

Hanya yang ISTIMEWA untuk yang TERISTIMEWA

KEPIMPINAN UNIK PENDIDIKAN KHAS

*SPECIAL EDUCATION UNIQUE
LEADERSHIP*

DR MOHD NORAZMI BIN NORDIN

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BIODATA PENULIS



Mohd Norazmi bin Nordin adalah seorang guru Pendidikan Islam di SK Pendidikan Khas Batu Pahat Johor. Berpengalaman mengajar murid-murid bekeperluan khas selama sembilan tahun. Berasal dari Kampung Lanai, Baling, Kedah. Merupakan pemegang Ijazah Sarjana Muda Perguruan dengan Kepujian Pendidikan Khas Masalah Pendengaran Pendidikan Rendah daripada Institut Pendidikan Guru (IPG) Kampus Ilmu Khas Cheras dari tahun 2006 hingga 2011. Meneruskan pengajian peringkat Sarjana (*Master*) dalam bidang Pengurusan Pendidikan di *Open University Malaysia* (OUM) dari tahun 2015 hingga 2017. Seterusnya menerima Ijazah Doktor Falsafah (PhD) dalam bidang Pendidikan melalui kajian berkaitan Pengurusan Pendidikan Khas daripada Universiti Tun Hussein Onn Malaysia (UTHM) pada tahun 2020. Berjaya menyiapkan tesis PhD dalam masa 18 bulan, bermula dari September 2018 hingga Mac 2020. Bergraduasi pada Oktober 2020 dan dalam masa yang sama dapat menghasilkan 20 artikel yang berjaya diterbitkan dalam jurnal berindeks SCOPUS.

MUQADDIMAH

Ebook ini merupakan himpunan beberapa artikel berkaitan kepimpinan pendidikan yang telah penulis sendiri sediakan berdasarkan kepada kajian-kajian ilmiah yang dijalankan. Artikel-artikel yang dipilih untuk dimasukkan ke dalam ebook ini bertujuan untuk memberikan sumber rujukan ilmiah bagi para ahli akademik dan pengkaji berkaitan dengan kepimpinan di pendidikan khas. Tidak dinafikan bahawa, kepimpinan yang menjurus kepada pendidikan khas ini masih muda dalam arus perbincangan ilmiah dalam Negara ini. Meskipun terdapat kajian-kajian tertentu berkaitan kepimpinan, namun fokus yang khusus tidak banyak diberikan kepada pendidikan khas. Atas inisiatif sayangkan pendidikan khas dan kemahuan untuk melihat pengurusan pendidikan khas lebih baik, maka saya telah menghasilkan ebook ini. Diharapkan agar pihak-pihak tertentu yang terlibat secara langsung dapat meneliti artikel-artikel yang terdapat dalam kajian ini untuk dijadikan panduan dalam melaksanakan kepimpinan di pendidikan khas. Sudah sedia maklum bahawa pendidikan khas adalah cabang pendidikan yang mencabar bukan sahaja kepada guru dan murid, malah juga kepada kepimpinan. Pada akhir penulisan ini juga, saya telah memperkenalkan satu teori asas berkaitan kepimpinan bagi pendidikan khas. Semoga usaha ini memberikan manfaat kepada semua.

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Hakcipta terpelihara tidak dibenarkan mengeluarkan mana-mana bahagian artikel, ilustrasi dan isi kandungan buku ini dalam apa jua bentuk dan dengan apa cara sekalipun, sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat izin bertulis penulis, Mohd Norazmi bin Nordin.



Isi Kandungan

Regression between Headmaster Leadership, Task Load and Job Satisfaction of Special Education Integration Program Teacher

Structural Equation Modelling Using AMOS: Confirmatory Factor Analysis for Taskload of Special Education Integration Program Teachers

The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia

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Special Education Intergration Program in Malaysia: Teachers Task Load as Mediator for the Influence of Headmasters Leadership to Teachers Job Satisfaction

Special Education Integration Program: Headmaster Leadership, Task Load and Job Satisfaction

Special Education Integration Program (PPKI) Teachers : Task load and Job Satisfaction

Elements of Teachers' Job Satisfaction in Teaching Students with Special Needs of Hearing Impaired in the State of Johor, Malaysia.

Factors for the Task Load of Special Education Integration Program (PPKI) Teachers in Johor
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Relationship between Headmasters' Leadership, Task Load on Special Education Integration Programme Teachers' Job Satisfaction

Meta Analysis for Special Education Leadership In Malaysia

Special Education Unique Leadership Theory

Regression between Headmaster Leadership, Task Load and Job Satisfaction of Special Education Integration Program Teacher

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ABSTRACT

Managing school is a daunting task for a headmaster. This responsibility is exacerbated when it involves the Special Education Integration Program (SEIP). This situation requires appropriate and effective leadership in addressing some of the issues that are currently taking place at SEIP such as task load and job satisfaction. This study aimed to identify the influence of headmaster leadership on task load and teacher job satisfaction at SEIP. This quantitative study was conducted by distributing 400 sets of randomized questionnaires to SEIP teachers across Malaysia through google form. The data obtained were then analyzed using Structural Equation Modeling (SEM) and AMOS software. The results show that there is a significant positive effect on the leadership of the headmaster and the task load of the teacher. Likewise, the construct of task load and teacher job satisfaction has a significant positive effect. However, for the construct of headmaster leadership and teacher job satisfaction, there was no significant positive relationship. This finding is very important as a reference to the school administration re-evaluating their leadership so as not to burden SEIP teachers and to give them job satisfaction. In addition, the findings of this study can also serve as a guide for SEIP teachers to increase awareness of the importance of managing their tasks. This study also focused on education leadership in general and more specifically on special education leadership.

Keywords: Headmaster Leadership, Task Load, Teacher Job Satisfaction, Special Education Integration Program.

INTRODUCTION

There are five factors that contribute to the issue of high SEIP teachers' task load, namely, teachers, students, policies, facilities and leadership (John Anderson, 2017). The first factor is the teacher's inability to manage tasks, minimal knowledge and a lack of willingness to cooperate (Siri, 2017; Amalina & Azita, 2016; Norizan et al., 2013). The second factor is the incomplete and unsafe facility factor (Rosnah Ishak & Siti Nur Fatimah, 2018; Cambridge et al., 2014; Brian, 2014). The third factor is the special need student (SNS) factor of various categories of disability (John Anderson, 2017; Series, 2017; Junaidah & Nik Rosila, 2013). The fourth factor is that the changing curriculum and policies are causing many special education teachers to do more work (Amalina & Azita, 2016; Cambridge et al., 2014; Erica & Raymond, 2009). The fifth factor is the leadership factor of the headmaster in the school (Awang Lokey & M. Hasani, 2016; Hanson Dawn, 2011; Sylvine & Michele, 2011).

However, the most important factor in influencing the burden of high SEIP teachers' task load is that of headmasters' leadership because they are the individuals responsible for the overall operation of the school (John Anderson, 2017). Among the problems faced by head teachers that could increase the task load of teachers and thus interfere with teacher job satisfaction are their own attitudes as reported by Nelson et al. (2014) showed that headmasters do not provide the encouragement and support to perform large, burdensome tasks. The attitude of those who do not pay proper attention to special education and the notion that special education is the only passenger in the school raises the issue of teachers' task load and the dissatisfaction of working special education teachers in SEIP endlessly (Erica & Raymond, 2009).

BACKGROUND RESEARCH

In a preliminary interview with five SEIP teachers in Johor, it was found that leaders in a school with programs such as SEIP need to have sufficient knowledge of special education and demonstrate a fair attitude in dealing with teachers and students in school. They said that the headmasters of the school did not pay attention to SEIP and instead focused on the achievements of mainstream students. They also constantly burden teachers in the SEIP with a lot of outside work because their attitude towards the teachers is more so that the teachers do not have much work in the SEIP. Some of them said that headmasters always provide important work at the school level to teachers at SEIP because they lack knowledge of the extra task load that teachers face in managing SNS. They also stated that his headmaster was autocratic in delivering assignments, where all instructions given were coercive, without discretion and needed to be prepared in a short period.

Shawnee et al. (2006) in their study of school leaders' knowledge of special education and its impact on their implementation of special education programs in secondary schools in North Carolina, USA found a direct impact on the construct. They assert that school leaders who do not have sufficient knowledge of special education will implement poor leadership on special education programs. The same is true of John Anderson (2017), who argues that the major problem with teachers' job satisfaction issues is the lack of knowledge and experience of major teachers in special education. Their lack of care will make special education programs in schools less successful (Shawnee et al., 2006). Engaged special education teachers will also face obstacles in the performance of their assignments due to the lack of ongoing support and guidance from the school administration (Junaidah & Nik Rusila, 2013).

a. Research objective

i. To examine the regression between headmaster leadership, task load and SEIP teacher job satisfaction.

b. Research questions

i. Is there a regression between headmaster leadership, task load and SEIP teacher job satisfaction?

LITERATURE REVIEW

Zakaria's (2016) study of headmaster leadership style and school effectiveness found that unrelated teacher tasks caused the teaching and learning process in the classroom to be disrupted, and this situation necessarily led to dissatisfaction with aspects of teacher work quality. In SEIP, students need to have teachers' full attention (Norashikin et al., 2015). They also point out that in leadership there is a need to be aware of a task in order for made a good change. Although this study is related

to teacher leadership, the awareness needed to be higher for a school leader. Ahmad and Raziah (2009) view those headmasters should create a sense of satisfaction for teachers in carrying out their tasks. In the SEIP, for example, special education teachers dealing with SNS need to concentrate their energies as well as their efforts in ensuring that SNS are well-received and well-educated (Special Education Division, 2015).

As outlined in the Special Education Integration Program Operations Handbook by Ministry of Education, among the roles of headmasters in schools with SEIP are as follows, setting up a special education program integration committee and ensuring full functioning at the school level, ensuring all special education teachers implement SEIP with effective, making the SEIP the years target, emphasizing that special education teachers implement the teaching process at their respective SEIP, conducting and monitoring of the teaching process of special education assistant/coordinator and special education teacher, ensuring the physical aspects of the classroom are safe and appropriate for the learning process, forging close working relationships between SNS's parents and the school, and providing periodic reports of SEIP achievement to Ministry of Education (Special Education Division, 2015). These guidelines clearly emphasize that special education teachers should pay particular attention to SNS and SEIP. However, most headmasters do not know and do not provide encouragement for special education teachers to carry out their tasks (Nelson et al., 2014). The problematic leadership of the headmasters will result in the burden of the SEIP teachers (Junaidah & Nik Rusila, 2013). This will also result in the loss of job satisfaction of special education teachers (John Anderson, 2017).

Nelson et al. (2014) stated that special education teachers who are burdened with high duties are not satisfied with carrying out their core tasks of teaching SNS. They also point out that the inconsistency of special education teachers' vacations increases their job satisfaction. Amalina and Azita (2016) support this assertion that increasing levels of pressure on SEIP teachers in completing assignments has led to a lack of satisfaction in carrying out their assignments. Angela (2013) and Rabayah et al. (2010) on the other hand stated that SEIP teachers are physically unable to enjoy the satisfaction of working when no reward is given after the teachers have successfully completed the assignment.

Headmasters who do not provide proper encouragement to SEIP teachers in performing the task also affect the job satisfaction of the teachers (Louise Strydom et al., 2012). Norizan et al. (2013) stated that the attitude of headmasters who do not understand the true role of SEIP teachers has led to the disruption of teachers' job satisfaction in teaching SNS. Similarly, Junaidah and Nik Rusila (2013) points out that those who understand the workings of SEIP teachers will adopt a leadership style that does not interfere with teacher satisfaction. Massithah (2009) states that teachers in SEIP are dissatisfied with their work because they are disturbed by the practice of headmasters and their negative attitude towards special education. Whereas Peggy Lau (2008) found that the satisfaction of special education teachers is influenced by their work relationships with peers and teachers.

The issue of high tasks load on teachers in SEIP due to the leadership of headmasters has persisted for many years (John Anderson, 2017). This issue further affects the job satisfaction of teachers at SEIP (Junaidah & Nik Rusila, 2013). This is evidenced by several state-based studies across Malaysia such as Junaidah and Nik Rosila (2013) in the state of Perlis, Awang Lokey and M. Hasani Dali (2016) in the state of Kedah, Ghani et al. (2015) in the state of Penang, Rabayah et al. (2010) in Perak, Habib and Zaimah (2012) in Selangor, Mohamad Abdillah Royo and Woo (2010) in Kuala Lumpur, Ahmad and Raziah (2009) in Negeri Sembilan, Norizan et al. (2013) in the state of Terengganu, quoted in the newspaper Sinar Harian by Sapinah Ab Ghani (2015) entitled "Special Offerings of Special Education Teachers in Kelantan", Mohd Nasir, Ruzanna and Suhaida (2013) in SMPKV throughout Malaysia including the Kuantan SMPKV in Pahang, and Norashid and Hamzah (2014) in the state of Sabah. For the state of Johor there are many studies that prove this is the case study by Abdul Rahim et al. (2006), Amalina and Azita (2016), and Johan (2013). In light of this

issue, researchers have found it necessary to identify the influence of headmaster leadership on the task load and job satisfaction of SEIP teachers.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. Researchers distributed randomized questionnaires sets of 119 items to SEIP teachers using google form. A total of 400 respondents answered the questionnaire completely and suitable for analysis. The data were then analyzed by Structural Equation Modelling (SEM) using AMOS 21. The test is performed by combining all three constructs in one structural model. Through these structural models, the regression between constructs can be identified. The main criterion for determining this compatibility is to look at the positive factor loading value that should be ≥ 0.50 (Hair et al., 2010). For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative / Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). In order to verify the regression between constructs, Standardized Regression Weight must be taken into account (Fornell & Larcker, 1981; Hair et al., 2010). In addition, significant values must be <0.05 to indicate acceptable values (Creswell, 2012).

FINDINGS

Based on the findings of the study as summarized in Table 1, it can be stated that this model of structure achieves its match.

Table 1: Fit Indexes

Fit Indexes	Value
Relative Ci-Sq	2.319
CFI/TLI	0.903
RMSEA	0.58

The findings also show that when the headmasters’ leadership construct increases 1, the teacher task load construct increases by 0.892. Whereas if the task load construct increased by 1, the job satisfaction construct increased by 0.786, and in the event of a 1 increase for the headmaster leadership construct, the job satisfaction construct increased by 0.122, as shown in Table 2.

Table 2: Standardized Regression Weight

Constructs	Standardized Estimate	p-value	Notes
Teachers Task Load <---Headmasters Leadership	0.892	0.000	Significant
Teachers Job Satisfaction <--- Teachers Task Load	0.786	0.000	Significant
Headmasters Leadership <---Teachers Job Satisfaction	0.122	0.140	Not Significant

H₁ : The construct of the headmaster leadership has a significant positive impact on the construct of the teachers task load. The results of the Structural Equation Model analysis of the path coefficients between headmasters' leadership and teacher task load showed significant positive effects ($\beta = 0.892$, $p = 0.000$, $p < 0.005$). This indicates that there is a positive and significant direct effect on headmaster leadership and teacher task load.

H₂ : The construct of the teachers task load has a significant positive impact on the construct of the teachers' job satisfaction. The results of the Structural Equation Model analysis of the coefficients of the path between teachers' task load and teachers' job satisfaction showed significant positive effects ($\beta = 0.786$, $p = 0.000$, $p < 0.005$). This indicates that there is a positive and significant direct effect on teachers' task load and teacher job satisfaction.

H₃ : The construct of the headmasters' leadership has a significant positive impact on the construct of teachers' job satisfaction. The results of the Structural Equation Model analysis of the coefficients of the path between headmasters' leadership and teachers' job satisfaction showed no significant positive effects ($\beta = 0.122$, $p = 0.140$, $p > 0.005$). This indicates that there is a positive but not significant direct effect on headmasters' leadership and teachers' job satisfaction.

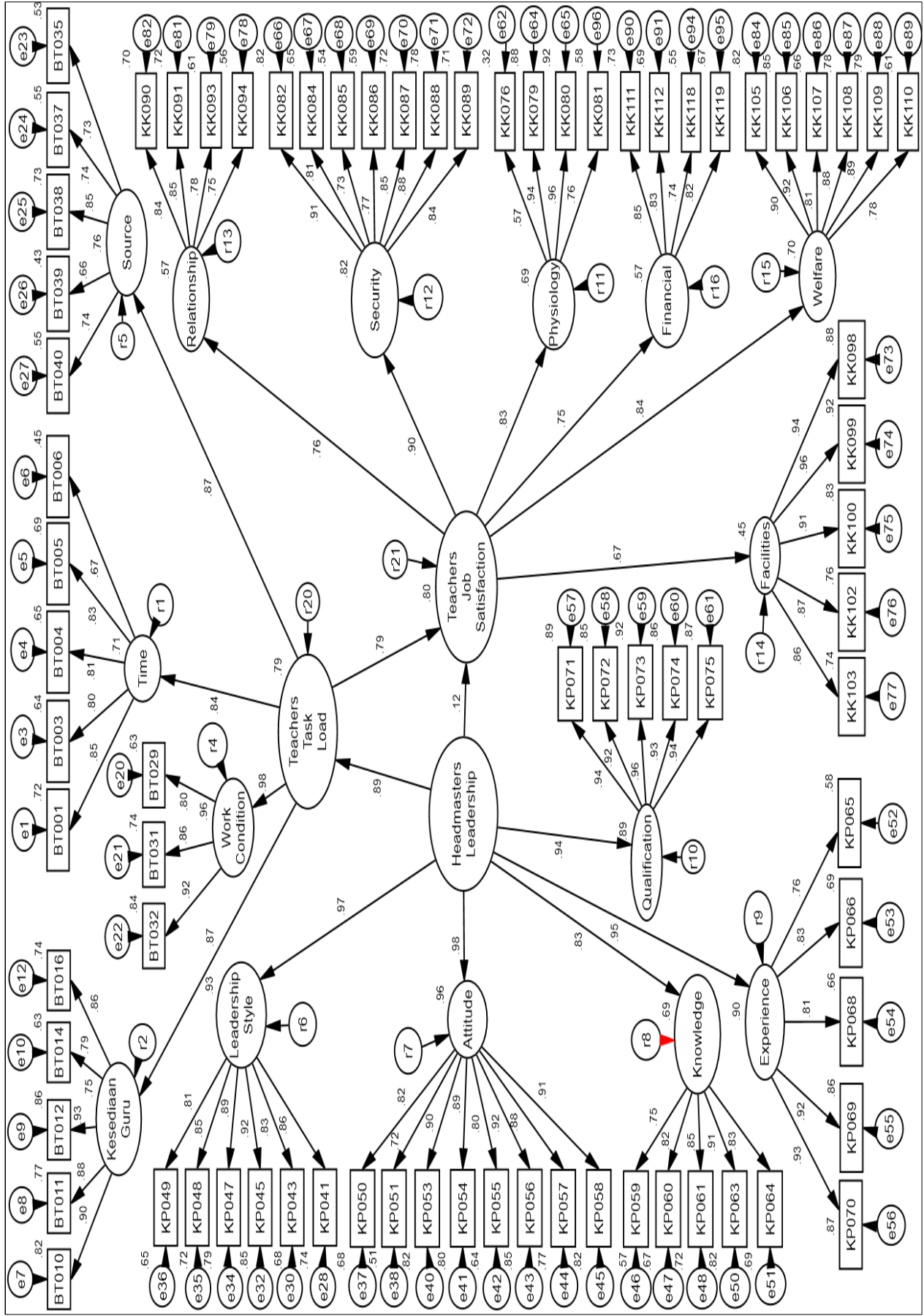


Figure 1: Research Structural Model

DISCUSSION

The findings show that there is a significant positive effect on the headmasters' leadership and the teachers' task load. This means that there is a positive and significant direct impact on the leadership of the headmasters with the teachers task load. This finding is in line with Abdul Rahim et al. (2006), who found that everything that a headmaster does in their leadership would put a teacher at a disadvantage with the task they were doing. The study also found that the leadership of headmasters is also a major factor in influencing the way their teachers work. This also supports the statement by Mustamin and Muzzammil (2013) that school principals need to be competent to carry out their heavy-duty as leaders for the welfare of teachers and the achievement of student.

The findings of this study are also consistent with the findings of a study by Junaidah and Nik Rusila (2013) who found that leadership factors are a major factor in determining teacher task load. In addition, the study by Rabayah et al. (2010) also explained that the high task load faced by SEIP teachers was the result of external assignments by school leaders. Similarly, to the statement by Nelson et al. (2014) emphasized that the external task that burdened the SEIP teachers came from headmasters who practice leadership that is less suited to the special education environment.

The findings show that headmaster leadership has a positive effect on teacher job satisfaction but is not significant. This indicates that there is a positive direct effect on headmaster leadership on teacher job satisfaction, but it is not significant. This situation occurs when the construct is incorporated into a model that has a mediator factor. This indicates that teachers' job satisfaction will be disrupted by the leadership of the headmasters in the event of heavy task loads. If the tests were conducted directly between the headmaster and teacher job satisfaction without involving the mediator, the findings of the study would show significant positive effects between the two constructs in the model.

The findings of this study are in line with the study by Ahmad and Raziah (2009) who found that the leadership of headmaster affects the job satisfaction of special education teachers if tested directly. Also in the opinion is John Anderson (2017); Norashikin et al. (2015); Marquardt (2009) and Shawnee et al. (2006). They feel that the leadership of the headmaster is capable of contributing to the job satisfaction of special education teachers. Some researchers also stated that the practice of headmaster leadership would interfere with the achievement of teacher job satisfaction if they did not have sufficient knowledge of SEIP operations, such as John Anderson (2017); Baharuzaini et al. (2016); Adam (2014); Billingsley et al. (2014); Norizan et al. (2013) and Johan (2013).

The findings of this study found that there is a significant positive effect on teacher task load and teacher job satisfaction. This indicates that there is a direct and positive influence on teacher task load on teacher job satisfaction. This demonstrates that the high task load borne by SEIP teachers has an impact on their job satisfaction. The findings of this study are in line with the study by Muhammad Hisham, Jamalul Lail and Azlin Norhaini (2017), who stated that high task load will affect teachers' ability to work better. Muyan and Ramli (2017) also agree that the mastery of the leadership style in the school by the principals in delivering the tasks should enable SEIP teachers to perform their tasks with joy and satisfaction.

Junaidah and Nik Rosila (2013) also agree that the task load needs attention, it aims to maximize teachers' commitment to the task that ensures their job satisfaction. A study by Habib and Zaimah (2012) also found that teachers' task load and teacher job satisfaction were strongly correlated. Johan (2013) and Marquardt (2009) explain that the tasks and responsibilities that are assumed at one time effect the work environment and teacher satisfaction. Similarly, John Anderson (2017) argues that the major problem with teachers' job satisfaction issues is lack of knowledge and experience of headmasters in special education as well as high task load.

CONCLUSION AND SUGGESTION

Overall, there were relationships and influences among the constructs in this study namely headmasters leadership, teacher task load and teacher job satisfaction. The model developed shows that the leadership of the headmaster influences the task load of teachers as well as the job satisfaction of SEIP teachers. The effect of headmasters' leadership on teacher job satisfaction is due to the influence of teacher task load. All of the influences shown by the three constructs on each other are based on positive, significant and practical weight regression values. As a suggestion, it is proposed that this study be conducted qualitatively to obtain more research data.

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Structural Equation Modelling Using AMOS: Confirmatory Factor Analysis for Taskload of Special Education Integration Program Teachers

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ABSTRACT

This study explores the factors leading to the onset of task load among teachers of Special Education Integration Program. As we know, task load is an important issue among special education teachers in general and teachers of Special Education Integration Program in particular. This issue has been going on for a long time. Some studies have found that there is a number of factors that influence the task load of teachers of Special Education Integration Program, including leadership issues at school, working conditions, work intensity and also resources or facilities. In this study, a fully quantitative approach is used to determine factors in the task load of teachers of Special Education Integration Program. The questionnaire was distributed online using the google form platform to randomly collect data from 400 respondents across Malaysia. The data obtained were then analysed using Structural Equation Modelling (SEM) using AMOS 21 application. Confirmatory Factor Analysis was performed to obtain factor loading for each element obtained namely work type, work environment and time. The analysis results show that the two factors reflect the appropriate fit and meet all the criteria for validation. While the work type factor does not show compatibility. There have been several domestic and overseas studies examining the factors of special education teacher loading, but the application of the SEM analysis approach using AMOS is still underdeveloped. Therefore, the findings of this study can further confirm previous findings on this issue.

Keywords: Structural Equation Modelling, Confirmatory Factor Analysis, Task load, Special Education, Special Education Integration Program.

INTRODUCTION

Teachers' task load is composed of a multitude of often competing responsibilities (Charbonnier, 2015). The task load of a teacher occurs when a teacher is forced to perform many tasks at a time such as basic teaching task and other additional tasks (Corry, 2015). The effects of task load is on emotional exhaustion, presenteeism, job satisfaction and performance (Huyghebaert et. al., 2018). Wakoli (2016) states that the load of teacher task is due to school management, employment conditions and job categories. In identifying and ensuring the suitability of a factor for a particular construct, Confirmatory Factor Analysis (CFA) must be carried out (Barbara, 2010). The compatibility of each factor needs to be tested and verified so that the obtained factors match the

constructs. In this study, factors in the task load of PPKI teachers were tested to determine the compatibility those had implications for the results of the study. Through some previous studies such as Norizan et. al., (2013), Junaidah and Nik Rusila (2013) and John Anderson (2017) found that there is three factors influencing PPKI teachers' task load - type of work, time and working environment.

BACKGROUND RESEARCH

Special Education Integration Program teachers today are burdened with their schoolwork. It is very important for teachers not to be overwhelmed with the extra task, as this will leave the teacher's focus on teaching disrupted. Disruptions in this teaching will affect the performance of special education students in the classroom. In many studies, such as studies Junaidah and Nik Rusila (2013) in Penang, Malaysia, and Norizan et al., (2013) in Perak, Malaysia have found that special education teachers are not able to give proper focus to the teaching of special needs students. Although this issue has been going on for a long time, the solution to the problem has not been found. There are a number of factors that lead to increased task load among PPKI teachers in Malaysia. Among these are the type of work that is given to PPKI teachers. According to Norizan et al., (2013), most jobs that burden Special Education Integration Program teachers teachers are those that do not involve special needs students. In addition, the work environment is also an important factor in this issue. According to the study by Junaidah and Nik Rusila, (2013), a conducive working environment, good administrative support and communication can reduce the burden of PPKI teachers' task load. Next is the time-related factor. A study by John Anderson (2017) explains that the increase in the transfer of special education teachers to the mainstream are due to failure to complete multiple assignments at a time. Therefore, this study was conducted to meet the objectives and research questions as follows:

a. Research objective

i. Validate factor compatibility for Special Education Integration Program teachers' task load.

b. Research questions

i. Can the factors for Special Education Integration Program teachers' task load be determined by their consistency?

LITERATURE REVIEW

Several studies on the burden of the special education teacher's work have been carried out locally and abroad. The burden of special education tasks occurs when teachers take on a variety of tasks, whether related to special education or not at any given time (Norizan et al., 2013). The type of assignment received will be a burden to the teacher if it overlaps with each other (Junaidah & Nik Rusila, 2013). Meanwhile, John Anderson (2017) states that the burden of special education teachers' duties is that they are tasked with affecting their true role in teaching MBK. Rabayah et al., (2010) and Massithah (2009) point out that assignments outside of special education received the potential to add additional burden to teachers.

Rosnah and Siti Nur Fatimah (2018) in their study found that task load is a factor for performance of teachers in school. A study conducted in several primary schools in Sabah involving 68 teachers showed that there is a perception among teachers that the three main factors influence their work performance in school, task load, work environment and personal problem. The findings showed that the three factors were moderated by respondents, as follows, (task load: $M = 3.1454$, $SD = .35822$, work environment: $M = 2.9592$, $SD = .32403$, personal problem: $M = 3.0441$, $SD = .$

24648). If examined, this study demonstrates that PPKI teachers' task load can be reduced if the work environment and job situation is improved, as agreed by Amalina and Azita (2016). A study by Erica and Raymond (2009) found that the time frame for assignments to be completed made special education teachers rush to complete their assignments. Amalina and Azita's (2016) study of factors that led to the pressure of special education teachers found that special education teachers did not have enough time to complete their assignments in one particular period. This study also explained that the high burden of PPKI teachers' duties beyond their actual assignments can affect their teaching focus (Rabayah et al., 2010).

A study by Nelson, Melissa and Kathleen (2014) showed that special education teachers experience burns out due to task load, student circumstances and even support from administrators. Synthesis was carried out by researchers based on studies from 1979 to 2013. Quantitative research based on the documents obtained shows that the participants were composed entirely of special education teachers. The analysis of the study provided the basis support for district level education management in addressing burns out issues among special education teachers. This study demonstrates that a conducive working environment through the support provided by the administrators to teachers of PPKI can prevent the occurrence of high burden of teachers' work (Ruzanna and Suhaida, 2013).

Taylor's Theory of Scientific Management

Taylor in his study identified several weaknesses in management that need to be improved, namely lack of knowledge of management responsibilities, lack of effective standard work, failure to plan work scopes, unscientific management decisions and lack of job-related research balanced. Therefore, Taylor, in 1911, emphasizes six fundamentals in management for his theory, namely movement planning, job specialization, planning and scheduling, staff selection and hiring and matching salaries (Taylor, 1911). Hakan Turan (2015), Yimeng Su (2017) and Khairul Faizi (2018) state that the introduction of ideas in this theory are related to the primary purpose of producing productive workers. In realizing this purpose, the theory emphasizes that management must be wise in establishing where a worker should be, the type of work that is appropriate to the employee and the needs to be met. In formulating quality management as well as caring for the welfare of employees, this theory emphasizes on three aspects namely quality, flexibility and motivation (Salvatore Ferraro, 2016). Yimeng Su (2017) points out that quality is a priority in management, providing the right training and ability to realize this goal, but another aspect that needs to be addressed is the equitable distribution of tasks between the workers and the appropriate rewards.

