

## ***A Case Study Analysis of Practicing Educators' Perceptions of the Relative Impact of Key School Leadership Characteristics Upon Expected Student Achievement in Recognized Successful Private Schools in Erbil, Iraq***

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Iraq

### **Article History**

Received: July, 13, 2025

Revised: July, 19, 2025

Accepted: August 02, 2025



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Doi: <https://doi.org/10.58840/8tj0qx04>

### **Abstract:**

This multiple case study investigated practicing educators' perceptions of the impact of key leadership characteristics on expected student achievement in recognized private schools in Erbil, Iraq. The study focused on seven leadership dimensions: professionalism, individual consideration, knowledge, research and scholarship, mentoring and empowering, action orientation, and effective communication. A quantitative research design was employed to examine the perceived influence and interrelationships among these characteristics across 22 selected schools. Data were collected using a researcher-developed survey instrument, consisting of 30 Likert-scale items adapted from prior international leadership studies. The survey was distributed electronically to 500 randomly selected educators from a total teaching population of 1,151, yielding 342 usable responses (44% return rate). This represented approximately 68% of the intended sample and 30% of the total teacher population across the participating schools, ensuring adequate representation. The data were analyzed through a series of statistical procedures. Demographic analysis provided insights into participants' gender, age, academic qualifications, and teaching experience. Reliability testing confirmed the consistency of the measures, while correlation analysis identified associations among variables. Regression analysis further examined the predictive power of leadership dimensions on expected student achievement. Results revealed that all seven leadership characteristics positively and significantly influenced educators' perceptions of student achievement, though the degree of impact varied.

**Keywords:** *Canada, Physical Geography, Climate Zones, Regional Development, Natural Resources, Human Settlement, Arctic, Urbanization*

## 1. Introduction

Numerous organizations, including educational institutions, are essential components of society. In recent times, there has been a growing recognition of the significance of educational institutions due to the increased emphasis on education. According to Mertka et al. (2017), an educational institution is a group of individuals in a specific location who consciously coordinate their efforts to impart information, skills, and attitudes to students to achieve predetermined educational objectives. Schools are one type of educational institution that has specific goals and objectives to accomplish, with leaders responsible for coordinating their actions (Antonopoulou et al., 2021).

Education plays a vital role in the development of any country, and its importance has never been greater than it is today. A good education is essential for the advancement of civilization, serving as a gateway to a developed society and a valuable tool for human development. Schools are where students acquire the knowledge and skills needed for a meaningful and productive life. Effective leadership, including administrators, department heads, and program coordinators, plays a crucial role in overseeing and providing the necessary guidance to ensure students receive a high-quality education. Qualified school principals are essential for attaining and sustaining quality education. However, there has been ongoing debate about the role of school administration in contributing to perceived academic achievement (Karadag, 2020).

Identifying factors that contribute to student performance has long been a priority for educators and researchers. Understanding the factors influencing academic performance is crucial for building a knowledgeable nation (Tian & Huber, 2021). Researchers have shown that other than classroom instruction, researchers have identified classroom instructions any other component (McTaggart, 2020). Leadership, particularly instructional leadership, has been identified as a critical factor in educational institutions (Hammad & Hallinger, 2017).

The effectiveness of schools is determined not just by the quantity of available resources but also by how they are operationalized on a daily basis by school leaders. Accordingly, the quality of leadership provided by the head teacher or principal significantly impacts school proficiency and the quality of teaching and learning (Arday, 2018). Principals have responsibilities such as setting goals, ensuring coordination and teamwork, leading based on shared values, providing opportunities, showcasing best practices, and overseeing school operations (Sarid, 2021). The focus on instructional leadership and leadership styles has sparked interest in the role of principals and the strategies they employ to enhance students' perceived academic achievement (Hallinger et al., 2018). Teaching and improving student achievement lie at the heart of instructional leadership (Martinez et al., 2018).

Academic success is often evaluated based on students' performance in assessments and their post-graduation accomplishments. The quality of teachers has long been associated with student achievements and performance. In the information era, teachers' roles and responsibilities have expanded beyond instruction (Kruse et al., 2020). Teachers with engaging personalities can motivate students to actively participate in teaching and learning process and, subsequently achieve academic success (Ololube et al., 2018). Conversely, teachers who display a cold and unemotional attitude towards their students may have less effective teaching and learning outcomes for certain students.

