisfaction in life. These factors, used and highlight the subjective nature of well-being, emphasising the significance of personal views and feelings in defining an individual's quality of life (Das et al., 2020).

1.8.1.2 Operational Definition

Subjective well-being (SWB) refers to an individual's personal evaluation of their happiness, life satisfaction, and emotional balance. SWB is measured in this study using the personal experiences of special education teachers in Sarawak, such as their perceptions of both positive and negative emotions, job satisfaction, and ability to maintain emotional resilience while dealing with the challenges of their job.

1.8.2 Special Education Teachers

1.8.2.1 Conceptual Definition

Special education teachers are professionals who are trained to support students with special educational needs (SEN) by developing and implementing Individualised Education Plans (IEPs) that suit to each student's specific talents and problems. Their responsibilities involve identifying SEN students' abilities, developing strategies to improve their functional, academic, and behavioural skills, and working with parents, school personnel, and other professionals to ensure that these students receive a quality education. Additionally, they work on learning challenges, provide changes, and track progress to help SEN students to reach their full potential in specialised educational environments (Isa & Toran, 2024).

1.8.2.2 Operational Definition

Special education teachers refer to both primary and secondary teachers who have been specifically trained and are responsible for teaching students with a variety of special needs, such as cognitive disabilities, learning disabilities, autism spectrum disorders, physical disabilities, and emotional or behavioural issues. For this study, the word refers to Sarawak teachers who work in special education settings, providing individualised learning strategies and support to students with special educational needs.

1.8.3. Coping Mechanisms

1.8.3.1 Conceptual Definition

Coping mechanisms refer to the strategies and methods that individuals used to manage stress, emotional challenges and difficult situations that happens in their lives. In the context of teachers, especially for special education teachers, coping mechanisms are important for handling and managing unique stressors that related to their roles. Coping mechanisms can include seeking social support, engaging in self-care activities, and using problem-solving techniques to solve unique difficulties (Jackson & Parker, 2023).

1.8.3.2 Operational Definition

Coping mechanisms are how individuals deal with stress, emotions, and challenging situations. These methods may include ideas, feelings, or behaviours to help manage obstacles and maintain an emotional balance. Whenever something difficult happens, our mind and body try to find ways to feel better or make things easier to manage.

1.9 Significant of study

Subjective well-being (SWB) is important because it reflects people's mental and emotional health, which promotes positive relationships, productivity, and resilience. It provides a thorough understanding of well-being by including components such as happiness, life satisfaction, and emotional balance (Voukelatou et al., 2020). According to Das et al. (2020), SWB is how people perceive and evaluate their lives, with their emotional experiences, life satisfaction, and overall happiness. In the context of education, Fu et al. (2022) stated that SWB is particularly relevant to the teachers as it directly influences teachers' mental health, job satisfaction, and overall effectiveness in the classroom. Teachers' SWB, particularly among special education teachers, is important to their professional performance because it improves their engagement, motivation, and ability to handle particular challenges that come with teaching children with special needs (Fu et al., 2022). These teachers are able to build encouraging learning environments when they have high levels of SWB, which enhances student engagement and academic achievement. In addition, teachers with strong SWB provide good coping mechanisms and role models for their students, which might affect their social and emotional growth (Fu et al, 2022).

Apart from that, this study is significant because it could educate policymakers and school administrators on the importance of supporting special education teachers' SWB. By identifying key challenges and effective coping mechanisms, this research can help design targeted interventions to improve teachers' mental health and job satisfaction (Jackson & Parker, 2023). These insights are crucial for increasing teacher retention, decreasing burnout, and creating a more positive and resilient teaching environment. By addressing both teachers and student's needs, this research not only enhances the quality of life for teachers but also ensures better learning outcomes for students with special needs, ultimately contributing to the overall improvement of special education in Malaysia (Jackson & Parker, 2023). Identifying and understanding subjective well-being (SWB) among special education teachers is critical for counsellors because it provides useful insights into the mental and emotional issues that teachers experience in this critical field. Counsellors may use this knowledge to create personalised support systems, interventions, and coping methods to boost teachers' resilience, job satisfaction, and emotional well-being. Counsellors may help special education teachers in developing better coping mechanisms, reducing burnout, and improving their overall well-being by identifying the elements that influence SWB, such as social support, self-efficacy, and workload stress. This not only benefits teachers but also helps to create a good and sustainable learning environment for students with special needs. Understanding the SWB of special education teachers becomes essential for counsellors who want to provide appropriate guidance and encouragement for the mental health of teachers in this critical field.

1.10 Limitation

This study limitations were potential sample bias. Apart from that, this study focused on the experiences of special education teachers in Sarawak, rather than general teacher populations or other professions. Focussing entirely on the experiences of special education teachers provided detailed insights into their subjective well-being, which is fundamental to the study's objectives. The scope was limited to understanding the challenges that these teachers confront, the factors that influence their subjective well-being, and the coping mechanisms they use. This approach remained the most practical way to answer the research questions and complete the study within the limits.

1.11 Summary

The purpose of this study was to explore the subjective well-being (SWB) of special education teachers in Sarawak. This chapter had provided a thorough overview of SWB, its components, and the issues that these teachers encounter in their professional settings. It emphasized the importance of knowing the elements that influence teachers' emotional balance, life satisfaction, and happiness, as these elements were important to their resilience and effectiveness in managing the demands of their jobs.

This study was to provide significant insights into Sarawak special education teachers by exploring their experiences of SWB, to identify key challenges, and to investigate the coping mechanisms. These insights were meant to guide strategies and initiatives that improve teachers' quality of life as well as the learning environments for students. Finally, the findings will help to promote resilience and emotional well-being in this crucial profession.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The goal of this literature review was to examine into previous research on the subjective well-being (SWB) of special education teachers, specifically in Sarawak. The review of previous research was an important factor that motivates the researcher to undertake this study. The researcher delved into this study properly by using previous research as a guideline to focus on the research being conducted. Each literature review conducted represents findings from past research that related to this research topic. In addition, this chapter also provided a detailed and in-depth exploration of the subjective well-being of special education teachers in Sarawak, which can serve as a reference for future researchers.

2.2 Social Cognitive Theory (SCT)

Bandura developed the Social Cognitive Theory (SCT), which provides a strong framework for analysing human behaviour in a variety of circumstances, including education. SCT emphasises the dynamic interaction of personal, behavioural, and environmental factors, implying that individuals can influence their actions and outcomes through self-regulatory processes (Passanisi et al., 2022b; Reichenberg, 2023). The concept of self-efficacy is central to this theory where it relates to an individual's belief in their capacity to do certain tasks or achieve desired goals (Reichenberg, 2023). This belief is important for Sarawak's special education teachers because their ability to handle stress, adapt teaching strategies, and maintain emotional balance has a direct impact on their subjective well-being and professional success.

Self-efficacy is a key factor influencing teacher behaviour and effectiveness (Passanisi et al., 2022b; Reichenberg, 2023). Individuals with high self-efficacy are more likely to put out effort, maintain in the face of adversity, and achieve their objectives, according to SCT (Reichenberg, 2023). In Sarawak's special education setting, teacher self-efficacy (TSE) plays an important part in handling issues such as managing varied student needs, balancing administrative tasks, and creating a supportive learning environment. Bandura identified four primary sources that influence self-efficacy which are, mastery experiences, vicarious experiences, verbal persuasion and physiological and emotional states. Mastery experiences, where success strengthens, and failures affect it. Vicarious experiences, which involve observing others perform tasks successfully. Verbal

persuasion, where encouragement and feedback reinforce confidence and physiological and emotional states, where positive emotions enhance, and stress reduces self- efficacy (Reichenberg, 2023). Among them, mastery experiences have the greatest impact on special education teachers because their personal successes in changing ways of teaching and dealing with classroom problems develop resilience and confidence.

Teacher self-efficacy has an important effect on educational outcomes and student results (Passanisi et al., 2022b; Reichenberg, 2023). Teachers with high self-efficacy are more likely to use innovative and inclusive teaching approaches, effectively manage classroom behaviour, and adapt education to fit the needs of diverse students (Reichenberg, 2023). In Sarawak, where cultural variety and limited resources provide particular obstacles, strong self- efficacy enables special education teachers to develop adaptable learning practices and maintain a good classroom environment. On the other hand, teachers with low self-efficacy may struggle with these activities, resulting in poorer student performance (Passanisi et al., 2022b).

The effects of SCT for this study highlight the need of promoting self-efficacy among Sarawak's special education teachers through professional development and support. Programs that offer mastery experiences, model successful teaching, provide constructive criticism, and address emotional resilience can help teachers overcome problems while maintaining their subjective well-being. This study uses SCT to investigate how self-efficacy, environmental difficulties, and behavioural strategies influence the subjective well-being of special education teachers in Sarawak, resulting in practical knowledge to improve their professional and personal resilience (Passanisi et al., 2022b; Reichenberg, 2023).

2.3 Subjective Well-Being (SWB)

Subjective well-being has 3 key components which are emotional balance, life satisfaction, and overall happiness (Das et al., 2020). Emotional balance refers to the presence of positive emotions and the absence of negative emotions such as anxiety and despair. Individual's cognitive assessment of their life's meaning and fulfilment reflects on their life satisfaction, while overall happiness combine both emotional experiences and cognitive evaluations and offering holistic measure of well-being. Understanding SWB is important for identifying the psychological and emotional needs of individuals, especially for special education teachers.

Existing research emphasises the importance of SWB in improving mental health and life quality. SWB is especially important for special education teachers, who deal with high levels of stress and emotional pressure in their jobs. These teachers' well-being can lead to changes because of the demands of their profession, which includes managing varied student needs and overcoming organisational challenges. According to research, improving SWB not only protects their mental health but also enhanced job, promote resilience, and efficacy in completing their responsibilities (Fu et al., 2022). By focussing on their own well-being, special education teachers can maintain the emotional and emotional balance required to work well and make a positive difference in their students' lives.

2.4 Challenges Faced by Special Education Teachers

Special education teachers face various unique challenges that particularly impact their SWB. These include the emotional stress, heavy workloads, lack of resources and insufficient administrative support (McNally, 2020a; Watkins, 2024). Teachers are not only teaching in the classroom, but they also need to manage individualized education plans, address behavioural and emotional issues, and perform administrative duties where it could also lead to physical and emotional exhaustion (Jackson & Parker, 2023).

Teachers' retention and burnout are also one of the challenges that special education teachers faced. High levels of stress and insufficient coping mechanisms will contribute to increase the rates of teacher turnover. Burnout relates with low job satisfaction, poor teaching quality, and decreased student engagement (Jackson & Parker, 2023). Research also reveals that work-related stress negatively affects teacher retention, their overall job satisfaction and student outcomes. The various aspects of their roles often result in increased stress and decreased job satisfaction (McNally, 2020a).

Limited access to learning resources and limited administrative support increase the challenges that special education teachers confront, especially in rural areas (Watkins, 2024). Therefore, challenges are especially apparent in rural areas where limited resources and support increase stress levels. Special education teachers frequently claim a lack of support from school management and insufficient resources to satisfy their students' unique needs where this can lead to feelings of incompetence and dissatisfaction as they may feel unprepared to provide the essential support.

Teachers also often suppress their emotions in order to maintain a supportive and happening environment for their students. Managing students with various unique needs and behavioural challenges will lead to emotional exhaustion and burnout (Wu et al., 2020). Emotional exhaustion is defined as feelings of being drained and stressed out, which can be caused by the ongoing need to address students' emotional and educational demands (Jackson & Parker, 2023). The cycle of burnout can be particularly concerning since it affects not just teachers' well-being but also their efficacy in the classroom, leading to a decrease in student engagement and learning outcomes.

2.5 Coping Mechanisms for Enhancing Subjective Well-Being (SWB)

Effective coping mechanisms are necessary for dealing with the difficulties that come with teaching special education. Self-care routines, such as regular exercise, mindfulness, and stress management programs, are essential for improving both physical and mental health (McNally, 2020a). These coping mechanisms not only help teachers stay healthy but also increase their capacity to deal with daily challenges. Participation in professional development programs and workshops also helps teachers learn the skills needed to manage difficult situations, improve their teaching techniques, and boost their self-efficacy and resilience (Fu et al., 2022). These learning opportunities develop a sense of competence and confidence in teachers, allowing them to meet challenges with greater flexibility and handle every aspect of their roles more effectively.

Social support from colleagues, administrators, and family members is important for lowering stress and promoting emotional resilience, making it an important part of a teacher's coping strategy (Liu et al., 2022). This support network provides teachers encouragement, understanding, and common knowledge that reduce the emotional weight of their work. Furthermore, providing an environment that promotes health through professional development opportunities and strong support networks improves the general well-being of special education

teachers. Schools may help teachers resolve the emotional and job challenges of their roles by developing these networks and providing resources for self-care and skill development.

Albert Bandura's Social Cognitive Theory (SCT) provides a solid framework for understanding how personal, environmental, and behavioural factors interact to influence behaviour and learning. In the context of education, SCT emphasises the relevance of personal characteristics, particularly self-efficacy, which refers to confidence in one's ability to achieve. Teachers with high self-efficacy are more able to deal with workplace challenges and maintain a positive attitude, which directly contributes to increased subjective well-being (SWB) (Fu et al., 2022). Behavioural aspects, such as using good time management strategies and being open to embrace creative instructional approaches, also have an impact on teachers' resilience and professional performance. Past experiences impact future behaviours, creating a continual cycle of learning and adaptation, which helps teachers manage stress and increase their efficacy (Carillo, 2020).

Environmental factors are equally important in influencing teachers SWB. Supportive organisational environments, such as positive school environment, enough resources, and colleague trust, help to reduce stress and improve job satisfaction. Such environments encourage collaboration and promote well-being, which improves teacher retention and performance (Sawatske et al., 2024; McNally, 2020a). A healthy school environment and availability to resources not only reduce stress but also give teachers with the resources they need to stay resilient and active in their profession.

Research has shown that SCT's approach to include personal, environmental, and behavioural elements is very significant in the field of special education. Teachers with high self-efficacy are able to overcome the challenges of special education teaching, apply successful teaching methods, and maintain emotional balance (Fu et al., 2022). Furthermore, a supportive school environment and strong social support networks improve resilience and job satisfaction. The combined influence of these elements is consistent with the concepts of SCT and provides useful insights into how teachers might be supported in maintaining a positive mental state and effectively managing the challenges of their work.

2.6 Previous Research on Subjective Well-Being among Special Education Teachers

Based on the past research conducted by Fu et al. (2022) on the Subjective Well-Being (SWB) of Special Education Teachers in China: The Relation of Social Support and Self-Efficacy, highlights several gaps that this study seeks to address. Fu et al. (2022) used quantitative methods to study the relationship between social support and self-efficacy among Chinese special education teachers. While their research gave useful insights into the relationships between these characteristics, it lacked the range and depth of understanding that a qualitative approach can bring, particularly in terms of teachers' personal experiences and coping mechanisms. Furthermore, the geographical and cultural background of Fu et al.'s study differs greatly from Malaysia, where cultural values and an educational system emphasising diversity and tolerance may influence teachers' subjective well-being. Furthermore, their findings do not take into consideration cultural differences, which have a major impact on teacher well-being across settings. Azrizal and Saili (2024) show how cultural values highlighting tolerance and community support create acceptance and positivity among special education teachers in Malaysia, especially when faced with problems. This cultural variation emphasises the necessity for localised research to investigate how these various elements influence SWB in Malaysian contexts.

Another important weakness is the lack of focus on qualitative, thorough evaluations that reveal teachers' subjective perspectives. While studies such as Watkins (2024) address concerns such as lack of resources and administrative support in rural education settings, they do not dive into the complex interaction of personal, environment, and behavioural aspects that influence teacher well-being. Furthermore, existing research often ignore certain strategies teachers use to maintain resilience in facing challenges. My research addresses these gaps by focussing on Sarawakian special education teachers and analysing their personal experiences, key challenges and coping mechanisms in order to get a better understanding of their well-being.

Empirical studies have thoroughly investigated the obstacles that special education teachers confront, but significant research gaps exist, particularly in particular areas like Sarawak. For example, Fu et al. (2022) did a quantitative study in China to investigate the association between social support, self-efficacy, and subjective well-being. However, the study's quantitative technique limits its ability to accurately represent teachers diverse lived experiences and coping mechanisms. Similarly, Watkins (2024) studied rural special education environments, emphasising the importance of resources and administrative support, but did not reflect for cultural variations

that are important in varied places such as Sarawak. These studies show the global significance of these challenges, but they also highlight the importance for specific, qualitative research to provide more in-depth insights.

In Malaysia, Azrizal and Saili (2024) shed light on special education teachers' positive attitudes, connecting their resilience to cultural values that emphasise diversity and community support. While Fu et al. (2022) study provides significant insights, it does not go thoroughly into teachers' individual coping mechanisms and subjective experiences, especially in Sarawak's unique cultural and educational setting. These gaps in the literature highlight the importance of doing research that takes into account both the contextual and cultural factors that influence teachers' SWB and coping strategies.

Through the use of a qualitative methodology, my research provides an in-depth exploration of the subjective experiences, key challenges and coping mechanisms of special education teachers in Sarawak. This method not only supports the larger insights provided by quantitative research such as Fu et al. (2022), but it also helps fill the knowledge gap in understanding the cultural and contextual aspects unique to Malaysia. The study's objectives, which include conducting in-depth interviews, are to investigate the unique challenges these teachers face and to discover effective coping mechanisms they use to maintain their SWB. This study aims to give stakeholders with concrete insights into how to effectively support the well-being of Malaysian special education teachers.

2.7 Summary

This literature review explored the subjective well-being (SWB) of special education teachers, with a focus on issues such as emotional stress, severe workloads, burnout, and low resources, particularly in rural settings such as Sarawak. Coping mechanisms, such as self-care, professional development, and social support, were critical for increasing resilience and job satisfaction. Albert Bandura's Social Cognitive Theory (SCT) emphasized the relevance of self-efficacy and supportive surroundings in promoting well-being. Despite previous study, researchers still do not fully comprehend Sarawakian teachers' personal experiences and cultural circumstances. This study addresses these gaps using a qualitative approach, with the goal of providing useful insights for improving teacher well-being and educational outcomes.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of my study was to explore and understand the lived experiences of special education teachers in Sarawak. By focussing on their personal and professional experiences, I aim to capture the essence of the challenges, opportunities, and unique perspectives that these teachers face in their current roles. This chapter explains the research methodology used to conduct the study. It focused on the research design, target population, sampling procedure, data collection method, trustworthiness, data cleaning, ethic of study and summary.

3.2 Research Design

Phenomenology was used to explore and understand the subjective experiences of Special Education Teachers in Sarawak on their well-being. The goal was to gather every aspect of these teachers' lived experiences, including how they viewed and handle challenges and coping techniques. According to Hossain et al. (2024), phenomenology aims to define "what" and "how" participants experienced it, with a focus on those involved's subjective experiences. Semi-structured interviews are often employed in research designs because they allow participants to freely express their thoughts and feelings while providing the researcher with rich, qualitative data. The study usually uses inductive thematic analysis to uncover similar themes throughout participant responses, which helps in understanding the incident from several perspectives (Hossain et al., 2024).

3.3 Research Population

In the framework of qualitative research using a phenomenological approach, the target population consisted of people who experienced the event under research and may contribute insights based on their personal experiences. The target population for this study consisted of Special Education Teachers in Sarawak. They were selected to provide in-depth insights into their unique experiences and perspectives. These teachers were expected to bring a variety of ideas depending on their levels of expertise, educational contexts, and backgrounds, providing a full understanding of the phenomenon during questioning. To achieve a representative sample, the selection criteria prioritize currently employed teachers with experience in special education.

3.4 Research Sampling

The sample for this study consists of 7 Special Education Teachers in Sarawak. The sample is selected using snowball sampling, which was a non-probability sampling technique. Snowball sampling was appropriate for studies targeting specific groups, particularly those that are not easily accessible. Initially, a small number of teachers will be approached, and these teachers will then refer to other potential participants who meet the inclusion criteria for the study.

3.4.1 Sample Technique

The sample was chosen using snowball sampling technique. This approach was particularly useful when the population is specialized or hard to reach. Initially, the researcher contacted a few Special Education Teachers who fit the inclusion criteria. These participants then asked to refer to other teachers who met the study's criteria. This technique helped to build a network of participants, allowing access to teachers who may not be easily identifiable through other sampling methods.

3.4.2 Sample Size

The sample size for this study was 7 participants. A small sample size was typical for phenomenological studies, as the aim was to gain deep, detailed insights from each participant. The target population for this study consists of Special Education Teachers in Sarawak. Using snowball sampling, 7 participants were selected, with data saturation determined the final sample size. Creswell suggests a sample size of 3 to 25 individuals for phenomenological studies (Sarfo et al., 2021a). This range allowed for rich, in-depth data collecting while taking into account the possibility of data saturation. The concept of data saturation plays an important role in qualitative research. Researchers continue sampling until no new information is discovered, which may require extending the sample size beyond early estimates (Sarfo et al., 2021a).

3.5 Data Collection Method

A semi-structured interview was a flexible qualitative research method that combines prepared questions with the ability to delve deeply into participants' responses. It provided a guide to focus on important topics while allowed for follow-up questions based on what participants say. This approach facilitate the collection of deep personal experiences and environmental insights. Ruslin et al. (2022) emphasise the ability to balance structure and

adaptability, making it an important instrument for gathering rich qualitative data. The interviews will be performed in a conversation's way, with open-ended questions related with the research objectives and questions.