In understanding this indicator, Hakan Turan (2015) has previously proposed the basic principles of this theory of employee reward, scientific management and employee motivation. Looking at the context of teachers, Khairul Faizi (2018) sees the application of this theory to a minimum as it helps to increase productivity and realize their potentials. In the context of teachers' work, administrators should understand this theory by emphasizing the principles of time and movement expressed in order to avoid the burden of teacher work (Richard, 2012). School administrators also need to conduct research on work type, work environment and time for the purpose of reducing teacher task load (Roopinder, 2018).

Henry Fayol's Theory of Management

Henry Fayol's Theory of Management is a precursor to modern management theory which is a worldwide reference, built by Fayol in 1949. According to Herve Dumez (2018), these found theories help humans to apply scientific approaches to practicing proper management. In successful school management, this theory proposes 14 principles of management that must be adhered to and

guided (Priyono, 2017). These principles emphasize the adaptation and importance of caring for the well-being of teachers. The first principle is that task sharing emphasizes the importance of assigning tasks according to one's expertise to increase productivity (Herve Dumez, 2018). The second principle is the balance of power and responsibility that emphasizes the concept of equilibrium in the ownership of power as well as the responsibilities that must be exercised (Joshua & Rina, 2016). The principle of discipline requires all individuals involved in the school including headmasters as administrators and teachers as subordinates to maintain discipline in all matters (Herve Dumez, 2018). Joshua and Rina (2016) explain that the fourth principle in this theory requires executives to accept and obey only one parties instructions to avoid conflict or overlap. The fifth principle, as explained by Kullabs (2018), is that all teachers need to have a common goal in achieving a task. Furthermore, the sixth principle, according to Yumeikochi (2011), states that each of the individuals involved should prioritize the achievement of the school organisation rather than the achievement and self-interest.

The seventh principle according to Herve Dumez (2012) is that a fair emolument is the condition in which salaries or wages received must correspond to the contribution of teachers. According to Yumeikochi (2011), care and recognition should also be given to the rightful individual. The eighth principle is centralization where Kullabs (2018) argues that the task structure needs to be centralized and that implementation needs to be done in a less demanding manner. Ferry Roen (2011) describes the ninth principle as individuals in schools need to be aware of and carry out their tasks in a hierarchy and not be able to surpass or diminish their actual role. Budi Kho (2017) sees the tenth principle as the need to bind every individual in the organisation to work in accordance with rules intended to avoid problems. The eleventh principle emphasizes the justice aspect of every matter, especially in the reduction and determination of assignments to prevent high-level task load problems among teachers (Budi Kho, 2017). The twelfth principle suggests that school principals are responsible for creating a conducive working environment so that teachers can achieve their job satisfaction and prevent them from making the decision to quit (Joshua & Rina, 2016). The thirteenth principle proposes that principals as school leaders should give teachers freedom to perform tasks and avoid burdening teachers (Budi Kho, 2017). The latter principle emphasizes the importance of working as a team and the headmasters as leader should always create a work environment that is full of unity (Joshua & Rina, 2016).

According to Ferry Roen (2011), these principles are fundamental for school leaders to practice appropriate interactions with teachers - job allocation, balance of power and responsibility, displacement, union direction, direction of organisation, prioritizing organizational interests over individual interests, equitable emoluments, centralization, duty hierarchy, regulation, justice, staff stability, initiative and the spirit of unity. The principles presented are very useful to school leaders especially teachers in planning and practicing good management so that teachers can be fair in terms of respect and even division of duties (Fayol, 1949).

Table 1: Summary of Management Theories for Teacher Task Load Factors

No	Theory of Management	Factor		
		Factor 1	Factor 2	Factor 3
1	Taylor's Theory of Scientific Management	Time: -Enough rest -work schedule -Time allocation is appropriate	Type of work: - Eligibility assignment - assignments as needed	Work environment: - guidance and training -motivation
2	Henry Fayol's Theory of Management	Time: - evenly distributed tasks -according to expertise	Type of work: - Administrator support	Work environment : -conducive - Full facilities -Be together

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. According to Saul (2019), quantitative methods are approaches to quantitative data and involve numerical measurement. Researchers use a set of questionnaires built to randomly distribute to PPKI teachers through the google form platform. A total of 450 sets of questionnaires online through a google form link distributed randomly to special education integration programs teachers throughout Malaysia. Of these, 400 sets of completed questionnaires were received for analysis. With this amount, the response rate can be recorded at 89%. This response rate is acceptable based on Fryrear (2015) recommendation of over 80%. The questionnaire set was analysed using the Structural Equation Modelling (SEM) approach. SEM is the second generation of multivariate analysis in the study (Zainudin, 2015). This method is very popular with academics as well as researchers in analysing the data obtained through questionnaires. The use of AMOS applications to adapt this SEM method is very appropriate as the analysis performed will provide more accurate results (Barbara, 2010).

The tests used to determine the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is to look at the loading factor value that should be ≥ 0.50 , not be ≥ 1.00 , and must be positive. The other criteria proposed for this fit are divided into 3 fitness validity namely, fitness index, Convergent Validity and Construct Validity. For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative/Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). For validity assessment, the Convergent Validity (Average Variance Extracted-AVE) and Construct Validity measurements need to be met. According to Kline (2005), the value of AVE that can determine compatibility is at least 0.50, while Fornell & Larcker (1981) suggest that the AVE value in meeting the Convergent Validity measurement requirements is ≥ 0.5 . Next is the criteria for reliability measurement. This criterion involves a Composite Reliability value of ≥ 0.7 .

FINDINGS

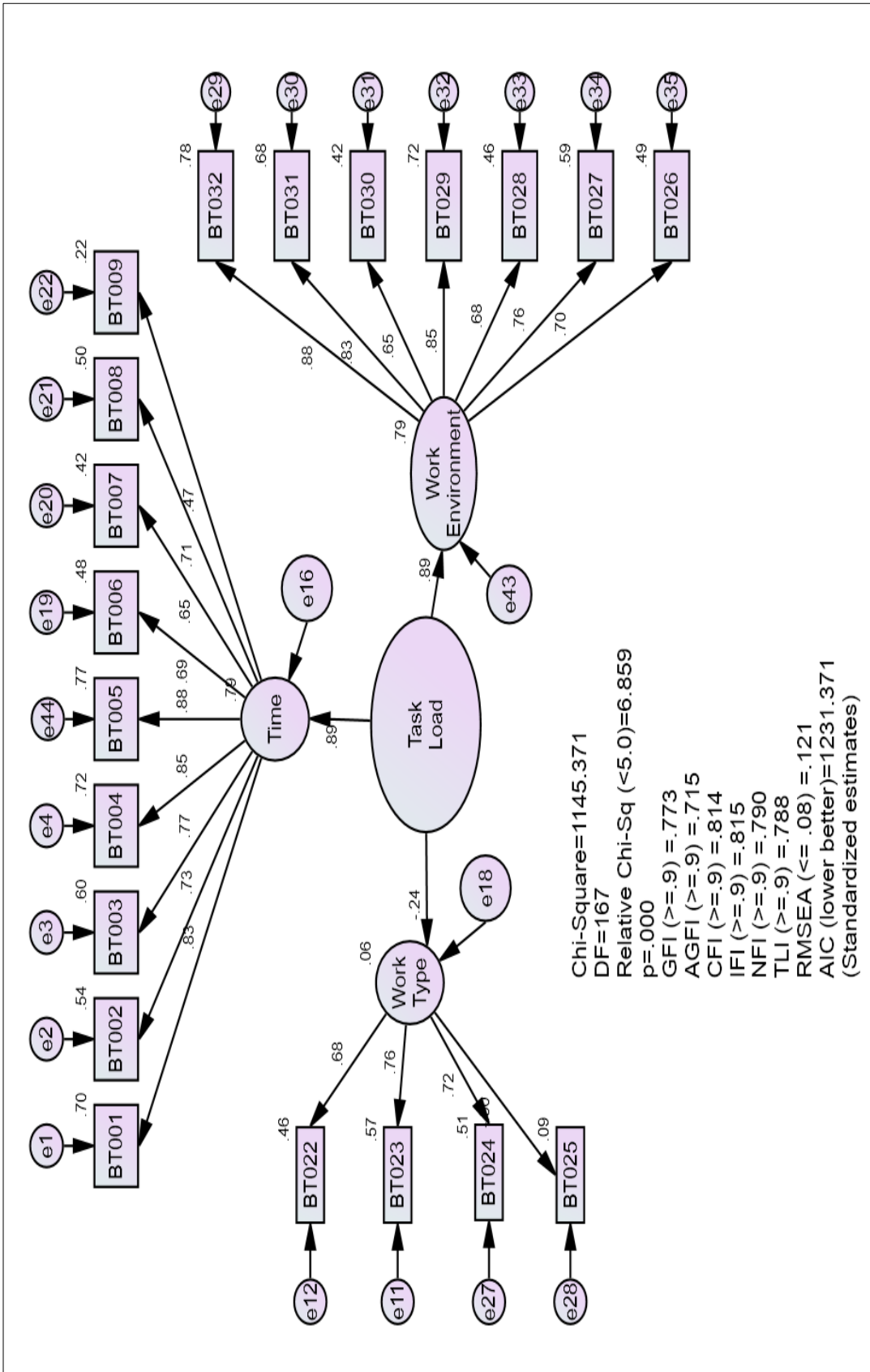


Figure 1: CFA for Task Load (Original)

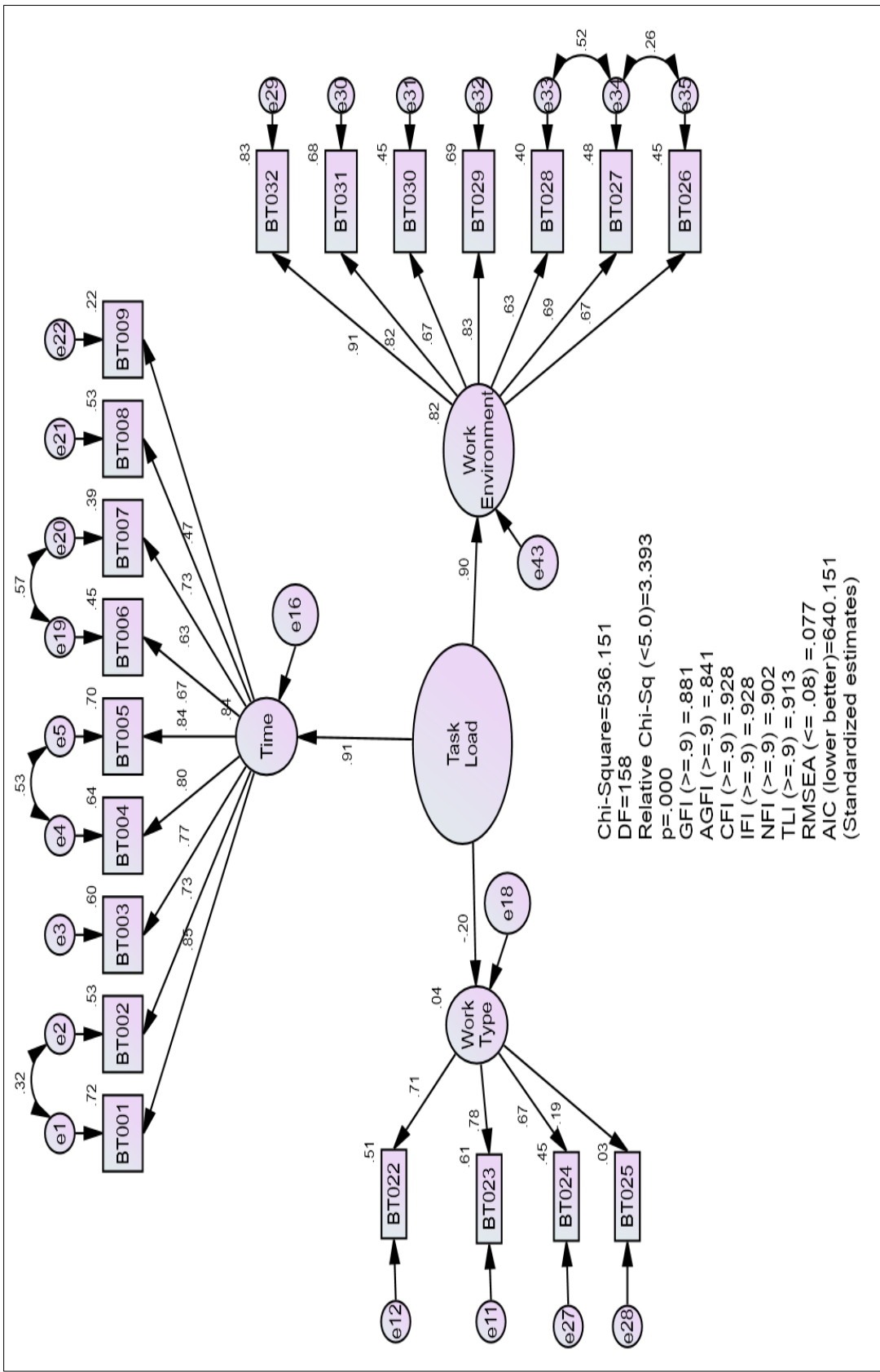


Figure 2: CFA for Task Load (Modified)

The findings show that the CFA analysis conducted for teacher task load did not meet the criteria of RMSEA = 0.121, Relative/Normed Chi-Square (6.859), while GFI, CFI and TLI values did not reach ≤ 0.90 , as indicated in Figure 1. This is because there is a negative factor loading value of -0.24 for the type of work. Therefore, this CFA needs to be re-run for improvements through fit indices (Zainudin, 2015). After modification made to the CFA, the correlation value was achieved at RMSEA = 0.077, Relative/Normed Chi-Square (3.393), while the CFI and TLI values reached ≥ 0.90 , as shown in Figure 2. However, the loading factor value for this type of work is still in negative value. This indicates that the type of work contributes negatively to the PPKI teacher's task load.

DISCUSSION

From the findings of the study, it can be said that Special Education Integration Program teachers' task load is influenced by time factors. The average respondent agrees that the amount of time given to them in their assignments puts them at a disadvantage to complete the task. In addition, assignments beyond working hours also make the time factor a major support for this issue. The same goes for the work environment factor. The majority of respondents agreed that the work environment was not conducive, lack of support and lack of cooperation made them burden with their work. For them, a conducive working environment, appreciation, good communication and administrative support can reduce the burden of the tasks they carry. However, the type of work received is not a burden on Special Education Integration Program teachers. Most of them are willing to do whatever task they are assigned. Special Education Integration Program teachers also have no problems in performing various types of work. However, the issue of the task load of these Special Education Integration Program teachers comes from the factors of work environment and time.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it can be concluded that the issue of Special Education Integration Program teachers' task load is still ongoing and has not yet been found. Given the emphasis on the factors gained through this study, it is hoped that stakeholders such as school leadership can look at this issue and improve their leadership. Through this study, the researchers suggested that school management can focus on the management and distribution of duties to teachers of Special Education Integration Program by examining the policies of the Ministry of Education Malaysia which want to reduce the burden of teacher work. For further studies, it is proposed that further exploration of these factors be used by qualitative methods to obtain more data. This study also suggested some other constructs such as teacher job satisfaction and school leadership.

CLOSING

The issue of the task load of PPKI teachers should be given due attention by stakeholders such as the school leadership, the state education department and the education ministry so that it does not continue. This task load can have an impact on productivity, work motivation and job satisfaction. All of these effects will have an impact on MBK's future incarceration.

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The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia

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Abstract Teachers in the special integration education program (PPKI) in Johor do not feel satisfaction in working, especially in the teaching and learning process for pupils with special needs. This problem exists due to various factors, such as the high burden of duties, the special circumstances of students who are unable to manage themselves, the readiness of the teachers themselves and the leadership of the headmasters. From all the factors mentioned, the headmasters' leadership factor has a very significant influence in determining job satisfaction for teachers in PPKI. Therefore, this study was conducted to explore the elements of the headmasters' leadership construct that influences teachers' job satisfaction in the Special Education Integration Program (PPKI) in Johor, Malaysia. This study involved 11 respondents consisting of PPKI coordinators from each district in Johor, Malaysia. This study used the full qualitative approach by interview data collection. The result of the thematic analysis showed that there are five main leadership elements that have become the factors to job satisfaction among PPKI teachers in Johor namely leadership style, attitudes, knowledge, experience and also qualification. These five elements are recommended to the headmaster to be given attention in ensuring the satisfaction of PPKI teachers.

Keywords Headmaster Leadership, Special Education, PPKI, Teacher Job Satisfaction

1. Introduction

Zulfu Demitras (2010) stated that job satisfaction is the effectiveness or emotional response to the aspect of work done, while teacher job satisfaction is an emotional response whether a teacher likes a given assignment (Yousof, 2009). Syed Kamaruzaman, Mohd Faithal and Habib (2017) stated that teachers with job satisfaction had high motivation to improve their work quality on the continuous development of pupils. According to John Anderson (2017), special education teachers in special education programs have difficulty in achieving their job satisfaction. For Nelson et al., (2014),

teachers' satisfaction of special education programs was influenced by the condition of the headmasters' leadership. In addition, Erica and Raymond (2009) agreed that the leadership style of headmasters in school determined whether a special education program teacher had achieved job satisfaction or not. Junaidah and Nik Rusila (2014) pointed out that the leadership of the headmasters at school has given the influence of the satisfaction of PPKI teachers.

Teachers at PPKI are having problems concentrating on their core work (Erica & Raymond, 2009). This situation is largely due to the high burden of duties that they need to bear in mind whether the task involves students with special needs (MBK) or pupils in the mainstream (Junaidah & Nik Rusila, 2014). However, the main factor influencing PPKI teachers' satisfaction is coming from the administration and headmasters in particular (John Anderson, 2017). Stephanie (2017) stated that this situation has been dragging for so long. PPKI teachers have to carry out their duties on the direction of the headmasters who had nothing to do with special education and ultimately hinder their job satisfaction (Norizan et al., 2013). The problem persisted over a long period of time. PPKI teachers do not have the opportunity to experience real job satisfaction in their real-time job of teaching PPKI and optimum conducting special pupils (Norizan et al., 2013). Undoubtedly, there are various studies on teacher job satisfaction in Malaysia, for example, the research by Rosni (2014) stated that job satisfaction of PPKI teachers was hampered by high working pressure. Elangkumaran (2010) also noted that there was a significant relationship between the teaching proficiency of the headmasters towards the work commitment of teachers. However, there is no specific study on teachers' job satisfaction for special education flows that are directly related to the leadership of the headmaster.

Therefore, this study is important to provide a new alternative for the headmasters in planning good leadership practices in addressing the issues of PPKI teachers' job satisfaction in Malaysia generally and in Johor especially. The objective of this study is to explore the leadership elements practice by the headmasters in schools with PPKI. While the research question is what are the key elements of headmasters' leadership that give influence to job satisfaction of PPKI teachers? These elements are the leadership practices which are the factors of PPKI teachers' job satisfaction in Johor.

2. Literature Review

This study explored two main constructs, namely the leadership of the headmaster and also the teachers' job satisfaction in particularly for the teachers in PPKI. Leadership is vast and challenging, especially in facing the challenges brought by teachers and special students (Junaidah & Nik Rusila, 2013). Leadership is very important in charting the direction of a school and PPKI management in particular. Shantini, Muhammad Faizal and Norfariza (2018) emphasized that the headmasters' leadership is important in achieving the goals and direction of the school. Roselena and Mohd Izham (2015) also agreed that only the best headmasters' leadership practice is able to manage the school organization that covers the administration, management of teachers, student affairs and so forth effectively. While Mustamin and Muzzammil (2013) stated that school headmasters need to have the knowledge about leaderships to carry out their heavy duty as leaders, instructional, and even operational aspects to support school success, teachers' welfare and student disability. For Shahril and Muhammad Faizal (2009), leadership practice is an important aspect in influencing the progress of a school, students' welfare and teachers' job satisfaction. The special education teachers' satisfaction can be enjoying when the teacher is able to focus on their teaching and the pupil shows the proper inclination (Junaidah & Nik Rusila, 2013). The satisfaction of this work if achievable will increase the commitment of teachers in carrying out their duties (Nor Mohamad Zulhairi et al., 2016). However, if job satisfaction is not achieved, the avoidance and neglect of responsibility will occur (Rosni, 2014). This job satisfaction is important in delivering the best productivity of special education teachers (Mollynda, 2013).

Some studies related to the leadership of the headmaster and job satisfaction of PPKI teachers were conducted by some researchers. among them the study by Abid Hussain et al., (2017) which found that the democratic leadership style was more effective and practical to be practiced at PPKI to create a conducive atmosphere in discharging the responsibilities. Gwendolin (2017) through his research supported the fact that transformational leadership style is preferred by PPKI teachers in achieving job satisfaction. Mirela Karabina (2016) stated the dimensions of charisma, individual concern, intellectual stimulation and the influence of administrators to have a positive impact on teachers' job satisfaction. Thusyanthini and Ravivathani (2014) stated that the autocratic leadership style has a negative impact on teachers' job satisfaction, while the democratic leadership style has a positive impact on teachers' satisfaction. Ivana and Nebojsa (2014) found that headmasters who practice positive relationships with teachers can create satisfaction in teachers' job. The study of Huang Hui et al., (2013) found that positive knowledge and attitude in decision making by the headmaster was crucial in determine the PPKI teachers' job satisfaction.

3. Research Methodology

Researchers used interview method to collect information qualitatively. This interview was conducted individually to enable the researchers to focus on the issues discussed (Daniel, 2010). For this study, the researchers interviewed 11 PPKI coordinators in the state of Johor, Malaysia and as according to Kamarul Azmi (2012), it is easier to interview respondents who are already familiar with and directly involved in the study. Selection of 11 PPKI coordinators as respondents was made because according to Malhorta et al., (2007), the appropriate number is eight to 12 respondents. Likewise, with the suggestion by Guest, Bunce, and Johnson (2006), the number of about 12 respondents is sufficient. Nevertheless, according to Cavana et al., (2001), the number of respondents is not rigid, depending on the purpose of the interviews conducted. In this study, the respondents were selected based on purposive sampling techniques. Palys (2008) stated that this sampling is very useful when the researchers have their own purposes in obtaining data and is directly related to the objective of the study.

The selection of PPKI coordinators has been made because they are individuals who manage PPKI among the PPKI teachers. They are also part of the PPKI teachers' enrolment. Any assignment from the headmasters will be through coordinators before being accepted by PPKI teachers. Each district in Johor is represented by a coordinator as a respondent. There were 11 respondents representing Segamat, Muar, Tangkak, Batu Pahat, Mersing, Kulai, Kota Tinggi, Johor Bahru, Kluang, Pontian and Pasir Gudang. The interview method selected was semi-structural interview, which included some key questions and some additional questions. Qu & Dumay (2011) stated that this method is the way in which the interviewer protects data for a broad theme. This interview method is most appropriate for the purpose of exploring dimensions in construct more deeply (William, 2015). This approach was also selected to facilitate researchers to control data acquisition and make them more focused (Blandford, 2013). Transcripts were generated after completion of interview sessions and subsequently conducted thematic analysis to get answers to the research question.

4. Results and Discussions

Through the thematic analysis, there are five main elements of leadership in influencing the job satisfaction of PPKI teachers namely leadership style, attitude, knowledge, experience and qualification, as shown in Table 1.

Table 1. Element Leadership Element Based on Interviews

Num	Theme/ Element	Respondent	Interviewer Quotes
1	Leadership's Style	RT1	You're coming in a jungle for a minute, a jerk. Monitoring job he fits to the coordinator. Then you do not want to find a book, ask a question about the article. Maybe he asked the coordinator that I'm not sure. Come here for the sake of sending a job, a letter.
		RT2	More one, administrator factor. Ouch. He himself decides for all things. A little piece of things up to a piece of things. You do not want to be involved. He has his own KPI.
		RT3	It's not our job, but we are directed to do it.
		RT4	<i>On behalf of the teachers, I think he needs to work well in order to balance, encourage cooperation, for group work. If there is a problem, talk to us, accept open remarks and also for our guidance and support to do a job.</i>
		RT5	<i>In terms of division of tasks, it seems to be biased. The special teacher has to do something that has nothing to do with us. Not in the way he is.</i>
		RT6	<i>Emm .. too easy to take on PPKI. At the same time giving a task that it does not feel we should do.</i>
		RT7	<i>It was the first time that the headmaster did not take the PPKI very seriously. Gather each other's background.</i>
		RT8	<i>The decision was in his hand. It is important that he needs to be more democratic to be able to talk. This makes it easier to work.</i>
		RT9	<i>It can be. But in the end, the decision remains in the hands of the headmaster. In 10 cases, maybe one is accepted. In addition, I am in command.</i>
		RT10	<i>Also relates to the influence of the way the headmaster leads, there is an understanding or not and so on.</i>
		RT11	<i>As far as I am in this PPKI, I have been working with 2 headmasters who each have their own style of governing school as well as their role with PPKI.</i>
2	Attitude	RT1	<i>Headmaster, I think he needs to understand it. What special education is that? Forget it, search for info.</i>
		RT2	<i>Assume he is about PPKI. So, it's just like the first trickster. I do not say anything. But the majority of them are like that. Sceptics. For them, Special teacher did not work, no school hinds and slave, I did not work, I have target.</i>
		RT3	<i>Alhamdulillah ... both understand and open to us as PPKI teachers. They trust us to carry out programs and activities related to PPKI.</i>
		RT4	<i>I think the main thing is that. The attitude of headmaster is making me comfortable to do my job.</i>
		RT5	<i>I do not expect more. Just walk in the assessment and assign tasks. He keeps saying and asking, why are all you guys in for a special teacher? Work that has nothing to do. He does not watch. How do you know what we do with our students?</i>
		RT6	<i>Yes. Not the mainstream teacher who argues for the quantity and scope of the PPKI teacher's duties, but the headmaster himself is in the same world.</i>
		RT7	<i>The headmaster here is just as firm, workaholic as it is, and it's a huge place, and it's a great way to handle it.</i>
		RT8	<i>Get a headmaster who likes to show off. More headache. I think he needs to get knowledge and experience. Need to change perceptions and assumptions on PPKI. Look at the eyes of the heart.</i>
		RT9	<i>For me, what the headmaster is doing sometimes good but sometimes lack. In terms of giving me and teachers of PPKI experience and</i>

			<i>knowledge beyond special education, I think it is acceptable. But the firmness and authority in giving the task, the headmaster need to check back. I feel heavy.</i>
		RT10	<i>Then what is emphasized is the attitude of the same headmaster as the other mainstream teachers. The assumption that the teacher is happy with not many pupils, should not be chased, the public examination remains the same.</i>
		RT11	<i>But I can say that both mentality of special education is not good enough.</i>
3	Knowledge	RT1	<i>Then you do not want to find a book, ask a question about the article. Maybe he asked the coordinator that I'm not sure. Come here for the sake of sending a job, a letter.</i>
		RT2	<i>He is not from a special education stream. Before, he was a GPK in a school that has no PPKI. He never handles PPKI.</i>
		RT3	-
		RT4	<i>It's hard to say, it's hard to say. JPN and PPD said it was necessary to keep PPKI, a special teacher not to be in the big post in school. But it's just like that.</i>
		RT5	<i>I'm sorry. That's right. If so, the headmaster will not understand. We teach, educate and nurture. This kind of boy is like a little kid. Like a baby.</i>
		RT6	<i>For the headmaster who has special education, I think there is no problem. But the less knowledge will misunderstand what is happening at PPKI.</i>
		RT7	-
		RT8	<i>The school's headmaster is pure from premiere. Tens of years in the mainstream. Do not know exactly how PPKI operates. No experience and knowledge.</i>
		RT9	-
		RT10	<i>So, if the headmaster knows, there is knowledge about PPKI, there is experience, he may be willing to assign a job to who should be.</i>
		RT11	<i>They are also not qualified, lack adequate knowledge regarding special education and PPKI operations.</i>
4	Experience	RT1	<i>Yes. He was from normal school. The school-headmaster used to be. In terms of that experience, out coat. Where is it? He'll see all sorts of calm down.</i>
		RT2	<i>He is not from a special education stream. Before he was a GPK in a school that has no PPKI. He never handles PPKI.</i>
		RT3	-
		RT4	<i>But it is. The headmaster has no experience yet about special education and PPKI for sure.</i>
		RT5	<i>Especially headmasters who have no special educational background, less knowledge, less experience. So, the headmaster will be in charge of the assignment. Do not worry about other things.</i>
		RT6	<i>Like I mentioned. If only the headmaster felt or had a great feeling, his tired teaching and even nursing at PPKI, I think he would understand quite well.</i>
		RT7	-
		RT8	<i>The school's headmaster is pure from premiere. Tens of years in the mainstream. Do not know exactly how PPKI operates. No experience and knowledge.</i>
		RT9	-
		RT10	<i>So, if the headmaster knows, there is knowledge about PPKI, there is experience, he may be willing to assign a job to who should be.</i>
		RT11	<i>More than that, they have no formal experience in special needs pupils' management and may not have the experience of having special needs person outside working hours.</i>

5	Qualification	RT1	<i>Yes. He was from normal school. The school-headmaster used to be. But not about special education.</i>
		RT2	<i>He's also an English option. Not a special education.</i>
		RT3	-
		RT4	-
		RT5	<i>Especially headmasters who have no special educational background, less knowledge, less experience. So, the headmasters will be in charge of the assignment. Do not worry about other things.</i>
		RT6	<i>His education background is not a special education. He was qualified as Malay studies teacher. Definitely not a special education teacher.</i>
		RT7	<i>It was the first time that the headmaster did not take the PPKI very seriously. Because of her qualification background.</i>
		RT8	<i>Being a leader is not easy. There needs to be experience and knowledge to facilitate PPKI and not to impose PPKI teachers. If a qualified headmaster can be preferred, indeed the option.</i>
		RT9	-
		RT10	<i>About his background, the headmaster is not a special education qualifier. So he did not understand.</i>
		RT11	<i>In my knowledge, this headmaster has no special education certificate. His qualification in administering special education is less.</i>

There are five elements that can be explored through the thematic analysis conducted on the headmaster leadership factor towards teachers' job satisfaction. Through this interview findings, it can be summarized the headmaster leadership elements as in Table 2.

