THE ROLE OF LEADERSHIP IN EDUCATION MANAGEMENT (BASED ON AZERBAIJANI MATERIALS)

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ABSTRACT

In the article, the role of leadership in education management was investigated based on Azerbaijani materials. It has been determined that educational leadership has radically changed the classical role and leadership concept of the school head. While in the old leadership rules, a number of management roles of the school administrator came to the fore, the development of teaching in educational leadership gained importance. As much as leadership is a subject of management science and a concept related to work life, it is a concept that can be taken and analyzed from psychological, sociological, political, military, philosophical, and historical angles. In my opinion, leadership is a personal quality that can mobilize the voluntary support of people in any issue. is a skill based. The fact that leaders have different characteristics than other individuals does not mean that people who do not have these characteristics can never be leaders or that anyone who has these characteristics can be a leader of an organization. The main point to emphasize here will be the general characteristics of people with leadership qualities that have emerged in certain research and studies. Leadership is a concept that can be taken up and analyzed from psychological, sociological, political, military, philosophical and historical perspectives as much as it is a subject of management science and a concept related to business life.

Keywords: Education, management of education, leadership in education, education planning, education in Azerbaijan, administration, school, teacher

Introduction

Leadership is one of the most popular topics today. It is thought that the popularity of the topic of leadership will never end and will become even more important in the future. Leaders are simply defined as people who guide and motivate people. The concepts of leader and manager are often confused with each other. Leadership is generally related to personal characteristics, the position he holds in leadership. A leader leads like a manager when he leads people.

Leaders are supposed to have certain characteristics. Although there are many different and similar opinions about these characteristics, in general, the opinions about the main leadership characteristics are not unanimous. Leaders must have power over their audience to influence others and lead them to follow them. There are many sources from which a leader derives his power. The

first of these is the legitimate power that authority gives to a leader. Another is the leader's coercive power over the audience based on sanctions and punishment. The third power is the charismatic power gained by the leader's personality traits. The fourth source is the experience gained by the leader through knowledge, skills and experience. The final source from which a leader derives power is the opportunities he uses to motivate his followers (Kahalilov, 2022). Every leader is seen to have a different leadership style. The relevant literature mentions two different leadership styles. The first of these are the more traditional, autocratic, democratic-participative and liberal leadership styles. We will present the topics discussed here in more detail below.

A leader is a person who directs employees in companies and brings them together to achieve goals. Although some researchers claim that leadership is innate, other groups of researchers argue that leadership can be learned and developed over time. It can also be said that leadership is related to some innate genetic characteristics, but it is formed by some acquired abilities, existing situation, conditions and personality traits.

The concept of manager and leader are almost intertwined. Today, many people say that manager and leader are the same concept. Although manager and leader are close concepts, they have some different characteristics. A manager derives his power from his position, while a leader derives his power mainly from his personality and knowledge. Ideally, every manager should also be a good leader.

The presence of leaders in organizations is effective in motivating employees, working with higher motivation and increasing their commitment to work. Therefore, companies need leaders who support and guide individuals. It is not important to try to achieve goals by managing employees with orders and instructions. What is important for leaders is to work with high motivation and bring the team together.

In general, there are four basic elements common to all definitions of leadership. These items can be listed as follows:

Leader: A member of the organization who can influence the elements that make up the group.

Followers (members): People who accept the influence of the leader.

Purpose: Consists of goals, interests, and needs that bring group members together.

Environment: A key element that includes factors such as members' competence, level of relationships, achievement of goals, and level of motivation (Haziyev & Karimov, 2004).

Hence, as understood in the leadership process, the purpose, leader, audience, environment and conditions are very important. Leadership occurs as a result of influencing the actions and behaviors of the person who is perceived as a leader by giving support rather than having power over followers by applying force. The right to leadership is a privilege granted by group members to the person or persons they perceive as leaders. Leadership requires common goals that bring together organizational members, a leader who will influence and motivate these members, an audience that will support this leader and accept that he is a leader, and an environment that will ensure the emergence of all this. If these conditions are fulfilled, it is possible to talk about leadership.

Leadership is generally seen to be defined from two different angles. One of them defines leadership in terms of process, and the other in terms of characteristics. He is known as a person who organizes the activities of the members of the organization by directing them according to the organizational goals. He is defined as a person who possesses the qualities that can successfully influence group members. Below are some definitions related to leadership:

- Leadership is about maintaining interaction and agreement to enable and develop the company.

- Leadership is a role that adjusts and answers the questions of those striving to achieve their goals.

- Leadership is all the behavior of an individual to direct the behavior of the group towards a common goal.

- Leadership is a process of directed interpersonal interaction to achieve predetermined goals in a communicative environment.

- Leadership is the activity of influencing human behavior in an organized group to realize a certain goal (Ismayilov, 2018).

The differences between a leader and a manager are characterized as follows:

- While the manager is often appointed by others, the leader emerges from the group he belongs to and directs the same group into action.

- If the manager has a position indicator, the leader does not have such an indicator.

- If management is a science-based job such as training, measurement, procedures, etc., leadership is a skill that can motivate people to act on their own will, help people to look ahead and reach the goal.

- If a manager derives his power from formal structures such as laws, rules and regulations, a leader derives his power to direct others to action from personal characteristics and existing conditions.

