Research Article

ACHIEVING PRINCIPAL INSTRUCTIONAL LEADERSHIP THROUGH VISIBILITY

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ARTICLE INFO	ABSTRACT
	This current study was conducted over a five months period to explore the effect of school principal's visibility in modeling instructional leadership behaviors based on the context of-The Principal Instructional Management Rating Scale (PIMRS) form of Hallinger (2000). The study draws on findings from a deep local and international literature examined the relationship between principal instructional leadership and increasing learning performance of teachers and students. Data was collected by using a qualitative multiple case studies including several methods - individual interviews and in-school observations of two female Omani principals of high- performing secondary schools focusing on instructional leadership. Findings of the study ensured that visibility of principals in schools is extremely an effective strategy that instructional principals could use to cultivate the learning climate in their schools. Moreover, findings also highlight that visibility of the instructional leaders conducted actions in three main domains in schools: curriculum and instruction, professional development, and creating learning environment. (157 words)

INTRODUCTION

School development simply means building learning and healthy school which leads to the greatest impact on improving students' achievement and school performance on all aspects. Researchers who examined the key components of school development such as (Douglas, 2000; Gaziel, 2007; Hallinger, 2010; 2013; Horng & Loeb, 2010; Jenkins, 2009; Keesor, 2005; Sheppard, 1996; Whitaker, 1997) have recognized that there is a growing call addressing the role of school principal as instructional leader in creating learning, collaborative, healthy, supportive, and safe environment in schools.

Transforming school principal's role to be more stressed on instructional leadership is considered a major consequence of principals' reform (Fullan, 2000, Margraves, 2006) that focuses more on instructional functions than administrative functions. Research conducted by (Blase & Blasé, 2000; Hallinger, 2010; 2013; Horng & Loeb, 2010; Jenkins, 2009) extends the scope of instructional leadership to concentrate on increasing students' academic achievement, improving teachers' effectiveness of schooling, relating life needs and skills in the curriculum, and allocating resources. Through those behaviors of upgrading teaching/learning quality; principals could transform school to learning environment that develops teachers' professional growth toward decisions made regarding schooling effectiveness and the contents of curriculum and assessment.

Whitaker (1997) confirms that being an instructional leader requires that principal being a role model by playing a "variety of roles such as resource provider, instructional development, visible presence and communicator" (p. 155). Being visible presence means being visible everywhere, principal should appear to be everywhere; in the front of the entering doors in morning, near students' lockers, in the cafeteria, and in the corridors between classes. This visibility of principals allows them to be approachable, have a good sense of what is going on at the classrooms and realize some of the problems that teachers and students may encounter. Kouzes & Posner (1995) demonstrated that principals should be recognized by how they spend their time, by the questions they ask, and by the people they see and the place they go.

Principals visit classrooms for more than just the required teacher observations and give their feedback to teachers to increase quality of teaching (Crumpton, 2010; Hallinger, 2010). Principal's visibility with teachers could enhance collegiality which in turn give empowerment and motivation. Similarity, principal's visibility should appear with other school personnel; staff, parents, district departments, and community. Moreover, being visible presence with students requires that principals talk with them to know them and their names while they entre and leave school, and between classes and recess. Good principals should be visible presence in the school day to maintain trust and motivation (Douglas, 2000). It is important for principals to be around the students to prevent any possibility for discipline situations before they happened.

In Oman, despite what the local published papers such as (Abri, 2009; Abu Saidi, 2013; Al-Ajmi, 2008) have found that there is a directly /indirectly relationship between principal instructional leadership role and school improvement and development; and despite the tendency of the Ministry of Education toward this aspect; unfortunately, most principals in Oman still lock themselves in their offices for most of the day. Most principals consume most of their work time doing clerk and paper issues and discipline matters. They feel victimized (Abu Saidi, 2013) by management tasks which are far from students learning and teachers schooling, and they are neither visible nor approachable. They are rarely outside their offices and being visible is not on their top priority.

