

The Effect of Special Education Teacher's Self-leadership on Life Satisfaction : Focusing on job satisfaction mediation effect

Kyung-Shin Kim*

Abstract

In this paper, I investigate the effect of special education teachers' self-leadership on job-satisfaction. The data was collected from 141 special education teachers to analyze the correlations between self-leadership, job and life satisfaction. In addition, another purpose is to analyze how self-leadership influence on job satisfaction (human relationship, assigned tasks) and life satisfaction. The results are shown as follows. First, self-expectation and goal setting, self-expectation and human relationship, human relationship and assigned tasks have meaningful correlation. Second, self-expectation and self-rewarding are sub-factors of self-leadership that have great influence on human relationship which is a subordinate factor of job satisfaction and assigned tasks. Third, self-expectation and self-rewarding are factors of self-leadership that have a great influence on life satisfaction. Finally, it shows that self-leadership has an effect on life satisfaction through assigned task, which is a factor of job satisfaction. However, through human relationship, self-leadership does not have a meaningful effect on life satisfaction. This study is significant by finding sub-factors which influence special education teacher's self leadership, job satisfaction and life satisfaction by using Bootstrap method.

▶Key word : Self-leadership, Job satisfaction, Life satisfaction, Bootstrap.

I. Introduction

We are now living in a world rapidly changing into the age of digital revolution based fourth industrial revolution, passing through post-industrial society. Problems like decreasing of knowledge circulation cycle, dramatic ageing and low birth in late society, low growth and high unemployment rate of the growing population are demanding individuals to adapt in reality [1]. '2015 Special Education Curriculum focuses on respect, autonomy of school field and the development of suitable curriculum for individual demands of students. It is also to improve Special Education Teacher's professionalism and quality of education. Self-leadership does not just follow

other's order passively, but also allow themselves to grow and make their own curriculum are considered as their core competencies.

Self-leadership was first suggested as an expanded concept of self-management, thus, to be successful, they must perform their own duties by acting in proper way in accordance with their own decisions. The concept was based on the fact that traditional leadership is no longer suitable for achieving organization's goal due to 1980's rapid and dynamic changes of internal and external circumstances of business organizations and diversified value systems of new generation [2].

Self-leadership is different from the traditional

• First Author: Kyung-Shin Kim, Corresponding Author: Kyung-Shin Kim

*Kyung-Shin Kim (rapports@daum.net), Dept. of Early Children Education, Mokpo Science University

• Received: 2017. 09. 18, Revised: 2017. 10. 13, Accepted: 2017. 11. 13.

leadership which is characterized by command, order and control. It focuses on organization's member's self-management, capability, internal motivation, and accomplishments. In addition, it achieves organization goals through individuals's creativity, voluntary performance, and individual's developmental performance.

Participation of school members is emphasized when managing school unit[3]. The present principal's leadership is now focused on changing into a condition of sharing leadership with school members[4]. Sharing leadership between school members can improve special education teachers'self-leadership, which is a fundamental of deriving job satisfaction.

For special education teachers to establish proper consideration in every circumstances and to accomplish it, proper task recognition and motivation towards assigned tasks are needed. Teacher's job satisfaction is an important factor when figuring out school's system, teacher's and individual's performances. In fact, it is considered as an important performance indicator in a lot of school's organizations[5]. Job satisfaction is considered as highly important matter for teachers, which require and emphasize on high understanding of human beings, and it should be treated with importance. Job satisfaction of teachers who actively interact with students have positive effects in education and it improves the quality of interaction between students and teachers. Moreover, it has a great effect on teachers to have a happy and a successful life [6]. If we take a look at an previous research of teacher's job satisfaction, the factors are as follows: the study of job satisfaction from individual's view of teachers'[7], teacher's job satisfaction factor research[7] and 'the study on how self-leadership effects on teacher's job satisfaction and life satisfaction [9]. Most of the previous self-leadership and job satisfaction researches are conducted by managers or ordinary teachers. Therefore, we could say that the research about examining life satisfaction is lacking. Let's take a look at previous researches on life satisfaction on teacher's vocation, occupational identity, related researches between life satisfaction[10]and how young teacher's working environment and related variables of job satisfaction influence on the quality of life[11].

