

Educational Leadership: The Role Of School Administrators

Salwati Su@Hassan¹, Mohammad Fikri Sharbini², Suryani Ali³, Hamidah Abdul Hamid⁴, Yasni Nurul Huda Mohd Yassin⁵, Rohanida Daud⁶, Mohd Norazmi Nordin⁷, Mohd Zukifli Ismail³

¹Jabatan Teknik Dan Vokasional, Institut Pendidikan Guru Temenggung Ibrahim, Johor, Malaysia

²Kolej Universiti Perguruan Ugama Seri Begawan, Brunei Darussalam

³Universiti Putra Malaysia

⁴Institut Pendidikan Guru Kampus Sultan Abdul Halim, Kedah, Malaysia

⁵Universiti Teknologi Malaysia

⁶Universiti Teknologi Mara, Malaysia

⁷Fakulti Pendidikan, Universiti Kebangsaan Malaysia

⁷Cluster Of Education And Social Sciences, Open University Malaysia

Abstract

Education is a field that is constantly evolving and constantly changing with the passage of time. This relatively drastic pace and change requires quality management in ensuring that education is always well administered. Good management is also essential to maintain the best educational services. However, in that effort, there are various constraints and also challenges faced by the education management, especially in schools. This study aims to explore the real role of school management directly from the field and through the perspective of teachers in schools. Studies that use this qualitative approach make interviews as a way to collect data. A total of 20 respondents were involved, consisting of randomly selected school teachers. The findings of the study found that there are four main roles of school management namely as a mentor, as a facilitator, as a leader and as a motivator. The results of this study are expected to help future researchers in conducting further research.

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

Introduction

Leading is not an easy task, as it involves a variety of things that need to be considered (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021; Noel Et Al. Al., 2021). Leading is also a behavior that involves the effort to influence others in carrying out the needs of leadership (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. Al., 2021). In leading, leaders need to be aware that, they are dealing with human beings who have a variety of certain traits and manners. The same is the case in the field of education, where it involves various parties from various backgrounds and ages. Educational leadership requires specific skills in implementing leadership towards teachers, staff, students, parents of students and the community (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al. , 2021; Rohani Et Al., 2021). This situation makes the task of educational leaders in schools very challenging and is divided into several types of leadership.

Literature Review

Martha (2014) conducted a qualitative study to explore the behavior, personality, skills and knowledge of principals in leading and supporting the success of special education programs in public schools. A total of 26 head teachers with an excellent track record in the administration of special education programs were involved in three cycles of the data collection and feedback process. The main findings of the study found that the personality of leaders and leadership behaviors affect the success of schools in general and special education programs in particular. Respondents noted that there are challenges in managing student diversity, in an effort to create a culture of collaboration and acceptance of the school community. Effectiveness of professional development, leadership through instruction and good communication give good results in leadership.

Kurt Lewin's Theory Of Leadership Style

In understanding leadership style, the leadership theory that needs attention is the leadership style theory introduced by Kurt Lewin In 1939. This theory explains three dimensions of leadership style namely autocratic leadership style, democratic leadership style and laissez faire leadership style. These three leadership styles have been discussed and criticized by many researchers since they were first introduced. These three styles have their own advantages and disadvantages. Each of these dimensions and styles of leadership has its own scope that provides advantages as well as disadvantages (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al. , 2021). The first leadership style is the autocratic leadership style. This style of leadership seems to give the impression that leadership conditions are very strict and inhumane, leaders give instructions and followers must obey without being given freedom to give views (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al. , 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021).

The second leadership style is a democratic leadership style that is more open and prioritizes shared decisions for the common good (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et Al., 2021; Al., 2021). Next is the laissez-faire leadership style which is very open and allows full freedom of decision making as well as

Action to subordinates (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021 ; Jumiah Et Al., 2021).

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 the role of administrators in schools, especially in special education. Summaries of these statements are such as, mentor, facilitator, motivator and leader. 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. 'role of administrators' 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 The Role Of Administrators

Open Coding	Axial Coding	Selective Coding
ST1, ST2, ST3, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	Mentor	Role Of Administrators
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	Facilitator	
ST1, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST12, ST13, ST14, ST15, ST16, ST17	Motivator	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18	Leader	

Based on table 1, a total of 16 respondents issued statements related to mentor and all respondents stated related to facilitator. Meanwhile, for statements related to motivator, 14 statements were recorded from respondents. In addition, 13 respondents stated related to the leader. All of these statements form the 'role of administrators' theme for selective coding.

