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**Master's student:** Aisha Allahverdiyeva Faiq

**Scientific leader:** Ph.D. Afet Suleymanova

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**Magistrant:** Aişə Allahverdiyeva

**Elmi rəhbər:** p.ü.f.d. Afət Süleymanova

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## INTRODUCTION

Teacher certification in Azerbaijan, like the country itself, has a rich history that reflects the nation's commitment to professionalism and quality education. Since gaining independence in 1991, Azerbaijan has taken significant steps in developing its education system, including establishing formalized teacher certification processes.

After gaining independence, Azerbaijan faced the need for active recovery and development of its economy, social infrastructure, and state institutions. Special attention during this period was given to the educational sector. As part of the reforms, a large-scale program was launched to restore and modernize educational institutions. This included repairing and building new schools, colleges, and universities, as well as updating educational programs and materials.

Furthermore, the government took steps to enhance the qualifications of teachers. Special courses and training sessions were organized for the teaching staff aimed at improving their professional skills and competencies. This helped ensure the quality of education and meet the modern requirements of the educational system.

Overall, these measures aimed to create a favorable educational environment conducive to the development of the younger generation and ensuring the country's stable future. The certification process for pedagogical professionals in Azerbaijan is a multi-stage system that includes several key stages.

1. **Academic Preparation:** Future teachers are required to complete specialized higher education in pedagogy or a relevant subject area. This includes studying both theoretical and practical aspects of education.
2. **Pedagogical Training:** In addition to academic preparation, students undergo specialized courses in teaching methods, educational psychology, and classroom management. These courses are designed to equip teachers with the necessary skills and knowledge for effective teaching.
3. **Practical Experience:** Before obtaining a teaching qualification certificate, students need to complete practical training in a real educational setting. This may include internships in schools, colleges, or universities, where they can apply their knowledge in practice and gain experience working with students.
4. **Competency Assessment:** Upon completing all stages of education, future teachers undergo rigorous exams and assessments, including practical tests and theoretical exams. This ensures their competency in subject matter, teaching methods, and classroom management.

Thus, the certification system in Azerbaijan ensures a high level of professionalism among teachers and guarantees the quality of education for all students. The introduction of the teacher certification system in Azerbaijan was a key milestone in the country's educational system modernization strategy. This event highlighted the government's commitment to improving professional standards and the quality of education. Before and after the introduction of certification, necessary steps were taken to achieve the desired results. For example, these steps included:

1. **Development of Standards:** Initially, detailed certification standards and criteria were developed, which determine not only teachers' academic knowledge but also their pedagogical skills, ability to adapt to changing requirements, and capacity to work in a multicultural environment.
2. **Certification Process:** The certification system includes several stages, including knowledge testing, practical examinations, as well as assessment of pedagogical skills and professional behavior.
3. **Professional Development:** In addition to certification, the Azerbaijani government actively supports teachers' professional development by providing access to continuous training, seminars, and masterclasses. This helps teachers stay updated on the latest educational trends and innovations.
4. **Student Achievement Incentives:** Another goal of introducing certification is to incentivize high student performance. The assessment system and feedback allow teachers to adapt their teaching methods and maintain students' motivation to learn.

Thus, the introduction of the teacher certification system in Azerbaijan has become not only a measure to enhance teachers' professionalism but also an important step towards ensuring quality and modern education for all students in the country.

Moreover, the teacher certification system in Azerbaijan not only supports the professional level of educators but also serves as a mechanism to ensure quality in the educational sector. This approach guarantees that teachers meet high standards and excel in their specializations. By adhering to the established certification requirements and criteria, educational institutions can maintain a consistent level of teaching quality and professionalism among their teaching staff. This, in turn, contributes to enhancing the educational experience for students, providing them with access to highly qualified and motivated teachers. Thus, teacher certification plays a key role in maintaining and improving the quality of education in Azerbaijan, creating conditions for the successful learning and development of every student.

To this day, Azerbaijan continues to invest heavily in the development of its educational system, placing a primary emphasis on the training and development of teachers. The certification process in this context serves as a cornerstone of the country's strategy to form a qualified, motivated, and effective teaching corps.

Support for ongoing professional development of teachers remains a priority in state policy. Introducing new teaching methods, exchanging experiences with international colleagues, and accessing the latest scientific research help teachers stay at the forefront of educational trends. Creating a supportive and stimulating environment for teachers also plays a crucial role in this process. Conducting regular training sessions, seminars, and masterclasses helps maintain teachers' motivation, broaden their professional horizons, and develop the skills necessary for effective teaching.

Thus, Azerbaijan not only invests in its educational system but also creates conditions under which teachers can have a positive impact on student learning outcomes, thereby ensuring stable and quality education for all students.

Teacher certification and motivation are key components of successful educational systems worldwide. These elements ensure the professional growth of educators and guarantee a high level of education.

Teacher certification involves specialized education where teachers study their subject area, pedagogical methods, and the basics of organizing learning. In addition to theoretical training, teachers undergo practical courses aimed at developing teaching skills, educational psychology, and classroom management. This enables them to develop effective teaching strategies and adapt to various educational conditions.

Before receiving certification, teachers also need to undergo an internship or practical training where they can apply their knowledge in practice and gain real-world experience working with students.

Overall, the teacher certification system ensures that educators possess all the necessary knowledge and skills to successfully perform their professional duties. This contributes to improving the quality of education and achieving high academic results by students.

Certified teachers possess comprehensive knowledge, skills, and competencies that enable them to effectively develop and educate students. They have a deep understanding of pedagogical principles, curriculum structures, and assessment methods, allowing them to conduct their work extremely efficiently and, most importantly, engage students in the learning process.

Through the certification process, teachers not only acquire academic knowledge but also gain practical skills necessary for effective teaching in today's educational environment. They also

develop the ability to adapt to various teaching styles and students' needs, enabling them to create personalized educational programs.

Teacher certification also strengthens trust in educators from society, parents, and students. With trust and authority, teachers can effectively manage classroom dynamics, resolve conflict situations, and motivate students to actively participate in the learning process.

Thus, the teacher certification system not only confirms their professional qualifications but also ensures a high level of educational standards, promoting successful learning and development for every student.

The certification process begins with academic preparation, where future educators take courses in their chosen field. This includes studying current pedagogical theories, teaching methods, and fundamental principles of organizing the educational process.

Following academic preparation is pedagogical training. Here, candidates deepen their knowledge in educational theory, studying classroom management strategies, adaptive learning methods, and the psychological foundations of education. These courses help teachers develop teaching skills, adapt their methods to different types of students, and create a supportive and stimulating educational environment.

Practical experience plays a crucial role in the certification process. Pedagogical practice and internships allow candidates to apply their theoretical knowledge in practice, working in real classroom conditions under the guidance of experienced educators. This provides an opportunity to gain valuable experience, establish relationships with students, and later apply various teaching methods in pedagogical practice.

Candidates must then successfully pass rigorous assessments, which may include standardized tests, performance evaluations, and the submission of a portfolio to demonstrate their competence and readiness for certification.

The certification process can vary depending on the jurisdiction, with specific requirements set by state or national educational authorities. This may involve the need to complete additional courses or seminars, participate in pedagogical projects, or even undergo interviews with experts in the field of education.

Thus, the certification process ensures high standards of quality and competence among teachers, guaranteeing that they possess the necessary knowledge and skills for effective teaching and student interaction.

Internal and external motivators play a key role in maintaining teachers' motivation. Internal motivators, such as a passion for teaching and love for children, inspire educators to enhance

their qualifications in their profession. These internal factors fuel the enthusiasm, creativity, and dedication of teachers to their craft, ultimately benefiting student learning outcomes..

Furthermore, external motivators such as recognition, rewards, and opportunities for professional growth provide tangible incentives for high performance and dedication to their profession. These incentives can include salary increases, receiving bonuses or awards, as well as access to professional development and training programs.

Internal motivators can also encompass a drive for innovation in teaching methods, a desire to improve curricula, and the development of new teaching techniques. This helps teachers adapt to changing demands and effectively respond to students' needs.

Together, internal and external motivators create a conducive environment that encourages teachers to continually improve their skills and knowledge. This comprehensive approach to teacher motivation contributes to enhancing the quality of education and fostering a motivated and professional teaching community. School leaders play a pivotal role in sustaining and bolstering teacher motivation in educational institutions. They provide opportunities for ongoing professional development by organizing training sessions, seminars, and courses that help teachers expand their professional skills and knowledge.

Creating a positive school culture is also within their purview. School leaders foster an atmosphere built on collaboration, trust, and recognition, which contributes to building a cohesive team and strengthening interactions among teachers.

Regular meetings, discussions of issues, and sharing best practices encourage openness and an innovative approach to teaching. Such dialogue allows for addressing current challenges, developing growth strategies, and creating conducive conditions for successful student learning.

Additionally, school leaders ensure efficient management of school resources, ensuring the availability of necessary materials and technologies for teachers. This enables the creation of modern and motivating learning environments, contributing to the enhancement of the quality of education in the institution.

In Azerbaijan, the education system is a collaborative effort involving teachers, students, parents, and the wider community. The role of teacher certification in this system is crucial as it serves to boost the motivation of educators, thereby enhancing the overall educational environment.

Motivated teachers are instrumental in implementing effective teaching strategies and fostering student success. By being certified, teachers exhibit a greater commitment and enthusiasm towards their profession, which leads to improved educational outcomes. Through the



implementation of teacher certification programs, Azerbaijan is striving to uplift the quality of education by strengthening its teaching force.

**This research aims** to delve into the influence of teacher certification on boosting motivation among educators in Azerbaijan. It will provide a comprehensive analysis of current practices and perceptions, focusing on the following key areas:

- **Motivational Practices:** This involves a study of the motivational strategies and practices adopted by certified teachers in Azerbaijani schools.
- **Communication Channels:** This section will look at the communication channels used to enhance collaboration between teachers, students, and parents within the framework of teacher certification.
- **Challenges in Motivation:** This part of the research will identify the challenges and hurdles that educators face in maintaining motivation, even after certification.
- **Problem-solving Mechanisms:** This involves an exploration of the strategies used to tackle motivational issues and boost teacher engagement within the educational system.
- **Impact on Stakeholders:** This section will assess the wider impact of teacher certification on stakeholders, including students, parents, and the larger educational community.

**Research goals:** Investigating the effect of accreditation on educator inspiration:

- Break down what confirmation means for educators' natural and extraneous inspirations.
- To analyze the impression of certificates among affirmed and noncertified educators to distinguish contrasts in their persuasive variables and expert turn of events.
- Recognizing hindrances and issues in the affirmation cycle: Recognize the significant obstructions instructors face while endeavoring to become ensured, including time, monetary, and institutional imperatives.
- Investigate variations in admittance to affirmation and expert advancement open doors among different gatherings of educators.
- Improvement of suggestions for further developing the educator confirmation framework in Azerbaijan:
- Propose methodologies and approaches to make more adaptable and comprehensive affirmation pathways.
- Prescribe measures to eliminate regulatory obstructions and offer help for instructors, particularly from underrepresented gatherings.

**Methodology:** The research will employ a mixed-methods approach, blending qualitative and quantitative techniques to gain a holistic understanding of the topic. Criteria sampling will be used to select key participants, such as experienced school principals who have shown exemplary practices in effective school management. Data will be collected through detailed interviews and surveys to capture a range of perspectives on the correlation between teacher certification and motivation.

Quantitative data will be analyzed using descriptive statistics to provide numerical summaries of the survey responses. Qualitative data, derived from interviews and open-ended survey questions, will be subjected to content analysis to identify common themes and patterns.

# **CHAPTER I. THEORETICAL AND LEGISLATIVE FOUNDATIONS OF TEACHER CERTIFICATION AND MOTIVATION**

## **1.1. Analysis of scientific literature on Teacher Certification and Motivation**

Understanding Educators' Perceptions and Opinions:

Educators' perceptions and opinions regarding teacher certification and motivation are pivotal for informing evidence-based policies, practices, and interventions aimed at enhancing teacher effectiveness and job satisfaction. These perspectives offer valuable insights into the factors that influence their motivation, professional development needs, and overall job satisfaction within the teaching profession. By exploring these perceptions, researchers, policymakers, and education stakeholders can gain a deeper understanding of the interplay between certification requirements, motivational factors, and teaching outcomes.

Educators' perceptions play a critical role in shaping their motivation levels and commitment to their profession. Teachers who perceive certification as a valuable credential may be more motivated to pursue certification pathways and engage in ongoing professional development opportunities (Johnson et al., 2018). Conversely, negative perceptions or misconceptions about certification requirements may undermine educators' motivation and hinder their career advancement aspirations. By examining these perceptions, policymakers can identify barriers to certification uptake and implement targeted strategies to address motivational factors.

Informing Professional Development Initiatives.

Educators' opinions regarding professional development initiatives, including certification programs, provide valuable feedback for refining and improving existing training frameworks. Understanding educators' preferences, needs, and challenges related to certification and professional development can inform the design of tailored training programs that align with teachers' career aspirations and instructional goals (Chiang & Chun-Hsiung, 2019). By soliciting educators' input, education stakeholders can ensure that professional development initiatives are relevant, accessible, and effective in enhancing teacher competence and satisfaction.

### **1.1.1 Fostering a Supportive Work Environment:**

Teachers' perceptions of their work environment, including organizational culture, leadership support, and collegial relationships, significantly influence their job satisfaction and motivation levels (Borg & Falzon, 2020). Positive perceptions of certification programs as supportive mechanisms for professional growth and recognition can contribute to a culture of continuous

learning and collaboration within schools. Conversely, negative perceptions or lack of support for certification initiatives may contribute to feelings of frustration, disillusionment, and attrition among educators. By promoting a supportive work environment that values and recognizes teachers' efforts towards certification and professional development, education stakeholders can foster a sense of belonging and commitment among educators.

#### Addressing Equity and Diversity.

Educators' perceptions of teacher certification may vary based on factors such as gender, ethnicity, socioeconomic background, and teaching context. Understanding the diverse perspectives and experiences of educators from different demographic groups is essential for identifying disparities in access to certification pathways and addressing inequities in the teaching profession (OECD, 2020). By acknowledging and addressing educators' unique needs and challenges, policymakers can promote inclusivity and diversity within the teaching workforce, ultimately enhancing educational outcomes for all students.

#### Impact on Professional Development and Effectiveness.

Educators expressed varying perceptions of the impact of teacher certification on their professional development and effectiveness. While some teachers viewed certification as a valuable credential that enhanced their teaching skills, job prospects, and credibility within the profession, others perceived it as a bureaucratic requirement with limited practical relevance to their day-to-day teaching practices. Interestingly, many non-certified teachers believed that certification had a positive impact. For example, in an interview conducted at school number 23, a certified teacher noted that certification does not affect knowledge or motivation, while a non-certified teacher from the Landau school noted that obtaining an extra certificate is always beneficial.

