

True Special Education Leadership? Better Avoid This In Your Leadership

Mohdnorazmi Nordin¹, Yasninurul Huda Mohd Yassin², Jabil Mapjabil³, Norzanariah Talib⁴, Mohdhasifabd Hamid⁵, Norzеха Othman⁶

¹Cluster of Education and Social Sciences, Open University Malaysia

²Universiti Teknologi Malaysia

²Universiti Teknologi MARA, Malaysia

³Borneo Research for Indigenous Studies (BorIIs), Universiti Malaysia Sabah

⁴Institut AminuddinBaki, Bandar Enstek, Malaysia

^{5,6}Universiti Tun Hussein Onn Malaysia

Abstract : *Implementing effective leadership for special education requires a higher level of effort than educational leadership in the mainstream. As is well known, special education is a unique branch of education with its citizens consisting of special education teachers and students with diverse special needs. In addressing any problems in special education, leadership needs to exercise leadership more efficiently. As such, there are several things to avoid in the implementation of special education leadership. This study was conducted to explore certain aspects that should be avoided in implementing leadership in special education. This qualitative study uses interviews as a means of collecting data. A total of 20 special education teachers were involved in this study which was randomly selected in the district of BatuPahat, Johor, Malaysia. The findings of the study show that special education leaders need to avoid five things in their leadership namely biased, overly assertive, untrustworthy, autocratic and punitive. It is hoped that this brief study can help future researchers in conducting further research related to this issue.*

Keywords: *Education leadership, special education, special education leaderships, effective leaders*

1. INTRODUCTION

Developing human capital is very important in producing a successful organization. Human capital development can be identified more accurately in schools, including in special education. In the context of special education, human development is more of a priority, where every citizen needs to be developed and assisted to further develop their potential (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al. al., 2021; Tumisah et al., 2021). Among the key citizens in special education, who need to be given attention by the leadership are teachers and students with special needs. Teachers need to be led with relevant methods and students in turn need to be given the best example in every management conducted (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al. , 2021; Helme et al., 2021).

It is the responsibility of a leader in special education to implement effective and appropriate leadership (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). Various studies have been conducted on effective leadership for both mainstream and special education. Most studies focus on how leaders perform their

duties properly. However, this study focuses on the aspects that should be avoided by special education leaders in implementing their leadership so that it is in line with the needs of human development in special education (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021).

2. LITERATURE REVIEW

There are many studies related to leadership, especially in special education. The findings of these studies indicate that, among the determinants to the success of special education leadership are efficient workload management, peer relationships, job security, student-teacher ratio, administrative support and ongoing guidance (Irma et al., 2021; Suzana; et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). DiPaola and Walther-Thomas (2003) in their study stated that, principals in schools with special education programs need specific skills related to special education for good management. They also acknowledged that head teachers hold very important responsibilities in the management of special education in schools covering teachers and students. As a result of the study, they have proposed five principles in the best leadership for special education namely, defining and delivering the school education mission, managing curriculum and teaching, supporting and supervising teaching, monitoring student progress and promoting conducive learning climate.

Norazmi Special Education Unique Leadership Theory

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on:

i. The Welfare of Special Education Teachers

ii. Achievement of Special Education Students

To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership:

i. First Unique: Unique Leadership Style

In leading a school organization or program involving special education, a school leader must have uniqueness in their leadership. This means that the style of leadership practiced should be consistent with the guidelines for the implementation of the work and scope of the special education teacher's duties.

ii. Second Unique: Unique Knowledge

Knowledge of leadership is very important in managing special education. The uniqueness of this knowledge is that their knowledge must be meticulously as bottom up process (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021) School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on.

iii. Third Unique: Unique Attitude

In addition to leadership styles and knowledge, school leaders also needs to have a unique attitude toward leading special education. Attitudes are concerned, empathy, love and more are at the discretion of deciding something for teachers and SNS.

iv. Fourth Unique: Unique Experience

The experience of managing special education is a unique and meaningful journey. In order to succeed in effective leadership, a leader leading a special education program needs to have direct experience with special education.

v. Fifth Unique: Unique Qualification

In order to become a leader who is qualified to lead a special education program, one must place themselves at the ready with the hustle and bustle of special education. Not only academic requirements, but management qualifications, community engagement, always wanting to find special education related knowledge, ready to serve special education and always bear the responsibility of special education (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021).

The theory introduced is in support of existing leadership theories and adapted to the situation in special education. In line with the findings of this study and previous studies, this theory is an attempt to make special education more consistently through competitive and responsible leadership (Badaruddin et al., 2021, Abdul Rasid et al., 2021). It is hoped that this theory will help the school leadership to implement leadership focused on special education.

