

The Role of Instructional Leadership in Implementation of Inclusive Educational Programs for Special Need Students

Norliah Binti Mohd. Amin
Mohd. Hanafi Bin Mohd. Yasin

Faculty of Education
National University Malaysia
43600 Bangi, Selangor, Malaysia

Abstract

This study aims to evaluate the level of instructional leadership in implementing inclusive education programs for special need students. This study used a mixed methods design and data were collected in two phases involving quantitative and qualitative approach. The findings show that there is an interaction effect based on the governing experience and the presence of positive and significant relationships between the role of administrators and student participation in inclusive education. The longer the administration experience gets higher the mean and influences the role of instructional leadership in program management. Research also shows that the role of administrators providing resources and facilities has a positive and significant relationship with the results of student participation in inclusive education. Furthermore, the results of the study also show a lack of direction by the school leadership and the lack of dissemination of information regarding inclusive education to the challenge of implementing the inclusive education program. The implication is that all parties need to pay attention to the challenges that impede the implementation of inclusive education that can meet the educational goals of the country as desired in Blue Print 2013-2025.

Keywords: *Instructional Leadership, Inclusive Education, Students with Special Needs, Mainstream*

1. Introduction

Administrators as leaders need clear knowledge, skills and direction in leading an organization including an inclusive education program (IEP) in an administered school. According to Hallinger and Murphy (1985) to cope with various conditions at school, administrators need to address all matters wisely and effectively including in managing the implementation of IEP. According to Hallinger and Murphy (1985), principals and headmasters (PNH) can influence the attitude of students and teachers by creating a reward system that reinforces the participation and participation of special needs students in mainstream education with productive efforts. The study by Hallinger and Murphy (1985) has also developed an instructional leadership framework involving the three main dimensions of defining school missions, managing instructional programs and forming a positive school climate with equipment and educational resources that are in line with the needs of special needs students (SNS).

Implementation of the IEP is enshrined in the Education (Special Education) Regulations 2013, Education Act 1996 which enables SNS to attend the same class at government or government aid schools. IEP is one of the programs offered to SNS to study with their typical colleagues in the same classroom and the same school to enjoy all learning facilities in a normal state irrespective of race, background, economic status and disability.

The main goal of the IEP is to enable SNS to actively participate in various social and academic activities at schools and in the community by providing opportunities and opportunities for all students. In addition to preparing SNS for teaching and learning (TnL) processes and preparing to sit for public exams, IEP also gives SNS an opportunity to interact and socialize with the mainstream students positively and effectively.

Therefore, this study aims to evaluate the leadership of the school as instructional leader to implement IEP in Wave 1 of Malaysia Education Blueprint (2013-2025) Malaysia's Education Development Plan (MEDP) 2013-2015 following the policy set up by the Ministry of Education (MOE) to target 30% SNS participation in the mainstream education system by the end of 2015.

School leadership plays a very important role in realizing MOE's aspiration through the MEDP 2013-2025 which was launched in October 2011 to study the country's overall education system in order to enhance the country's aspirations. Furthermore, in preparing the younger generation is a special need for the 21st century.

2. Literature Review

Many studies discussed about the failure of the implementation of inclusive education. Among the factors that are often associated with the failure of the implementation of inclusive education and knowledge is the role of school administrators about SNS and IEP. School administrators play an important role in the implementation of the IEP. Administrators among principals and headmasters (PNH) concerned about the amount of financial allocation provided. Abdullah (1992) and Rutter (1970) found that the effectiveness of a school was related to what was happening within the school itself. In addition to the quality of teaching and learning, the role of the administrator itself will be the determination because instructional leaders are also leaders of teaching and learning.

Study by Mohd. Hanafi, Hasnah and Shahrudin (2008), show that most secondary school administrators stated they did not receive formal information and disclosure about IEP. While the technical school administrators stated that they had never consulted on the implementation of an inclusive class from any party. They also stated that they did not receive any specific financial provisions for IEP success. In this case, Glickman (1990) argues that an effective administrator or leader needs to master three aspects, namely basic knowledge, understanding the field of work and mastering the appropriate skills.