Therefore, the importance of this study draws on highlighting the importance of principal instructional leadership behaviors through being visible, approachable, available and willing to listen and have direct communication with school personnel. Thus, the purpose of the current study is believed to contribute to the development of principal's instructional leadership for the development of school. In order to achieve this purpose, the researcher will try to answer the following question: - How could visibility be a strategy that school principal use to model instructional leadership?

Instructional leadership through Visibility in the literature

Reviewing the early literature on principal leadership (Andrews & Soder, 1987; Wright, 1991) suggests different functions on determining the framework of making principal instructional leadership: good setting, coordination, supervision and evaluation, staff development, school climate, and school-community relations. Flath (1989) cites more specific elements of principal instructional leader that have a significant effect on teaching and learning results: defining and communicating a clear mission, goals and objectives, supervision teaching, monitoring learner progress, and promoting instructional climate. Moreover, principal instructional leadership occurs when principal provides resources to instruction, monitoring lesson plans and evaluating teachers (Sheppard, 1996). Whereas, Whitaker (1997) emphasized on behaviors such as making suggestions, supporting collaboration, providing professional development opportunities, giving praise for effective teaching and soliciting opinions.

Hallinger& Murphy (1985) provided the PIMRS (principal instructional management rating scale) which has been used as an effective instrument with reliable results to assess three dimensions of effective school principal instructional leadership: defining the school's mission, managing the instructional program, and promote a positive school learning climate. Those three dimensions are further delineated into ten duties which are intensely involved in instruction and curriculum-academic goals- to maintain teaching and learning in focus. Those duties combined: framing school goals and communicating school goals; supervising and evaluating instruction, coordinating curriculum and monitoring students' progress; protecting instruction time, marinating high visibility, providing incentives for teachers and students, prompting professional development and enforcing academic standards. This PIMRS has been adopted in hundreds of empirical studies of instructional leadership which produced an influential review in developing school principal in instruction and learning.

Maintaining high visibility according to PIMRS of Hallinger & Murphy (1985) is emerged from the dimension of developing a positive school learning climate, and which could be combined with all other functions and duties of school principal. Maintaining high visibility is referred to the culture that principal fosters in school in which he\she models values and practices of continuous instruction improvement. Conducting behaviors of being approachable and visible to students and teachers and could be shaped by communicating formally and informally with them everywhere, also, a school principal could be visible by visiting classes more the required times and could give direct feedback and could interact with students and teachers. Moreover, school principal could be visible by attending in all the activities that teachers held with their students.

Whitaker (1997) was a researcher with future perspective, he mentions that the effective instructural leader as a principal performing at high levels in four areas: resources provider, instructional resource, communicator, and visible presence in the school. Resources provider may be seen as materials, information, or opportunities to achieve the school vision and goals. As instructional resource principals actively engage themselves in staff development to set expectations for improvements of the instructional programs. As communicator principals work to integrate the instructional planning in school vision and goals. As visible presence the principal is out and around in the school, visiting classrooms, attending departmental or grade level meetings, walking the hallways, and holding spontaneous conversations with staff and students. Principal visibility could be achieved when principal greet students and staff everywhere in the school and share welcoming statements which allows everyone to start their day in a positive fashion. Being visible also allows principals the opportunities to model appropriate interpersonal interactions for the entire school community. Through visiting classrooms daily, principal can monitor teachers at work under normal conditions. Moreover, principal as educational leader provides face to face feedback to the teacher as part of an ongoing assessment of the instructional program.

Examining the recent international literature of principalship as instructional leadership (Foo Seong et al., 2015; Hallinger, 2010; 2013, Hanson & Larusdottir, 2015; Kaparou & Bush, 2015, Kruger, 2003) has shown how visibility associates with informal and sharing power, direct interactions, multichannel of communication, being approachable, listening, being role model of values and behaviors, and caring about human relations- and could lead to high quality of schooling, higher students achievement, less disciplines problems among students, teacher satisfaction, teacher motivation, teacher empowerment, self-esteem, sense of security, positive organizational climate and teacher loyalty to improve teaching/learning process.