Previous researches about self-leadership, job and life satisfaction were mostly conducted by ordinary teachers. However, special education teachers have different expected role from ordinary teachers as they are

teaching disabled students and make them more mature. That's the difference between the ordinary teachers and the special education teachers job satisfaction and life satisfaction.

Here upon, I want to clarify the causality and correlation between special education teacher's self-leadership, job satisfaction and life satisfaction.

These are the specific research questions addressed in this study:

1. Analyze the correlation between self-leadership, job satisfaction and life satisfaction sub-variables.

2. Analyze the effect of self-leadership on job satisfaction.

Theory2-1. Self-leadership will affect the human relationship of job satisfaction.

Theory2-2. Self-leadership will affect the assigned tasks of job satisfaction.

3. Analyze the impact of self-leadership on life satisfaction.

Theory3-1. Analyze the impact of self-leadership on life satisfaction.

4. Analyze the causal relationship of self-leadership, job satisfaction, and life satisfaction.

Theory4-1. The impact of self-leadership on life satisfaction through human relationship.

Theory4-2. The impact of self-leadership on life satisfaction through assigned tasks.

II. Theoretical Backgrounds

1. Self-leadership

Teacher's leadership is different from manager's leadership as they contain sharing decision making, team work, forming communities and empowerment. This concept should be understood as the influence of teachers inside the education circumstances and interactions [12]. Eventually, the development of personality and the capabilities of teachers influence the lesson and that influence to student's achievements in their studies. Therefore, self-leadership, which is based on autonomy, self-management, and responsibility for themselves are very important for teacher's leadership [6]. In [13] 'Public high school teachers' recognition on relationship between self-leadership and job satisfaction level' mentioned that public high school teachers have high level of self-leadership and it means they perform their work based on autonomy. Self-leadership is a necessary

virtue for special education teachers who interact closely one by one with students

2. Self-leadership and job satisfaction

The study of job satisfaction is an output of an industrialized era. The study first began from concerning about the parts of a plant to improve productivity. [14] It was mentioned that job satisfaction that delighted with positive emotions occurs in evaluation of job or job experiences. According to [15]'s research, female instructors have higher level of job satisfaction than male instructors and also, [16] mentioned that overall job satisfaction has a tendency of increase if an instructor has more work experiences. Special education teacher's job satisfaction is an emotional satisfaction, which can be felt while performing their assigned tasks, and job satisfaction to special education students can be defined as not just only how they feel about their task, but also in various emotions that may occur in school.

3. Job satisfaction and life satisfaction

Table 1. Source of factors

	factor	source
Self-leadership	Self-expectation	[2][17][18]
	Goal Setting	[2][13][17][18]
	Self-compensation	[2][9][13][17][18]
	Self-criticism	[2][9][13][17][18]
	Constructive thinking	[2][9][13][17][18]
	Rehearsal	[2][9][13][17][18]
Job satisfaction	Human relationship	[9][19]
	Responsibilities	[9][19]
Life satisfaction	Life satisfaction	[9][13][29]

Studies about self-leadership were mostly about job satisfaction, which is not related with life satisfaction. The research in [9] which studies the relationship between self-leadership and life satisfaction were conducted by Mongolian teachers. The result showed that self-leadership influences life satisfaction. The source of factors are as follows on Table 1.

III. Research Methods

1. Research model

This research arranges relation models such as self-leadership (self-expectation, self-rewarding, self-criticism, rehearsal, constructive thinking, goal setting)

job satisfaction (human relationship, assigned tasks), life satisfaction and verify causality of defined variables and set research model. The research model is as follows on Fig 1.

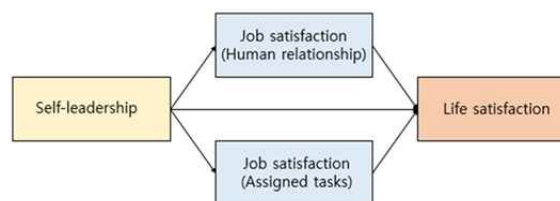


Fig. 1. shows research model

2. Research subject and data collecting

Research materials were gathered and analyzed from 141 tutors through answering the questionnaires at “special education of Ogong” site from 2017. 8.20 to 2107. 9.5. Table 2. Shows Characteristics of research subjects. 68.79% of the respondents were female teachers. Among the respondents, there were tutors in their 30’s whose percentage is 52.48%. Moreover, elementary school teachers were 49.65% of respondents and public school workers were 68.79%. Tutors with less than 5 years of work experiences were reported to have a percentage of 49.65% and most of the respondents who have experience working in special class or in special school were 53.90% and 41.84% respectively. The rest of teachers have a percentage of 85.82%.

