

## **Leadership, Task Load And Job Satisfaction: A Review Of Special Education Teachers Perspective**

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**Abstract:** There are studies that prove that, leadership affects every thing in an organization. There are even opinions stating that leadership is a mirror to the organization it leads. In determining the success or failure of an organization, leadership is also one of the key factors. So it is undeniable that, leadership is also what determines the workload and also the job satisfaction of a staff in the organization. Discussions on leadership do not stop in a large organization, but are also widely discussed within the scope of a school. Previous studies have shown that the influence of leadership is very large in determining the climate of a school. There are also studies that lead to a more focused part of the school that is special education. This survey was conducted to examine the influence between the leadership of head teachers, workload and job satisfaction of special education teachers. The findings of this study are expected to provide a more focused picture of special education.

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**Keywords:** Leadership, Task Load, Job Satisfaction, Special Education

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### **INTRODUCTION**

When discussing special education, then the main thing that is refined is the leadership practiced in managing the special education. The average special education citizen is somewhat less comfortable with the existing leadership, especially if the leader involved is not among someone with a special education background (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021). There are many conflicts as well as certain challenges in managing special education when it involves incompetent leadership (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021 ). The management and running of special education programs are also disrupted by various leadership reasons (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; Eeen et al., 2021; Yusaini et al., 2021). There are many studies that prove that leadership has influenced the workload of teachers as well as the level of job satisfaction of special education teachers. Ideally, leaders who are responsible for leading leadership in special education, have characteristics that are appropriate to the situation as well as the demands in special education.

### **BACKGORUND RESEARCH**

Yovitha's (2012) study, examines the leadership styles of head teachers on the workload of special education teachers and their job satisfaction. Special education teachers in the district of Kota Mojokerto were randomly selected as the study sample for the purpose of collecting questionnaire data. In the study descriptive analysis was used to analyze the data that had been obtained through the administered questionnaires. The findings show that the workload is at a high level while job satisfaction is at a moderate level. The results of the analysis also show that there is a significant relationship between leadership practices by head teachers with the workload borne by teachers. Similarly, there is a significant relationship between head teachers' leadership practices and teachers' job satisfaction. While the workload borne by teachers and their job satisfaction did not have any significant relationship. In the atmosphere at PPKI, the leadership style and attitude of the headmaster greatly affects the workload of teachers and also ensures job satisfaction of teachers. This proves that, if headmasters successfully adopt the appropriate leadership style in PPKI, their workload will be reduced and in turn can provide space for teachers to enjoy job satisfaction and teach MBK effectively.

Dawn (2011) investigated the effects of administrator support on teacher retention and workload. The study was also conducted for the purpose of proposing the best strategy in addressing the issue of high teacher workload. The results and conclusions obtained through this survey study are that administrative leadership support has implications for feeling burdened with work, job satisfaction and also the retention of teachers in special education streams. Based on this study, it can be recommended to the administrators to create a positive

work environment for PPKI teachers, promote collaboration between teachers and comprehensive mentoring in avoiding the issue of teacher workload and their job satisfaction.

Elangkumaran (2010) conducted a study aimed at looking at the relationship between the teaching leadership of headmasters with high work commitment and job satisfaction of teachers in primary schools in the Tanjung Karang zone, Kuala Selangor District. This study was specifically to identify whether there is a significant relationship between head teacher leadership with teachers' job commitment and teachers' job satisfaction. A total of 172 teachers were selected as respondents representing nine schools. The findings of the study indicate that there is a significant relationship between head teacher leadership and teacher work commitment. Based on previous studies, it can be stated that there is a significant positive relationship of head teacher leadership to teacher workload. In addition, there was also a significant positive relationship of head teacher leadership on teacher job satisfaction. However, there is no significant positive relationship of teacher workload on job satisfaction of special education teachers.

