

## **The Single Predictor Of The Influence Of Headmasters Leadership On Special Education Teachers Job Satisfaction In Malaysia**

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**Abstract:** Special education leadership is an aspect of comprehensive management related to special education operations that includes knowledge, leadership style and also the welfare of teachers and students. Good leadership for a special education program should implement the process of planning, organizing, directing and controlling the members of the organization as well as using all organizational resources to achieve specific goals for special education. The leadership practiced in special education needs to make the special education program improve and be able to carry out its functions properly. This quantitative study was conducted to examine the single predictor of headmasters leadership and teacher workload on job satisfaction of teachers of special education integration program (PPKI) in the state of Johor Malaysia. A total of 400 respondents were involved in answering the questionnaire and the findings were analyzed using structural equation modeling (SEM) approach with AMOS 21 software. The results found that these two single predictors recorded high effect size values on teacher job satisfaction. This proves that headmaster leadership and teacher workload play a significant role on the job satisfaction of special education teachers. The findings of this study are expected to provide a clear picture of this issue.

**Keywords:** single predictor, headmasters leadership, special education, job satisfaction in malaysia

### **INTRODUCTION**

DiPaola and Walther-Thomas (2003) in their study stated that, principals in schools with special education programs need specific skills related to special education for good management. They also acknowledge that head teachers hold very important responsibilities in the management of special education in schools covering teachers and students (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). As a result, they have proposed five principles in best leadership for special education namely, defining and delivering school educational mission, managing curriculum and teaching, supporting and supervising teaching, monitoring student progress and promoting conducive learning climate (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). The findings of their study are essentially able to reduce the workload of teachers through the focus of principals on curriculum management and teaching of PPKI teachers (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; al., 2021; Een et al., 2021; Yusaini et al., 2021). As suggested by Norazmi et al. (2019), leadership plays an important role in reducing the workload of PPKI teachers.

### **Norazmi 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

**METHODOLOGY**

Researchers have distributed a total of 450 sets of printed questionnaires with a breakdown of 100 sets individually and 350 sets by representatives of researchers. In addition to the distribution in printed sets, the researcher also distributed 100 sets of questionnaires online through the google form application. This makes a total of 550 distribution sets have been made. The data obtained were then analyzed using structural equation modeling (SEM) approach with AMOS 21 software.

**FINDINGS**

Testing was conducted between the constructs of headmaster leadership on teacher job satisfaction when headmaster leadership acted as the sole predictor as well as between the constructs of teacher workload on teacher job satisfaction when workload acted as the sole predictor. Based on Figure 1, the findings of the analysis show that the total effect size of headmaster leadership on teacher job satisfaction when headmaster leadership acts as the sole predictor is 0.68. While Standardized Regression Weights recorded a value of 0.824 and a p-value of 0.000 as in Table 1. This shows that the effect size between headmaster leadership constructs on teacher job satisfaction is high and has a significant positive influence.

Table 1: Standardized Regression Weight When Head Teacher Leadership Is the Single Predictor

Construct	<i>Estimate</i>	<i>p-value</i>	Note
Teacher Job Satisfaction <--- Headmaster Leadership	0.824	0.000	Significant

Based on Figure 2, the findings of the analysis show that the total effect size of teacher workload on teacher job satisfaction when teacher workload acts as a single predictor is 0.79. While Standardized Regression Weights recorded a value of 0.891 and a p-value of 0.000 as in Table 2. This shows that the effect size between teacher workload constructs on teacher job satisfaction is high and has a significant positive influence.

Table 2: Standardized Regression Weight When Teacher Workload Is the Single Predictor

Construct	<i>Estimate</i>	<i>p-value</i>	Notes
Teacher Job Satisfaction <--- Teacher Workload	0.891	0.000	Significant

In order to determine the effect size for each element in the construct against other constructs, the value of the loading factor for each element is given attention. Based on Figure 1, the attitude element recorded the highest loading factor value of 0.97, and this shows that the attitude element gives a great influence in the leadership of head teachers on teacher job satisfaction. Followed by the elements of leadership style and experience that recorded the second highest value of the loading factor that is (0.96). The next element that gave the third highest influence was the qualification element with a value of 0.95. While the knowledge element gives the lowest influence in the leadership style of head teachers on teacher job satisfaction with a value of 0.84.

