

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*

I. 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

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(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).

II. 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.

III. 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).

IV. 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.

V. 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.

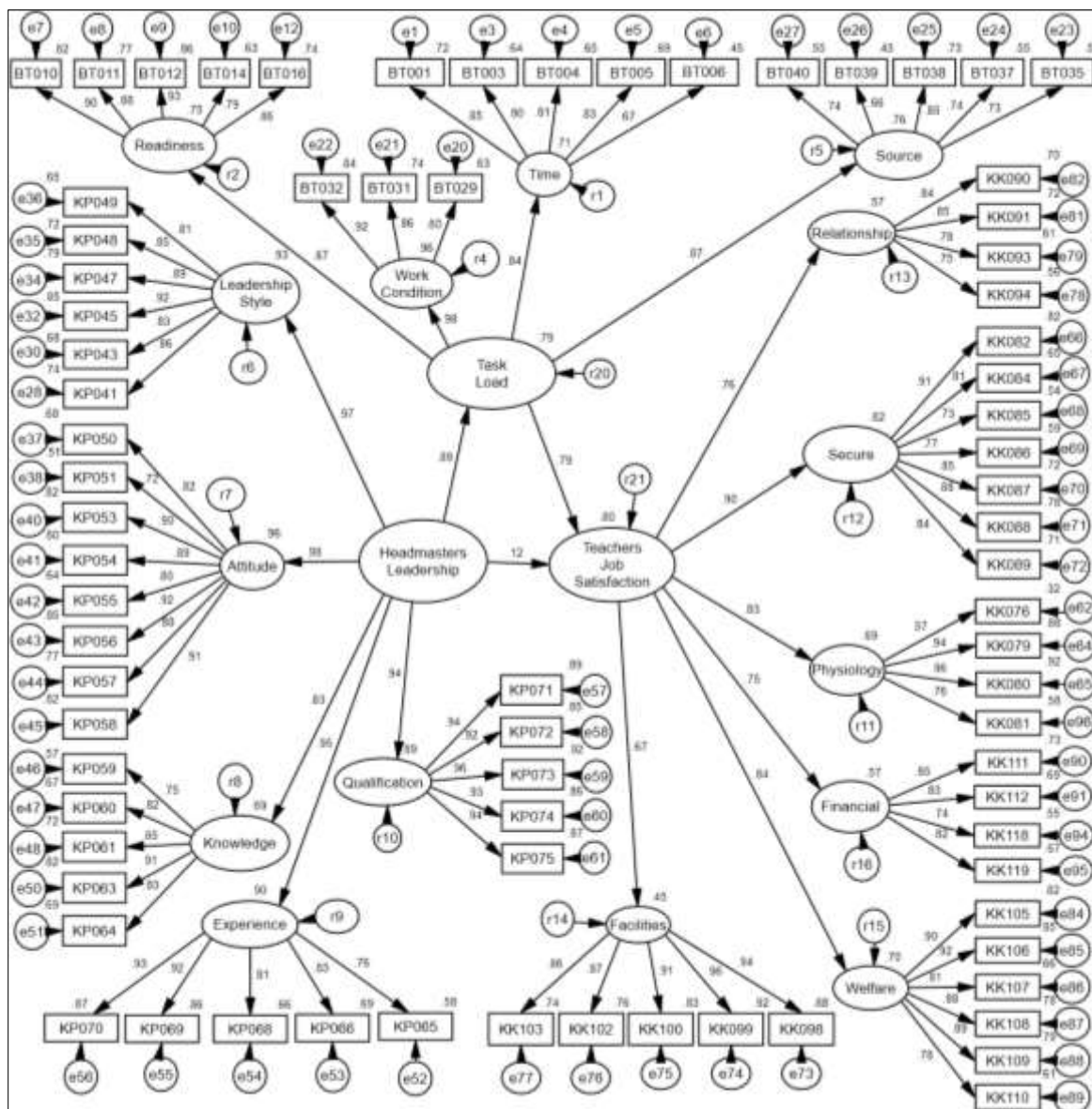


Figure 1: Effect Size in Structural Model

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.

