

PalArch's Journal of Archaeology
of Egypt / Egyptology

META ANALYSIS FOR SPECIAL EDUCATION LEADERSHIP IN MALAYSIA

Nor Fauziyana binti Mosbiran,
Mohamad Zaid Bin Mustafa,
Abdul Rasid Bin Abdul Razzaq,
Rosnee binti Ahad,
Mohd Norazmi bin Nordin

Faculty of Technical and Vocational Education,
Universiti Tun Hussein Onn Malaysia, Malaysia

Nor Fauziyana binti Mosbiran, Mohamad Zaid Bin Mustafa, Abdul Rasid Bin Abdul Razzaq, Rosnee binti Ahad, Mohd Norazmi bin Nordin, Meta Analysis for Special Education Leadership in Malaysia-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(7), ISSN 1567-214x

ABSTRACT

The leadership of the headmaster as the school's chief administrator is crucial in determining the school's direction of success. Practiced leadership also reflects school culture and teachers' performance. This will help to ensure the success of the students. School leadership is synonymous with a variety of styles such as autocratic, democratic, Laissez Faire, transformational, distributive, instructional and many other styles of leadership. All of these leadership styles also occur in the community of schools with special education programs and special needs students. This meta-analysis was conducted to explore previous studies on special education leadership in Malaysia from 2011 to 2020. Although there are many studies on special education leadership abroad, there are still few studies in Malaysia. Based on the search, there are only seven studies published on special education leadership in Malaysia. The analysis conducted for these seven studies found that there are certain elements in explaining special education leadership in Malaysia. These studies also found that special education teachers in primary and secondary schools involved. In addition, this study also focused on the main findings of each study conducted. This study also examines the methodology of the study used. The findings of this study are intended to help future researchers conduct research on special education leadership in Malaysia. In addition, this analysis also suggests some ideas for further research.

Keywords: Leadership, Special Education, Meta Analysis, Quantitative Approaches, Qualitative Approaches.

INTRODUCTION

According to Saad (2018), individuals involved in special education need to provide the best for low self-esteem SNS, needing love and patience. However, four factors have been found to inhibit this condition such as pupil status, facilities, school leadership and also heavy workload (Mohamad & Yaacob, 2013). Of these, leadership factors are a key factor because according to Norazmi et al. (2020), administrators decide determining the direction of everything in the school. Therefore, administrators need to provide themselves with relevant leadership, knowledge and also good competence (Mohamad & Yaacob, 2013).

Raman, Muhammad Faizal and Norfariza (2018) emphasize that administrative leadership is important in achieving school aspirations and direction. Sathiyabama (2017), states that good leadership needs to have a combination of the skills, knowledge, personal values and motives of a person who makes their work excellence. Zaid et al. (2020) also argues that only relevant leadership is able to effectively manage special education including effective administration, teacher management, student affairs and so on. While Mustamin and Muzzammil (2013) pointed out that school leaders need to be competent to carry out their heavy duties as leaders whether they are school-focused, teacher-led, and even operational aspects to support school success, teacher welfare and student self-sufficiency.

Therefore, according to Mohamad and Yaacob (2013), good leadership must be obtained by administrators in schools with Special Education Integration Program (SEIP) that places SNS. This is important because SEIP is part of the school organization. According to Norazmi (2020), SEIP is a special education listing program in selected schools. According to Mohamad and Yaacob (2013), competent special education leadership is essential for securing SEIP management, caring for teacher welfare and student affairs.

BACKGROUND RESEARCH

Good special education leaders are those who have the attitude to understand the well-being and needs of their teachers including special education teachers (Anderson, 2017). Norazmi et al. (2019) state that school leaders can reduce the burden of special education teachers' tasks by managing their assignments correctly. This is to prevent special education teachers from doing anything outside of special education (Razali & Ali, 2016). Norazmi (2020) points out that school leaders often make special education a platform to provide a variety of side effects in schools. As Stephanie (2017) points out, in order to make changes in work efficiency, work environment and also relieve stress, school leaders need to believe in the abilities of special education teachers and give them sufficient rights to perform their tasks.

