



T.C.
TOKAT GAZİOSMANPAŞA UNIVERSITY
INSTITUTE OF GRADUATE EDUCATION
DEPARTMENT OF EDUCATIONAL SCIENCES
EDUCATIONAL ADMINISTRATION AND SUPERVISION MASTER PROGRAM

**A QUALITATIVE STUDY ON THE ROLE OF SCHOOL
LEADERSHIP FOR SCHOOL IMPROVEMENT ACCORDING TO
THE PERSPECTIVE OF THE SCHOOL PRINCIPAL
(SAMPLE FROM ERBIL)**

Prepared by
Youns Tahir Abdullah KHOSHNAW

MASTER THESIS

Supervisor
Prof. Dr. Gülay ASLAN

TOKAT - 2023



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SCIENTIFIC ETHICS PAGE

According to the thesis writing guide of Tokat Gaziosmanpaşa University Institute of Educational Sciences, My Master's thesis named “A Qualitative Study On The Role Of School Leadership For School Improvement According To The Perspective Of The School Principal (Sample From Erbil)” that I have prepared under the consultancy of “Prof. Dr. Gülay ASLAN is based on scientific ethical values and rules. I hereby declare that it is an appropriate, original work, and I will accept any legal sanctions if it is determined otherwise.

... / ... / 2023

Youns Tahir Abdullah KHOSHNAW

JURY ACCEPTANCE AND APPROVAL PAGES

Defense exam of the thesis study titled “A Qualitative Study On The Role Of School Leadership For School Improvement According To The Perspective Of The School Principal (Sample From Erbil)” prepared by Youns Tahir Abdullah KHOSHNAW was held on it was accepted as a Master's Thesis in Tokat Gaziosmanpaşa University Graduate Education Institute, Department Of Educational Sciences, by the Jury given below.

Jury Members (Title, Name and Surname)	Signature
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Member (Head) :	
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Member	
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Member	
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APPROVAL

...../...../.....

Prof. Dr. Mehmet GÜNEŞ
Director of Graduate Education Institute

DEDICATION

“To the first teacher, to the light of all people, our
Prophet “Muhammad” (peace be upon him)
To My Mother and father for their Understanding
And for their overwhelming, support, morally and
Financially”...



ACKNOWLEDGEMENTS

We praise and thank God who gave us the gift of knowledge and reason and gave us the determination and will to complete this work.

Special thanks to my dear wife who had the duty of father and mother during my studies.

As well as all thanks to the honorable supervisor Prof. Dr. Gülay ASLAN for your valuable advice and guidance that benefited me and was with me at every stage of the thesis and supported me with all his scientific capabilities. You remain the perfect teacher. The least I would like to say to you is a word of thanks.

We would also love extend our sincere thanks to: the professors and employees of the College of Educational Sciences and everyone who helped us, even with a kind word, in accomplishing this work.

ABSTRACT

A QUALITATIVE STUDY ON THE ROLE OF SCHOOL LEADERSHIP FOR SCHOOL IMPROVEMENT ACCORDING TO THE PERSPECTIVE OF THE SCHOOL PRINCIPAL (SAMPLE FROM ERBIL)

Khoshnaw, Youns Tahir Abdullah

Master's Degree, Educational Administration And Supervision Discipline

Supervisor : Prof. Dr. Gülay ASLAN

May 2023, xi+153

The current study was conducted with the aim of the role of school leadership in school improvement, according to the opinions of school administrators and professors of educational administration in Erbil, Iraq. The research was carried out in a case study design. The study group of the research consists of the principals of primary schools in Erbil and the professors of educational administration. The number of participants, consisting of 15 people selected through purposive sampling, was determined according to data saturation. A semi-structured interview form was used to collect data, and expert opinion was taken while developing the interview form. The data obtained as a result of the interviews were collected under 25 themes through content analysis. In the research, it was concluded that school leaders can make various contributions in terms of school improvement. Accordingly, creating remedial strategies for the development of students, supporting the school's infrastructure and technological opportunities, creating a suitable learning environment for students, setting high goals for students, setting and explaining clear, understandable and long-term goals for the school, encouraging teacher cooperation. It has been concluded that strategies such as including teacher and school staff in decision-making processes can make significant differences in terms of school improvement.

Keywords: School improvement, School Leadership, School vision, School Culture, Curriculum, teacher and staff development, Student achievement, parental including, Erbil Primary schools, principal's perspective.

ÖZET

OKUL MÜDÜRÜNÜN PERSPEKTİFİNE GÖRE OKUL GELİŞİMİNDE OKUL LİDERLİĞİNİN ROLÜ ÜZERİNE NİTELİKSEL BİR ARAŞTIRMA (ERBİL ÖRNEĞİ)

Khoshnaw, Youns Tahir Abdullah

Yüksek Lisans, Eğitim Yönetimi ve Denetimi Bilim Dalı

Tez Danışmanı : Prof. Dr. Gülay ASLAN

Mayıs 2023, xi+153

Bu çalışma, Irak'ın Erbil kentindeki okul yöneticileri ve eğitim yönetimi profesörlerinin görüşlerine göre, okul liderliğinin okul gelişimindeki rolünü belirlemeyi amaçlamıştır. Araştırma durum çalışması desende yapılmıştır. Araştırmanın çalışma grubunu Erbil'deki ilköğretim okullarının müdürleri ile eğitim yönetimi profesörleri oluşturmaktadır. Amaçlı örnekleme yoluyla seçilen 15 kişiden oluşan katılımcı sayısı veri doygunluğuna göre belirlenmiştir. Veri toplamak için yarı yapılandırılmış görüşme formu kullanılmış, görüşme formu geliştirilirken uzman görüşü alınmıştır. Görüşmeler sonucunda elde edilen veriler içerik analizi yoluyla 25 tema altında toplanmıştır. Araştırmada, okul gelişimi açısından okul liderlerinin çeşitli katkılar yapabileceği sonucuna ulaşılmıştır. Buna göre, öğrencilerin gelişimi için iyileştirici stratejiler oluşturmak, okulun alt yapı ve teknolojik olanaklarını desteklemek, çocuklar için uygun bir öğrenme ortamı oluşturmak, öğrenciler için yüksek hedefler belirlemek, okul için açık, anlaşılır ve uzun vadeli hedefler belirlemek ve bunları açıklamak, öğretmen işbirliğini teşvik etmek ve okul çalışanlarını karar verme süreçlerine dahil etmek gibi stratejilerin okul gelişimi açısından önemli farklar yaratabileceği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Okul geliştirme, Okul Liderliği, Okul vizyonu, Okul Kültürü, Müfredat, öğretmen ve personel gelişimi, Öğrenci başarısı, veli dahil, Erbil İlköğretim okulları, müdürün bakış açısı.

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CHAPTER I

INTRODUCTION

The researcher clarifies the problem of the study, the study's objective, its importance, its limitations, and the explanation of words in this chapter.

Problem

School reform is an intentional plan to change at the school level that is meant to lead and focus a school in that direction. It is believed that principals have a major impact on the culture of their particular schools. Because it shapes the environment in which staff and students work, school leaders must seek to build a healthy culture. Principals have a significant impact on the culture of their schools, which may either hamper or encourage student learning and staff achievement in the classroom. A school's culture is comprised of norms, beliefs, attitudes, practices, and traditions.

School leadership has risen to the top of international education policy agendas and there is a lot of interest in school leadership in the early part of the twenty-first century because it is widely believed that the quality of leadership has a significant role in school improvement. There is also growing recognition that effective leaders are required for schools to produce the highest education for their students (Bush, 2007).

The art of leadership involves inspiring others to want to accomplish remarkable things in organizations. It is about the profession's leaders putting ideals into practice, making goals a reality, breaking down barriers, fostering unity, and turning risks into gains. Leadership fosters an environment where individuals can transform challenging circumstances into outstanding accomplishments (Kouzes and Posner, 2007).

Leaders have the fortitude to endure in the face of obstacles and a clear vision for their personal and professional objectives. They know precisely where they are going. Every leader has the ability to create a compelling vision that takes followers to a new place and then materialize that vision. The leaders' job is to make the vision to reality. Aspects of leadership include creating, fostering, motivating, challenging, and acting morally (Bennis, 1992).

It is commonly acknowledged that effective leadership is crucial to school improvement (OfSTED, 2000). In educational institutions, leadership is exercised through the development of a vision, establishment of directions, comprehension, development of individuals, and organizational redesign (Leithwood and Sammons, 2014). By affecting teachers' motivations, skills, and perceptions of the school's culture and environment, school leadership plays a critical role in enhancing educational outcomes. Enhancing school efficiency and development requires effective school leadership. Additionally, school leadership has become a crucial element of educational reform, gaining importance and acceptance on a global basis (Harris and Chrispeels, 2006).

Pont, Nusche, and Moorman (2008) contend that by adjusting to the circumstances and environment in which learning and teaching take place, school leadership can significantly improve student learning. School leadership creates a link between internally driven school improvement processes and externally driven reform. School leaders have the ability to tie schools and adapt them to changing external settings outside of the school's walls. As a result, effective school leadership is essential for raising student accomplishment (Day, 2016).

Bush and Glover (2003) define school leadership as a process of influence that results in the accomplishment of desired purposes. Successful leaders create a vision for their schools based on their personal and professional beliefs, communicate it whenever possible, and persuade their staff and other stakeholders to share and implement it. The school's pedagogy, institutions, and extracurricular activities are all directed toward achieving this common objective. According to McCann (2011), school improvement is the systematic, ongoing effort made to change academic outcomes in schools in order to more effectively accomplish educational goals. Building the capacity for change and improvement is an essential component of successful school improvement. This calls for both internal and external pressure.

Taking a vision, mission, and policies for schools into consideration, the review found that school leadership has a vital impact on school development as well as guiding it, student achievement, teacher performance, instructional programs, and accomplishing the school's primary goals. Leadership is crucial in every industry, community, and even

nation, not simply in a career or an organization. Now more than ever, we need more outstanding leaders. The company needs leaders who can inspire and unify teams (Kouzes and Posner, 2007). According to Koran and Koran (2017), school leadership is crucial to a school's success. According to Leithwood and Hallinger (1994), numerous researches carried out over the previous ten years have demonstrated that school leadership affects students' academic progress.

There are, however, a dearth of research on school leadership in Iraqi Kurdistan, particularly ones that link school leadership to school improvement. This is despite the region's urgent need for academic reform and school improvement. Since it is sorely needed in the twenty-first century, I have opted to research school leadership and its function in educational advancement.

The primary inquiry in this study is how school leadership contributes to school improvement. The Government, policymakers, school leaders, supervisors, principals, teachers, parents, caregivers, donor agencies, and stakeholders in general will find this study to be relevant for individuals who work in educational organizations generally and schools in particular. In this study's qualitative methodology, the school principals and education specialists were interviewed for the sake of data collection and analysis.

Because there have been very few studies on school leadership and initiatives for school reform, the primary goal of this research is to examine the role of school leadership on educational advancement in Erbil cities. By addressing the central query, "What is the influence of school leadership on school progress," this study employs a qualitative approach with an interview to gather data from the viewpoint of school principals in Erbil, Iraq.

Purpose of Study

The goal of this qualitative study is to better understand the role of school leadership in school improvement as perceived by principals and experts at Erbil primary and secondary schools. At this point in the investigation, the role of school leadership in school improvement will be defined as an educational improvement that focuses on student achievement by adapting school leadership settings to improve school vision, culture, management, teaching, and educational program.

School leadership is in charge of all processes in the school, including (school vision, school culture, teacher and staff development, parental involvement, student achievement, and curriculum), so the main question is divided into seven parts to get the answer:

1. What is the role of school leadership to improve the school through school vision?
2. What is the role of school leadership in improving the school through school culture?
3. What is the role of school leadership to improve the school through improving the curriculum?
4. What is the role of school leadership to improve the school through improving staff?
5. What is the role of school leadership to improve schools through improving teachers?
6. What is the role of school leadership to improve the schools through parental inclusion and involvement?
7. What is the role of school leadership in improving school through raising student achievement?

Significance of Study

Early in the 21st century, there is a lot of interest in school leadership. This is due to the popular belief that the effectiveness of leadership has a significant role on educational outcomes for both students and schools. Effective school leaders are seen as being essential for schools to give students the greatest education possible in many regions of the world (Bush, 2007). Unquestionably, executing school improvement requires good school leadership. The development of teachers and the quality of teaching depend on effective leadership (Jacobson, 2011). In addition, the principal's role in fostering ongoing school development necessitates special leadership abilities to meet the demands of a society that is evolving and has global needs (McCann, 2011).

Over the past ten years, the educational system in the Kurdistan area has undergone tremendous change. In fact, the primary issue facing the school leaders in Erbil is their grasp of school leadership, and they still need to do so in order to better their schools (Noriey, 2016).

All of the procedures in the school are significantly impacted by the application of the school leadership theory. The purpose of this study is to learn more about how participants see the role of school leadership in school reform. Additionally, it gave details on how crucial leadership is to enhancing education. All those who work in the field of education, such as administrators, instructors, managers, and policymakers, should be aware of the findings of this study.

Definitions of Terms

Primary School: Primary school can be defined as an education that usually begins at age six or seven and generally lasts until age eleven. The goal of this level is to provide pupils with basics in reading, writing, and mathematics (Isceds, 2011).

Secondary School: Basic secondary and higher secondary schools are both levels of secondary education accessible to students from eleven or twelve and who are 18 or 19. (Isceds, 2011).

School improvement: A technique for educational change known as "school improvement" focuses on student accomplishment by altering classroom procedures and changing the organizational structure of the institution to enhance teaching and learning (Harris, 2005).

School Leadership: Teaching and learning are the primary aims of the school, and school leadership is someone who creates a clear and consistent vision for the institution and is very visible to both staff and students (Sammons and Mortimore, 1997).

Leadership: Leadership is an influence-based process that results in the accomplishment of desired objectives. It entails inspiring and enabling people to realize an organization's vision that is founded on distinct personal and professional ideals (Bush and Glover, 2003).

School Management: Implementing school policies and maintaining present operations with efficiency and effectiveness are both responsibilities of school management (Harris, 2005).

School principals: Someone who manages the daily operations of the activities that take place within a school is known as the principle (Bush, 2007).

School Vision: A leader's vision is a collection of well-articulated, unmistakable ideal goals that they hope to accomplish in the future (Conger and Kanungo, 1987).

School Culture: It is a collection of shared beliefs and principles which work alongside individuals, organizational structures, and managerial processes to establish behavioral norms. (Deal and Kennedy, 1982).

Curriculum: To meet predetermined learning objectives or a specified set of educational goals in a certain amount of time, a cohesive set of educational subjects is planned and structured (Isced, 2012).

Teacher Performance: In order to properly carry out prescribed tasks or meet their educational objectives, instructors must behave in a certain way when teaching, which is referred to as "teacher performance" (Azeem and Omar, 2018).

Student Achievement: Academic success refers to performance outcomes in subject areas covered by school programs (Lindholm and Borsato, 2006).

CHAPTER II

THEORETICAL BACKGROUND

This chapter's goal is to review the research on the connection between school leadership and school improvement. The chapter is organized into content including the significance of school leadership to the success and improvement of schools, school improvement through (school vision, school culture, curriculum improvement, staff improvement, parental inclusion/involvement, teacher improvement, student achievement), and describe some leadership styles (transformational leadership, moral leadership, distributed leadership, managerial leadership, and school leadership).

School Improvement

School improvement has emerged as a key component of educational reform and has received recognition on a global scale. Numerous school development programs and initiatives have been implemented as a result of the demand on schools to improve performance (Harris and Chrispeels, 2006). The concept of school improvement first emerged in the US, the UK, and many other nations in 1980 (Southworth, 1999). However, the 1990s were the first decade that allowed for the development of a complete theory of school improvement (Slater and Teddlie, 1992). There have been enormous efforts made around the world since the 1980s to improve schools and put in place educational reforms (Cheng, 1996). Raising educational standards is a major public policy priority in many developed nations. To achieve this, several nations have employed various methods and plans to enhance education.

The ability to concentrate on increasing student learning while constructing the capacity for maintaining learning throughout the school is made possible by the school's improvement. An intentional and planned effort is made to advance schools through school improvement (Hopkins and Reynolds, 2001). The term "school improvement" refers to a combination of circumstances that foster teaching and learning, permit staff professional growth, and offer a way to carry out planned initiatives for ongoing improvement (Heck and Hallinger, 2010). School leaders, staff, and the entire school community must refine a shared vision, conduct a thorough self-evaluation, develop a well-thought-out plan for improvement, and establish reliable methods of measuring and

monitoring change in order to improve school practices and produce better student outcomes. A long-term, systematic effort is made to improve learning and other internal conditions in schools in order to successfully accomplish educational goals (Ngang, 2015). According to Reynolds (1996), school reform is a process rather than an action. Furthermore, taking socioeconomic situation, family history, and prior learning into consideration, school improvement is one to foster advancement in a wide variety of intellectual, social, and emotional outcomes, according to (Chapman, 1991).

A method of implementing educational change known as "school improvement" tries to raise student accomplishment while bolstering the institution's adaptability. According to studies, expanding schools' development capacity is the best way to increase students' progress and success, which is the ultimate goal of school reform. Capacity, as it relates to school improvement, is the ability to help all students meet greater requirements. Capacity can be raised by raising teacher effectiveness, adding more, resources, or technology, and rearranging how activities are carried out (Harris, 2005).

To begin the process of school improvement, heads and staff should conduct an audit and examine the school's strengths and weaknesses on each of the school's effectiveness criteria to set goals for the school growth plan. However, it is critical to remember that all elements must be taken into account throughout time. It is critical to build a common and agreed-upon vision to guide the change process and release the potential for school improvement that lies inside the school. (Barthes, 1992). Regardless of the style of school, there are crucial components to school growth, such as a focus on teaching and learning at all levels, a dedication to staff training and development, and the value of teamwork (Jacobson, 2011).

Thus, a crucial element of effective school improvement is the caliber of professional development and learning. According to Short and Rinehart (1992), school improvement depends on giving staff members more opportunities to participate in important organizational decision-making processes. Schools should use a variety of information available, including external inspections, to determine the priorities for their school development and improvement plans and action plans.

Students must be involved in the process of change and improvement because teacher and student involvement in school reform is a key factor in its success. Numerous institutions have already recognized the value of student involvement and contribution in the process of school development. By paying attention to instructors' suggestions for potential areas for development and change, the likelihood that the school will significantly improve is raised. The best people to suggest changes are students, especially in the classroom.

School Leadership

Globally, the significance of school leadership in terms of school performance and progress has been explored. At various periods, several nations and educational systems have undertaken educational reforms, emphasizing the role of leadership in school performance and growth. Academics and practitioners in the field of international school effectiveness and development have repeatedly stressed the crucial role of school leadership in school growth. Various researchers have identified strong leadership as one of the most important factors for effective and successful schools. They have discovered that school leadership quality affects teachers' commitment and motivation to stay or leave a school, and they have argued that leadership quality positively enhances teaching and learning.