Teachers demonstrate a high level of awareness of the inclusive concept if they receive full support from the school administrators (Valeo, 2008; Manisah Mohd Ali; Ramlee Mustapha & Zalizan Mohd. Jelas, 2006). There are also a handful of administrators who cannot accept the presence of SNS in an inclusive class positively. They argue that the presence of SNS will distort administrative affairs and affect school performance. According to Najib and Sanisah (2006) and Murni (2013) stated that some principals and teachers did not receive positively the placement of SNS in their schools.

Implementation of IEP should not only focus on the long-term planning of the administrator as a leader of the instruction and evaluation alone but should also cover all aspects of SNS's educational needs. In addition, the development of a person's natural ability not only focuses on the process of teaching and learning (LnT) but also takes into account SNS in the mainstream education system can be enhanced (Bransford et al 2000). Therefore, the preparation of the support system as an effective mechanism at all levels for IEP's success should take into account psychological social needs and pedagogical requirements for their development (Karpova 2012). This is in line with Park's (2009) view that adequate provision of infrastructure and classroom facilities also contributes to the success of IEP implemented.

3. Problem Statement

Management issues, the role of administrators, the facilities provided and the knowledge of administrator raises questions in the implementation of IEP, thus affecting SNS's participation in the mainstream education system practiced in Malaysia. Recent studies on the implementation of the previous IEP have shown considerable failure in IEP implementation due to some identified leadership issues. Inclusive policies and practices and inconsistencies in inclusive education received by all parties are the most critical impact in education transformation, especially inclusive education.

This shows that administrators play an important role in upholding the implementation of IEP, thereby ensuring the successful implementation of IEP in a school. However, the implementation of IEP becomes complicated when dealing with administrators who vary in their interpretation of their role in supporting the implementation of IEP. Based on the report Georgiandaily.com (2008) states that school management rejected the implementation of IEP in schools.

The study by Supiah Saad (2005), based on two sources of information from two different situations, the attitude of the mainstream teacher outcome of the administrative intervention is found to be proactive teachers, seeking solutions to address SNS effectively. These are teachers who are attentive and positive in many ways.

According to Clough and Lindsay (1991), in order to minimize the negative impact on inclusive education, changes cannot be made drastically or take into account only one view.

Issues meeting the needs of SNS especially related to the implementation of IEP also continue to be a hot discussion. Still many are less aware of the need for SNS to follow IEP. This is because there are still many mainstream schools that are less prepared to implement IEP as well as the lack of parents' trust and confidence to choose inclusive education for their children with special needs.

Studies also show that inclusive education for SNS has been conducted over a decade. However, the direction of the inclusive education trend in our country is still unclear and requires a lot of effort in ensuring that its implementation is achieving the desired target. The Guidelines for the Implementation of the Inclusive Education Program (2013) prepared by the Special Education Division, Ministry of Education Malaysia (MOE) have not been fully understood by the school community who carry out IEP.

The principles embodied in inclusive education, the school should provide specific provisions for SNS's needs in their communities regardless of their ability and disability (Hwang & Evans, 2011) has yet to be implemented for IEP. There are still obstacles to achieving this endeavor.

Therefore, the authors conclude all the problems and obstacles to construct four major constructs of context, constructs Input, Process and constructs Products based on CIPP model by Stufflebeam (1971), which became the basis of this study. However, in this writing, the author's only focus on the Context constructs and Input constructs to be discussed which involve IEP administration and management.

4. Research Objectives

The objective of this study is to evaluate the level of leadership of the school to implement IEP in Wave1 MEDP 2013-2015 based on the Instructional Leadership Model by Hallinger and Murphy (1985). The instructional leadership theory is emphasized to strengthen the findings of the study. Specifically, the objective of this study is to evaluate the effectiveness of the implementation of IEP on the participation of SNS in current education i.e.:

- 4.1** Assess the effectiveness of the implementation of IEP from the context dimension i.e. explore the knowledge, skills and experience of the administrator on the management of the implementation of IEP.
- 4.2** Evaluate the effectiveness of the implementation of the IEP input dimensions, namely in terms of planning and managing admin roles IEP including providing resources and facilities for carrying out the IEP.

