



T.C.

TOKAT GAZİOSMANPAŞA UNIVERSITY

INSTITUTE OF GRADUATE EDUCATION

DEPARTMENT OF EDUCATIONAL SCIENCES

EDUCATIONAL ADMINISTRATION AND SUPERVISION MASTER PROGRAM

A QUALITATIVE STUDY ON PRIMARY SCHOOL PRINCIPALS'
INSTRUCTIONAL LEADERSHIP BEHAVIORS
(SAMPLE OF ERBIL)

MASTER THESIS

Rebin Salih KHUDHUR

TOKAT

July, 2021



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Advisor: Assoc. Prof. Dr. Emel TÜZEL İŞERİ

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Declaration

I would like to proclaim that this master thesis at your hands under the title: “A qualitative study on primary school principal’s instructional leadership behaviors” is my personal work and herewith ascertain that all of the data and ideas in this thesis are original and the study has not been used for any degree at any institution.

Date: July 26th

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JÜRİ ONAY SAYFASI

Lisansüstü Eğitim Enstitüsü Müdürlüğü'ne,

Rebin Salih KHUDHUR'un "A QUALITATIVE STUDY ON PRIMARY SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP BEHAVIORS (SAMPLE OF ERBIL)" adlı çalışması 26.07.2021 tarihinde jürimiz tarafından Eğitim Bilimleri Anabilim Dalı, Eğitim Yönetimi ve Denetimi Bilim Dalı'nda yüksek lisans tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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Enstitü Müdürü

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Abstract

The aim of this study was to investigate the behaviors of instructional leadership in Erbil city, Iraq, with a qualitative approach. The present research is applied in terms of purpose, which was done qualitatively and phenomenologically. The statistical population of the research includes professors of educational management and principals of primary schools in Erbil. Theoretical saturation was used to determine the required sample. Accordingly, the number of participants in the study was twenty people who were selected by purposive theoretical sampling. Semi-structured interviews were used as a means of gathering the required data. Qualitative theme analysis method was used to analyze the data obtained from the interviews. A total of thirty two initial codes were generated from twenty interviews. Then, the initial classification of the data was performed and the concepts of open coding were divided into nine categories. Based on the results of the interviews, several categories have been identified for a successful instructional leader. These categories are divided into three main subcategories: "goal setting", "creating a positive atmosphere in school" and "educational monitoring and evaluation". Also, the category of strengthening instructional leadership is classified into three main subcategories: "individual characteristics", "community and school participation", and "organizational support". Finally, the category of instructional leadership barriers is classified into three main subcategories: "organizational barriers", "motivational barriers", and "environmental barriers".

Keywords: Instructional leadership, school principals, leadership behaviors, primary schools.

ÖZET

Bu çalışmanın amacı, Irak'ın Erbil kentindeki okul yöneticilerinin öğretimsel liderlik davranışlarını nitel bir yaklaşımla incelemektir. Araştırma fenomenolojik desende bir çalışmadır. Araştırmanın evrenini Erbil'deki eğitim yönetimi profesörleri ve ilköğretim okullarının müdürleri oluşturmaktadır. Amaçlı örnekleme yoluyla seçilen yirmi kişiden oluşan katılımcı sayısı veri doygunluğuna göre belirlenmiştir. Verilerin toplanmasında yarı yapılandırılmış görüşmeler yapılmıştır. Görüşmeler sonucunda elde edilen veriler içerik analizine tabi tutularak tema temalar oluşturulmuştur. Yirmi görüşme sonunda toplam otuz iki başlangıç kodu üretilmiştir. Ardından verilerin ilk sınıflandırması yapılmış ve açık kodlama kavramları dokuz kategoriye ayrılmıştır. Görüşmelerin sonuçlarına dayanarak, başarılı bir öğretim lideri için çeşitli kategoriler belirlenmiştir. Bu kategoriler “hedef belirleme”, “okulda olumlu bir atmosfer yaratma” ve “eğitimi izleme ve değerlendirme” olmak üzere üç ana alt kategoriye ayrılmaktadır. Ayrıca öğretimsel liderliği güçlendirme kategorileri, “bireysel özellikler”, “topluluk ve okul katılımı” ve “örgütsel destek” olmak üzere üç ana alt kategoride sınıflandırılmaktadır. Son olarak, öğretim liderliği engelleri kategorisi üç ana alt kategoride sınıflandırılmıştır. Bunlar: "örgütsel engeller", "motivasyonel engeller" ve "çevresel engeller" olarak belirlenmiştir.

Anahtar kelimeler: Öğretim liderliği, okul müdürleri, liderlik davranışları, ilkokullar.

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CHAPTER I

INTRODUCTION

Background of the Study

It is believed that in today's conditions, organizations need capable leaders to achieve their goals. The subject of leadership is very important for educational organizations as well, due to the social impact of these establishments have on society (Karadag, 2020). Leadership behaviors are often considered amongst the most important predictors of effectiveness and progress in training programs. Schools are not only places for students and teachers to learn, but also for parents and the community as well (Kazak & Polat, 2018). In schools, principals are responsible for all administrative activities, and their approach to teachers, students, and parents affects school atmosphere and overall success levels (Kars & Inandi, 2018). School principals provide the necessary resources for learners, prepare the learning environment, and support and guide the learning activities (Kazak & Polat, 2018).

Teachers must also be sufficiently motivated to achieve school goals, and in this regard, Cansoy and Parlar (2018) state that principals have a significant contribution to the effectiveness and self-efficacy of teachers). A leader's behavior has an effect on building self-confidence, high energy, and self-efficacy, and positive use of power and acts as an external stimulus that increase the teachers' efforts and satisfaction levels (Thomas & Madden, 2018). Considering all of these, school principals must acquire and nurture leadership abilities and skills to help the school achieve its goals and to increase the motivation of the employees (Mphale, 2014). Koran and Koran (2017) in a study on the behavior of educational administrators in Erbil, Iraq, state that expectations from school principals are at the highest point today in history. In the public eye they are not just seen as school principals, but are also expected to support student learning, make financial decisions for schools, manage staff, and operate in a complex environment.

It can be said that the effectiveness of a school is determined by the behaviors of the school principal as an instructional leader. One of the most important missions of school principals is to create an appropriate learning culture that supports a strong and open environment to enable teachers to communicate, participate and collaborate to support school success. Furthermore, in schools where the instructional leadership behaviors of school principals are high, teachers feel safe in their choices and do not feel

threatened in using their teaching methods, are not criticized by their principals, and interaction between teachers is supported. Such a culture in the school strengthens the relationship between teachers and principals and thus increases school success (Kazak & Polat, 2018).

Given the importance of the role of school principals, the changes in school management methods in recent decades has been one of the trending subjects considered by researchers in this field. The most prominent change in attitudes toward school management is focused on “leadership behavior”, which has been examined under the heading of “Instructional leadership” (Wiseman, 2004) in educational context. This subject has explicitly improved since the beginning of the school effectiveness movement in the United States around 1980 (Blumberg and Greenfield, 1986) and continues to lead ideas on how managers can meet the educational challenges of the new century.

According to Ahmad and Hussain (2013), the term "instructional leadership" refers to activities that school principals do, or delegate, to enhance student learning. The instructional leader gives high priority to improving the quality of education and works hard to realize this vision. According to Alig – Mielcarek (2003), instructional leadership is defined as principal behaviors that lead the school to train all students to achieve high-level academic achievement.

In fact, since the beginning of the 21st century, interest in instructional leadership has increased as it is believed that the quality of leadership makes a significant difference for schools and students (Kazak & Polat, 2018). During the 1980s, research communities and educational policies encouraged principals to nurture activities that enhance classroom teaching and learning. This means that principals are responsible for certain outcomes related to school activities, such as student progress. Proponents of the instructional leadership model say that managers are more effective than all potential instructional leaders because, unlike senior managers in ministries, they are located in a school environment (Pont, Nusche and Moorman, 2008). While emphasizing accountability, decentralization of school management and the transfer of educational control has increased in most parts of the world (Baker and LeTendre, 2005). The most important feature of instructional leadership is its focus on teaching and learning processes. Instructional leadership is about educational processes that

involve students, teachers, and the learning curriculum. Therefore, a school principal should use the role of instructional leader instead of the classical principal to make his / her school a better place (Niqab et al, 2014).

In general, school principals are considered leaders in human resource development because of their ability to motivate, guide, and bolster school staff. Thus, the factors influencing the effectiveness of instructional leadership behaviors have gradually become a significant area of study among educators who acknowledge that knowledge of the role, performance, and leadership skills does not necessarily produce good instructional leaders (Thomas & Madden, 2018). Therefore, it is necessary to carefully examine the instructional leadership behaviors of school principals. As the literature shows, these behaviors pave the way for positive results at the teacher and student level for schools. Accordingly, this research studies the instructional leadership behaviors of school principals in Erbil with a qualitative approach. In this research, first, the research literature will be examined, and then in order to discover in-depth information to identify the behaviors of a successful instructional leader in Erbil primary schools, interviews will be used. In this chapter, the problem statement, the need for research, goals, questions, definitions of terms, and limitations of research will be presented.

Statement of the Problem

It has been widely accepted in various studies that the school principals directly influence teacher effectiveness and student achievements (Cansoy and Parlar, 2018; Gümüş et al, 2020; Karadag, 2020). Therefore, achieving the goals of schools and, consequently, achieving the goals of the education system, requires special attention to school principals and especially to their leadership role. (Mard et al, 2018). Education will succeed when instructional leadership replaces the traditional educational management in schools. The education system must pay serious attention to the issue of leadership as the most basic need in leading this group in order to succeed in its work. In fact, education must step out of the patriarchal management space and turn management into leadership (Ross & Cozzens, 2016). In a study of educational institutions in Erbil, Iraq, Koran and Koran (2017) state that in an educational institution where the management structure did not function well, teachers clearly lose their motivation to teach as well as their commitment to the school. However, the statements of some

officials as well as education specialists and experts indicate that school principals are currently only engaged in educational management instead of instructional leadership.

School leaders also face challenges as school expectations have risen in the last century, marked by technological innovation, migration, and globalization. As countries seek to change their education systems to prepare all young people with the knowledge and skills needed in this changing world, the role of school leaders and their expectations has also changed dramatically. They are no longer expected to be just good managers. Instead, effective school leadership is increasingly seen as a key to reforming and improving educational outcomes (OECD, 2009). The OECD report of 2001 identified significant challenges facing school principals in member countries (OECD, 2001). As countries increasingly improve education to adapt to the complex world, many governments have more responsibility for implementing and managing training programs. The increasing globalization and development of technology means that the management and leadership of schools are becoming increasingly challenging endeavors. These changes also raise the standards that schools must meet and raise expectations of school leadership (OECD, 2009).

Primary schools, due to their foundation, play an essential role in education and, consequently, in human life. This period is referred to as the “window of opportunity” in education. Undoubtedly, primary schools, as the first out-of-family institution for children and the beginning of the development of children's talents, will not be able to improve their performance and meet their growing responsibilities without effective and successful instructional leadership. On the other hand, the North Iraq region has flourished since the overthrow of Saddam Hussein in 2003. Still, evidence suggests that there is an ongoing crisis in education, especially in primary schools. Economic crises, followed by teachers' strikes, the spread of violence, and harassment against students and teachers, reliance on control, corporal punishment, and crowded classrooms, are the most prominent issues in education in North Iraq (Aras Ahmed, 2016). Meanwhile, it seems that school principals with appropriate and effective instructional leadership behaviors are able to greatly reduce the existing pressures on teachers and schools. Therefore, instructional leadership behaviors for school principals are one of the main and important concerns of researchers and practitioners in order to improve performance and achieve school goals. Therefore, this study seeks to investigate the instructional

leadership behaviors of primary school principals in Erbil.

Significance of the Study

According to Bush (2007), successful leadership is essential for the success of schools and education systems, and a successful leader is responsible for making positive changes in student success (Bush, 2007). In many ways, the school principal is the most important and influential person in any school. He is responsible for all activities that take place in and around the school. It is leadership that creates the atmosphere of teaching and school, the professional level and morale of teachers (Pattison, 2010). School principals have essential responsibilities as instructional leaders, such as striving for professional development, selecting and evaluating teachers, developing and overseeing school standards, and overseeing the implementation of the school curriculum (Smith and Piele, 1997). The principal is the main link between the community and the school, and how he or she functions largely determines the attitude of parents and students towards the school. If a school is a vibrant, innovative, and child-centered place, if it has a great reputation for teaching, if students perform to the best of their ability, it can almost always be the principal leadership that is the key to that school's success (Pattison, 2010). Therefore, understanding the leadership behavior in schools and the role of the principal in school leadership is very important.

However, a review of the research background shows that despite the high importance of instructional leadership and its role in school development, such an important issue has not been studied as extensively as it should be, and while the general concept of leadership in the existing resources related to education has been addressed, the study of instructional leadership behaviors in the form of duties and functions of the school principal is almost neglected (Mard et al, 2018). Wilkey (2013) also believes that the lack of leadership in many public high schools in the United States has led to a leadership crisis, a lack of ability to transform schools, and poor student achievement.

On the other hand, the elementary course is one of the most important courses in the educational systems, because the background and conditions for the formation of personality and the all-round development of individuals are provided in this course. According to some experts, this course is the most suitable opportunity for study and learning. Given that elementary school students spend a considerable amount of time in school and also the importance of this course in the students' mentality towards

education and school, the behavior of school principals in this course is very important in academic outcomes and students' interest in education.

Undoubtedly, leadership in schools cannot rely solely on the models and theories of instructional leadership proposed by foreign experts in this field. The cultural, political, social and economic structure of society has a different impact on the education system in general and the leadership of schools in particular. The city of Erbil is no exception. Therefore, leadership in Erbil primary schools also needs capabilities, skills, characteristics, as well as different and localized patterns and approaches based on the conditions of society. According to the above, the behavior of successful instructional leadership should be studied comprehensively in Erbil primary schools. Given the importance of the issue from a practical point of view as well as the existing research gap, the present study uses a qualitative approach to identify successful instructional leadership behaviors for primary schools in Erbil.

This study will provide valuable findings on the instructional leadership behaviors of primary school principals in Erbil. The results of this research can be used as guidelines to improve the performance of school principals and ultimately improve the performance of teachers and students to officials and stakeholders. This research discusses practical and theoretical implications.

Objective of the Study

The main objective of this study is to conduct a qualitative study on primary school principals in Erbil in terms of their instructional leadership behaviors.

The specific objectives are:

1. Identifying effective instructional leadership behaviors for Erbil primary school principals
2. Identifying barriers to effective instructional leadership behaviors for Erbil primary school principals
3. Identifying the factors that strengthen effective instructional leadership behaviors for Erbil primary school principals.

Research Questions

1. What are effective instructional leadership behaviors for Erbil primary school principals?
2. What obstacles do Erbil primary school principals face in conducting effective instructional leadership behaviors?
3. What are the factors that enhance effective instructional leadership behaviors for Erbil primary school principals?

Definition of Terms

Elementary school: An elementary school is a school for children from about seven to eleven years old, where they receive basic skills in reading, writing, and math (ISCED, 2013).

School principal: The school principal is the person who has the executive authority of a school (Rousmaniere, 2013).

Leadership: A leader can be defined as a person who can gather a group of people around him for a common goal and has the ability and skills to inspire and influence those people (Kars & Inandi, 2018)

Instructional Leadership: Instructional leadership refers to a series of activities designed to influence classroom instruction (Whitaker, 1998).

Instructional leadership behavior: Instructional leadership behaviors can be defined as behaviors that managers display and behaviors that they show by influencing others. Instructional leadership is developed in relation to school management and focuses on education (Zorlu & Arseven, 2016).

Limitations and Delimitations

Researchers are always faced with limitations in their research, and the limitations of the present study are as follows:

The first limitation of the present study is the statistical population of the study. The present study is conducted on primary schools in the city of Erbil and, if necessary,

expansion to other communities should be performed with sufficient caution. To increase the generalizability and reliability of the model, the model must be tested in different communities.

