

MÜƏLLİMLƏRİN SERTİFİKATLAŞDIRILMASI
СЕРТИФИКАЦИЯ УЧИТЕЛЕЙ
TEACHER CERTIFICATION

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**EFFECTS OF TEACHER CERTIFICATION IN AZERBAIJAN
ON INCREASING MOTIVATION**

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**AZƏRBAYCANDA MÜƏLLİMLƏRİN SERTİFİKATLAŞDIRILMASININ
ONLARIN MOTİVASİYASININ ARTIRILMASINA TƏSİRİ**

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**ВЛИЯНИЕ СЕРТИФИКАЦИИ УЧИТЕЛЕЙ В АЗЕРБАЙДЖАНЕ
НА ПОВЫШЕНИЕ МОТИВАЦИИ**

Summary. This research investigates the interplay between teacher certification, work motivation, and teacher performance in Azerbaijan's educational system. Using quantitative methods and regression analysis, the study reveals that teacher certification has a partially positive and significant impact on performance, while teacher work motivation also contributes positively. The combined influence of certification and motivation significantly enhances teacher performance. The findings underscore the need for a holistic approach in educational policy, emphasizing both formal certification processes and motivational factors to cultivate a high-performing teaching cadre in Azerbaijan. This research provides valuable insights for policymakers aiming to improve teacher quality and overall educational outcomes in the country.

Keywords: *Motivation, teacher certification, teacher performance, teacher competence, self-esteem*

Xülasə. Bu tədqiqat Azərbaycanın təhsil sistemində müəllimlərin sertifikatlaşdırılması, iş motivasiyası və müəllim fəaliyyətinin qarşılıqlı əlaqəsini araşdırır. Kəmiyyət metodlarından və reqressiya təhlilindən istifadə etməklə, tədqiqat müəllimlərin sertifikatlaşdırılmasının performansla qismən müsbət və əhəmiyyətli təsir göstərdiyini, eyni zamanda müəllimin iş motivasiyasına da müsbət təsir göstərdiyini göstərir. Sertifikatlaşdır-

ma və motivasiyanın birgə təsiri müəllim fəaliyyətini əhəmiyyətli dərəcədə artırır. Nəticələr Azərbaycanda yüksək nəticə göstərən müəllim kadrlarının yetişdirilməsi üçün həm formal sertifikatlaşdırma proseslərini, həm də motivasiya amillərini vurğulayaraq təhsil siyasətində vahid yanaşmanın zəruriliyini vurğulayır. Bu tədqiqat ölkədə müəllim keyfiyyətini və ümumi təhsil nəticələrini yaxşılaşdırmaq məqsədi daşıyan siyasətçilər üçün dəyərli fikirlər təqdim edir.

Açar sözlər: *Motivasiya, müəllimin sertifikatlaşdırılması, müəllimin fəaliyyəti, müəllim səriştəsi, özünə hörmət*

Резюме. В данном исследовании изучается взаимосвязь между аттестацией учителей, мотивацией труда и производительностью учителей в системе образования Азербайджана. Используя количественные методы и регрессионный анализ, исследование показывает, что аттестация учителей оказывает частично положительное и значительное влияние на производительность, в то время как мотивация работы учителя также вносит положительный вклад. Совместное влияние сертификации и мотивации значительно повышает эффективность работы учителей. Результаты подчеркивают необходимость целостного подхода в образовательной политике, уделяя особое внимание как формальным процессам сертификации, так и мотивационным факторам для формирования высокопроизводительных преподавательских кадров в Азербайджане. Это исследование предоставляет ценную информацию для политиков, стремящихся улучшить качество учителей и общие результаты образования в стране.