#### Literature Review on Certification Impact.

Research indicates diverse perspectives on the impact of teacher certification. Some studies suggest that certification is associated with improved teaching effectiveness, student achievement, and teacher retention (Darling-Hammond et al., 2005; Goldhaber & Anthony, 2004). However, other research highlights the limited empirical evidence linking certification to measurable outcomes, with factors such as teacher experience, subject matter knowledge, and instructional practices playing a more significant role in student learning (Hanushek et al., 2004; Harris & Sass, 2011).

#### Influencing Engagement.

Educators identified various intrinsic and extrinsic motivators influencing their engagement with certification and professional development initiatives. Intrinsic motivations, such as a

desire for personal growth, professional fulfillment, and a sense of achievement, emerged as primary drivers of educators' participation in certification programs. Extrinsic motivations, including financial incentives, career advancement opportunities, and institutional recognition, also played a significant role.

#### Research on Motivational Factors.

Studies have identified intrinsic and extrinsic motivators driving educators' engagement with certification and professional development. Intrinsic motivations, such as a desire for personal growth, professional fulfillment, and mastery, are consistently cited as primary drivers (Deci & Ryan, 1985; Hargreaves, 2005). Extrinsic motivations, including financial incentives, career advancement opportunities, and institutional recognition, also play a significant role (Ladd et al., 2008; Murnane & Olsen, 1989).

**Role of Certification in Professional Identity.** Certification was viewed as a symbol of expertise, commitment, and dedication to the teaching profession, enhancing educators' status and credibility among colleagues, parents, and students. However, concerns were raised about the perceived elitism and exclusivity associated with certification, which may marginalize non-certified educators and undermine their contributions.

**Literature on Professional Identity** Literature underscores the importance of certification in shaping educators' professional identity, status, and recognition within the teaching community (Beijaard et al., 2004; Day & Gu, 2014). Certification enhances educators' credibility and prestige, though concerns about elitism and exclusivity have been noted (Feiman-Nemser, 2008; Goodlad, 1990).

#### Ongoing Professional Development Needs.

Educators emphasized the importance of accessible, relevant, and personalized learning opportunities. While certification provided a formal pathway for professional growth, educators expressed a desire for more flexible, job-embedded approaches to professional development.

#### Research on Professional Development.

Research emphasizes the importance of ongoing professional development to support educators' continuous growth and improvement (Guskey, 2002; Little, 1993). Flexible, job-embedded approaches are essential for meeting educators' diverse learning needs (Darling-Hammond et al., 2009; Fullan, 2007).

#### Impact on Student Learning Outcomes.

Educators reflected on the potential impact of certification on student learning outcomes, instructional quality, and school performance. While some perceived a positive correlation,

others questioned the validity and reliability of certification as a measure of teacher quality. Literature on Student Learning Outcomes.

Research on the impact of teacher certification on student learning outcomes yields mixed findings, with studies reporting variable effects depending on contextual factors and methodological approaches (Boyd et al., 2006; Clotfelter et al., 2007). The need for comprehensive approaches to teacher evaluation and professional development is emphasized (Darling-Hammond, 2010; Goldhaber & Brewer, 2000).

Implications for Policy and Practice.

The study findings have significant implications for the design and implementation of teacher certification policies and practices. Recognizing the diverse motivations and needs of educators, policymakers and education stakeholders can develop more flexible, inclusive, and responsive certification pathways.

Strategies for Enhancing Educator Motivation. Cultivating a supportive and collaborative school culture, providing opportunities for personalized, job-embedded professional development, and offering meaningful incentives can enhance educator motivation and engagement with certification.

Integration with Theoretical Frameworks.

The findings can be integrated with theoretical frameworks such as Self-Determination Theory (SDT) and Social Cognitive Theory (SCT) to further understand the motivational dynamics underlying educators' engagement with certification and professional development. SDT emphasizes autonomy, competence, and relatedness, while SCT highlights self-efficacy, outcome expectations, and social support.

### **1.1.2 Fostering Educational Excellence through Stakeholder Engagement and Teacher Certification**

Participants in the educational process in Azerbaijan are crucial for shaping educational development. Parents engage actively through committees, events, and supporting initiatives, while students participate in clubs, sports, and scientific projects. Teachers and staff innovate teaching methods, attend professional training, and create stimulating environments using technology and interactive methods .

Society, including non-profit organizations, governmental bodies, and businesses, also plays a vital role by funding projects, providing scholarships, and organizing internships . Schools regularly engage stakeholders through meetings, forums, and seminars to discuss issues and find solutions, fostering a strong educational community .

Active parental involvement is emphasized in Article 34 of Azerbaijan's "Education Law," which outlines the rights and responsibilities of parents and their potential for collaboration with educational institutions . This collaboration extends to social changes that advocate for joint efforts between schools, families, and the community to develop comprehensive education. Teachers enhance their qualifications through professional development courses, workshops, and educational programs, incorporating modern methods and engaging with current scientific literature to ensure evidence-based practices . Non-profit organizations and governmental bodies support these efforts by funding educational projects, organizing training sessions, and implementing inclusive environments for special needs students .

The business community supports education through scholarships, internships, and partnerships with educational institutions, contributing to the development of programs that meet labor market needs . This active involvement from all sectors is key to creating a sustainable and innovative educational system .

Studying global best practices from countries like the United States and England provides valuable lessons for Azerbaijan. Non-profit organizations, such as the Pritchard Committee, offer innovative solutions and foster dialogue between governmental structures, educational institutions, and the public .

Teacher certification is a strategic focus in Azerbaijan, validating professional competence and emphasizing continuous learning and self-improvement . Linking certification with salary increases motivates teachers to pursue excellence and become leaders and role models . This approach aligns with Azerbaijan's strategy to enhance education quality and demonstrates respect for the teaching profession .

## **1.2 Analysis of normative-legislative documents**

### **1.2.1 International Conventions and Agreements the Republic of Azerbaijan has joined.**

Azerbaijan has established stringent educational requirements for individuals entering the teaching profession, ensuring teachers possess the necessary qualifications and competencies (UNESCO, 2020). These standards align with international benchmarks, promoting a qualified teaching workforce.

**Gender Equity and Inclusion Policies.**

Efforts to promote gender diversity and equity in education are reflected in the gender distribution of the study participants (OECD, 2020). Policies aimed at increasing male participation in teaching could help address the gender imbalance observed in the profession. **Professional Development and Certification.** The legislative framework in Azerbaijan supports

continuous professional development and certification for teachers. This aligns with findings that certification impacts job satisfaction and instructional quality (Chiang & Chun-Hsiung, 2019).

#### Impact of Certification on Motivation:

The positive impact of certification on teacher motivation and job satisfaction is supported by research (Van Nuland et al., 2017; Zhang et al., 2018). The normative documents in Azerbaijan align with these findings by promoting certification as a means to enhance teacher effectiveness and motivation.

#### Comparative Analysis with International Standards.

Azerbaijan's educational standards align with international standards set by UNESCO (2020), ensuring a qualified teaching workforce. Policies promoting gender equity in the teaching profession reflect global trends and are crucial for a balanced and inclusive educational environment (OECD, 2020).

#### Data Collection Methods:

Surveys were the primary method for collecting demographic information. Semi-structured interviews provided in-depth insights into participants' demographic backgrounds and experiences. Challenges included potential incomplete or inaccurate responses, which were addressed through data validation and cleaning.

**Legal Framework:** The legal framework surrounding teacher certification in Azerbaijan is governed by several key pieces of legislation:

**Law of the Republic of Azerbaijan On Education:** This law sets out the basic principles of public policy in ensuring citizens' educational rights (2009, p. 15, Law of the Republic of Azerbaijan On Education). It also provides for the accreditation and attestation of educational institutions and teachers (2009, p. 20, Law of the Republic of Azerbaijan On Education). Education in Azerbaijan is developed through integration into the global education system while prioritizing national, moral, and universal values in the education system (2009, p. 25, Law of the Republic of Azerbaijan On Education).

**Regulations for the Content and Organization of Master's Level Education and Awarding Master's Degree:** This regulation outlines the structure and content of Master's level education and the process for awarding Master's degrees (2010, p. 35, Regulations for the Content and Organization of Master's Level Education and Awarding Master's Degree).

**Concept and Strategy of Continuous Teacher Education and Training:** This document outlines the strategic approach to continuous teacher education and training (2011, p. 40, Concept and Strategy of Continuous Teacher Education and Training).



Regulations of the Coordination Council for Continuous Education: This regulation governs the coordination of continuous education initiatives (2012, p. 45, Regulations of the Coordination Council for Continuous Education). Electronic Certification: Teachers certified in Azerbaijan receive an electronic certificate. The authenticity of the certificate can be verified in accordance with the Law of the Azerbaijan Republic by an e-signature or electronic document (2013, p. 50, Electronic Certification). The certificate is certified by the electronic signature of the Chairman of the Certification Board (2013, p. 52, Electronic Certification).

### **1.3. Motivational Strategies and Practices Among Certified Teachers**

Understanding the unique educational landscape of Azerbaijan is crucial when examining motivational strategies and practices among certified teachers. Azerbaijan has a rich history in education that has undergone significant changes in recent decades. The country has implemented new educational standards and methodologies aimed at improving the quality of education and training.

One of the key aspects of Azerbaijani education is the adoption of international standards and practices. This has been made possible through active collaboration with international organizations and education partners. New laws and regulations have been developed to enhance the educational system and improve the professional training of teachers.

Professional development of teachers in Azerbaijan is at the forefront of educational reforms. Certified teachers actively participate in various training sessions, seminars, and professional development courses. This helps them adapt to new educational requirements and integrate modern teaching methods into their practice.

Legislation in this field in Azerbaijan supports the development of teachers' skills. It provides a legal basis for the implement of innovations and stimulates teacher motivation.

In Azerbaijan, creating an attractive and effective educational environment is a key factor for student success. An effective educational environment promotes active student participation in the learning process, motivates them to achieve better results, and prepares them for future careers. These strategies align with best practices observed in many countries around the world, and their implementation in the Azerbaijani education system is of great importance.

However, contextualizing these practices within Azerbaijan's unique educational landscape requires consideration of various factors. Cultural norms play a significant role in shaping educational values and approaches in the country. Azerbaijan has deep and multifaceted cultural traditions that influence the education system, defining its unique characteristics and features. Historical events, periods, and trends also influence the formation of educational policies,

curricula, and teaching methods. They create a context in which the country's education system develops, reflecting its historical heritage and evolution.

Institutional frameworks in Azerbaijan are also important for implementing effective educational practices.

It is also important to consider economic and social aspects when creating an educational environment. Economic stability and accessibility of educational resources play a crucial role in shaping an effective education system.

Therefore, for successful creation of an attractive and effective educational environment in Azerbaijan, a comprehensive approach to the development and implementation of educational strategies and practices is necessary. This includes consideration of all the aforementioned factors and adaptation of global educational trends to the unique conditions and needs of Azerbaijani education.

Continuing this topic, it is worth noting the importance of professional development of teachers and educators in Azerbaijan. Certified teachers actively participate in trainings, seminars, and qualification courses, which contributes to adapting to modern educational requirements and integrating innovative teaching methods into the learning process.

It is also important to emphasize the role of state policy in the development of education in Azerbaijan. State support and financing play a significant role in ensuring quality education and creating conditions for innovation in the educational sphere. This includes the development of strategic plans, programs, and initiatives aimed at improving the education system in the country.

Creating an attractive and effective educational environment in Azerbaijan is a multifaceted task that requires a comprehensive approach and consideration of various factors. This includes cultural, historical, institutional, economic, and social aspects, which interact and shape the unique educational space of the country. (2014, p. 10, Azerbaijan: The Role of Teachers in Curriculum Reform)

Azerbaijan shares cultural ties and historical connections with neighboring countries such as Turkey, Georgia, Kazakhstan, and Uzbekistan. These shared aspects form a rich tapestry of mutual influences that can significantly impact educational practices in Azerbaijan.

One of the most noticeable influences is the shared emphasis on setting clear educational goals. Across these countries, there is a strong belief in the importance of defining clear objectives for students. This approach aims to provide students with a clear direction, helping them understand what is expected of them and motivating them to strive for success. In Azerbaijan, this focus

on goal-oriented education is reflected in curriculum development, teaching methodologies, and assessment practices.

In addition to setting clear goals, providing positive feedback is another shared educational practice. In Azerbaijan, as well as in its neighboring countries, educators understand the power of positive reinforcement in enhancing student motivation and engagement. Positive feedback not only boosts students' self-confidence but also encourages them to continue their efforts and persevere through challenges. This approach fosters a supportive learning environment where students feel valued and encouraged to achieve their full potential.

Creating a supportive learning environment is a cornerstone of educational practices across Azerbaijan and its neighboring countries. A supportive environment is characterized by mutual respect, open communication, and collaborative learning. Teachers, students, and parents work together to create an atmosphere where everyone feels safe, respected, and valued. This environment encourages students to express their thoughts and ideas freely, collaborate with their peers, and take ownership of their learning.

Another common theme in educational discourse among these countries is the recognition of differentiated instruction. Differentiated instruction acknowledges that students have diverse learning needs, interests, and strengths. In Azerbaijan, educators are increasingly adopting differentiated instructional strategies to cater to the individual needs of students. This approach involves tailoring teaching methods, materials, and assessments to meet the unique learning styles and preferences of each student, ensuring that all students have equal opportunities to succeed.

Incorporating technology in teaching is another shared educational trend among Azerbaijan and its neighboring countries. Technology has become an integral part of modern education, offering innovative tools and resources that enhance teaching and learning experiences. In Azerbaijan, there is a growing emphasis on integrating technology into the curriculum, providing students with access to digital resources, and promoting digital literacy skills. This technology-driven approach prepares students for the digital age, equipping them with the skills and knowledge they need to thrive in a rapidly evolving global society.

Promoting autonomy and ownership in learning is also gaining momentum in educational practices across these countries. Empowering students to take control of their learning journey encourages independence, self-direction, and lifelong learning habits. In Azerbaijan, educators are encouraging students to set their own learning goals, make choices about their learning paths, and take responsibility for their academic success. This approach fosters a sense of

ownership and accountability among students, motivating them to become active and engaged learners.

Azerbaijan's cultural ties and historical connections with neighboring countries significantly influence its educational practices. Shared values, beliefs, and priorities in education create a collaborative educational landscape where countries learn from each other's experiences and innovations. Emphasizing clear goals, providing positive feedback, creating a supportive learning environment, recognizing differentiated instruction, incorporating technology, and promoting autonomy and ownership in learning are common themes that resonate across Azerbaijan and its neighboring countries. Adopting these shared educational practices contributes to enhancing the quality of education and preparing students for success in a globally interconnected world. (2020, p. 75, *Motivational Teacher Strategies: The Role of Beliefs and Contextual Factors*).

Despite the shared cultural and historical ties between Azerbaijan and its neighboring countries, differences in educational policies, reforms, and resources can significantly influence the implementation and effectiveness of educational strategies.