While the effect size of the path elements between teacher workload to teacher job satisfaction when teacher workload acts as a single predictor can be examined in Figure 2. Based on the figure, the work environment element recorded the highest loading factor value of 0.96. This suggests that the work environment element exerts a major influence in teachers' workload on teachers' job satisfaction. Followed by the source element with a value of 0.89 in second place. The teacher readiness element recorded the third highest loading factor value of 0.86, and the element that recorded the lowest loading factor value was the time element, which was 0.83. a summary of the loading factor values for each element is recorded as in Table 4.

Table 4: Loading Factor Values of Each Element for Effect Size Between Constructs

Paths Between Constructs	Element	<i>Factor Loading</i>
Teacher Job Satisfaction <--- Headmasters Leadership	Attitude	0.97
	Experience	0.96
	Leadership style	0.96
	Eligibility	0.95
	Knowledge	0.84
Teacher Job Satisfaction <--- Teacher Workload	Work environment	0.96
	Source	0.89
	Teacher Readiness	0.86
	Time	0.83

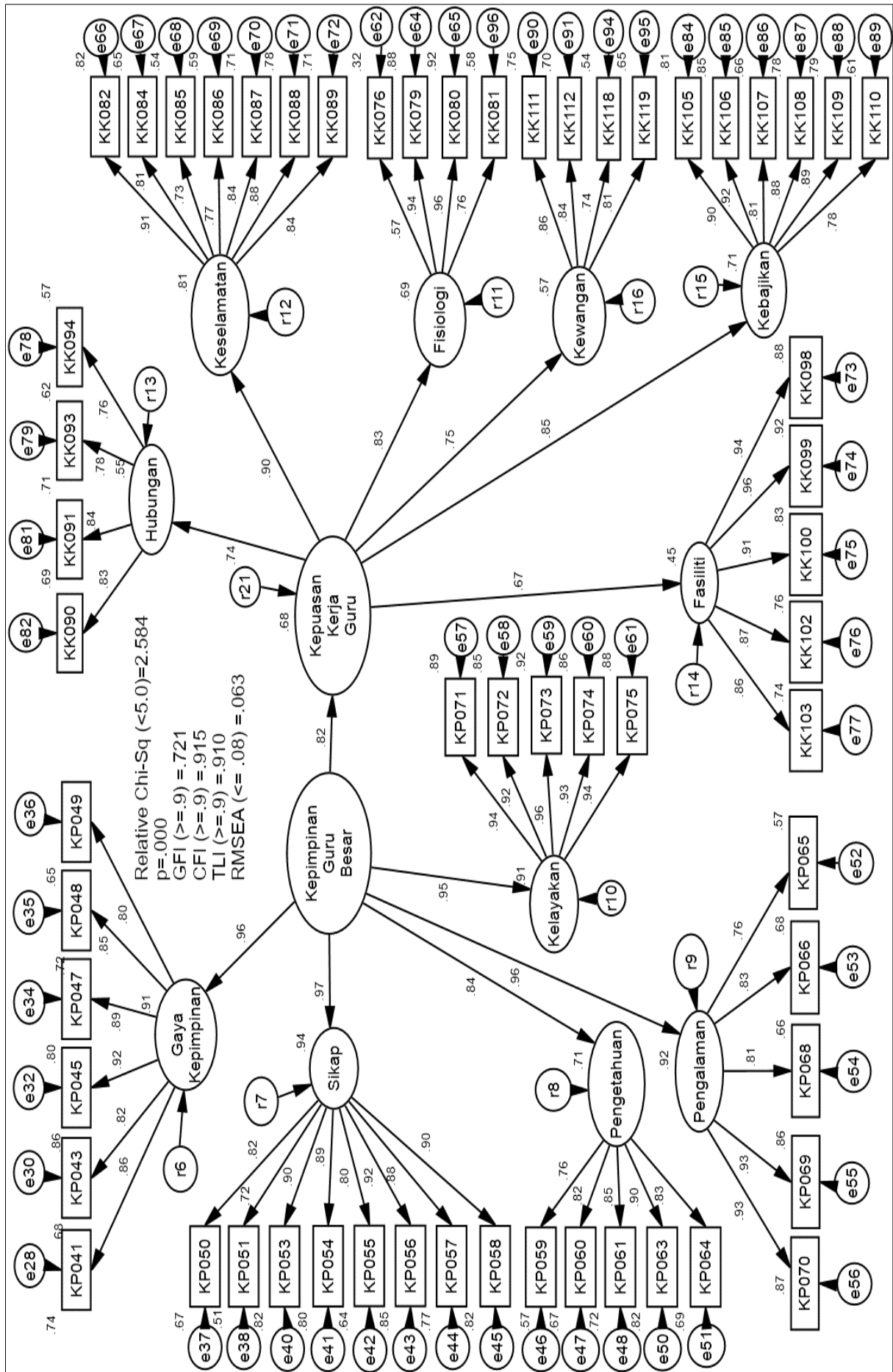


Figure 1: Effect size Model of Headmaster Leadership and Teacher Job Satisfaction and Teacher Job Satisfaction When Headmaster Leadership Acts As the Sole Predictor