- If a manager is a person who works on behalf of others, strives to achieve predetermined goals, plans work, executes and monitors the results, then a leader is a person who determines the goals of the group to which he is connected and influences the group members according to these goals and directs them to action.

- The leader sets the goals himself, the manager serves the goals set by others (for example, the employer).

- If management is a profession, leadership is the job of influencing and moving people.

- If management takes place within a formal organizational structure, a formal structure for leadership is not necessary.

- Management is doing the work in the most effective way to achieve the set goals, and leadership is defining the goals and tasks to be done (Mammadov et al., 2021).

As you can see, leader and manager are two concepts with different meanings. It is seen that not every manager in the organization has leadership qualities. Similarly, it is true that there are leaders within the organization who have great influence over other employees, even if they are not at any management level. While a person needs to have a position and status to be a manager, a person does not need to be a manager to be a leader. In this regard, a person working at the lowest level of the organization can be a leader in the organization. The power of a manager varies depending on the position and position he holds, while the power and effectiveness of a leader depends on his

personal characteristics, environment and conditions. Each of the leaders is also a manager. Because they have the ability to do what they say to others and drag them along. However, not every manager is a leader. In other words, not every manager has the power to influence, direct, and monitor others. Ideally, every manager at the management level can be effective for others, can give them direction, in other words, can have leadership qualities.

Research method

Interview, analysis, composition, induction, deduction and mathematical research methods were used in writing the article.

Conclusion

If a leader is a true leader, he remains a leader! No matter how loudly they try to deny it, geniuses still gain fame. It is said that cooperation is the most important word in the language. The principle of cooperation is so important that if the leader does not understand it and does not apply this principle in his leadership, then he can never be a strong and long-term leader. More than anything else, lack of collaboration destroys business enterprises. One of the most important requirements for leadership is quick and decisive decision-making. A strong personality who convinces followers of his plans and implements those plans will always be a successful leader.

Discussion

In our opinion, a leader can be a perfect leader if he has good human qualities. Because, a good leader should also be able to exhibit these behaviors in time. Showing good human qualities does not always bring success. It is necessary to act according to time, person and situation. Of course, the leader should try to be extremely humane. The main thing is what the leader will do in which situation, which changes depending on the leader's relationship with the people in front of him and his own psychological state at that time.

Leadership theories

There are three different theories about leadership:
1. Trait theories (1930-1950);
2. Behavioral theories (1950-1960);
3. Situational leadership theories (1960-1970).

Trait theories

According to this theory, the characteristics of the leader are considered as the most important factor determining the effectiveness of the leadership process. The main reason why a person is seen (perceived) as a leader within a certain group and leads this group is the characteristics that this person possesses. According to this theory, a leader differs from others in terms of physical and personality characteristics. It is the physical, intellectual, emotional and social characteristics that make individuals leaders.

According to research, these differences are as follows:

1. Emotional characteristics: Self-control, passion, confidence, perception, love and happiness, high sense of achievement, etc.

2. Social characteristics: Friendship and companionship, self-acceptance, sociability, etc.

3. Physical characteristics: sex, height, sympathy, speech, race, influence, strength, age, activity, etc.

4. Mental characteristics: Knowledge, ability, attention, initiative, intelligence, determination, foresight, responsibility, realism, persuasion, etc (Barutçugil, 2013).

If it is possible to identify individuals with these characteristics among group members, it is easier to find and train people to lead groups. It is possible to train people who have these qualities as managers and leaders of the future by paying attention to personnel selection. However, some researchers do not consider it appropriate to associate leadership only with the characteristics of individuals. Because, according to them, the list of characteristics is endless and difficult to define and measure. Studies have found that sometimes effective leaders do not have the same characteristics. Sometimes it has been observed that among the group members there are those who have more characteristics than leaders, but they do not appear to be leaders. This is the opposite of the trait theory.

Behavioral theories

The main goal of behavioral leadership theories is to reveal specific and similar behaviors of leaders and thus try to explain leadership in terms of behaviors. The leader should support the efforts of group members, show behaviors that observe their personal values, and clearly reveal organizational processes should put. The benefit of this theory is that it reveals formal leaders as well as informal leaders by identifying behavior, enabling leadership behaviors to be acquired through training of individuals.

Behavioral leadership theories are plentiful. We highlight some of them:

1. Ohio State University research

The earliest research on behavioral leadership was conducted at Ohio State University (started in 1945). The main goal of the research was to determine how an effective leader is determined. At the beginning of the study, various definitions were created that indicate the behaviors exhibited by leaders, and then these definitions were subjected to factor analysis and the factors that explain the leaders' behaviors were identified. As a result of this research, two main dimensions that determine leadership behaviors have been revealed. These are: human consideration (focus on human relations) and initiative (work consideration).

The human consideration factor refers to the leader's behavior of creating trust and respect among followers and developing friendships with them. A human-centered leader is thought to be able to communicate more effectively with the audience and be more effective in achieving goals because he or she is closely interested in the needs and demands of the audience.

The initiative factor is the factor in which the leader determines the goal, team members, communication system, work-related times, and instructions to implement the work related to the

goal on time. Because task-minded leaders put all their energy and attention into work, it is assumed that group members will be influenced to do more and better work. Organizations today see leaders exhibiting both types of behavior.

