

Study on the Relationship between the Ethical Leadership of Headmasters and the Job Satisfaction of Special Remedial Teachers in the Hulu Langat District

Punitha V. Babunaidoo, Aida Hanim A.Hamid

Faculty of Education, University Kebangsaan Malaysia

Corresponding Author Email: punilawi@gmail.com

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v15-i6/25653> DOI:10.6007/IJARBSS/v15-i6/25653

Published Date: 12 June 2025

Abstract

This study aims to identify the relationship between the ethical leadership of headteachers and the job satisfaction of Special Education Remedial teachers in the Hulu Langat District. Ethical leadership refers to leadership practices and behaviors that adhere to moral and ethical principles, while job satisfaction refers to the positive feelings teachers have towards their roles and responsibilities. This study employs a quantitative approach, using a survey as the primary instrument to collect data from 190 Special Education Remedial teachers. The findings indicate a significant relationship between the ethical leadership of headteachers and the job satisfaction of these teachers. The study suggests the importance of ethical leadership training for headteachers to enhance teacher motivation and productivity.

Keywords: Ethical Leadership Practices, Special Remedial, Leadership of Headmasters, Job Satisfaction

Introduction

In Malaysia, the role of a headteacher extends beyond administration to being an ethical leader capable of influencing school culture and teacher motivation. Leadership in the educational context plays a crucial role in determining the effectiveness of schools and the well-being of teachers. For Special Education Remedial teachers, who face job challenges involving students with special needs, a high level of job satisfaction is essential to ensure quality education services. Thus, examining the relationship between ethical leadership of headteachers and the job satisfaction of Special Education Remedial teachers is highly relevant, especially in Hulu Langat District, which has its unique geographical and demographic characteristics.

Ethical leadership refers to leadership practices rooted in moral values, integrity, fairness, and a sense of responsibility. Ethical leaders not only provide directives or manage school

operations but also act as role models for teachers and staff. In the educational context, ethical leadership fosters a positive work environment, builds trust among teachers, and contributes to effective conflict management. Headteachers who practice ethical leadership demonstrate the ability to clearly and meaningfully communicate the school's vision and mission. They make fair decisions while considering the needs of all stakeholders, encourage collaboration and open communication among the school community, and provide moral and professional support to teachers. These leadership qualities are particularly vital for Special Education Remedial teachers, who often face work-related stress due to high workloads, limited resources, and significant responsibilities in helping students with special needs reach their full potential.

Special Education Remedial teachers are responsible for assisting students who struggle with learning, particularly in basic literacy and numeracy. This role requires pedagogical expertise, patience, and a high level of dedication. In Malaysia, the Special Education Remedial program aligns with the National Education Policy, focusing on inclusive education and student well-being. However, these teachers frequently encounter challenges, such as adapting teaching strategies to meet each student's unique needs, limited teaching aids, inadequate resources, and the emotional toll of working closely with students with special needs and managing high expectations from parents and administration.

In this context, the ethical leadership of headteachers is essential to provide moral and professional support, thereby enhancing teachers' job satisfaction. Ethical leadership plays a critical role in creating a positive and productive work environment. Headteachers practicing ethical leadership are likely to build trust, respect, and collaboration among teachers. For Special Education Remedial teachers, the unique challenges they face demand moral and professional support from the administration.

Job satisfaction refers to the comfort, satisfaction, and happiness an individual experiences in their work. For teachers, job satisfaction is often linked to teaching effectiveness, work-life balance, and the level of support received in the workplace. High job satisfaction enables teachers to contribute productively to school goals and manage job-related stress and challenges more effectively. For Special Education Remedial teachers, job satisfaction impacts not only their well-being but also the quality of education provided to students with special needs. Studies have shown that teacher job satisfaction is influenced by several factors, including leadership style, opportunities for professional development, and recognition of their efforts.

Hulu Langat is one of the districts in Selangor with diverse socioeconomic and cultural backgrounds. Schools in this district face various challenges, including high student numbers, infrastructure constraints, and the need to tailor educational approaches to students' varied backgrounds. For Special Education Remedial teachers, these challenges may be even more pronounced, particularly when resources and administrative support are limited. Headteachers in Hulu Langat play a crucial role in supporting Special Education Remedial teachers through responsive and ethical leadership approaches. This study aims to explore how the ethical leadership of headteachers can influence the job satisfaction of Special Education Remedial teachers in this district. It also aims to provide valuable insights for

policymakers and educational administrators regarding best practices in supporting Special Education Remedial teachers.