The second limitation of the study is the time constraint, and the research is cross-sectional. Therefore, it makes it difficult to draw conclusions about the causality of the work. Longitudinal studies can provide a better understanding of the subject.

The next limitation relates to research data collection tools. Interviews are used in this study, so some people may refuse to give a real answer or give an unrealistic answer, which can reduce the validity and reliability of the study.

On the other hand, the present study is qualitative, and the results obtained are limited to the opinions of the interviewees.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

Improving the quality and making fundamental changes in schools depends not only on the quality, managerial and professional competencies of the principals, but also to a large extent, on their leadership. School effectiveness studies generally indicate that the ability of principals to play effective leadership roles is a key component of today's schools (Quinn, 2004). Leithwood et al. (2008) do not consider day-to-day management practices to be sufficient to meet the emerging and ongoing challenges of schools, and believe that without leadership roles, school effectiveness will slow down. The development of school depends on effective leadership; hence, the type of teaching leadership behaviors affects it (Leaf and Odhiambo, 2017). Research highlights the fact that the teachers' professional development stems from leadership. Moreover, leadership has a significant impact on the learners' educational achievement (Liu & Hallinger, 2018). The principal's instructional leadership affects the process of school development and has a profound impact on the efficacy of the school. It is argued that, the principals have to make an effort to create a good atmosphere in order to ensure the students' success in the context of school. More specifically, the principals are required to pay attention to the students' learning and to motivate them to collaborate with their peers. Moreover, they should utilize data in order to facilitate the students' learning, to support the learners' endeavors, and to carry out the necessary assessments (Lunenburg, 2010). Leadership must ameliorate the learning situation of students. If someone is in a position of instructional leadership cannot be effective in improving the quality of education, his presence in this position cannot be defended and justified. Learning through effective teaching is done by teachers and instructional leadership can be effective by influencing teachers, generating resources, providing a good learning environment, and creating motivation (Harris, 1998). Leithwood (2006) states that instructional leadership is composed of a series of behaviors that can have a major effect on teachers' performance in teaching and students' academic achievement (Quinn, 2004). Proponents of her case have been working to make the actual transcript of this statement available online. Effective teaching and leadership at the core of school development is fully accepted and it has been proven that effective leadership practices contribute to students' progress

and strong instructional leadership contributes to the quality of effective teaching of teachers (Muijs & Harris 2003). Instructional leadership, which is regarded to be the most significant approach to leadership in regard to the amelioration of educational issues of schools, has been investigated in a large number of studies. Nonetheless, research on instructional leadership behavior is scarce in the literature, and the question of how managers apply instructional leadership remains largely unanswered (Wei, Lu, & Qian, 2018). In this chapter, which is dedicated to examining the theoretical foundations of research, we examine the concepts related to the topic under discussion in two parts. In the first part, the theoretical literature related to instructional leadership will be reviewed, and in the second part, we will have a comprehensive and documented review of the research background.

Theoretical Foundations of Research

School Leadership

Leadership is an integral part of management and its most difficult principle. Today, the role of the manager as a leader has become so important that the public and private sectors are looking for managers who have the power and ability to lead the organization. The duties of managers in organizations are planning, organizing, leading and controlling. But the essential role of leaders in the organization is to influence others in such a way that employees work willingly and show more activity (Hunt, 1991).

Leadership refers to a field of research. Moreover, it constitutes a skill that includes the capability of a person, a number of people, or an organization to "lead," affect, or lead other people or organizations. Researchers define leadership as a "process of social influence" in which one can help and support others to do a common task (Chin, 2015).

Lessem (1991) identifies the four leadership skills needed:

- Influencing skills such as encouraging the other individuals, discussing various issues with other people, giving a speech and entrepreneurship
- Acquisition skills such as fast reading, reflecting skills, processing and predicting information

- Facilitate skills such as listening, recognizing possibilities, building a team, forming an alliance

- Creative skills such as visualization, inspiration, empowerment and adjustment

It is clear that leadership is integrated with its relevant skills including administration and management. These concepts have attracted considerable attention in diverse settings. Their application changes in different contexts. In English-speaking countries including Australia, Canada, New Zealand, the United Kingdom and the United States, leadership affects standards and ameliorates school performance. Nonetheless in other countries such as the Netherlands and Scandinavia it is not considered to be very a significant skill. This difference reflects changes in the performance of educational systems and their political, culture-based, and local contexts that reflect the different effects of the role of leaders in schools (Pashiaridis & Johansson, 2016).

The concept of school leadership became popular during the previous due to a number of reasons. Requests have been made to schools to reach a higher level of students and schools are expected to be reformed. Moreover, the schools were required to be accountable. To be more specific, schools have to make an effort to improve the students' learning (Karanxha, 2013).

School leaders have to show that they have a profound impact on the development of school. This issue has motivated research on the role of leaders in the progress of schools (Pashiaridis & Johansson, 2016). Administration and management result in steadiness due to their impact on control and monitoring of the educational process. This aspect of leadership has recently received attention due to the fact that it evinces action and support. The principal is usually regarded to be the school leader. Nonetheless, school leadership may comprise other people who make an effort to achieve the school's goals. The leadership in the setting of school has attracted attention as an alternative to educational management in recent years (Karanxha, 2013). This concept will be discussed in the following sections.

Historical Course of Instructional Leadership

The consequential role of instructional leadership has been recognized across the world. The academic debates about the foundations of instructional leadership can be

traced back to the 1980s in US schools. Since then, a large number of studies have underpinned the idea that instructional leadership is an important approach today for educational researchers, physicians, and policymakers (Wei, Lu, & Qian, 2018). But the first significant attempt to conceptually define and empirically study what we now call instructional leadership was made by Gross and Herriot (1965). They conducted a study on the principals of the elementary schools in the United States during the 1960s. These scientists adjusted the structure of "managerial professional leadership" and created the associated scale for experimental studies. Components in the conceptual definition and measurement tools of "principal professional leadership" include: school principals' attention to academic criteria, teachers' academic progress, school aims and criteria, and the effect of the principals' efforts on the meaningfulness of the teachers' work (Hallinger et al., 2010).

Nonetheless, the principals' instructional leadership became a popular concept due to the research into efficient schools from the mid to late 1970s. Including Leithwood and Montgomery (1982), who found a clear link between effective schools and the implementation of instructional leadership by the school principal. The findings came at a time when policymakers, particularly in the United States, paid attention to unsatisfactory school performance. Following the findings of these studies, the slogan of the importance of instructional leadership became widespread during the 1980s. Based on these results, policymakers made an endeavor to strengthen their capacity to play an instructional leadership role and to create effective schools (Barth, 1996).

In the 1990s, instructional leadership became a prominent legal role in the United States, where managers willing to be effective were expected to perform it (Hallinger et al., 2010). In the early 1990s, instructional leaders in schools have been described as successful schools in difficult situations. Various researchers believed that instructional leaders define a clear vision for the school that focuses primarily on improving student achievement, and that an effective instructional leader can equate. The techniques of the school are in line with the school's scientific mission, led by combining the power of expertise and intellectual power, take the lead in curriculum planning, are inclined to collaborate with teachers to ameliorate the educational process, and overcome the many pressures they face. During the 1990s, the focus on teacher professionalism led to a rethinking of the role of instructional leadership in schools and the idea of how much a leader can meet the complicated needs of the role. To meet

instructional leadership, it seemed that instructional leadership had lost its power and ability as an organizational concept for school leadership (Hallinger, 2001).

As a result, in the late 1990s, researchers developed participatory instructional leadership models. In this decade, several cases are involved in the development of the instructional leadership perspective to participatory in schools (Jackson, 2001). At this point of time, it is believed that the deep and continuous improvement of educational centers depends on the leadership and guidance of many people. This means that leadership in educational institutions such as schools, universities, educational institutions is not unique to one person, but leadership in these organizations is an approach to integrate all capabilities for promoting learning (Harris, 2003).

The entry into the 21st century and the emergence of the accountability movement led to increasing attention to the learning outcomes of students and schools. In addition, while instructional leadership was previously the primary focus, global interest in educational reform and accountability at the school level led to a new interest in instructional leadership, so that instructional leadership became a new term for learning leadership (Hallinger, 2009).

Definitions of Instructional Leadership

A large number of studies have focused on instructional leadership during the past three decades. Nonetheless, the conceptualization of instructional leadership has changed during these decades (Boyce and Bowers, 2018). Instructional leadership is an organizational activity that provides learning opportunities for the academic progress of teachers and for the advancement of students in educational activities. An instructional leader focuses on the quality of education as the school's first priority. In instructional leadership, the focus is on learning rather than teaching. Dufour proposed the term "learning leader" instead of instructional leadership (Ramatseba, 2012).

Hallinger and Murphy (1985) argue that instructional leaders define the mission of the training center, manage the training program, and advance the training center as a whole.

Glickman et al. (2001) believe that instructional leadership results in the existence of effective schools and has an impact on student success.

According to Wales and Bundy (2004), instructional leadership helps to improve educational work and any action that can take the teacher one step further. He believes that the role of the instructional leader is to support, strengthen, help and ultimately cooperate, not to command.

Fiore (2004) considers instructional leadership as a process in which a clear vision of the future of the educational environment that includes high standards of learning for all students, is drawn with the participation of all stakeholders and then directed by collective efforts to achieve this vision.

According to Leithwood et al (2008), instructional leadership is the behavior and attention that managers show when performing activities that have a direct impact on learners' growth. According to them, instructional leaders have useful information and authority in order to affect teachers.

Based on Ahmed and Hussain (2013), the term "instructional leadership" refers to activities that school principals or delegate do, to enhance student learning. The instructional leader gives high priority to improving the quality of education and works hard to realize this vision. Whitaker (1998) argues that instructional leadership constitutes a set of behaviors which affect classroom teaching. The aforementioned behaviors comprise educating teachers by principals about new teaching techniques and efficient teaching. According to Alig-Mielcarek (2003), instructional leadership is defined as principal behaviors that lead the school to teach all of the learners to achieve high-level academic achievement.

Hallinger and Murphy (2012) argued that today, we see instructional leadership as an effective tool which can be utilized to determine, encourage staff, and develop classroom and school-based strategies, and coordinate the goal of improvement in education (Gurley et al, 2016).

According to Ismail et al. (2018), instructional leadership is an approach that school leaders use to examine the instructors' practices which indirectly influence the learners' educational development.

Bush (2003), Southworth (2002) and Bush and Glover (2002) believe that the instructional leadership model is important and valuable, because it focuses on the main activities or processes of schools, namely teaching and learning. Bush (2003) argues that

instructional leadership is related to direction and does not deal with its structure. Consequently, there is a difference between this concept and the similar models. The attention to the management of the educational processes of the various institutes has led to the endorsement of this approach, especially by the National College of School Leadership, which has been classified as one of the ten leadership theories. Has classified itself. Southworth (2002) also states that instructional leadership is strongly related to the teaching and learning process.

Instructional leadership refers to a cooperative process that unifies the teachers, learners and parents' capabilities. It makes an effort to ameliorate education and to deal with the educational issues (Thien, 2020).

School leaders are regarded to be instructional leaders in setting high-level goals and expectations for learners and instructors' performance. Moreover, instructional leaders perform other essential activities: striving for professional development, selecting and evaluating teachers, monitoring and supervising teaching time, setting and monitoring school standards, supervising class size, supervising and facilitating the use of instructional materials and overseeing the implementation of the school curriculum (Smith and Piele, 1997).

The school principals are required to depend on instructional leadership due to the fact that it is related to implementing an innovation promotion program and improving students' learning innovation knowledge. In addition, instructional leadership is compatible with the responsibilities of school principal, including the specification of school aims, determination of relevant school criteria, development of the curriculum, monitoring and evaluating teacher classroom guidelines, motivating learners to study, and enhancing teacher professional development as well as involving administrative staff (Ismail et al., 2018).

Glickman, Gordon, and Rose Gordon (2007) see the goal of instructional leadership as improving the education and success of the school through democratic work and teacher participation for student achievement, teacher professional development, and educational equity. Some of the important functions of instructional leadership are defined as supervising classroom instruction and staff development.

Instructional Leadership Behavior

Recently, the role of the school principals has changed in various ways. For instance, the focus on their instructional leadership skills constitutes one of the aforementioned changes (Gurley et al, 2016). According to Ma and Marion (2019), school leaders play an important role in the success of their schools. They manage tasks such as budget and timeline, student order, syllabus development, facilities, safety, hiring and supervising instructors, evaluations, syllabus, instruction of academic development materials, and teacher relations. In addition, they define students' relationships with parents and the community (Ma and Marion, 2019).

Research shows that, in this century principals have to be highly skilled in teaching leadership in order to improve schools. The literature on instructional leaders says that, in addition to instruction, the school leader is an important factor in the improvement of school (Thien, 2020).

Hallinger and Heck (1998) examined the effect of leadership in terms of categorizing school mission definition, curriculum management, and school space enhancement. They also identified leadership impact in terms of how it impacts directly, mediates, and interacts (Gurley et al, 2016).

Leithwood et al. (2004), stated that instructional leaders should engage in their schools by a) building and establishing engaging communication; b) developing common goals. c) Participating in efficient planning and arrangement; d) providing information on roles and aims; e) motivating and inspiring others, and f) setting high-performing expectations for all to improve school performance (Gurley et al, 2016).

Nowadays, efficient school leadership has to be combined with conventional school management tasks such as instructor assessment, budgeting, planning, facility maintenance, and attention to particular aspects of instruction. Effective instructional leaders deal with curricula and educational issues that influence student achievement (Cotton, 2003).

Chase and Kane (2003) list the following three elements for instructional leadership:

Prioritization: instruction should be the most important issue in the school principal's list of priorities. Leaders cannot disregard other tasks. Nonetheless, education should be part of the programs in which the leader spends most of his or her planned time.

Scientific supervision based on research studies: instructional leaders should be well aware of the opinions based on research and educational studies in order to facilitate the specification and application of educational materials and to supervise its application. Managers' presence in academic development sessions encourages them to stay focused.

Attention to Curriculum Alignment, Teaching, Evaluation, and Criteria: If learners' progress is an aim and that aim is measured through standards-based tests, the curriculum, teaching, and assessment should all align with standards. If these elements are disconnected, the success of the students will not be apparent. Alignment is a steady process as the cycle of criteria, syllabus, teaching, and evaluation improves.

Joyner (2005) lists the following two elements for instructional leadership:

The analysis of the data: efficient leaders utilize various pieces of information to evaluate the progress of performance. Decisions at all levels must be made on the basis of relevant information. Administrators can utilize the data to guide teachers' educational focus and academic progress and examine the efficacy of educational techniques. They can also help teachers use the data to make arrangements for learner grouping.

Continuing acquisition culture for adults: Efficient teaching constitutes a developing skill. All of the instructors can take advantage of the extra time to train and support their progress. Principals who support learning as a priority provide teachers with free time to attend relevant training. They monitor teachers' learning through supervision and provide support that preserves new learning.

Glickman et al. (2007) suggest five roles of instructional leadership: explicit teacher support, teacher professional development, teacher team development, syllabus planning, and action research.

Quinn (2004) identified effective instructional leadership for four motivating functions: resource provider, educational resource, goal interface, and open presence.

In a study conducted by Hallinger and Murphy (1985), they divided instructional leadership into three areas: explaining the mission of the school, managing educational programs, and improving the school climate.

Blase and Blase (1999) studied the effect of instructional leadership on teaching and finally expressed instructional leadership behaviors in three perspectives, which are: talking to teachers, enhancing teachers' professional growth and creating opportunities for feedback.

Wiles and Bondi (2004) state that leadership in schools is the product of things such as clear insights, guiding goals and planned efforts, selective use of resources, and increasing teacher employment. There are several qualities needed for effective instructional leadership: Understanding an organization's position, tasks, goals, and ability to internally link these tasks to the basic motivational needs of the people who work and learn. The main task of leadership is to ameliorate the learners' education. In this regard, the functions of instructional leadership are described as follows. Leadership functions are divided into three dimensions, which are the following three: administrative, curriculum and curriculum, and each of which them has different tasks.

