

Headmasters Leadership On Task Load And Job Satisfaction Of Special Education Teachers In Malaysia*

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Abstract: Every country in the world makes education an important element in the development of the country. Through education, human beings are able to know themselves, be aware of their potential and in turn be able to dominate various things. Education is also very important for every human being regardless of race, ethnicity, religion and background to get quality education. Each of us has the right to a proper education, including people with disabilities (PWDs) because they are just like other human beings who need balance in access to information and access to education. Therefore, special education introduced in Malaysia is based on that foundation. However, the delivery of education to these groups is slightly disrupted because the teachers involved are not able to give their full commitment to special education. This situation occurs due to the high workload that needs to be implemented. This workload stems from the incompetent attitude of school leaders. This imbalance has created dissatisfaction in work. This concept article is prepared to explain conceptually the reality that occurs between school leadership, workload and job satisfaction of special education teachers.

Keywords: special education, leadership, task load, job satisfaction, concept paper

INTRODUCTION

Through the portal of the Ministry of Education Malaysia (MOE) (2019), special education is part of the education system that has its own educational philosophy, and in line with the National Education Philosophy. Based on the Handbook of Operation of Special Education Integration Program by KPM, OKU will formally receive education starting from special education school until the end of secondary school, and the time taken exceeds 12 years (Special Education Division, 2015). In realizing the desire to provide the best service to all students with special needs (MBK) in schools, various parties need to play a role including the government, teachers, parents and even school administrators themselves (Aminah et al., 2021; Azlisham et al., 2021; Saadiyah et al. et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021).

Individuals involved with special education need to give their best for low self-esteem MBKs, as well as need love and patience. Nevertheless, four factors were detected to inhibit this effort namely student conditions, facilities, administrative support and also high workload (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2019; et al., 2021). Of the various factors, the administrative factor is the main factor, because the headmaster is the decision maker in determining the direction of everything in the school. Therefore, head teachers need to provide themselves with knowledge and also have good competency values (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).

BACKGROUND RESEARCH

Raman, Muhammad Faizal and Norfariza (2018) stressed that the competence of the headmaster is important in achieving the aspirations and direction of the school. Sathiyabama (2017), states that competence means a combination of skills, knowledge, personality values and motives of a person that makes their work performance at an excellent level. Mansor and Mohd Izham (2015) also argue that a competent headmaster is able to manage the school organization which includes administration, teacher management, student affairs and so on effectively.

Meanwhile, Mustamin and Muzzammil (2013) stated that school principals need to have the competence to carry out their heavy duties as leaders whether focusing on the school, teacher teaching, even operational aspects to support school success, teacher welfare and students. In the context of the school, headmaster leadership provides the impression that each headmaster needs to meet the stated competency requirements. For Shahril and Muhammad Faizal (2009), school leadership competence is a very important aspect in influencing the progress of a school.

Therefore, according to Mohamad and Yaacob (2013), the competencies referred to above must also be possessed by headmasters in schools that have a Special Education Integration Program (PPKI) that place MBK. This is important because PPKI is part of the school organization. According to the KPM portal site (2019), PPKI is a special education inclusion program in selected schools. According to Mohamad and Yaacob (2013),

the ability and support of headmasters is important to ensure the management of PPKI, take care of the welfare of teachers and also student affairs.

As emphasized in the Malaysian School Principalship Competency Standard (SKKSM) through the Aminudin Baki Institute (IAB) (2015) study, school leaders led by headmasters or principals must meet competent values for nine areas such as; Organizational Management and Leadership, Curriculum Management, Co -Curriculum Management, Student Affairs Management, Financial Management, Office Administration Management, Environmental and Physical Facilities Management, Human Resource Management and Development, and External Relations Management. If examined, the eighth area demands that school leaders need to know matters related to policies and laws as well as the value of professionalism in human resource management. This includes teachers and MBK at PPKI.