The second problem in special education leadership is the lack of knowledge (Norazmi et al., 2020; Stephanie, 2017; Anderson, 2017; Johan, 2013). Norazmi et al. (2020), on the other hand, argued that school leaders would impose many tasks outside of special education on special

education teachers because they were less exposed to special education. Also in agreement was Adam (2014), who stated that administrators with little knowledge were generally unprepared and lacking confidence in the field. This will cause them to be less concerned about special education and to burden teachers with a variety of assignments and services (Billingsley et al., 2014; Susan & Adam, 2011).

Knowledge of special education is an important element of the leadership of special education administrators because they need to understand that the existing role of special education teachers goes beyond the ordinary teaching in the classroom (Razali & Ali, 2014). They also have side effects such as caring for the well-being of SNS, even as an indirect caregiver (Billingsley et al., 2014). He also thinks administrators need to understand that the task of special education teachers is not only instructional, but even more so, to provide the best service for SNS. According to Anderson (2017), the lack of knowledge of leadership in the management of special education has caused problems with conducive working conditions, job allocation and so on. This will cause administrators to be less concerned with special education in general and SEIP in particular as they lack the basic knowledge of the workload and the workload that SEIP teachers have to bear (Marek, 2016).

Leadership style is another problem faced by administrators in managing SEIPs in their schools such as the study by Muhammad Hisham, Jamalul Lail and Azlin (2017), who stated that the autocratic leadership style of school administrators affects teachers' ability to work better. Muyan and Ramli (2017) also agree that school leadership style by administrators can create a positive and stressful work environment for teachers. Mohamad and Yaacob (2013) state that the leadership style and role of school administrators is important as a key driver in maximizing teachers' commitment to their tasks that ensures their job satisfaction. A study by Habib and Ramli (2012) also found that school administrators leadership style and teachers' job satisfaction and commitment to their work were strongly correlated.

Although there are many studies on special education leadership abroad, there are still few studies in Malaysia. Based on the search, there are only seven studies published on special education leadership in Malaysia. Therefore, this meta-analysis was conducted to explore some aspects of previous studies on special education leadership in Malaysia. Based on these requirements, this study was conducted to answer the following research questions:

- i. What are the main themes of the study related to special education leadership in Malaysia?
- ii. What are the elements of special education leadership in Malaysia?
- iii. What research methods have been used to conduct research on special education leadership in Malaysia?
- iv. What are the main findings from the study on special education leadership in Malaysia?

LITERATURE REVIEW

DiPaola et al. (2003) in their study stated that principals in schools with special education programs require specialized skills related to special education for good management. They also acknowledge that school leaders play a very important role in the management of special education in schools including teachers and students. As a result of this research, they have proposed five principles in the best leadership of special education, namely, defining and delivering the mission of school education, managing curriculum and teaching, supporting and overseeing teaching, monitoring student progress and promoting a conducive learning climate. The findings of their study are essentially able to reduce the burden of teacher work through the focus of school leaders on curriculum management and teaching of SEIP teachers.

Angela's (2010) study explores school leaders' perceptions of 10 key aspects of special education leadership, namely, legal and policy understanding, improving teacher performance, improving student performance, creating an inclusive culture, collaborating with parents, participating in teaching, scheduling and service delivery, diversity of routines, resource allocation, and staff support. The review involved all principals and directors of special education programs in public schools throughout North Carolina. Respondents rated their leadership skills in these 10 areas, through interviews to answer two open questions in each aspect of leadership. Twenty-nine key themes were identified in ten leadership categories from the response of 183 principals and 14 special education program directors. The results of the study have identified five thematic categories that need attention in special education leadership, namely learning processes, collaboration, data analysis, service delivery planning and implementation, and personnel development. This study is also intended to provide teachers with a sense of understanding of the real situation of teaching in SEIP and thus help teachers achieve their job satisfaction (Mohamad & Yaacob, 2013).