Discussion

Based on the findings of this study, it can be emphasized that the role of school administrators is very challenging and has a wide scope. Respondents acknowledged that, the parties involved as school administrators need to be respected as they dare to hold enormous responsibilities in managing the organization, people and facilities of the school. Teachers also argue that, not all ordinary teachers are able to shoulder the responsibilities of being good school administrators. In explaining the role of administrators, teachers also claimed that there were significant differences between the two different responsibilities at two different levels. Teachers are burdened with various teaching and clerical roles, while the administration is burdened with more comprehensive matters.

In the four roles of the school administration, the role as a facilitator is seen as the most important from the perspective of teachers. All of them explained that, facilitator is a necessary role in facilitating various affairs and help in managing staff better. A quality facilitator will be able to control the behavior as well as the practices practiced by the teachers in the school. In addition, an important role is also to be a mentor to teachers and school staff in performing their duties. Respondents stated that, the task will be successfully implemented if they get the best guidance from the school administration. Guidance is also very much needed in carrying out new tasks as a result of new policies introduced by the government through the relevant ministries. In addition, school administrators also play a role as motivators and quality leaders so that teachers can show the best commitment in performing their duties. Respondents stated that, at some point, they lacked enthusiasm and desire in performing the task when they had the ability. It is this situation that requires school administrators to act as good motivators and leaders.

Conclusion

In conclusion, the responsibility as a school manager is very big and requires adequate preparation from various aspects. In carrying out those responsibilities, school management must have sufficient relevant skills and knowledge to better navigate the educational organization. Because the role of education administrators is very broad and subjective, then the experience and ability must be constantly enhanced. As a suggestion, this study can be a basic guide to school management in conducting better management. In addition, the findings of this study are also expected to help future researchers in conducting further studies related to this issue.

References

1. Abdul Jalil Toha Tohara, Shamila Mohamed Shuhidan, Farrah Diana Saiful Bahry, Mohd Norazmi Bin Nordin (2021). Exploring Digital Literacy Strategies For Students With Special Educational Needs In The Digital Age. Turkish Journal Of Computer And Mathematics Education Vol.12 No.9 (2021), 3345-3358.

2. Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim (2021). Questionnaire For Special Education Leadership: A Pilot Study. *Linguistica Antverpiensia*, 2021 Issue-1: 2587-2614
3. Ahmad Shafarin Bin Shafie, Siti Nur Kamariah Binti Rubani, Aini Nazura Binti Paimin, Navaratnam Vejaratnam, Mohd Norazmi Bin Nordin (2021). Elements Of Safety In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5274-5278
4. Ahmad Shakani Bin Abdullah, Iklima Husna Binti Abdul Rahim, Mohammad Halim Bin Jeinie, Muhammad Shakir Bin Zulkafli, Mohd Norazmi Bin Nordin (2021). Leadership, Task Load And Job Satisfaction: A Review Of Special Education Teachers Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5300-5306
5. Ahmad Syarifuddin Che Abd Aziz, Tumisah Binti Akim, Abdul Halim Bin Ruseh, Sarina Binti Mail, Mohd Norazmi Bin Nordin (2021). Elements Of Facility In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5239-5243
6. Badaruddin Bin Ibrahim, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa Abdul Rasid Bin Abdul Razzaq (2021). Special Education Need The True Leadership: The Review. *Turkish Journal Of Physiotherapy And Rehabilitation*; 32(3): 1622-1628.
7. Farah Adibah Binti Ibrahim, Biamin Ahmad, Rehaq Binti Ismail, Harlina Binti Ismail, Mohd Norazmi Bin Nordin (2021). Resource Elements In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5289-5293
8. Farah Azaliney Binti Mohd Amin, Noorsuraya Mohd Mokhtar, Farah Adibah Binti Ibrahim, Nishaalni, Mohd Norazmi Bin Nordin (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5224-5228
9. Helme Bin Heli, Senin M.S, Yusmi Bin Mohd Yunus, Kavita Vellu, Andrew Jason George, Mohd Norazmi Bin Nordin (2021). A Review Of The Educational Leaderships Theory For Special Education Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5217-5223
10. Helme Heli, Senin M.S, Ekmil Krisnawati Erlen Joni, Juereanor Binti Mat Jusoh, Mohd Norazmi Bin Nordin (2021). Elements Of Experience In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5279-5283
11. Hifzan Binti Mat Hussin, Nor Mazlina Binti Mohamad, Syed Nurulakla Syed Abdullah, Ida Rahayu Mahat, Mohd Norazmi Bin Nordin (2021). Why Special Education Is Always In Our

