INSTRUCTIONAL LEADERSHIP IN HIGHER EDUCATION: HOW DOES IT WORK?

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ABSTRACT: *Instructional leadership is in a separate place from the other forms as it has a key role in the effective teaching and learning processes together with the changing social structure and idea. The roles of the faculty members in the higher education institutions are one of the important factors for the success within the institution. In this study it is aimed to determine the opinions related to the instructional leadership of the faculty members working in higher education institutions. Within the scope of the study, thirteen faculty members were interviewed. The data of the study was obtained through qualitative research method. In addition, the study was carried out with phenomenological method which is one of the qualitative research methods and in the study semi-structured interview technique was utilized. As a result of the study, it was understood that the faculty members' opinions about the instructional leadership are based more generally on some ideas such as attributing importance on using visual materials and method variety in their courses, trying to participate in the national and international activities in order to obtain a professional development, keeping in touch with their colleagues for raising the students' success level and being a role model for students through their behavior and attitudes.*

KEYWORDS: Instructional leadership, Higher Education, Faculty members.

INTRODUCTION

The 20th century has been considered a period at which very rapid developments and changes have been experienced and leadership is one of the prominent fields where intensive scientific studies were carried out on the field of leadership (Erçetin, 2000, p. 3). Leadership, in a broad sense, can be defined as a social process that affects interpretation of the members of a group about all internal and external events, the objective selection, organization of all kinds of activities, individual motivation and abilities, interpersonal power relations and common aspects (Hoy & Miskel, 2010, p. 377). Due to the nature of education, a dynamic process, the thoughts, strategies, beliefs, followed ways are changing constantly and depending on the changing social structure leadership definitions and scope are being renewed. The instructional leadership as one of them stands out with the aspect of meeting the expectations of social change.

Regarding their functions, the higher education institutions need to direct and guide the society. In this sense, having a leader quality of faculty members are closely related to in what extent they consider the development of teaching process as the main purpose in the achievement of the faculty where they work. In today's world, the experienced social and technological developments and the increasing importance and demand for the education necessitate a change and transformation in all educational components including the faculty members, and encourage them to gain various knowledge and skills. According to Çelik (2007, p. 43), as a

result of the strong environmental changes that affect the world education system, it is necessary to reshape the instructional leadership role. An instructional leader who is aware of the organization, environment, instructional processes and the level of accomplishment of these processes, should have a knowledge on the management processes and contemporary developments; and also they should try to implement these processes (Can, 2007).

Creating a positive learning environment, trying to raise the student's success, eliminating the obstacles against learning as soon as possible, achieving the effective learning (Özden, 1999), providing inspection of the learning, coordinating the school syllabus and evaluating the student's success (Marks & Printy, 2003) are the activities that an instructional leader should perform. Alig-Mielcalek (2003) states that instructional leadership is a type of leadership to believe in the success of all students and making efforts for achieving this, putting forward the common objectives, assessing the performance and raising the professional development at school to the highest level. According to King (2002), instructional leadership is defined as the whole activities performed by the leaders at school and their regions in order to develop the learning and teaching. According to Blase & Blasé (1999), instructional leadership is defined as a mixture of several missions such as inspecting class instructions, developing educational staff and curriculum. Şişman (2012) defines the instructional leadership as power and behaviors that managers of the school, teachers and supervisors use for effecting the individuals and situations related to the school.

Instructional leadership model was developed by Hallinger & Murphy (1985) in 1980s. Strong leadership phenomenon which has a key importance on effective school management appeared. As it has a direct effect on the student success of effective schools, the instructional leadership has attracted much attention (Hallinger, 2011; Leithwood, 2010). According to Scott & Weber (2008), the leadership behaviors aim to develop the instructional process, emerge positive and constructive relations, develop the professional skills and take an important responsibility on the achievement of the goals of an institution by encouraging organizational culture. This role that can be evaluated as instructional leadership behaviors are the ones showed in order to raise the student success in educational organizations (Şişman, 2012, p. 86). This model argues three dimensions and ten leadership functions. These are defining the school purposes, directing the school schedule and providing a positive school environment. The first dimension is related to the mission of the leader for creating the main purposes of the school. The second dimension is related to the instruction and control and coordination of instructional program. The third dimension, creating a positive school environment, focuses on effective schools and constant school development (Hallinger, 2011).