Based on the stated objectives of the study, the research question was built to answer the research objectives. The question of the study related to the 1st objective assessment dimensions Context contains two research questions that:

- 4.1.1 What is the percentage of the most dominant consent factor of administrator knowledge in implementing IEP?
- 4.1.2 What is the most dominant consent factor for administrators to have a clear direction in implementing IEP?

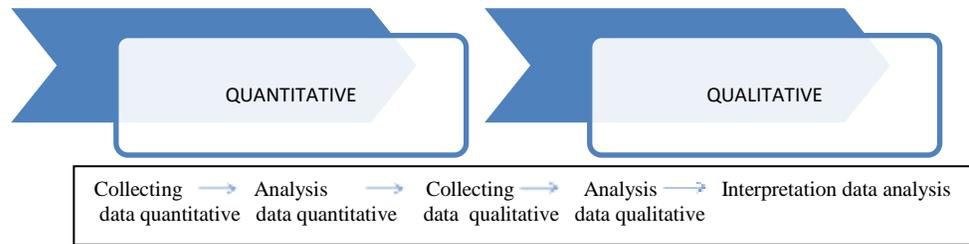
Research questions related to the objectives of the two-dimensional input contains three research questions that:

- 4.2.1 What is the most dominant factor of admin roles in providing resources and facilities for implementing IEP?
- 4.2.2 Is there a difference in input construct scores between groups of administrator experience by sex?
- 4.2.3 Is there a significant relationship between the role of administrator with the provision of resources and facilities in implementing IEP?

5. Research Methodology

To achieve the purpose of the study and then answer the questions that have been enacted study, a combination of methods or mixed methods approach, a combination of quantitative research and qualitative research approach are used to combine both in one study using a combination of design method following explanation. The combined method (mix method) introduced by John W. Creswell (2003) has become the preferred approach to researchers since this is a method or a solution to the problem of research and the measures taken to achieve the objectives of the study (Ahmad Ayob Mahdzan 1995).

Overall, the combined design is used as both quantitative and qualitative approaches are carried out in two phases with their respective strengths that can support to reduce the limitations of both. According to Creswell (2014) the procedures used in the combined design or mix can be a more comprehensive strategy to understand the research questions. The simple design of the study The following *Explanatory Sequential Mixed Methods* can be understood in Figure 1.



Source: ‘Explanatory Sequential’ by Creswell (2003)

Figure 1 show the design used in this study involving two phases. The first phase was initiated by quantitative research to collect information by providing a set of questionnaire instruments to purposeful sampling purposed from a population that has been identified and directly involved with the IEP. While the second phase conduct face-to-face interview and interacts with respondents consisting of administrator and leadership lines directly involved with IEP. Qualitative research is to support the quantitative study used to explore the true course of the implementation of the SNS inclusive education program in MEDP 2013-2015 which is kept in the minds of study participants in accordance with the study and views by Best and Kahn (1989); Gay & Airasian (2000); Heyl (2001); Gubrium & Holstein (2002).

5.1 Data Analysis

The data in this study involved two phases: the analysis of quantitative data in Phase 1 and qualitative data analysis in Phase 2 as shown in Table 1.

Table 1. Research Data Analysis Procedure

Bil	Process	Timeframe
FIRST PHASE		
1.	Spread the Questionnaire	January - April 2015
2.	Quote Quantitative Data	April - June 2015
3.	Analysis Quantitative Data	July - Oct. 2015
SECOND PHASE		
4.	Administrator Interviews	January - April 2016
5.	Document Review	January - April 2016
6.	Analysis Qualitative Data	January - June 2016

5.2 Sampling

The quantitative study sample selected according to the criteria is as in Table 2 below:

Table 2. Quantitative Study Sample

Respondent	Gender		Amount
	Male	Female	
Principal/Headmaster	5	4	9
Assistant Principal	13	5	18
Coordinator Teacher	12	4	16
Special Education Teacher	18	69	87
Mainstream Teacher	8	32	40
TOTAL	56	114	170

The number of samples for a qualitative study was made by selecting three administrators as samples for semi structured face-to-face interviews. According to Creswell and Clarke (2011), the habit of qualitative studies, the number of samples required is according to the suitability of the study.