Principals were demonstrated to have an important strategic and empowering role in integrating structural transformation components to the teaching-learning process and student outcomes. It was also mentioned that administrators play an important role in creating professional environments for teachers, which increases their sense of efficacy and belief in their abilities to influence their students' learning. According to the research, one of the most important factors for school performance is competent leadership, and successful schools are associated with effective leadership activities.

Analysts have provided a range of frameworks to capture the function of school leadership in school reform from the inception of the effective school movement in the late 1970s and early 1980s (Murphy, 2016). Leadership is crucial to ensuring the life and growth of schools, according to school effectiveness and improvement studies

(Southworth & Quesnay, 2005). Implementing and maintaining school development programs requires effective school leadership (Abu-Hussain, 2014).

Successful school administrators are able to integrate and comprehend the educational needs of the school, allocate resources where they are required, hire and manage high-quality employees, and keep the school running smoothly. School leaders have the capacity to create learning environments for teachers and students while also improving student-learning outcomes through their influence on instructors as well as organizational policies and procedures. Daniels, Hondeghem, and Dochyb (2019). Both official and informal school leadership impact the character of school circumstances such as objectives, culture, structures, and classroom environments (Leithwood, 2005). School leaders must be school directors, instructional leaders, change agents, marketers, facilitators, mediators, and critical decision-makers. (Gamage, Adams, & McCormack, 2009).

School leaders who inspire or persuade others to undertake things that they would not do otherwise (Bertocci, 2009). Most definitions of leadership contain two activities that are universally accepted as critical to its meaning: "setting directions" and "exercising influence" (Leithwood, 2005). According to Clark (1996), a visible action or sequence of activities in a group, organization, or institution including a leader and followers who actively subscribe to same goals and work together to attain them is referred to as leadership. Leadership is the collection of attributes or personality features in an individual that urge that person to inspire others to attain goals that would not otherwise be achieved without the leader's inspiration. (Bertocci, 2009).

According to Ashu (2020), leadership is the influence or prodding of members of an organization to collaborate in the best interests of the organization. Leading is the process of developing in an organization's members a positive attitude toward their job and goals. "Leadership entails doing the right thing. It motivates, enables, and empowers others to do their best while learning from them. It is the ability to respond to change positively and constructively" (Husni, 2015).

According to Xiomara (2018), Teachers are motivated by leadership, which has a huge influence on them. According to Robert, Mansour, Paul, and Peter (2002),

Leadership is described as a person's capacity to influence, motivate, and empower others to contribute to the effectiveness and success of an organization in which they are a member.

According to Hoy, Miskel, and Tarter (1987), "leadership is a social influence process in which one person can enlist the aid and support of others in the accomplishment of a common task." As a result, Day, Qing, and Pam (2016) argue that school leadership can be defined as the leader establishing direction and encouraging a positive school culture, while also supporting and increasing staff commitment and motivation to enhance and improve school performance.

Leadership in a school setting is defined as the principal's ability to influence teachers' activities in order to attain declared school objectives and goals. (Muga and Jackline, 2017). School leadership is also considered as a progressive or creative process that requires establishing and articulating a clear vision, as well as connected goals or objectives, as well as a corresponding plan for implementation, monitoring, and review. Successful school leaders are known as focused and motivating visionaries who are good communicators who listen, reflect, grow, and empower their kids." (Kouzes & Posner, 2007).

According to Jackline (2017), school leadership is defined as the principal's ability to motivate teachers to change and do things they might not do otherwise. Principals must develop into leaders who can inspire, motivate, innovate, and collaborate to achieve extraordinary results for organizations to succeed. Values must be turned into actions, visions into realities, roadblocks into breakthroughs, isolation into solidarity, and risks into rewards. (Yukl, 2009; Srisaen, Somprach, Sombatteera, Srisomjak, & Thana, 2014) The Wallace Foundation has also published over 70 books on school leadership. They use their findings to describe what effective school leaders do in these publications. They believe that principals excel at the following five key functions:

1. Creating an academic success vision for all students.
2. Fostering a positive educational culture.
3. Fostering leadership in others.
4. Improving instructional.

5. Managing people, data, and processes to improve schools (Nixon, 2017).

Aslo, Danils, Hondeghe, and Dochyb (2019) outlined six key aspects of effective school leadership:

1. The leadership's emphasis on curriculum and teaching.
2. Establish effective internal and external communication channels.
3. The principal's ability to influence the organizational climate and culture, including trust and collaboration.
4. The role of the principal in developing and sustaining a school's vision and goals.
5. Constant input from the principal and recognition of accomplishments.
6. The ability of the principal to hire and retain talented teachers while also investing in their professional development.

Furthermore, Jacobson (2011) demonstrates that school leadership needs the following key practices: goal formulation, people development, and organizational reform. The Interstate School Leaders Licensure Consortium (ISLLC) has recognized six primary school leadership criteria. The six criteria address the requirement for a principal to help all students succeed in the following ways.

1. Developing and implementing a shared school vision.
2. The development and maintenance of a culture and instructional programs that promote learning and staff development.
3. Ensures the management of school operations in order to create a safe and effective learning environment.
4. Collaboration with families and schools from the diverse community.
5. The encouragement of honesty, fairness, and ethical behavior.
6. Schooling's interaction with larger political, social, legal, and cultural contexts (Nixon, 2017).

Furthermore, Dimmock and Walker (2002) identify eight interconnected leadership elements, according to them, The eight categories give an easy and reasonable manner of capturing "school leadership" (collaboration and partnership, motivation,

planning, decision-making, interpersonal communication, conflict resolution, assessment and appraisal, staff and professional development).

According to Day (2011), our findings reveal eight critical elements of effective leadership, all of which are concerned with student learning, well-being, and achievement. Successful leaders are:

1. Define their values and vision in order to set expectations, establish direction, and foster trust.
2. Change the environment for teaching and learning.
3. Reorganize organizational components and rethink leadership roles and responsibilities.
4. Broaden the curriculum.
5. Boost teacher quality.
6. Improve the quality of teaching and learning.
7. Encourage internal collaboration; and
8. Form strong relationships outside of the school community.

Finally, Pamela and Christopher (2016) identify the key dimensions of effective school leadership as follows:

1. Establishing the vision, values, and course of action.
2. Improving teaching and learning conditions.
3. Organizational overhaul: role and responsibility alignment.
4. Improving the quality of teaching and learning.
5. Curriculum redesign and enhancement.
6. Enhancing teacher quality (including succession planning), and
7. Cultivating ties among the school community.

Leadership Style

The leadership style of a leader refers to how they give instructions, carry out strategies, and inspire others (Ashu, 2020). According to Okumbe (1998), a leadership style is a set of actions employed by a leader to inspire his or her subordinates to achieve organizational goals. It is also a leader's way of guiding followers toward reaching

corporate goals (Martindale, 2011). A leader's style of leadership is how they encourage diverse actions as needed by various scenarios. Leadership must be conscious of his styles in order to achieve organizational goals in a variety of contexts because leadership style is a power of leaders that would result in the success of their work. Leaders need to understand how we choose our styles while we are doing the following (Boonla and Trepurtharat, 2014):

Consider the circumstances and participants.

1. Take into account the situation and participants.
2. Adapt your leadership style to the situation.
3. Employ a leadership approach that is suitable for the situation and the followers.

One of the key elements in determining a school's performance in the educational sector is the principal's leadership style (Muga and Jackline, 2017). Depending on the circumstance, the school administrator may employ many leadership philosophies. Depending on the circumstance and his followers, he can also adjust and use a different leadership style (Boonla and Trepurtharat, 2014). The process of school reform is significantly influenced by the leadership philosophies of school administrators, such as principals. To ensure that the school's academic achievement is effective, leadership styles are crucial (Tatlah and Iqbal, 2012).

The literature review mentioned above makes it clear that principals' use of effective leadership styles contributes to successful schools. It is necessary to distinguish between various leadership styles and the key behaviors that make them successful and effective. According to the argument made above, the impact of leadership on a school frequently emerges as a crucial factor in achieving significant school change. Many leadership styles and specific actions for school principals have been proposed.

I'd want to demonstrate five great leadership philosophies that are relevant to educational leadership and are used by outstanding principals in schools. Through a literature analysis and gathered data, the primary goal is to advance understanding of effective leadership style practices in schools.

Transformational Leadership

Most studies on leadership emphasize transformational leadership approaches that work well in any company (Mathur, Negi, Vigg, & Gupta, 2010). The normative approach to school leadership of the transformational model is comprehensive in that it focuses on the process through which leaders attempt to influence school outcomes rather than the type or direction of those outcomes. The notion of "transformational leadership" was first articulated. (Burns, 1978).

Since leaders' and followers' tasks are so similar, it is reasonable to expect a cordial exchange and genuine convergence that will result in mutually acceptable conclusions. Transformational leadership is compatible with the collegial model because it calls for shared values and interests between leaders and employees (Bush, 2008). Transformational leadership is a relational leadership style, according to Bass (1985), Avolio and Bass (1995).

Transformational leadership contains behavioral aspects that are shared by transformational leaders and are related to transformational leaders' activities. Individual concern, intellectual stimulation, inspiring drive, and idealized influence are among these components. The first is that "individualized consideration" is a characteristic of transformational leaders (Avolio and Bass, 1995). According to Bass and Riggio (2006), individualized consideration by working as a coach or mentor, pays specific attention to each follower's requirements for accomplishment and progress. Individualized consideration happens when fresh learning possibilities are created in a supportive atmosphere. A transformative leader is a skilled listener who acknowledges and respects their workers' distinct differences. They develop new learning opportunities for teachers' personal development and growth while taking individual needs, values, and differences into account (Muga and Jackline, 2017). The second is "intellectual stimulation," which is achieved by posing problems. Furthermore, by involving their followers in the problem-solving process, leaders who use a transformational leadership style invite their followers to contribute new ideas and creative solutions to problems. Leaders who are transformational Individuals are not publicly chastised when they make mistakes, nor are their ideas condemned because they differ from those of the leaders (Bass and Riggio, 2006). Intellectual stimulation refers to the principal's method of encouraging creativity,

intelligence, and rationality in solving difficult problems in order to improve the organization (Avolio, 1999).

The third type of motivation is "inspirational motivation," which arises when transformational leaders exhibit actions that inspire people around them by adding significance and challenge to their followers' work. They also foster a sense of belonging, passion, and optimism among the team. Transformational leaders engage their followers by clearly explaining and demonstrating their dedication to their aims and vision. These futurists give an appealing image of the future (Bass and Riggio, 2006). They are also reassuring instructors that the school's aim is realistic and that they can do more than they previously thought possible (Muga and Jackline, 2017).

The third type of motivation is "inspirational motivation," which arises when transformational leaders exhibit actions that inspire people around them by adding significance and challenge to their followers' work. They also foster a sense of belonging, passion, and optimism among the team. Transformational leaders engage their followers by clearly explaining and demonstrating their dedication to their aims and vision. These futurists give an appealing image of the future (Bass and Riggio, 2006). They are also reassuring instructors that the school's aim is realistic and that they can do more than they previously thought possible (Muga and Jackline, 2017). Transformational principals are those who influence, motivate, and encourage teamwork among school members. They must uphold high moral and ethical standards, as well as be clear and visionary for the school (Waters, 2013). Furthermore, Leithwood (1992) defines eight dimensions of transformational leadership:

1. Creating a school vision
2. Establishing school goals
4. Providing mental stimulation
5. Role modeling optimal practices and key organizational values
6. Setting high performance standards
7. Establishing a constructive school culture
8. Establish procedures to enhance student participation in school decisions.

According to Arokiasamy, Abdullah, Ahmad, and Ismail (2016), there is a significant relationship between the level of transformational leadership and job satisfaction. As a result, transformational leadership styles place a strong emphasis on emotions and values, as well as higher levels of staff commitment to organizational goals, with the expectation that increased capacity and commitments will result in increased effort and output (Leithwood, 2005).

Transformational leadership inspires followers to commit to a common vision and goals for an organization or unit, while simultaneously challenging them to be creative problem solvers and growing followers' leadership ability through coaching, mentoring, and a combination of challenge and support. Furthermore, by offering intellectual stimulation that stimulates critical thinking and the development of skills and knowledge, the transformational leader encourages people to engage in decision-making. Employee satisfaction, organizational performance, and employees' willingness to go above and beyond to achieve a goal, all of which are associated with transformational leadership behavior (Boamah, Laschinger and Wong, 2018). Transformational leaders, according to Rafferty and Griffin (2004), will exhibit a variety of developmentally oriented behaviors, such as coaching followers, identifying appropriate training courses for followers to take, and encouraging followers to develop job-related skills.

Finally, researchers hypothesize that organizations "led by transformational leaders" may experience increased structural empowerment, resulting in better working conditions and high-quality outcomes. This type of leadership has a significant impact on school improvement" because the first thing they do is create a vision for the organization, then encourage individuals to achieve this vision while taking into account each individual's needs during each step to achieve this vision, so when the leader practices this style, leaders can effectively lead and improve organizations (Muga and Jackline, 2017; Kahai and Avolio, 1998).

Moral Leadership

The moral leadership concept in educational administration is discussed, with emphasis on the period 1979-2003 (Greenfield, 2004). Moral leadership has grown in popularity in the field of educational administration over the last fifteen years of research.

Moral leadership is a characteristic of high-performing schools (Pijanowski, 2007). Recognizing moral leadership as a critical component of school improvement. Over the last two decades, theoretical and empirical work on school leadership has concentrated on one or a combination of several issues concerning moral leadership (Greenfield, 1999).

School leadership is first and foremost a moral undertaking. Moral dimensions include determining what, how, and why children should be educated. Educational leaders have a professional commitment to pursue a moral purpose in addition to student accomplishment. Moral bravery is necessary to follow their beliefs about what is best for the kids and communities they serve. While schools' primary objective is to teach, educational leadership should be a meaningful, values-driven, moral, and ethical endeavor. Educational leaders who think in this way regard their schools as having community service and social duties, with the objective of growing young people as mature adults with the knowledge and skills necessary to build a better, more fair, and sustainable future. Moral leadership is essential.

There is evidence that a values-driven approach is not only ethically and educationally acceptable, but also produces long-term improvements in outcomes and examination performance. By being loyal to their beliefs, virtues, dispositions, traits, and competences, more effective school leaders increase student results. There are statistically substantial empirical and qualitatively robust correlations between educational ideals and traits of principals and their strategic activities and changes in school settings, which lead to better student results. (Belcher, 2017). "Moral leadership" assumes that the key focus of leadership should be on the leaders' values and ethics; moral leadership is based on the leaders' values and beliefs. The method is similar to the transformational model, but with a stronger values foundation that may be spiritual in nature. Moral leadership directs the school. Bush and Glover (2003). Moral leadership is founded on interpersonal and group abilities such as respectful listening, seeking to know and understand people, effectively communicating, working in teams, engaging in continual conversation, and providing places where all perspectives may be heard (Furman, 2003).

Sergiovanni was the first to do research on School Ethics Leadership Theory. (1992). Leadership, he believes, should be founded on ethical ideals. According to the study, ethical leadership refers to school staff pursuing an unacceptable ethical appeal

based on its ethical integrity, in order to properly affirm ethics and values, inspire staff sense of responsibility and responsibility, and continue to raise their awareness of their work, dedication to school development, and collective emulation. (Chik, 2020). Moral leaders, according to West-Burnham (1997), are capable of:

1. Demonstrate the principle's and practice's causal coherence.
2. Apply principles to new circumstances.
3. Develop a common vocabulary and understanding.
4. Explain and justify moral judgments.
5. Maintaining beliefs throughout time.
6. As needed, reinterpret and repeat principles.

Employees are allowed to participate in decision-making processes independently in moral leadership (Demirtas, Karaca, & Derindag, 2020). Leaders with an ethical sense and a value system can serve as a driving force and control their followers, which is important for the organization's improvement. Ethical leaders are people who have a strong ethical attitude and personal characteristics that set a good example for others to follow. Overall, ethical leaders define what is right and wrong within an organization and promote ethical mutual interaction.

Because leaders have an impact on the lives of others, leadership has a moral dimension. Because of this influential aspect, leadership carries a massive ethical responsibility that includes organizational improvement, individual consideration, and so on. Ethical leadership is the influence of a moral person who pushes others to do the right thing in the right way for the right reasons. In summary, moral leadership is concerned with the conduct of a leader. (Northouse, 2018). Moral leadership is a method of influencing people as well as mobilizing power to transform social systems and organizations. Ethical leadership will affect both the leader and the followers, and they will begin to consider not just what is beneficial for individuals, but also what will help bigger collectives such as their company, community, and nation. Ethical workplace leadership is about assisting others in achieving common goals by supporting individual growth, empowerment, and collaborative work that is compatible with the health and long-term welfare of followers. Ethical leadership may increase cooperation, foster

collective learning, and motivate greater levels of performance. (Yukl and Gardner, 2020). According to Yukl and Gardner (2020), moral leadership is:

1. Establish clear standards of ethical conduct.
2. Demonstrate ethical behavior through your actions.
3. Assist people in finding fair and ethical solutions to problems and conflicts.
4. Object to unethical practices.

And the responsibility of Principle as ethical leadership is:

1. Build community
2. Serve others
3. Respect others
4. Show justice
5. Manifests honesty (Northhouse, 2013)

According to Northhouse (2013), Leadership is the process of influencing people; it contains a moral component that separates it from other forms of influence such as force or dictatorship. Respect for followers, fairness to others, and community building are all principles associated with leadership. Moral leadership is described as a moral person's influence on others to do the right thing in the right way for the right reasons. (Northhouse, 2018). Moral leaders are concerned with fairness and justice. They make it a top priority to treat all of their followers fairly. Justice necessitates that leader prioritize issues of fairness in their decision-making. We defined leadership as the process by which one person influences a group of people to achieve a common goal. Because it refers to a common goal, this definition has a clear ethical dimension (Northhouse, 2019). A moral leader can imbue his character with ethics and intrusiveness, as well as describe certainty, by developing a system of values and viewpoints (Sergiovanni, 1992). Burns (2012) also contends that leadership is a moral process in the sense that leaders engage with followers based on shared values and goals.

Aikman (2003) and Brown and Harrison (2005) carried out research to investigate the link between moral leadership and corporate culture and concluded that the two were related. Ethical executives are essential in building an organization's culture.

Furthermore, the principles and ideals of the organization affected the leaders' views. According to Brown and Harrison (2005), Ethical leadership based on moral concepts such as honesty, trust, and integrity may assist followers in making decisions. Employees gain from ethical leadership in terms of work happiness, employee commitment, and issue resolution on the job, according to the study. This strategy enables an ethical leader to obtain the respect of his team members and employees while also allowing for inventiveness. Employees will be able to put their faith in their leader and the business with the judgments and instructions they receive in return. An ethical theory can help to generate shared social truths. Right and wrong must obviously be separated for personnel working in the organization. These good and incorrect ethical underpinnings are crucial to company culture. (Demirtas, Karaca, and Derindag, 2020).

