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"THE ROLES OF STAKEHOLDERS IN SCHOOL DEVELOPMENT: PERSPECTIVES AND SUGGESTIONS FROM SCHOOL LEADERS"

ABSTRACT

This study aims to explore the perspectives of school leaders on the roles of various stakeholders in school development and provide suggestions for effective stakeholder engagement. The research involved interviews with a sample of school leaders from different educational settings. The findings reveal that stakeholders, including parents, teachers, students, community members, and government officials, play critical roles in school development. School leaders emphasized the importance of collaboration, communication, and shared decision-making in engaging stakeholders effectively. They also identified challenges, such as conflicting interests and limited resources, that hinder effective stakeholder engagement. Based on these findings, the study offers practical suggestions for school leaders to enhance stakeholder involvement, including establishing clear communication channels, involving stakeholders in decision-making processes, and fostering a sense of ownership and shared responsibility for school development. Based on the findings, the study offers practical suggestions for school leaders to enhance stakeholder involvement in school development. These suggestions include establishing clear and open communication channels, involving stakeholders in decision-making processes, fostering a sense of ownership and shared responsibility for school improvement, and providing opportunities for stakeholder training and development. This research contributes to the existing literature review and practice research on stakeholder engagement in schools and provides valuable insights for school leaders seeking to improve their practices in involving stakeholders in school development.

Keywords: stakeholders, school, communication, decision-making, education

INTRODUCTION

Statement of research. As it is known, raising a person is a process that requires a lot of effort and labor. A child's first teachers are parents, and their educational duties do not end at the door of the school. Therefore, as partners in the educational process, their duties and responsibilities are expected to continue. Families also have to deal with their children's circle of friends with harmful habits, uncontrollable use of social media, virtual games, and negative living conditions. It is useful to participate in cooperation efforts. The relationship between the teacher, student and parent, which are the three basic elements of the educational process at school, can be compared to a tree. The success of the student depends on the continuation and support of the education and training started at school. Such support can only be provided through strong cooperation between the school and the family. Cooperation means that people act together by joining their forces in order to achieve success. School-family cooperation can be defined as the combination of efforts and activities of parents and teachers to support the development of the student within the concept of joint responsibility. Here the social, economic, political and individual development tasks of education and the school as an educational institution come to mind. On the one hand, schools fulfill their social duties by socializing their students, and on the other hand, they have a political function by training qualified citizens and future leaders. The Constitution of Azerbaijan (1995) envisages the upbringing of citizens as responsible, egalitarian, socially just, participatory, respectful of differences and having internalized democratic behavior. The school and the family have mutual expectations regarding the education of children and youth who will be the adults of the future, and the school-family cooperation has an important role in fulfilling these expectations. In order to create cooperation between parents and the school, certain conditions must be met. Each stakeholder has responsibilities in providing these conditions. A successful partnership includes qualities such as goodwill, openness, respect, sympathy, honesty and appreciation. In the process of building a relationship, the steps to establish clear rules for mutual understanding and cooperation are important. In the process of school-parent cooperation, newsletters, letters or notes, written messages, the school's website, homework diary, electronic student booklet are considered important communication tools that will prevent the communication gap between the parties. Undoubtedly, as always, problems can be encountered in school-family cooperation. In the survey conducted in this regard, findings were observed that different problems were experienced.

In the studies carried out in different countries, some findings related to the importance of school-family cooperation, the responsibilities that stakeholders should bear, the practices and

problems experienced during the cooperation process, the provision of communication between stakeholders, the ways to solve problems and the impact of cooperation on stakeholders have been revealed. The basis of the dissertation is the Law on Education of the Republic of Azerbaijan. 31-34 of the education law of the Republic of Azerbaijan. The articles contain regulations on the appointment, duties, powers and responsibilities of school principals. Detailed explanations of these items are given below:

“Article 31. Participants of the process of education

31.0. The following shall be the participants of the educational process:

31.0.1. learners – children, school children, students, cadets, master students, doctoral students and others;

31.0.2. educators (pedagogical staff) – teachers, assistants, advisors, tutors, mentors, assistant teachers, assistant mentors, pre-military training coaches, defectologists, logopedists, production training masters, practicing psychologists, sociologists-pedagogues, heads of children’s unions at schools, methodologists, heads of study and music groups, scientific-pedagogical staff, engineeringtechnical who are directly involved in the teaching process, teaching-support staff, babysitters, instructors, librarians of the educational institutions, publishingediting staff, staff at the leading units of the entities managing the education, supervisors at educational institutions and authorities involved in teachingupbringing activities, concertmasters and trainers employed by educational institutions, staff from social protection, health and other authorities who are directly involved in the pedagogical activity and other individuals involved in the teaching-upbringing process;

31.0.3. parents or their legal representatives;

31.0.4. authorities that administer education and municipalities;

31.0.5. other individuals and legal entities involved in teaching-upbringing.”

These explanations are only in accordance with articles 31 of the education law of the Republic of Azerbaijan. It covers the articles. For other articles and more detailed information, it is recommended that you consult the relevant education law.

The aim of the research. In the research, the practices of sample schools that are determined to be prominent in at least one of the school development areas (academic, social-sporting and cultural, project and institutional capacity) specified in articles 31-34 of the "AR Education Law" are analyzed and qualified findings are thought to contribute to all education. In line with this target, the practices of exemplary schools, which are determined to stand out in at least one of the school development areas (academic, social-sporting and cultural, project and institutional capacity) specified in articles 31-34 of the "AR Education Law", are implemented

by the school administrator, teacher, student, family and It is aimed to analyze the environment and school climate dimensions. In this context, it is hoped that as a result of the research, important practical data will be presented to researchers and school administrators, especially regarding the school development process. In addition, the findings from the research are thought to be important for school administrators, teachers and all education stakeholders in the processes of producing effective policies and determining qualified practices for becoming an effective school and school development.

Research methods. In this study, qualitative and quantitative methods were used. In the research, a case study, which is widely children-teacher-director-parent public association theme were chosen. Primary schools located in the center of Baku were chosen as the research subjects.

In this study, criterion sampling technique, which is among the purposeful sampling methods, was preferred to determine the participants. According to Patton (2014), purposeful sampling methods offer researchers the opportunity to access rich and in-depth information. Since it was desired to obtain detailed and in-depth information in the study, detailed interviews were conducted with a limited number of school principals who experienced the phenomenon and could explain it. In this context, it was decided to use the criterion sampling method in determining the sample in the study. Grix (2010) stated that the criterion sampling technique can be used to ensure successful representation of individuals or events. In studies produced with the phenomenology pattern, participants; It is very important to select individuals who experience the phenomenon, make sense of it and reveal the relationships between reality and the phenomenon. In the criterion sampling technique, criteria created by researchers or prepared in advance can be used. Two criteria were determined by the researchers in determining the participants in this study. The criterion in the study is that the school principal must lead the work that will be exemplary in effective school practices, have experienced experiences and be composed of administrators who can convey them as they understand them.

In the research, data were collected by both quantitative and qualitative methods, and the data obtained through interviews were evaluated together with the data collected through the survey form. Additionally, the data obtained was supported by observations. Thus, by diversifying the data in the research, an attempt was made to reach more realistic results and ensure reliability. The quantitative data of the study were analyzed through descriptive analysis. For this purpose, the surveys were first examined one by one and numbered. Then, the data from these surveys were transferred to the computer environment and relevant analyses were made with the help

of SPSS 20 package program. The findings obtained are presented in tables in the form of percentage and frequency values.

The qualitative data of the research were analyzed and interpreted through descriptive analysis and content analysis. The interview texts were first transferred to the computer environment as a "word" file.

In the research, it was revealed that some teachers and administrators defined the concept of school development as analyzing the situation of the school and doing planned work, while the majority of the participants saw it as improving the physical structure of the school. Among all the participants, there were those who pointed out the importance of communication and interaction between stakeholders in improving the school. Teachers and parents think that informative and encouraging activities such as meetings and seminars should be held for parents in order to make parent participation in school development activities more effective. Some participants think that help should be sought from experts in school development. The majority of parents want their opinions and suggestions to be taken into consideration regarding the timing of their studies. Regarding the timing of activities that require family participation, it was understood that parents of all three schools mostly preferred weekend days.

It has been understood that most of the school stakeholders want to participate in school activities and that this participation will make them happy. However, it was concluded that parents need to be guided and encouraged by the school administration and teachers in this regard. Parents listed the activities that can be done by them as helping to organize social and sports events, communicating with the school, providing financial support, participating in decision-making, and supporting the development of physical facilities. Some suggestions have been developed in line with the findings and conclusions.

The object and subject of research. In this section, comments were made by placing themes, codings and direct quotes related to school-family cooperation. The findings obtained in the process of data analysis were also compared according to the title of the participants and the socioeconomic position of the district where the school is located. When the findings are examined, on the one hand, there are differences between managers and teachers and parents' meetings; on the other hand, it is understood that these differences are also reflected in the schools to which the participants belong. While interpreting the findings in the study, attention was drawn to the similarities and differences between the schools in the meetings of the manager, teacher and parents.

Research question.

The purpose of this study is to reveal the situation regarding school-family cooperation in Baku/Azerbaijan according to the opinions of school administrators, teachers and parents. To achieve this goal, answers were sought to the following questions:

1. What are the school-family cooperation practices?
2. How is communication ensured during the school-family cooperation process?
3. What are the problems encountered in the school-family cooperation process?
4. What are the ways used to solve the problems encountered in the school-family cooperation process?
5. How does school-family cooperation affect stakeholders?

CHAPTER I. THEORETICAL FOUNDATIONS of THE ROLE OF STAKEHOLDERS IN SCHOOL DEVELOPMENT

1.1. Analysis of scientific literature

It is necessary to conceptualize management, which is understood as an activity through which means and procedures are mobilized to achieve the goals of the organization, mainly including managerial and technical-administrative aspects: that is, management involves the involvement of people in the school.

The school and local communities are in school decision-making processes in the field of education, and this will be possible only through the democratic and participatory management of the school, which guarantees the participation of all social actors involved in the educational process.

Currently, this participation is carried out in public schools through school boards, class boards, parent-teacher associations, student unions, and national, state, and municipal boards of education, of which re typified.

These bodies constitute a space in which there is collective participation in the processes of standardizing the educational process and thinking about decisions that can positively or negatively affect the educational systems of education, a space in which everything is organized in different ways and colleagues can participate. Express opinions, discuss build proposals, and decide what needs to be done by law in order to receive quality education and teaching.

School advancement planning may be a vital arranging prepare by which individuals of the school community conduct a careful assessment of their school's instructive program and execution within the past school a long time and create a composed plan that sets up the beginning point for continuous assessment of endeavors to realize changes in understudy results in succeeding a long time. In pith, a school change arrange could be a street outline that sets out the changes a school has to make to research the level of understudy accomplishment. Shoreline and Lindahl (2004) deplored the truth that with the evacuation of the arranging from the preparing of principals and the rehashed disappointments of arranging activities, the significance of arranging as a central handle in schools was misplaced footing. Numerous plans which required broad exertion to be created are frequently cleared out to assemble tidy; in this way partners are regularly driven to question the esteem of the work out. But the significance of arranging as a portion of the principal's work cannot be overemphasized as Shoreline and Lindahl (2000) have contended. Judah and Paul (2014) contended that the method of (vital) arranging offers instructive teach the opportunity to recognize how they would commit assets over the long term to back the achievement of the mission of the school. They built on this

foundational perception by contending that the center of instructive arranging at the regulation level is the enrichment of learner encounter and change in learner results. Judah and Paul proposed that more broadly the organization key arranging prepare may be characterized as a alter handle which is expecting to convert the organization, construct agreement and a common vision. This undertaking they fought must include all partners.

Tedder (2006), who investigated the perception levels of administrators and teachers about their roles in improving the school and increasing student success, conducted his study with a qualitative method in two primary schools in Florida. Data was collected through interviews with administrators and teachers at both schools. The results obtained show that teachers, administrators, and parents all have important effects on school development and student success. Another finding of the research is that success increases as education and training become localized.

Hickman (2007) also conducted a study investigating the obstacles to family participation in education at the high school level. He collected data through interviews with the families of the students he identified at a high school called Stratford High School and analyzed this data. The findings obtained are similar to those obtained from other studies in the literature. The most frequently mentioned obstacles are listed as working hours, workload, school activity hours not being suitable for parents, transportation and family reasons.

The majority of parents participating in the research accept the importance of family involvement and believe that it will positively affect the student's success. Regarding the school's incentive situation, the majority of the participants think that the mentioned school cannot motivate them enough to cooperate with the school. 15 participants stated that the school did not welcome them well and that they did not feel comfortable at school (Hickman, 2007, 72-78).

Yuen (2007) examined the transition process from primary to secondary education for children from families with low socioeconomic status and students without parental support and parental participation at the secondary education level. The research is a case study conducted at Bayview Middle School. Research data was obtained from interviews with six parents. The main aim of the research is to investigate what students, whose economic situation is weak and who cannot receive support from their families, seek to continue their secondary education and the participation status of their families at the secondary education level. The findings revealed that students first applied to people close to their family circle, then to social support organizations, and finally to the school. Forrest (2007) conducted his research titled "Five-Year Change Process in a Secondary School" as a "single case study". In the research, the experiences

of school personnel who consider improving the school with the principle of continuous development in order to increase student success and the actions take within the school in this process were examined. The research basically examined which contextual factors affect change and how they affect it. In this context, interviews were held with all stakeholders who could have an impact on the change, including regional education leaders. Additionally, document review was conducted and data was collected with observation forms. The data are at three different levels; It was analyzed chronologically, categorically and according to stakeholders' opinions.

