



The Organizational Cultures of the Special School for Students with Disabilities in South Korea

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Introduction

The purposes of this study were to in-depth investigate teachers' perceptions of the organization in special schools, which had rarely been studied in Korea, and the organizational cultures of special schools.

Research Question

It also aimed to identify the characteristics of the organizational cultures of special schools. For those purposes, the following research questions were set:

First, what kind of perceptions do special schools teachers have regarding the organization of special schools?

Second, what is the organizational life of special school teachers like?

Third, what are the characteristics of the organizational cultures in special school?

Method & Results

Integrated methodology combining quantitative and qualitative research methods was employed to carry out the research. The major research findings can be summarized as follows:

The special school teachers' perceptions were first analyzed. As a result, they prepared for their lectures according to the characteristics of the students and gave lectures considering their maladaptive behavior. But they had difficulties with giving lectures to and evaluating the students with severe or multiple disabilities in addition to the tension of lectures and physical limitations. The lecturing activities(easiness) varied according to the teachers' gender and the area of disability in which they were teaching. The post-analysis results indicate differences among the schools for the students with visual impediment, hearing disorder, physical, intellectual, and emotional disabilities. The special school teachers placed importance on the prescribed formalities and procedures in doing their works and tended to follow the directions of the school administrator. They thought they were doing other works in addition to their duties. Their diverse relationships with the other school members widely varied according to the types of certificates, the areas of disability, and teaching career. The post-analysis results show differences among the schools for the students with visual impediment, hearing disorder, and emotional disability and between the schools for the students with physical, mental and emotional disability. Differences were also observed in the interpersonal relationships between the teachers whose career was 6-10 years and those whose career was 11-15 years. The special school teachers were also aware that they had enough knowledge of their subjects and the skills for their works and developed their professionalism through cooperation. Differences were found in professionalism according to the teachers' educational backgrounds and the area of disability. In particular, there were differences in professionalism between the schools for the students with visual impediment and hearing disorder.

Observations were made and interviews were conducted as to their teaching life. As a result, the special school teachers repeated a tight life day after day teaching the students with a disability. The reality demanded them to base their lecturing activities on individualization education and give lectures according to individual differences. They experienced difficulties with giving lectures to the students with severe disabilities and evaluating the students in a uniform, unrealistic way. They also felt they were suffering from heavy workload of administrative affairs that were repeating themselves everyday. They maintained different kinds of interpersonal relationships with different groups of school members; distancing with the school administrator, making demands with no burden on the shoulders due to the mediating role with the master teachers, getting along like a family with the fellow teachers, maintaining a distance that's neither far nor close with the parents, and treating them like their own children with the students. The special schools teachers gathered and coordinated diverse opinions through the curricular activities(subject cooperation) and supported each other's educational activities in a quick fashion. However, they were often divided into groups due to the lack of understanding among the subjects and the different degrees of sense of belonging among the areas of disability.

Conclusion

Based on the conclusion of the integrated methodology, the characteristics of the organizational cultures of special schools were defined as follows: a tight life that's repeating itself day after day always along with the disabled students, a double standard between solid lectures and prevention of safety accidents, difficulty with evaluation, a strong belief in the professionalism of each area of disability, symbiotic relationships with the assisting personnel to support the handicapped students, the double-sided tendency among the members of special schools, and the groupism-based sympathy in the organization of special school teachers.

Based on those results, future studies will have to systematically investigate the educational principles and cultural factors of educational activities according to the areas of disability in special school, the principles and characteristics of the organizational cultures according to the diverse types of schooling processes, the attributes and characteristics of the culture of the organizational cultures according to the establishments of special schools, the characteristics of organizational cultures in special schools followed by sharing diverse information on line, and the comparative study of organizational cultures in special school between different countries. Those research efforts will help to understand the organizational cultures among special schools.

Supply Chain Flexibility.

An economic literature review

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Objective:

To analyze the understanding of supply chain flexibility (SCF) definitions and dimensions present on the literature.

Research Questions:

1. How is the SCF definition understood among the existing literature?
2. How many definitions of SCF are and how they are distributed along the time?
3. What elements or characteristics are present on each definition?
4. What are the SCF dimensions in the current literature?
5. What units of analysis are used in the dimension analysis?

Methodology: Sistematic literature review

Results:

We have systematized the main actors or elements involved on the available definitions of SCF, grouping them depending on the nature of the definition (reactive/proactive).