Şişman (2012, p. 87) stated that the behaviors that the school directors should follow are in five dimensions: determination and sharing of the objectives of school; educational program and directing the educational process; supporting and development of teachers; instructional process and evaluation of the students and creating a steady learning-teaching environment. According to Leithwood, Day, Sammons, Harris & Hopkins (2006), instructional leadership behaviors are determined as identifying and determining the objectives; providing development for individuals; providing organization and directing the instructional program. Güçlü and Özden (2000) listed the features that an instructional leader should have as have the ability to assess and enrich the suitable educational strategies, in order to develop the education to guide the staff for using the effective educational strategies and inspect the staff, in the phase of inspecting the education program to control the directly related performance to the education of the students, to implement the policies for the assessment of instructional leaders and

teachers (assessment) in a successful way, in order to meet the lack of the education program to check the students' level for reaching the instructional objectives.

Horng & Loeb (2010), except the daily instructional activities, state the organizational management and give a different perspective to the instructional leadership. According to this, organizational management can be explained as providing high qualified faculty members at school, and providing the support and sources necessary for the achievement in the classroom. After the researches of Hallinger related to instructional leadership, the researchers used multi-conceptual models and methodologies in order to study the concept. Although the models are various, they agreed on common two situations in the studies. The first one is the positive effect of the instructional leadership on school success; the second one is the multifaceted structure of the instructional leadership (Lee, Walker & Chui, 2012). The distinctive aspect of the instructional leadership from the other leadership approaches can be told that it is a field focusing on different dynamics such as student, faculty member, learning-teaching processes.

In educational institutions, the leadership is one of the important steps for providing the educational reforms and organizational development (Leithwood, Louis, Anderson & Wahlsttom, 2004). Instructional leader should encourage the development of the staff, teachers and students in the organization, should enable the interpersonal communication, create an effective communication network and should eager to create a democratic environment (Keşan and Kaya, 2011). According to the 2547 number Higher Education Law, the missions of the faculty members in higher education institutions are regulated as education and training and carrying on applied studies, scientific researches and publications and guidance to the students. Moreover, in Turkey most of the studies on instructional leadership focus on the school managers at secondary and high schools (Akgün, 2001; Aksoy and Işık, 2008; Aksoy, 2006; Bayrak, 2001; Bellibaş and Gedik, 2014; Çalık et al. 2012; Gümüş and Akçaoğlu, 2013; Gümüşeli, 2001; İnandı and Özkan, 2006; Kiş and Konan, 2014; Özcan, 2003; Sayın, 2010; Serin, 2011; Şahin, 2011a; Şahin, 2011b; Taylor, 2004; Ünal and Çelik, 2013; Wagner, 1999), it is considered that the leadership role of the faculty members in higher education institutions are ignored. Due to the fact that, identifying how the instructional leadership works of faculty members in higher educational institutions constitutes the problem of this research.

The Purpose of the Study

The identification of the opinions of faculty members in higher education institutions regarding the leadership constitutes the main purpose of this study. From this point, the following questions were tried to be answered:

1. What do the faculty members think about the activities of the students for improving their academic success?

2. What do the faculty members think about communicating with students and other faculty members for fulfilling the instructional objectives?

3. What do the faculty members think about what they do personally/institutionally in order to achieve a professional development?

4. What do the faculty members think about creating an effective teaching-learning environment in the faculty and courses?

5. What do the faculty members think about what they do for developing their faculties?

6. What do the faculty members think about the evaluation of teaching-learning processes, performance of the faculty members and students in their faculties?