Table 2. Research Category

Variable	Division	Frequency	Percentage
Gender	Man	44	31.21
	Woman	97	68.79
Age	20’s	26	18.44
	30’s	74	52.48
	40’s	25	17.73
	Over 50	16	11.35
	Elementary school	70	49.65
School division	Middle school	29	20.57
	high school	29	20.57
	Training course	13	9.22
	Public	97	68.79
School Type	Private	44	31.21
	Less than 5	78	49.65
Experience	5 to 10 years	43	20.57
	10 to 15 years	27	20.57
	Over 15years	16	9.22
	Resource room	76	53.90
Place	Special school	59	41.84
	Tour teacher	2	1.42
	Etc	4	2.84
Job title	Teacher	121	85.82
	Director teacher	20	14.18
Total		141	100.00

3. Research methods and questionnaire

3.1. Research methods

State and Spss, are programs widely used analytical techniques for statistics such as basic statistical analysis, reliability analysis(Cronbach’s alpha), correlation analysis, and multiple regression.

Analyzing the multiple regression analysis and multiple mediation model was conducted to verify the hypothesis, suggested by Hayes [20].Preacher and Hayes [21] elaborated Baron and Kenny [22]'s mediator effect analysis method and in the verification of mediator effect statistics which claimed that bootstrap method suggested by Shrout and Bolger[23]' is more effective than using [24]'s method.

Generally, the method of calculating confidence interval of mediator effect must be through extracting sample in normal distribution or it follows T-distribution. But if the sample is small and the distribution is asymmetrical, it may not follow the normal distribution or T distribution. So, if an extracted sample do not have a normal distribution or T distribution, bootstrap is the adequate method [21],[25]. Bootstrap is a method of extracting random samples from population (those random samples can be substituted).

3.2 Measuring tool

Questionnaires have a total of 42 items, breaking down into: 7 items of characteristics of research subjects, 18 items of self-leadership, 9 items of job satisfaction, and 8 items of life satisfaction.

3.2.1. Self-leadership

Self-leadership which was measured by [26]'s and the revised tool was developed by [27]. This tool consists of self-expectation, setting aim, self-rewarding, self-criticism, constructive thinking, and rehearsal. Each of them has 3 questions, a total of 18 questions, measured by standard 5points Likert scale, where strongly agree (5pt) as the highest while strongly disagree (1pt) as the least. Thus, high point means high self-leadership.

3.2.2 Job satisfaction

For job satisfaction measurement, used (KTO : Korean Teacher Opinion) questions and revised tools from [28]'s doctoral thesis. In this study, to focus on special education teacher’s job satisfaction part, in detail, human relationship and assigned task, there was a discussion with specialists (the two special education teacher and one professor), researched of 2 subordinate factors and 9 questions.

The measurement by standard 5points Likert scale, where strongly agree (5pt) as the highest while strongly disagree (1pt) as the least

3.2.3. Life satisfaction

The study of the degree of life satisfaction uses questions from [13]'s research suggested by[29]. [13] revises Medley's tool and translated by [9]' for a better understanding. The measurement by standard 5points Likert scale, where strongly agree (5pt) as the highest while strongly disagree (1pt) as the least. Thus, high points mean high life satisfaction.

3.2.4. Reliability

If the sum points of the three factors mentioned above are higher than 0.6, it is considered as reliable. The results from questionnaire and the reliability analysis are as follows on Table 3.

Table 3. Questionnaire and Reliability

Factor	items	Number	Reliability
Self leadership	Self-expectation	3	.860
	Goal Setting	3	
	Self-compensation	3	
	Self-criticism	3	
	Constructive thinking	3	
	rehearsal	3	
Job satisfaction	human relationship	5	.869
	Responsibilities	4	
Life satisfaction	life satisfaction	8	.717
Characteristics	gender, age, school division, school type, experience, place, job title	7	
Total		42	

IV. Result Analysis

This research analyzes correlation between special education teacher's self-leadership, job satisfaction, life satisfaction and analysis on how self-leadership effectson job satisfaction (Human relationship, Assigned tasks), and life satisfaction as well as its causalities. The results were shown as follows.