5.3 Data analysis based on Quantitative Review

The quantitative data of the questionnaire collected were analyzed descriptively. Data were analyzed using computer software Statistical Package for the Social Sciences (SPSS) version 22.0, based on the research questions to be answered and the type of scale on the questionnaire. Descriptive analysis is used to describe the overall data on demographic studies such as gender, age, experience and options based on frequency, percentage, standard deviation and mean score. This method is also used to obtain information about the views, behaviors, or attitudes of administrators widely on IEP implementation management based on the CIPP Model including Context and Input assessment.

To analyze the collected data, the researcher gave a score of 5 choices of answers used in the Likert scale, 5 = Strongly Agree, 4 = Agree, 3 = Not Definitely, 2 = Disagree, 1 = Strong Disagree. Scores are given consistently against answers to Questionnaires distributed using similar numbering systems. The more positive the answer will be the higher the score given.

Table 3. Cronbach Alpha Construct and Sub Construct Value

Construct /Sub Construct	Cronbach Alpha
Context: Knowledge and Understanding N item = 14	.845
Input: Resource and Equipment Facilities N item = 10	.904

Table 3 shows an analysis that has been conducted to test the reliability of the questionnaire instrument. The analysis showed Cronbach's alpha values greater than 0.8 for all constructs tested, the number of sub construction in context with Cronbach's Alpha value is 0.845 and the number of sub Input constructs with Cronbach's Alpha value is 0.904. This shows the items in all of the constructs tested has the high reliability. The high alpha value is an indicator of internal consistency.

5.4 Data analysis based on Qualitative Review

The qualitative study approach in phase 2 is to help elaborate and interpret in depth the findings of quantitative studies conducted earlier (Creswell, 2003: 215). The interview data were placed under the main constructs to support the findings of the questionnaire. The use of structured semi-structured interviews will provide extensive and deep support data to researchers to explore the understanding or practice of study participants on school leadership practices. An interview analysis process is started by making transcriptions for interviews conducted. Interviews with respondents who have been recorded are transferred to the writing form.

According to Creswell (2005), data needs to be explored first to get an overview and to decide whether additional data is needed. Each transcription is coded according to the themes to answer the study questions and form an understanding of the phenomena to be studied (Creswell 2005). The combination of both methods and approaches that have been used indirectly enable the support and triangulation processes to take place. The triangulation process is important for comparing and checking the validity of the data obtained and can be used as a basis for strengthening and supporting an opinion (Ary et al., 2006).

Table 4. Example of Qualitative Data Transcript – Interviews

Bil.	Respondent Information	Code	Themes and Sub Themes
1.	Administrator's knowledge of special education helps manage IEP well and effectively . Administrators need to monitor	P1 (Administrator 1)	Identify <u>administrators knowledge</u> and skills in SNS education.
2.	teaching and learning in inclusive classrooms. Perhaps there are less skilled	P2 (Administrator 2)	<u>Professional guidance</u> from administrators
3.	administrators on IEP inclusive education.	P3 (Administrator 3)	<u>Skills administrators</u>

Sumber. Strauss dan Corbin, 1998

Table 4, is an example of qualitative data transcripts of interviews of selected research samples based on their readiness and knowledge. Respondents provide collaboration throughout the interviews and are ready to share knowledge related to the topics studied. In conclusion, interviews are the sources used to understand the phenomena studied. Interviews need to be well planned with regard to the preparation of interview guides, the relationship between the interviewer and the interaction during the interview process.