Rob (2014) examined the influence of the demographics and special education background of principals on their leadership style at a special education school in Massachusetts. Their perceptions are based on the following aspects of leadership: ability to change, teaching and learning, communication and leadership direction. The analysis found that young teachers, inexperienced and without special education knowledge lead with low achievement, while older teachers, more experienced and knowledgeable about special education practice high performance leadership. At the end of the study, the researchers suggested that the headmasters gain sufficient experience and knowledge in leading schools with special education programs. This study explains that adequate knowledge of special education is essential for head teachers in selecting leadership practices at SEIP (Norazmi et al., 2020).

RESEARCH METHODOLOGY

This study uses a meta-analysis design which is a secondary study form by identifying, exploring and interpreting all relevant studies related to a

topic domain (Webster & Watson, 2002). To narrow down the scope of previous research on special education leadership in Malaysia, several databases have been selected, namely (i) Scopus (www.scopus.com); (ii) Science Direct (www.sciencedirect.com) and (iii) Research Gate (www.researchgate.com). All three of these databases were selected because they could increase the chances of finding relevant literature. The internet searches engines such as Google Scholar and Google Search are also used to get a broader search on topics. Keywords such as "kepemimpinan pendidikan khas di Malaysia" (in Malay) and "special education leadership in Malaysia" were used to search the article. Among the criteria for selecting articles to analyze are:(i) research in the field of special education leadership; and (ii) research data collected among special education teachers. Finally, a total of seven articles were identified that met the set criteria. Table 1 show a list of research articles related to special education leadership in Malaysia that have been systematically analyzed to answer predefined research questions.

Table 1: List of research articles related to special education leadership in Malaysia

Reseachers/ Year	Journal/Proceedings/Issues	Target groups	Sample Size
Tang, K. N. (2011)	Procedia - Social and Behavioral Sciences	Special education teachers in Malaysia and special education teachers in China	369 (Malaysia) 380 (China)
Habib, I. & Zaimah, R. (2012)	Prosiding Persidangan Kebangsaan Ekonomi Malaysia Ke VII 2012	Secondary School Special Education Teachers	87
Tang, K. N. & N. Azri, C. A. (2015)	Procedia - Social and Behavioral Sciences	Primary and Secondary School Special Education Teachers	179
Lokey, A. & M. Hasani, D. (2016)	Jurnal Kepimpinan Pendidikan	Primary School Special Education Teachers	261
Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)	Universal Journal of Educational Research	Primary School Special Education Teachers	11
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	Humanities & Social Sciences Reviews	Primary School Special Education Teachers	400
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	Universal Journal of Educational Research	Primary School Special Education Teachers	400

FINDINGS

The findings of this study are summarized into four sections according to the research question. The first section explains the characteristics of research themes related to special education leadership in Malaysia. The second part explores the elements of special education leadership in Malaysia. The third section explores the research methods used by researchers in their research on special education leadership in Malaysia. The fourth section provides an overview of the main findings of the study.

Research Question 1: What are the main themes of the study related to special education leadership in Malaysia?

According to the analysis conducted, there are three themes of special education leadership in Malaysia, namely, identifying teachers' leadership levels, exploring the influence of headmaster leadership and exploring transformational leadership relationships. The analysis also found that there are four sub-themes for special education leadership in Malaysia namely, classroom management, teacher workload, teacher job satisfaction and teacher commitment Table 2 shows related themes and sub-themes.

Table 2: Themes and Sub Themes Study

Themes	Sub Themes	<i>f</i>	Studies
Identifying teachers' leadership levels	classroom management	2	Tang, K. N. & N. Azri, C. A. (2015); Tang, K. N. (2011)
Exploring the influence of headmaster leadership	teacher workload	2	Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
	teacher job satisfaction	2	Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
Exploring transformational leadership relationships	teacher commitment	1	Lokey, A. & M. Hasani, D. (2016);
	teacher job satisfaction	1	Habib, I. & Zaimah, R. (2012)

Research Question 2: What are the elements of special education leadership in Malaysia?

