

Jewel And Glass In Special Education Leadership

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Abstract

The Effectiveness Of Leadership Depends On The Appropriateness Of Leadership Practices Carried Out In Schools, Especially In Special Education. Special Education Teachers As Well As Students With Special Needs Are Very Impressed With The Leadership Style Practiced By Leaders In Special Education. This Study Aims To Explore The Opinions Of Special Education Teachers Regarding The Leadership They Like And Dislike In Special Education. This Qualitative Study Involved An Interview Session With 20 Special Education Teachers In The District Of Batu Pahat, Johor, Malaysia. Thematic Analysis Was Conducted On The Transcripts Of The Relevant Interviews. The Findings Of The Study Show That, The Aspects Of Difference That Are The Favorite Of Special Education Teachers Towards Leadership Are Leadership Style, Communication, Instructions And Credibility. All These Aspects Are Broken Down Into Certain Features. It Is Hoped That This Study Can Help The Next Researcher To Conduct Further Research.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Leaders

Introduction

An Organization Is Filled With Its Citizens Who Come From Various Backgrounds As Well As Their Respective Abilities. Each Citizen Also Has Their Own Strengths And Weaknesses. All These Things Make The Organization Strong And Always Strong In The Face Of Various Challenges (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). In The Context Of Education, The Primary Organization Is A School That Houses School Staff, Teachers, Administrators And Even Students (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). Every Member Of The School Has A Role And Function. If More Detail Is Given To Special Education, Its Management Becomes More Complicated And Challenging. The Leadership Exemplified In Special Education Can Be Translated Into Its Effectiveness With The Success Of Special Education Itself And The Job Satisfaction Of The Teachers Involved (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et Al., 2021). Nevertheless, In Managing Such Unique Special Education, Leadership Has A Heavy Responsibility In Meeting All Needs. From That Point Of View, Good Leadership Is Born Or Referred To As 'Jewel' And Tone Is Also Less Popular Or Known Here As 'Glass' (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah Et Al., 2021). Both Of These Situations Can Occur If The

Leadership Practices Implemented Are Ineffective As Well As Inefficient (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel; Et Al., 2021). This Study Explores The Views Of Special Education Teachers Regarding Leadership That They Like And Also Do Not Like.

Literature Review

A Study By Hussain Et Al. (2017) Examined The Relationship Between Leadership Style And Teacher Job Satisfaction. A Total Of 200 Teachers Were Randomly Selected Consisting Of 100 Men And Women. They Are Secondary School Teachers In The State Of Lahore. Questionnaires Were Developed To Collect Data From Respondents. The Questionnaire Contains Three Sections, Namely Demographics, 10 Statements Related To Autocratic And Democratic Leadership Styles, While The Third Section Contains 15 Statements Related To Teacher Job Satisfaction. The Findings Of The Study Indicate That Most Head Teachers Decide For Themselves The Direction Of The School. There Are Also Head Teachers Who Adopt A Democratic Leadership Style After Being Suggested By Teachers To Do So. The Results Of The Study Also Prove That Democratic Leadership Style Is More Effective And Practical To Practice. This Study Shows That The Leadership Style Of Headmasters Is A Factor To The Satisfaction Of Teachers In Carrying Out Their Duties At Special Education. A More Considerate Style Will Create A Conducive Atmosphere In Carrying Out Assigned Responsibilities.

The Study Of Huang Et Al. (2013) Explored The Relationship Between Teachers 'Job Satisfaction With Principals' Leadership Styles And Decision -Making Styles By Principals. Based On A Randomly Selected Sample Among Primary, Secondary And Upper School Teachers, Data Were Collected By Answering Questions Sent By Mail. The Findings Of The Study Found That Decision -Making Style Plays An Important Role As A Mediating Factor Between The Leadership Style Of Head Teachers And Teacher Job Satisfaction. In Relation To This Study, Knowledge And Positive Attitude In Decision Making Is Very Important To The Existence Of A Job And The Quality Of The Job, Especially In Dealing With Students With Various Special Needs In Special Education Classes.

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 Batu Pahat, 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.