Also, in instructional leadership research, a large number of studies highlight the fact that communication, sharing, and cooperation are increasingly needed in modern instructional leadership since educational experts benefit and help other individuals to deal with problems and to accomplish goals (Yada and Jappinen, 2019). According to Yada and Jappinen (2019), instructional leaders should have the following characteristics: social motivation, social behavior and social impact.

Instructional Leadership Models

Instructional leadership has become a very significant factor in ameliorating and developing the performance of schools. As a result, there are many conceptual models for describing instructional leadership. In this section, three widely used models of instructional leadership and also the latest model of instructional leadership is discussed:

Hallinger and Murphy's Model

The instructional leadership framework of Hallinger and Murphy (1985) focused on the particular and important behaviors that were attempted by managers to define the leadership structure more accurately (Ismail et al., 2018). Hallinger and Murphy (1985) provided their instructional leadership model by investigating the instructional leadership behaviors of primary school principals and effective school backgrounds. They gathered information on principals, school staff, and education department supervisors through a normal questionnaire on instructional leadership behaviors, and used the information which was obtained from the school records, such as principals' observations during school clinical supervision, and principal activities. They completed the educational and training programs in the school and the time of the teaching staff meetings, and using the results of theoretical and experimental analysis, created an instructional leadership framework with three components and ten sub-components, which is a description of leadership activities. The three main components are: defining the school objectives, managing educational programs and improving the school atmosphere. Creating clear goals and establishing a connection between the goals are two components of defining a school mission. This component is related to the role of the principal in setting the school's core objectives and highlights the fact that the principal is responsible for specifying the promising, and exact mission of the school, as well as the planned goals which are focused on students' academic achievement. It is the school principal's job to make the connection between the objectives in order to provide information on them and to underpin them in the school. Principals work with parents and school staff to identify areas for school improvement and create practical goals in this area (Hallinger et al., 2016).

The school must have a definite and motivating scientific mission that staff can underpin and incorporate into their daily routines and practices. The focus of schools on academic goals is at odds with the previous normal situation, in which schools pursue various ambiguous, indefinite, and sometimes contrasting goals with educational and non-educational goals (Weick, 1992).

The second component - curriculum management - deals with the control and coordination of education and syllabus. This component prompts the principal to be seriously involved in the dynamics, development, and oversight of education in school.

Obviously, this component requires the principal to specialize in education and to be committed to improving the school. The three sub-components of curriculum management are: educational monitoring and evaluation, coordination between curricula, and monitoring student achievement (Hallinger, 2009).

The third component - creating a positive atmosphere in the school - has a wider scope and purpose than the other two components and is consistent with the assumption that effective schools operate by establishing strict criteria and expectations for learners and instructors (Blase and Blase, 1998). In effective schools, there is a culture of continual amelioration in which awards are consistent with goals and methods of achieving goals. Finally, the manager has to utilize techniques that result in the creation of an atmosphere that supports the steady development of education. The component of creating a positive atmosphere in school is defined by the protection of educational time, the improvement of professional progress, high visibility, the implementation of educational standards, and the encouragement of teachers and students (Lyons, 2010).

Table1.Hullinger and Murphy Instructional Leadership Framework (1985)

Define the mission of the school	Management of educational programs	Improving the school atmosphere
1. Create clear goals	1. Educational monitoring and evaluation	1. Protect training time
2. Communicating between school goals	2. Establish coordination between curricula	2. Improve professional development
	3. Monitor student progress	3. High visibility
		4. Implementation of educational standards
		5. Encourage the instructors and learners

Source: (Hallinger and Murphy, 1985).

Murphy's Model

Murphy (1990) modified Murphy and Hallinger's (1985) model through a systematic and comprehensive review, integrating research into efficient schools, school amelioration, staff training, and organizational modification. Based on the results of this study, he designed and expanded their instructional leadership framework. In this

model, the component of defining the objectives and responsibility of the school remained one of the characteristics of instructional leadership. Two sub-components were added to the component of educational program management: the role of the principal in improving the quality of education and allocating educational time and protecting it. Murphy (1990) also extended the component of creating a positive atmosphere in school to the two components of improving the learning atmosphere and creating a supportive work environment. Thus, the model of Murphy has four main components instead of the three components of Murphy and Hallinger (1985) and sixteen subcomponents. Defining the aims and responsibility of the school plays an essential role in creating an understanding of common goals as well as in linking the efforts which stem from similar objectives. Murphy also divided this component into two leadership roles or behaviors: goal setting and communication between school goals. Creating school goals involves setting goals with an emphasis on the success of all students, combining data on student performance in the past and present, as well as determining staff duties for accomplishing goals (Murphy, 1990). Communicating goals, often formally and informally, emphasizes to learners, parents, and staff that school goals guide school activities (Wang and Sun, 2014).

Curriculum management is the second component of Murphy's (1990) instructional leadership framework. This component focuses on the managerial practices of the manager. The instructor creates effective instruction by guiding teacher conversations and assessments, observing classes, giving useful feedback in the instruction process, and specifying the teacher's mission for the satisfactory student learning (Murphy, 1990). In addition, the principal safeguards educational time through school plans. The principal collaborates with teachers to determine the curriculum and aligns school aims with government criteria, evaluations, and local curricula. The instructional leader often supervises the student's progress. He models how to use evaluation data to determine evaluation objectives and guidelines (Lyons, 2010).

The learning climate improvement component is related to those practices of the principal that affect the conventions, assumptions, and attitudes of instructors, learners, and their parents. Principals improve the learning environment for instruction in school by establishing positive expectations and criteria, maintaining a high vision, encouraging instructors and learners, and improving academic progress. This component is directly related to the education process in the classroom (Murphy, 1990).

The last component of Murphy's (1990) model of creating a pleasant work environment defines how an instructional leader builds the organizational processes and structures that underpin the education process. In this component, the principal creates a healthy and supportive learning environment, develops opportunities for effective student participation, encourages staff cooperation and solidarity, maintains external support resources to support school objectives, and develops the bond between home and school. (Hallinger et al., 2016). The Murphy's instructional leadership conceptual framework shown in Table (2-2) allows for an extensive review of instructional leadership. Nonetheless, this framework has been established by combining previous research without experimental testing. Therefore, the effect of leadership that exhibits behaviors from all components on the main goal of the school, which is the high success of students, is not clear (Wang and Sun, 2014).

Table2.Murphy's Framework of Instructional Leadership (1990)

Define the mission and goals of the school	1. Create a clear goal 2. Communicating between school goals
Manage training programs	1. Educational monitoring and evaluation 2. Establish coordination between curricula 3. Allocate training time and protect it 4. Improving the quality of education 5. Supervise student learning
Ameliorating the learning environment	1. Establishing positive expectations and criteria 2. Satisfactory visibility 3. Provide incentives for instructors and learners 4. Ameliorate academic progress
Building a pleasant work environment	1. Creating a healthy and regular educational environment 2. Encouraging learner participation 3. Development of cooperation between teachers 4. Preservation of external support resources to accomplish the goals 5. The link between home and school

Source: (Hassan et al., 2019).

Weber's Model

Weber (1996) reviewed the research and concluded that the leadership approach to the school curriculum needs to be reconsidered and that instructional leadership is

needed and is not related to school hierarchy. He believes that having a person as a leader in the school is essential, even if he is not the school principal. Weber (1996), emphasizing the need for instructional leadership regardless of the school structure, identified five essential areas based on a review of instructional leadership background: defining school mission, curriculum management, observing and improving education, evaluating educational programs, and creating a positive learning atmosphere. His model is compatible with the previous two models and includes many similar components (Hassan et al., 2019). Weber (1996) explains the school mission definition component as a dynamic process of collaboration and logical reflection to establish a definite mission. The aforementioned mission should be to guide staff, learners and parents towards the same objective. The instructional leader gives stakeholders the opportunity to discuss the characteristics of the school. They work together to establish a common school mission (Hoy & Mielcarek, 2003).

The second component is syllabus management, which Weber believes should be in line with the mission of the school. The instructor provides a set of instructional methods that teachers need to monitor the classroom to enable students to succeed. The leader assists teachers in applying best teaching techniques to achieve school objectives about learner progress (Hallinger, 2009).

The component of creating a pleasant learning atmosphere includes the expectations and assumptions of the school staff. In fact, from the variables that seem to influence student learning, perhaps the most influential is the set of assumptions, values, and attitudes that management, instructors, and learners have about learning. Managers create a positive learning atmosphere by linking educational goals, establishing positive expectations and criteria, building a healthy and pleasant acquisition environment, and striving to increase teachers' job commitment (Weber, 1996).

The component of supervising and ameliorating education begins with building supportive and respectful relationships between the principal and school community. Weber believes observations are an opportunity for professional interaction. These interactions result in academic progress opportunities for the observed teachers and the observers. In other words, reciprocity improves when both parties to the relationship obtain valuable information for professional growth. By focusing on research as a basis for starting instruction techniques and differentiating lessons from each other, principals

increase teachers' experience in teaching. The last component of Weber's instructional leadership model - evaluation of training programs - is necessary for improving the training program. The training leader initiates and participates in the planning, design, implementation, and analysis process of the assessment to measure the effectiveness of the curriculum. Continuous evaluation of curricula through continuous review and improvement enables teachers to effectively meet students' needs (Lyons, 2010).

Based on Weber (1996) Instructional leadership Model includes research on participatory leadership and informal leaders' ability to build a school that emphasizes the importance of educational achievement for the learners. Similar to Murphy's (1990) model, this model has not been experimentally tested and it is not clear that if a manager exhibits Weber model behaviors, the result will be a high level of student success (Wang and Sun, 2014). This model is provided in Table (2-3).

Table 2. Weber's Instructional Leadership Framework (1996)

Define the school mission	Developing the mission and goals of the school with the participation of stakeholders
Curriculum management	1. Provide educational methods 2. Supervise the classroom in order to align with the mission of the school 3. Assisting teachers in applying best teaching methods
Creating a positive learning atmosphere	1. Communicating between educational goals 2. Establishing beneficial expectations and criteria 3. Building a healthy and regular educational environment 4. Efforts to increase the teacher's commitment to school
View and improve training	1. Establishing a trusting and respectful relationship between the principal and the school community 2. View the classroom 3. -Provide professional development opportunities
Evaluate training programs	1. Educational evaluation planning 2. Design educational evaluation 3. Perform educational evaluation 4. Educational evaluation analysis

Source: (Hassan et al., 2019).

Hoy and Mielcarek's Model

Hoy and Mielcarek (2003) examined Murphy and Hallinger (1985) Murphy (1990) and Weber (1996) in order to find an acceptable and reliable instructional leadership model and corresponding measurement tools. Together, the three models presented their proposed model, which incorporates almost all of the components of the other three models, in a simple framework, and in a study entitled "A Model of Successful Schools: Instructional leadership, Academic Pressure, and Student-Success" this model is explained. According to them, all three models highlighted the significance of the role of the instructional leader in defining the goals of the school and establishing communication between them, supervising and giving feedback in the instruction process, and highlighting the significance of academic progress. Their model has three main components of promoting school professional development, defining school goals and establishing communication between them and supervising and giving feedback in the education process and twenty-three sub-components (Hoy & Mielcarek, 2003).

This model and the measurement tool obtained from it are the basis of the forthcoming experimental research. The three dimensions of instructional leadership, Hoy & Mielcarek, illustrate goal setting theory in educational settings and in practice. The instructional leader needs the cooperation and participation of the staff in defining the goals of the academic year. The leader has to supervise and give feedback on the education process in relation to the set collaborative objectives. Ultimately, it is the responsibility of the training leader to provide the resources and opportunities for academic progress that assist employees achieve their objectives (Hoy & Mielcarek, 2005). The first component of the Hoy & Mielcarek (2003) model of instructional leadership model is the promotion of school professional development. This component includes behaviors that are compatible with lifelong learning. Educational fields are constantly evolving and changes are emerging through research into child acquisition and development. It is important for teachers to continue to acquire and keep pace with educational developments and issues (Hoy & Mielcarek, 2003).

Training leaders play an important role in this regard, as they can both promote and hinder the professional development of employees. Instructional leaders increase staff professionalism by creating a culture of collaboration and learning, creating opportunities to attend conferences and workshops, providing resources, and holding in-

service meetings that foster teacher innovation. Praising employees and giving them feedback on professional development goals increases the likelihood that they will continue their lifelong learning efforts. The instructional leader motivates instructors to obtain more information about learner success by analyzing data, providing career development opportunities that align with school objectives, and providing professional resources for instructors (Hoy & Mielcarek, 2005).

Defining school goals and establishing relationships between them is the second component of Hoy & Mielcarek (2003) instructional leadership model. The instructor defines, communicates, and uses school goals with staff participation. Objectives are used in organizational decisions, coordination of educational performance, purchase of educational materials and school progress. These objectives focus employees on the same mission to ensure success. The last component of this model is monitoring and providing feedback on the education process, which explains the practices of the instructional leader around the syllabus. These activities comprise being present during the school, communicating with the learners and instructors, praising them and giving feedback to students, instructors and the staff on educational performance, reviewing classrooms to ensure that classroom teaching is in line with school goals. The role of instructional leader is to monitor classroom activities in order to align them with the curriculum, to focus on teacher professional development rather than evaluating teachers in order to improve teaching performance, and to protect teaching time (Hoy & Mielcarek, 2003). Instructional leaders supervise the education process for the professional development of teachers, not their evaluation (Glickman et al., 2001).

Table 3. Hoy and Mielcarek's Instructional Leadership Framework (2003)

Promotion and professional development of the school	1. Review classrooms to make sure that classroom teaching is in line with the objectives of school 2. Supervise classroom activities in order to place them in line with the curriculum 3. Cooperation with students in doing scientific and educational affairs 4. Attend throughout school 5. Consider the professional development of teachers instead of evaluation 6. Evaluate teachers to improve educational performance 7. Individual feedback on teachers' efforts 8. Individual feedback on students' efforts.
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Defining goals and the relationship between them	1. Using students' academic achievement data to guide teaching staff discussions in educational planning 2. Encourage teachers to apply the results of students' academic achievement 3. Development of educational goals with the cooperation of teachers, on the basis of the analysis of the students' academic achievement results 4. Emphasis on the appropriateness of school educational goals with the goals of the educational staff 5. Collaborate with teachers in interpreting the data obtained from the evaluation of educational programs 6. Consider the goals of the school in educational decisions 7. Emphasis on positive criteria and assumptions for the learners in setting school goals 8. Set high standards that are achievable for all students
Supervise and provide feedback on the education process	1. Encourage instructors to participate in academic progress activities which are compatible with the objectives of school 2. Provide opportunities for professional-administrative development around the best teaching methods 3. Academic progress planning based on the needs and wants of teachers. 4. Support individual career development program for each teacher. 5. Develop in-service professional development programs with the cooperation of teachers 6. Provide useful materials and resources for the professional development of teachers 7. Allocate enough time for cooperation between teachers while working

Source: (Hoy and Mielcarek, 2003).

Hallinger's Model (2011)

In assessing the level of instructional leadership of school leaders, Hallinger (2011) emphasized the three aspects and 10 roles of instructional leadership. These aspects include explaining school goals, managing the curriculum, and improving the atmosphere of school. The dimensions comprise 10 roles that expound on the role and

responsibilities of instructional leaders in the school. This model of instructional leadership is shown in Table (2-5) (Hassan et al., 2019).

The first aspect, explaining the school objective, includes two roles, that are: 1) building the objective of school and (2) expanding the school goal. The second aspect is curriculum management. This aspect comprises three roles: (1) monitoring and assessing teaching, (2) curriculum coordination, and (3) supervising student growth. The third dimension is the promotion of the school climate, which includes five functions: (1) protection of the training course, (2) high vision ability, (3) motivation for instructors, (4) academic progress, and (5) motivation to instruct the learners. More details about this dimension and its functions will be explained in the next article (Hassan et al., 2019).