Based on the analysis conducted, there are seven elements of teacher leadership, namely, classroom management practice, meeting and minimizing crisis dimension, seeking and charting improvement

dimension, creating energy in the classroom dimension, extending the vision dimension, building capacity and securing environment. While for the headmaster leadership, there are five elements, namely, leadership style, attitude, knowledge, experience and qualification. As for the theme of transformational leadership, there are eight elements, namely, building vision sharing, building school consensus goals, defining high achievement, building school cultural strength, building collaborative structures, behavioral models, individual support and intellectual stimulation. Table 3 shows the related elements.

Table 3: Elements of Special Education Leadership in Malaysia

Themes	Elements	f	Studies
Teachers Leadership	Classroom management practice Meeting and minimizing crisis dimension Seeking and charting improvement dimension Creating energy in the classroom dimension Extending the vision dimension Building Capacity Securing environment	2	Tang, K. N. & N. Azri, C. A. (2015); Tang, K. N. (2011)
Headmasters Leadership	Leadership Style Attitude Knowledge Experience Qualification	3	Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)
Transformational Leadership	building vision sharing building consensus school goals defining high achievement building strong school culture building collaborative structures behavioral models individual support intellectual stimulation	1	Lokey, A. & M. Hasani, D. (2016)

Research Question 3: What research methods have been used to conduct research on special education leadership in Malaysia?

Based on the analysis performed, there are two research approaches used that are qualitative and quantitative. As for the design of the study, two types of design are used namely survey and interview. Table 4 shows the study approach used.

Table 4: Approaches and design of the study

Approaches	Design	f	Studies
Qualitative	Interview	1	Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)
Quantitative	Review (Questionnaire)	6	Tang, K. N. (2011); Habib, I. & Zaimah, R. (2012); Tang, K. N. & N. Azri, C. A. (2015); Lokey, A. & M. Hasani, D. (2016); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)

Based on the analysis conducted, there are three samples used in related studies namely, primary school special education teacher, secondary school special education teacher and primary and secondary school special education teacher. Table 5 shows the sample of studies used.

Table 5: Sample Study

Sample	f	Studies
Primary school special education teachers	4	Lokey, A. & M. Hasani, D. (2016); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)
Secondary school special education teachers	1	Habib, I. & Zaimah, R. (2012)
Primary and secondary school special education teachers	2	Tang Keow Nganga (2011); Tang, K. N. & N. Azri, C. A. (2015)

Research Question 4: What are the main findings from the study on special education leadership in Malaysia?

The main findings of the related studies are based on the objectives of the study as shown in Table 6.

Table 6: Main Findings of the Studies

Studies	Objective	Main finding
Tang, K. N. (2011)	To identify the special education teachers' perception on their agreement and implementation level of each teacher leadership dimension in Malaysia and China	The special education teachers practice all the dimensions of teacher leadership at high level in both countries.
Habib, I. & Zaimah, R. (2012)	To identify relationship between principally	There is a weak relationship between the principal's

	transformational leadership practices and special education teacher job satisfaction	transformational leadership practice and the level of job satisfaction of special education teachers
Tang, K. N. & N. Azri, C. A. (2015)	To examine the relationship between the teacher leadership and its dimensions practiced by special education teachers toward their perceptions on classroom management practice.	The results showed that special education teachers are regularly practising teacher leadership and its dimensions.
Lokey, A. & M. Hasani, D. (2016)	View the relationship between transformational leadership and organizational commitment based on SEIP teacher approval levels	There is a significant positive relationship between transformational leadership and organizational commitment based on SEIP teacher approval levels
Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019)	To explore the leadership elements practice by the headmasters in schools with PPKI (SEIP)	There are seven leadership elements practice by the headmasters in schools with PPKI (SEIP), namely leadership styles, attitudes, knowledge, experience and qualifications.
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	To validate factors of headmaster leadership that affect the task load of special education integration program teacher.	It can be statistically validated that the headmaster leadership factors, namely leadership style, attitude, knowledge, experience, and qualifications influence the task load of SEIP teachers
Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020)	To examine the regression between headmaster leadership, task load and SEIP teacher job satisfaction.	Terdapat pengaruh positif yang signifikan between headmaster leadership, task load and SEIP teacher job satisfaction.