4.1. Correlations

demographic variables and verified hypothesis.

Table 4. Analysis of correlations between variables

	1	2	3	4	5	6	7	8	9
Self-expectation	1								
Goal setting	0.770***	1							
Self-compensation	0.482***	0.545***	1						
Self-criticism	-0.040	-.076	.009	1					
Constructive thinking	0.563***	0.566***	0.392***	-.009	1				
Rehearsal	0.349***	0.357***	0.477***	.022	0.497***	1			
Human relationship	0.607***	0.507***	0.547***	0.059***	0.493***	0.381***	1		
Assigned tasks	0.534***	0.404***	0.394***	-.029	0.367***	0.266***	0.651***	1	
Life satisfaction	0.494***	0.552***	0.417***	-.157	0.472***	0.291***	0.391***	0.410***	1

※: p < 0.05, **:p < 0.01, ***:p < 0.001

This table 4 shows correlations of self-leadership, job satisfaction and life satisfaction.

As it shows on Table 4, self-expectation isgoal setting witha meaningful correlation of 0.770. Self-expectation and human relationship, human relationship and assigned tasks have meaningful correlation by more than 0.6 point, which is a high correlation between factors that can lead to Multi-collinearity problems. Therefore, when extracting each factor's Variation Index, problems of Multi-collinearity sometimes occurred that must be checked.

4.2 The effect of self-leadership on job satisfaction (human relationship and assigned tasks)

4.2.1. How self-leadership subordinate factors effecton human relationship.

In this research, multiple regression analysis were conducted after checking each participant's results of

First, the result of analysis, effect of self-leadership on human relationship are as follows on Table 5.

Subordinate factors of self-leadership towards human relationship's value and the regression analysis model came out as= R2=0.468.

This means that the total changes of factors of 46.8% can be explained by regression model. Moreover, F-statistic is 8.27 and its degree of significance is 0.000, we can assume that regression model is meaningful. As stated earlier, we were concerned about Multi-collinearity due to its high correlation and can be concluded as not existing because variation Index Factor's average is 1.98 and the huge number of it is 4. In this regression model, the factors that greatly influence human relationship have been shown as self-expectation($\beta=0.519;p<0.01$), self-rewarding($\beta=0.494;p<0.001$),constructive thinking($\beta=0.300;p<0.05$) and dummy variables of highschool work($\beta=-1.498;p<0.05$).

Table 5. Regression on human relationships

		Coefficient	Standard Error	P-value	Standardized Coefficient	Variation Index Factor
A constant		6.931	1.921	0.000		
Self-expectation		0.519	0.149	0.001	0.364	2.890
Goal Setting		-0.105	0.128	0.412	-0.089	3.070
Self-compensation		0.494	0.129	0.000	0.319	1.830
Self-criticism		0.097	0.076	0.202	0.084	1.140
Constructive thinking		0.300	0.121	0.015	0.229	2.260
rehearsal		-0.063	0.162	0.699	-0.031	1.680
age		-0.544	0.324	0.096	-0.154	2.230
Experince		0.139	0.268	0.604	0.050	2.390
Male		0.845	0.568	0.140	0.127	1.910
Public		0.677	0.626	0.282	0.101	2.320
School Division	Middle school	-0.163	0.537	0.762	-0.021	1.300
	high school	-1.498	0.606	0.015	-0.196	1.660
	Training course	-0.498	0.803	0.536	-0.047	1.490
School Type	Special school	-0.385	0.772	0.619	-0.061	4.000
	Tour teacher	-2.317	1.681	0.171	-0.089	1.090
	Etc	0.198	1.203	0.869	0.011	1.100
Job title	Director teacher	0.962	0.646	0.139	0.109	
				N	140	
				Pseudo Adj R2	0.468	
				Prob> F	0.000	

※: p < 0.05, **:p < 0.01, ***:p < 0.001

4.2.2. How self-leadership subordinate factors affect on assigned tasks.

that regression model us is different from previous regression model, which sets human relationship as

