

REPUBLIC OF AZERBAIJAN
MINISTRY OF SCIENCE AND EDUCATION

KHAZAR UNIVERSITY

Faculty: Graduate School of Science, Art, and Technology

Department: Education

Speciality: Education Management

Master Thesis

**Theme: TEACHER LEADERSHIP IN AZERBAIJAN: THE
PERCEPTIONS OF TEACHERS AND SCHOOL ADMINISTRATORS**

Student: Turan Nurmammadova

Supervisor: Ilhama Sultanova (Ph.D. in psychology)

Advisor: Razia Isayeva

Baku-2023

AZƏRBAYCAN RESPUBLİKASI
ELM VƏ TƏHSİL NAZİRLİYİ

XƏZƏR UNİVERSİTETİ

Fakültə: Təbiət elmləri, Sənət və Texnologiya yüksək təhsili

Departament: Təhsil

İxtisas: Menecment (təhsilin təşkili və idarə olunması)

Magistr Tezisi

Mövzu: “Azərbaycanda müəllim liderliyi: müəllimlərin və məktəb direktorlarının yanaşması”

Magistrant: Turan Nurməmmədova

Elmi rəhbər: p.ü.f.d. İlhamə Sultanova

Elmi məsləhətçi: Raziyə İsayeva

Bakı-2023

Abstract

One of the concepts with unclear definitions is teacher leadership. Teachers must be inclined to take various risks to become leaders. In fact, in practice, most teachers are not taught leadership skills in career preparation programs. Teachers' success in decision-making processes and school leadership efforts is sometimes limited.

It has been stated that the importance given to teacher leadership and recent research on these issues focus mostly on formal leadership roles such as team leadership and department headship. In practice, teachers may also take on roles as informal leaders. Teachers who achieve control in their classrooms have much more power to make suggestions to other adults in the school and can bring valuable qualities to the school as teacher leaders. In addition to aiming to organize effective classroom activities, teacher leadership also requires taking part in school activities.

This research was conducted to discuss the roles and strategies of principals and teachers in developing teacher leadership in Azerbaijan. To achieve the purpose of the research, the scanning method was followed and a theoretical analysis was made. Leadership is the ability to motivate a group, gather them around certain goals, and achieve these goals together. Leaders must have qualities such as vision, willingness, trustworthiness, acceptance, courage, calmness, risk-taking, and expertise. Teacher leadership is the ability to organize classroom activities effectively by developing and sharing an instructional vision and to assume and develop functional roles in school activities. The school principal has the role of defining teacher leadership, establishing healthy relationships, encouraging them to take and develop leadership roles, and providing feedback on developments. The strategies that principals should implement to develop teacher leaders are to create an atmosphere where teacher leadership is encouraged, to be a researcher, and to provide opportunities for the development of all teachers. As an effective leader, the teacher has the responsibility of developing a vision, sharing his vision, and organizing learning experiences appropriate to the development and individual differences of all students.

Key words: *teacher leadership, leadership, innovation, education, academic improvement, stud*

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Introduction

Contemporary educational leadership is focused on learning and self-development. Therefore, today, the need for school administrators and teachers to redefine their behaviors and skills comes to the fore. According to Lieberman (1992), he specifies vision, structure, time, and skills as essential conditions for new teacher roles and responsibilities. Most of the recent research on school leadership highlights teachers' leadership roles.

Teacher leadership roles may differ according to the leadership status of teachers. Expectations of teachers about the work they do are increasing and their current competencies are not enough. In addition, they are required to practice many changes and innovations in addition to being active in subjects other than the curriculum. However, it seems very difficult for teachers to do all these things alone, so teachers should be able to cooperate. Some of the evidence that teacher leadership improves trust and collaboration with colleagues include; It has a positive effect on school culture and contributes to educational and organizational development.

Fullan (1994) argues that teacher leaders can influence school culture with their leadership behaviors in the context of learning and teaching, interpersonal relations, continuous professional learning, change management, and organizational values. Improving the teacher's leadership role will also increase the quality of school management. Because the teacher leader will participate in the decision-making process more consciously and will contribute to the organizational change of the school. Teacher leaders are people who can influence the behavior of both students and colleagues in the school environment. Most critical in definitions of teacher leadership is the fact that a teacher applies more motivational strategies to energize the group or students' interest and support for action. In this context, (Tschannen-Moran & Hoy, 2021) stated that teacher leadership means creating an environment where students are motivated to teach and move towards learning.

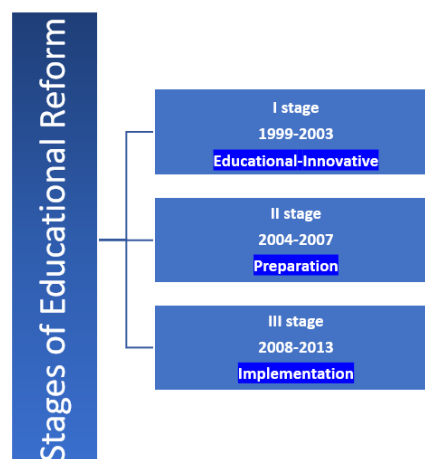
Teacher leadership is the ability of the teacher to take on willing tasks in formal and informal educational activities and processes in the classroom and at school, to create projects, to influence the environment, to support the development of colleagues, and to build trust. Silva et al. (2002) defined the development of teacher leadership in three different ways: It is stated that the teacher's ability to influence formal processes in the classroom and school; supports the development of colleagues; and takes an active and willing role in school-wide activities (Arnold & Feldman, 2016)

Context of Teacher Leadership in Azerbaijan. Teacher leadership, of course, is not a new concept. Teachers have long held the roles of team leader, department head, guild leader, and program developer. In Azerbaijan there are very few formal document, article or investigation regarding the context. I would even mention that those articles are mainly about instructional leadership which address school principals, administration of schools and director management of the schools of Azerbaijan. According to Sindhvad, Mikayılova and Kazımzadə (2022), one of the latest researches, Baku school principals' sense of outcome anticipation for instructional assistance and the amount of time they devote to instructional leadership activities determine their ability to be effective instructional leaders. For example, most Baku principals who felt that they had a significant lot of control over students' learning claimed that they could coach teachers to use learning aids very well; these administrators dedicated 51–100% of their time to mentoring instructors. Further findings show that principals' perceptions of how much instructional support related to instructional leadership influences student achievement depend on how capable they feel of being as leaders in the classroom, how much time they spend meeting with community members, and how much time they spend providing resources for the classroom. Principals in Baku who were very skilled at guiding teachers in the use of instructional aids devoted 41–50% of their time to school resource provision and 51–100% to community engagement. Learning aids are thought to have a greater impact on students' learning than other classroom tools that principals supply. It is possible that Baku principals in particular will find themselves engaging with community members to assist the purchase of learning aids in light of the recent improvements toward school autonomy stipulated by the General Education legislation (2009).

Reform Process and Policy level changes. In Azerbaijan, the educational system was founded in the seventh century. The eleventh and fourteenth centuries saw the development of higher education. Modern education system of our country contains three necessary periods: The first period, which spanned 1918 to 1920, was followed by a Soviet Union-imposed period, 1920 to 1990, and the current education system, which has been in place since Azerbaijan's independence from the Soviet Union in 1991. Since Azerbaijan gained its independence from the Soviet Union, significant initiatives have been planned and carried out, and the country's educational system has undergone significant change. In a short amount of time, these initiatives have produced quick and effective results, particularly in the creation of new textbooks, instructional aids, and learning and reading materials, including the conversion from Cyrillic to Latin scripts. Political stability has existed in Azerbaijan, which may provide more conducive circumstances for educational change. In order to make development in the field of education and align its educational system with global norms, Azerbaijan needed to fortify its ties with other countries and foster mutual collaboration. (May, 1999).

Educational Reform in Azerbaijan

On June 15th, 1999 the “Educational Reform Program of the Republic of Azerbaijan” was approved.



Picture 1. Stages of educational reform in Azerbaijan.

It is planned to implement the Education Reform Program in 3 stages. Phase I is the preparatory phase and covers the years between 1999-2003. The issues at this stage are as follows: Towards the creation of a new normative legal, economic and information base of the education system; In the direction of ensuring the development of educational institutions of all types and types and organizing new-type educational institutions, centers, complexes; In the

direction of creating the scientific, teaching-methodical foundations and organizational mechanism that ensure the succession of the educational system; In the direction of creating an organizational mechanism for personnel training, provision, professional development and retraining; In the direction of creating mechanisms that ensure the organization of the information bank and knowledge base of the education system; In the direction of creating a mechanism for the distribution of powers in the management of the education system, the democratization of management; In the direction of determining the norms related to the transition to the new economic model of the education system and creating the appropriate conditions.

The II stage, which represents the short-term perspective, covers the years 2004-2007. The directions of the issues here: the creation of new-type scientific educational centers on the base, the direction of the reconstruction of the network of educational institutions; The direction of establishing the content of training based on the needs of the state, society and personality according to the capabilities of the students; The direction of creating a mechanism for programming manpower resources; The direction of creating educational scientific-methodical and information provision of the educational system.

The III stage is the stage between 2008-2013, in which the integration of educational institutions of various orientations and levels of all the events provided for in the program and the ways of their implementation are covered. In the Reform Program, the implementation of 50 measures in the I stage, 57 in the II stage, 21 in the III stage, and 128 measures as a whole have been defined.

The Ministry of Education and the World Bank have been working together since 1999. Thus, as part of the Education Sector Development Project, the Ministry of Education of the Republic of Azerbaijan has collaborated with the World Bank to establish a concept and strategy on ongoing pedagogical education and teacher training in the country. In 2007, the document was accepted. Following the concept paper's acceptance, a number of actions pertaining to the implementation of changes in the pedagogical staff training curriculum were completed.

There is a decree on "Teacher leadership" in Azerbaijan. Higher education persons with at least 5 years of teaching experience in educational institutions can apply for the program. Participant selection is carried out in three stages: electronic document acceptance, test examination and interview. Those who successfully pass all three stages receive the right to participate in the

program. Critical reading, mathematical-logical and writing skills of the candidates are evaluated during the test phase.

The diagnostic assessment of teachers, which started in 2014 and continues gradually, was the first step for educators to change themselves and the way they approach the teaching process. Thus, it was revealed what knowledge and skills the teachers involved in the examination have from the specialized subjects and the curriculum. The results showed that prompting teachers to take self-exams from time to time leads to the discovery of their weak points. Since 2020, the issue of certification of teachers working in the country's schools has come up. The implementation of the certification, which was supposed to be held every five years, was undoubtedly the next and stronger impetus in terms of influencing the quality of education.

Research (Other studies talking about the issue). The understanding of instructional leadership sees the school principal as the primary source of educational expertise. According to Hallinger and Wang (2015), concepts such as "instructional leadership", "leadership for learning" and "school improvement leadership" indicate that there is a relationship between the leadership strategies adopted by school administrators and the improvement of student learning. Teachers also think that it is difficult to improve learner performance without the support of the school principal (Erdoğan, 2018).

Current research findings in the literature also support the positive contribution of instructional leadership to classroom practices and the quality of teaching. When the literature is examined, different models for instructional leadership can be found. For example, Hallinger and Murphy (1985) discussed the instructional leadership behaviors of school principals in three dimensions: "defining the school mission", "management of instruction" and "supporting a positive learning climate". Defining the school mission, the principal setting the school's goals and communicating these goals to all stakeholders in a consistent manner; management of instruction, the principal working with teachers, particularly in curriculum and instruction-related areas, supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress; Finally, supporting a positive learning climate includes behaviors such as conserving teaching time, supporting professional development, being visible in school, rewarding teachers' effort, developing and enforcing academic standards, and rewarding student success (Bass & Riggio, 2016).

Purpose of the study. The purpose of this research is to determine the perspectives of school administrators and teachers regarding teacher leadership. In the study, the characteristics that leader teachers should have were determined according to the opinions of teacher leaders. This

research aims to determine the new thoughts of Azerbaijani teachers working at the school about teacher leadership, the characteristics of teacher leaders and the benefits of being a leader teacher for teachers, students and Azerbaijani schools as well as Azerbaijan education system. Additionally, another aim to conduct this research was to determine how do teachers see interconnections between teacher leadership and teaching.

Importance of Research. This research was written to determine the perspectives of teacher leaders regarding teacher leadership. As I mentioned before, in our country there are almost no research done before on teacher leadership and its effects. This fact makes my research influential and actual.

Teacher leadership is seen as an important part of effective school leadership. Teachers' leadership behavior ensures that education takes place in a healthy way. There are few academic studies on teacher leadership in Azerbaijan. This research is important in terms of revealing the perceptions of teachers in schools about teacher leadership and will contribute to the relevant literature. It has long been discussed that school principals should support the leader teachers working in their schools and provide opportunities for all teachers in the school to have leadership skills. It is thought that this study will contribute to determining the importance of teacher leadership in Azerbaijani schools and the characteristics that leader teachers should have.

CHAPTER I. Theory

2.1. Theory of Leadership

Various definitions have been made in many types of research on leaders and leadership until today. Some of the definitions made are: According to Certo (2014), leadership is not defined here; According to Hellriegel and Slocum (2013), leadership is defined as the ability to influence, motivate and direct other members of the organization to achieve targeted goals. According to George and Junes (2018), a leader is someone who influences members in the group and organizations to help groups and organizations achieve their goals. Krausz (2012) defines leadership as the form of power used to influence the activities of others. Leadership over a group in a certain situation, at a certain time, and under certain conditions; can be described as an influencing process that encourages people to voluntarily strive to achieve organizational goals, transfers experiences that help achieve common goals, and ensures that they are satisfied with the type of leadership applied. (Erdoğan, 2018).

Although the word leadership entered the world literature in the 14th century, it has been used frequently in the last two centuries. Researchers have defined leadership according to their perspectives and the facts they care about. With the leadership research that started to intensify in the 1950s, many definitions began to be made. Some of these definitions can be listed as follows:

—Leadership is all of the behaviors that an individual has done to direct the behavior of the group towards a common goal (Bass & Riggio, 2016).

—Leadership is the process of interpersonal interaction directed to achieve predetermined goals in an environment where the communication process is experienced (Balyer, 2016).

—Leadership is to activate and maintain the structure with mutual behavior and consensus (George, 2019).

—Leadership is a role that adapts those who strive to achieve their goals and answers their questions (Arnold & Feldman, 2014).

—Leadership is a surplus of influence that goes beyond mechanical coordination with the day-to-day orders of the organization. -Leadership is the activity of influencing human behavior to fulfill an organized group's purpose (Eren, 2018).

1.1.1. Leadership, styles and characteristics of leadership

In the leadership literature, until the 1980s, leadership was tried to be explained with three main approaches, namely characteristics, behavioral, and situational approaches. Later and today, a wide variety of leadership styles have emerged. When the literature is examined, it can be seen that many leadership styles are defined, Leadership, Leadership Styles, and Leadership in Public Administration in the Customs Administrations. In this study, leadership styles encountered in the literature are explained in an explanatory and inclusive way. (George, 2019).

Fatherly Leadership: Demonstrates paternalism, benevolence, and moral behavior. It is common in societies that show a patriarchal society structure. The leader can meet the emotional needs of the subordinates with an asymmetrical power and choose the most suitable option. It is based on obedience and personal loyalty. **Success-Oriented Leadership:** It can be expressed as leadership that sets challenging goals, seeks performance improvements, emphasizes performance excellence, and shows confidence that subordinates will reach high standards.

Polyphonic Leadership: It is a leadership style that inspires decisions by listening to more than one voice within the organization and cares about collective intelligence rather than individual genius. **Democratic Leadership:** Being willing to share power rather than gathering power in one center, enabling employees to participate in decisions, being aware of situations affecting employees' work and developing ideas and suggestions about these situations, leaving the work distribution to the group, acting like a member of the group, being objective in criticism and praise leadership style. Democratic leaders tend to share their authority with others; always take care to determine an approach in line with the ideas and thoughts of their subordinates in determining the goals, plans, and policies and in the division of labor. (Aydın, 2019).