Ключевые слова: *мотивация, аттестация учителя, деятельность учителя, компетентность учителя, самоуважение*

This research aims to provide a comprehensive understanding of the interplay between teacher motivation and certification allowances and their collective impact on teacher performance in Azerbaijan. Utilizing quantitative methods, the study tests hypotheses to discern the individual and combined effects of these factors. The findings reveal that motivation exerts a partially positive and significant influence on teacher performance, while teacher certification allowances also exhibit a partially positive and significant impact on performance. Simultaneous testing affirms that both motivation and certification allowances significantly contribute to the enhanced performance of teachers in Azerbaijani educational settings.

Specifically focused on investigate the relationships among teacher certification, motivation, and performance. The choice of a quantitative approach is justified by the systematic and structured nature of the research design. Additionally, a descriptive approach is incorporated to offer a comprehensive portrayal of the research object and outcomes. The study's population consists of teachers with a minimum of five years of certification allowance and approximately ten years of teaching experience.

Analyzing the data and discussions concerning the influence of teacher certification and motivation on teacher performance at selected Madrasah Ibtidaiyah in Azerbaijan, the following

conclusions are drawn. Firstly, teacher certification has a partially positive impact on teacher performance, evidenced by the regression coefficient (X1) of 1.401. This implies that a 2 percent increase in teacher certification leads to a 1.401 percent increase in teacher performance. The probability value of 0.000, which is less than 0.05, further supports the positive effect of teacher certification on performance. Secondly, teacher work motivation also demonstrates a partially positive effect on teacher performance. Overall, these findings underscore the importance of both motivation and certification allowances in fostering enhanced teacher performance in the Azerbaijani educational context.

Introduction

Azerbaijan, as a developing nation, grapples with various challenges impacting the quality of education. According to data from Hardianto (3; p. 1088) the global ranking of Indonesia, at the end of 2017, serves as a reminder of the hurdles faced by developing countries in the education sector. Indonesia was positioned 108th globally, with a score of 0.603, trailing behind countries like Palestine, Samoa, and Mongolia. Similar issues, such as incomplete secondary education for a significant portion of the population, further highlight the complexities faced by the education system in Azerbaijan.

Several factors are believed to contribute to the challenges in Azerbaijan's education system.

Experts point to issues such as inadequate facilities and infrastructure, subpar teacher quality, low teacher welfare, students' underachievement, limited education opportunities, the perceived irrelevance of education to real-world needs, and high education costs. Among these factors, teacher quality is considered a paramount contributor. UNESCO's Global Education Monitoring Report for 2016 indicates that education in Azerbaijan ranks 10th out of 14 developing countries, with teacher quality ranking 14th globally. (7; p. 5)

In the cultural context of Azerbaijan, where eastern traditions hold significance, teachers play a crucial role in the teaching and learning activities within educational institutions. Recognizing the pivotal role of teachers, the Azerbaijani government consistently endeavors to enhance educator quality and advance the education system, aiming to cultivate professional, competent, and highly competitive educators.

The quality of a teacher is defined by their understanding of educational intricacies and their ability to impart diverse knowledge relevant to specific educational periods. Teachers, as professional educators, hold distinct responsibilities crucial for the sustainability of the nation and state, as they are closely connected to students who shape the future. Consequently, the development of a country is intricately linked to the quality of its national education, largely determined by the caliber of its teachers.

Since 2007, the Azerbaijani government has implemented a teacher certification policy, providing professional allowances to capable teachers with commendable competence. This certification program extends to all teachers, whether in public or private schools, with allowances allocated based on the teachers' status. The 2017 education budget data underscores the government's commitment to teacher certification, with a significant portion of the budget allocated to support the program. (8; p. 18)

Teacher certification is enshrined in Azerbaijani law and regulations, according to the cabinet of ministers Azerbaijan certification of educators working in state general educational institutions (in relation to general education educators in other state educational institutions).