7. What do the faculty members think about the factors prevent the instructional leadership?

8. What do the faculty members think about what they should do as an instructional role model?

METHOD

Research model

The data were obtained by qualitative research methods. Research was also carried out by using phenomenological pattern one of the qualitative research patterns. Phenomenological pattern (phenomenology) focuses on the cases that we are aware but we don't have an in-depth and detailed understanding. Phenomenological pattern creates a suitable ground for research studies aiming to investigate the facts that not entirely foreign to us and we cannot fully grasp the meaning (Yıldırım and Şimşek, 2006). In this study it was aimed to put forward the views of faculty members on instructional leadership from their perspective using semi-structured interview method.

Study Group

The working group of the study is constituted of thirteen faculty members, twelve of them female and one of them male, from Education Faculty of Gaziosmanpaşa University. In total twenty-eight faculty members were asked for an appointment and thirteen of them accepted the request. Face to face interviews were performed with these thirteen faculty members, and primarily the confidentiality of the research was guaranteed to the participants. The research was carried out with 13 faculty members in total, 1 of them is vice dean, 4 department head, 3 head of the department, 1 vice head of the department, and 4 faculty members without any administrative functions. The great majority of the participants were males. The participants had maximum 21-25 years' seniority, the age ranges were maximum 31-35 and 46-50. The titles of the participants were mostly Associated Professor and the administrative functions were head of department. In identifying the participants of the research, convenience sampling technique one of the purposed sampling techniques was utilized (Yıldırım and Şimşek, 2006). In convenience sampling technique, the researcher chooses a fact which is closer and easily available (Yıldırım and Şimşek, 2006), and the individuals who are easily available constitute the working group of the research (Fraenkel, Wallen & Hyun, 2012).

Data Collection Tool

In this study, to determine the views of faculty members a qualitative semi-structured interview form was used as the data collection tool. In the preparation and implementing the semi-structured interview form, and measures to improve the internal validity were taken into consideration. Before preparing the items to be taken place in the form, a literature review was carried out regarding the instructional leadership and possible items were set out through the literature. Considering the theoretical studies related to the instructional leadership, the draft form with 11 items was formed. Then 4 faculty members who are experts in the field of "Education Management and Control" were consulted and the numbers of questions were

reduced to 8. In line with feedback from experts the form was revised and pilot application was made on a small sample. After the pilot application, missing and false items were tried to correct and it was decided to apply the form to the participants. In the final form of the thirteen-item interview form, there were eight open-ended questions were included for putting forward the participants' views on instructional leadership. Some examples of the questions are as follows:

What kind of activities do you do to increase the academic success of your students?

What do you do for providing professional development personally/institutionally?

Collecting Data

During the application studies, thirteen faculty members working at Education Faculty of Gaziosmanpaşa University were interviewed. All interviews and coding were conducted by the same researchers. The talks took place in advance appointment and in a chosen place by the researchers and participants. The interview duration made with each participant ranged from 15-40 minutes. In line with the permission of the participants during the interview it was prevented any loss of data on sound recording. Interview responses to questions by sentence were transferred to interview form in writing by the researcher. Following each interview, interview texts were revised and checked for the missing places.

Analysis and Interpretation of Data

In analyzing of the data obtained by the interviews, content analysis technique was used. Content analysis consists of the processes of conceptualization of the collected data, then be organized in a logical manner according to the concepts emerged, and determination of the theme that describes the data accordingly (Yıldırım and Şimşek, 2006), the definition of data, classification and coding (Ekiz, 2009) and categorizing (Hancock , 2002). First of all, each interview form was coded as FM1, FM2, FM3,… for the faculty members. The answers to the questions in the research form were examined in detailed and with an inductive approach the codings were performed without a previously determined code content. While coding, the identification of expression frequency was taken into consideration. By gathering the expressions together, the differences and similarities were analyzed; and the themes were formed by finding the common points between the similar codes (Ekiz, 2009; Yıldırım and Şimşek, 2006). Then, by reviewing the data the codes and themes formed by two researchers were compared and by finalizing the codes and theme forms and consulting to an expert they were expressed with an easily understandable language by the reader. As it was possible for the qualitative data to decrease to the numbers in a specific level (Yıldırım and Şimşek, 2006), the frequencies related to the codes and themes were calculated. In the presentation of the findings, the expression of some participants expressed individually were presented in inverted commas and without changing. The obtained data was analyzed through the cause-effect relationship and a number of judgement have been made.