Supportive Leadership: It is a leadership style in which the leader respects his followers, their feelings and needs are taken into account, supports the efforts and behaviors of the followers, and motivates the followers to work more effectively and achieve the necessary results. It is leadership that demonstrates behavioral patterns that include considering subordinates' needs, showing concern for their well-being, and creating a friendly climate in the work unit. **Transformational Leadership:** Emphasizing the importance of completing tasks for the organization to achieve goals, having charisma, working to push performance beyond expectations, positively influencing performance and organizational performance, offering no

tangible reward for acceptable results, but where the real goal is to allow subordinates to develop and transform. It is a leadership style that focuses on increasing the morals and ethics of subordinates, inspires, develops innovation and change, and does not accept the status quo. Emotional Leadership: Consists of competencies such as self-awareness, emotional flexibility, intuitiveness, interpersonal sensitivity, influence, motivation, and conscientiousness. The emotional leadership style encompasses the competencies of leaders who lead according to their emotions and the emotions of their team. The emotional leader also allows their conscience to lead them to an ethical course of action and is highly motivated to overcome difficulties. (Aslan, 2018).

Intellectual Leadership: It is an important leadership skill, competency, and ability that project managers must use to produce high-performance project results with positive business results. The intellectual leadership style has three sub-dimensions: critical analysis and judgment, vision, and imagination, and strategic perspective. Intellectual leadership style is a combination of intelligence and problem-solving abilities.

Instrumental Leadership: Considering that strategy and task-oriented functions are essential for organizations and followers to achieve sustainable performance, it is based neither on ideals nor on exchange relations, ensures harmony between the organization and the environment, develops strategy, prepares task and strategy tables, and uses resources effectively. and providing performance feedback. Ethical Leadership: As a form of leadership based on moral strength and aimed at influencing subordinates, the most prominent feature of leadership can be expressed as the source of power being based on moral power. It aims to realize the ethical dimensions that exist in managerial decisions and to establish and defend the ethical principles that guide the decision-making process in organizations. Transactional Leadership: It is a leadership style that focuses on the interaction between the leader and followers, focuses on expected results, motivates followers with rewards, determines the role of followers, and focuses on rewards and supports appropriate for performances. In other words, it is the leadership that implements management techniques efficiently and following the rules, sees the leader-follower relationship as a process of exchange, and adopts the current order and organizational culture in the organization (Aydın, 2019).

Task-Oriented Leadership: These authoritarian leaders believe that employees are only a means to an end. Employee needs are always secondary to the need for efficient and productive workplaces. This type of leader is very autocratic, has strict work rules, policies, and procedures, and sees punishment as the most effective way to motivate employees.

Weak Leadership: This leader is often ineffective, placing great emphasis on neither creating systems to do the job nor creating a satisfying and motivating work environment. The environment of the weak leader is a place of disorganization, dissatisfaction, and disharmony.

Servant Leadership: Emerging with the idea that the hierarchical gap between leaders and employees is not beneficial for the organization, having the ideas of listening, empathy, improving and maintaining relationships, awareness, persuasion, conceptualization, insight, commitment, and creating a community, highly positively evaluated by employees, organizational style that is seen as very useful for achieving goals.

People-Centered Leadership: Reflects supportive and considerate leader behaviors, but also includes compassion and generosity.

Charismatic Leadership: It is a leadership style that has high self-confidence, can take personal risks, has far-sightedness and mission, inspires its followers, encourages creative thinking and intuition, considers individual differences in needs and expectations, and can motivate followers above their expectations. Charismatic leaders are those who, through the strength of their personality, have a profound and extraordinary impact on their followers. Participatory leadership is a style of leadership that creates trust, respect, and dependency, tends to share management authority with the audience, and determines its behavior in line with the ideas and thoughts it receives from its subordinates.

Self-Protective Leadership: Self-protective leadership is a type of leadership that focuses on ensuring the safety and security of the leader, and includes a certain level of status awareness and egocentrism.

Facilitative Leadership: Argues that leaders should create a suitable environment for cooperation as well as for the implementation of organizational goals, act by considering the personal needs of employees and tries to help employees solve problems, motivates them to work independently and in a team (Tschannen-Moran & Gareis , 2014).

Spiritual Leadership: Based on an intrinsic motivation that combines vision, hope/belief, and altruistic love to portray a value-driven, effective leader. It is the leadership that includes the values, attitudes, and behaviors that a person should adopt to motivate himself and others internally, having a positive increase in the sense of spiritual well-being, and living meaning in their lives.

Middle-Way Leadership: The balance of two competing concerns seems like an ideal compromise. When there is a compromise, every concern must be given up a little so that neither production nor people's needs are fully met. (Bakan & Büyükbeşe, 2018).

Such leaders settle for average performance and often believe that this is the most anyone can expect. Autocratic Leadership: It is a leadership style that gathers all authority and responsibilities within themselves, decides which job, when, and how to do it by determining the goals and policies of the governed, reveals uncertainty for the subordinates, is unaware of the developments, insecure and is afraid of the power of the leader. They rely on their positional power, such as legal power, punitive power, and rewarding power. Implicit Leadership: Assumes that people develop beliefs about the behavior and characteristics of leaders and non-leaders, as well as effective and ineffective leaders, represented by prototypes that include certain forms that characterize the most common traits of a particular type of leader. Autonomous Leadership: It expresses independent and individualistic leadership; it is the leadership that directs the subordinates to work independently and encourages the individuals to individuality. Political Leadership: It is the leadership that can easily perceive social signs, read the behavioral motives of the followers, can influence and control people and conditions, and effectively build communication networks within the organization. Liberating Leadership: It is a leadership style that leaves the group largely free in determining the group's goals and solving problems, minimizing their contribution to the formation of group policies, and interfering with the situation when subordinates consult it. It is the type of leadership in which the need for management authority is minimal, the use of authority is eliminated, and subordinates are left to their own devices, allowing each employee to make their own goals, plans, and programs, and leaving the group free. In liberal or liberal leadership, actions may be delayed, responsibilities may be ignored by the leader, and authority may not be exercised. Strategic Leadership: Expresses values and a clear vision that allows employees to make operational decisions and leaders to focus on the strategic decisions of the organization, which influences others to make voluntarily daily decisions in terms of growth in the short and long term as well as the existence of the organization, encourages innovation in the face of environmental change and both It can be expressed as a leadership style that moves forward by being aware of the capabilities of the organization to benefit the company in the short and long term. Team Leadership: Cares equally about production needs and people's needs. It involves employees in understanding the organizational purpose and determining production needs. When employees are committed to and share in the success of the organization, their needs, and production need overlap. (Gigante & Firestone, 2018).

It creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high productivity. Guiding Leadership: A leadership style that plans and coordinates work, provides specific guidance, asks subordinates to follow rules and procedures, and guides subordinates to know what to do. Managerial Leadership: Used to describe the type of leader a person can be, who demonstrates task-oriented competencies such as communicating, managing resources, empowering, developing, and achieving. Managerial leaders follow tradition, and prioritize rules; they try to motivate their employees in line with planned goals that are impersonal and non-innovative. Managerial leadership refers to leadership exercised by persons holding a managerial (appointed or elected, but formally superior) position, targeting formal subordinates. Today, a wide variety of leadership styles have been expressed about leadership. When the leadership expressions explained are examined in general, they seem to be similar to each other. However, leadership styles differ from each other because people have different characteristics, behaviors, and situations. In this section, leadership styles are explained in a comprehensive (holistic) way, and the method and material of the study are presented in the following section (Taylor & Vinjevold, 2019)

Features

Personal Traits Leaders in an organization influence their subordinates in the first place with their personality traits. Personality and character are the characteristics that symbolize the social development of human beings. The most important feature that distinguishes man from other living beings is that he is a social being. People continue their lives by being together and helping each other. The degree of social development reveals a person's relationship with the people around him. When people with a high level of this aspect enter society, they rise to the level of leaders with the power of persuading and influencing. Social scientists state that people who have reached social maturity have a positive character, can keep their emotions and excitement under control, show understanding in personal relationships and make friends easily. Personality; It is the integrity of the physical, mental, and psychological characteristics of the individual, which is shaped as a result of the interaction of heredity and social environment, and distinguishes him from others with his unique objective and subjective aspects. Personality is a comprehensive concept that includes all the features of a person's interests, attitudes, abilities, manner of speaking, appearance, and adaptation to the environment. For this reason, the temperament and character traits of a person are also included in his personality.

Interpersonal Relations and Communication Ability Transformational leaders create one-to-one relationships with their followers, while also creating intense feelings. Their self-confidence, sense of self-actualization, low internal conflict, determination, and enthusiasm contribute to the success of transformational leaders. Leaders can freely express and comprehend their goals. It is not possible for those who do not already have this ability to spread the mission they have started. A leader in effective leadership; is a person who brings suggestions, offers new ideas, speaks openly, gives himself to the issue, reveals problems, discusses with sincere feelings, and finds solutions that produce results. He clearly stated his messages at every opportunity with the people in communication.

Certainty, Determination, and the Ability to Lead People A leader brings the effectiveness of action and gives the color of management. Leader; He is a master of communication, a good listener and reader, and a mature and knowledgeable person, he has used the opportunities that arise, he has patterns, he has a horizon, vast knowledge and experience, reliability, participation, patience, ability to predict. For these definitions to be realized, that is, to be applied within the group, the leader must be determined (Tschannen-Moran & Gareis, 2017).

Creativity- To develop personal creativity is to give importance to activities that can be expressed as benefiting from long-term reward policies, keeping the relations between departments and functions alive, valuing personal development towards growth, and creating a supportive organizational culture. Encouraging work to be creative is also an effective way to overcome resistance to change. A fact that should not be forgotten is that subordinates will show much more commitment to their ideas and practices.

Systematic-Thinking is the ability to see relationships between problems, events, and data. To develop systematic thinking in an enterprise, in addition to traditional command relations, giving importance to the exchange of information, goods, and services, and relations based on emotions, to give importance to the events and relations between the organization and the external environment as well as the events and relations within the organization, and to give importance to the events and relations related to the organization, the information must be shared. (Bennis, 2016),

Understanding Others' Emotions (Empathy) - It is a basic skill in dealing with people that develops based on emotional self-awareness. The root of empathy is self-awareness. The more open we are to our emotions, the better we can read emotions. Those who have no idea what they are feeling are completely incapable of understanding what those around them are

feeling. These individuals are tone-deaf. They fail to notice the emotional notes and tone of voice that make up the fabric of people's words and actions, the change of posture, the silences that mean a lot, and the trembling that reveals everything. Those who are confused about how they are feeling are equally confused when others share their feelings with them. Not being able to record what others are feeling is a huge lack of emotional intelligence and a tragic failure to be human (Ref). Because emotional harmony, which is the root of care and compassion, stems from the ability to empathize (sharing the feelings of others). Understanding and managing the feelings of others is only possible through empathy. To be able to understand the other is to listen without prejudice and defense. It is not necessary to agree with the person we are listening to and solve the problem. It is enough for the other party to feel and believe that we understand their feelings. Empathy is the ability to try to understand the ideas and feelings of others and to adjust their attitudes according to their mental state. Empathy is an indispensable feature for a good leader in today's world where teamwork is becoming increasingly important. The leader, who feels and understands the views of the people he works with, takes these views into account and makes people feel that they are active members of the organization, and also benefits from these views by receiving constructive criticism. Thus, it increases the individual productivity of the employees and reinforces leadership power. Physical Properties: Physical Properties; health and physical fitness. Military leaders achieve success by maintaining adequate military posture and physical fitness.

Health and Vitality: The health form is anything to maintain health, such as routine physical examinations, dental care, standardization of posting, and even personal care and cleanliness. A soldier unable to fight because of dysentery is as lost as a wounded soldier. Healthy soldiers can serve in hot, humid and all kinds of adverse conditions compared to those who are not healthy.

Physical Strength: For the troops to be successful in wartime, even in peacetime, the soldiers and leaders must have reached a sufficient level physically. War wears out soldiers physically, mentally, and emotionally. To minimize these effects, military leaders are physically fit and train their subordinates (soldiers) to reach the appropriate level. The demands of leadership, extended campaign missions, and sustained campaigns wear out more than just physical attributes. Soldiers should always be prepared for deprivation, as it will be difficult to maintain high form during campaigns and difficult operations. The physical form of military leaders has meaning beyond their performance. Maintaining fitness is a national as well as a practical task, as leaders' decisions will affect the effectiveness, health, and safety of organizations.

Mental Traits The mental traits of a leader can be listed as willpower, personal discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.

Willpower is a sincere impulse that compels leaders to continue under very difficult circumstances and when it is easy to give up their activity. Will gives strength to fight until the end. A good leader must have a firm and strong will. At the same time, it is to instill the spirit of winning in subordinates by gaining this feature within the framework of their abilities. This can happen with rigorous and realistic training (Sindhvad, 2019).

1.2. Theory of teacher leadership

This part of my research consists of theoretical investigation about teacher leadership. There are multiple views of different investigators and authors regarding definitions of teacher leadership, characteristics, nature and obligations of teacher leadership, as well as advantages of this notion and factors influencing teacher leadership and so on.

1.2.1. What is teacher leadership?

There is a very large amount of definitions of teacher leadership starting from very early times. In this section we will be looking through different definitions of teacher leadership according to some investigators. According to Lambert (1998, 2003) Teacher leadership is each teacher of the school having the right, responsibility and skills to lead. Harris and Lambert (2003) state teacher leadership as a leadership approach that gives teaching staff members the chance to lead at different organizational levels. In *International Education and Leadership journal* Uribe-Flórez, Al-Rawashdeh and Morales (2014) define teacher leadership as a “Recent notion that many programs and funded grants started to emphasize in order to build teachers’ capacity to have more influence within the school system”. Additionally, teacher leadership is a collection of abilities displayed by educators who not only educate kids but also have an impact on others both within and outside of their own school; this includes inspiring and motivating others to work toward bettering schools and other environments. It comprises essential duties related to instruction and education (Danielson, 2006). York-Barr and Duke (2004) emphasize that teacher leadership is a process by which educators encourage one another, principals, and other school community members to enhance their methods of instruction in order to raise student learning and accomplishment, either individually or collectively. After reviewing all of the definitions above and many others I discovered that, despite the distinctions between these definitions, there is a common thread after examining these and several additional definitions. This thread centers on the notion that, in the course of

carrying out their many responsibilities, teacher-leaders impact and improve teaching and learning, whether they are leading in an official or informal capacity.

1.2.2. The nature, duties and characteristics of teacher leadership

Contemporary educational leadership is focused on learning and self-development. Therefore, today, the need for school administrators and teachers to redefine their behaviors and skills comes to the fore. Technological developments and changing expectations about education are expected to restructure schools and teachers are expected to keep up with the developments and changes. However, certain conditions are needed to keep teachers in leadership positions and to support them.

According to Lieberman (1992), he specifies vision, structure, time, and skills as essential conditions for new teacher roles and responsibilities. The idea of teacher leadership brings up the questioning of teacher behavior again. Teaching is a profession with a different nature in itself. Every school has to develop its teachers and bring a learning culture to the school. Because now the roles of teachers are changing from teaching to learning. The school has to be a place of learning for everyone. This situation forces us to consider the issue of “teacher leadership” with all its dimensions. Because teachers are essentially teacher leaders and have an important responsibility to provide quality education. Therefore, teacher leadership is the art that seeks to develop teachers' competencies and increase confidence in effective teaching. Arnold (2014) argues that teacher leadership plays a crucial role in instructional development. Teachers strive to be effective instructional leaders for instructional improvement (Arnold & Feldman, 2014).

Teachers are given help, guidance, or coaching.

- Recognition dimension: Valuing and respecting the school in the ideas and thoughts of teachers. Teachers are recognized by both their peers and administrators for their leadership roles and contributions. When teachers are approved, they feel that others have confidence in them and that their skills and competence are appreciated by others.

- Autonomy dimension: It is the encouragement of teachers to make improvements and innovative initiatives for their students. Administrators and other teachers encourage teachers who want to make changes to the curriculum or the teaching strategies they are using. Teachers are actively involved in creating the vision of the school and its future.