DISCUSSION

Based on the findings of this study, it is found that there are three main themes in the study related to special education leadership in Malaysia. The theme is to identify the level of teacher leadership in classroom management, explore the relationships and influence of headmaster leadership and explore transformational leadership relationships. These three themes each have their own sub theme in the exploration of the theme, which is a construct for their study. As for the teacher leadership theme, the sub theme involved classroom management. These themes and sub-themes form the basis of studies by Tang, K. N. & N. Azri, C. A.

(2015) and Tang, K. N. (2011). There is little difference in the study by Tang, K. N. (2011) as it involves comparisons between Malaysia and China.

As for the theme of the influence of the headmaster, the sub-themes involved are the workload of the teacher as well as the job satisfaction of the teacher. The studies involved are Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). The theme of this study is the most studied theme as there are three studies involved compared to the other two themes. Whereas for themes exploring transformational leadership relationships, two sub-themes are involved, namely, sub-themes of teacher work commitment and teacher job satisfaction. Studies involved in this theme are Lokey, A. & M. Hasani, D. (2016) and Habib, I. & Zaimah, R. (2012).

The analysis of leadership elements shows that the theme of transformational leadership has the most eight elements, namely, building vision sharing, building consensus school goals, defining high achievement, building strong school culture, building collaborative structures, behavioral models, individual support and intellectual stimulation. These elements are stated by Lokey, A. & M. Hasani, D. (2016). The theme that has the second most element is the element of teacher leadership. In studies conducted by Tang, K. N. & N. Azri, C. A. (2015) and Tang, K. N. (2011), the elements involved were classroom management practice, meeting and minimizing crisis dimension, seeking and charting improvement dimension, creating energy in the classroom dimension, extending the vision dimension, building Capacity and securing environment. While the theme of headmaster leadership has five elements namely leadership style, attitude, knowledge, experience and qualification. These elements are expressed through studies by Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); and Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020).

The findings of the study also found that many researchers used quantitative approaches rather than qualitative approaches in their studies of special education leadership in Malaysia. Six studies using quantitative approaches are Tang, K. N. (2011); Habib, I. & Zaimah, R. (2012); Tang, K. N. & N. Azri, C. A. (2015); Lokey, A. & M. Hasani, D. (2016); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). While there is only one study using qualitative approach namely Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019). Based on the findings of this study, most previous studies used a sample of primary school special education teachers compared to secondary school special education teachers or a combination of both. There are four studies using a sample of primary school special education teachers namely Lokey, A. & M. Hasani, D. (2016); Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020); Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Followed by two studies using a combination of primary and secondary education teachers, Tang, K. N. (2011); Tang, K. N. & N. Azri, C. A. (2015). While Habib, I. &

Zaimah, R. (2012) study is the only study involving a sample of secondary school special education teachers.

The findings also show that all previous studies related to special education leadership in Malaysia have achieved their objectives. The study of Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020) found that there was a significant positive correlation between headmaster leadership, task load and SEIP teacher job satisfaction. The study of Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019) found seven leadership elements practice by the headmasters in schools with PPKI (SEIP), namely leadership styles, attitudes, knowledge, experience and qualifications. The study of Zaid, M., Norazmi, N. & Abdul Rasid, AR (2020) further confirms that it can be statistically validated that the headmaster leadership factors, namely leadership style, attitude, knowledge, experience, and qualifications influence the task load of SEIP teachers. Lokey, A. & M. Hasani, D. (2016) found that there is a significant positive relationship between transformational leadership and organizational commitment based on SEIP teacher approval level. The results of the study by Tang Keow Ngang & Nur Azri Chan Abdullah (2015) showed that special education teachers are regularly practicing teacher leadership and its dimensions. Habib, I. & Zaimah, R. (2012) study found that there is a weak relationship between principal transformation leadership practice and the level of job satisfaction of special education teachers. Meanwhile, Tang, K. N. (2011) study found that special education teachers practice all the dimensions of teacher leadership at high level in both countries, Malaysia and China.