3.6 Trustworthiness

To ensure the study's credibility, multiple methods were implemented. Credibility was built through continuous interaction with participants and member verification, allowed the researcher to ensure that the data correctly reflected the participants' actual experiences. Transferability was achieved by providing an accurate description of the participants' environment and experiences, allowing the findings to be applied to similar contexts. For dependability, the researcher kept an in-depth record of all data collecting and analysis methods to ensure consistency and reliability throughout the study. Finally, confirmability was ensured by the researcher reflecting on their own biases and working to ensure that the findings were formed by the participants' experiences rather than the researcher's beliefs.

3.7 Ethics of Study

Ethical methods of study were essential for maintaining participants' rights and well-being, included concepts such as informed consent, confidentiality, beneficence, and honesty. Informed consent ensures that participants actively participate in the study while fully understanding its objective and scope. Confidentiality protects their personal information and sensitive data, ensuring their identities stay secure. Beneficence encouraged researchers to minimised damage while maximising benefits, encouraging participant satisfaction throughout the study. Honesty and integrity are essential for avoiding lies and ensuring that study findings correctly reflect the process and consequences. These ethical norms foster confidence between researchers and participants, increasing the research's credibility and social worth (Kang & Hwang, 2021).

3.8 Summary

This study explored the lived experiences of Special Education Teachers in Sarawak, focussing on their personal and professional challenges, opportunities, and coping mechanisms. Using a phenomenological method, the study seeks to capture the fundamentals of these teachers' subjective experiences, including how they deal with multiple challenges in their positions. Next, a snowball sampling technique was used to choose a sample of 7 teachers, ensured that this specialised group provides various points of view. Data will be gathered through semi-structured interviews, allowed for in-depth examination of participants' responses. Trustworthiness will be maintained through measures such as member verification, detailed documentation, and researcher reflection on bias. Apart from that, participants' rights and well-being will be protected by ethical principles such as informed consent, confidentiality, beneficence, and honesty.

CHAPTER 4 FINDINGS

4.1 Introduction

In this specific chapter, the researcher mainly explained the findings from the in-depth interviews with 7 special education teachers in Sarawak. In this chapter also, there would be themes that were presented according to the research questions of this study.

4.2 Background of Respondent

Respondent	Age	Year of Experience	Special Education Teachers in Sarawak	Currently Employed Teachers with Experience in Special Education
R1	37	11	Tuition Centre, Kuching, Sarawak.	Yes
R2	25	2	Tuition Centre, Kuching, Sarawak.	Yes
R3	37	5	Tuition Centre, Kuching, Sarawak.	Yes
R4	33	8	SK Pendidikan Khas, Sibu	Yes
R5	23	2+	Tuition Centre, Kuching, Sarawak.	Yes
R6	37	2	Tuition Centre, Kuching, Sarawak.	Yes
R7	30	7	SK Combined, Kuching, Sarawak.	Yes

Table 1. Background of respondent

Based on the table above, it can be seen that all the respondents are based in Sarawak and currently employed teachers with experience in special education. For R1, she is a 37 years old special education teacher who has about 11 years' experience. She is currently employed teacher with experience in special education based in Kuching, Sarawak. As mentioned in line number 8 and 9, she is the founder of Kelas Intensif Cikgu Fatin (KICF). Moreover, in line number 12 and 13, she mentioned that she mostly teaches Bahasa Melayu, basic reading (asas membaca) for special students. Apart from that, in line number 16 and 17, she also mentioned that she teaches basic things like writing and social skills.

For R2, she is 25 years old special education teacher who has about 2 years' experience. She is currently employed teacher with experience in special education based in Kuching, Sarawak. As mentioned in line number 9, she is currently teaching in the tuition center KICF. Apart from that, she also mentioned in line number 9 and 10 that most of the time she teaches English.

For R3, she is a 37 years old special education teacher who has about 5 years' experience. She is currently employed teacher with experience in special education based in Kuching, Sarawak. She is also a teacher at the tuition center, KICF. As mentioned in line number 9-11, she has teaching experience as a substitute teacher, a tuition teacher, and has also taught several students with special needs. Apart from that, in line number 13-16, she mentioned that she has teaching experience in the subject Bahasa Melayu, Science, Mathematics and PSV but most of the time she teaches Mathematics and Science because that is her field.

For R4, she is a 33 years old special education teacher who has about 8 years' experience. She is currently an employed teacher with experience in special education based in Sibu, Sarawak. She is a teacher at PPKI, Sibu. As per mention in line number 11-15, she has experience in teaching hearing disability student. But for now, she teaches learning disability students, and she also major in special education of learning disability in IPG. Furthermore, she mentioned in line number 18 and 19, that she teaches subject Mathematic for hearing disability for year 2 students. In line number 19-21, she mentioned that now she teaches subject Bahasa Melayu, Pengurusan Diri and Kemahiran Manipulatif for learning disability students. Apart from that, in line number 23 and 24, she mentioned that most of the time she teaches learning disability because it is her major.

For R5, she is a 23 years old special education teacher who has about 2 years plus experience. She is currently an employed teacher with experience in special education based in Kuching, Sarawak. She is also a teacher at the tuition center, KICF. She mentioned in line number 9 that she lived in Kuching, Sarawak. Apart from that, in line number 12, she mentioned that she teaches Mengaji, Jawi and Bahasa Arab. Most of it is Pendidikan Islam. For R6, she is 37 years old special education teacher who has about 2 years' experience. She is currently employed teacher with experience in special education based in Kuching, Sarawak. She mentioned in line number 12 that she teaches subject Mathematics. In line number 14, she mentioned that she teaches a tuition center in Kuching. She is also one of the teachers in KICF.

Last but not least, R7 is a 30 years old special education teacher who has about 7 years' experience. He is currently an employed teacher with experience in special education based in Kuching, Sarawak. In line number 3 and 4, he mentioned that he came from Kuching, Sarawak. Apart from that, in line number 4 and 5, he also mentioned that he is now currently teaching at SK Combined in PPKI Integrasi. In line number 5-8, he mentioned that in teaching and learning, it almost takes him around 13 years in special education field whereas 5 years in Institute of Teacher Education as known as Maktab Perguruan and 7 years' service in special education field. Moreover, in line number 9-12, he mentioned that the first time he posting as a teacher was at SK Pendidikan Khas, Sibul, with hearing disability students. At that time, he said that he learned new things such as sign language. While at line number 12 and 13, he mentioned that when he came back to Kuching, he got back at his own course which is learning disability.

4.3 Themes

4.3.1 Research Question 1: What are the experiences of subjective well-being among special education teachers in Sarawak?

THEMES	SUBTHEMES
Professional Fulfillment	Seeing student progress
	Emotional attachment and trust from students
Meaning-Making in Teaching	Making a difference in students' lives
	Non-academic growth like behavior and social skills
Emotional Satisfaction	Students' achievements validate effort
	Enjoyment in student interaction

Table 2. Themes for RQ1

4.3.1.1 Theme 1: Professional Fulfillment

This theme captured the depth of accomplishment that special education teachers felt when they witnessed positive outcomes in their students. Lot of people thought that these feelings might rooted in both academic improvements and the emotional growth of their own students. It became a reaffirmation of their role as teachers who made a meaningful difference despite the challenges that they faced.

4.3.1.1.1 Subtheme 1: Seeing Student Progress

Teachers shared their stories where they were witnessing student achievements, even small progress had strengthened their purpose and dedication as a teacher. The ability to guide special need students to make even simple improvements like reading aloud or writing a word was one of an achievement. These moments not only reflected academic success but also the emotional investment and dedication the teachers had made and put into each of their students' journey. They served as reminders of the teacher's influence on the student's development and acted as motivation to continue in the field.

R2, Lines 23–25	<i>“One day a student who rarely spoke and who rarely read my book sentences, they finally can read a full sentence aloud. I was so proud and emotional at that moment.”</i>
R4. Lines 61-65	<i>“Contohnya, hari itu saya mengajar untuk BM, untuk hari Isnin sampai Ahad. Lepastu untuk murid masalah pembelajaran, autism, dia dapat menghafal itu hari ejaan Isnin sampai Ahad. Saya berapa kali kah, 2 hari kah saya ajar lepastu dia dapat hafal sampai sekarang. Kalau kami macam menyebut Isnin dia dapat menulis ejaan itu.”</i>

Table 3. Quotes for theme 1 subtheme 1

4.3.1.1.2 Subtheme 2: Emotional Attachment and Trust from Students

Many teachers described how students' trust and attachment were so valuable than academic achievement. When students opened up emotionally or began to initiate interactions, teachers took this as an indicator that they had succeeded in creating safe and comfortable environment for the students. These attachments were especially meaningful when they came from students who are hard to approach, emotionally reactive, or showed signs of development delays. Teachers emphasized how these kinds of bonds from their students provided a sense of validation and deepened their emotional connection.

R1. Lines 63-65	<i>"Tapi, paling yang buat saya rasa bangga, social skill mereka improve dan mereka attach dengan saya."</i>
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Table 4. Quotes for theme 1 subtheme 2

4.3.1.2 Theme 2: Meaning-Making in Teaching

This theme reflected how teachers found that personal meaning and identity in their teaching profession. They do not see teaching as just teaching knowledge but as a transformative role that helped to shape the lives of their special need students.

4.3.1.2.1 Subtheme 1: Making a Difference in Students' Lives

Teachers stated that their satisfaction came from being able to change their students' lives for the better. They described their roles as teachers as ones that go beyond academics such as contributing to students' transformation, whether it was academic or behavioral, it contributed to a deeper sense of purpose. In many cases, teachers described that their motivation and commitment were based on the knowledge that their presence had an actual impact on a child's quality of life.

R2. Lines 42-43	<i>"For me, success to me means making difference in my students' lives. That's what keeps me going and give me purpose."</i>
R3. Lines 47-49	<i>"Jadi, kemenjadian mereka itu bukan dari segi kecermelangan sahaja semata-mata tapi dalam diri mereka jugak. Itu adalah salah satu yang sangat-sangat bererti lah bagi seorang guru"</i>

Table 5. Quotes for theme 2 subtheme 1

4.3.1.2.2 Subtheme 2: Non-Academic Growth like Behavior and Social Skills

Students' behavioral improvement, emotional regulation, and ability to socialize were taken as meaningful achievements. Teachers saw these developments as basic skills that would support the students throughout their life. It stated to them that their work mattered in overall growth, not just by the exam results. This also aligned with the goal of special education, where basic skills and quality of life were prioritized. Teachers also recognized that being able to help students learned how to manage their own emotions, were able to interact with others or even expressed their basic needs was an achievement in progress.

R1. Lines 63-68	<i>“Tapi, paling yang buat saya rasa bangga, social skill mereka improve dan mereka attach dengan saya. Seperti yang kita tahu, student special ini kadang-kadang tak suka atatch dengan orang luar. Tapi, bila dia attach dengan kita maksudnya dia bagi kepercayaan dengan kita. Secara peribadinya, awak disayangi oleh mereka.”</i>
R3. Lines 45-47	<i>“Bukan sekadar, sebagai seorang guru itu kita bukan sekadar untuk mengajar, kita juga perlu mendidik mereka dari segi mereka punya adab, akhlak.”</i>

Table 6. Quotes for theme 2 subtheme 2

4.3.1.3 Theme 3: Emotional Satisfaction

This theme captured the everyday ups and downs emotional experiences that arose from teaching special education. Teachers frequently reported moments where the connection they shared with their student's brought happiness, laughter, and also emotional warmth. These small daily interactions between teachers and students were described as therapeutic to their emotional well- being.

4.3.1.3.1 Subtheme 1: Students' Achievements Validate Effort

Teachers felt their efforts were validated when students can be independent and achieved something they had previously struggled with. These achievements, even if they were small, were very emotionally fulfilling and strengthened their dedication. It reinforced the belief that their hard work, patience and consistent support were making a meaningful difference. Seeing a student succeed eventually made the teachers feel proud in a way that really mattered to them personally.

R1. Lines 45-51	<i>"Tapi, apabila student itu menjadi, ataupun ada proses, proses maksudnya daripada tak boleh jadi boleh, daripada tak tahu jadi tahu. Itu adalah benda yang buatkan saya rasa sangat-sangat happy. Walaupun orang kata sekecil-kecil perkara. Sebab, benda yang sekecil-kecil perkara tu memang patut diraikan, dan sekecil-kecil perkara itu lah yang akan menjadi sebesar-besar perkara."</i>
R1. Lines 117-119	<i>"Ia lebih bermakna apabila from sero to hero. From nothing to something. Especially yang kita ajar daripada basic."</i>
R7. Lines 71-74	<i>"...apabila dia berjaya mencapai jangka pendek itu pun kitorang dah rasa Alhamdulillah. Itu satu kejayaan, satu kegembiraan untuk setiap guru pendidikan khas sebenarnya."</i>

Table 7. Quotes for theme 3 subtheme 1

4.3.1.3.2 Subtheme 2: Enjoyment in Student Interaction

Teachers found that their enjoyment was interacting with students, hearing their stories, and looking back at their actions. These interactions often helped the teachers to relieve stress and provided a sense of belonging and appreciation within the classroom. Teachers also mentioned that students' unique personalities and behaviors brought laughter and happiness into their life and somehow made the work less stressful.

R5. Lines 32-34	<i>"Saya paling seronok apabila berbual dengan pelajar. Mendengar cerita-cerita mereka sangat menghiburkan saya dan saya sentiasa memberi perhatian dengan sepenuh hati. Itu membuatkan saya rasa seronok."</i>
R7. Lines 37-38	<i>"Rasa seronok itu datang bila murid berkeperluan khas ini selesai untuk berkomunikasi dengan kita. Mereka tak rasa janggal atau terasing..."</i>
R7. Lines 27-29	<i>"...tapi bila pagi-pagi datang sekolah tu, kita mengimbau balik tingkah laku mereka itu, lucu sebenarnya. Sebab diorang itu kan, kalau kita pandai ambik hati, ada masa lucu."</i>

Table 8. Quotes for theme 3 subtheme 2

4.3.2 Research Question 2: What are key challenges that influence subjective well-being of special education teachers in Sarawak?

THEMES	SUBTHEMES
Lack of Resources and Infrastructure	Insufficient learning aids
Administrative Burden	Time-consuming paperwork
	Difficulty managing large caseloads
Student Behavioral and Learning Issues	Emotional meltdowns
	Diverse needs in one class
Parental Denial and Lack of Cooperation	Denying child's condition
	Not supporting learning at home

Table 9. Themes for RQ2

4.3.2.1 Theme 1: Lack of Resources and Infrastructure

Teachers often reported that their working environments were poorly resourced, especially when it came to specialized materials that were required for teaching students with special needs.

4.3.2.1.1 Subtheme 1: Insufficient Learning Aids

Teachers expressed that they often had to create their own materials or repurposed resources meant for mainstream classrooms. This eventually led to workload and caused emotional frustration, especially when students could not understand the lessons well due to lack of tools. Teachers felt that lack of resources not only limited their teaching methods but also affected their students' learning experience and outcomes.

R1. Lines 142-143	<i>"Sebab saya di sini tak ada bahan yang lengkap seperti tempat-tempat therapy yang lain."</i>
R2. Lines 48-49	<i>"...I'm having lack of resources as I have to prepare my own materials..."</i>
R3. Lines 108-110	<i>"...tempat saya yang sekarang kan, memerlukan juga lah BBM yang sesuai untuk pelajar-pelajar istimewa kan?..."</i>
R7. Lines 143-144	<i>"...cabaran paling berat adalah untuk mencari solusi bantu anak murid."</i>

Table 10. Quotes for theme 1 subtheme 1

4.3.2.2 Theme 2: Administrative Burden

The demands of paperwork and administrative tasks somehow were repeatedly mentioned as a key stressor. Teachers found that reports, individualized learning plans, and behavioral logs took time and their emotional and physical energy.

4.3.2.2.1 Subtheme 1: Time-Consuming Paperwork

Few teachers expressed that the documentation and reports left them overwhelmed and affected their focus on teaching. The quantity and due date submission often increased stress.

R2. Lines 57-59	<i>“...however making student reports monthly made me overwhelmed sometimes due to variety of progress resulted from my students.”</i>
R7. Lines 155-160	<i>“Ya, memang ada serba sedikit tugas pentadbiran yang memberi kesan. Contohnya, tugas seperti penyediaan laporan atau dokumen tertentu selalunya mempunyai tarikh akhir (due date) yang perlu dipatuhi. Jadi, apabila perlu menyiapkan tugas tersebut dalam masa yang terhad, ia boleh menjejaskan fokus terhadap pengajaran.”</i>

Table 11. Quotes for theme 2 subtheme 1

4.3.2.2.2 Subtheme 2: Difficulty Managing Large Paperwork

Balancing large number of students, each with their own specific needs and documentation requirements, often made teachers feel exhausted and overwhelmed. This burden was especially difficult for newer teachers who were still adjusting to the workload.

R1. Lines 149-152	<i>“To be honest, at the first year ataupun tahun-tahun pertama saya menjadi cikgu, benda tersebut sangat rumit, sangat rigid dan sangat menekankan lah. Sangat menegangkan jugak lah. Sebagai cikgu baru kan?”</i>
R2. Line 49	<i>“...heavy paperwok...”</i>
R2. Lines 63-64	<i>“...for me it's kind of hard for me to do personal report. Because I have to do personal report for each of the 50 students.”</i>

Table 12. Quotes for theme 2 subtheme 2

4.3.2.3 Theme 3: Student Behavioral and Learning Issues

One of the most emotionally draining challenges that special education teachers faced was dealing with various students' behavior and learning differences. Teachers reported that students might show unpredictable emotional responses, tantrums, or face severe cognitive challenges, where it usually required individual attention and custom strategies. Without proper support and training, these situations were overwhelming and decreased teachers' sense of control and confidence.

4.3.2.3.1 Subtheme 1: Emotional Meltdowns

Teachers usually faced students who experienced sudden emotional meltdowns, sometimes triggered by minor disruptions, overstimulation, or routine changes. Incidents like this not only disturbed the lesson flow but also left teachers emotionally drained, especially when they felt unprepared to calm the situation effectively. These experiences will lead to feelings of helplessness.

R1. Lines 149-152	<i>"Yes, especially when my special students are having emotional meltdowns, mental breakdowns you know? And I feel very helpless to calm them down."</i>
R3. Lines 114-117	<i>"Soalan itu, ya. Sangat-sangat. Sebab saya jenis yang kalau student itu macam ada masalah dari segi behavior dia pun, dari segi dia punya pembelajaran, saya macam sangat mengambil berat benda macam itu. Jadi benda itu jadi overthinking oleh saya. Macam saya terfikir-fikir."</i>
R4. Lines 122-126	<i>"...macam sekolah saya ada seorang murid dia selalu tantrum tiba-tiba, lepastu cikgu susah nak control, then akan rasa kecewa lah kenapa kelas saya maca mini. Sebab saya guru kelas. Kenapa murid kelas saya terlalu tantrum macam itu. Rasa kecewa lah."</i>

Table 13. Quotes for theme 3 subtheme 1

4.3.2.3.2 Subtheme 2: Diverse Needs in One Class

Managing multiple students with various learning and behavioral needs in the classroom created tension and stress for the teachers. Teachers had to come up with plans and deliver different lessons while handling behavioral management. This situation will eventually led to feelings of frustration from the teachers.

R2. Lines 49-50	<i>“...managing different learning needs at once.”</i>
R2. Lines 52-53	<i>“...because for me teaching special students, you need to have different materials than the normal students.”</i>
R3. Lines 84-90	<i>“Jadi, ia adalah satu cabaran lah bagi saya, yang kita cakap itu, macam mana kita nak control setiap student kita. Sebab setiap student, dia berbeza tahu tak, dia punya IQ, dia punya perangai. So, awak kena bersedia menghadapi variasi lah murid yang berbeza-beza. IQ, dia punya perangai, dia punya behavior, semua lah. Itu adalah satu cabaran lah untuk saya, sepanjang saya mengajar.”</i>
R6. Lines 84-88	<i>“Setakat ini, cabaran utama adalah apabila berhadapan dengan pelajar yang kita sukar kawal, terutamanya pelajar autism. Mereka mempunyai tahap yang berbeza-beza, dan ada yang berada pada tahap yang agak tinggi serta sangat hiperaktif. Memang agak mencabar untuk mengawal mereka.”</i>

Table 14. Quotes for theme 3 subtheme 2

4.3.2.4 Theme 4: Parental Denial and Lack of Cooperation

Teachers highlighted that parents' role was important to ensuring student progress. However, they encountered significant barriers when parents were unwilling to accept their children's diagnosis or failed to support learning at home. This lack of cooperation prevented intervention plans, leading to teacher stress and emotional drain.

4.3.2.4.1 Subtheme 1: Denying Child's Condition

Some parents refused to believe or acknowledge their children's special needs, which could delay important diagnoses and appropriate intervention strategies. It was frustrating for the teacher to see a child struggle while being unable to implement support because of parental resistance. This lack of acceptance and denial led to internal conflict and frustration for teachers who were trying their best to help the student.