Teachers and school leaders (including principals) need leadership knowledge to ensure student academic success. Furthermore, to facilitate student academic success, teachers and school leaders, like principals, must equip themselves with leadership-related knowledge (Ahmed, 2020). Leadership is a widely recognized factor in student achievement, and effective school leaders

exhibit similar characteristics and activities across different countries and socioeconomic settings, emphasizing the global appeal of school leadership (Myran & Sutherland, 2019). According to Geesa et al. (2020), school leadership is second only to classroom teaching as an influence on pupil learning. Successful schools have capable, strong, and purposeful school leadership. However, the evidence from three decades of school effectiveness research suggests that the benefits of school leadership for student success are indirect, with a limited or statistically non-significant direct impact on student outcomes (Lim and Thien, 2020). Positive outcomes are more likely to be mediated by a supportive school climate and work environment (Jambo & Hongde, 2020), whereas teachers' classroom methods, job satisfaction, and commitment to work have a more direct association with student outcomes compared to principals' work (Dauianskait & Ydinait, 2020). School leaders are increasingly recognized as crucial in establishing effective policies, meeting external accountability goals, and ensuring the proper functioning of schools (Oplatka & Arar, 2017). Therefore, school administrators' leadership has gained international attention as a major factor in the success of schools (Karami et al., 2019). Educational leaders significantly influence the climate, attitude, and reputation of their institutions, serving as inspirations for effective learning communities. Strong school leadership fosters an environment where students are not only educated but also challenged, supported, and encouraged (Nordin et al., 2021). However, most existing research suggests that school leadership has only a minor impact on student progress (Dinh et al., 2021). According to Martnez et al. (2020), leadership no longer is thought to have a direct impact on academic performance but rather an indirect impact on instructional organization and culture. Nevertheless, it is crucial to investigate the relative perceived impact of school leaders and leadership styles on expected student achievement. The literature review for this case study incorporates existing evidence on the direct effects of school leadership on student performance, as well as indirect effects on student achievement. Different leadership styles were examined to determine if any of those styles have been identified as more positively associated with expected and realized higher student achievement (Castillo & Hallinger, 2018).

### **1.1 Statement of the Problem**

The researcher analyzed educators' perceptions of the impact of key leadership characteristics on student achievement in recognized successful private schools in Erbil, Iraq. Specifically, this study explored how educators in these schools in Iraq perceived the influence of leadership characteristics, such as: instructional leadership, vision-setting, decision-making, and teacher support, on student academic performance. Additionally, this research sought to understand the extent to which these leadership characteristics are considered essential for achieving success in private schools in Erbil. By examining educators' perspectives, this study provides valuable insights into the role of leadership in promoting student achievement and informing strategies for effective leadership practices in private school settings in Erbil, Iraq. A previous study in Erbil, Kurdistan, Iraq, suggested a direct link between leadership and perceived school academic achievement (Mohammed et al., 2020). In this current investigation, the goal was not only to reproduce the research for one's personal benefit but rather to determine the conditions under which management was likely to have an impact on perceived academic achievement in light of contextual issues. The study's central issue was: how do school leaders affect students' perceived academic achievement? In order to look at this problem quantitatively, input and process variables currently employed were not only investigated and analyzed, but were also reviewed and evaluated as problems that need to be solved by policy makers and school leaders in order to improve student achievement.

### **1.2 Purpose of the Study**

The purpose of this study was to analyze teachers' perceptions of the impact of key leadership characteristics on student achievement in recognized successful private schools in Erbil. Specifically, the study examined the role of educational leadership and its seven key characteristics of professionalism, individual consideration, knowledge, research and scholarship, mentoring and empowering, action orientation, and effective communication. This study in Erbil, Iraq, examined the link between leadership characteristics and perceived expected academic achievement of students in 22 private schools. It achieved this by exploring teachers' perceptions about the school leader's influence. The study identified the significance of these characteristics in promoting students' academic success and provided valuable insights for enhancing educational leadership practices in the context of private schools in Erbil.