Effective instructional principals are visible both in hallways and in classrooms. Different goals are attributed to visibility in each setting through facilitating teaching/learning growth as offering input on lessons and leading teachers to their discoveries (Castle, 2001). Hoerr (2007) makes a further point describing that the most important characteristics of a principal as a leader are the ability to create and inspire school personnel a shared vision and the visibility of principal to develop a positive school culture which emphasizes on values, high achievement, and connectedness. Yavuz (2010)

mentions that being visible during school day is considered a practical and useful way to convince school personnel to align with school vision by personifying it for all to see. Also, teachers think that knowing the principal is available and watching makes them with less disruption in classes and could prevent discipline problems. They feel less stressful by knowing that principal is in and out of their classrooms on a regular basis.

Southworth (2002) highlights that instructional leader's main focus on the behaviors of teachers as they engage in activities directly affecting the growth of students. The various aspects of effective instructional leaders are talking with teachers, promoting teachers' professional development, and fostering teacher reflection. It was seen to be that the promotion of teachers' professional development was the most influential practice. These aspects of effective educational leader were tied to their behaviors in terms of being visible, praising results, and extending autonomy.

Phillips (2010) recalls the Malaysia case of principal instructural leadership. He mentions that principals in Malaysia do not see themselves as instructional leaders and many are of the belief that has to do with teaching and learning is best assigned to teachers. Therefore, Phillips calls that principals need to have up-to-date knowledge on three areas of education, namely; curriculum, instruction, and assessment. Moreover, principals should posses certain skills to carry out the tasks of instructional leaders. Besides having planning and research and evaluation skills, principals should be approachable and available through interpersonal skills and instructional observation skills.

Cobb (2015) synthesizes the research on instructional leadership behaviors, especially those linked to students' achievement outcomes. Cobb confirms a strong positive relationship between leadership behaviors exhibited by principals, such as maintaining high visibility, and teacher commitment, professional involvement, and innovativeness.

Douglas (2000) mentions that one way in which principals can do instructional leadership through their visibility. Principals report that visibility helps them set the tone for the students. They also saw these opportunities of being visible as great ways to prevent discipline problems. Teachers also mention that principals' visibility had a positive impact on the students who know that the principal was available and may be watching. Moreover, school personnel feel more comfortable in environment where face to face communication is deemed ordinary, regular, and purposeful.

Hallinger (2000) -who has developed the PIMRS in 1985 with Murphy - defines the characteristics of principal instructional leadership- states that principals could shape the learning climate in their schools as they maintain high visible and by modeling behaviors of learning and leading by example (Hallinger & Lee, 2013). The principal's role comprises three dimensions of instructional leadership activity. First, defining the school mission that entails of what school is trying to accomplish which leads the staff in developing school wide goals and communicating them to the entire school community. Second, managing the instructional program and working with the staff in areas specifically related to the evaluation, development, and implementation of curriculum and instruction. This also includes the coordination of the curriculum and monitoring student progress. Finally, school principals work to promote learning climate which refers to the norms and attitudes that influence learning in the school.

Lunenburg (2010) reports that originally the role of principal involved traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. Moreover, it includes much deeper involvement in the "core technology" of teaching and learning, carries more sophisticated views of professional development, and emphasizes the use of data to make decisions. A key strategy is the supervisory "Walk Through" of each school. It begins with a meeting to review goals and objectives, analyze test data (including discussions of individual children), and discuss the performance of teachers. This is followed by a visit to every classroom, involving interaction with students and teachers, and is concluded with an evaluation meeting.