Table 2. Summary of Elements for Headmasters' Leadership Constructs

Themes/ Elements	RT1	RT2	RT3	RT4	RT5	RT6	RT7	RT8	RT9	RT10	RT11
Leadership's Style	/	/	/	/	/	/	/	/	/	/	/
Attitude	/	/	/	/	/	/	/	/	/	/	/
Knowledge	/	/	-	/	/	/	-	/	-	/	/
Experience	/	/	-	-	/	/	-	/	-	/	/
Qualification	/	/	-	-	/	/	/	/	-	/	/

Most of teachers at PPKI agree that the leadership of the headmasters greatly influences their job satisfaction. The headmasters who practice the democratic leadership style are preferred over the autocratic leadership style, because for them, there are certain things that require the headmasters' discretion in determining the decision (Thusyanthini and Ravivathani, 2014). Through the findings of this study, respondents stated that the democratic leadership style of leadership is preferred by teachers and facilitates them to carry out their duties. They are also more comfortable with the attitude of the headmasters, who understand their needs as teachers as well as the disability of students with special needs in the PPKI class. In addition, the respondents also stated that the headmasters, who have knowledge in special education, can give them the opportunity to practice leadership with better understanding and not burden the teachers. The respondents also stated that the experience of headmasters, who is vulnerable to special education is better compared to headmasters who have no special education-related experience. As well as regarded to qualifications, respondents stated that qualification is also an important element for headmasters, before they are appointed to become the head of the school with PPKI management.

In addition, according to Ivana and Nebojsa (2014), the positive attitude of the headmasters towards special education is also very important in reducing the perception that they need to perform various tasks outside the PPKI because they are lack of work. Abid Hussain et al., (2017) stated that the headmasters' attitude that PPKI is not important, should be eradicated. This is very important to give better opportunities for PPKI teachers to carry out their duties with MBK and the same for headmasters' knowledge of special education. It is very important in determining their true direction regarding PPKI (Huang Hui et al., 2013). Based on the findings of this study, it was desirable for the leadership of the headmaster to re-evaluate the leadership style they are practicing in school against PPKI. Junaidah and Nik Rusila (2014) stated that the role of the headmaster affects the overall management of the school including PPKI. John Anderson (2017) pointed out that, the headmaster involved in special education-related management, required the right knowledge and attitude towards special education to enable school management to be function properly.

5. Limitations and Recommendation

This study only involved PPKI teachers in Johor and does not involved the entire population of PPKI teachers throughout Malaysia. Although similar issues and problems are happening to PPKI throughout Malaysia, but each state has a slightly different situation in terms of local culture, teachers' understanding and local community acceptance. This study was also limited to leadership practices and job satisfaction of PPKI teachers only. The respondents involved were also composed of PPKI coordinators and they did not necessarily represent the views of teachers. This study also focused only on PPKI and does not involve special education teachers in other programs, such as special education schools (SPK) and inclusive education programs (PPI). As a suggestion, future researchers can broaden the scope of the study on other factors affecting teacher job satisfaction such as special pupil categories, teachers' readiness, school facilities and others. In addition, it is proposed that further studies may include the PPKI population throughout the country, as well as the involvement of various programs such as SPK and PPI.

Acknowledgements

Satisfaction in working is important in ensuring the work commitment of the PPKI teachers. In the challenge to deal with special pupils of various categories, it is a very tough situation for PPKI teachers. Therefore, it is the trust of the administrator, especially the headmasters to

practice appropriate and effective leadership in ensuring the satisfaction of PPKI teachers. In the end, teachers' job satisfaction will thoroughly affect pupil's achievement.

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Effect Size for Model of the Influence of Headmasters Leadership on Teacher Task Load and Teacher Job Satisfaction of Special Education Integration Program

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ABSTRACT

The leadership of school administrators led by the headmaster plays a very important role in determining the success of a school. Their leadership style, attitude, knowledge, experience and qualifications are elements that influence the task load and job satisfaction of teachers. This situation also applies to the Special Education Integration Program (SEIP). Leadership effectiveness ensures better achievement of special needs students (SNS). This study was conducted to test the effect size of headmaster leadership on the factor mediator of teacher task load and job satisfaction. This study uses quantitative approaches in the process of data collection and analysis. The questionnaire was distributed to 400 respondents consisting of special education teachers across Malaysia is randomly using Google Form. The data obtained were analyzed using Structural Equation Modeling (SEM) using AMOS 21 software. Based on the structural model, effect size was tested by looking at Standardized Regression Weight when the construct was acting as a single predictor. The findings show that the effect size of the construct of the task load of teachers on the leadership of the headmaster and the job satisfaction of the teachers is within the range. At the end of the study, a leadership theory was proposed to help school leaders lead SEIP-based schools.

Keywords: Teachers Job Satisfaction, special needs students, special education leadership, structural equation modelling

INTRODUCTION

The issue of the task load of special education teachers and teacher job satisfaction is closely related to the leadership of headmasters (Norazmi et al., 2020). This issue is evidenced by studies by Norashid and Hamzah (2014), Mohamad and Yaacob (2013), Mohamad Abdillah and Woo (2010) and Yahya et al. (2010) who argue that the task load among SEIP teachers exists because they had to deal with the task of dealing with the mainstream students at the same time they had to concentrate their attention on SEIP. Mahmud (2009) explains the convergence of two streams of students at a time to increase the number of assignments.

Erica and Raymond (2009) also found that the focus on non-mainstream work as SEIP teachers towards special need students (SNS), became the norm of task load.

Nelson, Melissa and Kathleen (2014) state that special education teachers are given unmatched tasks such as administrative and non-primary tasks such as replacing absent staff. At the same time, they also have to adhere to their true duties. While Mohamad and Yaacob (2013) pointed out that there are also situations where special education teachers are not given enough time to complete a task assigned. The time interval between a task to a new task whether it involves SNS or not, does not correspond to the intensity of work that needs to be completed (Erica & Raymond, 2009). These conditions can actually have a detrimental impact on health and work performance, if health is declining and concentration is impaired, quality of work and job satisfaction will also be impaired (Nelson et al., 2014).

BACKGROUND RESEARCH

A study by Mohamad and Yaacob (2013) found that leadership factors play a major role in determining teacher task load. In addition, a study by Yahya et al. (2010) also revealed that the high task load faced by SEIP teachers was the result of external assignments by school leaders. Similarly, a statement by Nelson et al. (2014) emphasized that the burdensome external task of SEIP teachers came from headmasters who practice leadership that is less suited to the special education environment. They also agree that this situation has caused SEIP teachers to feel dissatisfied with their job satisfaction.

There are a number of factors that contribute to the issue of teacher task load which in turn impedes teacher job satisfaction such as pupil status, government policies, school facilities and administrative leadership (Norazmi et al., 2020). However, the most important factor in the task load and job satisfaction of special education teachers is the school principals' leadership factors (Zaid et al., 2020). This is because the headmaster is responsible for the overall operation of the school (Norazmi, 2020). Among the problems faced by administrative leadership that could increase the task load of teachers and thus interfere with teacher job satisfaction are their own attitudes as reported by Nelson et al. (2014) showed that headmasters do not provide the encouragement and support to perform tasks that are more burdensome. Their knowledge and experience also influence leadership that influences the task load and job satisfaction of teachers (Erica & Raymond, 2009). In addition, Norazmi (2020) argues that teachers who do not have the appropriate qualifications also make the issue more serious. Therefore, this study was conducted to look at the effect size of headmaster leadership on the task load and job satisfaction of SEIP teachers.

LITERATURE REVIEW

Martha (2014) conducts a qualitative study to explore the behavior, personality, skills and knowledge of headmasters in leading and supporting the success of special education programs in public schools. The 26 principals with an excellent track record in the administration of special education programs are involved in three phases of the data collection and feedback process. The main findings of the study found that the personality of the leaders and leadership behaviors impacted the success of the school in general and special education programs in particular. Respondents stated that there were challenges in managing the diversity of students in relation to creating a culture of collaboration and

acceptance in the school community. Effective professional development, leadership through good direction and communication give good results in leadership. The results of this study can be suggested for school principals' practices and assist other researchers in conducting follow-up studies on the best practices of principals in managing SEIP.

Jessica (2015) conducted a study to identify the competencies necessary to form effective special education leadership. The role of the headmaster as the instructor, the readiness of the headmaster to lead special education, special education-related laws and the basic principles of special education were the main focus of the study. Using qualitative approach and grounded theory study design, the findings show four key themes embodied in creating effective special education leadership namely classroom support, live engagement, collaborative approach and the latest professional development. The results of this study found that it is important for a teacher at SEIP to practice the right leadership attitude in making SEIP successful in their school (Ngigi & John, 2014).

A study by Eytan (2015) explores the style of headmaster leadership and the perception of special education teachers on the leadership of the headmaster throughout Israel. The study involved 15 principals and 81 primary school teachers in the country, many of whom were women and did not have much experience in special education. The results showed that three types of leadership styles were practiced by the primary school principals of special education there, namely transformational, transactional and Laissez-Faire. At the end of the study, the researchers suggested that the principals be smarter in adopting appropriate leadership styles in determining the smooth running of special education. This study revealed that the leadership of the head teachers has a significant impact on the productivity of SEIP teachers and the circumstances in which they strive to do their best in schools (Erica & Raymond, 2009).

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. Researchers distributed randomized sets of questionnaires to SEIP teachers using google form. There were 119 items submitted in the questionnaire. A total of 400 respondents answered the questionnaire as complete and suitable for analysis. The data were then analyzed using Structural Equation Modeling (SEM) approaches and AMOS 21 software. By studying the model of the resulting structure, the effect size of the model is tested. Effect Size is a method of determining the extent to which an effect in a given situation occurs (Cohen, 1988). The larger the effect size, the more likely it is to have a clear effect on the situation under study (Walker, 2007). Creswell (2012), on the other hand, states that effect size can show the strength of the relationship between variables in the study. Cohen (2000) suggested that the effect size range (R^2) was small if <0.13 , moderate between $0.13-0.26$ while ≥ 0.26 was large.

FINDINGS

Based on the analysis performed, the R^2 value for task load constructs for headmasters leadership constructs was 0.79, while the R^2 value for teacher job satisfaction construct on task load constructs was 0.80 as shown in Figure 1. This indicates that the effect size for this study is huge.

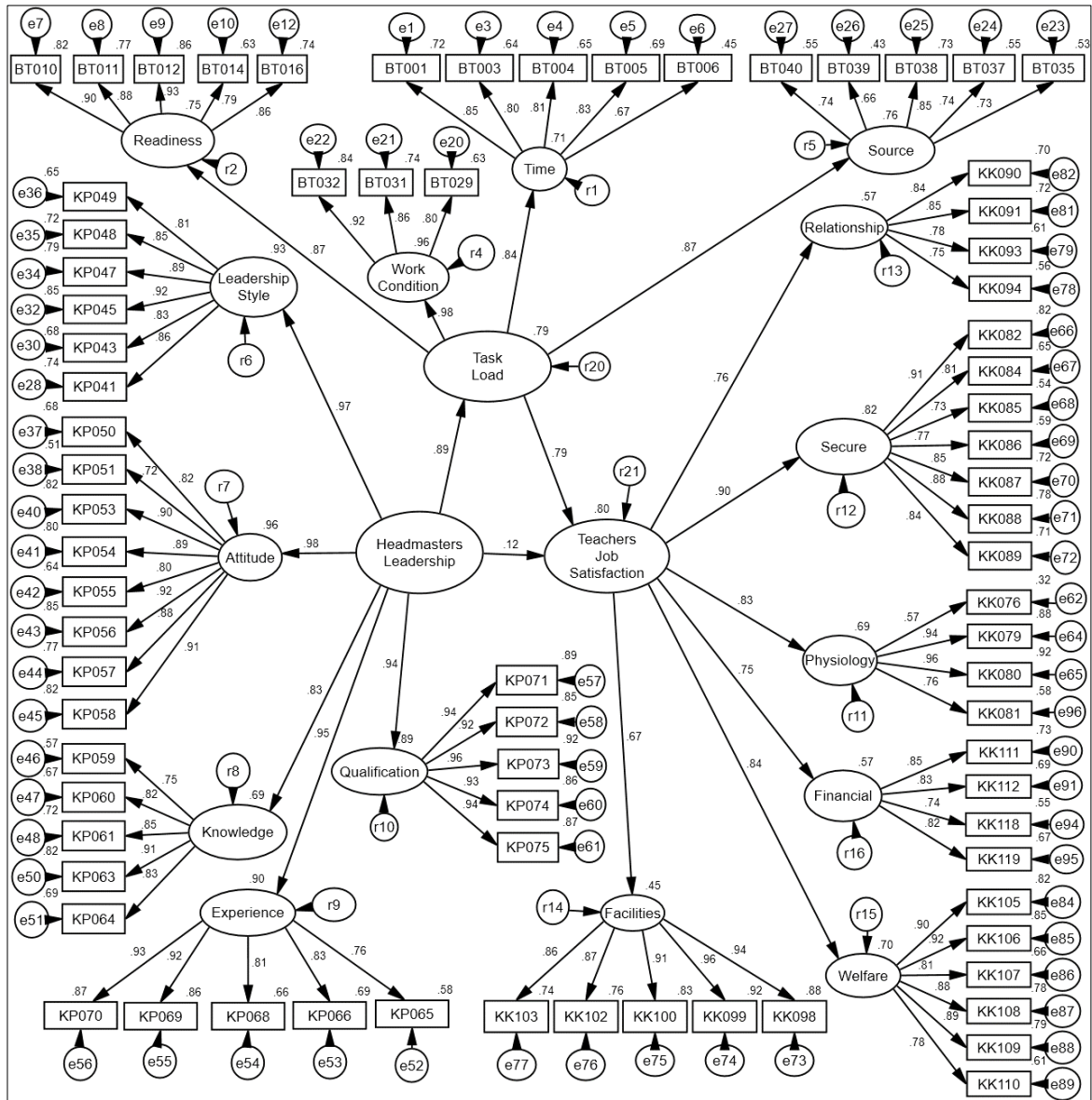


Figure 1: Effect Size in Structural Model

Based on Figure 1, the analysis shows the effect size of headmaster leadership on teacher job satisfaction when headmaster leadership acts as a single predictor with a value of 0.68. Whereas Standardized Regression Weights recorded 0.824 and p-values as 0.000 as shown in Table 1. This indicates that the effect size between the construct of headmaster leadership on teacher job satisfaction is high and has a significant positive relationship as shown in Figure 2.

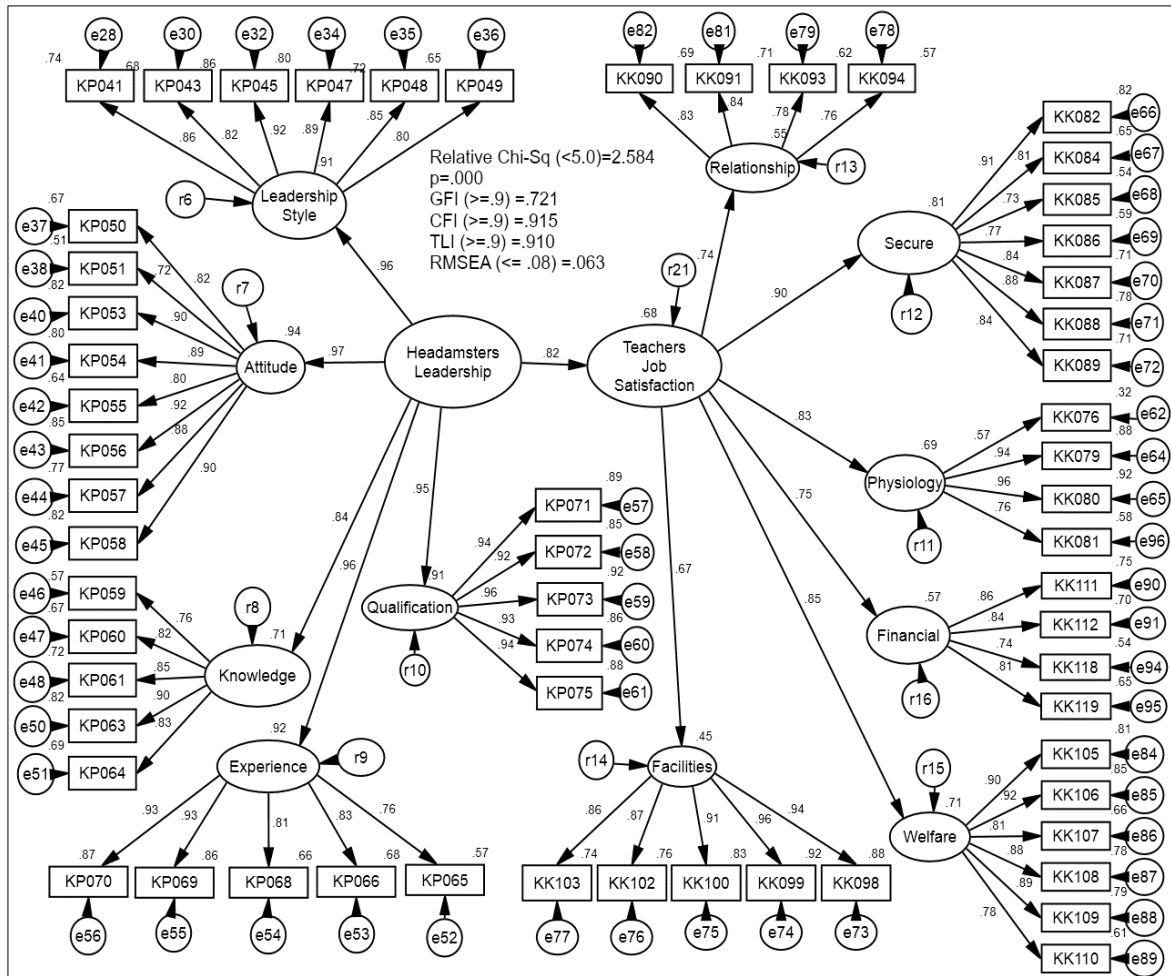


Figure 2: Effect Size Teachers Job Satisfaction to Headmasters Leadership

Table 1: Standardized Regression Weight When Headmaster Leadership is Single Predictor

Construct	Estimate	p-value	Note
Teacher Job Satisfaction <---> Headmasters Leadership	0.824	0.000	Significant

Based on Figure 3, the analysis shows the total effect size of the teachers task load on teacher job satisfaction when the teachers task load acts as a single predictor of 0.79. Whereas Standardized Regression Weights recorded 0.891 and p-value as 0.000 as shown in Table 2. This indicates that the effect size between teachers task load constructs on teacher job satisfaction is high and has a significant positive relationship.

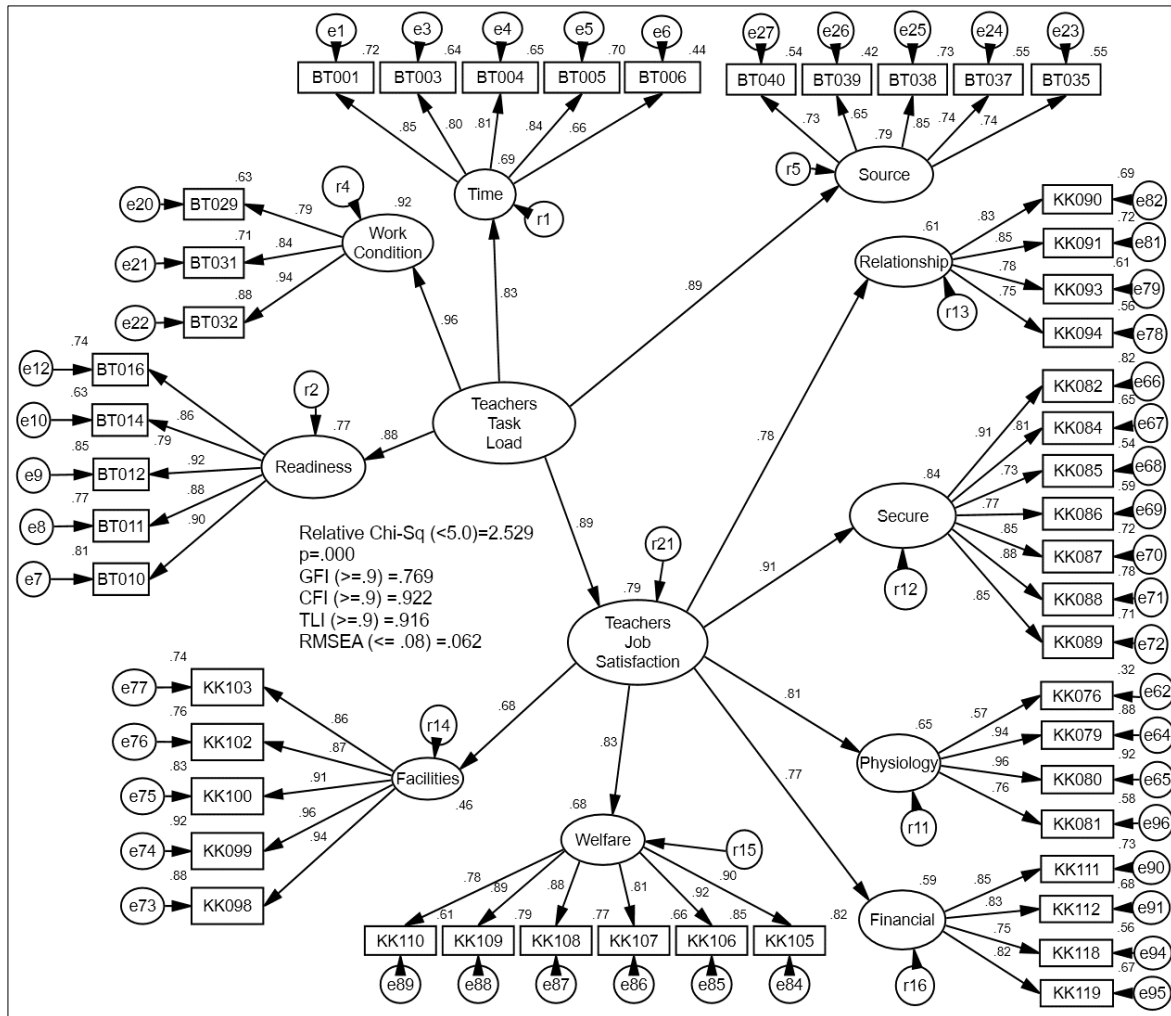


Figure 3: Effect Size Teachers Task Load to Teachers Job Satisfaction

Table 2: Standardized Regression Weight When The Teachers Task Load Is Single Predictor

Construct	Estimate	p-value	Note
Teachers Job Satisfaction <--- Teachers Task Load	0.891	0.000	Signifikan

Using the effect size values tested on a single predictor, two measurements were carried out, measuring r^2 (squared partial correlation) of individual paths for the mediator model and also measuring R^2 (mediated effect) from the mediator (Zainudin, 2015).

For the first measurement of r^2 , the effect size mediator based on the dependent variable was examined. Therefore, computations can be made in the following way in which the setting is set as X representing the headmasters leadership, Z represents the teachers job satisfaction and Y represents the teachers task load.

- i) $r^2_{XY} = 0.79$ (effect size teachers job satisfaction to teachers task load)
- ii) $r^2_{XZ} = 0.68$ (effect size teachers job satisfaction to headmasters leadership)
- iii) $r^2_{XYZ} = 0.12$ (0.80-0.68) (effect size teachers task load terhadap teachers job satisfaction to control headmasters leadership)

For the R^2 measurement of the mediated effect of the mediator, the calculation is as follows:

$$R^2 = r^2_{XY} - (r^2_{XYZ} - r^2_{XZ})$$

$$R^2 = 0.79 - (0.12 - 0.68)$$

$$R^2 = 1.35$$

In this regard, it can be explained that the effect size of the construct of the teachers task load on the leadership of the headmaster and the job satisfaction of the teachers is in the range based on Cohen (1988) ≥ 0.26 .

DISCUSSION

The effect size values for the constructs in this study recorded significant value. The R2 value for teacher task load constructs for headmasters leadership constructs was 0.79, while the R2 value for teacher job satisfaction construct for teacher task load constructs was 0.80. With the value of 1.35, it can be explained that the effect size of the construct of the teachers task load on the headmasters leadership and the teachers job satisfaction is within the range based on Cohen (1988) ≥ 0.26 . The findings show that there is a significant positive effect on the headmasters leadership and the teachers task load. This means that there is a positive and significant direct impact on the headmasters leadership with the teachers task load. This finding is in line with the findings of Rahim et al. (2006), who found that every practice by a headmasters leadership would put a teacher at a disadvantage with the tasks they performed. The study also found that the headmasters leadership is also a major factor in influencing the way SEIP teachers work. This also supports the statement by Mustamin and Muzzammil (2013) that school principals need to be competent to carry out their heavy duty as leaders for the welfare of teachers and the achievement of pupils.

Therefore, it can be concluded that in order to address the task load of the SEIP teacher, principals need to practice leadership appropriate to the school environment. Principals also need to have a better understanding of the scope of SEIP teacher assignments and to equip themselves with adequate knowledge of special education, SNS and the scope of teacher assignments. If these SEIP teachers' task load are handled well, then they can achieve their job satisfaction. In addition, the findings also show that headmaster leadership has a positive effect on teacher job satisfaction but is not significant. This indicates that there is a positive direct effect on headmaster leadership on teacher job satisfaction, but it is not significant. This situation occurs when the construct is incorporated into a model that has a mediator factor. This indicates that teachers' job satisfaction will be disrupted by the headmaster's leadership in the event of high task load. If the tests were conducted directly between the headmaster leadership and the teacher's job satisfaction without involving the mediator, the findings of the study would show significant positive effects between the two constructs in the model. Therefore, it can be explained that the headmaster leadership will fundamentally shape the way teachers are working and the level of satisfaction they perform.

The study also found that there was a significant positive effect on teacher task load construct and SEIP teacher job satisfaction. This indicates that there is a direct and positive influence on teacher task load on teacher job satisfaction. This demonstrates that the high task load borne by SEIP teachers has an impact on their job satisfaction. The findings of this study are in line with the study by Muhammad Hisham et al. (2017), who stated that high task load will affect teachers' chances of working better. Muyan and Ramli (2017) also agree that the mastery of the leadership style at the school by the principals in delivering the tasks should enable SEIP teachers to perform their tasks with joy and satisfaction.

CONCLUSION AND SUGGESTION

Effective leadership is crucial to ensuring the integrity of the special education program. The task load and job satisfaction of teachers need to be taken into account in order to improve SNS achievement. As suggested, this study can be further expanded in terms of construct as well as research methods. In addition, based on the results achieved through this study and previous studies, the researcher also wants to propose a new theory on successful leadership in special education. As special education is made up of students with special needs, special teachers and unique special education circumstances, the theory of special education unique leadership is introduced.

Special Education Unique Leadership Theory

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on:

- i. The Welfare of Special Education Teachers
- ii. Achievement of Special Education Students

To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership:

i. First Unique: Unique Leadership Style

In leading a school organization or program involving special education, a school leader must have uniqueness in their leadership. This means that the style of leadership practiced should be consistent with the guidelines for the implementation of the work and scope of the special education teacher's duties. In addition, their leadership must also be special in considering the needs of the SNS. In other words, the practice of leadership needs to be consistent with the acceptance of special education teachers and students. In order to make the leadership relevant, it is sometimes necessary to emphasize things that involve teacher work performance and student achievement. This unique leadership style is at the center of the autocratic and democratic leadership styles.

ii. Second Unique: Unique Knowledge

Knowledge of leadership is very important in managing special education. The uniqueness of this knowledge is that their knowledge must be meticulously as bottom up process. School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on. Then, knowledge also needs to be satisfied regarding each of the features of SNS and their capabilities. This knowledge of SNS is important to prevent school leaders from setting goals beyond their SNS capabilities. After that, the knowledge of special education teachers should be taken into consideration. Their basic background, their service, their way of working, their commitment to the school and so on. On the top level, knowledge about leadership is needed in deciding what kind of leadership needs to be implemented.

iii. Third Unique: Unique Attitude

In addition to leadership styles and knowledge, school leaders also need to have a unique attitude toward leading special education. Attitudes are concerned, empathy, love and more are at the discretion of deciding something for teachers and SNS.

iv. Fourth Unique: Unique Experience

The experience of managing special education is a unique and meaningful journey. In order to succeed in effective leadership, a leader leading a special education program needs to have direct experience with special education. This means that the leader must be in the special education program, in the special education teacher condition and in the SNS abilities. Keep in touch with them, hear them, experience the learning process with special education teachers and SNS. Gain experience by engaging in activities with a special education community at school or outside of school.

v. Fifth Unique: Unique Qualification

In order to become a leader who is qualified to lead a special education program, one must place themselves at the ready with the hustle and bustle of special education. Not only academic requirements, but management qualifications, community engagement, always wanting to find special education related knowledge, ready to serve special education and always bear the responsibility of special education.

