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[https://doi.org/10.69682/azrt.2024.91\(2\).124-128](https://doi.org/10.69682/azrt.2024.91(2).124-128)

THE EFFECT OF INSTRUCTIONAL LEADERSHIP CHARACTERISTICS OF SCHOOL ADMINISTRATORS ON TEACHERS' MOTIVATION

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Istanbul Aydın Universitetinin

Təhsilin idarəedilməsi ixtisası üzrə magistrantı,

Bakı Şəhəri üzrə Təhsil İdarəsinin işçisi

MƏKTƏB İDARƏÇİLƏRİNİN TƏLİMATLANDIRICI LİDER KİMİ MÜƏLLİMLƏRİN MOTİVASİYASINDA ROLU

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РОЛЬ ШКОЛЬНЫХ АДМИНИСТРАТОРОВ КАК ЛИДЕРОВ-ИНСТРУКТОРОВ В МОТИВАЦИИ УЧИТЕЛЕЙ

Summary. In this research, the instructional leadership characteristics of school administrators were examined based on teachers' opinions, and the effects of teachers' perceptions of their principals' instructional leadership characteristics on their professional motivation were investigated. Quantitative methods and relational screening model were used. The sample consisted of 725 teachers working at different schools. Findings showed that the instructional leadership characteristics of school administrators are an important determinant of teachers' motivation. However, among the instructional leadership characteristics, only the feature of *creating an orderly teaching and learning environment and climate* affects teachers' motivation significantly and positively. This finding was interpreted as if school administrators succeed in creating a regular teaching and learning environment and climate in schools, teachers' motivation will be higher.

Keywords: *education, school administrator, teacher, instructional leadership, motivation.*

Xülasə. Bu araşdırmada müəllimlərin rəyləri əsasında məktəb rəhbərlərinin təlim liderliyi xüsusiyyətləri araşdırılmış və müəllimlərin öz direktorlarının təlim liderliyi xüsusiyyətlərinə dair təsəvvürlərinin onların peşəkar motivasiyasına təsiri araşdırılmışdır. Tədqiqatda kəmiyyət üsulları və əlaqəli seçim modelindən istifadə edilmişdir. Məktəblərdə çalışan 725 müəllim sorğuda iştirak edib. Nəticələr göstərdi ki, məktəb rəhbərlərinin təlimatçı liderlik xüsusiyyətləri müəllimlərin motivasiyasının mühüm müəyyənədicisi amilidir. Belə ki, təlim liderliyi xüsusiyyətləri arasında yalnız nizamlı tədris və təlim mühitinin və iqliminin yaradılması xüsusiyyəti müəllimlərin motivasiyasına əhəmiyyətli və müsbət təsir göstərir. Nəticələrə əsasən demək olar ki, məktəb rəhbərləri məktəblərdə müntəzəm tədris və təlim mühiti və iqlim yaratmağa nail olsalar, müəllimlərin motivasiyası daha yüksək olacaqdır.

Açar sözlər: *təhsil, məktəb administratoru, müəllim, təlimat rəhbərliyi, motivasiya.*

Резюме. В данном исследовании на основе мнений учителей были изучены образовательные лидерские особенности директоров школ, а также изучено влияние восприятия учителями образовательных лидерских качеств своих директоров на их профессиональную мотивацию. В исследовании

использовались количественные методы и связанная с ними модель отбора. В опросе приняли участие 725 учителей, работающих в школах. Результаты показали, что учебные лидерские характеристики директоров школ являются важным фактором, определяющим мотивацию учителей. Таким образом, среди характеристик образовательного лидерства только характеристика создания регулярной среды и климата преподавания и обучения оказывает существенное и положительное влияние на мотивацию учителей. По результатам можно сказать, что, если руководителям школ удастся создать в школах регулярную среду и климат преподавания и обучения, мотивация учителей будет выше.

Ключевые слова: образование, администратор школы, учитель, учебное руководство, мотивация.

Education, which is the pillar of society, plays a very important role in the progress and development of a nation. Increasing economic and technological developments have led to increased competition. In this competitive environment, societies that lack applied learning opportunities will also lack diversity, so applied education is of great importance (1).