2. Blake and Mouton's Management Style Matrix

Created by Robert Blake and Jane Mouton in 1964, the management style matrix was created to determine the behavior of leaders. They proposed a two-dimensional matrix of management style as "oriented to interpersonal relations" and "oriented to production" when evaluating leadership behaviors. They suggested that the most effective leadership style can be achieved when it is assessed along the dimensions of emphasis on interpersonal relationships and production. In interpersonal relationships, a leader deals with the human dimension of work. It provides the production conditions and requirements necessary to motivate everyone in the group. A production-oriented leader is concerned with product production and quality. In the management style matrix, these two different factors, which are perceived as interpersonal relations and production orientation, are placed in a matrix and different leadership behaviors are explained according to their positions in this matrix.

There are 5 different types of leaders in this matrix:

1. Type: Ineffective leader: In order to stay in the organization, he makes the least effort to perform the required work.

2. Type: Club leader: The leader has the lowest level of interest in the task while emphasizing thoughtful, relaxed and friendly relationships.

3. Type: Position leader: The leader uses his authority while ensuring efficiency and has little to do with human relations.

4. Type: Organizational leader: A compromise type that tries to balance workload and employee morale.

5. Type: Team leader: This is the most effective type of leadership in the Matrix. It is oriented towards high efficiency with dedicated people. Mutual trust and respect are at the highest level. Everyone is aware of their interdependence (Barutçugil, 2013).

Thus, a manager who understands what his management style is, can change this style with various training and development programs.

University of Michigan studies

The purpose of a study conducted by Rensis Likert at the University of Michigan was to examine successful groups and determine leadership behaviors in these groups. Here, by analyzing low-producing and high-producing employees in groups in various organizations, the difference between an effective leader and another is analyzed, and as a result, four main factors are determined:

- Support: Behaviors that increase the importance given to the personal feelings of group members are important and measure individual behaviors.

- Facilitating interactions: Behaviors that support the development of close and mutually satisfying relationships among group members are important.

- Goal emphasis: Motivating behavior is important in achieving group goals and achieving high performance and measures work-oriented behaviors.

- Facilitating work: Behaviors that facilitate the achievement of goals by providing resources such as tools and technical information are important and measure work-oriented behaviors (Porter, 2007).

The first two of these factors measure personal behaviors, while the other two measure work-oriented behaviors. If a leader places importance on the individual, he will support group members and prioritize interactions. He shows a behavior that tries to improve the working conditions that will increase the satisfaction of the group members based on the transfer of powers and pays attention to the individual development of the employees. It is extremely important to increase morale and motivation in the collective. By delegating authority to the team, such leaders support their development and ensure members' satisfaction with effective working conditions within the organization.

If a leader cares about work, he cares about people's purpose and facilitating work. He supervises the work of group members according to predetermined principles and methods and punishes them using official authority. Leaders' behavior based on command and obedience makes group members feel under pressure, which negatively affects their morale and motivation.

Likert's System 4 Model

The system put forward by Rensis Likert is grouped under four groups. Each group has its own characteristics and different behaviors. The four groups in the System 4 model and their characteristics are listed below:

- System 1: The management style is based on the insecurity of subordinates. Subordinates are not comfortable discussing their work with their superiors and are motivated by fear, punishment, and rare rewards. Communication is top-down. Decisions are always made by those at the top. Notices from above are always viewed with suspicion.

- System 2: In this management style, management staff look down on their subordinates, and this creates conditions for mistrust among subordinates. Subordinates are not comfortable discussing their work with their superiors. Employees can be attracted to work with rewards and potential penalties. Communication is top-down. While policies are defined at the top level, certain decisions are made at lower levels. Notifications from above are not always viewed with suspicion.

- System 3: The style of management is based on complete distrust of subordinates. Subordinates feel comfortable talking about their work with their superiors, and are motivated by participation, rare punishments, and rewards. The notification is resolved above. While policies and key decisions are defined at the top level, certain decisions are made at lower levels.

- System 4: Management mode based on complete trust in subordinates. Subordinates are completely free to discuss their tasks with their superiors and are motivated by the economic rewards created by defining the goals they participate in. Upward, downward and horizontal communication is available. Decision making is spread throughout the organization and is well coordinated (Ülgen & Mirze, 2010).

Apparently, more autocratic leader behaviors are seen in System 1 and System 2. Leaders who exhibit this behavior do not trust their subordinates and rarely involve them in the decision-making process. Therefore, those who work with such leaders do not feel very free.

System 3 and System 4 have characteristics of leaders who show more democratic behavior. Leaders with such characteristics often trust their subordinates, almost always consult their opinions and involve them in the decision-making process. This situation makes subordinates feel more free and comfortable.

Likert's research shows that high-performance teams are under System 3 and System 4 management styles. It showed that groups with low productivity are under System 1 and System 2 type management.