Turkey serves as an example of a country that has undertaken significant educational reforms with an emphasis on modernization and teacher training. The Turkish government has prioritized updating the curriculum, allowing for the integration of modern educational methodologies and technologies. Additionally, professional development programs for teachers have been launched, aimed at improving their qualifications and competencies. This approach creates a more dynamic and adaptive educational environment capable of effectively responding to changing educational needs.

In contrast, Kazakhstan has focused on modernizing curricula and fostering innovation in education. The Kazakhstani government has introduced reforms aimed at integrating modern teaching methods and essential educational technologies. These reforms promote the development of critical thinking, logical analysis, and problem-solving skills among students, as well as support the active use of technology in the learning process, making education more appealing and contemporary.

Georgia, on the other hand, has concentrated its efforts on improving the quality of education through changes in curricula and innovative assessment methods. The Georgian government is actively working on modernizing curricula, making them more relevant and interactive. The introduction of new assessment methods, such as portfolios, project work, and interviews, allows for a more accurate evaluation of students' knowledge and skills and promotes the development of their critical thinking and creative problem-solving approach.

Uzbekistan, in turn, focuses on improving the quality and relevance of education through the revision of curricula and professional development programs. The Uzbek government is actively working on updating curricula to reflect current educational trends and labor market needs. Professional development programs for teachers and educators help them refine their teaching methods, integrate new technologies into the learning process, and improve interaction with students.

Understanding these differences and unique approaches to educational reforms in Turkey, Kazakhstan, Georgia, and Uzbekistan allows Azerbaijan to conduct an in-depth analysis of its educational system and identify potential directions for further improvement. Adopting best practices and innovative methods from these countries can contribute to enhancing the quality of education in Azerbaijan, providing students with better opportunities for a successful future. (2021, p. 32, Principal motivational strategies).

In Azerbaijan, continuous professional development for teachers plays a vital role in ensuring that educators remain updated with the latest effective instructional strategies and motivational techniques. The landscape of education is constantly evolving, with new methodologies, technologies, and approaches emerging regularly. Therefore, it is essential for teachers to engage in ongoing learning and professional development to enhance their teaching skills and adapt to these changes effectively.

Professional development opportunities provide teachers with valuable insights, resources, and tools to implement innovative teaching methods and create engaging learning environments. Workshops, seminars, conferences, and online courses are some of the avenues through which teachers can acquire new knowledge, exchange ideas with peers, and refine their instructional practices. Collaborative learning experiences with colleagues and educational experts can inspire creativity, foster collaboration, and stimulate professional growth.

Furthermore, building positive relationships with students based on trust, respect, and understanding is emphasized as a key factor contributing to student motivation and academic success in Azerbaijan. Teachers who establish strong connections with their students create a supportive and inclusive learning environment where students feel valued, encouraged, and empowered to participate actively in their education.

Effective communication, empathy, and active listening are essential skills that enable teachers to connect with students on a deeper level, understand their unique needs and interests, and tailor instruction to meet individual learning styles and preferences. By acknowledging students' strengths, addressing their challenges, and providing constructive feedback, teachers

can foster a growth mindset, promote self-confidence, and inspire a lifelong love for learning among students.

In addition to professional development and building positive relationships, creating a stimulating and inclusive learning environment is crucial for enhancing student engagement, motivation, and academic achievement. Incorporating diverse teaching methods, utilizing educational technologies, and integrating real-world applications into the curriculum can make learning more relevant, meaningful, and enjoyable for students.

Collaborative learning experiences, project-based learning, and hands-on activities provide opportunities to develop critical thinking, problem-solving, and collaboration skills, preparing them for success in the 21st-century global economy. By fostering a culture of curiosity, creativity, and continuous learning, Azerbaijani teachers can empower students to become lifelong learners, responsible citizens, and innovative contributors to society.

Continuous professional development for teachers, building positive relationships with students, and creating stimulating and inclusive learning environments are essential components of a successful educational system in Azerbaijan. By investing in the professional growth of educators and prioritizing student-centered approaches to teaching and learning, Azerbaijan can nurture a generation of resilient, adaptable, and motivated learners capable of thriving in a rapidly changing world. (2021, p. 45, *Principal motivational strategies*; 2019, p. 30, *Azerbaijan: The Role of Teachers in Curriculum Reform*).

By incorporating these motivational strategies and practices into their teaching, certified teachers in Azerbaijan can create enriching learning experiences that inspire and empower students to reach their full potential. These strategies not only enhance academic achievement but also contribute to the holistic development of students, fostering critical thinking, creativity, and problem-solving skills that are essential for success in the 21st century.

Understanding the contextual nuances and unique challenges within Azerbaijan's educational landscape is essential for effectively implementing these strategies and fostering a culture of motivation and learning excellence. Azerbaijan has a diverse educational system with various cultural, socioeconomic, and regional differences that can impact teaching and learning experiences.

Teachers must be aware of these differences and tailor their instructional approaches to meet the specific needs and interests of their students. By recognizing and respecting cultural diversity, teachers can create inclusive classrooms where all students feel valued, respected, and motivated to learn. Professional development opportunities play a crucial role in equipping teachers with the knowledge, skills, and resources needed to implement motivational strategies

effectively. Workshops, seminars, conferences, and collaborative learning experiences enable teachers to exchange ideas, explore new methodologies, and refine their instructional practices in line with the latest educational research and best practices.

Building positive relationships with students is another key component of effective teaching and learning. Teachers who establish trust, respect, and open communication with their students create a supportive and nurturing learning environment where students feel safe to express their ideas, ask questions, and take risks in their learning.

Effective communication, active listening, and empathy are essential skills that enable teachers to connect with students on a deeper level, understand their unique perspectives, and adapt their teaching strategies to meet individual learning needs. By providing personalized feedback, encouragement, and support, teachers can foster a growth mindset, boost student confidence, and inspire a passion for lifelong learning.

Incorporating technology into the classroom can also enhance motivation and engagement by providing students with access to a wealth of resources, tools, and interactive learning experiences. Digital platforms, educational apps, and multimedia resources can make learning more accessible, interactive, and personalized, catering to diverse learning styles and preferences.

Moreover, integrating real-world applications and project-based learning into the curriculum can make learning more relevant, meaningful, and engaging for students. By connecting classroom learning to real-world contexts and challenges, teachers can help students see the practical applications of their knowledge and skills, fostering curiosity, creativity, and a deeper understanding of the subject matter. Collaborative learning experiences, group projects, and peer-to-peer interactions can also promote teamwork, communication, and problem-solving skills among students, preparing them for success in collaborative work environments and fostering a sense of community and belonging.

By incorporating motivational strategies, understanding the unique context of Azerbaijan's educational landscape, and focusing on building positive relationships with students, certified teachers can create a vibrant and dynamic learning environment that inspires students to achieve their academic and personal goals. Through continuous professional development, embracing technology, fostering a culture of curiosity and collaboration, and promoting real-world connections, Azerbaijan can continue to strengthen its educational system and prepare students for success in a globally connected world (Azerbaijan: The Role of Teachers in Curriculum Reform As one study states, «Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn. Teachers can differ in the way in which

they try to motivate students to learn, and their motivational strategies can vary from autonomy-supportive to controlling.» This highlights the importance of teachers' roles in shaping the learning environment and the need for motivational strategies that are both effective and contextually appropriate.

The role of teachers extends beyond delivering content and includes fostering a positive, supportive, and inclusive learning environment. Teachers have the power to inspire, encourage, and empower students to explore their interests, overcome challenges, and achieve their academic and personal goals. By creating a nurturing and engaging learning environment, teachers can enhance student motivation, engagement, and academic success.

Autonomy-supportive teaching strategies focus on empowering students to take ownership of their learning, make choices, and develop independence. Teachers who adopt autonomy-supportive approaches encourage student initiative, creativity, and problem-solving skills, fostering a sense of competence and self-efficacy. By providing students with opportunities to make decisions, set goals, and reflect on their learning, teachers can cultivate a growth mindset and intrinsic motivation, leading to deeper learning and long-term retention of knowledge.

On the other hand, controlling teaching strategies may undermine student autonomy and intrinsic motivation by imposing external pressures, rewards, or punishments. While these strategies may produce short-term compliance or performance, they can hinder the development of self-regulation, critical thinking, and a love for learning. Therefore, it is essential for teachers to reflect on their teaching practices and strive to create an autonomy-supportive learning environment that values student voice, choice, and agency. Building positive relationships with students is a fundamental aspect of effective teaching and motivational strategies. Teachers who establish trust, respect, and open communication with their students create a supportive and nurturing learning environment where students feel safe, valued, and motivated to participate actively in their education. By recognizing and celebrating students' strengths, interests, and achievements, teachers can boost student self-esteem, confidence, and engagement in learning. Professional development plays a crucial role in equipping teachers with the knowledge, skills, and resources needed to implement effective and contextually appropriate motivational strategies. Continuous learning opportunities, such as workshops, seminars, conferences, and collaborative learning experiences, enable teachers to explore new methodologies, exchange ideas with peers, and refine their instructional practices to meet the diverse needs of their students.

Incorporating technology into the classroom can also enhance motivation, engagement, and personalized learning experiences. Digital platforms, educational apps, and multimedia



resources provide students with access to a wealth of information, interactive learning materials, and real-world connections, making learning more accessible, relevant, and enjoyable. Teachers can leverage technology to differentiate instruction, accommodate diverse learning styles, and foster creativity, critical thinking, and collaboration among students.

Furthermore, integrating real-world applications, project-based learning, and hands-on activities into the curriculum can make learning more meaningful, relevant, and engaging for students. By connecting classroom learning to real-world contexts, challenges, and experiences, teachers can help students see the practical applications of their knowledge and skills, fostering curiosity, creativity, and a deeper understanding of the subject matter.

In conclusion, teachers play a pivotal role in shaping the learning environment and motivating students to learn. By adopting autonomy-supportive teaching strategies, building positive relationships with students, engaging in continuous professional development, incorporating technology, and promoting real-world connections, teachers can create a vibrant and dynamic learning environment that inspires students to achieve their academic and personal goals. Through collaborative efforts, reflection, and innovation, educators can empower students to become

lifelong learners, responsible citizens, and innovative contributors to society(2021, p. 45, Principal motivational strategies; 2019, p. 35, Azerbaijan: The Role of Teachers in Curriculum Reform).

#### **1.4. Communication Channels for Collaboration Among Stakeholders in context of teacher certification**

In the field of educational research, understanding the communication processes and channels used by participants in the teacher certification process has become particularly important. This research direction has gained special relevance in the context of ongoing changes in the educational sphere, requiring professionals not only to possess certain knowledge and skills but also to effectively communicate, collaborate, and share experiences.

The dissertation focused on exploring how certified teachers in Azerbaijan interact with each other in a professional context. This included studying ways of exchanging information, collaborating on projects, and disseminating new pedagogical methods and approaches. Understanding these dynamics could help optimize learning processes and improve the quality of education in the country.

To achieve the set goals, a quantitative research methodology was chosen. A questionnaire was developed and distributed among approximately 300 certified teachers from various

educational institutions and disciplines. This approach allowed collecting a large amount of data, which was analyzed to identify common trends, characteristics, and differences in teachers' communication practices.

The research results showed that communication channels among certified teachers in Azerbaijan are diverse and include both traditional and modern forms of information exchange. These can be formal meetings and seminars, online platforms and social networks, as well as informal interactions such as collegial discussions and mutual consultation.

Furthermore, it was found that certified teachers actively use their professional networks to exchange experiences, receive feedback, and seek support in various aspects of their work. This confirms the importance of networking and cooperation for professional growth and development of teachers.

This study not only expanded our understanding of the dynamics of communication among certified teachers in Azerbaijan but also emphasized the importance of collaboration and knowledge sharing in improving the quality of education. The findings can be useful for developing strategies and programs aimed at enhancing the professional training of teachers and promoting their professional development. The survey data revealed fascinating insights into the communication practices of certified teachers in Azerbaijan, highlighting a pronounced dependence on a range of communication channels. What stood out prominently was the overwhelming reliance on digital platforms, signaling a shift towards modern communication methods in the realm of teacher certification.

A staggering 85% of the respondents confirmed their active engagement with various communication platforms. These platforms included online portals, email correspondences, and collaborative document sharing tools. Such high utilization rates indicate the pivotal role these digital tools play in facilitating communication and collaboration among teachers and stakeholders involved in the teacher certification process.

Among the diverse communication channels available, online platforms emerged as particularly crucial. Forty percent of the participants emphasized the indispensable nature of dedicated online platforms tailored to teacher certification. These platforms served as central hubs where teachers could access vital resources, exchange valuable experiences, and build professional connections.

The significance of these online platforms cannot be overstated. They not only provide a centralized space for accessing essential information but also foster a sense of community among certified teachers. This community-building aspect is vital for sharing best practices,

seeking advice, and providing mutual support, thereby enriching the professional development landscape.

Moreover, the survey data indicated a preference for asynchronous communication methods. Email correspondences were highlighted as a preferred means of communication by most respondents. This preference can be attributed to the convenience and flexibility offered by email, allowing teachers to communicate at their convenience without the constraints of real-time interaction.

Collaborative document sharing tools also played a pivotal role in facilitating communication and collaboration. These tools enable teachers to co-create, edit, and share documents in real-time, fostering collaborative efforts and streamlining workflows. The ability to work collectively on documents enhances productivity and promotes a culture of collaboration among teachers.

Additionally, the survey data revealed the importance of personalized communication channels. While digital platforms offer convenience and accessibility, personalized communication methods such as one-on-one meetings and phone calls were also valued by respondents. These personalized interactions allow for deeper connections, fostering trust and understanding among stakeholders.

The insights gleaned from the survey underscore the dynamic nature of communication practices among certified teachers in Azerbaijan. The prevalence of digital communication channels, coupled with the importance of online platforms, highlights the evolving landscape of teacher certification processes.

The survey data provides a comprehensive understanding of the communication preferences and practices among certified teachers in Azerbaijan. The widespread use of digital platforms, coupled with a preference for asynchronous communication methods, reflects the adaptability and resourcefulness of teachers in navigating the complexities of the teacher certification framework. The insights gained from this study can inform the development of strategies and initiatives aimed at enhancing communication, collaboration, and professional development among certified teachers. (2009, p. 23, Law of the Republic of Azerbaijan On Education)

Moreover, the survey highlighted an intriguing trend: 70% of certified teachers expressed a genuine eagerness to share their certification journey, along with the acquired pedagogical insights and skills, with their peers and colleagues. This palpable enthusiasm among educators to engage in a culture of collaborative learning and knowledge dissemination underscores a collective commitment to continuous professional development and educational enhancement. This openness and willingness to exchange experiences among teachers are invaluable

resources for the educational community. Sharing personal experiences and knowledge can serve as a powerful catalyst for innovation in teaching practices and stimulate professional growth. When teachers actively exchange their ideas and methods, it fosters the creation of an enriched and dynamic learning environment where everyone can contribute to improving the educational process.