Managers' expectations, desires, feelings and excitement have a significant impact on the efficiency of educational organizations. To ensure effectiveness, organizations need to increase employee motivation and change employees' behavior to achieve desired results (2). This can be possible with the effective management of schools.

Changes and developments in society have required frequent review of information, a proactive role for school management and protection of reputation. To achieve this, the educational institution must always evaluate schools' goals and ensure that the goals are up to date. Because it is extremely difficult for a school that cannot meet expectations to be successful (2). In order for a school to be successful and have effective employees, it must have qualities such as desire, dedication and motivation (1).

Motivation is very important for the education system because educational institutions educate people about the goals of the future life. Teachers, administrators and schools are the ones who determine the direction of people's expectations, dreams and success through education (3). It is the responsibility of the manager to motivate and encourage employees in organizations. The level of success a teacher achieves is highly affected by his/her motivation, and this is strongly related to the leadership role of the school administrator (2). Teachers who do not have the necessary needs and do not expect this will have lower motivation and work efficiency (4).

Instructional leadership features are among the characteristics that school administrators must have in order to increase the motivation of teachers, school staff and students. The concept of instructional leadership, which first gained popularity in the late 70s with the emergence of research on successful or effective schools in western countries, is the process of making the school environment more efficient and beneficial (5). The instructional leadership behavior exhibited by school administrators plays an important role in the education system and constitutes a vital dimension in increasing the quality of education and training in schools and the effective management of human resources (2).

Although instructional leadership characteristics are critically important for school administrators, the level at which school administrators have these characteristics and how these characteristics affect teacher motivation have not been adequately examined. In order to make a contribution to filling this gap in the literature, this study aims to determine the instructional leadership behavior levels of school principals based on teachers' opinions and to reveal the relationship between the instructional leadership behavior levels of school principals and teachers' professional motivations.

Method. Quantitative methods and relational screening model were used in the research. The sample of the research consisted of 725 teachers working at different educational levels. The data of the research was collected using a survey form consisting of three parts. The first part included a personal information form targeting demographic information. The second part included the Instructional Leadership Behavior Scale, which was developed by Şişman (2016) and consists of 50 items and 5 sub-dimensions in a 5-point Likert type. The

reliability coefficient of the scale was reported as 0.92 (6). The third part included the Teacher Professional Motivation Scale, which was developed by Karabağ et al. (2020) and consists of 25 items and 4 sub-dimensions in the 5-point Likert type. Reliability coefficients of the scale have been reported as 0.76 and above (7). The data of the study were analyzed using descriptive statistics and multiple linear regression analysis on the IBM SPSS 25 program. Statistical significance was sought at the 0.05 level.

Results. According to the findings showing the demographic characteristics of the participants in Table 1, it is seen that 94.2% of the participating are women and 5.8% are men.

While 5.2% of the participants are under the age of 25, 20.8% are between the ages of 25-35, 44.6% are between the ages of 35-50 and 29.4% are over 50 years old. While 54.6% of the participants have a bachelor's degree, 45.4% have a master's or doctorate degree. While 18.9% of the participants have been teaching for less than 5 years, 11.4% have been teaching for 6-10 years, 26.2% for 11-20 years, and 43.4% for more than 21 years. While 31.4% of the participants stated that they had been working in their institution for less than 5 years, 9.5% stated that they had been working for 6-10 years, and 59% stated that they had been working for more than 11 years.

Table 1. Demographic Characteristics of Participants

Variables	Groups	f	%
Gender	Female	683	94.2
	Male	42	5.8
Age	25 and below	38	5.2
	25-35	151	20.8
	35-50	323	44.6
	50 and above	213	29.4
Levels of Education	Bachelor's degree	396	54.6
	Master's degree or doctorate degree	329	45.4
Work Experience	1-5 years	137	18.9
	6-10 years	83	11.4
	11-20 years	190	26.2
	21 years and above	315	43.4
Experience in the Institution	1-5 years	228	31.4
	6-10 years	69	9.5
	11 years and above	428	59.0

Table 2 shows teachers' instructional leadership perceptions of school administrators and the average professional motivation score of teachers. It is understood that teachers perceive the instructional leadership characteristics of school administrators at a similar level and relatively high (between 3.81 and 3.98). However, it is seen that the highest level of

instructional leadership characteristic of school administrators perceived by teachers is "management of the curriculum and teaching process", and the lowest level of instructional leadership characteristic is "support and development of teachers". The average professional motivation score of teachers was found to be 3.86, slightly above the average.