Situational leadership theories

These theories are based on the existing situation and conditions in explaining the behavior of leaders. When researchers continued their work to define the concept of leadership in different organizational structures, they encountered very different results. In some cases, individual-oriented leadership behaviors have been found to produce very effective results, while in other cases, task-oriented leadership has been found to be more effective. This situation developed the understanding that leaders adapt depending on the circumstances. It is a central idea of situational theories to understand that there is no single type of leadership that can be defined as "best", but that the most effective leaders are those who can adapt their leadership approach to the situation. A common assumption of situational leadership theories is that different situations require different leadership styles. A leader emerges due to the characteristics and requirements of the environment. Individual characteristics are not taken into account, only environmental characteristics are in question. According to this theory, a leader guides employees to be motivated and successful by showing different behavior patterns according to the work situation. Situational leadership theories state that the most appropriate leader behavior will vary according to the situation.

According to this theory, the main factors that determine the effectiveness of a leader are:

- Features of the organization where the leadership is established;
- past experiences of the leader and followers;
- the quality of the goal to be achieved;
- Skills and expectations of followers (group members) (David, 2011).

Fred Fiedler's effective leadership model

Fiedler's effective leadership model is the most widely accepted situational leadership model. In this model, there are three important situational variables that determine the effectiveness of leaders' behavior. It is possible to rank these variables as follows:

1. Relationships between leader and followers: If the relationship between leader and followers is rated as "good" (that is, the leader is liked, respected and trusted), there is a positive environment

for leadership. On the contrary, if the leader is an insecure and unloved person, the relationship will be characterized as "weak" and this will create a negative environment for leadership.

2. Nature of the work to be accomplished: This relates to whether or not there are pre-defined ways and methods related to the work the group is trying to accomplish. Some jobs depend on very precise methods, while others depend entirely on the decisions of those doing the work. A daily task often has clear and distinct goals and a detailed explanation of how to do it. It is difficult to develop detailed methods in advance in terms of how non-routine and complex tasks will be achieved and to what goals these tasks will be related. In Fiedler's theory, planned (structured) work is described in the first group, and work in the second group is described as unplanned (unstructured) work.

3. The degree of the leader's position-based authority: reward, punishment, dismissal, appointment, etc. of the leader. refers to the degree of authority he has in matters. Such powers of a leader working within a certain organization can be "more" or "less". A high level of competencies indicates a positive environment for leadership, and a low level indicates a negative environment.

Path-goal theory

Path-goal theory, developed by Robert House and Martin Evans, is based on expectancy-value theory, which states that "individual attitudes or behavior can be predicted based on the various consequences that action or behavior will cause and the evaluation of these consequences." The appropriateness of the leader's behavior varies depending on factors such as the characteristics of the employee's personality and the nature of the work. For example, those who believe that a person will determine his future by his own decisions are satisfied with a participative leadership style, while those who believe that factors beyond his control will determine a person's future are satisfied with a directive leadership style. Similarly, those who see in themselves the qualities required by the job they want to achieve will be less likely to accept the leader's instructive and directive behaviors.

According to this theory, group members can be motivated by a leader in two ways: the leader's followers' expectations (path) and the leader's degree of influence on the value of the collective (target). The path-goal theory defines four types of leadership behavior. These can be summarized as follows:

- Participative leader: Before making a decision, he consults with the opinions of subordinates, takes into account their wishes and thoughts.

- Success-oriented leader: This leader is a type of leadership that expects high performance from subordinates in achieving goals and provides the necessary support for them to show these performance.

- Managerial leader: Explains what is expected of subordinates, directs how to perform tasks, prepares schedules and defines success standards for subordinates.

- Supportive leader: He has a friendly attitude towards subordinates, shows interest in their status and therefore subordinates feel good with him (Ülgen & Mirze, 2010).

According to path-goal theory, a leader's task is to provide information, support, and other resources to followers to accomplish a specific task. In other words, the leader's task is to support the subordinates in achieving the goals of the subordinates and to ensure that the goals of the organization or group are compatible with the goals of the subordinates. Depending on the relevant factors, it is possible to determine the most suitable leadership style. Every leader's behavior has a different effect on their followers. In some cases, success-oriented leadership behavior produces more positive results, in other cases, leaders with participatory and supportive behavior are more successful. Sometimes directive leaders seem to be more effective. What is important is to analyze the situation and circumstances in detail and to reveal the most appropriate leadership behavior. This theory is based on the assumption that the leader displays supportive or other behaviors by analyzing the current situation. Path-goal theory motivates the collective to achieve goals through supportive behavior. According to this theory, there are two factors that influence human behavior: the belief that certain behaviors will lead to certain outcomes (expectancy) and the value attached to these outcomes (valence).

Vroom and Yetto's Leadership Model
One of the situational leadership theories is the leadership model proposed by Vroom and Yetton, or otherwise known as the "decision tree" model, which suggests that leadership can change depending on the situation and circumstances and that different types of leadership will be more effective in different environments. This model explains how many subordinates should have a say in the distribution of decisions, depending on the characteristics of the situation. Decisions made by just one person are not always good. Leaders should take this into account. They should create conditions for alternative decisions, make comparisons and pay attention to the number of subordinates when making decisions. This model argues that the leadership style depends on the position of the leader in the organization and therefore different leadership types will emerge.
According to Vroom and Yetton, the effectiveness of a decision depends on three important elements:
- Behaving in time - the leader should choose a decision style that will minimize the time needed to reach a decision.
- The nature of the decision - decisions that affect the work performance and efficiency of employees must be made.
- acceptability of the decision - the decision methods used by the manager should allow employees to participate in the decision-making mechanism.
According to this model, there are four types of decision making:
- Consultant - 1: Before making a decision, the leader receives the individual thoughts and suggestions of subordinates, and then makes the decision himself.
- Consultative - 2: The leader receives the thoughts and suggestions of his subordinates as a group before making a decision and then makes his own decision.
- Autocratic - 1: The leader solves the problem alone in the light of available information.