Table 4. Hallinger Instructional Leadership Framework (2011)

Define school goals	(1) Build a school goal (2) Expand the purpose of the school
Curriculum management	(1) monitoring and evaluating instructions (2) Curriculum coordination (3) Monitoring student growth
Creating a positive learning atmosphere	(1) Protection of the training course (2) High visibility (3) Motivate teachers (4) Professional development (5) Motivate students to learn

Source: (Hassan et al., 2019).

Summary of Instructional Leadership Models

In comparison between Murphy and Hallinger (1985), Murphy (1990), Weber (1996) and Hallinger (2011) models, all four models have defined or specified the responsibilities and objectives of the school as the first component of the instructional leadership model (Table 2). 5). In school management, the mission and goals lead to the advancement of teachers, students and schools. The second component of the instructional leadership model of Hallinger and Murphy (1985) is educational management, which includes "educational monitoring and evaluation, coordination between curricula, and monitoring student achievement." The second component of Murphy's model (1990) is the management of educational programs, which includes "educational monitoring and evaluation, coordination between curricula and monitoring

the progress of knowledge - educational monitoring and evaluation, coordination between curricula, protection of educational time, improvement "The quality of education is to monitor students' progress." The second component of Hallinger (2011) is the management of educational programs. Obviously, the educational management component of the Weber model (1960) has two more sub-components than the Hallinger and Murphy model (1990), which only provides more descriptions of the behaviors and activities to be performed by the instructional leader, and obviously it is similar to the second the component of Murphy and Hallinger (1985) model. In addition, in Weber's (1996) model, the three components of "curriculum management, observing and improving education, and curriculum evaluation" describe different aspects of educational management; therefore, in comparing the three models of instructional leadership, they were called educational program management. The third component in Hallinger and Murphy (1985) and Hallinger (2011) models is to create a positive atmosphere in school. In Murphy's (1990) model, this component is divided into components of improving the learning atmosphere and creating a supportive work environment. This component in Weber's (1996) model emphasizes only the creation of a positive learning atmosphere. Therefore, all four models of instructional leadership emphasize on specifying the responsibility and objectives of the school, managing educational programs and creating a positive atmosphere in the school. Hoy and Mielcarek (2003) presented their model by combining these models and emphasizing their common factors. Their model also includes almost all the elements of the other three models.

However, the weakness of Murphy and Hallinger (1985) model is that it has not been studied in an experimental study and no questionnaire tool has been developed for this model. Weber's (1996) model has also not been experimentally evaluated, and it is not clear whether the instructional leaders who implement this model can increase learners' educational achievement or vice versa. Based on the discussed models, the instructional leadership model developed by Hallinger (2011) is selected as the best model. First, due to the reliability of the model. Hallinger's instructional leadership model has been experimentally tested in many studies on instructional leadership and is most used in measuring school principal instructional leadership (Gurley et al, 2016). Second, the model has developed "Main Scale for Educational Management Ranking" (PIMRS) which is a robust, and sustainable research instrument that has been employed

in diverse studies on the management of school. This tool has been used many times in the past years in the studies of instructional leadership of school leaders and is still used (Hassan et al., 2019).

Table 5. Comparison of Different Dimensions of Instructional Leadership Models

Model	Creating the mission and goals of the school	Management of educational programs			Creating a positive atmosphere at school
Hallinger and murphy (1985)	Defining the mission of the school and establishing a connection between the goals of the school	Educational monitoring and evaluation, coordination between curricula and monitoring student progress			Creating a positive atmosphere at school
Murphy (1990)	Specify the school responsibility and objectives and establish a connection between the goals of the school	Educational monitoring and evaluation, coordination between curricula, protection of educational time, improving the quality of education, monitoring student progress.			Creating a positive learning atmosphere
Weber (1996)	Define the mission of the school	Curriculum management	View and improve training	Evaluate the training program	Creating a positive learning atmosphere
Hoy and Mielcarek (2003)	Defining goals and communicating between them	Supervise and give feedback on the education process			Promote professional advancement
Hallinger (2011)	Define school goals	Management of educational programs			Creating a positive atmosphere at school

Source: Researcher

Components of Managers' Instructional Leadership Behavior

Based on the existing models of instructional leadership of principals, three aspects of explaining school goals, managing educational programs and creating a good atmosphere in the school are considered as the main components of effective instructional leadership behavior for principals. Each of these three dimensions will be defined below.

Defining School Goals

The school goals definition component has two functions, which have already been stated: building the school objective and expanding it (Hallinger, 2011; 2000; Hallinger and Murphy, 1985). Based on this aspect, the school leaders' responsibility is to determine the purpose of the school. School principals need to know about the capabilities of the school and the path they take. A school that is not in the educational process has no criteria for measuring whether it has been successful in carrying out the processes. This aspect examines the responsibility of leaders in carrying out their responsibilities in collaboration with their subordinates so that the school has a definite objective and has a timetable for learners' educational achievement. Leaders also have a duty to specify the objective set so that all of the individuals are aware of it, and this can reduce the support and assistance of the school staff to make sure that the objective is achieved (Hallinger, 2005). According to this model, the objective might be created by the school leader or in collaboration with other school staff. Nonetheless, the school must have a specific goal that enables all members of the school staff to underpin and collaborate in achieving the objective. This issue stems from the fact that sometimes, there is an ambiguous, confusing and even contradictory objective that can make it hard to achieve the intended result based on the set goal (Hallinger, 2011; 2000; Hallinger and Murphy, 1985). Educational guides in defining the purpose of the school which is obvious in the research conducted by Hallinger and Murphy (1986) on an efficient elementary school in California. Based on the results of the school principal and teachers' interviews, the school leaders' six characteristics in explaining the purpose of the school are summarized. First, the vision and responsibility of the school must be obvious and definite to all members of the school staff. The objective must be written or shown about the school to make sure that everyone can easily see it and inform them of the school's orientation. Second, the school's goal should be to concentrate on

educational achievement on the basis of the needs and appropriateness of the school. Third, the objective of the school must be the instructors' priority in fulfilling their duties. Fourth, the objective must be approved by all school instructors. Fifth, the goal must be stated by the supreme leader. Finally, the goal must be underpinned by school staff. Hence, the school leader himself should set the best example in achieving the goal (Hassan et al., 2019).

Management of Educational Programs

The second component is curriculum management. This dimension focuses on the examination and coordination of syllabus and education issues. James and Balasandran (2013) noted that this aspect is considered to be the major responsibility of the school and is considered to be the school leaders' formidable challenge. Failure to fulfill the task of efficient and effective management of the educational program leads to failure to achieve the desired result in students' academic achievement. This component has three subcomponents, firstly, monitoring and evaluating the instructions, secondly, syllabus coordination, and finally, supervising learners' achievement (Hallinger, 2011; 2000; Hallinger and Murphy, 1985). According to Hallinger (2011, 2000), this aspect monitors and evaluates education, which refers to the initiative of school leaders to make sure that the school's objective can be realized in the classroom education process. Curriculum coordination is the second function which requires the school leaders to align teaching goals with classroom learning tasks, the evaluation process, and curriculum coordination. School leaders must also nominate several people who are responsible for coordinating the curriculum, analyzing student test scores, and deciding which materials to select as instructional aids. In addition, the third component is supervising student progress. School leaders should have a steady discussion with instructors about educational achievement and student achievement, with specific ideas and innovative ways to improve the education process to increase student progress. The second dimension requires the active participation of school leaders in strengthening, monitoring and overseeing the research and development process in the school. Therefore, school principals must be knowledgeable and experienced experts in the field of education and at the same time be committed to all school development programs. Based on the aforementioned dimension, school leaders will specialize in all school education programs (Marshall, 2003). Hallinger and Murphy (1986) carried out a study on efficient schools in California found that schoolteachers observed several principal

behaviors that were said to control student growth. They observed that the school principal could be aware of the literacy level and progress of all 650 students in the school. This behavior is not mandatory in instructional leadership. Nonetheless, it shows the principal's efforts to supervise student achievement other than managing school curricula.

Creating a Positive Atmosphere in School

The third component is creating a school atmosphere. In this dimension, there are five functions that include (1) protecting the course, (2) high vision, (3) motivating instructors, (4) increasing academic progress, and (5) motivating students to learn. (Hallinger, 2011; 2000). Hallinger (2011, 2000) has changed the model and concept of leadership on the basis of the instructional leadership model of Hallinger and Murphy (1985). However, after examining the reliability and validity of the model, he excluded one of the third dimension's functions, which is to strengthen the scientific standard. Therefore, for this revised leadership model, the component of creating a positive school atmosphere has only the five functions mentioned above and has remained the same to this day. Hallinger (2011, 2000) argued that, the third dimension comprises instructors and learners' conventions and assumptions which influence the acquisition process in school. School leaders have to explicitly or implicitly, using their capability to maintain a vision to facilitate communication, discussion and create a platform for approaching instructors and learners, by developing an award system to increase the productivity of the school staff in order to increase learners' academic achievement and create a school atmosphere. Obvious criteria include school expectations of learners, protection of the teaching course and participation in school community development programs that are in line with the school's mission. This aspect has a wider scope and aim than the previous two aspects. It supports the idea that an efficient school usually creates a school atmosphere by setting strict criteria and expectations for learners and instructors in the field of science and learning (Hassan et al., 2019).

Challenges of Instructional Leadership

A large number of studies have shown the shortcomings of school leaders and the practical challenges of instructional leadership. According to Heck and Hallinger (2010), despite the reference leadership model, there are many weaknesses in creating

instructional leadership. First, the top-down hierarchical model depicts that school leaders are regarded to be superior to the teachers. According to the teaching leadership practice, school leaders perform the role of curriculum experts and supervisors of the instruction and curriculum process. The superiority of the supervisors to the instructors causes discomfort to the instructors, when school principals intend to control the education process or when reviewing the outcome of their work (Goddard, 2003). The second problem for school leaders is that they have to specialize in all areas of teaching or curriculum (Hallinger, 2015). Therefore, in this situation, school leaders must create a culture of learning in the school community, especially with teachers, so that the school can use all kinds of skills in each teacher for the students' academic progress. The third issue is that in addition to instructional leaders in the school, they also have to do other work such as office work, and this means that they do not have enough time to do their job as instructional leaders (Hallinger, 2003).

Goodwin et al. (2003) noted that district officials often have excessive demands on school leaders. This leads to an imbalance in the management and leadership of the school, in addition to the increase in the complexity of these tasks, this can lead to a decrease in the morale and eagerness of school principals. In addition, high community expectations of school leaders add more responsibilities to leaders than the diverse requirements of the society, and this leads to failure to perform the duties of instructional leaders (Catano & Stronge, 2007).

It also reduces the ability of school leaders to practice instructional leadership in enhancing students' academic achievement. Research highlights the school leaders' inability to ameliorate learners' educational achievement even after applying instructional leadership behaviors (Hallinger, 2008). In another study, Leithwood (2010) argued that learners realized that the role of school leaders in ameliorating the quality of their learning was low, ranging from 12 to 25 percent, while the impact of the external environment and the family factor was up to 50 percent of influence. Learners' educational achievement is enjoyed (Leithwood et al., 2010).

There has been pressure to force school leaders to reduce managerial responsibilities and concentrate on the responsibilities of instructional leaders. The school leaders who have not dealt with instruction (due to school issues), re-engaging in educational settings with the aim of increasing teachers' educational performance is

certainly a major challenge for them (Hallinger, 2003). Hallinger (2011) stated that school leaders are required to fulfill their responsibilities as instructional leaders because they are convinced that it will increase students' academic achievement; however, other leaders such as school management and office work are also expected. Being busy with a variety of managerial and administrative tasks limits school leaders from fulfilling their responsibilities as instructional leaders, especially in overseeing teacher research and development sessions and overseeing education tasks (Hallinger, 2015).

Goodwin et al. (2003) state that the issue of bureaucracy, the pressure of social society, the inter-party negotiations, and the ongoing educational reforms have undermined the role of school principals as instructional leaders. As far as they think of themselves as a coach and not a leader. Their role as school leaders has also undergone major changes over the previous decades, which only adds to the difficulty of performing their leadership tasks. This major change requires school leaders to spend more time performing their duties in leading and administering their school than previous leaders (Goodwin et al., 2003; Lashway, 2003). As a result, school administrators today have to perform their duties in stressful situations (which increase with time), the need for very difficult reports and the lack of time (Volante et al, 2008).

Literature Review

Thien (2020) evaluated convergent, divergent, and criterion-based validity from a hierarchical point of view, with a Malay language version of the PIMRS Instructional leadership Scale. The researcher gathered data from 375 elementary school instructors from 30 chosen schools in Penang and Kode, Malaysia. The data were analyzed by means of the partial least square's structural equation modeling approach with SmartPLS 3.2.9 software. The results showed that four items should be discarded to ensure the validity of the structures of third, second and first order structures. Convergent validity and differentiation validity for all second- and first-order structures were determined by statistical estimation over the corresponding threshold. The redundancy analysis validated the convergence of instructional leadership as a constructive third structure. Criteria validity was determined by a significant and positive impact of instructional leadership on collective effectiveness of teachers (CTE).

Ma. & Marion (2019) used a multi-level modeling method to investigate the effect of principals' instructional leadership on instructor effectiveness and the mediating role of faculty members' trust in that process. Fifty high school principals and 714 instructors in a minority area in western China took part in the study. The findings show that instructional leadership, in terms of creating a positive learning environment, directly and positively affects the teacher's influence. The teaching leadership practices that determine the school's mission, manage the curriculum, and create a school learning environment have a positive effect on teachers' trust. The results show the fact that specific methods of instructional leadership have a greater impact on the effectiveness of teachers than the direct effect through faculty members' trust in the principal. The findings of this study may guide policymakers and stakeholders to make major decisions to increase teacher efficiency.

Thessin (2019) examined what each supervisor and manager bring as instructional leadership. A multiple case study method was utilized to collect data from 12 principals / principals during 16 months in a mid-Atlantic middle school area. The sources of data include interviews, observations, and documentation provided by study participants.

The results showed that the main supervisor and the main manager, each brought certain previous characteristics to their participation and each of them contributed to the improvement of effective participation during their joint work. When these characteristics of partnership existed, supervisors and managers engaged in collaborative work that led to fundamental modifications in the performance of managers' training leadership.

Liu, S., & Hallinger (2018) investigated the relationship between managers' instructional leadership and teacher learning. This model proposes the core skills of time management and self-efficacy as a background of instructional leadership and teacher self-efficacy as a mediator for the effects of managers' instructional leadership on teachers' professional learning. The researchers gathered survey data from 3,414 instructors and 186 principals at 186 middle schools in Qingdao, China. Confirmatory factor analysis, structural equation modeling and bootstrap were used to analyze the multipurpose data. The findings of this study confirmed a mediation model according to which the instructional leadership of principals proves moderate direct and indirect

impacts on the professional learning of the teacher. Key time management and self-efficacy have little effect on managers' training leadership.

Boyce and Bowers (2018) examined the leadership research over the past 25 years. The authors surveyed 109 studies using the Schools and Staff Survey (SASS) which was employed by the US National Education Statistics Center, which examines at least one aspect of instructional leadership. The findings showed that there were four main topics of instructional leadership research that analyzed SASS data: leadership and core impact, instructor independence and impact, adult learning, and school atmosphere. The three factors that were most examined in relation to the themes of instructional leadership are: teacher satisfaction, teacher commitment and teacher retention. This study provides information each topic, explains the interrelationships among all of the factors, and summarizes the interrelationships in the form of a model.

Hallinger et al. (2018) evaluated the conceptual models, research methods, and centers of science in the study of instructional leadership in Malaysia during the previous 30 years. A number of techniques were utilized to determine all the studies carried out in Malaysia that utilized the main educational management ranking scale (PIMRS) as a data collection tool. The search includes a database of 120 studies conducted between 1989 and 2016, published in both English and Bahasa Malay. Collaborative data were gathered based on 120 research reports, coded, and entered into MS Excel software for analysis. The researchers used quantitative methods to analyze certain trends and synthesize patterns in the data during the studies. This search identified 120 PIMRS studies, 90% of which have been conducted since 2005. More than 75% of Malaysian studies on managerial leadership training have been conducted as postgraduate dissertations (master's and doctoral), of which almost a few have been published in journals. The results showed that most studies use lower-order conceptual models (i.e., direct effects of variable) and are largely limited to descriptive and simple statistical correlation tests. The researchers argued that design-based issues resulted in the inconclusive results of the study.