Hearts? Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5202-5210

12. Irma Shayana Bte Samaden, Firkhan Ali Bin Hamid Ali, Nor Shadira Jamaluddin, Mazidah Binti Ali, Mohd Norazmi Bin Nordin (2021). Elements Of Attitude In The Leadership Construct Of Special Education Head Teachers In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5151-5156
13. Irma Shayana Bte Samaden, Irfah Najihah, Shaliza Alwi, Rabiatal Munirah, Mohd Adli Bin Mohd Yusof, Mohd Norazmi Bin Nordin (2021). Time Element In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5141-5145
14. Irma Shayana Bte Samaden, Senin M.S, Noor Lina Binti Mohd Yusuf, Biamin Ahmad, Mohd Norazmi Bin Nordin (2021). A Pilot Study On The Influence Of Headmasters Leadership On Workload And Job Satisfaction Of Special Education Teachers In Johor, Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5157-5171
15. Jumiah Binti Mustapa, Sarina Binti Mohd Yassin, Fauziah Binti Ani, Parimala A/P Palanisamy, Mohd Norazmi Bin Nordin (2021). Physiological Elements In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5244-5248
16. Junaidah Yusof, Farah Adibah Binti Ibrahim, Senin M.S, Hilmiah Binti Haji Hassan, Mohd Norazmi Bin Nordin (2021). Elements Of Work Environment In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5284-5288
17. Khairul Hanim Pazim, Roslinah Mahmud, Noor Fzlinda Fabeil, Juliana Langgat, Mohd Norazmi Bin Nordin (2021). Special Education Teachers Job Satisfaction In Malaysia: A Review. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5329-5332
18. Mohd Ali Masyhum Bin Mohd Nor, Ahmad Faqih Ibrahim, Syahrul Anuar Ali, Mohd Fairoz Affendy Bin Md Nordin, Mohd Norazmi Bin Nordin (2021). Elements Of Leadership Style In The Leadership Construct Of Special Education Headmasters In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5249-5253
19. Mohd Ali Masyhum, Ophelia, Masliah Musa, Daraini Oyot, Mohd Norazmi Bin Nordin (2021). Headmasters Leadership On Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5294-5299
20. Mohd Arafat Bin Jaafar, Muhammad Talhah Ajmain@Jima'ain, Mazita Binti Ahmad Subaker, Kavita Doraisamy, Mohd Norazmi Bin Nordin (2021). Special Education Teachers Task Load

In Malaysia: A Review. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5333-5337

21. Mohd Arafat Bin Jaafar, Noor Azlin Binti Abdullah, Mohd Sabri Bin Jamaludin, Muhamad Amin Bin Haji Ab Ghani, Mohd Norazmi Bin Nordin (2021). Unique Attitude? The Concept Of Special Education Leadership. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5192-5196
22. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., **Nordin, M. N.**, Ibrahim, B. (2021). Sustainable Community Based Ecotourism Developement. Palarch's Journal Of Archaeology Of Egypt / Egyptology, 17(9), 5049-5061.
23. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., **Nordin, M. N.**, Ibrahim, B. (2021). Elements Of Community Capacity Building (Ccb) For Cbet Development. Palarch's Journal Of Archaeology Of Egypt / Egyptology, 17(9), 4970-4981.
24. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., **Nordin, M. N.**, Ibrahim, B. (2021). Future Community-Based Ecotourism (Cbet) Development. Palarch's Journal Of Archaeology Of Egypt / Egyptology, 17(9), 4991-5005.
25. Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Nor Fauziyana Binti Mosbiran (2021). Special Education Unique Leadership Style: The Concept. Linguistica Antverpiensia, 2021 Issue-1: 2244-2261
26. Muhamad Amin Bin Haji Ab Ghani, Abidah Aqilah Binti Mohd Noor, Zulfadli Bin Mohd Saad, Mohd Mazhan Tamyis, Mohd Norazmi Bin Nordin (2021). Improving The Writing Skills Of Jawi Connection Letters Of Students With Learning Disabilities Using The Finger Step. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5307-5312
27. Mustafa Kamal Amat Misra, Nurhanisah Senin, Abdull Rahman Mahmood, Jaffary Awang, Mohd Norazmi Bin Nordin (2021). Analysis On Ashācīrah And Ibādhīyah On The Attributes Of God. Turkish Journal Of Computer And Mathematics Education Vol.12 No.10 (2021), 7661-7673
28. Nazrah Binti Jamaludin, Kway Eng Hock, Elia Binti Md Zain, Norkhafizah Binti Yussuf, Mohd Norazmi Bin Nordin (2021). This Special Education Is Unique For Teachers, Students, Parents, Leaders And Organizations. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5179-5183
29. Noel Jimbai Balang, Bong Lie Chien, Mimilia Binti Gabriel, Norhamidah Binti Ibrahim, Mohd Norazmi Bin Nordin (2021). Elements Of Teacher Readiness In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5269-5273
30. Nor Diana Mohd Idris, Junaidah Yusof, Fazli Abdul-Hamid, Muhamad Helmy Sabtu, Mohd Norazmi Bin Nordin (2021). Formation Of Special Education Leadership Study Questionnaire Set That Influences The Task Load And Job Satisfaction Of Special Education Teachers In

Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5319-5323

31. Nor Fauziyana Binti Mosbiran, Ahmad Faqih Ibrahim, Muhammad Yasin Omar Mokhtar, Muhamad Amin Bin Haji Ab Ghani, Mohd Norazmi Bin Nordin (2021). Elements Of Welfare In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5264-5268
32. Nor Fauziyana Binti Mosbiran, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin (2021). Teacher Competencies To Provide Effective Individual Education Plan For Students With Special Needs Hearing Problems: An Early Review. Turkish Journal Of Physiotherapy And Rehabilitation; 32(3): 1617-1621.
33. Parimala A/P Palanisamy, Santibuana Binti Abd Rahman, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Mohd Norazmi Bin Nordin (2021). Relationship Elements In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5254-5258
34. Quah Wei Boon, Mohd Fairuz Bin Mat Yusoff, Nurhanisah Binti Hadigunawan, Fatin Nabilah Wahid, Mohd Norazmi Bin Nordin (2021). A Review Of The Management Theory For Special Education Task Load Perspective. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5234-5238
35. Rohani Binti Marasan, Andrew Lim Ming Yew, Dg. Norizah Ag. Kiflee @ Dzulkifli, Colonius Atang, Mohd Norazmi Bin Nordin (2021). A Principal's Leadership Excellence Though Disposition Of Attributes. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5360-5371
36. Rohanida Binti Daud, Shazali Johari, Fazli Abdul-Hamid, Syahrul N. Junaini, Mohd Norazmi Bin Nordin (2021). Face And Content Validity For The Special Education Leadership (Integration) Questionnaire In Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021), 5172-5178
37. Roszi Naszariah Nasni Naseri, Maryam Mohd Esa, Norlela Abas, Nurul Zamratul Asyikin Ahmad, Rafidah Abd Azis, Mohd Norazmi Bin Nordin (2021). An Overview Of Online Purchase Intention Of Halal Cosmetic Product: A Perspective From Malaysia. Turkish Journal Of Computer And Mathematics Education Vol.12 No.10 (2021), 7674-7681
38. Roszi Naszariah Nasni Naseri, Nurul Zamratul Asyikin Ahmad, Sharina Shariff, Harniyati Hussin, Mohd Norazmi Bin Nordin (2021). Issues And Challenges Of Online Shoppingactivities On The Impact Of Corona Pandemic :A Study On Malaysia Retail Industry. Turkish Journal Of Computer And Mathematics Education Vol.12 No.10 (2021), 7682-7686
39. Santibuana Binti Abd Rahman, Helvinder Kaur A/P Balbir Singh, Albert Feisal@Muhd Feisal Bin Ismail, Salsuhaida Binti Sulaiman, Mohd Norazmi Bin Nordin (2021). Formation Of

- Special Education Leadership Study Interview Protocol That Affects The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5313-5318
40. Shahrul Hapizah Musa, Elia Binti Md Zain, Muhd Zulkifli Ismail, Hifzan Binti Mat Hussin, Mohd Norazmi Bin Nordin (2021). Something Important For Special Education In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5211-5216
 41. Shahrulliza Binti Saharudin, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Shazali Johari, Mohd Norazmi Bin Nordin (2021). The Single Predictor Of The Influence Of Headmasters Leadership On Special Education Teachers Job Satisfaction In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5184-5191
 42. Siti Jamilah Samsuddin, Mazidah Binti Ali, Ashari Ismail, Mohd Saifulkhair Omar, Mohd Norazmi Bin Nordin (2021). Elements Of Work Type In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5259-5263
 43. Sumaiyah Mohd Zaid, Nurhanani Che Rameli, Aidah Alias, Mohammad Fahmi Abdul Hamid, Mohd Norazmi Bin Nordin (2021). Virtual Learning Of Deaf Students: We Miss Pupils, We Hate Covid19. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5197-5201
 44. Suzana Basaruddin, Muhamad Helmy Sabtu, Azizan Arshad, Irma Shayana Bte Samaden, Mohd Norazmi Bin Nordin (2021). Elements Of Knowledge In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5146-5150
 45. Syahrul Anuar Ali, Khadijah Binti Mustapha, Jalila J., Sofia Binti Elias, Mohd Norazmi Bin Nordin (2021). Financial Elements In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5229-5233
 46. Tumisah Binti Akim, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Irma Shayana Bte Samaden, Mohd Norazmi Bin Nordin (2021). Elements Of Qualification In The Leadership Construct Of Special Education Headmasters In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5135-5140
 47. Zarina Osman, Syahrul Anuar Ali, Salwati Binti Su@Hassan, Kothai Malar Nadaraja, Mohd Norazmi Bin Nordin (2021). Special Education Leadership In Malaysia: A Review. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5324-5328