- Autocratic - 2: The leader asks for additional information from subordinates and solves the problem himself.
- Group - 1: The leader discusses the problem separately with his subordinates and a joint decision is made.
- Group - 2: The leader gathers all the subordinates together as a group and a decision is made to solve the problem in a democratic way without putting forward his opinion.
- Delegator: The leader informs subordinates about problem solving and responsibility for solving the problem and asks the subordinate what solution he has found.

Hersey-Blanhard's situational leadership theory
The theory, developed by Paul Hersey and Kenneth H. Blanchard, focuses on work and communication behavior. The leader has a close personal relationship with the members. In work behavior, a leader tells members what to do, where, how, when, and by whom. A leader's behavior generally involves listening, encouraging, clarifying ideas, and providing social-emotional support. This theory has four leadership styles or style models:
- Participant: He is a leader who focuses minimally on work and gives maximum importance to communication. Demonstrates decision-making behavior with subordinates. Receives and supports contributions from subordinates.
- Authority: He is a leader who focuses minimally on work and gives maximum importance to communication. His relations and support with subordinates are weak, his communication is broken.
- Presenter: He is a leader who focuses on work and gives minimum importance to communication. In this style, there is one-way communication. It determines who will do what when. A leader directs members to do their jobs and achieve goals.
- Sales: Is a highly business oriented, highly relational leader who both instructs and supports followers. He is mild in manner and expression (Taleh, 2021).
Hersey-Blanchard reminds us that these four leadership styles are appropriate in different situations and conditions. A participative leader, as the name implies, tries to achieve goals with the participation of subordinates. This type of leadership focuses on relationships. The speaker type of leader is a business leader. The goal is to do the work efficiently. A sales leader focuses on both business and relationships. While instructing subordinates to do better, he also tries to motivate them.
Hersey-Blanchard, who collected the leadership behaviors under the four groups listed above, stated that the success levels of group members are not only from the leader's behaviors, but also from the maturity levels defined as "people's willingness and ability to take responsibility for leadership." Work-related knowledge and skills of group members are expressed as psychological maturity, desire and motivation to do work. It is possible to examine employee maturity levels (OD) in four main dimensions, which reflect the level of expertise required to perform a job. These dimensions are briefly summarized below:

- OD-1: The level of knowledge and skills of employees to achieve organizational goals is too weak and the desire to perform their work is low. A leader with such employees makes all the decisions and organizes the work himself. It keeps the workers under strict control whether they do their work or not. In OD-1, both work and psychological maturity of members is very low. For this reason, leaders working with such members make all the decisions themselves and constantly monitor whether the members are doing the work.

- OD-2: Technical knowledge and skills of employees are not enough to realize organizational goals. Also not that much self-confidence. They lack psychological maturity. But they want to work according to the roles given to them by their leaders. Members in OD-2 have psychological maturity without paying work. It is extremely important for leaders working with such members to guide and motivate willing and motivated employees.

- OD-3: Group members have sufficient knowledge and experience to achieve goals according to objectives. Thus, they are not ready to do their work while the work is mature. In front of such employees, the leader should demonstrate a more behavioral leadership model. Members in OD-3 are not psychologically mature, although they have a working level. Therefore, leaders working with such members must be behaviorally oriented.

- OD-4: Group members at this level are ready to succeed in every way. Their leaders have a lot of trust in their group members and have given each of them the power to take the initiative in decision-making. With this group, the leader cannot be expected to exhibit either a very business-like or relationship-oriented demeanor. OD-4 members have high work and psychological maturity. Therefore, leaders who work with such members are observed to exhibit moderately business-oriented and relationship-oriented behaviors.

Characteristics Of Leaders And Its Power Resources

The fact that leaders have different characteristics than other individuals does not mean that people who do not have these characteristics can never be leaders or that anyone who has these characteristics can be a leader of an organization. The main point to emphasize here will be the general characteristics of people with leadership qualities that have emerged in certain research and studies. Some studies have proposed different ideas about the characteristics that a leader should have. Their ideas can be classified as follows:

1. Characteristics that a leader should have.

- Successful, intelligent, positive thinker, values success, determination, self-confidence, initiative, management ability, sense of humor, cares about employees' health, recognizes that principles are more important than rules, realistic, passionate, ambitious, honest, emotional to have stability and cognitive ability, to be knowledgeable about work;

- Forward-looking and having high communication skills, decisive, self-confident, creative, highly understanding, honest, consistent, motivating other individuals, able to solve complex problems, patient, cooperative;

- Courage, creativity and management ability, vision, communication skills, organizational commitment, risk-taking, cooperative behavior, charisma, reliability, self-confidence, strategy development, adaptation to change, innovative.