Ismail et al (2018) examined the relationship between the instructional leadership of school principals and the functional competence of teachers in prestigious schools in the northern part of the Malaysian Peninsula. The study used a descriptive correlational survey research design. The survey was conducted to collect the necessary information

on 225 instructors from 12 secondary and elementary schools. The main questionnaire of the Educational Management Rating Scale was adopted by Hallinger and Murphy (1985) and the integrated assessment module for educational service officers (2014) was utilized to gather data. This study showed that the level of instructional leadership among leaders is very high and the level of functional competence of teachers is very high. These findings also showed that there is a very strong relationship between the instructional leadership of school leaders and the functional competence of teachers. Findings also indicate that there is an average significant relationship between instructional leadership of school leaders and instructors' knowledge. In addition, there is a positive but relatively weak relationship between the instructional leadership of school leaders and the skills of teachers. This study advises the school leaders to use instructional leadership to improve teachers' functional competencies.

Wi et al. (2018) presented the Chinese version of the Educational Management Rating Scale (PIMRS). This study consists of three stages. In Phase 1, PIMRS was adapted based on the recent work of Qian et al. (2017) on teaching leadership practices in China, followed by semi-structured interviews with 15 elementary school principals to examine the dimensions and cases of PIMRS compatibility. In Phase 2, a Chinese PIMRS was validated and further modified on the basis of data gathered from 159 principals and instructors. In Step 3, using survey data gathered from 1,100 principals and instructors, the build level, case level, and benchmark for the final validity of the modified Chinese PIMRS were established. The results show that consistent PIMRS can better demonstrate the Chinese manager's training leadership.

Nguyen et al (2018) translated, adapted and validated the Educational Management Scale Measurement Tool (PIMRS) for use in Vietnam. In the next step, its purpose was to explain the patterns of instructional leadership that is evident among an example of urban and rural elementary school principals. The researchers then investigated whether these leadership patterns of principals could be related to one or more "prior variables": school size, school location (urban / rural), principal gender, and previous teaching experience. Lastly, the article examined principals and instructors' perspectives on how to strengthen instructional leadership in Vietnam education. In this study, quantitative and qualitative methods have been used. Based on this issue, 569 instructors and 117 principals working in 117 elementary schools in Vietnam's Ho Chi Minh Province were selected as the sample of the study. In data collection, the PIMRS

form is a translated form that fits the Vietnamese language. An open-ended question posed by instructors and administrators was examined in this tool to specify suggestions for strengthening instructional leadership in Vietnam. This study used Rush analysis, Cronbach's test, confirmatory factor analysis, t-test and analysis of variance in data analysis. This study provided preliminary confirmation of the PIMRS Vietnamese Language Teacher Form. Analysis of PIMRS data collected from instructors showed that elementary school principals have an amazing level of instructional leadership. According to international research findings, the selected evidence indicates stronger leadership by female executives, although this pattern was not strong. None of the other predecessors had a significant relationship with managers' instructional leadership patterns.

Leaf and Odhiambo (2017) examined the perspectives of principals, assistants, and instructors about the Vice Chancellor for Instructional leadership, as well as the professional learning needs of assistants. In the context of an interpretive approach, the specific aims of this study were: to examine the level of understanding of the educational assistant as a learning leader, to examine his real responsibilities, to discover the professional learning that supports the role of the educational assistant. The researchers utilized multi-perspective case studies that involved semi-structured interviews and core analysis of school records. Thematic content analysis examines descriptions and qualitative insights from the perspectives of principals, assistants and instructors of four high-performance high schools in Sydney, Australia. The results showed that the delegates perform a wide range of tasks. All managers depended on their deputies to develop leadership capacity and support professional learning in different ways. In the three schools studied, most delegates typically acted as instructional leaders, ameliorating their school performance through leadership distribution, team building, and objective setting.

Gurley et al (2016) examined the instructional leadership behaviors of managers. Using the Principal Instructional leadership Rating Scale (PIMRS), it measured principals' perception of the pattern of instructional leadership behaviors applied to leadership, then compared their reports with teachers' reports (n = 407). The results highlighted the lack of a significant difference between the respondent groups. However, further investigation of these insignificant differences showed that the extent and direction of principal and teacher differences in sample schools were different.

Peariso (2011) in a study entitled "Study of managers' instructional leadership behaviors and their ideas about good education practices in effective high schools in California" with a descriptive and causal method compared the instructional leadership behaviors of efficient high school principals in California and their beliefs about education and examined training, related topics, and constructive or non-constructive professional issues. The results showed that effective school principals are often engaged in instructional leadership behaviors.

CHAPTER III

RESEARCH METHODOLOGY

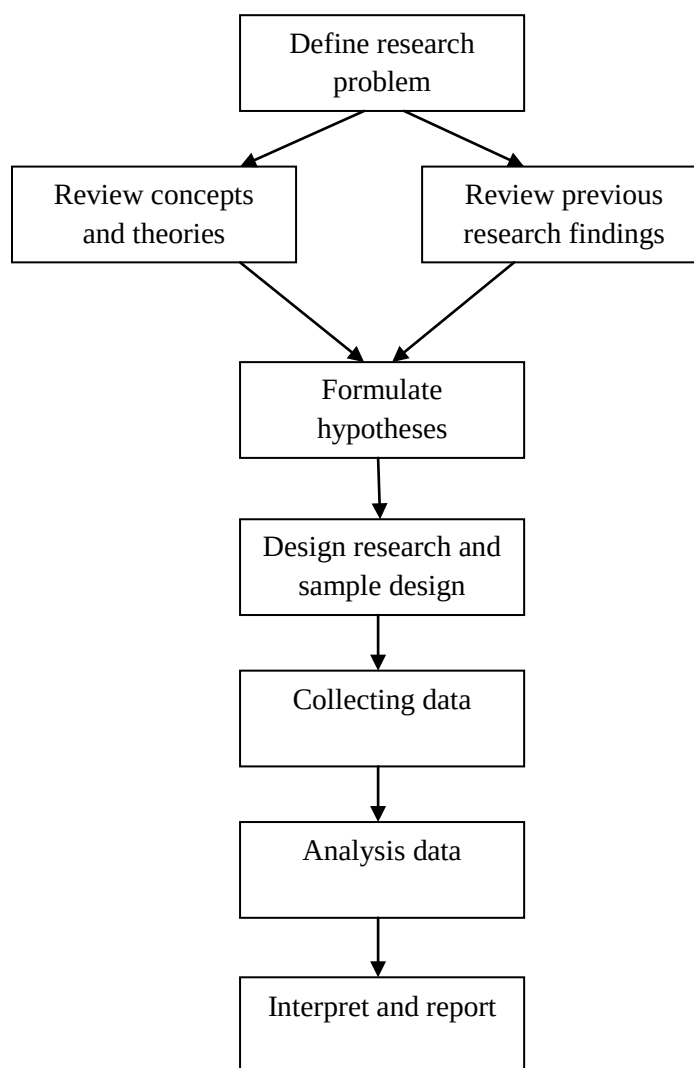
Introduction

This chapter examines the research methodology. The steps for conducting research and participants` demographic information and the method of data analysis will be explained, in this chapter.

Research Design

The researcher in this section deals with research techniques and framework. This scheme helps researchers to appropriate select research methods on the topic and adjust their researches accordingly. A research plan is a framework created to find answers to research questions (Creswell, 2014). Before explaining the rest of research methodology, the process of research is described briefly in this section. Based on Kotari (2004), the procedure of research involves some stages and measures needed for conducting effective research and the favorable orders of these stages. Figure 3-1 illustrated the overall research procedure.

Figure .1ResearchProcess in Flow Chart



Research Method According to the Purpose:

According to Kothari (2004) considering the research purpose, it could be classified into these categories: Fundamental vs. Applied; the current research is applied based on its purpose because its outcomes will be directly applicable in schools and the education sector.

Research Method According to Approach

Two main approaches to research are the qualitative approach and the quantitative approach; the first one is used to understand concepts, ideas, and motivations using non-numerical data, but the second one is used for measuring the problem by numerical data or data that could be converted into applicable statistics. The present study is qualitative research; it provides in-depth insights into the issue and guides to generate hypotheses in possible quantitative research. In addition, it is applied

for exploring trends in ideas and thought and deeper delving in the issue (Kothari, 2004). Based on Merriam (1998) qualitative research method was chosen in this research since this technique is particularly beneficial to discover the meaning which individuals give to the situations they have experienced. In particular, the phenomenology design has applied for understanding to what extent the participants of the studied phenomenon are significant. Phenomenology is one of the types of qualitative technique. The purpose of Phenomenology research is explicitly explaining and identifying phenomena as perceived by individuals in a particular situation. Phenomenology falls into the category of interpretive paradigms. That is, a scientific method that summarizes social issues with a mental approach (Creswell, 2014).

Participants

A group of people or events or objects which are evaluated in a particular condition is called a statistical population (Saunders, Lewis, & Thornhill, 2011). In Phenomenology research, data is collected from people who have experience with the phenomenon. Most data collection in Phenomenology studies involves in-depth interviews with experts. Therefore, in the present study, the statistical population includes professors of educational management and principals of primary schools in Erbil.

Sample Size

Polkinghorne (1989) stated that it is sufficient to interview 5 to 25 people who have full experience of the phenomenon. Van Manen (1990) also noted that slow conversations, writing responses, and multimedia components are among the phenomenological data collected. In the present study, theoretical saturation was used to determine the required sample in the qualitative part. The criterion for judging when to stop sampling is the theoretical saturation of the category, that is, once the theoretical saturation is reached, no additional data can be found by which the researcher can formulate properties or components of a category, ending the interview with theoretical saturation. The number of participants in the research is 10 professors and 10 principals of primary schools of Erbil.

Sampling Method

Samples were selected through Purposeful sampling. Targeted sampling means that the researcher consciously selects participants who are experienced in the main phenomenon being studied or the key concept discovered. Criteria for sample selection in this study include the following:

1. Professors and faculty members of the university in the field of educational management,
2. Having a relevant degree in the field of educational management,
3. At least 5 years of managerial work experience in primary schools.

Data Collection Tools

For some reasons interviews were used as the major data collection tool. Qualitative interviewing is a good tool while “studying people's understanding of what their real world means”. Generally, interview is a good technique “to find things we cannot directly observe, such as feelings, thoughts, and goals” (Merriam, 1998, p72).

Qualitative interviews lead to an in-depth description of the subject matter (Reid et al, 2018).

Therefore, semi-structured interview was applied in the present study, as a tool for collecting the required information. These interviews were conducted based on the main research question on the research topic, by the researcher and based on the feedback received during the data collection and analysis process.

In qualitative social research, semi-structured interviews are very popular types of interviews in which all respondents are asked the same questions, but they are free to give their answers in any way they wish. In this case, the researcher is responsible for encrypting the answers and classifying them (May, 1997).

Open-ended questions like these allow the participant to express their thoughts and feelings more and can provide more details about the research topic (Reid et al, 2018). The questions were mostly open-ended, some questions about information including work experience, occupation, education, and age.

The open-ended questions in the interviews were as follows:

1. What is your definition of instructional leadership?
2. How do you think instructional leadership is realized?
3. What do you think are the duties of principals as instructional leaders in schools?
4. What do you think are the effective instructional leadership behaviors for Erbil primary school principals?
5. What do you think are the obstacles to effective instructional leadership behaviors for Erbil primary school principals?
6. What do you think are the factors that enhance effective instructional leadership behaviors for Erbil primary school principals?

In the last part of the interview, a few open-ended questions were asked for summarizing the views and to present some items that may not have been considered by the interviewee. Questions like "If you think there is something important that has not been mentioned, would I be happy to hear it?" Or "If you think of something else, please state it."

For this research, face-to-face interview was carried out by telephone and Skype. Telephone and Skype are effective ways to conduct interviews due to the busy schedule of the interviewees as well as the coronary conditions.

Research interviews were recorded by a digital recorder. The recorded files were implemented after the interviews. Prior to the next interview, the initial coding and analysis of each interview was performed.

The Researcher`S Role

The researcher, based on Strauss and Corbin (1998), has the main role of the study in the qualitative research. Since this kind of research is an interpretive research, the researcher's hypotheses, beliefs, and biases could interfere with analysis of data. Researchers should strive to completely neutralize or reduce their prejudices. According to Altheide & Johnson (1994) the researcher, in every interview, also asked about the

accuracy of the participants' information by stating the information and summarizing the information. The researcher, after transcribing the recorded interviews, asked all participant for checking the accuracy of content in their text. Moreover, the researcher consulted with faculty advisors during this research's completion. The faculty's guidance assisted the researcher for concentrating on the details provided by the participants, that caused the researcher to extract themes from the data. Finally, sufficient and relative quotes of the participants for substantiating the outcomes of the research provided by the researcher.

Validity

To evaluate the validity of the extracted categories, the approval of members and participants as well as the researcher's long-term involvement with the research topic has been used. Cresol suggests that members use review to verify validity. To do this, return the final report or specific descriptions and topics to the participants and determine if the participants approve the results correctly (Creswell, 2004). In this study, during the interview, the researcher's perceptions of the interviewees were checked to eliminate the possibility of any misunderstanding of their conversations. At the end, a summary of the interview was returned to the interviewees for approval or correction. Therefore, in addition to deep and long interaction, the confirmation of the interviewees has been used to control the validity of the research.

Reliability

Reliability is considered as a reliability of the codes given by the coding group and their agreement on the codes assigned to the text. Creswell (2004) proposes an agreement on cryptographic similarity between two or more coders to evaluate the qualitative research reliability (Creswell, 2004). In the field of reliability, the retest method was used in the study. For this purpose, 3 interviews were given to one of the experts and coding was done by this person. After doing this, the agreement between the two coders was calculated. Based on the repeated branches in the interviews (agreements) and different indicators (non-agreements), the reliability of the interviews was calculated using the following formula: These values are shown in the table below:

Table 7. Interview Reliability Coefficient

Interview	Total number of codes	Number of agreements	Number of disagreements	Reliability coefficient
P1	24	9	8	75%
P2	18	7	6	77%
P3	22	9	7	81%

The reliability coefficient obtained from the two coders, which indicates high agreement and compatibility as well as the appropriate reliability coefficient.

Method of Data Analysis

In this research, for analyzing the obtained data from the interviews, the qualitative method of thematic analysis has been used to answer the main question of the research. According to Boyatzis (1989), theme analysis is able to create a good connection between researchers in different fields. This method enables researchers to facilitate the process of transmitting their observations, findings, and interpretations to others. Clark and Brown (2006) argue that “theme analysis is a way to identify, analyze, and articulate patterns (themes) within data”. This method also helps at detailed description and organization of the data.

Moreover, it could be applied for interpreting different perspectives in the topic of research. Qualitative approaches are very diverse, complex, and subtle, and theme analysis should be considered as a fundamental technique of qualitative analysis. “theme analysis is the first method of qualitative analysis that researchers must learn, since it provides the core skills required for performing various other methods of qualitative analysis”.

In general, theme analysis is a good way to establish the transfer of concepts between researchers in different disciplines and with different orientations and the relationship between different philosophical approaches and between theorists and practitioners. Theme analysis has 5 phases as described in Table (1) (Clarke & Braun, 2006):

Table 8. Themes Analysis Phases

Step	Explain
acquaintance with data	Write data if necessary (orally), read and re-read, record initial ideas
Create basic code	Coding the desired data properties on a regular basis throughout the data set, matching and sorting the data with each of the codes
Search topics	Matching codes to potential themes and collecting all data related to each of the potential themes
Review topics	Investigate potential themes with extracted code (Level 2) and data set (Level 1) and finally create a thematic analytical network
Defining and naming themes	Continuous analysis to refine the features of each "theme", comprehensive citations, clear definitions and names for each theme
Compilation of reports	Last chance for analysis, selection of clear and obvious samples, final analysis of analytical extraction related to research and literature questions, and compilation of an academic report of the analysis.