FINDINGS

The findings obtained from the views of faculty members participating in this research were presented in separate tables and tried to put forward perspectives on teaching leadership. The findings were presented based on the chosen theme for each of the semi-structured answers to

the questions of the faculty members. Themes were analyzed in determining the answers to the questions and are grouped under specific headings.

Table. 1: The views of the faculty members about the activities for raising the academic success of the students

Theme	Faculty Member No	*n*
Visualizing the Course	1,3,4,5,6,7,10,11,12	9
Create a variety of lecturing methods	1,3,8,10,11,13	6
Making external research and investigation	4,5,6,10	4
Making assessment	6,7,10	3
Attending students work in person, making application studies (project-oriented)	9,10,12	3
Academic advising to the students	8	1
Getting to know the personal characteristics of students	11	1

When Table 1 is examined, the faculty members expressed that they mostly have their courses by enriching with visual materials for increasing the academic success of their students, they create a variety of teaching methodology, course external research, they make review activities, make assessment if necessary. Several faculty members stated that they do application-oriented work by participating themselves in the work of the students. It can be said that they care about their teaching and they are trying to present their courses in different ways in the various stages for not being ordinary. The views of some faculty members in this regard are as follows. *"I am trying to increase by presenting some scientific studies in which alternatives techniques are used to my students, making course presentation with plentiful examples, and presenting commonly the discussion techniques (FM13).". "I am trying to increase their participation to the classes. I am trying to create a variety of course presentations. I am visualizing the course (FM1).". "I introduce the concepts in the first place because their previous information about the concepts is very important. If available, I correct the misconception and then I introduce the topic and generally I encourage them to discuss. I encourage them to read the sources, I enable them to reach the knowledge through their reading and making connections with the new knowledge instead of my presentation (FM3)."* It can be mentioned that some of the participant faculty members think the assessment activities can affect the student success and thus they apply assessment in a steady way. I is also said that they consider the inspection during the instruction process as important. *"Primarily, I am making informative studies for motivating the students. Also I believe the exams and assessments can increase the academic success of the students. Moreover, we assign homework appropriate to the students' needs. We provide detailed feedbacks on time (FM7)."* As different from the other faculty member, one of the faculty member stated that trying to know the students individually can affect the academic success of the student. *"While trying to make the students more active during the courses, I am trying to make them attend the class prepared and make the necessary preparation before the classes (reading, etc.) I am trying to know them and choose methods and tools regarding the individual features. Also at the beginning of the education year, I certainly enable knowledge about the course and provide written documents related to the course (FM11)."* It can be said that the faculty members think that the visualization and method variety can be effective on the academic success of the students.

Table. 2: The views of the faculty members about the relations with the students and other faculty members for performing the Instructional Purposes

Theme	Faculty Member No	*n*
Exchanging of ideas with other faculty members	1,2,3,4,5,7,8,9,10,11,12,13	12
Having troubles in the communicating with students	10,13	2
Having troubles in the communicating with faculty members	6	1