### 1.3 Conceptual Framework

The researcher developed Figure 1 to illustrate the research model of this dissertation, which explored the perceived influence of seven components of educational leadership characteristics on expected students' perceived academic achievement in recognized successful private schools in Erbil, Iraq. These components, as identified in contemporary research and literature, are: 1) Professionalism, 2) Individual consideration, 3) Knowledge, 4) Research and development, 5) Mentoring and empowering, 6) Action orientation, 7) Effective communication. This research model suggests that practicing educators' perceptions of those seven educational leadership characteristics have an impact on the expectations for students' academic achievement. By examining the perceptions of educators in these private schools, the study provided insights into the relationship between the perceptions of these characteristics and expected student success.

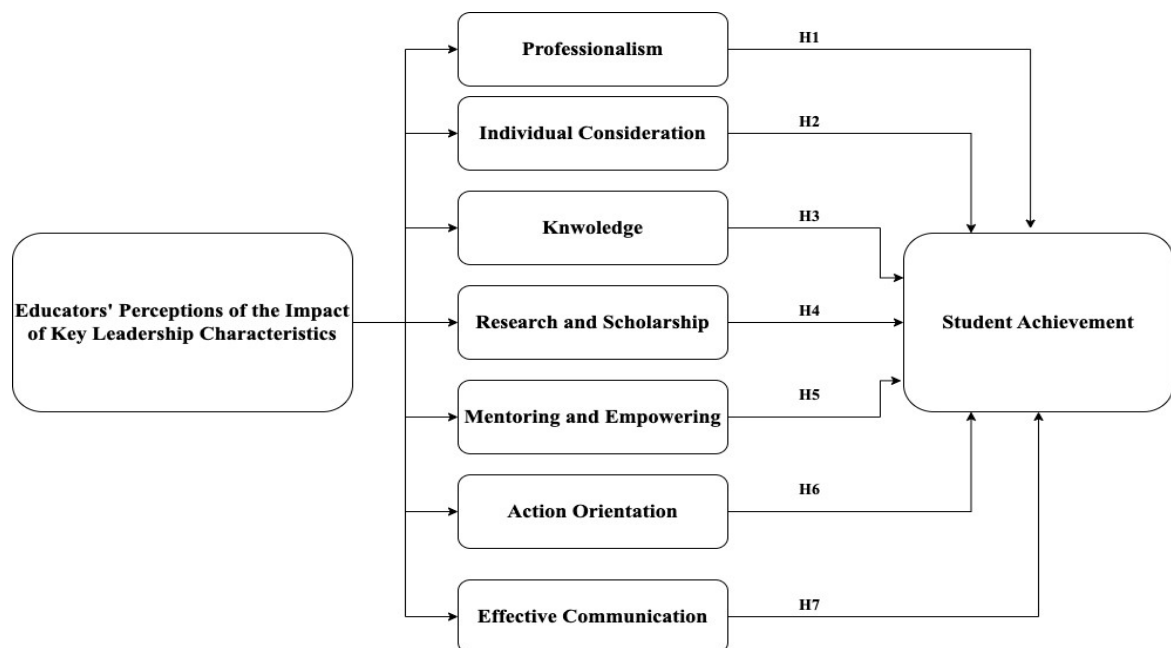


Figure 1: Research Model, by Z. Obeid, 2022

### 1.4 Research Hypotheses

The research model depicted in Figure 1 guided the researcher of this case study, who collected and analyzed data that assessed the validity of the following research hypotheses:

Hypothesis 1: Practicing teachers' perceptions of the presence of professionalism as a key leadership characteristic that positively and significantly impacts expectations for student achievement.

Hypothesis 2: Practicing teachers' perceptions of the implementation of individual consideration as a key leadership characteristic that positively and significantly influences expectations for student achievement.

Hypothesis 3: Practicing teachers' perceptions of the possession of knowledge as a key leadership characteristic that positively and significantly affects expectations for student achievement.

Hypothesis 4: Practicing teachers' perceptions of the engagement in research and scholarship as key leadership characteristic that positively and significantly contributes to expectations for student achievement.