The theory introduced is in support of existing leadership theories and adapted to the situation in special education. In line with the findings of this study and previous studies, this theory is an attempt to make special education more consistently through competitive and responsible leadership. It is hoped that this theory will help the school leadership to implement leadership focused on special education.

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Special Education Intergration Program in Malaysia: Teachers Task Load as Mediator for the Influence of Headmasters Leadership to Teachers Job Satisfaction

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ABSTRACT

The Special Education Intergration Program (SEIP) is a program that places special needs students (SNS) in the selected mainstream schools across Malaysia. The program aims to produce high quality academic, personal and social SNS in their normal student community at school. In fulfilling this aspiration, the welfare of teachers at SEIP should be taken care of by the school administrators so that they can provide the best service for SNS. However, there are obstacles to making that wish a success because of the task load problems these SEIP teachers face. This problem arises because of the leadership of the headmasters who do not fit the situation at SEIP. The burden of this teacher's job will then cause the teachers to feel dissatisfied with their job satisfaction. This quantitative study was conducted to explore the factors that influence this task load on the influence of headmaster leadership and job satisfaction on SEIP teachers in Malaysia. The questionnaire was distributed randomly to 450 SEIP teachers nationwide using Google Form. The data were then analyzed by Structural Equation Modeling (SEM) using AMOS 21. The model found was carried out manually mediator tests and using Bootstrapping method. The findings of the study show that the construct of the teacher's task load is a full mediator of the influence of headmasters leadership and teachers job satisfaction. This finding is expected to serve as a guide for school administrators in exercising their leadership over SEIP.

Keywords: task load, teachers job satisfaction, special education intergration program, headmasters leadership, structural equation modelling

INTRODUCTION

The issues that arise at the SEIP are the burdens of the task of many special education teachers (Anderson, 2017). Abdul Ghani, Mohamad and Abu Bakr (2013) stated that these teachers carry a variety of tasks within a certain period. They are not only actively involved in teaching at SEIP, but are also embroiled in external assignments that do not involve SNS. This also underscores the need for a greater understanding of the difficulties faced by

special education teachers in the pursuit of SNS for job satisfaction (Mohamad & Yaacob, 2013).

Razali and Ali's (2016) study of factors that cause special education teachers stress found that teachers' task load is one of the important factors. A total of 74 respondents comprising teachers of Special Education programs in secondary schools in the district of Johor Bahru, Malaysia were involved in the study sample and answered the questionnaire. The data collected were analyzed using SPSS software and the findings from the overall study showed that the pressure among special education teachers was moderate. Of all the factors, leadership factors are the main factors that make the task load of teachers increase. This study also explains that the high burden of SEIP teacher work beyond the main tasks can affect the performance of teachers' work (Yahya et al., 2010).

BACKGROUND RESEARCH

The study by Norazmi et al. (2019) was conducted to explore the elements of the headmasters leadership construct that influences teachers' job satisfaction in the SEIP in Johor, Malaysia. This study involved 11 respondents consisting of SEIP coordinators representing 11 districts in Johor, Malaysia. This study used the full qualitative approach using interview as the way of collecting data. The data obtained were transcribed and the thematic analysis performed. The result of the thematic analysis showed that there are five main leadership elements that have become the factors to job satisfaction among SEIP teachers in Johor, namely, leadership style, attitudes, knowledge, experience and also qualification. These five elements are recommended to the headmaster to be given attention in ensuring the satisfaction of SEIP teachers. Respondents also said that the headmaster who gave them a lot of work was also frustrated by their job satisfaction.

Study by Zaid et al. (2020) explores the factors leading to the onset of task load among teachers of SEIP in Malaysia. In this study, a fully quantitative approach is used to determine factors in the task load of teachers of SEIP. The questionnaire was distributed online randomly to collect data from 400 respondents across Malaysia using the Google Form platform. The data obtained were then analyzed using Structural Equation Modeling (SEM) using AMOS 21 application. Confirmatory Factor Analysis was performed to obtain factor loading for each element obtained namely, work type, work environment and time. The analysis results show that the two factors reflect the appropriate fit and meet all the criteria for validation. While the work type factor does not show compatibility. This indicates that elements like work type, work environment and time have created a task load for SEIP teachers. This study also suggests that future researchers can conduct studies on the factors affecting the leadership of these teachers.

Issues related to the burden of this special education teacher's job have been around for a long time. However, not many scientific studies have been conducted to address this issue. This issue is often associated with headmaster leadership and teacher job satisfaction (Norazmi, 2020). Therefore, this study was conducted to explore the burden of SEIP teachers' task load which is a mediating factor between headmasters leadership and SEIP teacher job satisfaction. This study is important in furthering the collection of scientific studies on the issue of SEIP teacher task load in Malaysia and also as a guide to stakeholders in addressing this issue.

LITERATURE REVIEW

A full qualitative study by Norazmi (2020) was conducted to identify factors affecting the task load of SEIP teachers in Johor, Malaysia. After interviews with the 11 SEIP coordinators of each district in Johor, interview transcripts were constructed and analyzed. Through thematic analysis, the findings indicate that there are three factors contributing to the task load of SEIP teachers' namely students, facilities and leadership. This study also stated that the major factor for SEIP teachers task load is headmasters leadership. It also provides an indication that the problem of headmaster leadership has impacted the task load of teachers and hindered teacher job satisfaction. At the end of the study, the researchers suggested that the findings could serve as a guide for headmasters to manage SEIP in schools.

In addition, the study by Norazmi et al. (2020) was conducted to determine whether headmasters leadership factors affect the task load of the SEIP teacher. A fully quantitative method was used in this study by distributing a set of online questionnaires to SEIP teachers across Malaysia using the Google Form platform. Confirmatory Factor Analysis (CFA) through AMOS software is used for data analysis purposes. The findings show that all the factors mentioned, namely, leadership style, attitude, knowledge, experience, and qualification are validated as influences on the SEIP teacher's task load. There have been several studies examining the leadership factor affecting the task load of the SEIP teacher, but the application of the CFA approach using AMOS is still underdeveloped. Therefore, the findings of this study can further confirm previous findings on this issue. This research can be useful for the headmaster and the SEIP teachers to give their best in school management.

Bernard's (2014) study was conducted to investigate determinants of job satisfaction of primary school teachers in Kirinyaga County, Kenya. A total of 33 teachers consisting of 11 men and 22 women were included in the study using a descriptive questionnaire approach. The main instrument used was the questionnaire and analyzed using SPSS version 12.0. Data is presented as a percentage, mean, standard deviation, graph and table. The findings show that the determinants of job satisfaction of special education teachers are the burden of work, the relationship between co-workers, job security, the ratio of teachers, administrative support and lack of appreciation. The findings of this study serve as a guide for stakeholders to focus on fulfilling the job satisfaction of special education teachers through ways of improving the work environment. In line with the issues at SEIP, teachers' job satisfaction can be met if their relationship with administrators is well-earned, they deserve a fair share of their efforts and also a sense of security in their work (Mohamad & Yaacob, 2013).

Norazmi Special Education Unique Leadership Theory (2020)

This theory was first introduced by Norazmi Nordin in 2020, in a study entitled 'Effect Size for Model of the Influence of Headmasters Leadership on Teacher Task Load and Teacher Job Satisfaction of Special Education Integration Program'. According to Norazmi (2020), this theory focuses on the leadership of principals on the welfare of special education teachers as well as on the success of SNS. He explained that the success of the principals was dependent on how well the special education teacher cared for and the improvement achieved by the SNS. In order to succeed in effective special education leadership, this theory proposes five uniqueness that principals need to pay attention to in their leadership. The five uniqueness is as follows:

- i. Unique Leadership Style
- ii. Unique Knowledge

- iii. Unique Attitude
- iv. Unique Experience
- v. Unique Qualification

For Unique Leadership Style, a principal who runs a special education program needs to take their leadership based on their school situation, needs and culture. Determining appropriate and effective leadership styles should be emphasized to the satisfaction of special education teachers in carrying out their main tasks with SNS. According to Norazmi (2020), the principals who lead special education needs to have Unique Knowledge. This means that knowledge of special education needs to be strengthened before deciding on appropriate leadership. Norazmi (2020) explains that this concept of Unique Knowledge is structured to the bottom up knowledge, whereby the principals must have basic knowledge on special education first, then knowledge related to SNS, then the principals also need knowledge of special education teacher and lastly, only the principals can determine the right leadership to practice.

This theory also emphasizes Unique Attitude, a deep sense of special education and their needs such as instilling sympathy, empathy, love and concern. The fourth must-have for principals in charge of a special education program is the Unique Experience. Norazmi (2020) explains that principals have to explore the situation of a special education program in reality. This means that in order to be successful in a special education program in schools, the principals must regularly engage directly with special education, SNS and even special education teachers. The fifth uniqueness in this theory is Unique Qualification. Norazmi (2020) suggests that this qualification is not limited to academics alone, but the main qualification is the preparation of principals who demonstrate that they are qualified to lead a special education program. The theory discussed is in line with this study, in which teacher job satisfaction contributes to school leadership effectiveness. The effectiveness is also influenced by the mediator factor which is the task load of special education teachers. All the factors involved in this study as variables will contribute to the improvement of SNS achievement.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. Researchers distributed randomized sets of questionnaires to SEIP teachers using google form. There were 119 items submitted in the questionnaire. A total of 450 respondents answered the questionnaire as complete and suitable for analysis. The data were then analyzed using Structural Equation Modeling (SEM) approaches and AMOS 21 software. By studying the model of the resulting structure, the mediator of the model is tested. According to Zainudin (2015), in order to determine the type of mediator for this task load construct, significant values need to be studied. If the value of the indirect effect is significant and the direct effect is not significant, then the type of mediator present in this structure model is the full mediator type (Zainudin, 2015). Next, mediator test were also performed using the Bootstrapping process. Bootstrapping is a data re-sampling method for estimating sampling distribution with specific parameters up to 1000 times sampling (Hayes, 2000). In this study, 1000 bootstrap samples were selected with corrected bias set to 95%. The research was conducted on the Standardized Indirect Effect and the Standardized Direct Effect with significant levels before the comparison and determination of mediator types.

FINDINGS

To test the effect of mediators by the construct of teacher task load on teacher leadership and teacher job satisfaction, mediator testing was conducted on a structural model of the influence of headmaster leadership on task load and SEIP teacher job satisfaction conducted through the SEM approach using AMOS 21, as shown in Figure 1. This test aims to test the type of effect produced by the construct involved either indirect effect or direct effect. When the value generated by the indirect effect is higher than the direct effect, then the construct is a mediator in the relationship between the two other constructs.

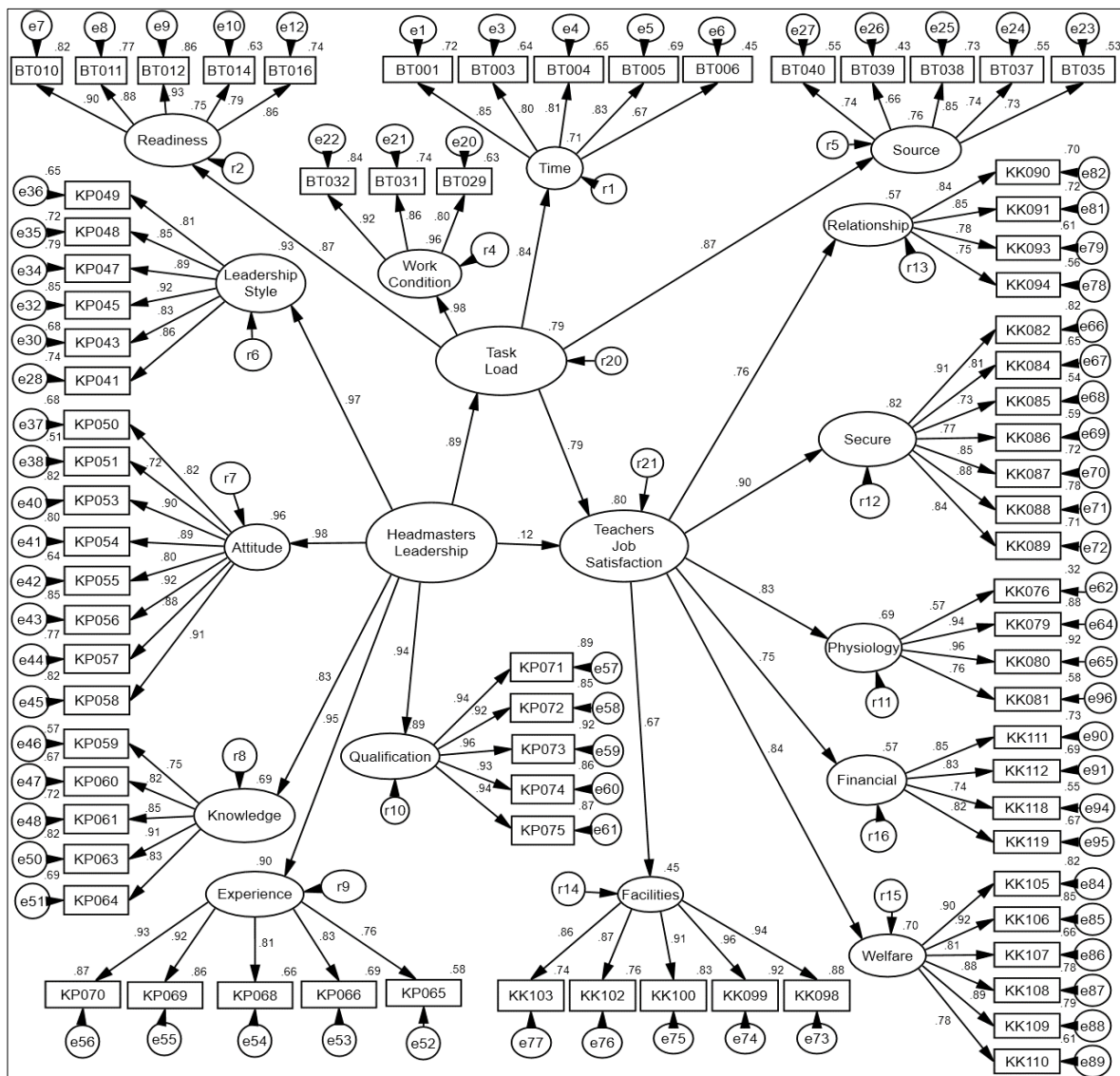


Figure 1: Effect Size in Structural Model

Based on Figure 1, it is found that the indirect effect of influence of headmaster leadership and job satisfaction is 0.701. This value exceeds the direct effect value of the influence of the headmaster leadership and the job satisfaction of 0.122. As such, it can be said that the construct of the task load is a mediator of the relationship between headmaster

leadership and teacher job satisfaction. Based on the results of the structural model analysis, the value of the influence of the headmaster leadership on teachers' task load and the influence of the teacher's task load on the teacher's job satisfaction are significant. While the value of the influence of the headmaster on the teacher's job satisfaction is not significant. According to Zainudin (2015), if the value of the indirect effect is significant and the direct effect is insignificant, then the type of mediator present in this structure model is the full mediator. The results of this mediator test need to be verified through Bootstrapping analysis. For the analysis of the indirect effects, the bootstrap process involves the construct of headmaster leadership into the construct of teacher job satisfaction through the construct of teacher task load. Table 1 show the value of indirect effect and Table 2 shows the value of significance.

Table 1: Standardized Indirect Effect

Construct	Headmasters Leadership	Task Load	Teachers Job Satisfaction
Task Load	0.000	0.000	0.000
Teachers Job Satisfaction	0.671	0.000	0.000

Table 2: p-Value for Standardized Indirect Effect

Construct	Headmasters Leadership	Task Load	Teachers Job Satisfaction
Task Load
Teachers Job Satisfaction	0.002

The results of the analysis showed that the indirect effects of headmasters leadership construct and teacher job satisfaction construct showed significant positive effects ($\beta = 0.671$, $p = 0.002$, $p < 0.005$). This proves that there are positive and significant direct effects on both constructs. For the analysis of direct effects, the bootstrap process involves the construct of headmasters leadership into the construct of teacher job satisfaction through the construct of teacher task load. Table 3 shows the direct effect values and Table 4 shows the significant values.

Table 3: Standardized Direct Effect

Construct	Headmasters Leadership	Task Load	Teachers Job Satisfaction
Task Load	0.891	0.000	0.000
Teachers Job Satisfaction	0.169	0.753	0.000

Table 4: p-Value for Standardized Direct Effect

Construct	Headmasters Leadership	Task Load	Teachers Job Satisfaction
Task Load	0.003
Teachers Job Satisfaction	0.215	0.003	...

The results of the analysis showed that the direct effects between headmasters leadership constructs and teacher job satisfaction constructs showed no significant positive effects ($\beta = 0.169$, $p = 0.215$, $p < 0.005$). This proves that there is a positive but not significant direct effect for both constructs. In summary, through the analysis of the normal calculation method and confirmed by the bootstrapping analysis, it can be stated that the type of

mediation found in this study is full mediation because according to Zainudin (2015), when the value of indirect effect is significant and direct effect is not significant, then the type of mediation that is present in a structural model is the full mediation

DISCUSSION

In this model, it was found that the indirect effect of influence of headmasters leadership and job satisfaction was 0.701. This value exceeds the direct effect value of the influence of the headmaster leadership and the job satisfaction of 0.122. As such, it can be said that the construct of the task load of teachers is a mediator of the relationship between headmaster leadership and teacher job satisfaction. Through the analysis of the normal calculation method and also confirmed by the bootstrapping analysis, it can be stated that the type of mediation in this study is full mediation because the value of indirect effect is significant and the direct effect is not significant, then the type of mediation found in a structural model is full mediation type (Zainudin, 2015).

Overall, there were relationships and influences among the constructs in this study namely headmasters leadership, task load and teacher job satisfaction. The model developed in Figure 1 show that headmaster leadership influences the task load as well as job satisfaction of SEIP teachers. The effects of headmasters leadership on teacher job satisfaction are due to the influence of teacher task load. All of the influences shown by the three constructs on each other is based on positive, significant and practical weight regression values. Through model mapping using the maximum likelihood (ML) model, there are dimensions that need to be taken into account in making headmaster practice more practical and ensuring the welfare of SEIP teachers. The findings show that there is no direct effect of the headmaster's leadership path to the teacher's task load on teacher job satisfaction, which is positive and significant, while the headmaster's leadership path to teacher job satisfaction shows a positive but not significant direct effect. This situation indicates that the task load plays a full mediator for this study. This is because according to Zainudin (2015), if the indirect effect is significant and the direct effect is not significant, then the mediator in the model indicates that it has full mediation.

In addition to computing manually and taking opinions through the literature, verification of mediators is also done through the Bootstrapping process. The results of the analysis indicate that the indirect effects of headmasters leadership constructs and teacher job satisfaction constructs have significant positive effects. This proves that there are positive and significant direct effects on both constructs. For the analysis of direct effects, the results of the analysis indicate that the direct effects of headmasters leadership constructs and teacher job satisfaction constructs showed no significant positive effects. This proves that there is a positive but not significant direct effect for both constructs. The overall findings indicate that, the leadership of the headmasters will have a detrimental effect on teacher job satisfaction if the task load is assigned to SEIP teachers. Therefore, it is important to emphasize in this study that headmasters need to give assignments that do not burden SEIP teachers, to prevent them from feeling dissatisfied with their work and thus disrupt their SNS achievement.

CONCLUSION AND SUGGESTION

As a school leader with a strong trust in the success of the school's vision and mission, principals play a very important role in managing the well-being of teachers and student achievement in general schools, and SEIP in particular. This study confirms that the task load of teachers will affect the job satisfaction of teachers and also SNS at SEIP in Malaysia. Therefore, good leadership should be exercised by the headmaster to avoid the issue of high task load among SEIP teachers. As suggested, this study could be continued with other constructs that may serve as mediators or moderators of headmasters leadership constructs and teacher job satisfaction. In addition, different approaches, such as qualitative approaches can be use for the purpose of data collection and analysis. This is to help the researcher get the results from different perspectives.

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Special Education Integration Program: Headmaster Leadership, Task Load and Job Satisfaction

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ABSTRACT

The leadership of the headmaster at the school exerted a powerful influence on the overall management of the school. For schools with the Special Education Integration Program (SEIP), the leadership of the headmasters is effecting the task load of teachers and their productivity. The subsequent state of affairs also has an impact on job satisfaction. There have been numerous studies both domestically and abroad that have shown that headmaster leadership has a significant impact on SEIP teacher duties. This study was conducted to identify the relationship between headmaster leadership, task load and SEIP teacher job satisfaction. Data were collected quantitatively by distributing a set of questionnaires to 400 respondents comprising SEIP teachers throughout Malaysia using google form. Using Structural Equation Modeling (SEM) and AMOS software, all three constructs were tested to identify relationships with each other. The analysis showed that there was a significant positive relationship between headmaster leadership, task load and SEIP teacher job satisfaction.

Keywords: Structural Equation Modelling, Headmaster Leadership, Task Load, Teacher Job Satisfaction, Special Education Integration Program.

INTRODUCTION

The issue at SEIP is the burdensome task of special education teachers (John Anderson, 2017). Norizan, Zahida and Che Wan Takwa (2013) stated that these teachers carry a variety of tasks over a specific period. They are not only actively involved in teaching at SEIP, but are also embroiled in external assignments that do not involve special need student (SNS). This also underscores the need for teachers to have a better understanding of the difficulties faced by special education teachers in their efforts to educate SNS for job satisfaction (Junaidah & Nik Rosila, 2013). In general, the teachers' task load needs to be addressed as much as it will affect the job satisfaction of teachers and consequently SNS incarceration (Norizan et al., 2013; Junaidah & Nik Rosila, 2013). Rabayah et. al., (2010) explain that the high task load faced by SEIP teachers is a result of the lack of leadership. Massithah (2009) in her study stated that tasks unrelated to special education or SNS caused the tasks to be carried out at one time. Most

worrying is that this high burden of work has created pressure on SEIP teachers (John Anderson, 2017).

BACKGROUND RESEARCH

There is evidence on this issue through several other studies, including the study of Amalina and Azita (2016), which found that the factors are closely related to the stress level of special education teachers. They say that this burden factors is also the highest factor that has put pressure on special education teachers. The study of Abdul Rahim et. al., (2013) found that 48.17% of respondents agreed that special education teachers were burdened with a variety of school assignments which would ultimately affect the quality of the teaching process and job satisfaction of the teachers involved. Next is a study by Norizan et. al., (2013) states that special education teachers not only need to carry out the teaching process in the classroom, but also engage in administrative work, discipline management, alternate teachers and many other tasks.

Other evidence is from studies by Norashid and Hamzah (2014), Junaidah and Nik Rusila (2013), Mohamad Abdillah Royo and Woo (2010) and Rabayah et. al., (2010) conclude that high task load among SEIP teachers exists because they have to deal with the task of dealing with mainstream students at the same time they need to focus their attention on SEIP. Massithah (2009) explains the convergence of two streams of students at a time that increases the number of assignments. Erica and Raymond (2009) also found that the focus on non-authentic work such as SEIP teachers towards SNS has become the norm of one's task load. Nelson et. al., (2014) state that special education teachers are given tasks that are inadequate to them such as administrative tasks as well as non-essential tasks such as replacing absent staff. At the same time, they also have to adhere to their true duties. Meanwhile, Junaidah and Nik Rusila (2013) stated that there is also situations were special education teachers are not given enough time to complete a task assigned. The time interval between assignments to a new task either involves the SNS or does not correspond to the intensity of work that needs to be met (Erica & Raymond, 2009). These conditions can actually have a detrimental impact on health and work performance; if health is declining and concentration is impaired, the quality of work and job satisfaction will also be impaired (Nelson et al., 2014).

a. Research objective

- i. To examine the relationship between headmaster leadership and task load.
- ii. To examine the relationship between headmaster leadership and SEIP teacher job satisfaction.
- iii. To examine the relationship between task load and SEIP teacher job satisfaction.

b. Research questions

- i. Is there a relationship between headmaster leadership and task load?
- ii. Is there a relationship between headmaster leadership and SEIP teacher job satisfaction?
- iii. Is there a relationship between task load and SEIP teacher job satisfaction?

LITERATURE REVIEW

Special education leadership is a comprehensive management aspect of special education operations that includes knowledge, leadership style and the well-being of teachers and students (Zharunizam, 2010). Good leadership for special education programs should carry out the planning, organizing, directing and controlling of organizational members and utilize all organizational resources to achieve the organizational goals specific to SEIP (Yokuno, 2019). Leaders who work in special education need to make the special education program better and function properly (Rahman, 2015). Good leadership can also prevent high task loads (Zharunizam, 2010).

The burden of special education tasks occurs when teachers took on various tasks, whether related to special education or not at any given time (Norizan et. Al., 2013). Special education teachers at SEIP are forced to do assignments that are not related to SNS within the time they are supposed to teach SNS (Junaidah & Nik Rusila, 2013). Meanwhile, John Anderson (2017) stated that the burden of special education teachers' duties is that they are tasked with affecting their true role in teaching SNS. Rabayah et. al., (2010) and Massithah (2009) explain that the task load of special education teachers makes teachers dissatisfied with their teaching on SNS. The job satisfaction of a special education teacher can be enjoyed when the teacher is able to focus on the teaching of SNS and the student demonstrates appropriate discipline (Junaidah & Nik Rusila, 2013). This job satisfaction, if achieved, increases teachers' commitment to performing their tasks (Nor Mohamad Zulhairi et al., 2016). However, if job satisfaction is not achieved, then avoidance and neglect of responsibility will occur (Rosni, 2014). This job satisfaction is essential in producing the best possible productivity of special education teachers (Mollynda, 2013).

Mati Heidmets and Kadi Liik (2014) in their study found that there was a significant relationship between headmasters' leadership with increasing task load of special education teachers and increasing levels of teacher effectiveness. The study of Junaidah and Nik Rosila (2013) involving 115 special education teachers in the state of Perlis showed little impact on the style of headmaster leadership on the task load of special education teachers. The results of Angela's (2010) study identified five thematic categories that need attention headmasters in handling teachers' task load, namely learning, collaboration, data analysis, service delivery planning and implementation, and personnel development. The study of Abid Hussain et. al., (2017) showed that the leadership style of the principals is a factor in SEIP teachers' job satisfaction. The findings of the study of Huang Hui et. al., (2013) found that decision-making style plays an important role as a mediating factor between headmaster leadership style and teacher job satisfaction. The findings of Gwendolin's (2017) study show that there is a significant relationship between headmaster leadership style and teacher job satisfaction. The findings of the study Thusyanthini and Ravivathani (2014) show that autocratic leadership style negatively affects teacher job satisfaction, while democratic leadership style positively affects teacher job satisfaction.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. Researchers distributed randomized sets of questionnaires to SEIP teachers using google form. There were 119 items submitted in the questionnaire. A total of 400 respondents answered the questionnaire as complete and suitable for analysis. The data were then analyzed by CFA method using AMOS 21. The test is performed by combining all three constructs in one measurement model. Through these measurement models, the relationships between constructs can be identified.

The main criterion for determining this compatibility is to look at the positive factor loading value that should be ≥ 0.50 (Hair et al., 2010). For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values (one of them) should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative / Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). In order to verify the relationship between constructs, discriminant validity must be taken into account. Acceptable discriminant validity values are <0.90 (Fornell & Larcker, 1981; Hair et al., 2010). In addition, significant values must be <0.05 to indicate acceptable values (Creswell, 2012).

FINDINGS

As a result of the analysis done, this model does not reach the correct value of the compatibility due to item overlap and negative factor loading value. This gives an indication that the item is not significant and does not measure the relevant latent construct (Byrne, 2010). Items that have negative factor loading values need to be dropped because they impede the value of compatibility (Bahaman, 2016). Therefore, modifications are made to achieve this purpose. As a result of this study, it was found that 16 matching items underwent measurement overlap and one of them had to be dropped because of lower factor loading. Items dropped are BT002, BT015, BT017, BT018, BT026, BT028, KP042, KP044, KP046, KP052, KP062, KP077, KK092, KK096, KK115 and KK116. The model is re-analyzed and the results still do not reach the value of compatibility.

Modifications are underway and there are still overlapping items. The items were then looped to make the model more compatible. After a step-by-step looping process, the model was re-analyzed and successfully achieved a correlation index with Relative Chi-Square values = 2.319, RMSEA = 0.58 and CFI = 0.903. The results also indicate that each construct demonstrates a validity of discriminant validity of 0.89 for the matching of headmaster's leadership with the teacher's task load and the teacher's task load construct with the teacher's job satisfaction. Meanwhile, the headmaster's leadership with the teacher's job satisfaction ratio was 0.81. To determine whether the relationship between constructs is significant, hypothesis testing was performed. Based on the three hypotheses set, tests are conducted to determine whether the hypothesis is acceptable or rejected. The summary of the test analysis of hypothesis is as shown in Table 1.

Table 1: Hypothesis Test

H	The Relationship Between Constructs	Coefficient (β)	S.E.	C.R	P	Notes
H ₁	Teachers Task Load <--> Headmasters Leadership	0.892	0.207	10.440	0.000	Significant
H ₂	Headmasters Leadership <--> Teachers Job Satisfaction	0.808	0.166	9.400	0.000	Significant
H ₃	Teachers Task Load <--> Teachers Job Satisfaction	0.886	0.145	9.624	0.000	Significant

H₁ : Headmasters Leadership had a significant positive relationship with Teachers Task Load with value ($\beta = 0.892$, $p < 0.005$).