Problem Statement

This study seeks to understand how the ethical leadership of headteachers affects the job satisfaction of Special Education Remedial teachers. Teacher job satisfaction is a critical element as it is closely related to teaching quality, commitment to duties, and teachers' emotional well-being. This study focuses on the relationship between the ethical leadership of headteachers and the job satisfaction of Special Education Remedial teachers in Hulu Langat District. Ethical leadership is a vital aspect of ensuring that schools operate effectively and that teachers perform their duties in a positive work environment. In the context of special education, unique challenges are often faced by Special Education Remedial teachers, such as heavy workloads, lack of support, and limited recognition of their roles. Literature reviews indicate a significant relationship between ethical leadership and teacher job satisfaction. Leaders who demonstrate integrity, honesty, and fairness in their management are likely to foster a harmonious work environment. However, empirical studies focusing specifically on Special Education Remedial teachers remain limited, particularly in the Malaysian education context. In Hulu Langat District, Special Education Remedial teachers face challenges such as insufficient teaching resources, pressure to meet the needs of students with special needs, and high expectations from schools and parents. The inability of headteachers to practice appropriate ethical leadership can undermine teacher motivation and job satisfaction. This issue not only affects teachers but also impacts the quality of education delivered to students. Therefore, this study aims to understand the extent to which ethical leadership of headteachers influences the job satisfaction of Special Education Remedial teachers in Hulu Langat District. It also seeks to identify the most significant elements of ethical leadership that affect teacher job satisfaction and propose practical measures to improve the quality of ethical leadership among headteachers. This study is crucial in filling existing knowledge gaps and contributing to the enhancement of ethical leadership practices and teacher well-being within Malaysia's special education system.

Literature Review

According to Jaussi (2019), commitment positively impacts organizations, demonstrating a willingness to sacrifice for organizational goals. Studies such as Jonias (2020) have found high levels of commitment among school department heads, particularly those with 11 to 15 years of service, followed by those with over 15 years of service. Lina (2018) defined commitment as an individual's orientation to identify and engage with the beliefs, values, and goals of the school while demonstrating a strong desire to serve the organization. High job involvement by individuals is also a hallmark of commitment within an organization. These findings underscore that department heads with longer service durations tend to exhibit higher levels of organizational commitment. Analyses show no demographic differences in commitment among department heads based on gender or service duration.

Ethical leadership is defined as the ability of a leader to influence ethical behavior through actions and decisions aligned with moral values. The characteristics of ethical leadership are based on trust, fairness, honesty, and social responsibility. Leaders act according to universal moral principles, inspiring their subordinates to achieve organizational goals in an ethical manner. Brown et al. (2022) emphasize ethical leadership as a means of influencing employee

behavior through moral example. A study in Malaysia by Ismail et al. (2019) found that headteachers who exhibit ethical leadership enhance teacher motivation to work more effectively.

Job satisfaction refers to the feelings of contentment or happiness that a teacher experiences regarding their tasks, work environment, and organizational support. Wahab et al. (2020) found that leadership support is the main factor influencing job satisfaction among teachers in Malaysian primary schools. A study in the context of Special Education Remedial teachers (Jusoh, 2021) highlighted that recognition of their efforts significantly boosts job satisfaction. The relationship between ethical leadership and job satisfaction has been a central focus in many studies. Brown and Trevino (2018) found that ethical leadership increases employee trust, leading to higher job satisfaction. A study in Malaysian primary schools (Rahman et al., 2021) showed a significant positive relationship between leadership fairness and teacher job satisfaction.

Special Education Remedial teachers face unique challenges, including heavy workloads and limited recognition for their roles. These issues are often compounded by limited support from school administration. Headteachers who understand these challenges can support teachers by providing emotional and moral encouragement, offering fair recognition for their efforts, and fostering a positive and harmonious work culture. A study by Mustafa et al. (2018) found that headteachers' leadership styles directly influence the teaching effectiveness of Special Education Remedial teachers. School workplace culture often acts as a barrier to job satisfaction for these teachers (Rahim, 2020). Ethical leadership not only impacts job satisfaction but also the effectiveness of Special Education Remedial teachers, where they feel more motivated to help students with special needs. A positive work environment encourages innovation in teaching strategies. Further studies should investigate the role of headteacher support in the context of special education. Factors related to school workplace culture that influence the relationship between ethical leadership and job satisfaction should also be examined. Combining quantitative and qualitative research methods would provide deeper insights. Ethical leadership among headteachers plays a crucial role in enhancing job satisfaction for Special Education Remedial teachers. This research will provide significant implications for policies and practices in special education, particularly in the Hulu Langat District.