Halawah (2005) mentions "the visible principal has the opportunity to model his or her beliefs and to promote a positive instructional climate….principals who create an exciting and reinforcing learning environment will find that students and teachers will want to do what needs to be done" (p. 337).

In Oman, the local research (Abri, 2009; Abu Saidi, 2013; Al-Ajmi, 2008) and Ministry of Education support the notion that improving school principalship holds a great potential in helping schools improving students' academic performance. School principals in their instructional leadership position can help in building and developing a learning environment where learning process is a continual lifelong need.

The Purpose of the Study

The purpose of this study is to explore and analyze the demonstrations of Omani school principals of instructional leadership behaviors through being visible and approachable. This study is guided by main exploratory question:

1- How could visibility be a strategy that school principal use to model instructional leadership?

Significance of the Study

Unfortunately, most of the Omani principals- as other principals around the world- still practice the traditional responsibilities of their position and most of their time is consumed in the administrative tasks such as budget builder, clerk and paper issues and discipline matters. Therefore, it is expected that by identifying and prioritizing instructional leadership behaviors and focusing on their time and instructional activities, school principals themselves could highly be committed to instruct all students and to develop teachers' professional growth. Also, this study is expected to contribute to the current international literature on principal instructional leadership behaviors towards increasing and improving school effectiveness and building learning communities through being visible, and moreover, it is expected to enrich the local and region literature which rarely uses qualitative approach and methods such as interviewing and observation.

METHODOLOGY

Design of the study

The design of this study involved using the qualitative research within case study method that "allows investigators

to retain the holistic and meaningful characteristics of real-life events-such as small group behavior, organizational and managerial processes"(Yin, 2008, p.4). Research using qualitative approach is not interested in generalization of the studied phenomena; the main interest is to dig deeply to understand and generate information regarding the effect of visibility to achieve school principal instructional leadership. Through making sense of personal narratives of two principals who are exceptionally known by their effective instructional leadership, this research is trying to examine how visibility may effect school performance, and how participants' concept of visibility could alter other principals' thinking about themselves, their practices and their profession. Moreover, using qualitative approach is aligned with the nature and number of the sample, which stressed on study participants by narrating their own stories (Clark & O'Donnell, 1999).

The researcher shadowed the two participants for 12 days to observe them in the contexts where she could observe selective situations that had implications of being visible to model instructional leadership. After talking with participants, the researcher fixed the dates of observation, where she observed principal A and B for 12 days in their schools. During observing principal A and B, researcher had the opportunity to attend supervisor's meeting, professional development meeting, parent's meeting, and classroom visits where she kept notes of everything observed, and took special notes of some situations for each participant that required decisions and actions to be taken (Janesick, 1998).

After completing the observations, a series of three interviews took place, interviewing is a method of knowing and understanding people through their narratives to understand their experiences. According to a process introduced by Seidman (1998), interviewing involves conducting a series of three separate interviews with each interviewee, and it is considered a powerful method which may allow participants to reexamine their practices and assumptions (Hatton, 2005). All interviews for the two interviewees took place in each one school, and all of the six interviews took place during May and June for the year 2015, and they were of 30 to 45 minutes each.

We can argue that over the last years, there has been an increasing tendency in using qualitative approach in educational field to explore the way how educators construct their concepts and practices and lead for actions. The inclusion of educators' experience narratives has been also advocated as a way to legitimize their voices in educational research (Terosk, 2016). Glesne (1999) mentions that interview as a method of collecting data allow the words to fly and permit participants to share their experiences and give meaning of their narratives.

Therefore, the data sources for this study are 12 days of observation in each principal's school, and three interviews with two participants where the researcher used a mini tape recorder and later had them transcribed. Three main questions of the three interviews have been developed by the researcher and some specialists in education and qualitative approach were requested to provide general feedback information regarding the questions.