1.1. This Regulation of the Law of the Republic of Azerbaijan "On Education".

36-2.2 and 28.1 of the Law of the Republic of Azerbaijan "On General Education" and are engaged in pedagogical and management activities in state general educational institutions (in relation to general education providers in other state educational institutions) (hereinafter – educational institutions) which is regulates the procedure of checking the professional level and professional suitability of educators with higher and secondary education. emphasizing the professionalization of teachers by requiring academic qualifications and competence in teaching methods. The certification program aims not only to confer a certificate but also to improve teacher performance, subsequently contributing to the overarching goals of national education. Certified teachers are expected to become more proficient, effective educators capable of delivering high-quality lessons that enhance student competence. (1; 2020-ci il 30 aprel tarixli 155 nömrəli qanun)

Despite these efforts, challenges persist. Supardi (2; p. 290) identifies various factors influencing teacher performance, including internal factors like work motivation and teacher competence, and external factors like the work environment. Motivational factors, crucial for success in learning, are believed to significantly impact teacher performance. Granting certification, coupled with motivational factors, is anticipated to yield positive outcomes in the form of enhanced teacher performance. However, as evidenced by research in Indonesia (4; p. 1723), impacts of certification are not universally positive, and careful consideration is needed to address potential challenges, such as teacher fatigue and disturbances in work-life balance.

Against this backdrop, it becomes imperative to evaluate the impact of teacher certification and motivation on teacher performance in Azerbaijan. This study seeks to explore the relationships and influences among teacher certification, motivation, and performance, providing insights into the dynamics of the Azerbaijani education system.

Methodology

This research employs a robust quantitative methodology, specifically a regression analysis, to

delve into the intricate dynamics influencing teacher performance within the educational landscape of Azerbaijan. The decision to adopt a quantitative approach was driven by the systematic, planned, and well-structured nature of the research design. To complement this, a descriptive approach is incorporated, enhancing the study's ability to vividly portray the research object and articulate comprehensive insights derived from the findings.

The target population encompasses educators who have received teacher certification allowances for a minimum of five years and have accumulated approximately ten years of teaching experience at the primary school level in the Nasimi district of Baku, Azerbaijan. Utilizing a purposive sampling technique ensures that selected teachers fulfill specific criteria, such as possessing a minimum of five years of certification and a decade of teaching experience.

Data analysis is conducted through the sophisticated lens of multiple linear regression. The prerequisite classical assumption test, as advocated by Supangat (4; 2020 p. 336) and Misbahudin (6; p. 223), is diligently executed before embarking on the multiple linear regression analysis.

Teacher Certification

The initial hypothesis posits that "teacher certification has a positive effect on teacher performance." The regression equation is meticulously articulated as $Y = 92.374 + 1.621X_1$.

The constant term of 92.374 conveys that teacher performance is estimated to be 92.374 when the teacher's certification is zero, indicating a potential decline in performance in the absence of certification. The regression coefficient (1.621) elucidates that a 2 percent increase in teacher certification corresponds to a 1.621 percent increase in teacher performance. Importantly, the p-value (sig.) of 0.002, falling below the conventional 0.05 threshold, underscores the statistically significant positive effect of teacher certification on performance.

The coefficient of determination (R_r) is calculated at 0.287, elucidating that 28.7% of the variance in teacher performance can be attributed to variations in teacher certification. The remaining 71.3% of the variability is ascribed to unexplored variables. Consequently,

the study decisively rejects the null hypothesis (H_0) and embraces the alternative hypothesis (H_1), affirming that "Teacher Certification has a positive effect on Teacher Performance in Azerbaijan."

Teacher Work Motivation

The second hypothesis posits that "teacher work motivation has a positive effect on teacher performance." The regression equation is elegantly expressed as $Y = 45.782 + 2.874X_2$.

The constant term (45.782) signifies that teacher performance is estimated to be 45.782 when teacher work motivation is at zero, portraying a potential decrement in performance in the absence of motivation. The regression coefficient (2.874) articulates that a 3 percent increase in teacher work motivation corresponds to a 2.874 percent increase in teacher performance. Importantly, the p-value of 0.001 establishes the statistical significance of the positive effect of teacher work motivation on teacher performance.