6. Findings

6.1 First Phase - Quantitative Study Findings from Descriptive Analysis

Research findings from the analysis of data generated by the objectives were built, namely:

Objective 1- Exploring the knowledge of school administrators on the implementation of the Inclusive Education Program.

Studies show that 75.3 per cent of respondents agreed and 14.1 per cent strongly agreed that the administrator, principals and headmasters (PnH), received exposure on inclusive education. Analysis also shows that 71.8 percent of respondents agree and strongly agree that administrators have knowledge regarding the implementation of IEP to enable administrators to brief the school community in organized meetings such as Curriculum Meeting and Teacher Meeting.

Table 5. Min Sub Construct Knowledge Administrator

Item	Sub Construct – Context	Likert Scale Frequency					Mean
		1	2	3	4	5	
1.	Administrators get exposure on Inclusive education from State Education Department / District Education Office / Assistant Principal / Coordinator Special Education Teacher.	0	2	16	128	24	4.02
2.	Administrators have knowledge of the implementation of the IEP and can explain to the school community in meetings (curriculum / teacher / Management / PTA).	0	2	46	93	29	3.88

This means that overall respondents agreed that administrators had knowledge about IEP and got IEP-related exposure (mean = 4.02) to enable administrators to share knowledge with school community IEP implementation (mean = 3.88) as Table 5.

Table 6. Mean Sub Construct Direction of Administrator

Item	Sub Construct – Context	Likert Scale Frequency					Mean
		1	2	3	4	5	
3.	Administrators have prepared the IEP Implementation Action Plan	0	11	58	90	11	3.59
5.	IEP was conducted in accordance with the requirements of the MOE.	0	0	17	91	62	4.26
4.	The school has a clear direction on IEP implementation	2	0	20	96	52	4.34

Table 6 shows the analysis of the study data for the sub construct of the Administration Route. Overall, the study proves that the most dominant consent is that administrators have a clear direction in managing IEP (Mean = 4.34) and ensuring that IEP is implemented in accordance with MOE's requirement (Mean = 4.26). However, administrators provided the Action Plans are at 3.59 mean.

Table 7. Data Mean Score by Gender

	Gender	N	Mean	Standard Deviation	Std. Error Mean
Score	Male	56	55.6786	6.85196	.91563
Context	Female	114	57.6053	6.25791	.58611

The t-test and Levene test analysis were used to answer questions of further study. Based on Table 7, the mean value of the context construct score for female respondents ($M = 57.61$, $SD = 6.26$) over the male respondents ($M = 55.68$, $SD = 6.85$) in agreement with the level of knowledge and understanding of inclusive education administrators.

The Levene test showed $p > 0.5$, so both groups of respondents had a score with no variance significantly. T-test analysis showed that female respondents had the same agreement with male respondents ($M = 57.61$, $SD = 6.26$) with $t(168) = -1.828$, $p > 0.05$.

Analysis of one-way variance compares context construct scores i.e. knowledge-related items and understanding as well as administrative support to IEP containing group managing experience (<1 year, 2-5 years, 5-7 years, 7-10 years, 10-15 years, > 15 years).

Table 8. Descriptive Value - Score Context

Score Context	N	Mean	Std. Deviation	Minimum	Maximum
< 1year	8	56.0000	4.72077	47.00	60.00
2-5 year	40	57.5750	6.65212	36.00	69.00
5-7 year	32	56.8750	8.43093	36.00	84.00
7-10 year	35	55.2571	5.72581	36.00	64.00
10-15 year	21	56.7143	5.09061	44.00	64.00
>15 year	34	58.5000	6.08650	46.00	70.00
Total	170	56.9706	6.50300	36.00	84.00

Table 8 is a descriptive value which gives a preliminary description of the difference in the mean value of the group of respondents according to experience and the number of subjects for each group. The highest mean of context construct scores is for an experienced group of over 15 years followed by an experienced group of between 2 and 5 years.