H₂ : Headmasters Leadership had a significant positive relationship with Teachers Job Satisfaction with value ($\beta = 0.808, p < 0.005$).

H₃ : Teachers Task Load had a significant positive relationship with Teachers Job Satisfaction with value ($\beta = 0.886, p < 0.005$).

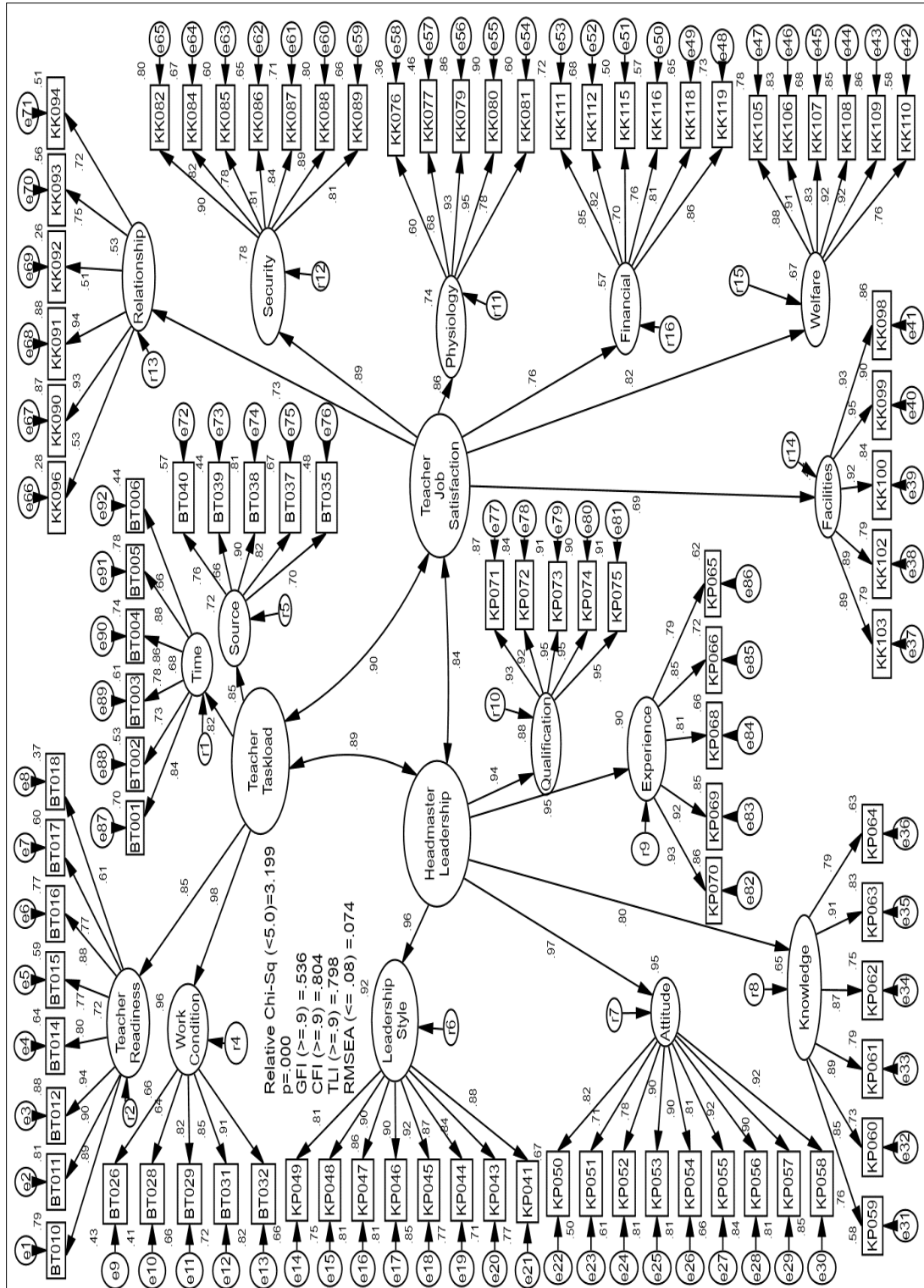


Figure 1: Pooled Measurement Model (Original)

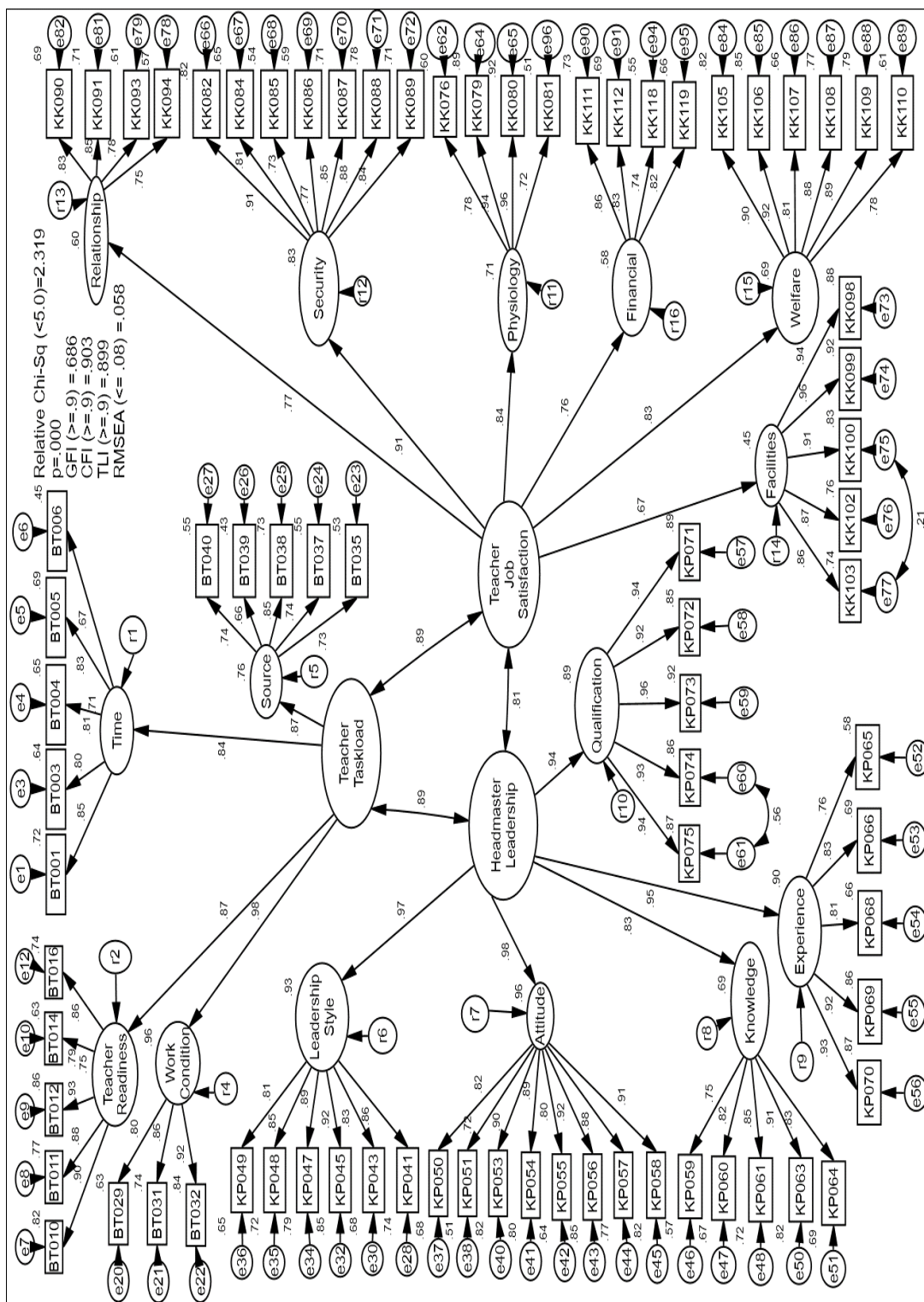


Figure 2: Pooled Measurement Model (Modified)

DISCUSSION

The results show that there is a significant positive relationship between the construct of the headmaster leadership on the teachers task load. This indicates that there is a significant direct relationship between the headmaster leadership and the burden of the SEIP teacher job. This finding supports the study by DiPaola et. al., (2003) stated that principals held by headmaster were able to reduce the task load of SEIP teachers. Similarly, a study by Junaidah and Nik Rusila (2013) explains that headmasters leadership is a determinant of good SEIP management and is able to reduce the burden of SEIP teachers task load.

The result of this study found that there is a significant positive relationship between the construct of the headmasters leadership on teachers job satisfaction. This indicates that there is a significant direct relationship between headmasters leadership and SEIP teachers job satisfaction. The findings of this study are in line with the study by Angela (2010) who stated that the headmasters leadership is capable of giving SEIP teachers the opportunity to do their work in a satisfactory and happy manner. Similarly, a study by Eytan Cohen (2015) agreed that the headmasters leadership practices at SEIP can enhance the job satisfaction and productivity of SEIP teachers.

The results also revealed that there was a significant positive relationship between teachers task load constructs and job satisfaction of SEIP teachers. This indicates that there is a significant direct relationship between teachers task load and SEIP teachers job satisfaction. The findings of this study support the study by Rosnah and Siti Nur Fatimah (2018) who found that task load is a factor in the performance of teachers in school. Amalina and Azita (2016) also share the same view that SEIP teachers' task load can be reduced if the work environment and work conditions are improved.

CONCLUSION AND SUGGESTION

It can be concluded that to address the issue of high teachers task load and job satisfaction of SEIP teachers, headmasters need to practice leadership that is appropriate to the environment in which they are led. Principals should also have the attitude to understand the scope of SEIP teachers' tasks in more detail and equip themselves with adequate knowledge of special education, SNS and the scope of teacher assignments. If the task load of these SEIP teachers can be handled well, then they will be able to achieve their job satisfaction. As a suggestion, it is proposed that this study be conducted qualitatively to obtain more research data.

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Special Education Integration Program (PPKI) Teachers : Task load and Job Satisfaction

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ABSTRACT

The task loads has long been an issue among teachers in Malaysia. These expenses increase to teachers for the Special Education Integration Program (PPKI). This high burden of duty will undermine the PPKI teachers' job satisfaction. Although there are many studies on this issue in Malaysia and abroad, however, specific studies on the impact of the task load on the job satisfaction of special education teachers in Malaysia are still being ignored. Therefore, following the continuation of the issue, this qualitative study is aimed for exploring the elements of PPKI task load constructs that influences PPKI teacher job satisfaction in Johor, Malaysia. This study uses the full range of interview methods in collecting data. Interview sessions were administered to 11 coordinators of PPKI for each district in Johor. Thematic analysis was conducted based on the transcript of the interview that has been produced. The findings show there are five elements of PPKI teacher task loads in Johor namely time, type of assignment, working environment, teachers' readiness and resources. Therefore, the parties involved, such as teachers and administrators, should pay attention to these elements to reduce the risk of teachers' task loads and also to meet the PPKI teachers' job satisfaction in Johor.

Keywords: Task load, Teacher Job Satisfaction, Special Education, PPKI, Special Education's Teachers

INTRODUCTION

Issues related to teacher task loads have occurred over the last few years and have continued to recent (John Anderson, 2017). This issue involves most teachers in Malaysia and teachers in PPKI especially (Junaidah & Nik Rusila, 2013). This task load occurs when PPKI teachers are forced to perform additional tasks that do not involve special education as well as special needs students (Norizan et al., 2013). When the burden of this task becomes high, teachers' job satisfaction will also be blocked. Rabayah et al., (2010) states that these constraints indirectly affect the disability of students with special needs. PPKI teachers essentially need to be with special needs students almost every time in managing their own learning and management (Junaidah & Nik Rusila, 2013). This problem exists because of four factors, namely the leadership of the headmaster, the school facilities, the special needs of the pupils and the willingness of the teacher itself (Abdul Rahim et al., 2006). There are studies on this subject in the country such as the study by Amalina and Azita (2016) regarding the task load factor

which causes pressure on PPKI teachers. Similarly, research by Norashid and Hamzah (2014), Junaidah and Nik Rusila (2013), Mohamad Abdillah Royo and Woo (2010) and Rabayah et al., (2010) conclude that PPKI teachers carry a high burden on school when forced to do extra work in the mainstream. Although there are many studies on this issue in Malaysia, there are less direct studies related to the impact of task load on job satisfaction of special education teachers. It is hoped that this study will draw the attention of stakeholders such as PPKI teachers as well and the school administrators to take appropriate action to address the issue of teacher task loads and job satisfaction of PPKI teachers. Therefore, the objective of this study is to explore the elements of task load that influence the work satisfaction of PPKI teachers in Johor, Malaysia. While the research question is, what are the elements of task load that influence the work satisfaction of PPKI teachers in Johor, Malaysia? This study involved two constructs namely task load and job satisfaction. The task load intended for this study is the task that should not involve them and special education in particular such as teaching assignments as well as management tasks. While job satisfaction is devoted to the satisfaction of teaching students with special needs in the classroom.

LITERATURE REVIEW

Special education teachers' task load occurs when teachers take on various tasks, at a certain time (Norizan et al., 2013). John Anderson (2017) states that additional tasks that do not involve special education affect teachers' job satisfaction. Rosnah and Siti Nur Fatimah (2018) in their study found that the task load was a factor in the performance of teachers in the school. The study by Erica and Raymond (2009) found that the task loads became the cause of special education teachers to change the flow and stopped being special education teachers. Studies by Nelson, Melissa and Kathleen (2014) show that special education teachers suffer from burns out due to task load, student situation and less support from administrators.

Besides, there have been many previous studies on the task load and job satisfaction of special education teachers, including the study by Amalina and Azita (2016) stated that the task load is one of the important factors that cause pressure on special education teachers. This study also clarified that the high burden of PPKI teachers' work beyond the actual task can affect the focus of teaching. Bernard's (2014) findings study show those determinants of job satisfaction of special education teachers are task load, relationship between co-workers, job security, student-teacher ratio, administrative support and lack of appreciation. Special education teachers' satisfaction can be enjoyed when the teacher can focus on teaching students with special needs (Junaidah & Nik Rusila, 2013). The job satisfaction if achievable will increase the commitment of teachers in carrying out their duties (Nor Mohamad Zulhairi et al., 2016). Ngigi and John (2014) find that special education teachers are not satisfied with their work because of the terms and conditions of their work that is too attentive to achievement. Sophia (2015) and Erkan Efiltili (2014) find that the job satisfaction of PPKI teachers depends on safe and conducive working conditions and meets their basic needs.

In relation to this issue, there are two relevant theories that can be referred to as Taylor's Scientific Management Theory (1911) and Henri Fayol's Management Theory (1949). Taylor's Scientific Management Theory elaborates on employer management practices enabling employees to perform tasks well and giving them the opportunity to demonstrate good performance. While Henri Fayol's Management Theory presents 14 management principles that emphasize adaptation for the welfare of workers, namely division of labor, balance of power and responsibility, displacement, unity of direction, unity of mission, prioritizing organizational interests over individual interests, fair emoluments, centralization, hierarchy of duties, rules, justice, staff stability, initiatives and a spirit of unity.

RESEARCH METHODOLOGY

This study uses a full qualitative approach in the collection of research data. This approach is a very popular method used to obtain extensive data (Daniel, 2010). Data collection through this qualitative by interview method will expose the researcher to a very significant source of data and directly from the target group (Linacre, 2011). To achieve this purpose, the researcher selected 11 respondents consisting of PPKI class coordinators throughout the state of Johor to be interviewed. Each of them represents each district in Johor, namely Muar, Batu Pahat, Tangkak, Segamat, Mersing, Kulai, Kota Tinggi, Pasir Gudang, Johor Bahru, Pontian and Kluang.

This selection is based on the scope of their duties in conducting the duties of teachers in PPKI as well as their involvement in delivering assignments provided by the school principals. These coordinators are also those who are directly involved with PPKI teachers in terms of management, welfare, teaching and so forth. The number of these 11 coordinators was selected based on the recommendations by Malhorta et al., (2007) and Guest et al., (2006) stating that the number of suitable respondents ranges from 8 to 12. However, this amount is not fixed as it relies on the purpose of data collection (Cavana et al., 2001).

The preferred method of interview was the semi-structured interview which included some planned questions and some additional questions that were raised during the interview session because according to Qu & Dumay (2011), this method is how the interviewer protects data on a broad theme. This method was also chosen to facilitate researchers to control data acquisition and make it more focused (Blandford, 2013). Before starting an interview session, the researcher sets the interview protocol to use in the interview session.

Determining the interview protocol is crucial for the researcher to guide the interview session towards answering the research question and providing the researcher with meaningful interview management (Patton, 2015). Interview protocols are also very important in helping researchers explore research needs and maximize data collection opportunities during limited interview sessions (Cooper, 2014). The interview protocol used in this study was adapted from the suggestions by Jacob and Furgerson (2012) as shown in Figure 1.

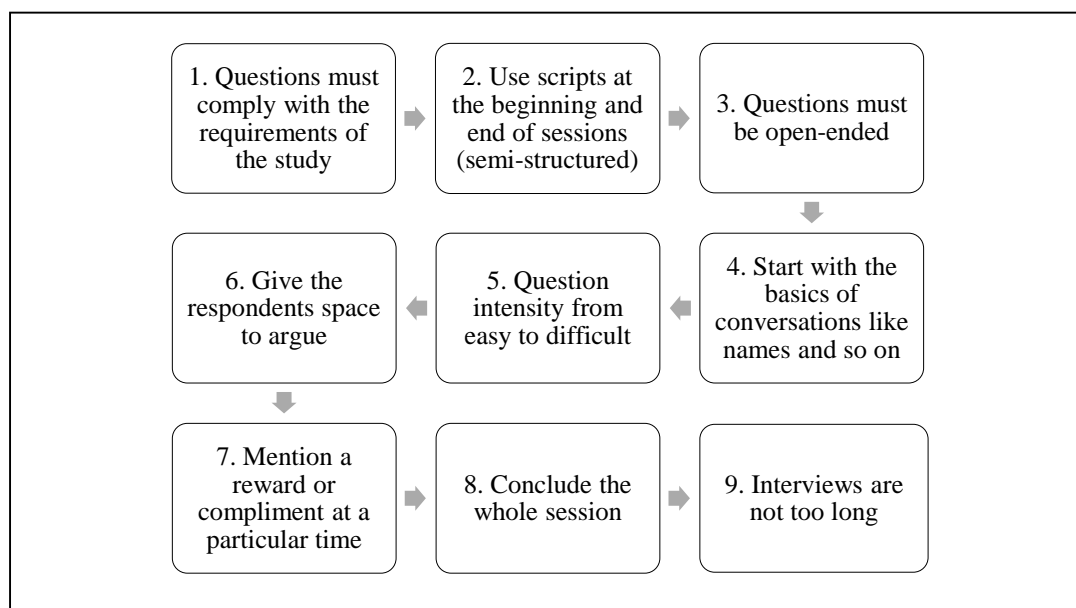


Figure 1: Interview Protocol (Jacob and Furgerson, 2012)

After setting the appropriate protocol for the interview session, the next process is the interview session. The interview sessions were conducted individually after the completion of the schooling period to enable researchers to focus on a more in-depth data collection (William, 2015). Each interviewed session takes between 30 and 45 minutes. The interview session was recorded by the research partner from the beginning until the last minute of the interview. The recording is an attempt to avoid any information loss and enables the researcher to reproduce the video for reference (Quarles, 2008). At the end of the interview session, the recording was heard and re-watched for the production of the interview transcript. After completing the interview session, the researcher generates an interview transcript based on the session being conducted. Finally, thematic analysis was performed to obtain the constructs and dimensions. The process of the thematic analysis as shown in Figure 2.

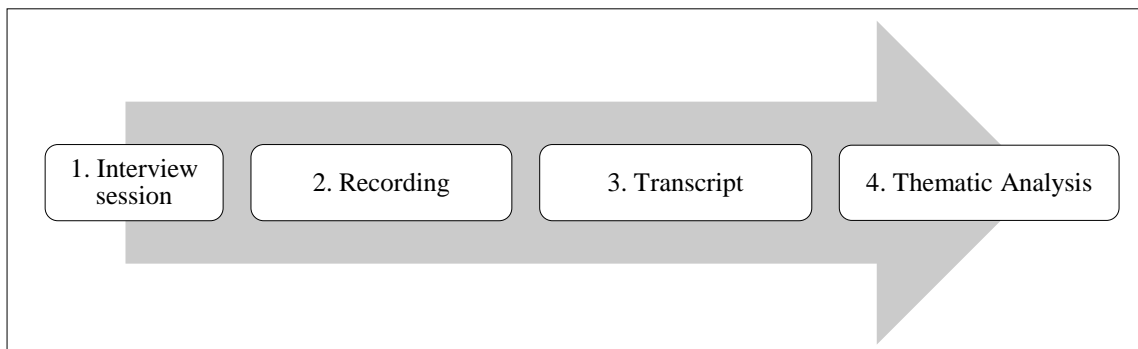


Figure 2 : Thematic Analysis Process (Maria, 2019)

RESULTS AND DISCUSSIONS

Through the interviews, there are five elements of PPKI teacher task loads in Johor namely time, type of assignment, working environment, teachers' readiness and resources as shown in Table 1.

Table 1: Elements Of PPKI Teachers' Task Loads Are Based On Thematic Analysis

Themes / Elements	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11
Time	/	/	/	/	-	/	/	/	/	/	/
Work environment	-	/	/	/	/	/	/	/	/	/	/
Type of assignment	/	/	/	/	/	/	/	/	/	/	/
Teachers' Readiness	/	/	/	/	-	/	/	/	/	/	/
Source	/	/	-	-	/	/	/	/	/	/	/

*R= Respondent

The findings show that the task loads borne by PPKI teachers has various elements covering their work scope. Majority of them acknowledges that the time factor has caused the task loads. Some of them have received overlapping tasks at one time. They are also given assignments within a short period to be implemented. There are also some of them getting an ad hoc assignment and need to be resolved promptly. This situation caused them to spend time

completing the assignment given and ignoring their teaching sessions in the classroom. This imbalance will make them feel dissatisfied with their actual duty at PPKI (Junaidah & Nik Rusila, 2013). However, they also agree that there is also extra tasks already set in the work schedule at the beginning of the current year's school session. This situation can prevent them from being stressed as they can manage time to complete the assignment well (John Anderson, 2017).

In addition, the working environment also illustrates the high task loads among PPKI teachers in Johor. They argue, each time an extra assignment given to them is not accompanied by certain assistance to enable them to carry out the assignment perfectly. The administrator assigns solely the tasks and is not accompanied by guidance in solving them. Similarly, the type of assignment received by teachers in PPKI. The task load occurs when they receive tasks not related to PPKI, special education or special need students as well (Norizan et al., 2013). They stated that PPKI teachers had to replace the mainstream teachers in the mainstream class. Some also need to attend a course that is completely unrelated to special education. This situation forced PPKI teachers to ignore their teaching sessions in PPKI and hinder their work satisfaction.

The fourth element is the readiness of PPKI teachers to the work received. PPKI teachers need physical, emotional, and mental in performing challenging tasks in PPKI involving special need students. Task loads will increase when extra tasks require them to be more prepared. The fifth element is related to the facilities available at school and PPKI. Sufficient, complete and up-to-date facilities facilitate PPKI teachers to carry out tasks, while incomplete facilities cause PPKI teachers to provide themselves. This will cause the burden of duties and hinder the achievement of their job satisfaction.

CONCLUSION

In conclusion, teachers are now burdened with a high level of responsibility, not only in relation to the teaching of special needs students, but also in other tasks that do not involve special education or special needs students. Important elements related to the task load of PPKI teachers, such as time, teacher readiness, task type, work environment and resources influence the job satisfaction of PPKI teachers. We need to be aware that these PPKI teachers should always be with the special needs students for teaching activities as these students need full focus. If this focus is hindered by these elements, then the job satisfaction of PPKI teachers will be affected. The elements of this study should be addressed by the school administration, the teachers of the PPKI itself, and other stakeholders in addressing the issue of the task load of teachers in order to ensure the success of special needs students.

LIMITATIONS AND RECOMMENDATION

This study is limited to two constructs, namely the burden of PPKI's duty and its effect on job satisfaction. Based on the interviews conducted on the selected respondents, the researcher has successfully explored the five elements of PPKI teachers' task loads that affecting the satisfaction of PPKI teacher's job. Similarly, the selected respondents in which they are coordinators in PPKI may not fully represent PPKI teachers. However, it should be noted that PPKI coordinators are also part of the teacher's enrollment in PPKI. The population involved is only for PPKI, excluding special education schools (SPK) and also inclusive education programs (PPI). Therefore, it is proposed that the researcher further expand the study in exploring the elements of job satisfaction of PPKI teachers that are closely related to the task

loads of PPKI teachers. Further studies are also suggested exploring this issue among SPK and PPI teachers.

ACKNOWLEDGMENTS

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Elements of Teachers' Job Satisfaction in Teaching Students with Special Needs of Hearing Impaired in the State of Johor, Malaysia.

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ABSTRACT

Job satisfaction is an important factor in ensuring the sustainability of the work we do. Satisfaction at work will make us responsible for the work we do. The same thing applies to teachers who teach students with special needs hearing problems. Job satisfaction in the implementation of teaching can give them a good motivation to serve the best performance. In determining the job satisfaction of teachers in teaching these students, some elements such as student understanding, focus on learning and remembering the content are important. Several studies on teacher job satisfaction issues have been conducted. However, studies on job satisfaction in teaching students with hearing problem are rarely performed. This study aimed to explore elements of teacher job satisfaction in teaching students with special needs of hearing impaired in Johor, Malaysia. The qualitative study was conducted by interviewing 12 special education teachers who teach students with special needs of hearing impaired in the state of Johor. The study found that there are 5 elements of teacher job satisfaction in teaching the students' special needs of hearing impaired, namely, understanding teacher instruction, focusing on learning, mastering language skills, understanding abstract concepts and remembering the content. The results of this study can be used as a reference for teachers and school administrators to focus on specific aspects.

Keywords: Teachers Job Satisfaction, special needs students, hearing impaired, teaching and learning.

1. Introduction

Job satisfaction is an important aspect of teaching session in the classroom (Husne, 2014). Generally, this satisfaction is required for teachers to plan effective teaching (Chipsmore, 2019). For teaching students with special needs hearing impaired, the situation is more challenging (Nik Hassan et al., 2016). Certain barriers such as students' lack of focus, poor sign language skills and poor hearing loss may cause teachers' satisfaction in teaching to be less than satisfactory in their teaching (Chux et al., 2018). This situation will result in students not receiving the best service from the teaching of teachers (Syafawati, 2012). In addition, teachers are also not motivated to conduct lessons in future sessions if the student's response to the teaching session is not as expected (Rozi et al., 2016). Therefore, it is important to know which elements of a given teaching can provide job satisfaction to the teacher who is performing it.

Many of the teachers complain that they are unable to reach the job satisfaction of delivering lessons to students with special needs with hearing impaired due to obstacles such as, hearing

loss problems, student concentration problems, students' understanding of difficult concepts to describe, problems of discipline and lack of interest (Syed et al., 2017). In managing the teaching process in the classroom, it is important for a teacher to achieve their job satisfaction. This enable them to remain motivated in delivering knowledge (Fadhlah et al., 2019). Some studies have found that teachers' job satisfaction can be disrupted if their expectations of a business venture are not met. The study by Zulhairi et al. (2016) state that disruption to teachers' job satisfaction will reduce their quality of work. Chase (2018) also states that teacher job satisfaction is interrupted by unexpected student engagement. Shahril (2012) also argues that teacher job satisfaction is influenced by the teaching environment that involves students. Therefore, this study was conducted to meet the following objectives and questions. This study was conducted to explore the elements of teacher job satisfaction in teaching students with special needs of hearing impaired. These elements are explored based on the themes released as a result of the interviews conducted on the respondents involved, which consists of special education teachers. Therefore, this study was also conducted to answer the question for this study, 'What are the elements of teacher satisfaction in teaching students with special needs of hearing impaired?' This research question was created focusing on the objectives of the study that have been set.

2. Literature Review

Students with special needs of hearing impaired are students who are often deaf and dumb (Azmil et al., 2017). These students are housed in special education schools throughout the country, and some are placed in special education integrated programs along with other normal students in one school (Norazmi et al., 2020). Hearing loss makes these students difficult to comprehend, to focus on and to remember the content (Nik Hassan et al., 2016). In addition, the main problem besides the discipline they encounter is the problem of mastering language skills such as speaking, reading and writing with proper structure (Mihibah & Zetty, 2018). All of these obstacles make them forget things quickly and lose focus (Azmil et al., 2017). This forces teachers to commit themselves for delivering the content (Anna, 2016). Various efforts are made by teachers such as the provision of recognizable materials, various colours and forms as well as other visual presentations (Kadtong et al., 2017). The enthusiasm shown by teachers in implementing effective teaching should be given credit (Mtyuda & Okeke, 2016). They work hard to generate ideas, squeeze in sweat and spend a lot of money in implementing effective teaching sessions (Knox, 2011).