R1. Lines 184-186	<i>"Tapi, untuk kes special need ini, anak-anak khas ini, kadang-kadang ada parents yang denial. Apabila parents denial, kita susah nak tolong. Sebab kita bukan pakar yang dapat diagnos mereka."</i>
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Table 15. Quotes for theme 4 subtheme 1

4.3.2.4.2 Subtheme 2: Not Supporting Learning at Home

In some cases, teachers felt alone in their efforts because parents did not reinforce learning or therapy routines at home. It slowed students' progress and increased teachers' frustration when homework was not completed, or basic routines were not practiced. This lack of cooperation from the parents delayed classroom strategies and limited the teacher's ability to help their students.

R1. Lines 192-194	<i>"...ada student yang lemah kita minta ibu bapa untuk pantau di rumah, tapi apabila parents tersebut tidak pantau dirumah, tidak tolong student tersebut membaca, ia akan jadi satu lagi permasalahan lah."</i>
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Table 16. Quotes for theme 4 subtheme 2

4.3.3 Research Question 3: What are coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being?

THEMES	SUBTHEMES
Personal Coping Strategies	Journaling, reading, watching anime
	Self-reflection, breathing, grounding
Social Support	Peer discussion
	Learning from senior teachers
Spiritual and Cognitive Reframing	Letting go and trusting God
	Maintaining a positive mindset
Professional Boundaries and Time Management	Not bringing work home
	Prioritizing urgent tasks

Table 17. Themes for RQ3

4.3.3.1 Theme 1: Personal Coping Strategies

This theme includes the various methods that each of the teachers used to reduce stress and gather up their emotions. These personal coping strategies are mental and emotional coping strategies that help teachers to stay balanced while managing their daily responsibilities as special education teachers.

4.3.3.1.1 Subtheme 1: Journaling, Reading, Watching Anime

Teachers are often engaged in simple or creative activities such as journaling, watching anime, movies, or reading comics as a form of escapism and emotional recovery. These activities allowed them to be mentally disconnected from work-related stress and eventually led to a sense of comfort and personal enjoyment.

R.2 Lines 91-92	<i>“...I will journal my thoughts, what has my day have been...”</i>
R.3 Lines 131-136	<i>“Saya suka kalau macam emosi yang kurang stabil, saya suka duduk sorang-sorang, baca buku, tak lah baca buku, baca komik. Benda yang tidak memberatkan fikiran lah. Tengok drama kah. Tapi drama-drama yang bukan beratlah. Contohnya, biasanya saya suka tengok anime macam itu. Sebab □itab ole tidak berat untuk saya.”</i>
R.6 Lines 144-146	<i>“Contohnya, saya suka menonton filem. Aktiviti seperti ini sangat membantu saya untuk tenang dan memberi ruang kepada diri sendiri.”</i>

Table 18. Quotes for theme 1 subtheme 1

4.3.3.1.2 Subtheme 2: Self-Reflection, Breathing, Grounding

Some teachers also used calming techniques such as box breathing and grounding exercises. This helped them center themselves and remain focused on the students, especially after intense classroom situations. For some, these practices were learned from professional development workshops.

R2. Lines 92-93	<i>“...remind myself to always breathe...”</i>
R2. Lines 102-104	<i>“Ok. Yes, I attended a stress management workshop once. It gave me helpful tools and new perspectives. For example, which I still practice till now is deep breathing techniques and also grounding.”</i>

Table 19. Quotes for theme 1 subtheme 2

4.3.3.2 Theme 2: Social Support

Support from colleagues, friends, and family was very important in helping teachers process their emotions and feel less isolated from the world. Teachers relied on informal peer support to share their experiences and frustrations while seeking advice from senior teachers who are more experienced to provide mentorship.

4.3.3.2.1 Subtheme 1: Peer Discussion

Many teachers highlight that they felt relieved after sharing their struggles with fellow teachers. This exchange provided not only for advice but a sense of belonging and understanding.

R2. Lines 96-98	<i>“Ok, they help me a lot by talking. I talk to them about my problems, on how I adapt my students. By talking to people who understand helps me feel less alone and more supported by them.”</i>
R4. Lines 82-83	<i>“Ataupun macam cakap dengan colleague, macam □itab sekerja tentang masalah-masalah mereka then akan rasa ok, sudah ok.”</i>

Table 20. Quotes for theme 2 subtheme 1

4.3.3.2.2 Subtheme 2: Learning from Senior Teachers

Mentoring from senior colleagues helped less experienced teachers go through difficult situations and develop effective coping strategies. Teachers saw this mentoring as valuable and confidence- building.

R1. Lines 233-235	<i>“Then, kita juga pergi kepada cikgu-cikgu yang lebih berpengalaman, kita belajar semula, kita top-up apa yang kita kurang.”</i>
R3. Lines 120-122	<i>“Ataupun, boleh juga minta nasihat ataupun dari guru yang berpengalaman lah. Sebab dari situ pun □itab oleh jadikan mereka sebagai reference, rujukan untuk kita...”</i>

Table 21. Quotes for theme 2 subtheme 2

4.3.3.3 Theme 3: Spiritual and Cognitive Reframing

Faith and mental reframing allowed teachers to shift their focus back from stress to acceptance. By reframing problems as part of a larger journey and relying on spiritual beliefs, teachers found emotional strength and sincere meaning in their profession.

4.3.3.1 Subtheme 1: Letting God and Trusting God

Teachers shared how trusting God gave them peace. They saw difficult moments as part of a test or path, which allowed them to emotionally detach from things they could not control in this life.

R1. Lines 211-212	<i>“Cara ya? Cara nya adalah kita pegang kata-kata, ada perkara yang kita tidak dapat control, kita serah kepada Tuhan.”</i>
R7. Lines 125-128	<i>“Satu lagi, kita kena ingat satu perkara, yang paling paling paling saya ingat, dia ni yang akan membantu kita di alam sana. Kita berniat untuk membantu dia lah di dunia dan di akhirat.”</i>

Table 22. Quotes for theme 3 subtheme 1

4.3.3.2 Subtheme 2: Maintaining a Positive Mindset

Others practiced conscious thought reframing, reminding themselves to stay hopeful and focus on positive outcomes. This helped them to maintain motivation and practice emotional balance.

R3. Lines 52-55	<i>“Lepastu, caranya adalah, untuk saya lah, yang paling penting, sentiasa berfikiran positif. Setiap pagi itu, jangan macam, jangan terlalu berfikiran negatif. Itu boleh mengganggu kita punya emosi. Sentiasa berfikiran positif.”</i>
R4. Line 78	<i>“Kalau dekat kerja, jangan bagi sendiri stress sangat.”</i>

Table 23. Quotes for theme 3 subtheme 2

4.3.3.4 Theme 4: Professional Boundaries and Time Management

In order to protect teachers' well-being, they highlight the importance of separating work from personal life. Creating boundaries allowed them to recharge and prevent burnout.

4.3.3.4.1 Subtheme 1: Not Bringing Work Home

Most of the teachers preferred to do their best to complete schoolwork during work hours, leaving home time and weekends for rest and family. This separation between work and home allowed them to recover emotionally and spend time on personal needs.

R2. Lines 143-146	<i>"I will try to finish my work before I'm going home. Such as, as a tuition teacher, I will finish marking all the papers before I go home. And then prepare my, prepare the next materials for tomorrow class earlier."</i>
R3. Lines 199-201	<i>"Jadi, benda yang kita perlu selesaikan settlekan di tempat kerja, better kita selesaikan di tempat kerja. Jangan bawa balik ke rumah."</i>
R4. Lines 90-91	<i>"Sebab saya akan hadkan, macam kerja dekat office, kerja dekat sekolah, settlekan terus dekat sekolah."</i>

Table 24. Quotes for theme 4 subtheme 1

4.3.3.4.2 Subtheme 2: Priotizing Urgent Tasks

Focusing on urgent or top priority tasks first is the way teachers practiced good time management. This prevented overwhelming and allowed teachers to use their energy effectively without feeling left behind.

R1. Line 253	<i>"Ok. Kita akan tengok, which one is priority. Apa yang lebih utama?"</i>
R6. Lines 154-157	<i>"Kalau tugas terlalu banyak, saya biasanya akan buat senarai keutamaan. Contohnya, saya buat checklist supaya saya tahu mana satu yang perlu diselesaikan dahulu dan mana yang boleh ditangguhkan."</i>

Table 25. Quotes for theme 4 subtheme 2

CHAPTER 5

(Discussion, conclusions and recommendation)

5.1 Introduction

This final chapter summarized and concluded all the study by revising the research objectives, discussing the key findings and presenting the implications of the research. It also emphasized the study's limitations and offers recommendations for teachers, administrators, and future researchers. This chapter will ended with a summary to strengthen the insights drawn from this qualitative exploration of the subjective well-being of special education teachers in Sarawak.

5.2 Research Summary

This study explored the lived experiences that special education teachers in Sarawak related to their subjective well-being. This study was using phenomenological approach and semi-structured interviews with seven teachers. This study also highlighted the following research objectives as below:

1. To explore the experiences of subjective well-being among special education teachers in Sarawak.
2. To identify the key challenges that influence subjective well-being of special education teachers in Sarawak.
3. To investigate the coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being.

The findings have revealed that teachers experience a sense of fulfillment and also emotional fulfillment through their students' non-academic and academic progress. However, teachers eventually face significant stressor such as limited resources, emotional exhaustion, administrative demands, and lack of parental cooperation. Teachers used various coping mechanisms such as personal hobbies, faith in God, peer support and good time management.

5.3 Discussion

This chapter will discuss the study's findings based on the three research objectives. In this discussion also will integrates past research, particularly those highlighted in Chapter 2 and relate the findings within the theoretical framework of Social Cognitive Theory (SCT).

Discussion Based on Research Objective 1:

To explore the experiences of subjective well-being among special education teachers in Sarawak

The findings shows that special education teachers experienced professional fulfilment, meaning-making in teaching and emotional satisfaction in their professions. These experiences reflect a solid sense of purpose, attachment to their students and personal joy come from witnessing students' progress.

These results align with the conceptual understanding of subjective well-being as comprising emotional balance, life satisfaction and happiness (Das et al., 2020). Teachers shared emotional validation when their students able to achieve even small progress. This strengthens previous research suggesting that meaningful relationships and purpose driven work contribute positively to subjective well being (Fu et al., 2022).

Discussion Based on Research Objective 2:

To identify the key challenges that influence the subjective well-being of special education teachers in Sarawak.

Respondents highlighted several key challenges which are lack of resources, administrative burden, student behavioural and learning issues, and lack of parental cooperation. These findings confirm previous research where it emphasizes the complexity of the special education environment (McNally, 2020a; Watkins, 2024).

The challenges are increased in rural areas where the teachers struggle with the limited support systems and materials. This aligns with Watkins (2024), who mentioned similar issues in rural areas. Emotional exhaustion due to heavy paperwork and student behavioural issues contributes to stress and burnout, reflecting what Jackson & Parker (2023) noted regarding teacher dropout and low job satisfaction.

These stressors can be contextualized within the environmental factors of SCT, where it also include both of the physical teaching conditions and the social environment. Carillo (2010) and Liu et al. (2022) mentioned that poor environment conditions can reduce resilience, while supportive environments enhance the well-being. This also highlighted the importance of systematic and administrative support in preserving teacher well-being.

Discussion Based on Research Objective 3:

To investigate the coping mechanisms used by special education teachers in Sarawak to maintain their subjective well-being

The findings shows that teachers used several coping strategies such as social support, time management, faith in God, emotional regulation and professional learning communities. These strategies helped decrease the negative impact of stress and contributed to maintain well-being.

The results also align with McNally (2020a) and Jackson & Parker (2023), who highlighted the important of self-care and support systems in teacher resilience. Moreover, the findings support SCT's emphasis on behavioural strategies, especially self-regulation and self-reflect practices that increase self-efficacy (Fu et al., 2020; Carillo, 2010).

5.4 Conclusion

This study concludes that the subjective well-being of special education teachers in Sarawak is shaped by some combination of professional satisfaction as well as occupational stress. Teachers find deep meaning in their professions and build strong emotional bonds with their beloved students. However, we cannot ignore the demanding nature of their responsibilities, along with institutional and parental limitations, places pressure on their emotional and mental well-being.

The importance of coping strategies such as social support, grounding techniques, and self- reflection is critical in maintaining emotional balance in life. Falon et al. (2021) stated that when people regularly think about their problems and how they deal with them self, such as self- reflection, they can learn a better way to cope. Eventually, this can help them become stronger and able to handle stress wisely. By reflecting on their feelings and actions, people can stay emotionally balanced and calm when facing any challenges. Overall, the study emphasizes the importance for stronger institutional support system, better training, and family involvement to maintain teacher well-being.

5.5 Implications

Educational institutions need to prioritize the well-being of special education teachers by decreasing administrative task and providing enough teaching resources. Excessive paperwork and lack of suitable materials not only limited teaching effectiveness but also contribute to emotional exhaustion among these teachers. Furthermore, policymakers must acknowledge the emotional labour involved in teaching student special needs and come up with initiative that strengthen support structures, particularly in rural areas such as parts of Sarawak just like how my respondent 7 who has experience being teaching special education in PPKI, Sibul, Sarawak, mentioned in lines 147-150 that special education programs and teachers are rarely available in rural areas *“Sebab sebenarnya kalau nak diberitahu, peringkat ini jarang-jarang ada di pedalaman. Tetapi ada murid yang ada di pedalaman. Maksudnya cikgu yang di pedalaman jarang ada.”*

Lastly, teacher education programs should incorporate training in emotional resilience, self-efficacy, and stress management to better equip future teachers for the demands of the special education field. Preparing teachers in this way not only enhances their personal well-being but also improves the quality of education that is delivered to the students especially with special need students. Jackson and Parker (2023), stated that the importance of resilience-building strategies in special education teacher preparation programs to reduce burnout, highlighting practical, classroom focused techniques that increase teacher retention and effectiveness.

5.6 Limitations of the Study

5.6.1 Data Collection Process

This study is using snowball sampling and involved only seven participants, which may have limited the diversity of backgrounds in terms of their locations where it was challenging to reach special education teachers outside of Kuching due to geographical constraints and limited access to professional networks beyond the rural area. Therefore, even with limited number of participants, they were open in sharing their genuine experiences as special education teachers whereas the findings of this study still offer and authentic reflection of their daily life particularly in terms of their emotional experiences, work-related challenges and everyday coping mechanisms.

5.6.2 Time Constraint

Due to academic timeline, the research was conducted within a fixed period, which restricted further participant recruitment. Apart from that, it was a bit difficult in scheduling interviews sessions due to time clashes with the potential respondents because they are busy with preparations for school sports day, which left many teachers unable to participate. Additionally, the data collection also took place during a time with many public holidays, which further reduced the availability of potential respondents as some teachers preferred not to be disturbed during their personal time.

5.7 Recommendations

To support special education teachers more effectively, educational institutions should increase sufficient resources by providing relevant teaching materials and tools specifically to various types of disabilities. Apart from that, parental cooperation should also be prioritized through structured programs that can educate and involve parents in their children's learning process. Research shows that, parental cooperation is important in supporting children's learning process, especially in special education settings. Structured programs that educate and involve the parents not only can improve student outcomes but also can build stronger home-school collaboration (Means, 2023). In addition, by creating peer support networks and offering regular mental health sessions can help address the emotional challenges that faced by the teachers. Sáez-Delgado et al. (2023) mentioned that coping strategy development often include training in coping mechanisms, emotional regulation, and self-care which are important for maintaining mental health. Continuous professional development is also a crucial factor with workshop focusing on classroom management, emotional resilience, and effective communication with parents of special need students.

It is recommended for future research to examine the effectiveness of specific intervention programs aimed at improving the well-being of special education teachers, especially in rural area where access to resources and professional support is quite limited. Other than that, future research could evaluate the impact of structured peer support groups, mindfulness training, or time management workshops in order to reducing teacher's burnout and stress. By doing this, future researcher can measure the outcomes before and after these interventions and identify which strategies are most effective in supporting the emotional and professional resilience, especially for teachers in rural areas.

5.8 Chapter Summary

The key findings of the study have been summarized in this chapter. It also highlighted the study's implications, identified the limitations, and also offered realistic recommendations. The study also adds to the understanding of how special education teachers in Sarawak navigate their emotional experiences and professional challenges where it also highlights the need for strong support and awareness within the education system.

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APPENDIX A

16 April 2025

Kelas Intensif Cikgu Fatin
Sublot 64, Tingkat 1, Lot 13766,
Jalan Matang Metrocity
Block 1, Batu 4

Yang Berbahagia Tuan/Puan,

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN DAN TEMU BUAL BERSAMA GURU-GURU KELAS INTENSIF CIKGU FATIN (KICF)

Dengan segala hormatnya perkara di atas dirujuk.

Saya, Afiyah Fikriyah Binti Mohamad, nombor matrik 83075, dari Program Kaunseling di Universiti Malaysia Sarawak, beserta nama penyelia saya, Dr. Azzahrah Annuar, telah memilih para guru KICF sebagai sumber kajian saya yang bertajuk Exploring the Subjective Well-Being of Special Education Teachers in Sarawak. Sehubungan dengan itu, saya ingin memohon jasa baik tuan/puan memberi kerjasama kepada saya bagi mendapatkan maklumat untuk kajian tersebut. Segala maklumat yang diperolehi akan digunakan untuk tujuan akademik semata-mata dan dijamin kerahsiaannya.

Untuk makluman pihak tuan/puan, saya perlu menjalankan kajian ini bagi memenuhi tuntutan kursus KMC3104 Projek Akhir Tahun II yang mana juga merupakan syarat untuk bergraduat di Universiti Malaysia Sarawak.

Kerjasama dan kebenaran yang diberikan daripada pihak KICF didahului dengan ucapan jutaan terima kasih.

Sekian, terima kasih.

Yang ikhlas,



AFIYAH FIKRIYAH BINTI MOHAMAD
Pelajar Universiti Malaysia Sarawak

APPENDIX B

Informed Consent Form

Dear Participant,

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$$[\quad]$$

Name:

Email:

Researcher:

AFIYAH FIKRIYAH

BINTI MOHAMAD

H/P: 011-65524002

Email: 83075@siswa.unimas.my

APPENDIX C

INTERVIEW QUESTIONS

EXPLORING THE SUBJECTIVE WELL-BEING OF SPECIAL EDUCATION TEACHERS IN SARAWAK

AFIYAH FIKRIYAH BINTI MOHAMAD

Bachelor of Counselling with Honor

2024

1. Exploring the Experiences of Subjective Well-Being (SWB) Among Special Education Teachers

- 1) How would you describe your overall well-being as a special education teacher?
- 2) What aspects of your job bring you the most satisfaction and happiness?
- 3) Can you share a memorable moment when you felt particularly fulfilled in your role?
- 4) How do you perceive your emotional balance while working as a special education teacher?
- 5) In what ways does your job impact your personal life and relationships?
- 6) How do you define success in your profession, and how does it relate to your well-being?

2. Identifying the Key Challenges That Influence Their Well-Being

- 1) What are the biggest challenges you face in your role as a special education teacher?
- 2) How do administrative tasks and responsibilities affect your workload and well-being?
- 3) Have you ever felt overwhelmed by the emotional demands of your job? Can you describe such an experience?
- 4) Do you feel that there is sufficient support from school management, colleagues, and parents? Why or why not?
- 5) How do student behavioural and learning challenges impact your mental and emotional health?

3. Investigating the Coping Mechanisms Used to Maintain Their Well-Being

- 1) What strategies do you use to manage stress and maintain emotional balance?
- 2) How does social support (from family, colleagues, or supervisors) help you cope with challenges?
- 3) Have you ever got professional help (e.g., counselling, workshops) to manage job-related stress? Why or why not?
- 4) How do your hobbies or fun activities (like sports, reading, cooking, etc.) help you feel happy, relaxed, or less stressed from work?
- 5) How do you ensure a balance between work and personal life?
- 6) What advice would you give to new special education teachers regarding maintaining their well-being?

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If you would like to participate in this interview, you may sign your name below:



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Email: **fatinalyahya@gmail.com**

Researcher:

AFIYAH FIKRIYAH

BINTI MOHAMAD

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Name: FATHULLAH HADI BIN HATTA ANAND

Email: hadiathulkch@gmail.com

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Hii Siew Ling

Name: Hii Siew Ling

Email: hiisiewling0914@gmail.com

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Name: Munirah binti Abdul Talip

Email: munirahtalip@gmail.com

Researcher:

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Name: Nadiatul Nazwa Binti Zulmaini

Email: nadiatulnazwa010302@gmail.com

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AFIYAH FIKRIYAH

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()

Name: Nor Ashila binti Aladdin

Email: shila.aladdin@gmail.com

Researcher:

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BINTIMOHAMAD

H/P: 011-65524002

Email: 83075@siswa.unimas.my

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A handwritten signature in black ink, enclosed within large square brackets. The signature is stylized and appears to read 'Syaza Izzaaina Binti Rambli'.