Table 9. Homogeneity Variance Test

score contexts	Levine Statistic	df1	df2	Sig.
	.897	5	164	.484

The findings of the Levene test in Table 9 show that the six groups according to experience have uniformity variance ($p > .05$) allowing data from the six groups to be tested with ANOVA one-way. So the uniformity of variance is fulfilled.

Table 10. ANOVA Test

score contexts	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	206.107	5	41.221	.974	.435
Within Groups	6940.746	164	42.322		
Total	7146.853	169			

Table 10 shows the findings of SS (sum of square) values between groups with values $F = .974$ ($p > 0.05$) indicating the mean score of the six groups is not significantly different.

In conclusion, 1st objective has answered the questions for context construction and is significant with hypothesis 1 where HO1 is accepted. The data are normally distributed and the analysis shows that there is no significant relationship between the administrator's knowledge of the implementation of IEP based on gender and teaching experience. However, administrator who has knowledge about the implementation of IEP can assist in explaining to the school community whether through meetings including explaining to parents. Research also shows that providing a clear direction is the most dominant factor in managing IEP implementation.

Objective 2: Assess the role of the administrator in planning and managing the IEP included in the provision of resources and facilities for implementing IEP.

Three questions of study respond to 2nd objective studies that will be analyzed descriptively and inferred.

Table 11. Input Data - Facilities and Equipment for IEP

Item	Sub Construct – Input	Frequency	Mean
17.	Inclusive classes provided adequate in accordance with student needs.	170	3.76
18.	Inclusive classes are provided according to the number of students	170	3.89
19.	Equipment / teaching aid for every SNS requirement is provided	170	3.79

Based on Table 11, the study shows that the most dominant consent of the role of administrators in providing resources and facilities for implementing IEP is that administrators provide sufficient teachers to implement IEP (mean = 3.98) and are concerned with SNS requirements (mean = 3.96) SNS in the inclusive class (mean = 3.89). However, in terms of preparing equipment for each SNS, the mean obtained was 3.79 with the inclusive class provided adequate facilities in accordance with the pupil's requirement with a mean of 3.76. This means that schools play a role in providing appropriate resources and facilities for implementing IEP.

Table 12. Input Data - Administrator Role

Item	Sub Construct – Input	Frequency	Mean
20.	Administrators are required to attend SNS requirements in Inclusive classes	170	3.96
21.	Administrators assign teachers suitable for controlling SNS in the Inclusive class	170	3.89
22.	The school provides enough teachers to perform IEP	170	3.98

In conclusion, the study shows that the most dominant consent of the role of administrators in providing resources and facilities for implementing IEP is that administrators provide sufficient teachers to implement IEP (min = 3.98) and are concerned with SNS requirements (min = 3.96) and set appropriate teachers to handle SNS in inclusive class (min = 3.89). This means that schools play a role in providing appropriate resources and facilities for implementing IEP.

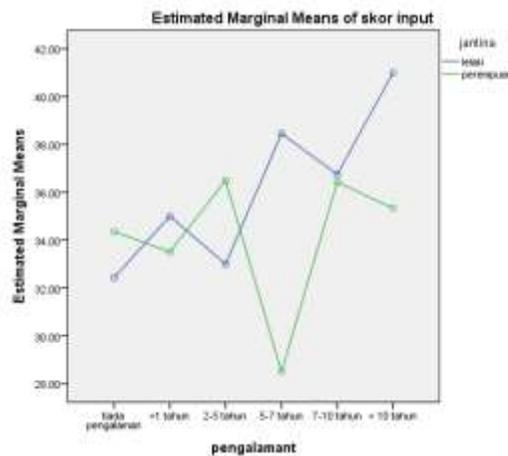


Figure 2: Interaction Effects Graph

The effect of the interaction is also significant and can be seen from the plot with the metric line in Figure 2. The crossed graph shows the change occurs and there is an interaction effect between the variables of experience with the gender and the input constructs. Gender gives an interaction effect with the group of administered experiences resulting in cross-linked results.