However, this rigorous teaching has always been disturbed by the achievement of uncertain teaching objectives (Olurotimi, 2013). All expectations from the teacher are not fulfilled during the lesson. These students appear to be inactive in class activities, lacking in understanding, inability to focus and difficult to remember. This situation prevents teachers from being motivated enough to pursue better teaching (Iqbal, 2016). This situation further causes them to lose their job satisfaction. This job satisfaction is critical in ensuring that teachers stay engaged in their services (Farah et al., 2016). A study by Tran (2018) found that job satisfaction will motivate teachers to improve their work performance and their attitude toward assigned work. Jamal et al. (2012) explain that teacher job satisfaction can motivate teachers to better develop students. However, Nazrul et al. (2018) found that teachers' job satisfaction with teaching is a result of student communication and response. Chamundeswari (2013) states that teacher job satisfaction will be achieved if successful enrichment of student response and engagement is achieved. Elena et al. (2010) stated that teacher satisfaction is due to both internal and external factors, both from the teacher himself and from the student's response. Anna (2016) stated that the interaction between teachers and students in learning is very important in determining the

direction of teaching and improving teacher job satisfaction. This indicates that the two-way communication between teacher and student will enable the learning process in the classroom to be more meaningful.

2.1 Adam's Equity Theory

Adam (1963) states that a balance in the performance of inputs and outputs for a job can provide job satisfaction to an individual. He founded this theory of equity by stating that one would be motivated by what he does if all the effort put into it produces the expected results. In the area of teaching the students with special needs of hearing impaired, student response to teacher teaching is a very important motivation in establishing teacher job satisfaction. Thomas (2011) states that every effort requires equal pay or reward in all costs or efforts expended to guarantee job satisfaction. Richard et al. (1987) stated that job satisfaction through this theory can be obtained if input requirements are in line with output decisions. This means that every person involved should earn as much as they can if they are to be satisfied with their job satisfaction. In the context of teaching, the expectation of seeing students understand the content is so important that they feel it is worth the effort. Abdelghafour and Faisal (2012) explain that job satisfaction can be achieved if there is fairness in the effort and also the effect of the effort.

3. Research Methodology

This study uses the full qualitative method. Interviews were conducted with 12 teachers who teach students with special needs of hearing impaired in the state of Johor. The interview session was recorded from start to finish. Interview transcripts of all 12 respondents were released after listening back to each interview session. The transcript was then analyzed to obtain the necessary elements. Thematic analysis was carried out on all of these transcripts and eventually five themes were identified through the analysis. The interview process s are as shown in Figure 1.

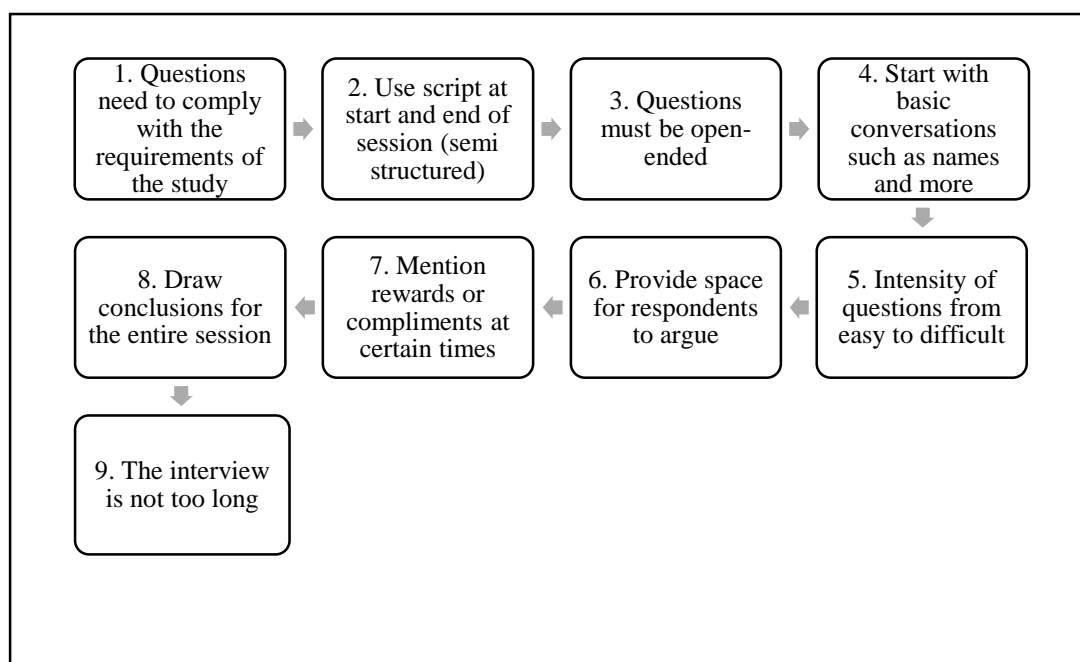


Figure 1: Interview Process (Jacob dan Furgerson, 2012)

After setting the appropriate process for the interview session, the next process is to set the interview protocol. Patton (2015) states that the interview protocol is important to focus the researcher on the data to be collected based on the study construct. The protocol begins with the introduction of the researcher, followed by an introduction related to the study conducted. Next, the researcher set seven main questions in the interview protocol conducted. The protocol ended with a word of appreciation and thanks to the respondents. Once the protocol is determined, the researcher then conducts an interview session. The interview session was recorded by a fellow researcher from the beginning until the last minute of the interview. The recording made is an effort to prevent any loss of information and can make it easier for researchers to repeat the video as a reference (Quarles, 2008). After the interview session ended, the recording made was heard and re-watched for the production of the interview transcript. The interview process conducted in this study is based on the recommendations by Jacob and Furgerson (2012) namely:

- i. Start with a formal script
- ii. Use appropriate recording tools to record conversations throughout the interview session
- iii. Make brief notes of important notes
- iv. Conduct interviews in a place that is not disturbed by noise and conversation interruptions
- v. Demonstrates a caring attitude and interest in the subject being discussed
- vi. Use specific sentences or situations to raise the spirits of respondents to remain argumentative
- vii. Focus and be a good listener
- viii. End the session with a formal script and a thank you note.

Upon completion of the interview session, the researcher produced an interview transcript based on the session conducted. The resulting transcript goes through a three-stage encoding process, namely open coding, axial coding and selective coding (Gallicano, 2013). Finally, thematic analysis is conducted to obtain constructs and dimensions.

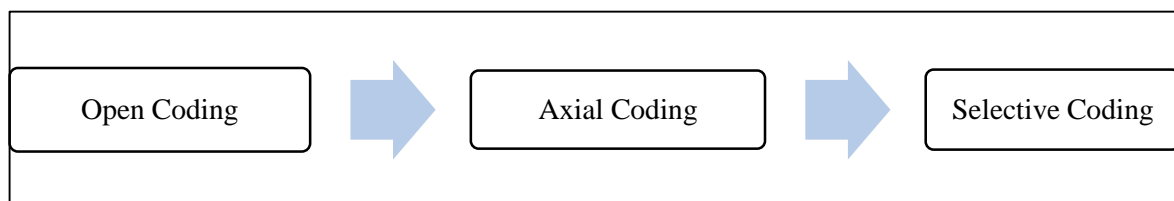


Figure 2: Thematic Analysis (Gallicano, 2013)

4. Findings

As a result of thematic analysis, five themes that form the basis for teachers' job satisfaction in teaching students special needs of hearing impaired can be identified. These elements are understand the instruction, master the language skills, understand the abstract concepts, focus and remembering the content of the lesson. The summary findings for these elements are as shown in Table 1.

Table 1: Elements of Teacher Satisfaction in Teaching Students with Special Needs of Hearing Impaired

<i>Elements</i>	<i>R1</i>	<i>R2</i>	<i>R3</i>	<i>R4</i>	<i>R5</i>	<i>R6</i>	<i>R7</i>	<i>R8</i>	<i>R9</i>	<i>R10</i>	<i>R11</i>	<i>R12</i>
<i>Understand the Instruction</i>	/	/	/	/	/	x	x	/	/	/	/	/
<i>Master the Language Skills</i>	/	x	x	/	/	x	/	/	/	/	/	X
<i>Understand the Abstract Concepts</i>	x	x	x	/	/	/	/	x	/	X	/	/
<i>Focus</i>	x	x	/	/	/	/	/	x	/	/	/	/
<i>Remembering the Content of the Lesson</i>	/	/	/	/	/	/	/	/	/	/	/	/

Of all the elements identified in the results of the analysis, the element of remembering the content of the lesson indicates the element that most respondents receive. Followed by elements of understand the instruction, focus, master the language skills and understand abstract concepts. The summary of the analysis is in the graph as shown in Figure 3.

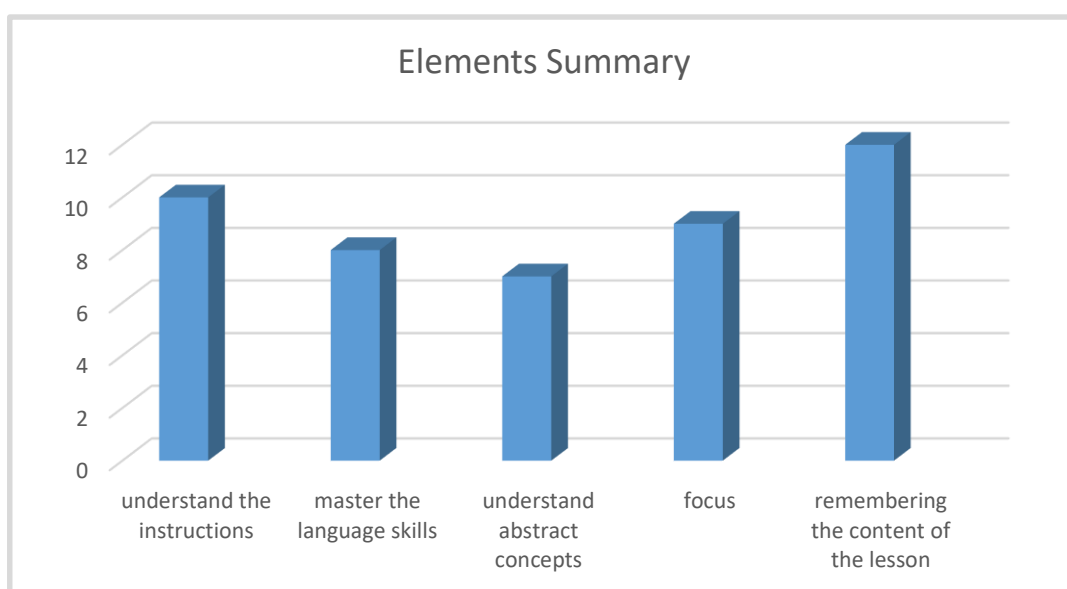


Figure 3: Elements Summary

5. Discussion

The findings show that respondents agree that the 5 elements, namely, understand the instruction, master the language skills, understand the abstract concepts, focus and remembering the content of the lesson are very important in determining teacher job satisfaction in their teaching of students with special needs of hearing impaired. This proves that, if students are able to demonstrate all of these elements during the teaching process, then the teacher's job satisfaction will be felt. This satisfaction is important in making teachers more proactive in implementing the teaching and thus providing the best service to the students. The findings of this study are in line with the study by Nik Hassan et al. (2016) state that teacher job satisfaction depends on pupils' reactions to learning. Understanding of instruction can enable students to engage in planned activities in the learning process in the classroom. Active student involvement in activities enables teachers to achieve set teaching objectives.

A study by Muhibah and Zetty (2018), which argues that language skills and focus in the classroom gives teachers a sense of job satisfaction. Students' language skills are limited because they have hearing problems. These limitations make the teaching process bored and meaningless. By mastering the right and meaningful sign language skills, enabling instruction is given clearly to students. The use of proper signs also plays an important role in facilitating the delivery of teaching. These language skills also require students to understand abstract concepts that cannot be demonstrated by the material used. All forms of student language skills and understanding of abstract concepts will facilitate students to remain focused on the learning process in the classroom. A good focus can help teachers implement their teaching more effectively. Anna (2016) agrees that effective teaching will provide job satisfaction to teachers. In addition, the element of remembering the content of the lesson was agreed upon as the most important element in determining the teachers job satisfaction of teaching with special needs of hearing impaired. From the findings of this study, teachers need to give serious attention to designing and implementing the teaching process so that pupils can respond as expected. This situation will also provide job satisfaction to the teachers.

6. Conclusion and Suggestion

In conclusion, the findings of this study show that the response of students during the teaching session is very important in determining the job satisfaction of teachers. Therefore, teachers need to be attentive and fully focused on the needs of students so that they can respond positively during the teaching session. These reactions can help teachers achieve job satisfaction. As a recommendation, the study could be carried out with quantitative methods that can obtain accurate data and results. In addition, the study can be further extended to other variables such as the task load of teachers in teaching students with special needs of hearing impaired and effective learning factors for students with special needs of hearing impaired.

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Factors for the Task Load of Special Education Integration Program (PPKI) Teachers in Johor

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Abstract: Teachers' task load has become a chronic issue. This issue involves teachers in various fields, including special education teachers in the Special Education Integration Program (PPKI). They are burdened with a variety of tasks whether they involve special education or normal students. As we know, the real focus for teachers at PPKI is for students with special needs (MBK) who are full of challenges as MBK is came up of various categories. When their focus is directed to tasks other than those involving MBK, their work will increase and stress them. These full qualitative study was conducted to identify factors affecting the task load of teachers in PPKI. After interviews with the 11 PPKI coordinators of each district in Johor, interview transcripts were constructed and analyzed. Through thematic analysis, the findings indicate that there is three factors contributing to the task load of PPKI teachers' namely students, facilities and leadership. This finding can serve as a guide for headmasters to manage PPKI in schools.

Keywords : *PPKI, special education, task load*

INTRODUCTION

This task load occurs when teachers are directed to perform extra tasks and extend their task loads on a regular basis or at high rates [1]. [2] found that high task load was able to exert pressure and stress on teachers, including teachers at PPKI. Managing tasks at the PPKI for a teacher not only involves the learning process as it is, but it also involves the management of students' behavior [3]. This kind of student situation requires teachers to stay focused and cannot leave the MBK in a state of neglect as they need to be monitored and managed at all times [4]. Majority researchers like [5], [6] and [7] agree that teachers in PPKI are burdened with a variety of tasks and therefore have to be forced to work extra time and contributes to stress among PPKI teachers.

RESEARCH BACKGROUND

There is evidence on this issue through several studies, including the study of [4], which found that the task load are closely related to the stress level of special education teachers. This task load is also the highest factor that has put pressure on special education teachers. The study of [8] found that majority of respondents agreed that special education teachers were burdened with a variety of school assignments, which would ultimately affect the quality of the teaching process and job satisfaction of the teachers involved. Study by [1] states that special education teachers not only need to carry out the teaching process in the classroom, but are also involved in administrative work, discipline management, alternate teachers and many other tasks.

Studies by [2], [3], [6] and [7] concludes that high task load among PPKI teachers exists because they have to deal with mainstream student-related tasks at the same time they need to focus their attention on PPKI. [9] explains the convergence of two streams of students at a time that increases a number of assignments. [10] also found that the focus on non-essential work such as PPKI teachers towards MBK, became the norm of task load. [11] stated that special

education teachers are given tasks that are inadequate to them such as administrative tasks and non-essential tasks such as replacing absent staff. At the same time, they also have to adhere to their true duties. Meanwhile, [3] stated that there is situations where special education teachers are not given enough time to complete a task assigned. The time interval between a task to a new task either involves the MBK or does not correspond to the intensity of work that needs to be completed [10]. These conditions can actually have a detrimental impact on health and work performance, if health is declining and concentration is impaired, the quality of work and job satisfaction will also be impaired [11].

Research objective

- i. Explore factors that led to the rise of the task load of PPKI teachers in Johor.

Research questions

- ii. What are the factors that led to the rise of the task load of PPKI teachers in Johor?

LITERATURE REVIEW

[12] in their study found that there was a significant relationship between leadership with increasing the task load of special education teachers and increasing levels of teacher effectiveness. This study confirms that the leadership practiced by the headmaster has an impact on the tasks that teachers in PPKI will carry. The findings study by [11] show that special education teachers suffer from high burns out due to the increased task load and stressful leadership. [13] reviews the retention of teachers in the special education stream. The study examines the impact of teacher burden on addressing these issues. A study involving special education teachers in the state of Minnesota found that the percentage of special education teachers fluctuating or ceasing to increase over the years was a major factor in the situation as the task load was very high with regard to credit and outside assignments.

A study by [1] found similar results. Through qualitative approach using observation and interviews, the study found that, recently, special education teachers are challenged with a lot of tasks. The study also found that the problem of allocating to PPKI was that there was no recognition by the administrators in line with the efforts of the teachers and also the problem of providing complete special education facilities. [14] study identified five thematic categories that needed to be addressed to reduce the task load of teachers namely, learning processes, collaboration, data analysis, service delivery planning and implementation, and personnel development.

[15] in their study showed that headmasters need to have sufficient knowledge of special education in order for the leadership style to be practiced avoiding the burden of high task load on PPKI teachers. A study by [10] examines the determinants of special education teachers in the Heartland School District quitting special education teachers, switching to mainstream education or continuing to become teachers. Text analysis, content analysis, and pattern matching were done in analyzing the data collected and the results showed that four important factors contributing to special education teachers quit serving were that administrators were less responsive to their needs, high task load, policies nationally related to education and the constraints of various student handles.

RESEARCH METHODOLOGY

Researcher uses interview methods to collect qualitative data. These interviews were conducted individually to enable the researcher to focus on the issues being discussed [16]. For this study, the researchers interviewed 11 PPKI coordinators in Johor because according to [17], the appropriate number was eight to 12 respondents. However, according to [18], the

number of respondents was not rigid, depending on the purpose of the interview. The selection of PPKI coordinators is because they are individuals who manage PPKI among PPKI teachers. They are also part of the PPKI teachers' enrollment. All assignments from the headmaster will go through the coordinator before being accepted by the PPKI teachers. Each district of Johor is represented by a coordinator as respondent. There were 11 respondents involved in Segamat, Muar, Tangkak, Batu Pahat, Mersing, Kulai, Kota Tinggi, Johor Bahru, Kluang, Pontian and Pasir Gudang. The preferred interview method is a semi-structured interview that includes some key questions and some additional questions. This method was chosen to facilitate researchers to control data acquisition [19]. Transcripts were generated at the end of the interview session and then subjected to thematic analysis to obtain answers to the research questions. Thematic analysis was carried out in accordance with the recommendations of [20] as shown in the Fig. 1.

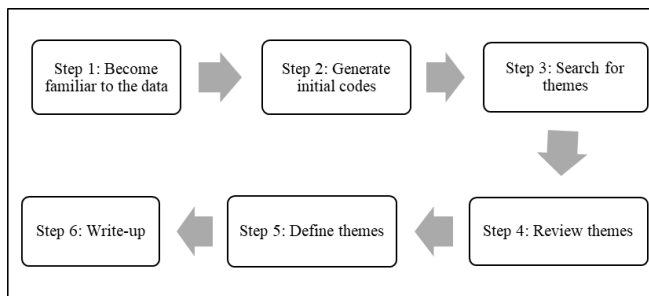
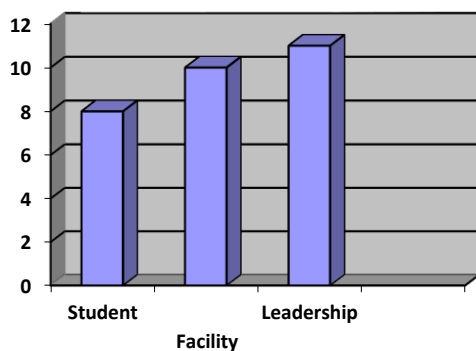


Fig. 1: Braun and Clarke's (2006) six-phase framework for doing a thematic analysis

FINDINGS

Through thematic analysis, there are three factors contributing to the task load of the PPKI teachers in Johor namely students, facilities and leadership as shown in Table .

Table-I: Factors of PPKI Teacher Task Load in Johor



Themes / Factors	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11
Student	/	-	-	/	/	/	/	/	/	/	-
Facility	/	/	/	/	/	-	/	/	/	/	/
Leadership	/	/	/	/	/	/	/	/	/	/	/

Fig. 2: Factors of PPKI Teacher Task Load in Johor

DISCUSSION

The respondents generally agreed that the PPKI teachers in Johor were very burdened with the task they were facing in school. Through thematic analysis of interview transcripts, there are three factors that make PPKI teachers in Johor feel burdened with their task, namely student factors, facilities and leadership. Eight respondents agreed that pupils were a factor for the task load of PPKI teachers in Johor. The statement was made based on the category of special needs

students (MBK) in the school. Some of the MBKs are in the severe disability category, unable to manage themselves and having various combinations of problems at one time. This situation requires teachers to focus more on preparing students for learning. Behavior management and self-management need to be taken into account before formal teaching begins [3]. This situation is faced by most PPKI teachers because MBK placement is not based on categories in the classroom. This MBK is set up of many categories of disabilities. Respondents also stated that their involvement in activities involving normal students also contributed to their increased task load. Basically, these PPKI teachers should be involved if the activity involves MBK. If so, the teachers would have to leave their respective classes and MBKs to do the work with the students in the mainstream.

Meanwhile, 10 out of 11 respondents said the facility was a factor in the rise of the PPKI teacher's task load. Lack of basic facilities as well as appropriate teaching aids make teachers need to think the ways to provide the material for their teaching. The material also needs to meet the student's ability level. All the necessary materials as stated are difficult to obtain. Therefore, teachers themselves need to provide the material. Respondents also stated that the basic facilities for the MBK and the disabled were still not enough. There are even those with no such facilities. This has led to certain activities being carried out outside of the school area, especially those with facilities that are disabled and MBK friendly.

The third factor that all respondents agree to is the school leadership factor. They said that the school and administration had given the work to the teachers of PPKI regardless of the burden of the task. Most of the assignments are not involving MBK. Basically, the administration sees PPKI teachers as teachers who do not do much work. They think that managing and teaching the MBK can be done with ease and without difficulty. This kind of attitude makes the teachers of PPKI assigned to other tasks that involve normal students. There are also those who are forced to replace the mainstream teachers who do not attend their classes. The same is true of the situation where they are directed to replace the mainstream teachers and teachers involved in examination classes such as UPSR especially for meetings or special events. This situation forced the PPKI teachers to leave the MBK class to carry out other tasks.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it is very appropriate for headmasters to re-evaluate the style of leadership they practice in schools against PPKI. [3] state that the role of the headmaster influences the overall management of the school including PPKI. [13] suggests that teachers who are involved in management related to special education require the right knowledge and attitude towards special education in order for school management. All of the factors identified in this study are in line with the reality of PPKI. The next study to be carried out is on the effect of headmaster leadership on the task load of PPKI teachers.

CLOSING

The level of responsibility of a PPKI teacher is crucial in securing their commitment in PPKI. In dealing with the various categories of MBK, it is very challenging for teachers in PPKI. Therefore, burdening PPKI teachers with the task of forcing them to leave their classroom will lead to many other problems. It is the responsibility of the school administration to revisit the scope of the work of the PPKI teachers so that they are not burdened with unnecessary tasks. This is none other than guaranteeing the safety, security and success of MBK.

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AUTHORS PROFILE



Mohd Norazmi bin Nordin is a PhD student in University Tun Hussein Onn Malaysia. Interest in educational management, leaderships and special education research. Already have 2 papers publish in indexed jurnal. Work as special education teacher in Batu Pahat, Johor, Malaysia.

Headmaster Leadership Effect on Task Load of Special Education Integration Program Teacher

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ABSTRACT

Purpose of the Study:

The leadership of a headmaster at the school has a major influence on school management and teacher management. These influences also impact the task load of the Special Education Integration Program (SEIP) teacher. Various studies have been conducted in Malaysia and abroad on this issue. Based on previous studies and research on existing leadership theories, there are five leadership factors that impact the SEIP teacher's task load, namely leadership style, attitude, knowledge, experience and qualifications. The purpose of this study is to determine whether these factors affect the task load of the SEIP teacher.

Methodology:

A fully quantitative method was used in this study by distributing a set of online questionnaires to SEIP teachers across Malaysia using the google form platform. Confirmatory Factor Analysis (CFA) through AMOS software is used for data analysis purposes.

Main Findings:

The findings show that all of the factors mentioned in the leadership style, attitude, knowledge, experience and competency of achievement are validated as influences on the SEIP teacher's task load. There have been several studies examining the leadership factor affecting the task load of the SEIP teacher, but the application of the CFA approach using AMOS is still underdeveloped. Therefore, the findings of this study can further confirm previous findings on this issue.

Application

This research can be useful for headmaster and the SEIP teachers to give their best in school management.

Novelty

It is common to read about the issue for this research in the premiere school, but this research was based on special education field.

Keywords: Confirmatory Factor Analysis, Headmaster Leadership, Task Load, Special Education, Special Education Integration Program, Structural Equation Modelling

INTRODUCTION

There are five factors that contribute to the issue of high SEIP teachers' task loads namely teachers, students, policies, facilities and leadership ([John, 2017](#)). However, the most important factor in influencing the high SEIP teachers' task load is that of the headmaster because the headmaster is the individual responsible for the overall operation of the school ([Erica & Raymond, 2009](#)). Some of the problems faced by the headmaster that can increase their task load are leadership styles, attitudes, knowledge, experience and qualifications ([Nelson et al., 2014](#)). Therefore, this study was conducted to determine whether all of these factors led to the burden of SEIP teachers' task load.

BACKGROUND RESEARCH

The burden of the SEIP teachers' task load is at a high level due to inappropriate and problematic leadership of teachers ([Norizan et al., 2013](#)). Most of the principals who work in schools with SEIP do not adopt a leadership style appropriate to the SEIP environment ([Zakaria, 2016](#)). Even some of the school principals who have SEIPs are unfair and skeptical about SEIP ([Junaidah & Nik Rusila, 2013](#)). [Shawnee and Ahlgrim-Delzell \(2006\)](#) on the other hand stated that headmaster who lacks the knowledge of special education would burden SEIP teachers with unnecessary assignments. In addition, the factors related to special education and teacher qualifications also influence the task load of SEIP teachers ([Habib & Zaimah, 2012](#)). In short, there are five factors of headmaster leadership that impact on the task load of SEIP teachers - leadership style, attitude, knowledge, experience and qualifications. Therefore, this study was conducted to validate factors of headmaster leadership that affect task load of special education integration teacher program.

a. Research objective

i. Validate factors of headmaster leadership that affect task load of special education integration program teacher.

b. Research questions

i. Can the factors of headmaster leadership that affect task load of special education integration program teacher be determined by their consistency?

LITERATURE REVIEW

Among the problems faced by the headmaster that may increase the task load of SEIP teachers is their own attitude as reported by [Nelson et al. \(2014\)](#) show that head teachers do not provide the encouragement and support to perform large, burdensome tasks. The attitude of those who lack the proper attention to special education and the notion that special education is the only passenger in the school makes the issue of teacher task load at SEIP endless ([Erica & Raymond, 2009](#)). Concerned principals are concerned with the well-being and needs of their teachers including special education teachers such as [John \(2017\)](#) suggestion that those can reduce the task load of special education teachers by managing their assignments properly. This is to prevent special education teachers from doing anything outside of special education ([Amalina & Azita, 2016](#)). They also point out that headmaster often direct special education teachers to do assignments outside of special education.

The second problem is the lack of knowledge of the headmaster regarding special education ([Stephanie, 2017](#); [John, 2017](#); [Johan, 2013](#)). [Norizan et al. \(2013\)](#), on the other hand, suggested that the headmaster would defer to many special education outside of special education teachers because they were less exposed to special education. Also in agreement was [Adam \(2014\)](#), who stated that the headmaster with little knowledge was basically unprepared and confident about the field. This will cause them to be overly concerned about special education and to burden teachers with a variety of assignments and services ([Billingsley et al., 2014](#); [Susan & Adam, 2011](#)).

According to [John \(2017\)](#), the problem of headmaster lack of knowledge, qualifications and experience in handling special education has led to problems with conducive working conditions, assignments and so on. This situation will cause headmaster to be less concerned with special education in general and SEIP in particular because they do not have the basic knowledge of the task load that SEIP teachers have to bear ([Marek, 2016](#)).

Leadership style is another problem faced by headmaster in managing SEIPs in their schools. According to the study by [Muhammad, Jamalul and Azlin \(2017\)](#), autocratic teacher leadership style will affect teachers' ability to work better. [Muyan and Ramli \(2017\)](#) also agree that the mastery of the leadership style in the school by the headmaster can create a positive and stressful work environment for teachers. In examining these factors, two leadership theories are discussed: Kurt Lewin's Theory of Leadership and Hersey Blanchard's Situation Theory.

Kurt Lewin's Theory of Leadership (1939)

The Style of Leadership Theory was introduced by Kurt Lewin in 1939. It explains three dimensions of leadership style: autocratic leadership style, democratic leadership style and Laissez Faire's leadership style ([Lewin, 1939](#)). These three leadership styles have been discussed and criticized by many researchers since they were introduced. All three styles have their own advantages and disadvantages ([Budi, 2016](#)). [Syed Ismail and Ahmad \(2010\)](#), however, explain that each dimension and style of leadership has its own scope that gives both advantages and disadvantages.

The first style of leadership is the autocratic leadership style. According to [Syed Ismail and Ahmad \(2010\)](#), [Budi \(2016\)](#) and [Sanghan \(2007\)](#), this leadership style seems to illustrate that the leadership situation is so tight and humanitarian, that leaders give instructions and followers must obey without being given freedom to give a view. While [Sanghan \(2007\)](#) found that this style of leadership makes unilateral decisions and does not represent the organization it leads. However, while this style of autocratic leadership has its own positive side, as stated by [Syed Ismail and Ahmad \(2010\)](#) and [Budi \(2016\)](#), this leadership style can ensure that all tasks are properly and timely, especially when decisions are urgently needed.