Name: Syaza Izzaaina Binti Rambli

Email: syazaizzaaina@gmail.com

Researcher:

AFIYAH FIKRIYAH

BINTI MOHAMAD

H/P: 011-65524002

Email: 83075@siswa.unimas.my

APPENDIX E

Transkrip Responden 1 (16 April 2025) 12:00 PM

1. Pengkaji	1. Assalamualaikum. Terima kasih cikgu sebab meluangkan masa 2. dengan saya untuk membuat temubual kita pada hari ini. Jadi sebelum 3. kita mula, saya perkenalkan diri saya dulu lah. Nama saya, Afiyah 4. Fikriyah Binti Mohamad. Cikgu boleh panggil saya Afiyah. Saya 5. pelajar tahun 3, UNIMAS, Kaunseling. Jadi, boleh cikgu perkenalkan 6. diri cikgu serba sedikit? Nama, umur, asal, berapa lama cikgu dah 7. menjadi guru yang mengajar pendidikan khas, mengajar subjek apa.
2. Klien	8. Ok Assalamualaikum. Nama saya Cikgu Fatin. Saya pengasas Kelas 9. Intensif Cikgu Fatin. Kelas ini dah ditubuhkan selama 3 tahun. Saya 10. dah menjadi seorang cikgu, ini adalah tahun ke-11 InshaaAllah dan 11. di dalam 11 tahun itu, dah hampir, hampir jugak lah 10 tahun 12. involved dengan special need students lah. Saya mostly mengajar 13. BM dan asas membaca untuk pelajar-pelajar special.
3. Pengkaji	14. Ok so untuk pelajar yang special need pun cikgu mengajar dalam 15. subjek BM jugak lah?
4. Klien	16. Iya, yes. Termasuklah perkara asas seperti menulis, ataupun social 17. skill, termasuk itu sekali lah.
5. Pengkaji	18. Ok. Jadi, saya dah dengar serba sedikit tentang background cikgu. 19. Jadi, boleh kita mulakan temubual kita?
6. Klien	20. Boleh, boleh, boleh, boleh.
7. Pengkaji	21. Ok, so, soalan yang pertama, secara umum, macam mana cikgu rasa 22. tentang kesejahteraan diri cikgu sebagai guru yang mengajar pen 23. didikan khas?
8. Klien	24. Untuk kesejahteraan diri, berkaitan dengan special need class, 25. sebenarnya, if awak dah tahu apa masalah atau apa punca, baru kita 26. dapat jumpa ketenangan itu. Sebab apabila kita tahu pokoknya, 27. puncanya, then you know how to solve the problem. Macam mana 28. kita nak menanganinya. Then dari situ lah baru ada ketenangan itu 29. sebenarnya. Contohnya, macam kita handle masalah biasa juga. 30. Kalau kita tak tahu apa masalah, kita akan rasa lost. Bila kita rasa 31. lost, benda itu akan buat kita tak aman, rasa jiwa tak tenteram. Jadi, 32. bagi saya kalau awak nak jadi seorang cikgu especially yang untuk 33. special education atau special need student ni, awak kena tahu apa 34. punca nya. Baru awak tak marah, tak stress. Sebab apabila kita tak 35. tahu punca, kita lead to untuk salah bantu atau salah cara. 36. Contohnya, dia autistic student tapi kita layan dia macam normal 37. student. So, benda itu jadi ada rasa tekanan di situ, antara cikgu dan 38. murid. Jadi, proses pembelajaran itu akan jadi kucar kacir. Macam 39. itu.
9. Pengkaji	40. Ok. Jadi, soalan yang kedua, apa aspek kerja yang paling buat cikgu 41. seronok dan puas hati? Contohnya seperti berinteraksi dengan anak 42. murid kah, menyediakan bahan belajar kah?
10. Klien	43. Ok, yang paling rasa seronok adalah sebenarnya setiap proses. 44. Sekecil-kecil proses. Seperti yang kita tahu, kadang-kadang, untuk 45. student yang special ni, susah kita nak tengok kemenjadian itu. Tapi, 46. apabila student itu menjadi, ataupun ada proses, proses maksudnya

	47. daripada tak boleh jadi boleh, daripada tak tahu jadi tahu. Itu adalah 48. benda yang buat saya rasa sangat-sangat happy. Walaupun orang 49. kata sekecil-kecil perkara. Sebab, benda yang sekecil-kecil perkara 50. itu memang patut diraikan, dan sekecil-kecil perkara itu lah yang 51. akan menjadi sebesar-besar perkara.
11. Pengkaji	52. So maksudnya, aspek terbaik bagi cikgu adalah proses tersebut lah?
12. Klien	53. Betul, betul. Proses itu.
13. Pengkaji	54. Ok. Jadi, soalan seterusnya, boleh cikgu kongsi satu pengalaman 55. yang paling bermakna yang buat cikgu rasa bangga atau berpuas hati 56. menjadi cikgu yang mengajar pendidikan khas?
14. Klien	57. Kalau di ikutkan, mostly semua. Semua sebab saya memandang 58. semua pelajar special need ini adalah sosok-sosok yang special. 59. Maksudnya, setiap daripada mereka ini ada keistimewaan sendiri. 60. Tapi, kalau saya rasa paling bermakna adalah apabila bukan 61. keputusan atas kertas. Tapi, memanglah kita sebagai cikgu kalau dia 62. cakap keputusan atas kertas and then dia keluar daripada kelas 63. pemulihan atau kelas pemerhatian itu is good enough. Tapi, paling 64. yang buat saya rasa bangga, social skill mereka improve dan mereka 65. attach dengan saya. Seperti yang kita tahu, student special ini kadang- 66. kadang tak suka attach dengan orang luar. Tapi, bila dia attach dengan 67. kita maksudnya dia bagi kepercayaan dengan kita. Secara 68. peribadinya, awak disayangi oleh mereka. Benda itu yang susah 69. sebenarnya. Even student yang biasa pun susah nak macam attach 70. dengan kita, tiba-tiba sayang dengan kita, walaupun kita bukan siapa- 71. siapa. Itu lebih bermakna apabila student special need ini attach 72. dengan kita. Walaupun lah markah dia paling mundur kah, tapi once 73. kita dah gain trust dengan mereka, mereka dah percaya dengan kita, 74. bagi say aitu satu kejayaan. Then, after that, keputusan yang apa 75. semua itu, akan ikut, ikut, ikut. Sebab dia dah trust dengan kita, jadi 76. if kita tegur, mereka tak kecil hati, if kita merajuk, mereka cuba untuk 77. jadi lebih baik. Benda-benda macam itu. So, itu adalah moment yang 79. saya rasa bangga atau terbaik bagi saya.
15. Pengkaji	80. Jadi, pengalaman yang paling bermakna bagi cikgu bukan keputusan 81. semata-mata lah? Jadi, ia adalah hubungan diantara cikgu dan murid 82. tersebut dan social skill mereka meningkat.
16. Klien	83. Betul.
17. Pengkaji	84. Seterusnya, bagaimana cikgu mengurus emosi cikgu semasa bekerja? 85. Seperti sekarang, emosi cikgu ataupun before-before kah, adakah 86. emosi cikgu stabil ataupun sebaliknya?

18. Klien	87.Ok. Kita bekerja dengan budak-budak yang special ni, tipulah kalau 88.kita rasa setiap masa kita stabil apa semua. Mesti ada meltdown. Kita 88.pun ada meltdown. Mereka pun ada meltdown. Ada hari memang 89.mood itu bertembung jadi tak ok. Tapi, seperti yang saya cakap at the 90.first place, kita tahu apa masalahnya. Bila kita tahu apa masalahnya, 91.then kita try untuk cover balik. Kita rasa nak marah kan? Tapi kalau 92.kita marah, mereka tak faham, apa point kita marah? Kita nak tegur 93.pumpang pumpang, tapi mereka tak tahu, mereka tak faham, mereka 94.tak nak. Apalah point nya? Macam itu. So, untuk menjaga diri 95.sendiri, kita kena faham mereka dan faham diri kita. Kita tahu benda 96.itu boleh buat kita marah, kita elakkan. Tapi ya lah, kita faham 97.jugak, kita sebagai manusia, memang ada masa kita akan rasa 98.kesabaran dicabar. Tapi kena tengok balik. Dia bukan seperti kita deal 99.dengan kawan, kita deal dengan student biasa. Macam itu lah.
19. Pengkaji	100.Lebih ke better understanding for both side. Daripada anak murid 101.dan diri sendiri jugak.
20. Klien	102. Then, untuk kita lebih berada di dalam kesedaran yang waras, ken 103. acari bantuan. I mean, kalau kita tak dapat handle sorang, kita minta 104. tolong orang untuk tolong handle, untuk kita.
21. Pengkaji	105. Jadi, soalan seterusnya, kerja sebagai guru yang sekarang, adakah 106. ianya mengganggu kehidupan peribadi ataupun hubungan cikgu 107. dengan orang lain?
22. Klien	108.Secara keseluruhannya, tidak. Bahkan membantu saya untuk 109.menjadi lebih baik dengan orang lain. Tak ada yang memberi impak 110.negatif sangat lah. Ada lah negatif, maksudnya kita tiba-tiba jadi 111.garang tak tentu pasal apa semua. Tapi in the end, being a teacher, 112.teaching us to be human.
23. Pengkaji	113.Mengajar dan diajar.
24. Klien	114.Betul.
25. Pengkaji	115.Ok. So, soalan seterusnya, apa makna kejayaan bagi cikgu dalam 116.profession ini? Ada kaitan dengan kesejahteraan diri ataupun tidak?
26. Klien	117.Tipulah kalau kita cakap kejayaan anak murid itu tiada apa-apa. Ia 118.lebih bermakna apabila from zero to hero. From nothing to 119.something. Especially yang kita ajar daripada basic. Contohnya, 120.yaya. Yaya at first, huruf dia pun lupa. Sekarang dia dah buat latihan 121. menulis. Apa pun skor dia di sekolah, I don't mind. I don't care, I 122. don't mind. Yang saya tahu, she's doing very well. Macam itu. Itu 123. saya punya secara personal lah. Kalau awak nak tengok dari segi 124. kesejahteraan, I am so proud with her.
27. Pengkaji	125.Apakah cabaran yang paling besar cikgu pernah hadapi dalam 126.bidang perguruan sekarang.
28. Klien	127.Ok. Cabaran yang saya rasa susah, selain daripada kerja dengan 128.orang, pengurusan lah kan. Tapi, selain daripada itu adalah apabila 129.and tak cukup ilmu untuk handle murid yang special. Itu adalah 130.cabaran saya. Especially, yang hyper, yang belum dapat control 140. mereka punya anger, behaviour. Macam itu lah. Yang maksudnya, 141. they need more from me. Whereby I cannot provide it. Itu adalah 142. cabaran saya. Sebab saya di sini tak ada bahan yang lengkap seperti 143. tempat-tempat therapy yang lain. Jadi, bend aitu mencabar lah untuk

	144.saya. And then, non-verbal jugak. Yang tak dapat bercakap. Benda- 145.benda macam itu lah. Therapy dan belajar itu lain.
29. Pengkaji	146. Ok. So, soalan seterusnya, tugas lain macam kerja pentadbiran, 147. ada tak mengganggu keseimbangan kerja atau rehat cikgu? Macam 148. buat laporan kah, macam menyediakan bahan belajar kah?
30. Klien	149. To be honest, at the first year ataupun tahun-tahun pertama saya 150. menjadi cikgu, benda tersebut sangat rumit, sangat rigid dan sangat 151. menekankan lah. Sangat menegangkan jugak lah. Sebagai cikgu 152. baru kan? Tapi, time by time, kita dah dapat control everything. I 153. don't mean everything lah, tapi most of thing lah kita dapat control. 154. And then kita dapat manage dah apa yang yes, apa yang no. Apa 155. yang perlu masa, apa yang tak perlu masa. So, kita dah tahu dah. 156. Estimate. Berapa, bila nak buat laporan, bila nak buat bahan 157. mengajar. Macam itu lah. Cumanya, kadang-kadang kita tersasar 158. jugak lah untuk manage masa, sebab kadang-kadang ada benda yang 159. tak terjangka lah.
31. Pengkaji	160. Jadi, soalan seterusnya, cikgu pernah rasa terlalu terbeban dari segi 161. emosi tak? Kalau ya, boleh ceritakan?
32. Klien	162. Emosi. Untuk tahun-tahun, 5 tahun yang pertama, mungkin kita ada 163. terbeban dengan emosi. Sebab kita masih dalam cara nak atur 164. emosi, kita baru nak kenal dalam dunia pendidikan. Tapi, selepas kita 165. didalam bidang ini lebih daripada 5 tahun, kita dah dapat baca dah. 166. Apa consequence nya kah ataupun apa yang akan jadi. Kita dah 167. boleh tengok. Kita dah boleh agak walaupun kadang-kadang ianya 168. menyimpang lah sikit. Tapi macam yang saya cakap tadi, bersedia 169. untuk belajar, mengajar diajar. Tapi, kita sebagai manusia ini 170. memanglah kadang-kadang ada emosi kita yang tak terjangka, kita 171. rasa nak mara hapa semua. Tapi, kita reflect balik benda itu. Ok. 172. Why. Kenapa kita rasa student kit ani tak faham? Kita rasa nak 173. marah kan? Tapi in the end nya, kita fikir, vetul tak car akita ajar? 174. Walaupun memang sebenarnya student kita yang ada masalah, yang 175. kita tidak tahu, yang dia pun sebenarnya perlukan pertolongan. 176. Macam itu lah.
33. Pengkaji	177. Jadi, kiranya terbeban dari segi emosi bagi cikgu adalah pada 5 178. tahun pertama sahaja lah? Sekarang cikgu rasa lebih kepada kalau 179. cikgu rasa nak beremosi cikgu muhasabah diri dahulu, fikir balik 180. semua itu lah?
34. Klien	181. Betul, betul, betul.
35. Pengkaji	182. Ok. Soalan seterusnya, cikgu rasa cukup tak sokongan dari pihak 183. sekolah, rakan sekerja dan ibu bapa?
36. Klien	184. Cukup. Tapi, untuk kes special need ini, anak-anak khas ini, kadang- 185. kadang ada parents yang denial. Apabila parents denial, kita susah 186. nak tolong. Seabab kita bukan pakar yang dapat diagnose mereka. 187. Kita boleh tengok apa masalah mereka, tapi kita tak boleh diagnose 188. terus. Jadi, pakar sahaja yang boleh diagnose. Walaupun cikgu 189. sekolah, mereka tak boleh diagnose. Jadi, bila kita minta parents 190. untuk tolong, parents yang denial tak nak buat check up apa semua, 191. ia akan jadi beban lah. And then, satu lagi, apabila kita, maksudnya 192. ada student yang lemah kita minta ibu bapa untuk pantau di rumah, 193. tapi apabila parents tersebut tidak pantau dirumah, tidak tolong

	194.student tersebut membaca, ia akan jadi satu lagi permasalahan lah. 195.Macam itu. Jadi, yang lain tu, so far, so far so good.
37. Pengkaji	196.So, kiranya, cabaran dari segi sokongan hanyalah daripada parents 197.yang tak bagi kerjasama sahaja lah?
38. Klien	198.Iya.
39. Pengkaji	199.Ok. Soalan seterusnya, kalau masalah murid dari segi tingkah laku 200. dan pembelajaran, macam mana ianya memberi kesan kepada emosi 201. dan kesihatan mental cikgu?
40. Klien	202. Ok. Apabila kita di dalam fasa ketidaksediaan. Jadi kita tak sedia 203. dengan apa yang mereka buat. Mereka berlari, mereka apa. Tapi kita 204. punya fizikal, kita rasa penat, apa semua kan? Ianya membuatkan 205. kita rasa emosi kita drain. Mungkin faktor kesihatan, ataupun faktor, 206. mungkin waktu itu mood kita tak cun. Itu yang menyebabkan 207. mental kita macam kita rasa burnout, kita rasa emosi. Macam itu 208. lah.
41. Pengkaji	209.Ok. So, soalan seterusnya, apa cara yang cikgu guna untuk cikgu 210.urus tekanan dan jaga keseimbangan emosi cikgu?
42. Klien	211.Cara ya? Cara nya adalah kita pegang pada kata-kata, ada perkara 212.yang kita tidak dapat control, kita serah kepada Allah. Macam itu.
43. Pengkaji	213.Let go and let God lah?
44. Klien	214.Mhmm.
45. Pengkaji	215.Ok. Jadi, soalan seterusnya, dari segi sokongan sosial, keluarga 216. cikgu, kawan-kawan sekerja cikgu, bagaimana mereka membantu 217. cikgu dalam meneruskan pekerjaan profession perguruan?
46. Klien	218. So far. So far, saya dapat sokongan hampir semua orang di 219. sekeliling saya menyokong. Mungkin ada yang beberapa orang yang 220. mungkin, ya lah kita tak dapat 100% orang suka dengan kita, yes, 221. mesti ada no jugakkan? So far, saya punya sokongan, kepercayaan, 222. Alhamdulillah lah. Sebab most of it saya dah buktikan. I do what I 223. talk, macam itu.
47. Pengkaji	224.Jadi sokongan daripada orang sekeliling bukan hanya sokongan lah, 225.tapi kepercayaan jugak.
48. Klien	226.Betul, betul.
49. Pengkaji	227.Ok. Ok, seterusnya, kalau cikgu stress, kan cikgu cakap tadi cikgu 228.akan cari bantuan.
50. Klien	229.Betul.
51. Pengkaji	230.So, cikgu cari bantuan macam kaunselor ataupun program 231.kesejahteraan kah?
52. Klien	232. Kita jarang lah, jarang untuk kaunseling, kaunselor, something like 233. that. Kita akan pergi ke rakan-rakan yang terdekat. Then, kita juga 234. pergi kepada cikgu-cikgu yang lebih berpengalaman, kita belajar 235. semula, kita top-up apa yang kita kurang. Macam itu lah. So far, 236. kalau macam untuk ke kaunseling apa semua, tidak ada lah.
53. Pengkaji	237.So, kiranya cikgu lebih kepada orang sekeliling lah?
54. Klien	238.Betul, betul, betul.
55. Pengkaji	239. Ok. Soalan seterusnya, cikgu ada hobi tak? Kalau cikgu ada, apa 240. hobi atau aktiviti santai yang cikgu lakukan dan macam mana ianya 241. membantu cikgu untuk rasa lebih tenang dan kurang stress?

56. Klien	242. Kalau saya, saya suka travel. Kita travel bukan kerana duit yang 243. banyak, tapi bertukar angin, kita bertukar arah sekejap. Maksudnya 244. kita lari sekejap daripada kita punya rutin. Maksudnya, travel tak 245. perlu lah travel jauh-jauh, apa semua. Ataupun, maksudnya kita 246. santai-santai pergi ke suatu tempat kah apa kan? Cari angin baru lah. 247. Macam itu lah. Ok. Lepastu, kita kena balance dalam life kita 248. dengan kerja. Kerja memang kerja, memang pulun lah kerja. Tapi, 249. apa yang buat kita lebih tenang, macam itulah.
57. Pengkaji	250. Betul. Ok. So, soalan eterusnya, macam mana, macam cikgu cakap 251. tadi work-life balance lah kan. So macam mana cikgu uruskan masa 252. kerja cikgu dengan kehidupan peribadi cikgu?
58. Klien	253. Ok. Kita akan tengok, which one is priority. Apa yang lebih utama? 254. Ataupun masa itu kita ada family gathering dengan meeting office. 255. Which one yang lebih memerlukan? Ok. Family gathering tu 256. penting kan? Tapi, apa ocation tersebut. And then meeting itu tadi 257. tentang apa? Kalau tentang, kita sebagai pengurus, kalau kita tak 258. hadir meeting tersebut, apa akan jadi? So, which one is yang lebih 259. penting? Obviously, meeting. Family gathering lepastu cepat- 260. cepatlah kita pergi family gathering family. Memang penat kita nak 261. itu, tapi atleast, cater. Cuba untuk cater kedua-dua.
59. Pengkaji	262. Jadi, soalan yang terakhir, apa nasihat yang cikgu nak bagi kepada 263. cikgu-cikgu yang mengajar pendidikan khas yang lain supaya 264. mereka menjaga kesejahteraan diri mereka?
60. Klien	265. Belajar. You kena ada ilmu. Kalau you tak ada ilmu, you lost. Kalau 266. awak tak tahu apa dia punya permasalahan, awak akan lost. Awak 267. akan marah. Emosi awak akan jadi, awak yang tantrum, bukan 268. budak-budak yang tantrum. Awak yang akan rasa jiwa kacau kalau 269. awak tak ada ilmu. Once awak ada ilmu, awak dah tahu how to 270. manage, everything going... memang lah ianya tidak akan smooth 271. sangat, tapi at least ianya akan jadi lebih baik. Macam itu lah.
61. Pengkaji	272. So, terima kasih cikgu atas semua sharing yang cikgu dah bagi. 273. Terima kasih atas semua masa dan tenaga cikgu lah. Ok.
62. Klien	274. Saya harap menjawab lah.
63. Pengkaji	275. Menjawab. Ok, terima kasih cikgu.
64. Klien	276. Sama- sama.