According to the results obtained, the change process at the school initiated two different sets of actions in two separate stages. These aim to create small learning groups within the school and a professional learning community throughout the school. In the first stage, a new culture was created in the school that pursued continuous improvement. A cultural change towards cooperation has been achieved by removing the isolation between the individuals that make up the school community. During this process, some exciting changes were seen in the infrastructure of the organization, with participants rethinking and taking part in different formations. At the end of this stage, a "culture of constant change" was created at the school. In the second stage, this culture was institutionalized.

It has been observed that this five-year change process is quite complex, rather than a linear change process, and many factors are intertwined and interact with each other in this process. Among these, an administrator who is willing and works at an intense pace, a community of employees who are willing to change the school, and an environment that is inclined to contribute to change are seen as the most important factors.

Schroeder (2009) investigated the relationship between the development of elementary schools as professional learning organizations and student achievement. The organizational learning level of schools was measured according to the opinions of the principals. The population of the research is primary schools in Southern California. The "School Professional Staff as Learning Community Survey" tool developed by Hord (1996) was CPS in the research. It was aimed to participate in the research of 921 school principals working in 146 regions. 231 school principals completed the survey sent by e-mail. The success of the students was measured by the "California Academic Performance Index (API)" evaluation system.

According to the results of the research, it was seen that there was a positive relationship between the organizational learning level of schools and student success. The sub-items that the principals participating in the research perceive at high levels regarding the level of organizational learning in schools are as follows (Schroeder, 2009, 85-87):

- School principals involve all staff in discussions and expressing opinions on school-related issues.
- All employees participate in vision determination activities regarding school development.
- Visioning efforts always focus on the student, teaching and learning.
- All staff meet regularly and discuss school-related issues. They learn many things from each other.
- Some studies are carried out and procedures are followed to increase communication among employees.

Regarding the school development process, the items that school principals perceive the least in their schools are the items about employees visiting each other's classrooms, evaluating each other, and guiding each other (Schroeder, 2009, 88).

Caputo and Rastelli (2014) found prove which bolsters the discoveries of Thompson et al. (2017) that the quality of authority a school gets makes a contrast to the prospects of a Taste having an affect on the school's execution. In their examination of an in-service preparing program which focused on lower auxiliary school instructors in schools which had created school Tastes, Caputo and Rastelli found, among other things, that (a) contrasts in arranging procedures influenced comes about, (b) school changes were related with the capacity to carry out a cautious examination of context, and (c) the capacity to prioritize components within the symptomatic stage of the method were basic to the victory of plans. These opinions are reverberated by Montanari (2018) who proposes that School Enhancement Arranging isn't merely a arrange but a framework for alter, for which the arrange, itself, is basically a outline that recognizes the school's aiming goal. Montanari cites comments ascribed to Sam Redding, Relate Executive of the Center on School Turnaround at WestEd who fights that high-functioning schools ceaselessly do the correct things and continuously search for ways to progress. Schools that fall flat with comprehensive school change do so not for need of assets, other than time, but for requesting of assurance and inner teach. The address of how perseveringly schools attempt change arranging has been inspected by Mekango(2013) who conducted a study in the Meteke Zone. The think about was outlined to survey the hones and challenges of school change program execution in auxiliary schools as well as to recognize the major accomplishments and major issues related with the execution of school change program. Mekango found mixed comes about, specifically that in most cases insufficient consideration is given to arranging and only in a few ranges is tall consideration given. The consider encourage found that making mindfulness among partners on the significance of arranging as

well as building capacity to create and execute plans were basic mediations that required to be made in arrange to attain positive comes about from the execution of school advancement plans. School management from a democratic point of view has its own characteristics and requirements. To achieve it, we must follow procedures that promote engagement, commitment and participation of people. To do this, it is necessary to promote activities and perform functions that promote the presence and increase the activity of people in schools. However, the democratic way of governance involves the exercise of power, including the processes of planning, decision-making and evaluation of the results achieved, etc. Thus, it is about strengthening the procedures for the participation of the school and local communities in the management of the school, decentralization of decision-making processes and division of responsibility. (DOURADO, 2011, p.15)

In democratic management it is understood that this requires that there be a collective participation of all those involved in the educational process, it is also necessary that it prepares and dedicates managers to the process of teaching and learning, that the ability to plan and delegate functions and tasks, who knows and understands planning so that it can get all involved to actively participate, and it also helps foster a culture in which the entire community recognizes and understands the importance of the institution's educational heritage, i.e. school. In this context, it can be said that democratic participatory governance in a school requires community participation in the actions developed in the school. We know that this is not always an easy task, it is up to the manager and the management team to think through and develop strategies to motivate people to participate and participate in the life of the school. What a lot of people don't have, so it's essential that management have good planning in order to ensure the presence and participation of all who are involved in this process. And it's about planning, which will be discussed in the next topic, about its importance in ensuring the participation of all social actors that are part of the democratic and participatory process of school management in public schools in our country.

The idea that the active participation of students, families and teachers, who are accepted as natural members of schools, in the realization of the functions and activities of education, in solving the problems in school processes, in the school management will make the education processes and results healthier, is a matter of debate today. Effective participation in management provides an increase in the commitment and performance of stakeholders to the institution, and is effective in many issues such as improving the organizational climate, internalizing corporate goals, increasing organizational efficiency and quality, reducing conflicts and making healthier decisions. The most basic point of benefiting from human

resources is possible with the participation of all stakeholders in management and education processes in a democratic environment. In this context, it is stated that the aim of participatory management is to increase the effectiveness of individuals in being effective in management through democratic processes and in providing a cooperative working environment on problems (Feldman, Khademian & Quick, 2009, p. 306). For the school, participation means that families, teachers and students have a say in important decisions, processes and practices concerning the school. The effective participation of families in their children's education is seen as one of the important factors in terms of effective and qualified education (Hornby & Lafaele, 2011), and the importance of cooperation between teachers and school administrators in the education process and their participation in learning activities both at home and at school is constantly stated (Morrison, 2006)). Family involvement plays a major role in the child's effective display of communication skills and in their socially healthy development. It is emphasized in many studies that family involvement and support are very beneficial for the development of children of all ages in different areas (such as academic success, social and personality) (Anders, Rossbach, Weinert, Ebert, Kuger, Lehr & Von. Maurice, 2012; Arnold, Zeljo, Doctoroff & Ortiz, 2008; Jeynes, 2007; Kleemans, Peeters, Segers, & Verhoeven, 2012). Lim-Soo Yin (2003) expresses the benefits of family participation for the child as follows: The child's academic success level rises, he gains the habit of doing homework regularly, his interest in school increases, and he needs less special education. LimSoo Yin explains the benefits of family participation for them as follows: They are more interested in the social and emotional needs of the child, they understand the education and training programs at school better, and they participate more in their children's home learning activities with the guidance of teachers. Lim-Soo Yin states the benefits of parent involvement for the school as follows: Schools receive more support in the environment, higher quality of programs is obtained, and they tend to have a better place in society. It is mentioned that family participation in school management is not sufficient for different reasons and there are many factors that prevent participation. In the researches; parents' intense working (work) conditions, socioeconomically disadvantaged mothers' intense housework, lack of knowledge and awareness about participation activities and types, leaving the education entirely to the school administration and teachers and not seeing the need for participation, not being given the right to speak enough in the management processes and not paying attention to their opinions, the perception that school administrators expect only financial contribution from the families and the school administrators It has been determined that families cannot spare time for participation studies due to reasons such as not giving enough importance to family participation. One of the most important stakeholders for

schools is undoubtedly teachers. School administrators should be aware that the real success and development of the school can only be realized by teachers. As a leader, the school administrator is the person who provides the opportunity for creative participation in the management in the realization of the stakeholders. In the processes of managing schools, school administrators should involve teachers in decision-making processes and support them in expressing their ideas. Managers should emphasize a cooperative and participatory management approach instead of a hierarchical management approach (Blase, 1997, 139). Considering that school administration is one of the most important factors in the process of democratization of the climate at school, teachers can be more creative and productive when they participate more in administration and act more freely (Patrinos, Barrera-Osorio, & Fasih, 2009). In the study conducted by Bouwmans, Runhaar, Wesselink, and Mulder (2017), it was determined that school principals with transformational leadership characteristics increased their teachers' participation in decision making. Can and Bayramoglu (2016) state that there are positive developments in the academic achievement of students, relations with family and society, school discipline and democratic school climate culture with the greater participation of teachers in management processes. In particular, the negative attitudes and behaviors of school administrators, excessive course load, teachers' unwillingness and authoritarian management approach affect the level of participation of teachers in management negatively. The real owners of schools are children. In the problems that concern them, the most correct solutions can be found by children. Children who have a say and authority in the issues that concern them in their schools will be able to produce effective solutions to their learning processes in schools and subsequently to social problems in adulthood (UNICEF, 2013). The aim of education should be to provide the necessary environment and freedom to develop creative knowledge and skills specific to the child. Today, it is an important problem that students do not have enough say in many aspects of the education system or the daily functioning of the school in general and that they cannot participate in the education-teaching processes. Participation is both a need and a right for children. It is observed that the Ministry of National Education frequently emphasizes the importance of democratic and participatory education with various decisions and practices taken in this context.

The practice of taking the opinions of all education stakeholders in both regulations and projects produced by the Ministry of National Education in recent years is also very important. As a matter of fact, a participatory approach has been adopted in this context, both in the training program changes and in the 2020 Education Law studies. The development of children's participation abilities is directly related to the opportunities provided to them. If children are

compared to participatory practices at an early age and widely; In other words, if adults open this opportunity to them effectively, the maturity level of their children will increase faster (Kılıç, 2015). In order to increase the quality of education, it is of great importance to consult the opinions of all stakeholders in education. In particular, ensuring the participation of all stakeholders inside and outside the school in the decision-making process will dominate the thought and feeling of 'our school'. It is important to ensure the participation of policy makers, education administrators, teachers, students, families and the community in determining the vision, mission and core values of the school in the dimensions of education programs, teaching and knowledge sharing.

A society consisting of well-educated individuals is needed for the development and preservation of the independence of nations or states. As it is known, raising people is a process that requires great effort and labor. Parents are the child's first teachers, and their educational duties do not end at the school gate. Therefore, they are expected to continue their duties and responsibilities as partners of the educational process. Families may also have to cope with their children's circle of friends with harmful habits, uncontrolled use of social media, virtual games and negative living conditions.

The desire to protect children from the negative effects of today's conditions makes school and parent cooperation important. If the school and the family cooperate, it is possible to contribute to the discovery and development of the child's potential by getting to know him in many aspects, to cooperate in solving the problems encountered, thus maximizing the benefit of the child. However, from the news and research available on this subject, the school is not open to cooperation with parents, the student is exposed to peer bullying at school (İbrahimova, 2019), the teacher uses verbal and physical violence against the student (Gündüz M., 2015).), findings such as parents coming to school and using violence against teachers, parents not paying attention to their children, parents being insensitive in cooperating with the school (Kulak, 2020), show that expectations are not met sufficiently in practice. On the other hand, field studies that can raise awareness among educators about school-family cooperation are not found in Azerbaijan. In Azerbaijani schools, it is beneficial for all stakeholders of the system, as well as school administrators, teachers and parents, to participate in the cooperation effort. The relationship between teacher, student and parent, which are the three basic elements of the education process at school, can be likened to a trivet. Student success is at the center of the pillar. The success of the student depends on continuing and supporting the education and training started at school at home (Hornby, 2011). Such support can only be provided with strong cooperation between school and family. Collaboration means that people act together by

joining forces in line with goals and decisions to achieve success. School-family cooperation can be defined as the combination of efforts and activities carried out by parents and teachers to support the development of the student within the understanding of common responsibility. Here, the social, economic, political and individual development duties of education and the school as an educational institution come to mind. While schools, on the one hand, fulfill their social duties by socializing their students, on the other hand, they perform political functions by educating qualified citizens and leaders of the future. The Constitution of Azerbaijan (1995) also stipulates that citizens should be raised as responsible, egalitarian, socially just, participatory, respectful of differences and internalized democratic behavior. School and family have mutual expectations regarding the education of children and young people who will be adults of the future, and school-family cooperation has an important role in fulfilling these expectations. In order to establish cooperation between parents and the school, certain conditions must be met. There are responsibilities that each stakeholder must fulfill in ensuring these conditions. A successful collaboration includes characteristics such as goodwill, openness, respect, sympathy, honesty and appreciation. In the relationship-building process, steps to establish clear rules for mutual understanding and cooperation are important. In the literature, there are findings regarding the responsibilities of both the school and the parents in the formation of cooperation. In the book prepared as a school-parent cooperation guide in Poland, it is stated that for an effective cooperation, teachers should take the first step, be ready to communicate with the parents, include all parents in the cooperation, listen to the parents, be open to criticism and new ideas, be clear and determined about the needs and expectations. It is presented as the responsibility of the school to speak in a positive way, to know the students in their family environment, to constantly monitor the development of the student and inform the parents, to talk about the positive qualities of the child before giving the bad news to the parents, and to help them cope with the problems (Lifelong Learning Programme, 2020).