The second style of leadership is a more open and democratic style of democratic leadership in the interests of mutual interests ([Syed Ismail & Ahmad, 2010](#)). According to [Bryan \(2014\)](#), this style of leadership is based on collective decisions where leaders are receptive to their views and criticisms. [Citra and Tewal \(2014\)](#) point out that this style of leadership can make a stronger decision for the success of the organization than the personal success of the leader.

Next is the highly open Laissez-Faire leadership style and allows full freedom of decision and action to subordinates ([Syed Ismail & Ahmad, 2010](#)). [Citra and Tewal \(2014\)](#) explain that this style of leadership is not about decision making, but rather about employee-leader relationships. Of the three leadership styles presented, researchers argue that each of the leadership styles introduced by Kurt Lewin in 1939, namely the autocratic leadership style, the democratic leadership style and the Laissez-Faire leadership style, had their own negative and positive sides. Nevertheless, democratic leadership styles are seen as more practical because the decisions of the majority are better than one-sided decisions ([Syed Ismail & Ahmad, 2010](#)).

Hersey Blanchard's Situational Leadership Theory (1969)

Hersey and Blanchard have developed a model of leadership style that conforms to their situation in 1969. [Hendryadi \(2014\)](#), states that, the leadership style of this situation requires a leader to exercise his leadership in accordance with the demands and needs of the situation. In agreement with them is [Dyah et al. \(2015\)](#), who emphasize that situational leadership is an approach for leaders to understand their behaviors, their subordinates' attitudes, and situations before applying their leadership style. [Hersey and Blanchard \(1969\)](#) divided leadership styles into four dimensions, namely, telling, selling, participating and delegating. Out of the four dimensions presented, none of the dimensions is really best in terms of their performance, because the leadership they practice needs to be in their situation ([Hendryadi, 2014](#)).

The first dimension introduced in Hersey and Blanchard's leadership style was the telling style. This style is similar to the autocratic leadership style advocated by Kurt Lewin, but the details are slightly different. According to [Dyah et al. \(2015\)](#), this style of telling is more likely for leaders to direct their subordinates and to implement it where it is most needed when a task needs to be completed quickly, according to non-performing subordinates, and to new employees who are unfamiliar with the scope of work.

The second dimension of leadership style based on this theory is called selling. According to [Muchlisin \(2016\)](#), this style of leadership implements two-way communication between leaders and their followers in giving and performing tasks. This style occurs when a leader assigns the task, the follower performs the task in his own way and at the same time the leader controls the execution of the assignment ([Muchlisin, 2016](#)). This style of leadership is seen as more beneficial to both parties because in carrying out the task, the leader acts in control of the action while the follower performs the task separately ([Syed Ismail & Ahmad, 2010](#)).

The next style is the participating style. According to [Muchlisin \(2016\)](#), this style of leadership implements the support and participation of leaders and members in performing tasks, while leadership is reduced by leaders. According to [Rinaldo \(2016\)](#), this participating leadership style is geared towards followers who have the ability to perform tasks, but lack the willpower. [Muchlisin \(2016\)](#) points out that this style is best used when a large group of followers is within their reach, but has no desire to do so.

The fourth leadership style presented by Hersey and Blanchard was the delegating leadership style. According to [Muchlisin \(2016\)](#), this style of leadership refers to situations of command and little support, meaning that leaders give their followers freedom to make decisions and how to carry out their tasks. According to [Lokman and Aini \(2011\)](#), the leadership style of this situation is best used in schools that have different subordinate characteristics of academic background, experience, ability and ability to perform a task. In line with this study, the researchers found that the highlights of this theory and model can be elaborated because teachers in schools especially those with SEIP are of different backgrounds and different task structures.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. Researchers distributed randomized sets of questionnaires to SEIP teachers using google form. There were 35 items submitted in the questionnaire. A total of 400 respondents answered the questionnaire as complete and suitable for analysis. The data were then analyzed by CFA method using AMOS 21. The tests used to determine

the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is to look at the positive factor loading value that should be ≥ 0.50 ([Hair et al., 2010](#)). For fitness index, the RMSEA value should be ≤ 0.08 ([Byrne, 2001](#)), while the GFI, CFI and TLI values (one of them) should be ≥ 0.90 ([Bentler, 1990](#); [Hatcher, 1994](#)). Relative / Normed Chi-Square values must be approximately ≤ 5.0 ([Bentler, 1990](#)). For validity assessment, the Convergent Validity (Average Variance Extracted-AVE) and Construct Validity measurements need to be met. According to [Kline \(2005\)](#), the value of AVE that can determine compatibility is at least 0.50, while [Fornell & Larcker \(1981\)](#) suggest that the AVE value in meeting the Convergent Validity measurement requirements is ≥ 0.5 . For reliability measurement, the Composite Reliability (CR) should be ≥ 0.7 ([Bentler, 1990](#); [Hatcher, 1994](#)).

FINDINGS

The findings show that the CFA first analysis conducted for headmaster leadership did not meet the criteria which RMSEA = 0.107, Relative / Normed Chi-Square (5.532), while GFI, CFI and TLI values did not reach ≥ 0.90 , as indicated in Figure 1. This is because there some items are redundant of construct measurement or did not measure the construct. Therefore, this CFA needs to be re-run for improvements through fit indices ([Zainudin, 2015](#)). Subsequent analyzes show it fit the criteria which RMSEA = 0.79, Relative / Normed Chi-Square (3.485), while GFI, CFI and TLI values reach ≥ 0.90 , as indicated in Figure 2. Subsequent analyzes also revealed 12 overlapping items namely KP041-KP043, KP042-KP044, KP046-KP047, KP047-KP048, KP048-KP049, KP047-KP049, KP054-KP055, KP057-KP058, KP059-KP060, KP060-KP061, KP065-KP066 and KP074-KP075. All of these overlaps were looped and items with the lowest loading factor value (KP067) were discarded. This finding shows that CFA for headmaster leadership achieve the fit. It also shows that all of these factors have a direct impact on the construct.

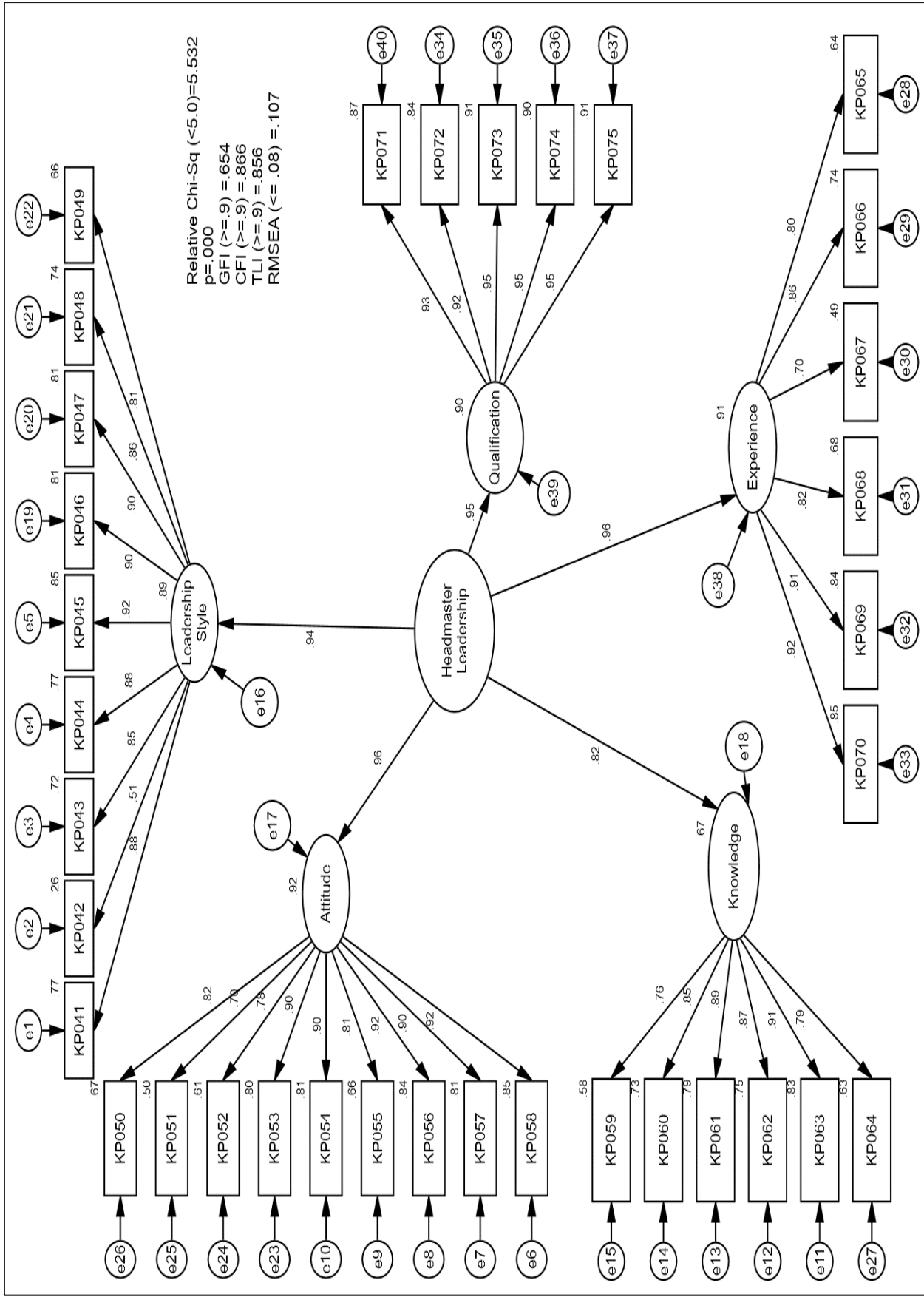


Figure 1: CFA for Headmaster Leadership (Original)

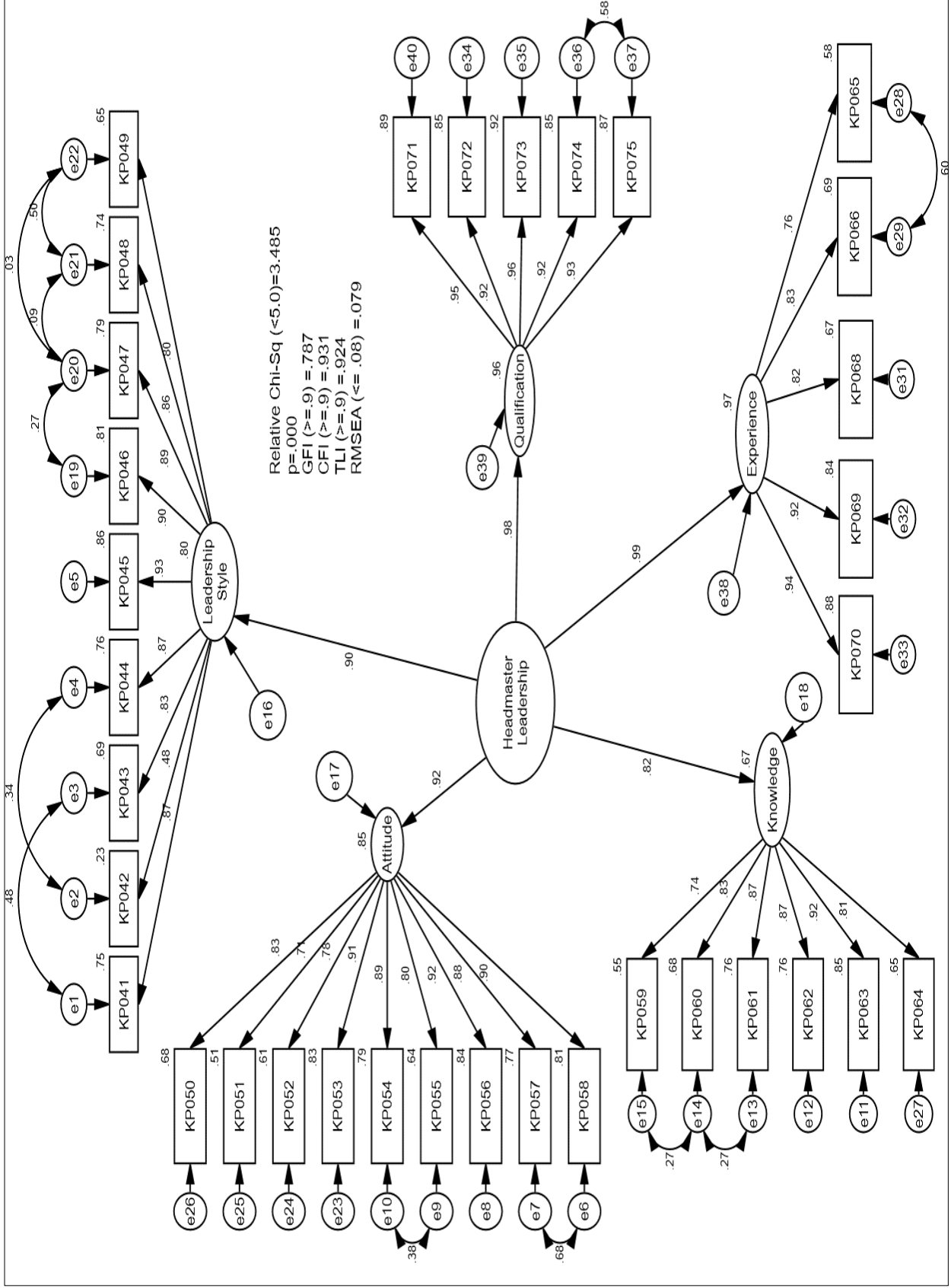


Figure 2: CFA for Headmaster Leadership (Modified)

DISCUSSION

Based on the findings of this study, it can be statistically validated that the headmaster leadership factors, namely leadership style, attitude, knowledge, experience and qualifications influence the task load of SEIP teachers. Leadership style is a major factor in the task load of teachers. The majority of respondents agree that democratic leadership is their choice. This democratic leadership gives teachers a chance to express their opinions and open the door for discussion. The second factor is the attitude of the headmaster towards special education. Respondents agree that the attitude of careless and sceptical headmasters towards special education students, SEIP teachers and SEIP itself creates a burden on the SEIP teachers.

The third factor is the knowledge of the headmaster regarding special education. The majority of respondents felt that headmaster with special education-related knowledge could distribute their assignments to SEIP teachers fairly and appropriately. Likewise, the fourth factor is the experience of the headmaster in relation to special education, special needs students and SEIPs that influence the task load of SEIP teachers. The fifth factor is a major qualification factor for special education. The majority of respondents felt that head teachers with academic qualifications or special education-related expertise would better understand SEIP. This would have prevented them from imposing SEIP teachers on childlike and inappropriate assignments.

CONCLUSION AND SUGGESTION

The findings of this study show that headmasters play an important role in school management in general and SEIP management in particular. Principals' leadership style, attitude, knowledge, experience and qualifications influence their ability to manage SEIP especially the teachers. This task load issue is still ongoing and requires the support of multiple parties to address it. Research on these five factors can be done by the headmaster to facilitate SEIP management in their schools. As a suggestion, a study of the factors affecting the leadership of the headmaster to the task load of the teacher could be extended to other constructs and factors. In addition, it is proposed that this study be conducted qualitatively to obtain more research data.

CLOSING

The issue of the burden of the SEIP teachers' task load continues to this day. School administrators especially principals need to pay attention to this issue, so that it can be addressed effectively. This should be done to prevent the productivity of SEIP teachers being affected.

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Relationship between Headmasters' Leadership, Task Load on Special Education Integration Programme Teachers' Job Satisfaction

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Abstract The leadership of the headmaster at the school exerted a powerful influence on the overall management of the school. For schools with the Special Education Integration Program (SEIP), the leadership of the headmasters is effecting the task load of teachers and their productivity. The subsequent state of affairs also has an impact on job satisfaction. There have been numerous studies at home and abroad that have shown that headmaster leadership has a significant impact on SEIP teacher duties. This study was conducted to identify the relationship between headmaster leadership, task load and SEIP teacher job satisfaction. Data were collected quantitatively by distributing a set of questionnaires to 400 respondents comprising SEIP teachers throughout Malaysia using google form. Using Structural Equation Modeling (SEM) and AMOS software, all three constructs were tested to identify their relationships with each other. The analysis showed that there was a significant positive relationship between headmaster leadership, task load and SEIP teacher job satisfaction. There are many studies on these constructs, but the use of SEM analysis for related constructs is still poorly conducted. The findings of this study can serve as a reference to school administrators, especially principals to re-evaluate their leadership so as not to burden teachers and to provide job satisfaction to SEIP teachers.

Keywords Structural Equation Modelling, Headmaster Leadership, Task Load, Teacher Job Satisfaction, Special Education Integration Program

1. Introduction

The issue at SEIP is the burdensome task of special education teachers (Anderson, [1]). Norizan, Zahida and Takwa [2] stated that these teachers carry a variety of tasks over a specific period. They are not only actively involved in teaching at SEIP, but are also embroiled in external assignments that do not involve special need student (SNS). This also underscores the need for teachers to have a better understanding of the difficulties faced by special education teachers in their efforts to educate SNS for job satisfaction (Junaidah & Rosila, 2013) [3]. In general, the teachers' task load needs to be addressed as much as it will affect the job satisfaction of teachers and consequently SNS incarceration (Norizan et al., [2]; Junaidah & Rosila, [3]). Rabayah, Zuri, Rahimi, Aznan, Zainudin, Hairulnizam and Aswati [4] explain that the high task load faced by SEIP teachers is a result of the lack of leadership. Massithah [5] in her study stated that tasks unrelated to special education or SNS caused the tasks to be carried out at one time. The most worrying is that this high burden of work has created pressure on SEIP teachers (Anderson, [1]). There is evidence on this issue in several other studies, including the study of Amalina and Azita [6], which found that the factors are closely related to the stress level of special education teachers. They say that this burden factor is also the highest factor that has put pressure on special education teachers. The study of Rahim, Johari, Jamaluddin and Musa

[7] found that 48.17% of respondents agreed that special education teachers were burdened with a variety of school assignments which would ultimately affect the quality of the teaching process and job satisfaction of the teachers involved. The next is a study by Norizan et al., [2] which states that special education teachers not only need to carry out the teaching process in the classroom, but also engage in administrative work, discipline management, alternate teachers and many other tasks.

Other evidence is from studies by Norashid and Hamzah [8], Junaidah and Rosila [3], Abdillah and Woo [9] and Rabayah et al., [4] conclude that high task load among SEIP teachers exists because they have to deal with the task of dealing with mainstream students and at the same time they need to focus their attention on SEIP. Massithah [5] explains the convergence of two streams of students at once that increases the number of assignments. Erica and Raymond [10] also found that the focus on non-authentic work such as SEIP teachers towards SNS has become the norm of one's task load. Nelson, Melissa and Kathleen [11] state that special education teachers are given tasks that are inadequate to them such as administrative tasks as well as non-essential tasks such as replacing absent staff. At the same time, they also have to adhere to their true duties. Meanwhile, Junaidah and Rosila [3] stated that there is also situations where special education teachers are not given enough time to complete a task assigned. The time interval between assignments either involves the SNS or does not correspond to the intensity of work that needs to be met (Erica & Raymond, [10]). These conditions can actually have a detrimental impact on health and work performance; if health condition is declining and concentration is impaired, the quality of work and job satisfaction will also be impaired (Nelson et al., [11]). Therefore, this study was conducted to examine the relationship between headmaster leadership, task load and SEIP teacher job satisfaction. There are also three research hypothesis stated.

Research Hypothesis:

H₁ : Headmasters leadership had a significant positive relationship with teachers task load

H₂ : Headmasters leadership had a significant positive relationship with teachers job satisfaction

H₃ : Teachers task load had a significant positive relationship with teachers job satisfaction

2. Literature Review

Special education leadership is a comprehensive management aspect of special education operations that includes knowledge, leadership style and the well-being of teachers and students (Zharunizam, [12]). Good leadership for special education programs should carry out the planning, organizing, directing and controlling of organizational members and utilize all organizational resources to achieve the organizational goals specific to SEIP (Yokuno, [13]). Leaders who work in special education need to make the special education program better and function properly (Nadhir & Alfa, [14]). Good leadership can also prevent high task loads (Zharunizam, [12]).

The burden of special education tasks occurs when teachers took on various tasks, whether related to special education or not at any given time (Norizan et al., [2]). Special education teachers at SEIP are forced to do assignments that are not related to SNS within the time they are supposed to teach SNS (Junaidah & Rosila, [3]). Meanwhile, Anderson [1] stated that the burden of special education teachers' duties is that they are tasked with affecting their true role in teaching SNS. Rabayah et. al., [4] and Massithah [5] explain that the task load of special education teachers makes teachers dissatisfied with their teaching on SNS. The job satisfaction of a special education teacher can be enjoyed when the teacher is able to focus on the teaching of SNS and the student demonstrates appropriate discipline (Junaidah & Rosila, [3]). This job satisfaction, if achieved, increases teachers' commitment to performing their tasks (Zulhairi, Jamalul & Ruzita [15]). However, if job satisfaction is not achieved, then avoidance and neglect of responsibility will occur (Rosni, [16]). This job

satisfaction is essential in producing the best possible productivity of special education teachers (Mollynda, [17]).

Mati and Kadi [18] in their study found that there was a significant relationship between headmasters' leadership with increasing task load of special education teachers and increasing levels of teacher effectiveness. The study of Junaidah and Rosila [3] involving 115 special education teachers in the state of Perlis showed little impact of the style of headmaster leadership on the task load of special education teachers. The results of Angela's [19] study identified five thematic categories that need attention of headmasters in handling teachers' task load, namely learning, collaboration, data analysis, service delivery planning and implementation, and personnel development. The study of Hussain, Saghir, Misbah, & Ayesha [20] showed that the leadership style of the principals is a factor in SEIP teachers' job satisfaction. The findings of the study of Huang, Hashem, Azina & Jasimah, [21] found that decision-making style plays an important role as a mediating factor between headmaster leadership style and teacher job satisfaction. The findings of Gwendolin's [22] study showed that there is a significant relationship between headmaster leadership style and teacher job satisfaction. The findings of the study Thusyanthini and Ravivathani [23] showed that autocratic leadership style negatively affects teacher job satisfaction, while democratic leadership style positively affects teacher job satisfaction.

In addition, the study by Norazmi, Zaid and Rasid [24] was conducted to determine whether headmasters leadership factors affect the task load of the SEIP teacher in Johor Malaysia. A fully quantitative method was used in this study by distributing a set of online questionnaires to SEIP teachers across Malaysia. The findings show that all the factors mentioned, namely, leadership style, attitude, knowledge, experience, and qualification are validated as influences on the SEIP teacher's task load. There have been several studies examining the leadership factor affecting the task load of the SEIP teacher, but the application of the CFA approach using AMOS is still underdeveloped. Therefore, the findings of this study can further confirm previous findings on this issue. This research can be useful for the headmaster and the SEIP teachers to give their best in school management.

A full qualitative study by Norazmi [25] was conducted to identify factors affecting the task load of SEIP teachers in Johor, Malaysia. Through thematic analysis, the findings indicate that there are three factors contributing to the task load of SEIP teachers', namely students, facilities and leadership. This study also stated that the major factor for SEIP teachers task load is headmaster leadership. It also provides an indication that the problem of headmaster leadership has impacted the task load of teachers and hindered teacher job satisfaction. At the end of the study, the researchers suggested that the findings could serve as a guide for headmasters to manage SEIP in schools.

3. Research Methodology

This study uses the full quantitative method in data collection. Researchers distributed randomized sets of questionnaires to SEIP teachers through google form. There were 119 items submitted in the questionnaire. A total of 400 respondents answered the questionnaire completely and suitably for analysis. The data were then analyzed by CFA method using AMOS 21. The test is performed by combining all three constructs in one measurement model. Through these measurement models, the relationships between constructs are identified. The main criterion for determining this compatibility was to look at the positive factor loading value that should be ≥ 0.50 (Hair, Black, Babin & Anderson [26]). For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, [27]), while the GFI, CFI and TLI values (one of them) should be ≥ 0.90 (Bentler, [28]; Hatcher, [29]). Relative / Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, [28]). In order to verify the relationship among constructs, discriminant validity had been taken into account. Acceptable discriminant validity values

were <0.90 (Fornell & Larcker, [30]; Hair et al., [26]). In addition, significant values must be <0.05 to indicate acceptable values (Creswell, [31]).

4. Findings

As a result of the analysis done, this model did not reach the correct value of the compatibility due to item overlap and negative factor loading value. This gave an indication that the item was not significant and did not measure the relevant later construct (Bryne, [27]). Items that were in negative factor loading values, dropped because they impede the value of compatibility (Bahaman, [32]). Therefore, modifications were made to achieve this purpose. As a result of this study, it was found that 16 matching items underwent measurement overlap and one of them had to be dropped because of lower factor loading. Items dropped are BT002, BT015, BT017, BT018, BT026, BT028, KP042, KP044, KP046, KP052, KP062, KP077, KK092, KK096, KK115 and KK116. The model was re-analyzed and the results still did not reach the value of compatibility.

Modifications were underway and there were still overlapping items. The items were then looped to make the model more compatible. After a step-by-step looping process, the model was re-analyzed and successfully achieved a correlation index with Relative Chi-Square values = 2.319, RMSEA = 0.58 and CFI = 0.903. The results also indicated that each construct demonstrates a validity of discriminant validity of 0.89 for the matching of headmaster’s leadership with the teacher's task load and the teacher's task load construct with the teacher's job satisfaction. Meanwhile, the headmasters’ leadership with the teacher's job satisfaction ratio was 0.81. To determine whether the relationship between constructs is significant, hypothesis testing was performed. Based on the three hypotheses set, tests were conducted to determine whether the hypothesis was acceptable or rejected. The summary of the test analysis of hypothesis as shown in Table 1.

Table 1. Hypothesis Test

H	The Relationship Between Constructs	Coefficient (β)	S.E.	C.R	P	Notes
H ₁	Teachers Task Load <--> Headmasters Leadership	0.892	0.207	10.440	0.000	Significant
H ₂	Headmasters Leadership <--> Teachers Job Satisfaction	0.808	0.166	9.400	0.000	Significant
H ₃	Teachers Task Load <--> Teachers Job Satisfaction	0.886	0.145	9.624	0.000	Significant

H₁ : Headmasters Leadership had a significant positive relationship with Teachers Task Load with value (β = 0.892, p < 0.005).

H₂ : Headmasters Leadership had a significant positive relationship with Teachers Job Satisfaction with value (β = 0.808, p < 0.005).

H₃ : Teachers Task Load had a significant positive relationship with Teachers Job Satisfaction with value (β = 0.886, p < 0.005).

