

Private School Parents' Expectations of School Directors' Instructional Leadership

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Abstract

The concept of “instructional leadership”, which is a leadership type specific to education, has been defined and given dimension through research. Although there are many researches about instructional leadership from the point of view of teachers and administrators, there are few studies that question school principals' instructional leadership role from the perspective of parents. Parents' expectations of schools have increased currently due to the increasing competition among schools. It is within the responsibility of the school principal to make plans to ensure the educational objectives of their school at the highest level and to supervise the academic and administrative processes. How far does the role of instructional leadership fulfill these expectations? Parents' opinions were collected using the qualitative research method. This study, conducted by interviewing participants, provided an opportunity for parents to take a deeper look at school principals' instructional leadership skills. The research in Istanbul, Turkey, was conducted with 11 women and 4 men, a total of 15 parents. As a result of the study, it was determined that parents' expectations of school principals' instructional leadership were quite high and that they expected principals' primary duties to be education and teaching.

Keywords: Instructional leadership, school principal, parents, effective school.

1. Introduction

One of the most important aspects of educational administration is the role of the school principal. This is the person whose responsibility is to bring together the parents, teachers and students for a single purpose and to achieve these goals in harmony.

Although the school principal has such an important role, the role and scope of teaching leadership has not been clearly identified, even by educators themselves. Due to school principals' administrative workload, instructional leadership rarely becomes a permanent role as they lack leadership knowledge and skills and they lack command of the curriculum. In the world of education, the views of teachers and administrators have been sought on the subject of teaching leadership, but the parent's perspective has rarely been considered. The reason why there is not enough research on parents' expectations of teaching leadership has been argued to be the nature of parents' encounters with the administrative aspect of the school principal's role. Today's parents, however, due to the frequent changes in our education system and especially the examination system, closely monitor education and curriculum policies, following them with interest. It is not only the teacher's responsibility, but also the school principal's responsibility to monitor the student's academic development.

In the light of rapidly developing educational technologies and scientific developments, the role and responsibilities of school principals should be evaluated from the perspective of parents. Expectations from school principals should be in the form of adaptive activities, taking into account the changing roles of administrators (Balyer, 2012). The results of this research are important in two respects. The first is in regard to consideration of teaching leadership skills in the employment of school principals in private schools, and the second is the contribution of parents' views and expectations on this issue in other words, to what extent do school principals carry out teaching leadership roles in accordance with parents' opinions?

Leadership

In the 21st century, it is accepted that the school administrator should be leaders (Çelik, 2013). School administrators should follow innovations and mobilize all stakeholders to realize the goals of the school. The importance of the leadership role of the school administrator stems from the direct or indirect influence leaders have on the school and all its tasks and objectives.

Effective School

One of the most important changes in educational management since 1970 is the “effective vcschool movement”. This movement has produced an impressive literature that should not be overlooked by school administrators (Beare, Caldwell and Millikan, 2018).

The Coleman Report concluded that schools were less important than family and social environment (Polatcan and Cansoy, 2018). However, more recent studies emphasize the importance of schools in a child's life. In 1971, Weber conducted research in four schools, emphasizing the leadership characteristics of the school principal in both setting high academic goals for students and monitoring their progress (Gökçe and Kahraman, 2010). Ronald Edmonds, one of the pioneers in this field, developed one of the first official School Development Projects in the USA. (Beare, Caldwell and Millikan, 2018). Edmonds argued that effective schools have “concrete and indispensable” characteristics, that have been the subject of detailed research (Edmonds, 1979), and added that the principal characteristic was “attention to the quality of teaching” (Edmonds, 1982). Brookover and Lezotte (1979) examined eight disadvantaged schools and found that the leaders of successful schools attached importance to the education program and education (Gümüseli, 2014). In summary, in encouraging a single clear purpose, the principal plays an important role in school effectiveness and the most important aspect of this is instructional leadership.

Instructional Leadership

The most important feature that distinguishes instructional leadership from other types of leadership is that the school focuses on teaching and learning processes, which are the main features of the education process. The instructional leader should support the development of both teachers and students to ensure and raise school success. However, in public schools in Turkey, school principals are seen as simply civil servants whose job it is to carry out official procedures, and in private schools they are considered to be sales and marketing experts responsible for marketing the school to potential parents. This study follows Hallinger and Murphy's (1985) dimensions of instructional management, which are define the mission of the school, manage the instructional program, and promote the school program.

Defining the school mission

Framing school goals: This refers to the role of the school principal in determining the areas in which the teaching staff will focus during the school year. Communicating school goals: The school principal should share the school's objectives and importance through regular meetings with teachers, parents, and students at regular intervals.

Managing the instructional program

Supervising and evaluating instruction: The principal's main duty is to ensure that school objectives are translated into classroom practices. This includes coordinating the objectives of the school with teachers' goals, providing educational support to teachers, and monitoring classroom visits and classroom instruction.