Job Satisfaction

Newstrom (2007) states that job satisfaction is a set of feelings and emotions that reflect whether an individual likes or dislikes and how they perceive their tasks. It is a feeling that represents the relationship between an individual's preference or aversion to doing tasks related to their job. Maslow's hierarchy of needs model starts with the most basic needs, such as physiological needs, and progresses to self-actualization. This model explains that humans strive to meet their needs for survival, beginning with essential elements like food, clothing, and shelter. After fulfilling these basic needs, individuals aim to satisfy higher-level needs, such as safety, social belonging, achievement, and recognition. Maslow's Theory (1954) outlines the basic human needs categorized into five levels of priority. This theory relates to personality and emphasizes assumptions about motivation. The theory of needs is highly suitable as a measurement tool to determine the level of teacher commitment to their involvement in the teaching profession.

Research Objectives

1. To assess the level of ethical leadership among headteachers in schools within the Hulu Langat District.
2. To identify the level of job satisfaction among Special Education Remedial teachers.
3. To analyze the relationship between the ethical leadership of headteachers and the job satisfaction of Special Education Remedial teachers.

Research Methodology

This study employs a descriptive-correlational research design, with 190 Special Education Remedial teachers selected as the sample using a stratified random sampling method. The primary instrument for data collection is a questionnaire divided into three sections. The quantitative design, utilizing a descriptive-correlational survey method, was chosen to explore the relationship between the ethical leadership of headteachers and the job satisfaction of Special Education Remedial teachers. The survey approach enables systematic data collection through questionnaires, providing insights into the relationship patterns between the studied variables. The study population includes all Special Education Remedial teachers working in primary schools within the Hulu Langat District. Stratified random sampling was employed to ensure representation from each zone within the district. The sample size, determined using the Krejcie and Morgan (1970) formula, ensures adequacy for representing the population with high reliability.

The questionnaire consists of three sections. Section A gathers demographic information such as age, gender, and work experience. Section B includes the Ethical Leadership Scale for Headteachers, adapted from validated instruments to measure ethical leadership practices. Section C incorporates the Job Satisfaction Scale for Special Education Remedial Teachers, based on Herzberg's (1959) theory, assessing motivational and hygiene factors. Data were collected through both physical and online questionnaire distribution, facilitated in collaboration with the Hulu Langat District Education Office to ensure access to participating schools.

Data collection was conducted over four weeks. The collected data were analyzed using the latest version of SPSS software. Descriptive statistics, including mean, standard deviation, frequency, and percentage, were used to describe respondent demographics and levels of ethical leadership and job satisfaction. Pearson correlation analysis was conducted to examine the relationship between ethical leadership of headteachers and job satisfaction of Special Education Remedial teachers. Instrument reliability was tested using Cronbach's Alpha, with values greater than 0.7 considered satisfactory. Instrument validity was ensured through expert reviews and a pilot test involving 30 respondents not included in the main study sample. Ethical guidelines for the study were adhered to, with written consent obtained from all respondents and confidentiality guaranteed. Approval was also secured from the Selangor State Education Department and the Hulu Langat District Education Office.

Several limitations were acknowledged in the study. Respondents might provide less accurate answers due to social or psychological factors. Additionally, challenges in accessing all Special Education Remedial teachers due to time and location constraints may arise. Despite these

limitations, the comprehensive methodology is expected to provide a clear understanding of the relationship between ethical leadership of headteachers and job satisfaction of Special Education Remedial teachers. The study design employs a quantitative approach with a descriptive-correlational method to examine the relationship between ethical leadership of headteachers and job satisfaction of Special Education Remedial teachers. Quantitative research allows for the collection and analysis of empirical data, yielding objective and generalizable results. The population comprises all Special Education Remedial teachers in Hulu Langat, chosen for their unique professional challenges, including working with special needs students and managing high workloads. Stratified random sampling ensures equal representation, and a total of 190 respondents were selected, sufficient for accurate generalization.