Undoubtedly, as in every field, problems may be encountered in school-family cooperation. In the scan conducted on this subject, findings indicating that different problems were experienced were observed. The findings show that the problems experienced in the field of school-family cooperation arise from the parties not fulfilling their responsibilities. School administrators do not attach importance to informing parents about activities. The teacher's critical, harsh and indifferent attitude towards the student and the parent and financial issues being included in the parent meetings, the school not being open to communication and the teachers who see themselves as experts not taking other ideas and opinions into account, when the parent comes to convey and discuss a problem, the school Not being welcomed by the school is an indication

that the school does not fulfill its responsibilities. Not being open to cooperation with the school, not trusting the teacher enough, complaining about the teacher to the administrator, coming to school only for financial problems rather than when needed, low level of education, not taking care of the child, holding the school responsible for the child's negative behavior, inadequate child education, resorting to punishment instead of rewarding for success, excessive Acting authoritarian, not getting ideas and suggestions about the child from the teacher, not having enough information about the school curriculum and the teacher, not cooperating sufficiently with the school, exhibiting instinctive behaviors to protect their children, and interfering too much with the teacher's work are also parent-related problems seen in the studies. While there are problems arising from each of the stakeholders in school-family cooperation, how the stakeholders overcome these problems is a noteworthy issue in terms of maintaining the cooperation in a healthy way. Sometimes we encounter parents who are difficult to persuade or establish healthy communication with. In such a case, it may be useful to consider the following suggestions of Tingley (no date): (1) In order to avoid any problems with the parents, first of all, to constantly inform the parents about the educational status of their child and to keep records of e-mails sent, phone calls or other conversations made for this purpose. (2) Meeting face to face with the parent while solving the problem, listening to the parent during the meeting and asking questions when necessary, sharing evidence regarding the problem, trying to find common points that can be agreed upon, and informing the administrator when a positive result cannot be achieved. To solve the problems, Meador (2019), like Tingley, suggested communicating with the parent before a difficult situation arises, being a good listener, taking into account everything he says, if the parent is very angry, continuing the conversation after he calms down, and if the situation is out of control, directing the parent to the administrator. Informing parents about the school policy, about coming to school on time and regularly, providing the name and phone number of the person to be contacted at the school to answer questions about coming to school regularly, creating two-way communication channels to ensure mutual communication, rewarding students with improved attendance, making home visits, Informing counselors and relevant officers about students with chronic absenteeism problems are recommended ways to solve the problem of student absenteeism in schools (Epstein, 2015). A healthy cooperation between school and parent can positively affect students' success in education and their growth as qualified individuals. The findings found in the studies examined also support this view. When teachers and administrators are determined to attract parents to their child's education, the student's academic outcomes are positively affected (Khajehpoura & Ghazvini, 2011). As a result of the support of the school, family and

society, students' performance increases, they feel that they are significantly safe and cared for, they understand the goals of education, they work to reach their full potential, their attitudes towards school change, they exhibit positive attitudes and school behaviors, and they participate better in school activities. and they gain better social skills. In addition to increasing students' academic success, school-family collaboration creates self-awareness, better attitudes and improved personal qualities in students (Llamas & Tuazon, 2016). If parents are given adequate training and encouragement by the school about the types of participation, parents can make a positive contribution to their children's learning activities at school (Vahedi, 2010).

1.2. The Role of Stakeholders in School Development

STAKEHOLDERS - a generalized name for any groups external to the school (external stakeholders of the school) or operating within the school (internal stakeholders of the school), whose interests, position and behavior the school can influence with its existence, life and results and who themselves can influence the school.

Identification and analysis of school stakeholders is one of the most important tasks of strategic analysis already at the initial stage of the school strategic management process.

In management, the stakeholders of the school are often collectively referred to as stakeholders, that is, "shareholders".

It is known that it is impossible for parents to be left out of the processes taking place in our education, which is developing day by day and updated in terms of content. Therefore, it is very important for parents to be in close contact with the school, to be directly involved in the school and in the processes of our education. However, although very few parents understand this responsibility, most of them consider the education of the young generation to be the responsibility of the school and the teacher only, and do not participate closely in the process. It should be noted that this important issue is reflected in Article 34 of the Law of the Republic of Azerbaijan "On Education". In the law, parents have the right to cooperate with the educational institution, to put forward proposals for the improvement of the educational process and the improvement of its material and technical base, and to provide voluntary assistance. At the same time, their duties are specified in that law.

School stakeholders have certain expectations from the school. So, for example, students and their teams have the right Article 34 of the Law of the Republic of Azerbaijan "On Education" of to count on the high quality of education and leisure, the comfort of the school environment, and the parents of schoolchildren or their legal representatives - on the high quality of education and socialization, a variety of educational services, health improvement, familiarization with

culture and sports, and the comfort of the environment. , territorial accessibility, availability of information about the school, the opportunity to participate in the management of the school. The teaching staff of the school is focused on the possibility of well-paid interesting creative work, building a successful career, participating in the management of the school, in the development and implementation of strategic decisions. Employers and universities expect from the school a high quality of student training, developed teamwork skills, motivation to work, etc.

Effective school and school improvement efforts have been ongoing since the 1950s. Research, which initially started with school effectiveness, later turned to school development and school-society-family unity studies. It can be unquestionably accepted that sociologists have a significant impact on this process. Because the research that initiated effective school discussions and studies and revealed that school-family-society cooperation is inevitably necessary at the current stage was generally conducted by sociologists or under their leadership. In this process, it is seen that sociologists' interests and thoughts regarding school, society and family have changed significantly (Epstein and Sanders, 2000, 285). Today, rather than discussing whether school or family is more important in a child's education, it is emphasized by everyone that a strong cooperation between school, family and society is necessary in achieving the desired goals of education.

It is accepted that family support and environmental factors, as well as the school, play an important role in student success. It is understood that the success of children of families who have good relationships with their children, try to solve their problems, and cooperate with the school is higher than the children of other families . The cooperation of the school and the family is considered extremely important in terms of creating an effective school system and the versatile development of the student socially, emotionally and academically (Epstein, 2001; Mapp, 2003; Epstein and Sanders, 2005; Epstein and Sheldon, 2006; Carlson, Funk, and Nguyen, 2009; Kochanek, et al., 2011).

It is stated that in the school development process, educators alone cannot do this on their own and that they must contribute to school development with all segments of society, especially families. According to Senge (2010, 135), the modern school should be at the center of the network of social responsibilities and it is the duty of societies, not educators, to recreate education. In countries that adopt this approach, such as America and England, many non-commercial organizations continue their work to improve education. These organizations have their own well-designed, professional web-based sites. On these websites, educational leaders,

teachers and parents exchange opinions and develop new ideas without any hierarchical situation between them (Reeves, 2009, 52).

One of these organizations is the Prichard Committee. The Prichard Committee initially started with the collaboration of two people and later became a non-governmental organization supported by thousands of volunteer participants from various segments of society. The civil societies that make up this organization are aware and of the opinion that the efforts of the state alone will not be sufficient to solve the deep-rooted problems of education. For this reason, the community aimed to mobilize the power of social capital, which they call civil capital. In order to contribute to education, they first educated themselves and the core staff of the community; They then trained other parents and volunteers. The Prichard Committee decided to actively participate in the solution and direct the education policies of the state, rather than monitoring the problems of education from outside (Sexton, 2004, 2).

Sexton, one of the founders of the Prichard Committee and the leader of the organization, lists the reasons for the need for such a formation as follows (2004, 23-24):

- ✓ Education had problems and these problems continued for a long time. These problems could not be solved only by the efforts of appointed (selected) individuals.
- ✓ Bureaucrats and educators trying to solve these problems needed encouragement, new ideas, solution suggestions and support.
- ✓ Politicians were reluctant and hesitant to solve the problems of education alone. Instead of finding in-depth solutions to the problems, temporary superficial applications were made.
- ✓ The public and families saw the problems of education as very complex and did not know what they could do about solutions.
- ✓ As volunteer activist citizens, we understood that the things we needed to do went beyond improving the school and that problems could not be solved by the state alone.

It has been observed that the number of studies and scientists pointing to the importance of social participation in improving schools and increasing the quality of education has increased rapidly in the last decade. (Lieberman, Fullan, & Hopkins, 2010). A concept that is emphasized in these studies is the concept of civil capacity and capacity building (Huber, 2010; Levin, 2010, 309; MacBeath, 2010, 906). Clarence Stone, the educational scientist who first CPS the expression "civil capacity", means that the stakeholders of education should take part in developing education through participation at the social level (Quoted in Sexton, 2004, 7-8).

Capacity building is mostly efforts to improve the school's abilities, skills and conditions in order to create positive change at the school level. In order to achieve this goal, Harris and Lambert (2003, 5) see a new form of leadership as necessary. This leadership style focuses on learning at the individual and organizational level; It is a form of leadership that aims at social learning by involving all administrators, teachers, students and parents in this process.

As one of the important stakeholders of education, parents' coming to the fore in education-related research has also been reflected in some education policies. Education such as the "No Child Left Behind Act", which was implemented in the American school system in 2002, and the "Higher Standards, Better Schools for All", which was implemented in England in 2005. These reforms point to the importance of the family in school development and increasing student success.

In addition to the recognition of its positive effects on school development and student performance and the making of some practices mandatory in legal regulations, there are significant increases in civil organizations and literature studies. Epstein and Sanders (2002, 411), who have done important studies on this subject, mention three different approaches to school, family and social cooperation historically. These approaches are listed as:

- 1) Seeing school and family as separate institutions,
- 2) Seeing the cooperation between family and school as positive, and
- 3) Advocating strong cooperation between family, society and school.

The third approach, which advocates cooperation between family, society and school, was developed by Epstein and is based on the Theory of Overlapping Spheres. According to this theory, school, family and society are the three important components of education. For effective education, there must be significant cooperation between these three components. The more these components overlap, the more cooperation increases.

In cases where family, school and society are disconnected from each other, the spheres do not overlap at all, that is, it is accepted that there is no cooperation and communication between these components. However, in some societies these spheres overlap a lot, and in others they do not overlap at all. As an example of both situations, it is possible to symbolize overlapping and separated spheres. Epstein and Sanders (2002) see these spheres, each of which symbolizes school, family and society, as three important components that must cooperate in developing the school. The more these spheres overlap, the more advanced the cooperation between school, family and society will be. If the spheres are separated, there is no cooperation between them. This level of cooperation varies depending on the socioeconomic status of the families, the structure of the society, the structure of the school and the characteristics of the students.

Stakeholders play a crucial role in the development of a school. They are individuals or groups who have an interest or concern in the success and improvement of the school. They can include parents, students, teachers, school staff, community members, and even local businesses or organizations.

Stakeholders contribute to the development of the school in various ways. Some common ways in which stakeholders contribute include:

1. Attending parent-teacher meetings or school board meetings: This allows stakeholders to stay informed about the school's development and progress and provide input or feedback.
2. Reading school newsletters or website updates: By keeping up with the school's communication channels, stakeholders can stay informed about the latest initiatives and improvements.
3. Following the school's social media accounts

Along with positive expectations, stakeholders may have certain negative expectations in their interaction with the school: fears, fears, anxieties, many of which are the result of prejudices, stereotypes, incomplete or distorted information about the school.

During the collaboration process, parents gained deeper knowledge and awareness about parenting, child and adolescent development, difficulties encountered while supporting the child's learning at home, and school programs and policies (Llamas & Tuazon, 2016). Parents' cooperation with the school not only increases student success, but also helps teachers be more effective in their classrooms (Mewezino, 2010). As a result of establishing school-parent cooperation, school programs and school climate can be improved, family services and support can be provided, parents' skills and leadership can be increased, families can communicate with other people in the school and society, and teachers can be assisted in their work (Epstein, et al., 2002). Studies show that school-family cooperation has a positive effect not only on students, but also on parents and teachers. In Azerbaijan, the parent committee has an important role in the school-family cooperation process in terms of pedagogically educating parents, ensuring the connection of families with the school, and assisting teachers in the education and training of the younger generation. School and classroom parent committees are established in schools to ensure school-family cooperation. The school parent committee assists the school in educational matters, ensures the active participation of parents in school activities, helps strengthen the financial resources of the school, discusses the issue of children's living conditions in the family, invites parents to meetings on important occasions, ensures the dissemination of pedagogical and psychological information among students and parents. It has responsibilities such as (Dunyamalyeva, 2017). In addition, the school parent committee is

responsible for applying to relevant organizations together with the school administration to assist in school activities, making suggestions for improving school activities, rewarding parents for their contribution to the education of their children, creating a social impact on parents who are indifferent to the upbringing of their children, and managing the workplaces of such parents. and has the right to inform public institutions (Dünyamalıyeva, 2017). The news encountered in the media about the parent committee, which has such important rights and responsibilities, reveals that the parent committee chairmen do not have information about these rights and responsibilities. It has been understood from the news that, instead of focusing on the education and training of students in schools, parent committee chairmen are engaged in activities such as organizing holiday festivals for students in the classroom, buying gifts for teachers on Teachers' Day, or collecting money for certain issues (Raufqızı, 2015; Nəbiyeva, 2019). Studies conducted in different countries have revealed some findings regarding the importance of school-family cooperation, the responsibilities that stakeholders should bear, the practices carried out during the cooperation process and the problems experienced, communication between stakeholders, ways to solve the problems and the impact of cooperation on stakeholders. In Azerbaijan, no field research on school-family cooperation has been found. This situation clearly demonstrated the need to conduct such a study. The responsibilities of the stakeholders regarding cooperation, the practices carried out in this process, the communication methods used, the problems encountered, how the problems were solved and how the cooperation affected the stakeholders were determined with the opinions of the administrators, class guidance teachers and parents selected from three schools in Baku, Azerbaijan. From the results obtained, all stakeholders of the education system is expected to benefit. The study also has the potential to fill the gap observed in the literature.

It is expedient for the school community with the participation of the Governing Council to study, analyze and predict such expectations and take measures to ensure that negative expectations are not justified and lose their relevance.