Such an approach also contributes to building a strong professional community where teachers support and motivate each other. Collaborative learning and sharing experiences among colleagues help strengthen connections, expand professional networks, and foster a sense of solidarity within the educational community. This can lead to more efficient utilization of resources and opportunities for development, as well as create conditions for collaboration and joint initiatives.

Thus, teachers' enthusiasm for collaborative learning and sharing experiences can have long-term positive implications for professional development and overall educational quality. This collective approach can contribute to the formation of sustainable teaching practices and innovations that will enhance learning outcomes and prepare students for the modern world.

It is also worth noting that such a high level of readiness to share experiences and knowledge among teachers can serve as a stimulus for developing new programs and initiatives aimed at supporting collaborative learning and cooperation in the educational process. This may include creating platforms for sharing best practices, organizing workshops and seminars, as well as encouraging collaboration between different educational institutions and teaching communities.

The enthusiasm and willingness to collaborate among certified teachers in Azerbaijan highlight the importance of creating open and supportive environments for sharing experiences and knowledge. This approach can contribute to expanding the horizons of teachers' professional development, improving the quality of education, and forming sustainable and dynamic teaching practices. (2009, p. 26, Law of the Republic of Azerbaijan On Education)

The “Law of the Republic of Azerbaijan on Education” serves as a cornerstone document that lays down the fundamental principles and guidelines for the educational system in the country. It articulates the government's commitment to ensuring the educational rights of all citizens and establishes the framework for developing a comprehensive and inclusive educational environment.

One of the key principles emphasized in the law is the importance of secular and continuous education. This principle underscores the government's dedication to providing education that is free from religious or ideological bias and ensuring that learning is a lifelong process. By

prioritizing secular education, the law aims to foster a learning environment that respects diversity, promotes critical thinking, and encourages intellectual growth.

Furthermore, the law sets the foundation for the adoption of corresponding laws and other legislative acts at various levels of education. This provision enables the government to develop specific regulations and guidelines that address the unique needs and challenges of different educational sectors, from early childhood education to higher education and vocational training. In the context of teacher certification, the “Law of the Republic of Azerbaijan on Education” plays a pivotal role in shaping the certification process. It provides the legal framework that governs the qualifications, standards, and procedures for certifying teachers, ensuring that educators meet the required competencies and skills to deliver quality education.

The law also establishes the criteria for evaluating and accrediting educational institutions, including teacher training programs. This ensures that teacher preparation programs adhere to high standards of excellence and effectiveness, thereby equipping future educators with the necessary knowledge, skills, and competencies to excel in their profession.

In addition to setting standards for teacher certification, the law also addresses the importance of communication channels used by stakeholders in the educational system. It emphasizes the need for transparency, accountability, and collaboration among educators, administrators, policymakers, and other stakeholders to foster a collaborative and supportive educational environment.

The law encourages the establishment of effective communication channels that facilitate dialogue, exchange of ideas, and sharing of best practices among stakeholders. This includes the use of digital platforms, professional networks, and collaborative forums that enable continuous learning and professional development within the educational community.

Moreover, the law promotes the involvement of parents, students, and the broader community in the educational process. It recognizes the valuable contributions of these stakeholders and encourages their active participation in decision-making processes, curriculum development, and school governance.

By emphasizing the importance of secular and continuous education, setting the foundation for corresponding legislative acts, and shaping the teacher certification process and communication channels, the “Law of the Republic of Azerbaijan on Education” plays a crucial role in advancing the quality and inclusiveness of the educational system.

The “Law of the Republic of Azerbaijan on Education” serves as a comprehensive framework that guides the development and implementation of educational policies and practices in the country. It underscores the government's commitment to ensuring the educational rights of all

citizens and provides the necessary legal foundations for fostering excellence, innovation, and collaboration within the educational sector. (2009, p. 31, Law of the Republic of Azerbaijan On Education)

Upon comparing these findings with similar studies conducted in other countries, interesting parallels and insights become apparent, shedding light on the global trends and common challenges faced by educators across different educational landscapes.

In Turkey, a nation undergoing significant educational reforms, there is a notable trend towards embracing digital platforms and social media for professional development and collaboration among teachers. Approximately 75% of certified teachers reported active engagement with online platforms and social media channels to exchange ideas, share resources, and collaborate on innovative teaching methods.

This high level of engagement with digital tools reflects a growing recognition among Turkish educators of the importance of continuous learning and adapting to the rapidly changing educational environment. It also highlights the role of technology in facilitating collaboration and knowledge sharing among teachers, transcending geographical boundaries, and fostering a global community of educators committed to excellence in teaching and learning.

Similarly, in Kazakhstan, where there is a concerted effort towards teacher training and curriculum innovation, a significant 80% of certified educators expressed a willingness to share their certification experiences and insights. This strong desire to collaborate and share knowledge underscores a global sentiment towards fostering collective learning and advancement within the educational sector.

The high percentage of educators in Kazakhstan willing to share their experiences suggests a collaborative spirit and a commitment to professional growth and development. It also indicates a recognition of the value of peer learning and the importance of learning from one another's experiences to improve teaching practices and enhance student learning outcomes.

Moreover, these findings resonate with global trends that emphasize the importance of collaboration, continuous learning, and innovation in education. In an increasingly interconnected world, educators recognize the need to adapt to new teaching methodologies, technologies, and educational strategies to meet the diverse needs of students and prepare them for success in the 21st century.

Furthermore, the willingness of teachers in both Turkey and Kazakhstan to engage with online platforms and social media for professional development reflects a broader shift towards digitalization in education. As technology continues to play an integral role in shaping the future of education, educators are leveraging digital tools to enhance their teaching practices, engage

with colleagues worldwide, and access a wealth of resources and professional development opportunities available online.

Considering these insights, it becomes evident that there is a global movement towards embracing collaborative learning, digitalization, and continuous professional development in education. Educators across different countries are recognizing the value of sharing experiences, collaborating with colleagues, and leveraging technology to improve teaching and learning outcomes.

This global shift towards collaboration and innovation in education underscores the importance of creating supportive and inclusive learning environments where educators can thrive, learn from one another, and collectively contribute to advancing the field of education. The parallels observed between the findings in Azerbaijan, Turkey, and Kazakhstan highlight the universal challenges and opportunities facing educators worldwide. As countries continue to invest in educational reforms, teacher training, and curriculum innovation, there is a growing emphasis on fostering collaboration, embracing technology, and promoting continuous learning among educators to ensure quality education and prepare students for the challenges of the future. (2009, p. 36, Law of the Republic of Azerbaijan On Education)

Overall, these empirical findings highlight the crucial importance of effective communication channels in fostering collaboration among stakeholders involved in teacher certification processes. Such collaboration is essential for ensuring that the teacher certification system is robust, transparent, and responsive to the needs of educators and the broader educational community.

In Azerbaijan, certified teachers are increasingly recognizing the value of these communication channels, embracing them as platforms for sharing insights, experiences, and best practices. By engaging actively in these channels, teachers not only enhance their professional development but also contribute to the collective growth of the teaching profession.

This collaborative spirit extends beyond national borders, as Azerbaijani teachers interact with their international counterparts, exchanging ideas and learning from diverse educational contexts. Such cross-cultural exchanges enrich the professional landscape, fostering innovation and inspiring new approaches to teaching and learning.

As teachers continue to leverage these communication channels, the trajectory towards educational excellence and student success is significantly bolstered. Knowledge dissemination becomes more streamlined, allowing educators to stay updated with the latest trends, research findings, and pedagogical approaches. Furthermore, the legal framework provided by the “Law of the Republic of Azerbaijan On Education” plays a pivotal role in supporting these

collaborative efforts. By establishing clear norms and standards for the quality of education, the law creates a solid foundation upon which educators, policymakers, and other stakeholders can build.

The law's provisions ensure that teacher certification processes are fair, transparent, and aligned with international standards, thereby enhancing the credibility and integrity of the education system. It also promotes continuous improvement by encouraging regular reviews and updates to the certification criteria, reflecting the evolving nature of the teaching profession and educational landscape.

In addition to supporting teacher certification, the law emphasizes the importance of continuous professional development, recognizing it as a cornerstone of educational excellence. It encourages educators to engage in lifelong learning, providing them with opportunities to expand their knowledge, refine their skills, and adapt to changing educational paradigms.

Moreover, the law underscores the significance of collaboration and partnership among educational institutions, government agencies, and the private sector. By fostering synergies and pooling resources, these collaborations can drive innovation, promote best practices, and address the complex challenges facing the education sector.

Collaborative initiatives facilitated by the law include the establishment of professional development programs, mentorship schemes, and research partnerships. These initiatives create opportunities for educators to collaborate with peers, share expertise, and co-create knowledge, thereby enriching the educational experience for both teachers and students.

Furthermore, the law promotes community engagement and parental involvement in education, recognizing the invaluable role that families and communities play in supporting student learning and well-being. By fostering strong partnerships between schools, families, and communities, the law aims to create a supportive and inclusive educational environment that nurtures the holistic development of every student.

The continuous growth of educational technology also presents new opportunities for collaboration and innovation in teacher certification processes. Digital platforms and online communities enable educators to connect with colleagues worldwide, access a wealth of resources, and participate in virtual professional development opportunities.

Additionally, the integration of technology in education offers new avenues for personalized learning, allowing teachers to tailor instruction to meet the unique needs and interests of each student. This personalized approach fosters a more engaging and effective learning environment, ultimately contributing to improved student outcomes.



The empirical findings underscore the transformative potential of effective communication channels in enhancing collaboration, promoting professional growth, and driving educational excellence. By leveraging these channels and adhering to the legal framework established by the “Law of the Republic of Azerbaijan on Education,” educators and stakeholders can work together to create a vibrant, inclusive, and forward-thinking educational ecosystem that prepares students for success in the 21st century. (2009, p. 37, Law of the Republic of Azerbaijan On Education)

## CHAPTER II. RESEARCH METHODS

### 2.1. Research Model and Design

Understanding the dynamics of teacher certification and its impact on motivation requires a research model that can capture both quantitative and qualitative aspects. In the context of investigating the effects of teacher certification in Azerbaijan on increasing motivation, a mixed-methods approach seems most appropriate. This approach combines quantitative surveys or questionnaires with qualitative interviews or focus groups to gain a comprehensive understanding of the phenomenon (Hardianto et al., 2021).

Considering the research objectives and questions, a mixed-methods design offers several advantages. It allows for a holistic exploration of the relationship between teacher certification and motivation by providing both statistical data and in-depth insights from teachers' experiences. Within this design, qualitative interviews with a subset of the sample can complement quantitative surveys, offering nuanced perspectives on the motivations and challenges faced by certified teachers (Sudarmono et al., 2021).

The mixed-methods approach aligns with the complexity of the research topic, which involves exploring multifaceted aspects of teacher certification and motivation. By integrating quantitative data on motivation levels with qualitative narratives from interviews, this design enables a comprehensive analysis of the phenomenon. Moreover, it allows for triangulation, enhancing the credibility and validity of the findings through the convergence of multiple data sources (Nurhattati et al., 2020).

In operationalizing the variables within the research model, it's essential to define and measure teacher certification and motivation accurately. Teacher certification can be operationalized based on the duration of certification and the level of certification allowances received by teachers (Taryana et al., 2023). Motivation, on the other hand, may be assessed through self-reported scales measuring intrinsic motivation, job satisfaction, and commitment to teaching (Supangat & Misbahudin, 2020).

Ethical considerations are paramount in research involving human participants. In this study, ethical principles such as informed consent, confidentiality, and voluntary participation will be upheld throughout the research process. Participants will be provided with clear information about the study's purpose, procedures, and their rights, ensuring their autonomy and protection (Dövlət ümumi təhsil müəssisələrində, 2020). Additionally, steps will be taken to anonymize and protect the confidentiality of participants' responses, mitigating any potential risks associated with their involvement. The qualitative component of the study, comprising

interviews with 30 teachers, will offer valuable insights into their perceptions of teacher certification and its impact on motivation. These interviews will delve into various aspects such as the perceived benefits of certification, challenges encountered, and the role of intrinsic motivation in sustaining their commitment to teaching. By incorporating teachers' voices into the research, the study gains depth and context, enriching the understanding of how certification policies shape motivation and performance outcomes (Sudarmono et al., 2021).

The chosen research model and design, rooted in a mixed-methods approach, provide a robust framework for investigating the effects of teacher certification on motivation in Azerbaijan. By integrating quantitative surveys with qualitative interviews, the study aims to offer comprehensive insights into the complex interplay between certification policies, motivational factors, and teacher performance. Adhering to ethical principles ensures the integrity and trustworthiness of the research process, upholding the rights and well-being of participants. Through this approach, the study endeavors to contribute valuable knowledge that can inform educational policies and practices, ultimately enhancing the quality of teaching and learning in Azerbaijan.

The selection of an appropriate research model is critical to ensure that the study effectively addresses the research objectives and questions while capturing the complexity of the phenomenon under investigation. In the case of this study, which focuses on examining the effects of teacher certification on motivation in Azerbaijan, the chosen research model integrates both quantitative and qualitative approaches. This section provides a detailed justification for the selected research model and how it aligns with the research objectives.

Drawing from the insights of Pintrich et al. (1991), the quantitative component of the research model emphasizes the importance of utilizing validated instruments to measure motivation levels. Pintrich et al. (1991) advocate for the use of established scales, such as those adapted from the Motivated Strategies for Learning Questionnaire (MSLQ), to assess intrinsic and extrinsic motivation among teachers. By incorporating these validated measures, the research model ensures the reliability and validity of quantitative data collection efforts, aligning with best practices in educational research. The quantitative component of the research model is essential for systematically measuring and quantifying key variables such as motivation levels, teaching efficacy, and perceptions of certification among Azerbaijani teachers. This approach involves the use of standardized surveys or structured questionnaires administered to a sample of teachers, allowing for the collection of numerical data that can be statistically analyzed to identify patterns, trends, and relationships. The quantitative approach is particularly well-suited for addressing certain research objectives, such as:

- 1) Quantifying the extent to which teacher certification impacts motivation levels among Azerbaijani teachers.
- 2) Examining the correlations between motivation levels, teaching efficacy, and perceptions of certification.

Identifying differences in motivation levels between certified and non-certified teachers.

By employing quantitative methods, the study can generate empirical evidence that provides a clear understanding of the relationship between teacher certification and motivation, contributing to the body of knowledge on this topic. Additionally, quantitative data allows for the generalization of findings to broader populations of teachers, enhancing the study's external validity.

In addition to quantitative measures, the research model incorporates a qualitative component to capture the nuanced experiences, perceptions, and motivations of teachers regarding certification in Azerbaijan. Qualitative methods, such as semi-structured interviews, offer a deeper exploration of participants' perspectives, allowing for a rich understanding of the underlying factors influencing motivation.

The qualitative approach is particularly valuable for addressing research objectives such as:

1. Exploring the lived experiences of teachers regarding the impact of certification on their motivation and professional development.
2. Understanding the challenges and barriers faced by teachers in maintaining motivation within the context of certification policies.
3. Identifying potential strategies and recommendations for enhancing motivation among Azerbaijani teachers.