When the Table 2 is examined, the faculty members stated about the communication with students and other faculty members that they gather together, holding meetings and they exchange ideas; they generally try to develop a healthy communication and they can talk about anything with students and other faculty members with love and respect. *"I think the communication between disciplines in quality learning is very important. Thus, I get assistance from the other faculty members from different branches within the context of the course. I am trying to create good relationships with the students (FM3).". "As a department, we are holding meetings frequently. We are having conversations in the garden with students. Because communication is the most important function of a language, and there is no communication trouble in a language teaching department (FM12)."* Two faculty members expressed that they are careful about communication. It can be said that these faculty members behave in this way as a precaution for the negative situations in the future. *"I prefer to set up closer, friendly relationship with my students considering their development level. But some of the students can use this behavior easily I believe the necessity to create a limit. I prefer a professional relationship with my colleagues. Of course, I have some personal relationship with them (FM10)."*. Even though the communication within an organization is important for development, some difficulties can prevent this. *"For sure, the faculty members from a department should frequently come together, carry out studies and negotiations interdisciplinary, communicate with the students but the number of students, courses and excessive academic responsibilities can prevent to perform these things (FM13)."*. The faculty members agree on the idea that communicating with the other faculty members for fulfilling the instructional purposes is important.

Table. 3: The views of the Faculty Members about the personal/institutional activities for providing professional development

Theme	Faculty Member No	*n*
Following the national-international book, journal, etc.	1,2,4,5,6,8,10,11,12,13	10
Participating in congress, symposium and workshop, etc.	1,2,6,7,10,11,12,13	8
Being a member for Professional Institutions	1	1
Making MEN-University cooperation	6	1

When Table 3 is examined, the faculty members stated that they follow national and international publications, participate in academic meetings such as congress, symposium, workshop for providing professional development. On this issue, some of the views of the faculty members are as follows. *"Outside the course hours, I follow the publications such as book, journal, scientific journal, etc.; and also am fully aware of the country and world by watching the news program. Besides, I watch documentary and cinema for educational purposes. I recommend these things to my students (FM4).". "I am trying to develop my foreign language skills I follow the new Turkish publications in my field and also as soon as possible*

I am trying to follow the foreign publications (FM5).". While one of the faculty members (FM1) expressed that being a member of a professional institution is important for personal development, another faculty member (FM6) stated that common activities with MEN are important for the institutional success. Another faculty member mentioned about the limited nature of the activities doing by institutions and they cannot move free on this issue. *"First of all, I follow the institutional and structural changes and developments in the education sector where we provide service and literature publications. Institutionally, it is sometimes impossible for us to interfere the process which is ruled by the manager of the institution. As a faculty member working in the instruction field, it is limited with the activities such as raising successful students, making research, etc. (FM11)."*

Table. 4: The views of the Faculty Members about creating an effective teaching-learning environment at the faculty and courses

Theme	Faculty Member No	*n*
Using visual material such as film, documentary, photo, projector, computer and so on.	1,2,3,4,5,6,8,9,10,12,13	11
Creating a democratic atmosphere in the classroom	5,7,8,9	4
The possibility of the limited influence of the learning environment	10,11	2

When table 4 is examined, most of the faculty members stated that at their faculties or classrooms they use visual materials such as film, documentary, Picture, projector, computer, etc. Regarding to create an effective learning-teaching environment, thus they believe they have their lectures more effectively. It is a sign of the fact that they attribute importance on using materials during their courses. On these issue views of some of the faculty members are as follows. *"by presenting some scientific studies in which alternatives techniques are used to my students, making course presentation with plentiful examples, and presenting commonly the discussion techniques... (FM13).".”* I have a classroom appropriate to the purposes of the course I mostly use visual materials such as films, documentaries, pictures, etc. *(FM3).".* *"I am trying to be more beneficial to my students by using the documents related to the topic and various films and documentaries not only theoretically but also visually and sharing them with my students (FM4).".* *"I supply the materials such as projections, computers, etc. (Fm6).".* Some of the faculty members mentioned that they are trying to create a democratic classroom environment. *"I provide a democratic environment for my students to express their opinions, I organize the technological devices related to the course if necessary (FM5).".* *"I am trying to create a democratic classroom environment (FM9).".* While having lessons in the classroom, the present problems create difficulties for faculty members. The faculty members mentioned about these problems as follows. *"I cannot work much individually. As the classes constitute from 50-60-70 students, only the presentation can be performed but at least I am trying to create an inquiry-based and case-based lectures and discussions (FM10).".* *"I am trying to do my best to improve the classroom and other education environments and to meet the requirements for substructure of education but with my 15 years' seniority at university and 20 years in total seniority I can tell that the schools of MEN and universities don't have the necessary physical and ergonomic requirements for education and the works to be done are generally limited. As a faculty member, I cannot buy a computer to the classroom, or smart board, I cannot make the classroom painted or sound insulation (FM11)."*

