



Transformative leadership behaviors of teachers in classroom management

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Abstract: *Instructors are crucial in helping students develop their critical and creative thinking as well as their knowledge and skill sets. Building these skills in students in the classroom environment requires teachers to demonstrate leadership behaviors. Although the traditional concept of leadership often revolves around administrative roles, the leadership behaviors of teachers play an important role in educational innovation, improvement, and advocacy in and out of the classroom. Teachers' leadership behavior during classroom management is one of the most important factors that support student learning. Teachers who take on leadership roles and responsibilities support an environment in education that values innovation and constant improvement. This study was conducted to investigate the transformative leadership behaviors of teachers during classroom management in secondary schools in Azerbaijan. A qualitative method was used for research, and an observational method was used to collect data. 29 participants consisting of teachers of various subjects from Baku were involved in the study. As a result of the research, it is shown that most of the teachers showed signs of transformational leadership during class management.*

Key Words: *classroom management, teacher leadership, transformational leadership, leadership behaviors, teacher's transformational leadership.*

1. INTRODUCTION:

Transformative leadership behaviors of teachers in classroom management are leadership behaviors that promote growth and success among students, while also creating a positive and empowering learning environment (Harris, 2002). Transformative leadership guides teachers to move away from traditional, authoritarian approaches and instead toward collaboration, empowerment, and developing critical thinking skills. In classroom management, teachers should promote students' academic success through transformative leadership behaviors and create a classroom environment that fosters their personal and social development and prepares them to thrive in an ever-changing world (Smylie et al., 2005). involves them in their processes, encourages them to express themselves, and creates opportunities for self-learning (Sergiovani, 2005). They provide the necessary support to help students complete certain tasks, set high expectations for academic achievement and behavior, and foster a culture of excellence by believing in the potential of their students (Marzano, 2003). In classroom management, transformative teachers must demonstrate cultural sensitivity by integrating the diverse backgrounds, experiences, and perspectives of students into their teaching practices, and changing their teaching methods to recognize and value diversity in the classroom (Gay, 2010). Teachers who incorporate these indicators set clear strategies for their classrooms and inspire students to work toward common goals. Teachers who demonstrate these behaviors develop a culture of cooperation and learning from their students' mistakes (Goddard et al., 2000). By effectively communicating this vision, they encourage, motivate, and support students to learn (Avolio and Bass, 2004). Creating a supportive classroom environment is critical to student success. Teachers' transformative leadership behaviors in classroom management play a crucial role in creating an environment conducive to student development and success (Fullan, 2007). The purpose of this article is to determine the degrees



and forms in which secondary school teachers in Azerbaijan demonstrate transformative leadership behaviors during classroom management and to provide solutions and suggestions to the problems they often face in the classroom.

2. LITERATURE REVIEW: Transformational leaders constantly inspire and innovate their followers. They show leadership, support employees, and direct them in a positive direction (Purwandoko vb., 2023). According to Celep (2004), transformational leaders respect the opinions and attitudes of their followers while inspiring them for further development. They try to make their followers see their potential and use their abilities.

Teachers, on the other hand, show some leadership behaviors within the classroom, which play an important role in classroom management (York-Barr and Duke, 2004). Teacher leaders value their students' success and make efforts to create a supportive classroom environment (Wasley, 1991). According to Lambert (2003), during classroom management, teachers participate in continuous professional development programs to increase their knowledge and skills in social-emotional learning. It increases self-confidence and confidence in teachers and allows them to achieve positive results during teaching.

The results of a study conducted in Hong Kong show that teachers who have transformational leadership qualities in classroom management have positive effects on student learning outcomes (Pounder, 2005). Treslan's (2010) article, Transformational Leadership in the Classroom, provides a deeper examination of the interaction between teacher-student relationships during teachers' transformational leadership behaviors. In the article, twelve teachers working in different subjects and classes were observed and their transformational leadership behaviors were monitored in four directions.

According to Staskuviene and Barkauskiene (2023), the teacher's transformational leadership in classroom management helps to increase and develop students' self-development, learning motivation, social and cultural differences, tolerance, and creative and critical thinking skills. A study conducted at the Aviation Institute in Thailand examines the extent to which teachers' transformational leadership behaviors have an impact on students' academic performance and satisfaction. The result of the study shows that the influence of transformational leadership forms motivational and positive qualities in students. The reason for this is that teachers demonstrate 4 important characteristics of transformational leadership (Ketkaew and Jangsiriwattana, 2018). During the 2013-2014 academic year, 2676 subject teachers were involved in research in 29 high schools and 59 secondary schools of Batman city. The author used the survey method for the research. As a result of the research, the responses of the teachers during the survey were mainly cases such as fatigue and lack of motivation, which were negative signs for leadership. Because research examines the relationship between teachers' leadership behaviors and their socio-emotional state, it emphasizes that transformational leadership is important in increasing teachers' motivation and success in their careers (Çelik, 1998).