1.3. Leadership and Executive Role in Improving the School

When the literature on school effectiveness, productive school and school development is examined, it is accepted that administrators have very important duties in the development and effectiveness of the school (Fullan, 2000; Harris, 2002, 66; Hopkins, 2007; Fullan, 2011). In addition, when the legal duties of a school administrator are examined, a wide range of duties and responsibilities is encountered. It is emphasized that school administrators should taken new roles in addition to their legal and traditional duties. As a result of the new education

policies followed around the world, the acceleration of localization in education management, the importance of cooperation with the environment, the change in the expectations of families from schools, and the giving of stakeholders a voice in the management and supervision of the school have made this change in the roles of school administrators compulsory. Our country has also been affected by this change process experienced in America and many Western countries, and efforts are made to make practices such as Performance Model at School (PMS), Student-Centered Education (SCE), Primary Education Institutions Standards (PEIS) effective. These practices require a new perspective on educational administration. The most important role in creating this point of view and ensuring change and transformation falls to the managers. Senge (2004, 314) states that organizational change can occur through organizational learning. Learning organizations require a new understanding of leadership. Leadership in learning organizations requires more than traditional duties and responsibilities. Accordingly, leaders in learning organizations have three basic roles: designer, manager and teacher (Senge, 2004, 315). The most important duties of school administrators should be to design and plan the future of their schools, to transform them into an implementation process, and to ensure integrity by making all members of the organization learners in this process. The task of the administrator is to transform the school into a school that learns together. If this is done, change and development will be achieved more easily. Organizational psychology and theories of organizational change form the basis of the school development approach. School culture, interpersonal relations and values are at the center of change and development. Every school has a certain level of change and development capacity, and the key role in developing this capacity falls to the administrator. Considering the nearly 40-year history of school improvement studies and practices, it is seen that two basic approaches come to the fore. The first approach is the traditional approach that started in the 1970s and continued until the 1990s, and the other is the new approaches that emerged after the 1990s. In the traditional approach, there is a “top-down” application of development programs prepared by experts from outside the school. When the studies on school improvement research are examined, it is widely accepted that this approach is not effective and that new approaches based on the school and expressed as "bottom-up" have emerged instead (Calhoun & Joyce, 2005, 255-256). School administrators are at the forefront of those responsible for putting these new approaches into practice. In order to overcome the obstacles to change, leaders must first determine what will not change; They should clearly state values, traditions and relationships that will not be lost. They should explain the positive results of change for everyone (Reeves, 2009, 38). The school administrator should organize the relations and cooperation between the stakeholders well

during the change. In the study conducted by Gul (2009), it was determined that there is a significant relationship between the leadership approaches of administrators and the sub-dimensions of developing school-environment relations. For this reason, school administrators should protect the integrity of the organization through informal means in addition to their legal powers and should pay attention to developing good relations with the environment while trying to achieve the goals of the school. Families are at the forefront of relations with the environment.

Stakeholder engagement in instruction is exceptionally common over the USA. It empowers unhindered association and commonly invaluable communication between instruction pioneers and people inquisitive about instruction, such as instructors, guardians, understudies, etc.

To be fruitful, stakeholder engagement has to be cognizant, comprehensive, and precise all through the method and incorporate decision-making choices.

The engagement may apply to the taking after points: utilize of consents, school input, arranging of developments, technique set-up, parents' engagement, and more.

Stakeholder engagement does not cruel that they will make gather choices. Their role is to form beyond any doubt that their thoughts, recommendations, and interface are well-heard and taken into consideration all through a more straightforward decision-making handle.

Fundamentally, there are four steps performed all through the engagement process:

Planning: An introductory arrange is essential to decide which objectives and plans will be influenced and which members will be there amid the method. Besides, it is vital to accumulate intensive foundation data and get ready the list of fundamental questions.

Participation: It is the foremost comprehensive engagement stage including a discourse and gathering of all conceivable thoughts and recommendations from each other. This step moreover incorporates prioritization of the gotten data.

Investigation: The third step is likely the foremost time-consuming. It requires union of all the input information, the foundation of modern objectives and a depiction of the uniced course, and an important list of activities.

Sharing: This step incorporates a nitty gritty proposition completion and displaying it to the important parties with the essential argumentation and comments.

Each time education leaders got to make choices. They can select one of the three choices: inaction, depending on their claim suppositions, or coming to out to concerned parties. The last option has a few benefits to consider:

- ✓ Plausibility to create noteworthy decisions quickly and at a lower taken a toll;
- ✓ Encourage bolster from interested parties partaking within the choice making;

- ✓ Expanding mindfulness and getting more ideas;
- ✓ Way better outcome;
- ✓ Change of believe and respect for the instructive pioneer.

Engagement is likely the finest choice to form a major choice because it is time-consuming and risk-eliminating. Moreover, it comes with a reward of advance relationship advancement.

Distinctive partners play a pivotal part within the instruction framework these days. All of them have their claim particular intrigued and are emphatically spurred to help the sphere's advancement.

Hence, partner engagement can cause a solid positive affect on the framework headway, particularly within the show circumstances of a widespread. That will offer assistance the instructive circle advance, whereas understudies will proceed to induce high-class and in-depth information and abilities to construct a shinning future.

Schroeder (2009) investigated the relationship between the development of elementary schools as professional learning organizations and student achievement. The organizational learning level of schools was measured according to the opinions of the principals. The population of the research is primary schools in Southern California.

According to the results of the research, it was seen that there was a positive relationship between the organizational learning level of schools and student success. The sub-items that the principals participating in the research perceive at high levels regarding the level of organizational learning in schools are as follows (Schroeder, 2009, 85-87):

- School principals involve all staff in discussions and expressing opinions on school-related issues.
- All employees participate in vision determination activities regarding school development.
- Visioning efforts always focus on the student, teaching and learning.
- All staff meet regularly and discuss school-related issues. They learn many things from each other.
- Some studies are carried out and procedures are followed to increase communication among employees.

Regarding the school development process, the items that school principals perceive the least in their schools are the items about employees visiting each other's classrooms, evaluating each other, and guiding each other (Schroeder, 2009, 88).

The leadership and executive role in improving the school is essential for effective development. The leaders, such as principals or administrators, are responsible for setting the

vision, goals, and overall direction of the school. They make crucial decisions regarding curriculum, staffing, and resource allocation.

1. **Creating a Positive School Culture:** Leaders play a crucial role in fostering a positive and inclusive school culture. They set the tone for respectful and supportive relationships among staff, students, and parents. By promoting a safe and welcoming environment, leaders can enhance student engagement and well-being.

2. **Professional Development:** Leaders should prioritize professional development opportunities for teachers and staff. By investing in ongoing training and support, leaders can enhance the skills and knowledge of the school's educators, leading to improved instructional practices and student outcomes.

3. **Data-Driven Decision Making:** Effective leaders use data to inform decision making. They analyze various forms of data, such as academic performance, attendance, and discipline records, to identify areas of improvement and implement evidence-based strategies to address them.

4. **Resource Allocation:** Leaders are responsible for allocating resources effectively. This includes budgeting and financial management, ensuring equitable distribution of resources, and prioritizing investments that will have the greatest impact on student learning and development.

5. **Building Partnerships:** Leaders should actively seek partnerships with external organizations, businesses, and community members to support school improvement efforts. Collaborating with stakeholders outside of the school can provide additional resources, expertise, and opportunities for students.

6. **Continuous Improvement:** Effective leaders have a growth mindset and are committed to continuous improvement. They regularly evaluate the effectiveness of current practices, seek feedback from stakeholders, and adjust strategies as needed to ensure ongoing progress and success.

By fulfilling these roles and responsibilities, leaders can create a positive and thriving learning environment where students can reach their full potential and the school can continually improve and evolve.

In order to improve the school, leaders need to have a clear understanding of the school's strengths, weaknesses, and areas for improvement. They should involve stakeholders in decision-making processes and seek their input and feedback. Effective communication and collaboration with teachers, staff, and parents is key to addressing concerns and implementing changes.

Leaders also need to actively seek out and provide resources and expertise to support school development. This could involve engaging in partnerships with local businesses, organizations, or experts in specific areas. By leveraging the knowledge and resources available in the community, school leaders can enhance the quality of education and programs offered.

Additionally, leaders should advocate for the school in the larger community. This can involve promoting the school's achievements and successes, building relationships with community leaders and organizations, and actively participating in community events and initiatives.

In sum, the leadership and executive role in improving the school is diverse and multi-faceted. It requires strong vision, effective decision-making, collaboration, and active engagement with stakeholders to drive positive change and development in the school.

1.4. Teachers in Improving the School

In order for schools to have democratic planning, decisions must be made by mutual agreement among the various members of the school community, always taking care to respect the heterogeneity and individuality of each of them. The modern school is facing a diverse reality with new educational challenges, so it is necessary to create a more suitable environment to match the cultural and economic diversity of each local community.

In order to transform this traditional society based on alienation, where most of the time only managers (politicians) or, in general, a small section of society (the middle class) have the right to speak, it is necessary to work on democracy as a whole, leading it. the whole community and from the school through the participation and interaction of everyone, from children to the highest degree of participation.

In public schools, in order to receive a quality education, the manager, along with other employees and the school community, must understand and respect the cultural diversity that exists in Brazil. But for this it is necessary to update the entire educational structure, leaving behind the authoritarian form of traditional education, where the director dictated the rules not only to students.

School meetings are aimed at making decisions on pedagogical, administrative, financial and cultural issues. A well planned and organized meeting is a fundamental step in the democratic development of a school. A democratic institution is built on the basis of trust among members, since the projects developed must have the participation of all, which is fundamental to the performance of the work. In a school institution, integration is the main goal of student development.

In order to take democratic action in the school, the Class Council should be created not only by teachers, but also by students, where teachers, student (class leader), manager and coordinators meet every two months to solve problems related to the use of students. The class council and student guilds are one of several mechanisms that provide the opportunity for democratic participation in the management of the school institution, and the manager should only act as an intermediary, respecting individual opinions, reaching consensus with the majority, if this is the majority according to educational norms, only through collectivism will the necessary results have been achieved for the development and approval of educational projects that the school needs in order to provide and offer quality education. It is through school meetings that the most varied formulations made by the school community become possible, and information, decisions and projects are made through discussions held by those who are responsible for improving education, namely parents, teachers, managers, in short, everyone. a public school that together made more appropriate decisions for good planning and teaching of student achievement in school.

To be a successful school manager, one of the most important points is to have a qualified manager with courses suitable for the position and experience, to be charismatic, open to dialogue, disciplined and disciplined, respected, active and always ready for appropriate initiatives. at the right time at the right time without privileges A or B. The governing entity must not be manipulated by local political manifestations. The participation of the state power is necessary for building a truly democratic government. But it is known that politicians continue to interfere in education decisions, mainly in public schools in the Brazilian hinterland. The public school depends on autonomy to better develop its pedagogical projects and put aside political unrest, so that our students and the local community can feel like true free and transparent citizens, not afraid to be critical and be able to express their feelings.

In our country, teachers generally tend to act independently in the planning and execution of classroom and other instructional activities. It cannot be said that they are positive about their activities being watched by others. The presence of someone else in the classroom during a lesson, regardless of who they are, supervisor, manager or colleague, is seen as a source of anxiety for most teachers. However, cooperation, sharing and peer supervision are considered important for change and development.

Table 1.1. Old and New Approaches about stakeholders

<i>Old Approaches</i>	New Approaches
<i>information disseminator</i>	Organizer of learning events
<i>Information is given for future use</i>	Knowledge is acquired to produce new knowledge
<i>Competitive</i>	Teacher teaches questioning
<i>Product based</i>	joint decision
<i>Controlling</i>	based on association
<i>teacher centered</i>	Process based
<i>Controlling managers</i>	Regulatory Student-centered
<i>Only students learn in school.</i>	Regulatory, instructional leader administrators
<i>Parents do not understand education and school</i>	Everyone learns together at school
<i>information disseminator</i>	Cooperation of parents is essential

Source: author`s research

The basis of new approaches are important elements such as teacher leadership, acting together and joint decision-making. This unity must be ensured within the school as well as around the school and with the parents. Education scientists and education politicians, who understand the importance of cooperation with parents, see cooperation with families as an important area in the new regulations to be made on teacher education fields and emphasize that teacher candidates should be well trained in this field (Frost, et al., 2000; Lambert, et al., 2002 ; Huber, 2005; Durrant and Holden, 2006; Scott, 2007, 35;).

These new approaches; It requires training teachers who are based on student-centered education, who attach importance to cooperation with administrators, colleagues and parents, and who can assume a leadership role. Teachers who will work in schools that are ready for constant innovation, change and development must also adopt this understanding. In a future-oriented school organization, the roles and responsibilities of teachers and their communication styles with students must be different from old understandings.

Blandford (2000, 9) summarizes these differences between past and present teacher roles as follows:

Table 1.2. Blandford summarizes

<i>Before</i>	Now
<i>fixed roles</i>	flexible roles
<i>individual responsibility</i>	Shared roles
<i>Autocratic</i>	in collaboration
<i>Controller</i>	Comfortable
<i>protecting power</i>	don't share the power
<i>Managed</i>	Governing

Source: (Blanford, 2000)

One of the most important differences that stands out here is that in the new approaches, teachers are seen not only as managed but also as managers. Teachers are the main actors of the education and training process, as well as important determinants of the school development process. Therefore, they play an important role in determining goals, arranging the content, and organizing and managing the class. Beyond this, it is accepted that teachers can play important roles in school development by taking on the role of leadership both in carrying out in-class activities and outside the classroom, in studies for the school and society and in relations with the environment (Hargreaves et al., 2001; Danielson, 2002, 68; Davidoff and Lazarus, 2002). 134; Pont et al., 2008; Can, 2009; Deslandes, 2009).