Factorial ANOVA was conducted to compare the main effects of gender variables and teacher group differences according to their governing experience and also to study the effect of interactions between the two variables on input construct scores. The findings show that all effects are significant, $p < .05$. The main effects of sex showed that $F(1, 158) = 54.980, p < .05$, that there was significant difference between male group ($M = 34.88, S.D = 4.46$) compared with female ($M = 34.80, S.D = 4.68$).

The main effect of the administering experience group also shows significant value $F(5, 158) = 43.15, p < .05$ that there is a significant difference between the group of no experience ($M = 33.92, SD = 4.57$) compared to less than one year experience group ($M = 34.63, SD = 1.77$), experience group 2 to 5 years ($M = 35.57, SD = 4.58$), 5 to 7 years experience group ($M = 36.92, SD = 5.50$), 7 to 10 years' experience group ($M = 37.60, 4.16$). Similarly, the effect of interaction, $F(1, 158) = 3.34, p < .05$. All these findings show the longer the experience of managing the higher the mean, whether gender or experience, though different but influencing Input scores.

The inferential analysis performed using the Pearson Correlation test is the strength measure and the correlation direction that exists between the two variables shown in Figure 3.

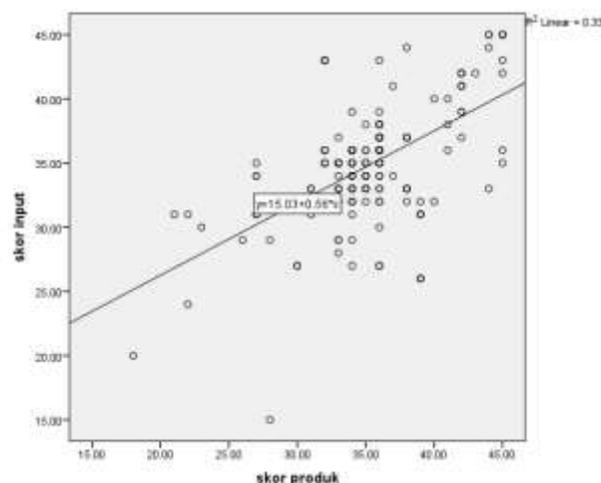


Figure 3: Strength Size and Relation Direction

The graph in Figure 3 shows the value of $R^2 = 0.335$ on the graph named coefficient of determination which means, 33.5% input construct score contributes directly to SNS's participation and this relationship is linearly visible.

Overall, the study shows that the role of administrators with the provision of resources and facilities to implement IEP in Input constructs has a positive and significant relationship with the results or achievement of SNS in IEP. This shows that administrators play a role in ensuring that resources and facilities are provided for SNS in implementing IEP to obtain positive SNS results and achievement for inclusive education.

6.2 Second Phase - Qualitative Study Findings from Interview Analysis, Document Observation & Review

The second phase of the findings was obtained from data analysis through qualitative studies. This study focuses on various aspects of the study on the implementation of IEP by conducting semi-structured interviews with three administrators consisting of a Principal (P1) and two Professors (P2, P3).

All interview sessions were aimed at reinforcing the findings obtained in quantitative studies through surveys conducted. The selected contestants are reminded to be open-minded and sincere in providing information when interviewed as the result of the interview is not to justify anybody or a particular party. Interviews were made to complement research and studies aimed at producing useful information on the development of national education as desired in MEDP 2013-2015.

Based on the interviews, the researchers found that the three study participants (P1, P2, P3) had knowledge of the Inclusive Education Program implemented in schools. Despite the challenges faced, all participants made it as a challenge to be addressed as best as possible in the success of IEP in schools.

Researchers rearrange statements to help categorize statements in existing sub-themes. There is a statement showing that the specific financial allocation to implement IEP is not provided by MOE. As instructional leaders, administrators feel that the absence of specific provisions for implementing IEP is indeed one of the constraints faced by schools. All planned support activities are to be implemented and the implementation requires financial allocation. However, the instructional leadership's wisdom and direction enable IEP to be implemented by sharing equipment's and facilities that are available to SNS in the Special Education Integration Program (SEIP) or facilities provided for typical students in the mainstream. However, the lack of additional allocation of special education teachers as companion teachers is a challenge for schools to manage the implementation of more efficient IEP. This can be detected from the interviews with the ranks of administrators (P2 and P3) in the schools observed.