3. RESEARCH METHODOLOGY

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving 20 special education teachers randomly selected in the district of BatuPahat, Johor, Malaysia. The interviews conducted were semi structured which involved some planned questions and some additional questions. The interview session lasted between 15-20 minutes per session. These sessions are conducted online using the Google Meet platform. Recordings were made when the interview session was conducted and a transcript was issued as soon as the interview was completed. At the end of the process, thematic analysis is performed to obtain the required data. The thematic analysis conducted involves three phases, namely open coding, axial coding and selective coding. These three phases were analyzed based on the transcripts of the interviews of the respondents involved. Results on selective coding became the theme and findings of this study.

4. FINDINGS

As a result of the thematic analysis conducted, there are statements that form the theme of leaders to avoid in special education leadership implementation. Summaries of these statements are such as, biased, overly assertive, untrustworthy, autocratic and punitive. The relevant statements have formed a specific code in the axial coding phase before a code is selected in the selective coding phase i.e. ‘Avoid in Special Education Leadership’ which is the main finding of the study. Table 1 shows a summary of the findings of this study.

Table 1: Thematic Process Analysis That Shows Theme of “Avoid in Special Education Leadership”

Open coding	Axial coding	Selective coding
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	biased	Avoid in Special Education Leadership
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST16, ST18, ST19, ST20	overly assertive	
ST1, ST2, ST3, ST4, ST5, ST6, ST8, ST9, ST10, ST12, ST13, ST14, ST16, ST17	untrustworthy	
ST1, ST2, ST3, ST4, ST5, ST6, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19,	autocratic	

ST20		
ST1, ST2, ST3, ST4, ST5, ST8, ST10, ST11, ST12, ST13, ST14, ST15, ST17, ST18, ST19, ST20	punitive	

Based on Table 1, all respondents issued statements related to biased, 18 respondents stated related to overly assertive and 14 respondents issued statements related to untrustworthy. Meanwhile, for statements related to autocratic, 18 statements were recorded from respondents. In addition, 16 respondents stated related to the punitive. All of these statements form the ‘Avoid in Special Education Leadership’ theme for selective coding.

5. DISCUSSION

Based on the findings of the study, it is clear to prove that, leadership is able to control the climate of special education as a whole. Respondents are of the view that, leadership is a key factor in creating a cheerful and quality learning environment in special education. They also agreed that, good leadership can enhance good cooperation between special education teachers and school administrators. Special education teachers who are taken care of their welfare and less stress, are able to carry out their duties well. As is well known, there is always pressure for special education teachers in facing the challenges of students with various special needs. Therefore, special education teachers agree that, there are several aspects that need to be avoided by the leadership in order to achieve the desire to make special education better.

All 20 respondents stated the same aspect that should be avoided by leadership which is biased. The bias and injustice meant is the way a school leader gives their focus. In schools that have special education programs, there is bound to be a mixing between mainstream education management and special education. A common problem is that leaders always focus more on mainstream education when compared to special education. Much of the allocation, effort and even appreciation is devoted to mainstream education. Special education that is always trying to stand out is not given due attention. Respondents emphatically stated that, biased is a key key that should be avoided if leaders want to implement high quality leadership in special education.

In addition to being biased, overly assertive and aggressive attitudes should also be avoided by leaders in special education. Such an attitude is capable of adding a sense of discomfort and hatred towards one another. As we all know, special education is unique and involves a wide range of challenges from students. This situation has indeed always put constant pressure on teachers. If coupled with an administrative attitude that is often irritable, angry and overly assertive in decision making, then the pressure will be more felt. As such, the majority of respondents in this study viewed overly assertive attitudes as a barrier in quality leadership in special education. In addition, distrust in performing tasks, becomes another aspect that should be totally avoided by leaders. Attitudes that reflect this autocratic culture should be avoided in every type of educational leadership style, especially special education. Autocratic practices in leadership will hinder communication, good relationship and also creative value. With its autocratic nature and easy to punish, will make the leadership marginalized and disrespected.

6. CONCLUSION

Collectively, leadership is a very challenging field and has a wide scope in its implementation. Various aspects need to be given attention in leadership in special education such as the needs of teachers, the diversity of students, the facilities available, the school climate and the current situation. In facing these various challenges, certain aspects need to be avoided to ensure that the special education climate is always in good condition, cheerful and less stressful on teachers. All aspects proposed are to enable leadership to help develop the potential of teachers and students in special education. As a suggestion, this study needs to be further expanded in scope and its findings to be further strengthened so that it can be implemented more comprehensively.

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