However, in our country, as in many countries, there are factors that prevent teachers from fulfilling the innovative and transformational leadership role expected of them. Based on his own research and observations, Huberman (1983, cited in Fullan, 2007, 24) states that teachers are exposed to a lot of pressure during their daily work and as a result, they consume their energy. The pressure that teachers face is faced with different actions and situations, performing many ordinary activities, etc. defines it as a situation. All these situations isolate teachers from other teachers and prevent them from collaborating with each other.

As a result of the effects of these and similar factors, teachers are content to carry out their individual work at the classroom level and cannot be effective in out-of-class activities. They cannot produce large-scale activities at the level of school and community service. They cannot show leadership behaviors to organize these and similar events.

Teachers play a vital role in improving the school and have a direct impact on student learning and development. Here are some ways in which teachers contribute to school improvement:

1. Quality Instruction: Teachers are responsible for delivering high-quality instruction that meets the needs of all students. By employing effective teaching strategies, incorporating

innovative and engaging instructional techniques, and using assessment data to inform their instruction, teachers can enhance student learning outcomes.

2. Curriculum Development: Teachers often have valuable insights into the curriculum and can contribute to its development and improvement. They can collaborate with colleagues and administrators to review and update curriculum materials, align them with standards and best practices, and ensure that they are relevant and engaging for students.

3. Professional Learning Communities: Teachers can actively participate in professional learning communities within the school. By collaborating with other educators, sharing best practices, and discussing instructional strategies, teachers can continuously develop their skills and contribute to a culture of professional growth.

4. Data Analysis: Teachers can analyze student data to identify areas of strength and areas that need improvement. By examining assessment results, tracking student progress, and using data to inform instructional decisions, teachers can tailor their teaching to meet the specific needs of their students.

5. Building Relationships with Students and Families: Teachers play a critical role in building positive relationships with their students and families. By fostering a supportive and inclusive classroom environment, communicating regularly with parents and guardians, and involving families in their child's education, teachers can create a strong home-school partnership that supports student success.

6. Continuous Professional Development: Teachers should engage in continuous professional development to stay updated on current research, best practices, and educational trends. By seeking out professional development opportunities, attending workshops and conferences, and pursuing advanced degrees or certifications, teachers can enhance their knowledge and skills to improve their teaching practices.

By actively engaging in these areas, teachers contribute to the overall improvement of the school, student achievement, and the development of a positive and effective learning community.

CHAPTER II. RESEARCH METHODS OF RELEATED STUDY

2.1. Model of the Research

Subheadings related to the method such as the research model, study group, data collection and analysis are presented in this section. Since the research has qualitative and quantitative dimensions, the methods and techniques CPS(coded as a public school) for both dimensions are explained in detail in this section.

Studies in the field of social sciences are carried out based on quantitative or qualitative methods. In addition to the researcher's preference in determining the method, how best to handle the facts and events to be researched, that is, which methods and techniques are more suitable for the research subject, is also of particular importance. When dealing with social phenomena that are difficult to research and analyze with quantitative methods, it may be more appropriate to take advantage of the advantages of qualitative research methods. Based on this approach, in this study investigating the role of the family in improving the school, mixed method was preferred and a quantitative dimension was included in addition to the qualitative dimension.

Suter (2005) states that quantitative research involves testing hypotheses through numerical values; He states that qualitative research instead aims to explain complex phenomena through verbal descriptions. The use of qualitative methods in researching events that are difficult to measure and investigate through numerical values is seen as a necessity as well as a preference of the researcher.

In quantitative methods, hypotheses are developed based on predetermined theories and tested with statistical techniques. In qualitative methods, the underlying causes of phenomena and behaviors and the conditions that create events are investigated and defined, and how these conditions can be changed is emphasized. What can be done to change these conditions is tried to be determined through on-site observations and the results reached by the researcher by taking the opinions of the relevant people.

Nowadays, qualitative or mixed methods have begun to be CPS more in researching topics within the scope of social sciences. The reasons for this have been discussed and revealed in detail in many studies (Patton, 2002; Hatch, 2002; Yin, 2003; O'Donoghue and Punch, 2003; Creswell, 2007; Stake, 2010; Yin, 2011). In order to benefit from the strengths of both methods and minimize their weaknesses, it was preferred to use quantitative and qualitative methods together in this research.

Qualitative research is where the researcher collects data by asking specific, in-depth questions to participants; It is one of the research methods that analyzes and interprets these data with

appropriate techniques and reaches certain conclusions (Creswell, 2007, 56). Researchers applying qualitative research methods largely obtain their data through observation, interviews and direct examination of documents. The researcher adheres to the participants' narratives and his own observations. Thus, more concrete and reliable data regarding reality can be obtained. One of the most important things to do when conducting a scientific research is the planning and timing of the research. It should be determined how long it will take for each phase of the research to be completed and approximately when the entire research will be completed. Research with a qualitative dimension may not be concluded within the planned time period because they are more flexible (Creswell, 2007, 63). This situation was taken into consideration during the research process, and an effort was made to adhere to the schedule, while having a flexible plan regarding determining the working group, interviews and document review. The flow chart of the research is generally given below.

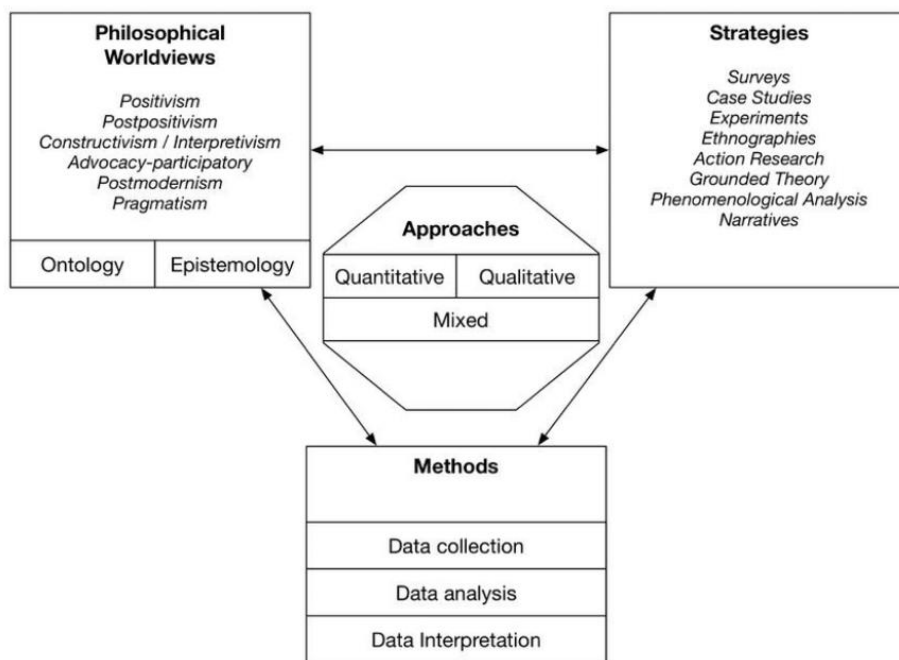


Figure 2.1. Creswell Research Flow Chart

2.2. Dimensions of Research

The study was conducted in August and September of 2023 in three schools in low, medium and high socioeconomic districts of Baku, Azerbaijan. Names of three school principals, one senior and one junior class guide were requested. In the preliminary interview, the purpose of the study was explained to the guidance teachers of all classes, and they participated voluntarily. Then, guidance teachers of each grade were asked to identify one

parent who showed active and one passive participation in school-family cooperation. Thus, the working group was formed by a total of 66 people, including 8 managers, six grade guidance teachers and 52 parents. In order to obtain richer data, it is planned to conduct the study in schools providing educational services in districts of different socioeconomic levels and to select a different group of participants. It was done by sampling method to determine the working group. In purposive sampling, maximum variety and criterion sampling were applied. While providing maximum diversity from three different districts, with three different stakeholder representatives; the criteria are defined as seniority for teachers and active and passive participation for parents. The purpose of using the maximum diversity method of purposive sampling when determining the work group is to create a small sample and reflect the diversity of individuals who can meet with the problem studied in this sample to the maximum degree. The purpose of using criterion sampling is to study all cases that meet a predetermined set of criteria. During the study, the principles of confidentiality were adhered to and the names of the participants in the study group were coded.

Stakeholders in school development are individuals or groups who have a vested interest in the success and improvement of the school. They can include:

By recognizing and involving these various stakeholders, schools can create a collaborative and inclusive approach to development, ensuring that the needs and perspectives of all stakeholders are considered and valued.

Since the research consists of quantitative and qualitative dimensions, these dimensions are explained below under separate headings.

The quantitative dimension of the research concerns the parents who have students in the schools included in the study group. In the quantitative dimension of the research, data about the studies carried out to improve the school, the participation and contributions of stakeholders in these studies, the reasons that prevent participation and contribution, and what can be done to increase participation in these activities were obtained through a survey.

The purpose of this research is to reveal the role of stakeholders in developing the school. Based on this purpose, the opinions of administrators, teachers and parents in three primary schools were taken. In order to obtain more comprehensive data for stakeholders, a quantitative dimension was added to the research and data was collected through scanning.

The study group of this research consists of ten primary schools. Parents of students attending three of these schools have a high socioeconomic level and this is Coded as a Public School (CPS). Parents who send their students to other public schools have lower socioeconomic

levels. The five schools are private primary schools. The private school was coded as private during the research process.

Parents who send their students to private schools are not classified as lower or higher socioeconomic level. While the parents of the students attending this school may be those with very good economic conditions, there are also those who send their children to these schools by straining their limited means. The reason for this is the perception that private schools are more qualified than public schools and therefore have more effective school characteristics. Another perception and expectation is that school development activities are carried out more effectively in private schools. The purpose of including a private school in the research is to reveal the perceptions of parents who send their children to these schools about school development and the efforts made by parents in private schools to improve schools.

2.3. Reliability and Validity of the Research

The reliability and validity of research about stakeholders in school development are essential to ensure that the findings and conclusions are accurate and trustworthy. Here are some considerations for assessing the reliability and validity of such research:

1. **Research Design:** The research design was well-planned and appropriate for studying stakeholders in school development. It should clearly outline the research objectives, methods, and data collection procedures. A strong research design enhances the reliability and validity of the study.

2. **Sample Selection:** The sample selection process was and representative of the target population. Researchers should ensure that the sample includes a diverse range of stakeholders, such as students, parents, teachers, administrators, and community members, to capture a comprehensive understanding of their perspectives.

3. **Data Collection Methods:** The data collection methods CPS was reliable and valid. This could involve surveys, interviews, focus groups, or observations. Researchers should use standardized instruments or develop their own measures to collect data that accurately captures the experiences and opinions of stakeholders.

By ensuring these factors are addressed, researchers can enhance the reliability and validity of their research on stakeholders in school development, leading to more accurate and credible findings.

In order to ensure validity and reliability in qualitative research, the concepts of credibility, transferability, standardity and confirmability must be CPS. While there are different measurement tools to determine validity and reliability in quantitative research; In qualitative

research, it is not possible to determine whether there is a clear unity and security (Shenton, 2004). Qualitative research often focuses on the dynamics of the existence of a phenomenon and the traffic and effects of these dynamics. Validity in qualitative research means that the researcher tries to analyze the problem from an objective perspective. How much the obtained data reflects the existing situation is important for the degree of validity. They are signs of a significant degree of validity in which the research problem as a whole or all the characteristics of the phenomenon under study are taken into account. In interviews with participants, “Did you mean this?” and “ Should I understand this from your words? Getting feedback with questions like " helps to ensure an increase. Additionally, students' data analysis shows positive data regarding the up-to-dateness of different students' knowledge. For a qualitative study to be conducted in city, the researcher's data collection process, data analysis and interpretation of the data should be done to a certain extent and how these details should be detailed. It is also important for the researcher to question the critical observation of the qualitative research process and to master it in order to minimize possible errors. The research method section of how the study process progresses should be reported in detail and clearly (Shenton, 2004). In qualitative research, reliability can be CPS together with the characteristics of how repeatable the results are. Most qualitative research is not repeated, but credibility can be increased with different measurements and tools. Reliability, which is a prerequisite for credibility, must be ensured in research. For programming to be valid, it must be reliable. In this respect, the reliability of a student is possible with: (1) Continuity over time (2) quality provided between independent experts or raters (rater programming), (3) operation of the internal system;. In order to ensure validity and reliability in the research; The size must be chosen sufficiently large. It is necessary to discuss the issue with more than one researcher, to consult sufficient sources and opinions, to keep the data obtained well, to keep the study environment and the researchers detailed in the research report and to cool them with heat as specified by the specified person. In this research, a systematic process was CPS to ensure transitivity and security; Importance was given to reporting the concepts of credibility, verification, confirmability, transferability and ethicality. For the research to be acceptable, all stages of the study process must be completed and confirmed. In this research, comfortable and appropriate expressions are provided in environments and periods over the years during the data collection process. During the research process, tasks and transactions were included in a detailed record list. Gaining information from interviews. Consistency is obtaining the same quality results from repeating the data obtained in the research. It is difficult to obtain the same results in qualitative research. Each researcher's approach to events or situations may differ and their evaluations may vary. It

is necessary to ensure that the research is carried out objectively, with an effort free from personal feelings and thoughts, and that there is confirmability. Therefore, each stage of the training should be explained in detail and repeated to ensure evidence and confirmability. In this research, there was no recording of the interview process and no notes were kept. In addition, in order to ensure accuracy, themes and codes obtained from the data were presented and added from time to time to address the problems in the region. Transferability requires the result of the study to be extendable and generalizable in other ways.