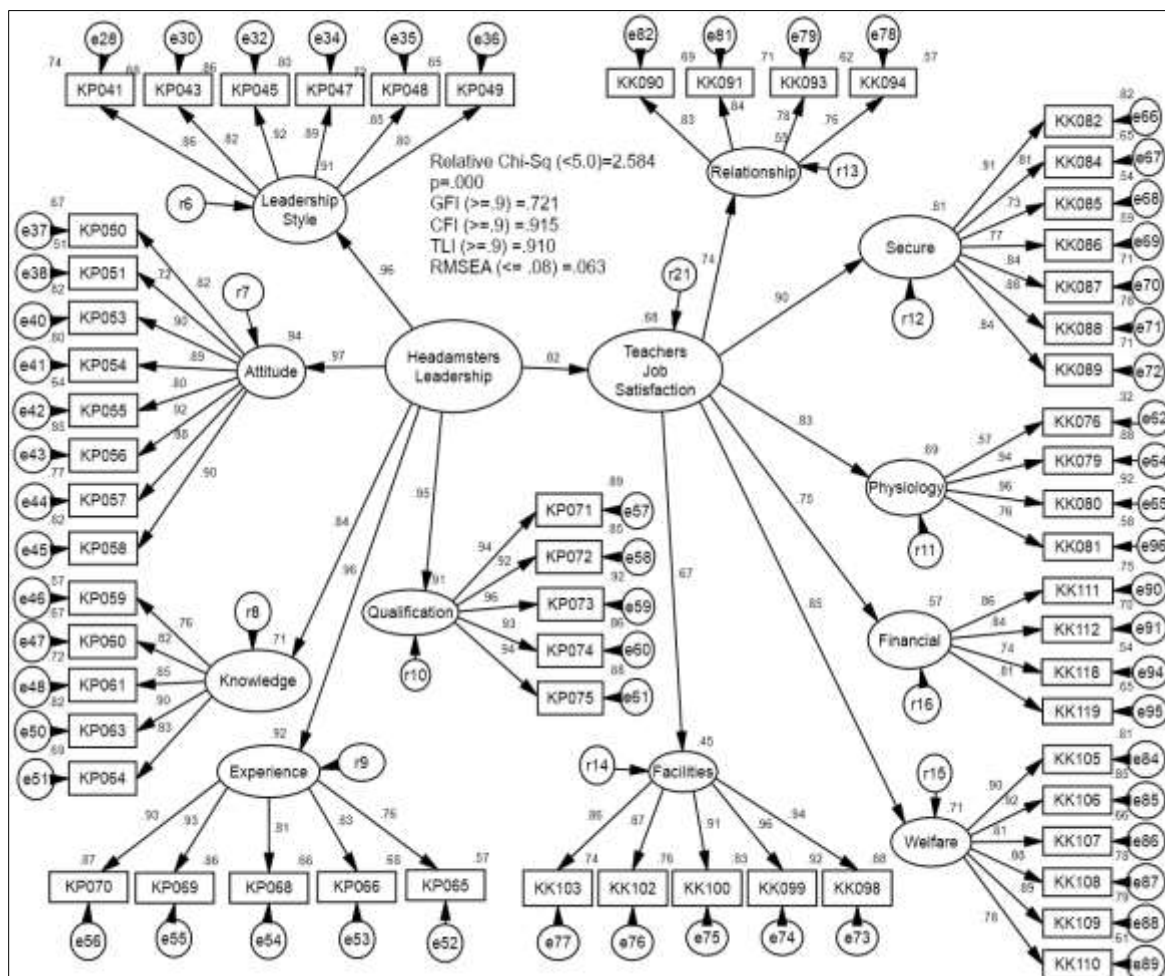


Figure 2: Effect Size Teachers Job Satisfaction to Headmasters Leadership

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.