Determination of the sample

For achieving the purpose of this study, the researcher used a purposive sample of principals who practice instructional leadership. The researcher went to educational directorate in Al-Dakhlih Governorate where the study took place for nomination of principals who meet the criteria (Seidman, 1998) that the researcher constructed. Principal who participated in this study should occupied a position as school principal and who is extremely and effectively known as instructional leader at the Ministry of Education level and who is actively involved in building a learning climate in his\her school by prioritizing instructional behaviors.

The researcher wanted to opt female and male principals, but she has been advised to choose only females because of the nature of Omani conservative culture and because schools are not mixed. Therefore, two female principals were recommended to be the case-studies of this research because of their outstanding reputation as instructional leaders.

Participants

Two female higher school principals participated in this study, and both have been selected according to the constructed criteria by the researcher. The researcher communicated personally with both of them and they welcomed participation in the study. The researcher informed both participants that there will be tape-recorded for the interviews, and for protecting participants' rights; they are identified as principal A (P.A) and principal B (P. B).

Principal A became the principal of her current school in 2007, her leadership position increases her passion and responsibility for creating a safe and learning climate in the school setting. Caring and loving are the first notions attract you to her, undoubtedly, these two notions which make students feel welcomed, valuable, and belong. There are about 650 students from 5-12 grades in the school and most of them are from middle class neighborhoods.

Principal B became principal of her current school in 2011; she believes that students not only better academically, but also socially, emotionally, and psychologically when they feel safe, belonged and valued. There are totally 830 students from low and middle class neighbors, and about 265 students of them are from Bedouin who are considered as challenges to school because of their seasonally travel, girls early marriage and are not- in general- advocated for girls enrolling in education.

The procedures

The researcher shadowed the two participants to observe their instructional leadership practices within the organizational contexts, thereby, 12 full days were the number of the period of observation, and the two participants welcomed their involvement because it was their first experience in such research. The researcher kindly asked the participants to inform the whole school of her presence in school and the goal of her observations to ensure that the observations were limited only on the two participants.

Researcher took notes concerning principals' visibility and their practices of instructional leadership during the days of observation, those notes helped the researcher to gain evidences of each principal's narrative of their instructional leadership visibility. Those notes formed the basic of the third

interview, the researcher asked the two participants about some selective situations that related to the days of observation, and asked them why they acted that way then. Researcher was concerned about whether the two participants were aware of the importance of being visible which could led them to self-refection and inquiry about the relationship between principal instructional leadership visibility and school improvement.

After completing the observations, a series of three interviews took place; interviewing is a method of knowing and understanding people through narratives to collect data to understand their experiences. According to a process introduced by Seidman (1998), interviewing involves conducting a series of three separate interviews with each interviewee. Included three interview narratives for each participant and accounts of 12 days of observation, all interviews for the two interviewees took place in each one school. All of the six interviews took place during May and June for the year 2015, and they were of 30 to 45 minutes each.

Mainly, the researcher's purpose of the interview method was to know how the two principals narrative and articulate the different aspects of instructional leadership behaviors in their schools. And the importance of using observation method was to ensure the consistency between principals' narratives of their instructional leadership behaviors and how those behaviors are brought into practice by principal's visibility.

The first interview was about digging deeply in the life history of the two participants to gain information of their experience in education field as teacher. Therefore, the questions in this stage were open-ended to elicit information of their developmental periods in education; researcher asked both participants about their teaching experience and how this experience enriches their awareness of the relationship between teachers and students' achievement, and the importance of professional development programs and the role of their principals at that time on their development.

The second interview focused in the two participants' life experience as principal, questions were about their vision of the role of principal in school settings in general, and their motivation to become in the administration level in school. The researcher asked participants to concentrate on the details of their present experience as principal and who they form the educational culture in their schools.

The final third interview focused on the two participants' experience as instructional leadership and their visibility during the daily work in school settings, therefore, questions spanned on their integration of instructional vision during their walk around which formed learning climate. Through analyzing the data of the three interviews, research could answer the main research question.