The following measures were taken to ensure the believability and reproducibility of the work:

- a) While designing the interview form in order to ensure the believability of the work, a conceptual framework was created by studying the studies conducted in different countries related to school-parent cooperation. During the meeting, in order to build trust between the participants and the researcher and for the participants to give honest answers to the questions of the developed interview form, the researcher first introduced himself to each participant, explained that the reason for the interview was to conduct a scientific study on school-family cooperation, asked whether he voluntarily participated in the study, and asked if he wanted to participate in the study at any time. He said that he can leave without giving a reason, that he will not be given any information that would reveal his identity except for the meetings he mentioned in the study, and that he has the right to file a lawsuit in court if it is done otherwise.
- a) Taking these steps to support participant honesty ensured that the interview process was conducted in a sincere manner. Also, collecting data through document analysis and getting different participants (administrators, classroom guidance teachers and parents) into the working group increases credibility. While the recording was made, the participant's answer was summarized at the end of each question, and the participant's confirmation was provided instantly.
- b) Detailed information about the design of the study, participant group, data collection tools, data collection process and data analysis is provided to ensure the transferability of the study.
- c) In order to ensure the consistency of the study, the specified participant meetings were coded by two separate men and a comparison was made of the consistency of the obtained codings.
- d) In order to ensure the verifiability of the work, the data collection tools, data, coding, notes and analyzes are stored in such a way that they can be examined by others in the future.

2.4. Reporting of the Research

In this section, the results obtained in the study are explained and discussed, and suggestions for researchers and practitioners are offered. This study is limited to the opinions of 8 school

principals who were determined as participants in August-September in 2023. In the research, the management approaches preferred by school principals; It is understood that it is open and transparent, based on justice and equality, participatory, supportive, based on cooperation and communication, empowering and controlling. In this context, it has been determined that school principals exhibit leadership behaviors towards more people in their schools. In addition, school principals; They stated that they became role models for teachers by doing their jobs in the best way, exhibiting positive attitudes and behaviors, and showing instructional leadership behaviors. School principals stated that they included all stakeholders in the decision-making process, adopted a participatory management approach in meetings, and provided stakeholders with the opportunity to express all kinds of opinions. It is necessary for school administrators to establish and maintain positive communication with school stakeholders, to positively affect educational situations and to find solutions to many educational problems (Kowalski et al., 2010). An effective school administrator is not a one-man man. The manager is a team player who has a team and is also aware of his team. For this reason, an effective school administrator should work with his team, consult with his team and make decisions with his team. Managing people requires a number of personal characteristics, managerial and cognitive competencies, as well as the skills to develop behavior according to different situations. In this context, it is very important for school principals to be role models for their stakeholders and to exhibit supportive and facilitative behaviors.

By following these guidelines, researchers can ensure that their reporting of research about stakeholders in school development is thorough, transparent, and accessible to both academic and non-academic audiences.

One of the important stages of scientific research is the process of writing down the literature studies, the method followed, the findings obtained in the research and the conclusions reached in a certain format. It is the reporting of the work carried out in accordance with the rules and principles accepted from the beginning and in an understandable language. Although these rules and principles are similar in social science research, the universally accepted guidelines determined by different institutions and organizations have an important place in the writing of research.

CHAPTER III. ANALYSIS OF THE ROLE OF STAKEHOLDERS IN SCHOOL DEVELOPMENT

3.1. Findings on Demographic Data

Stakeholders, particularly school administrators and teachers, have a direct relationship with students and parents. This relationship is essential for fostering a positive and supportive learning environment. When stakeholders work together in a collaborative and respectful manner, a strong sense of community is fostered.

In the research, individual online interviews were held with principals to obtain their opinions on effective school dimensions and practices. An interview form developed by the researchers was used in the interviews. During the preparation process of the interview form, the literature was scanned and previously developed forms on the subject were also taken into account. In addition, the interview form was presented to the opinions of a faculty member whose field of expertise is educational administration, a language expert and a school administrator. After these opinions, expert opinion was taken for the content and face validity of the interview form, which consisted of six questions, and the desired changes were made. In order to test the understandability of the form, a preliminary application study was conducted by meeting face to face with three school principals working in the same district in their schools.

Two types of data collection tools were used in the study. A semi-structured interview form was used to determine the participants' views on school-family cooperation. A draft form based on topic-oriented and open-ended questions was created by the researchers after studying the studies done in the field of school-family cooperation. After an online meeting with a teacher and a parent from Baku, the necessary arrangements were made and the vehicle was given its final shape. In August 2023, participants were interviewed in a total of two schools in districts with a medium and low socioeconomic level, and in September 2023 in a school in a district with a high socioeconomic level. Before starting the data collection, the participants were informed about the reason for the interview, the nature of the study, that the participation was voluntary and that they had the right to leave the interview at any time, and they were asked to sign a document containing this information. Interviews were recorded with written permission from the participants, explanations were given on incomprehensible questions, probing questions were asked to provide richer data, and interventions were made in cases where the question was out of scope. During the online meeting, some participants, especially when answering the question about school-family cooperation practices, also shared their views on how to communicate during the cooperation process. In the meeting form, the question of how

communication is provided was included separately, but the participant was not interfered with, necessary changes were made according to the flow.

When the codes are examined under the theme of management approach, the main management approaches of school principals are as follows: Open and transparent, based on justice and equality, participatory, supportive, based on effective cooperation and communication, empowering and controlling approaches. Some quotes that may serve as examples of the participants' views on this subject are presented below:

“I am in favor of open government. An open and transparent management style that can be discussed. We have a democratic management style. “You cannot see a top-down and despotic management” IHL. “

Everyone trusts my justice. I may seem very harsh, but they trust me a lot. Everyone follows me and trusts me in what I believe in. If I am wrong, I also apologize to the student. We all need justice. “I am transparent and I do not hide anything” ML.

“I see what we do as paving the way and providing support. In terms of production and my perspective on events, this is a production that takes everything seriously. I make a special effort not to be offensive. I focus on communication and mostly listening” AL.

“I attach great importance to empowerment. I give responsibility as well as authority. I select personnel carefully according to the job. I try to be supervisory within the rules” AL.

Approaches of school principals under the theme of teacher commitment and motivation are: joint activities and joint action, paying attention to requests, exhibiting positive attitudes and behaviors, and solving problems together. Some of the opinions of school principals in this regard are as follows:

“We do joint readings among ourselves. We choose a book every month, together with our teachers. All teachers read this book within a month. At the end of a month, we evaluate together the lessons you will learn from the book for ourselves and the students at our school. We get the opinions of our teachers, and at the end of the book evaluation, I finish this job with a cake or a meal, we do this regularly.” IHL.

“I take care of everything about teachers. For example, my teacher's mother is sick, I do not have the authority to give leave, I immediately called my district national director and sent her permission. I give all kinds of support. I found that the best source of motivation for teachers is a good program. I make sure to express the achievements achieved in appropriate environments. Congratulations and thank you. Greeting is very important, a smiling face when you meet is very important.” AL.

“We visit our teacher when he is sick or at his funeral. “Last year we organized an iftar program attended by teachers and families” SL.

When the approaches of school principals are examined under the theme of being a role model, it is seen that doing their job in the best way, exhibiting positive attitudes and behaviors and being an educational leader come to the fore. Some of the opinions of school principals in this regard are as follows:

“I come to school first. I enter my class first. “When I make a promise, I always keep my promise” IHL.

“First of all, I try to do my job properly so that I can ask from everyone else. “I have never missed a day of Himn” ML.

“I also follow my job seriously. I come to school on time. “I come to school every morning before my teachers” AL.

“I state that I am a teacher. Maybe I am in this seat today, but tomorrow I say I will be a teacher among you” SL.

When the answers given by school principals are examined under the theme of participation in decision-making, it is seen that the codes of democratic processes, requests and suggestions, attending meetings, expressing opinions, and sharing practices come to the fore. Some of the opinions of school principals in this regard are as follows:

“When we do a job, we consult and evaluate the pros and cons” IHL.

“We have a petition and complaint box, our commission opens it, and if there is a problem, we try to solve it. For example, parents, students, teachers, administrators and staff decide together what time school will start and we vote.” ML.

“We run the student council and hold meetings every month. For example, at the beginning of the year, the school president expressed that they were not satisfied with the school bell, so we changed the ring tone” AL.

The communication of the school administration with the parents, their thoughts and impressions about them are an important factor in the cooperation between the school administration and the parents. A management approach that is willing to cooperate must be aware of the potential that parents have and have some expectations from them. Additionally, administrators are expected to monitor what parents are doing regarding the school and their children's education.

Table 3.1. Statistics of frequency analysis

Statistics

		How often do you actively participate in school-related activities or events?	How do you stay informed about the school's development and progress?	How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?	How do you rate role a stakeholder which can contribute to the success of these initiatives or improvements?	In what capacity do you contribute to the development of the school?
N	Valid	66	66	65	65	66
	Missing	0	0	1	1	0
Mean				3.523	3.615	
Median				4.000	4.000	
Std. Deviation				1.1055	.9633	
Variance				1.222	.928	
Range				3.0	3.0	

Based on the given statistics, here is a summary of the responses:

- The mean rating for how often individuals actively participate in school-related activities or events is 3.523, indicating a moderate level of participation.
- The median rating for staying informed about the school's development and progress is 4.000, suggesting that most individuals are actively staying informed.
- The standard deviation for the level of collaboration and engagement between stakeholders and the school administration is 1.1055, indicating some variation in responses.
- The variance for the level of collaboration and engagement is 1.222, suggesting moderate variability.
- The range for the rating of stakeholders' contribution to the success of initiatives or improvements is 3.0, indicating a range of responses.
- The mean rating for the capacity in which individuals contribute to the development of the school is 3.615, suggesting a moderate level of contribution.

Overall, the statistics show that individuals generally participate in school-related activities and stay informed about the school's development. The level of collaboration and engagement between stakeholders and the school administration varies, and stakeholders are seen as contributors to the success of initiatives or improvements.

Table 3.2. Question 1.

How often do you actively participate in school-related activities or events?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.5	1.5	1.5
a. Regularly	22	33.3	33.3	34.8
b. Occasionally	21	31.8	31.8	66.7
c. Rarely	11	16.7	16.7	83.3
d. Never	11	16.7	16.7	100.0
Total	66	100.0	100.0	

here is a summary of the responses:

- 1.5% of individuals actively participate in school-related activities or events regularly.
- 33.3% of individuals participate occasionally.
- 16.7% of individuals participate rarely.
- Another 16.7% of individuals never participate in school-related activities or events.

Overall, the majority of individuals participate in school-related activities or events occasionally, while a smaller percentage participate regularly or rarely. There is also a portion of individuals who never participate in such activities.

Table 3.3. Question 2
How do you stay informed about the school's development and progress?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.5	1.5	1.5
a. Attending parent-teacher meetings or school board meetings	26	39.4	39.4	40.9
b. Reading school newsletters or website updates	19	28.8	28.8	69.7
c. Following the school's social media accounts	19	28.8	28.8	98.5
d. Engaging in conversations with school staff or administrators	1	1.5	1.5	100.0
Total	66	100.0	100.0	

Based on the given frequency table, here is a summary of the responses:

- 1.5% of individuals stay informed about the school's development and progress by attending parent-teacher meetings or school board meetings.
- 39.4% of individuals stay informed by reading school newsletters or website updates.
- 28.8% of individuals stay informed by following the school's social media accounts.
- Another 1.5% of individuals stay informed by engaging in conversations with school staff or administrators.

Most of individuals stay informed about the school's development and progress by reading school newsletters or website updates. Following the school's social media accounts is also a popular method. Attending meetings and engaging in conversations with school staff or administrators are less commonly CPS methods of staying informed.

The purpose of asking the participants about how they solve the problems related to school-family cooperation is to determine what process is followed in solving the problem, how competent are the school administrators and teachers in solving the problem, and how parents contribute to solving the problem. The obtained codes related to the solution of school-family cooperation problems were classified under the categories of school and parent solutions. Solving the problems faced by the manager while maintaining his composure is one of the important managerial qualities that contribute to the solution of the problem. Like other participants, in the meeting of the following participant, it is seen as the most effective way for

the parties to solve the problem by talking to each other: When our parent comes to school in an aggressive manner, of course we cannot show an aggressive attitude like him. We try to talk to parents in a calm and legal manner. If he asks once, twice, five times, we answer five times. In order to solve the problem of students not coming to school in school uniforms, it is understood that the administrator controls the students' clothing, talks face-to-face with students without uniforms, and informs their parents about this by contacting them by phone.

Table 3.4 Question 3

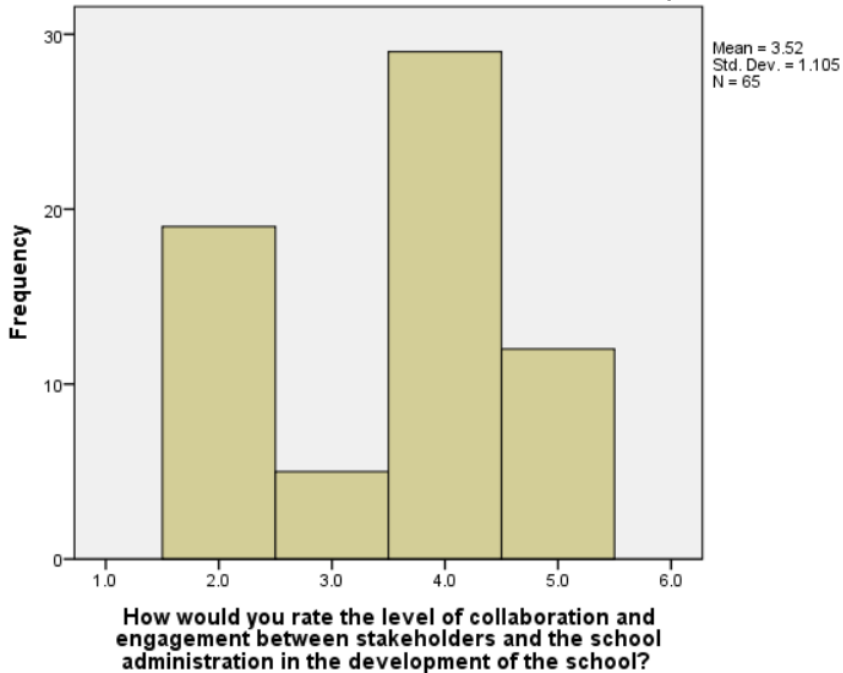
How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	19	28.8	29.2	29.2
	3.0	5	7.6	7.7	36.9
	4.0	29	43.9	44.6	81.5
	5.0	12	18.2	18.5	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

here is a summary of the responses:

- 28.8% of individuals rate the level of collaboration and engagement between stakeholders and the school administration as 2 out of 5.
- 7.6% of individuals rate it as 3 out of 5.
- 43.9% of individuals rate it as 4 out of 5.
- 18.2% of individuals rate it as 5 out of 5.