Finally, the ethical leader emphasizes the institution's value, which he derives from the school's vision, according to resources. That value has a direct impact on school improvement when that vision is a major factor in school improvement.

Distributed Leadership

Distributed leadership has evolved as the most popular leadership framework in the twenty-first century (Bush, Hamid, Ng, and Kaparou 2018; Harris 2004; Harris 2007; Spillane 2005). In the early 1950s, the term "distributed leadership" first arose in the field of social psychology. The notion then stayed dormant for more than three decades, reappearing briefly in social psychology in the early 1990s and then again in organizational theory in the early 1990s (Gronn, 2002). Shared, collaborative, democratic, and participatory leadership are all characteristics of distributed leadership (Leithwood et al., 2007). It is built on trust, honesty, care, respect, and appreciation. One of the oldest leadership principles promoted for accomplishing corporate goals via people is dispersed leadership; this idea has long been represented in adages linked with distributed leadership.

A shipped style of leadership focuses on the relationships of people in formal and informal leadership roles, rather than their actions. It is concerned with the practice of leadership and how leadership affects organizational and instructional achievement. Spillane (2006). The decision-making process is critical in distributed leadership.

The strategy encourages shared or distributed leadership and is linked to democratic principles and empowerment. It is believed that distributed leadership improves outcomes by enhancing commitment to putting agreed-upon choices into action. (Bush & Glover, 2003). According to the researchers, people are more likely to accept and implement decisions in which they have a say, especially when these decisions are directly related to the individual's employment (Savery, Soutar, & Dyson, 1992).

Distributed leadership, on the other hand, promotes subordinates to actively engage in the organization's goal-setting, problem-solving, and decision-making processes. Distributed leaders help their subordinates by encouraging and guiding them to solve challenges. Academics believe that participatory leadership can increase the quality of decision-making. Improve employee work-life balance to boost workplace motivation, devotion, and satisfaction (Hallinger & Truong, 2015; Bush & Glover, 2003). Distributed leadership means involving followers in decision-making. A dispersed leader interacts with his or her followers, solicits their thoughts and opinions, and incorporates their recommendations into group or organizational decisions. This leadership style may also result in increased group performance via member involvement and devotion to shared group goals (Northouse, 2019). The results of decentralized leadership.

The increased responsibilities and accountability of school leadership are necessitating a leadership distribution, both within and across schools. Leadership distribution can improve management and succession planning (Beatriz, 2008). The distribution of leadership is important and has a positive impact on school improvement and reform. It emphasizes the importance of distribution configuration in school development and change. The literature on school improvement also emphasizes a positive relationship between distributed leadership and school change (Harris, Leithwood, Day, Sammons, & Hopkins, 2008; Demirtas, Karaca, & Derindag, 2020). The importance of distributed leadership in school improvement and positive change is widely acknowledged (Harris, 2014). The concept of distributed leadership has grown in popularity in recent years and is used in many organizations, particularly in government.

Distributed leadership has been described as "the most significant contemporary example of the nature of theory in educational leadership" (Bush & Glover, 2014; Eacott, 2018; Yukl & Gardner, 2020). Distributed leadership is becoming more popular as an

approach for enhancing student results (Klar, Huggins, Hammonds, & Buskey, 2016). Distributed leadership views leaders and followers as crucial components, as well as circumstances and their interactions, and emphasizes the necessity of collaborative action to enhance school administration and student accomplishment (Joo, 2020). The National College for School Leadership (NCSL), writers of school leadership, and educational researchers have all recognized dispersed leadership as the cornerstone of school development (Oduro, 2004). One of the most common results in studies on school leadership is that authorization to lead would not have been granted.

According to Bush and Glover (2014), "leadership is the most significant contemporary example of the nature of theory in educational leadership" (Eacott, 2018; Yukl & Gardner, 2020). As a technique for increasing student outcomes, distributed leadership is gaining traction (Klar, Huggins, Hammonds, & Buskey, 2016). Distributed leadership considers leaders and followers to be important components, as well as circumstances and their interactions, and highlights the necessity of collaborative action to enhance school administration and student accomplishment (Joo, 2020). The National College for School Leadership (NCSL), school leadership writers, and educational researchers have all recognized distributed leadership as the cornerstone of school development (Oduro, 2004). According to one of the most constant findings from school leadership research, authority to lead would not have been provided.

Distributed leadership is also essential for system reconfiguration and organizational redesign, which require lateral, flatter decision-making processes (Harris & Spillane, 2008). As challenges confront schools, distributed forms of leadership will be required to cross multiple types of problems in order to share ideas and insights (Harris & Spillane, 2008). It is critical to remember that school principals cannot guarantee success on their own in a complex and demanding working environment like a school. As a result, a wide range of skills and expertise are required to work within and across schools. Leadership must be distributed so that other potential staff members can participate (Spillane, 2006). The impact of distributed leadership in schools, according to experts, is achieved through improved mission and goal communication, as well as better resource and structure alignment.

School leadership requires both formal and informal influence to motivate followers to improve organizations. For example, when principals use distributed leadership, they encourage teachers and staff to improve the school to high performance. Distributed leadership in action is based on involving a large number of people in leadership activities (Harris, Jones, & Baba, 2013). (Duignan, 2006). Sergiovanni (1984) emphasizes the importance of a collaborative approach. The constraints of leadership will be reduced if leadership tasks and duties are shared. This will be successful in "bonding" personnel and relieving the burden on school principals.

Finally, and probably most crucially, there is increasing evidence that dispersed leadership has a good influence on school results and student learning; under this model, all members of the organization engage in decision-making. When the school decides to proceed, all school members, including the principal, teachers, staff, students, parents, and policymakers, make choices together. The principal's connection with the staff is very strong as a result of this style, which has a substantial influence on the school's improvement (Harris, 2013).

Managerial Leadership

Managerial leadership presumes that leaders should concentrate their primary attention on functions, activities, and behaviors and that when these duties are executed professionally, the work of others in the company is facilitated. Most approaches to management leadership also presume that the conduct of organizational members is essentially logical. Formal roles are granted power and influence based on their position in the organizational hierarchy (Leithwood, Jantzi, & Steinbach, 1999). Managerial leadership, according to Muller and Turner (2010), is a fast growing academic topic. Caldwell (1992) defines management leadership as the ability to establish and conduct a cyclical process encompassing seven managerial functions:

1. Setting objectives
2. Identification of requirements
3. Prioritization
4. Planning
5. Budgeting

6. Implementing
7. Evaluating.

Managerial leadership also includes the following roles (Allner, 2008):

(Bush, 2008). With the introduction of modern management principles, the role of the educational manager as a leader has grown in importance. To be effective, a manager must function as the group's leader and persuade the audience. School effectiveness, or a school's ability to achieve its goals, is largely determined by the effectiveness of the curriculum implementation managers.

A school principal's administrative leadership is crucial and necessary to manage education in schools effectively and efficiently in order to deliver the quality education demanded by all parties. The real organization manager who puts the decided-upon instructional plans into effect is the school principle. The principle, as a manager, must be capable of performing managerial duties related with management activities such as planning, coordinating, and managing processes (Tobin, 2014). The principal's management responsibilities at the school include school planning, development, utilization, and empowerment of school aspects such as teachers, administration, and students. and infrastructure to be used as efficiently as possible to improve school quality, teacher quality, and student quality. Principals' managerial leadership will have a significant impact. The principal must implement the school improvement steps in the best way possible for the school improvement process to be successful, which can be accomplished when the principal employs the managerial leadership style.

School Leadership

One of the more stable notions in the ever-changing typology of leadership paradigms is school leadership (Bush, 2011; Bush & Glover, 2014). Over the last twenty-five years, school leadership has been the most extensively researched model of school leadership. The body of knowledge on school leadership is vast and global in scope. Since the mid-1980s, researchers in North America, Europe, and Asia have made significant contributions to the field of school leadership (Hallinger, 2005; Hallinger and Wen-Chung, 2015). School leadership, which has long been seen as an important component of outstanding schools, focuses on the impact of teaching and learning. The concept of

school leadership emerged as a result of effective school research in the 1970s and 1980s. School leadership is concerned with the behavior of teachers when participating in activities that directly affect pupils. In recent years, school leadership has been a focal point of school leadership and administrator conduct, with the view that the underlying purpose of schools is to improve student learning, and school leadership is linked to school outcomes that aim for excellence in teaching and learning. (Bush, 2008).

Developing a rigorous curriculum and fostering a motivating learning environment are two key functions or roles of school leadership. The school leader is also responsible for cultivating behavior norms that promote student achievement among school community members (Megan Tschannen-Moran & Christopher R. Gareis, 2017). When it comes to school improvement, the principal is more likely to be an instructional leader (Hallinger & Wen-Chung, 2015). They were able to define a clear direction for the school and inspire others to join them in achieving a shared vision. This focus was primarily on improving student learning outcomes. Instructional leaders were described as goal-oriented (Bossert, Dwyer, Rowan, & Lee, 1982). There is a lot of interest in "school leadership" because it is widely held that the primary function of schools is to promote student learning (Bush, 2008). Instructional leaders have been described as possessing a rare blend of knowledge and charisma. They used to have more clout than "position power" when it came to motivating staff to achieve school goals (Cuban, 1984). Curriculum and instruction are coordinated, controlled, and supervised by instructional leaders, who also monitor progress toward desired outcomes (Bossert, Dwyer, Rowan, & Lee, 1982). This subject is related to schools' primary responsibility.

1. School leadership research has focused on developing a common sense of purpose in the school, including defined goals based on student development, for more than three decades.
2. Encouraging continual school improvement through cycle school development planning that includes a varied variety of stakeholders.
3. Creating a climate of high expectations and a school culture centered on innovation and improvement in teaching and learning.
4. Curriculum coordination and evaluation of student learning outcomes.

Furthermore, Leithwood and Jantzi (2000) define school leadership roles as:

1. Collaborating directly with teachers to improve classroom effectiveness through evaluation, supervision, modelling, and support.
2. Making resources and professional development available to improve instruction.
3. Organizing and assessing curriculum, instruction, and assessment.
4. Monitoring teaching and student progress on a regular basis.
5. Establishing and upholding shared norms and expectations with students, faculty, and families at the school.
6. Changing the school's reward structure to reflect the school's mission.

In another hand, Hallinger & Murphy (1985) state that, school leadership comprises three broad categories:

1. Defining the school mission.
2. Managing the instructional program.
3. Promoting school climate.

Regardless of these observations, school leadership is an important factor since it focuses on the fundamental activities of the school, teaching and learning. School leadership is essential because it focuses on the most important part of the educational process: teaching and learning quality (Bush & Glover, 2003; Piot, 2015). Weber's (1996) school leadership model expands on Hallinger and Murphy's (1985) model by adding five essential aspects; Weber's (1996) model correlates to Hallinger and Murphy's (1985) model in the first three dimensions;

1. The mission of the school is defined as the first dimension of the school's model. The instructional leader will collaborate with stakeholders to create a school-wide vision and goals.
2. Curriculum and instruction management, which entails the instructional leader making instructional resources available and assisting in the implementation of instructional best practices, is the second dimension.
3. The third dimension is to foster a positive learning environment. The instructional leader communicates goals, establishes expectations, and keeps the classroom organized.

4. The fourth dimension is observing and improving instruction. Through classroom observation and opportunities for professional development.
5. The final dimension is concerned with evaluating the educational program. This dimension entails the instructional leader assisting in the organization, design, execution, and analysis of evaluations that assess the efficacy of the curriculum (Weber, 1996).

The capable instructional leader was able to link the school's techniques and activities with the school's academic objective. As a result, instructional leaders focused on both leading and managing. They were responsible for organizing, supervising, monitoring, and developing curriculum and instruction. Hallinger (2005).

Interpersonal leadership is concerned with the relationships of leaders with students, professors, and others involved with the institution. Leaders use a collaborative approach, which may have moral ramifications. They have excellent interpersonal skills, which allow them to function efficiently. Collaboration with both internal and external stakeholders (Bush & Glover, 2003).

Finally, principals who use the school leadership style have a significant impact on school improvement because of their role in the five central activities that have the most direct influence on the school, which are:

1. Establishing the school's mission
2. Curriculum and instruction management
3. Creating a positive learning environment.
4. Observing teachers and providing feedback
5. Evaluating the instructional program (Hallinger & Liu, 2018; Southworth, 2002).

Leader and Principal

According to Peter Drucker and Warren Bennis, management is doing the right thing; leadership is doing the right thing. It expresses the distinctions between the two responsibilities performed by administrative or executive employees in clear and direct words. The manager is responsible for getting things done right, whereas the leader is

concerned with the vision and main objectives. (Tobin, 2014; Pamela & Christopher, 2016). Educational administration and educational leadership are important concepts for understanding how educational institutions are organized, but their meanings, differences, and value in educational organizing are still debated. Educational administration entails being responsible for the proper operation of a system in a learning environment where others are involved. Educational leadership, on the other hand, is the act of influencing others in the educational system to achieve goals (Connolly, James, & Fertig, 2017).

Management, leadership, and the related idea of administration all overlap. The term 'management' is generally used in the United Kingdom, Europe, and Africa, but 'administration' is favored in the United States, Canada, and Australia (Bush, 2008). Management and leadership, according to Tony Bush, are commonly misunderstood because leadership is linked with change, whereas management is considered as a maintenance task. It also emphasizes the significance of two characteristics of organizational activity: I define leadership as the capacity to influence the behavior of others to accomplish the desired objectives. Leaders influence the aims, motives, and behaviors of others. Management is concerned with the implementation of technical challenges (Bush, 2007).. Leadership necessitates a great deal of ingenuity, energy, and skill. In other words, leadership is linked to values or purpose, whereas management is linked to the implementation of technical issues (Bush, 2007).

The idea of the principal as a leader began a shift in emphasis with the emphasis on school leadership in the 1980s (Murphy & Louis, 1994). According to Fidler (1997) principals should be leaders, but not all leaders must be managers. This indicates that the two tasks are closely related. Organizational leadership and management are critical to their success, and there is a lot of overlap, particularly in terms of motivating people and providing a sense of purpose to the organization. According to Sergiovanni (1991) successful principals must continue to balance the roles of manager and leader so that they complement one another. Geoffrey, Everard and Ian (2004) compare managers and leaders in this table:

Table 1. The Differences Between Managing and Leading

Leading is concerned with Vision	Managing is concerned with Implementation
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Leading is concerned with	Managing is concerned with
strategic issues	operational issues
Transformation	Transaction
Ends	Means
People	Systems

Source: (Geoffrey, Everard, & Ian, 2004)

Organizations require good leadership and management to be effective. Leaders must now question the present quo, anticipate the future, and push employees to strive toward those aspirations. In addition to monitoring day-to-day activities, managers must design thorough plans and effective organizational structures. Leadership and management must be given equal weight in order to function successfully and achieve their goals (Bush, 2008). Because of the specific interactions and behaviors displayed by school leaders while directing an individual or group of individuals to complete tasks for the common good and/or the purpose of achieving school goals or outcomes (Cooper, 2012), the study of leadership theory is directly related to the position of school principal.

Finally, Bush and Glover (2003) thoroughly examined the differences between the concepts in the most recent school inspection. Leadership is an influence process that results in the achievement of desired goals. It entails inspiring and assisting others in achieving a clear personal and professional vision for the school. Management is in charge of implementing school policies as well as ensuring the efficient and effective operation of the school's current activities.

The Role of School Leadership for School Improvement

Leadership and school improvement are two of the most essential subjects in 21st-century education. Leadership was widely connected with school development nearly two decades ago. The link between leadership and school improvement is highly valued in today's educational reform (Harris, 2004; Heck & Hallinge, 2009). During the 1980s and 1990s, there was a major surge in empirical research on school leadership impacts, with increasingly hopeful interpretations of the influence of leadership on learning and school reform (Hallinger & Huber, 2012). understand the value of education in order to compete effectively in a global market, and competent leadership is considered as the key to success.

The relationship between good school leadership and academic achievement is widely documented (Bush & Jackson, 2002). Previous research indicates that effective school leaders have a considerable impact on student achievement, both via their influence on others and through their influence on school operations. According to several research, good leadership has a major impact on both academic and non-academic results for students (Nandamuri and Rao, 2011).

Heck and Hallinger (2009) describe school improvement leadership as the process through which leaders establish the direction of the school, motivate employees, and coordinate a shifting set of methods aimed at improving teaching and learning. The goal of leadership is to improve, and leadership quality is critical for school development and student achievement (Bush, 2008). Strong and effective leadership is viewed as a critical component in promoting change and strategic innovation in today's schools. Leadership is seen as a catalyst for transforming principles into deeds, visions into realities, barriers into innovations, division into togetherness, and risks into rewards (Smith and Riley, 2012).

The goal of leadership is to improve the organization. It's all about setting broadly agreed-upon and useful organizational directions and doing everything it takes to encourage and enable individuals to proceed in that direction (Leithwood, Day, Sammons, Harris, & Hopkins, 2008). Effective leadership is increasingly recognized as the main component of school improvement (Bush, 2016; Nasreen, 2019; Khanal and Park, 2016). Leadership's impact on a school is frequently mentioned as a key factor in achieving school improvement (Bush, 2008; Pingle, 2006).

Leadership has a significant influence on school effectiveness and improvement (Wallace, 2002). Effective school leadership fosters teaching and learning while also increasing capacity for professional learning and change (Heck & Hallinger, 2010). By connecting the internal and external environments of the school. School leaders are critical in initiating internal changes, providing direction and support, and keeping those changes going over time (Heck & Hallinger, 2009).

Principals nowadays must serve as instructional leaders for their pupils. They must be familiar with academic content as well as pedagogical techniques; they must be

able to collaborate with teachers to improve their teaching abilities; they must be able to collect, analyze, and apply data; and they must work to unite students, teachers, parents, local health and family service agencies, youth development organizations, local businesses, and other members of the community around the common goal of improving student achievement (Pingle).

According to school authorities, teachers should collaborate to enhance processes. Collaboration enhances student learning by enhancing teaching quality. The notion of teacher cooperation is essential for fostering a healthy working environment and is repeatedly emphasized in successful school literature as being positively connected to student results. Furthermore, school leaders must build a favorable external relationship in order to achieve successful school reform (Bush, 2008).

The main role of school leadership for school improvement according to researchers and studies includes improving (school vision, school culture, curriculum, staff, teachers, parental involvement/ engagement, and student achievement) (Bush, 2008; Creemers & Jong, 2007; Dart, 1991; Day, et al., 2011; Glover, 1999; Heck & Hallinger, Leithwood 2010; Murph, 1992).

School Vision

Numerous models of school leadership have evolved through research, but no single model has been widely accepted as the most effective by researchers. However, researchers have agreed on leadership behaviors that successful leaders appear to follow (Day, et al., 2011). According to school leadership research, creating a school vision is an important part of all leadership practices (Day, et al., 2011). Vision has been a key issue in leadership publications over the past 25 years (Northouse, 2018). For organizations to remain competitive in a rapidly changing world, visionary leadership is recommended (Leithwood & Riehl, 2003).