Data Analysis

In order to understand the data, the researcher analyzed and interpreted the data of the three sets of interviews to construct meaning, because data in row form is meaningless. Data from the interview represents other people's stories of their experience while they are involved in a phenomenon (Kaparou & Bush, 2015); therefore, the first step of making meanings of the interviews is to transcribe the entire interviews. After that, the researcher coded the data based on the research question and emergent themes.

The researcher highlighted and labeled any data that reflects principals' instructional leadership behaviors and the practice of visibility as a strategy to model it. By highlighting and labeling, common trends and patterns began to appear within the narratives of the participants. Moreover, semi-structure observations took place to record the practices and frequency of principal instructional leadership behaviors which was guided by the Hallinger's (Principal Instructional Management Rating Scale, 2000), greater attention has been paid in the practices of promoting learning climate and maintaining high visibility that could influence learning and teaching in the school by being approachable and walking around.

The use of multiple methods in this study and the consistency of the data obtained created the basic for ensuring validity and reliability. Moreover, the comparison of cross-case approach and obtaining common themes strengthens the validity and reliability. Finally, for ensuring the interpretative validity, the researcher let participants read the initial findings for the study so that they give feedback and have the opportunity to clear up any incorrect representations.

There are some certain limitations to this study: The study focused on specific area of principal leadership role which is the principals' visibility on practicing instructional leadership, this could limit the comparison with other research findings. Also, the study was done in the Sultana of Oman context and which is located in the Middle East, the thing which may influence the applicable features in other contexts.

Also, the study was conducted in two secondary schools, and it doesn't address the other kinds of schools such as elementary or middle schools. Finally, the data of this study was collected from two female participants; therefore, generalization of the findings will not be encouraged to make.

Findings of the study

This research is designed to answer the main question which frameworks the data analysis:

1. How could visibility be a strategy that school pprincipal use to model instructional leadership?

The data which was conducted during observing and interviewing the two principals revealed that there are a lot of commonalities in the way that the two principals view the functions and duties that framework principal's position. During the observations, the researcher could feel the positive organizational climate in both schools; you can recognize the good relations among school personnel, you can also touch the love, care, happiness, warm, belong, sense of security, loyalty and satisfaction. Both schools are clean and organized; vision of the each school is presented at the entering door reflecting the academic goals thereby each individual could read it.

During the days of observation, one could notice and recognize the inclusive trend of being visible and approachable which helps the two participants in having a clear and effective picture of what is actually going on in their schools. Visibility in this context is practiced by direct communication with school personnel which permits principals to be personally involved with their staff. Principals' visibility permits using multiple sources to collect

data from different viewpoints to identify the real needs for increasing performance.

The researcher in her 12 days of observation saw both principals prioritized walking around and being visible as an ongoing process to promote a positive learning climate, it was rarely to find both principals in their offices, most of the time they were walking around. Both participants worked hard to embed school vision and goals in their words and actions, for example, during days of observation the researcher had the opportunity to attend faculty meetings, both principals used students' assessment results to meet school's vision of the academic goals. There was a focused group on each school of senior teachers and each principal to monitor students' progress in each subject-matter and to identify the real needs for teachers' professional development.

It was obvious during classroom visits that both principal's maintaining visible is as a habit; teachers and students were familiar of principal's visit, when asking principals about this, both mentioned that they visit classrooms more than the required times, because their goal is to supervise the learning process, determine the effectiveness of the instructional strategies that teachers used and to assess performance. Moreover, observing both principals maintaining visible permits direct communication with students everywhere by informal discussion to know their needs and to support and recognize their performance. It was usual thing in both schools, that principals provided incentives with rewards for improved performance of teachers and students.