How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?



Overall, the majority of individuals rate the level of collaboration and engagement between stakeholders and the school administration as either 4 or 5 out of 5, indicating a relatively high level of collaboration and engagement. A smaller percentage of individuals rate it as 2 or 3 out of 5, suggesting some room for improvement in terms of collaboration and engagement.

In the meetings of managers and classroom guidance teachers, parents' lack of cooperation with the school, lack of interest in their child's education, and leaving the school alone to solve student problems were identified as problems that negatively affect school-family cooperation and student success. For example: A parent who doesn't cooperate with the school and cares little about his child worries us because we don't know that family and it becomes difficult for us to make a decision when we have problems with his child. Families expect everything from the school, they do not care about their children. They expect education and training from us. I send the child to school, you do it, they say. They think that the school should really do this, as the need for a teacher's job is a little understated. This kind of thinking increases our burden. Education and training problems of single-parent students are increasing. Children of half families remain vulnerable to the negative effects of the environment due to the lack of care. In the process of communication, the parent of the school and the parent's understanding of the school create a healthy school-family partnership; The parent's unwillingness to understand the school has the opposite effect. It is understood that the parent's lack of understanding of the school is influenced by the low level of education. Examples from the participants' meetings are as follows: Because we raise the students themselves, they immediately understand what

we say, but it is difficult to establish such an easily understandable relationship with the parents.. Inadequate education level of some of our parents, lack of world view suitable for modern age. No matter how many explanations are given, they are persistent in their opinions and do not understand you. It is difficult to cooperate with such parents. Sometimes the parent understands exactly the opposite of what you say. We do not communicate with them properly. It is easier to talk to a student than to understand a parent. The fact that parents bring the problem between themselves to the school is a problem that negatively affects both the work of the school administration and student learning. Participant's comments: In young families, when parents fight and separate, the fact that they cannot share the child between them also affects the school. Mother says don't show the child to grandfather, grandfather also wants to see his child. They bring their family problems to school. Another problem is that a mother takes her children to the village with her because of her divorce and does not inform the school... During this time, the children stay in the classroom because they do not come to school, and the parents do not care about their child's situation. In some schools in Azerbaijan, educational services are provided in Azerbaijani and Russian languages. The fact that some parents want their children, who do not have a foundation in Russian, to be taught in Russian, causes the student to fail in learning.

Table 3.5. Question 4

How do you rate role a stakeholder which can contribute to the success of these initiatives or improvements?

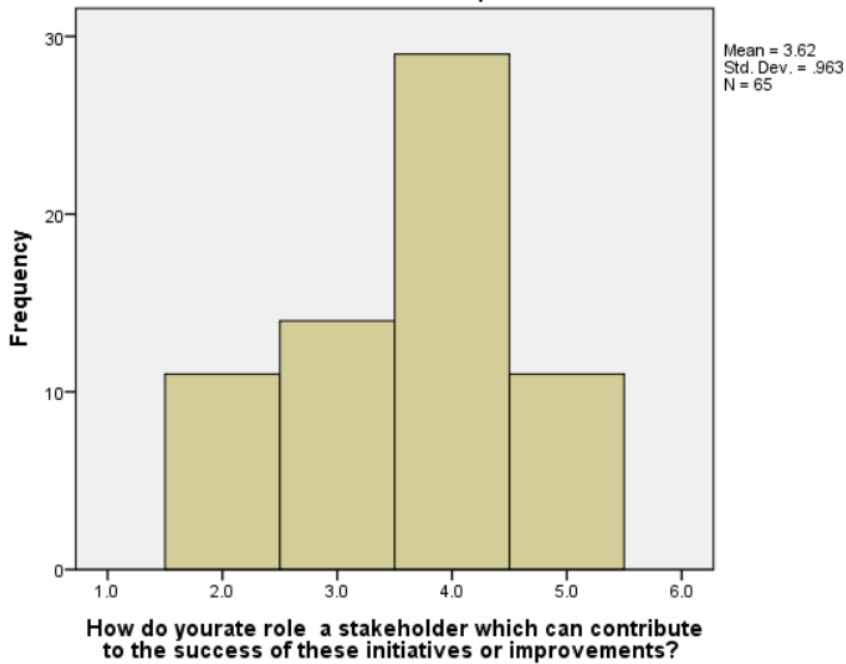
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	11	16.7	16.9	16.9
	3.0	14	21.2	21.5	38.5
	4.0	29	43.9	44.6	83.1
	5.0	11	16.7	16.9	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Based on the given frequency table, here is a summary of the responses:

- 16.7% of individuals rate the role of stakeholders in contributing to the success of initiatives or improvements as 2 out of 5.
- 21.2% of individuals rate it as 3 out of 5.
- 43.9% of individuals rate it as 4 out of 5.

- 16.7% of individuals rate it as 5 out of 5.

How do you rate the role of a stakeholder which can contribute to the success of these initiatives or improvements?



Overall, the majority of individuals rate the role of stakeholders in contributing to the success of initiatives or improvements as either 4 or 5 out of 5, indicating that stakeholders are seen as valuable contributors. A smaller percentage of individuals rate it as 2 or 3 out of 5, suggesting some room for improvement in terms of stakeholder involvement and impact.

Table 3.6. Question 5

In what capacity do you contribute to the development of the school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.5	1.5	1.5
b. Volunteering for school events or committees	17	25.8	25.8	27.3
c. Advocating for the school in the community	13	19.7	19.7	47.0
d. Providing expertise or resources in a specific area	1	1.5	1.5	48.5
a. Providing financial support	34	51.5	51.5	100.0
Total	66	100.0	100.0	

- 1.5% of individuals contribute to the development of the school in an unspecified capacity.
- 25.8% of individuals volunteer for school events or committees.
- 19.7% of individuals advocate for the school in the community.
- 1.5% of individuals provide expertise or resources in a specific area.
- 51.5% of individuals provide financial support to the school.

The majority of individuals contribute to the development of the school by providing financial support. Volunteering for school events or committees and advocating for the school in the community are also common ways of contributing. Providing expertise or resources in a specific area is less commonly reported.

Table 3.7. Variable Processing Summary

	Variables	
	Dependent	Independent
	How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?	How do you rate role a stakeholder which can contribute to the success of these initiatives or improvements?
Number of Positive Values	65	65
Number of Zeros	0	0
Number of Negative Values	0	0
Number of Missing Values	User-Missing System-Missing	0 1

Based on the variable processing summary provided, here is a summary of the variables:

Dependent Variable:

- Variable Name: How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?
- Number of Positive Values: 65
- Number of Zeros: 0
- Number of Negative Values: 0
- Number of Missing Values (User-Missing): 0

- Number of Missing Values (System-Missing): 1

Independent Variable:

- Variable Name: How do you rate your role as a stakeholder which can contribute to the success of these initiatives or improvements?

- Number of Positive Values: 65

- Number of Zeros: 0

- Number of Negative Values: 0

- Number of Missing Values (User-Missing): 0

- Number of Missing Values (System-Missing): 1

It appears that both variables have 65 positive values, indicating that respondents have provided ratings for both the level of collaboration and engagement between stakeholders and the school administration, as well as their own role as stakeholders. There are no zero or negative values for either variable, and there are no missing values except for one system-missing value for each variable.

Table 3.8. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.559	.312	.301	.924

The independent variable is How do you rate role a stakeholder which can contribute to the success of these initiatives or improvements? .

Based on the model summary provided, the regression model has the following statistics:

- R: 0.559

- R Square: 0.312

- Adjusted R Square: 0.301

- Std. Error of the Estimate: 0.924

The independent variable in this model is "How do you rate your role as a stakeholder which can contribute to the success of these initiatives or improvements?". The R Square value of 0.312 indicates that approximately 31.2% of the variability in the dependent variable (the level of collaboration and engagement between stakeholders and the school administration) can be explained by the independent variable. The adjusted R Square value of 0.301 suggests that when

accounting for the number of variables in the model, the independent variable still explains about 30.1% of the variability.

Table 3.9. ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.415	1	24.415	28.589	.000
Residual	53.801	63	.854		
Total	78.215	64			

The independent variable is How do yourate role a stakeholder which can contribute to the success of these initiatives or improvements? .

The ANOVA table provided shows the results of the analysis of variance for the regression model with the independent variable "How do you rate your role as a stakeholder which can contribute to the success of these initiatives or improvements?"

- Sum of Squares:

- Regression: 24.415

- Residual: 53.801

- Total: 78.215

- Degrees of Freedom:

- Regression: 1

- Residual: 63

- Total: 64

- Mean Square:

- Regression: 24.415

- Residual: 0.854

- F-value: 28.589

- Significance (Sig.): 0.000

The ANOVA results indicate that the regression model is statistically significant, as indicated by the extremely low p-value (0.000). This suggests that the independent variable, "How do you rate your role as a stakeholder which can contribute to the success of these initiatives or

improvements?", has a significant impact on the level of collaboration and engagement between stakeholders and the school administration.

However, without further information, it is not possible to determine the specific nature or direction of the relationship between the independent and dependent variables. Further analysis or interpretation is needed to understand the practical significance of these findings.

Table 3.11. Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
How do you rate role a stakeholder which can contribute to the success of these initiatives or improvements?	.641	.120	.559	5.347	.000
(Constant)	1.205	.448		2.687	.009

The coefficients table provides the estimated coefficients for the regression model with the independent variable "How do you rate your role as a stakeholder which can contribute to the success of these initiatives or improvements?"

- Unstandardized Coefficients:

- Independent Variable (How do you rate your role...): 0.641

- Constant: 1.205

- Standardized Coefficients:

- Independent Variable (How do you rate your role...): 0.559

- t-value:

- Independent Variable (How do you rate your role...): 5.347

- Constant: 2.687

- Significance (Sig.):

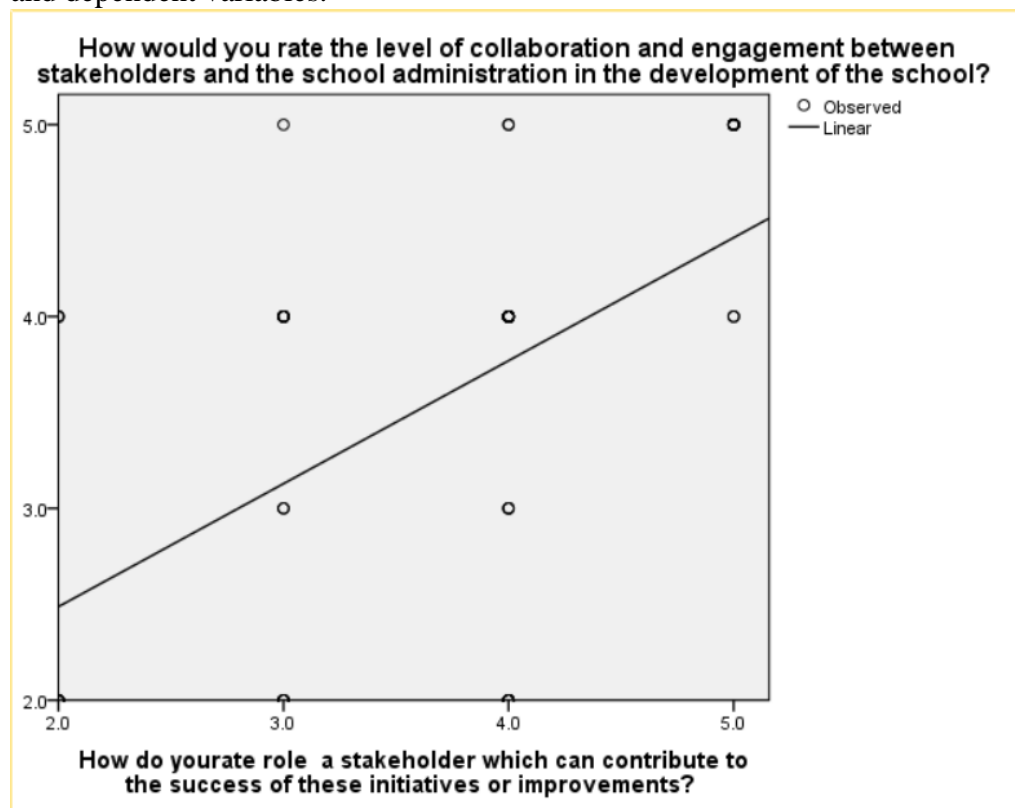
- Independent Variable (How do you rate your role...): 0.000

- Constant: 0.009

The unstandardized coefficient (B) for the independent variable suggests that for every one unit increase in the rating of the stakeholder's role, the dependent variable (level of collaboration and engagement) is estimated to increase by 0.641 units.