- Equality dimension: It is the cooperation of teachers on teaching and student-related issues. Examples of professional behavior include discussing strategies, sharing materials, or

observing each other's class. Teachers spend time discussing students and teaching and learning at school.

- Participation dimension: Teachers being active in decision-making and engaging in important issues. Teachers' views are sought in making the best decisions for the school.

Teachers have a certain decision-making authority and think that they have the freedom to make choices. Open communication dimension: It enables teachers to send and receive communication in both open and honest ways and to be aware of events in their schools. Teachers work together, discuss problems and engage in problem-solving.

- Positive environmental dimension: Teachers are seen as professionals and treated in a way that reflects their beliefs. Teachers' experience working in partnership with administrative leaders. School staff often work together as a team.

1.2.3. Benefits of Teacher Leadership

Instructional leadership can improve the quality of education by influencing the learning and teaching processes. York-Barr and Duke (2004) suggest that teacher-leaders facilitate teaching and learning by serving as role models for successful and engaging activities in their classrooms. Instructors are more committed to improving teaching and learning when they are aware of and cognizant of their position in their classrooms, schools, and communities (YorkBarr & Duke, 2004). According to other well-known experts in educational leadership, one of the main advantages of having a teacher-leader in the dynamics of the school is that they act as mentors and role models for other educators as they develop and improve their organizational and leadership abilities (Barth, 2001; Darling-Hammond, 1988). Furthermore, as Killion and Harrison (2006) showed, teacherleaders take on a range of responsibilities that promote academic achievement for both students and schools. Resources, curriculum specialists, mentors, data coaches, classroom assistants, learning facilitators, resource providers, and change agents are just a few of the important responsibilities they play. Despite the possibility of overlap and reliance on assigned duties, Killion and Harrison (2006) noted that teacher-leaders are essential to enhancing instruction and learning across the school.

1.2.4. Variables Affecting Teacher Leadership

School principals can carry out radical reforms in the school and work to create a positive school climate with an attitude of cooperation with their employees. But while doing this, these efforts are interrupted due to reasons arising from the bureaucratic system and external factors. Different variables affect the leadership behaviors of principals and teachers. While talking about these variables, the teacher's courage, working style, upbringing, economic

conditions, whether the teacher has a structure and habit that is used to being controlled and prefers to be directed, the effect of the teaching programs, the manager factor, teachers' feeling of helplessness learned over the years, the features of the system, the working environment. We can list variables such as economic and economic motivators, new teacher roles and other responsibilities, sufficient time, ability to keep up with technological developments, peer support, training and development opportunities, personality traits, cultural structure of the school and environment, factors related to change skills and visionary values (Can, 2007). According to Can (2006), although the benefits of leadership roles are indisputable, it is also a fact that many limitations and obstacles are encountered. School culture, role definitions, and time are among these limitations.

-School Culture: Lack of sufficient support from school colleagues and the school principal creates a major obstacle for teacher leaders. The latent norms of the school make it difficult to establish this cooperation and mutually exchange information and ideas. The fact that the school culture is not supportive of this makes things difficult.

-Role Definitions: When responsibilities are not sufficiently determined and role definitions are not made, it is expected that tensions will increase and confusion will arise. While doing their work and fulfilling the requirements of their leadership roles, teachers encounter fewer obstacles and limitations, and they do not experience conceptual confusion and conflicts; The role of leadership depends on adequate sharing and understanding of tasks and concepts.

-Time: Time limitation is a negative factor in the teacher's work on leadership roles, as in other works. Time constraints will lead to inadequate fulfillment of responsibilities, a decrease in the quality of work, and an uneasy environment. We can consider other variables affecting teacher leadership as follows;

-Skepticism: Some teachers are skeptical or even critical of one of them, that is, another teacher, exhibiting leadership behavior, entrepreneurship, and perhaps being more prominent than themselves. Encountering this attitude affects teachers' leadership performance. Some teachers are resistant to trying new approaches. However, leadership behaviors can only be exhibited with new and original goals and new types of efforts. Teachers who find it strange to go beyond the ordinary resist actions they have not encountered before.

-Multiple Roles: It is not easy to switch between different roles during the day. Teaching, communicating with other staff and family, being active in communicating with the student, and doing all of these intertwined can be challenging. Leadership roles also require that

these roles be fulfilled without mixing. If the relationships at school are established based on cooperation, mutual trust and respect, and the exchange of information and ideas; Teachers become more enterprising, free, and courageous. The school culture formed in this way reveals leadership behaviors and provides continuity. Otherwise, obstacles to teacher leadership arise. The obligation to perform activities in crowded classes also affects teachers' leadership performances.

The variables affecting teacher leadership and the obstacles to it are interrelated. Teachers who do not engage in the process of self-improvement and following innovations burn out quickly, and as time progresses, their professional excitement decreases and they begin to prefer routine and classical education activities. This prevents leadership behaviors.

1.3. Learning Organization

Learning organizations are organizations where members constantly improve their skills, employ creative thinking and learn together in order to achieve the results they want. In the learning organization approach, five basic learning disciplines are defined. These are systems thinking, personal mastery, mental models, shared vision and team learning. System refers to the whole formed by parts that interact with each other to achieve a certain purpose. Systems thinking is an approach that clearly shows the process in which an event occurs and gives an idea about how these events can be evaluated as a whole. In this context, it is possible to say that the system approach originates from the idea of bringing together the relationship of the entire organization with its environment and its own internal parts or subsystems and creating a basis for their integration. Personal mastery is the ability to achieve desired results (Bartell, 2001). Mental models affect our perception of the world and our activities as ingrained assumptions, generalizations, and even pictures and images that are deeply rooted in our minds (Senge, 1990). Shared vision is creating a shared picture of the future. It is considered very important in the context of organizational development and learning that organizations can determine common goals for the future and that individuals in the organization have a real vision. However, a leader who embraces the discipline of shared vision is expected to know that the impact of instilling vision in people from above may be limited. Team learning refers to the synergistic power created by working together. In the process of team learning, group members suspend their own assumptions and engage in dialogue (Bartell, 2001). The most important responsibility in supporting the establishment of these disciplines in organizations falls on leaders. In learning organizations, leaders who create, develop and evaluate the knowledge capital of the organization support the learning of their employees as learning facilitators and encourage them to learn continuously. Leaders, who have important

responsibilities in designing the social structures of organizations, are designers who develop the organization's goals, mission and learning processes that ensure organizational development in the process of supporting organizational learning (Senge, 2019). In addition, it enables stakeholders to gravitate towards organizational goals by establishing relationships based on mutual trust in organizations, guides people (Senge, 2016), provides services to them, and establishes the organizational spirit to achieve organizational goals is a servant leader. However, leaders of learning organizations are transformational leaders who enable stakeholders to adopt the vision of the organization, give them roles and responsibilities for the realization of the organizational vision, create vision and mission awareness, and interpret the goals of the organization from a new perspective. In this context, it can be stated that transformational leaders are expected to have systematic thinking and empathy skills, be creative and sensitive to the changes occurring in their environment.

1.4. Teacher leadership, teachers and school principals' perceptions of teacher leadership

1.4.1. Perception of school principals of teacher leadership.

Teacher leaders are individuals who encourage their followers to take responsibility for themselves, provide self-confidence, allow them to set goals on their own, provide positive thinking, and provide the necessary environment and resources for them to solve problems on their own. In addition, empowering leaders are leaders who empower their subordinates to the extent that they can fulfill their responsibilities, and support their subordinates for their personal and professional development and taking important decisions. Empowering leadership is defined as leader behavior that increases the work motivation of the followers of the organization and facilitates power sharing. Bass (2019) define an empowering leader as a leader who encourages the employees of the organization to develop their self-leadership skills. Empowering leadership is an attempt to empower followers by providing them with decision-making, control, autonomy, and power. In the face of these empowering behaviors, viewers are expected to have feelings of control, commitment, and competence related to their work. Empowerment, Teacher Perception of School Principals' Empowering Leadership can contribute to the leader's attempt to initiate and manage organizational change as an important tool of influence (Bennis, 2016). Teacher leadership differs from transformational and transactional leadership based on the power of position to influence followers. Transformational leadership is based on inspirational motivation, intellectual stimulation, and individualized circumstances. Unlike transformational leadership, transactional leadership is

based on influence through rewards. In transformational leadership and empowering leadership, leaders can coach and mentor their followers. However, these behaviors serve different purposes. While this situation serves to increase the leader's charisma and belief in the leader in transformational leadership; In empowering leadership, serves to teach followers self-leadership skills. Empowering leadership is a leadership approach that emphasizes employee self-efficacy rather than a hierarchical control process. Since leaders have limited time, energy, knowledge, and authority, they should be encouraged to use the empowering leadership style. The more decision-making authority is given to the employees, the more motivated they can be. Empowering leadership approach (Geroge, 2019) introduced. This style of leadership encourages the process of increasing followers' sense of power, self-efficacy, and self-control. In addition, empowering leadership is expected to facilitate the change of the traditional hierarchical management structure. Empowering leadership is a leadership approach that aims to improve employees' behaviors and self-control. This leadership approach is an approach that provides a recipe for the leader in the distribution and sharing of power. Empowering leaders, as role models for their followers, guides the employees of the organization to reach creative results, and try different ways for success and better performance, with their commitment to their work and their work. In studies conducted abroad on teacher leadership, results have been obtained showing that empowered employees are more committed to the organization, are more motivated to their work, and are more satisfied. However, limited research has been conducted on empowering leader behaviors, especially in educational organizations. These studies were carried out on teachers at certain educational levels. It is important to consider empowering leadership, which has become popular today, in educational organizations, and to present the current situation with a holistic perspective. In addition, it is thought that such a study will encourage research on the relationships between empowering leadership and different variables in educational organizations. Reinforcing leadership is expected to be effective in educational organizations where the human element is determinant and where leaders and followers have similar competencies in terms of knowledge, skills, and past experiences. In light of this expectation, this study was carried out to determine the perceptions of teachers about the level of teacher leadership of school principals. (Poppen, 2017).

1.4.2. The Effectiveness of Teacher Leadership

Leaders in the 21st century need to have different leadership qualities such as vision, desire, trust, honesty, curiosity, and courage. These characteristics are related to both personality and the content of training programs. Teaching profession programs should be aimed at preparing successful teacher leaders. Measures should be taken to train and develop

teachers not only in the teacher's class, level of education, or field of interest but also in a dimension that covers the whole school.

In addition to needing a sufficient number of teachers, schools also need effective leader teachers who are competent in the fields of general culture, specific field knowledge, and teaching profession knowledge, who love their profession and who are aware of the expectations around them and try to realize them. When these characteristics are considered as a whole, the teacher is evaluated using criteria such as knowledge, personality, adaptation to the environment, participation in environmental development, and public relations. These criteria and characteristics are also among the leadership behaviors expected from the leader. Effective teacher leaders believe that they cannot respond to every issue. They allow others to provide answers as well. They feel like they don't have to make all the key decisions themselves. Teachers with these qualifications have a strong belief that they cannot achieve success without the joint participation of all other staff. Supportive principals can encourage teachers to evaluate leadership opportunities and support teachers by providing feedback. Teacher leaders must know the parameters they will apply before assuming the responsibility of teacher leadership. Teacher leaders should be aware that accurate information can be found even on an unknown subject and that this is necessary. They may also need some formal preparation in ethical analyses. Teacher leaders must be able to examine the effects of commitments, values, and moral principles that lead to conflict. Ethical analysis can sometimes lead to dilemmas and impasses on moral issues. For example, a teacher may be torn between a student and a professional colleague regarding honesty. Determining precisely where the conflict originates can help teachers make the right decisions. The development of ethical analysis techniques is necessary for the professional development and success of teacher leaders. Leaders must be moral not only to look good to those around them but also to have the integrity to choose right and wrong and defend these choices.

Just as teacher leaders participate in all relevant decisions at the school, they also attach importance to participation in the classroom and outside the classroom and fulfill the requirements of democratic classroom management based on participation. Democracy does not happen by itself, the tool to realize it is leadership. Democracy means feeding a free society with innovations. In classroom management, the teacher can make it possible to establish and sustain democratic values and innovations by believing and living them. Otherwise, only individuals who learn democratic values and principles, and explain the importance of participation, but cannot demonstrate this with their thoughts and behaviors will be raised. For decision-making and responsibilities in a democratic atmosphere, clear boundaries should be

set for teachers, administrators, and other professionals. All members must decide together on the areas and processes in which teacher leadership will be implemented. Teachers should also be included in decisions on issues such as budget and teacher selection. Teachers' authority and responsibilities, decision-making areas, and the limits of decisions should be determined by discussing them together. For the reasons stated, the teacher, as a leader, must act by the requirements of democracy, be respectful, and be interested in their feelings and needs, both towards the teacher group and his students. The teacher learns the individual differences, cognitive, affective, and kinesthetic levels of his students and organizes learning experiences accordingly. The leader teacher allows students to try their thoughts and attitudes regarding educational activities and encourages the formation of thoughts and behaviors that can increase their performance. The leader creates a set of exemplary behaviors by making the target audience and students adopt the core values. It tries to establish, develop, and impose the basic thoughts, attitudes, and behaviors related to people and education. Thus, the leader contributes to the formation of a society with an identity that is aware of its values, internalizes its values, and tries to develop them by comparing and interacting with other social values. While the leader develops corporate and social values, he receives the sincere support of the people around him. Teacher leaders also increase the level of this support by demonstrating their effectiveness. An effective teacher constantly feels the need for self-improvement, loves his job, tries to clearly define his goals in this regard by focusing on the student, and makes persistent efforts to achieve this. Teachers and other education workers are expected to comprehend, acquire, and apply the education approach that focuses on "human", which has started to be implemented today and will be further developed and implemented in the coming years. Effective teachers will play the most important role in this expectation, as they did until today. A climate that supports effective teaching should be created at school. This climate should emphasize teaching, place high expectations on everyone, encourage joint planning, academic and collaborative relationships, emphasize recognition and reward of success, and point to order and discipline that leads to effective student learning. Effective teacher behaviors can be seen as behaviors that support and reveal teacher leadership. As a leader, the teacher demonstrates behaviors that will meet people's expectations of quality, excellence, and high performance. These features also constitute basic indicators of effectiveness. As an effective leader, the teacher is aware of all the students in the class and is aware of his responsibility to organize learning experiences appropriate to the development and individual differences of the students. They demonstrate effective teacher leadership behaviors by allowing students to experiment with their thoughts and attitudes regarding educational activities and by encouraging the

realization of thoughts and behaviors that can increase their performance. Likewise, the basis of an effective school lies in strong organizational leadership behavior.

In the traditional leadership approach, leadership is considered to be linked to a single person. Leaders derive all their power from their official duties and powers. In the contemporary leadership approach, the idea of sharing leadership is seen extensively. With teacher leadership, power is shared not only with school administrators but also with other stakeholders of the institution. With the understanding of shared leadership, the importance of cooperation and teamwork has increased. The concept of teacher leadership, whose importance has increased with the restructuring process of schools and school development, has also paved the way for the transformation of the roles and responsibilities expected from leaders. There are different studies in the literature about the roles and responsibilities expected from teacher leaders. For example, Bass (2016) examines teachers' leadership roles in two groups: formal and informal. While it considers duties such as expert teaching, group headship, and guiding new teachers as formal roles, it refers to roles that the teacher undertakes spontaneously, without any guidance, such as cooperation with colleagues and contributing to the formation of a positive school culture, as informal roles. The effectiveness of informal teacher leadership is related to the respect and trust felt by group members towards the teacher leader. In my opinion, the most important role of the teacher leader is; It emphasizes that the development of learning activities in the school environment, teaching more effectively and revealing learning ways for this purpose (Katzenmeyer & Moller, 2013). Leadership in and outside the school, supporting administrators and teachers, developing colleagues and other staff, and contributing to school development. Burgess and Bates (2010) states that teachers should establish strong communication with their colleagues and motivate them in order to provide the most effective and rapid solutions to achieve the education and training goals at school. Teacher leadership roles can be listed as follows: 1- Resource provider: As resource providers, teacher leaders use teaching materials such as articles, books and websites that they develop, research and obtain from trusted sources to support their own development. At the same time, he shares it with the aim of supporting the development of his colleagues. 2- Instructional expert: Leader teachers lead their colleagues in effectively planning and developing teaching processes, in learning and applying school-appropriate methods and methods. 3- Curriculum specialist: Leader teachers who undertake this role; Works with fellow teachers in the development, implementation and evaluation processes of the curriculum and creates unity in organizing the curriculum in a way that enhances teaching. 4- Supporter of classroom practices: Organizes classroom learning activities within the framework of a transformational approach. It plays a role in supporting

environments that enhance students' learning by presenting new ideas for solving a problem. 5- Facilitator of learning: Teacher leaders; In an environment where they achieve their professional development by learning together with their colleagues and teaching each other, they initiate the process of finding solutions to eliminate the deficiencies and problems in the teaching and learning processes. 6- Mentor: Leader teachers; With its mentoring role, it approaches the problems experienced by new teachers in curriculum, learning and teaching during the adaptation process, with a solution-oriented approach. They provide consultancy by sharing their own experiences. 7- School leader: Adopts the mission and vision of the school and carries out activities that support the development of the school. 8- Data preparer: In the information age, there are many conveniences in accessing information. Leader teachers; He/she leads other teachers, cooperates, and exchanges ideas in accessing the correct information and using the learned information correctly in the learning and teaching processes.