Table 6. Regression on assigned tasks

		Coefficient	Standard Error	P-value	Standardized Coefficient
A constant		4.625*	1.996	0.022	
Self-expectation		0.613***	0.167	0.000	0.446
Goal Setting		-0.176	0.143	0.220	-0.154
Self-compensation		0.290*	0.144	0.046	0.194
Self-criticism		-0.023	0.085	0.787	-0.021
Constructive thinking		0.053	0.136	0.696	0.042
Rehearsal		0.055	0.181	0.759	0.028
Age		-0.355	0.363	0.329	-0.104
Experience		0.219	0.299	0.466	0.081
Male		1.159	0.635	0.071	0.18
Public		-0.578	0.700	0.410	-0.09
School Division	Middle school	0.304	0.600	0.614	0.041
	high school	0.202	0.678	0.766	0.027
	Training course	-0.874	0.898	0.332	-0.085
School Type	Special school	0.974	0.863	0.261	0.161
	Tour teacher	0.377	1.879	0.841	0.015
	Etc	1.194	1.345	0.376	0.066
Job title	Director teacher	-0.044	0.722	0.951	-0.005
				140	
Pseudo Adj R2				0.289	
Prob> F				0.000	

※*: p < 0.05, **:p< 0.01, ***:p < 0.001

Second, the result of analysis, effect of self-leadership on assigned tasks are as follows on Table 6.

Table 6. regression model was conducted to see how self-leadership's subordinate factors influence on assigned tasks. Model R2 is 0.289 and this is a diminishing figure compared to human relationship regression model. In other words, we can assume that self-leadership explains more about changes in human relationship than assigned tasks. In addition, we can see

dependent variables. In this model, it shows that self-expectation($\beta=0.613$; $p<0.001$) and self-rewarding($\beta=0.290$; $p<0.05$) have meaningful influence on assigned tasks. Constructive thinking, which revealed as having meaningful influence on Table 5 did not influence on assigned tasks.

4.3. The effect of self-leadership on Life satisfaction

Table 7 Study shows how sub-factor of self-

Table 7. regression analysis about life satisfaction

		Coefficient	Standard Error	P-value	Standardized Coefficient
A constant		4.625	1.996	3.269	
Self-expectation		0.231	***	0.273	0.097
Goal Setting		0.470		0.234	0.238
Self-compensation		0.392	*	0.236	0.152
Self-criticism		-0.188		0.139	-0.097
Constructive thinking		0.255		0.222	0.116
Rehearsal		0.141		0.296	0.042
Age		0.103		0.594	0.017
Experience		0.425		0.490	0.091
Male		-0.221		1.040	-0.020
Public		-0.147		1.146	-0.013
School Division	Middle school	0.304		0.982	0.104
	high school	0.202		1.110	0.055
	Training course	-0.874		1.470	0.332
School Type	Special school	0.974		1.413	0.261
	Tour teacher	0.377		3.077	0.841
	Etc	1.194		2.202	0.376
Job title	Director teacher	-0.044		0.722	1.182
N				140	
Pseudo Adj R2				0.363	
Prob > F				0.000	

※*: p < 0.05, **:p < 0.01, ***:p < 0.001

leadership effects on life satisfaction. First, it was reported that regression model R² was 0.363. According to research, also in life-satisfaction, self-expectation($\beta=0.231$; $p<0.001$)and self-rewarding($\beta=0.392$; $p<0.05$) have meaningful effects. With all of these results, it can be said that self-expectation and self-rewarding affects the whole human relationship, assigned tasks, and life satisfaction. Moreover, constructive thinking only effects on human relationship.

4.4. The mediation effect and verification of job satisfaction

In this part, according to studies, if two subordinate factors of job satisfaction are mediating then self-leadership effects on life satisfaction. To identify mediating effect, a lot of researchers used [22][24], 's analyzing method[22][30]. However, their methods do not reflect on measuring the errors in research model which also known as having a limit verifying and presuming accurate models like multi-mediation and dual mediation [21] [25]. As such, they tried to identify the route's significance by using multi-mediation analysis which was suggested by [20]. Analysis results are as follows on Fig 2.