In two different departments of the State University of Turkey, a subject course on the English language was defined, and at the same time, a study was conducted among the teachers and students teaching this course. The quantitative survey method was used during the research. During the survey, 305 students studying in the English language course took part. Interviews were conducted with four teachers who taught the course, along with 18 additional teachers. According to the results of the survey in the study, there are significant differences in the responses of students to interview questions about leadership behaviors. The result of the study shows that there are general differences in the qualitative and quantitative outcomes of transformational leadership. Finally, the study recommends that the same type of research be conducted with different populations and different sample groups to achieve higher quality and results (Erdel and Takkac, 2020).

3. METHOD: The study used a qualitative method to examine the transformational leadership behaviors of secondary school teachers because this method allows for participant observation in their natural environment (Denzin and Lincoln, 2011). Data were gathered through interview and observation techniques. The purpose of using these methods and techniques in the research is to reveal the transformative leadership behaviors of teachers by observing them in their natural environment in the classroom. The study was conducted in Baku, Azerbaijan during the 2023-2024 academic year, and 29 participants were involved in this study.

The data collection process in the study consists of two parts: 1. Observations conducted to investigate teachers' transformative leadership behaviors in the classroom. According to Yıldırım and Şimşek (2013), observation is a method that provides the researcher with detailed information about people or events in natural conditions. 2. Interviews are conducted to correct misinterpretations of observations or to understand the meaning behind certain observed behaviors. According to Karahan et al. (2022), interviews allow researchers to gather in-depth and nuanced information from participants. During the observations, along with the field notes, an observation sheet was used to collect data, and a voice recording device was used during the interviews with the teachers. The observation sheet was prepared based on the Multifactor Leadership Questionnaire, checked by an expert, and applied as a pilot; its validity was ensured. The



descriptive analysis method was used to analyze the obtained data. Concordance between researchers' codes during analysis was 84%. Miles and Huberman's (1994) reliability formula was used to check consistency between codes. Thus, the reliability of the research results was ensured. The demographic characteristics of the teachers participating in the study are shown in Table 1.

Table 1: Demographic characteristics of teachers

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		F	%
Gender	Female	28	96.55
	Male	1	3.45
Age	21-30	-	0
	31-40	6	20.69
	41-50	8	27.59
	≥51	15	51.72
Year of duty	0-10	4	13.79
	11-20	7	24.14
	21-30	11	37.93
	31-40	6	20.69
	≥41	1	3.45

From Table 1, 28 of the teachers participating in the study are female teachers, only 1 male teacher. There were 6 participants in the age range of 31-40, 8 participants in the age range of 41-50, and 15 participants over 51 years of age. 4 of them have 0-10 years of work experience, 7 have 11-20 years of work experience, 11 have 21-30 years of work experience, 6 have 31-40 years of work experience, and 1 has more than 41 years of work experience. As a result, it can be noted that no teacher between the ages of 21 and 30 participated in the study. Only 1 male teacher participated in the study, which means that the number of female teachers is much higher. It can be said that most of the teachers are over 51 years old. The qualifications of the teachers participating in the study are shown in Chart 1.

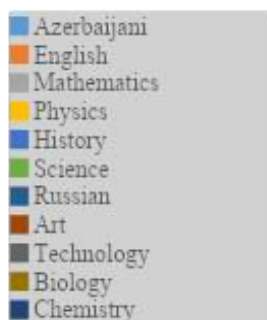
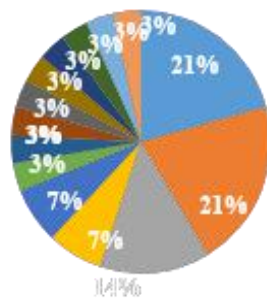


Chart 1: Qualifications of teachers in their fields of work

It is clear from the diagram 1 that 6 (21%) of the participants in the study are Azerbaijani, 6 (21%) English, 4 (14%) Mathematics, 2 (7%) Physics, 2 (7%) History, 1 (3%) Life Science, 1 (3%) Russian Language, 1 (3%) Fine Arts, 1 (3%) Technology, 1 (3%) Biology, 1 (3%) Chemistry, 1 (3%) Geography, 1 (3%) Physical Education, and 1 (3%) Informatics teacher.



4. FINDINGS, ANALYSIS, AND RESULT: Research effectively identifies the importance of transformational leadership in classroom management, highlighting its potential to create an effective classroom environment that fosters academic success as well as the holistic development of students. Also, it lays the foundation for research by emphasizing the need to investigate the spread and impact of this leadership style in Azerbaijan's secondary schools. The purpose of the study is to determine the prevalence of transformative leadership behaviors in secondary schools of Azerbaijan and to investigate contextual factors. By accomplishing these goals, the study seeks to contribute to a deeper understanding of how transformational leadership positively impacts classroom environments and student development. As a result, it is determined to provide practical solutions to overcome problems related to classroom management. Thus, the researchers analyzed the problems encountered by secondary school teachers in Azerbaijan during classroom management while demonstrating transformative leadership behaviors, identified solutions, and put forward proposals to overcome these difficulties. The study's literature review examines existing research on leadership in classroom management, highlighting the importance of effective leadership behaviors for student success. In doing so, it provides a strong foundation for the current research by demonstrating the established relationship between transformational leadership and positive outcomes in classroom environments. The methodology part of the study provides a comprehensive and reliable framework for the study of transformational leadership behaviors in secondary school teachers using a combination of classroom observations, interviews, and established data analysis methods.