- Change catalyst: Teacher leaders are effective in initiating the change process in the school by taking on the role of being the pioneer of change. 10- Learner: Leader teachers are open to lifelong learning, follower, and learner of innovations. They know that it is necessary to learn to teach and guide. Another classification regarding the roles of teacher leaders was made by Bennis (2016). In this classification, teacher leadership roles are examined in four groups: 1- Intermediary role: Transferring the targeted behaviors to the methods and activities to be used in classroom practices, taking into account the factors that enable the development of the school, 2- Participatory leadership role: As an active member of the school in activities that support the school's mission and vision. It is defined as being a pioneer of change, 3- Adaptation role: Following innovations in learning methods and techniques, providing resources when needed, 4- Establishing close relationships: Establishing an effective communication and cooperation environment with school stakeholders and colleagues. Grant (2006) on teachers' leadership roles; focuses on pedagogical leadership behaviors demonstrated in classroom practices to make teaching effective. George (2019) draws attention to the role of leader teachers in communicating and collaborating with their colleagues, supporting and guiding their colleagues who are new to teaching, and motivating their fellow teachers. As a result, teacher leaders; By exhibiting formal and informal leadership roles, help student learning, colleague collaboration, professional development, active participation in school decision-making processes, and effective communication within the school; This contributes greatly to the development of the school. Because, thanks to teacher leadership, effective learning and teaching environments, positive school culture and school development can be achieved.

Bass (2016) sees teachers not having time to demonstrate their leadership roles and the education system not being able to adequately encourage teacher leadership as hindering factors of teacher leadership. George (2019) states that the traditional leadership approach attaches importance to hierarchy and the school culture with a non-shared understanding of leadership as hindering factors of teacher leadership. It is stated that teachers' taking on teacher leadership roles causes school principals to think that their areas of responsibility are being interfered with, therefore school principals try to hold on to the power and hinder teachers' leadership (Bass, 2016). To remove the obstacles to teacher leadership, it is necessary to strengthen the communication and cooperation between teacher leaders and their colleagues and the school administration (Bennis, 2016). Environments should be provided where teachers can demonstrate their leadership roles and assume responsibility both inside and outside the school (Bass, 2016). In this context, teacher leaders can be supported by creating a positive culture within the school. Teacher leaders can solve the difficulties they experience, at least to a small extent, by establishing social networks with their colleagues and school administrators.

1.4.3. The interconnectedness of the school leadership perception and the teaching

Employees' satisfaction or dissatisfaction with their jobs plays a major role in the success or failure of educational organizations. The most important resource of the organization is the individuals working in that organization. It is seen that the human element in organizations is more important than the model, so it is important to meet the expectations of the other individuals in the organization and respond to their needs, as well as increase the efficiency of the managers and the organization for the managerial activities to be effective. At this point, we encounter the concept of job satisfaction: It defines it as the satisfaction and financial gains that an individual gets from his/her job, as well as the happiness of obtaining a common product with other employees. Employees' satisfaction with their work and their productive contribution to the organization are interrelated. In today's developing and constantly changing world, the existence of organizations and the achievement of their goals and objectives are related to having qualified human resources. In the organization where individuals work and produce a job; It is known that they have some expectations such as being approved, being happy, and being appreciated in return for their actions. The realization of these expectations is provided by a mutual interaction that requires the individual to be satisfied with the organization he belongs to and to make positive contributions to the organization. In an organization where the motivation of the employees is high, the efficiency is also high and the organizational goals can be achieved. Managers want employees to have a high level of job satisfaction. For this reason, they make an effort in line with their possibilities and experiences

to ensure that the job satisfaction of the employees is at a high level. To achieve and increase job satisfaction to achieve individual and organizational goals, first of all, the factors that will affect job satisfaction should be known. Yılmaz (2004) states that individual and organizational factors affect the job satisfaction of employees. Employees; It is seen that genetic factors, family structure, educational status, value judgments, experience, environment, and demographic structure are also very effective on job satisfaction. It is these personal characteristics that distinguish employees from each other and make them different. Employees' commitment to the organization, their attitudes, and behaviors have a positive or negative effect on the realization of their interests and their job satisfaction. (Yılmaz, 2018).

It can be stated that age, gender, education level, length of service, and professional seniority also has effects on job satisfaction. Spector (1985), on the other hand, states that factors such as wages, seniority and promotion, management and supervision, social rights and additional opportunities, performance scale reward, working conditions, other employees, quality of the work done, importance and communication affect job satisfaction. Managers' achievements; It depends on the people in the team (subordinates) to work in line with organizational goals and to use their knowledge, abilities, and strengths to achieve organizational goals. That is why motivation and performance are two concepts that are very closely related to each other. An unmotivated employee cannot be expected to perform. A manager should be able to motivate his employees in the organization to behave appropriately to achieve organizational goals. The success of the manager also depends on his ability to motivate his employees to achieve goals. The second argues that motivation emerges only in people's behaviors and can be observed in people's behaviors. The desire of people to perform the work, to take an active part in the realization of the activities, to conclude, and with a sense of success; It's about realizing motivation. It is stated that there is a relationship between the work done and the characteristics and expectations of the people. In other words, there is an interaction between the person's work and the person. This mutual interaction takes place in organizations where people are involved, that is, in business environments. The work done; The meaning of economic gains, social status, prestige, and psychological meaning varies from person to person. Motivation is a concept that can be understood by interpreting behaviors. Factors affecting motivation can be understood by interpreting people's behaviors. The way people behave is also an indicator of their motivation.

Leaders also need to interpret the behavior of their employees and, accordingly, develop models and practices that will motivate their employees. The effectiveness of leaders increases the motivation of employees. Because motivation is a very important issue for leadership.

According to Carol and Tosi (1973) in recent years, motivation has become a crucial concept for managers. It is often argued that if managers at all levels motivate their employees, they will achieve efficiency in proportion to their qualifications, and therefore a simpler and better life for everyone (Poppen, 2017).

People with organizational commitment actively participate in the work they do, see their work as the center of their lives, perceive it as the basis of their self-esteem, and feel successful in what they do. The increase in the participation rate of the employees increases when the individual feels himself/herself belonging to the organization he/she is in, they become a part of the organization and achieve real happiness and success. Individuals who are highly committed to the organization believe in the goals and values of the organization they work for and accept the given orders and expectations wholeheartedly. They show great effort to reach the goals of the organization and to exist in the organization. When employees show commitment to the organization, their intrinsic motivation also increases. Intrinsic reward comes not from being supervised by others, but from the work they do and the successful results achieved. It is known that some factors affect organizational commitment. These factors are; personal and sociological factors such as gender, age, marital status, education level, title, and working time; The elements related to the nature of the job such as providing autonomy, being a developer, scope and content, salary, promotion opportunities can be counted. In addition, factors related to the status of the roles required by the task such as unclear, contradictory, and overloading roles; Elements of primary relationships and leadership in workgroups, such as group cohesion, and participatory leadership; organizational factors such as size, formalization, and centralization. Schools, as the most important and indispensable organizations of the education system, ensure the realization of organizational, educational, and managerial goals. (Patterson & Patterson, 2017).

It is expected that the motivation of the individuals and the sense of commitment to the school will be high in the realization of the goals. For the goals of a school organization to be realized, teachers and administrators must be committed to the organization. Some researchers argue that the behavior patterns of leaders and their studies affect the organizational commitment of employees. It is known that the level of commitment to the organization is low in employees who think that they are not accepted and supported by the organization and the leader. Looking at the results of the research, it can be said that there is a relationship between the performance of the school and leadership styles, and it is concluded that these leadership characteristics of the administrator have a great effect. For this reason, the leadership skills displayed by the school principals in the process affect the success of the school, teachers, and

students in a positive way. As a result of these evaluations, teachers need to be committed to the organization at the point of achieving the goals determined by the schools. The leadership skills of administrators are also a determining factor in teachers' commitment to the school. The word performance has passed into our language from English and when public administration dictionaries are examined, it will be seen that it is defined as "the level of achievement of the job or the degree of success of the individual in any job".

Performance; The performance of an individual in the organization is defined as performing a job designed specifically for him and suitable for his characteristics and abilities at a reasonable level. For this reason, to be able to talk about the performance of the individual in the organization, first of all, the person must encounter a job with defined boundaries, the job to be done should be suitable for the characteristics and abilities of the person, and the level of doing the job should be by the standard of the job. The level of reaching these determined standards is also considered an individual's success, and falling below the standard indicates failure. What is important for the organization is the performance of the individual while performing the given job. Therefore, it is seen that the success of organizations is related to the performance of individuals. Performance, which is very important for managers in organizations, emerges as a result of the working behavior of the employees. In this respect, individual job performance is of great importance for organizations (Öztürk, 2015).

Establishing a positive relationship between the leader and his employees plays a very important role in the development of organizational creativity. For this reason, the leader needs to meet the expectations of his employees to increase the performance levels of individuals and to realize positive relations. Teachers' performances can be explained with the concepts of effectiveness, efficiency, quality, and innovation. Doing things right can be defined as effectiveness. Efficiency is a concept that is expressed by measuring the extent to which the available resources are utilized or how these resources are used. According to another definition, effectiveness can be defined as "Using appropriate methods and techniques to evaluate the available opportunities and achieve the highest efficiency". Gündoğan, (2017) defines it as performing the work correctly and economically and accepting it as a way of life. It is aimed to use the available resources most effectively to reach a high production level with efficiency. Machines, tools, labor, raw materials, etc. Resources are included in this scope and are expected to be spent at a minimum level while being used in the production of services. Quality refers to the sum of the features based on the ability to meet the needs determined or fulfilled for a good or service. According to Gündoğan (2017), innovation, which means a long-term performance indicator; is a performance element used together with the concepts of

change, creativity, development, and risk-taking. The knowledge, skills, and competence of the school administrator in performance management, and the capacity to establish a relationship between theoretical knowledge and practice are important in effective performance management and in increasing the performance levels of teachers. School principals have to use performance effectively in management to increase the school culture, objectives, and quality of education. To increase the professional skills of teachers, they should also improve the quality of teaching, increase their motivation, review and improve all processes, and use an effective reward system. In schools, a reward system is applied to motivate teachers, and by this means, it is ensured that teachers' performance levels increase and they use methods effectively. (Gündoğan & Kılıç, 2017).

CHAPTER II. Methodology

2.1. Research Design

In the study, which aims to determine leader teachers' perspectives on teacher leadership, the qualitative research method was used to collect, analyze, and interpret data. Qualitative research is a research approach in which qualitative data collection methods such as literature analysis, observation, interview, and are used and a process is followed to reveal perceptions and events realistically and holistically in the natural environment.

A semi-structured interview form was used to determine teachers' and school administrators' perspectives on teacher leadership. The semi-structured individual interview is one of the techniques used to collect data in the qualitative field. Semi-structured individual interviews aim to obtain detailed answers from 15 participants without restricting them.

This section includes the findings obtained by analyzing the data obtained. In this section, the frequency distribution of the qualitative findings obtained from the Leader Teacher and School Manager Interview Form, which was used as a data collection tool for the general purpose of the research, is presented in tables and the answers given by the participants during the interviews are included.

2.2. Sampling and Data Collection

Since the research would be conducted in schools, legal permission was required. More than 20 teachers from different schools of Azerbaijan were asked to be interviewed. At first, participants were informed about the purpose of the research and it was stated that their participation in the research would be voluntary. Thereupon, some teachers at schools stated that they did not want to participate in the research. 15 volunteer teachers were interviewed for this research.

This research was conducted with the participation of fifteen teacher leaders. Eight of the participants are men and seven are women. According to education level, six of the participants have a bachelor's degree, seven have a master's degree, and two has a doctorate degree. The seniority years of the participants vary between five and thirty years. Two participants of the interview are Physics, two are Mathematics, two are Science/ Chemistry , two are English, one is Geography, one is History, one is ICT, one is Russian, one is Azerbaijani, one is core subjects for primary classes and one is a PYBMC (preparation of youth before military conscription) teacher.

In recent years, there has been an increase in the number of studies on teacher leadership. This

study was also conducted as qualitative research and it was aimed to determine the leader teachers' and school directors' approach to teacher leadership.

2.2.1. Participants

Twelve different schools were chosen from different parts of Azerbaijan including Baku (public and private schools) and different regions such as Khachmaz, Gazakh, Goychay, Bilasuvar in between 2021-2023 years.

In order for the participants to answer the questions sincerely, their names were not mentioned but coded and kept confidential by me. When quoting participants' opinions, the abbreviation "P" was used and represented by numbers. Information about the participants is given in Table 1.

Table 1. Information on Participants

Participants	Education status	Age	Seniority in School	Gender
P 1	Bachelor	28	6	Male
P 2	Master	40	12	Female
P 3	Master	32	8	Female
P 4	Master	28	9	Female
P 5	Bachelor	65	30	Female
P 6	Master	34	10	Male
P 7	Master	37	5	Male
P 8	Doctorant	38	12	Male
P 9	Bachelor	52	29	Female
P 10	Bachelor	47	25	Female
P 11	Bachelor	47	25	Male
P 12	Master	45	21	Male
P 13	Doctorant	30	6	Male
P 14	Bachelor	41	10	Female
P 15	Master	34	6	Male

2.2.1. Data Analysis (Thematic analysis)

Data related to the research problem were collected through a literature review and interview. First, a wide literature was scanned by accessing domestic and foreign sources, and after the data provided by this method was systematically analyzed and presented, the interview questions prepared and developed as a result of the information obtained were applied to the study group randomly selected from the study population. The data regarding the first question was created based on the results of the literature review, and the answers to the other three questions were analyzed. Interview questions were distributed to teachers working in teaching schools. Face-to-face and online (Via Zoom) interviews were held with the teachers who agreed to be interviewed. The duration of each meeting was changing approximately between 25 to 40 minutes for each interviewer. The data were analyzed, the answers were read one by one, the opinions shared by more than 70% were included in the findings, and these informal but controlled interviews were written down. During the interviews, each participant was asked the same questions. This study shows teachers' and administrators' (from teachers' perspectives) views, experiences, and the teacher leadership behaviors and obstacles they engage in. Findings based on the data provided by the techniques used are presented below.

2.3. Validity and Reliability of the Methods

This section begins with the broad discussion regarding qualitative research. Secondly, the discussion of validity and reliability in qualitative research serves as a foundation for exploring the meaning of this word. Then, why the chosen methods are the most reliable, for this investigation will be discussed.

The naturalistic methodology of qualitative research aims to comprehend phenomena in context-specific setting like "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001). In contrast to quantitative researchers, who aim to determine causality, make predictions, and generalize their findings, qualitative researchers attempt to shed light on, comprehend, and extrapolate their findings to comparable circumstances (Hoepfl, 1997). Qualitative researchers have learned to accept their participation and role in the research process, despite the assertion (Winter, 2000) that quantitative researchers try to distance themselves from it as much as possible. In qualitative research, reliability and validity are not seen as distinct concepts, even if they are in quantitative studies. Rather, terms that combine the two are employed, such credibility, transferability, and trustworthiness.

