WHAT IS SUPERIOR LEADERSHIP? TEACHERS AND SCHOOL STAFF PROVIDE ANSWERS

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ABSTRACT

Society is often exposed to the various successes of school pupils at various levels. These successes usually come from the efforts of certain parties in the school. If examined, the majority of successful students come from an excellent school. There is no doubt that, there are also students from schools that are not excellent can enjoy their own success. Nevertheless, studies prove that, a good school will produce good students. In realizing the excellence of a school, the management and leadership of the school play a major role in the implementation of the desired policy and vision. All these successes, start with effective leadership practices by school leaders. Therefore, this brief study was conducted to explore certain characteristics that can be observed of a great school leader in determining school success. This study uses a qualitative approach through interviews. Interview sessions were conducted with 11 teachers and school staff at an excellent school in the state of Johor. The results of the analysis found that, there are five main characteristics of a great school leader in forming an excellent school namely, there is a vision of its own, strictly, easy to talk to, discipline and work ethic. It is hoped that the findings of this study can be used as a basic overview for future researchers in exploring further related to excellent school leadership.

Keywords: school leadership, excellent school, qualitative research, work ethics

I. INTRODUCTION

The management of a school depends on the leadership practices carried out by the leaders of the school. Successful or not, excellent or otherwise, can be seen from the leadership carried out in the school. Many successful school leaders shape schools in a better direction with appropriate leadership. There is also school leadership that fails in leading the school, its teachers and staff towards the desired success. There are many theories of leadership that suggest various dimensions in leadership, however suitability to place and environment also needs to be considered.

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. 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 need 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.

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.

II. BACKGROUND STUDY

The need to implement good management and leadership in schools 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 in school can facilitate teachers and staffs 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 human to meet the needs of school effectiveness (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021).
Nevertheless, all of these management need to be handled well through effective leadership and management in schools (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; Rohanida et al., 2021; Nazrah et al., 2021; Shahurruliza 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). Therefore, this brief study was conducted on teachers and school staff in exploring the qualities of great school leaders in shaping excellent schools.

III. METHODOLOGY

This brief needs study uses a qualitative approach in collecting and analyzing data. Interviews were conducted with 11 teachers and school staffs in Batu Pahat district. The interview sessions lasted for 15 to 30 minutes with discussions focused on the characteristics of a superior school leader. The sessions were recorded and then transcribed for data analysis purposes. Thematic analysis was conducted on the resulting transcripts. The themes derived from the analysis became the findings of this study. These themes are also indicators of the results of this study.

FINDINGS

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<th>Characteristics of a Superior School Leader</th>
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After a thematic analysis was conducted on the interview transcripts, there were five key characteristics of great leaders who successfully led the school towards excellence, namely There is a vision of its own, Strictly, Easy to talk to, Discipline and Work ethic. Based on the results of the analysis, all respondents agreed that, a great school leader and able to lead the school in an excellent direction is a leader who has a clear vision of his own. A great leader is also a leader who has a firm nature in something important. This can be seen through the statements by 10 respondents. Followed by the easy to talk with trait, where Nine respondents agreed with the trait. Stated by eight respondents, the nature of discipline application ranked fifth as a characteristic of an outstanding school leader. School leaders who practiced work ethic were also agreed as the traits of excellent school leaders by seven respondents.
Figure 1 shows the percentage of statements involving the Characteristics of a Superior School Leader. Again it can be observed that 24% of the statements issued relate to the nature of leaders who have their own clear vision in leading the school. Followed by assertive nature as a leader in implementing leadership with 22%. While 20% represent statements related to the nature of easy to bring to discuss something. Next the nature of discipline and work ethic are in the bottom two properties with 18% and 16% respectively.

IV. DISCUSSION

Based on the findings of this study, it can be stated that, teachers and school staff are very sensitive to the leadership style of leaders in their schools. It can also be stated that, the respondents are very close and know their leaders well as well as able to translate the traits in their leadership. As noted in the findings of the study, an excellent school leader has proactive qualities in exercising trust as a leader. Respondents clearly stated that, excellent school leadership comes from a leader who has his own vision and is clear in implementing it. In addition, the respondents explained that, the excellence of a school depends on the school's efforts in planning important things well. In realizing effective planning, then a resolute leader is needed for several important things.

V. CONCLUSION

In conclusion, a successful school leader is one who practices effective and appropriate leadership. The leader also has a clear determination in carrying out his leadership. In addition, they also have contra traits that can help reduce the burden and pressure on school staff, such as the ease of discussing b = and ethical in carrying out tasks. The application of discipline is also a good practice to create success for everything you do.

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