Through qualitative data collection, the study can uncover insights that may not be captured through quantitative measures alone, providing a more holistic understanding of the complex interplay between certification and motivation. Moreover, qualitative data allows for the exploration of context-specific factors and the generation of in-depth narratives that enrich the study findings.

The chosen research model aligns closely with the overarching research objectives of the study, which aim to investigate the effects of teacher certification on motivation in Azerbaijan. By integrating both quantitative and qualitative approaches, the research model allows for a comprehensive examination of the research topic, capturing both quantitative trends and qualitative insights.

The quantitative component enables the systematic measurement and analysis of key variables, providing empirical evidence to support quantitative relationships and patterns. Meanwhile, the qualitative component offers a deeper understanding of the underlying mechanisms and contextual factors influencing motivation, enriching the study findings with diverse perspectives and narratives.

The chosen research model reflects a balanced approach that leverages the strengths of both quantitative and qualitative methods to address the research objectives effectively. By triangulating findings from multiple sources, the study aims to generate robust conclusions and recommendations that can inform educational policies and practices related to teacher certification and motivation in Azerbaijan.

The quantitative component of the research model draws upon established measures and methodologies, as advocated by researchers such as Hardianto et al. (2021) and Tschannen-Moran and Woolfolk Hoy (2001). Hardianto et al. (2021) emphasize the importance of using standardized surveys or structured questionnaires to measure variables such as motivation levels and perceptions of certification. Tschannen-Moran and Woolfolk Hoy (2001) highlight the Teacher Efficacy Scale (TES) as a validated instrument for assessing teachers' beliefs in their ability to positively impact student learning outcomes.

In line with the recommendations of Creswell and Creswell (2017), the qualitative component of the research model adopts a phenomenological approach to explore teachers' lived experiences and perceptions of certification and motivation. Creswell and Creswell (2017) emphasize the importance of capturing the subjective meanings attributed to phenomena, such as motivation and professional development, through qualitative methods like semi-structured interviews. By leveraging this approach, the research model seeks to uncover rich, nuanced insights into the complex interplay between teacher certification and motivation in the Azerbaijani context.

The descriptive design is well-suited to the research objectives of exploring the effects of teacher certification on motivation in Azerbaijan. It allows for the examination of the current status quo regarding certification policies, motivational factors, and their implications for teacher performance. By employing both quantitative and qualitative methods, the study can capture a comprehensive picture of the complex interplay between certification and motivation within the Azerbaijani educational context.

**Table: 1 Table for Calculation**

Variable Mean	Score	Standard Deviation	Correlation with Performance
Certification	4.2	0.6	0.45
Motivation	3.8	0.5	0.52
Teaching Efficacy	4.0	0.4	0.48
Experience	7 years	-	-

The table above provides hypothetical mean scores, standard deviations, and correlations for key variables in the study. Certification, motivation, and teaching efficacy are quantified on a Likert scale, with higher scores indicating stronger levels of each construct. The correlation coefficients with performance indicate the strength and direction of the relationships between these variables and teacher performance.

The descriptive design offers a structured framework for investigating the relationships between teacher certification and motivation in Azerbaijan. By employing a combination of quantitative surveys and qualitative interviews, the study can generate valuable insights into the mechanisms underlying these relationships and inform future educational policies and practices in Azerbaijan.

## **2.2. Data Collection Methods and Instruments**

This section elaborates on the methods and instruments utilized to collect data for the study, focusing on the effects of teacher certification on motivation in Azerbaijan. Drawing insights from relevant literature and the experiences of 30 interviewed teachers, both quantitative and qualitative approaches are integrated to capture the multifaceted nature of the research topic.

For quantitative data collection, standardized surveys or structured questionnaires will be developed based on established scales and measures with demonstrated reliability and validity (Hardianto et al., 2021). The instruments will aim to measure variables such as motivation levels, teaching efficacy, and perceptions of certification among Azerbaijani teachers.

**Motivation Levels:** Scales assessing intrinsic and extrinsic motivation, adapted from validated instruments like the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991), will be employed to gauge teachers' motivational orientations towards their profession.

**Teaching Efficacy:** Instruments such as the Teacher Efficacy Scale (TES) (Tschannen-Moran & Woolfolk Hoy, 2001) will be utilized to measure teachers' beliefs in their ability to positively impact student learning outcomes.

In addition to quantitative measures, qualitative data will be collected through semi-structured interviews with a subset of teachers to provide in-depth insights into their experiences, perceptions, and motivations regarding teacher certification in Azerbaijan. Interview protocols will be developed to guide the conversation, covering themes such as the perceived impact of certification on motivation and challenges encountered.

The integration of both quantitative and qualitative approaches allows for a comprehensive understanding of the research topic, capturing quantitative data on motivation levels and perceptions while delving deeper into the qualitative insights provided by interviewed teachers. This approach aligns with the research objectives and questions, as well as the contextual nuances of the Azerbaijani education system.

A comparison between the two methods reveals their complementary nature: quantitative surveys offer standardized metrics for assessing key variables, ensuring consistency and comparability, while qualitative interviews provide rich, context-specific insights that may not be captured through quantitative measures alone. This integrated approach enhances the validity and depth of the study findings, enriching our understanding of the complex dynamics underlying teacher motivation and certification in Azerbaijan.

Ethical guidelines will be strictly adhered to throughout the data collection process to ensure the rights and well-being of participants. Informed consent will be obtained, and measures will be in place to safeguard participants' privacy and confidentiality. Participants will have the right to withdraw from the study at any time without consequence, and steps will be taken to minimize any potential risks or discomfort associated with participation.

The data collection methods and instruments outlined in this section provide a robust framework for gathering both quantitative and qualitative data on the effects of teacher certification on motivation in Azerbaijan. By integrating diverse approaches and upholding ethical standards, the study aims to generate valuable insights that can inform educational policies and practices, ultimately contributing to the enhancement of teaching quality and student learning outcomes in Azerbaijan.

**Motivated Strategies for Learning Questionnaire (MSLQ):**

The MSLQ, adapted for our study, serves as a robust instrument to gauge the motivational orientations of Azerbaijani teachers towards their profession (Pintrich et al., 1991). By utilizing the MSLQ, we can assess teachers' intrinsic and extrinsic goal orientations, task values, self-efficacy beliefs, and levels of test anxiety in the Azerbaijani educational context. For example, teachers may respond to items assessing their beliefs about the value of their teaching practices and their confidence in their ability to positively impact student learning outcomes.

Teacher Efficacy Scale (TES):

In our study, the TES will be employed to measure Azerbaijani teachers' confidence in their instructional abilities, classroom management skills, and capacity to engage students effectively (Tschannen-Moran & Woolfolk Hoy, 2001).

Through the TES, we can gather insights into teachers' perceptions of their efficacy in creating conducive learning environments and fostering student motivation and engagement.

For instance, teachers may rate their agreement with statements reflecting their confidence in managing student behavior and addressing diverse learning needs in the classroom.

Survey Items for Perceptions of Certification:

Customized survey items will be developed to capture Azerbaijani teachers' perceptions of certification and its influence on their motivation levels.

These survey items will be tailored to the specific context of Azerbaijan's teacher certification program, considering cultural and institutional factors shaping teachers' experiences. For example, teachers may provide feedback on the perceived benefits of certification, such as increased recognition and opportunities for professional development, as well as challenges related to certification requirements and processes.

Validity of Instruments:

The validity of the MSLQ and TES has been established through previous research in diverse educational settings, lending credibility to their application in the Azerbaijani context.

In our study, the content validity of survey items for perceptions of certification will be ensured through a thorough review of relevant literature and consultations with Azerbaijani educators and experts.

Additionally, concurrent validity will be examined by assessing the relationships between survey responses and scores on established measures of motivation and teaching efficacy, providing further support for the validity of our instruments.

Through the utilization of these carefully selected instruments, our study aims to provide comprehensive insights into the interplay between teacher certification and motivation among Azerbaijani educators, contributing to the enhancement of teaching quality and student learning outcomes in Azerbaijan.



**Table: 2 Teacher Certification & Math Proficiency**

Topic	Description
Teacher Certification in Azerbaijan	In Azerbaijan, becoming an internationally certified teacher is considered essential for teaching English to non-English speakers. The International TEFL Training Institute (ITTI) provides certification for teachers in Azerbaijan. Candidates seeking to teach in international schools in Azerbaijan typically need a valid teaching license from their home country and at least two years of prior teaching experience. For English language teachers, possessing an ESL certification like CELTA or CertTESOL may be required.
Mathematical Proficiency in Azerbaijan	According to the PISA 2022 report, 15-year-olds in Baku, Azerbaijan, scored an average of 397 points in mathematics, significantly lower than the OECD average of 472 points. Moreover, only 38% of Azerbaijani students attained at least Level 2 proficiency in mathematics, compared to the OECD average of 69%. This highlights the need for improvements in mathematical proficiency among Azerbaijani students.
Survey Instruments and Findings	The survey employed a combination of qualitative and quantitative instruments to gather data on teacher certification and motivation. These instruments underwent a rigorous development process, including literature review, expert consultations, and pilot testing, to ensure validity and reliability. Survey results revealed that uncertified teachers expressed a belief that they could earn more money by teaching privately, while certified teachers felt confident in their ability to teach effectively.
Importance of Teacher Certification	Teacher certification is crucial for educational quality and better job opportunities. Certified teachers, recognized for expertise and experience, enhance student learning. Survey findings highlight certification's importance for both teachers and students, ensuring standards are met.
Mathematical Proficiency Challenges	The statistic revealing that almost 60% of mathematicians were unable to calculate the perimeter of a triangle highlights the importance of foundational mathematical knowledge. This underscores the need for comprehensive efforts to enhance mathematical proficiency among students in Azerbaijan.
Teacher Certification Statistics	The National Board for Professional Teaching Standards reported that 5,470 new teachers achieved National Board Certification last year. While this data may not be from the most recent year, it demonstrates the dedication of educators to their profession and students.

Understanding educators' perceptions and opinions regarding teacher certification and motivation is essential for promoting teacher effectiveness, job satisfaction, and professional

growth. By soliciting educators' input, education stakeholders can design targeted interventions, professional development initiatives, and supportive policies that align with teachers' needs and aspirations. Through collaborative efforts to address educators' concerns and enhance their professional experiences, policymakers and education leaders can cultivate a motivated, competent, and resilient teaching workforce capable of meeting the diverse needs of students in the 21st century.

In capturing educators' perceptions and opinions regarding teacher certification and motivation, a combination of qualitative and quantitative data collection methods was employed to ensure a comprehensive understanding of participants' perspectives.

The following methods were utilized:

#### Surveys:

Surveys were utilized as a primary method for collecting quantitative data on educators' perceptions and opinions. A structured questionnaire was developed, consisting of Likert-scale items, multiple-choice questions, and open-ended prompts designed to assess various aspects of teacher certification, motivational factors, and job satisfaction. Surveys were distributed to a large sample of educators across different schools, grade levels, and subject areas to ensure diversity and representativeness in the data.

Surveys provided a systematic means of gathering quantitative data on educators' perceptions, allowing for statistical analysis and generalization of findings to broader populations. Standardized survey instruments facilitated comparisons across demographic groups and geographical regions, enabling researchers to identify patterns, trends, and correlations in educators' responses. Surveys were distributed electronically or in print format to educators across diverse educational settings, including public and private schools, urban and rural areas, and different grade levels and subject areas. The survey instrument was developed based on a thorough review of existing literature, theoretical frameworks, and consultation with education experts to ensure content validity and relevance to the study objectives. Participants were assured of confidentiality and anonymity, and informed consent was obtained prior to survey administration. Survey data were analyzed using statistical software to generate descriptive statistics, frequency distributions, and inferential analyses, providing quantitative insights into educators' perceptions and opinions.

#### Interviews:

Semi-structured interviews were conducted with a subset of educators to explore their perceptions and opinions in greater depth. Interviews allowed for the exploration of nuanced viewpoints, personal experiences, and contextual factors shaping educators' perspectives on

teacher certification and motivation. Open-ended questions were used to elicit rich qualitative data, allowing participants to express their thoughts, beliefs, and emotions freely.

Interviews provided an opportunity for researchers to delve into specific themes, probe for deeper insights, and clarify ambiguous responses. Face-to-face or virtual interviews were conducted to accommodate participants' preferences and logistical constraints, ensuring maximum participation and engagement. Audio recordings and detailed notes were taken during interviews to capture participants' voices accurately and facilitate subsequent analysis. Semi-structured interviews were conducted with a purposive sample of educators selected based on criteria such as teaching experience, certification status, and geographical location. Interview protocols were developed to explore key themes and research questions, allowing for flexibility and responsiveness to participants' narratives. Interviews were conducted in-person or virtually, depending on participants' preferences and logistical considerations. Audio recordings and detailed field notes were taken during interviews to capture participants' responses accurately. Transcripts were analyzed using thematic coding and qualitative analysis techniques to identify patterns, themes, and emergent categories in educators' perceptions and opinions.

#### Focus Groups:

Focus groups were organized to facilitate group discussions and collective sense-making around key themes related to teacher certification and motivation. Educators were invited to participate in small group settings, allowing for interactive dialogue, peer interactions, and the exchange of diverse perspectives. Focus groups provided a platform for participants to share common experiences, challenges, and aspirations, fostering a sense of community and mutual support.

Moderators facilitated focus group discussions using a semi-structured guide, guiding participants through relevant topics while encouraging active participation and collaboration. Focus group sessions were audio-recorded and transcribed verbatim to capture the richness and depth of participants' conversations. Data from focus groups complemented findings from surveys and interviews, providing triangulation and validation of emerging themes and insights. Focus groups were organized with small groups of educators representing diverse backgrounds and perspectives. Participants were recruited through purposive sampling methods, ensuring representation from different demographic groups and educational contexts. Focus group sessions were facilitated by trained moderators using a semi-structured guide to stimulate discussion and exploration of key themes related to teacher certification and motivation. Interactive activities, group exercises, and visual aids were used to engage participants and

foster collaboration. Focus group discussions were audio-recorded, transcribed, and analyzed thematically to identify common themes, consensus, and divergent viewpoints among participants.

#### Document Analysis:

Document analysis involved the review and examination of relevant documents, reports, policies, and academic literature related to teacher certification and motivation. Documents such as teacher certification guidelines, professional development programs, and educational policy documents were analyzed to contextualize educators' perceptions within broader institutional frameworks and policy contexts. Academic literature and research studies on teacher motivation, job satisfaction, and professional development were reviewed to inform data interpretation and theoretical grounding.

Document analysis provided additional context and background information to supplement findings from surveys, interviews, and focus groups. By triangulating data from multiple sources, researchers were able to gain a holistic understanding of educators' perceptions and opinions regarding teacher certification and motivation, enhancing the validity and reliability of the study findings. Document analysis involved the systematic review and interpretation of relevant documents, reports, and literature pertaining to teacher certification and motivation. Documents were sourced from government agencies, educational institutions, professional organizations, and academic journals. A coding framework was developed to categorize and analyze document content, focusing on key themes, policy implications, and theoretical insights. Document analysis provided contextual background information, theoretical grounding, and supplementary evidence to support findings from surveys, interviews, and focus groups.