7. Discussion of Study Finding

This study has answered the questions of the study and achieved the objectives set out in the management of the implementation of IEP SNS by instructional leadership. In terms of knowledge, studies that have been carried out can contribute knowledge to the development of SNS in their lives and education. This study has provided new information to increase knowledge and references to various organizations and individuals. Overall, all the analyzes have been successfully answered to all the questions of the study. Then the discussion of the findings was conducted to clarify and explain the results of the findings.

The success of the program is largely dependent on leadership management patterns, teaching practices, learning support, collaboration and evaluation of programs and inclusive students. This is supported by the underlying theoretical theory of instructional leadership theory. This study is similar to the study findings by Mel Ainscow & Abha Sandill (2008) which states that leadership practice is an important construct in preparing the education system towards inclusive values and leading to sustainable change. This means that the role of leadership in inculcating an inclusive culture is important to the organization. Knowing leadership, having a clear direction and planning well can make every successful program including inclusive education programs conducted at school.

Knowledge regarding special education especially inclusive education is important in ensuring IEP is implemented successfully. Next, it is able to increase the participation of SNS in mainstream education in an inclusive class. Instructional leadership is also a teaching and learning leadership and it is best suited to lead IEP in school. The findings also show that the administrator has a clear direction that is the most dominant percentage factor with a min at a high of 4.34 to enable IEP to be implemented in line with KPM's will. Administrators always provide support in managing IEP is also a dominant and high percentage factor with a mean score of 4.15. As instructional leaders, knowledge, planning and direction of school are shared with school people. According to Weber (1996), instructional leaders must have the skills to guide the teacher.

This is acknowledged in the Excellent Leadership Movement Report 1998 Report in Abdul Aziz (2003) stating that school leaders are effective in using excellent communication skills, having good human relationships, sensitive to diverse customs and cultures, have a clear vision, able to create educational environments dynamic, accepting duties as a professional responsibility, making decisions based on mutual consent and proficient in management and information technology as well as other personal skills. Philips (2013) also considers the view that equality in resource distribution provides a good return on student achievement.

7.1 Suggestions

The instructional leadership practiced and the knowledge of IEP can help target the culture of excellence in everyday life. Research shows that IEP is a comprehensive tool to share with school members including parents about IEP as desired in MEDP. The merger between quantitative and qualitative research can provide more comprehensive findings in accordance with the research problems to fill in the deficiencies. The clear direction by instructional leadership, improving the level of professionalism and teacher selection as well as the provision of appropriate educational equipment and resources will help increase SNS's participation in mainstream education.

7.2 Conclusion

Leadership is a key element in the success of a school, especially IEP. Achievements on IEP implementation management involve various factors such as knowledge, skills and experience of administrators on inclusive education for SNS and role of administrators in providing educational facilities including providing adequate teachers to implement LnT on SNS in an inclusive class. Previous studies have proven that SNSs who are studying with their typical peers are far more successful than the exiled SNS. USA for example has reached almost 100 percent of its SNS in mainstream education, but Malaysia has yet to achieve even as much as 30% targeted at the end of 2015 as in Table 13.

Table 13: Enrolment SNS in IEP 2012 – 2015

Per.	SNS	2012	2013	2014	2015
1.	SNS number in IEP	4,048	5,376	10,700	16,899
2.	SNS number	53,983	56,406	58,006	72,715
3.	Percentage	7.50	9.53	18.45	23.24

Source: Annual Report 2015– MEDP

Overall, leadership and education factors in school are very closely linked and are the main driver of the successful implementation of incentive education. Hence, high level of knowledge, understanding and commitment is essential in the success of IEP and in turn makes the implementation of IEP achieve the goals and objectives of the implementation contained in MEDP 2013-2015.

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