"Leadership means love to service others to enhance their potential" (P. A), whereas (P. B) mentions that "leadership is a mutual trust to achieve school goals in learning all students". Researcher could ensure that the two principals' vision of leadership is carried out from certain aspects they recalled during interviews: (a) having faith in achieving the goal of educating all young people to become good citizens; (b) determining the ways to be performed by school in order to reach academic goals; and (c) evaluating the data to measure school performance. The two principals mentioned that those aspects are considered the foundation pillars of their leadership vision to achieve instructional leadership and leadership for learning to raise school performance.

Principal (A) stated that instructional leadership could be accomplished by managing the instructional programs to ensure the implementations of education goals and monitoring students' progress to identify the elements of effective learning. Moreover, school principal should provide the necessary facilities for improving and sustaining instruction. While principal (B) mentioned that instructional leadership could be accomplished by creating ways to help teachers understand educational objectives and how to achieve them by deepening professionalism toward the decisions they make to be more effective.

The researcher noticed that the two principals seemed to articulate their instructional leadership by being visible and approachable where they walked around most of the time, principal (A) mentioned that" principals should stress their efforts on creating learning environment and free themselves of the bureaucratic functions", and focus on "students' learning through direct interaction and communication with teachers to clarify what is really going on". Principal (B) mentioned that principal should be around and in touch with

teachers and students to maximize their productivity and to achieve desired curriculum goals.

The two principals mentioned that many principals in general used to consume their time in schools by clerical tasks, which are considered unimportant to achieve students learning. This traditional role has been changed in the last years in line with the "accountability movement which shifted the role toward the instructional leadership and leadership for learning" (P. B). Accountability doesn't mean that principals " concerned only in making students attend schools and teachers providing instruction in the classrooms; principals should supervise students learning and they should manage and coordinate teaching and learning according to education goals" (p. A). Therefore, the two principals stressed that schools should use the students' assessment to give a deep understanding of students learning and their progress, and this trend spotlights the role of principal instructional leadership in emphasizing on the success of all students.

Both principals mentioned that most principals still don't have a clear way of how managing instructional leadership and both mentioned that there was no clear and enough in service education programs about this role. Moreover, the heavy load that burdens principal's daily work of administrative duties such as absence of teachers and students, students' discipline and parents' meetings makes prioritizing instructional functions not in their higher expectations. A lot of principals don't think that they are responsible of instruction and curriculum in their schools and is not from their duties, therefore, and is not completely granted enough prominence in their agenda.

Both principals allocated their managing instruction and curriculum in certain guidance: First, they believe that instructional role is the most important role that school principal should spend time in, and they perceive this instructional role a relatively high duty, which reflects that teaching\learning process is the most priority, with less administrative tasks. Second, both principals mentioned that there should be devotion of principals' vision toward this role; this devotion should be committed to action which is the central role. Third, principals should spread this notion of instructional leadership in all over the school by being visible, approachable and walking around to model their high expectations of performance and to build learning organizational culture in their schools.

Both principals mentioned that practicing instructional leadership through being visible and approachable as a habit which permits them to have direct participation which promotes effective and direct exchanges among principal and school personnel. Observing and interviewing both participants to examine the effect of their visibility on school settings, allowed researcher to move toward a model of instructional leadership that aligns with (PIMRS) form of Hallinger (2000) in certain main dimensions:

Managing and Prioritizing Curriculum and Instruction: "I am not expert in all subjects-matter, but I have a deep and sufficient knowledge of the foundations of curriculum and how I can provide resources to determine that students got what they have to learn" (P. B). Being visible makes principals be more instructional oriented to help teachers identify the real needs of students to achieve the effective instruction methods and strategies to determine students'

better learning; this shifts the focus of what teachers teach to what students learn. Consistently, being visible help principals to make decisions toward the problems that teachers face in their classrooms, "provide evidences to ensure that teachers advance students learning, analyze the test results to measure the growth of students to determine the real needs which in turn could be connected to research-based to improve their performance to increase students' achievement" (P. A).