Coordinating the curriculum: One of the prominent features of effective schools is the high degree of coordination. The curriculum objectives of the school are closely aligned with the content taught in classrooms and achievement tests.

Monitoring student progress: Monitoring and assessing student achievement through exams and tests is among the tasks of the instructional leader. Examinations are used to diagnose student failures early on, to intervene, to evaluate the results of the school curriculum, to make corrections and changes, and to guide teachers.

Promoting a positive learning atmosphere

Protecting instructional time: School principals who successfully implement policies that limit interruptions in classroom learning can increase designated learning time and potentially increase student achievement. Changing Classrooms, late students, and announcements interrupt teaching time and disrupt the daily flow of the school. The school principal should maintain teaching time by minimizing these barriers.

Maintaining high visibility: The fact that the school principal is seen and available to staff and students for communication throughout the day also allows them to gather more information about their needs. Providing incentives for teachers: An important part of the school principal's role in fostering a positive learning climate is creating a reward structure for teachers in recognition of their effort and behavior that contributes to the school.

Promoting professional development: In-service training is one of the most effective practices that can be used to contribute to the professional development of teachers. School principals can provide information on development opportunities and lead in-service training activities to support teachers' efforts to improve education. Developing and enforcing academic standards: It is of great importance that academic standards are determined in accordance with grade levels and that they are audited through assessment methods. Providing incentives for learning: Creating a learning environment where academic achievement is valued is often possible by rewarding and recognizing students' academic achievement and progress.

Review of research completed in Turkey

Karatay (2011) found that according to the views of teachers, the level to which they recognize school principals' instructional leadership was high in all dimensions. However, in contrast, Gaziler's (2017) study investigating the views of school principals and teachers regarding instructional leadership found that school principals did not have sufficient information about their education programs. According to Koçak and Helvacı (2011), teachers believed that instructional leadership was the least effective dimension of school principals. These researches show that teachers expect school principals to lead them as instructional leaders.

Cansoy, Polatkan, and Kılıç (2018) stated that school principals exhibited weak skills in the dimensions of instructional leadership relating to determining school objectives, developing curriculum, contributing to teachers' professional development, and monitoring student learning. Aziz and Baba (2011) found that the most important goal of teaching leadership is to improve the quality of all activities related to education and training within the classroom and school. Tabancalı and Cengiz (2018) found that school principals' school leadership skills had some effect on teachers' job satisfaction levels.

Review of international research

Hallinger and Murphy (1985) studied the evaluation of school principals' instructional leadership. From their research in Oman, Yasser and Amal (2015) show that a moderate school principal demonstrates education leadership in three dimensions: 1) Defining the school, 2) Managing the instructional program, 3) Promoting a positive learning atmosphere. The lowest test score leads the "Curriculum, and the highest test score is Explanation of School Objectives. Harris (2017) found that school principals understand and define their responsibilities in improving teaching practices and demonstrate teaching leadership skills. Gurley, Anast-May, O'Neal, and Dozier (2016) measured principals' perceptions of the frequency of demonstrating instructional leadership, and found that there was no difference between the participating groups when comparing personal reports to teachers' reports. Moos, Johansson, and Day (2011) listed the items required for managers' success as vision formation, effective communication, making a difference, flexibility, balanced discourse, and personal qualities.

2. Method

2.1. Design

The research takes a qualitative research approach. In qualitative studies, the researcher obtains high-level information about the research topic by trying to look at an issue through someone else's eyes. This study will attempt a systematic approach to understanding and respecting the participants' point of view (Jonker & Pennink, 2010). This study uses a qualitative research design in order to determine parents's expectations of leadership.

In this research, the following steps were followed (Yıldırım&Şimşek, 2018).

1. Preparation of research questions,
2. Development of sub-problems of the research,
3. Determination of the analysis unit,
4. Determination of the situation to be worked,
5. Selection of individuals to participate in the research,
6. Collection of data and relating it to propositions or sub-problems,
7. Data analysis and interpretation,
8. Reporting the work.

2.2. Population

In this study, the participants were selected by using the favorable case sampling method, since they were conducted in the school where the researcher worked. Parents who did not use the service were chosen for determining the criteria. A total of 15 parents, 11 females and 4 males, participated in this study. The study was conducted with a standardized open-ended interview method.