Table. 5: The views of the Faculty Members about the activities for developing their faculties

Theme	Faculty Member No	n
Participating in national and international educational and project studies	6,10,11,12,13	5
Cooperating with the other faculty members for improving the academic studies	1,5,8,13	4
Doing nothing	2,7,9	3
Fulfilling administrative duties	6,8	2
Trying to raise well-equipped students	4	1

When Table 5 is examined, the faculty members stated that they carry out some activities for developing their faculties. Some of the prominent ones are listed as carrying out studies with other faculty members, making cooperation on some issues, participating in the project works. On this issue views of some of the faculty members are as follows. *"In the first place, I am trying to express my opinions to the manager and related persons and to convince them that there is a need and necessity on that issue or create a public opinion. Within these limits, we can be effective on training postgraduate and doctorate students, and we are trying to contribute by making publications and research projects (FM11).". "I am trying to publish my papers in international journals for promoting my university (FM12).".* It is noteworthy that some of the faculty members expressed that they do not do any activity for improving their faculties. Considering these faculty members doing academic activities for their own improvement, it can be considered as a sign of their weak organizational commitment that they are not eager to carry out any study for improving their faculty. A faculty member who stated the importance of training of the students, *"Primarily, I care about my academic publications for being good and qualified. Also I try to train successful students. Because the improvement of the success is more effective on the preferableness of the university. The successful student refers to both academically and morally and culturally well-trained student (FM4).".*

Table. 6: The Views of the Faculty Members about the Assessment of the Performance of Students and Faculty Members and Education and Training Processes at Faculties

Theme	Faculty Member No	n
Assessing the students' performance during the term	2,3,4,8,10,11,12,13	8
Assessing the performance of Faculty members by YOK	1,5,6,7,9	5

When table 5 is examined, the faculty members stated about the assessment of the performance of students and faculty members and education and training processes at faculties that they assess the performance of the students through midterm and final exams during the term. On this issue view of some of the faculty members are as follows. *"I create an activity every week for assessing the students' performance. We watch films, documentaries, I give a value or concept to the students and they show me this in a visual way (drawing picture, besides, I make them film a short movie at the end of the class to assess how they use their knowledge in their lives (FM3).". "This assessment issue is in the first place a regulation issue. You cannot make assessment on yourself. If you say that I use homework, performance, activity, etc. besides the midterm, final exams for assessment, you have to submit these issues to the related commissions by recommending. But I encourage students to make activities and additional readings and to reflect the results of these activities to the assessment (FM11).". "I do not consider the students*

as test machines. So I apply open-ended questions in their exams. Moreover, in-term activities (homework, material design or project preparing project, etc.) have an importance on passing the course, students generally tend to perform and produce these activities. I do not think that a result-oriented assessment is not enough for especially teacher training (FM12).". On the assessment of the faculty members, they stated that the faculty members are assessed by YOK (HEC) in some periods. *"The performances of the faculty members are assessed by YOK (FM1).". "In each term, a study for performance assessment of the faculty members is carried out (FM6).".* It is understood from these statements that the faculty members need to make an assessment for themselves.