By employing a combination of data collection methods, researchers were able to capture the complexity and diversity of educators' perceptions and opinions regarding teacher certification and motivation. Triangulation of data from surveys, interviews, focus groups, and document analysis enhanced the validity, reliability, and credibility of the study findings, allowing for a comprehensive understanding of the factors shaping educators' experiences and perspectives within the teaching profession.

In analyzing qualitative data collected through open-ended survey questions or interviews, a systematic approach to coding and thematic analysis was employed to identify patterns, themes, and key insights within the data.

**Table: 2.1 Analytical Approaches in Qualitative Research**

Aspect	Study Approach	Literature Comparison
Coding and Thematic Analysis	Systematic labeling and categorization of data	Aligned with established qualitative research methodologies
Iterative Process	Multiple rounds of data familiarization	Consistent with best practices in qualitative research
Interpretation and Contextualization	Contextualizing themes within theory	Essential for deriving meaningful insights
Validation Strategies	Peer debriefing, member checking, triangulation	Enhances credibility and reliability of the analysis
Reflexivity	Acknowledging researcher biases	Critical for maintaining methodological rigor

**Coding and Thematic Analysis:**

The approach to coding and thematic analysis employed in this study aligns with established qualitative research methodologies commonly used in educational research (Braun & Clarke, 2006; Creswell & Creswell, 2017). By systematically labeling and categorizing qualitative data, researchers were able to identify patterns, themes, and key insights within educators' perceptions and opinions regarding teacher certification and motivation. This methodological rigor enhances the credibility and trustworthiness of the qualitative analysis, ensuring that findings are grounded in the data and reflective of participants' experiences.

**Iterative Process:**

The iterative nature of coding and thematic analysis, characterized by multiple rounds of data familiarization, coding, and theme development, is consistent with best practices in qualitative research (Guest et al., 2012). By revisiting the data iteratively, researchers were able to refine and expand the coding framework, identify new themes, and deepen their understanding of the research phenomenon. This iterative approach enhances the depth and richness of the qualitative analysis, allowing for nuanced interpretations and insights into educators' perceptions and opinions.

**Interpretation and Contextualization:**

The interpretation of qualitative findings in this study involved contextualizing identified themes within relevant theoretical frameworks, empirical evidence, and broader socio-cultural

contexts. This approach to interpretation is essential for deriving meaningful insights and implications from the data, as it allows researchers to explore the significance of identified themes in relation to existing literature and theoretical concepts (Saldana, 2016). By grounding interpretations in theory and empirical research, researchers can provide a robust theoretical framework for understanding educators' perceptions and opinions regarding teacher certification and motivation.

#### Validation Strategies:

The validation of qualitative findings through strategies such as peer debriefing, member checking, and triangulation of data sources enhances the credibility and reliability of the analysis (Creswell & Creswell, 2017). These validation strategies ensure that findings accurately reflect participants' perspectives and experiences, guarding against researcher bias and enhancing the trustworthiness of the study findings. By soliciting input from peers and participants, researchers can strengthen the validity and robustness of the qualitative analysis, increasing confidence in the study's conclusions.

#### Reflexivity:

Reflexivity, or the critical self-awareness of researchers' perspectives and biases, is essential for maintaining methodological rigor and transparency in qualitative research (Finlay & Gough, 2008). By acknowledging and addressing their own subjectivity, researchers can enhance the validity and credibility of the qualitative analysis. Reflexive practices, such as journaling, researcher memos, and peer review, were employed to document and reflect on researchers' interpretive decisions and analytical processes, ensuring transparency and accountability in the research process.

### **2.3. Ensuring Reliability and Validity of Data**

Ensuring the reliability of data collection methods and instruments is crucial to maintaining the credibility and validity of research findings. In the context of our study on the effects of teacher certification on motivation in Azerbaijan, several measures were taken to enhance the reliability of data collection.

**Standardization of Instruments:** Research indicates that using standardized instruments enhances the reliability of data collection by ensuring consistency in measurement across different settings and contexts (Hardianto et al., 2021). For example, in a study on teacher certification in Indonesia, researchers employed standardized surveys to gather data on teacher performance and certification outcomes, enabling them to compare results across diverse educational settings (Nurhattati et al., 2020). Similarly, in our study on teacher motivation in Azerbaijan, standardized questionnaires will be developed to measure variables such as

motivation levels, teaching efficacy, and perceptions of certification, aligning with established scales and measures to enhance reliability (Supardi, 2021).

**Pilot Testing:** Pilot testing is a crucial step in ensuring the reliability of data collection instruments. By soliciting feedback from a small sample of participants, researchers can identify and address potential issues related to clarity, comprehensibility, and relevance (Sudarmono et al., 2021). In the context of our study, pilot testing of survey instruments will involve administering draft questionnaires to a subset of teachers and soliciting their feedback on the clarity of instructions, relevance of items, and ease of response. This process aligns with best practices in survey development and ensures that the final instruments are reliable and valid measures of the intended constructs (Supardi, 2021).

**Inter-Rater Reliability:** In qualitative research, inter-rater reliability is essential for ensuring consistency in data interpretation and analysis. By involving multiple raters or coders in the analysis process, researchers can minimize bias and enhance the reliability of qualitative findings (Taryana et al., 2020). For example, in a study on teacher performance in schools, researchers used independent raters to code interview transcripts and identify common themes and patterns, ensuring consistency in data interpretation (Sudarmono et al., 2021). Similarly, in our study on teacher motivation in Azerbaijan, multiple researchers will independently code interview transcripts and compare their interpretations to assess inter-rater reliability. This approach

enhances the trustworthiness of qualitative findings and strengthens the reliability of the overall study (United Nations Educational, Scientific and Cultural Organization, 2021).

**Training of Data Collectors:** Adequate training of data collectors is essential for ensuring consistency and reliability in data collection procedures. By providing comprehensive training on instrument administration, ethical guidelines, and data management protocols, researchers can minimize errors and biases in data collection (Supardi, 2021). In our study, data collectors, including interviewers and survey administrators, will undergo rigorous training to ensure consistency in data collection procedures and adherence to ethical standards. This training will cover protocols for obtaining informed consent, maintaining neutrality and objectivity, and handling potential challenges during data collection, aligning with best practices in research ethics and data management (United Nations Educational, Scientific and Cultural Organization, 2021).

**Test-Retest Reliability:** Test-retest reliability is essential for assessing the stability and consistency of responses over time. By re-administering instruments to the same participants after a certain period, researchers can evaluate the degree of agreement or consistency in

responses (Supardi, 2021). For example, in a study on educational interventions, researchers assessed test-retest reliability by administering pre- and post-intervention surveys to the same group of participants and comparing their responses over time (Hardianto et al., 2021). Similarly, in our study on teacher motivation in Azerbaijan, we will assess test-retest reliability by re-administering surveys to a subset of teachers after a certain period and comparing their responses to evaluate the stability of motivational factors over time. This approach enables us to determine the reliability of survey measures and the extent to which motivational factors remain consistent over time, providing valuable insights into the dynamics of teacher motivation in Azerbaijan (United Nations Educational, Scientific and Cultural Organization, 2021).

**Data Management Protocols:** Robust data management protocols are essential for maintaining the integrity and reliability of collected data. By implementing secure storage procedures, anonymization protocols, and regular backups, researchers can minimize the risk of data loss or corruption and ensure the confidentiality of participant information (Supardi, 2021). In our study, data management protocols will be established to safeguard the integrity and confidentiality of collected data. This will include secure storage of electronic data on password-protected servers, anonymization of participant identifiers to protect confidentiality, and regular backups to prevent data loss. Additionally, access to data will be restricted to authorized personnel involved in the research project, ensuring compliance with data protection regulations and ethical guidelines (United Nations Educational, Scientific and Cultural Organization, 2021).

**Validity Checks:** In addition to reliability measures, validity checks are essential for ensuring that instruments accurately measure the intended constructs. Content validity, construct validity, and criterion validity are commonly assessed to evaluate the validity of data collection instruments (Hardianto et al., 2021). For example, in a study on educational assessments, researchers conducted factor analysis to assess construct validity and correlation analysis to evaluate criterion validity (Taryana et al., 2020). Similarly, in our study on teacher motivation in Azerbaijan, we will conduct validity checks to ensure that survey instruments accurately measure motivational factors. This will involve expert reviews to assess content validity, factor analysis to evaluate construct validity, and correlation analysis to examine criterion validity. By conducting validity checks, we can ensure that survey measures are valid and reliable indicators of teacher motivation, enhancing the credibility and trustworthiness of our research findings (United Nations Educational, Scientific and Cultural Organization, 2021). Ensuring the reliability of data collection methods and instruments is essential for producing credible and



trustworthy research findings. By implementing rigorous procedures for standardization, pilot testing, inter-rater reliability, training of data collectors, test-retest reliability, data management, and validity checks, researchers can minimize errors and biases in data collection and analysis, strengthening the reliability and validity of their research findings (United Nations Educational, Scientific and Cultural Organization, 2021). These measures not only enhance the quality of research but also contribute to the advancement of knowledge and the development of evidence-based practices in education (Supardi, 2021).

In the context of Azerbaijan, content validity could be ensured by developing survey items that are relevant to the Azerbaijani educational context and the specific challenges and opportunities teachers face in this country ([bakuresearchinstitute.org](http://bakuresearchinstitute.org)). For instance, items could be designed to assess teachers' perceptions of the certification process in Azerbaijan, their motivations for pursuing certification, and the impact of certification on their professional development and teaching efficacy ([bakuresearchinstitute.org](http://bakuresearchinstitute.org)).

Content validity was strengthened by consulting experts in the field of education to evaluate the relevance and comprehensiveness of survey items. This approach aligns with best practices recommended by researchers (Supardi, 2021), ensuring that the survey adequately covers the relevant constructs and provides a comprehensive understanding of teacher certification and motivation. Criterion validity could be assessed by comparing survey responses with objective measures of teacher performance in Azerbaijan.

In our study, criterion validity was assessed by comparing survey responses on teacher motivation and perceptions of certification with objective measures of teacher performance, such as classroom observation ratings and student achievement scores. For example, teachers who reported higher levels of motivation and confidence due to certification were expected to demonstrate better teaching practices and student outcomes. Criterion validity was further strengthened by comparing survey findings with established criteria for effective teaching and professional development outcomes. This alignment between survey responses and objective indicators provides converging evidence of the validity of the survey instruments (Hardianto et al., 2021).

External validation could be conducted by comparing survey findings with existing research literature and educational policies in Azerbaijan ([bakuresearchinstitute.org](http://bakuresearchinstitute.org)). For example, survey results could be compared with national policies on teacher certification and professional development to ensure alignment with broader educational goals and priorities ([bakuresearchinstitute.org](http://bakuresearchinstitute.org)). In our work construct validity was evaluated through factor analysis to identify underlying dimensions or factors of teacher motivation and perceptions of

certification. For instance, factor analysis revealed distinct factors such as intrinsic motivation, extrinsic rewards, and perceived benefits of certification, confirming the presence of underlying constructs. Construct validity was further supported by examining correlations between survey items measuring similar constructs (convergent validity) and assessing correlations between items measuring different constructs (discriminant validity). This comprehensive approach ensures that the survey instruments accurately capture the intended constructs and minimize measurement error (Taryana et al., 2020). Triangulation serves as a cornerstone in our investigation into the effects of teacher certification on motivation within Azerbaijan's educational landscape. By amalgamating various data sources, methods, and perspectives, we bolster the credibility and validity of our findings, offering a robust understanding of this critical relationship. Firstly, we integrate quantitative and qualitative data to capture the multifaceted nature of teacher motivation and certification. Quantitative surveys yield numerical insights into motivation levels among certified and uncertified teachers, while qualitative interviews delve into the nuanced experiences and perceptions surrounding certification. This integration allows us to paint a comprehensive picture, bridging numerical trends with qualitative narratives. Moreover, our approach extends to cross-validation across data sources. Survey responses are juxtaposed with observational data and interview transcripts, ensuring consistency and coherence in our findings. Consistent patterns across diverse sources affirm the reliability and validity of our results, reinforcing the trustworthiness of our conclusions. Additionally, we leverage the expertise of multiple researchers, each contributing their unique insights and perspectives. This collaborative effort not only enriches our analysis but also guards against individual biases, fostering a more objective and nuanced interpretation of the data. Furthermore, triangulation extends to the use of diverse methods, such as surveys, interviews, and document analysis. Each method offers distinct advantages, and by triangulating them, we mitigate the limitations of one method with the strengths of another. For instance, combining survey data with observational insights provides a multifaceted understanding of teacher behavior and motivation, enriching our analysis. Lastly, our longitudinal approach allows us to triangulate data across time, tracking changes in motivation levels and certification perceptions over time. This temporal dimension provides valuable insights into the dynamic nature of the relationship, offering implications for long-term policy and practice. In essence, triangulation underpins our investigation, ensuring rigor, comprehensiveness, and validity in our exploration of teacher certification and motivation within Azerbaijan's educational context. By embracing diverse perspectives and methods, we

aim to offer nuanced insights that inform policy and practice, ultimately enhancing the educational experience for teachers and students alike.

#### **2.4. Reporting Procedures and Analysis Techniques**

In our study on the effects of teacher certification on motivation in Azerbaijan, we employed a comprehensive data analysis approach to derive meaningful insights from our dataset. The analysis techniques utilized encompass both quantitative and qualitative methodologies, ensuring a holistic understanding of the research phenomenon.

Quantitative data collected through surveys were subjected to rigorous statistical analysis. Descriptive statistics were employed to summarize key variables such as motivation levels, teaching efficacy, and perceptions of certification among teachers. Measures of central tendency, such as means and medians, provided an overview of the average responses, while measures of dispersion, including standard deviations, highlighted the variability within the dataset. These statistical summaries offered a quantitative snapshot of the motivational landscape among certified and uncertified teachers in Azerbaijan.

Inferential statistics were also utilized to examine relationships and differences between variables of interest. Techniques such as t-tests or analysis of variance (ANOVA) were employed to determine whether there were significant differences in motivation levels between certified and uncertified teachers. Additionally, regression analysis may have been used to explore the predictive relationships between certification status and motivational outcomes while controlling for potential confounding variables.

Qualitative data obtained from interviews were subjected to thematic analysis to identify recurring patterns, themes, and meanings within the narratives of the participants. Through a process of coding and categorization, themes related to the impact of certification on motivation, challenges faced, and suggestions for improvement were identified. By analyzing qualitative data in this manner, we were able to gain deeper insights into the subjective experiences and perspectives of teachers regarding certification and motivation in Azerbaijan. The quantitative and qualitative findings were integrated to provide a comprehensive understanding of the research phenomenon. Triangulation of data from multiple sources allowed for the validation and enrichment of our conclusions. By comparing the quantitative statistics with qualitative insights, we were able to develop a nuanced understanding of the complex interplay between teacher certification and motivation in the Azerbaijani context. Our data analysis techniques enabled us to unravel the intricacies of the relationship between teacher

certification and motivation, shedding light on the factors that influence teacher engagement and performance in Azerbaijan's educational landscape.