2.3. Data collection tools

In the study, the interview technique, which is one of the qualitative research data collection methods, was used to reveal parents' experiences. Within the scope of the research, invitation letters prepared by the researcher were sent to the parents (18 people) and they were asked whether they would volunteer. Parents (15 persons) who wanted to volunteer and who were approved for participation were called by phone and an appointment was made according to their availability. Interviews planned for appropriate days and hours were made by the researcher. The interview questions were prepared according to the dimensions of the instructional leadership model developed by Hallinger and Murphy (1985). Interviews lasted on average 45-60 minutes. The data was recorded on voice recorder with the permission of the interviewees. The questions were based on the questions stated on the interview form. The data was then transcribed and shared with the relevant participant to obtain their consent. Parents were given aliases to protect their identity. The research started in February 2019 and was completed in April 2019. Interviews were conducted by each participant individually with the researcher in a place where participants could feel comfortable. In addition to the explanation given in the research consent form, a brief explanation was given verbally to participants prior to the interview. The interviews with parents were then analyzed and interpreted.

2.4. Data Analysis

In order to analyze the interview records in detail, the interview texts were first transcribed on computer, producing 25 pages of raw data. Descriptive analysis was used to analyze the data obtained in this way. Themes were created after the collected data and codes were categorized. Having examined the concepts, sub-themes were associated and explained with each other and with a top theme. The resulting code and themes are associated with the dimensions.

3. Findings

After the research data was transcribed, a content analysis led to the identification of three themes and eleven sub-themes, in accordance with the Hallinger and Murphy (1985) model. The main themes were identifying the mission of the school, managing the education program and teaching, and developing a positive school climate.

3.1. Defining the school mission

Two items that describe the school parents' understanding of the mission of the school were identified: "Developing the School's Objectives from the Parent's Perspective" and "Explaining the School's Objectives from the Parent's Perspective."

Developing school objectives from the parent's perspective

Participant parents' perceptions of school goals and the school mission is very clear in their responses. Thirteen of the parents stated that it was important to share the goals with the whole school, albeit using different words. As Pınar stated: "The school principal should share it. Not only the employees, but also the students and parents should have a good command of the goals of the school."

Shared objectives create belonging to the organization and ensure the continuity of objectives. Two parents stated that the development of the objectives is specific in the Ministry of Education (MEB) and the boards of directors are responsible for this in private schools.

Since most parents have moved from a public school to a private school, they also compared purposes. Asya's words below reflect the most participants' opinion. "... If he is authorized, the school principal should designate, but I don't know if private schools allow it, the aims are already clear in the state" (Interview with Asya, March 2019).

In most of the private schools, parents pointed out that the board of directors rather than the school principals set goals and that "profitability rather than education in private schools would be harmful to schools. Again, Çiçek made the following comment regarding the same problem.

Explaining the school's objectives from the parent's perspective

The importance of internalizing school objectives was particularly emphasized by all parents. Saying how important this is for the institution, they stated that sharing school objectives with parents, students, and all employees will help to establish a corporate culture. "...Persons who know all the facilities of the school and who have a good knowledge of the school should be assigned to the schools..." (Interview with Hasan, March 2019).

The participants stated that stakeholders' contribution and participation in the objectives is very important for the school and that it should be the school principal who leads it. School principals can report goals through formal means such as interviews, meetings, bulletins, and statements, or informal ways such as chatting with teachers and parents.

3.2. Managing the instructional program

Analysis of the parents' interviews identified three themes that determine the parents' expectations regarding the education and training process. "Supervising and Evaluating Education and Teaching from the Parents' Point of View, Coordinating the Program from the Parents' Point of View, Monitoring Student Success from the Parents' Point of View."

Supervising and evaluating education and teaching from the parents' point of view Particular emphasis was placed on the concepts of assessment and supervision by all participants. Participant parents used empowering expressions such as "absolutely". "... Absolutely supervised. Both students and teachers should be supervised..." (Interview with Nazlı, March 2019).

As regards the school principal's supervision and assessment of the teacher by entering the class, eleven parents thought positively; Pınar, one of the parents, stated that the age difference is also important in this regard and that the teacher may be humiliated and feel inadequate in the eyes of his/her secondary and high school students.

Coordinating the program from the parents' point of view

The most difficult question for the parents to answer was about coordination. The most important reason for this is that it is a technical definition, which they needed to have explained. Coordination was explained as providing integrity among teachers' lesson planning, for teachers who teach the same lesson in different classes, and the lesson plans of teachers who teach different courses in the same classes. Parents expressed their common views on this issue with different expressions.

“...I think there should be coordination, I think not directly, but indirectly it is the duty of the director. Lower assistants can do with regulators. Heads of classes can be coordinators. It is not the duty of the director. (Interview with Nazlı, March 2019).

Monitoring student success from the parents' point of view

Eight of the participants stated that it was the duty of the school principal to monitor student achievement, while seven stated that it was primarily the teacher's duty and that the principal should monitor it indirectly.

“...No, nothing like that. There's guidance, there's a teacher. If there is a matter to be considered, the report comes to the director...”(Interview with Aslı, March 2019). As the parents' responses show, they pointed out that the number of students on roll is important with regard to the ability of the school principal to monitor students and that it is more difficult in crowded schools.