The previous 20 years of organizational leadership could be referred to as the era of vision. Leaders in all sectors are encouraged to express their vision, create clear goals for their businesses, and promote a feeling of shared mission (Hallinger & Heck, 1999). In the context of leadership, a vision is a mental representation of an ideal future state; it paints a picture of what might have been; visions suggest transformation and can push

people to achieve higher levels of achievement; visions, on the other hand, are like a guiding philosophy that gives people meaning and purpose (Northouse, 2018).

Particularly relevant to education reform, the topic of institutional vision has been a major goal of researchers in the field of educational leadership from the past to the present (Ylimaki, 2006; Hallinger & Heck, 2002). The vision has been asserted as the starting point of the process for school improvements, which, means Vision is regarded as the starting point for process improvement. (Kantabutra, 2005). The school vision is one of the most famous practices for improving school (Day, et al., 2011).

An effective educational leader is responsible for vision development for the school (Northouse, 2018; Day, et al., 2011). As Bertocci (2009) wrote, leadership is about vision. Leaders create an inspiring vision and then motivate and inspire others to achieve that vision (Ashu, 2020; Day, 2011; Heck & Hallinger, 2010; Northouse, 2018). Vision is regarded as the starting point for process improvement (Leithwood & Riehl, 2003). A good leader develops inspiring visions that influence people's actions (Desravines & Fenton, 2015). A good vision is well understood and shared by all key members of the organization, providing meaning to the work done. Having a clear vision for the organization also allows employees to make sense of the world and the changes that are taking place within it (Pearse, 2017). The element that makes leadership effective is the vision toward which followers' behavior is directed, leadership cannot be effective without a vision. Leaders with vision know where they are going and how they will get there (Parks, 1986; Bennis, 1989). The author wrote the leader's vision gives the organization a definite and clear sense of where it wants to move and what it wants to strive for the organization. Leadership models suggest that a primary role of a school leader principle is to build a vision for the school. The role of a school leader is the ability to create a collaborative vision for the school. Research on school leadership shows that a principal who develops a collaborative school vision and communicates this vision to all stakeholders helps develop a school community that is more involved in school development and owns the processes of school improvement (Leithwood & Riehl, 2003).

One of the types of leadership mentioned earlier, transformational leadership, conceptualizes school leadership along several dimensions and emphasizes creating vision, establishing a commitment to agreed-upon goals, providing intellectual

stimulation, providing individualized support, and explaining and encouraging high expectations for staff (Earley & Weindling, 2004).

In most studies, the term “vision” has had two main definitions: (a forecast of the organization's future, or the organization's goal towards a better future). Vision is defined as "a mental image of a possible and desirable future state of the organization" by Bennis and Nanus (1985). A vision is an idealized goal that the leader would like the organization to achieve in the future (Bass, 1985). Another definition given by Conger and Kanungo (1987) is a well-defined set of clear ideal objectives that the leader would like the organization to achieve in the future.

According to Nanus, the right vision has powerful, positive effects on the organization (Smith & Piele, 1996), also:

1. It inspires people to commit and energizes them.
2. It gives meaning to the lives of workers.
3. It establishes an excellent standard.
4. It connects the past, present, and future.

Vision is more and more being recognized as an important aspect of leadership, and all school leaders should be able to establish a compelling vision that engages both internal and external stakeholders in a new setting, and they should have the skills and behavior to turn that vision into action (Ashu, 2020). Leadership can be defined as an influence process based on clear values and beliefs that leads to a 'vision' for the school. Leaders articulate the vision in order to gain staff and stakeholder commitment to the ideal of a better future for the school, its students, and stakeholders (Bush, 2008). The study found that vision was the most important factor in enhancing capacity building for school improvement (Stringer, 2009).

Principals should have a clear vision of the change process and how it should take place (Nasreen, 2019). Principal capacity-building is required to drive change and enhance teaching practices (Goss & Hunter, 2015). A principal must have a vision of what they want the school to accomplish in order to be successful. A vision is a compelling image of the future that inspires devotion and gives meaning, purpose, and value to the school's activities. It guides and directs the school, staff, students, and

administration. A strong vision enables the principal to focus on the most significant concerns and prioritize what is critical to the school's academic success (Pingle, 2006). It is apparent that the articulation of a clear vision has the ability to grow schools; vision is increasingly seen as a crucial component of good leadership.

Beare et al. (1992) use Bennis and Nanus' (1985) research to develop ten "emerging generalizations" about leadership, four of which are vision-related:

1. Exemplary leaders have a clear vision for their organizations.
2. Vision must be communicated in a way that ensures organizational commitment.
3. Vision communication necessitates meaning communication.
4. If leadership is to be successful, it must focus on institutionalizing vision.

These generalizations represent normative perspectives on the significance of vision in effective leadership (Bush, 2008).

Conversely, many school improvement efforts have failed because of a lack of clarity of vision (Harris, 2005). The revision of the school of school vision is one of the most points which due to school improvement.

In summary, developing a vision statement has the following benefits:

1. Brings people together at all levels to work toward a shared goal.
2. Focuses and clarifies our ideal future.
3. Motivates teams to work together to attain a common objective.
4. Fosters communication and a shared set of ideals across the school (Bainbridge, 2007).

Finally, having a vision encourages followers to actively participate in the change the organization wants to make and to achieve its goals. To improve the school's vision, the principal must involve teachers, school staff, parents, students, and those related to the school. The vision should also be clear, and everyone should work together to achieve it (Day, et al., 2011; Day, Gorgen, & Sammons, 2020; Leithwood, Day, Harris, Hopkins, & Sammons, 2008)

School Culture

This section begins with a discussion of the significance of school culture. Following that is a discussion about creating and leading a school culture that will result in an education that will contribute to the success of its students. The next section then moves on to discuss the relationship between school culture and climate before focusing on the concept of climate and how school leaders can use climate to improve the school.

The study of educational leadership and school culture has been a prominent subject of social and educational investigation for more than two decades (Grace, 2005). The ideals that everyone in society share are derived from culture. As a result, culture may be perceived as influencing a range of features of the school and its surroundings. By establishing prevailing value orientations and behavioral norms, culture determines the institutional and community environments in which the school functions. It has an impact on the preferences of individual leaders as well as the form of relationships with others in the school and community. It also defines the unique educational emphasis or aims that predominate within a cultural schooling system (Hallinger & Heck, 2004).

School culture is becoming increasingly recognized as the main element component of school improvement (Leithwood & Jantzi, 1990). Researchers have gathered some compelling evidence about school culture, they state, that school culture is strongly associated with increased student achievement, motivation, increased teacher productivity, job satisfaction, communication and leadership skills (Brion, 2021; Everard, & Ian, 2004; Jantzi & Leithwood, 1999; Şahin, 2011; Smith & Piele, 1996)

School culture is important for school improvement, according to researchers investigating school improvement (Sun, Creemers, & Jong, 2007). Attempts to enhance a school that ignores school culture are unlikely to succeed because school culture impacts willingness to change. The essence of school culture may be defined as the deeper level of basic assumptions and ideas held by an organization's members that operate instinctively and define the organization's vision of itself and its surroundings. Culture, then, characterizes how things are and functions as a screen or lens through which the world is perceived, defining reality for people within the school, providing support and identity, and influencing how each school community conducts itself. Re-culturing: the

process of generating new values, beliefs, and norms (Coles & Southworth, 2005) may be the leadership issue here.

Barth (2001), on the other hand, contends that the previous 30 years of reform initiatives have failed to increase student success in schools because they have failed to sufficiently address the relevance of school culture. The first and most important objective of a school is to foster and sustain a culture favorable to human learning. Structured school improvement initiatives that do not address school culture or organizational health have also failed.

One of the most elements of school improvement is staff commitment in school which is dependent on a culture that school leaders created when the culture of the school makes a positive culture the process of school improvement is well done in a high-quality way (Stephen & Stuart, 1995). Harris (2006) argued that, when schools have weaknesses in culture, process improvement does not occur.

Geoffrey, Everard, and Ian (2004) also mentioned, Effective schools are schools that exhibit the following types of culture:

1. The school staff shares strong support for the goals and objectives of the school. The mission and vision of the school are clearly stated and supported by the school leader and the staff.
2. Members of the school's staff communicate effectively both horizontally and vertically. Information is relatively accurate and distortion-free.
3. A power balance exists between the school leader and the teachers. Teachers and staff feel empowered to make decisions and exert influence within the school.
4. The work of the school cooperatively involves the staff and is relatively free of conflict and strain.
5. The staff of the school has a clear sense of identity. They want to be a part of the school; they share its mission and are willing to sacrifice their personal needs for the improvement of the school.
6. The staff of the school enjoy a sense of job satisfaction and professional motivation and feel their needs are being met.

7. The staff of the school feels free to take professional risks. They are allowed to be creative and inventive in their work.
8. The external demands of the environment do not negatively affect the goals and ideals of the school.
9. The school culture is effective in tolerating the stresses of the external environment and remains stable in stressful situations.
10. The staff of the school can identify problems and solve them with minimal energy.

Individuals' attitudes, beliefs, and conventions within organizations comprise culture (Bush, 2021; Busher, 2006). Culture is a set of norms, values, beliefs, and traditions developed and shared by members of an organization through time as they collaborate, solve issues, and face difficulties (Peterson & Deal, 1998). In his post, Charles (2014) stated that an organization's culture is made up of the values, beliefs, attitudes, and behaviors that workers share and use on a daily basis at work. Employees' perceptions of their workplace, the company, and themselves as members of the organization are all influenced by culture. Decisions, habits, and, ultimately, organizational performance are all influenced by culture.

Organizational studies highlight the distinctions between the educational environment and culture. Climate is usually seen as behavior, whereas culture is regarded as the values and conventions of a school or business, and organizational climate is regarded as the whole environmental quality inside an institution. Recent attention on the efficacy of public schools and their cultures is said to have heightened awareness in the significance of climate. Despite the fact that the concepts of school culture and environment are similar and overlap in their definitions and applications, there are significant differences between the two. Climate is characterized by shared perceptions of a school or organization's members' behavior, whereas culture is defined by shared ideas, values, and standards (Geoffrey, Everard, & Ian, 2004).

Davidson (2005) defines Culture as the informal beliefs, behaviors, and expectations that are characteristic of a particular organization or setting. Organizational culture can be thought of as a set of rules that evolve about a specific group's norms. The culture develops a set of norms and principles for its members to follow in order to handle

difficulties (Trompenaars & Woolliams, 2003). Changing school culture entails altering people's behavior and attitudes, as well as the organization and standards of the school. Lakomski (2001) investigated the concept that changing an organization's culture is required to effect organizational transformation. And discovered that there is a link between the position of the school leader and organizational learning.

The most significant change in school culture occurs when school leaders, teachers, and students model the institution's values and beliefs. Others notice and interpret the actions of the school leaders as important. A caring and concerned school leader will foster a school culture that shares these values. The leader who disregards the worth and contributions of others validates selfish behaviors and attitudes (Geoffrey, Everard & Ian, 2044).

school culture is a strong symbolic instrument for influencing teaching and learning in schools, establishing and maintaining it is vital for a leader. The Principal is critical in shaping and sustaining the school culture (Harris, 2002). Effective school leaders contribute to the development of school cultures that reflect shared values and beliefs and foster care and trust among all members. (Leithwood & Riehl, 2003). The school leader is responsible for creating a positive culture in school which is due to enhancing student achievement, teacher satisfaction, and commitment among all members (Hallinger & Leithwood, 1998). Leaders play a critical role in establishing the tone and culture of the organization. When students and adults are immersed in supportive cultures, they learn more, work harder, and function better (Coles & Southworth, 2005).

Reform implementation and institutionalization require school-level leadership to promote adaptations of school processes and systems, as well as cultures, attitudes, and behaviors (Beatriz, Deborah, & Hunter, 2008). Leadership, according to Schein (1985) is the ability to manage change in organizational culture. As a result, school leadership is centered on leaders' ability to transform schools from internal accountability cultures to institutions capable of meeting external accountability demands (Halverson, Grigg, Prichett, & Thomas, 2007). According to Deal and Peterson (1999) school leadership is the ability to understand and shape the school's culture. To improve student achievement in schools, a school leader who creates a culture that promotes and encourages learning is required. It is important to remember that improving school culture takes time and

cannot be accomplished quickly (Brighthouse, 1999). A growing body of research on school culture has focused on the role of school leaders in closing the gap between school culture and school improvement (Leithwood & Jantzi, 1990; Lee & Louis, 2019). Principals can help to foster a positive culture by encouraging teachers and students to achieve more. The school leader must foster trust among staff members; without trust, efforts to improve the school (FairPrice & Thomas, 2007).

Finally, the school leadership has a major influence on the connections that create the culture and atmosphere of the school; in schools where academic success was high and there was a strong feeling of community, we found that the school leader made the difference invariably. Indeed, school administrators who wish to increase student performance should concentrate on strengthening school culture through improving interactions among themselves, instructors, students, and parents (Boyer, 1983). In a company, there are various essential values of work culture. Most firms implement essential work culture principles such as accountability, adaptation, teamwork, dedication, effective communication, empowerment, equity, flexibility, good morale, professionalism, trust, continual quality improvement, and respect. By having all those key values, the organization will run smoothly without any errors or mistakes, and affect school improvement (Jantzi & Leithwood, 1999; Tsai, 2011; Leithwood & Jantzi, 1990; Southworth, 1999).

School culture has a great impact on teacher performance, staff commitment, student achievement, relationships between school members inside and outside the school, the result caused school improvement, and the impact is greater when school leaders agree with all school members to create and promote school culture (Slater & Teddlie, 1992; Hallinger & Heck, 1999; MacNeil, 2005; Freiberg & Stein, 1999; Jantzi & Leithwood, 1999; Avolio & Jung, 1999; Harris, 2005)

Curriculum

One of the core elements of school improvement is curriculum improvement, good curricula have a crucial effect on enhancing student academic achievement, and the main purpose of school improvement is to raise student achievement.

The curriculum, as well as the principal's defined role in it, are critical components for school improvement (Garner & Bradley, 1991). One of the characteristics of a successful school is that it works to improve student performance through work on the curriculum by the school principal and teachers (Desravines & Fenton, 2015). The school leaders of curriculum improvement and do it effectively (Smith, 2002).

To begin, they must explain that all faculty members are expected to be informed about teaching and that the principle is a key player in teaching oversight. Principals may assist in this area by giving appropriate reading material to instructors and spending time monitoring and discussing teaching challenges and triumphs. Then, by articulating their curriculum requirements, leaders should inspire their employees to improve. To put it another way, principals understand the inextricable relationship between curriculum and school improvement (Tanner, 1987). Due of the multiple demands put on administrators, active curriculum engagement is a huge issue. Principals, on the other hand, must be the driving force behind curricular innovation as instructional leaders.

School principals should be curriculum leaders, even though they cannot realistically be expected to be experts in all subject areas. We also believe that principals are best suited to serve as curriculum generalists, requiring a broad understanding of curriculum and its organization, as well as certain relevant attitudes and skills. Principals who want to improve the curriculum should do the following:

1. Assist in the creation of an evaluation strategy.
2. Instead of a single score, employ many, comprehensive criteria for evaluation.
3. Rather of jeopardizing instructors' future job, use evaluation to enhance the curriculum.
4. On a regular basis, solicit curricular improvement proposals from students and instructors.
5. Apply the findings to the curriculum in terms of objectives, resources, technique, and organizational patterns (Pajak & McAfee, 1992).

Improving. Improving the instructional program entails three leadership functions: overseeing and assessing instruction, curriculum coordination, and student progress monitoring. These roles necessitate the leader's involvement in the school's

instructional growth (Townsend, 2019). However, this approach believes that the principal's primary leadership task is the creation of the school's academic core (Hallinger & Murphy, 1985). The major role of the principal is to ensure that school objectives are translated into classroom practice. This involves coordinating teachers' classroom objectives with schools, giving instructional assistance to instructors, and doing many informal classroom visits to supervise classroom instruction. Feedback to teachers is concrete and linked to specific instructional activities carried out by instructors for both supervision and assessment purposes (Stallings, 1980).

Curriculum coordination and a high degree of curricular synchronization are distinguishing features of effective schools. Curricular objectives in schools are tightly linked to both classroom content and achievement tests. Furthermore, the curriculum looks to have a high degree of consistency across grade levels. Greater interaction among teachers inside and across grade levels on instructional and curricular concerns generally supports this component of curricular improvement (Hallinger & Murphy, 1985).

Standardized and criterion-referenced testing are used to track students' progress in instructionally effective schools. In the classroom, tests are used to diagnose programmatic and student weaknesses, to evaluate the impact of changes to the school's instructional program, and to assign homework. Principals play an important role in this field in a variety of ways. They provide teachers with timely and useful test results, discuss test results with the entire staff, grade-level staff, and individual teachers, and provide interpretive analyses that summarize the test data. The results of tests are used to set goals, evaluate curriculum, and track progress toward school goals (Hallinger, Murphy, Weil, Mesa, & Mitman, 1983).

Finally, administrators can provide educational leadership by making staff members, oversight, planning, and resource allocation decisions that help departments implement their curriculum. The literature suggests that principals should have a broad awareness of how the curriculum is arranged as well as how learning activities and resources connect to instructional outcomes. When it comes to curriculum structure, principals should comprehend the breadth and order of the curriculum, as well as curriculum design and development. Principals must also be capable of directing and coordinating local plans, as well as monitoring the curriculum to ensure that the school's

objectives are realized. Successful principals develop ideas and organize efforts to improve the curriculum while also monitoring it to ensure that the desired objectives are realized.

Staff Improvement

The ability of education to teach and furnish the human resources necessary in an ever-expanding modern society emphasizes its relevance in development (Dumanig & Symaco, 2020). Several academics have proposed that a school should develop its members in order to enhance the institution. According to Elmore, one of the essential reasons for success in school reform is member empowerment via ongoing development (Elmore, 1990). While there is a wealth of literature on school improvement and the role of staff development in this process, Pink (1990) asserts that staff development is an essential component in implementing school transformation.

Staff development, according to Cheng and Tam (1994) is defined as a set of programs and activities designed to help teachers and administrators develop positive attitudes and beliefs about education and management, become more effective individuals and teams, be competent in teaching students and managing the school process, and help the school adapt to its changing environment. According to this concept, a school's staff development program might encompass a wide range of activities. These activities might include parts of staff performance that are behavioral, emotional, and cognitive, as well as the development of knowledge, skills, attitudes, values, and beliefs. Outside programs such as certification programs, seminars, conferences, and school networks, as well as school-based activities such as in-house development activities and training programs, may be included. In the context of organizational improvement, the improvement and development behavior of employees plays an important role in institutional improvement effectively. According to researchers and practitioners, employee change behavior is critical for successfully managing organizational improvement (Brown & Cregan, 2008).