CHAPTER IV

RESULT AND DISCUSSION

Introduction

This chapter presents the findings of interviews with research participants. The purpose of this qualitative research study is to identify the behaviors of educational administrators in Erbil. The three research questions that flow throughout this study are as follows:

1. What are effective instructional leadership behaviors for Erbil primary school principals?
2. What obstacles do Erbil primary school principals face in conducting effective instructional leadership behaviors?
3. What are the factors that enhance effective instructional leadership behaviors for Erbil primary school principals?

The following are the findings of the interviews using the theme analysis method.

Participants

The number of participants in the research is ten professors and ten principals of primary schools of Erbil. The table below shows the characteristics of each research participant separately.

Table 9. Profile of Participants

Interviewer code	Degree of education	Position	Interview duration
P1	Master of Educational Management	University professor	30 minutes
P2	Bachelor	School principal	35 minutes
P3	PhD in Educational Management	University professor	40 minutes
P4	PhD in Educational Management	University professor	45 minutes
P5	Master of Educational Management	University	30 minutes

		professor	
P6	Bachelor	School principal	30 minutes
P7	Master	School principal	40 minutes
P8	Master	School principal	30 minutes
P9	Bachelor	School principal	35 minutes
P10	Bachelor	School principal	30 minutes
P11	PhD in Educational Management	University professor	45 minutes
P12	PhD in Educational Management	University professor	45 minutes
P13	PhD in Educational Management	University professor	40 minutes
P14	Master in Educational Management	University professor	35 minutes
P15	Bachelor	School principal	30 minutes
P16	Master in Educational Management	University professor	45 minutes
P17	PhD in Educational Management	University professor	40 minutes
P18	Bachelor	School principal	35 minutes
P19	Bachelor	School principal	30 minutes
P20	Bachelor	School principal	30 minutes

Findings from Coding and Classifying Interview Data

In the open coding process, a total of thirty two initial codes are formed from twenty interviews. Then, the initial classification of the data is performed and the concepts of open coding are divided into 9 categories. At this stage, the categories derived from open coding are merged based on orientations, appropriateness, nature, and semantic load. The dimensions of the model and its conceptual categories along with their frequency in each of the research interviews are shown in the table below:

Table 10. Main, Subcategories and Open-Source Categories

The main category	Subcategory	Open source	frequency
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Successful instructional leadership behavior	setting goals	Draw a clear vision and goals	4
		Drawing a favorable vision of the school future with the cooperation and participation of teachers and the educational staff	4
		Outline the vision for the teachers, the staff, the students, the parents and the community	3
		Set high-level, transparent expectations for the teachers, the staff and the students	4
		Encourage the teachers and the staff to move in the direction of the school missions and goals	5
	Creating a positive atmosphere at school	Identify school culture, create and maintain a desirable culture	5
		Efforts for raising the level of school culture	4
		Creating a supportive work environment for the teachers and the staff	3
		making an attractive and a positive educational and physical atmosphere in the school	5
	Educational monitoring and evaluation	Pay special attention to the student progression	3
		Review and follow up the quality of teaching	5
		Identify the strengths and weaknesses of the teachers, the staff, working on the strong points and eliminate the weaknesses.	4
		Review and monitor classroom activities	4
Booster factors	Individual characteristics	Having a sense of responsibility and commitment	4
		Resilient and invincible spirit	4
		Possess specialized skills	4
		Possess communication skills	4
	Community and school participation	Active participation of teachers in counseling sessions	4
		Active parental involvement in school affairs	4
		Conducting free and informal conversations with teachers and students	4

	Organizational support	Welfare and living conditions of the school principal	6
		Authority and freedom of action in decision making	4
		Support of senior managers of the organization	4
Barriers to instructional leadership	Organizational barriers	Paperwork and organizational hierarchy	4
		Lack of knowledge of the needs of instructional leaders	5
		Lack of budget and insufficient allocation of resources in school equipment	4
	Motivational barriers	Traditional attitudes of managers towards training programs	3
		Ignorance of students' individual differences by educational administrators	4
		Lack of motivation of educational managers and leaders	4
	Individual barriers	Job pressures	4
		Educational reforms	3
		Social pressures	4

In the following, the components extracted in the present study are explained in detail according to the codes extracted from the interviews.

Description of the Components Extracted from the Interviews

Based on the findings of the interview and the objectives of the research, the categories obtained in the three main categories of components of successful instructional leadership behavior are factors that strengthen instructional leadership and barriers to instructional leadership. In the following, the subcategories and open codes of each component are discussed.

Components of Successful Instructional Leadership Behavior

Based on the results of the research, several categories have been identified for a successful instructional leader. These categories are divided into three main subcategories, which are discussed below:

Setting Goals

Based on the opinions of the interviewees; Part of the activities and actions of a successful instructional leader should be in setting goals for the school. This is the first category of successful instructional leadership.

Table 11. Codes Derived from the Category of Setting Goals

Subcategory	Open source	Interview text
setting goals	Draw a clear vision and goals	Participant (P1) believes: "A successful leader is someone who knows where he is going. In other words, a leader must have a vision. The leader must formulate a vision for the school and specify that at the end of the year or later. "Where do they want to go in a few years?" The interviewee (P2) states: "A successful instructional leader has clear goals. It is my job as a principal to set clear missions and goals for the school and staff." The interviewee (P5) states: "Every organization needs clear goals to succeed, and a successful training manager must first and foremost draw a clear and desirable vision for the future." The interviewee (P15) states: "At the beginning of any task, goals must be identified, as goals are the foundation of doing anything."
	Drawing a favorable vision of the future of the school with the cooperation and participation of the teachers and the staff	Participant (P3) believes that "goal setting should be accompanied by the participation of the teachers and the staff to best fit their needs." Participant (P8) believes: "I always try to work with the teachers and the staff to set goals in order to set the best goals." Participant (P5) believes: "It is better for the teachers and the staff to be involved in setting goals and perspectives, in which case they will feel more involved in the goals and as a result will be more motivated to work on achieving them." The interviewee (P11) states: What should be considered in drawing goals is to use the opinions of teachers and other people in the school. It is in this state that participation occurs at its highest.
	Outline the vision for the teachers, the staff, the students, the parents and the community	Interviewee (P3) states: "Successful instructional leadership, while setting goals and perspectives, should explain them well to stakeholders, because vague goals cannot be achieved as they should be." The interviewee (P2) states: "A successful principal, after setting goals, informs teachers and students about these goals, which helps to implement the goals." The interviewee (P14) states: In order for goals to be best implemented, they must be explained to teachers and parents, who must be fully aware of the school's goals and vision in order to be more involved.

Set high-level and transparent expectations for the teachers, the staff and students;	The interviewee (P6) states: "Based on my experience as a principal, if teachers and students know exactly what to do, their efforts will be directed, and only then can success be expected." The interviewee (P4) states: "Setting high-level expectations makes people, including teachers and students, work harder because they think they have the competence to do so." The interviewee (P1) states that: "When people are clearly aware of what is expected of them, they organize their efforts to achieve it." The interviewee (P12) states: The higher the level of expectations set for teachers, the more effort they put in. My experience shows that as expectations from people increase, they try harder to show themselves.
Encourage teachers and staff to move in the direction of the school's missions and goals	The interviewee (P2) states: "I always consider teacher encouragement because encouragement and admiration always respond and make people more enthusiastic." The interviewee (P6) states: "As a manager, I believe that a successful training leader not only aligns his / her plans and activities, but also asks all employees to set missions and goals. "They should work and move in this direction, not only to directives and specify a specific perspective, and for this purpose, it encourages the teachers and the staff." The interviewee (P7) states: "Everything needs encouragement to be done. The issue of lacking encouragement is important that should be considered by educational administrators." The interviewee (P5) states: "The teachers and the staff need encouragement from the principal to move towards school goals. If this is not the case, they will not be motivated enough to try." The interviewee (P13) states: Encouragement is an essential element and a driving force to advance any action. From a child to an adult, a person always needs encouragement to grow.

The categories of a successful instructional leader in this regard include the following four subcategories:

- Drawing a clear vision and goals
- Drawing a favorable vision and picture of the future of the school with the cooperation and participation of the teachers and the educational staff
- Outline the vision for the teachers, the educational staff, the students, the parents and the community

- Set high-level, transparent expectations for the teachers, the educational staff and the students;
- Encourage the teachers and the staff to move in a direction to the school's missions and goals

Creating a Positive Atmosphere at School

Creating a positive atmosphere in the school is one of the most important issues for organizations, especially educational organizations. This is the second category of a successful instructional leadership.

12. Codes from the Category of Creating a Positive Atmosphere Inside the Schools

Subcategory	Initial code	Interview text
Creating a positive atmosphere at school	Identify school culture, create and maintain a desirable culture	The interviewee (P2) states: "I think culture is the foundation of any organization and in terms of the impact that organizational culture and atmosphere have on the success and performance of the school, it should be given serious consideration by the instructional leader." The interviewee (P3) states: "In order to be a successful instructional leader, it is very important to pay attention to make a positive atmosphere in the school of culture and school atmosphere." The interviewee (P9) states: "I always try to know the culture of the school. To know the subculture of the teachers' office and to make the necessary effort if the culture is undesirable and it is necessary to change it." The interviewee (P16) states: Knowing the culture is one of the essential issues for any manager, because people operate under a common culture, and it is organizational values that drive people to the goal.
	Efforts to raise the level of school	The interviewee (P1) states: "Principals should treat people according to the values and local culture of the community, it is necessary to raise the level of school culture to a desired level."

culture,	The interviewee (P4) states: "Principals should try to improve the level of school culture. Paying attention to culture can be effective in creating a favorable atmosphere." The interviewee (P14) states: It is clear that if the level of cultural awareness can be raised, the results will improve. Culture represents the common values in an organization, and when these values reach the desired level, the desired results and consequences also tend to appear.
Creating a supportive work environment for the teachers and the educational staff	Interviewee (P3) states: "One of the most important tasks of a successful principal is to create a supportive environment for the teachers." The interviewee (P7) states: "I always try to create a supportive environment for the teachers, sometimes even ignoring possible mistakes and errors of the teachers." The interviewee (P8) states: "A successful principal should seek to establish free, friendly and honest relationships between school members, so I try to create a safe and peaceful environment at school." The interviewee (P18) states: "What I see in the school environment is that teachers need the support of educational administrators, who, in order to be able to perform their teaching and learning tasks effectively, need the support and believe "They have to rely on the support of the school. It is my duty as principal to provide this environment." The interviewee (P19) states: Support is one of the factors that acts as an incentive for individuals. If people understand they are in such an environment, they will feel better about their job and work harder.
Creating an attractive and happy educational and physical	The interviewee (P11) states: "Students need a safe and relaxed learning environment for proper education, so creating such an environment is one of the most important tasks of educational administrators." The interviewee (P9) states: "The learning environment should

atmosphere in the school	not be dry and formal so that students do not get bored. I think a successful leader should seek to create an atmosphere of work and effort and intimacy and camaraderie at school." The interviewee (P10) states: "I always believe that the creation of a non-interesting learning environment should be avoided. In this regard, it is necessary for instructional leaders to create an attractive and happy educational and physical atmosphere in the school by providing welfare and recreational facilities in the school." Be. " The interviewee (P17) states: A happy environment creates mobility in people, while a dull environment causes lethargy. Therefore, it is better to create happiness and attractiveness in the environment.
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According to the content analysis of the interviews, four codes for this category have been identified and extracted. Categories of successful instructional leaders in this regard include

- Identifying school culture and creating and maintaining a desirable culture,
- Efforts to raise the level of school culture,
- Creating a supportive work environment for the teachers and the staff,
- Creating an attractive and happy educational and physical atmosphere in the school

Educational Monitoring and Evaluation

Educational monitoring and evaluation are the third category of successful instructional leadership.

Table 13. Codes Derived from the Category of Educational Monitoring and Evaluation

Subcategory	Initial code	Interview text
Educational monitoring and	Special attention to the student	The interviewee (P6) states: "For me as a school principal, nothing is more important than the academic achievement of students. Because this factor is one of the most important

evaluation	progression	criteria for evaluating the successfulness of a school." The interviewee (P7) states: "The principal should focus on the students' success. The leader should constantly monitor the students' academic achievement and progress so that if there is a problem, he can think of a solution from the beginning." Interviewee (P20) states: The first things that always come to mind about school performance are the student progress and performance. To monitor school performance, a principal must first consider student progress.
	Review and follow up the quality of teachers' teaching;	Interviewee (P15) states: "Because teachers have a large role to play in students' academic achievement, it is important to monitor teachers' teaching methods." The interviewee (P16) states: "The quality of teachers' teaching is definitely important to a school. A successful principal regularly monitors the quality of teachers' teaching because the quality of teachers' teaching is a determining factor for students' success." The interviewee (P4) states: "Everything needs supervision to achieve the best results, teachers aren't an exception and it is necessary for educational administrators to constantly monitor the activities of teachers." The interviewee (P7) states: "A successful educational administrator should evaluate the quality and teaching methods of the teachers. This is very important to me as a principal." The interviewee (P10) states: "Principals should have close and continuous oversight of how teachers teach, as this factor is directly related to the students' academic performance."
	Identify the strong and weak points of the teachers, the staff and strengthen the strong ones and eliminate the weak ones	The interviewee (P11) states: "Obviously, the teachers and the staff have strengths and weaknesses, these issues need to be identified by management and the necessary measures should be taken to address them." The interviewee (P2) states: "An educational administrator must consider the individual differences of teachers. If a principal can exploit his / her teachers' strengths, he / she can certainly be more successful in achieving the desired results." The interviewee (P9) states: "I have always seen strong and weak points of different teachers. A successful principal must carefully examine their strengths and weaknesses to increase the effectiveness of their staff and use the strong points as opportunities. "Use it and try to fix their weaknesses." The interviewee (P20) states: It is undeniable that every person has strengths and weaknesses. A manager's skill is in identifying these weaknesses and exploiting each person's strengths.
	Review and monitor classroom activities	The interviewee (P4) states: "The principal should regularly review classroom activities so that he / she can identify problems and needs of students and teachers and work to address them." The interviewee (P7) states: "Since supervising educational activities is one of the duties of an educational administrator, the educational administrator should have a review of the classroom

in his / her schedule. This helps him / her to know how to carry out classroom activities. And be aware of classroom management. "

The interviewee (P8) states: "A successful educator should know that his / her activities are not texted to the school office and he / she should also evaluate the activities of the classrooms."

The interviewee (P13) states: There should be constant monitoring of classroom activities. The principal should keep in mind that it is not only his / her administrative responsibility, but also his / her supervisory duty.

Based on the analysis of interviews related to the category of educational monitoring and evaluation, four codes have been identified and extracted. Categories of successful instructional leader for educational supervision and evaluation include;

- Special attention to students' progress;
- Reviewing and following up the quality of teachers' teaching methods;
- Identify the strong and weak points of teachers, staff and working on the strong ones and eliminate the weak ones;
- Review and monitor classroom activities

Factors That Enhance Instructional Leadership Behaviors

Based on the results of the research, several categories have been identified to build up a successful instructional leader. These categories are divided into 3 main groups, which are described below:

Individual Characteristics

Based on the opinions of the interviewees; A successful instructional leader needs desirable personal characteristics, and in fact, personal characteristics are a reinforcing factor for successful instructional leadership behavior. This is the first category of successful instructional leadership.