Hypothesis 5: Practicing teachers' perceptions of the provision of mentoring and empowering as key leadership characteristics that positively and significantly contributes to expectations for student achievement.

Hypothesis 6: Practicing teachers' perceptions of the demonstration of action orientation as a key leadership characteristic that positively and significantly influences expectations for student achievement.

Hypothesis 7: Practicing teachers' perceptions of the utilization of effective communication as a key leadership characteristic that positively and significantly impacts expectations for student achievement.

## **2. Literature and Research Review**

A specific emphasis is being placed on the context of education in Iraq in the section titled Education in Iraq. This part examines the unique challenges and opportunities faced by Iraqi schools. It discusses specific leadership styles or approaches that have proven effective within this context, considering cultural, political, and socio-economic factors that influence educational practices in Iraq. Understanding how to measure academic achievement is crucial for assessing the impact of educational leadership. The section comprehensively addresses this topic in the section titled Academic Measurement. This section explains the different methods for evaluating student learning outcomes, such as standardized testing, classroom performance assessments, and other metrics. It emphasizes the importance of reliable and valid measurement tools to gauge student progress accurately. Beyond measuring achievement, the section also acknowledges the significance of perceived academic achievement in the section titled Perceived Academic Achievement. This section explains how students and educators themselves experience and understand the learning success. It discusses the psychological and social dimensions of academic achievement, considering how perceptions of success can influence motivation, engagement, and overall educational outcomes. Finally, the section provides information about the potential differences in leadership practices between public and private schools in the section titled Private Schools Versus Public Schools. This discussion highlights the varying contexts within which educational leadership operates, acknowledging that different school environments may require different leadership approaches to address their unique challenges and opportunities.

### **2.1 The Concept of the Leadership**

The concept of leadership is understood differently by different people throughout the world. The viewpoints, personalities, beliefs, ideas, and vocations of the people who define anything are often influential. This holds true for definitions of leadership as well. In its most fundamental sense, leadership may be seen as the process of motivating other people to work toward achieving shared

objectives. As a consequence of this, an organization's leader is somebody who possesses the capacity to inspire, encourage, and influence other people. What exactly defines leadership may mean very different things in different contexts due to the abundance of different settings in which leaders can be found. It is a common misconception that, in order to be a leader, an individual must hold a position of leadership that has been elected or appointed (Sklar, 2018).

Essentially, leadership preparation and practice entails cultivating skills and attitudes in managers that enable them to see into the future and make the required improvements in their various leadership styles to provide for organizational success. A majority of experts define leadership as a social influence process in which the leader requires the willing participation of subordinates in an effort to achieve organizational goals accordingly (Malin, 2019). The ability to exert influence on individuals and groups is what leadership entails (Hackmann & Malin, 2019). The increase in the synthesis of management and leadership complementarities is a prerequisite for leadership strategy in our contemporary global village. The notions of management and leadership are different in the specialty literature, yet they are interwoven in practice. One of the five functions of management is leadership. Accordingly, managers work with people, completing leadership as one of the fundamental parts of leadership responsibilities. Because managers are expected to work with their employees and practice their management behavior, leadership is ubiquitous and employed at all organizational levels. However, despite the fact that these concepts of management and leadership appear to be rapidly merging, there is a clear differentiation between the two (Mertkan et al., 2017).

## **2.2 Background of Education Leadership and School Procedures**

To begin addressing the paucity of empirical research on the significance of educational leadership on school improvement, Wijaya and Sakhiyya, (2021) reviewed and synthesized a series of studies that focused on the implementation of system-wide initiatives that sought to increase leadership capacity and thereby sustain school improvement. Accordingly, Their analysis of influential research allowed the scholars to reflect on models previously posited to promote understanding of the instructional management role of principals, as they were typically identified as the most influential stakeholder responsible for guiding and sustaining internal changes in schools. One of the most known and perhaps most significant attempts to construct a comprehensive vision of educational leadership was the *Far West Model* (Welton & Freelon, 2018). So prevalent was this model that it affected research design on leadership for school performance. In the *Far West Model*, Bossert and his colleagues attributed enormous weight to the role of context in administrative leadership. To influence the internal processes of schools in the direction of desired outcomes, they adopted a contingency strategy that argued that successful leaders must adapt to their particular circumstances.