On transformational teacher leadership

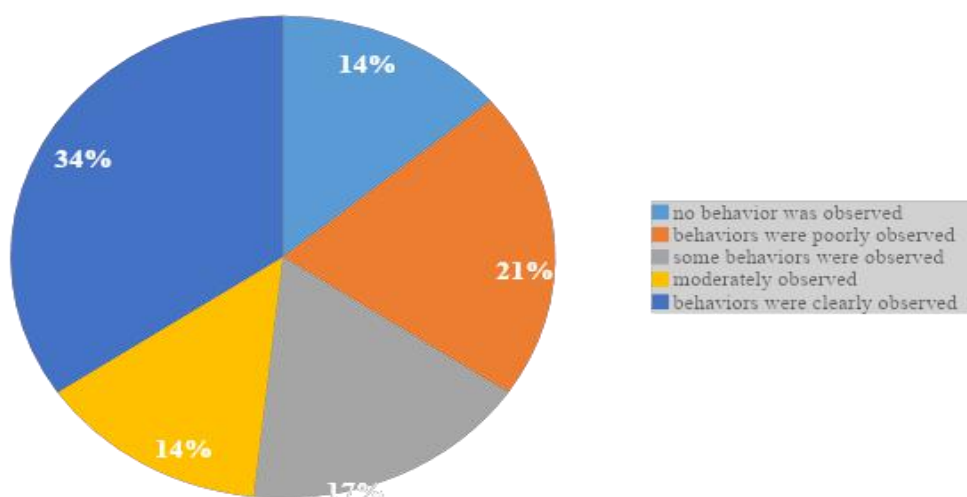


Chart 2: Results of the observation sheet on transformational teacher leadership

According to diagram 2, the highest percentage is in the item where transformative leadership is observed. Thus, 34 percent of the participants showed transformative leadership behaviors. 14 percent of participants showed no signs of this type of leadership at all, while another 14 percent of participants showed moderate levels of transformational leadership behaviors. Weak transformational leadership behaviors were identified in 21 percent of participants.

Based on the results obtained during the observations and the results of the interviews taken to find answers to the questions raised at this time, 4 themes and general codes are shown in Table 2 below:

Table 2: Themes and Codes

1. The ability of teachers to inspire and motivate	2. Individual approach of teachers	3. The teacher's charisma	4. The intellectual influence of the teacher
Motivating Questions	Time Limit	Patient Behavior	Class Discussion
Democratic Teaching	Individual Feedback	Commitment and Duty	Problem-Solving
Student Leadership	Level Difference	Information Sharing	Group and Pair Work
Peer Feedback and Assessment	-	Professional Development	-

These topics were selected based on the 4 characteristics of transformational leadership. The outcomes from these themes and codes are defined as follows:



Motivational strategies of teachers:

- Teachers used open-ended and real-life questions to engage students.
- They created a democratic environment for students to be able to express themselves comfortably and participate in problem-solving.
- Conducted group work and peer assessment to encourage collaboration and mutual learning.

Challenges encountered:

- Individual attention was limited in classes with many students.
- The presence of different learning levels within the classroom created management problems.
- The presence of a time limit prevented the individual needs of each student from being met.

Common characteristics of teachers who demonstrate transformational leadership behaviors:

- Teachers showed patience and tolerance towards students' aggressive behavior.
- They motivated students and helped them learn from their mistakes.
- Active students were given leadership roles to promote discipline and support others.
- Cooperation and exchange of knowledge among teachers was determined.
- Openness to new ideas and independent learning were developed in students.
- Classroom discussions were used to stimulate critical thinking and create a lively environment.
- Group and pair work was carried out from time to time to encourage cooperation.

5. RECOMMENDATIONS, CONCLUSION AND SUMMARY: Most teachers show signs of transformational leadership in classroom management. The main finding of this study is that teachers do not treat each student individually in the classroom, and the main reason for this is time constraints. For this reason, researchers suggest some solutions for teachers:

1. Counseling hours - teachers can arrange counseling hours 1 or 2 times a week, at specified time intervals in the classroom reserved for this purpose, so that students can better master the topics taught during the lesson and find answers to their incomprehensible questions.

2. Video lessons - teachers can prepare video lessons related to that topic and send them to the e-mail address of parents, as the students cannot fully master the lesson material due to time constraints.

3. Modeling and Facilitation - teachers can organize rows or groups representing each of the students in the classroom under the scheme of a) those who formulate questions, b) those who prepare and apply the answer, c) those who analyze the formulation of the question and the practicality of the answer.

This research project examines the importance of teachers' transformational leadership behaviors during classroom management in the context of secondary schools in Azerbaijan. The study contributes to a deeper understanding of how transformational leadership empowers teachers to create a thriving learning environment for students in secondary schools.

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