Transkrip Responden 2 (16 April 2025) 5:25 PM

1. Pengkaji	1.Ok. Hello. Ok. So, thank you for taking the time to join our interview 2.today. Before we begin, I would introduce myself first, my name is 3.Afiyah Fikriyah Bt Mohamad, you can call me Afiyah, I am a 4.UNIMAS student, year 3, Counselling. So, before we begin more, can 5.you kindly introduce yourself briefly? How long have you teaching 6.students with special needs, and what subject do you teach.
2. Klien	7.Hello, Afiyah. Thank you for inviting me. My name is Syaza Izza Aina 8.Bt Ramli and you can call me Miss Syaza. I have been teaching this 9.tuition centre for almost around 2 years and most of the time I teach 10. English.
3. Pengkaji	11.Ok, thank you Miss Syaza. Shall we begin our interview?
4. Klien	12.Yeah, sure, sure.
5. Pengkaji	13.Ok, so, the first question is, how would you describe your overall 14.well-being as a special education teacher?
6. Klien	15.I would say it's a mix of ups and downs, but overall, I feel fulfilled 16.and motivated.
7. Pengkaji	17.Ok, so, next question is, what aspects of your job bring you the most 18.satisfaction and happiness?
8. Klien	19.Actually, seeing my students progress, even in small steps, brings me 20.the most joy.
9. Pengkaji	21.Ok, nice. So, next, can you share a memorable moment when you felt 22.particularly fulfilled in your role?
10. Klien	23.Ok, one time, one day a student who rarely spoke and who rarely 24.read my sentences, my book sentences they finally can read a full 25.sentence aloud. I was so proud and emotional at that moment.
11. Pengkaji	26.Ok. So, the next question is, how do you perceive your emotional 27.balance while working as a special education teacher?
12. Klien	28.Ok, it can be challenging, but I try to stay calm and positive by 29.focusing on the purpose of my work.
13. Pengkaji	30.The purpose of your work.
14. Klien	31.Yes.
15. Pengkaji	32.Ok. So, the next one is in what ways does your job impact your 33.personal life and relationships?
16. Klein	34.Ok. It can be tiring, and sometimes I bring the emotional weight 35.home, but I'm learning to manage it better by looking only on the 36.good side.
17. Pengkaji	37.Ok. So, sometimes you bring it to your home and now you are trying 38.your best to manage it on your own.
18. Klien	39.Yeah.
19. Pengkaji	40.Ok. So, the next question is how do you define success in your 41.profession, and how does it relate to your well-being?
20. Klien	42.For me, success to me means making a difference in my students' 43.lives. That's what keeps me going and gives me purpose.
21. Pengkaji	44.Making difference.
22. Klien	45.Yes.

23. Pengkaji	46.Ok. So, next, what are the biggest challenges you face in your role as 47.a special education teacher?
24. Klien	48.For me, I'm having lack of resources as I have to prepare my own 49.materials, heavy paperwork, and managing different learning needs at 50.once. I have tried my best to adapt ever since.
25. Pengkaji	51.So, your challenges is all the materials?
26. Klien	52.Yeah, because for me teaching special students, you need to have 53.different materials than the normal students.
27. Pengkaji	54.Ok, thank you. Next is, how do administrative tasks and 55.responsibilities affect your workload and well-being?
28. Klien	56.For the administrative, they helped me a lot regarding their parents 57.feedback however making student reports monthly made me 58.overwhelmed sometimes due to variety of progress resulted from my 59.students.
29. Pengkaji	60.Ok, so, how many students do you have and how many reports do 61.you need to do?
30. Klien	62.Ok. Ever since 2 years ago, I have a total student of 50. 50 plus. Plus 63.minus 50. So, for me it's kind of hard for me to do personal report. 64.Because I have to do personal report for each of the 50 students.
31. Pengkaji	65.So, you have to do 50 reports?
32. Klien	66.Yes.
33. Pengkaji	67.I see. Ok, next, have you ever felt overwhelmed by the emotional 68.demands of your job? Can you describe such an experience?
34. Klien	69. Yes, especially when my special students are having emotional 70.meltdowns, mental breakdowns you know? And I feel very helpless 71.to calm them down. Anyways, I will try my best and be 72.understanding of their own needs.
35. Pengkaji	73.Just now you said you feel helpless, did you ever seek help from other 74.teachers?
36. Klien	75. Yes, I ask the teacher for, especially the administrative, our 76.pengurusan, admin, I ask their parents on how to adapt with their 77.behaviour, which I believe their parents know them well.
37. Pengkaji	78.Ok. So, I believe that its answers the question number, the next 79.question which is do you feel that there is sufficient support from 80.school management, colleagues, and parents?
38. Klien	81.Yes, all of them are very supportive and very helpful in what I need 82.to help me teach their children.
39. Pengkaji	83.Ok. So, next question, how do how do student behavioural and 84.learning challenges impact your mental and emotional health?
40. Klien	85.It can be tiring and emotionally draining, but I remind myself it's part 86.of the journey.
41. Pengkaji	87.Ok, so, next questions, what strategies do you use to manage stress 88.and maintain emotional balance? Since you said it was draining just 89.now.
42. Klien	90.Ok. If it is during classes, I would take short breaks by drinking water 91.and go to the bathroom for a while. If I'm already went home, I will 92.journal my thoughts, what has my day have been and remind myself 93.to always breathe.

43. Pengkaji	94. Just now you said that your surrounding support you so much, so 95. how does social support help you cope with challenges?
44. Klien	96. Ok, they help me a lot by talking. I talk to them about my problems, 97. on how do I adapt my students. By talking to people who understand 98. helps me feel less alone and more supported by them.
45. Pengkaji	99. Ok. So, next question, have you ever got professional help like 100. counselling, workshops, to manage job-related stress? Why or why 101. not?
46. Klien	102. Ok. Yes, I attended a stress management workshop once. It gave me 103. helpful tools and new perspectives. For example, which i still 104. practice till now is deep breathing techniques and also grounding.
47. Pengkaji	105. Can you show me the deep breathing techniques?
48. Klien	106. Ok. First, when you inhale, you inhale for 7 seconds. And then you 107. exhale for many, for long as you want. Then you repeat for 3 times.
49. Pengkaji	108. 3 times.
50. Klien	109. Yeah.
51. Pengkaji	110. Ok. So, the next technique?
52. Klien	111. Is grounding. Grounding is actually it plays for your senses. Which 112. is your vision, you look something green. If you on screen, put 113. down your screen, any screen, you just see any something gree, 114. nature. And then second, your taste. You taste something sour. So, it 115. distracted from any pain, or any sadness.
53. Pengkaji	116. Sour?
54. Klien	117. Sour. Or sickness. When you taste something, you will focus on the 118. taste, not focus on your mind. And then, other than that, is hearing. 119. You hear songs to elevate your mood. And then, smell. Smelling. 120. You smell even your oil, to elevate your mood lah. Ok.
55. Pengkaji	121. So, senses like looking, smelling, taste.
56. Klien	122. Yes. All our 5 senses. Playing with the senses. That's what we call 123. grounding.
57. Pengkaji	124. Interesting! Ok, so, next question, how do your hobbies or fun 125. activities like sports, reading, cooking, help you feel happy, relaxed, 126. or less stressed from work?
58. Klien	127. Ok. I love cooking and I love talking to my friends by playing 128. games. Other than teaching, I also do streaming. I play games. I 129. stream games. And they help me disconnect from work and 130. recharge. And the same time, I can make networking during the 131. streaming.
59. Pengkaji	132. What kind of networking?
60. Klien	133. Networking means that, I know a lot of, I know new friends which 134. work from different of fields, which I can connect to them when I 135. need something.
61. Pengkaji	136. Ok. So, new friends from other countries or only in Malaysia?
62. Klien	137. Can be local, can be other countries.
63. Pengkaji	138. Ok, nice. Ok, next, how do you ensure a balance between work and 139. personal life?
64. Klien	140. Ok. For that, I will set my boundaries, and I will possibly avoid 141. bringing work home and plan time for myself and my loved ones.
65. Pengkaji	142. So, how do you manage to not bring your work to home?

66. Klien	143. I will try to finish my work before I'm going home. Such as, as a 144. tuition teacher, I will finish marking all the papers before I go home. 145. And then prepare my, prepare the next materials for tomorrow class 146. earlier.
67. Pengkaji	147. Ok. So, last question, What advice would you give to new special 148. education teachers regarding maintaining their well-being?
68. Klien	149. Ok, the most important guys, take care of yourself first because I 150. know that you can't pour from an empty cup that you can't pour 151. from the empty cup. Plus, don't be afraid to ask for help. It gives a 152. big impact when you acquire your needs. 153. Ok. Thank you for your interesting and very helpful sharing, Miss 154. Syaza.
69. Pengkaji	155. Thank you, Afiyah.

Transkrip Responden 3 (17 April 2025) 2:00 PM

1. Pengkaji	1.Ok. Assalamualaikum. Ok, sebelum kita mula, saya nak ucapkan terima 2.kasih lah kepada cikgu sebab sudi meluangkan masa untuk temubual 3.kita pada hari ini. Sebelum kita mula, saya akan perkenalkan diri saya 4.dulu lah. Nama saya, Afiyah Fikriyah Bt Mohamad, boleh panggil saya 5.Afiyah, saya student UNIMAS, year 3, Counselling. Ok. Boleh cikgu 6.perkenalkan serba sedikit tentang diri cikgu? Nama, umur, berapa lama 7.dah menjadi guru yang mengajar pendidikan khas?
2. Klien	8>Nama saya, Nor Ashila Bt. Aladdin. Berumur 37 tahun, untuk 9.pengalaman mengajar lebih kurang dalam 5 tahun lah tapi sebagai guru 10.ganti, guru tusyen, ada juga pengalaman untuk mengajar beberapa 11.orang pelajar istimewa lah, yang special.
3. Pengkaji	12.Boleh saya tahu cikgu mengajar subjek apa?
4. Klien	13.Sebelum ni, kalau ikut pengalaman, saya ada pengalaman mengajar 14.dalam subjek Bahasa Melayu, Sains, Math, PSV, apa lagi eh? Itu sahaja 15.lah. Tapi paling banyak Math dengan Sains lah. Sebab saya punya 16.bidang, Math dengan Sains.
5. Pengkaji	17.Ok. Thank you cikgu. Kita boleh mulakan?
6. Klien	18.Boleh.
7. Pengkaji	19.Ok. Soalan yang pertama, secara umum, macam mana cikgu rasa 20.tentang kesejahteraan diri sebagai seorang guru yang mengajar 21.pendidikan khas?
8. Klien	22.Kalau dari pengalaman, rasanya dari segi perlu bersedia lah, dari segi 23.fizikal dan mental, itu paling penting sebab sebelum, yang paling 24.penting lah sebelum mengajar tu, kita perlu buat persediaan yang lebih 25.baik lah dari segi fizikal dan juga mental. Emosi yang paling penting 26.untuk menagajar pelajar-pelajar yang istimewa.
9. Pengkaji	27.Persediaan lah?
10. Klien	28.Persediaan.
11. pengkaji	29.Jadi, soalan seterusnya, apa aspek kerja yang paling buat cikgu rasa 30.seronok dan berpuas hati?

12. Klien	31. Yang paling berpuas hati itu bila apa yang kita ajar itu, pelajar faham. 32. Lepastu, apa yang BBM yang kita sediakan itu, dapat diguna oleh 33. pelajar dengan sebaik yang mungkin lah. Lepastu mereka dapat apply 34. dalam kehidupan seharian. Biasanya Sains macam itu lah. Kita aka 35. nada BBM, subjek lain rasanya sama jugak lah ada BBM. Lepas itu 36. apabila mereka faham, mereka boleh menjawab soalan, yang paling 37. penting mereka boleh apply dalam kehidupan seharian. Itu adalah satu 38. kepuasan untuk saya sebagai seorang guru lah.
13. Pengkaji	39. Soalan seterusnya, boleh cikgu kongsi satu pengalaman yang paling 40. bermakna yang buat cikgu rasa bangga atau berpuas hati menjadi guru 41. yang mengajar pendidikan khas.
14. Klien	42. Yang paling penting, bukan setakat mereka punya, ia adalah salah satu 43. jugak lah mereka punya keputusan peperiksaan itu lah kan? Tapi yang 44. paling penting adalah kemenjadian murid itu lah. Dari segala aspek. 45. Bukan sekadar, sebagai seorang guru itu kita bukan sekadar untuk 46. mengajar, kita juga perlu mendidik mereka dari segi mereka punya 47. adab, akhlak. Jadi, kemenjadian mereka itu bukan dari segi 48. kecermelangan sahaja semata-mata tapi dalam diri mereka jugak. Itu 49. adalah salah satu yang sangat-sangat bererti lah bagi seorang guru.
15. Pengkaji	50. Seterusnya, macam mana cikgu urus emosi semasa bekerja?
16. Klien	51. Saya rasa lah, paling penting, emosi kita mesti dalam keadaan yang 52. sangat-sangat stabil. Lepastu, caranya adalah, untuk saya lah, yang 53. paling penting, sentiasa berfikiran positif. Setiap pagi itu, jangan 54. macam, jangan terlalu berfikiran negatif. Itu boleh mengganggu kita 55. punya emosi. Sentiasa berfikiran positif. Yang paling penting itu, 56. sentiasa bersedia dalam apa jua keadaan. Lebih-lebih lagi persediaan 57. untuk mengajar. Tapi sebagai seorang guru, kita tak boleh terlalu 58. mengikut emosi. Kita tak boleh, tak boleh lah, memang tak boleh 59. sebagai seorang guru. Sebab memang dah dilatih macam itu. Bahaya 60. untuk kita dengan pelajar jugak.
17. Pengkaji	61. Ok. Jadi, seterusnya, kerja sebagai seorang guru ni, ada mengganggu 62. kehidupan peribadi cikgu tak? Atau hubungan cikgu dengan orang 63. lain?

18. Klien	64.Setakat ini tak ada.
19. Pengkaji	65.So, soalan yang seterusnya, apa makna kejayaan bagi cikgu dalam 66.profession ini? Ia ada kaitan tak dengan kesejahteraan diri cikgu?
20. Klien	67.Ada. Kesejahteraan diri tadi saya cakap, persediaan dari segi fizikal, 68.mental tu, semua itu lah, kestabilan emosi, semua. Jadi, bila benda itu, 69.perfect, maksud saya benda itu okey, balance, untuk seorang guru, 70.rasanya kemenjadian murid itu akan lebih besar, kejayaan 71.kebarangkalian nya untuk menghasilkan murid yang lebih berjaya. 72.Macam itu. Itulah dia punya tolerasi antara kesejahteraan dengan 73.kemenjadian murid.
21. Pengkaji	74.Soalan seterusnya, apa cabaran paling besar yang cikgu pernah hadapi 75.dalam bidang sekarang?
22. Klien	76.Untuk saya lah, sebagai yang ada sedikit pengalaman ini, yang paling 77.mencabar bagi saya adalah, kita nak tahu murid itu tahap level mana 78.dia punya pemahaman satu-satu subjek. Jadi, awak perlu bersedia 79.kalau murid itu lemah, persediaan awak macam mana? Itu cabaran 80.yang paling saya rasa paling besar lah untuk saya hadap. Lepas itu, 81.kalau tahap dia lebih tinggi, macam mana persediaan awak untuk 82.menghadapi pelajar macam ini. Kalau pelajar itu bermasalah, 83.contohnya special tu, contohnya, macam mana persediaan awak untuk 84.menghadapi pelajar macam itu. Jadi, ia adalah satu cabaran lah bagi 85.saya, yang kita cakap itu, macam mana kita nak control setiap student 86.kita. Sebab setiap student, dia berbeza tahu tak, dia punya IQ, dia 87.punya perangai. So, awak kena bersedia untuk menghadapi variasi lah 88.murid yang berbeza-beza. IQ, dia punya perangai, dia punya 89.behaviour, semua lah. Itu adalah satu cabaran lah untuk saya, 90.sepanjang saya mengajar.
23. Pengkaji	91.Okey. Jadi, soalan seterusnya, tugas lain macam kerja pentadbiran, 92.ada mengganggu keseimbangan kerja dan rehat cikgu tak? Contohnya 93.macam laporan murid kah, menyediakan bahan mengajar kah?
24. Klien	94.Tak ada. Sebab apa tak ada, bend aitu, kalau dia last minute, ia akan 95.jadi problem sikit lah. Tapi, kalau macam laporan murid itu, report 96.semua sudah dimaklumkan awal, kalau kita sedia benda itu awal, ia tak

	97.akan jadi masalah. Kalau ia last minute itu ada jadi masalah sikit lah, 98.yang mengganggu kita punya jadual yang kita sudah atur.
25. Pengkaji	99.Okey. Seterusnya, pernah tak cikgu rasa terlalu terbeban dari segi 100.emosi?
26. Klien	101. Kalau terlalu terbeban itu, tak ada. Tapi, nak cakap tak ada, tak logic 102. kan? Normal lah, biasa lah, ada, ada. Tapi bukan yang sampai tahap 103. yang kemurungan, tak ada. Masih boleh mengawal emosi.
27. Pengkaji	104.Okey, seterusnya, cikgu rasa cukup tak sokongan dari pihak sekolah, 105.rakan sekerja dan keluarga?
28. Klien	106. Untuk family, okey jak. Sentiasa menyokong apa yang saya buat. 107. Kawan-kawan pun sama. Sekolah pun menyediakan apa yang 108. sepatutnyalah. Tapi, biasanya, tempat saya yang sekarang kan, 109. memerlukan juga lah BBM yang sesuai untuk pelajar-pelajar 110. istimewa kan? Jadi, setakat ini macam itu sahaja lah.
29. pengkaji	111.Seterusnya, masalah murid dari segi tingkah laku dan pembelajaran, 112.ianya memberi kesan kepada emosi atau kesihatan mental cikgu 113.ataupun tidak?
30. Klien	114.Soalan itu, ya. Sangat-sangat. Sebab saya jenis yang kalau student itu 115.macam ada masalah dari segi behaviour dia pun, dari segi dia punya 116.pembelajaran, saya macam sangat mengambil berat benda macam itu. 117.Jadi benda itu jadi overthinking oleh saya. Macam saya terfikir-fikir. 118.Jadi, untuk menyelamatkan keadaan supaya benda itu tidak berlaku, 119.pertama sekali, kita buat research lah, tengok macam mana, pelajar 120.ini boleh dihandle macam mana. Ataupun, boleh juga minta nasihat 121. ataupun dari guru yang berpengalaman lah. Sebab dari situ pun kita 122. boleh jadikan mereka sebagai reference, rujukan untuk kita 123. meningkatkan lagi kita punya cara PNP, pembelajaran dan pengajaran 124. lah.
31. Pengkaji	125.Okey. Soalan seterusnya, apa cara yang cikgu guna untuk mengurus 126.tekanan dan menjaga kesihatan emosi?
32. Klien	127.Buat sesuatu yang kita suka. Awak ada hobi. Macam saya lah, 128. kadang-kadang kalau macam stress sangat macam itu, macam emosi, 129. saya lebih suka baca komik. Macam itu. Ataupun, pergi keluarkah,

	130. dengan kawan-kawankah, dengan family. Tapi saya jaranglah, saya 131. jarang macam itu, saya bukan jenis macam itu. Saya suka kalau 132. macam emosi yang kurang stabil, saya suka duduk sorang-sorang, 133. baca buku, tak lah baca buku, baca komik. Benda yang tidak 134. memberatkan fikiran lah. Tengok drama kah. Tapi drama-drama yang 135. bukan beratlah. Contohnya, biasanya saya suka tengok anime macam 136. itu. Sebab benda itu tidak berat untuk saya.
33. Pengkaji	137. Seterusnya, sokongan sosial, macam keluarga, kawan, rakan sekerja, 138. macam mana mereka membantu cikgu, menyokong cikgu?
34. Klien	139. Kawan, rakan sekerja, biasanya macam, kalau ada problem di tempat 140. kerja, masalah murid ka, murid tidak faham ka, behaviour dia ka, saya 141. biasanya, kita akan maklumkan dengan kawan-kawan lah. Kawan- 142. kawan, dengan cikgu-cikgu yang berpengalaman. Kadang-kadang 143. mereka mendengar pun dah cukup. Tapi kadang-kadang, yang cikgu 144. berpengalaman ni, mereka akan maklumkan dengan kita apa yang 145. kita perlu buat. Itu saya rasa adalah salah satu support mereka lah 146. untuk kita ini janganlah putus asa untuk mengajar. Macam itu. 147. Biasanya saya share dengan kawan-kawan lah, yang kawan-kawan 148. yang ada pengalaman untuk masalah yang sama lah. Jadi, dari situ 149. kadang-kadang boleh discuss apa yang boleh kita buat.
35. Pengkaji	150. Soalan seterusnya, kalau cikgu stress, pernah tak cikgu mencari 151. bantuan professional macam kaunselor ataupun program 152. kesejahteraan kah?
36. Klien	153. Setakat ini, saya pernah pergi sekali sahaja. Tapi saya lupa. Tapi dekat 154. kesihatan lah. Ada saya pergi sekali yang kita check kita punya 155. anxiety, semua, depression. Ada sekali lah. Itu pun saya ikut kawan 156. saya sebenarnya. Kita nak tengok di mana. Sebab benda itu, saya rasa, 157. kalau kita nak jumpa, boleh kalau kita nak jumpa pakar apa semua 158. kan, tapi before kita nak pergi pakar itu, sekarang kan ada boleh check 159. melalui online. Kita boleh tahu tahap kita di mana. Kalau kita dah 160. rasa tak boleh sangat diselamatkan, boleh lah jumpa pakar. Macam 161. itu.
37. Pengkaji	167. Jadi, cikgu pergi untuk check masa itu, disebabkan ikut kawan lah?