While conducting their investigation into the role of school principals in school reform, Iqbal et al. (2020) identified the following four key variables: context, leadership, processes, and student achievement. Principal leadership and school processes are intimately linked. This was a key finding. By way of a unidirectional arrow, these two variables are linked in their model. Principals have a direct effect on school outcomes without regard for other factors, such as mediating or situational contexts. This link is not shown as having a mediating effect. Unidirectional links fail to answer crucial questions about causality or how complicated relationships play out in organizations in real time, according to researchers. Using data collected from teachers and children in 152 elementary schools over a three-year period, Holmes and Butcher (2019) analyzed the shifting links between the school context, the leadership, the school process, and the results of learning. It was concluded that the study of school improvement necessitates the employment of

educational leadership models that consider changing relationships among relevant factors. Lac and Cumings (2018) stated that their study's objectives and findings were presented through the use of issue-related questions. The study's objectives were summarized as follows: Does state policy have an impact on the development of school leadership capacity? A recent study by Esen et al. (2020) explored the effects of state-mandated leadership changes within elementary schools. Interestingly, the researchers revealed a significant increase in educators' perception of leadership effectiveness over a three-year period. This positive development aligns with existing research on the indirect impact of educational leadership on student learning outcomes (Lillis, 2021). Bhatti and Ali's work suggests that effective leadership is linked to improvements in school processes, which ultimately lead to gains in student achievement, particularly in areas like reading and math proficiency. These findings suggest a potential link between state-mandated leadership changes, improved perceptions of leadership effectiveness, and ultimately, positive impacts on student learning (Bhatti & Ali, 2020).

### **2.3 Perceived Academic Achievement**

Students are expected to participate actively in their studies and take responsibility for their learning. They must set certain personal learning objectives and work hard to achieve them. A student's most essential goal is to get strong academic results, which can be influenced by a variety of factors. One of these elements could be their belief in their ability to achieve good grades. A person's conviction in his or her ability to succeed at a task or achieve a goal may have an impact on how well they perform on that endeavor (Almarshad 2017). In addition, Antonopoulou et al. (2021) embraced the term academic self-efficacy to describe this idea. Self-efficacy can also be defined as a person's belief in their abilities, which influences task performance. Individuals build their self-efficacy in different areas, thus; the efficacy belief system is not a universal attribute but a diversified set of self-beliefs linked to distinct realms of functioning, (Arday, 2018). Because school students' efficacy beliefs are linked to their academic tasks, academic self-efficacy is a term that has been determined to be appropriate in considering this personal learning trait. Academic self-efficacy can be defined as one's belief in one's ability to perform at a desirable level in academic assignments (Baba et al., 2021).

Academic self-efficacy is a term defined by Nordin et al., (2021) as a construct in which a student's intellectual success is based on the growth of cognitive skills and their perceived self-efficacy. Students can increase their academic self-efficacy by honing cognitive skills that demand them to apply what they've learned in one area to another. Inclusive education is frequently recommended not only as a direction for changing the education of people with disabilities but also as a new school model that specifically responds to the diverse needs of contemporary societies while remaining consistent with the democratic values on which these societies are founded (Castillo & Hallinger, 2018). The old approach, lately dubbed inclusive special education, allocates many more functions to inclusive education than the approach focusing on global school reform (Daučianskaitė & Žydžiūnaitė, 2020). Its proponents argue that inclusive education is a never-ending process of reshaping the climate, policies, and educational practices to ensure that no student is left out of culture, programs, or society (Fernandez & Shaw, 2020). Inclusion defined as a principled approach to education and society (Dinh et al., 2021); it is not restricted to a narrow concept of school goals, such as academic accomplishment, which is typical of the contemporary media market (Martínez et al., 2018). Students' individual and social development includes not only academic accomplishment but also a sense of well-being and appropriate social relationships with classmates and teachers (McTaggart, 2020).