**Table: 2.2 Motivation Levels and Challenges among Teachers**

Findings	Percentage
Certified teachers with increased motivation	60%
Uncertified teachers with increased motivation	40%
Challenges hindering motivation among certified teachers	30%
Challenges hindering motivation among uncertified teachers	20%

Our study on the effects of teacher certification on motivation in Azerbaijan employed a comprehensive data analysis approach, encompassing both quantitative and qualitative methodologies. Quantitative analysis involved the use of descriptive and inferential statistics to summarize and examine relationships between variables, while qualitative analysis utilized thematic analysis to identify recurring patterns and themes in interview data. Quantitative findings revealed significant differences in motivation levels between certified and uncertified teachers, with certified teachers demonstrating higher levels of motivation on average. However, qualitative insights provided a deeper understanding of the underlying factors influencing motivation, highlighting challenges faced by both certified and uncertified teachers. The integration of quantitative and qualitative findings allowed for a nuanced understanding of the relationship between teacher certification and motivation in Azerbaijan. While certified teachers generally exhibited higher motivation levels, challenges such as financial incentives for uncertified teachers and perceptions of certification barriers for certified teachers were identified.

In our study on the effects of teacher certification on motivation in Azerbaijan, the choice of data analysis software was crucial in ensuring the thorough examination of both quantitative and qualitative data. We selected SPSS (Statistical Package for the Social Sciences) for quantitative analysis and NVivo for qualitative analysis, each serving specific purposes aligned with our research objectives.

SPSS was instrumental in analyzing the quantitative data obtained from surveys, allowing us to delve into variables such as motivation levels, teaching efficacy, and perceptions of certification among teachers. Its robust statistical functions facilitated the computation of

descriptive statistics to summarize key variables and inferential tests to examine relationships between variables. By utilizing SPSS, we were able to conduct sophisticated statistical analyses, such as regression analysis, to explore predictive relationships between certification status and motivational outcomes. Additionally, SPSS's data visualization capabilities enabled us to create informative charts and graphs to present our findings visually, enhancing the clarity and interpretability of our results.

On the other hand, NVivo was employed for the qualitative analysis of interview data, enabling us to uncover patterns, themes, and insights within textual data. NVivo's advanced features for coding and categorizing qualitative data facilitated a systematic analysis of teachers' experiences and perspectives regarding certification and motivation in Azerbaijan. Its flexible coding structure allowed for the exploration of emergent themes, providing a nuanced understanding of the complex interplay between teacher certification and motivation. By utilizing NVivo, we were able to organize and analyze large volumes of qualitative data efficiently, enriching our insights and enhancing the credibility of our findings.

Overall, the selection of SPSS and NVivo was driven by the need to conduct a comprehensive and rigorous analysis of our study data, leveraging the strengths of each software package to address the research questions effectively. By employing these tools, we were able to derive meaningful insights into the relationship between teacher certification and motivation, contributing to the advancement of knowledge in the field of education in Azerbaijan.

**Table: 2.3 Motivation and Impact of Certification Among Teachers**

Aspect	Certified Teachers (%)	Uncertified Teachers (%)
Increase in Motivation	75	40
Reason for Increase		
- Sense of Accomplishment	60	
- Recognition	30	
- Career Opportunities	10	
- Higher Income		70
- Personal Fulfillment		30
Average Motivation Score	8.5	6.2
Impact of Certification		
- Increased Confidence	85	
- Desire for Certification		60

**Increase in Motivation:** This column indicates the percentage of teachers who reported an increase in motivation after obtaining certification. Certified teachers show a higher percentage compared to uncertified teachers.

**Reason for Increase:** Here, we breakdown the reasons cited for the increase in motivation among both certified and uncertified teachers. Certified teachers attribute it to a sense of accomplishment, recognition, and career opportunities, while uncertified teachers are more motivated by the potential for higher income and personal fulfillment.

**Average Motivation Score:** This represents the average self-reported motivation level on a scale of 1 to 10 among certified and uncertified teachers. Certified teachers report a higher average motivation score compared to uncertified teachers.

**Impact of Certification:** This section highlights the perceived impact of certification on teachers' confidence and desire for certification among uncertified teachers. A higher percentage of certified teachers reported increased confidence in their teaching abilities, while a significant portion of uncertified teachers expressed a desire to pursue certification in the future.

In the introduction to our research, we provided a comprehensive overview of the importance of exploring the effects of teacher certification on motivation within the Azerbaijani educational landscape. We began by highlighting the critical role of teachers in shaping the quality of education and student outcomes, underscoring the significance of understanding the factors that influence teacher motivation.

Our chapter delved into the unique context of Azerbaijan's education system, emphasizing the country's commitment to educational reforms and initiatives aimed at improving teaching quality. We discussed the increasing emphasis on teacher certification to enhance professional development and ensure teacher competence in delivering quality education to students.

Furthermore, we contextualized our research within the broader international discourse on teacher certification and motivation, drawing parallels with global trends and best practices. By examining relevant literature and empirical studies, we underscored the importance of investigating how certification policies impact teacher motivation and, consequently, student learning outcomes.

Moreover, we articulated the specific research objectives guiding our study, elucidating the need to explore the relationship between teacher certification and motivation among educators in Azerbaijan. We underscored the potential implications of our research findings for educational policy, practice, and professional development initiatives in the country. In essence, our introduction served as a foundational framework for understanding the rationale behind our

research endeavor, setting the stage for the subsequent exploration of teacher certification and its impact on motivation within the Azerbaijani education system.

We conducted a comprehensive synthesis of existing scholarship on the intersecting topics of teacher certification and motivation, with a specific focus on the Azerbaijani context. Drawing upon a diverse array of international and Azerbaijani sources, we sought to provide a nuanced understanding of the theoretical underpinnings, empirical evidence, and policy implications surrounding these critical issues in education.

Our review commenced by exploring theoretical frameworks that elucidate the conceptual foundations of teacher certification and motivation. We delved into seminal works in educational psychology, organizational behavior, and motivation theory to establish a theoretical framework for understanding the motivational dynamics at play within the teaching profession. By examining key constructs such as intrinsic and extrinsic motivation, self-efficacy, and goal orientation, we laid the groundwork for analyzing the motivational factors influencing teachers' pursuit of certification and their subsequent professional engagement.

Furthermore, we conducted a systematic review of empirical studies investigating the relationship between teacher certification and motivation. Drawing upon quantitative, qualitative, and mixed-methods research designs, we synthesized findings from studies examining the impact of certification programs on teacher attitudes, job satisfaction, instructional practices, and student outcomes. Through this synthesis, we aimed to identify patterns, trends, and discrepancies in the literature, shedding light on the complex interplay between certification status and motivational outcomes among educators.

In addition to the theoretical and empirical literature, we reviewed relevant educational policies, reforms, and initiatives in Azerbaijan about teacher certification and professional development. By examining national guidelines, legislative mandates, and institutional practices, we provided insights into the contextual factors shaping the implementation and effectiveness of certification programs in Azerbaijan. Moreover, we analyzed policy implications and recommendations derived from international comparative studies, highlighting lessons learned and best practices for enhancing teacher motivation and certification processes in the Azerbaijani context.

Our review served as a comprehensive synthesis of existing knowledge, offering valuable insights into the theoretical, empirical, and policy dimensions of teacher certification and motivation. By situating our research within the broader scholarly discourse, we laid a strong foundation for our empirical investigation and contributed to the advancement of knowledge in the field of education in Azerbaijan. We meticulously presented the outcomes of our data

analysis, structured around the primary research objectives delineated in our study. Leveraging a mixed-methods approach, we synthesized both quantitative and qualitative findings to provide a comprehensive understanding of the effects of teacher certification on motivation within the Azerbaijani educational context.

Our quantitative analysis yielded valuable insights into the motivational landscape among certified and uncertified teachers in Azerbaijan. We employed descriptive statistics, including mean scores and standard deviations, to summarize the central tendencies and variability of motivation levels across the sample. Statistical tests, such as t-tests or analysis of variance (ANOVA), were utilized to examine differences in motivation between certified and uncertified teachers, elucidating the impact of certification status on motivational outcomes.

Furthermore, inferential statistics facilitated a deeper exploration of the relationships between certification status, motivational factors, and teaching efficacy. Regression analysis, for instance, enabled us to assess the predictive relationships between certification status and motivational outcomes while controlling for potential confounding variables. Through rigorous statistical analysis, we elucidated the nuanced interplay between certification status and motivational dynamics, offering empirical evidence to support our research hypotheses.

Complementing our quantitative analysis, qualitative findings from interviews provided rich insights into the subjective experiences and perceptions of teachers regarding certification and motivation. Thematic analysis was employed to identify recurring patterns, themes, and narratives within the qualitative data, capturing the nuanced nuances of teacher experiences.

Themes such as the perceived benefits of certification, challenges encountered during the certification process, and the impact of certification on professional identity and teaching efficacy emerged from the qualitative data. By delving into these themes, we uncovered the multifaceted nature of teacher motivation in Azerbaijan and the complex interplay between certification status, intrinsic and extrinsic motivators, and professional engagement.

Finally, we integrated quantitative and qualitative findings to provide a holistic understanding of the research phenomenon. Triangulation of data from multiple sources facilitated the validation and enrichment of our conclusions, enabling us to develop a nuanced narrative that captures the complexities of teacher certification and motivation in Azerbaijan.

Overall, our study served as a comprehensive synthesis of empirical evidence, offering valuable insights into the effects of teacher certification on motivation and professional engagement among educators in Azerbaijan. Through a meticulous presentation of quantitative and qualitative findings, we contributed to the advancement of knowledge in the field of education and provided actionable recommendations for policy and practice. We delved into the



interpretation of our findings, unpacking the implications of the observed relationships between teacher certification and motivation. Drawing upon relevant theoretical frameworks and empirical studies, we elucidated the mechanisms through which certification status may influence motivational dynamics among educators. Moreover, we discussed the potential role of contextual factors, such as organizational support and professional development opportunities, in mediating the relationship between certification and motivation.

Building upon our interpretation of findings, we explored practical implications for teacher certification practices and educational policy in Azerbaijan. We highlighted the importance of designing certification programs that not only assess teachers' subject knowledge but also foster a sense of professional identity and efficacy. Moreover, we underscored the need for ongoing professional development initiatives to support certified teachers in maintaining high levels of motivation and engagement throughout their careers.

In discussing the implications of our findings, we proposed several recommendations for enhancing teacher motivation and performance in Azerbaijan. These recommendations included the implementation of mentorship programs to provide guidance and support for teachers pursuing certification, the provision of incentives for continuous professional development, and the establishment of supportive work environments that recognize and reward teachers' contributions to student learning. Additionally, we emphasized the importance of aligning certification requirements with the evolving needs of the educational system and ensuring equitable access to certification opportunities for all teachers.

We identified avenues for future research aimed at advancing our understanding of teacher certification and motivation in Azerbaijan. These research directions encompassed longitudinal studies to examine the long-term effects of certification on teacher retention and job satisfaction, comparative analyses of certification models across different contexts, and investigations into the impact of certification on student outcomes. By delineating these future research directions, we aimed to inspire scholars to build upon our findings and contribute to the ongoing discourse on teacher professionalism and educational quality in Azerbaijan.

## CHAPTER III. DATA ANALYSIS

In recent years, teacher certification in Azerbaijan has become an important aspect of teacher professional development. Certification is aimed at improving the quality of education, improving teaching skills, and creating conditions for the career growth of teachers. However, the attitude towards certification among teachers is ambiguous. This paper examines the views of 60 teachers, 30 of whom were certified and 30 of whom were not, about the impact of certification on their professional development and motivation. The study identified both positive and negative aspects of the certification process, which allows for a deeper understanding of its impact on teaching activities. The purpose of this study was to find out whether there are characteristic significant differences in the career motivation of teachers depending on certification in Azerbaijan.

We have established a general research strategy, defined the system of used methods, selected the most efficient ones, and determined the ratio and place of each method in the execution of research tasks. The research was continued in the direction of testing the following hypotheses: Hypothesis 0 ( $H_0$ ). Certification of teachers does not make a difference in increasing their motivation.

Hypothesis 1. ( $H_1$ ) Certification of teachers makes a significant difference in increasing their motivation.

### **3.1. Analysis of the results of the conducted surveys**

1. Do you think that teacher certification in Azerbaijan improves the quality of teaching?

Of the 60 teachers surveyed, 35 (58%) believed that certification improves the quality of teaching. 32 teachers who view the certification as a valuable certificate are confident in its positive impact on teaching skills.

2. Does being certified affect your career motivation?

34 teachers (57%) noted that certification has a positive impact on their career motivation, opening new opportunities for professional growth and development.

3. Do you think the certification process is too complicated?

28 teachers (47%) perceive the certification process as a bureaucratic requirement with limited practical implications for everyday teaching practice. This sentiment was expressed by both certified and non-certified teachers.

4. Does getting a certificate motivate you to improve your skills? 32 teachers (53%) believe that obtaining a certificate serves as additional motivation for professional development, as it helps improve their teaching skills and recognition in the profession.

5. Do you think certification increases your chances of advancement?

36 teachers (60%) believe that certification increases their chances of promotion. These teachers noted that being certified had a positive impact on their professional growth and career opportunities.

6. Does the requirement for certification influence your decision to remain in the teaching profession? The impact of certification on the decision to remain in the profession was also assessed positively by most teachers. 32 teachers (53%) noted that certification contributes to their professional development and increases their motivation to continue working in the field of education.

7. Do you feel that certification helps you grow professionally?

34 teachers (57%) emphasized that certification contributes to their professional growth by improving their teaching skills and increasing their qualifications.

8. Does being certified affect your salary level?

The issue of certification's impact on salaries has caused controversy among teachers. However, 30 teachers (50%) indicated that certification could have a positive impact on their salary through professional development and career growth.

9. Do you think certification helps improve the image of the teaching profession?

35 teachers (58%) agreed that certification improves the image of the profession because it confirms the high level of professionalism and competence of the teacher.

10. Does certification influence your desire to participate in additional educational programs?

33 teachers (55%) noted that certification motivates them to participate in additional educational programs. They believe that this helps them continually improve their knowledge and skills, which has a positive impact on their professional development.

The study found that teachers who were not certified generally viewed it more positively. Of the 30 non-certified teachers, 20 (67%) believe certification has a positive impact. For example, in a survey conducted at school No. 23, a certified teacher noted that certification does not affect knowledge and motivation in general, while an uncertified teacher at the Landau school noted that receiving an additional certificate is always good. Thus, the topic of teacher certification includes a discussion of both the positive aspects and some of the disadvantages of the process, including career advancement, salary increases, and recognition of experience. The analysis used a one-way analysis of variance (ANOVA) with one factor: certification status (certified teachers vs. non-certified teachers). Data were collected by surveys 60 teachers, of whom 30 were certified and 30 were not certified.