Below are some key leadership qualities that a leader should possess in today's modern era:

- Must be a designer, check and reveal assumptions;
- Must be honest, approachable and humble;
- A leader must know himself and listen to others;
- Must maintain high morale of employees, promote teamwork and unity;
- He should not be afraid of criticism and control the results;
- Should take risks when necessary, not be overly controlling and use time well;
- Must be an expert and simplify things;
- Must know the group members well and trust them;
- Must set goals, targets and standards;
- Must make correct and quick decisions;
- Must be democratic, involve group members in decisions and invite opposing opinions;
- The leader must be able to see the future, be constantly aware of the negative aspects of the future and make prudent plans;
- He must resist with patience, determination and courage for uncompromising goals;
- Even in the most difficult conditions, he should not lose hope and keep his morale high by always giving faith to those around him (Porter, 2007).

It is not right to expect every leader to have every one of these characteristics. It is sometimes seen that leaders in organizations do not possess many of the qualities briefly discussed above, or possess only a few, but still can influence other people in the organization. Considering the different characteristics of leaders, the most common characteristics are honesty, motivation, sociability, openness to communication and high self-confidence, it is extremely important for them to be stable and consistent, to mobilize their external audience and to motivate them to achieve their goals.

2. Power resources of leaders.

Leaders must have power over their audience to influence, move, and motivate others. The success of leaders mainly depends on their strengths. The sources from which leaders derive their authority may vary. If a leader derives his power from the level of knowledge he possesses, another leader can influence people by standing out from others due to his charisma. Organizational leaders use various sources of power to influence their audiences and unite them around goals. What is important is that these sources of power are used in the right way at the right place and time and activate the employees in the organization. It is possible to rank the power resources of leaders in influencing others as follows:

1. Professional power: It is a source of power that comes from leaders' expertise, knowledge, skills and experience in a subject. Experiential power comes from the leader's personal knowledge and experience. However, although it is personal, it is limited to the sphere of activity of the individual. Leaders who use this power support employees to express and implement their ideas and thoughts.

It is important for a leader to have knowledge and experience in any field. In general, people who believe they are knowledgeable and are asked to use their expertise have more influence over others.

2. Rewarding Power: The ability of leaders or managers to reward others in any way is a source of power. In terms of rewarding power, leaders use informal rewards such as salary increases, promotions, rewards, praise, approval, appreciation to motivate their followers. A leader leads people by promising or giving rewards can mobilize. At this point, when a leader stops giving punishments or rewards, his power over others may decrease. What matters is that employees willingly follow their leaders.

3. Legitimate Power: It is the exercise of authority given by a manager by a manager. In other words, it is the official authority given to a manager. Legitimate power is often associated with governance. While leadership is a more informal and spontaneous process, management involves more formal relationships. Subordinate employees must obey. It is the power that comes from the organizational hierarchy and comes to the leader from his status in the organization. It's about authority. It is also possible to define legitimate power as positional power, which is defined as the power to influence people around because of one's position.

4. Coercive Power: Some leaders control employees through punishment and fear and derive their power from coercion. This power consists of material and moral coercion and threats that individuals use to move in the direction they want. With this power, leaders can issue fines, warnings, censures, or cut salaries. Because this type of power is based on fear, leaders resort to this type of power when they cannot establish an authority.

5. Charismatic Power: Sources of energy expressed as charismatic power and expertise are important. The personal characteristics that make leaders attractive to others are expressed to create love, respect and trust. This power is related to the personality of the leaders. The ability of the leaders' personality to inspire subordinates, to express their wishes and hopes is the basis of this source. Love and respect for leaders is of great importance in influencing others. Followers of a beloved and respected leader eagerly follow him.

Leadership Styles

Because there are many factors that influence a leader's leadership style, there is no one best leadership style that will apply in almost all circumstances. The environment and circumstances in which each leadership style can be applied are different. What is important is to identify the factors that influence the leadership style, to determine the most suitable leadership style taking these factors into account and to be able to apply it effectively. Leaders adopt different behavior styles according to the conditions of the environment they live in while performing their duties. Choosing an appropriate leadership style will significantly contribute to the realization of both individual and organizational goals. For this reason, when determining the leadership style to be applied, some factors such as the field of activity of the enterprise, the subject of activity, personalities of the personnel, cultural structures of countries, time pressure, structural and environmental problems should be taken into account. There are three main elements to consider

when determining the most appropriate leadership style: the leader, the group, and the work environment. However, there are many different variables that influence leadership in the work environment, which can be listed as follows:

- The influence and nature of the external environment;
- Effects of national culture;
- Leaders' characters, personalities, attitudes, skills, value systems and personal values in the eyes of others;
- Organization and management systems;
- The influence of leaders and the foundation of leader relations;
- Personnel characters, needs, expectations, attitudes, self-confidence, experiences, motivation and commitment;
- The relationship between the leader and the group, as well as the relationship between group members;
- Type and structure of the organization, different stages in the development of the organization;
- Type of work performed, level of structure or uniformity, technology and methods of work organization;
- The nature of the problem and the nature of the leader's decisions (Wheelen & Hunger, 2011).

Leadership styles are divided into two groups according to their nature: traditional and non-traditional.

It refers to traditional leadership styles: autocratic, democratic-participatory and liberal (leadership that recognizes complete freedom).