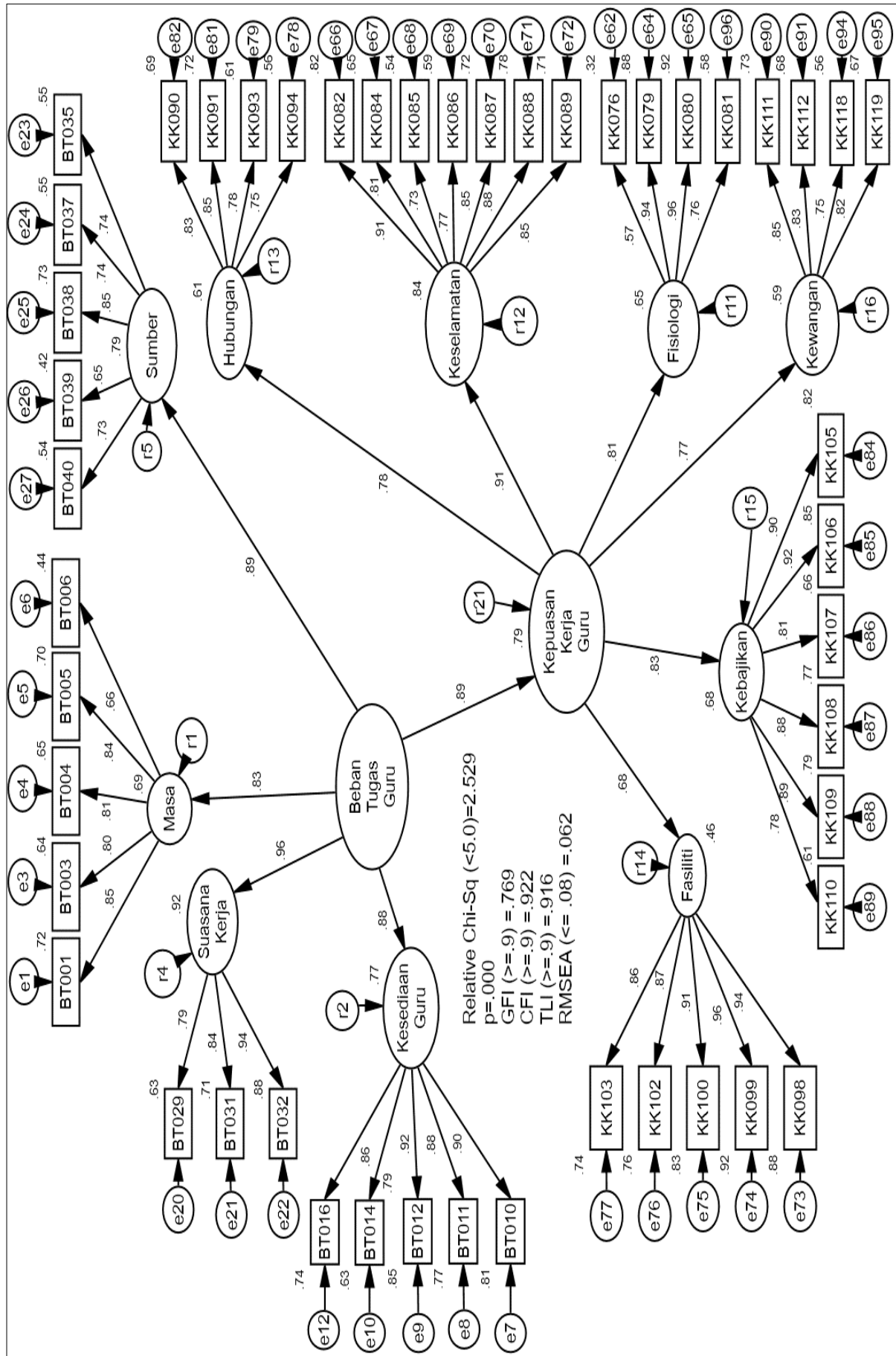


Figure 2: Effect size Model of Teacher Workload and Teacher Job Satisfaction When Workload as a Single Predictor

<b>Indicator</b>	
<b>Malay</b>	<b>English</b>
Kepimpinan Guru Besar	Headmaster Leadership
Beban Tugas Guru	Teacher Workload
Kepuasan Kerja Guru	Teacher Job Satisfaction
Gaya Kepimpinan	Leadership style
Sikap	Attitude
Pengetahuan	Knowledge
Pengalaman	Experience
Qualification	Qualification
Fisologi	Physiology
Hubungan	Relationship
Keselamatan	Security
Fasiliti	Facilities
Kewangan	Financial
Kebajikan	Welfare
Masa	Time
Kesediaan Guru	Teacher Readiness
Sumber	Sources
Jenis Kerja	Task Type
Suasana Kerja	Task Environment

## **DISCUSSION**

In addition to the rate of influence of the elements found in each construct is determined, the rate of influence can also be evaluated on each study construct. The contribution of all constructs involved in this study can be explained through research on effect size. Structural equation analysis showed effect size through the value of squared multiple correlation ( $r^2$ ) of teacher workload construct to head teacher leadership construct is 0.79, meaning it contributes 79% while  $r^2$  value for teacher job satisfaction construct to teacher workload construct is 0.80, meaning it contributes 80%. This indicates that the effect size for this study is large.

The findings of the analysis also showed that the total effect size of headmaster leadership on teacher job satisfaction when headmaster leadership acted as a single predictor showed a value of 0.68. While Standardized Regression Weights recorded a value of 0.824 and a p-value of 0.000. This indicates that the effect size between head teacher leadership constructs on teacher job satisfaction is high and has a significant positive influence. Similarly, the total effect size of teacher workload on teacher job satisfaction when teacher workload acting as a single predictor is high and has a significant positive influence with a value of 0.79. While Standardized Regression Weights recorded a value of 0.891 and a p-value of 0.000.

Overall, there is a relationship and influence between the constructs in this study, namely headmaster leadership, teacher workload and teacher job satisfaction. The model that has been developed as in Figure 5.1 shows that the leadership of head teachers affects the workload of teachers and also the job satisfaction of PPKI teachers. The effect that exists between the leadership of the headmaster on the job satisfaction of teachers is due to the influence of teacher workload. All the influences shown by the three constructs on each other were based on positive, significant and practical weighting regression values. Through model mapping using maximum likelihood estimates (ML), there are dimensions that need to be considered in making the leadership practices of headmasters more practical and ensure the welfare of PPKI teachers.

## **CONCLUSION**

This study can be used as a reference and a treasure trove of theoretical knowledge to stakeholders as well as to subsequent researchers related to the construct of this study, as well as a wider scope than that. Contributions can also be given to the literature review and application of knowledge in terms of relationship testing and influence involving headmaster leadership constructs, teacher workload and teacher job satisfaction, not only among PPKI teachers, but also to other target groups. The steps of this study have been tested empirically using the SEM approach can be used as a guide to subsequent researchers in implementing research design.

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