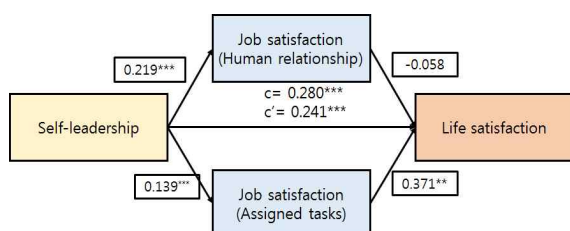


Fig 2. Analysis results of multi mediation model.

※: $p < 0.05$, ※※: $p < 0.01$, ※※※: $p < 0.001$

※c is a influential degree of self-leadership resulting to obsession, a model which does not have mediator variables and c' is an influential degree of self-leadership affecting on life satisfaction. Models of human relationship and assigned tasks are mediator variables.

Let's take a look at its direct effect. First, in situation that does not require mediation, self-leadership had a meaningful effect on life satisfaction. ($\beta= 0.280$; $p<0.001$). Moreover, on satisfaction level on human relationship, assigned tasks was considered in every circumstance, it reveals that self-leadership has meaningful effects on life satisfaction($\beta= 0.241$; $p<0.001$). Influence of self-leadership

has declined when mediator variables were considered. That means it declined from $c=0.280$ to $c'=0.241$. Next, it shows that self-leadership has meaningful effects on Human relationship($\beta= 0.219$; $p<0.001$) and assigned tasks($\beta= 0.139$; $p<0.001$) and the latter have meaningful effects on life satisfaction($\beta= 0.371$; $p<0.01$). Nonetheless, human relationship does not have meaningful effects on life satisfaction($\beta= -0.058$; $p>0.05$).

Finally, to verify how self-leadership influence on life satisfaction through human relationship and assigned tasks, bootstrap method was used [20]. Bootstrap was conducted with a total of 5000 times and the results were shown on Table 8.

Table 8. Mediating effect verification

Pathway	Indirect med effect		
	Coefficient	Standard Error	BC 95% CI
self-leadership → Human relationship → life satisfaction	-0.013	0.043	-0.097 / 0.073
self-leadership → Assigned tasks → life satisfaction	0.052	0.028	0.008 / 0.118

※※: $p < 0.1$, ※※: $p < 0.05$, ※※※: $p < 0.01$, BC = Bias-Corrected, CI = Confidence Interval

Let's take a look at individual's mediation effect in this study on multi-mediation model in relation between self-leadership and life satisfaction. The human relationship's mediation route is 95% BC and confidence interval is -0.097 to 0.073 , which contains 0. This results show that it is not meaningful. On the other hand, in relation between self-leadership and life satisfaction, the assigned tasks' mediation route was 95% BC and confidence interval was from 0.008 to 0.118 , which does not contain 0 and also regression modulus revealed as meaningful. Therefore, we can consider corresponding route as meaningful. In other words, it reveals that self-leadership only mediates assigned tasks between human relationship and the assigned tasks effect on life satisfaction.

4.5. Result of research theory test

This research was conducted through collection of data, attempted to verify theory through multi regression analysis and multi mediation method. Consequently, we could identify that self-leadership's sub-factors are partially affecting on human relationship, assigned tasks, and life satisfaction. Moreover, it has revealed that responsibility mediates self-leadership to influence

meaningfully on life satisfaction. To sum up, the results are as follows in Table 9.

Table. 9 Summary of research theory test results.

Reacher Theory		Result
Theory 2-1	Self-leadership's sub-factor->Human relationship	partial applicatio
Theory 2-2	Self-leadership's sub-factor -> Assigned tasks	partial applicatio
Theory 3	Self-leadership's sub-factor -> Life satisfaction	partial applicatio
Theory 4-1	Self-leadership ->Human relationship -> Life satisfaction	Dismissal
Theory 4-2	Self-leadership -> Assigned tasks-> Life satisfaction	selection

V. Conclusion

The results are as follows:

First, self-expectation and goal setting, self-expectation and human relationship, human relationship and assigned tasks have meaningful correlation.

Second, it revealed that self-leadership's sub-factor, self-expectation and self-rewarding have shown affects in job satisfaction's sub-factor, human relationship and assigned task. These results correspond with [6][9][17] study. In other words, we say that the higher the self-expectation and self-rewarding, the more satisfaction on human relationship and assigned tasks we could have.