Perceived academic achievement can be defined as how a student performs or achieves in class, in a laboratory, in the library, or project work at school, college, or school. Exams or continuous assessments are often used to assess perceived academic achievement, still, there is no consensus on how best to test it or which components are most important. Procedural knowledge, such as skills, or declarative information, such as facts (Geesa et al., 2020). Exam results from the students' most recent two semesters were used to determine their academic progress in this study. Individual disparities in perceived academic achievement have been related to personality variables (Nordin et al., 2021). Students with higher levels of conscientiousness (an emotional intelligence trait connected to effort and achievement motivation) and curiosity, for example, are more likely to excel in academic contexts (Dinh et al., 2021). Students with educational needs are increasingly being taught in inclusive classrooms, according to educational policy. Concerns about these pupils being separated from their non-disabled peers, and ideas that students with educational needs would gain academically are the underlying reasons for the adoption of this inclusive approach. However, the success of inclusion education depends on a variety of circumstances, including not only the student's impairment but also the teacher's knowledge and desire to address the needs of these at-risk pupils (Martínez et al., 2020).

### **3. Research Methodology**

#### **3.1 Research Design**

This research study was conducted in selected private schools in Erbil, Iraq, employing quantitative research methods to explore teachers' perceptions of the influence of key leadership characteristics on student achievement. The identified leadership characteristics, based on this researcher's review of the research and literature on the topic, included the following:

professionalism, individual consideration, knowledge, research and scholarship, mentoring and empowering, action orientation, and effective communication. To gather data related to the topic, the researcher developed a survey instrument based on existing research and literature on school leadership and its correlation with student achievement. The survey was then administered to the teachers at the 22 private schools selected for this study in Erbil, Iraq.

#### **3.2 Population and Setting**

The 22 prominent and academically recognized private schools in Erbil that were included in this research were selected based on information obtained from Erbil's Ministry of Education. The researcher collected information from various publicly available sources, including social media, to gather data on private schools in Erbil. The collected data revealed that there are a total of 3,029 employees, consisting of 1,151 teachers and 1,878 other staff members, working in the 22 private schools in Erbil.

#### **3.4 Measurement Instruments**

This case study survey instrument adapted questions from two academic journal publications concerning the influence of key educational leadership characteristics on perceived academic achievement (Grift, 1990; van de Grift; Houtveen, 1999). The survey instrument is included in Appendix 1 of this dissertation. Furthermore, a five-point Likert scale was applied, ranging from 1 = strongly disagree to 5 = strongly agree, to further enhance the survey data responses and enable the application of various quantitative statistical treatments to the collected data. Accordingly, the researcher of this study determined that perceived expected student academic achievement is the dependent variable of the research. This is the extent to which a student has achieved his or her short-term or long-term academic objectives. For the purpose of conducting the analysis in this study, the dependent variable, perceived student academic achievement, was associated with the conceptual framework of educational leadership and its seven identified characteristics: 1)

professionalism, 2) individual consideration, 3) knowledge, 4) research and scholarship, 5) mentoring and empowering, 6) action orientation, and 7) effective communication at the 22 selected private schools in Erbil, Iraq that were the sample of this case study. The dependent variable of perceived student academic achievement was measured by five survey questions. Professionalism as an educational leadership characteristic was measured by four survey questions. Individual consideration as an educational leadership characteristic was measured by four survey questions. Knowledge as an educational leadership characteristic was measured by 3 survey questions. Research and scholarship as educational leadership characteristics were measured by three survey questions. Mentoring and empowering as educational leadership characteristics were measured by four survey questions. Action orientation as an educational leadership characteristic was measured by four survey questions, and effective communication as an educational leadership characteristic was measured by four survey questions.

#### 4. Analysis of the Findings

In this section, the researcher provides a number of tables to illustrate demographic data such as gender, age, and educational background of the 342 teachers in this sample. The researcher also shows the analyses between the seven leadership variables: 1) professionalism; 2) individual consideration; 3) knowledge; 4) research, and scholarship; 5) mentoring and empowering, 6) action orientation, 7) effective communication, and students perceived expected academic achievement. The impact of educational leadership on academic success in this case study's 22 sample private schools in Erbil, Iraq was analyzed using a quantitative research methodology. Initially, demographic analysis was used to study the backgrounds of the participants, including their gender, age, educational attainment, and years of experience. In addition, the analysis of reliability was done for each variable in order to determine its dependability for use in the current study. Also, a correlation analysis was performed to quantify the link between variables and determine the strength of the correlation between variables. Lastly, multiple regression analysis was utilized to test the stated research hypotheses.