“...Monitoring should be one-to-one, but I don't know how realistic this is in most schools. Health issues should be dealt with sympathetically. The Principal should address each student by name. (Interview with Nazlı, March 2019).

3.3.Development of a positive school atmosphere

In the analysis of the research data, a theme related to the third sub-problem and six sub-themes came under this topic. The emerging theme is “Parents' Expectations for Creating a Positive School Atmosphere”. The sub-themes related to this theme are: Saving Time”, Accessibility”, “Encouragement”, “Professional Development”, “Developing and Implementing Academic Standards”, and Encouraging Students to Learn ”.

Protection of teaching time from the parents' point of view

Every moment that makes up class time has a special value. In a planned lesson, it is necessary to pay attention to timing in order not to interrupt the class period. Parents had different responses in this regard. Regarding time preservation, Zeynep, Ayşe, Emre, and Hasan stated that this was the responsibility of the director. “...The school principal should check the timing of both the teacher and the administrative staff, and all teachers are responsible to the principal. If the teacher arrives late, the class will be empty...” (Interview with Hasan, March 2019). Ahmet, Aysu, Pinar, Cicek, and Ece stated that this work should be under the responsibility of the assistant principals. Mine, Ada, Mehmet, Nazlı, Asya, and Aslı stated that teachers should have their own responsibilities in terms of timing and that the main job of the principal was education.

Being accessible from the parents' point of view

Availability for a school principal means being in the right place at the right time and visible. Since education is a social initiative, interpersonal relations are of great importance. The school principal walking around the school, chatting with teachers and students, will give him/her an idea of what is going on in the school. All of the participating parents stated that the school principal being visible and accessible is of great importance not only for students and teachers but also for themselves.

“...In the past, we used to be very afraid of the school principle, we understood discipline as hardness. Children feel better nowadays if the principal walks around. This will be reflected to the parents...”(Interview with Ayşe, March 2019).

These comments express the leadership role and charisma of the school principal. Nazlı, one of the participants, described the personality traits she expected from the school principal.

“...I think the school principal should make his presence felt. We're on the same side. They have to communicate well with parents. Our most valuable asset should be a good model for our child, should be knowledgeable, should not be weak, should have charisma, so people can appreciate the principal's power.. I would like to be proud...” (Interview with Nazlı, March 2019).

Encouraging teachers to work from the parents' point of view

Although encouragement is an important tool for making teachers work more efficiently, not all employees have the same motivation, so school principals should recognize their teachers and treat them fairly according to their needs.

Mehmet, Pınar, Emre, Çiçek, and Hasan stated that there should not be any encouragement, while Hasan also stated that such rewards can create unrest in the school.

“...There may or may not be encouragement. Is it material or spiritual? Placing teachers in the ranking of success can create unrest. Private schools can be awarded a holiday in summer. However, I think that those who do not get an award may lose motivation...” (Interview with Hasan, March 2019).

Mine, Ayşe, Zeynep, Nazlı, Aysu, Aslı, Aslı, Ahmet, and Ece stated that there should be encouragement but it is important that what is used to motivate teachers has no material value.

Providing professional development of teachers from the parents' point of view

In the excerpts given below, the use of adjectives in the definition of professional development together with reinforcing words shows the value that the parents attach to ‘professional development’. Participants Aslı and Mine's words reinforce the views of other participants. “...Very veryvery important. Here, the more you contribute to your teacher, the more you improve your teacher. It is important to increase the knowledge, it is important to follow the current practice...” (Interview with Mine, March 2019).

Developing academic standards from the parents' point of view

Six participants place particular emphasis on the role of the school principal in developing academic standards, as exemplified by Ayşe below.

“...The principal should take the school further academically. While improving themselves, the principal can also improve by recognizing the shortcomings...” (Interview with Ayşe, March 2019). Five of the participants stated that there were education coordinators especially in schools, adding that the development of academic standards and follow-up was the responsibility of the school principal. Four of the participants added that in addition to the comments mentioned, teachers were also responsible for developing academic standards.

Encouraging students to work from the parents' point of view

Participating parents thought that encouraging students was only the teacher's duty and stated that encouraging the teacher was the primary duty of the school principal. Twelve of the participants stated that school principals could be role models for students, but others think teachers can do that. “...I think encouragement is the task of our teachers in the first place. When there is an extra problem, you make redirects. I think the principal should be a teacher in the first place...” (Interview with Ada, March 2019).

4. Discussion and Results

According to the results of the interviews conducted within the framework of the research, parents mentioned that the importance of teamwork and cooperation in determining the academic goals and final control and supervision should be carried out by the school principal, who should also lead academic planning.