It is vital to convey the several definitions of validity and reliability provided by

numerous qualitative researchers from distinct viewpoints in order to comprehend their meaning. Examining trustworthiness is essential to ensuring dependability in qualitative research. While establishing high-quality studies in qualitative research by utilizing validity and reliability, Seale (1999) notes that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability”. According to Strauss and Corbin (1990), the "usual canons of 'good science'...require redefinition in order to fit the realities of qualitative research" when evaluating (testing) qualitative research. Lincoln and Guba (1985) assert that: "Since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the latter [reliability]," broadening the conceptualization of reliability and demonstrating the congruence of reliability and validity in qualitative research.

While some qualitative researchers maintain that the word validity does not apply to qualitative research, they have also acknowledged the necessity of a qualifying check or metric for their work. According to Creswell & Miller (2000), the validity of a study can be influenced by the researcher's view of its validity and the paradigm they choose to use. According to Le Compe and Goetz (1982), research validity is determined by how true and accurate scientific results are. A valid instrument or measure should measure what it is intended to measure, and a valid research should show what is actually there.

Plausibility requires that the study methodology and findings be transparent, dependable, and verifiable by further researchers. Techniques include long-term contact, deep focus data gathering, triangulation of data, peer assessment, and participant affirmation are used to establish plausibility (Lincoln & Guba, 1985; Yıldırım& Şimşek, 2011). By extending the duration of online interviews and posing probing questions, the research aimed to establish a sustained relationship with the participants and gather comprehensive data. Corrections were done in accordance with international standards based on the expert academician's recommendations after reviewing and verifying the code, category, topics attained, and research procedure in the qualitative study.

Transferability: Detailed reporting of the data gathered and an explanation of the methodology employed by the researcher to arrive at the conclusions are two crucial validity requirements in qualitative research (Creswell, 2013; Glesne, 2016; Merriam, 2015; Yıldırım & Şimşek, 2011). Significant explanations of the research methodology, the selection of participants and the environment with consideration for their confidentiality, the use of purposive sampling technique to choose samples, research notes, and document citations to support and validate the findings all contribute to the transferability of the findings (Merriam,

2015; Yıldırım & Şimşek, 2011). The method section of this study includes an explanation and report of the sample, data collection, and analytic methods. A participant group made up of male and female teachers with different teaching subject background, teaching experience differentiation between 5-30 years was selected from different regions of Azerbaijan including Baku. Additionally, information about the participants was provided without identifying them. Once more, the participant viewpoints are presented in-depth through direct citations in the Findings section.

Confirmability: According to Lincoln and Guba (1985), researchers doing qualitative research are supposed to validate the conclusions drawn from the data and provide the reader with a plausible justification. In an effort to assure confirmability, the research's raw data was preserved, and the data's exhibits were well explained, allowing for a clear correlation between the findings and the data.

Consistency (reliability): According to Lincoln and Guba (1985) and Miles and Huberman (1994), consensus and agreement among the researchers about the codes and themes derived from the study data are crucial for ensuring internal consistency of the findings in qualitative research. In my investigation the transcripts multiple times were checked for mistakes and ensured that there are no drift or bias in definition of codes and the codes are checked by the advisor instructor as well, so the agreement was made between us.

2.4. Research Questions

This study aims to investigate the concept of teacher leadership in Azerbaijan primary and secondary education. It is aimed to study whether Azerbaijani school teachers are aware of teacher leadership concept enough and how much they strive to be good leader teacher in their academic life.

Additionally, how does educators associate teacher leadership and effective teaching, what the advantages are of to be a leader teacher in students' educational life. Whether a skillful teacher is also a good leader teacher or not.

Moreover, are there any effects of teacher leadership to the connection between students and facilitators. We will also be looking for whether the teacher leadership notion has an impact on pedagogue-learner relationship.

In order to find out whatever was concerned or expected to investigate above the main research questions of this investigations are as following:

1. How does teacher leadership manifest in Azerbaijan schools?
2. How do teachers see interconnections between teacher leadership and teaching?

CHAPTER III. Findings and Discussion

This part included the conclusions drawn from the data analysis and their corresponding interpretations. The specific variables were taken into account when tabulating the qualitative data, which were subsequently interpreted.

3.1. Opinions on Teachers' Communication Styles with Administrators and the School's Level of Assistance to Administrators

Teachers' Opinions on Their Leadership Characteristics

Teachers' opinions about the leadership qualities and their frequency distribution are given in Table 2.

Table 2. Leadership Characteristics of Teachers

Opinions	Frequency
Communicating Good	13
Helpful	6
Being Active	4
Problem solving	3
Following Innovations	2
Being Social	2
Sharing What You Learned	2
Expressing Your Ideas Openly	2
Referring Others	1
Professional Competence	1
Be an example	1
Taking Initiative	1

Table 2 shows the views of teacher leaders regarding the leadership qualities they see in themselves. Among these features, good communication was the most mentioned and expressed feature by the participants. Thirteen of the participants think that they have good communication skills. Six of the participants helped, four people being active, three people solving problems, two people following innovations, two people being social, two people sharing what they had learned, two people expressing their ideas openly, one person directing others, one person professional competence, one person being an example, one person taking initiative.

Communication is a very decisive process in school life (Bennis A. 2016). Eight of the participants stated that they had good communication with their colleagues, five with their students, one with the parents, and one with the school administration. Participants' opinions about good communication are given below:

“My ability to communicate is very good. Both with my colleagues and my students. I have a very good communication channel. I will not offend or upset anyone.” (P1)

“I approach people moderately. I don't think I've even broken anyone's heart in 9 years. I mean well. I love everyone, mutual love, respect. We can say that my communication skills are strong.” (P4)

“I try to convey these (innovations) to the people around me as much as I can. I'm trying to answer the questions asked to me. The issues I help with are not only related to my own branch. Especially our friends who have just started their careers feel closer to us than the older generation and ask questions more easily. We can convey things to them more easily.” (P1)

“Generally, I prefer to take initiative.” (P12)

“I try to be an example, from my stance to my clothing.” (P13)

Leadership qualities that a teacher leader should have

Participants were asked “What are your suggestions for improving and supporting teacher leadership?” The question was posed. Participants' opinions about the leadership qualities that a teacher leader should have and their frequency distribution are given in Table 3.

Table 3. Leadership Characteristics That a Leader Teacher Should Have

Opinions	Frequency
Communicating Good	8
Professional Competence	5
Be an example	5
Following Innovations	3
Good Oratory	2
Being helpful	2
Problem solving	1
Establishing Trust	1
Having a Corporate Culture	1

28

Table 3 shows the participants' opinions on the leadership qualities that a teacher leader should have. Eight of the participants think that leader teachers should have good communication skills. Five of the participants stated that professional competence, five stated that being an example, three stated that following innovations, two stated that good oratory skills should be present, two stated that helping, one stated that problem solving, one stated that providing trust, and one stated that the teacher leader should have qualities such as having an institutional culture. They are thinking.

The participants' opinions regarding good communication skills and professional competence are given below:

“Communication is very important. The teacher leader must have good communication with his colleagues and students.” (P1)

“The teacher leader must be able to communicate well with students and teachers. (P2)

“The teacher leader needs to provide trust.” (P5)

“It has to have a corporate culture. Every problem at school is a problem for me. I think this should be the most important thing in a teacher leader.” (P7)

In my opinion, teacher leaders are like unofficial advisors in schools; they take part in the processes at school, organize and discipline these processes with patience, consistency and determination, regardless of conditions, time or circumstances. Variables such as teachers' personal characteristics and lack of internal motivation, unsupportive school management, cooperation and communication problems, bureaucracy and drudgery of the system negatively affect teacher leadership activities. If the teacher himself does not have leadership qualities, this is a hindering factor from the very beginning. The teacher leader is self-motivated even during his performance. The school administration; It affects human relations, teachers' performance, and leadership behaviors. In addition, if the school's relations with other institutions are not well established, it restricts the employees even if they have leadership qualities. When cooperation is made with other stakeholders, more efficiency is achieved from all work, employees with the potential to exhibit leadership behaviors find room for action, work brings work, and success brings success, thanks to the multiplier effect. When faced with the drudgery of bureaucracy and a multi-interlocutor system, and when constantly hitting a wall, leadership cannot come to the fore. Bass (2013), in his thesis study, teachers' opinions regarding the level of primary school principals showing transformational leadership characteristics; He stated that the rapid change and transformation that has surrounded the whole world in the twenty-first century has led all organizations towards an inevitable change and development process, and that in this case, success can only be possible by being open to differences, moving away from monotony, and effective leadership, and that educational studies should be continued within this framework. showed the necessary conclusion. The opinions of our participants and the results of our research are in this direction. When the school administration is supportive, the process begins to move towards a good place. If the school administration establishes school-family and school-teacher relationships correctly and ensures balance, the teacher's job becomes much easier. Of course, the teacher's responsibility and the structure of the school are also important in the process. The current institutional culture of the school and the human relations within this culture, the administrative structure of the school, the educational and sociological structure of the schools and institutional norms affect the leadership efforts in the school. Teacher leadership has a positive impact on school and student success, achievement of goals, and dynamic learning processes. A good teacher leader does not have problems with dominance in the classroom, raises his students as self-confident and goal-oriented individuals, motivates them, and this increases success. The attitude of the leader teacher makes the learning

environment at school fun and enjoyable. According to the research results of Bennis (2016), school and classroom success and quality education are possible with leader teachers who guide them towards success. The results of our research support this finding.

Efforts of Participants When Innovating at School

Participants were asked: "What are the efforts you make when an innovation is made in the school?" The question was posed. The participants' opinions about the efforts they make when innovating at school and their frequency distribution are given in Table 4.

Table 4. Efforts of Participants When Innovating at School

Opinions	Frequency
Giving Support	10
Idea Generation	1
Leading	2
Following Innovations	1
Almost no effort	3
	15

Table 4 shows the participants' opinions about their efforts when innovating at school. The majority of teachers responded to support their efforts when it comes to innovation in the school. One participant emphasized his efforts to generate ideas, two to lead, and one to follow innovations. The striking finding from this question is three of the respondents are not satisfied with the innovations done at school. These respondent teachers were from region schools and they strongly believe that their school administrators are not open to innovative ideas and they are not enthusiastic to put any effort to be innovative and share their new ideas as a leader teacher.

Participants' opinions on support efforts are given below:

“If the innovation is truly for the benefit of the school, I will take responsibility.

I ensure that my students contribute to that work along with myself.” (P1)

“I'm trying to be in it. What is new in school? For example, we can say social activities for our school. Being in almost all of them I am working. For example, I actively took part in the painting and sound competitions held at our school. Since my arrival, theater and poetry recital activities have been organized by me at the school. In other words, I prefer to be directly involved rather than supporting it from outside.”(P3)

“We constantly express our suggestions in group meetings and meetings held by the ministry. But the ministry does not take this too seriously. It's just a piece of paper. We write it on paper and it just flies away. Thanks to the school, when we say something, they take our suggestions seriously.” (P8)

“In our school teachers are not usually willing to share their thoughts or innovative ideas, because the school principal is not a good listener and enthusiastic to be innovative. I and some my colleagues try to teach our lesson and do our best to educate our students, to be a teacher leader is not a priority for us, because we are not motivated.” (P10).

Based on the data obtained, it can be stated that teachers do not perceive the innovative features of schools at a high level. When teachers' opinions were examined in detail, it was revealed that teachers mostly stated that the school administration supports innovation in the administrative support dimension. When this result is evaluated within the scope of the scale items, it is understood that the management approach that supports teachers, such as trust among teachers in schools, sharing common goals, participation of teachers in decisions, a climate that supports creativity, creating a shared vision, respect for ideas and encouraging teamwork, is high. Today, environments where there is a high level of trust between teachers and school administrators, where participation in decisions is ensured, where their opinions are valued, and where teamwork occurs most of the time, are sought-after and desired environments in schools.

In addition, teachers see their schools as having a climate where common goals and vision are shared and which supports innovation. When the results obtained it is understood that teachers from mainly from private (including international schools, lyceums) and public schools of Baku often see their schools as having an innovative atmosphere. When opinions are evaluated in line with the scale items, it is understood that there is an atmosphere in capital city's schools that provides opportunities for new experiments, everyone often does their part for innovation, and the decisions taken are innovative. In addition, from teachers' opinions, it was revealed that the employees in Baku schools, (especially private schools) are willing to innovate, their differences are seen as a source of wealth, and teachers are evaluated based on their contributions to the school. This is a positive factor in making teachers open to innovations, willing to integrate new developments into the school, and working to improve themselves and the school. Having and supporting open-minded, innovative, open-minded, risk-taking teachers in educational institutions is a determinant in the course of schools becoming innovative. It can be said that the teachers in international, private or lyceum schools have innovative characteristics such as being dynamic, imaginative, cooperative, creative, adaptable flexible, and eager for innovation, however regions schools' teachers are not willing enough to be so.

Teachers Leadership Role Requirements

Participants were asked: "Why do you think teachers should take on a leadership role?" The question was posed. Participants' opinions about the necessity of teachers taking on a leadership role and their frequency distribution are given in **Table 5**.

Table 5. Why do you think teachers should take on a leadership role?

Opinions	Frequency
Effective teaching	9
Gain respect	4
Authority	2

15

Table 5 shows the participants' opinions about why do teachers should take on a leadership role. Nine of participants think that teachers should take on a leadership role to teach

effectively. Four of the participants highlighted that teachers should take a leadership role to gain respect of their students. Two of the participants think that teachers should take a leadership role to have the power to manage class.

The opinions of some of the participants who think that teachers should take a leadership role to teach effectively are given below:

“As I mentioned before, I strongly believe that leader teachers are those who are always thinking about new ways, ideas to improve their students’ academic performance and with this way contribute the schools where they work.” (P2).

“Leader teachers are always innovative and their students enjoy learning through new ways, such as games, videos, field trips and etc. Leader teachers do not only apply these innovations only for their lessons, they are always ready to share their ideas, techniques with their colleagues, this is teamwork and the other teachers, school, especially the students benefits from those type of teachers.”(P8)

The opinions of some of the participants who think that teachers should take a leadership role to gain respect are given below:

“Leadership role is needed to teach effectively your students, because they need to accept you as a leader, only after that they are going to listen to your instructions.” (P12).

“Teachers have to show that they are leaders, they must be able to persuade their students to follow them. If your students feel that you are a leader, they will listen and follow you enthusiastically.” (P11).

The opinion of one of the participants who think that teachers should take a leadership role to have authority are given below:

“You should be a leader during class time and make your students to follow you. Teachers are the leaders of the lessons, classes. Your leadership is your power over the students.”(P9)

“In order to be a leader of the class, your voice must be listened by your students. If you don’t have leadership qualities you can not manage your lessons and students effectively.” (P5)

From the interviews, it is understood that majority of the interview teachers in Azerbaijani schools understood teacher leadership context as a skill to teach effectively and to

be a successful teacher and some of them considered leadership ability is must if you want to be a successful teacher with high performance students. Directly high performance comes from listening attentively, following instructions given by the teachers and doing their best. Being able to teacher students how to do the above-mentioned instructions you must have “leadership” ability. Obvious for me after analyzing the answers was that teachers who has education background of Soviet system or not studied after the modern education formalized accepted leadership as “ruler” of the classes. This understanding is well spread among relatively teachers who have many years of teaching experience and studied mainly before new education system formulated in Azerbaijan.

This question and the findings from this question helps the investigator to come to a conclusion regarding the second research question which says “ How do teachers see interconnections between teacher leadership and teaching?” Most of the teachers who support the idea of teacher leadership is crucial for teaching effectively are young teachers who studied during modern education reforms and teach usually in private schools. The Pie chart below contains the explained indicators more prominently and clearly.

