

Negative Tendencies Of A Leader In Special Education For The Blind.

Fatin Razak¹, Siti Fairuz Mohd Yusof², Mohd Norazmi Nordin³, Bella Datuk Rosdi⁴, Mohd Saleh Abbas⁵, Mohd Fairoz Affendy Md Nordin⁶

¹ Universiti Teknologi MARA, Malaysia.

² Pusat Pengajian Psikologi Guaman, Dasar dan Kerja Sosial, Universiti Utara Malaysia, Malaysia.

³ Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia.

⁴ Universiti Malaysia Kelantan, Malaysia.

⁵ Kuala Lumpur University of Science and Technology, Malaysia.

⁶ Cluster of Education and Social Sciences, Open University Malaysia.

Abstract

Special education is unique in all things and it requires uniqueness in its management. Everything in special education itself is unique, including students with special needs, teachers, its citizens, parents, even special education leadership. This uniqueness is simply to make the special education better, because its students need more attention and love. Nevertheless, there are a handful of leaders who show inappropriate negative attitudes in leading special education. The matter has caused discomfort among special education citizens. There are among the leaders who are arrogant and inhumane by neglecting virtue. This qualitative study was conducted to explore these negative practices among special education leadership. A total of 20 respondents consisting of special education teachers were involved in the interview sessions conducted online. The findings of the study show that, the negative attitude of leaders has caused some aspects to be affected such as, not democratic, inhibits creativity, does not celebrate opinion, lacks competitiveness and an uncondusive climate. It is hoped that this study can provide a basic overview to the next researcher to conduct further research...

Keywords: Education leadership, special education, special education leaderships, effective leaders, arrogance and assertiveness.

Introduction

The presence of leaders in special education symbolizes their willingness to make special education better. Their appointment should also show that they are willing to give their best to education and give due attention to special education citizens (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). Special education leadership is often tested with a variety of challenges and these situations require true special education leadership as well as meeting special education needs (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; ; Shahrulliza et al., 2021). As is well known, special education consists of special education teachers, student management assistants and unique special needs students with various disabilities and handicaps (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). The uniqueness and diverse disabilities among students require teachers to always give their best in managing special education. The same thing should be practiced by leaders who lead special education. All due attention and sincere love should be given to special education as it is able to create harmony for the pupils who are already available with their special characteristics (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah; et al., 2021). However, there are also leaders who do not meet the needs of special education, and even more egoistic as a leader to lead special education (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). It should be noted that, this situation only involves a small part of leadership in special education, but it is very effective. The worrying thing is that this small fraction will spread and become increasingly large and already out of control (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). Such leadership will create an uncomfortable atmosphere, a stressful work climate as well as be able to deny success in special education (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). Leadership influenced by arrogance and egoism should be rejected and unacceptable (Badaruddin et al., 2021; Abdul Rasid et al., 2021). Therefore, this study was conducted to explore some of the things that will also be affected if special education leaders practice arrogance and ego in leading.

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 view of arrogance and assertiveness special education leadership. Summaries of these statements are such as, not democratic, inhibits creativity, does not celebrate opinion, lacks competitiveness and an unconducive climate. 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. 'arrogance and assertiveness' 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 Show the Arrogance and Assertiveness in Special Education Leadership

Open coding	Axial coding	Selective coding
ST1, ST3, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	not democratic	arrogance and assertiveness
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST18, ST19, ST20	inhibits creativity	
ST1, ST2, ST3, ST4, ST5, ST6, ST8, ST9, ST10, ST12, ST13, ST14, ST16, ST17	does not celebrate opinion	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST18, ST20	lacks competitiveness	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST18, ST20	unconducive climate	

Based on Table 1, a total of 18 respondents issued statements related to not democratic, 17 respondents stated related to inhibits creativity and 14 respondents issued statements related to does not celebrate opinion. In addition, 14 respondents stated related to lacks competitiveness and unconducive climate. All of these statements form the 'arrogance and assertiveness' theme for selective coding.

Discussion

Based on the findings of this study, it can be stated that, arrogant and egoistic leadership is not acceptable in all areas of leadership, especially in special education that is full of uniqueness and love. Respondents consistently stated that, leadership in special education should be translated with concern and sincerity. Respondents also agreed that, good leadership is leadership that is able to create balance in the execution of tasks, not pressure and create a conducive atmosphere. Leadership full of arrogance, will create undemocratic conditions and almost restrict various efforts towards goodness. The arrogance of the leader will split the relationship between the citizens and cultivate resentment towards the leadership. Pride in leadership is also capable of injecting bad elements such as prolonged fights and quarrels between leaders and teachers. Based on that impact, then respondents consistently claim that leaders who practice arrogance and ego are not leaders, they are more of a ruler. Leadership with negative elements will also restrict any form of creativity in the practice of teachers as well as restrict the abilities of a staff. Through the interviews conducted as well, it can be felt that the climate is less suitable for this discussion. There are among the respondents who face a situation where they are led by leaders who behave like this. They explained that, the situation in special education is very stressful with such leadership. Teachers also work with a lot of pressure and students also accept the temptation of the pressure. Overall, they noted that, such leadership has a significant negative impact on special education.

Conclusion

In conclusion, leadership that is full of negative things especially arrogance and egoism is not needed in all areas. More importantly, such a leader's attitude is unnecessary and not welcome in special education, which is full of sincerity and love. Leaders should see their leadership as a responsibility that must be carried out in the best possible way. Leadership will indeed give influence to every management in special education. Therefore, if the nature of leadership is negative, then the negative is also the state of special education. However, the researcher would like to clarify here that, such a situation occurs only to a small part of special education leaders only and

does not represent the entire existing special education leadership. The current special education leadership is, for the most part, highly effective, efficient and high -performing..

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