LITERATURE REVIEW

There is evidence related to this issue through several other studies, among them the study of Razali and Ali (2016), have found that the workload factor is closely related to the level of stress of special education teachers. They noted that this workload factor is also the highest factor that has caused stress among special education teachers. The study of Rahim et al. (2006) found that 48.17% of respondents agreed that special education teachers are burdened with various tasks in school which will ultimately affect the quality of the teaching process and the job satisfaction of the teachers involved. Next is a study by Abdul Ghani et al. (2013) who stated that special education teachers not only need to carry out the teaching process in the classroom, but also be involved in administrative work, discipline management, substitute teachers and many other workloads.

Nelson, Melissa and Kathleen (2014) stated that special education teachers are given inappropriate tasks to them such as administrative tasks as well as non-primary tasks such as replacing absent staff. At the same time, they also have to adhere to their main tasks and so on. Meanwhile, Mohamad and Yaacob (2013) stated that there are also situations where PPKI teachers are not given enough time to complete a task entrusted to them. The time interval between one task and one task, whether involving MBK or not, does not correspond to the intensity of work that needs to be settled (Erica & Raymond, 2009). This condition actually has a negative impact in terms of health and work focus (Anderson, 2017). If health levels decline and concentration is impaired, then job quality as well as job satisfaction will also be disrupted (Nelson et al., 2014).

Anderson (2017) found that special education teachers do not have enough rest in performing assigned tasks. Some of them had to bring home assignments to be completed because during school hours they focused on teaching MBK. There are a handful of schools that have PPKI that do not provide other side work schedules in the calendar because often surprise assignments will be given to teachers. This situation often involves PPKI teachers because in the opinion of school administrators, they do not face pressure when teaching MBK (Erica & Raymond, 2009).

Ngigi and John (2014) in their study found that head teachers did not provide adequate guidance to special education teachers to carry out the assigned tasks. This situation in turn requires the teachers themselves to work overtime to obtain input related to the assigned task before being able to complete it. Angela (2013) argues that the lack of motivation in performing tasks either from within the teacher or from the outside causes work delays which in turn contribute to a high workload. A study by Louise et al. (2012) found that head teachers also did not play a role in motivating special education teachers after several side assignments were given. A work environment that lacks guidance and motivation either from the headmaster or colleagues will lead to work stress due to the increasing workload (Mahmud, 2009 & Peggy, 2008).

THE CONCEPT OF HEADMASTERS LEADERSHIP TOWARDS SPECIAL EDUCATION TEACHERS TASK LOAD AND JOB SATISFACTION

There are five factors that contribute to the issue of high workload of PPKI teachers namely teachers, students, policies, facilities and leadership of head teachers (Anderson, 2017). The first factor is the factors of teachers not efficiently managing tasks, minimal knowledge and lack of desire to collaborate (Razali & Ali, 2016; Abdul Ghani et al., 2013). The second factor is the incomplete and unsafe facility factor. The third factor is the MBK factor which is various categories of disability (Anderson, 2017; Mohamad & Yaacob, 2013). The fourth factor is the ever-changing state of curriculum and policies making many special education teachers do more work (Razali & Ali, 2016; Erica & Raymond, 2009). The fifth factor is the leadership factor of head teachers in schools.

However, the most important factor in influencing the high workload of PPKI teachers is the leadership factor of the headmaster because the headmaster is the individual who is responsible for the overall operation of the school (Anderson, 2017). Among the problems faced by head teachers that can increase teachers' workload and in turn interfere with teachers' job satisfaction is their own attitudes, as reported by Nelson et al. (2014). They noted that head teachers did not provide encouragement and support to perform many more burdensome tasks. The attitude of those who pay less due attention to special education and the assumption that special

education is just a passenger in school makes the issue of teacher workload in PPKI endless (Erica & Raymond, 2009).