Table 2. Teachers' Perceptions of Instructional Leadership and Professional Motivations Regarding School Administrators

Scales	Mean	Sd.
Determining and Sharing School Goals	3.92	1.13
Management of Curriculum and Teaching Process	3.98	1.13

Teaching Process and Evaluation of Students	3.96	1.13
Support and Development of Teachers	3.81	1.18
Creating a Regular Teaching and Learning Environment and Climate	3.95	1.17
Teachers' Professional Motivation Score	3.86	1.06

The results of the regression analysis conducted to determine how the instructional leadership behaviors of school administrators affect teachers' motivation are shown in Table 3. The findings showed that the model created was statistically significant and that the instructional leadership behaviors of school administrators explained 42% of the variance in teachers' motivation. According to the results, the characteristics of school administrators "determining and sharing school goals",

"management of the education program and teaching process", "evaluation of the teaching process and students" and "supporting and developing teachers" do not have a statistically significant effect on teachers' professional motivation. On the other hand, school administrators' ability to "create a regular teaching and learning environment and climate" affects teachers' professional motivation significantly and positively ($\beta=0.273, p<0.01$).

Table 3. The Effect of Instructional Leadership Characteristics on Motivation

Variables	B	S.E.	β	t	p
Constant	1.427	0.112		12.755	0.000
Determining and Sharing School Goals	0.119	0.075	0.128	1.588	0.113
Management of Curriculum and Teaching Process	0.100	0.119	0.106	0.837	0.403
Teaching Process and Evaluation of Students	0.151	0.108	0.162	1.399	0.162
Support and Development of Teachers	-0.003	0.086	-0.003	-0.031	0.975
Creating a Regular Teaching and Learning Environment and Climate	0.246	0.094	0.273	2.634	0,009

$F_{(5, 719)} = 104.316, p < 0.01, R^2 = 0.420$

Conclusion. In this research, the instructional leadership characteristics of school administrators were examined based on the opinions of the teachers, and the effects of teachers' perceptions of the instructional leadership characteristics of their administrators on their professional motivation were investigated. The findings of the research showed that teachers evaluated school administrators as slightly above average in terms of instructional leadership qualities. Teachers think that administrators show the instructional leadership feature of managing the curriculum and teaching process at a higher level, but that administrators show the instructional leadership feature of supporting and developing teachers at a lower level. Findings showed that the instructional leadership characteristics of school

administrators are an important determinant of teachers' motivation. However, it has been concluded that among the instructional leadership characteristics, only the feature of *creating an orderly teaching and learning environment and climate* affects teachers' motivation significantly and positively. This finding was interpreted as if school administrators succeed in creating a regular teaching and learning environment and climate in schools, teachers' motivation will be higher. The findings obtained from this research are largely compatible with the findings of previous studies in the literature (2,8,9,10,11).

Based on the results obtained from the research, some suggestions can be made for practitioners and future research. Since it has been determined that the instructional leadership characteristics of school administrators are a

positive determinant of teachers' motivation, the development of the instructional leadership characteristics of school administrators should be planned. School administrators should be inspired, encouraged and guided to create a regular teaching and learning environment and climate in their schools. Future studies should examine the relationship between school administrators' instructional leadership and

teacher motivation in different regions and sample groups. In addition to teachers, students, parents and school employees should also be considered as samples in research.

Scientific innovation: A study of leadership behaviors affecting teachers' professional motivation.

Practical importance and relevance: It is important to instruct school principals on leadership behaviors that will influence teacher motivation.

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Redaksiyaya daxil olub: 05.02.2024.