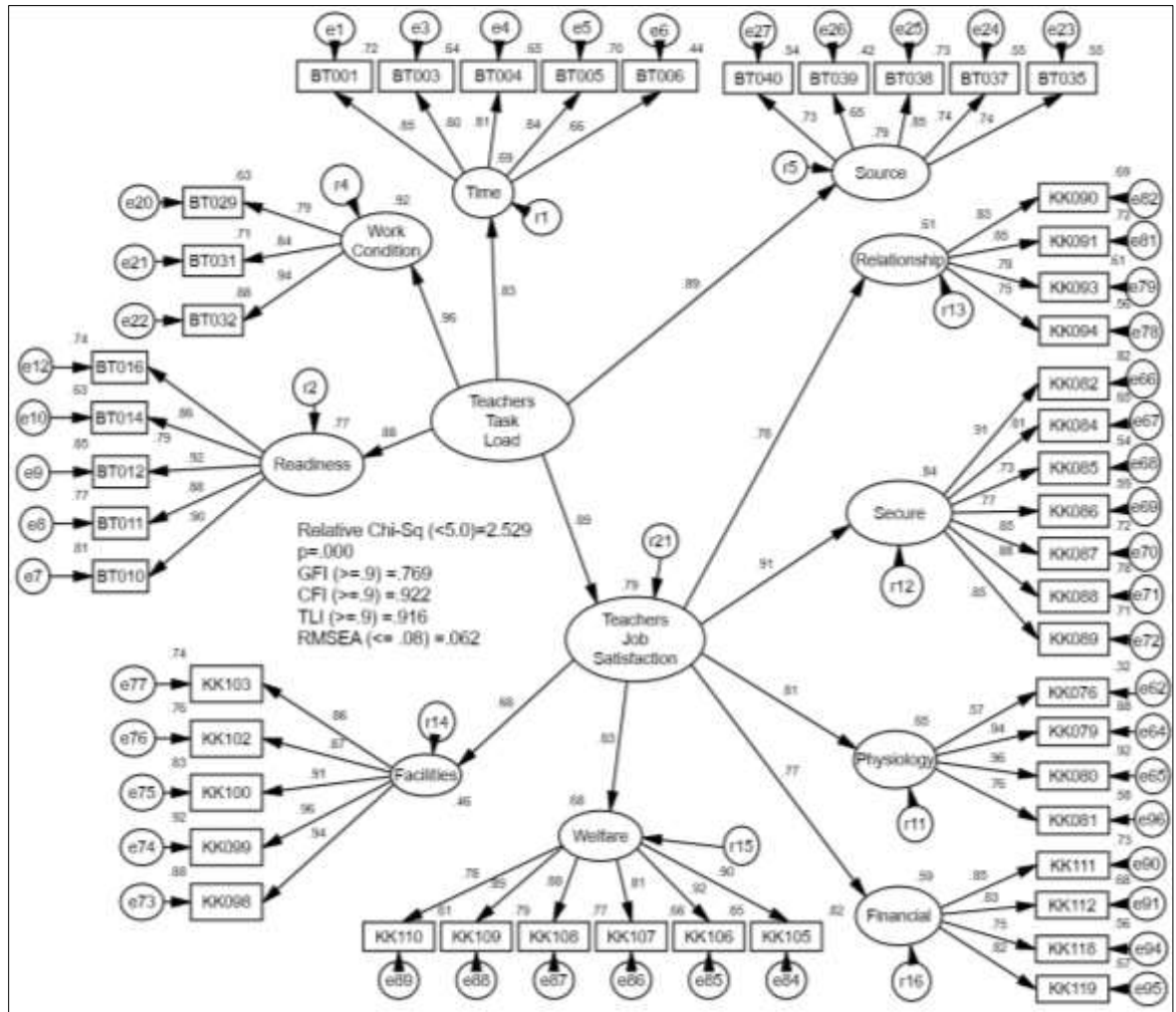


Figure 3: Effect Size Teachers Task Load to Teachers Job Satisfaction

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 R² 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 .

VI. 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.

VII. 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 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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