Table. 7: The Views of the faculty members about the factors preventing the Instructional Leadership

Theme	Faculty Member No	*n*
The absence of a preventing situation	1,3,4,5,9	5
The excessive workload	6,12,13	3
Bureaucratic order	7,8,11	3
Negative attitudes of the students during the classes	2,13	2

When Table 7 is examined, some of the faculty members stated that the excessive workload and handicaps in the bureaucratic order prevent their instructional leadership. On this issue views of some of the faculty members are as follows: *"At first, the present habits the issues related to the regulation such as 14 weeks period, etc. limit us. For instance; I gave the lecture called unified classes for 4 years and I could only take the students to the schools with unified classes for two years by taking permissions. Namely, instructional leadership that I perform is limited with the substructure in a classroom and technologically such as computer, etc. (FM11).". "The factors such as the distribution of roles in the faculty and department, the unbalanced nature of the courses in qualitative and quantitative aspects, the lack of the environment that enables to express oneself (classical classrooms, amps prevent the suitable classroom environment in some cases) (FM12).".* Some faculty members expressed that the irrelevance of the students, low readiness level of the students, the inadequacy of the students academically, the crowded classroom environment, KPSS phenomenon and etc. affect my instructional leadership in a negative way *(FM13).".* Most of the faculty members stated that there is no issue that prevents them for being instructional leaders. It is important for the other faculty members that if desired, all the preventions for the instructional leadership can be eliminated.

Table. 8: The views of the faculty members about what they should do as an instructional role model

Theme	Faculty Member No	*n*
Role model through all behavior	2,3,4,5,7,11,12,13	8
Being successful in classroom management	3,9	2
Being innovative	8,13	2
Have the ability to make empathy	6,7	2

When Table 8 is examined, faculty members stated that a faculty member must be exemplary as an educational role model in every sense from the clothing, behavior to the presentation of the course. *"I think first of all he is able to manage himself well, so I am referring to manage these feelings thoughts and behaviors. He must live what he expects from students. If you expect the students to be respectful, then he must be respectful. If you expect them to be honest, well-behaved, patient he should do them first. He must do what he says and he tells what he does*

(FM7).". "As an educator, I state the importance of the love of people, students and professions, and know the students individually are important for the improvement of students' success. I am fully aware about the students' features such as their names by the 2. Week of the term. We tell them to read but how much we read, we travel and go to cinema, etc. So, I do not think that the faculty members are good role models in today's world. For 15 years, I have been working at a university as a faculty member but most of the faculty members may have personal and psychological aspects. For being a role model, they have a healthy personality, values such as the necessary intellectual skills, ethical tolerance (FM11). "*Two of the faculty members expressed that an instructional leader should be successful in classroom management. *"First, an instructional leader should be successful in classroom management. He should tell the students about his expectations from the students and how they should prepare for the course (FM3).".* Two faculty members stated that an instructional leader should be innovative; "*He should be innovative, with a broader vision and capable of listening to the others (FM8)",* two faculty members stated that he should have the ability of empathy. *"An instructional leader should understand the students' feelings and thoughts, and act accordingly (FM7).".* When the opinions of the faculty members are evaluated, it is seemed that most of them are aware that the students take them as role models and that can be said that this is a positive situation.

RESULT, DISCUSSION AND SUGGESTIONS

In this research it was aimed at making an assessment of the instructional leadership of faculty members in higher education institutions to what extent they may perform perspective of making inferences about instructional leadership and faculty. For this purpose, the opinions of faculty members about the instructional leadership were obtained. The overall assessment of the work, several researchers were stated their views on instructional leadership in dimensions such as titling "Creating a learning environment" (Krug, 1992; Şişman, 2004; Hallinger and Murphy, 1987); "inspecting and assessing the teachers" (Wildly and Dimmock; 1993); "assessing students" (Krug, 1992; Şişman, 2004; Sümbül, 1996); "resourcing for learning" (De Bevoise, 1984; Gökyer, 2004; Bostancı, 2011); "being model" (Smith and Andrews, 1989); "developing the relations between teachers" (De Bevoise, 1984; Wildly and Dimmock, 1993); "close cooperation and guidance to colleagues" (Harris and Muijs, 2003). In here, it can be interpreted as the faculty members may make the instructional leadership visible in their courses.