38. Klien	167. Ya, ikut kawan. Tapi dalam masa yang sama, saya nak tahu jugaklah 168. tahap saya macam manalah sebab tak pernah langsung. Jadi, dari situ, 169. dapat juga ilmu. Sebab, dalam saya check itu, mereka ada terangkan 170. kalau kita anxiety, apa yang perlu kita buat, kita dah masuk tahap 171. depression, apa yang kita perlu buat. Macam itu lah.
39. Pengkaji	172. Tapi adakah masa itu cikgu sedang stress atau cikgu sekadar ikut 173. kawan?
40. klien	174. Time itu, tak, saya tak stress. Tapi, saya punya percent anxiety itu 175. sangat-sangat tinggi. Jadi, dia cadangkan saya jumpa pakarlah. Tapi 176. saya tak pergi. Sebab saya rasa, sebab anxiety tak berapa sangat, kalau 177. depression dia perlu jumpa pakar. Sebab depression itu lebih lagi 178. daripada anxiety. Anxiety ini biasanya saya rasa untuk orang yang 179. introvert yang tak boleh tempat ramai. Ia sekadar, kalau awak tengok 180. saya jawab soalan, ia sekadar situation yang ia bagi, kita letak ya 181. ataupun tidak sahaja, macam itu.
41. Pengkaji	182. Okey. Soalan seterusnya, cikgu ada hobi tak? Hobi atau aktiviti 183. santai, macam mana ianya membantu cikgu rasa lebih tenang atau 184. kurang stress? Adakah dengan membaca komik tadi, yang cikgu 185. cakap tadi.
42. Klien	186. Betul, betul. Baca komik, apa lagi yang selalu saya buat ya. Tengok 187. cerita.
43. Pengkaji	188. Anime?
44. Klien	189. Anime. Kalau tengok cerita drama pun, saya suka drama yang bukan 190. terlalu sedih, terlalu yang suruh kita berfikir terlalu banyak macam 191. itu. Kadang-kadang saya keluar juga dengan kawan saya. Tapi 192. jaranglah. Kecuali memang dah tak tahu nak buat apa. Itu mungkin 193. saya akan cakap dengan kawan. Tapi bukan yang keluar huha huha 194. tak lah, duduk-duduk, cakap apa benda yang kita rasa bingung, 195. macam itu.
45. Pengkaji	196. Okey. Seterusnya, macam mana cikgu urus masa antara kerja dan 197. kehidupan peribadi. Contoh macam work-life balance cikgu macam 198. mana?

46. Klien	199. Seperti yang saya cakap sebelum ini tadi, pengurusan masa. Jadi, 200. benda yang kita perlu selesaikan settlekan di tempat kerja, better kita 201. selesaikan di tempat kerja. Jangan bawa balit ke rumah lah. Kecuali 202. dalam keadaan yang maksud saya, memang perlu sangat awak perlu 203. settle benda itu dan tidak sempat di tempat kerja, mungkin awak 204. boleh settlekan di rumah.
47. Pengkaji	205. Jadi, soalan yang terakhir, apa nasihat yang cikgu nak bagi kepada 206. guru yang mengajar pendidikan khas yang lain supaya mereka boleh 207. menjaga kesejahteraan diri?
48. klien	208. Nasihat saya, untuk diri saya sendiri lah, bersedia, sentiasa bersedia 209. untuk menghadapi apa juga behaviour student, tak kesah sama ada 210. dia special ataupun tidak. Sentiasa bersedia dari segi emosi, fizikal, 211. mental. And then, sebelum mengajar itu, kita kena sedia betul-betul, 212. apa yang kita nak ajar untuk student itu. Setiap cikgu itu, mesti ada 213. target. Contohnya, awak ajar kelas hari ini, apa target awak hari ini? 214. Sebab itu mesti ada RPH itu tadi. Ianya mencapai ataupun tidak. Jadi, 215. itu target awak. Jadi, untuk guru-guru yang masih baru nak mengajar, 216. bagi saya, persediaan untuk mengajar itu dari segi, semua lah, perlu 217. bersedia lah. Dari segi mental, fizikal apa semua. Dan sebelum 218. mengajar itu mesti ada target. Supaya bila kita ajar itu, kita tidak 219. keluar daripada apa yang kita target hari itu. Sebab kalau kita tak ada 220. target kan, kita masuk kelas, kita boleh mengajar melompat-lompat. 221. Faham tak? Kita tak tahu, time kita mengajar itu, kita tak tahu 222. keadaan kelas itu macam mana, sama ada mereka terlalu cepat faham 223. ataupun mereka terlalu lambat faham. At least, bila kita ada MRPH, 224. ataupun kita bersedia untuk mengajar itu, kita tahu apa kita nak buat. 225. Jadi, untuk sebagai seorang guru, bersedialah dari segi apa pun. Jaga 226. paling penting, jaga emosi. Jangan terbawa-bawa dengan student. 227. Untuk diri saya juga lah. Okey.
49. Pengkaji	228. Okey. Kita dah sampai ke penghujungnya, terima kasih cikgu sebab 229. sudi meluangkan masa.
50. Klien	230. Sama-sama.

Transkrip Responden 4 (21 April 2025) 7:25 PM

1. Pengkaji	1.Ok, sebelum kita mula, saya nak ucapkan terima 2.Kasih lah kepada cikgu sebab sudi meluangkan masa untuk temubual 3.kita pada hari ini. Sebelum kita mula, saya akan perkenalkan diri saya 4.dulu lah. Nama saya, Afiyah Fikriyah Bt Mohamad, boleh panggil saya 5.Afiyah, saya student UNIMAS, year 3, Counselling. Ok. Boleh cikgu 6.perkenalkan nama, nama cikgu, umur cikgu, cikgu mengajar subjek apa, 7.dan berapa lama sudah cikgu mengajar student yang berpendidikan 8.khas?
2. Klien	9.Ok. Nama saya Hii Swi Ling, and then umur saya 33 tahun. Lepastu, 10. saya sudah mengajar selama 8 tahun dekat sekolah tersebut. And then, 11. dulu ialah untuk murid yang ada masalah pendengaran. Lepastu, dekat- 12. dekat 2, 3 tahun ini, ada masuk murid LB, Learning Disability. 13. Masalah pembelajaran. Lepastu, baru sekarang ada mengajar murid 14. masalah pembelajara. Tetapi major untuk IPG saya ialah pendidikan 15. khas masalah pembelajaran.
3. Pengkaji	16.Ok. Cikgu ada mengajar certain subject kah cikgu? Macam subject 17.English kah, BM macam itu kah?
4. Klien	18.Certain subject saya sekarang mengajar Mathematic untuk masalah 19.pendengaran tahun 2, lepastu untuk masalah pembelajaran, saya 20.mengajar Bahasa Melayu, Pengurusan Diri dan Kemahiran 21.Manipulatif.
5. Pengkaji	22.Ok. So, kiranya banyak lah subject cikgu mengajar?
6. Klien	23.Iya. Tapi mostly ialah untuk subject masalah pembelajaran lah. Sebab 24.major masalah pembelajaran.
7. Pengkaji	25.Ok. Boleh kita mulakan temubual kita cikgu?
8. Klien	26.Boleh.
9. Pengkaji	27.Ok. Soalan pertama, secara umumnya, macam mana cikgu rasa 28.kesejahteraan diri cikgu sebagai guru yang mengajar pendidikan khas?
10. Klien	29.Kalau saya, saya pergi sekolah masih ok. Lepastu, masuk kelas, tengok 30.lah keadaan murid. Kalau murid bagi respon yang positif, cikgu pun 31.gembira lah. Kalau murid respon negatif, macam ada masalah tantrum,

	32.masalah emosi, guru macam emo sikit lah sebab tak dapat 33.melaksanakan aktiviti untuk PNP. Mereka macam nak ikut mood 34.mereka untuk menjalankan aktiviti. Kalau mereka mood tak baik, 35.susah nak ajar.
11. Pengkaji	36.Faham. Ok. Seterusnya, apa aspek kerja yang paling buat cikgu 37.seronok dan berpuas hati? Contohnya seperti berinteraksi dengan 38.murid-murid ka ataupun menyediakan bahan kerja.
12. Klien	39.Macam murid untuk masalah pendengaran, dia kena ada bahan untuk 40.rujuk juga lah. Sama dengan masalah pembelajaran. Kalau 41.pendengaran dia tak dengar kan? And then, kami kena explain lagi 42.banyak untuk mereka. Contohnya, saya mengajar Mathematic, saya 43.mahu explain menggunakan tangan untuk menjalankan operasi tambah 44.dengan tolak. Kena guna teknik lain untuk mereka. Lepastu, kalau 45.untuk masalah pembelajaran, mereka more to Pengurusan Diri dengan 46.Kemahiran Manipulatif and then kami pun kena ada bahan-bahan lain 47.lah macam sticker diamond itu. Kami boleh gunakan untuk Kemahiran 48.motor halus mereka. Kalau mereka dapat hasilkan, bagus lah. Kalau 49.mereka macam faham apa kami buat, boleh faham, pun gembira.
13. pengkaji	50.Jadi, kiranya sticker tu untuk hadiah untuk mereka lah?
14. Klien	51.Ya, ya. Lepas mereka hasilkan, mereka akan simpan dekat kelas atau 52.bawa balik. Lukisan diamond tu, tahu kah?
15. Pengkaji	53.Jadi, menyediakan bahan kerja lah menjadi aspek kerja yang paling 54.menyeronokkan dan berpuas hati untuk cikgu?
16. Klien	55.Ya, ya, ya. Dia macam more to sambil main, sambil belajar and then 56.sambil melatih motor halus mereka.
17. Pengkaji	57.Ok. Seterusnya, boleh cikgu kongsi satu pengalaman yang paling 58.bermakna yang buat cikgu rasa bangga atau berpuas hati menjadi guru 59.yang mengajar pendidikan khas.
18. Klien	60.Kalau berasa bangga, iaitu murid dapat faham lah apa yang cikgu ajar. 61.Contohnya, hari itu saya mengajar untuk BM, untuk hari Isnin sampai 62.Ahad. Lepastu untuk murid masalah pembelajaran, autisme, dia dapat 63.menghafal itu hari ejaan Isnin sampai Ahad. Saya berapa kali kah, 2 64.hari kah saya ajar lepastu dia dapat hafal sampai sekarang. Kalau kami

	65. macam menyebut Isnin dia dapat menulis ejaan itu. Ada lagi seorang, 66. dia macam selalu kami suruh dia cakap, dia tak mahu cakap. Dia pun 67. murid autisme and then saya pun selalu ulang nama dia, berulang- 68. ulang. Lepastu dia sambil cakap sambil isyarat walaupun dia masalah 69. pembelajaran. And then dia berminat lepastu dia pun ikut, FERRO 70. macam itu nama dia. Itu yang saya puas hati lah.
19. Pengkaji	71. Apabila cikgu mengajar mereka dapat tangkap lah?
20. Klien	72. Ya, ya. Itu yang paling penting. Bila kami ajar, guru ajar, kalau dia 73. dapat tangkap dengan cepat, dengan baik, walaupun perlu masa yang 74. panjang, cikgu pun rasa gembira lah. Asalkan kamu dapat tangkap 75. sedikit, walaupun sedikit.
21. Pengkaji	76. Betul. Ok. Seterusnya, macam mana cikgu menguruskan emosi semasa 77. bekerja?
22. Klien	78. Kalau dekat kerja, jangan bagi sendiri stress sangat. Dengar lagu. 79. Macam dekat office boleh buka lagu yang volume dia kecil. Lepastu 80. makan. Makan, rehat.
23. Pengkaji	81. Jadi cikgu akan ambil sometimes alone lah untuk diri cikgu?
24. Klien	82. Ya, ya, ya. Ataupun macam cakap dengan colleague, macam kawan 83. sekerja tentang masalah-masalah mereka then akan rasa ok, sudah ok.
25. Pengkaji	84. Ok. Seterusnya, kerja sebagai guru, adakah ianya mengganggu 85. kehidupan peribadi cikgu ataupun hubungan cikgu dengan orang lain?
26. Klien	86. Tidak.
27. Pengkaji	87. Setakat ini semua ok lah?
28. Klien	88. Maksud kamu, jadi cikgu akan mengganggu kah?
29. Pengkaji	89. Ya.
30. Klien	90. Tidak. Sebab saya akan hadkan, macam kerja dekat office, kerja dekat 91. sekolah, settlekan terus dekat sekolah. Macam, kalau tak sempat habis, 92. baru ambil sedikit masa free untuk habiskan.
31. Pengkaji	93. Faham. Ok. Seterusnya, apa makna kejayaan bagi cikgu dalam 94. profession ini? Ada kaitan dengan kesejahteraan cikgu ataupun tidak?
32. Klien	95. Yang tadi saya cakaplah, kalau mereka dapat menunjukkan 96. perkembangan mereka, macam mereka tangkap apa yang cikgu ajar,

	97.happy lah satu hari. Macam rasa puas hati, hari ini mereka mencapai 98.objektif saya.
33. Pengkaji	99.Jadi, objektif pada hari itu amat penting lah?
34. Klien	101.Ya, ya. Kalau tak capai, berusaha lah untuk esok.
35. Pengkaji	101.Ok. Jadi, seterusnya, apa cabaran paling besar yang cikgu hadapi 102.dalam bidang ini?
36. Klien	103.Masalah untuk yang paling besar, kehadiran dengan tahap mereka. 104.Kehadiran untuk murid sangat penting. Kalau murid itu selalu tak 105.hadir, lepastu dia pun lemah, ini jadi satu masalah lah. Lepastu dia 106.macam tak dapat ikut pdp untuk cikgu, and then mereka ada tahap- 107.tahap mereka sendiri. Lepastu, kami perlu macam mengatur objektif 108.untuk mereka masing-masing.
37. Pengkaji	109.Jadi kehadiran murid itu sangat penting lah?
38. klien	110.Ya. Kalau mereka selalu tak hadir, mereka pun tertinggal 111.pembelajaran dan pengajaran yang cikgu ajar lepastu murid yang lain 112.sudah pergi masuk yang lagi tinggi, dia masih yang paling rendah.
39. Pengkaji	113.Ok. Seterusnya, tugas lain macam kerja pentadbiran ada 114.mengganggu keseimbangan kerja dan rehat cikgu ataupun tidak? 115.Contohnya membuat laporan murid kah, ataupun menyediakan apa- 116.apa kah?
40. Klien	117. Kepada saya, masih ok lah. Sebab kami akan macam ambil masa free 118.dekat sekolah habiskan lah. Lepastu, susun dengan ok lah. Susun 119.masa dengan baik lah.
41. Pengkaji	120.Jadi, seterusnya, pernah tak cikgu rasa terlalu terbeban dari segi 121.emosi?
42. Klien	122. Kalau murid rasa tidak dapat, macam sekolah saya ada seorang murid 123.dia selalu tantrum tiba-tiba, lepastu cikgu susah nak control, then 124. akan rasa kecewa lah kenapa kelas saya maca mini. Sebab saya guru 125.kelas. Kenapa murid kelas saya terlalu tantrum macam itu. Rasa 126. kecewa lah.
43. Pengkaji	127.Oh, cikgu guru kelas?

44. Klien	128. Ya, guru kelas. Tapi nasib baik ada ibu-bapa bekerjasama lah yang 129. paling penting, selalu mendorong cikgu macam bagi kerja rumah pun 130. ok lah, ibu-bapa boleh tolong.
45. Pengkaji	131. Jadi, dari segi ibu-bapa memang memberi sokongan yang cukup lah?
46. Klien	132. Ya, ya. Macam dari segi kerja rumah, dari segi masa mereka, murid 133. ada sesetengah murid, kelas saya lah, mereka tak makan sangat RMT 134. – Rancangan Makanan Tambahan. And then, mereka terpaksa lah 135. bawa makanan sendiri. Masa saya berbincang dengan ibu-bapa, 136. mereka ok, dapat bawa makanan mereka sendiri.
47. Pengkaji	137. Ok. Kalau dari pihak sekolah dan rakan sekerja, cikgu rasa sokongan 138. dari mereka cukup ataupun tidak?
48. Klien	139. Cukup, cukup. Sebab kami boleh berbincang and then macam mana 140. mahu settle masalah macam akademik, macam pengurusan diri, 141. macam itu. Sebab kan ada subject-subject ada ketua panitia, kami 142. boleh berbincang dengan rakan sekerja untuk cara yang boleh 143. menolong mereka dalam PDP.
49. Pengkaji	144. Ok. Jadi, kiranya masalah murid dari segi tingkah laku dan 145. pembelajaran akan memberi kesan kepada emosi dan kesihatan 146. mental cikgu lah serba sedikit kan?
50. Klien	147. Stress sikit adalah, tapi yang banyak tidak lah. Sebab boleh 148. berbincang dengan ibu-bapa. Masih dapat settle, dapat menguruskan.
51. Pengkaji	149. Cuma macam yang cikgu cakap tadi, kalau anak murid tantrum tu, 150. akan memberi kesan kepada emosi cikgu lah kan?
52. Klien	151. Ada lah, sebab akan rasa kecewa kenapa kelas saya maca mini. Tapi 152. lepas itu ok. Kalau dia berkelakuan baik, gembira lah.
53. Pengkaji	153. Jadi, kalau anak murid cikgu tantrum, cara yang cikgu guna untuk 154. mengurus tekanan dan menjaga keseimbangan emosi cikgu itu seperti 155. yang cikgu cakap tadi lah? Seperti mendengar muzik, bercakap 156. dengan rakan sekerja.
54. Klien	157. Ya. Makan. Makanan yang sedap.
55. Pengkaji	158. Ok. Seperti yang cikgu cakap tadi, sokongan daripada keluarga, 159. kawan sekerja memberi sokongan yang cukup untuk cikgu. Jadi, 160. macam mana mereka memberi bantuan dan sokongan kepada cikgu?

	161. Macam ibu-bapa tadi, mereka bekerjasama dari segi makanan, dan 162. macam kawan sekerja cikgu dan pihak sekolah, kiranya mereka 163. membantu cikgu dari segi berbincang lah apa-apa masalah yang 164. mendatang kan?
56. Klien	165. Ya, ya, betul.
57. Pengkaji	166. Jadi, kalau macam cikgu cakap tadi, kalau cikgu stress, pernah tak 167. cikgu cari bantuan professional macam kaunselor atau program 168. kesejahteraan? Kenapa ya dan kenapa tidak?
58. Klien	169. Rasanya, sekarang saya stress, saya tidak. Sebab saya suka 170. menggunakan cara sendiri. Lepas saya guna cara sendiri macam tadi 171. saya cakap, hanya stress yang sekejap sahaja, bukan berterusan.
59. Pengkaji	172. Masih boleh dikawal lah?
60. Klien	173. Ya. Masih boleh ditangani. Tidak lah serius sangat.
61. Pengkaji	174. Ok. Jadi, adakah macam yang cikgu cakap tadi, kalau cikgu rasa 175. emosi tidak stabil cikgu makan. Jadi adakah itu hobi cikgu? Dan 176. kalau ya, macam mana ianya membantu cikgu rasa lebih tenang dan 177. kurang stress?
62. Klien	178. Kalau dari segi hobi, saya suka buat macam barang hands on. Macam 179. yang saya tadi cakap, lukisan yang diamond itu. Saya suka buat 180. benda-benda macam itu.
63. Pengkaji	181. Sticker diamond tadi itu lah?
64. Klien	182. Lepas hasilkan ia sangat cantik. Kerja hands on macam itu.
65. Pengkaji	183. Jadi, seterusnya, macam mana cikgu mengurus masa antara kerja dan 184. kehidupan peribadi cikgu?
66. Klien	185. Kalau uruskan masa, kalau saya balik dari sekolah, saya tak banyak 186. kan buat kerja dekat sekolah lagi. Kalau ada emergency baru buat. 187. Macam uruskan masa untuk keluarga juga. Kalau masa petang, 188. malam, saya bersama keluarga. Kecuali kalau ada emergency mahu 189. settlekan secara terus, secara langsung.
67. Pengkaji	190. Ok. Jadi, soalan yang terakhir, apa nasihat cikgu yang cikgu nak bagi 191. kepada guru yang mengajar pendidikan khas yang lain supaya mereka 192. boleh menjaga kesejahteraan diri mereka.

66. klien	193. Jangan rasa macam malu-malu untuk minta bantuan daripada rakan- 194. rakan yang lain. Sebab mereka masing-masing ada cadangan- 195. cadangan yang boleh diterima. Contohnya, mereka kalau bagi c 196. cadangan, kami boleh pilih untuk menerima ataupun tidak. Lepastu 197. jangan stress sangat sebab murid untuk pendidikan khas, mereka 198. perlukan masa yang panjang untuk macam meningkatkan diri. Tapi 199. mereka boleh jadi ok kalau mereka kalau mahu jadi ok perlukan masa 200. yang panjang. Lepastu cikgu tak perlu sangat stress sebab kalau 201. mereka mencapai sedikit pencapaian yang bagus, pun sangat baik 202. untuk mereka sudah. Macam ibu-bapa pun gembira kalau mereka 203. mencapai pencapaian yang sedikit walaupun sedikit lah. Cikgu sudah 204. membuat kerja yang, yang sangat, kepada saya guru pendidikan khas 205. sangat hebat lah sebab mereka boleh handle murid-murid pendidikan 206. khas.
68. Pengkaji	207. Ok. Terima kasih cikgu sebab sudi meluangkan masa bertembual 208. dengan saya cikgu.
69. Klien	209. You're welcome.