Table 14. Codes Derived from the Category of Individual Characteristics

Subcategory	Initial code	Interview text
Individual	Having a sense	The interviewee (P4) states: "A manager must have a

characteristics of responsibility and commitment	strong sense of responsibility in order to be successful. This sense of responsibility moves him towards the goal." The interviewee (P6) states: "I think the thing that urges a manager to a great extent is the commitment and sense of responsibility that compels me to keep working." The interviewee (P10) states: "There are a number of personal factors that lead the manager to success, for example, the person must feel commitment and responsibility. If I do not have a sense of commitment as a manager, the activities have a definite end. It will not have " The interviewee (P15) states: It is a series of characteristics that must exist in the institution of the manager, the manager must consider himself committed to follow the rules and must also be obliged to answer.
Resilient and invincible spirit	The interviewee (P5) states: "A manager may encounter difficulties in the performance of his duties. What does not stop a person from continuing on the path is to have a resilient and invincible spirit." The interviewee (P16) states: "Personality factors are a factor that reinforces the behavior of instructional leadership. Of course, we managers face many problems during the work. It's a booster. " The interviewee (P8) states: "The educational director must have a resilient personality in order to be successful. Because there are many problems in this direction." The interviewee (P11) states: In general, management is a turbulent process that has many ups and downs. What sets a successful manager apart is his or her ability to deal with these problems.
Possess specialized skills	The interviewee (P1) states: "Scientific expertise is always and, in every field, a basic prerequisite." The interviewee (P3) states: "Management, like everything else, needs sufficient knowledge and expertise in this area. If there is not enough knowledge, there will be no principled actions." The interviewee (P14) states: "A training manager must have the professional knowledge to do so because it is the specialized knowledge and skills that enable the individual to take the appropriate approach." The interviewee (P13) states: Expertise is the first condition of everything, a manager also needs specialized training in his field. In the absence of such specialization, he will face problems in his career path.
Possess communication skills	The interviewee (P2) states: "The principal should be able to communicate freely with teachers and students and even their parents. Establishing the right social relationships with teachers and listening to teachers and students actively is essential to their success. " The interviewee (P6) states: "The ability to establish

friendly relations is one of the requirements of successful leadership. The principal must also be able to establish fairness in his / her relations with students and teachers without discrimination."

The interviewee (P18) states: "Creating a favorable atmosphere depends on the principal's social and communication abilities. If the principal has such skills, teachers and students will have an intimate and free relationship with the principal."

The interviewee (P19) states: An important characteristic for a successful manager is communication ability and skill. Communication skills create a bond between the manager and subordinates that leads to members' attachment and commitment.

Based on the analysis of interviews related to the category of personal characteristics, four codes have been identified and extracted. These categories include:

- Having a sense of responsibility and commitment
- Resistant and invincible spirit
- Having specialized skills
- Having communication skills

Community and School Participation

Based on the opinions of the interviewees; A successful instructional leader requires community-school participation, and in fact community-school participation is a reinforcing factor for successful instructional leadership behavior. This is the second category that build up successful instructional leadership.

Table 15. Codes Derived from the Category of Community and School Participation

Subcategory	Initial code	Interview text
Community and school participation	Active participation of teachers in counseling sessions	Interviewee (P2) states: "The fact that a principal can be successful in teaching leadership depends in part on the cooperation of school teachers. I need teachers to be actively involved so that I can use their thinking."
		Interviewee (P15) states: "Successful schools are build up when teachers are involved in various processes. Therefore, regular meetings of the Board of Trustees are helpful in this regard."
		The interviewee (P8) states: "The fact that the principal can

	benefit from the active participation of teachers in decision-making sessions can help him / her in performing his / her duties." The interviewee (P12) states: If the principal can motivate his / her teachers to participate, he / she can use their potential in decision making.
Active parental involvement in school affairs	Interviewee (P13) states: "Parents, as one of the most important stakeholders of the school, influence the behavior of educational administrators. If they are eager to participate in school affairs, the principal will be better in his duties." The interviewee (P6) states: "I think it is important that the parents of the students also have an active participation in the school, in which case the principal can interact better with them." The interviewee (P9) states: "Principals should actively interact with parents to be aware of their needs. Parents' active participation in school affairs by forming a parent-teacher association which help principals perform their duties better." The interviewee (P17) states: "Parents often have needs that manager are unaware of, and this causes them dissatisfaction, so if parents are involved in decision-making, these dissatisfactions are prevented."
Conducting free and informal conversations with teachers and students	The interviewee (P1) states: "The principal should be able to have free and informal relationships with teachers and students through contexts." The interviewee (P5) states: "Not all messages are transmitted through formal relationships, and a successful educator needs to occasionally communicate with teachers and students through informal channels." The interviewee (P17) states: "Sometimes there are a number of needs that cannot be met through formal communication, so a manager in order to be able to perform his duties in the best way, must "Find out about this with the teachers and the students." The interviewee (P12) states: Formal relationships take away intimacy from the relationship between principals, and teachers and students, and this is detrimental to an interactive and ongoing relationship. A strong relationship requires intimacy, which is achieved in the context of informal relationships.

Based on the analysis of interviews related to the category of community and school participation, three codes have been identified and extracted. These categories include:

- Active participation of teachers in consultation sessions

- Active participation of parents in school affairs
- Conducting free and informal conversations with teachers and students

Organizational Support

Based on the opinions of the interviewees; A successful instructional leader needs organizational support, and in fact organizational support is a reinforcing factor for successful instructional leadership behavior. This is the third category of successful instructional leadership.

Table 16. Codes Derived from the Category of Organizational Support

Subcategory	Initial code	Interview text
Organizational support	Welfare and living conditions of the school principal	The interviewee (P4) states: "Financial issues are always important. A manager can never do his job well if he is in financial difficulties." The interviewee (P6) states: "Financial well-being is paramount in any job. As a training manager, I also have to be financially able to do my job. That's when a training manager can. "Perform your duties." The interviewee (P17) states: "Imagine a manager who is not satisfied financially and in terms of salary and benefits. Can he act effectively and actively? Absolutely not." The interviewee (P19) states: "Financing is definitely the first issue in any profession. When a manager is not under financial pressure, in other words, he is comfortable in this aspect; he is freer to do his job. "Think." The interviewee (P10) states: "A manager who does not have enough financial support is not motivated enough to do his job and in fact works as a solver and may even do less. Because he does not have enough satisfaction." Interviewee (P1) states: "Lack of sufficient financial compliance causes the manager not to focus enough on his job. He may think of other jobs to provide for him, all of which cause him to fall short of his duties."
	Authority and freedom of action in decision making	The interviewee (P1) states: "A manager must have the freedom to make decisions in order to be able to make the best decisions in different situations." Interviewer (P13) states: "One of the most important issues in empowering training managers is delegating authority to them. A manager must have enough authority to be able to increase the speed of action in decisions." The interviewee (P5) states: "Simply put, the manager's hands and feet should not be tied. In such a case, his effectiveness decreases, and he does not have enough motivation to perform his duties."

	The interviewee (P15) states: The manager needs to be free to act. In such a case, initiative can be taken and the manager's behaviors become more effective.
Support of senior managers of the organization	The interviewee (P2) states: "The principal should be confident of the support of his / her superiors. When there is a sense of encouragement from the senior principals, the principals in the school act more freely." The interviewee (P7) states: "An educational administrator should receive sufficient organizational support to be able to move with greater courage and strength toward the school's goals." The interviewee (P9) states: "It is important that the manager does not leave his / her back empty. Having a supportive management at a higher level encourages him / her to take more bold actions (in a positive sense)." The interviewee (P20) states: The principal of the school needs support, the responsibilities of the principal are heavy and if he / she does not receive enough support from the superior, he / she will not be able to perform his / her duties effectively.

Based on the analysis of interviews related to the category of organizational support, three codes have been identified and extracted. These categories include:

- Welfare and living conditions of the school principal
- Authority and freedom of action in decision making
- Support of senior managers of the organization

Barriers to Instructional Leadership Behaviors

Based on the results of the research, several categories have been identified regarding the barriers of the instructional leader. These categories are divided into three main categories, which are described below:

Organizational Barriers

Based on the opinions of the interviewees; Organizational barriers are an important element to a successful instructional leader. This is the first barrier for a successful instructional leadership.

Table 17. Codes Derived from the Category of Organizational Barriers

Subcategory	Initial code	Interview text
Organizational barriers	Paperwork and organizational hierarchy	The interviewee (P1) states: "The presence of a paper organization in the organization prevents the speed of action of educational managers in making decisions and performing tasks in the best way." The interviewee (P7) states: "If a principal needs the approval of higher levels of management to make a decision in an academic institute like school, it will cause both the decision to be delayed and the principal to even become cold to his decision." The interviewee (P18) states: "Organizational hierarchy is a decline in the creativity and innovation of educational administrators. These organizational levels make it more difficult for educational administrators to perform their duties as management levels and organizational layers increase." The interviewee (P13) states: Extra work, long hierarchy, and paperwork take the speed of action from the manager and are obstacles for the manager. Organic organizations should be implemented, if possible, to reduce these barriers.
	Lack of knowledge of the needs of instructional leaders	The interviewee (P8) states: "Lack of a deep and sufficient awareness of the needs of training leaders makes them unable to perform well in their duties as they should." The interviewee (P9) states: "Managers have needs that their focus on work requires meeting those needs." Interviewee (P10) states: "Insufficient attention of managers and officials to the needs of training leaders is a significant factor." The interviewee (P14) states: Just as principals need to know the needs of teachers, principals also have needs that need to be identified and addressed.
	Lack of budget and insufficient allocation of resources to school equipment	The interviewee (P3) states: "Always when we think of obstacles, the first thing that comes to mind is the lack of financial resources, for educational managers it is nothing but this and the lack of financial resources is an obstacle for fulfilling the duties of managers." The interviewee (P7) states: "Lack of financial resources and budget makes training managers unable to perform their duties as they should." The interviewee (P19) states: "The school needs adequate equipment and equipment needs financial resources, the lack of which is an obstacle for educational administrators." The interviewee (P10) states: "Resources are always limited, and these limited resources cause problems for educational administrators in their pursuit of goals." The interviewee (P14) states: Financial issues have always

been and are important. Financial issues are serious obstacles in organizational management, and should always be considered in planning.

Based on the analysis of interviews related to the category of organizational barriers, three codes have been identified and extracted. These categories include:

- Paperwork and organizational hierarchy
- Lack of knowledge of the needs of instructional leaders
- Lack of budget and insufficient allocation of resources to school equipment

Motivational Barriers

Based on the opinions of the interviewees; Motivational barriers are an important barrier to a successful instructional leader. This is the second category of barriers to successful instructional leadership.

Table 18. Codes Derived from the Category of Motivational Barriers

Subcategory	Initial code	Interview text
Motivational barriers	Traditional attitudes of managers towards training programs	The interviewee (P3) states: "Attitudes determine the type of attitudes of managers towards an action. In the past, attitudes were mostly result-oriented and were mainly based on strict and controlling supervision. "They have training leadership." The interviewee (P4) states: "What is important in schools today is a focus on creativity, teamwork and a friendly atmosphere, all of which require a new approach to curricula. However, the evidence "It shows the focus of managers on traditional attitudes." The interviewee (P12) states: A traditional view can prevent progress. It is important for managers to keep their perspective up to date and to avoid the traditional view of management.
	Get used to traditional and conservative methods	The interviewee (P13) states: "Some managers follow the traditional methods they are already accustomed to and are reluctant to change their behavior. This is an obstacle." The interviewee (P5) states: "Habit and inertia is a behavioral factor that exists in human beings. Managers are sometimes resistant to new changes and have a strong tendency to use traditional methods." The interviewee (P6) states: "It is a habit that managers like to adopt past behaviors, and this is not good for successful leadership training behavior." The interviewee (P15) states: It should be a priority for

	managers to constantly update themselves and give up old habits.
Lack of motivation of educational managers and leaders	The interviewee (P4) states: "Motivation is an internal stimulus, everything needs this stimulus to be implemented, and educational administrators will not be successful in their behavior if they do not use this stimulus." Interviewee (P10) "Indifference is a barrier," he says. It is essential that managers have enough motivation to perform their duties better. However, this sluggishness and lack of motivation is observed in educational administrators. " The interviewee (P12) states: Sufficient motivation is needed for everything; lack of manager motivation is an obstacle that must be addressed and overcome. Lack of motivation is a poison that prevents progress.

Based on the analysis of interviews related to the category of motivational barriers, three codes have been identified and extracted. These categories include:

- Traditional attitude of managers to training programs
- Habit of traditional and conservative methods
- Lack of motivation of educational managers and leaders

Environmental Barriers

Based on the opinions of the interviewees; Environmental barriers are an important barrier to a successful instructional leader. This is the third barrier to successful instructional leadership.

Table 19. Codes Derived from the Category of Environmental Barriers

Subcategory	Initial code	Interview text
Environmental barriers	Job pressures	The interviewee (P4) states: "Training managers are very busy, busy managing various managerial and administrative tasks reduces managers' focus on leadership behaviors." The interviewee (P7) states: "The fact that an educational director is in charge of overseeing and conducting teacher research and development sessions and overseeing the tasks of education causes him to refrain from his behavior." The interviewee (P9) states: "A training manager has several tasks. The same job pressure makes him / her not effective enough in performing his / her tasks." The interviewee (P20) states: It is a fact that managers' job stress is high, but we should not let it act as a barrier. Job

	stress can be reduced by using strategies such as delegating tasks.
Educational reforms	Interviewee (P2) states: "The existence of successive reforms in the educational system confuses educational administrators. In this case, as soon as managers adapt to a teaching method, they face changes that lead to confusion in them." The interviewee (P8) states: "Reform is a good thing, but when it is done continuously and with the change of any party and military, it loses its effectiveness and will be a deterrent." The interviewee (P17) states: There are always educational improvements over the years, these improvements are made to improve performance, but they can also be harmful if these needs are not properly assessed. Also, if done frequently, they lose effectiveness.
Social pressures	Interviewee (P5) states: "It is often seen those high public expectations of school leaders add more responsibilities to them, and this leads to failure in the performance of the duties of instructional leaders." The interviewee (P8) states: "Officials and officials, as well as parents, expect school principals to do their best. On the other hand, they have been away from education for many years and have been involved in management, so instructional leadership is a challenge. " The interviewee (P9) states: "Usually, educational administrators feel a kind of pressure from the community on themselves that they have excessive demands on them." The interviewee (P16) states: "Managers, in addition to their high workload, are also under pressure from society. In fact, every shortcoming is attributed to managers, and society places a heavy burden on managers." These social pressures sometimes act as a barrier for managers to perform their duties.

Based on the analysis of interviews related to the category of environmental barriers, three codes have been identified and extracted. These categories include:

- Job pressures
- Educational reforms
- Social pressures

CHAPTER V

CONCLUSION

Introduction

Today instructional leadership is one of the necessities of the country's schools. School principals will not be able to achieve the goals of schools without playing the role of instructional leader. In this regard, this study is conducted with the aim of a qualitative study to identify the behaviors of educational managers in the city of Erbil. In general, interviews were conducted with twenty professors of educational management and primary school principals in Erbil and the research data are analyzed by thematic analysis method. In the present chapter, conclusions, discussions, comparisons, suggestions and management applications and then suggestions are provided for future researchers who are trying to conduct research related to the research title.

Research Findings

Based on the findings of coding and classification of interview data, in the open coding process, a total of thirty-two initial codes were formed from twenty interviews. Then, the initial classification of the data is performed, and the concepts of open coding are divided into 9 categories. At this stage, the categories derived from open coding are merged based on orientations, appropriateness, nature, and semantic load.

Findings of the first question: What are the effective instructional leadership behaviors for Erbil primary school principals?

Based on the results of the interviews, several categories have been identified for a successful instructional leader. These categories are divided into three main categories: "goal setting", "creating a positive atmosphere in the school" and "educational monitoring and evaluation", which are described below:

Setting goals:Based on the opinions of the interviewees; Part of the activities and actions of a successful instructional leader should be in setting goals for the school. This is the first category of successful instructional leadership. The categories of a successful instructional leader in this regard include the following five categories:

- Drawing a clear vision and goals
- Drawing a favorable vision and picture of the future of the school with the cooperation and participation of the teachers and the staff
- Outline the vision for the teachers, the staff, the students, the parents and the community
- Set high-level and transparent expectations for the teachers, the staff and the students
- Encourage teachers and the educational staff to move in the direction of the school's missions and goals

Based on the results obtained; Successful instructional leaders are those who, with the cooperation of the teachers and the staff, paint a good picture of the school. They explain this vision to the teachers, the staff, the students, the parents and the community. Leaders create clear and specific missions and goals for the school, as well as a shared understanding of the school's vision, missions, and goals. They also encourage the teachers and the staff to move towards the school's missions and goals. In addition, leaders set high-level expectations and standards for the teachers, the staff, and the students.