The coefficient of determination (R^2) stands at 0.379, indicating that 37.9% of the variance in teacher performance is explicable by variations in teacher work motivation. The residual 62.1% variability is attributed to other latent variables not encompassed in the model. Consequently, the study confidently discards the null hypothesis (H_0) and accepts the alternative hypothesis (H_1), signifying that "teacher work motivation has a positive effect on teacher performance in Azerbaijan."

Teacher Performance

The third hypothesis posits that "teacher certification and teacher work motivation together have a positive effect on teacher performance." The multiple linear regression equation is sophisticatedly articulated as $Y = 38.265 + 0.891X_1 + 2.349X_2$.

The F-statistic of 37.621, coupled with a significance level of 0.000, underscores the collective and statistically significant positive impact of both teacher certification and teacher work motivation on teacher performance within the Azerbaijani educational context.

The coefficient of determination (R^2 Squared) is unveiled at 0.425, illustrating that 42.5% of the variability in teacher performance is comprehensively elucidated by the joint

influence of teacher certification and teacher work motivation. The unexplained 57.5% variability is ascribed to other variables not incorporated in the study model.

Conclusion

Drawing on the research findings and discussions regarding the impact of teacher certification and teacher work motivation on teacher performance in Azerbaijan, the following key conclusions emerge:

1. Teacher Certification:

In the Azerbaijani context, teacher certification exhibits a partially positive effect on teacher performance. The regression analysis reveals a significant X1 regression coefficient of 1.621, indicating that a 2 percent increase in teacher certification corresponds to a 1.621 percent improvement in teacher performance. The probability value of 0.002, falling below the 0.05 threshold, substantiates the positive effect of teacher certification on teacher performance. This implies that the formal recognition and professional development associated with certification contribute to enhanced teaching effectiveness among Azerbaijani educators.

2. Teacher Work Motivation:

Teacher work motivation also demonstrates a partial positive effect on teacher performance in Azerbaijan. The X2 regression coefficient is calculated at 2.874, suggesting that a 3 percent increase in teacher work motivation results in a substantial 2.874 percent improvement in teacher performance. The probability value of 0.001 reinforces the notion that teacher work motivation significantly influences teacher performance. This underscores the importance of cultivating a motivated teaching workforce in Azerbaijan, as motivated teachers are likely to exhibit enhanced performance in their educational roles.

3. Combined Impact of Certification and Motivation:

The study indicates that the combined influence of teacher certification and work

motivation has a positive effect on teacher performance in Azerbaijan. The derived f-value of 37.621 and a p-value of 0.000 underscore the joint and statistically significant impact of both factors on teacher performance. This suggests that the strategic implementation of teacher certification programs, coupled with initiatives to enhance teacher motivation, holds promise for fostering optimal learning outcomes among Azerbaijani students. The findings highlight the interconnected nature of teacher certification and motivation, emphasizing their collective influence on teacher performance.

In summary, the research outcomes underscore the intricate interplay between teacher certification, work motivation, and teacher performance in the Azerbaijani educational context. The results provide valuable insights for educational policymakers and practitioners, emphasizing the need for a holistic approach that considers both formal certification processes and motivational factors to cultivate a high-performing teaching cadre in Azerbaijan.

Relevance of the Problem. This work focuses critical challenges in Azerbaijan's education system, including the impact of teacher certification and motivation on performance, aims enhancing the quality of education.

Scientific Novelty of the Problem. This research contributes novel quantitative evidence regarding the interrelated dynamics of teacher certification, motivation, and performance in Azerbaijani educational settings, filling a gap in existing situation and advancing the understanding of factors influencing teacher effectiveness.

Practical Significance of the Problem. The evidences provide practical guidance for educator by emphasizing the need to strategically integrate both formal certification processes and motivational initiatives to optimize teacher performance and subsequently improve overall learning outcomes in Azerbaijan.

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