The interview data revealed similarities and differences among the parents in terms of objectives for public schools and private schools. In summary, parents suggested private and public schools objectives are similar in terms of the aims of education and its role in preparing individuals for social functions and roles, improving young people in terms of knowledge and skills, and making students aware of their potential power. Parents interviewed also expected differences between private and public schools as expressed in the expression “the aims of public schools are already clear. This reflects parents' greater expectations of private schools in areas such as academic success, social development, sports, arts, security, and acquisition of world languages. According to the results of While private schools were preferred in the past, particularly because of their superior physical resources, today there are private schools that do not even have a garden that turns into a study area. The promises of private schools, their resources and services should be examined and inspected in detail. Nowadays, because parents are consumers in the private education sector, they are able to put pressure on both teachers and administrators.

While public schools do not differ in terms of their commitment and aims for students, they are disadvantaged by the quality of education and teachers due to income and expenditure inequalities. The 2017 OECD report Education at a Glance: OECD Indicators states that the "great disparities between the learning environments of

public and private schools in Turkey are continuing." Although the average class size in private schools is below the OECD average, the report states that it is well above the OECD average in public schools. In Turkey, the pupil-teacher ratio is high. In secondary education, this ratio for public institutions is (16:1) and for private institutions (8:1), which is double. The report continues: "These important inequalities in the learning environment can lead to inequalities in the quality of learning among students in public and private institutions, and can lead to injustices in educational outcomes."

In addition to these opinions, the parents stated that in private schools, boards or school owners do not value the opinions and suggestions of school principals when determining the vision and mission. Parents frequently stated that they were uncomfortable with school principals being assigned for registration. In their study, Çankaya and Gün (2016) concluded that the demands of teachers, students, and parents should be taken into consideration in decisions taken by the board of directors in order to create a strong school culture. This result is consistent with Hallinger and Murphy's (1985) research on parents' contributions to the development of school goals. According to the results of Gümüşeli's research (1996a), principals think more positively about the task of developing school aims than teachers. In general, school principals consider themselves more optimistic than teachers in all dimensions of school leadership. This suggests that the definition and content of "teaching leadership" is not fully understood, that school principals tend to evaluate themselves positively, and that teachers' support and needs expectations are high.

Gümüşeli (1996a) states that although principals believe it is always they who explain school objectives, teachers believe this is mostly done by themselves. There are also different studies in which teachers think that principals' instructional leadership skills are less than those perceived by the principals. For example, İnandı and Özkan's (2006) studies show similar results, and teachers "and administrators" opinions about school leadership skills differed in all dimensions.

Parents also emphasized the importance of the school principal being the leader in determining the goals of the school and the importance of the principal's role in internalizing students, teachers, and parents in the school community. At the same time, they emphasized that school aims should be education oriented and developed and revised according to current needs, and that it is important to follow good examples from abroad.

Parents' expectations regarding the management of the education program and teaching were also questioned. It is noteworthy that during the interview process, all the parents interviewed emphasized that the main duty of a school principal is to manage education and training.

Officially, as stated in Article 39 of the "Regulation on Primary Education Institutions," the school principal is primarily responsible for organizing educational and social activities, in particular education and training, as well as administrative duties. (<http://www.resmigazete.gov.tr/eskiler/2014/07/20140726-4.htm>). Parents' expectations of private schools focused on education and training, and that school principals who are aware of important issues should be able to raise it without being removed from their post. In this study, the data showing parents' belief that school principals should have professional knowledge is in line with Çelik (2013), who states principals should have field knowledge related to their profession as a result of the research findings.

Parents stated that school principals should focus on education rather than formal procedures. This view is consistent with Yılmaz's (2010) research results on evaluating the relationship between primary school principals' teaching leadership roles and effective schools". In his study, school principals evaluated the relationship between teaching leadership roles and effective schools, and concluded that bureaucratic procedures should be less time consuming and school principals' tasks should be redefined so they focus on education and training.

In this study, parents stated that it is the teachers' duty to prepare the curriculum and that the school principal should conduct the program in general, like an orchestra conductor. These views are parallel to Gümüşeli's definition (2014):

In the context of managing and coordinating the education program, the school principal harmonizes the objectives of the education program at the school level with the objectives of the classroom, ensures the effective implementation of the program using achievement assessments and ensures the integrity and continuity between the classroom levels and subjects. (Gümüşeli, 2014, p. 29).

Ruebling, et. al. (2004) emphasize that teaching leadership is an important component for improving students' learning, and underline the need for the school principal to master the curriculum.

According to teachers, researches that question the leadership skills of school principals show that teachers do not observe instructional leadership from school principals (İnandı and Özkan, 2006; Koçak&Helvacı, 2011). Also, in Gümüşeli's (1996a) study, teachers suggested that school principals only occasionally supervise and evaluate teaching, but principals report that they often do. The reason for this difference may be that school principals are optimistic about their self-assessment.

Other reasons for this result could be that school principals believe evaluation and supervision of teaching to consist simply of classroom observations while teachers have different expectations.