Third, it appeared that self-leadership's sub-factor, self-expectation and self-rewarding affects meaningfully on life satisfaction. These results means that if the level of instructor's self-leadership increases, their life satisfaction also increases. Therefore, we can say that the teachers need support to increase their satisfaction on life through self-leadership. Especially when making self-leadership program, we need to think of a method for teachers to think by themselves as they can do anything, can have good results and can self-rewarding if they achieve something.

Forth, it appeared that self-leadership influences life satisfaction through satisfaction on assigned task which is a sub-factor of job satisfaction However, self-leadership can't influence in life satisfaction and in human relationship which is another sub-factor of life satisfaction. In other words, if the instructor's

self-leadership level increases, it effects on assigned task and on life satisfaction, too. In case of an ordinary school which has only one or two special education teachers, special education teachers are concerned due to ambiguity of their assigned tasks and role[31]. [32] mentioned that according to the degree of school manager's understanding of specialty of special education, special education teacher can proceed special education actively or vice versa.

Sometimes if ordinary teachers and manager's understanding on specialty of special education is low, tasks that ordinary teachers avoid can be allocated to special education teacher. This study was conducted by self-education teacher. Therefore, about the fact that the reason of human relationship cannot be a mediator value of self-leadership, and life satisfaction is dedicated to specialty of sample (special education teacher) can be interpreted in various ways. Subsequent research will require in-depth study of relationships between special education teacher's self-leadership and human relationships, and also between human relationships and life satisfaction

This study's limit is that survey was conducted in an online community which is usually used by special education teachers. The instructors who use this web site is relatively young and also according to data of demography statistics, it has less than 5years of work experiences and 30 years old or less are the majority. Therefore, when conducting follow-up studies, there should be online and offline survey to collect various demographic samples.

In all, we say that this study is significant in finding out sub-factors which have practical influence on special education teacher's self-leadership, job satisfaction and life satisfaction by using Bootstrap analysis method, with limitations mentioned above.

REFERENCES

- [1] J. W. Kim. "Future of wealth", Seoul : chungrim public company, 2006.
- [2] C. Manz, & P. Sims, "Super leadership: Beyond the myth of heroic leadership,"Organizational Dynamics, Vol. 19, pp. 18-35, Sep. 1991.
- [3] L. Watson, "Self-leaderence : Becoming an exceptional