Moreover, principals' visibility could encourage and support the "collaboration among teachers in discussing issues related to students learning outcomes according to curriculum goals which specify what teachers should teach" (P. B). Principals in this aspect have a role in ensuring that the assessment measures that teachers use are aligned with the curriculum and appropriate with students learning level.

Coordinating Professional Development: being visible permits "principals to determine the real needs for teachers to keep them well informed and updated with new learning of curriculum and instruction, which could help principals to provide teachers with a range of technical and pedagogical methods related to learning to strengthen their content-knowledge and their pedagogical content-knowledge to help them diagnose learning gaps and develop improvement plans" (P. A). Providing and supporting teachers with sustainable development could empower teachers to become experts in their subjects-matter. "Principals need to be all the time connected with their teachers to sustain the focus on learning and instruction providing them with the training and research they need to improve students' learning "(P. B).

Creating learning environment: "Principals could build instructional culture when they interact face to face with students and teachers, being approachable and visible to discuss issues related to student learning" (P. A). Being visible help principal support and empower teachers in decision-making, this requires classroom observations and informal classrooms visits by which principals could give feedback and suggestions to improve instruction and address the needs of students. Visibility will make teachers reflect on their instructional behaviors and make them think creatively, far from the idea that principals visit to criticize them and give them low evaluation.

Both principals use incentives to motivate teachers and students by recognizing their performance for improvement in their practices and continuous growth. Participants in this study mentioned that principals should improve plans of instruction and activities to raise the level of outcomes and identify and help students who lag behind in learning. Provide teachers with experts' experiences to emerge their belief to change, and involve them in decision making encourage them to practice new instructional methods. Moreover, principals' visibility could provide teachers with resources to achieve curriculum goals.

Therefore, answering the main question of this study which is How could visibility be a strategy that school principal use to model instructional leadership? It was clear from the data analysis and findings that visibility is a very effective instructional strategy to assess school performance by determining the effectiveness of instructional methods, participating in professional development, analyzing data to take decisions, motivating by modeling, defining a clear direction, coordinating efforts, monitoring students' progress, coordinating curriculum, recognizing teachers and students and promoting a sustainable learning culture.

DISCUSSION AND CONCLUSION

The data collected from this study showed that school principal plays an important role through being visible in running the educational process, support positive changes and provide healthy educational environment. Principals help in building and maintaining learning culture in which people share a sense of responsibility in their approach and attitude in supporting students' progress, professional development for teachers, curriculum development and improvement to develop their potential and abilities, and to motivate students to learn by providing the positive atmosphere to provide the proper solutions to problems faced by teachers or students.

The two principals in this study present real and effective examples of how could visibility be an effective strategy in modeling instructional leadership. Through a belief that all students deserve a good education, principals in this study dedicated their vision in leadership to create learning communities, by spending more time in classroom observations, informal visits, formal and informal meetings and walking around to meet and talk with teachers and students.

Being visible could help principals create opportunities to continuously orient instruction and curriculum toward students learning and diagnose learning gaps. This could also help principals specify the needs for teachers to develop their instruction by giving post-observation feedback, provide them with appropriate resources to use, determine what kind of training they need, and build collaborative professional climate to work together . Moreover, principals work to energize teachers by delegating effectively responsibilities and motivate them in developing their leadership in leading success.

Being visible during recess and in the classrooms allows principals be approachable to students and be able to listen to their problems, concerns, and thoughts and respond to their challenges. Having direct communications with students created a culture of respect and love that harmonized the relationships and objectives in school settings toward creating good citizens and emerging new leaders.

Finally, being visible could help principals in creating a structural learning culture which transforms school to be learning organization in which individuals, teams and the whole system as life-long learners, work sustainability to achieve students-centered instruction. Principals in this tendency make use of everything in the system to help achieving school vision; delegating, allocating budgets and resources, empowering, using external partners, action research, and raising expectations.

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