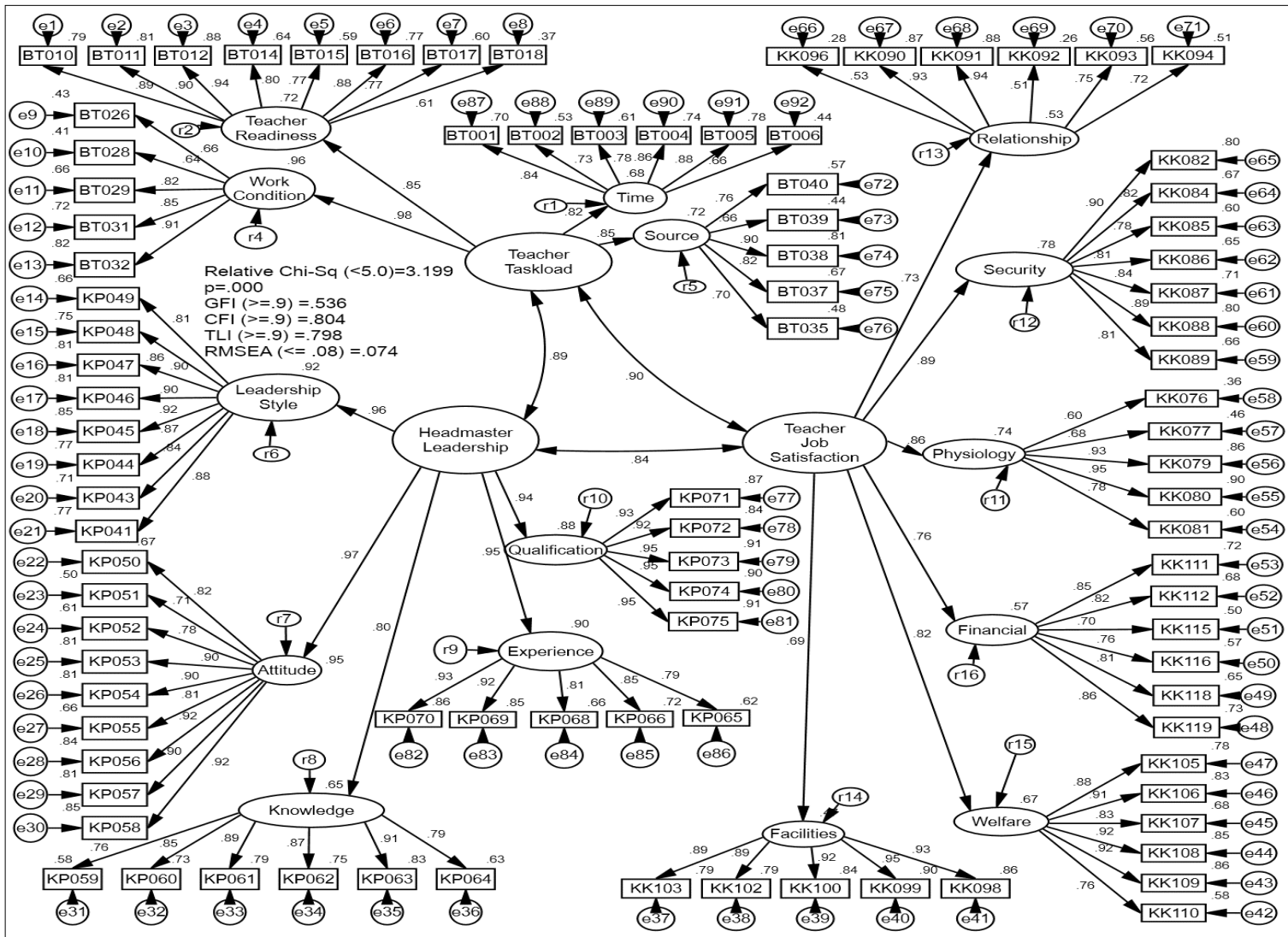


Figure 1. Pooled Measurement Model (Original)

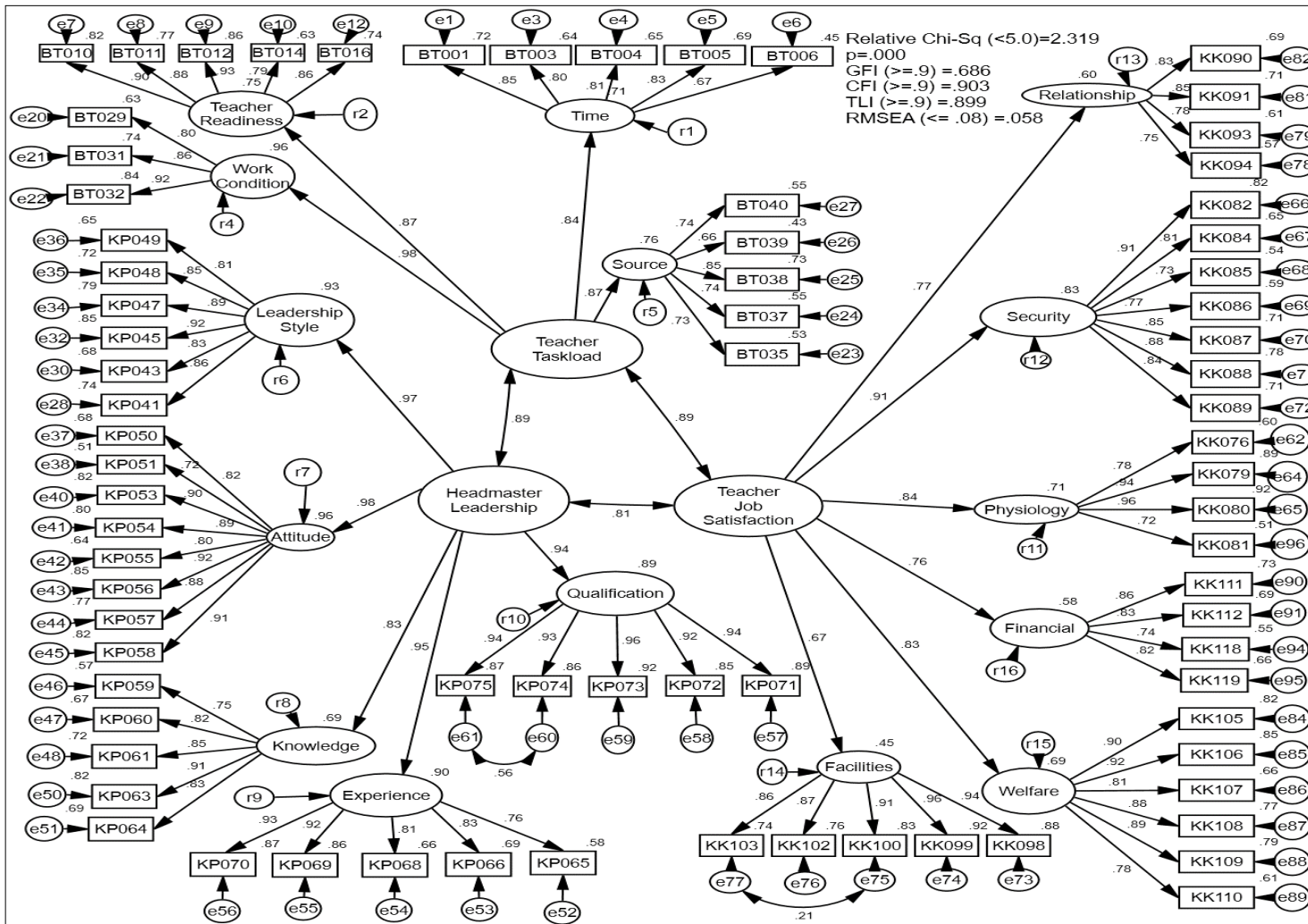


Figure 2. Pooled Measurement Model (Modified)

5. Discussion

The results show that there is a significant positive relationship between the construct of the headmaster leadership on the teachers task load. This indicates that there is a significant direct relationship between the headmaster leadership and the burden of the SEIP teacher job. This finding supports the study by DiPaola and Walther-Thomas [33] who stated that principals held by headmaster were able to reduce the task load of SEIP teachers. Similarly, a study by Junaidah and Rosila [3] explains that headmasters leadership is a determinant of good SEIP management and is able to reduce the burden of SEIP teachers task load.

The result of this study found that there is a significant positive relationship between the construct of the headmasters leadership on teachers job satisfaction. This indicates that there is a significant direct relationship between headmasters leadership and SEIP teachers job satisfaction. The findings of this study are in line with the study by Angela [19] who stated that the headmasters leadership is capable of giving SEIP teachers the opportunity to do their work in a satisfactory and happy manner. Similarly, a study by Eytan [34] agreed that the headmasters leadership practices at SEIP can enhance the job satisfaction and productivity of SEIP teachers.

The results also revealed that there was a significant positive relationship between teachers task load constructs and job satisfaction of SEIP teachers. This indicates that there is a significant direct relationship between teachers task load and SEIP teachers job satisfaction. The findings of this study support the study by Rosnah and Fatihah [35] who found that task load is a factor in the performance of teachers in school. Amalina and Azita [6] also share the same view that SEIP teachers' task load can be reduced if the work environment and work conditions are improved. The findings also showed that headmasters need to make a strong commitment to their leadership in terms of knowledge, leadership style, attitude, experience and qualification. All of these elements were important in controlling the task load of teachers and also gave them a sense of satisfaction at work. As for the knowledge aspect, teachers need to find as much knowledge as possible about special education such as policies, special education fundamentals, management in special education, SNS requirements and classroom management for SNS. As for the aspect of leadership style, democratic style was seen as a better focus. That was because the democratic leadership style has provided an opportunity of discussion between headmasters and SEIP teachers. In addition, their attitude towards the existence of SEIP and awareness of the importance of equal education to SNS should also be noted. In terms of experience, the headmasters who lead in SEIP need to make sure they were able to be with SEIP and SNS regularly. This is for them to experience the teaching and management of SEIP and SNS. As for the qualification aspect, it means the academic level that the headmaster has achieved in enhancing SEIP management.

6. Conclusions and Suggestions

It can be concluded that to address the issue of high teachers task load and job satisfaction of SEIP teachers, headmasters need to practice leadership that is appropriate to the environment by which they are led. Principals should also have the attitude to understand the scope of SEIP teachers' tasks in more detail and equip themselves with adequate knowledge of special education, SNS and the scope of teacher assignments. If the task load of these SEIP teachers can be handled well, then they will be able to achieve their job satisfaction. This study also reveals the importance of effective leadership in ensuring the well-being of teachers. The best leadership can also assist the SNS in their academic achievement. The leadership of the principals who are affected by SEIP should be noted as it is able to control the task load of teachers and ensure job satisfaction for teachers in SEIP. The well-being of these teachers can have an impact on SNS achievement in schools. As a suggestion, it is proposed that this study be conducted qualitatively to obtain more research data.

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META ANALYSIS FOR SPECIAL EDUCATION LEADERSHIP IN MALAYSIA

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ABSTRACT

The leadership of the headmaster as the school's chief administrator is crucial in determining the school's direction of success. Practiced leadership also reflects school culture and teachers' performance. This will help to ensure the success of the students. School leadership is synonymous with a variety of styles such as autocratic, democratic, Laissez Faire, transformational, distributive, instructional and many other styles of leadership. All of these leadership styles also occur in the community of schools with special education programs and special needs students. This meta-analysis was conducted to explore previous studies on special education leadership in Malaysia from 2011 to 2020. Although there are many studies on special education leadership abroad, there are still few studies in Malaysia. Based on the search, there are only seven studies published on special education leadership in Malaysia. The analysis conducted for these seven studies found that there are certain elements in explaining special education leadership in Malaysia. These studies also found that special education teachers in primary and secondary schools involved. In addition, this study also focused on the main findings of each study conducted. This study also examines the methodology of the study used. The findings of this study are intended to help future researchers conduct research on special education leadership in Malaysia. In addition, this analysis also suggests some ideas for further research.

Keywords: Leadership, Special Education, Meta Analysis, Quantitative Approaches, Qualitative Approaches.

INTRODUCTION

According to Saad (2018), individuals involved in special education need to provide the best for low self-esteem SNS, needing love and patience. However, four factors have been found to inhibit this condition such as pupil status, facilities, school leadership and also heavy workload (Mohamad & Yaacob, 2013). Of these, leadership factors are a key factor because according to Norazmi et al. (2020), administrators decide determining the direction of everything in the school. Therefore, administrators need to provide themselves with relevant leadership, knowledge and also good competence (Mohamad & Yaacob, 2013).

Raman, Muhammad Faizal and Norfariza (2018) emphasize that administrative leadership is important in achieving school aspirations and direction. Sathiyabama (2017), states that good leadership needs to have a combination of the skills, knowledge, personal values and motives of a

person who makes their work excellence. Zaid et al. (2020) also argues that only relevant leadership is able to effectively manage special education including effective administration, teacher management, student affairs and so on. While Mustamin and Muzzammil (2013) pointed out that school leaders need to be competent to carry out their heavy duties as leaders whether they are school-focused, teacher-led, and even operational aspects to support school success, teacher welfare and student self-sufficiency.

Therefore, according to Mohamad and Yaacob (2013), good leadership must be obtained by administrators in schools with Special Education Integration Program (SEIP) that places SNS. This is important because SEIP is part of the school organization. According to Norazmi (2020), SEIP is a special education listing program in selected schools. According to Mohamad and Yaacob (2013), competent special education leadership is essential for securing SEIP management, caring for teacher welfare and student affairs.

BACKGROUND RESEARCH

Good special education leaders are those who have the attitude to understand the well-being and needs of their teachers including special education teachers (Anderson, 2017). Norazmi et al. (2019) state that school leaders can reduce the burden of special education teachers' tasks by managing their assignments correctly. This is to prevent special education teachers from doing anything outside of special education (Razali & Ali, 2016). Norazmi (2020) points out that school leaders often make special education a platform to provide a variety of side effects in schools. As Stephanie (2017) points out, in order to make changes in work efficiency, work environment and also relieve stress, school leaders need to believe in the abilities of special education teachers and give them sufficient rights to perform their tasks.

The second problem in special education leadership is the lack of knowledge (Norazmi et al., 2020; Stephanie, 2017; Anderson, 2017; Johan, 2013). Norazmi et al. (2020), on the other hand, argued that school leaders would impose many tasks outside of special education on special education teachers because they were less exposed to special education. Also in agreement was Adam (2014), who stated that administrators with little knowledge were generally unprepared and lacking confidence in the field. This will cause them to be less concerned about special education and to burden teachers with a variety of assignments and services (Billingsley et al., 2014; Susan & Adam, 2011).

Knowledge of special education is an important element of the leadership of special education administrators because they need to understand that the existing role of special education teachers goes beyond the ordinary teaching in the classroom (Razali & Ali, 2014). They also have side effects such as caring for the well-being of SNS, even as an indirect caregiver (Billingsley et al., 2014). He also thinks administrators need to understand that the task of special education teachers is not only instructional, but even more so, to provide the best service for SNS. According to Anderson (2017), the lack of knowledge of leadership in the management of special education has caused problems with conducive working conditions, job allocation and so on. This will cause administrators to be less concerned with special education in general and SEIP in particular as they lack the basic knowledge of the workload and the workload that SEIP teachers have to bear (Marek, 2016).

Leadership style is another problem faced by administrators in managing SEIPs in their schools such as the study by Muhammad Hisham, Jamalul Lail and Azlin (2017), who stated that the autocratic leadership style of school administrators affects teachers' ability to work better. Muyan and Ramli (2017) also agree that school leadership style by administrators can create a positive and stressful work environment for teachers. Mohamad and Yaacob (2013) state that the leadership style and role of school administrators is important as a key driver in maximizing teachers' commitment to their tasks that ensures their job satisfaction. A study by Habib and Ramli (2012) also found that school administrators leadership style and teachers' job satisfaction and commitment to their work were strongly correlated.

Although there are many studies on special education leadership abroad, there are still few studies in Malaysia. Based on the search, there are only seven studies published on special education leadership in Malaysia. Therefore, this meta-analysis was conducted to explore some aspects of previous studies on special education leadership in Malaysia. Based on these requirements, this study was conducted to answer the following research questions:

- i. What are the main themes of the study related to special education leadership in Malaysia?
- ii. What are the elements of special education leadership in Malaysia?
- iii. What research methods have been used to conduct research on special education leadership in Malaysia?
- iv. What are the main findings from the study on special education leadership in Malaysia?

LITERATURE REVIEW

DiPaola et al. (2003) in their study stated that principals in schools with special education programs require specialized skills related to special education for good management. They also acknowledge that school leaders play a very important role in the management of special education in schools including teachers and students. As a result of this research, they have proposed five principles in the best leadership of special education, namely, defining and delivering the mission of school education, managing curriculum and teaching, supporting and overseeing teaching, monitoring student progress and promoting a conducive learning climate. The findings of their study are essentially able to reduce the burden of teacher work through the focus of school leadership on curriculum management and teaching of SEIP teachers.

Angela's (2010) study explores school leaders' perceptions of 10 key aspects of special education leadership, namely, legal and policy understanding, improving teacher performance, improving student performance, creating an inclusive culture, collaborating with parents, participating in teaching, scheduling and service delivery, diversity of routines, resource allocation, and staff support. The review involved all principals and directors of special education programs in public schools throughout North Carolina. Respondents rated their leadership skills in these 10 areas, through interviews to answer two open questions in each aspect of leadership. Twenty-nine key themes were identified in ten leadership categories from the response of 183 principals and 14 special education program directors. The results of the study have identified five thematic categories that need attention in special education leadership, namely learning processes, collaboration, data analysis, service delivery planning and implementation, and personnel development. This study is also intended to provide teachers with a sense of understanding of the real situation of teaching in SEIP and thus help teachers achieve their job satisfaction (Mohamad & Yaacob, 2013). Rob (2014) examined the influence of the demographics and special education background of principals on their leadership style at a special education school in Massachusetts. Their perceptions are based on the following aspects of leadership: ability to change, teaching and learning, communication and leadership direction. The analysis found that young teachers, inexperienced and without special education knowledge lead with low achievement, while older teachers, more experienced and knowledgeable about special education practice high performance leadership. At the end of the study, the researchers suggested that the headmasters gain sufficient experience and knowledge in leading schools with special education programs. This study explains that adequate knowledge of special education is essential for head teachers in selecting leadership practices at SEIP (Norazmi et al., 2020).

RESEARCH METHODOLOGY

This study uses a meta-analysis design which is a secondary study form by identifying, exploring and interpreting all relevant studies related to a topic domain (Webster & Watson, 2002). To

narrow down the scope of previous research on special education leadership in Malaysia, several databases have been selected, namely (i) Scopus (www.scopus.com); (ii) Science Direct (www.sciencedirect.com) and (iii) Research Gate (www.researchgate.com). All three of these databases were selected because they could increase the chances of finding relevant literature. The internet searches engines such as Google Scholar and Google Search are also used to get a broader search on topics. Keywords such as "keimpinan pendidikan khas di Malaysia" (in Malay) and "special education leadership in Malaysia" were used to search the article. Among the criteria for selecting articles to analyze are:(i) research in the field of special education leadership; and (ii) research data collected among special education teachers. Finally, a total of seven articles were identified that met the set criteria. Table 1 show a list of research articles related to special education leadership in Malaysia that have been systematically analyzed to answer predefined research questions.

Table 1: List of research articles related to special education leadership in Malaysia

Reseachers/ Year	Journal/Proceedings/Issues	Target groups	Sample Size
Tang, K. N. (2011)	Procedia - Social and Behavioral Sciences	Special education teachers in Malaysia and special education teachers in China	369 (Malaysia) 380 (China)
Habib, I. & Zaimah, R. (2012)	Prosiding Persidangan Kebangsaan Ekonomi Malaysia Ke VII 2012	Secondary School Special Education Teachers	87
Tang, K. N. & N. Azri, C. A. (2015)	Procedia - Social and Behavioral Sciences	Primary and Secondary School Special Education Teachers	179
Lokey, A. & M. Hasani, D. (2016)	Jurnal Kepimpinan Pendidikan	Primary School Special Education Teachers	261
Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)	Universal Journal of Educational Research	Primary School Special Education Teachers	11
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	Humanities & Social Sciences Reviews	Primary School Special Education Teachers	400
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	Universal Journal of Educational Research	Primary School Special Education Teachers	400

FINDINGS

The findings of this study are summarized into four sections according to the research question. The first section explains the characteristics of research themes related to special education leadership in Malaysia. The second part explores the elements of special education leadership in Malaysia. The third section explores the research methods used by researchers in their research on special education leadership in Malaysia. The fourth section provides an overview of the main findings of the study.

Research Question 1: What are the main themes of the study related to special education leadership in Malaysia?

According to the analysis conducted, there are three themes of special education leadership in Malaysia, namely, identifying teachers' leadership levels, exploring the influence of headmaster leadership and exploring transformational leadership relationships. The analysis also found that there are four sub-themes for special education leadership in Malaysia namely, classroom management, teacher workload, teacher job satisfaction and teacher commitment Table 2 shows related themes and sub-themes.

Table 2: Themes and Sub Themes Study

Themes	Sub Themes	<i>f</i>	Studies
Identifying teachers' leadership levels	classroom management	2	Tang, K. N. & N. Azri, C. A. (2015); Tang, K. N. (2011)
Exploring the influence of headmaster leadership	teacher workload	2	Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
	teacher job satisfaction	2	Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
Exploring transformational leadership relationships	teacher commitment	1	Lokey, A. & M. Hasani, D. (2016);
	teacher job satisfaction	1	Habib, I. & Zaimah, R. (2012)

Research Question 2: What are the elements of special education leadership in Malaysia?

Based on the analysis conducted, there are seven elements of teacher leadership, namely, classroom management practice, meeting and minimizing crisis dimension, seeking and charting improvement dimension, creating energy in the classroom dimension, extending the vision dimension, building capacity and securing environment. While for the headmaster leadership, there are five elements, namely, leadership style, attitude, knowledge, experience and qualification. As for the theme of transformational leadership, there are eight elements, namely, building vision sharing, building school consensus goals, defining high achievement, building school cultural strength, building collaborative structures, behavioral models, individual support and intellectual stimulation. Table 3 shows the related elements.

Table 3: Elements of Special Education Leadership in Malaysia

Themes	Elements	f	Studies
Teachers Leadership	Classroom management practice Meeting and minimizing crisis dimension Seeking and charting improvement dimension Creating energy in the classroom dimension Extending the vision dimension Building Capacity Securing environment	2	Tang, K. N. & N. Azri, C. A. (2015); Tang, K. N. (2011)
Headmasters Leadership	Leadership Style Attitude Knowledge Experience Qualification	3	Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)
Transformational Leadership	building vision sharing building consensus school goals defining high achievement building strong school culture building collaborative structures behavioral models individual support intellectual stimulation	1	Lokey, A. & M. Hasani, D. (2016)

Research Question 3: What research methods have been used to conduct research on special education leadership in Malaysia?

Based on the analysis performed, there are two research approaches used that are qualitative and quantitative. As for the design of the study, two types of design are used namely survey and interview. Table 4 shows the study approach used.

Table 4: Approaches and design of the study

Approaches	Design	f	Studies
Qualitative	Interview	1	Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)
Quantitative	Review (Questionnaire)	6	Tang, K. N. (2011); Habib, I. & Zaimah, R. (2012); Tang, K. N. & N. Azri, C. A. (2015); Lokey, A. & M. Hasani, D. (2016); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)

Based on the analysis conducted, there are three samples used in related studies namely, primary school special education teacher, secondary school special education teacher and primary and secondary school special education teacher. Table 5 shows the sample of studies used.

Table 5: Sample Study

Sample	f	Studies
Primary school special education teachers	4	Lokey, A. & M. Hasani, D. (2016); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
Secondary school special education teachers	1	Habib, I. & Zaimah, R. (2012)
Primary and secondary school special education teachers	2	Tang Keow Nganga (2011); Tang, K. N. & N. Azri, C. A. (2015)

Research Question 4: What are the main findings from the study on special education leadership in Malaysia?

The main findings of the related studies are based on the objectives of the study as shown in Table 6.

Table 6: Main Findings of the Studies

Studies	Objective	Main finding
Tang, K. N. (2011)	To identify the special education teachers' perception on their agreement and implementation level of each teacher leadership dimension in Malaysia and China	The special education teachers practice all the dimensions of teacher leadership at high level in both countries.
Habib, I. & Zaimah, R. (2012)	To identify relationship between principally	There is a weak relationship between the principal's
	transformational leadership practices and special education teacher job satisfaction	transformational leadership practice and the level of job satisfaction of special education teachers
Tang, K. N. & N. Azri, C. A. (2015)	To examine the relationship between the teacher leadership and its dimensions practiced by special education teachers toward their perceptions on classroom management practice.	The results showed that special education teachers are regularly practising teacher leadership and its dimensions.
Lokey, A. & M. Hasani, D. (2016)	View the relationship between transformational leadership and organizational commitment based on SEIP teacher approval levels	There is a significant positive relationship between transformational leadership and organizational commitment based on SEIP teacher approval levels
Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)	To explore the leadership elements practice by the headmasters in schools with PPKI (SEIP)	There are seven leadership elements practice by the headmasters in schools with PPKI (SEIP), namely leadership styles, attitudes, knowledge, experience and qualifications.
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	To validate factors of headmaster leadership that affect the task load of special education integration program teacher.	It can be statistically validated that the headmaster leadership factors, namely leadership style, attitude, knowledge, experience, and qualifications influence the task load of SEIP teachers
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	To examine the regression between headmaster leadership, task load and SEIP teacher job satisfaction.	Terdapat pengaruh positif yang signifikan between headmaster leadership, task load and SEIP teacher job satisfaction.

DISCUSSION

Based on the findings of this study, it is found that there are three main themes in the study related to special education leadership in Malaysia. The theme is to identify the level of teacher leadership in classroom management, explore the relationships and influence of headmaster leadership and explore transformational leadership relationships. These three themes each have their own sub theme in the exploration of the theme, which is a construct for their study. As for the teacher leadership theme, the sub theme involved classroom management. These themes and sub-themes form the basis of studies by Tang, K. N. & N. Azri, C. A. (2015) and Tang, K. N. (2011). There is little difference in the study by Tang, K. N. (2011) as it involves comparisons between Malaysia and China.

As for the theme of the influence of the headmaster, the sub-themes involved are the workload of the teacher as well as the job satisfaction of the teacher. The studies involved are Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). The theme of this study is the most studied theme as there are three studies involved compared to the other two themes. Whereas for themes exploring transformational leadership relationships, two sub-themes are involved, namely, sub-themes of teacher work commitment and teacher job satisfaction. Studies involved in this theme are Lokey, A. & M. Hasani, D. (2016) and Habib, I. & Zaimah, R. (2012).

The analysis of leadership elements shows that the theme of transformational leadership has the most eight elements, namely, building vision sharing, building consensus school goals, defining high achievement, building strong school culture, building collaborative structures, behavioral models, individual support and intellectual stimulation. These elements are stated by Lokey, A. & M. Hasani, D. (2016). The theme that has the second most element is the element of teacher leadership. In studies conducted by Tang, K. N. & N. Azri, C. A. (2015) and Tang, K. N. (2011), the elements involved were classroom management practice, meeting and minimizing crisis dimension, seeking and charting improvement dimension, creating energy in the classroom dimension, extending the vision dimension, building Capacity and securing environment. While the theme of headmaster leadership has five elements namely leadership style, attitude, knowledge, experience and qualification. These elements are expressed through studies by Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); and Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020).

The findings of the study also found that many researchers used quantitative approaches rather than qualitative approaches in their studies of special education leadership in Malaysia. Six studies using quantitative approaches are Tang, K. N. (2011); Habib, I. & Zaimah, R. (2012); Tang, K. N. & N. Azri, C. A. (2015); Lokey, A. & M. Hasani, D. (2016); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). While there is only one study using qualitative approach namely Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019). Based on the findings of this study, most previous studies used a sample of primary school special education teachers compared to secondary school special education teachers or a combination of both. There are four studies using a sample of primary school special education teachers namely Lokey, A. & M. Hasani, D. (2016); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Followed by two studies using a combination of primary and secondary education teachers, Tang, K. N. (2011); Tang, K. N. & N. Azri, C. A. (2015). While Habib, I. Zaimah, R. (2012) study is the only study involving a sample of secondary school special education teachers.

The findings also show that all previous studies related to special education leadership in Malaysia have achieved their objectives. The study of Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020) found that there was a significant positive correlation between headmaster leadership, task load and SEIP teacher job satisfaction. The study of Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019) found seven leadership elements practice by the headmasters in schools with PPKI (SEIP), namely leadership styles, attitudes, knowledge, experience and qualifications. The study of Zaid, M., Norazmi, N. & Abdul Rasid, AR (2020) further confirms that it can be statistically validated that the headmaster leadership factors, namely leadership style, attitude, knowledge, experience, and qualifications influence the task load of SEIP teachers. Lokey, A. & M. Hasani, D. (2016) found that there is a significant positive relationship between transformational leadership and organizational commitment based on SEIP teacher approval level. The results of the study by Tang Keow Ngang & Nur Azri Chan Abdullah (2015) showed that special education teachers are regularly practicing teacher leadership and its dimensions. Habib, I. & Zaimah, R. (2012) study found that there is a weak relationship between principal transformation leadership practice and the level of job satisfaction of special education teachers. Meanwhile, Tang, K. N. (2011) study found that special education teachers practice all the dimensions of teacher leadership at high level in both countries, Malaysia and China.

CONCLUSION AND SUGGESTION

Overall, it is found that studies related to special education leadership in Malaysia are still less than overseas studies. This special education leadership is essential in securing two basic needs: teacher welfare and SNS incarceration. As suggested, future studies may focus on constructs related to special education leadership such as organizational commitment, teacher job satisfaction, teacher workload, SNS academic improvement, organizational management and more. In addition, future studies on special education leadership are also suggested using qualitative approaches to obtain different perspectives. In addition, future studies are also proposed to introduce new theories for special education leadership in Malaysia.

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Special Education Unique Leadership Theory

Mohd Norazmi bin Nordin

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on:

- i. The Welfare of Special Education Teachers
- ii. Achievement of Special Education Students

To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership:

- i. First Unique: Unique Leadership Style

In leading a school organization or program involving special education, a school leader must have uniqueness in their leadership. This means that the style of leadership practiced should be consistent with the guidelines for the implementation of the work and scope of the special education teacher's duties. In addition, their leadership must also be special in considering the needs of the SNS. In other words, the practice of leadership needs to be consistent with the acceptance of special education teachers and students. In order to make the leadership relevant, it is sometimes necessary to emphasize things that involve teacher work performance and student achievement. This unique leadership style is at the center of the autocratic and democratic leadership styles.

- ii. Second Unique: Unique Knowledge

Knowledge of leadership is very important in managing special education. The uniqueness of this knowledge is that their knowledge must be meticulously as bottom up process. School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on. Then, knowledge also needs to be satisfied regarding each of the features of SNS and their capabilities. This knowledge of SNS is important to prevent school leaders from setting goals beyond their SNS capabilities. After that, the knowledge of special education teachers should be taken into consideration. Their basic background, their service, their way of working, their commitment to the school and so on. On the top level, knowledge about leadership is needed in deciding what kind of leadership needs to be implemented.

- iii. Third Unique: Unique Attitude

In addition to leadership styles and knowledge, school leaders also needs to have a unique attitude toward leading special education. Attitudes are concerned, empathy, love and more are at the discretion of deciding something for teachers and SNS.

- iv. Fourth Unique: Unique Experience

The experience of managing special education is a unique and meaningful journey. In order to succeed in effective leadership, a leader leading a special education program needs to have

direct experience with special education. This means that the leader must be in the special education program, in the special education teacher condition and in the SNS abilities. Keep in touch with them, hear them, experience the learning process with special education teachers and SNS. Gain experience by engaging in activities with a special education community at school or outside of school.

v. Fifth Unique: Unique Qualification

In order to become a leader who is qualified to lead a special education program, one must place themselves at the ready with the hustle and bustle of special education. Not only academic requirements, but management qualifications, community engagement, always wanting to find special education related knowledge, ready to serve special education and always bear the responsibility of special education.

The theory introduced is in support of existing leadership theories and adapted to the situation in special education. In line with the findings of this study and previous studies, this theory is an attempt to make special education more consistently through competitive and responsible leadership. It is hoped that this theory will help the school leadership to implement leadership focused on special education.

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