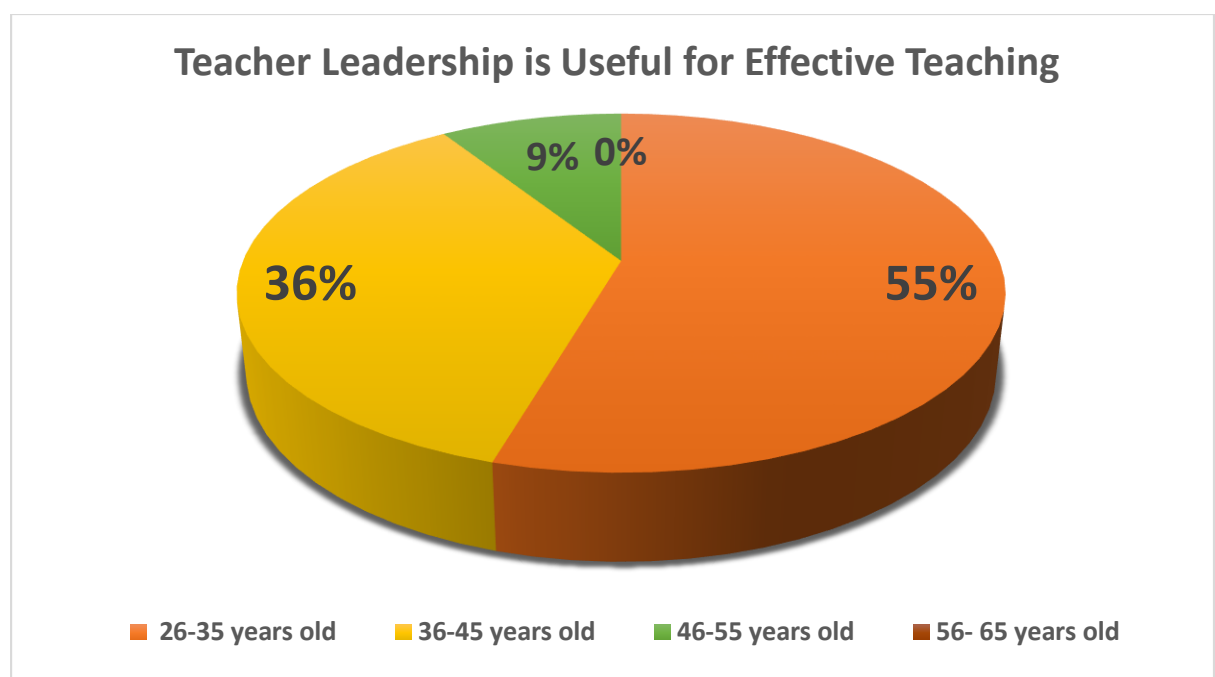


Chart 1. Teacher leadership role and effective teaching.

As it is mentioned in the pie chart above 55% of teachers of considering teacher leadership is effective for teaching are between 26 and 35 years old, 36% of them are between 36 and 45 years old, 9% of the interviewers are between 46 and 55 years old, and any respondent think

that effective teacher leadership is for teaching well between 56-65years old.

Obstacles or Barriers for Teacher Leadership

Participants were asked: "Why do you think teachers avoid taking on leadership roles at school?" and "What barriers may prevent teachers from assuming leadership roles in their schools?" questions were asked. The participants' opinions on the obstacles to teachers taking on a leadership role and their frequency distribution are given in **Table 6**.

Table 6. Barriers to Teacher Leadership

Opinions	Frequency
Insufficient Wage	4
Lack of Time	3
Lack of Motivation	2
Regulations	1
Burnout	1
Family Problems	1
Vocational Incompetence	1
Take responsibility	1
Problematic Communication	1

15

Table 6 shows the participants' opinions on the obstacles to teachers taking on a leadership role. The issues that the participants see as the most obstacles are insufficient wages and lack of time. Two to lack of motivation, one of the participants responded to taking responsibility, one to regulations, one to burnout, one to family problems, one to professional inadequacy, and one to problematic communication.

Participants stated that they saw insufficient wages as an obstacle to teacher leadership. The opinions of the participants who think that insufficient wages are one of the obstacles for teachers to take on leadership roles are given below:

“Some teachers know that they will not be paid accordingly, so they do not do anything other than teach. In my opinion, money is not everything in the world. But now we live in an imperialist world and people think this way because everything is based on money. But in my opinion, money shouldn't be everything.” (P6).

“The low economic status of teachers is one of the factors that make them unhappy. Again, it comes down to how unhappy individuals can raise happy people.” (P8).

“Many of our teachers are busy with teaching extra private lessons after the school hours. This make them extra tired and they don’t have any extra time to even think about being innovative and thinking about new ideas share as a teacher leader.” (P 15).

The opinions of the participants who think that regulations and lack of time are the obstacles for teachers to take on a leadership role are given below:

“This is due to regulations in the education system. People are now inundated with regulations. For example, he says, I will do this, but there will be a regulation obstacle, so I better not do it. This is the biggest problem in societies anyway. You always come across laws or regulations. As time passes, the concept we call depersonalization occurs.” (P3).

“I am not tend to be a leader teacher and thinking about new innovations to share it with my principals. Lack of motivation from administration is the main reason behind this.” (P10).

The research reveals that obstacles to teacher leadership arise from different points such as central administration, school, and individual dimensions. According to the results of the research, the leadership characteristics of teachers are collected in three dimensions, and these dimensions are; personal actions, collaboration skills, and professional knowledge skills.

It is seen that these are acting within the framework of a common understanding, sharing responsibility and information, being a role model, planning and communication skills, field expertise, and professional development. Bass (2019) states that many studies on teacher leadership point to the importance of creating shared norms and values among teachers and a collaborative school climate. In addition, Bennis (2016) states that teachers can demonstrate their leadership qualities more in an environment where they can participate in school-related decisions, their opinions are taken into account, working hours are arranged by collaborative work, and they are supported for individual development. In this regard, it is seen that the teacher leader characteristics obtained as a result of the study findings are similar to the findings obtained in previous studies. In this regard, it can be said that a suitable environment is important for revealing and developing teacher leadership skills. Can (2007), who examined the level of realization of teacher leadership skills in his research, states that the actions

classified under the headings of "personal actions, collaboration skills, and professional knowledge skills" are carried out by teachers, but such behaviors are more regulation-oriented and should be essential skills. In addition, it was concluded that some of the teachers were able to exhibit school-wide projects that could lead to change and create team awareness. It can be concluded that the findings regarding teacher leadership skills obtained as a result of the study are the lowest level behaviors for "teacher leadership", but provide a structure suitable for the classification of such skills.

Opinions on Teachers' Communication Styles with Administrators and the School's Level of Assistance to Administrators

Participants were asked "How do you communicate with your managers?" and "Do your managers help you with your work?" questions were asked. The participants' opinions about the way they communicate with their managers and their frequency distribution are given in **Table 7**.

Table 7. How Participants Communicate with Their Managers

Opinions	Frequency
Good	11
Mixed	2
Not good	2
	15

Table 7. shows the participants' opinions regarding the way they communicate with their managers. Eleven of the participants emphasized that they had good communication with their managers. Two of them claim that they have bad communication, the other two participants answered that their communication with their managers was complicated.

The opinions of the participants who responded that they had good communication with their managers are given below:

“When we have a problem, we say it directly. Our director is solution-oriented. For

example, she always gives ideas when we needed them.” (P2)

The opinions of the participants who responded that their communication with their managers was complicated are given below:

“My work always begins with conflict. Because when you express different opinions, you constantly conflict. But in the end, it generally gets better. We try to keep our relationships good. Our relationship starts with conflict and then continues with friendship. Once you get yourself accepted, you get along.” (P7)

“The previous director of our school had many years of experience in this field, but she was not listening to any other ideas from me and my colleagues. She was trying to lead the school without any new innovative ideas, also she was not open any thoughts of young teachers. Now we have a new director which is only 27 years old, but she is incredible innovative, always wants to hear our opinions before any decision-making process related to our school and our students’ academic improvement.” (P14).

The most important element that directs communication in an organization, initiates the communication process and determines the quality of the communication to be established is the manager who transfers the information. Because he has a more effective position than lower-level personnel, based on the authority given to him by the organization. The knowledge, skills, attitudes and purposes of both the person transmitting the information and the recipient can affect the correct perception of the information. The communication process is used to change human behavior, improve relationships between individuals and groups, perform tasks, establish a communication network in the organization and ensure effective coordination. It is a known fact that school principals who are successful in communication are more effective. It is not possible to achieve effective management without effective communication. Communication between managers and employees is an important factor in terms of the effectiveness of performance in the organization. It is the manager's duty to ensure unity and solidarity among employees. In order to achieve all these, the school administrator must be able to express his thoughts, ideas and feelings comfortably and effectively, be persuasive, have leadership qualities and be a good listener. In education management, the healthy communication of orders, information, ideas, thoughts and problems between employees and within the school depends on the correct and effective functioning of communication. The rapid changes and developments we experience today have increased the need for managers with communication competence. Among the reasons for the failure of many organizations are disorders in the functioning of the communication process. Failure of this process to continue

as required; It can cause very costly losses such as time, money and quality manpower. For this reason, school administrators are expected to be experts in communication skills in ensuring organizational effectiveness.

The participants' opinions about the level of help the school provides them and their frequency distribution are given in Table 7.

Table 8. School's Level of Assistance to Participants

Opinions	Frequency
Yes	9
Partially	4
No	2
	15

Table 8. shows the participants' opinions on the level of assistance the school provides them. Nine of the participants thought that the school helped them in this regard. Two participants thought that the school did not help them in this regard, and four participants thought that it helped them partially.

The opinions of the participants who think that the school helped them are given below:

“There are also subjects that our school helps with. They help with material and spiritual matters. Of course, sometimes they can't do anything. For example, you are going to prepare a project, but if the cost is too high, their hands are tied. Schools also have a certain balance of income and expenses. Can't get out of this. But when I told my managers that I would do this, I never saw them say, "You can't do this." I have been working at this school for 6 years. In my 16 years of teaching life, I have never seen a principal say no to an event to be held for the benefit of the school.” (P4)

3.2. School's views on support for teachers regarding leadership

The opinions of the participants are given below:

“The school doesn't actually support us very much. He wants us to do whatever the procedure is, whatever the official duties are. Going the extra mile is something about our character. If it is something useful for the school and the student and if there is a duty for the school, they also help us when we ask. If they have the means.” (P5)

“They're not very helpful, sir. We do this because we love it. We do it out of our own sacrifice. I also know how to sit. But when we have an idea, they don't always say no, they try to do it as much as possible.” (P11)

“Sometimes they help. If you have accepted yourself, you will be at the forefront in this regard. But if you can't get yourself accepted, on the contrary, you will be a rebel, useless, and disruptive because you think differently. Because when you produce different ideas, the other person must respect this and at least implement usable ones. But on the contrary, when you are seen that way, you may be penalized or excluded.”(P9)

According to the first result obtained in the research, it is seen that the participating school administrators do not distinguish teacher leadership from other types of leadership and perceive it as a natural quality of the teaching profession. In recent years, school change and innovation processes have made it necessary to increase the quality of teaching and maximize the effectiveness of teachers in the areas of student learning. It is on the agenda for school administrators to change their understanding of leadership and share leadership authority with teachers. More shared leadership approaches, in which all school members will embrace a common purpose and sense of responsibility, are expected, especially from school principals. As a matter of fact, one participant shows a similar approach with the view that "One of the most important characteristics of teacher leaders that differs from other teachers is that they have leadership skills." The issues that school administrators focus on most regarding teacher leadership are the "leadership and personality traits" of teachers; "Personal characteristics are also important, characteristic features are also important, of course" and that the role of the school principal in the realization of teacher leadership is effective and important. According to most of the participating administrators, "expertise and being open to development" are seen as the prominent characteristics of teacher leaders. He stated that many factors such as the teacher's personality characteristics, expertise, knowledge, students' characteristics, and the

teacher's influence are effective. It was observed by all participating school administrators that the teaching profession requires expertise and creates a leadership effect in parallel with their personal characteristics. Some administrators think that the school principal may think differently and behave negatively towards teacher leaders and teachers. It is deemed necessary to provide practice space and opportunities under teacher leadership. In this respect, school principals are thought to be decisive in terms of paving the way or obstructing teacher leaders. A study shows that leader-member interaction between school principals and teachers has a positive effect on school efficiency. While Bass (2016) states that school principals have very important roles in revealing teachers' leadership behaviors, school administrators do not always act by understanding the importance of teacher leadership and its contributions to the school development process. School principals are expected to pave the way, especially for teacher leaders, and even provide support for their practices. In our country, the leadership skills and competence levels of school administrators play an important role in the realization of teacher leadership in schools.

3.2.1. Methods to Eliminate Teachers' Reluctance to Share Innovative Ideas

Participants were asked, “Sometimes teachers may have innovative ideas about the school, but they are reluctant to take action or share their ideas with others. How do you think these teachers should be supported?” The question was posed. The participants' opinions on the method of eliminating other teachers' reluctance to share their innovative ideas and their frequency distribution are given in Table 9.

Table 9. Methods to Eliminate Teachers' Reluctance to Share Innovative Ideas

Opinions	Frequency
Support from schoold administration	8
Guidance from school administration/experienced teachers	4
Get motivated by school administartion	2
To be brave to share with the administartion	1

15

Table 9. shows the participants' opinions on the method of eliminating teachers' reluctance to share their innovative ideas. Eight of the participants said that teachers who experienced this need support from the school director. Four of the participants stated that guidance is the most effective way to eliminate reluctance. Those reluctant teachers need some direction from the school administration or any other former/more experienced colleagues. Two stated that those teachers need motivation and one of the participant highlighted that as she was reluctant before and hesitate to share her ideas with the school administration she tried to take an action by herself without any motivation and guidance. After she shared her innovative method on one matter the director appreciated her and now she is one of the innovative leader teachers at school.

Bennis (2016) revealed in his study that the factors that reduce teachers' motivation for professional development stem from teachers' individual characteristics and attitudes, their expectations about activities, their personal and family responsibilities, their economic situation, the planning methods and timing of activities, the school they work in, their groups and the approach of the school administration. It is similar to the findings in our study, such as teacher reluctance, familial and child responsibilities, high costs, lack of continuity of training, physical conditions of the school, lack of appreciation by the administrator, not allowing the administrator, and punishment for taking initiative. Teachers have various expectations from their administrators.

Considering the findings of our study, it was stated that situations such as the administrator not giving permission, the administrator not appreciating it, and punishing taking the initiative reduce the motivation of teachers. It is known that some school administrators make it difficult for teachers to attend postgraduate education on the grounds that their duties at school are disrupted. In Bass's (2016) study, sixty percent of the participants mentioned that managers did not support their postgraduate education. In this case, teachers' expectations from their administrators cannot be realized. In the findings of our research, it was found that school administrators' lack of convenience is an important factor that reduces motivation for professional development. Since student development cannot be achieved adequately without qualified teachers, such administrator behaviors in the education system will lead the system to entropy.

3.3. Meeting Professional Development Needs

Participants' opinions about meeting their needs regarding professional development and their frequency distribution are given in Table 10.

Table 10. Meeting Participants' Professional Development Needs

Opinions	Frequency
Yes	8
No	3
Partially	4
	15

Table 10. shows the participants' opinions on meeting their professional development needs.

Eight of the teachers answered yes and agreed with professional development.

Three of the participants think that their professional development needs are not met, and four think that they are partially met.

The opinions of the participants who think that their needs regarding professional development are met are given below:

“We try to attend training as much as we can. Our managers guide us in this regard.”(P1)

“I am improving myself in this regard. I received a lot of in-service training. For example, I received 5-6 trainings on computer informatics.” (P2)

“Our schools provide us with some seminars related to students educational needs, IT based trainings, professional and subject based development trainings on a regular basis. Fourth a year we attend in Professional Development Day organised by our school administration and based on the needs of teachers we get some trainings, seminars and online courses.” (P3)

“Some seminars are provided by school for us, but there are some that we think they are really useful the schools did not provide this for us, because they are mainly not free. We got information about these seminars from those around us/Internet and participate.” (P8).