## **LITERATURE REVIEW**

### **Headmasters Leadership and Special Education Teacher Workload**

Mati and Kadi (2014) in their study found that there is a significant relationship between head teacher leadership with increasing workload of special education teachers and the level of teacher effectiveness. The study involved 305 special education teachers in 12 public schools in Estonia. Questionnaires were administered to them and the results found, head teachers were more comfortable in adopting transformational leadership style than transactional. Burnout and job dissatisfaction can also be avoided if head teachers wisely choose a leadership style. This study proves that the leadership practiced by headmasters has an impact on the tasks that will be borne by teachers in PPKI.

Mohamad and Yaacob's (2013) study involving 115 special education teachers in Perlis showed the influence of headmasters' leadership style on the workload of special education teachers. Through a questionnaire administered to all respondents and after the analysis was made, the findings showed that the leadership style of head teachers exerted little influence on the workload of special education teachers. The findings of a study by Norazmi et al (2019) in turn showed that special education teachers experience high burnout due to increased workload and stressful leadership. Both of the above studies explain that the leadership practices implemented by headmasters will indirectly affect the quality of work of PPKI teachers due to the workload borne.

Anderson (2017) studies the retention of teachers in special education streams. The study examines the impact of teacher workload and the influence of administrators in addressing the issue. The study involving special education teachers in the state of Minnesota found that the retention of special education teachers deserves special attention. This is necessary because the percentage of special education teachers who change stream or stop increases every year where the main factor to the situation is the very high workload related to clerical and also the way leaders practice their leadership.

A study by Abdul Ghani et al. (2013) also found similar results. Through a qualitative approach using observation and interview methods, this study involved 12 respondents consisting of special education class teachers, headmasters from three schools with PPKI in Kuala Terengganu district, and stakeholder representatives from the state education department. The findings of the study found that, special education teachers are very challenged with a heavy workload with one of the factors inherent from the leadership style of headmasters who are less supportive. The study also found that the problem of allocation to PPKI, lack of recognition by administrators commensurate with the efforts of teachers and also the problem of providing complete special education facilities is a factor to the workload of teachers. Through this study, it can be explained that there is a significant positive relationship between the attitude of head teachers and the workload of PPKI teachers.

Angela's (2010) study explores school leaders' perceptions of 10 key aspects of special education leadership namely, understanding laws and policies, improving teacher performance, improving student performance, creating an inclusive culture, collaborating with parents, participating in the teaching process, scheduling and service delivery, diversity of routine practices, resource allocation, and staff support in an effort to safeguard the welfare of teachers from the aspect of workload. Respondents consisting of all principals and directors of special education programs in public schools throughout North Carolina gave an assessment of principalship skills through the 10 aspects presented earlier. A total of 29 key themes were obtained in ten leadership categories from the responses of 183 principals and 14 directors of special education programs in the interviews conducted. The results of the study have identified five thematic categories that need to be given attention in special education leadership to maintain the welfare of teachers, namely the learning process, collaboration, data analysis, service delivery planning and implementation, and personnel development. This proves that the knowledge of headmasters related to special education is very important in influencing the workload of teachers in PPKI.

DiPaola and Walther-Thomas (2003) in their study have focused on aspects of leadership skills in the management of special education programs in schools covering teacher welfare and student well-being. They also acknowledged that headmasters hold a very important responsibility in the management of special education in schools while teachers are important implementers of established policies. According to them, the existing leadership standards in this era are still general and none of them are specifically geared towards special education. As a result of the study, they have also put forward five principles in the best leadership for special education namely, defining and delivering the mission of school education, managing curriculum and teaching, supporting and supervising teaching, monitoring student progress and promoting a conducive learning climate. This study shows that head teachers need to have sufficient knowledge about special education so that the leadership style practiced can avoid the occurrence of high workload on PPKI teachers.

