

Formation of Special Education Leadership Study Questionnaire Set That Influences The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia

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Abstract: Questionnaires are the most important instrument in research that uses a quantitative approach. Questionnaires were constructed to obtain empirical and rigid data related to a variable studied. Usually the questionnaire will use a certain scale in measuring the views of the respondents. The use of a set of questionnaires can facilitate researchers in collecting data collectively and can involve many respondents. The use of questionnaires also does not require specific time such as interview sessions or observations in a qualitative approach. Questionnaires can be constructed in two ways namely, adapting relevant previous questionnaires or constructing new items for the required questionnaires. This article review details the construction of a specific set of questionnaires for a study on the influence of school leadership on the workload and job satisfaction of teachers of special education integration program (PPKI) in the state of Johor, Malaysia. It is hoped that this survey can help future researchers in preparing the best set of questionnaires.

Keywords: questionnaire, educational leadership, task load, job satisfaction, special education

INTRODUCTION

The quantitative phase begins with the preparation of a set of questionnaires based on the elements that have been obtained through thematic analysis of the interviews conducted (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). The completed set of questionnaires then has to go through a process of face and content validation (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Once the validation process was completed, a pilot study was conducted and the results were analyzed using a specific approach. The results of the analysis of the pilot study then served as a guide in refining the questionnaire set for the actual study (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; Een et al., 2021; Yusaini et al., 2021). The actual study was conducted after the completion of the analysis of the results of the pilot study and the improvement of the questionnaire. The updated questionnaire was administered to the study sample and the results were analyzed to answer the research questions that had been set.

RESEARCH PROCEDURE

The questionnaire developed should be original and meet the needs of the objectives of the study as well as relevant in answering the research questions (Chua, 2006). In this study, researchers used questionnaires modified to meet the objectives and be able to answer research questions such as School and Staffing Survey (SASS) by the National Center for Education Statistics (2007), Leader Behavior Description Questionnaire (LBDQ) by Ohio State University (1962)) and the Teacher Job Satisfaction Questionnaire (TJSQ) by Lester (1982). The questionnaire is divided into four sections, namely Section A (Demographics), Section B (Teacher Workload), Section C (Headmaster Leadership) and Section D (Teacher Job Satisfaction).

FINDINGS

i) Part A: Demographics

Part A consists of questions related to the demographics of the respondents such as gender, age, length of service, academic qualifications, marital status, and subjects taught. This section also has items related to respondents' knowledge of their headmasters as shown in Table 1.

Table 1: Item For Demographics

Demographics	Item	Number Item	Source
Respondent	i) Gender ii) Age iii) Period of Service iv) Highest academic qualification v) Subjects are taught vi) Marital status	6	Researcher Idea
Headmaster	i) Gender ii) Service with the headmaster iii) Experience of head teachers at PPKI iv) Attendance of special education related courses v) Eligibility	5	
	Total	11	

Part B: Teacher Workload

This section contains 40 items related to teacher workload. The researcher referred to a questionnaire modified from the School and Staffing Survey (SASS) questionnaire by the National Center for Education Statistics (2007) used by Norashid and Hamzah (2014). According to the National Center for Education Statistics website (2007), SASS covers a wide range of topics such as teacher needs, teacher character and school leaders, school conditions, school climate, problems in schools, retention, student population, teacher assignments and teacher demands. The breakdown of items for this section is as in Table 2.

Table 2: Items of Teacher Workload Construct Questionnaire Items

Sub Construct	Items	Item Number	Source
Time	BT001-BT009	9	<i>School and Staffing Survey (SASS) oleh National Centre for Education Statistics (2007) yang digunakan oleh Norashid dan Hamzah (2014)</i>
Teacher Readiness	BT010-BT018	9	
Type of work	BT019-BT025	7	
Work environment	BT026-BT032	7	
Source	BT033-BT040	8	
	Total	40	

Bahagian C: Kepimpinan Guru Besar

This section is the items related to teachers' evaluation of headmaster leadership related to their workload and job satisfaction. This section contains 35 items in total. The researcher referred to and modified the questionnaire item developed by Ohio State University (1962) namely Leader Behavior Description Questionnaire (LBDQ) which was also used by Azizi, Noordin and Lim (2010) and Mohd Shukri (2010). According to Bennet (2018), LBDQ encompasses a technique in which a grouping of teachers details their views related to the behavior and leadership practices of head teachers in schools. Items are broken down by dimensions as shown in Table 3.

Table 3: Item Breakdown for Headmaster Leadership Constructs

Sub Construct	Items	Item Numbers	Source
Leadership style	KP041-KP049	9	<i>Leader Behavior Description Questionnaire (LBDQ) by Ohio State University (1962) used by Azizi, Noordin and Lim (2010) and Mohd Shukri (2010).</i>
Attitude	KP050-KP058	9	
Knowledge	KP059-KP064	6	
Experience	KP065-KP070	6	
Eligibility	KP071-KP075	5	
	Total	35	

Part D: Teacher Job Satisfaction

This section consists of 44 items related to teacher job satisfaction. These items were broken down into six dimensions as shown in Table 4. For this section, the researcher referred to and used the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1982) as used by Ariffin, Hashim and Sueb (2015) as well as Ilhaamie and Siren (2018) which will be modified to be relevant to this study. According to Shagufta and Tahira (2015), TJSQ explores teacher job satisfaction through two factors namely supervision and work conditions in the construction of the questionnaire items.

Table 4: Item Breakdown for Teacher Job Satisfaction Construct

Sub Construct	Items	Item Numbers	Source
Physiology	KK076-KK081	6	<i>Teacher Job Satisfaction Questionnaire (TJSQ) by Lester (1982) used by Ariffin, Hashim and Sueb (2015) and Ilhaamie and Siren (2018)</i>
Security	KK082-KK089	8	
Relationship	KK090-KK097	8	
Facilities	KK098-KK103	6	
Welfare	KK104-KK010	7	
Financial	KK111-KK119	9	
Total		44	

CONCLUSION

Based on the research procedure presented, a good set of questionnaires can be produced through the process of adaptation from existing sources and combined with the construction of certain items. Some items from previous sources also need to be updated to suit the needs of this study. Overall, the proposed construction of this set of questionnaires is seen as relevant and meets the measurement requirements of the relevant research hypotheses. The construction of the items is also deemed to be thorough and meet the equivalent amount in its construction. My hope is that the proposed method can be used as a guide for future researchers in constructing better questionnaire items.

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