“Our school is does not organize those seminars usually. In our region, village we don't have many chances to attend in these kinds of trainings where we can develop professionally. We can only find those seminars by our own efforts.” (P5)

In our study, it was revealed that teachers expect to be rewarded to motivate them for professional development, and that administrators also need rewards to motivate teachers. In order to motivate teachers, school administrators should use these rewards effectively at the appropriate place and time. Research shows that administrators have great importance in teacher motivation.

Again, as it experiences above questions, the teachers who complain about less or almost no professional development trainings or courses are from the schools of Azerbaijan regions. It is fact that many of regions schools' teachers are not motivated to do so, but at the same time they don't have this opportunities and invitations to participate.

It is thought that administrators' supporting teachers' professional development, motivating teachers, encouraging them for in-service training, and providing the necessary opportunities within the school are motivating for teacher professional development. In the case study examined by Özçetin (2016), he concluded that the administrator could not be thought to have sufficient knowledge about teacher motivation. He mentioned that teachers cannot pay enough attention to their higher-level needs because their lower-level needs are not met. However, content theories emphasize that there will be difficulties in meeting higher level needs before the lowest level needs are met. In this case, it does not seem possible for teachers whose real needs are not met to achieve job satisfaction and to be more useful to their students. Teachers' sharing of their knowledge, experiences and opinions about their professional practices with colleagues in various activities and working in collaboration with the team positively affects the professional development and changes of teachers (MEB, 2008). Similar findings were obtained in our study.

Additionally, our participants mentioned that they were motivated when they saw the success of teachers who participated in professional development activities in their schools. Thus, it can be concluded that teachers are influenced by each other and can produce good work by working together in harmony.

The participants' opinions about the effectiveness of the training they received and their frequency distribution are given in Table 11.

Table 11. Efficiency of the Training Received by the Participants

Opinions	Frequency
Yes	8
No	3
Partially	4
	15

Table 11. shows the participants' opinions on the effectiveness of the training they received. Eight of the teachers think that the training they received before was productive. Three participants thought that the training they had received before was not productive, and four people thought that it was partially productive.

The opinions of the participants who think that the training they have received before was productive are given below:

‘We see its benefits. And not just at school. We see it both at school and in the social environment.’ (P6)

“Before this, I also attended in-service training. It was mostly vocational training. I also think that these contributed to me. Whether we implement it or not is a different matter, but education definitely contributes.” (P13)

Additional to training courses and seminars, another way of motivation can be additional non-working days, giving any leader position as well as giving certificates to the active teachers with their leadership abilities or any innovative steps done. One of the respondent teacher shared a case regarding this matter.

“I usually invite some guest speakers accordingly to the topic of my lessons, for example, when we learned about mountains, I invited one of the famous mountaineer, climber and listening to him and learning from the expert person was very interesting for the students.

After this, my director gave me a certificate for active participation in school life events and for organizing creative lessons.” (P4)

This kind of incentives and motivational actions from the school leaders and management of schools leads to the other innovations, creativity for the other teachers as well. According to the participants’ opinions, among the extrinsic motivators that motivate teachers for professional development are meaningful activity with colleagues and modeling of colleagues. This actually shows that teachers enjoy doing activities together and that activities done together contribute positively to their professional development.

3.4. The need of guidance in leadership

Participants were asked, “Are there times when you need guidance on leading?” and “From whom and how do you get support at this time?” questions were asked. The participants' opinions about the people they get support from when they need guidance in leadership and their frequency distribution are given in **Table 12**.

Table 12. People from whom Participants Get Support When They Need Guidance in Leadership

Opinions	Frequency
Colleague	6
Manager	3
Book	2
Family	1
Academician	1
Nobody	1
	15

Table 12. shows the participants' opinions about the people they get support from when they need guidance in leadership. Six participants stated that they get support from their

colleagues when they need guidance. Three of them mentioned that they approach to their administrators in case of guidance needs. Two people answered "books", one of them answered "family", one person answered "academician", and one person answered "nobody".

When teachers need guidance, they get the most support from their colleagues. Below are the opinions of people who received support from their colleagues when they needed guidance in leadership:

"I always exchange ideas with my colleagues. We are always in dialogue. I am always a fan of getting help from experienced people. I don't know everything, but I'm open to knowing everything." (P3)

"Experienced teachers, especially teachers whose style and teaching style I liked, were the people I consulted in this sense." (P13)

"Our friends with whom we studied in the same class at university are now in different cities. We sometimes consult with each other. I sometimes ask my other colleagues at school. I consult my friends whose experience I trust and whose wisdom and logic I like." (P7)

"I usually try to handle it myself. If I know how to solve the problem, I do not need to consult anyone. My wife is already a guidance counselor. I talk to her when there is a problem." (P8).

After all of the above-mentioned discussions and many other discussions during the interview with the teachers from different parts of Azerbaijan, the answers to the research questions were found. After analyzing and interpreting the collected data it is obvious that the understanding of teacher leadership is not well formulated in region schools of Azerbaijan. The schools in Baku, especially private, international schools as well as lyceums are well developed and the management of those schools support their team of teaching, even encourage them by giving chance to share ideas, rewarding active teachers who are tend to lead the new innovations, events or any other contribution to school and students' learning process. We can see the outcome in the tables below.

Table 13. Types of schools of respondents working and existence of TL according to each type

Baku			Regions		
School Type	Number of teachers	Existence of TL	School Type	Number of teachers	Existence of TL
Private	5	5	Public	4	0
Lyceum	2	2	Lyceum	1	1
Public	2	1	Private	1	1

As it is mentioned in the table above, nine of the participants are from Baku schools and six of them are from different regions. There are five teachers from private (international), two from lyceum and other two from public schools of Baku. Four respondents from regions schools are teachers of public schools, one lyceum and another one private school in one of our regions. As there are very few private schools and lyceums in our regions, only one participants from each category was involved in the survey. After analyzing the responses of the respondents, I came to the conclusion that 8 Baku teachers think that the concept of teacher leadership has been formed in their school and that school principals support this concept the only respondent was one of the public school teacher who claimed that they do not have this concept in their school. From region schools two respondents, one from lyceum and another one from public school claimed that they have teacher leadership in their school and other four respondents who are from public schools claimed that they don't have teacher leadership concept and their school director is not supportive on this matter.

In the chart below it is shown how many teachers from each category (Baku and regions) claim there are teacher leadership concept and support to this concept from their administrators.

Additionally, the Chart 2 below describes the number of the teachers from Baku and regions who believe that they have teacher leadership in their schools. As a result, eight of the Baku school and four of the region school teachers' answers showed that they have teacher leadership in their school.

Chart 2. The number of teachers who say that teacher leadership exists in their schools



Discussion. The research reveals that obstacles to teacher leadership arise from different points such as central administration, school, and individual dimensions. Leadership characteristics of teachers are acting within the framework of a common understanding, sharing responsibility and information, being a role model, planning and communication skills, field expertise, and professional development. Bass (2019) states that many studies on teacher leadership point to the importance of creating shared norms and values among teachers and a collaborative school climate. In addition, Bennis (2016) states that teachers can demonstrate their leadership qualities more in an environment where they can participate in school-related decisions, their opinions are taken into account, working hours are arranged by collaborative work, and they are supported for individual development. In this regard, it is seen that the teacher leader characteristics obtained as a result of the study findings are similar to the findings obtained in previous studies. In this regard, it can be said that a suitable environment is important for revealing and developing teacher leadership skills. Can (2007), who examined the level of realization of teacher leadership skills in his research, states that the actions classified under the headings of "personal actions, collaboration skills, and professional knowledge skills" are carried out by teachers, but such behaviors are more regulation-oriented and should be essential skills. In addition, it was concluded that some of the teachers were able to exhibit school-wide projects that could lead to change and create team awareness. It can be concluded that the findings regarding teacher leadership skills obtained as a result of the study are the lowest level

behaviors for "teacher leadership", but provide a structure suitable for the classification of such skills.

In the research conducted by Senge (2016), the concept of professional development is defined as following innovations-self-renewal, development of professional competencies, gaining knowledge and skills related to the branch, and motivation for the profession. Professional development, broadly defined, is the development of people in their professional roles. To be explained more specifically, professional development is a set of activities in which teachers examine their teaching with increasing experience and apply to correct their deficiencies by making their self-evaluation. Official ones of these professional development activities are; workshops, professional meetings, courses, and informal; following professional publications, reading and listening to news about education. When the findings were examined, it was seen that teachers defined the concept of professional development as adapting to innovations, following innovations, updating themselves by scanning resources, and keeping up with technology. When looking at the definitions of professional development in the literature, it can be seen that the answers given by the participants are similar to each other. The problem of the research is about what teachers do for their professional development according to teachers and school administrators. In this regard, when the findings of this research were examined to determine what teachers were doing, the professional development activities that teachers participated in were divided into two groups: formal and informal. Official ones; seminar period studies, conferences, seminars and workshops, online trainings, panels and competitions, projects, drama courses, and postgraduate training. Unofficial ones include following educational news, helping colleagues, following professional publications, visiting exhibitions, using social media education platforms, self-evaluation, reading child development books, and watching documentaries. George (2019), professional development activities include individual reading, research, study, peer study groups focusing on common needs, peer observation, coaching, and mentoring of new teachers by experienced teachers; It is defined as lesson planning, problem solving, performance improvement, organizing team meetings for developing new teaching/learning strategies, group meetings, online courses, university courses, conferences, and programs prepared by private organizations (Senge, 2016). No data could be obtained in our study about mentoring, team meetings, and work groups, which are among the professional development activities mentioned in their study. It can be thought that the reason for this is that the teachers in the study group prefer to work individually. It is also a possible reason that such activities are not implemented in schools. In our study, our participants responded to helping colleagues regarding professional development, but they did not do well

on this issue and did not give details (Elmas, 2018). In their studies, they stated that what they do regarding the professional development of teachers is: I attend seminars, training, and programs related to my branch, I try to keep myself open to constantly updating, developing, and renewing, I participate in in-service training, I benefit from experienced teachers, I try to diversify course equipment and materials, I attend conferences and interviews. In addition, teachers defined the activities they carry out regarding their professional development as school and region-based in-service training, projects, professional development courses through EBA, sector (workplace) trips, ERASMUS training abroad, and entrepreneurship courses (Poppen, 2017). It was observed that the findings of our research were similar to the findings of previous studies in the literature. According to teachers and school administrators, which is the second sub-problem of our research, the administrator's findings regarding what teachers do for their professional development are remarkable. It has been shown that administrators know the formal professional development activities that teachers participate in, but do not have information about the informal ones.

Because official events require manager approval, and managers know the events they approve. However, to follow other studies, the teacher needs to be known and the administrator's observation is required. It can be said that administrators do not know the teachers they work with well enough and cannot spend much time in teacher rooms in schools, therefore they do not know the unofficial professional development activities that teachers do. In the research problem, leaders who motivate teachers to professional development were examined. According to participant opinions, the factors that motivate teachers for professional development are divided into two categories: intrinsic and extrinsic motivation. In the intrinsic motivation category, according to teachers' opinions, the factors that motivate teachers are liking professional development/learning, wanting to improve students, being interested in the subject, seeing the profession as sacred, wanting to contribute to the environment, and feeling inadequate. According to managers' opinions; The factors of being willing, liking the student, having professional ethics, and the need for professional development were mentioned. In the theme of extrinsic motivation, according to teachers' opinions, the factors that motivate teachers are student feedback, school principal and colleague discourses, achievement certificates, and taking colleagues as models. According to administrators' views, the principal's motivational speech and reward are extrinsic motivation factors for teachers. In the study of Senge (2016), it was concluded that the factors that motivate teachers are certificates of achievement, being rewarded with a salary, and award certificates. In addition, teachers are greatly motivated by situations such as receiving verbal appreciation or thanks and being set as an example. In our

study, we see that similar factors motivate teachers. The teachers who participated in the study mentioned that they expected to be appreciated by their administrators and to receive a document or at least a verbal thank you as a result of their work. When we look at the roles of school administrators, we see that they have a critical role in motivating, directing, and ensuring the professional development of teachers. In the study of Poppen (2017), the difficulties experienced by managers were examined in five categories. Among these categories, in the school business management category, they mentioned challenging situations such as finding financing, providing cleaning staff, late arrival of funds/materials, inadequate physical conditions, procedures/paperwork, and completing the deficiencies of the previous management. These situations that managers have to deal with suggest that managers' motivational roles are left behind and they cannot fulfill the responsibilities of this role. However, a manager who wants to increase teacher success must recognize the motivating factors of teachers (Senge, 2016). According to Reinforcement Theory, reinforcement ensures that a behavior is repeated. Teachers must be motivated for their professional development to be continuous and effective. Since the aim of administrators is for teachers to learn and maintain the desired behaviors within the school, it is necessary to provide positive reinforcement to motivate teachers.

Can (2019) stated in his study that the factors that motivate teachers are students, control anxiety, changes in educational programs, teachers' perception of themselves as inadequate, being open to innovations, and the desire to gain competence in the profession. It has similar findings to our study's findings of liking professional development/learning, wanting to improve students, being interested in the subject, seeing the profession as sacred, wanting to contribute to the environment, and feeling inadequate. However, the findings of changes in the education program in Can's (2019) study were not found in our study. However, our participants shared their views on keeping up with changes when defining professional development. This may indicate that teachers define adapting to changes as professional development, but changes are not a factor in their motivation. Similar findings are found in Yılmaz (2018) was also found in their study. They stated that the factors that motivate teachers for professional development are students, control anxiety, changes in the education program, seeing themselves as inadequate, being open to innovations, and the desire to gain competence in the field. In the studies of Öztürk (2015), the factors that motivate professional development are students, sense of conscience, technology, changes in education programs, teachers' perception of themselves as inadequate, student parents, administration, family, being open to innovations, sense of responsibility, social media, professional competence. status and professional reputation. It is

similar to the findings in our study of administrator's encouragement, student feedback, liking professional development/learning, wanting to develop students, seeing the profession as sacred, wanting to contribute to the environment, and feeling inadequacy. However, this study differs from ours with its findings such as technology, social media, sense of conscience, and students' parents. Participants in our study mentioned technology in their descriptions of professional development.

It is thought that administrators' supporting teachers' professional development, motivating teachers, encouraging them for in-service training, and providing the necessary opportunities within the school are motivating for teacher professional development. In the case study he examined, Bass (2016) concluded that the administrator could not be thought to have sufficient knowledge about teacher motivation. He mentioned that teachers cannot pay enough attention to their higher-level needs because their lower-level needs are not met. However, content theories emphasize that there will be difficulties in meeting higher-level needs before the lowest-level needs are met. In this case, it does not seem possible for teachers whose real needs are not met to achieve job satisfaction and to be more useful to their students. Teachers' sharing of their knowledge, experience, and opinions about their professional practices with colleagues in various activities and working in collaboration with the team positively affects the professional development and changes of teachers. Similar findings were obtained in our study. According to the participants' opinions, among the extrinsic motivators that motivate teachers for professional development are meaningful activity with colleagues and modeling of colleagues. This shows that teachers enjoy doing activities together and that activities done together contribute positively to their professional development. A teacher who participated in our research shared a case study about meaningful activity with a colleague. This case study is an example of a successful project that emerged as a result of teachers getting along well with their classmates and their common activities. Additionally, our participants mentioned that they were motivated when they saw the success of teachers who participated in professional development activities in their schools. Thus, it can be concluded that teachers are influenced by each other and can produce good work by working together in harmony. In the research problem, the factors that reduce teachers' motivation for professional development were examined. According to the findings of this study, factors that reduce teachers' motivation are; They are divided into four groups: factors related to the teacher, factors related to the school, factors related to professional development activity, and factors related to the environment. Among the factors related to the teacher, according to teachers' opinions, the most common factors are children and family responsibilities; School-related factors include student

reluctance; factor transportation issues related to the professional development event; Among environmental factors, negative discourses against the teaching profession mostly reduce teachers' motivation for professional development. In this study, administrators and teachers agree on the factors that reduce teachers' motivation.