A study by Adam (2014) explores school leadership's perceptions of leadership in influencing the workload of special education teachers. The study involved a total of 30 respondents consisting of 10 officers, 10 headmasters and 10 senior teachers. The Q-sort method was used to analyze the ranking of 50 leadership statements covering instructional, engagement, and collaborative. The findings of the study conclude that the leadership style of head teachers is very important in determining the success of the school and the welfare of teachers as well as the well-being of students. The findings also suggest that leadership style is an important element in improving leadership practices in schools involving special education programs.

Habib and Ramli (2012) also studied the relationship between the leadership style of headmasters on the workload of teachers which is a factor to teacher job satisfaction. The study involved a sample of special education teachers in the district of Hulu Langat, Selangor. A total of 87 respondents were involved in answering the administered questionnaire. Data analysis was performed descriptively and inference included frequency and percentage. Correlation tests, ANOVA, Chi Square, mean and standard deviation were used to analyze the data obtained. The findings indicate that the majority of head teachers adopt a democratic leadership style. This leadership practice proves that it can control the workload of teachers and create a sense of satisfaction in work. Through a review of the previous studies presented, it can be stated that there is a significant positive relationship between the leadership of head teachers and the workload of special education teachers.

### **Headmasters Leadership and Job Satisfaction of Special Education Teachers**

A study by Hussain et al. (2017) examined the relationship between leadership style and teacher job satisfaction. A total of 200 teachers were randomly selected consisting of 100 men and women. They are secondary school teachers in the state of Lahore. Questionnaires were developed to collect data from respondents. The questionnaire contains three sections, namely demographics, 10 statements related to autocratic and democratic leadership styles, while the third section contains 15 statements related to teacher job satisfaction. The findings of the study indicate that most head teachers decide for themselves the direction of the school. There are also head teachers who adopt a democratic leadership style after being suggested by teachers to do so. The results of the study also prove that democratic leadership style is more effective and practical to practice. This study shows that the leadership style of headmasters is a factor to the satisfaction of teachers in carrying out their duties at PPKI. A more considerate style will create a conducive atmosphere in carrying out assigned responsibilities.

Mirela (2016) states that transformational leadership styles have a positive impact on teachers' job satisfaction because head teachers lead management in the school as a whole. The study found that teachers' job satisfaction is influenced by internal and external factors. According to him, leadership with behaviors that can embody a positive culture is able to increase teacher job satisfaction. The survey was conducted on several current theories and studies to see the impact of leadership on teacher job satisfaction. Some studies have found that job satisfaction resulting from internal and external factors affects overall job satisfaction. These factors affect teacher job satisfaction in a variety of ways. The dimensions of charisma, individual concern, intellectual stimulation and administrator influence have a positive impact on teachers' job satisfaction.

Gwendolin (2017) through her study supports the statement that teacher job satisfaction depends on the leadership style of head teachers in schools. Two quantitative instruments were used to collect data and a qualitative approach was added to understand the findings in more depth. Transformational, transactional, and Laissez-Faire leadership styles were used as measurement items in surveying teachers' perceptions of head teacher leadership. In addition, job satisfaction levels covering intrinsic, extrinsic and overall factors were provided in separate questionnaires. The findings of the study indicate that there is a significant relationship between the leadership style of head teachers and teacher job satisfaction. The same situation occurs in PPKI, where transformational leadership style is preferred by teachers in achieving job satisfaction (Habib & Ramli, 2012).

Ivana and Nebojsa (2014) through the findings of their study stated that the leadership style of head teachers influences the overall achievement of the school. The purpose of the study was to identify the relationship between school administrators' leadership style and teachers' job satisfaction. The selected sample

included 22 schools in the country of Serbia. Researchers in the study used two different sets of questionnaire instruments namely head teacher behavior in leadership style practice and teacher job satisfaction. The first instrument related to leadership style used the Blake management grid, while the second instrument was the Job Satisfaction Survey (JSS) used to collect data related to teacher job satisfaction. Each school involved 10 teachers and administrators in answering the questionnaire. The findings of the study indicate that the leadership style of head teachers has a positive and significant influence on teacher job satisfaction.