The questionnaire was developed based on a literature review and adapted from existing instruments. It is divided into three sections: demographic information, ethical leadership of headteachers, and job satisfaction of Special Education Remedial teachers. The Ethical Leadership Scale (ELS) by Brown et al. (2005) measures leadership practices in dimensions such as integrity, fairness, empathy, and responsibility. The Job Satisfaction Survey (JSS) by Spector (2020) assesses satisfaction with aspects such as salary, colleague relationships, administrative support, and work environment. A 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) facilitates clear and consistent responses.

Data collection involved several stages. Approval letters were obtained from relevant educational authorities, and respondents were informed about the voluntary nature of their participation and assured confidentiality. Questionnaires were distributed physically and online via Google Forms, ensuring accessibility for teachers in rural areas. Respondents were given two weeks to complete the questionnaires, which were collected for analysis.

Data analysis was performed using IBM SPSS Statistics version 26. Descriptive statistics summarized respondent demographics, while Pearson correlation analysis examined the relationship between ethical leadership of headteachers and job satisfaction. Multiple regression analysis identified which dimensions of ethical leadership had the most significant impact on job satisfaction. Instrument reliability and validity were established through a pilot test with 30 teachers outside the study district, with Cronbach's Alpha coefficients exceeding 0.7 deemed acceptable. Experts in education and ethical leadership reviewed the instrument to ensure its alignment with study objectives.

Ethical considerations were strictly adhered to throughout the study. Respondents signed written consent forms, and their personal information was kept confidential. The study is free from conflicts of interest. The methodology outlined ensures that the data collected is valid, reliable, and relevant to the study objectives, contributing valuable insights into the relationship between ethical leadership and job satisfaction in the context of Special Education Remedial teachers.

Findings and Discussion

Comprehensive Information on Respondents' Demographics

The findings of the study indicate that the number of male teachers participating in the study was 67 (35.3%), while the number of female teachers was 123 (64.7%). In terms of school location, 99 teachers (52.1%) were serving in urban schools, and 91 Special Education Remedial Teachers (47.9%) were working in rural schools. Most respondents had teaching experience ranging from 11 to 15 years, totaling 93 teachers (48.9%). This was followed by 43 teachers (22.6%) with 6 to 10 years of experience, 26 teachers (13.7%) with 16 to 20 years, and 14 teachers each (7.4%) with 1 to 5 years and over 20 years of experience. It can be concluded that the majority of the Special Education Remedial Teachers (SERTs) in the Hulu Langat District had teaching experience between 6 and 20 years, with novice teachers being relatively few, accounting for only 14 participants.

Regarding academic qualifications, 118 respondents (62.1%) held a Diploma in Education, which recorded the highest percentage. This was followed by 58 respondents (30.5%) with a Bachelor's degree and 14 respondents (7.4%) with a Master's degree in Education. Among the zones in Hulu Langat, the Semenyih Zone recorded the highest number of teachers, with 74 respondents (38.9%), followed by the Kajang Zone with 34 respondents (17.9%), the Cheras Zone with 19 respondents (10.0%), and the Ampang and Bangi Zones with 17 respondents each (8.9%). The Balakong Zone had the fewest participants, with 14 teachers (7.4%). Additionally, 179 respondents (94.2%) were trained specifically in Special Education, while 11 respondents (5.8%) were non-specialized teachers involved in remedial teaching. These findings align with previous studies, which highlight that ethical leadership plays a critical role in enhancing staff job satisfaction. Headteachers who practice ethical values foster harmonious working relationships, build trust, and provide moral support to Special Education Remedial Teachers. However, other factors, such as workload and peer support, must also be addressed to improve overall job satisfaction.

Background and Challenges

The study found that the ethical leadership of headteachers plays a vital role in shaping a positive working environment for Special Education Remedial Teachers. Job satisfaction among these teachers in the Hulu Langat District is reported as a critical aspect for improving teaching and learning effectiveness. However, challenges such as excessive workload, lack of recognition, and emotional strain adversely affect job satisfaction. Headteachers who demonstrate integrity, fairness, and ethical decision-making have a positive impact on teacher motivation. Ethical leadership, especially when headteachers serve as role models, enhances teachers' respect and trust. Headteachers practicing open and transparent communication improve working relationships between teachers and the administration. Furthermore, headteachers who resolve conflicts fairly help reduce work-related stress among Special Education Remedial Teachers. Job satisfaction is closely tied to a comfortable work environment, administrative support, and appropriate rewards. Teachers who feel their contributions are appreciated by students and parents report higher levels of job satisfaction.