Scholars and practitioners agree that the only way for principals to achieve their school's goals and improve them, is to promote teachers' efforts to improve teaching and learning in the classroom (Hallinger & Heck, 1998; Yu, Leithwood & Jantzi, 2002). Teachers' development programs may focus more on classroom teaching, team

participation, curriculum design, and developing positive teacher-pupil relationships, among other things.

The typical staff development program focuses heavily on individual teachers' classroom skills while disregarding the requirements of employees at the group and school levels. There should be a balance of staff development activities at the individual, group, and school levels. At the individual level, staff may need knowledge and skills to complete their assigned tasks; at the group level, administrators and teachers may need teamwork training to contribute their efforts collaboratively; and at the school level, administrators and teachers may need training to develop a shared school vision and create a whole school environment for learning.

Staff in educational organizations play a critical role in providing support to school leadership. Staff who are always loyal in carrying out the instructions given are required for strong leadership. Staff also serve as implementers of the policies of the leaders, which helps to improve school success. Strong and effective leadership necessitates dedicated support from the school staff. School staff, in addition to teachers and school leadership, play a key role in determining school success. It Is Inevitable to Strengthen the Strength of Leadership in Schools through Competent, Supportive, Willing to Serve, And Honest Staff (Samaden, Senin, Ahmad, & Nordin, 2021)

Finally, one of the most essential variables in ensuring school improvement was shown to be staff development (Christopher & Harris, 2004). Effective school development necessitates a high degree of commitment from personnel to innovation and change. Improvement attempts are unlikely to succeed without this commitment. Staff support and engagement are essential components in achieving significant change. The presence of cooperation and mutual support among employees is an underlying aspect of highly successful school development (Harris, 2005; Yukl, 2012).

Teacher Improvement

School leadership has risen to the top of worldwide education policy agendas; it plays an important role in enhancing school results through influencing teachers' motivations and capacities, as well as the school climate and environment. To promote

school efficiency and equality, effective school leadership is essential (Beatriz, Deborah, & Hunter, 2008).

The assumption that teacher empowerment leads to greater organizational effectiveness is supported by research, and school leaders play an important role in teachers' professional development (Clement & Vandenberghe, 2001). A common theme in the reviewed literature is that school leadership has a strong influence on learning and teaching; because school improvement is ultimately about improving student progress, development, and achievement, it is not surprising that the majority of the research evidence.

The role of the school leader in organizing and supporting teacher professional development is widely acknowledged (Tran, Hallinger & Truong, 2017). Furthermore, school leaders support teachers' work by giving them discretionary space and encouraging regular access to a variety of professional learning and development opportunities (Day, Sammons & Gorgen, 2020). School leaders indirectly and most powerfully improve learning and teaching by influencing teachers' encouragement, commitment, and working environment. By improving teachers' performance, the school leader influences student learning and achievement (Day, Sammons & Gorgen, 2020). A principal with strong leadership abilities can have a positive impact on how teachers carry out their duties, which in turn affects student performance (Muga & Jackline, 2017).

Principals should always demonstrate their deepest appreciation to teachers and let them know that they are appreciated by those in charge of academic improvement. The praise and appreciation of a principal is a powerful motivator that encourages teachers to be more creative in their work (Pingle, 2006).

Professional development for teachers is commonly suggested as a school improvement technique (Newmann, Bruce, & Youngs, 2000). Professional development for all instructors is an all-natural learning experience that includes activities that directly benefit the person, group, or school while also contributing to the quality of teaching in the classroom. One of the most crucial responsibilities of administrators is teacher evaluation. In reality, teacher assessment is the most critical responsibility in school reform. Furthermore, highly effective school improvement initiatives demonstrate a type

of teacher development that focuses on and improves teaching abilities, knowledge, and competency (Frost, 2003).

Teachers' perspectives must be heard, and their personal and professional well-being must be addressed. Teachers gain from pleasant working circumstances when their efforts are acknowledged and rewarded, as well as when they receive constructive feedback on their job (Day, Sammons, & Gorgen, 2020). School leaders improve student learning by inspiring and developing teachers. School leaders that spend time, skill, and energy in their staff members build staff capacity, which improves student learning. Leaders should be familiar with teachers and encourage teachers to learn new skills fluently. Leaders can encourage teachers to reflect on and examine their practices, either individually or in groups (Smith & Piele, 1996).

To improve teachers should consider these points as Earley and Weindling (2004) state:

1. Staff development must be school-wide rather than specialized to individual teachers' needs and strongly tied to the curriculum in order to affect the entire school.
2. An successful school development plan that incorporates personnel development, institutional development, and curriculum development is required.
3. Staff development activities should be phased throughout the improvement process rather than being employed before deployment.

The quality of teaching and learning is central to school improvement, and real, long-term change can only come from what teachers and learning assistants consistently do in classrooms and other learning areas throughout the school (Brighthouse, 1999).

According to Short and Rinehart (1992), the notion of teacher empowerment has three stages. The first level is the foundation level, where empowerment reflects teachers' critical thinking to address problems as well as school administrators attempting to involve teachers in school decision-making processes. Empowerment may occur at the second level as a consequence of specialized programs in which teachers learn knowledge and skills while gaining a sense of self-efficacy, influence, or empowerment. The third

degree of empowerment implies that there are variations in how instructors are included in decision-making processes and that top-down imposed empowerment is undesirable, resulting in uncertainty and a lack of confidence within the school.

Teacher development is an important component of school improvement (Harris, 2005). The high quality of the teaching staff and their emphasis on teaching for learning were undeniably important factors in the schools' success (Murphy, 2005). Continuous professional development is central to maintaining and enhancing the quality of teaching (Busher & Harris, 2000). Professional development is defined by Guskey (2000) as processes and activities designed to enhance educators' professional knowledge, skills, and attitudes so that they can, in turn, improve students' learning. Enhancing teacher quality and improving student learning quality has resulted in a focus on teacher professional development as one important way of improving schools (Opfer & Pedder, 2011). The bulk of research on school improvement emphasizes the importance of teacher improvement (Harris, 2005). The 'teacher as learner' is central to school capacity, with teachers' practices being the key to school improvement and school effectiveness (Christopher & Harris, 2004).

According to Keiser and Shen (2000), the benefits of teacher empowerment include enhanced work performance, productivity, teacher morale, greater subject matter and pedagogy knowledge, and, ultimately, higher student engagement and accomplishment. The basic line is that good schools cannot exist in the absence of outstanding instructors. Those who have worked to enhance education over the last decade have discovered that outstanding teachers are essential to school reform. Success in any aspect of reform is dependent on highly skilled teachers working in supportive schools that encourage collaboration with families and communities (DuFour & Eaker, 1998).

Staff development is an essential component of educational reform as we move toward more successfully differentiated classrooms. Staff development has a larger capacity than we recognize to aid educators in achieving change. According to research, teachers who are educated about teaching and learning and who work in situations that allow them to get to know their students well are considerably more potent predictors of student accomplishment. Leaders should review staff development activities that have

been helpful in generating effective differentiation when preparing for staff development that affects classroom practice.. Leaders should use their knowledge and experience in staff development to create a program that is worth the time and trust of teachers. Leaders must broaden their knowledge in order to support and evaluate teachers' development. Leaders must understand the vocabulary of differentiation and improvement, how differentiation looks in the classroom, and how teachers can develop their skills. All staff development provided by the school should assist teachers in learning new ways to meet the needs of students (Allan, 2000; Busher, 2006; Li, Hallinger & Ko, 2016; Robinson, 2011; Leithwood, Sammons, Harris, and Hopkins, 2008; Short, 1994).

Parents Include

Social science research, particularly in the last thirty-five years, has established that parental involvement and engagement affect students' academic achievement (Epstein & Becker, 1982). For example, in England and Wales, the emphasis has shifted from encouraging parents to be consumers of education to collaborating with teachers in the development and improvement of curriculum and schools since 1997 (Busher & Harris, 2000). Parental involvement has a dual purpose in that it both encourages positive achievement and reinforces good behavior. Parent-school partnerships are a critical component of successful school improvement, according to studies of sustained school improvement. Parents play an important role in supporting and encouraging their children's learning (Harris, Andrew-Power & Goodall, 2009; Busher & Harris, 2000; Daresh, 1998).

High-performing schools have a high level of community involvement and parental support (Harris, Andrew-Power & Goodall, 2009). Effective communication between home and school is critical, and failing to form a strong partnership with parents will harm both students and teachers. We believe that parental involvement in school life benefits students' progress and development, and we recognize the importance of parents attending (Smith, 2002).

It is not surprising, given recent research and a better understanding of teaching and learning, that the family can be a source of inspiration for high expectations for students (Gelsthorpe and West-Burnham, 2003). According to research, students' grades,

achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs about the importance of education are all indicators of student achievement (Smith, 2013).

Because parents' attitudes strongly influence their children's progress, schools that aim to educate parents can improve the classroom experience, and many surveys show that they would like to be more involved in school life. At the primary level, parental involvement is known to be a determinant of school effectiveness. Parents who gained access to the classroom, according to the Sussex Project, demonstrated increased trust in teachers (Geoffrey, Everard, & Ian, 2004).

Changes in the patterns of relationships between parents, staff, and students ensure school improvement (Harris, Andrew-Power & Goodall, 2009). Parental collaboration to promote student learning is linked to school effectiveness. Cooperation and family support for school are linked to four activities and processes of effective schools. To begin, the school keeps parents informed.

Epstein et al. (2002) identify six critical practices that schools can use to strengthen parent-community partnerships:

1. Assist families in developing parenting skills.
2. Improve family communication.
3. Increase family volunteer opportunities.
4. Increase family participation in student learning at home.
5. Involve families in school decision-making.
6. Strengthen community collaboration.

Parental engagement has been defined as a broad category of parental behaviours and parenting practices. These are some examples:

1. Parental goals for their children's academic success, and how they communicate these goals to their children.
2. Communication about school between parents and children, as well as parental participation in school activities

3. Communication about children between parents and teachers (Murphy, Weil, Hallinger & Mitman, 1985).

The direct benefits of parental engagement for students include:

1. Improved academic performance (in standardized tests or exams).
2. Increased attendance.
3. Better behaviour at home and school.
4. Improved social skills and school adaptation (Murphy, Weil, Hallinger & Mitman, 1985).

Principals play an important role in encouraging family engagement by establishing school policies and fostering a positive school culture. According to researchers, school leaders can foster climates and cultures that encourage family involvement in schools (Smith, Reinke, Herman & Sebastian, 2021). Principals' crucial leadership responsibilities in fostering family participation are recognized by teachers and parents. Furthermore, parents and teachers see principal attitudes, communication, and leadership practices as key components of strong family-school collaborations. Auerbach (2010) conducted semi-structured interviews with principals to learn about their aspirations for family involvement. Auerbach proposed that principals can influence family engagement by (a) cultivating attitudes about the importance of family engagement, (b) prioritizing family engagement within their leadership role and school vision, and (c) based on the findings, creating opportunities for school-based parent involvement. Also, claim that the school leader may affect family participation in school by setting school policy, communicating expectations, and developing a school culture.

Participation from parents may not be the first thing that comes to mind when thinking about good leaders, but focusing on families and their role in student accomplishment has been demonstrated to have significant advantages for kids. More than merely asking parents to assist in the classroom, family participation requires more. It is about forming connections with families so that both the home environment and the school experience enhance student accomplishment and social development. (Prior, 2015).

Finally, schools must ensure that families are involved in meaningful ways that support students' learning and that they are viewed as key partners in achieving the school's instructional goals by encouraging their children's learning and academic achievement (Desravines & Fenton, 2015).

Student Achievement

According to research, school leaders who are given decision-making authority can improve school and student performance. Leadership, as the key intermediary between the classroom, school and the education system as a whole, can help to improve student learning by shaping the conditions and climate in which teaching and learning take place (Beatriz, Deborah, & Hunter, 2008).

The quality of a school's students is one of the indicators of its effectiveness. The reasoning behind this is that schools are service organizations whose primary functions are learning and teaching; the primary goal of the school is the students' learning. Many academics agree that the main variable in determining educational success or failure is administrators (Boonla & Treputharat, 2014).

A large body of international research has recently supported the view that school leadership can have significant indirect effects on student learning. School leadership is widely regarded as a significant explanation for differences in student learning across schools (Leithwood, 2016). Because it is widely acknowledged that school leadership has a significant indirect impact on student achievement (Leithwood, Patten & Jantzi, 2010). School administrators have the ability to significantly improve student learning and other critical outcomes (Jantzi & Leithwood, 1999). Promoting school-wide professional development, for example; monitoring and providing feedback on the teaching and learning processes; developing and communicating shared goals; and being open, supportive, and friendly are just a few examples (Leithwood, Patten, & Jantzi, 2010).

Moreover, many researchers agree that school principals second only to classroom instruction as an influence on students' learning (Hongde & Jambo, 2020; Heck & Hallinger, 2010; Harris, & Hopkins, 2006; Day, Harris, Hopkins Leithwood & Sammons, 2008; Leit, 2008)

Given the fact that the relationship between leadership practices and student achievement engagement can be both direct and mediated by the role of teachers in the classroom or by school contextual conditions (Agasisti, Bowers Alex & Soncin, 2018).

Principals have the power to encourage teachers to collaborate more. This type of collaboration frequently results in advances in teachers' instructional methods, which, in turn, promote student learning and support student achievement (Leithwood, 2005).

Finally, a much larger body of research supports the idea that principals indirectly influence student outcomes by (1) articulating a vision and setting goals. (2) coordinating instruction and curriculum; (4) observing and starting conversations with teachers in a collegial manner; (5) keeping track of students' academic progress; (6) creating a safe and orderly environment at school by establishing clear rules for student conduct. (7) fostering a culture of trust; and (8) strategically allocating resources for the best possible educational outcomes (Leithwood & Day, 2008; Sammons, Day and Gu, 2016; Jantzi & Leithwood, 1999; Tan, 2016; Day, Sammons, Hopkins, Leithwood, & Kington, 2008; Leithwood, Seashore, Anderson & Wahlstrom, 2004; Cotton, 2003; Day, et al., 2009; Bennett, Crawford, & Cartwrig, 2003; Hallinger, Bickman & Davis, 1996).

RELATED RESEARCH

Salfi (2011) The primary goal of this study is to discover effective secondary school principal leadership strategies for school growth in Pakistan. Questionnaires and in-depth semi-structured interviews were used to collect data for the study. It was conducted on a sample of 351 secondary school administrators and 702 basic and secondary school teachers from Punjab state's government secondary schools. A mixed-methods study approach was used to collect data. In mid-2007, expert opinions and pilot testing were used to ensure the instruments' validity and reliability; overall reliability was assessed to be 0.923 alpha.

According to the study's findings, the majority of effective school principals created a single and shared school vision and encouraged a culture of cooperation, support, and trust. They enabled people to lead and spread leadership duties around the school; included various stakeholders in decision-making processes; and built and maintained positive connections among various individuals in the school community. They stressed teacher and staff professional development, and they included parents and the community in the school reform process.

Jacobson (2011) investigates the impact of leadership on student success and long-term school development. Direction setting, developing people, and rebuilding the organization are strategies shared by effective principals across all settings, according to Jacobson. Distributed teacher leadership and professional self-renewal identified as processes critical to maintaining transformation.

Kalkan, Aksal, Gazi, Atasoy, and Dal (2020) investigate the links between school principals' leadership styles, school culture, and organizational image as seen by teachers. The study is based on a relational survey paradigm and includes 370 instructors from twenty schools in Konya's Selçuklu, Karatay, and Meram districts. As data collecting instruments, the school principals' leadership style scale (LSSSP), the scale for school culture (SSC), and the scale of organizational image (SOI) were employed. In addition to descriptive statistics, Pearson's correlation, regression, and path analysis were employed to analyze the data. It was discovered that school principals exhibit transformational leadership traits, that teachers have a strong impression of school

culture, and that instructors have a medium perception of the organizational image. It was also discovered that there are strong correlations between leadership styles, school culture, and organizational image, as well as school administrators' leadership styles, which substantially predicted school culture and school culture.

Yeigh et al. (2018) researched school leadership to determine the effect of school leadership as an essential aspect for school development. The study was evaluated using self-reported school leader actions, attitudes, perceptions, and school improvement features. School preparedness, according to the report, relates to how a school administrator makes the greatest use of their employees and other resources to carry out their reform objectives. Student success. The findings show that school leaders need to focus more explicitly on overall school alignment and optimizing behaviors, and they are presented in terms of particular leadership recommendations and how leadership may better support and encourage school progress in terms of educational responsibility. Furthermore, the study findings indicate that school administrators must prioritize. Also, the study findings show that there is a need for school leaders to focus more clearly on overall school alignment and optimization behaviors.

Tatlah and Iqbal (2012) investigated the association between leadership styles and secondary school effectiveness in several chosen areas of Pakistan's Lahore division. This study was a sort of co-relational research. The population consisted of secondary school principals and deputy principals from the Lahore area of Punjab, Pakistan. A sample was drawn from the heads and deputy heads of public and private secondary schools, including girls' and boys' schools, situated at the Lahore division's district and tehsil headquarters. Two of the five districts in the Lahore division were chosen using convenient sampling. These instruments were used to collect data (T-P Leadership Questionnaire, Criteria for Measuring School Effectiveness). The findings revealed a substantial association between leadership styles and school effectiveness. As a result, the leadership styles of school principals connect with school effectiveness features.

The study's goal is to demonstrate that school performance is contingent on excellent school leadership, with leaders supporting teachers' commitment to adhere to the school's vision, establishing a sense of purpose, uniting them, and motivating them to engage in continuous learning. Leadership, vision, and organizational learning are viewed

as critical components of school reform. The present study will look at the influence of principals' leadership styles on school organizational learning, with the school vision acting as a mediator. The data was collected at the school level from 1,474 instructors at 104 primary schools in northern Israel. According to the findings of the mediating regression analysis, the school vision was a strong predictor of school organizational learning but only acted as a partial mediator between administrators' and students' learning.

Atasoy (2020) examines *The Influence of School Principal Leadership Styles on School Culture and Organizational Change*. The study's goal was to determine the link between school administrators' leadership styles and school culture, as well as their organizational change management capacity as seen by teachers. During the data gathering and analysis phases, a quantitative research design was used. The study's sample consists of 382 randomly selected teachers who will be teaching in North Cyprus for the 2019-2020 school year. As data collecting instruments, the school principals' leadership styles scale, the scale of school culture, and the scale of organizational change management were employed. For data analysis, in addition to descriptive statistics, Pearson correlation, regression, and path analysis were employed.