Nevertheless, there are some studies that do not provide the same results as other studies, where the findings of the study found that teacher job satisfaction has no significant relationship with head teacher leadership, among them is a study by Windy, Roslee and Soon (2019) and Hishamuddin, Rizal and Supian (2013) who found the opposite result. Overall, findings from previous studies have seen headteacher leadership styles have an influence on teachers' job satisfaction. Head teachers who practice a positive relationship with teachers can create a sense of satisfaction in the work of teachers. The studies presented show evidence that there is a significant positive relationship between head teacher leadership and teacher job satisfaction.

### **Teacher Workload and Job Satisfaction of Special Education Teachers**

Yovitha's (2012) study, examined the leadership styles of head teachers on the workload of special education teachers and their job satisfaction. The sample was randomly selected among special education teachers in the district of Kota Mojokerto to collect questionnaire data. Findings from the descriptive analysis show that job motivation is at a high level while job satisfaction is at a moderate level. The results of the analysis also show that there is a significant relationship between the leadership practices of head teachers with the workload of teachers. Similarly, there is a significant relationship between head teachers' leadership practices and teachers' job satisfaction. While teacher workload and job satisfaction did not have a significant relationship. The findings of this study explain a situation where workload does not affect teachers' job satisfaction. In PPKI, the opposite situation occurs where high workload disrupts the teaching focus of teachers in the classroom (Mohamad & Yaacob, 2013).

The study of Habib and Ramli (2012) examined the relationship between the leadership style of head teachers on teacher job satisfaction through several factors. The study, which involved a sample of special education teachers in the district of Hulu Langat, Selangor, aimed to explore the level of influence of leadership on teacher job satisfaction. A total of 87 respondents consisting of special education teachers were involved in answering the administered questionnaire. The results show that head teachers who practice individual-based leadership are very high. This leadership practice proves that it can affect the workload of teachers and job satisfaction of special education teachers.

Sulaiman (2013) conducted a study to identify the relationship between job stress and job satisfaction among primary school PPKI teachers in Pontian district, Johor. The study involved a total of 28 special education teachers as a sample to answer 50 items of the administered questionnaire. The collected data were then analyzed in the form of descriptive and inferential statistics using SPSS Version 17.0 software. The results showed that the work stress was at a moderate level. Inferential analysis using T-test showed that there was no significant difference between work stress, commitment and job satisfaction based on the gender of teachers and the type of school they serve.

While Pearson correlation test showed that administrator stress had a significant relationship with commitment ( $r = 0.217, p > 0.01$ ) and job satisfaction ( $r = 0.329, p > 0.01$ ). While commitment was not significantly related to job satisfaction at  $r = 0.572, p < 0.01$ . Nevertheless, there are studies that have found the opposite result, such as the study by Bahrol (2010) and the study by Nor Mohamad et al. (2016). These studies found that teachers' job satisfaction was not directly affected by teachers' workload. However, the conclusion that can be made based on the study of related studies is that there is a significant positive relationship between teacher workload and job satisfaction of special education teachers.

### **CONCLUSION**

Based on the overall highlights of the studies on the issue of teacher workload, headmaster leadership and also teacher job satisfaction, there is a gap for this study to be conducted. Through the studies that have been conducted, there is still no specific model introduced for the constructs involved. Previous studies were conducted to confirm the existence of this issue among special education teachers only. In addition, the studies that have been conducted also only focus on identifying the level of teacher workload and job satisfaction of special education teachers. The existing study also only involved respondents from special education teachers as a whole without being specific to any placement options such as special education schools (SPK), inclusive education programs (PPI) or integrated special education programs (PPKI). Similarly, the study respondents for previous studies that are not specific to any teacher who teaches MBK various problems such as hearing problems, vision problems or learning problems. Therefore, this study was conducted to complement the existing study by introducing an empirical model in overcoming the issue of workload of special education teachers, as well as specializing in special education teachers in PPKI who teach MBK with learning difficulties.

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