The study showed a significant positive relationship between the ethical leadership of headteachers and the job satisfaction of Special Education Remedial Teachers ($r = 0.75$, $p < 0.05$). Teachers who perceived ethical leadership practices demonstrated higher levels of job satisfaction compared to those who did not receive such support. Ethical leadership accounted for 60% of the variance in job satisfaction among Special Education Remedial Teachers.

Implications of the Study

The findings of this study provide valuable contributions to the fields of ethical leadership and job satisfaction in the context of special education. These implications can be divided into three main areas: policy, theory, and practice.

Implications for Policy

The results of this study can assist the Malaysian Ministry of Education (MOE) in developing or refining policies related to the role of headteachers in special education, particularly regarding ethical leadership. Policies emphasizing ethical leadership can be established to improve job satisfaction among special education teachers. The study recommends incorporating elements of ethical leadership into headteacher training modules. These elements can also be included in the Malaysian Education Quality Standards Wave 2 (SKPMg2) to ensure ethics become a part of leadership effectiveness evaluation. Policies focusing on the welfare of Special Education Remedial Teachers, such as special incentives, workload reduction, and professional development opportunities, can be implemented to boost motivation and job satisfaction.

Implications for Theory

This study supports theories such as the Ethical Leadership Model by Brown, Trevino, and Harrison (2005), which emphasizes that ethical leaders can positively influence employee attitudes and behaviors. The findings add a new dimension to the context of special education in Malaysia. The study strengthens motivational theories, such as Herzberg's Two-Factor Theory, by showing that ethical leadership is a motivational factor that enhances job satisfaction. It also supports Social Exchange Theory by highlighting the importance of trust in the relationship between headteachers and Special Education Remedial Teachers.

Implications for Practice

The study suggests that headteacher leadership training programs should emphasize ethical elements, such as integrity, fairness, and empathy, particularly in managing Special Education Remedial Teachers who face unique challenges. Headteachers are encouraged to adopt open communication approaches, recognize teacher contributions, and understand the challenges faced by Special Education Remedial Teachers. These practices can enhance trust and job satisfaction among teachers. The findings indicate that ethical leadership can create a more positive work environment where teachers feel valued, heard, and supported. This can be achieved through regular meetings, emotional support workshops, and recognition of teacher achievements. These practical steps can not only contribute to the development of the special education field but also offer actionable strategies to improve teacher satisfaction through high-quality ethical leadership.

Job Satisfaction Levels of Special Education Remedial Teachers

Overall, the job satisfaction level of Special Education Remedial Teachers (SERTs) in primary schools in the Hulu Langat District was found to be moderate. The dimensions of colleague relationships and the Job in General (JIG) dimension were rated as high. In contrast, the dimensions of salary, promotion, and supervision were rated as moderate. These findings are

consistent with the study by Mohamad Fuad et al. (2015), which examined job satisfaction levels concerning colleague relationships among KAFA teachers in Selangor. Positive relationships with colleagues significantly impact job satisfaction, as collaboration, mutual support, and shared responsibility foster a positive work environment. These factors make teaching more enjoyable, alleviate work-related stress, and reduce the burden of increasing responsibilities. The findings are also in line with the study by Jane (2021), which showed that the job satisfaction level of LINUS teachers in primary schools in Hulu Langat was moderate, potentially due to issues of absenteeism among teachers. This observation aligns with Abu Bakar (2019), who highlighted that low job satisfaction often leads to high absenteeism rates. Similarly, Naylor (2001) stated that dissatisfaction could result in stress, absenteeism, and job resignations.

Emotional Intelligence Levels

Overall, the emotional intelligence level of primary school teachers in Hulu Langat was high, with all dimensions of emotional intelligence rated at high levels. The highest-rated dimension was self-motivation, followed by self-management, social skills, self-awareness, and empathy. These findings are consistent with the results of studies by Supardi et al. (2020) and Mohd Khairuddin et al. (2017).

Motivation Levels

The findings indicate that the motivation level of primary school teachers in Hulu Langat is high. This aligns with the study by Muyan and Ramli (2017) involving primary school teachers in Bau, Sarawak. Similarly, Hanis et al. (2015) found that the overall mean for intrinsic motivation among tahfiz students in the teaching and learning of Arabic was high. However, these results contrast with the findings of Hisham and Mastura (2022), who reported moderate motivation levels among teachers. Work motivation is a critical aspect of the education field. It can be defined as the driving force or factors, such as needs and pressures, that inspire effort in the workplace. This aligns with Herzberg's Theory (1987), which identifies fundamental factors, known as hygiene factors, necessary for effective functioning, such as teacher-student relationships, teacher-administration relationships, work supervision, and working conditions. Highly motivated teachers perform their duties smoothly, continuously strive for self-improvement, and aim to become quality educators.