Findings

As A Result Of The Thematic Analysis Conducted, There Are Statements That Form The Theme Of Types Of Differences In Special Education Leadership Practice. Summaries Of These Statements Are Such As, Leadership Style, Communication, Instructions And Credibility. 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. ‘Leadership Practices’ 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 Shapes Types Of Differences In Special Education Leadership Practice

Open Coding	Axial Coding	Selective Coding
St1, St3, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St16, St17, St18, St19, St20	Leadership Style	Leadership Practices
St1, St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St18, St19, St20	Communication	
St1, St2, St3, St4, St5, St6, St8, St9, St10, St12, St13, St14, St16, St17	Instructions	
St3, St4, St5, St6, St7, St8, St11, St12, St13, St14, St15, St16, St18, St20	Credibility	

Based On Table 1, A Total Of 18 Respondents Issued Statements Related To Leadership Style, 17 Respondents Stated Related To Communication And 14 Respondents Issued Statements Related To Instruction. Meanwhile, For Statements Related To Credibility, 13 Statements Were Recorded From Respondents. All Of These Statements Form The ‘Leadership Practices’ Theme For Selective Coding.

Table 2: Types Of Differences In Special Education Leadership Practice

Types Of Differences	Jewel	Glass
Leadership Style	Democratic	Autocratic
Communication	2 Way	1 Way
Instructions	Meeting	Briefing
Credibility	Friendly	Firmly

While In Table 2, Shown Some Things That Differentiate Between Special Education Leadership That Is Preferred And Disliked By Education Teachers Such As Democratic Vs Autocratic (Leadership Style), Two Way Vs One Way (Communication), Meeting Vs Briefing (Instructions) And Friendly Vs Firmly (Credibility).

Discussion

Based On The Analysis Of The Study Conducted, It Can Be Stated That, The Respondents Are Very Impressed With Some Aspects In Leadership In Special Education. They Stated That, Effective Leadership Can Help Them In Carrying Out Tasks Well. Through The Analysis Of The Study, There Are Four Aspects That Differentiate Between Leadership That Is Preferred (Jewel) And Disliked (Glass), Namely Leadership Style, Communication, Instructions And Credibility. Through These Four Aspects, Respondents Explained Several Things That Provided Significant Differences. As For The Aspect Of Leadership Style, Respondents Agreed That, Democratic Leadership Is Preferred By Special Education Teachers Because The Style Gives Them The

Opportunity To Work More Comfortably And Be Able To Perform Tasks More Independently. For Them, Autocratic Leadership Will Create A Tense And Stressful Atmosphere In Performing Tasks. Moreover, They Also Stated That, Autocratic Leadership Will Make The School Climate Uncompetitive And Uncreative As They Are Bound By All Things That Have Been Set. Through Communication, Respondents Argued That, Two-Way Communication Has More Place In The Hearts Of Special Education Teachers Because They Feel More Valued And Have The Opportunity To Express Their Opinions. In Contrast To One -Way Communication Which Only Causes Them To Be Limited In Decision Making.

The Same Is True In The Direction And Decision Aspects Of Special Education Leaders. Decisions Reached Through Meetings Are Seen To Be Preferred By Teachers Over Unilateral Decisions Through Briefings By School Leaders. Such Conditions Can Affect Harmony As Well As Reduce The Attitude Of Celebrating Opinions. Such Instructions Can Also Lead To Stress As Well As Misunderstanding By Teachers. Through The Aspect Of Credibility, Respondents Stated That They Prefer To Work With Leaders Who Can Listen To Opinions, Teacher -Friendly And Always Friendly In Association In Special Education. They Also Point Out That Leaders Who Are Too Assertive Will Create An Atmosphere Of Bias, Factionalism And Opportunistic Groups.

Conclusion

In Conclusion, Effective Leadership Is Leadership That Is Able To Meet The Needs Of The Environment And Is Holistic In Its Delivery. Leadership In Special Education Requires A Leader Who Is Sincere With Special Education Citizens, Has A Love For Special Education And Is Always Concerned With The Needs Of Special Education. In The Discussion On The Aspects Of Leadership That Are Preferred And Disliked By Teachers, This Is Not An Indication Of The High Demand By Special Education Teachers, But It Is Only An Argument That Can Be Considered By The Special Education Leadership So That It Can Be Reviewed And Balanced Properly. As A Suggestion, A More Detailed Study Could Be Conducted In Further Confirming These Findings. In Addition, The Picture Can Also Be Explored Through Other Perspectives And Other Methods Such As Quantitative.

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