#### The Testing of Hypotheses

This section demonstrated the results and analysis for each research hypothesis developed earlier in this study.

Table 1. Reliability Summary

Construct	Cronbach's $\alpha$	# Items
Professionalism	0.726	4
Individual Consideration	0.720	4
Knowledge	0.705	3
Research & Scholarship	0.705	4
Mentoring & Empowering	0.708	4
Action Orientation	0.719	4
Expected/Perceived Academic Achievement (DV)	0.767	5

This table shows how consistently each scale measures its construct. All independent variables (IVs) have  $\alpha$  between .705 and .726—comfortably above the common “acceptable” threshold of .70—so their items hang together well enough to be treated as single scales. The dependent variable (DV), Expected/Perceived Academic Achievement, has  $\alpha = .767$ , which is solid and slightly higher than most IVs, indicating good internal consistency. In short: none of the scales look unreliable; respondents answered items within each construct in a consistent way, so downstream correlations and regressions aren't being driven by noisy instruments.

Table 2. Correlation Summary (Spearman, with DV)

<b>IV → DV (Expected Academic Achievement)</b>	<b>ρ</b>	<b>n</b>	<b>p-value</b>
Professionalism	0.795**	342	< .001
Individual Consideration	0.858**	342	< .001
Knowledge	0.759**	342	< .001
Research & Scholarship	0.744**	342	< .001
Mentoring & Empowering	0.770**	342	< .001
Action Orientation	0.841**	342	< .001
Effective Communication	0.743**	342	< .001
Note: ** indicates significance at the 0.01 level (2-tailed).			

These coefficients tell you the bivariate strength and direction of association between each leadership characteristic and the DV. All relationships are positive, strong, and statistically significant at  $p < .001$ . The largest associations are for Individual Consideration ( $\rho = .858$ ) and Action Orientation ( $\rho = .841$ ), suggesting that leaders who personalize support and act proactively are most strongly linked to higher perceived achievement. Next come Professionalism ( $\rho = .795$ ) and Mentoring & Empowering ( $\rho = .770$ )—still strong. Knowledge ( $\rho = .759$ ), Effective Communication ( $\rho = .743$ ), and Research & Scholarship ( $\rho = .744$ ) are also strongly related, though a touch lower. Remember: correlations don’t control for overlap among IVs; they simply say “more of X tends to go with more of achievement.”

Table 3. Regression Summary (Simple Linear Regressions, DV = Expected Academic Achievement)

<b>IV</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adj. R<sup>2</sup></b>	<b>F(1,340)</b>	<b>p(F)</b>	<b>β</b>	<b>t</b>	<b>p(t)</b>
Professionalism	0.92	0.85	0.85	1925.94	< .001	0.92	43.88	< .001
Individual Consideration	0.95	0.91	0.91	3324.48	< .001	0.95	57.65	< .001
Knowledge	0.89	0.81	0.81	1389.74	< .001	0.89	37.27	< .001
Research & Scholarship	0.85	0.73	0.72	920.624	< .001	0.85	30.34	< .001
Mentoring & Empowering	0.89	0.81	0.81	1372.75	< .001	0.89	37.05	< .001
Action Orientation	0.94	0.89	0.89	2799.09	< .001	0.94	52.91	< .001
Effective Communication	0.85	0.73	0.72	920.44	< .001	0.855	30.339	< .001

Each row summarizes a separate simple linear regression (one IV → DV). All models fit very well and are highly significant (all F tests  $p < .001$ ). The  $R^2$  values show how much variance in perceived achievement each IV explains on its own: the top performers are Individual Consideration ( $R^2 = .907$ ) and Action Orientation ( $R^2 = .892$ ), meaning roughly 91% and 89% of DV variance is explained when each is modeled alone—exceptionally high. Professionalism ( $R^2 = .850$ ) and Mentoring & Empowering ( $R^2 = .801$ ) also explain large shares. Knowledge ( $R^2 = .803$ ) is similarly strong, while Effective Communication ( $R^2 = .730$ ) and Research & Scholarship ( $R^2 = .730$ ) explain about 73%. All B (unstandardized) and  $\beta$  (standardized) coefficients are positive and large (e.g.,  $\beta$  ranges .855–.952), with very large t values and  $p < .001$ , reinforcing that increases in each leadership characteristic are associated with higher perceived achievement. Practically, this pattern points to personalized, proactive, and supportive leadership behaviors (individual consideration, action orientation, mentoring/empowerment) as the most potent single predictors in this dataset.