CONCLUSION AND SUGGESTION

Overall, it is found that studies related to special education leadership in Malaysia are still less than overseas studies. This special education leadership is essential in securing two basic needs: teacher welfare and SNS incarceration. As suggested, future studies may focus on constructs related to special education leadership such as organizational commitment, teacher job satisfaction, teacher workload, SNS academic improvement, organizational management and more. In addition, future studies on special education leadership are also suggested using qualitative approaches to obtain different perspectives. In addition, future studies are also proposed to introduce new theories for special education leadership in Malaysia.

ACKNOWLEDGMENTS

The authors would like to thank Ministry of Education Malaysia for supporting this research under Fundamental Research Grant Scheme Vot No. K207, FGRS/1/2019/SS109/UTHM/02/1 and partially sponsored by Universiti Tun Hussein Onn Malaysia.

REFERENCE

- Adam, C. G. (2014). *Perceptions of Leadership through the Lens of Special Education Administrators and Principals*. University of Massachusete: Doctoral Dissertations.
- Anderson, J. (2017). A Workload Analysis Formula to Increase the Retention of Special Education Teachers in Minnesota. *Culminating Projects in Special Education*. 37.
- Angela, B. D. (2010). *Principal Leadership for Special Education: Perceptions of Principals and Directors of Special Education*. Directed by Dr. Carl Lashley. 200 pp.
- Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). *Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities*. Retrieved at 17 April 2020, from <http://cedar.education.ufl.edu/tools/innovation-configurations/>
- DiPaola, M. F., Walther-Thomas, C. (2003). *Principals and Special Education: The Critical Role Of School Leaders* (COPPSE Document No. IB-7). Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.
- Habib, I. & Zaimah, R. (2012). Amalan Kepimpinan Transformasi Pengetua dan Hubungannya Dengan Kepuasan Kerja Guru. *Prosiding Persidangan Kebangsaan Ekonomi Malaysia ke VII (PERKEM VII) Transformasi Ekonomi dan Sosial Ke Arah Negara Maju Ipoh, Perak, 4 – 6 Jun 2012, JILID 2 (2012)*: 1471 – 1478.
- Hole Y., Hole S.P., & Wagh.V. (2019). Omni channel retailing: an opportunity and challenges in the Indian market. *Journal of Physics: Conference Series*, 1362 (2019), 1-12.
- Hole, Y., & Snehal, P. & Bhaskar, M. (2018). Service marketing and quality strategies. *Periodicals of engineering and natural sciences*, 6 (1), 182-196.
- Hole, Y., & Snehal, P. (2019). The significance of pilgrimage tourism to sustainable development with special reference to the Indian context. *African Journal of Hospitality, Tourism and Leisure*. 8 (3), 1-11
- Johan, B. Y. (2013). *Analisis Keperluan Latihan Guru Penolong Kanan Pendidikan Khas*. Retrieved at 16 April 2020, from <https://core.ac.uk/download/pdf/42909079.pdf>
- Marek, Candida J., (2016). *Building Principals' Self-Efficacy Regarding Their Ability to Supervise Special Education Programing and Staff*.

Masters Theses. 820. Retrieved at 18 April 2020, from <http://scholarworks.gvsu.edu/theses/820>

Mohamad, J. B. dan Yaacob, N. N. Y. (2013). Kajian Tentang Kepuasan Bekerja Dalam Kalangan Guru-Guru Pendidikan Khas. *Asia Pacific Journal of Educators and Education*, Vol. 28:103–115.

Muhammad Hisham, Jamalul Lail & Azlin Norhaini (2017). Tahap Kepuasan Kerja Guru: Aspek Beban Kerja, Pengiktirafan Dan Penglibatan Dalam Pengurusan. *Jurnal Penyelidikan Pendidikan Jilid 18 (2017)*: 187-199.

Mustamin, M. & Muzzammil, M. Y. (2013). Perbandingan Kompetensi Pengetua Sekolah antara Malaysia dan Indonesia. *Jurnal Teknologi (Social Sciences) 62:1 (2013)*: 7–16.