Organizational Commitment Levels

Overall, the organizational commitment level of primary school teachers in Hulu Langat was high. This study evaluated organizational commitment based on three dimensions: affective, continuance, and normative commitment. The affective dimension was rated as high, while the continuance and normative dimensions were rated as moderate. These findings are consistent with studies by Narahan (2016), Fathy and Jose (2008), and Nury (2020), which found that the affective dimension tends to be higher, while the continuance dimension is moderate.

Differences in Emotional Intelligence Based on Gender

An independent t-test analysis showed no significant differences in emotional intelligence levels based on gender. This indicates that there were no significant variations in emotional intelligence between male and female teachers in primary schools in Hulu Langat. These findings are supported by studies conducted by Lim (2019), which also found no significant

gender differences in emotional intelligence among their study subjects. However, this contrasts with Florence's (2022) findings, which reported significant differences in emotional intelligence between male and female teachers.

Relationship between Job Satisfaction and Organizational Commitment

Correlation analysis revealed a strong positive relationship between job satisfaction and organizational commitment. This suggests that job satisfaction directly serves as a key determinant of organizational commitment. These findings align with Abdullah et al. (2013), who reported a significant positive relationship between job satisfaction and employee commitment. Higher job satisfaction levels indirectly enhance employee commitment, motivating them to work harder, uphold the organization's reputation, and remain in their positions for an extended period.

Relationship between Emotional Intelligence and Organizational Commitment

Correlation analysis indicated a strong positive relationship between emotional intelligence and organizational commitment. These findings support Goleman (1998), who suggested that organizations prioritizing emotional intelligence principles and humanistic management create environments that foster employee retention. Factors such as administrative roles, employee attitudes, organizational culture, and employee well-being should also be considered (Tu et al., 2020).

Relationship between Motivation and Organizational Commitment

The correlation analysis between motivation and organizational commitment demonstrated a strong positive relationship. In organizations, motivation is crucial for inspiring employees to perform well and maintain productivity, which indirectly fosters organizational commitment. That motivation significantly influences job performance and that organizations must understand motivation concepts to effectively inspire their employees.

Recommendations

This study aims to explore the relationship between ethical leadership among headteachers and the job satisfaction levels of Special Education Remedial Teachers (SERTs) in Hulu Langat. Ethical leadership is defined as a leader's ability to lead based on moral values, principles of fairness, and integrity, while job satisfaction refers to the level of satisfaction individuals derive from aspects of their work, such as the working environment, recognition, and professional development opportunities.

This study is significant because effective ethical leadership can impact teacher motivation, commitment, and well-being, especially in the context of special education. SERTs play a crucial role in ensuring that students facing learning challenges receive the necessary attention and support. However, they often face challenges such as heavy workloads, insufficient resources, and high work pressure. In this context, ethical leadership among headteachers is a critical factor in determining teacher well-being and effectiveness. Previous studies have shown that ethical leadership fosters a positive work environment and enhances job satisfaction among teachers. However, specific studies connecting ethical leadership with job satisfaction among SERTs in Malaysia, particularly in Hulu Langat, remain limited.

This study evaluates the level of ethical leadership among headteachers in primary schools in Hulu Langat, measures job satisfaction levels among SERTs, analyzes the relationship between ethical leadership and job satisfaction, and identifies additional factors influencing job satisfaction. The findings are expected to contribute significantly to the field of special education by providing insights into how ethical leadership practices can enhance SERT job satisfaction.

Conclusion

This study demonstrates that ethical leadership among headteachers significantly influences the job satisfaction of Special Education Remedial Teachers in Hulu Langat. Strengthening ethical leadership practices should be prioritized within the education system. By enhancing ethical leadership, schools can foster a more positive work environment that supports teachers in achieving excellence in their roles.

Teaching is a noble profession, with educators regarded as a highly skilled and professional group capable of driving national development. Teachers must equip themselves with diverse skills and knowledge disciplines. They also require job satisfaction, emotional intelligence, motivation, and strong organizational commitment to maintain stability and effectively develop students' potential through impactful teaching and learning. Teaching should not be viewed as a burden but as a responsibility to be carried out to the best of one's ability.

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