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1. Pengkaji	1.Ok. Assalamualaikum. Ok, sebelum kita mula, saya nak ucapkan terima 2.kasih lah kepada cikgu sebab sudi meluangkan masa untuk temubual 3.kita pada hari ini. Sebelum kita mula, saya akan perkenalkan diri saya 4.dulu lah. Nama saya, Afiyah Fikriyah , boleh panggil saya Afiyah, saya 5.student UNIMAS, year 3, Counselling. Boleh cikgu perkenalkan serba 6.sedikit tentang diri cikgu? Nama, asal cikgu dari mana, berapa lama dah 7.menjadi guru yang mengajar pendidikan khas?
2. Klien	8. Ok. Assalamualaikum warahmatullahi wabarakatuh. Nama saya, 9.Nadiatul Nazwa Saya menetap di Kuching dan mempunyai pengalaman 10. mengajar pelajar Pendidikan Khas selama lebih daripada dua tahun.
3. Pengkaji	11. Boleh saya tahu cikgu mengajar subjek apa?
4. Klien	12.Saya mengajar subjek Mengaji, Jawi dan Bahasa Arab.
5. Pengkaji	13.Ok. Mostly, Pendidikan Agama lah.
6. Klien	14.Ya, betul.
7. Pengkaji	15.So, boleh kita mulakan temu bual kita ?
8. Klien	16.Boleh, boleh.
9. Pengkaji	17. Ok. Untuk soalan pertama - secara umum, bagaimana pandangan cikgu 18. tentang kesejahteraan diri cikgu sebagai seorang guru Pendidikan 19. Khas? Sebagai contoh, apabila cikgu datang ke tempat kerja untuk 20. mengajar, adakah cikgu berasa tenang dan sejahtera? Adakah cikgu 21. merasakan kesejahteraan diri cikgu terpelihara dalam menjalankan 22. tugas harian?
10. Klien	23. Ok untuk soalan ya, mun bagi saya lah kesejahteraan diri saya 24. sepanjang saya nak mengajar ya. So far so good. Nya tidak jadi masalah 25. lah, Tidak mengganggu saya pun. Kesejahteraan hidup saya sentiasa 26. tenang sahaja lah. Sebelum saya mengajar, sedang apa semua.
11. pengkaji	27.So. So far so good lah. Semua.
12. Klien	28.Ya, betul.
13. Pengkaji	29. Ok. Untuk soalan yang kedua, apakah aspek kerja yang paling membuat 30. cikgu berasa seronok dan berpuas hati? Contohnya, adakah interaksi 31. dengan pelajar atau penyediaan bahan pengajaran?
14. Klien	32.Saya paling seronok apabila berbual dengan pelajar. Mendengar cerita- 33.cerita mereka sangat menghiburkan dan saya sentiasa memberi

	34.perhatian dengan sepenuh hati. Itu membuatkan saya rasa seronok.
15. Pengkaji	35.Hubungan dengan pelajar lah kan.
16. Klien	36.Ya.
17. Pengkaji	37. Ok. Soalan yang seterusnya, boleh cikgu kongsi satu pengalaman 38. paling bermakna yang membuatkan cikgu berasa bangga atau berpuas 39. hati menjadi guru yang mengajar Pendidikan Khas?
18. Klien	40. Salah satu perkara yang membuat saya berasa bangga ialah apabila 41. anak murid saya berjaya mencapai sesuatu yang saya ajarkan. Memang 42. bukan semua dapat menyesuaikan diri dengan cepat, tetapi apabila 43. mereka berjaya memahami apa yang diajar dalam masa yang singkat, 44. saya rasa sangat berpuas hati. Lebih membanggakan apabila pencapaian 45. mereka selari dengan pelajar arus perdana walaupun mereka merupakan 46. murid Pendidikan Khas.
19. Pengkaji	47.Pencapaian mereka lah yang cikgu maksudkan.
20. Klien	48.Ya, pencapaian mereka.
21. Pengkaji	49.Soalan seterusnya, bagaimanakah cikgu mengurus emosi semasa 50.bekerja? Adakah cikgu berasa stabil atau sebaliknya?
22. Klien	51.Semasa bekerja, emosi saya stabil sahaja. Tidak menjadi masalah untuk 52.saya mengawal emosi, terutamanya ketika berurusan dengan pelajar.
23. Pengkaji	53.Oh. So, pengurusan emosi bagi cikgu bukanlah satu halangan ya ?
24. Klien	54.Ya.
25. Pengkaji	55.Baik, jadi adakah kejayaan sebagai seorang guru pada masa ini 56.mengganggu kehidupan peribadi cikgu atau hubungan dengan orang 57.lain?
26. Klien	58.Semestinya, tidak.
27. Pengkaji	60. Seterusnya, apakah makna kejayaan bagi cikgu dalam profesion 61. perguruan pada masa ini? Adakah ia berkaitan dengan kesejahteraan 62. diri cikgu, seperti melihat anak murid menunjukkan kemajuan atau rasa 63. berpuas hati apabila melihat mereka berjaya?
28. Klien	64.Bagi saya, saya sangat berpuas hati apabila dapat melihat kejayaan 65.setiap seorang pelajar saya.
29. Pengkaji	66.Kejayaan itu dari segi pencapaian dalam pembelajaran, bukan?
30. Klien	67.Ya , dari segi pembelajaran.
31. Pengkaji	68.Okey. Soalan seterusnya, apakah cabaran paling besar yang cikgu 69.hadapi dalam bidang ini sekarang?
32. Klien	70.Cabaran paling besar ialah apabila pelajar mula menunjukkan tantrum, 71.di mana mereka sukar untuk dikawal pada masa tersebut. Namun,

	72.keadaan ini tidak selalu berlaku, hanya kadang-kadang sahaja, dan 73.keadaan tersebut boleh dikawal.
33. Pengkaji	74.Kira behaviour lah kan ?
34. Klien	75.Ya.
35. Pengkaji	76.Ok. So seterusnya, Adakah tugas lain seperti kerja pentadbiran 77.menggangu keseimbangan antara kerja dan rehat cikgu?
36. Klien	78.Tiada.
37. Pengkaji	79.Membuat laporan seperti itu tiadalah.
38. Klien	80.Tiada, kerana perkara itu juga adalah untuk kebaikan mereka — iaitu untuk pelajar juga.
39. Pengkaji	81.Cikgu pernah berasa terlalu terbeban dari segi emosi?
40. Klien	82.Tiada.
41. Pengkaji	83.So for now, semua baik sahaja dari segi emosi.
42. Klien	84.Ya
43. Pengkaji	85.Ok, adakah cikgu merasakan sokongan daripada pihak sekolah, rakan 86.sekerja, dan ibu bapa sudah mencukupi ataupun sebaliknya?
44. Klien	87.Setakat ini, sokongan yang diterima adalah mencukupi. Kebanyakan ibu 88.bapa dan pihak pengurusan memahami keadaan anak masing-masing.
45. Pengkaji	89.Ok,Bagus. Masalah murid dari segi tingkah laku dan pembelajaran — 90.adakah ia memberi kesan kepada emosi atau kesihatan mental cikgu?
46. Klien	91.Tidak.
47. Pengkaji	92.Jadi, dari segi behaviour hanya halangan lah kan ? Bukan dari segi 93.emosi.
48. Klien	94.Ya.
49. Pengkaji	95. Okey. Seterusnya, apakah cara yang cikgu gunakan untuk mengurus 96. tekanan dan menjaga keseimbangan emosi sebelum masuk ke kelas? 97. Sebab cikgu ada menyatakan bahawa emosi cikgu sekarang stabil, so 98. bagaimana sebenarnya cikgu menguruskan emosi cikgu?
50. Klien	99. Sebelum masuk ke kelas, saya akan membuat persediaan terlebih 100. dahulu mengenai apa yang perlu dilakukan sepanjang sesi 101. pembelajaran pada hari tersebut. Dengan itu, saya dapat expect apa 102. yang mungkin berlaku semasa mengajar. Itulah salah satu cara saya 103. control emosi saya sepanjang sesi pengajaran.
51. Pengkaji	104.So, ready semua materials apa semua lah kan ?
52. Klien	105.Ya.
53. Pengkaji	106. Seterusnya, bagaimanakah sokongan sosial seperti daripada ahli 107. keluarga, rakan sekerja dan penyelia membantu cikgu dalam 108. menjalankan tugas?

54. Klien	109. Kalau saya ada masalah yang saya rasa susah nak kawal dengan 110. pelajar, saya akan beritahu mereka. Biasanya, mereka akan beri 111. nasihat atau tips untuk saya kawal keadaan dengan lebih baik.
55. Pengkaji	112. So, nasihat lah ?
56. Klien	113. Ya.
57. Pengkaji	114. Seterusnya, jika cikgu pernah berasa stres, adakah cikgu pernah 115. mendapatkan bantuan profesional seperti kaunselor atau menyertai 116. program kesejahteraan? Mengapa ya, atau mengapa tidak?
58. Klien	117. Setakat ini, saya belum pernah mendapatkan bantuan profesional 118. kerana mungkin saya belum sampai ke tahap di mana emosi saya 119. sukar dikawal. Setakat ini, saya hanya mendapatkan nasihat 120. daripada rakan sekerja sahaja. Kalau ada kesempatan, saya juga 121. bersedia untuk menyertai program tersebut bagi mengembangkan 122. ilmu dan kemahiran saya.
59. Pengkaji	123. Adakah cikgu mempunyai hobi atau aktiviti santai? Bagaimanakah 124. hobi atau aktiviti tersebut membantu cikgu untuk menjadi lebih 125. tenang dan mengurangkan stres?
60. Klien	126. Hobi saya ialah sentiasa bersedia. Sebelum melakukan sesuatu, 127. saya akan buat persediaan awal, contohnya dari segi bahan. Saya t 128. idak suka kerja yang tergesa-gesa atau bertempur sesama sendiri. 129. Dengan hobi ini, saya lebih mudah untuk menguruskan hari saya 130. dan melaksanakan tugas dengan lebih lancar.
61. Pengkaji	131. So, menyediakan bahan-bahan belajar lah?
62. Klien	132. Ya, semua perkara saya akan persiapkan sepenuhnya supaya dapat 133. mengawal keadaan dengan baik. Daripada kita hilang kawalan, 134. lebih baik kita sediakan segalanya dari awal.
63. Pengkaji	135. Okey, bagus. So, pengurusan tempat kerja sangat penting lah?
64. Klien	136. Ya.
65. Pengkaji	137. Okey. Seterusnya, macam mana cikgu urus masa antara kerja dan 138. kehidupan peribadi. Contoh macam work-life balance cikgu macam 139. mana?
66. Klien	140. Saya seimbangkan kedua-duanya. Jika waktu kerja, saya akan buat 141. persiapan terlebih dahulu sebelum waktu bekerja supaya ia tidak 142. mengganggu masa saya bersama keluarga atau sesiapa sahaja. Jadi, 143. untuk mengimbangkan kedua-dua aspek itu bukanlah satu masalah. 144. Ia masih boleh diurus dan diseimbangkan dengan baik.
67. Pengkaji	145. Jadi, soalan yang terakhir, apa nasihat yang cikgu nak bagi kepada

	146. guru yang mengajar pendidikan khas yang lain supaya mereka 147. boleh menjaga kesejahteraan diri?
68. Klien	148. Nasihat saya untuk sesiapa yang ingin mengajar murid berkelakuan 149. khas ialah, perkara paling utama adalah mentaliti kita. Kita mesti 150. sentiasa bersedia untuk menghadapi apa jua karenah anak-anak 151. berkelakuan khas ini. Kita perlu sentiasa bersikap terbuka dan 152. menerima apa sahaja yang mungkin berlaku, walaupun di luar 153. jangkaan kita. Ia bukanlah satu alasan untuk kita menolak atau 154. tidak mahu mengajar murid berkelakuan khas.
69. Pengkaji	155. So expect the unexpected.
70. Klien	156. Ya.
71. Pengkaji	157. Okey. Kita dah sampai ke penghujungnya, terima kasih cikgu sebab 158. sudi meluangkan masa.
72. Klien	159. Sama - sama

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1. Pengkaji	1. Ok. Assalamualaikum dan selamat petang kepada cikgu. Sebelum kita 2 2. mula, saya nak ucapkan terima kasih lah kepada cikgu sebab sudi 3. meluangkan masa untuk temubual kita pada hari ini. Sebelum kita 4. mula, saya akan perkenalkan diri saya dulu lah. Nama saya, Afiyah 5. Fikriyah, boleh panggil saya Afiyah, saya student UNIMAS, year 3, 6. Counselling. Boleh cikgu perkenalkan serba sedikit tentang diri cikgu? 7. Boleh cikgu kongsi nama cikgu, subjek yang diajar, dan sudah 8. berapa lama cikgu mengajar pelajar berpendidikan khas?
2. Klien	9. Baik. Assalamualaikum warahmatullahi wabarakatuh. Nama saya, 10. Munirah Abd Latip. Saya berumur 37 tahun pada tahun ini dan berasal 11. dari KICF. Saya mula mengajar murid berpendidikan khas lebih 12. kurang dalam dua tahun. Subjek yang saya ajar ialah Matematik.
3. Pengkaji	13. Boleh saya tahu cikgu mengajar di mana ?
4. Klien	14. Saya mengajar di sebuah tempat tuisyen di Kuching.
5. Pengkaji	15. Oh okey. Jadi boleh kita mulakan temu bual kita, cikgu ?
6. Klien	16. Boleh.
7. Pengkaji	17. Ok. Untuk soalan pertama - secara umum, bagaimana pandangan cikgu 18. tentang kesejahteraan diri cikgu sebagai seorang guru Pendidikan 19. Khas?
8. Klien	20. Pada mulanya, saya memang rasa gementar dan risau juga, sebab 21. pelajar berpendidikan khas ini kita tahu, mood dan sikap mereka tak 22. sama seperti pelajar normal. Jadi, kadang-kadang sukar dijangka – ada 23. masanya mereka okey, ada masanya tidak, dan kadang-kadang datang 24. ke kelas sambil menangis. Tapi lama-kelamaan, alhamdulillah, 25. semuanya makin baik dan keadaan pun semakin terkawal.
9. Pengkaji	26. Ok. Jadi, bagaimana cikgu menangani atau menyesuaikan diri dengan 27. situasi-situasi yang tidak begitu baik tersebut?
10. Klien	28. Ok. Biasanya, saya akan berinteraksi terlebih dahulu dengan pelajar 29. tersebut. Saya akan tanya khabar dan bertanya apa yang mereka 30. lakukan sepanjang hari sebelum datang ke kelas. Ini kerana saya ingin 31. tahu keadaan emosi mereka ketika itu—sama ada mereka membawa 32. mood dari rumah ataupun ada sesuatu yang mengganggu fikiran 33. mereka. Dengan cara ini, saya boleh sesuaikan pendekatan saya semasa 34. mengajar.
11. pengkaji	35. Ok. Untuk soalan yang seterusnya, apakah aspek kerja yang paling

	36.membuat cikgu berasa seronok dan berpuas hati?
12. Klien	37. Rasa seronok itu datang bila murid berkeperluan khas ini selesa untuk 38. berkomunikasi dengan kita. Mereka tak rasa janggal atau terasing, jadi 39. kita pun lebih mudah untuk mengajar. Tambahan pula, bila kita boleh 40. memahami mereka dengan baik, proses pembelajaran jadi lebih lancar.
13. Pengkaji	41. Ok. Soalan yang seterusnya, boleh cikgu kongsi satu pengalaman 42. paling bermakna yang membuatkan cikgu berasa bangga atau berpuas 43. hati menjadi guru yang mengajar Pendidikan Khas?
14. Klien	44. Daripada pengalaman saya, rasa seronok itu muncul apabila melihat 45. perkembangan murid. Contohnya, apabila seorang pelajar datang 46. dalam keadaan 'zero'—langsung tidak tahu apa-apa, seperti tidak 47. mengenal nombor atau tidak dapat membuat operasi tambah, 48. sedangkan pada usia mereka sepatutnya sudah berada pada tahap yang 49. lebih tinggi. Pada mulanya memang kita perlu tunjuk dan ajar satu per 50. satu, tetapi bila akhirnya mereka boleh faham dan buat sendiri, kita 51. rasa sangat seronok. Kita nampak peningkatan yang ketara, dan itu 52. yang membuatkan saya berasa puas hati dan seronok sebagai seorang 53. guru.
15. Pengkaji	54. Soalan seterusnya, bagaimanakah cikgu mengurus emosi semasa 55. bekerja?
16. Klien	56. mengurus emosi macam mana tu? Boleh bagi contoh.
17. Pengkaji	57. Sebagai contoh, jika cikgu sedang berada dalam keadaan emosi yang 58. tidak stabil—mungkin cikgu penat, letih, atau sedang moody— 59. bagaimana cikgu mengurus emosi cikgu semasa sedang bekerja.
18. Klien	60. Ok, biasanya saya akan ambil masa seketika untuk diri sendiri. Saya 61. cuba beri ruang untuk bertenang dan fikir semula apa yang saya ingin 62. capai pada hari tersebut. Dengan cara ini, saya dapat mengawal emosi 63. dan bersedia untuk menguruskan kelas seperti biasa.
19. Pengkaji	64. Jadi, boleh dikatakan cikgu memerlukan sedikit masa bersendirian 65. untuk bertenang sebelum memulakan sesi pengajaran, betul begitu?
20. Klien	68. Ya, betul.
21. Pengkaji	69. Baik. Seterusnya, jadi adakah kejaya sebagai seorang guru pada masa 70. ini mengganggu kehidupan peribadi cikgu atau hubungan dengan orang 71. lain? Ataupun tidak?
22. Klien	72. Setakat ini, tidak.
23. Pengkaji	73. Seterusnya, apakah makna kejayaan bagi cikgu dalam profesion ini ? 74. Adakah ia berkaitan dengan kesejahteraan diri cikgu ataupun tidak ?

24. Klien	75. Ya. Semestinya seperti yang saya nyatakan tadi, rasa seronok itu 76. datang bila kita nampak kemajuan dalam diri pelajar. Daripada tidak 77. tahu apa-apa, mereka perlahan-lahan boleh faham, walaupun prosesnya 78. agak lambat. Sekurang-kurangnya ada perubahan dan peningkatan. 79. Jadi, sebagai seorang guru, sudah tentu kita rasa gembira dan puas hati 80. kerana matlamat kita tercapai, terutamanya apabila melibatkan pelajar 81. berpendidikan khas.
25. Pengkaji	82. Okey. Soalan seterusnya, apakah cabaran paling besar yang cikgu 83. hadapi dalam bidang ini ?
26. Klien	84. Setakat ini, cabaran utama adalah apabila berhadapan dengan pelajar 85. yang kita sukar kawal, terutamanya pelajar autism. Mereka mempunyai 86. tahap yang berbeza-beza, dan ada yang berada pada tahap yang agak 87. tinggi serta sangat hiperaktif. Memang agak mencabar untuk mengawal 88. mereka. Jadi, di situlah letaknya cabaran sebenar, kita sebagai guru 89. perlu ada lebih banyak ilmu dan kemahiran untuk mengurus dan 90. mengawal pelajar seperti ini dengan berkesan.
27. Pengkaji	91. Ok. So seterusnya, Adakah tugas lain seperti kerja 92. pentadbiran mengganggu keseimbangan antara kerja dan rehat cikgu? 93. Ataupun tidak? Contohnya, membuat laporan murid dan menyediakan 94. bahan belajar.
28. Klien	95. Setakat ini bagi saya, tiada
29. Pengkaji	96. Cikgu pernah rasa terlalu terbeban dari segi emosi atau tidak? Jika ya, 97. boleh cikgu kongsi sedikit tentang pengalaman tersebut?
30. Klien	98. Setakat ini, tidaklah terasa terlalu terbeban dari segi emosi. Keadaan 99. masih terkawal, dan murid-murid pun masih boleh dikendalikan 100. dengan baik. Tiada masalah besar yang betul-betul mengganggu 101. emosi saya setakat ini.
31. Pengkaji	102.Ok. Seterusnya adakah cikgu merasakan sokongan daripada pihak 103.sekolah, rakan sekerja, dan ibu bapa sudah mencukupi?
32. Klien	104. Alhamdulillah, semua orang di sekeliling saya memberikan sokongan 105. dan memahami kerjaya saya sebagai seorang guru yang mengajar 106. murid berkeperluan khas.
33. Pengkaji	107. Ok. Masalah murid dari segi tingkah laku dan pembelajaran adakah ia 108. memberi kesan kepada emosi atau kesihatan mental cikgu?
34. Klien	109. Daripada pengalaman saya, tingkah laku dan masalah pembelajaran 110. murid tidak memberi kesan yang besar kepada emosi saya. Ini kerana 111. kita sudah sedia maklum bahawa murid tersebut mempunyai 112. keperluan khas, dan dalam masa yang sama kita juga ada sedikit ilmu 113. serta kemahiran untuk membantu mengawal tingkah laku mereka.