- leader,"Radiol Technol, Vol. 75, No 6, pp. 457-467, Dec. 2004.
- [4] J. H. Choi, "A study on the relationship between Teacher's Transformational Leadership and Students'Engagement with Classroom Activities,"The graduate school of Ewha Womans University,"2004
- [5] S. G. Kwak, "The Effects of Teachers ' Perceived School Principals' Instructional Leadership on School Organizational Culture and School Organizational Effectiveness ," The Journal of Korean Teacher Education, Vol. 2, pp. 133-151, Jun. 2004.
- [6] M. S. Kang, J.S. Kim, "The Development of a Self-leadership Program for Elementary School Teachers ,"Korean society for the study of vocational education, Vol. 1, pp. 29-51, Feb. 2014.
- [7] Y. H. Lee, S. D. Kim, H. J. Kim, "A Study on the Structural Effects of the Elementary School Principals' Servant Leadership on the Teachers' Job Satisfaction Through the Teachers' Commitment to Teaching ,"The Journal of Educational Administration, Vol. 30, No.4, pp. 477-503, Oct. 2012.
- [8] D. Y. Jo, S. H. Ga, J. Y. You, J. Y. Kim, "A Study of Factors Influencing Teachers'Job Satisfaction ,"Journal of Korean Education , Vol. 42, NO. 1, pp. 51-80, Apr. 2015.
- [9] L. Hol, "The Effect of Self-Leadership on Satisfaction with Job and Life,"Graduate School of Soongsil University, 2013.
- [10] M. K. Song, N. M. Yang, Y. K. Lee, The Relationship of Perceiving Calling, Self-esteem and Occupational Identity with Life Satisfaction of Teachers,"Korean Journal of Teacher Education, Vol. 32, NO. 4, pp. 197-218, Oct. 2016.
- [11] G. S. Kim, K. M. Go, K. S. Kim"Structural model analysis on the influences of work environments and work satisfaction on the quality of work life of childhood education teachers ,"Korea open association for early childhood education, Vol. 19, No. 1, pp. 251-268, Feb. 2014.
- [12] G. W. Hwang, "Teacher's leadership",seoul : Hakjisa, 2004.
- [13] J. J. Lee, "The Relationships between the Self-leadership and the Job Satisfaction of Public General High School Teachers"University of Incheon, Graduate School of Education. Department of Educational Administration, 2010.
- [14] E. Locke, "Handbook of industrial and organizational psychology,"Chicago: Rand NcNally College Publishing Co, 1976.
- [15] Y. H. Jung, "Influences of socio-demographic factors, school organizational factors, and socio-psychological factors on teachers job satisfaction ,"Journal of educational studies, Vol. 37, No. 2, pp. 75-96, Dec. 2006.
- [16] H. C. Jung, J. H. Suk, Y. S. Bark."The Effect of Age on Job Satisfaction : Using Latent growth modeling for Longitudinal study,". Labor Policy Research, Vol. 13, No. 2, pp, 67-93, Jun. 2013.
- [17] R. H. Lee. The Relationship between Teacher's Self-Leadership and the jobs Satisfaction at Elementary Schools. Graduate School of Korea National University of Education. 2012.
- [18] J. S. Lee. The relationship on nurses' self-leadership, job satisfaction and nursing performance. Graduate School of Hanyang University. 2012.
- [19] C. K. Kim. "Theory and Practice of Leadership. " Seoul: Park Moon Gak. 2003.
- [20] Preacher, K.J. and Hayes, A.F., "Asymptotic and Resampling Strategies for Assessing and Comparing Indirect Effects in Multiple Mediator Models," Behavior Research Methods, Vol. 40, pp, 879-891, 2008.
- [21] Preacher, K.J. and Hayes, A.F. "SPSS and SAS Procedures for Estimating Indirect Effects in Simple Mediation Models," Behavior Research Methods, Instruments, and Computers, Vol.36, No.4, pp. 717-731, Dec. 2004.
- [22] Baron, R. M., and Kenny, D. A., "The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations,"Journal of personality and social psychology, 51(6), pp. 11-73, Dec. 1986.
- [23] Shrout and Bolger. Mediation in experimental and non experimental studies: New procedures and recommendations. Psychological Methods, Vol 7, pp. 422-445, 2002.
- [24] Sobel, M. E., "Asymptotic confidence intervals for indirect effects in structural equation models. Sociological methodology,"Vol. 13, pp. 290-312, 1982.
- [25] W. M, Hur. How Researchers Estimate Indirect Effect using Bootstrapping : The Case of Simple, Multiple, and Double Mediation ,"Korean Business review, Vol. 3, pp. 43-59.
- [26] H. S. Kim. The Relationships between the Self-leadership and the Job Satisfaction of Middle", Graduate School of Soongsil University, 2002.
- [27] C. Mans. "The art of self-leadership strategies for personal effectiveness in your life and work,"Prentice Hall Inc, 1983.
- [28] C. G. Kim. Education Administration and Education Management. Seoul: Hyeongseol. 1991.
- [29] L. Medley. "Satisfaction with life among persons 65years and older: A Casual Model,"Source. Journal of

Gerontology, Vol. 31, pp. 448-455, 1976.

- [30] MacKinnon, D.P., Coxé, S., and Baraldi, A.N., "Guidelines for the Investigation of Mediating Variables in Business Research," *Journal of Business and Psychology*, 27(1),pp.1-14, Mar. 2012.
- [31] J. K. Kim. Y. S. Kang. S. W. Yan. J. G. Park. "A Study on the Exhaustion of Special Class Teachers" *Korean council of physical multiple & Health Disabilities*. Vol. 41, No. 3. pp.321-334, Sep. 2006.
- [32] S. E. Lee, W. I. Jo. "A Qualitative Study on the Job Experiences of the Special Teachers at Special Schools and Special Classes," *Journal of Special Education: Theory and Practice*, Vol. 10, No. 2, pp.1-32, Jun. 2009.

Authors



KyungShin Kim received the Ph.D degree in Special Education from Chosun University, Korea in 2008. She is a special teacher at Mok-po In-Sung Special School. Dr. Kim had worked as an adjunct professor for 3 years at Sae Han University, Seoul, Korea

in 2012-2014. She is currently an adjunct Professor in the Department of preschool education at Mok-po Science University. She is interested in intellectual disability of transition education and life satisfaction