Non-traditional refers to modern leadership styles: charismatic, interactive and variable.

Traditional leadership styles

1. Autocratic leadership style

An autocratic leader is a leader who tries to retain complete authority. Such leaders motivate their followers by giving orders and criticizing their mistakes. This leadership style is consistent with the expectations of workers trained in autocratic and bureaucratic societies. Autocratic leadership corresponds to the expectations of group members in autocratic and bureaucratic societies, gives the leader the confidence to act independently, and allows for more effective and rapid decision-making. However, there are many negative aspects of this management style: excessive egoistic behavior of the leader, disregard for the beliefs and feelings of the employees, resulting in hatred, lack of morale, conflict within the group, disagreement with the management, as a result, the gradual loss of the leader's authority, dissatisfaction with the fact that group members are not given the right to speak. and discourages the desire to work, creates alienation at work and decreases creative potential.

Although the autocratic style of leadership has some disadvantages, it is also true that it is one of the most effective leadership styles when the leader is really needed and decisions must be

made and implemented immediately, especially in extremely stressful situations. If there is traditional respect for and obedience to elders in all spheres of society, from family and school life to the state, in such a society leaders are expected to exercise full authority, and in such societies only an autocratic leader's personality is considered acceptable. The fact that traditional cultural values are strong in Azerbaijan (especially in the regions) encourages the wide spread of the autocratic leadership style.

2. Democratic-participative leadership style

Democratic leadership style is the opposite of autocratic leadership. A leader who embraces this leadership style gets employee feedback and participation on almost every topic. It is clear that a leader who adopts democratic-participative leadership will be more likely to be chosen and liked by employees. In the democratic-participative leadership style, the mechanism of moving together has a positive effect on the leader-audience interaction. People who act with such leaders are seen to have higher morale and motivation. Being in harmony and cooperation with leaders and employees is also effective in achieving goals.

The main point to note here is that the leader, while acting democratically, takes the risk of appearing unnecessary or ineffective to his audience. The goal of a democratic participative leader is to completely free and not interfere with employees, but rather to ensure their participation by acting with them in achieving goals. Democratic participative leaders tend to share administrative authority with group members. Managers inform their employees about situations affecting their work and encourage them to express their opinions and make suggestions. When setting plans and programs, they divide labor with their employees and try to take into account the opinions of all group members. This type of leader prefers to use their experience and interests to influence subordinates rather than to dictate tactics. The most distinctive feature of this leadership style is that activities are carried out without a leader. However, the presence of a leader is inevitable when making decisions. Psychological satisfaction and high morale and motivation of employees are among the advantages of this leadership style. It causes the loss of time, the slow work of all important and unimportant decision-making system, when the working group is large, both the cost increase and the emergence of some innovations, sometimes it causes the group to be ineffective, sometimes it causes the group to be incompetent.

3. Liberal leadership style

In this leadership style, leaders barely use their management authority. They are afraid to use the power given to them and take responsibility. Just as often interfering with group members and not giving them the right to speak causes some problems, giving group members total freedom and giving them all the power also causes some uncomfortable situations in organizations. Often, members want to know that they have a leader in their head and to feel that this person is a leader. Leaders generally emerge when people need them. Leaders with a completely free leadership style do not have much influence over the employee. Group members behave as if there is no leader at the head, and at this point they feel completely free. Such leaders do not exercise any authority in any way and delegate all their authority to the members. For this reason, a power vacuum inevitably arises within the organization. The role of leaders is the same as that of other group

members. They depend on the group to achieve their goals. They leave team members alone and allow each employee to set goals, plan, and schedule within the resources given to them. They do not make any effort for their development. Employees are self-educated and self-motivated. The main task of leaders in this style is to provide resources for subordinates and solve problems that may arise with them.

One of the advantages of leadership is that it gives complete freedom to mobilize the individual training and creativity of each member, to mobilize the ability of subordinates to form groups with the people they want when they need it, and to make the decisions that best suit the subordinates. Overriding the leader's use of authority, causing anarchy within the group, causing everyone to move towards their desired goals, a significant reduction in group success outside of individual achievement, increasing chaos and anarchy, ways to avoid work and use organizational resources for themselves. Inaction, group fragmentation and other such factors are among the disadvantages of this leadership style.

Non-traditional leadership styles

1. Changeable leadership style

One of the leadership styles is variable leadership style. It is a leadership style that adapts to a transformation process according to the requirements of changing environmental conditions. This leadership is a process that unites the motivation of leaders and employees to achieve a designed change and ensure progress toward collective goals. Such leaders are people who are open to change and transformation, can make more radical and risky decisions and use initiative.

They are also effective in motivating employees. Transformational leadership is said to have four main characteristics. These features are:

1. Self-interest: Transformational leaders are interested in their followers' success.

2. Ideal influence: Ideal influence, which constitutes the charismatic element of transformational leadership, is appreciated by the leader's followers. Idealized influence in leadership includes integrity as well as ethical and moral behavior.

3. Mental stimulation: Transformational leaders encourage their followers to be innovative and creative by questioning assumptions, revisiting problems, and approaching old situations in new ways.

4. Inspirational motivation: Transformational leaders inspire and motivate their followers by "adding quality and meaning" to what they do (Gamble et al., 2013).