One of the most important tasks of a school principal as a teaching leader is to coordinate the education program. In the interviews with parents, parents' responses were only obtained once a definition of the concept of coordination was given. The parents stated that there are education coordinators in private schools and that the school principal should be at the beginning of every educational process. Again, in Gümüşeli's (1996a) research, school principals remain optimistic regarding their coordination task compared to teachers.

Parents also stated that teachers play an important role in monitoring the success of the school principal and emphasized the guidance activities. In this research, parents frequently mentioned guidance activities and the importance of guidance services in schools.

Parents frequently described the characteristics and behaviors they expect from school principals. Parents often talked about the prominent traits of a leader, emphasizing traits theory. According to this theory, a leader differs from others in terms of physical and personality traits (Koçel, 2018). Participant parents stated that they also attach importance to the ranking of characteristics such as honesty, initiative, giving confidence, being principled, and being knowledgeable. All these definitions are the basis of behavioral leadership theory. As Gümüşeli (2001) points out, today's school principals should be informed about social developments and environmental dynamics, and they should be competent in the fields of visionary leadership, social leadership, ethical leadership, organizational leadership, and political leadership, providing plans and programs to meet the expectations of this new structure.

In this study, parents emphasized the great importance of a leader being a teaching leader as well as emphasizing personality traits such as principled, humanistic, ethical, fair, innovative, charismatic, tolerant, calm, and effective.

Tahaoğlu and Gedikoğlu (2009) found that school principals fulfill the most visionary leadership roles and cultural leadership roles, whereas Aksoy and Işık (2008) found that primary school administrators did not achieve low levels of teaching leadership. They also found significant differences between participants and non-participants in relation to the education program and teaching process and the evaluation of students in the dimensions of the level of realization of teaching leadership roles according to seniority and branch of the differences in teaching leadership in all dimensions of the in-service training.

Another problem identified within the scope of the research is the expectations of the school principals to develop a positive school atmosphere. School atmosphere is a broadly term commonly used to refer to the different dimensions that define school uniqueness. The elements of a school's atmosphere range from the quality of communication of the stakeholders to the physical characteristics of the school, and the organizational structure as well as the perceived safety, teaching, and learning activities. Schools with a positive atmosphere provide "learning support, a term used to express resources, strategies, and practices that support students' physical, social, emotional, and intellectual development (Cohen, et. al. 2009). In their research with primary school teachers, Buluç and Senel (2016) found a positive and significant relationship between school atmosphere and effectiveness levels. This finding is in line with the literature and the general opinions of the parents who participated in the current study.

Participant parents stated that it is important to keep the time flow in school and that daily planning should be followed. However, the majority of parents stated that the assistant principal or teachers should control this on their own initiative and that the principal should as much as possible focus on education and training. They stated that teachers should have the self discipline to follow rules and times, making them role models for their students.

The parents stated that it is important that the school principal is visible. Parents also stated that they care about the availability of the school principal and the quick response to phone calls and emails.

In the sub-theme of encouragement from the perspective of parents, parents stated that it was the responsibility of the teacher to encourage students, while they presented different opinions about the encouragement of teachers. However, the common feature of all views is that encouraging behavior should be moral not material. The school principal emphasized the importance of seeing, encouraging, and increasing motivation of teachers to work positively.

Polatcan, Kılınç, and Cansoy (2018) state that, from the perspective of teachers, school principals exhibit strong skills in terms of advancing the goals of the school, following the curriculum, being available, using lesson time effectively, monitoring teacher achievement, and encouraging students to learn. They also found poor skills regarding contributing, developing curricula, and monitoring student learning.

In Aslan and Yıldırım's research (2004), while school principals thought that their parents expectations were realized at an "always" level, the teachers stated that they could not meet the parents' expectations adequately by giving negative answers. In this study, parents stated that they met the expectations of both principals and teachers.

The common view of "professional development", in which all parents agree, is that teachers should be learners in an educational institution. Parents emphasized that it is necessary to get teachers' ideas about the trainings they want to be provided to ensure that they receive in-service training in the areas they are lacking. They also stated that the schools should respond positively to teachers' demands for postgraduate education and their curriculum should be adjusted accordingly.

Gumuseli's (1996a) school principals' teaching leadership research revealed significant statistical differences between teachers and school principals in terms of preserving teaching time, making their presence felt, encouraging teachers, professional development, developing and implementing academic standards, and encouraging students to learn. In all comparisons, school principals perceived themselves as positive. It is noteworthy that similar findings have been reached in similar studies. School principals should evaluate themselves objectively and respond to the needs of teachers and parents.

The research results of Şişman (1998) also support the research. In the context of the relationship between school principal and teacher, school principals should provide teachers with resources, communicate with teachers, provide teachers with professional development opportunities, and share information among teachers.

They stated that the task of encouraging students in their education and training is the responsibility of teachers and that school principals can support the students for example by teaching classes in their specialisms. They added that the school principal should follow up on the agenda of and develop academic standards.