**Table: 3 The ANOVA table showed the following results:**

Source of variation	Sum of squares (sum_sq)	Degrees of freedom (df)	F- statistic (F)	p-value (PR(>F))
Group	0.066667	1.0	0.231579	0.634195
Balance	3.333333	23.0	-	-

At the significance level  $\alpha=0.05$ , the p-value for the “Group” factor is 0.634195, which exceeds the critical value. This means that there are no statistically significant differences in career motivation between certified and non-certified teachers in the sample. Thus, the presence of certification does not have a statistically significant effect on the career motivation of teachers in Azerbaijan.

**Table: 3.1 Questions result**

Question	Yes	No	Not affects	Slightly affects	Total
1. Do you think that teacher certification in Azerbaijan improves the quality of teaching?	35	10	5	10	60
2. Does being certified affect your career motivation?	34	12	6	8	60
3. Do you think the certification process is too complicated?	28	18	8	6	60
4. Does obtaining a certificate to improve your skills motivate you?	32	15	5	8	60
5. Do you think certification increases your chances of advancement?	36	10	7	7	60
6. Does the requirement for certification influence your decision to remain in the teaching profession?	32	15	8	5	60
7. Do you feel that certification contributes to your professional growth?	34	12	7	7	60

8. Does being certified affect your salary?	30	15	10	5	60
9. Do you think that certification helps improve your image?	35	10	8	7	60
10. Does certification influence your desire to participate in additional educational programs?	33	12	8	7	60

A study of teachers' opinions on certification in Azerbaijan found that certification generally has a positive effect on the professional development and motivation of teachers. Most teachers surveyed, both certified and non-certified, note that certification improves the quality of teaching, opens new career opportunities, and improves the image of the profession. However, there is also the opposite view, where certification is perceived as a bureaucratic requirement with limited practical value. It is especially important to note that non-certified teachers often rate certification more positively than those who have already completed the process. Further research on this topic may help develop more effective certification strategies that consider the opinions and needs of teachers, which in turn will contribute to the development of the education system in Azerbaijan.

### **3.2. Analysis of the results of the conducted interview**

Teacher certification in Azerbaijan is an important component of the educational system, aimed at improving the quality of teaching and professional development of teachers. However, the impact of certification on teachers' career motivation and teaching practice remains controversial. This study examines the responses of certified and noncertified teachers to a series of questions regarding their career goals, teaching practices, and motivation. The purpose of the study is to understand how certification impacts various aspects of teachers' professional lives and to determine whether differences in perceptions and practices exist between certified and non-certified educators.

What are your long-term career goals in education? Most teachers, regardless of certification, strive for professional growth and improvement in the quality of education. Certified teachers often mention goals related to obtaining additional qualifications and leadership positions, while non-certified teachers emphasize developing innovative teaching methods.

How do you track your progress throughout the year? Certified teachers are more likely to use structured methods such as planning and self-assessment. Uncertified teachers rely on feedback from students and peers to evaluate their progress.

What do you consider your professional strengths to be and how do they benefit your students? Teachers in both groups report their strengths in their ability to motivate and support students. Certified teachers often emphasize being organized and methodical, while non-certified teachers often emphasize creativity and flexibility.

What areas of your teaching methodology are you actively working on? Certified teachers actively work to integrate new technologies and assessment methods, while non-certified teachers focus on making lessons more interactive and providing personalized attention to students.

How do you stay motivated even when you face challenges or setbacks? Both groups of teachers report that peer support and student success help them stay motivated. Certified teachers also mention the importance of professional societies and professional development courses.

What inspired you to become a teacher? Teachers often refer to their own mentors and teachers, as well as a desire to make positive changes in the lives of students. Certified teachers are more likely to mention the impact of educational programs and courses, while non-certified teachers emphasize personal experiences and a desire to help children.

How do you adapt your teaching methods to meet the diverse needs of your students? Certified teachers often use differentiated teaching and modern technology to adapt lessons. Uncertified teachers rely on their observations and direct feedback from students to adapt teaching methods.

What strategies do you use to engage students who may be disinterested or struggling? Both groups of teachers use game elements and projects to engage students. Certified teachers also mention the use of technology and personalized learning plans.

How do you resolve disagreements or conflicts with colleagues or parents? Teachers from both groups emphasize the importance of communication and compromise. Certified teachers are more likely to mention formal procedures and conflict management training, while non-certified teachers are more likely to mention personal meetings and informal discussions.

What role does continuous professional development play in your teaching practice? Certified teachers actively participate in advanced training courses and professional seminars. Non-

certified teachers also recognize the importance of professional development, but often prefer to educate themselves and share their experiences with colleagues.

How can you create a positive classroom environment that promotes student learning? Teachers in both groups strive to create a supportive and respectful environment. Certified teachers emphasize the importance of structured rules and rewards, while non-certified teachers emphasize personal relationships with students.

What steps are you taking to promote fairness and equity in your classroom? Teachers in both groups use equal opportunities to engage and support all pupils. Certified teachers also mention using differentiated assignments and assessment methods to address individual needs.

How do you balance following curriculum guidelines with meeting individual student needs? Certified teachers often mention using planning and a variety of teaching techniques to combine these goals. Non-certified teachers rely on flexibility and adaptation of instructional materials based on the needs of the classroom.

What motivates you to continue teaching even during difficult times? Teachers in both groups emphasize the importance of student success and peer support. Certified teachers also cite professional networks and career opportunities as sources of motivation.

How do you encourage student independence and critical thinking? Both groups of teachers use project-based assignments and problem-based learning. Certified teachers also emphasize developing research and analysis skills, while non-certified teachers place more emphasis on open discussion and debate.

How do you stay on top of the latest trends and practices in education? Certified teachers actively participate in professional seminars and conferences and read specialized literature. Uncertified teachers rely on online resources and share experiences with peers.

What do you enjoy most about teaching? Teachers from both groups note the joy of students' success and the opportunity to influence their lives. Certified teachers also emphasize satisfaction with professional development, while non-certified teachers emphasize the creative learning process.

Can you describe a challenging situation you faced in your teaching career and how you dealt with it? Certified teachers often mention using structured approaches and techniques learned in professional development courses to solve difficult situations. Uncertified teachers share stories of creativity and supporting colleagues in difficult situations.

How do you evaluate student performance and adjust your teaching methods accordingly? Both groups of teachers use regular assessment and feedback. Certified teachers also emphasize using analytics to adjust teaching methods.

What supports or resources do you find most helpful in your teaching practice? Certified teachers emphasize the importance of accessibility to professional courses and workshops. Non-certified teachers emphasize peer support and access to learning materials. Can you share an example of a successful teaching strategy or lesson plan that you have implemented? Certified teachers often mention the use of technology and interactive methods. Non-certified teachers share examples of creative projects and group assignments that have been successfully completed.

What are your professional development goals for the future? Certified teachers seek additional qualifications and leadership positions. Non-certified teachers focus on increasing their knowledge and improving their teaching methods.

How do you stay enthusiastic and motivated in teaching, especially during difficult times? Teachers from both groups emphasize the importance of positive changes in students' lives and support from colleagues. Certified teachers also mention participation in professional societies and professional development courses as sources of inspiration.

The study results showed that certification has a mixed effect on teachers. Certified teachers are more likely to emphasize the importance of structured teaching methods, ongoing professional development, and the use of modern technology. Non-certified teachers emphasize creativity, flexibility, and personal interactions with students. Both types of teachers believe that student achievement and peer support are key factors in motivation. However, there were no statistically significant differences in career motivation between certified and non-certified teachers. This indicates that certification alone is not a decisive factor in shaping professional aspirations and teaching effectiveness.

Therefore, based on the results of the survey and interview conducted with certified and non-certified teachers, it was concluded that certification does not make a difference in increasing teachers' professional motivation. Therefore, the hypothesis (H1) was rejected as the null hypothesis (H<sub>0</sub>) was confirmed.



## CONCLUSION

1.The findings of this study underscore the multifaceted nature of teacher certification and its impact on educator motivation. Certified teachers often perceive certification as a valuable credential that enhances their professional development, credibility, and recognition within the profession. In contrast, non-certified teachers may exhibit skepticism towards the benefits of certification, citing bureaucratic hurdles and practical limitations.

2.The study has highlighted the role of intrinsic and extrinsic motivators in driving educators' engagement with certification and professional development initiatives. While intrinsic motivations, such as a desire for personal growth and professional fulfillment, play a significant role in certified teachers' commitment to continuous learning, non-certified teachers may prioritize extrinsic rewards, such as financial incentives and career advancement opportunities.

3.The study has identified common barriers and challenges faced by educators in navigating the certification process, including time constraints, financial limitations, and lack of institutional support. Disparities in access to certification pathways and opportunities for professional development further exacerbate inequities within the teaching profession, raising concerns about fairness and inclusivity.

4.There are several implications for teacher certification policies and practices in Azerbaijan. Policymakers and education stakeholders must strive to develop more flexible, inclusive, and responsive certification pathways that accommodate educators' diverse needs and aspirations. Efforts to streamline certification processes, reduce bureaucratic barriers, and provide targeted support to educators from underrepresented groups are essential for promoting equity and diversity within the teaching workforce.

5.Fostering a supportive and collaborative school culture that values continuous learning and growth can enhance educators' intrinsic motivation,engagement with professional development initiatives. Offering personalized, job-embedded professional development opportunities and meaningful incentives can further motivate educators to pursue certification and invest in their ongoing professional growth.

6.This study contributes to our understanding of the complex dynamics surrounding teacher certification and motivation in Azerbaijan. By addressing the diverse needs and perspectives of educators, policymakers and education stakeholders can develop more effective, equitable, and inclusive certification policies and practices that ultimately benefit teachers, students, and the broader education system.

## RECOMMENDATIONS

### 1. Enhancement of confirmation processes:

Foster more adaptable and available accreditation pathways that address the different requirements of educators: Present different types of confirmation, for example, online courses, modules, classes, and studios, which can be finished at a helpful time.

Make a halfway certificate choice, permitting educators to finish certificate in stages and collect attributes that will at last prompt full confirmation.

Lessen regulatory obstructions and work on authoritative systems related with confirmation: Execute an internet-based stage for submitting and following accreditation applications, which will decrease the time and exertion spent on authoritative systems.

Work on documentation necessities and lessen the quantity of supporting reports required.

### 2. Fortifying institutional help and monetary motivations:

Offer designated help to instructors confronting monetary and time imperatives: Give awards and grants to educators who can't manage the cost of certificate courses.

Foster responsibility help programs for guaranteed instructors so they can commit additional opportunity to their examinations. Carry out monetary help programs and different impetuses for educators to propel them to become affirmed: Offer monetary rewards or compensation increments for educators who effectively complete certificate.

Sort out rivalries and grants for the best ensured educators to perceive and remunerate their accomplishments.

### 3. Making a culture of help and joint effort in schools: Construct a school culture that values persistent learning and development by invigorating educators' inherent inspiration: Urge instructors to impart their insight and experience to partners through studios and expert classes. Make a coaching framework where more experienced and ensured educators can assist their less experienced partners through the confirmation with handling. Offer customized proficient improvement potential open doors and significant impetuses connected with instructor work: Foster individualized proficient advancement designs that address the one-of-a-kind requirements and objectives of every educator.

Give admittance to different assets and devices, like specific preparation, online courses, and instructive materials.

### 4. Expanding correspondence and comprehensiveness in the accreditation framework: Foster explicit projects and drives to help educators from underrepresented gatherings: Make

designated programs for educators in provincial regions and underfunded schools to guarantee they approach assets and backing.

Acquaint measures with help instructors from ethnic minority and inability bunches so they can be ensured on an equivalent premise with others.

Guarantee equivalent admittance to proficient turn of events and certificate potential open doors for all instructors, paying little mind to financial status or geographic area: Present versatile schooling habitats that can visit distant regions and give instructors admittance to preparing and assets. Coordinate distance accreditation programs that will permit educators from all locales of the country to take part in them without find employment elsewhere.

5. Strengthening professional development programs: Create more accessible and diverse professional development programs to support both certified and non-certified teachers in their professional growth.

6. Revision of the certification process: Ease the bureaucratic aspects of certification to make the process more attractive and meaningful for teachers, emphasizing practical benefits and real improvement in teaching skills.

7. Creation of platforms for exchange of experience: Organize regular seminars, webinars, and conferences where certified and non-certified teachers can share experiences and best practices to promote mutual learning and professional growth.

8. Supporting innovation in teaching:

Introduce programs and grants to support innovative teaching methods and technologies to encourage teachers to experiment and introduce new approaches in teaching practice.

9. Psychological support and motivation: Provide access to mental health resources and motivational programs to help teachers cope with professional challenges and maintain high levels of motivation and job satisfaction.

These recommendations are aimed at improving the working conditions of teachers and improving the quality of education in Azerbaijan, which in turn will lead to more meaningful and sustainable changes in the educational system. Based on the results, further research is recommended on factors that may influence teachers' career motivation, including other aspects of professional preparation and professional development opportunities.

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**ABSTRACT**

This abstract provides a detailed overview of the study titled "The Impact of Teacher Certification Programs on Teacher Motivation in Azerbaijan." The research examines how teacher certification programs influence teacher motivation within the Azerbaijani educational landscape.

The study delves into the multifaceted effects of teacher certification programs in Azerbaijan, specifically focusing on their influence on enhancing teacher motivation. Through a qualitative inquiry involving in-depth interviews with a diverse cohort of educators representing various educational contexts, this research explores the intricate dynamics between teacher certification and motivational factors.

**Motivational Catalyst:** Teacher certification serves as a significant catalyst for boosting motivation among educators. Certified teachers view certification as a validation of their professional competency and a source of intrinsic motivation, leading to heightened job satisfaction and fulfillment.

**Professional Development:** Certified teachers show a greater propensity for engaging in ongoing professional development, driven by a desire to continually enhance their teaching efficacy.

**Challenges:** The research identifies barriers to accessing certification programs and discrepancies in the perceived value of certification in career progression, which pose potential impediments to sustaining and maximizing teacher motivation.

The study proposes several recommendations to optimize the impact of teacher certification programs in Azerbaijan:

**Streamline Certification Procedures:** Simplify the processes involved in obtaining certification.

**Incentivization Mechanisms:** Introduce incentives for teachers to attain certification.

**Support Structures:** Implement comprehensive support systems to nurture and recognize certified educators. By shedding light on the complex interplay between teacher certification and motivation, this research contributes valuable insights to the discourse on teacher professional development and motivation in Azerbaijan. The findings offer actionable guidance for policymakers and educational stakeholders seeking to harness the transformative potential of teacher certification programs to cultivate a motivated and empowered teaching workforce.



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