It was discovered that school principals demonstrate transformational leadership traits; teachers have a high view of school culture, and organizational change is perceived at a medium level. Significant relationships were also discovered between leadership styles, school culture, and organizational change, as well as transformational and transactional leadership styles of school principals, which significantly predicted school culture and school culture, which significantly predicted all sub-dimensions of organizational change. Except for transformational leadership, which has a complete mediation impact only at the assessing stage of organizational change, school culture has a mediator effect on both leadership styles and all sub-dimensions of organizational change. The study by Smith, Reinke, Herman, and Sebastian (2021) *The association between teacher reports of family engagement and principal school leadership was investigated*. In this study, 3208 pupils and 207 instructors were recruited from eighteen elementary and middle schools in the Midwest of the United States. The findings of hierarchical linear modeling demonstrated a substantial positive association between

family participation and overall school leadership, as well as particular collegial leadership practices and qualities.

Linking Leadership to Student Learning was investigated by Leithwood and Jantzi (2008). Participants included 96 principals and 2,764 teacher responses to two different surveys, as well as student accomplishment statistics in language and math averaged over three years. The study's objectives were addressed using path analytic approaches. The study discovered that school leaders had a significant relationship between district circumstances and both school conditions and their effects on student success.



CHAPTER III

RESEARCH METHODOLOGY

The research method, the study group, data collection, data analysis, validity, and reliability are all covered in this chapter.

Research Design

This study aims to investigate the perceptions of primary and secondary school principals on the role of school leadership in school improvement in Kurdistan-Iraq, and the study was designed with a descriptive approach, one of the qualitative types of research. This applied study uses a qualitative approach according to the question of the study. The nature of the research topic or problem being addressed, the researcher's personal experiences, and the study's specific audiences all influenced the choice of the research approach (Creswell & Creswell, 2018).

A qualitative investigation is quite descriptive, instead of figures, words and pictures are utilized to describe what the researcher has learned about the cases, Humans are most suited for this work, especially because interviewing, observing, and analyzing are activities central to quality research (Merriam, 2009). Creswell (2008) A strategy for studying and comprehending individuals or groups in response to a social or human problem is known as qualitative research. Individuals construct reality in interaction with their social contexts, which is a core feature of qualitative research.

The term “ case study ” is often used interchangeably with “ qualitative research, ”The most type uses in the qualitative method for investigating specific subjects is a case study, which is a type of inquiry used in many domains, including investigation, the researcher develops a detailed analysis of a case, which is frequently a program, event, activity, process, or one or more individuals. Cases are limited by time and activity, and researchers gather comprehensive data over a period of time utilizing a range of data collection techniques (Creswell, 2008).

Also, In a qualitative case study, the questions might revolve around a description of the case and the themes that come to light during the investigation (Creswell, 2008).

Since the researcher serves as the primary instrument for data collection and analysis, qualitative case studies share these characteristics with other types of qualitative research, including the quest for meaning and understanding, an inductive research technique, and a richly descriptive final output (Merriam & Tisdell, 2016).

The case could then be a single person who is a case example of some phenomenon, program, group, institution, community, or specific policy. A case study is a thorough, all-encompassing description and analysis of one discrete, constrained unit. The most important factor to take into account when analyzing the data is conveying an understanding of the case. Typically, interviews, field observations, and documents have been used to gather data (Merriam & Tisdell, 2016).

the definition of a qualitative case study as “ an in-depth description and analysis of a case ” (Merriam & Tisdell, 2016).

The case record contains all of the significant data that will be used in the case study and analysis. The case file is edited, redundant information is eliminated, pieces are assembled, and the case record is arranged for easy access either chronologically or topically (Merriam & Tisdell, 2016).

Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case. The principal benefit of case studies is that they can expand our knowledge about the variations in human behavior. Case studies of individual participants often include in-depth interviews with participants. Case studies have a practical function in that they can be immediately applicable to the participant’s experience with the cases you want to investigate (Kaufman & Kaufman, 2005).

Case study research is a type of investigation in which the researcher seeks to uncover the essence of human experiences through participant descriptions of a descriptive and qualitative is both a philosophy and a method for understanding life experiences, and it entails studying a small number of subjects over a long period of time in order to discover patterns and correlations of meaning. To comprehend the experiences of the study participants, the researcher brackets or sets aside his or her own experiences (Creswell, 2008).

Study Group

Qualitative research is a type of investigation in which the researcher seeks to elicit the essence of human experiences by eliciting participant descriptions of a case study and a method for understanding life experiences, and it entails studying a small number of subjects over time to discover patterns and correlations of meaning. To understand the experiences of the study participants, the researcher separates or brackets his or her own experiences (Creswell, 2008).

In this study, the sample is selected purposefully according to the purpose of the study. The participants are school principals and experts in the education management field in Erbil city.

The criteria establish for purposeful sampling directly reflect on the study and guide getting data (Merriam & Tisdell, 2016). The main criteria for sample selection in this study are:

1. At least four school principals have three years of experience in primary or secondary schools.
2. At least three experts have master's degrees in educational management or some degree.
3. At least three experts have doctorate degrees in the educational management field.

As Merriam (2009) claims, Sample selection in qualitative research is usually purposeful sampling and a small amount population. When the sample size is small for collecting data, it is given us more time to spend designing and piloting the means of collecting this data. The organization of data collection is more manageable as fewer people are involved (Merriam & Tisdell, 2016).

When there is enough data, the researcher employs theoretical saturation. According to Merriam and Tisdell (2016) theoretical saturation occurs when you reach a point of saturation or redundancy and no new insights emerge from hearing the same answers to your interview questions or observing the same actions in observations. Based

on theoretical saturation, the research will include fifteen school principals and education management experts from Erbil.

Data Collection Tools

In qualitative research, an interview is a useful strategy for collecting data (Merriam & Tisdell, 2016). The use of interviews allows the researcher to gather valid and reliable data that are relevant to the research question (VanderStoep & Johnston, 2009). The interview focuses on the lived experience of the participant during the interview (Merriam & Grenier, 2019). Interviews are conducted with people to learn about things that won't be seen immediately. People are not able to see their emotions, ideas, or intentions, or see circumstances in which an observer is not present. Thus, the objective of interviewing is to help us to see things from the other person's point of view (Patton, 2002). Also, Vander Stoep and Johnston (2009) demonstrate, the use of interviews allows the researcher to gather valid and reliable data that are relevant to the research.

Before interviewing people, who have direct knowledge of an event, the researcher often evaluates his or her own experiences, in one part to get a better understanding of the event, and in another part to become conscious of own biases, perspectives, and assumptions (Merriam, 2009).

The most common form of interview is the person-to-person encounter, in which one person elicits information from another. This study is an applied study with a qualitative descriptive approach, which means that the researcher conducts face-to-face interviews with participants to collect data and uses the same standardized questions for each study participant. To collect data in this study the researcher used interviews with school principals and experts in educational management.

Moreover, the researcher uses semi-structured interviews. The semi-structured interview is in the middle, between structured and unstructured (Merriam & Tisdell, 2016). Semi-structured interviews allow the interviewer to become visible as a knowledge-producing participant in the process. It is defined as an interview to acquire descriptions of the interviewee's life environment to interpret the significance of the occurrences mentioned (Brinkmann, 2013).

A semi-structured interview form prepared by the researcher was used in the interviews. In the creation of data collection tools, first of all, the relevant literature was scanned, and the opinions and suggestions of the experts and school administrators involved in the application were consulted. As a result of these studies, the form prepared as a draft was presented to the expert opinion and suggestion. Thus, the content validity of the semi-structured form was tried to be ensured in line with the opinions and suggestions of both the school administrators and field experts.

Indeed, interviewing in qualitative investigations is more open-ended and less structured. The researcher uses open-ended questions to determine the significance of case study from the perspectives of participants.

The open-ended questions divided into ten-parts in the interviews were as follows:

1. What is school improvement?
2. What are the characteristics of an improved school?
3. School Vision:
 - How does a school leader can improve the school through the school vision?
4. School Culture:
 - How does a school leader can improve the school through school culture?
5. Curriculum:
 - How does school leader can improve the school by improving the curriculum?
6. Improving Staff:
 - How does the school leader can improve the school by improving the staff?
7. Teacher Improving:
 - How should a school leader raise the level of teachers to improve the school?
8. Parents include/ involvement:
 - How does school leadership have a role in school improvement through Parental include/ involvement?

9. student achievement:

- What is the role of school leaders to improve student achievement for school improvement?

10. What are the barriers that prevent principals to improve schools?

The interview is normally recorded by audio-recording and subsequently transcribed. Following the interviews, the first coding and analysis of each interview were completed before the following interview. By audio-recording the interview, we can focus more on asking questions and attentively listening to what is said as well as the expressions and nonverbal cues your interviewee gives when responding to the answer. This sound recording is also used to collect quotations, examine all of the data, make sense of it, and organize it into codes and themes that span all of the data sources (VanderStoep & Johnston, 2009).

Data Analysis

In order to answer the primary research questions, the qualitative approach of thematic analysis was used in this study to examine the data collected from the interviews. According to Boyatzis (1989) theme analysis can effectively connect academics from various fields. By using this technique, researchers can make it easier for others to learn about their observations, discoveries, and interpretations. "Theme analysis is a means to find, analyze, and communicate patterns (themes) inside data," claim Clark and Brown (2006). This approach also aids in the organizing and precise description of the data. Additionally, it could be used to interpret various viewpoints on the research topic. Theme analysis should consider the wide variety, complexity, and subtlety of qualitative techniques. Since it provides the fundamental abilities necessary for carrying out a variety of other ways of qualitative analysis, theme analysis is the first method of qualitative analysis that researchers must learn. The relationship between various philosophical stances, between theorists and practitioners, and between researchers in various disciplines and with various orientations can all be established through theme analysis.

Table 2. Themes Analysis Phases

Step	Explain
------	---------

Acquaintance with data	Write data, if necessary (orally), read and re-read, record initial ideas
Creating 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.
Reviewing 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, and final analysis of analytical extraction related to research and literature questions, and compilation of an academic report of the analysis.

Validity

The degree to which your data collection or analysis techniques produce consistent results is referred to as reliability (Saunders, Lewis, & Thornhill, 2009). The researcher ensures the accuracy of the transcription by correcting any transcription errors for dependability.

The researcher uses re-checking to ensure that the qualitative results are correct for the study's validity. Returning data and preliminary interpretations to those from whom they were derived, as well as the final report, descriptions, or themes to participants for verification.

Reliability

For reliability, the researcher checks transcripts to make sure that they do not contain obvious mistakes made during transcription, and during the coding process, there

is no drift in the definition of codes or a shift in the meaning of the codes. The reliability of the codes provided by the coding group and their agreement on the codes assigned to the text are considered. Creswell (2004) proposes a cryptographic similarity agreement between two or more coders to assess the reliability of qualitative research (Creswell, 2004). The retest method was used in the study in terms of reliability.



CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the findings of interviews with research participants. The current paper seeks answers to several questions:

1. Does the school principal practice leadership for their school?
2. To what extent are school principals improving and developing their schools?
3. To what extent is the school principal affect student achievement?

Participants

The number of participants in this research is five college professors who hold PhD degrees and ten principals of Erbil primary/secondary schools who hold bachelor's degrees and master's degrees in related fields. The table below which has been named as the profile of participants illustrates the characteristics and explanation of each research participant separately.

Table 3. Profile of Participants

Interviewer code	Degree of education	Position	Interview duration
P1	PhD in Educational Management	University professor	45 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	PhD in Educational Management	University professor	45 minutes
P6	Bachelor	School principal	30 minutes
P7	Master	School principal	30 minutes
P8	Master	School principal	30 minutes
P9	Bachelor	School principal	35 minutes
P10	Bachelor	School principal	30 minutes
P11	Bachelor	School principal	45 minutes
P12	Bachelor	School principal	45 minutes
P13	PhD in Educational Management	University professor	40 minutes
P14	Bachelor	School principal	35 minutes
P15	Bachelor	School principal	30 minutes

Result of Coding and Classification of Interview Data

Fifteen interviews yield twenty-five initial codes in total during the open coding procedure. The open coding concepts are then separated into 10 categories following the initial classification of the data. At this stage, orientations, appropriateness, nature, and semantic load are used to combine the categories produced from open coding. The following table lists the model's attributes and conceptual categories along with how frequently each was mentioned in the study interviews:

Table 4. Open-Source Categories, Main Categories, and Subcategories are Shown

<i>Main categories</i>	<i>Subcategories</i>	<i>Open source</i>	<i>Frequency</i>
1.Successful school improvement	Strategies	Ongoing screening of students' development as well as planning for enhancing the school.	4
		Creating a positive future for schools with the help and involvement of the educational staff.	7
		Providing a good budget.	4
2. The structure of an improved school	Qualities	Having well-mannered, supportive and skilled monitors.	5
		Offering a clean and healthy environment for students.	5
		Having high expectations of students as well as teachers.	5
3.School vision	Requirements	Outlining what the school is trying to obtain.	6
		Having clear and concise school's long-term goals and vision.	4
		Making sure that student's learning is at the heart of what they do.	5
4. School culture	Needs	Guiding beliefs and values which are evident in a way that schools operate.	7

		Encompassing all the attitudes, expected behaviors and values that impact how the school operates.	8
		Making instructions better continuously based on the student's needs.	7
5. Curriculum	Top priorities	Re-evaluating goals and objectives of each subject.	5
		Making advanced technology a constant in courses offered.	3
		Providing a supportive environment.	6
6. Improving staff	Making progress	Engaging staff in school decision making.	4
		Encouraging collaboration among teachers.	5
7. Teacher improving	Main task	The role of school principals in improving teachers by providing a supportive environment for them, and participating them in courses for improving their skills	15
		Motivating student to learn, lead and get higher scores.	4
8. Parental involvement	Advantages	The level is crucial in enhancing students' performance.	5
		The higher the degree of parental involvement is, the higher the impact can be seen.	6
9. Students' achievement	The main role	The role of principals in achieving the main achievements of the students.	15
10. Barriers	Political barriers	Political issues providing a friendly atmosphere	3

Lack of financial assistance	Lack of budget	4
	Educational support	
Lack of strategy planning	Managerial and administrative tasks	3
	Improving school	
Environmental barriers	Successive reform	3
	Educational improvements	

Following, the components taken from the current study are thoroughly discussed using the codes taken from the interviews.

Explanation of the Elements that Were Taken From the Interviews

The categories found in the ten main categories of components of the current study includes characteristics that promote school leadership and barriers to school leadership, according to the findings of the interview and the research's objectives. The following discusses each component's subdivisions and available codes.

Components of Successful School Improvement

Several categories for an effective school improvement have been developed based on the research's findings. The primary subcategories of these categories are explained below.

According to the interviewees' opinions, an effective school improvement requires setting goals for the school as a part of their activities and actions.

Table 5. Codes Associated with the Category of Successful School Improvement

Open source	Interview text
Ongoing screening of students' development as well as planning for enhancing schools.	"If we want an effective school improvement, students' development must be observed there should be also a great strategy which has been planned previously to enhance the school" (P1).

	"Having a prior plan is a must for improving the school without planning school improvement can not be achieved." (P4). "Students' development must be prioritized because the success and failure of school depend on the student's future and improvement." (P12). "Failing to plan is planning to fail, without having a good and effective plan, schools cannot be improved." (P15).
Creating a positive future for schools with the help and involvement of educational staff.	"If the educational staff of the school involves in planning and making decisions related to the school, the best can be obtained." (P2). "A positive future for the school will be gained if the school staff work collaboratively for the future of the school." (P6). "It will be outstanding for the teachers and the staff to be involved in setting goals and perspectives which affect the future of the school they either work or teach at." (P5). "Using the perspectives of the teachers and other individuals in the school is something that should be taken into account while setting goals. The level of participation is higher in this situation." (P8). "I would say that the people who work anywhere know what is good and effective for improving that workplace into a better one than anyone else therefore education staff of a school must take part in improving of the schools." (P6). "Improving school plays a crucial role in the life of students, and that needs teachers to get involved." (P7). "The success of the school is the product of the hardworking of teachers and educational staff." (P11).
Providing a good budget	"Teachers must be well paid so as not to think of their financial problems while teaching, if they have no problems, they will do their best." (P13). "A successful school improvement requires a good budget as it needs a good building and advanced technological materials that schools need." (P10). "If we are looking for the school goals to be best implemented, there should be many advanced tools which require a good budget." (P9).

"School improvement can change the lives and future of students; it needs a good amount of money." (P14).

The categories of a successful school improvement in this regard contain three subcategories which are presented below:

1. Ongoing screening of student's development as well as planning for school improvement, which means that students' continuous enhancement should be checked, besides, great plans for the sake of school improvement must be put.
2. Creating a positive future for schools with the help and involvement of educational staff.
3. Providing a good budget.

Qualities of an Improved School

The categories found in the ten main categories of Qualities of an Improved School that promote school leadership and barriers to school leadership, according to the findings of the interview and the research's objectives. The following discusses each Qualities subdivisions and available codes.

Several categories for Qualities of an Improved School have been developed based on the research's findings. The primary subcategories of these categories are explained below.

According to the interviewees' opinions, Qualities of an Improved School requires setting goals for the school as a part of their activities and actions.

Qualities that a school has are paramount for improving that school.

Table 6. Codes From the Qualities of an Improved School are Shown

Initial code	Interview text
Having well mannered,	"It is really essential when students have teachers who are talented, skilled and supportive." (P4).

Initial code	Interview text
supportive and skilled monitors.	"Students who are expected to have a good future are the ones who have excellent monitors around." (P7). "I always try to know the culture of the school and the reputation of the teachers then I will send my children to that school ". (P12). "Knowing the culture of the school is number one priority for parents, because people operate under a common culture, and it is organizational values that drive people to send their kids to that place ". (P2). "Manners of school teacher and students are number one priority for the fame of a school or an educational organization." (P5).
Offering a clean and healthy environment for students.	"The school environment is basically one of the most important factors because it affects and creates the students the way it is." (P6). "Principals should try to improve the level of school culture. Paying attention to culture can be effective in creating a favorable atmosphere." (P13). "It is clear that if we provide a clean and healthy environment for students, the school will improve." (P1). "I believe that schools cannot be school successful if they don't provide a clean and healthy environment ". (P9). "A healthy school environment produces healthy students". (P11).
Having high expectations from	"One of the most important tasks of a successful principal is to create a supportive environment for the teachers this way

Initial code	Interview text
students and teachers	teachers and students can be waited with great expectations.” (P10).
	"I always try to encourage teachers and students to do their best." (P14).
	"If you are looking for high expectation from teachers and students, free, friendly and honest relationships between school members should be established." (P5).
	"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, they need the support and I believe if they are given with those things, anything will be expected from teachers and students." (P13).
	"Support is one of the effective factors that works out. If people understand they are in an environment where they are highly supported, they will feel better about their job and work harder. "(P7).

The categories of the successful characteristics of an improved school in this regard contain three subcategories which are presented below:

- Having well mannered, supportive and skilled monitors.
- Offering a clean and healthy environment for students.
- Having high expectations from students and teachers.

School Vision

School vision is another essential and effective component in establishing improved and effective schools. The codes and interview texts of the School Vision are shows in Table 7.