Muyan, M. & Ramli, R. (2017). Hubungan Gaya Kepimpinan Guru Besar Dan Motivasi Guru Sekolah Rendah Di Daerah Bau, Sarawak. *Jurnal Penyelidikan Pendidikan Jilid 18 (2017)*: 200-212.

Norazmi, N. (2020). Factors for the Task Load of Special Education Integration Program (PPKI) Teachers in Johor. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, Volume 9, Issue 3: 2413-2416.

Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019). The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia. *Universal Journal of Educational Research 7.9 (2019)*: 2008-2014. DOI: 10.13189/ujer.2019.070923.

Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2020). Special Education Integration Program (PPKI) Teachers: Task Load and Job Satisfaction. *International Journal of Psychosocial Rehabilitation, Vol. 4, Issue 7: 7439-7445*.

Raman, M. S., Muhammad Faizal, A. G. & Norfariza, M. R. (2018). Tahap Kompetensi Pemimpin Sekolah Di Sekolah Jenis Kebangsaan Tamil Dalam Daerah Terpilih Di Selangor. *Jurnal Kepimpinan Pendidikan Julai 2018, Bil. 5, Isu 3*: 34-59.

Razali, A. B. & Ali, A. B. (2016). Faktor-Faktor Yang Mempengaruhi Tahap Stres Guru Pendidikan Khas. *Active Online Journal, UTHM*, 8, 1.

Rob, S. (2014). School Principal Leadership and Special Education Knowledge. *Doctoral Dissertations*. 147.

Saad, S. B. (2018). *Komitmen dan Peranan Guru dalam Pelaksanaan Pendekatan Pendidikan Inklusif di Malaysia*. Retrieved at 21 April 2020, from <https://www.academia.edu/9643901>

Sathiyabama, S. (2017). *Model Hubungan Bakat Kepimpinan Dengan Kepimpinan dan Hala Tuju Sekolah Graduan Program Kelayakan Profesional Kebangsaan Bagi Pemimpin Pendidikan (NPQEL)*. Universiti Malaya Kuala Lumpur: Ph.D Thesis.

Stephanie L. Chattman, (2017). *An Exploration of One School Leader's Experience of Creating a School Culture that Fosters Inclusion for Students in Special Education*. Georgia State University: Ed.D Disertation.

Susan C. Bon & Adam J. Bigbee (2011). Special Education Leadership: Integrating Professional and Personal Codes of Ethics to Servethe Best Interests Of The Child. *Journal of School Leadership* Volume 21 May 2011: 324-359.

Tang, K. N & N. Azri, C. A. (2015). Teacher Leadership and Classroom Management Practice on Special Education with Learning Disability. *Procedia - Social and Behavioral Sciences* 205: 2 – 7. Lokey, A. & M. Hasani, D. (2016). Hubungan Antara Kepimpinan Transformasional Guru Besar Dengan Komitmen Guru Pendidikan Khas Integrasi Di Kedah. *Jurnal Kepimpinan Pendidikan* 3(1): 14-28.

Tang, K. N. (2011). A Comparative Study on Teacher Leadership In Special Education Classroom between China and Malaysia. *Procedia - Social and Behavioral Sciences* 31: 231 – 235.

Webster, J. & Watson, R.T. (2002). Analyzing the Past to Prepare for the Future: Writing a Literature Reviews. *MIS Quartely*, 26(2), xiii-xxiii.

Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Headmaster Leadership Effect On Task Load Of Special Education Integration Program Teacher. *Humanities & Social Sciences Reviews*, Vol. 8 No. 2 (2020): 451-456.

Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Regression between Headmaster Leadership, Task Load and Job Satisfaction of Special Education Integration Program Teacher. *Universal Journal of Educational Research* 8.4 (2020) 1356 - 1362. Doi: 10.13189/ujer.2020.080428.

Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Structural Equation Modelling Using AMOS: Confirmatory Factor Analysis for Taskload of Special Education Integration Program Teachers. *Universal Journal of Educational Research*, Vol 8 (Jan, 2020) No 1: 127-133. DOI: 10.13189/ujer.2020.080115.