Responsible head teachers are those who have an attitude of taking into account the welfare and needs of the teachers under them including special education teachers (Anderson, 2017). Brian (2014) suggested to head teachers measures to reduce the workload of special education teachers by managing assignments properly. This situation is to prevent special education teachers from doing something outside of special education (Razali & Ali, 2016). Sylvine and Michele (2011) state that head teachers often instruct special education teachers to perform a task outside of special education. As noted by Stephanie (2017), in order to make changes to work effectiveness, work environment and even shift stress, head teachers need to believe in the abilities of special education teachers as well as give them adequate rights in carrying out their duties.

The second problem is the problem of lack of knowledge of principals related to special education. Abdul Ghani et al. (2013) on the other hand gave the opinion that headmasters will dump many tasks outside of special education to PPKI teachers because they are less exposed to special education. Also in agreement is Sylvine and Michele (2011), who states that head teachers who have little knowledge are essentially unprepared and lack confidence about the field. This will cause them to underestimate or over-view special education and burden teachers with a variety of tasks.

Knowledge of special education for head teachers is very important because they need to understand that the existing assignments for PPKI teachers go beyond the usual teaching in the classroom (Razali & Ali, 2016). They also have ancillary responsibilities such as caring for the welfare of the MBK and as indirect caregivers (Mohamad & Yaacob, 2013). Headmasters need to understand that the duties of special education teachers are not only instructional related, but even more than that, to provide the best service for MBK. According to Anderson (2017), the problem of headmasters lack of knowledge in handling special education has led to problems related to conducive work environment, division of tasks and so on. This situation will cause headmasters to be less concerned about special education in general and PPKI in particular because they do not have basic knowledge related to work constraints and workload that must be borne by PPKI teachers

Leadership style is another problem faced by headmasters in managing PPKI in schools. A study by Muhammad Hisham, Jamalul Lail and Azlin (2017), stated that an autocratic leadership style of head teachers will affect teachers' opportunities to work better. Muyan and Ramli (2017) also agree that the leadership style in schools by head teachers can make the work environment of teachers in a good condition and not burdened. Mohamad and Yaacob (2013) stated that the leadership style and role of school principals are very important as the main motivators to maximize the commitment of teachers to the task which in turn ensures their job satisfaction. A study by Habib and Ramli (2012) also found that the leadership style of school principals and teachers' job satisfaction as well as their commitment to performing tasks had a very significant relationship.

DISCUSSION

Problems related to the leadership of headmasters occur both locally and abroad. Abroad, for example, Mohamad and Yaacob (2013) argues that the headmaster of a school with a special education program must have the knowledge, skills, strategies and attitudes that can help MBK get the best services. Knowledge of the importance of programs such as PPKI which emphasizes the aspect of balance in the right to education as well as caring attitude towards MBK in schools, must exist among headmasters because they are a reflection of a school to succeed as a whole.

Shawnee, Diane and Ahlgrim-Delzell (2006) in their study of school leaders' knowledge related to special education and its influence on their implementation of special education programs in secondary schools in Carolina, USA found that there was a direct effect between such constructs. They noted that school leaders who do not have enough knowledge about special education will implement poor leadership on special education programs. Similarly, the opinion of Anderson (2017), who stated that the main problem to the issue of teacher job satisfaction is the lack of knowledge and experience of head teachers about special education. Their lack of concern will make special education programs in schools less successful (Shawnee et al., 2006). The special education teachers involved will also experience constraints in the performance of their duties due to lack of ongoing support and guidance from the school administration (Mohamad & Yaacob, 2013).

CONCLUSION

Abroad, there are many studies related to this issue. However, in the country, studies on the workload of special education teachers caused by the problem of head teachers are still lacking. Therefore, this study should be conducted to reduce the gap related to the study of leadership factors of headmasters on the workload of teachers and also its effect on job satisfaction of PPKI teachers. In addition, the existing study also only focuses on identifying issues and problems related to this matter only, but there is still no study in the country that suggests an alternative solution.

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