However, it was observed that managers did not express their opinions on the factors related to professional development effectiveness. The reason for this situation suggests that administrators do not have enough information about the professional development activities that teachers participate in. Bennis's study revealed that the factors that reduce teachers' motivation for professional development stem from teachers' characteristics and attitudes, their expectations about activities, their personal and family responsibilities, their economic situation, the planning methods and timing of activities, the school they work in, their groups and the approach of the school administration. It is similar to the findings in our study, such as teacher reluctance, familial and child responsibilities, high costs, lack of continuity of training, physical conditions of the school, lack of appreciation by the administrator, not allowing the administrator, and punishment for taking initiative. Teachers have various expectations from their administrators. When we look at the findings of our study, it is stated that situations such as the administrator not giving permission, the administrator not appreciating it, and punishing taking initiative reduce the motivation of teachers.

In Senge (2016) study, sixty percent of the participants mentioned that managers did not support their postgraduate education. In this case, teachers' expectations from their administrators cannot be realized. In the findings of our research, it was found that school administrators' lack of convenience is an important factor that reduces motivation for professional development. Since student development cannot be achieved adequately without qualified teachers, such administrator behavior in the education system will lead the system to entropy. Female teachers who participated in the study stated that their biggest obstacle to motivation for professional development was their family and child responsibilities. Likewise, when managers were asked, they saw the 100 obstacles to the motivation of their female employees as family and child problems. Women sometimes take on more than one responsibility and often experience multiple roles and superwoman syndrome, either unconsciously or consciously (Patterson, 2017). Additionally, women have invisible obstacles during their career development. This situation is explained by the glass ceiling syndrome.

According to Bass (2016), the desired success cannot be achieved because professional development activities are carried out in a cursory, fragmented, one-off, daily work away from

deep topics. In our study, similar findings to those in the literature were obtained. Insufficient quality of training activities, lack of continuity of training, lack of application area and not being given by experts in the field reduce the motivation of teachers. According to the findings of our study, it was revealed that the participants experienced security problems in the schools where they worked. In this case, it will not be possible to talk about the professional development of the teacher whose safety cannot be ensured. There is a two-way interaction between teacher motivation and education. It puts teachers under stress at school; There are situations such as indifference of parents, reluctance of students, harmful habits of students, crowded classes, and administrator attitudes. These situations negatively affect teachers' motivation. In this way, teachers who are under stress and whose motivation decreases are inadequate in student learning and have deficiencies in communicating with their students. Parental intervention, student reluctance, and teacher status are among the inhibitors that are in relationship with each other and other practices in the system. Low respect for the teaching profession reduces teachers' motivation for professional development. Similar findings emerged in our study. Factors that reduce teachers' motivation for professional development have been determined as student reluctance, parental interventions, parental indifference, and negative discourses against the teaching profession. Teachers' perceptions and experiences of the supervisor's inadequacy and lack of a role model play an important role in the teacher's professional development because the supervisor is one of the people responsible for teacher development. In the study conducted by Bennis (2016), it was emphasized that the quality and number of in-service training were not at the desired level. Among the factors that reduce motivation for professional development, in the category of school-related factors, the negative attitude of the school administration, the physical inadequacies of the schools, and the lack of institutional culture were most frequently mentioned. It can be said that these findings in the literature are consistent with and support our findings on the physical conditions of the school, the administrator's lack of permission, the administrator's lack of appreciation, and the lack of supervision. In the problem of the research, methods of coping with the factors that reduce teachers' motivation for professional development were examined. Coping methods against factors that reduce teachers' motivation for professional development were examined in three categories: effort, social support, and inertia. Self-motivation, self-sacrifice, and patience in the effort category; spouse and friend support in the social support category; In the inertia category, findings of acceptance, doing nothing, waiting, and not caring emerged. The administrators' responses to the methods of coping with the factors that reduce teachers' motivation for professional development are divided into two categories: concrete and abstract support. In the concrete support category,

preparing a lesson program, allocating tools, providing the necessary materials, and rewarding were mentioned, while in the abstract support category, the findings of giving the teacher the necessary value, providing individual guidance, not forcing and the principal's motivational speech emerged. Motivation is a form of behavior that ensures the continuation of behavior in the face of obstacles and requires an internal or external effort that motivates the individual to continue the behavior.

Motivation is a process that stimulates individuals and activates them. Individuals in organizations take action to achieve determined goals thanks to motivation. However, our study revealed that teachers have difficulty in being motivated and have difficulty coping with factors that reduce their motivation. In the previous sub-problem of the study, we saw in the findings section of the thesis that they could not do anything about factors such as negative statements about the profession, student reluctance, parental intervention, and the Ministry of Education's decisions that reduce teachers' motivation, and that they showed behaviors such as accepting, doing nothing, waiting, and not caring in the face of these situations. According to Can (2007), the motivation of teachers, who are one of the most important elements of education and training, is important in terms of increasing the quality of education. The findings of our study revealed that one of the most important factors that motivates and demotivates teachers is the student. While the teacher is motivated when the student likes the lesson and is open to learning, the motivation of the teacher decreases when he sees the student's reluctance. However, in the face of this situation, it is seen that teachers do not apply a successful coping method by accepting the situation, being patient, or remaining inactive, as they do not do anything to change student reluctance. According to Bennis (1982), motivation is multifaceted. It is necessary to know who, what, when, and how to motivate. To fulfill the responsibilities expected from teachers, it is necessary to provide appropriate conditions for motivating teachers. For this, first of all, the economic, organizational, managerial, and psychosocial needs of teachers must be met. When the findings of our study were examined, it was seen that administrators followed various coping methods against situations that reduced teachers' motivation. Since they think that transportation problems reduce teachers' motivation, they expect that they will be motivated as a result of providing vehicles. They state that they can cope with situations that reduce teachers' motivation by preparing appropriate lesson plans for teachers with postgraduate education, providing the necessary materials to teachers who are interested in projects, making personalized motivational speeches, and giving rewards to teachers for their successful work. It is seen in the study findings that administrators can help teachers by using more successful and effective coping methods than teachers. However, it

would not be realistic to say that all administrators work to motivate teachers for professional development. It is an important finding that the behavior and attitude of administrators are among the factors that reduce teachers' motivation. On the other hand, managers already provide the simplest support they have to do as a manager to those who want to do something. For example; Administrators mentioned that they prepared lesson plans suitable for teachers with postgraduate education.

In the problem of the research, the participants' opinions (relating to the current situation, and ideal conditions) that would motivate teachers' leadership were examined. The ideal conditions that will increase teachers' motivation for professional development were examined in four categories: factors related to the professional development activity, factors related to the school, factors related to the teacher, and factors related to the administrator. In the category of factors related to professional development effectiveness, the most common seminars are face-to-face, held at a time separate from school, making the training more useful and eliminating the transportation problem; In the category of school-related factors, it is most applicable in schools and the school he works in is different; In the category of factors related to the teacher, the most common views were the reduction of family burden, and in the category of factors related to the administrator, the most common views were that the administrator should not cause leave problems, should direct, make announcements and invite experts. The administrators who participated in the study expressed their opinions in two categories: factors related to the school and factors related to the administrator. In the category of factors related to the school, the most common views were that the school where the teacher works were different, and in the category of factors related to the administrator, the most common views were that the administrator used his motivating role and corrected the deficiencies. In his studies, Bass (2016) stated that to carry out teachers' professional development more effectively, their interests and needs should be taken into account, face-to-face training should be provided, and the training should be applicable in schools. Teachers also stated that avoiding monotony in their teaching, providing training by experts in their field, arranging the groups homogeneously, and making planning would help ensure a more efficient education. In the study conducted by Özçetin (2019), the participants expressed their opinions that the ideal conditions should be primarily provided by experts, school administrators should be knowledgeable about in-service training, universities should provide support, and there should be experts to provide education in schools. It has been stated that there is a dilemma regarding whether it is ideal for professional development to be compulsory or voluntary. These findings coincide with the findings from our research. The study shows that the ideal conditions for

teachers' leadership are the exact opposite of situations that reduce teachers' motivation. It turns out that administrators' views on situations that reduce teachers' motivation and their views on ideal conditions are compatible with each other. The study conducted is consistent within itself. It is thought that it would be appropriate to review professional development studies in this direction, taking into account the data obtained, in terms of the efficiency of the studies.

Conclusion

When the school administration is supportive, the process begins to move towards a good place. If the school administration establishes school-family and school-teacher relationships correctly and ensures balance, the teacher's job becomes much easier. Of course, the teacher's responsibility and the structure of the school are also important in the process. The current institutional culture of the school and the human relations within this culture, the administrative structure of the school, the educational and sociological structure of the schools, and institutional norms affect the leadership efforts in the school. Teacher leadership has a positive impact on school and student success, achievement of goals, and dynamic learning processes. A good teacher leader does not have problems with dominance in the classroom, raises his students as self-confident and goal-oriented individuals, motivates them, and this increases success. The attitude of the leader teacher makes the learning environment at school fun. According to Bennis's (2016) research results, school and classroom success and quality education are possible with leader teachers who guide them towards success. The results of our research support this finding. When the definitions of roles and responsibilities within the system are made as they should be, teachers will take on more responsibilities, initiatives will increase as uncertainties decrease, and teachers with leadership potential will face fewer internal and external limitations (Can, 2006). In our study, supporting these data in the literature, it was concluded that in-school interaction, legal regulations, and cooperation with stakeholders as well as school administration improve teacher leadership in schools. If there is coordination and balance between all elements within the school, teachers can use their potential and exhibit leadership behaviors. Unfortunately, as it is mentioned above not all school leaders of Azerbaijan are open to new innovations and listening to the teachers' ideas, thoughts and willing to motivate teacher leadership in their schools. According to our findings it is especially happens in the region schools (public) where the technology is low developed, trainings, seminars for professional development, IT, as well as leadership skills are not well developed in regions schools of our country.

With legal regulations, teachers should be given the authority to be more effective and different development opportunities, the teaching profession should be professionalized, the rights of teachers should be protected by law, the perception about teaching should be improved, teaching career stages should be regulated, employees should be separated from non-working people, and incentives, appreciation, and rewards should be provided. Participants stated that when regulations regarding these issues are made, teachers' awareness of responsibility and positive factors in the structure of the school come together; They agree that leadership

activities can be carried out effectively in our schools and that leader teachers can make a difference. Bass (2016), in his 'English Lesson Teacher Leadership Example' study aimed at increasing student motivation by diversifying teaching methods, concluded that transformation in the school is only possible through pioneer teachers and teacher leadership who influence their environment, other colleagues, the school's stakeholders and spontaneously exhibit these characteristics. This result coincides with the results of our study. In our research, our participants stated that if improvements can be made to the system, school administrators will approach the process with a 'path-breaking' attitude. The most important supporter will be the school administration, which is the primary interlocutor. The school administration should have an attitude that facilitates the leadership activities of the leader teachers and provides opportunities, includes awareness-raising activities for the leader's followers in the group, and should lead the way for the concept of leadership to be embedded in the school culture. The school principal should be the chief instructional leader in the school. Leadership is a concept that has just found a place in our understanding of education and training, for which teachers need to be more conscious, but it will make a difference day by day, change and transform our schools and institutions, and bring them from one place to another. More studies and research should be done on the concepts of leadership and instructional leadership in our country in order to find out more details and barriers to teacher leadership. According to the result of our study teachers with the old ages tend to relate teacher leadership just with the controlling the class during the lesson. The previous education system before education reform (1999) with Soviet system influences does not have modern approach to teaching, students as well as teaching-oriented leadership. The approach of old age teachers and school directors comes from here mainly. Baku schools, especially private ones are well equipped with different IT technologies, teachers and directors have more chances to attend different professional development trainings, IT seminars, leadership courses and many other programs to improve their skills and discover new approaches, new styles of teaching/leading, better and modern methodologies and so on so forth. However, in our regions, teachers and administrators hardly ever able to catch the chances of the above-mentioned trainings and seminars. They need to try to search and attend those activities by their own effort and funds. So, all of those lead to very less or sometimes no understanding of teacher leadership among teachers and school directors. According to the result obtained, region schools' leaders' approach to teacher leadership, teachers' new techniques in teaching, innovations are not warmly welcomed and deviation from the standard methods that have been learned is not supported enough. Additionally, another point of the findings is that Baku school directors usually tend to motivate innovative ideas of

teachers by certificates, appreciation letters or free participation in some trainings as well as extra non-working days (especially private schools) while in region schools it is a rare fact.

Eventually, I would conclude this section by mentioning the biggest finding of our research. Baku, the capital city of Azerbaijan is well developed in comparison with the other cities, towns and villages of Azerbaijan and this difference is very noticeable in many fields such as education and technology. Our concept, teacher leadership is less developed in the region schools of Azerbaijan rather than Baku and teachers of Baku schools, especially private, international schools or lyceums are much more familiar with the concept and administrators of those schools are more enthusiastic to listen to new ideas of their staff and to support their development, innovative teaching strategies and those administrators appreciate their teachers' efforts by various ways. So, the other staff members try to be also innovative and develop their skills in order to have the same incentives with their colleagues. This increases the competitiveness from one hand, from another hand it supports sharing ideas of teachers among each-other, learn from colleagues and many other positive actions. In order to support and increase teacher leadership concept in our country there are some significant implications in the next chapter.

Implications

For the development and growth of teacher leadership

- There must be increases in teachers' salaries. In this case, instead of teaching additional, private lessons after school hours, teachers will work on innovative methods, new ideas, develop themselves academically, and take necessary planning and measures.
- It is recommended that leader teachers be relieved of unnecessary workload so that they can demonstrate leadership behaviors at school. Having non-stop lessons in a row does not allow teachers to think about leadership, sharing his/her own perspectives and trying to contribute in their school's academic improvement. Organizing in-service training programs on teacher leadership, IT skills, time management, organizational skills, etc. would be recommended.
- Another suggestion is school administrators guide teachers on this issue. Especially, new teachers constantly need some support and motivation to be innovative and not to hesitate to approach when they have a better solution, another idea and etc. To ensure the active participation of teachers in decision-making processes at school, listening to their ideas, opinions and to implement those ideas can be a strong incentive for teachers to improve their leader teacher skills. After all of this the sense of belonging would increase and they would start to do more for their school rather than just teaching.
- Region school teachers and administrators should be included trainings, seminars more in order to motivate directors to be open and support innovations and teachers' ideas and teachers to be more active in leadership role.
- However in Azerbaijan there are large number of teachers who has a master's degree, sometimes it is advisable to teachers (who does not have yet) to obtain a master's degree to improve themselves in leadership.
- If universities (both, bachelor and master's degree) and schools do more studies together on leadership, problem solving as well as decision making, teachers would strive to be more enthusiastic to share their innovative ideas, new suggestions as lider teachers.
- Region schools, especially which are located outlying need new technologies, such as computers, interactive boards, projectors and etc. These kind of technologies allow teachers to implement their innovative ideas in their classes.

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Appendices

Annex 1

Teachers' Interview Form

PERSONAL INFORMATION FORM

Gender : Male Female

The teacher's Year of Seniority:

Length of Service at current School:

Branch:

Education status: Bachelor Master Doctorate

Name of the School:

Annex 2

Interview questions

1. What do you think leadership is?
2. Do you think the teacher is a leader?
3. How can a teacher be a leader?
4. If a teacher can be a leader, what qualities should s/he have?
5. Why do you think teachers should take a leadership role?
5. What are the positive aspects of teacher leadership?

6. Has the understanding of teacher leadership been formalized in the school you operate?
7. If so, what are the conditions/steps that leading teachers implement and that have a positive impact on the school and its students?
8. Can you call yourself a leading teacher? Which leadership characteristic do you think you have?
9. What are the efforts you make when an innovation is made in the school?
10. Are there times when you need guidance on leading? From whom and how do you get support at this time?
11. What is needed to implement the teacher leadership approach?
12. How does the teacher's leadership influence the students?
12. How do you communicate with your manager/director?
13. How much support does the school director provide for your development and leadership? How much is the school's level of assistance?
14. What kind of support do leader teachers receive from the director?
15. What are your suggestions for improving and supporting teacher leadership?
16. Sometimes teachers may have innovative ideas based on the school, but they are reluctant to take action or share these ideas. How do you think teachers should be supported to implement these ideas?
17. How does teacher leadership affect teacher-student relations?
18. What are the barriers may prevent teachers from assuming leadership roles in their schools?