SPECIAL FOR SPECIAL EDUCATION: ITS UNIQUE LEADERSHIP THEORY

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ABSTRACT

Leadership desperately needs strength both mentally as well as physically. A leader needs to be prepared in various aspects before leading an organization. Various factors also need to be taken into account in determining the appropriate leadership style to be practiced in a place or organization. Similar preparation should also be emphasized by the leaders who lead the school. In addition to preparation in terms of material and mental strength, reference should also be made to some theories of leadership as a basis for leading. The situation becomes more complicated and unique if it involves leadership in special education that places students with special needs (MBK) who are already unique. Therefore, this review paper is prepared to discuss the leadership practiced in special education and further propose a theory that can be used as a basis for leadership in special education.

Keywords: educational leadership, special education, special need student, special education unique leadership, leadership theory

I. INTRODUCTION

The need to implement good management and leadership in organizations and the use of materials is expressed in many studies across various fields (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). Many researchers have stated that facility management and application of certain materials can facilitate human daily work (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021; Muhamad Amin et al., 2021). Therefore, everything that is to be carried out, must be accompanied by efficient management of resources and facilities to meet the needs of its effectiveness (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairel et al., 2021; Rohani et al., 2021).

Nevertheless, all of these management need to be handled well through effective leadership and management in an organization (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). Efficient management and leadership can create a good atmosphere as well as be able to address this issue (Irma et al., 2021; Suzana et al., 2021; Rohania et al., 2021; Nazrah et al., 2021; Shahruhliiza et al., 2021). All available facilities such as infrastructure and facilities should be utilized as much as possible in assisting good management (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021).

II. LITERATURE REVIEW

Angela’s (2010) study explores school leaders’ perceptions of 10 key aspects of special education leadership namely, understanding laws and policies, improving teacher performance, improving student performance,
creating an inclusive culture, collaborating with parents, participating in the teaching process, scheduling and service delivery, diversity of routine practices, resource allocation, and staff support. The survey involved all principals and directors of special education programs in public schools throughout North Carolina. Respondents gave an assessment of leadership skills through the 10 aspects above, through interviews to answer two open-ended questions in each aspect of leadership. Twenty-nine key themes were obtained in ten leadership categories from the responses of 183 principals and 14 special education program directors. The results of the study have identified five thematic categories that need to be given attention in special education leadership namely learning process, collaboration, data analysis, service delivery planning and implementation, and personnel development. This study is also suitable to provide awareness to head teachers in understanding the real situation of teaching in PPKI and further help teachers to achieve their job satisfaction (Mohamad & Yaacob, 2013).

A study by Eytan (2015) in turn explores the leadership style of head teachers and the perceptions of special education teachers towards head teacher leadership throughout Palestine. The study involved 15 headmasters and 81 primary special education class teachers in the country, most of whom were women and did not have much experience related to special education. The results of the study found that three types of leadership styles are practiced by the principals of special education primary schools there, namely transformational, transactional and Laissez-Faire. At the end of the study, the researchers suggested that head teachers be wiser to adopt appropriate leadership styles in determining the smooth management of special education. This study revealed that head teacher leadership has a significant impact on PPKI teacher productivity.

III. DISCUSSION

Based on the discussion of theories and models of leadership before, it can be summarized that there are three main dimensions that are detailed for each theory and model related, namely leadership style, attitude and knowledge. Kurt Lewin's Theory of Leadership Style (1939) clearly describes the leadership styles that are autocratic, democratic and Laissez-Faire. For the three styles introduced as well, the details are also related to the attitudes and knowledge of the leaders. Hersey Blancard's (1969) Situational Leadership Model explains leadership style through several categories, namely, telling (directing), selling (teaching), participating (participating) and delegating (delegating power). This model also explains the dimensions of attitudes and knowledge of professors through the categories of telling (directing) and selling (teaching).

Similarly, Fiedler's Contingency Leadership Theory (1967) provides an overview of the dimensions of leadership style, attitudes and knowledge of head teachers through aspects of leader-member relationship, task structure and position of power. SKKSM explains the dimensions related to the explanation of nine aspects of school leadership management. A summary of the dimensions discussed, is shown in Table 1. Based on the overall assessment, Kurt Lewin's Leadership Style Theory (1939), Fiedler's Contingency Leadership Theory (1967) and Hersey Blancard's Situational Leadership Model (1969) were referenced in this study because the details provided lead directly to headteacher leadership constructs.

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<tr>
<th>No</th>
<th>Leadership Theory/Model</th>
<th>Dimention 1</th>
<th>Dimention 2</th>
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<td>2</td>
<td>Hersey Blancard's Situational Leadership Model (1969)</td>
<td>Leadership Style: Telling - Selling - Participating - Delegating</td>
<td>Attitude: Telling - Selling - Participating - Delegating</td>
<td>Knowledge: Telling - Selling - Participating - Delegating</td>
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Norazmi Special Education Unique Leadership Theory (2020)

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. In addition, their leadership must also be special in considering the needs of the SNS. In other words, the practice of leadership needs to be consistent with the acceptance of special education teachers and students. In order to make the leadership relevant, it is sometimes necessary to emphasize things that involve teacher work performance and student achievement. This unique leadership style is at the center of the autocratic and democratic leadership styles.

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. School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on. Then, knowledge also needs to be satisfied regarding each of the features of SNS and their capabilities. This knowledge of SNS is important to prevent school leaders from setting goals beyond their SNS capabilities. After that, the knowledge of special education teachers should be taken into consideration. Their basic background, their service, their way of working, their commitment to the school and so on. On the top level, knowledge about leadership is needed in deciding what kind of leadership needs to be implemented.

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. This means that the leader must be in the special education program, in the special education teacher condition and in the SNS abilities. Keep in touch with them, hear them, experience the learning process with special education teachers and SNS. Gain experience by engaging in activities with a special education community at school or outside of school.
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.

IV. CONCLUSION

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. It is hoped that this theory will help the school leadership to implement leadership focused on special education

REFERENCES