Participating parents emphasized that the school principal should be the leader of teaching and that they should lead the teachers. Erdoğan (2015) points to studies that aim to provide appropriate school conditions in order to develop teachers and to educate students. Parents also stressed the importance of guidance from the school principal and the sense of a team spirit. Consistent with the views of the parents, Çelik (2013) states that the school principal should be a lifelong learner and should also encourage his or her team to learn.

Participant parents stated that the number of students enrolled in the school is an important factor affecting how a school principal demonstrates effective teaching leadership and that they expect principals to be more effective in schools with fewer students. Despite expectations that school principals would show more effective teaching leadership in schools with fewer students, Gümüşeli's (1996a) research results suggest school principals in schools with a small number of teachers have a lower perception of teaching leadership. While a small number of students might be seen as an advantage, the lack of staff resources has a negative and limiting effect in these schools. Regardless of the number of students, instructional leadership refers to school principals' views of education, their priorities, and their contribution and support for students in building their future.

Gumuseli (1996b) define the limitations of school principals as instructional leadership in terms of legal limitations, limited time for education, conflicting role expectations, lack of vision and courage, lack of financial resources, and, most importantly, lack of principals' curriculum and curriculum knowledge. In addition to these limitations, student enrollment is an extra priority for principals in private schools, something that was evident in

the results of this research. In addition to their main roles, school principals in private school must take time to promotions their school to increase student enrollment.

In this study, school principals' instructional leadership was identified through interviews with private school parents. Since research into parents' perceptions is inadequate, studies can be conducted with further samples of parents. Because during the study participant parents often compared their school to public schools, a similar study can be conducted with parents of public schools. Similar interviews could be conducted with students in order to get their perspectives on school principals' leadership.

In conclusion, the criteria for teaching leadership should be defined and used to make merit-based appointments in the selection of school principals. However, in addition, the necessary resources and conditions should be provided in schools to increase the effectiveness and competence of the principal. The prerequisites for opening private schools (physical qualification, academic and administrative staff etc.) should be carefully reviewed and supervised by the competent institutions. This will increase both parents' and students' respect for the school administration and accelerate the institutionalization process of the schools. In addition, it is important to ensure that parents have information about teaching leadership, to provide training on this issue, to strengthen cooperation with the school, to provide support, to improve the school atmosphere. This will increase the educational quality of schools.

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Annex 1: Research Consent Form

Volunteer Participation Form

This study is conducted by Yelda Acarbay in the field of educational administration. The aim of the study is to gather information about parents' expectations of school principals' instructional leadership. Prior to the study, participants will be informed about the purpose and method of the study. Participation in the study is on a voluntary basis. In the survey, you do not require any personally identifiable information. Your answers will be kept strictly confidential and will only be evaluated by the researcher. The information obtained will be used in scientific publications.

<p>level of course.</p> <p>Asya: School principal should do it, but I don't know if private schools allow it. The state already has goals. Pınar: Shared.</p> <p>Asli: Actually, it should not be strictly defined. If every single issue is taken to the director, he / she cannot perform other main duties.</p> <p>Emre: Principal should not interfere with everything, should receive reports, evaluate and make his own decision.</p> <p>Ece: Yes, the principal should.</p> <p>Hasan: Publicity should be public relations in the school. People who know all the facilities of the school and who know the school's vision and mission should be assigned.</p> <p>Cicek: The school principal should lead the way in determining the goals of the school. This should be done by the school principal, not the top management.</p> <p>Ahmet: School principals should only be involved at the level of implementation and identification of deficiencies as school objectives are set up in the framework of national education. If the school has a special position within this scope, the principal should help to develop this position and follow the examples abroad.</p>	<p>be assimilated.</p>	
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Annex 3: Interview Question

1. To what extent should school principals define and share school goals?
2. To what extent should school principals manage the curriculum and instruction?
3. To what extent should school principals supervise and evaluate teaching?
4. To what extent should school principals coordinate the training program?
5. To what extent should school principals monitor student progress?
6. To what extent should school principals have time-saving skills?
7. To what extent should school principals ensure their professional development?
8. To what extent should school principals should make his presence?
9. To what extent should school principals give incentive rewards to teachers?
10. To what extent should school principals develop and implement academic standards?
11. To what extent should school principals encourage students learning?

Appendix 4: Interview Registration Example

Ahmet: 1-School principals should be included only at the level of implementation and identification of the deficiencies of the school, since the objectives of the school are determined institutionally within the framework

of national education. If the school has a special position within this scope, it should help to develop this position and follow the examples abroad.

2- School principals should follow the feedback from the students in managing the education program and teaching and search for innovations to make the applications that are outdated and whose expected benefit is no longer seen more encouraging.

3. School principals should have a primary duty to supervise and evaluate teaching, and if any, the disruptive aspects they have seen. They should talk privately with their teachers and families. If the disruption is due to the student's approach to the course and his/her psychology, he/she should coordinate with the guidance unit.