Table 7. Shows the Codes and Interview Texts of School Vision

Initial code	Interview text
Outlining what the school is trying to obtain	"For me, nothing is more significant than outlining what the school is trying to obtain because it has a great role in advancing schools in different angles." (P1) "The focus should be put on the goals of the school as it gives a hint about the future of the students." (P9) "The first things that always come to mind about schools is to outline the main objectives of the school and putting a good plan to achieve them." (P12) "I believe that if schools have great plan to obtain, nothing goes wrong, and the students can have a good end at the schools." (P15) "Obtaining the main goals of the school require collaboration among the teachers and other administrative members." (P3) "All the school members should be encouraged to take part in obtaining the school objectives." (P6)
Having clear and concise schools long-term goals	"If schools have clear and concise long-term goals, things will go right." (P2) "A successful principal regularly monitors to see to which degree they are clear and concise." (P5) "Without clear and concise long-term goals, making school improvement is so hard." (P11) "A successful educational administrator should work to make clear and concise goals which help them to make improvement way better than before." (P10)
Making sure that students learning is at the heart of what they do	"Obviously, the teachers and the staff should always make sure that students learning is successful." (P8) "An educational administrator must consider the individual differences of students and make sure that students understood everything." (P14) "A successful principal must carefully examine their students' capabilities and make sure that they got the lesson well." (P6) "It is undeniable that students are different for understanding, so it should be taken into a very deep consideration that they

do not have the same level for understanding stuff being told or taught by the teachers." (P4)

"It is really essential when teachers are sure that what students have learned is at their heart." (P13)

According to the analysis of the interviews related to school vision, three codes have been selected, examined and extracted. Categories of school vision include;

- Outlining what the school is trying to obtain.
- Making sure that students learning is at the heart of what they do.
- Having clear and concise schools long- term goals.

School Culture

School culture is another essential and effective factor resulting in establishing improved and effective schools. Several categories for School culture have been developed based on the research's findings. The primary subcategories of these categories are explained below.

Table 8. Shows the Codes and Interview Texts of School Culture

Initial code	Interview text
Guiding beliefs and values which are evident in a way schools operate.	"Beliefs and values of schools should be clear to make a successful school improvement." (P2)
	"There are things which affect the way schools operate, having evident beliefs and values are the most essential ones." (P7)
	"I suggest all school principals to think of settling clear values for their schools for the sake of school improvement." (P3)
	"Guidelines has always been effective in making improvements in schools." (P8)
	"Clearness of values and beliefs of schools are essential factors for making progresses" (P1)
	"I highly recommend all the schools to make their school improvements more effective by being clear in their values." (P14)

Initial code	Interview text
	"One of the most important features in making an effective school improvement is to have clear guidelines and values." (P7)
Encompassing all the attitudes, expected behaviors and values which impact on how schools operate.	"Principals should investigate all the directions which may affect the way schools operate." (P9)
	We should circumscribe expected behaviors because it effects on the way schools make improvements." (P4)
	"All the attitudes must be encompassed because they have an influential influence on the ways schools operate." (P10)
	"All attitudes and expected behaviors had better be encircled in the schools." (P12)
	"Encompassing behaviors and attitudes are essential in schools." (P8)
	I believe that encircling expected behaviors is a must for school improvement." (P13)
	"If you want schools to operate the way we want, we should circumscribe great attitudes and behaviors." (P15)
	"Encompassing all the attitudes, expected behaviors and values which impact how schools operate must be included in making an effective school improvement." (P5)

According to the analysis of the interviews related to school culture, two codes have been selected, examined and extracted. Categories of school culture include;

- Guiding beliefs and values which are evident in a way schools operate.
- Encompassing all the attitudes, expected behaviors and values which impact on how schools operate.

School Curriculum

School curriculum improvement is another essential and effective factor resulting in establishing improved and effective schools.

Table 9. Shows the Codes and Interview Texts of School Curriculum

Initial code	Interview text
Making instructions better based on the students' needs.	"I believe that student's needs must be always prioritized for getting an influential school improvement." (P1)
	"Instructions must always be improved to make an effective school improvement." (P6)
	"If instructions don't turn into better ones, effective school improvement won't take place." (P9)
	"The key to making an effective school improvement is based on making instructions better." (P2)
	"Making instructions better based on student's needs is paramount." (P8)
	"Instructions should meet students' needs to make a successful improvement." (P4)
Re-evaluating the goals and objectives of each subject.	"Making effective instructions for students play an important role in making a great." (P7)
	"The goals and objectives of lessons that are taught at schools should be evaluated again." (P3)
	"School subjects require changes more than anything else from schools." (P9)
	"The objectives of the school subjects can turn schools into ones that people are looking for." (P10)
	"School subjects should be evaluated annually to make improvements better than before." (P12)
	"Evaluating school objects and making them better can change the objects of students into better ones." (P15)
Making advanced technology a constant in courses afford.	"Schools can advance more by having developed technological equipment." (P4)
	"Students need the availability of technological tools to make their learning more effective." (P11)
	"I believe that nowadays without the availability of developed technological equipment learning cannot effective." (P13)

According to the analysis of the interviews related to school curriculum, three codes have been selected, examined and extracted. Categories of school curriculum include;

- Making instructions better based on the students' needs.
- Re-evaluating the goals and objectives of each subject.
- Making advanced technology a constant in courses afford

Improving School Staff

Improving School staff is another essential and effective factor resulting in establishing improved and effective schools. Several categories for Improving School Staff have been developed based on the research's findings. The primary subcategories of these categories are explained below.

Table 10. Shows the Codes and Interview Texts of Improving School Staff

Initial code	Interview text
Providing a supportive environment.	"All the schools should provide an important environment for the students which will be helping them to make the school improvement more effective and successful." (P14)
	"Having a supportive environment is necessary as students need it the most." (P5)
	"When a supportive environment is given, students can feel that they are really important and cared that makes them feel great." (P15)
	"Providing a supportive environment is like providing support for students though it's essential." (P6)
	"A supportive environment is what schools need the most for school improvement." (P10)
	"Making school improvements without a supportive environment is hard." (P12)
Engaging staff in school decision-making.	"School staff must always take part in decisions that are related to school improvement." (P7)
	"Any decision-making without the involvement of the school doesn't work." (P1)
	"School staff know what the school needs better than anyone else, so they must take part in making decisions." (P13)

Initial code	Interview text
	"If you want a successful and effective school improvement, the principals should make sure that all school staff participate in the decisions which are made related to school." (P10)
	"If teachers collaborate in a school, that school is more likely to be improved and successful in the future." (P8)
	"Collaboration among colleagues is the key to success anywhere." (P2)
Encouraging collaboration among school staff.	"Teachers should be always encouraged to help each other, because the more we are, the better it can be done." (P5)
	"Without collaboration among teachers making an effective school improvement is almost impossible." (P11)
	"If teachers don't help each other, that school is more likely to fail in making an improvement." (P9)

According to the analysis of the interviews related to improving staff, three codes have been selected, examined and extracted. Categories of School improving staff include;

- Providing a supportive environment.
- Engaging staff in school decision making.
- Encouraging collaboration among teachers.

Improving School Teachers

Improving School Teachers is another essential and effective factor resulting in establishing improved and effective schools several categories for Improving School Staff have been developed based on the research's findings. The primary subcategories of these categories are explained below.

Table 11. Codes Were taken From the Category of Improving School Staff and Teachers

Initial code	Interview text
The role of administrators in improving school teachers within providing a supportive environment for them.	"All the schools should provide an important environment for teachers which will be helping them to make the school improvement more effective and successful." (P1)

Initial code	Interview text
	"Having a supportive environment is necessary as teachers need it the most."(P4)
	"When a supportive environment is given, teachers can feel that they are really important and cared that mission. (P6)
	"Providing a supportive environment is like providing support for students though it's essential"(P10)
	"A supportive environment is what teachers and schools need the most for school improvement."(P12)
	"Making school improvements without a supportive environment for teachers to improve them is hard."(P14)
	"School teachers must always take part in decisions that are related to school improvement." (P7)
	"Any decision-making without the involvement of the school teachers doesn't work."(P15)
	"School teachers know what the school needs better than anyone else, so they must take part in making decisions." (P9)
	"If you want a successful and effective school improvement, the principals should make sure that all school teachers participate in the decisions which are made related to school." (P8)
	"If teachers collaborate in a school, that school is more likely to be improved and successful in the future."(P11)
	"Collaboration among teachers is the key to success anywhere."(P13)
	"Teachers should be always encouraged to help each other, because the more we are, the better it can be done." (P2)
	"Without collaboration among teachers making an effective school improvement is almost impossible."(P3)

Initial code	Interview text
	"If teachers don't help each other, that school is more likely to fail in making an improvement." (P5)

Based on the analysis of interviews related to the category of student's achievements, one single code has been identified and extracted which is:

- The role of school principals in improving teachers within providing a supportive environment.

Parental Involvement

Parental involvement is another essential and effective factor resulting in establishing improved and effective schools. Several categories for Parental involvement have been developed based on the research's findings. The primary subcategories of these categories are explained below

Table 12. Codes Were Taken From the Category of Parental Involvement

Initial code	Interview text
Motivating children to lead, learn and get high scores.	"Parents can be helpful as they motivate their kids to learn and lead." (P2)
	"In collaboration with teachers, parents play a crucial role in school improvement as they encourage their kids to try their best." (P6)
	"Teachers without the help of parents can't lead students alone, they need their helping hand." (P12)
	"There should be a great understanding between parents and teachers to make learning more effective and school improvement." (P14)
The level is crucial in enhancing students' performance.	"The level of parental involvement is essentially important in making improvements and students' performance." (P5)
	"The level that parents have, can undoubtedly influence the performance of students." (P10)
	"The performance of students is greatly affected by the level of parents, though, it's paramount." (P7)

Initial code	Interview text
	"One of the great factors that affect the enhancement of student's performance is the level of parents." (P3)
	"An influential factor that affects the enhancement of student's performance is the level of parents." (P9)
The higher the degree of parental involvement, the higher the impact can be seen.	"That's for sure, the more they involve, and the better the improvement can be." (P1)
	"To make a better improvement, it always needs a higher degree of parental involvement." (P5)
	"The most successful school improvement has the highest degree of parental involvement." (P8)
	"The degree of parental involvement can make a huge impact on school improvement." (P11)
	"Should do their best to involve with school staff because they can make a big difference." (P14)
	"The more, the merrier, and the higher they take part, the better the results will be." (P10)

According to the analysis of the interviews related to parental involvement, three codes have been selected, examined and extracted. Categories of parental involvement include:

- Motivating children to lead, learn and get high scores.
- The level is crucial in enhancing students' performance.
- The higher the degree of parental involvement, the higher the impact can be seen.

Student's Achievements

One of the indicators of a school's effectiveness is the quality of its students. The reasoning is that schools are service organizations whose primary functions are learning and teaching; the school's primary goal is the students' learning. Many academics agree that administrators are the most important factor in determining educational success or failure (Boonla & Treputtharat, 2014).

Table 13. Shows the codes from the Category of Students' Achievements

Initial code	Interview text
The role of administrators in gaining students achievement.	"I believe that principals should prioritize the achievements of students." (P3)
	"What is important in schools today is to concentrate on the achievements of students." (P6)
	"The achievements of students are essential; therefore, they should be prioritized." (P12)
	"All the principals should do their best in gaining students goals because they affect schools." (P14)
	"It should be a priority for managers to plan do gain the achievements of schools." (P15)
	"Students' achievements are the most significant things which should be cared." (P8)
	"If you ask me about the most significant job of principals, I would say planning for achieving the achievements of students." (P2)
	"All the administrators should plan in an effective way to gain students achievements." (P11)
	"A traditional view can prevent progress. Therefore, they should put a great plan for their students to achieve their goals. " (P9)
	"The successful principals are the ones who do their best to achieve their achievements." (p7)
	All the principals should do their best in achieving student's goals because they influence schools." (p4)
	"The fact that some school principals fail is all because of the reason that they did not plan for their students to achieve their goals." (P15)
	"Some school principals are better than others because they planned for their students well." (P13)
	The interviewee states: "The best school principals care of their students' achievements." (P1)
	"Students' achievements must be gained." (P5)

Based on the analysis of interviews related to the category of student's achievements, one single code has been identified and extracted which is:

- The role of principals in achieving the main achievements of the students.

The Barriers that Prevent Principals to Improve Schools

According to the point views of the participants The Barriers that Prevent Principals to Improve Schools Are an important barrier to a successful school leader? That categorized below:

- Political barriers
- Lack of financial assistance
- Lack of strategy planning
- Environmental barriers

Table 14. Codes Were Taken From the Last Question About the Barriers that Prevent Principals to Improve Schools

Initial code	Interview text
Political barriers	"I believe That Political barriers that faced school leaders towards an action are essential. In the past Political issues were mostly result-oriented and were mainly based on strict and controlling supervision, they have faced leadership." (P1) "What is important in schools today is to concentrate on creativity, Political barriers and providing a friendly atmosphere, all of which require a new approach to curricula. However, the evidence shows the focus of managers on Political barriers." (P5) "A Political barriers can prevent progress. It is important for managers to keep their perspective up to date and to avoid the Political issues of management. " (P8)
Lack of financial assistance	"It is clear that school principals should be support financially, lack of financial assistance is the big barrier that affected successful leadership in schools."(P2) "It should be a priority for managers to constantly update themselves and be supported financial in order to improve their schools" (P9)

Initial code	Interview text
	“Finance is an internal part of school development, everything needs this stimulus to be implemented, and educational administrators will not be successful in their schools if they do not supported financially.” (P6) “Finance is a barrier,” he says. It is essential that managers have enough support financially to perform their duties better. However, this sluggishness and lack of financial assistance is observed in educational administrators. "(P12) “Financial assistance is needed for everything; lack of financial assistance is an obstacle that must be addressed and overcome. Lack of financial assistance is a poison that prevents progress. " (P14)
Lack of strategy planning	“Lack of strategy planning can prevent progress. It is important for managers to keep their perspective up to date and to avoid the barriers that caused an obstacle in front of improvement. " (P4) “Strategy planning are very important, to improve schools managing various managerial and administrative tasks lack of strategy planning can be an obstacle that reduce managers’ focus on school improvement.”(P10) “Managers' concentration on leadership behaviors is diminished when they have to deal with other managerial and administrative tasks and when they have strategy planning they can easily improve their schools.”(P11)
Environmental barriers	“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.” (P2) “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.” (P8) “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”. P15)

CHAPTER V

DISCUSSION

The interpretation of events for followers, the selection of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization" are all influenced by leadership (Yukl, 1994).

Based on the findings, the school should establish a "specific Vision" that all members of the school community can rally around and work together to achieve. Many scholars and authors have identified determining direction as one of the roles and actions of leaders. 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. The school should develop a "specific Vision" around which all members of the school community can unite and collaborate to attain. One of the tasks and acts described by many researchers and authors is determining direction. (Leithwood, 2006; Leithwood et al., 2006 and Huang, 2013). Leaf and Odhiambo (2017) pointed to the: School improvement factor in creating effective school leadership.

To guarantee that the school's aim is completely fulfilled in the classroom education process, the school requires "School vision" by School Leadership. According to the background research, one of the primary concerns of administrators and school leaders has been student performance. The school demands "School vision" by School Leadership to ensure that the school's goal is completely accomplished in the classroom education process. One of the key concerns of administrators and school leaders, according to background research, has been student performance. According to Hallinger (2011, 2000), School vision of education is one of the important dimensions of the behavior of School 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 School vision student success. They should also visualize teaching practices.

An effective school leader must also create a "positive School Culture" by setting high standards and expectations for students and teachers in science and learning. The category of School Culture also has the necessary theoretical and experimental support. In this regard, our results and Marion's Result, A successful school administrator must also foster a "positive School Culture" by establishing high science and learning standards and expectations for students and instructors. The School Culture category also has the requisite theoretical and experimental basis. In this sense, our findings and Marion's (2019) show that school leadership, in terms of creating a positive learning Curriculum, directly and positively affects the teacher. Boyce and Bowers (2018) also pointed to the school climate factor in effective school leadership.

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

"Teacher and staff development" were found as an impediment to instructional leadership development. Heck and Hallinger (2010) pointed out that the presence of a hierarchical structure is one of the numerous flaws in developing school leadership. According to him, the top-down interaction between the expert or supervisor and the teachers makes the teachers uncomfortable.

The school leader needs "parental including." 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. It was discovered that when these partnership traits existed, supervisors and managers engaged in collaborative work, which resulted in substantial improvements in the effectiveness of managers' training leadership.

"School improvement "is a factor that strengthens school leadership. Demaray & Malecki, (2002) in their research pointed to the role of a supportive environment on the development and effectiveness of school leaders. a factor that contributes to improved

school leadership. Their study emphasized the need of a supportive atmosphere in the growth and success of school leaders.

“School improvement “is essential for a good school leader. Leaf and Odhiambo (2017) identified two key components of professional learning duties in successful school leadership in this regard. School leaders, according to Hallinger (2015), should be specialists in all areas of teaching or curriculum.

“School improvement“ is found as an impediment to school leadership development. Heck and Hallinger (2010) pointed out that the presence one of the many faults when developing school leadership is the lack of a structured framework. According to him, the top-down relationship between the expert or supervisor and the teachers makes the teachers uneasy.

“Student achievement " is identified as a factor to the development of school leadership. In this regard, Heck and Hallinger (2010) pointed out that the existence of a hierarchical structure is one of the many strong factors in creating school leadership. According to him, the top-down relationship between the expert or supervisor and the teachers causes discomfort to the teachers.

“School vision” is identified as a factor to the development of school leadership. According to Gronn (2002), the motivation and desire of leaders to change is an important factor in the progress and success of school leaders.

According to Harris (2009), the priority and common trait of all principals who have been successful in creating “School vision” their schools from the list of low-performing schools has been a concentration on enhancing student academic attainment. Effective managers, according to Englefield (2001), routinely “School vision” and assess student achievement. They should also keep an eye on instructional methods.

To guarantee that the school's vision is completely fulfilled in the classroom education process, the school requires “School vision” by school leaders. Background research reveals that one of the primary concerns of principals and school leaders has been student performance. “School vision”, according to Hallinger (2011, 2000), is a crucial aspect of school leaders' activity. According to Harris (2009), the priority and common trait of all principals who have been successful in removing their schools from

the list of low-performing schools has been a concentration on enhancing student academic attainment. Effective managers, according to Englefield (2001), routinely vision and assess student achievement. They should also keep an eye on the classroom.

“School Culture“is identified as a factor to the development of school 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 school 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.

“School Culture “A good school leader must also foster a "positive school atmosphere" by establishing high standards and expectations for students and instructors in science and learning. Positive school Culture also has the essential theoretical and experimental foundation. In this regard, our findings and those of Marion (2019) reveal that instructional leadership has a direct and beneficial impact on the teacher in terms of generating a pleasant learning Culture. Boyce and Bowers (2018) have mentioned the importance of school atmosphere in good school leadership.