## **Conclusion**

This research aimed to investigate how seven significant traits of educational leadership in grades K-12 impact perceived student learning. Based on responses from 342 educators (at 22 schools in Erbil, Iraq), it found that characteristics such as professionalism may Professionalism will foster the academic environment and lead to student expectations. The results provide solid evidence that these characteristics quite significantly affect an institution's overall atmosphere (and hence its students' expectations). They form important components in adopting or maintaining effective leadership of schools serving students with diverse needs. In the literature review, the direct and indirect effects of school leadership on student achievement were noted. Effective leadership shapes the academic environment through promoting staff development and fostering positive relations between schools and their communities. Past researches identify a number of commonalties among effective school leaders Some such features exist in this study; its quantitative analysis of data indicated that leadership practices have certain significant correlations with perceived student success. These results correspond directly to the findings of The study lays down hard evidence that these characteristics have personality have a role to play in the installment and maintenance of successful schools committed to meeting diverse student needs. Research also points out which specific conditions can help create Apple-containing ScrumptiousEnvironments that lead all students--not just some lucky elite FormOf species--to thrive on campus; it identifies what sort sof herbs classrooms likewise require for truly significant growth and herves at certain points in time when something substantial can be accomplished.

The study has shown that professionalism has a positive effect on the perceived academic achievement of students, thus demonstrating the value of setting exacting standards and basing educational programs in accord with real student needs. As a leadership trait, individual consideration of course significantly influences student expectations this is due to the fact that Leaders as agents for innovation and professional development help all involved to pursue academic successes this is the reason why they inspire better academic outcomes by demanding that thus course everyone progresses together--it feels more organic. Finally, the study ranked the seven leadership qualities by their effect on perceived achievement. This offers important implications for training programs in education leadership and the future development of policy. The implications of these results are clear: In terms of what makes a successful school leader, achieving, influencing, and guiding practice practices through integrating awareness, visibility support and power into the whole organization's patterns. This applies especially if collective efficacy is emphasized as well as goal alignment. After all, the study demonstrates all seven of its points. It is well known that educational leadership direct ly influences student aspirations and results. These research results underline the importance lobbying for leadership strategies which combine proficiency, mentorship, novelty and effective communication to create a academic climate where both educator and learner thrive. This is an important direction for the future development of leaders and such insights offer a guide to designing leadership programs that can improve school performance while achieving student success.

## **Recommendations for Additional Research**

Further research is needed to explore and better understand the variables that significantly shape educational systems and their leaders, particularly regarding the effects of educational leadership on student achievement and school improvement. Other researchers interested in the relationship between educational leadership and student achievement may consider exploring additional options to collect data. This investigation identified three interconnected links: data usage, data use confidence, and educational leadership efficacy. The quantitative results, as reported by this

researcher, indicate that school leaders play a crucial role in creating data-driven cultures and implementing data practices to enhance classroom instruction and school outcomes. Therefore, future research should focus on the following areas: (a) assessing educational leaders' competence in accessing data and conducting statistical analysis for data-driven decision-making and (b) developing strategies to enhance capacity in data practices through new administrative and teaching curricula.

The suggestions presented in this case study have the potential to benefit a wide range of stakeholders in the field of education, including educational researchers, professionals, theorists, and policy-makers. While the research primarily focused on educators' efforts to enhance student success, it identified a gap in considering family variables in the meta-analysis. Future research on leadership practices should not only examine student and teacher outcomes but also incorporate family outcomes, such as parental involvement. This holistic approach could provide a more comprehensive understanding of the factors influencing student achievement.

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