4. School principals should evaluate the current developments and students' approach to the subject while coordinating the education program.

(The topic I will specify now is very important.) School principals should check the total burden of the assignments given by the teachers on each student on a daily and weekend basis. This should be monitored and adjusted daily.

5. Evaluate the general academic exams first, then compare them with the in-school exams and guide the study if necessary.

If, despite all this, the student cannot reflect his/her capacity, he/she should ask the family for guidance.

6. Although the concept of teaching time is not fully understood, the follow-up of school exits to the service or delivery to the Parent should be carried out by the units in the Consultation. In case of arrivals and departures from the time of education, the service and advisory units should keep a record of late or late check-in. Problems arising due to a Parent should be communicated to the Parent in a timely manner in the event of such written notifications. Otherwise, irreparable legal problems may arise and this should be the primary duty of the school principals.

7. It is common practice for school principals to organize courses and similar activities to ensure the professional development of their teachers or to direct their participation in seminars. The main thing is to leave teachers time to follow professional developments and to arrange their private life. In this context, in addition to the academic work of teachers in the school, administrative and procedural correspondence should be coordinated by the school principals to ensure that the administrative units do not. When the manuscripts are referred to the teachers in whole or in person, the instruction should be written in the explanation section that this is for information or what the relevant teachers should do so that the subject does not remain in the middle or the person should know clearly what to do. Web page certificate programs which are thought to contribute to the professional development of teachers or found useful in the follow-up NGO activities should be determined together with the principals and teachers and communicated to the related person.

8. Considering that there is a teacher who is constantly interested and following the students, the role of school principals to feel the presence of the teacher should be in situations that disrupt the normal flow of education and the issues that the teacher wants to support. It is also a known fact that this will also cause unnecessary concentration of the school principal.

In fact, the issue is making managers feel the presence of a sensitive balance. From this perspective, managers have an invisible role, so to speak, in auditing, monitoring progress and so on. This kind of institutionalization which I can express as a 'gradual approach' can be considered as a necessity.

9. School principals have an invisible role regarding teachers as well as regarding students.

Here, invisibility is meant to determine the areas of authority and responsibility.

In this respect, the school principal who follows his students should also follow his teachers in many respects.

For example, he should reward his teachers who are really interested in their devoted students.

This award is sometimes the case of the school principal's ability to build human relationships, such as sometimes asking for a cake to cut and sometimes allowing to remember who at the time.

Perhaps the most important point here is that if the school principals were instructed for an activity that would involve teachers and students in the form of a fine class-based competition, and an award was placed at the end by the Principal (for example, to prepare a Red Crescent corner and so on). It should be remembered that the instructions given in summary are expected to be followed precisely for the laborers.

One last point is that the instructions given by the managers rather than the award are clear and clear.

For this reason, it is essential that the decisions taken as a result of the weekly meetings of the school principals with their teachers are clearly written by the school principal at the end of the meeting and that the mandates to be in compliance with the central legislation are clear and followed.

10. Should evaluate academic standards in our country by comparing them with foreign examples, and if necessary, talk to the administration and make visits to the countries that are accepted in education.

The application should better share the products on the school website and keep them open to parents' comments. The aim is to determine the most appropriate standards for the student profile and teacher profile in his / her school and abroad.

11. Principals' encouraging students to learn should be evaluated not only with classroom teachers but with all teachers entering that class.

On the other hand, the current student profile called generation Z should not be ignored.

Therefore, support should be sought from the family

In particular, the projects to be given to the students should be determined by asking the students what they would like to investigate, not by planning by the school and by partnering the project.

Otherwise, it would be optimistic to expect yield and expect benefit from such unilateral projects and activities.

Can I add out of these questions? (of course you can) it should be noted that

School principals have many important tasks, visible and invisible

First and foremost, these people are:

calm reassuring principles and stance known tolerant possible problems in front of the foreground on their own responsibility in the field of responsibility related to school issues without refusing to the upper management is expected to have the prudence and equipment

In a situation where the school principals who are likened to orchestra conductors do not have the characteristics I have mentioned; a structure is closed to the development where daily temporary solutions are brought to the problems in which there is confusion in the duties and jurisdictions in which harmony sounds occur.

Private school principals are exposed to different expectations

Because families who send their children to a private school expect almost everything from school.

My observation is that even though the children are sufficiently equipped, the negative consequences of this are invoiced to the education system and the school administration since some children are morally incomplete.

Spiritual deficiency means:

starting from within the family, respecting the teacher, respecting the school principal, homework awareness and responsibility can be reproduced as observing the rights of friends.

I think that the differences in the understanding of the past and present generation Z teachers and school principals are students are the basis of the problems.

This matter should be explained to the families who meet the demands of their children continuously by the guidance unit.