Creating a positive atmosphere in the school: Creating a positive atmosphere in the school is one of the most important issues for organizations, especially educational organizations. This is the second category of successful instructional leadership. According to the content analysis of the interviews, four codes for this category have been identified and extracted. Categories of successful instructional leaders in this regard include:

- Identifying school culture and creating and maintaining a desirable culture,
- Efforts to raise the level of school culture,
- Creating a supportive work environment for the teachers and the educational staff,
- Creating an attractive and happy educational and physical atmosphere in the teacher

Based on the results, successful instructional leaders are those who seek to understand the organizational culture of their school and, if it is undesirable, they try to change it. They seek to create and maintain a desirable culture and strive to raise the level of school culture. Successful teaching leaders create a supportive atmosphere as well as a supportive work environment for the teachers and the staff. They are also looking to improve the educational atmosphere.

Educational Monitoring and Evaluation: The third category of successful instructional leadership. Based on the analysis of interviews related to the category of educational monitoring and evaluation, four codes have been identified and extracted. Successful training leader categories are included for training, monitoring and evaluation

- Special attention to students' progress;
- Reviewing and following up the quality of teachers' teaching methods;
- Identify the strengths and weaknesses of the teachers, the staff and working on the strong points and eliminating the weaknesses;
- Review and monitor classroom activities.

According to the results, successful instructional leaders are those who pay special attention to the success of students and continuously monitor the progress of students. They monitor the implementation of the teachers' curriculum as well as the correct implementation of the curriculum and review and follow up on the quality of the teachers' teaching methods and procedures. Successful instructional leaders also identify the strong and weak points of the teachers and the staff; they also seek to strengthen the strengths and eliminate the weaknesses. They monitor and control the quality of education in the school and evaluate the curriculum and syllabus.

Findings of the second question: What are the factors that enhance effective instructional leadership behaviors for Erbil primary school principals?

Based on the results of the research, several categories have been identified to strengthen a successful instructional leader. These categories are divided into three main categories: "Individual characteristics", "Community and school participation", and "Organizational support", which are described below:

Individual characteristics:Based on the opinions of the interviewees; A successful instructional leader needs desirable personal characteristics, and in fact, personal characteristics are a reinforcing factor for successful instructional leadership behavior. This is the first category of successful instructional leadership. Based on the analysis of interviews related to the category of personal characteristics, four codes have been identified and extracted. These categories include:

- Having a sense of responsibility and commitment
- Resistant and invincible spirit
- Having specialized skills
- Having communication skills

Based on the results, a successful instructional leadership must have the appropriate individual characteristics with instructional leadership. To do this, one must have a sense of responsibility and commitment. In the absence of such a sense, tasks will not be performed as they should be. An instructional leader also needs a resilient and invincible spirit. Because management is a process which is full of challenges and ups and downs. Such a spirit is necessary to meet these challenges. A manager must also have the specialized skills associated with his or her duties. Because expertise is a requirement of any profession. Also, establishing the right human relationships with teachers, as well as establishing an intimate relationship with students and parents, requires communication skills.

Community and school participation:Based on the opinions of the interviewees; A successful instructional leader requires community-school participation, and in fact community-school participation is a reinforcing factor for successful instructional leadership behavior. This is the second category that strengthens successful instructional leadership. Based on the analysis of interviews related to community and school participation, three codes have been identified and extracted. These categories include:

- Active participation of teachers in consultation sessions
- Active participation of parents in school affairs

- Conducting free and informal conversations with the teachers and the students

According to the results, the success of instructional leadership does not depend only on internal and individual factors and external factors also affect the success of leadership behaviors. Teachers and parents are two factors with which managers interact a lot in the performance of their duties. An educational administrator needs the active participation of both the teachers and the parents in school affairs to perform their duties in the best possible way. As a result of these partnerships, managers become aware of their strengths, weaknesses, shortcomings, challenges, problems, threats and opportunities. Conducting open and informal conversations also help managers to communicate effectively, away from dry and office space.

Organizational support:Based on the opinions of the interviewees; A successful instructional leader needs organizational support, and in fact, organizational support is a reinforcing factor for successful instructional leadership behavior. This is the third category of successful instructional leadership. Based on the analysis of interviews related to the category of organizational support, three codes have been identified and extracted. These categories include:

- Welfare and living conditions of the school principal
- Authority and freedom of action in decision making
- Support of senior managers of the organization

Based on the obtained results, in order to achieve the goals of each organization, it is necessary to provide conditions for the managers of the organization to perform their assigned tasks in supportive environments and with complete satisfaction, in order to have the necessary efficiency and effectiveness in implementing this important matter. The support that managers feel from their top organizations is a belief based on how much the organization appreciates their collaboration and cares about their well-being. Accordingly, managers, in addition to having a good welfare and living conditions, should also have sufficient freedom of action and authority in organizational decisions. If managers do not have such decision-making powers, they will not have enough motivation to take initiative and be creative in their work. Finally, principals must ensure the support and appreciation of senior executives in the education

organization. With such support, managers will be more inclined to perform their duties in the best possible way.

Findings of the third question: What obstacles do Erbil primary school principals face in conducting effective instructional leadership behaviors?

Based on the results of the research, several categories have been identified regarding the barriers of the instructional leader. These categories are divided into three main categories: "organizational barriers", "motivational barriers", and "environmental barriers", which are described below:

Organizational barriers:Based on the opinions of the interviewees; Organizational barriers are an important barrier to a successful instructional leader. This is the first barrier to successful instructional leadership. Based on the analysis of interviews related to the category of organizational barriers, three codes have been identified and extracted. These categories include:

- Paperwork and organizational hierarchy
- Lack of knowledge of the needs of instructional leaders
- Lack of budget and insufficient allocation of resources to school equipment

Based on the results, the existence of mechanical structures in the organization such as bureaucracy and organizational hierarchy, are an obstacle to a successful instructional leadership. Because such structures have little flexibility in their structure due to their high concentration and formality, tasks must be performed formally and according to specific predetermined standards.

Hence, they will remove the spirit of creativity and innovation from leadership activities. Also, if upstream organizations do not recognize the needs of training leaders and do not take steps to meet them, training leaders will not be motivated enough to perform their duties. Finally, as one of the most important parts of any organization, financing must be adequate. Having financial worries acts as a barrier for instructional leaders.

Motivational barriers:Based on the opinions of the interviewees; Motivational barriers are an important barrier to a successful instructional leader. This is the second

category of barriers to a successful instructional leadership. Based on the analysis of interviews related to the category of motivational barriers, three codes have been identified and extracted. These categories include:

- Traditional attitude of managers to the training programs
- Accustomed to traditional and conservative methods

Lack of motivation of educational managers and leaders

Based on the results, motivation is a goal-oriented trait that helps a person to achieve their goals. This factor makes a person work hard to achieve his goals. In this regard, the traditional attitude of managers towards training programs acts as an obstacle to the development of training leaders. Man is a creature committed to habit. Repeating a consistent way of doing things makes it easier. Thus, when a person is confronted with the phenomenon of change, this kind of tendency, according to which he acted according to habit, becomes a resource that resists the phenomenon of change and tends to continue the traditional methods. But in the present age, successful and efficient managers are those who can adapt to the developments of today's society. Also, to become an effective leader, the leader must be able to motivate himself. Lack of motivation is an obstacle to the success of instructional leaders that must be considered.

Environmental barriers:Based on the opinions of the interviewees; Environmental barriers are an important barrier to a successful instructional leader. This is the third barrier to successful instructional leadership. Based on the analysis of interviews related to the category of environmental barriers, three codes have been identified and extracted. These categories include:

- Job pressures
- Educational reforms
- Social pressures

According to the results, the presence of job pressures, stressful environment, high workload and long working hours, reduce the ability of instructional leaders and reduce their effectiveness. Successive reforms are also an obstacle for instructional leaders. Correction is a positive factor as long as it is not out of balance. Continuous

improvements confuse managers and reduce their efficiency. Pressure from the community will also act as a negative factor for instructional leaders. Excessive expectations from students' parents wear off instructional leaders and prevent them from performing their duties effectively.

Discussion and Conclusion

Based on the results, the school should have a "specific goal" that enables all members of the school community to support and cooperate to achieve the goal. Determining direction as one of the tasks and activities of leaders has been considered by many researchers and writers. According to Ramatseba (2012), determining the direction is one of the basic tasks of leaders. According to some writers and experts, determining the direction of action and activity that all successful leaders should be able to do (Leithwood, 2006; Leithwood et al., 2006 and Huang, 2013). Leaf and Odhiambo (2017) pointed to the goal setting factor in creating effective instructional leadership.

The school needs "education monitoring and evaluation" by instructional leaders to ensure that the school's goal can be fully realized in the classroom education process. Background analysis shows that the issue of student success has been one of the topics of concern for principals and leaders in the school. According to Hallinger (2011, 2000), monitoring and evaluation of education is one of the important dimensions of the behavior of instructional leaders. According to Harris (2009), the priority and common feature of all principals who have been able to remove their schools from the list of poorly performing schools has been to focus on increasing student academic achievement. Englefield (2001) also believes that effective managers systematically monitor and evaluate student success. They should also monitor teaching practices.

An effective instructional leader must also create a "positive school atmosphere" by setting high standards and expectations for students and teachers in science and learning. The category of positive school atmosphere also has the necessary theoretical and experimental support. In this regard, our results and Marion (2019) show that instructional leadership, in terms of creating a positive learning environment, directly and positively affects the teacher. Boyce and Bowers (2018) also pointed to the school climate factor in effective instructional leadership.

"Individual characteristics" are important for strengthening a successful instructional leader. In this regard, Leaf and Odhiambo (2017) pointed out two real factors of professional learning responsibilities in effective instructional leadership. According to Hallinger (2015), school leaders should be experts in all areas of teaching or curriculum.

The instructional leader needs "community and school participation." In this regard, Thessin (2019) found that when these characteristics of partnership existed, supervisors and managers engaged in collaborative work that led to fundamental changes in the performance of managers' training leadership.

"Organizational support" is a factor that strengthens instructional leadership. Demaray & Malecki, (2002) in their research pointed to the role of a supportive environment on the development and effectiveness of instructional leaders.

"Organizational barriers" were identified as an obstacle to the development of instructional leadership. In this regard, Heck and Hallinger (2010) pointed out that the existence of a hierarchical structure is one of the many weaknesses in creating instructional leadership. According to him, the top-down relationship between the expert or supervisor and the teachers causes discomfort to the teachers.

"Motivational barriers" were identified as an obstacle to the development of instructional leadership. According to Gronn (2002), the motivation and desire of leaders to change is an important factor in the progress and success of instructional leaders.

"Environmental barriers" were identified as an obstacle to the development of instructional leadership. High community expectations of school leaders add more responsibilities to leaders than the various demands of society, and this leads to failure in the performance of the duties of instructional leaders (Catano & Stronge, 2007). Goodwin et al. (2003) state that the issue of bureaucracy, the pressure of social society, negotiations between many parties, and educational reforms that occur constantly. He said local and community officials often demand too much from school leaders. This causes an imbalance in the issue of school management and leadership.

In general, it can be said that the literature supports the research results. According to the research findings, the behavior of instructional leaders includes three

components: "goal setting", "creating a positive atmosphere in school" and "educational monitoring and evaluation". Also, to strengthen effective leadership behaviors, three factors are necessary: "individual characteristics", "community and school participation", and "organizational support". Finally, instructional leadership barriers include three factors: "organizational barriers", "motivational barriers", and "environmental barriers". Therefore, officials and principals should note that merely planning and communicating instructional leadership behaviors is not enough, and reinforcing factors as well as existing barriers should be considered, and by allocating special efforts and continuous meetings with school principals, this leadership behavior in schools Implement and be used.

Management Suggestions

According to the results, it is suggested to use the indicators of a successful instructional leader to select school principals and to select principals for schools who can play the role of leadership well in addition to management. The results of this study can also be used to prepare and empower principals. It is suggested that the characteristics of an instructional leader taught to school principals through regular and classified educational programs.

In terms of factors that strengthen instructional leadership, it is suggested that the characteristics required by instructional leaders are considered as a skill or task that a manager to play the role of leadership, that must have that skill or be aware of how to perform that task.

Strengthen participation by overcoming the extensive involvement of teachers and parents in organizational planning, the problems of resistance, control, and power can be overcome. For example, giving employees the right to vote when drafting research projects makes them feel they have the power and control to govern their own destiny and this feeling may lead to their support during the change period.

Also, make sure that the top management of the organization supports it: The main condition for the success of the training leadership measures is the support of the top management. The support of top management is like the cohesion that governs the organization, the powerful operating system of the social system, and this support is necessary to deal with problems related to control and power.

In line with the barriers of instructional leadership, it is suggested that the mechanical structures in schools and the educational organization reduced as much as possible. Organizational structures move towards the organic structure. The needs of instructional leaders should be identified through regular meetings with them and sufficient financial resources should be allocated to schools, by carefully reviewing the expenses and the number of students in each school.

It is also suggested that managers look at the organization with a holistic view and reduce resistance to change, they should be flexible in the face of change from traditional programs to new methods. The education organization is encouraged to identify and benefit from managers who are eager to help change and eliminate old ways.

It is recommended to avoid continuous and continuous corrections. There should be a clear procedure for actions. The workload of managers should be commensurate with their salaries and benefits, and social pressures on managers should be reduced as much as possible. Community expectations of managers should be reasonable and parents should not expect too much from managers.

Research Limitations

Researchers are always faced with limitations in their research; the limitations of the present study are as follows:

- The first limitation of the present study is the statistical population of the study. The present study is conducted on primary schools in the city of Erbil and, if necessary, expansion to other communities should be done with sufficient caution. To increase the generalizability and reliability of the model, the model must be tested in different communities.

- The second limitation of the study is the time limitation and the research is cross-sectional. Therefore, it makes it difficult to draw conclusions about the causality of the work. Longitudinal studies can provide a better understanding of the subject.

- The next limitation is related to research data collection tools. The study used interviews, so some people may refuse to give a real answer and give an unrealistic answer, which can reduce the validity and reliability of the study.

- On the other hand, the present research is qualitative, and the results obtained are limited to the opinions of the interviewees.

- Face-to-face communication was difficult because most respondents preferred to use online tools such as Skype.

- Ethics committee document has not been submitted since there is no valid institutional international ethics committee agreed between Turkey and Iraq. The data was collected on voluntary basis.

Suggestions for Future Researchers

- It is suggested that the behavior of successful instructional leadership in other levels besides primary schools to be examined.

- It is suggested that in order to increase the credibility of the findings, the behavior of a successful instructional leader should be studied and validated through quantitative study in a large statistical community.

- It is suggested that the fitting of the obtained components in a structural model to be investigated using structural equation modeling methods.

- This research should be done in cross-cultural way and its results should be compared with the results of the present research

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Appendix 1

Participant interview questions

-Please inform about your work experience, occupation, education, and age.

1. What is your definition of instructional leadership?
2. How do you think instructional leadership is realized?
3. What do you think are the duties of principals as instructional leaders in schools?
4. What do you think are the effective instructional leadership behaviors for Erbil primary school principals?
5. What do you think are the obstacles to effective instructional leadership behaviors for Erbil primary school principals?
6. What do you think are the factors that enhance effective instructional leadership behaviors for Erbil primary school principals?

Appendix 2

Interview Reliability Coefficient

Interview	Total number of codes	Number of agreements	Number of disagreements	Reliability coefficient
P1	24	9	8	75%
P2	18	7	6	77%
P3	22	9	7	81%

The reliability coefficient obtained from the two coders, which indicates high agreement and compatibility as well as the appropriate reliability coefficient.