	114. Jadi setakat ini, tiada masalah yang besar.
35. Pengkaji	115. Jadi, ia tidak memberi kesan kepada kesihatan mental cikgu.
36. Klien	116. Tidak.
37. Pengkaji	117. Okey. Seterusnya, apakah cara yang cikgu gunakan untuk mengurus 118. tekanan dan menjaga keseimbangan emosi .
38. Klien	119. Seperti yang saya nyatakan tadi, apa pun kerjaya kita, kita tetap 120. perlukan masa untuk diri sendiri. Selain daripada tanggungjawab dan 121. komitmen terhadap kerja, kita juga perlu luangkan masa untuk diri 122. sendiri dan melakukan aktiviti yang kita gemari.
39. Pengkaji	123. Seterusnya, bagaimana sokongan sosial daripada ahli keluarga, rakan 124. sekerja, dan penyelia membantu cikgu dalam menjalankan tugas 125. harian? Cikgu ada menyebut sebelum ini bahawa sokongan tersebut 126. mencukupi. Boleh cikgu terangkan dengan lebih lanjut bagaimana 127. mereka memberikan sokongan dan membantu cikgu dalam 128. menghadapi cabaran kerja?
40. Klien	129. Contohnya, rakan sekerja sangat membantu kerana apabila saya 130. menghadapi masalah atau menerima pelajar yang mempunyai isu dari 131. segi tingkah laku atau pembelajaran, saya akan merujuk kepada rakan 132. sekerja yang lebih berpengalaman. Saya akan mendapatkan 133. pandangan dan pendapat mereka supaya saya dapat mempraktikkan 134. cara yang mereka gunakan untuk membantu pelajar saya dengan lebih 135. berkesan.
41. Pengkaji	136. Seterusnya, jika cikgu pernah berasa stres, adakah cikgu pernah 137. mendapatkan bantuan profesional seperti kaunselor atau menyertai 138. program kesejahteraan? Mengapa ya, atau mengapa tidak?
42. Klien	139. Setakat ini, saya belum pernah mendapatkan bantuan profesional. 140. Biasanya, saya hanya merujuk kepada rakan sekerja dan penyelia 141. kerana mereka lebih berpengalaman dan dapat memberikan panduan 142. yang berguna.
43. Pengkaji	143. Adakah cikgu mempunyai hobi atau aktiviti santai? Bagaimanakah 144. hobi atau aktiviti tersebut membantu cikgu untuk menjadi lebih 145. tenang dan mengurangkan stres?
44. Klien	144. Ya, saya memang ada hobi. Contohnya, saya suka menonton filem. 145. Aktiviti seperti ini sangat membantu saya untuk tenang dan memberi 146. ruang kepada diri sendiri. Ia juga membantu mengurangkan tekanan 147. yang saya hadapi di tempat kerja.
45. Pengkaji	148. Okey. Seterusnya, macam mana cikgu urus masa antara kerja dan 149. kehidupan peribadi?

46. Klien	150. Untuk pengurusan masa, bagi saya, jika berada di tempat kerja, saya 151. akan fokus sepenuhnya pada kerja. Manakala apabila berada di 152. rumah, urusan peribadi memang saya utamakan. Saya seboleh 153. mungkin tidak membawa pulang kerja ke rumah kerana kita pun ada 154. tanggungjawab lain selain daripada pekerjaan. Kalau tugas terlalu 155. banyak, saya biasanya akan buat senarai keutamaan. Contohnya, saya 156. buat checklist supaya saya tahu mana satu yang perlu diselesaikan 157. dahulu dan mana yang boleh ditangguhkan.
47. Pengkaji	160. Jadi, soalan yang terakhir, apa nasihat yang cikgu nak bagi kepada 161. guru yang mengajar pendidikan khas yang lain supaya mereka boleh 162. menjaga kesejahteraan diri?
48. Klien	163. Pada pendapat saya, setiap guru sudah sedia maklum tentang 164. tanggungjawab masing-masing dan juga matlamat yang ingin dicapai 165. dalam kerjaya mereka. Walau apa pun tugas atau amanah yang 166. dipikul, sama ada di sekolah atau tempat kerja, kita mesti sentiasa 167. memberi keutamaan kepada kesejahteraan diri. Jangan sampai kita 168. mengabaikan kesihatan diri sendiri semata-mata kerana terlalu 169. memikirkan hal-hal kerja, hingga akhirnya diri sendiri terabai, 170. terutamanya dari segi kesihatan mental.
49. Pengkaji	171. Okey, terima kasih cikgu kerana mengkongsikan pengalaman cikgu. 172. Semoga nasihat cikgu memberikan satu peluang dan pertolongan 173. kepada cikgu-cikgu berpendidikan yang lain. Terima kasih cikgu.
50. Klien	174. Sama-sama

Transkrip Responden 7 (23 April 2025) 7:00 PM

1.Klien	1. Assalamualaikum W.B.T jelas ke suara saya?
2.Pengkaji	2. Jelas.
3. Klien	3. Nama saya Fathullah Hadi. Berumur 30 tahun berasal daripada 4. negeri Sarawak, Kuching dan saya sekarang sedang mengajar di SK 5. Combine bahagian PPKI lah integrasi, PPKI integrasi. Saya telah 6. menceburi bidang pendidikan khas ini, mengajar, kalau campur 7. dengan belajar, hampir 13 tahun. 5 tahun di maktab perguruan, Kota 8. Bharu, 7 tahun untuk service dalam bidang pendidikan. Dan masa 9. mula-mula saya ditempatkan dahulu, saya ditempatkan di sekolah 10. SKPK, SIBU iaitu masalah pendengaran dan saya belajar satu 11. perkara baharu saya belajar bahasa isyarat lah di SK Pendidikan 12. Khas, SIBU. Bila balik ke Kuching, ke tempat asal, saya balik ke 13. kos saya asal lah, masalah pembelajaran. Itu lah serba sedikit yang 14. boleh diceritakan tentang saya.
4. Pengkaji	15. Ok. Terima kasih cikgu. Jadi, kita mulakan dengan soalan yang 16. pertama, secara umum, macam mana cikgu rasa tentang 17. kesejahteraan diri cikgu sebagai guru yang mengajar pendidikan 18. khas?
5. Klien	19. Boleh saya tahu sejahtera maksudnya dari segi tekanan emosi ke 20. macam mana?
6. Pengkaji	21. Kesejahteraan diri tu macam well-being. Sama ada cikgu datang ke 22. sekolah, cikgu datang ke kelas bekerja dalam keadaan yang tenang, 23. tidak stress atau macam mana?
7. Klien	24. Alhamdulillah setakat saya mengajar pendidikan khas ini tak ada 25. lagi lah yang menyebabkan saya tekanan. Sebabnya murid 26. pendidikan khas ini, ada masa nya, biasa budak-budak ini ada 27. tantrum, tapi bila pagi-pagi datang sekolah tu, kita mengimbau 28. balik tingkah laku mereka itu, lucu sebenarnya. Sebab diorang itu 29. kan, kalau kita pandai ambik hati, ada masa lucu. Tapi waktu 30. diorang tantrum tu, kita kena mengatasi tantrum tu jangan bawa ke 31. rumah, jangan bawa ke sekolah. Perkara yang di rumah, jangan 32. bawa ke sekolah. Tak ada isu lah saya rasa. Saya rasa sejahtera lah 33. dengan diorang ini. Sebabnya, yang kita rasa risau ni sebenarnya, 34. bila fikiran seorang guru ni bila macam mana lah anak murid aku 35. nanti bila dah tua. Itu sahaja lah yang bermain di fikiran. Tetapi 36. untuk tekanan emosi ke, tak ada yang berkaitan dengan sejahtera 37. lah. Saya rasa sejahtera lah, Alhamdulillah lah, setakat saya 38. mengajar lah. Menjawab tak?
8. Pengkaji	39. Ya, menjawab. Kiranya cikgu lebih ke memikirkan tentang masa 40. depan anak murid lah?
9. Klien	41. Ye, betul. Sebab kita kan ada murid ni, dia perlukan lagi bantuan 42. nak ke tandas. Mereka ini bila usia berbelas tahun, untuk 43. pendidikan khas, umur di sekolah rendah sampai maximum, 14 44. tahun. Jadinya, kita melihat perubahan emosi mereka. Ada yang 45. perempuan dah datang haid. Jadi kita dapat lihat lah emosi mereka 46. berubah. Biasalah ada kemahuan ke arah kelakian. Yang kelakian 47. ada nak kearah keperempuanan. Ada masa nya bila mereka dah 48. start membesar tu, dulu boleh kencing, sekarang dah tak boleh pergi

	49. kencing sendiri. Benda itu yang bermain di fikiran setiap guru 50. pendidikan khas lah. Sebabnya kita risau eh macam mana lah dah 51. besar nanti. Itu je lah. Sebab ada yang boleh kita bantu memang 52. kita akan bantu dari segi akedemik, dari segi tingkah laku. Kalau 53. yang tak boleh bantu tu, kita cuba untuk mengajar sikit-sikit lah 54. untuk mengawal emosi dia. Itu sahaja lah.
10. Pengkaji	55. Jadi, seterusnya, apa aspek kerja yang paling buat cikgu rasa 56. seronok dan berpuas hati?
11. Klien	57. Aspek yang saya rasa seronok dan puas hati apabila mereka 58. mencapai sesuatu perkara yang sangat kecil. Contohnya, mereka 59. dapat mengubah tingkah laku dari segi macam mana dari seorang 60. yang tantrum, tak boleh pakai baju. Jadi, bila diorang boleh pakai 61. baju sendiri, tanpa bantuan guru, pergi tandas tanpa bantuan guru, 62. itu adalah satu moment sedih yang happy, bukan moment yang 63. gembira, sebabnya, eh berjaya jugak aku. Macam dari segi, kalau, 64. kita orang tak boleh nak diukur dari gred, kalau guru-guru di 65. perdana, mereka akan mengukur kejayaan mereka dari kejayaan 66. murid menjawab soalan dengan gred-gred mereka. Maksudnya ada 67. yang dapat A subject. Tetapi untuk saya, mewakili guru pendidikan 68. khas, kitorang bila melihat perubahan yang sangat kecil, kitorang 69. kan ada satu RPI. Dalam RPI tu, Rancangan Pendidikan Individu 70. ni, kitorang ada satu rancangan, jangka pendek dan jangka panjang 71. untuk membantu murid yang akan datang. Maksudnya, apabila dia 72. berjaya mencapai jangka pendek itu pun kitorang dah rasa 73. Alhamdulillah. Itu satu kejayaan, satu kegembiraan untuk setiap 74. guru pendidikan khas sebenarnya.
12. Pengkaji	75. Setiap apabila anak murid mencapai sesuatu walaupun sekecil 76. perkara lah?
13. Klien	77. Ye, betul. Tidaklah kita rasa macam, dia boleh hilang tantrum nya 78. tak mungkin. Sekarang itu sangat mustahil untuk menghilangkan 79. tantrum. Mild autisme ke, dia ada sedikit mild tu maksudnya dia 80. ada sedikit masalah autisme, boleh diatasi sebenarnya. Tapi, kalau ‘ 81. dia memang seorang yang suka tantrum, suka tumbuk diri sendiri, 82. itu antara yang kita ken acari bantuan sedikit demi sedikit lah. Dan 83. kejayaan yang merubah itu sedikit yang menyebabkan kita gembira 84. lah.
14. Pengkaji	85. Ok. Jadi, soalan yang seterusnya, boleh cikgu kongsi satu 86. pengalaman yang paling bermakna yang buat cikgu rasa bangga 87. atau berpuas hati menjadi guru pendidikan khas? Adakah ianya 88. sama seperti yang cikgu ceritakan tadi iaitu apabila anak murid 89. cikgu mencapai sesuatu?
15. Klien	90. Ya, betul. Apa yang saya cerita tadi, ya betul, saya apabila dia 91. mencapai sesuatu. Pada mula saya posting, ditempatkan di SKPK, 92. SIBU, saya dapat seorang murid cerebral palsy. Awak tahu cerebral 93. palsy? Murid yang dia tak boleh dari segi kaki ke, tangan ke, either 94. one lah. Murid ni, dia masalah kaki dan dia tak boleh jalan 95. sebenarnya. Jadinya saya buat satu langkah-langkah kecil lah. 96. Untuk dia. Masa tu tak ada barang alatan yang digunakan. Yang 97. digunakan meja untuk membantu dia berjalan. Dia bukan jalan 98. bertapak. Dia kaki dia ada masalah. Itu satu moment yang saya rasa

	99. macam eh Alhamdulillah berjaya jugak intervensi yang saya telah 100. saya buat sebenarnya. Tapi ya lah, tidak berjaya sampai habislah 101. sebab murid itu berpindah atas faktor keluarga. Tapi intervensi 102. yang saya buat tu almost 6 bulan lah, untuk memastikan dia boleh 103. berjalan, bertapak. Sebenarnya dia kalau diikutkan doctor cakap 104. dia tak boleh bertapak sebenarnya. Tapi bila atas kerjasama mak 105. dia juga selalu bawa dia pergi terapi dan bantuan cikgu disekolah, 106. saya lah, dengan rakan-rakan yang lain. Lepastu dia boleh berjalan 107. lah sampai boleh menggunakan kasut untuk berjalan. Tapi, dia 108. berjalan sambil tidak bertapak secantik, tak se-normal kita yang 109. orang normal ini lah, dia bertapak di bahagian depan kaki saja lah. 110. Tapi itu moment yang saya rasa macam berjaya lah, walaupun tak 111. lah macam orang lain, anak murid aku dapat straight A. Itu satu 112. moment yang saya rasa macam, sebab seorang guru pendidikan 113. khas ini memerlukan kesabaran yang sangat tinggi lah. Kalau 114. kesabaran itu tipis, mungkin kecelakaan, kelukaan akan berlaku. 115. Macam itu lah.
16. Pengkaji	116. Jadi, itu adalah satu pengalaman yang paling bermakna untuk 117. cikgu lah?
17. Klien	118. Betul.
18. Pengkaji	119. Jadi, seterusnya, macam mana cikgu mengurus emosi semasa 120. cikgu bekerja?
19. Klien	121. Kalau saya cerita emosi ini bab berkaitan dengan keluarga. Emosi 122. ini, antaranya jaga pemakanan lah. Pemakanan kita kena jaga. 123. Sebabnya kadang-kala kalau berat badan kita terlampau berat, 124. nanti emosi kita kadang-kadang terganggu juga, rehat tak cukup, 125. tidur tak cukup. Satu lagi, kita kena ingat satu perkara, yang 126. paling paling paling saya ingat, dia ni yang akan membantu kita di 127. alam sana lah. Murid kita ni akan membantu kita di alam sana. 128. Kita berniat untuk membantu dia lah di dunia dan di akhirat.
20. Pengkaji	129. Jadi, soalan tadi, bagi cikgu, apa makna bagi cikgu profession 130. perguruan ini? Ada kaitan dengan kesejahteraan diri cikgu ataupun 131. tidak?
21. Klien	132. Ada kaitan dengan diri saya sendiri lah. Dan boleh banyak 133. menyumbang dalam bidang-bidang pendidikan khas lah. Kalau 134. saya lah.
22. Pengkaji	135. Jadi ianya banyak menyumbang lah?
23. Klien	136. Ya. Bila kita banyak menyumbang itu kita akan tahu.
24. Pengkaji	137. Ok. Seterusnya, apa cabaran yang paling besar cikgu hadapi 138. dalam bidang ini?
25. Klien	139. Cabaran yang saya hadapi dalam bidang ini apabila orang yang di 140. bidang lain beranggapan saya tidak mengajar seperti mereka. Ada 141. masanya apabila kita tidak dapat mengajar menyebabkan orang 142. beranggapan negative terhadap kita lah. Itu cabarannya lah. Dan 143. cabaran paling berat adalah untuk mencari solusi bantu anak 144. murid.
26. Pengkaji	145. Solusi bantuan itu adakah ianya melibatkan rural area? Area 146. pedalaman?
27. Klien	147. Ya dalam itu lah. Sebab sebenarnya kalau anak diberitahu, 148. peringkat ini jarang-jarang ada di pedalaman. Tetapi ada murid

	149. yang ada di pedalaman. Maksudnya cikgu yang di pedalaman 150. jarang ada.
28. Pengkaji	151. Jadi, kiranya bantuan tidak mencukupi.
29. Klien	152. Ya, Betul.
30. Pengkaji	153. Jadi, adakah tugas lain seperti kerja pentadbiran mengganggu 154. keseimbangan antara kerja dan rehat cikgu?Ataupun tidak.
31. Klien	155. Ya, memang ada serba sedikit tugas pentadbiran yang memberi 156. kesan. Contohnya, tugas seperti penyediaan laporan atau 157. dokumen tertentu selalunya mempunyai tarikh akhir (due date) 158. yang perlu dipatuhi. Jadi, apabila perlu menyiapkan tugas 159. tersebut dalam masa yang terhad, ia boleh menjejaskan fokus 160. terhadap pengajaran.
32. Pengkaji	161. Jadi, seperti yang cikgu cakap tadi ianya ada mengganggu cikgu 162. serba sedikit. Adakah cikgu pernah merasa terlalu terbeban dari 163. segi emosi?
33. Klien	164. Tidak sampai ke arah itulah.
34. Pengkaji	165. Baik. Seterusnya adakah cikgu merasakan sokongan daripada 166. pihak sekolah, rakan sekerja, dan keluarga cikgu?
35. Klien	167. Alhamdulillah cukup.
36. Pengkaji	168. Kalau sokongan daripada ibu bapa pula?
37. Klien	169. Okey juga, tidaklah saya kata tiada sokongan. Sokongan memang 170. ada dan kerap diberikan, terutamanya dari segi bantuan seperti 180. bantuan kewangan. Setakat ini, ibu bapa tiada masalah.
38. Pengkaji	181. Ok. Seterusnya, masalah murid dari segi tingkah laku dan 182. pembelajaran adakah ia memberi kesan kepada emosi atau 183. kesihatan mental cikgu?
39. Klien	184. Tidak mengganggu.
40. Pengkaji	185. Seterusnya, apakah cara yang cikgu gunakan untuk mengurus 186. tekanan dan menjaga kesihatan emosi?
41. Klien	187. Seperti yang saya nyatakan tadi, menjaga pemakanan dan 188. memperbetulkan niat kita.
42. Pengkaji	189. Seperti yang cikgu nyatakan tadi, cikgu menerima sokongan yang 190. mencukupi daripada pihak pentadbir, ibu bapa dan keluarga. 191. Bolehkah cikgu kongsi bagaimana bentuk sokongan sosial 192. tersebut membantu cikgu?
43. Klien	193. Pentadbir sering bertanya bagaimana mereka boleh membantu dan 194. apa bentuk bantuan yang diperlukan. Mereka juga kerap bertanya 195. kepada kami tentang kekurangan atau masalah yang dihadapi oleh 196. murid, menunjukkan bahawa mereka ingin mengetahui dengan 197. lebih lanjut tentang situasi murid serta bersedia untuk memberikan 198. sokongan yang diperlukan

44. Pengkaji	199. Jadi, serba sedikit ianya membantu cikgu jugalah.
45. Klien	200. Ya, betul.
46. Pengkaji	201. Seterusnya, jika cikgu pernah berasa stres, adakah cikgu pernah 202. mendapatkan bantuan profesional seperti kaunselor atau 203. menyertai program kesejahteraan? Mengapa ya, atau mengapa 204. tidak?
47. Klien	205. Tidak pernah, sebab saya tidak pernah merasa stres apabila 206. bersama dengan murid berpendidikan khas. Jarang sekali rasa 207. stres itu berlaku. Jadi, bukannya saya tidak memerlukan bantuan 208. profesional seperti kaunselor atau psikologi, tetapi kerana saya 209. sendiri tidak pernah berada dalam tekanan yang menyebabkan 210. stres, maka saya belum merasai keperluan untuk mendapatkan 211. bantuan tersebut.
48. Pengkaji	212. Adakah cikgu mempunyai hobi atau aktiviti santai? 213. Bagaimanakah hobi atau aktiviti tersebut membantu cikgu untuk 214. menjadi lebih tenang dan mengurangkan stres?
49. Klien	215. Hobi memang ada, tetapi nak meluangkan masa untuk melakukan 216. hobi itu jarang-jarang dapat dilakukan, mungkin disebabkan oleh 217. faktor pekerjaan dan tanggungjawab sebagai seorang yang sudah 218. berkeluarga. Kadang-kadang hobi yang santai seperti membaca al- 219. Quran pun boleh dianggap sebagai hobi juga. Bila kita membaca 220. al-Quran, kita rasa tenang dan ia membantu mengalihkan fikiran 221. seketika daripada tekanan atau hal-hal berkaitan kerja.
50. Pengkaji	222. Okey. Seterusnya, macam mana cikgu urus masa antara kerja dan 223. kehidupan peribadi?
51. Klien	224. Sebab semua orang ada 24 jam yang sama, jadi masa yang saya 225. ada tu saya cuba bahagikan sebaik mungkin. Contohnya, waktu 226. siang saya gunakan sepenuhnya untuk bekerja, dan apabila waktu 227. kerja tamat, saya tumpukan pula kepada keluarga. Tapi secara 228. jujur, masa untuk keluarga sebenarnya agak terhad juga sebab 229. pada waktu malam saya masih perlu bekerja.
52. Pengkaji	230. Jadi, soalan yang terakhir, apa nasihat yang cikgu nak bagi kepada 231. guru yang mengajar pendidikan khas yang lain supaya mereka 232. boleh menjaga kesejahteraan diri.
53. Klien	233. Nasihat saya sebagai guru yang baru setahun jagung mengajar 234. pelajar berpendidikan khas ialah, jaga niat, jaga emosi, dan jaga 235. kesihatan diri. Ini penting kerana kita perlu menjaga otak dan 236. badan supaya dapat bertahan untuk tempoh masa yang lama dalam 237. kerjaya ini. Jika niat kita tidak kukuh, mudahlah kita tertekan dan 238. menghadapi cabaran. Oleh itu, menjaga niat adalah perkara yang 240. paling utama.
54. Pengkaji	241. Okey. Kita dah sampai ke penghujungnya, terima kasih cikgu

	242. sebab sudi meluangkan masa.
55. Klien	243. Sama - sama.