Faculty members are mostly by creating a variety of lecturing methods, also doing activities outside the classroom, making the necessary assessment activities, attending the students' activities in person they are trying to improve the academic achievement of students. It can be said that while having classes, the faculty members are involving in activities supporting the students' achievement. Particularly planning and encouraging various events is to create a better learning environment for students.

It can be said that some of the faculty members have stated that they exchange ideas with other faculty members for the realization of instructional goals. However, a remarkable proportion of faculty members can communicate within the framework of respect, but they stated that a variety of problems were experienced for reaching the desired level. In this case, the context suggests that faculty members should not regularly come together and talk about troubles in time. It is thought that workload and diversity of the work create difficulties in communication of the faculty members.

Faculty members for providing professional development follow national and international publications, occasion, congress, symposium etc. They stated that they attended meetings. All these activities are considered as activities of faculty members to benefit personally and institutionally and more cooperation is expected to be realized in the form of work.

In order to create an effective learning and teaching environment faculty members use visual materials in the courses such as films, documentaries, pictures, projection, and computer and so on. They have stated that they use visual material and they try to create a democratic atmosphere in the classroom. An example of how they should behave in terms of students and faculty members to constitute a course is seen as a positive behavior for students that will apply what they learn when they start working.

They have stated that they collaborated with other faculty members for the sake of the enhancement of academic studies and for the development of their faculties they are able to attend national and international training and project work. The fact that a number of faculty members had done nothing shows these faculty members are not satisfied with the situation in the institutions, and their opinions are expressed reactively and suggests that they have weak organizational commitment.

They have stated that the faculty is an institution both in terms of performance and evaluation and they consider themselves as regular students who are regularly checked. Some of the faculty members that are a part of any situation affecting the leadership teaching have stated that their workload affects the instructional leadership. Faculty members are seeing it as being a role model is a person that should be exemplary leadership in teaching, features such as successful classroom management and being innovative as the features that the instructional leader should have.

In the research as some of the faculty members stated that their excessive workload prevents them to be instructional leadership and this shows a parallel tendency with the findings of Çelikten (1998). In the work of Çelikten (1998) carried out on the high school assistant principals, the majority of vice principals have stated that the diversity of their mission creates an obstacle in fulfilling their tasks for instructional leadership. Arslan (2007) stated in the study on investigating school principals' instructional leadership understanding and the burnout of teachers that it was determined that the director often misbehaved as "supporting and developing teachers", sometimes " the training program and teaching process management", "Evaluating the teaching process and students "," create a regular teaching and learning environment". The faculty members have stated that in this research were monitoring and evaluation on a regular basis, in a similar way they were also subject to evaluation, and they provide a variety of learning.

In the study of Özdemir and Sezgin (2002) that aims to clarify the school administrators as instructional leaders it is stated that required to provide communication and interaction of all parties in a powerful way, faculty members should be able to act as an educational source and should not have high expectations regarding the school's goals and education and the teaching activities. In this study, Özdemir and Sezgin (2002) have similar research directions. Faculty member stated they care about the interaction and the continuous communication between them and they have expressed that they are trying to comply with it.

According to Bush and Coleman (1995), an instructional leader in an educational institution should be created for development opportunities. In this research faculty members should

pursue their development in terms of national and international publications and conferences, symposiums. Attending the meeting can be regarded as an indication that they give importance to personal development.

This research was conducted by faculty members who are working in the Education Faculty of Gaziosmanpaşa University. Carrying out the research in the education faculty is due to the fact that faculty members who served on the faculties of education seen as better equipped than any other faculty members in terms of pedagogical training. Teaching leadership in order to open a different window to the future research contributions to the field is expected to bring the execution of the other faculties and other faculties. In the study, data were collected by using qualitative methods. More faculty members with quantitative methods in the study can be addressed in order to get research.

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