In general, the literature confirms the findings of the study. According to the research findings, the school leaders includes three components: “School improvement ”, "creating a positive School vision, in school" and” School Culture ". Also, to strengthen effective school leadership, three factors are necessary: "individual characteristics", "community and school participation", and "organizational support". Finally, Student achievement: “parental including ", ", teacher and staff development ", and “Curriculum ". Therefore, officials and principals should note that merely planning and communicating school leadership characteristics is not enough, and reinforcing factors as well as existing factors should be considered, and by allocating special efforts and continuous meetings with school principals, this leadership in schools Implement and be used.

CHAPTER VI

CONCLUSION

The leadership role must adapt to the way that schools and the outside world are changing throughout time. Schools require a leader who can establish a clear future vision, empower teachers and students, and cultivate an environment that encourages creativity and innovation if they are to improve. When it comes to the growth and development of schools, leadership is crucial. Leadership is about inspiring, leading, and encouraging others to work together to achieve a common goal. Setting a vision, developing a sense of purpose, and enlisting the support of others are all aspects of leadership. The leadership's role in school improvement can be attributed as both a cause and an effect of the school's performance. It can also be viewed as both the root cause and a result of the institution's culture. In general, 15 face-to-face interviews with educational management professors and primary school principals in Erbil were conducted, and the research data were analyzed using thematic analysis. Conclusions, discussions, comparisons, suggestions, and management applications have been explained and discussed in this chapter for future researchers who are attempting to conduct related researches.

Research Findings and Discussion

Fifteen interviews yielded twenty-five codes in total, based on the results of the coding and classification of the interview data. The open coding concepts are then grouped into 10 categories following the initial classification of the data. At this stage, orientations, appropriateness, nature, and semantic load are used to combine the categories produced from open coding.

Findings of the First Question

According to the first study's question findings several categories for an effective school improvement have been developed based on the findings of the interviews. The following three categories are indicative of a successful school improvement in this regard, the three primary areas are:

- Ongoing screening students' development as well as planning for enhancing schools.
- Creating a positive future for schools with the help and involvement of educational staff.
- Providing a good budget.

These categories have been discussed below:

Ongoing Screening Students' Development As Well As Planning For Enhancing Schools

According to the interviewees' thoughts, continual student development screening and school improvement planning should be part of the activities and actions for a successful school improvement. This is the first successful Improvement category. Based on the results of the study as the participants stated and it has been explained below, some of them thinks there should be also a great strategy which has been planned previously to enhance the schools, or having a prior plan is a must for improving the school without planning school improvement cannot be achieved, while others think that students' development must be prioritized because the success and failure of school depend on the student's future and improvement.

Creating A Positive Future For Schools With The Help And Involvement of Educational Staff

According to the participant's point view, creating a positive future for schools with the help and involvement of educational staff. Is another important factor that should be a part of the activities and actions for a successful school improvement. This is the second successful Improvement subcategory. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they basically think that school staff should involve in planning and making decisions related to the school because for them a positive future for the school will be gained if the school staff work collaboratively for the future of that school, it has been also believed that it will be outstanding for the teachers and the staff to be involved in setting goals and perspectives which affect the future of the school they either work or teach at.

Providing A Good Budget

The participants indicated that a good budget is one of the most influential factors affecting the improvement of schools and this is the third successful Improvement subcategory of the first question. Based on the findings of this category as the interviewees thought and it has been mentioned below, they all agreed that teachers must be well paid so as not to think of their financial problems while teaching, if they have no problems, they will do their best. They also stated that a successful school improvement requires a good budget as it needs a good building and advanced technological materials that schools need.

Findings of the Second Question

Several categories like the previous one for the qualities of an effective school improvement have been developed based on the findings of the interviews. The following three categories are indicative of the qualities of a successful school improvement in this regard, the three primary areas are:

- Having well mannered, supportive and skilled monitors.
- Offering a clean and healthy environment for students.
- Having high expectations from students and teachers.

Having Well Mannered, Supportive And Skilled Monitors

According to the interviewees' thoughts, having well mannered, supportive and skilled monitors should be a part of the activities and actions for the qualities of a successful school improvement. This is the first subcategory of the qualities of a successful school improvement. Based on the results of the study as the participants stated and it has been explained below, they all agreed that it is really essential when students have teachers who are talented, skilled and supportive, and the students who are expected to have a good future are the ones who have excellent monitors around, they also stated that they will send my children to that school.

Offering a Clean and Healthy Environment For Students

According to the interviewees' thoughts, offering a clean and healthy environment should be a part of the activities and actions for the qualities of a successful school improvement. This is the second subcategory of the qualities of a successful school improvement. Based on the results of the study as the participants stated and it has been explained below, they said that school environment is basically one of the most important factors because it affects and creates, they also said that it is clear that if we provide a clean and healthy environment for students, the results will improve.

Having High Expectations From Students And Teachers

According to the interviewees' thoughts, having high expectations from students and teachers should be a part of the activities and actions for the qualities of a successful school improvement. This is the third subcategory of the qualities of a successful school improvement. Based on the results of the study as the participants stated and it has been explained below, they said that teachers need the support of educational administrators, who, in order to be able to perform their teaching and learning tasks effectively, they need the support and they believe if they are given with those things, anything will be expected from teachers and students.

Findings of The Third Question

School vision is another essential and effective component in establishing improved and effective schools, several categories likewise the previous ones for school vision have been developed based on the findings of the interviews. The following three subcategories are indicative for school vision in this regard, the three primary areas are:

- Outlining what the school is trying to obtain.
- Having clear and concise long-term goals.
- Making sure that students learning is at the heart of what they do.

Outlining What The School Is Trying To Obtain

The participants concentrated that outlining what the school is trying to obtain is one of the most influential factors affecting the improvement of schools and this is the

first subcategory of the third question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they explained that the first things that always come to our minds about schools is to outline the main objectives of the school and putting a good plan to achieve them, nothing is more significant than outlining what the school is trying to obtain because it has a great role in advancing schools in different angles.

Having Clear and Concise School's Long-term Goals

The participants concentrated that having clear and concise school long term goals is another influential factor affecting the improvement of schools and this is the second subcategory of the third question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they explained that if schools have clear and concise long-term goals, things will go right and a successful principal should regularly monitor to see to which degree they are clear and concise, though without clear and concise long-term goals, making school improvement is so hard.

Making Sure That Students' Learning Is at The Heart of What They Do.

The participants concentrated that making sure that student's learning is at the heart of what they do is an influential factor affecting the improvement of schools and this is the third subcategory of the third question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they explained that successful principals must carefully examine their students' capabilities and make sure that they got the lesson well because it is undeniable that students are different for understanding, so it should be taken into a very deep consideration that they do not have the same level for understanding stuff being told or taught by the teachers.

Findings of the Fourth Question

It is believed that school culture is another essential and effective component in establishing improved and effective schools, several categories likewise the previous ones for school culture have been developed based on the findings of the interviews. The following two subcategories are indicative for school culture in this regard, the two primary areas are:

Guiding beliefs and values which are evident in a way that schools operate.

Encompassing all the attitudes, expected behaviors and values on how schools operate.

Guiding Beliefs and Values Which are Evident In A Way Schools Operate

The participants concentrated that guiding beliefs and values which are evident in a way that schools operate is an influential factor affecting the improvement of schools and this is the first subcategory of the fourth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they explained that beliefs and values of schools should be clear to make a successful school improvement, they also said that there are things which affect the way schools operate, having evident beliefs and values are the most essential ones, eventually they suggested all school principals to think of settling clear values for their schools for the sake of school improvement.

Encompassing All The Attitudes, Expected Behaviors and Values Which Impact On How Schools Operate

The participants concentrated that encompassing all the attitudes, expected behaviors and values which impact on how schools operate is an influential factor affecting the improvement of schools and this is the second subcategory of the fourth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they explained that all principals should circumscribe expected behaviors because it effects on the way schools make improvements and all the attitudes must be encompassed because they have an influential influence on the ways schools operate.

Findings of the Fifth Question

It is thought that school curriculum is another essential and effective component in establishing improved and effective schools, several subcategories likewise the previous ones for school curriculum have been developed based on the findings of the interviews. The following three subcategories are indicative for school curriculum in this regard, the three primary areas are:

- Making constructions better based on the students' needs.
- Re- evaluating goals and objectives of each subject.
- Make advanced technology a constant in courses offered.

Making Instructions Better Based on the Students' Needs

The participants concentrated that making instructions better based on the students' needs is an influential factor affecting the improvement of schools and this is the first subcategory of the fifth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that student's needs must be always prioritized for getting an influential school improvement and instructions must always be improved to make an effective school improvement, though if instructions don't turn into better ones, effective school improvement won't take place.

Re-evaluating The Goals and Objectives of Each Subject

The participants concentrated that re-evaluating the goals and objectives of each subject is an effective factor affecting the improvement of schools and this is the second subcategory of the fifth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they stated that lessons should be evaluated agains and school subjects require changes more than anything else from schools because they play an important role in school improvement.

Making Advanced Technology A Constant In Courses Afford

The participants concentrated that making advanced technology a constant in courses afford is an effective factor affecting the improvement of schools and this is the second subcategory of the fifth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they announced that schools can advance more by having developed technological equipment, and students need the availability of technological tools to make their learning more effective.

Findings of the Sixth Question

It is thought that improving school staff is another essential and effective factor resulting in establishing improved and effective schools, several subcategories likewise

the previous ones for school improving staff have been developed based on the findings of the interviews. The following three subcategories are indicated for school improving staff in this regard, the three primary areas are:

- Providing a supportive environment.
- Engaging staff in school decision making.
- Encouraging collaboration among teachers.

Providing A Supportive Environment

The participants concentrated that providing a supportive environment is an effective factor affecting the improvement of schools and this is the first subcategory of the sixth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that all the schools should provide an important environment for the students which will be helping them to make the school improvement more effective and successful and having a supportive environment is necessary as students need it the most. It is worth mentioning that when an environment is given, students can feel that they are really important and cared that makes them feel great which is resulting in the advancement of schools and students.

Engaging Staff in School Decision-Making

The participants concentrated that engaging staff in school decision-making is an effective factor affecting the improvement of schools and this is the second subcategory of the sixth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that school staff must always take part in decisions that are related to school improvement and decision-making without the involvement of the school doesn't work because school staff know what the school needs better than anyone else, so they must take part in making decisions, though if you want a successful and effective school improvement, the principals should make sure that all school staff participate in the decisions which are made related to the school.

Encouraging Collaboration Among School Staff

The participants concentrated that encouraging collaboration among school staff is an effective factor affecting the improvement of schools and this is the third subcategory of the sixth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that if teachers and staffs collaborate in a school, that school is more likely to be improved, collaboration among colleagues is the key to success anywhere. Therefore, teachers should be always encouraged to help each other, because the more we are, the better it can be done and without collaboration among staffs and teachers making an effective school improvement is almost impossible.

Findings of The Seventh Question

Based on the findings of the interviews, it is believed that improving school teachers is another important and effective factor in establishing improved and effective schools. As a result, one single subcategory for teacher improvement staff has been developed. The role of school principals in improving school teachers within providing a supportive environment for them.

The Role of School Principals In Improving Teachers Within Providing a Supportive Environment For Them.

The participants concentrated on the fact that providing a supportive environment is an effective factor influencing school improvement, which is the most commonly discovered subcategory of the tenth question. Based on the findings of this subcategory, as thought by the interviewees and as mentioned below, they all thought that all the schools should provide an important environment for teachers which will be helping them to make the school improvement more effective and successful and having a supportive environment is necessary as teachers need it the most because, when a supportive environment is given, teachers can feel that they are really important and cared.

Findings of the Eighth Question

It is thought that Parental involvement is another essential and effective factor resulting in establishing improved and effective schools, several subcategories likewise the previous ones for parental involvement have been developed based on the findings of the interviews. The following three subcategories are indicative for parental involvement in this regard, the three primary areas are:

- Motivating students to lead, learn and get high scores.
- The level is crucial in enhancing students' performance.
- The higher the degree of parental involvement, is the higher the impact can be seen.

Motivating Children to Lead, Learn and Get High Scores

The participants concentrated motivating children to lead, learn and get high scores are effective factors affecting the improvement of schools and this is the first subcategory of the seventh question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that Parents can be helpful as they motivate their kids to learn and lead as parents in collaboration with teachers, play a crucial role in school improvement as they encourage their kids to try their best because teachers without the help of parents can't lead students alone, they need their helping hand.

The level is Crucial in Enhancing Students' Performance

The participants concentrated the level of parents is an effective factor affecting the improvement of schools and this is the second subcategory of the seventh question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed the level of parental involvement is essentially important in making improvements and students' performance because the level that parents have, can undoubtedly influence the performance of students, in short students' performance is greatly affected by the level of parents.

The Higher the Degree of Parental Involvement is, The Higher The Impact Can Be Seen

The participants stated that the higher the degree of parental involvement is, the higher the impact can be seen is and this is the third subcategory of the seventh question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they stated that that's for sure, the more they involve, the better the improvement can be. Hence, to make a better improvement, it always needs a higher degree of parental involvement because the most successful school improvement has the greatest amount of parental involvement.

Findings of the Ninth Question

According to the point views of the participants; one of the indicators of a school's effectiveness is the quality of its students. The reasoning is that schools are service organizations whose primary functions are learning and teaching; the school's primary goal is the students' learning as well as achieving their achievements. The following single subcategory is indicative for student's achievements in this regard, the only primary area is:

The Role of Principals in Achieving the Achievements of Students

Principals should attempt very well and put a great plan so as to achieve all the achievements of students and this is the only subcategory of the ninth question. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that what is important in schools today is to concentrate on the achievements of students and they should be prioritized. Therefore, all the principals should do their best in gaining students goals because they affect schools.

Findings of The Tenth Question

According to the point views of the participants; motivational barriers are important barriers to a successful school leader, several subcategories likewise the previous ones for motivational barriers have been developed based on the findings of the

interviews. The following subcategories are indicative for motivational barriers in this regard, the primary areas are:

- Political barriers
- Lack of financial assistance
- Lack of strategy planning
- Environmental barriers

Political Barriers

Principals are frequently prevented from upgrading their schools due to Political barriers factors affecting the improvement of schools and this is the first subcategory of the Principals. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that Political barriers are to great that faced principals to progress their schools.

Lack of Financial Assistance

The participant's Lack of financial assistance is effective barrier affecting the improvement of schools and this is the second subcategory of the berries that faced school principals. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, Lack of financial assistance is an internal barrier, Educational administrators in the school will not succeed if they are not financially supported. It is essential that managers have enough financial assistance to perform their duties better. However, this sluggishness and lack financial assistance is observed in educational administrators. Sufficient financial assistance is needed for everything.

Lack of Strategy Planning

The participants concentrated lack of strategy planning of educational managers and leaders are effective barrier affecting the improvement of schools and this is the third subcategory of the school principal's barriers. Based on the findings of this subcategory as the interviewees thought and it has been mentioned below, they believed that lack of manager's strategy planning is an obstacle that must be addressed and overcome. Lack of strategy planning is a poison that prevents progress.

Environmental barriers

Based on the opinions of the interviewees; Environmental barriers are an important barrier to a successful school leader. This is the fourth barrier to successful school leadership. Based on the analysis of interviews related to the category of environmental barriers. These category include:

The presence of job pressures, stressful environment, high workload and long working hours, reduce the ability of school leaders and reduce their effectiveness. Successive reforms are also an obstacle for school 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 school leaders. Excessive expectations from students' parents wear off school leaders and prevent them from performing their duties effectively.

According to the study's findings, the following are necessary for improving schools:

- Ongoing student growth and the creation of an improvement strategy for the institution.
- Fostering a bright future for schools with the assistance and participation of the teaching staff.
- Giving instructors a good salary and ensuring that the school has the technology resources necessary to support and improve instruction.
- In order to develop into the best versions of themselves, students should be surrounded by well-mannered, encouraging, and professional monitors.
- Providing a clean, healthy atmosphere for children is important since improvement in schools is difficult to achieve without it.
- Setting high standards for students and articulating the goals of the institution are important aspects that influence school improvement.
- Establishing clear, straightforward long-term objectives and putting the students' learning at the center of all that they accomplish.

- Guiding beliefs and values that are visible in how schools are run, and covering all attitudes, expected behaviors, and values that are relevant to how schools are run.
- Fostering teacher collaboration and involving school employees in decision-making.
- Including parents in education, as the influence is better apparent at a higher level.
- Adapting teaching practices by utilizing contemporary teaching techniques.

Suggestions for Future Researchers

- It is suggested that successful school leadership at levels other than primary/secondary schools be researched.
- To strengthen the credibility of the findings, it is recommended that successful school leaders' behaviors be investigated and verified quantitatively in a large statistical community.
- Structural equation modelling techniques should be used to evaluate how the derived components fit in a structural model.
- This study should be conducted cross-culturally, and the results should be compared to the current study.

Study Limitations

1. The scope of this study is limited by time, but if longitudinal research is successful, it may provide a better understanding of the topic.
2. The next limitation concerns the instruments used to collect research data. Because this study relies on interviews, some respondents may choose to withhold the truth or provide an unrealistic response, jeopardizing the study's validity and reliability. The current study, on the other hand, is qualitative, and the conclusions reached are solely the opinions of the interviewees.
3. Another limitation was that the study's population eligible to participate in the study was small.
4. This study only includes data collected from primary/secondary school principals and experts in Erbil cities between 2022 and 2023.

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APPENDICES



T.C. TOKAT GAZIOSMANPAŞA UNIVERSITY INSTITUTE OF GRADUATE STUDIES

Thesis Information

Thesis Title: A Qualitative Study on the Role of School Leadership for School Improvement According to The Perspective of The School Principal (Sample from Erbil)

Request Permission to Participate in Research Study

Dear _____,

I am **YOUNS KHOSHNAW** currently a master's student at (**Tokay Gaziosmanpaşa University**). I am seeking your help to conduct a research study with selected primary/secondary school Principals in Erbil.

Participant Personal Information

Academic Degree			
Year of Experience			
School level		School District	
Seniority		Brunch	
City		District	
Gender		Age	
Code of Participant			

Interview Information			
Place of Interview		Date of Interview	
Interview Start Time		Interview End Time	
Total time Interview			



List of Questions

1. . What is school improvement?
2. What are the characteristics of an improved school?
3. School Vision:
 - How does a school leader can improve the school through the school vision?
4. School Culture:
 - How does a school leader can improve the school through school culture?
5. Curriculum:
 - How does school leader can improve the school by improving the curriculum?
6. Improving Staff:
 - How does the school leader can improve the school by improving the staff?
7. Teacher Improving:
 - How should a school leader raise the level of teachers to improve the school?
8. Parentals include/ involvement:
 - How does school leadership have a role in school improvement through Parental include/ involvement?
9. Student achievement:
 - What is the role of school leaders to improve student achievement for school improvement?
10. What are the barriers that prevent principals to improve schools?