Transformational leaders motivate their followers in three ways:

- Reconciling the work values and personal values of the personnel;
- Creating conditions for personnel to increase their effectiveness;
- Facilitating the social identification of personnel with their group and organization (Wheelen & Hunger, 2011).

Different characteristics of transformational leadership can be characterized as follows:

- Changeable leadership creates a sense of importance of roles and their effective performance.

- Transformational leadership ensures that employees know their needs in terms of personal development, success, motivation and confidence. It motivates employees to work for the benefit of the organization and not for profit and profit.

- Transformational leadership is a change-oriented leadership model. It ensures that change is successfully achieved by demonstrating the necessary behaviors at different stages of the change process. In this regard, variable leadership comes to the fore especially in crisis situations, in dynamic and unstable environments, in non-institutional organizations and in low-analytical, complex-structured jobs.

- Although charisma is an important element for transformational leadership, it is not sufficient by itself. Transformational leaders do not necessarily have to have a charismatic personality. It is enough to have predictive abilities and therefore initiate changes (Khalilov, 2022).

2. Reciprocal leadership style

The goal of this leadership style is to motivate the team to achieve work. When they use their power, they try to satisfy the demands and needs of the group members and use it to increase the opportunities of the employees, to give rewards and status to the employees. Here, it is important to ensure that employees work more efficiently, creativity and innovation are not a priority. These leaders support employees within the existing organizational culture and pay attention to their physical and safety needs in order to realize the opportunities expected of them to achieve their goals. The most important characteristic of these leaders is the ability to connect the past with the present. There are three main characteristics of the interactional leadership style, and the characteristics can be listed as follows:

- Management by exceptions (active): With this dimension, interactive leaders immediately allow severe criticism, punishment or dismissal to eliminate a problem or setback in the organization.

- Management by exceptions (passive): These leaders leave their employees completely free to carry out their tasks and prefer to find solutions for their employees instead of intervening to solve their problems. Because when they have to make a decision, they struggle and often procrastinate.

- Contingent reward: It means that the leader gives monetary rewards to his employees if they achieve predetermined and defined goals. To achieve these goals, there is a positive relationship system between the leader and his employees based on occasional warnings. Therefore, employees perform their jobs and duties to perform their duties as expected and receive rewards in return.

Charismatic leadership style

People are born with certain characteristics that are charismatic, or these characteristics are gradually acquired later. These two approaches are equally supported by researchers. From an organizational point of view, the concept of charisma is characterized by the ability of a leader to gain the trust and admiration of other people, especially followers, and to be an influential power factor over them. Charismatic leaders are characterized as outgoing, self-confident and successful.

These leaders generally emerge during times of transition or crisis. They appeal to the emotions of the people around them, create emotional excitement in the people they communicate with, and have the characteristics of impressive and innate charm. Such leaders are people who believe in themselves, express their views clearly and have the necessary influence in the environment. They are visionaries who can mobilize people to achieve a goal they believe in. However, they cannot have the same effect on everyone: they are considered ordinary for some and extraordinary for others.

The main characteristics of charismatic leaders can be listed as follows:

- They have a great need for influence and pressure on others.

- Ability to identify weaknesses and sensitivities to environmental constraints and stakeholder needs.

- In crisis situations, they choose a radical solution.

- There is continuity in his skills.

- Has strong speaking skills.

- They take advantage of new and unconventional means to achieve their goals, and use their personal power to influence their supporters.

- They have a high sense of self-confidence and extraordinary abilities.

- They are able to convince others of what they believe.

- They take risks.

- They sacrifice themselves for the claim.

- To achieve the goal, they do not shy away from high costs.

- They are interested in the needs of employees.

The Result

The general purpose of education and upbringing measures in school is to ensure the healthy and productive growth of children, who are the future of a country, in terms of knowledge, skills and behavior. School principals are at the head of educational and educational work in the school. To be effective, school principals must possess a range of knowledge and skills, both in management concepts and theories, and in human relations. The school administrator should be the leader of the internal elements that will realize the goals of the school, keep its structure alive, and protect its atmosphere. The ability to balance the individual and organizational dimensions of the social system called a school requires school leaders to be social engineers as much as organizational engineers. The administrator is the legitimate leader of the school, the most important symbol and holder of authority and power in the school.

In my opinion, leadership is a personal quality that can mobilize the voluntary support of people in any matter. based on skill. Seven functions make up the center of educational leadership. These are; coordination, problem solving, teacher leadership and teacher development, teacher evaluation, instructional leadership and support, resource management, and quality management.

Perhaps everyone thinks that a leader can be a perfect leader if he has good human qualities. I think a good leader should be able to exhibit these behaviors in time. Showing good human

qualities does not always bring success. It is necessary to act according to time, person and situation. Of course, the leader should try to be extremely humane. But the leader's goal is to bring people to success, which can be left behind in society only in a humane way and by giving space to everyone. Because there will be those who use it. When a person's work is an example to the whole world, it is always an object of envy. If the work is done at an average level, the person is safe, they do not touch him. If he creates a masterpiece, millions of languages come into play. A leader is always attacked for being a leader, and the power expended to accommodate him is proof of his leadership.

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