The standardized coefficient (Beta) of 0.559 indicates the strength and direction of the relationship between the independent and dependent variables, after standardizing the variables. This suggests that the rating of the stakeholder's role has a moderate positive impact on the level of collaboration and engagement.

The t-value for the independent variable is 5.347, which is statistically significant with a p-value of 0.000. This indicates that the coefficient for the independent variable is significantly different from zero, further supporting the presence of a relationship between the independent and dependent variables.



The constant term represents the estimated value of the dependent variable when the independent variable is zero. In this case, it is 1.205. The t-value for the constant is 2.687, and it is statistically significant with a p-value of 0.009.

The second sub-problem in the research was determined as the opinions of administrators, teachers and parents regarding the concept of school development. In order to find an answer to this question, interviews were held with the administrators, teachers and parents of the schools determined as the study group. The findings regarding the second sub-problem are presented below.

In this section, first of all, the opinions of all participants regarding school development are presented in a table and interpreted. Then, the opinions of administrators, teachers and parents

regarding school improvement are presented in separate tables. In this way, a comparison was made between the opinions of administrators, teachers and parents, and similar and different thoughts were presented and interpreted. Regarding school development, the statements that emerged from the interviews and their frequencies are given in Table 3.7.

Table 3.12. Expressions CPS by All Participants Regarding School Improvement

	f	%
Improving physical conditions	12	66.6
Situation analysis and planned work	11	33.3
Increasing social events	7	30.0
Developing effective communication between stakeholders	5	23.3
Staff development	5	23.3
Improving technological equipment	4	20.0
Creating a positive climate (working conditions)	3	16.6
Offering different opportunities to students	3	16.6
Increasing academic success	2	6.6
Development of the content of training programs	2	6.6
Becoming a preferred school	2	6.6
Renewing old systems and methods	2	6.6
Renewal of old systems and methods	1	3.3
Creating development teams within the school	1	3.3
To improve guidance services	1	3.3
reach goals	1	3.3
Responding to expectations	1	3.3
Getting support from NGOs and the environment	1	3.3

When Table 3.12 is examined, it is seen that the majority of the participants use the expression "improving the physical conditions of the school" regarding what the concept of school development is. It is understood that among all participants, the rate of those who establish a connection between improving physical conditions and school development is 66.6%. Three out of six administrators, that is, half of the administrators, perceive school development as improving physical conditions. From the perspective of teachers and parents, more than half of the participants have a perception in this direction. It is understood that six out of nine teachers and 11 out of 15 parents perceive school development as improving the physical conditions of the school. It can be said that some of the administrators do not see school development as only improving the physical conditions, but also consider other important factors in school development.

School development is basically based on determining the change and development needs of the school. It is all stakeholders, especially managers, who will determine these change needs.

In order to change the school, in addition to goals such as personnel development and providing resources to the school, the physical structure of the school must also be improved. When it comes to school development, it can be said that the most important dimension for schools in our country is perceived as improving the physical conditions of the school. This is mostly the case for public schools. The following statements of participants in the research from public schools confirm this:

It is understood that the participants who think of school development as improving the physical conditions of the school are from both public schools. The fact that public schools are inadequate in terms of buildings and equipment may have an impact on such a perception. Only one parent participant from the private school (PP11) expressed school development as improving the physical facilities of the school. This situation can be explained by the fact that private schools have an adequate structure in terms of buildings and equipment.

According to the administrators, the most common activities that parents do are supporting the development of the school's physical facilities and technological equipment, visiting the school and meeting with teachers, attending meetings, and participating in events organized by the school. From the statements of private school administrators, it is seen that parents do not have sufficient knowledge and experience about school development, they think that sending their children to a private school is a sufficient and important privilege, and therefore their expectations from the school are very high. Although some parents seem to have good communication with the school, it is understood that the interaction between stakeholders is weak.

According to the statements of the administrators, it is understood that the work done by parents in each public school is in different areas.

School principals asked "How do parents and the environment contribute to the school?" Their answers to the question are collected under the themes of parent and environmental contribution. Under the theme of parent contribution, participation, moral and material support and strong communication codes stand out. Some of the principals' opinions on this subject are as follows:

"Since we are an economically self-sufficient school, we do not expect any financial support from parents. We only care about parent participation in the charity bazaars, meetings and events we hold at our school. Parent meeting hours are determined during some of our teachers' free time. "Mentoring system was implemented in our school" AL.

“Our parents think that their children are special and expect more support from the state. They want physical improvements to be made because the school is old. In this context, they do not find it appropriate to financially support the school” SL.

“Every teacher has an interview day. Despite this, we cannot attract the parents, we have very few parents who are conscious about their children” ML.

Under the theme of environmental contribution, it is seen that financial support and participation codes are emphasized. Some of the opinions of school principals on this subject are as follows:

“Non-governmental organizations contribute. We have a great dialogue with the tradesmen and people of Baku . We meet all the needs of our school together” IHL.

“I will definitely contribute from both the National Education and the environment. While you are sitting, no one sends you money, you receive them as a return to school” ML.

“We have people who give scholarships to our alumni who study here. SL.

The fact that all of the parents declared that they attended the meetings can be explained by their perception of such an activity as a duty they have to do. Even if some parents cannot attend meetings regularly, they may not be able to admit this openly. Nevertheless, it is understood that most of the interviewees who participated in the research attended the meetings themselves or their spouses.

After attending the meetings, one of the most common activities that parents do is to support students' homework and project work. Here, it is understood that the parents of students attending schools with CSP largely support their students' homework and extracurricular studies.

After the statement of improving the physical conditions of the school, analysis of the current structure of the school and planning studies were the most repeated statements. It is seen that administrators and teachers talk about situation analysis and planning studies. Parents did not mention the issue of planning. The reason for this may be that more emphasis is placed on situation analysis and planning studies in school development studies as a matter of procedure. Especially administrators and teachers may have emphasized these statements because they followed the guidelines and instructions regarding school development well. Because, when asked how the results were achieved at the school where they work, administrators and teachers mostly gave answers starting with "according to legal procedures".

Another dimension of school development is seen as ensuring communication between stakeholders and integration with the environment. Schools are structures that bring together individuals with different expectations, interests, duties and responsibilities. Communication

plays a big role in ensuring that this structure moves and progresses towards the same goals. Some parents consider it important that school administrators and teachers can establish healthy communication with parents. The fact that school administrators also have this opinion should be considered as a positive situation.

Some school administrators who participated in the research may think that they need to be in harmony with parents and NGOs in order to receive their support. It can be said that the conscious parents among the participants think that the school needs to integrate with its parents in terms of school development. This approach is actually based on accepting that each of the stakeholders has certain duties and responsibilities in developing the school. The fact that parents have such an understanding is a positive situation for school development. However, it can be seen as a negative situation that teachers do not talk about relations between stakeholders and especially cooperation with parents.

What is understood from these findings is that parents are not competent in school development and effective cooperation with the school. It can be said that parents do not make significant efforts to improve the school because they are not informed and guided by the school administration and teachers. Being in communication with the school and attending meetings can be seen as important activities that need to be done. However, the communication and participation understood here seem to be aimed more at obtaining information about students rather than contributing to the school.

The participation rate in the meetings was found to be 80% in the school with a high socioeconomic level, 76.1% in the school with a low socioeconomic status, and 79% in the private school. Another activity with high participation rates is parents going to school upon the invitation of the teacher. There is no significant difference between schools in terms of attendance at meetings and conversations with teachers. However, the rate of parents participating in school activities when taking part in activities is higher in private schools (27.5%). This rate is 21.4% in a school with a high socioeconomic level and 16.7% in a school with a low socioeconomic level. This result may be related to organizing more activities in the private school.

3.2. Findings Regarding the Opinions of Administrators, Teachers and Parents on School Improvement

This research was conducted to reveal the role of parents in improving the school in three primary schools located in the center of Baku and determined as the research subject. Three main aims of the research can be mentioned:

1. Perceptions of administrators, teachers and parents, who are the main stakeholders of education, regarding school development in the selected schools,
2. The studies carried out by parents in the designated schools to improve the school and the obstacles to participation in these studies,
3. To reveal the opinions of administrators, teachers and parents about what can be done to ensure more effective participation of parents in improving the school.

The findings obtained from the quantitative and qualitative dimensions of the research are presented under separate headings as the opinions of administrators, teachers and parents. The same path was followed in this section.

53.2% of the parents who answered the quantitative surveys were men. In private schools, 59% of the surveys were answered by female parents. Among parents with UTIA, 49% of women and 42% of men are university graduates. Additionally, 8% of mothers and 22% of fathers have postgraduate education. Among the parents of students attending school with ASED, 65% are males; 68% of women are primary school graduates. 69% of the male parents in the school with a high socioeconomic level are academicians, teachers and other civil servants. 74.4% of the male parents of the school with ASED are engaged in temporary work such as construction work, painting and whitewashing.

Income level of families who send their students to private schools and have CPS.

While 65% of the income is 2500 manats and above, the incomes of families with low socioeconomic status remain below 1000 liras. Among families with ASED, the rate of those who declare that they have an income of 500 AZN or less is 30%. It is understood that parents who send their children to public school (CPS) even though their economic level is high, especially prefer this school.

In terms of communication between stakeholders, there are studies showing that families with higher socioeconomic levels have better relationships with school administrators and teachers, and that their participation in their children's education and school work is higher than those with lower socioeconomic levels.

According to administrators, the work parents do at school varies from school to school. The school where parents have association is seen as the school where parents participate in the most studies. The school with the least parental participation is the public school with public association.

It is understood that parents of students attending private schools mostly participate in the activities organized by the school, express their opinions and make suggestions, and perform control and supervision duties. It is understood that parents in private schools expect many

things from the school and do not carry out important activities in the field of school development.

According to teachers, the most common activities that parents do are supporting the development of the school's physical facilities and providing school equipment. According to the parents, attending meetings is the main thing they do. However, from the interviews with administrators and teachers and the documents related to the meeting minutes, it is understood that parent participation in meetings is higher in the school with CSP, while it is lower in the private school and the school with CSP.

There are other studies showing that families with a high level of education and a good economic situation help students with their homework and extracurricular studies, while families with a low socioeconomic level cannot communicate effectively with the school and are inadequate in helping their children.

According to administrators, the most important obstacles to parent participation in school development activities are parents' lack of awareness on this issue, economic conditions, the physical condition of the school and lack of communication between stakeholders. Studies in the literature support these results.

The most important tool for parent participation is parent-teacher associations. However, studies on the subject have revealed that parents do not have much information on this subject. The excuse of "lack of time", which was seen as a significant obstacle to participation by parents and supported by teachers, was not seen as an obstacle for administrators.

According to teachers, the most important obstacles to participation are the inadequate physical conditions, the lack of efforts of administrators and teachers to guide parents, and the lack of awareness of parents. Teachers working in private schools see the fact that parents expect everything from the school and therefore the idea that they are not needed among parents is an obstacle to participation.

1. Most of the participants in the research perceive school development as improving the physical conditions of the school and increasing its technological opportunities. For this reason, educational information should be given to all stakeholders, especially administrators, about the school development process and how this process can be carried out more effectively. To this end:

1. School -parent units within the provincial national education directorates can organize more frequent meetings and conferences in schools.

2. School administrators and teachers can conduct informative activities for parents. Parents can be told convincingly what they can do to improve the school and ensure more effective family participation.
3. School development studies carried out in schools and parent participation should be directed and closely monitored at the local level by a unit to be established in the provincial national education directorates.
4. Schools that can successfully carry out school development activities at the provincial level can be introduced to those concerned and set as examples for other schools. The schools that carry out these studies best may be rewarded.
5. School development teams and parent-teacher associations established in different schools can be institutionalized and structured so that they can be organized at the local and country level. Thus, these teams and units can be made more effective.

The findings show that parents are happy and satisfied with participating in school activities and the behavior they encounter at school. This feeling of happiness and contentment experienced in cooperation has the power to create a butterfly effect. There is a positive environment in the school, increasing the sense of belonging to the school of students and parents, reflecting these positive approaches to teachers and administrators. The following participant meetings reveal this: Our debates, knowledge and painting competitions, knowledge and sports Olympics, visits to museums and historical places positively affect children's world view and academic success, motivating them for new achievements. Parents who see their child's success and happiness are also happy. When the children are given a certificate of achievement based on their participation in the activities, when a photo is taken, the student and the parent are happy. The success of our students and the positive feedback of our parents make me happy (PF1). Recently, the teacher awarded my children with a certificate of achievement in front of the class for learning their lessons well. This made them very happy. Actually, it's a piece of paper, but it's a very valuable thing for me, my child came home very happy. My children's happiness is my happiness (PF3). When I come to school, both the management and the teachers greet me with a smile. They inform me about my child. This makes me happy. The fact that we come to school and take care of our child pleases both the teacher and the principal (PF2). When my children are at school, I don't keep an eye on them. I feel so relieved to know that they are safe. This year's education and teaching conditions in the school are better. We are satisfied with the discipline in the school and the approach to students (PF3). In the following meeting, DY pointed out that establishing the right cooperation with parents increases student success and that this situation positively affects the reputation of the school: Cooperation with

parents has a positive effect on the school. When a healthy school-family partnership is established, all three parties win. I see that the student's success increases when we establish a successful partnership with the parent. Therefore, the reputation of a school with successful students and teachers increases (PF). School-family cooperation increases student success, it also ensures that parents are active as social individuals and that parents bond with each other. For example: I was not a very active parent before. That is, I was satisfied with just watching the school activities, but with this child, I started actively participating in the school-family cooperation. This cooperation affects me positively. I found myself to be more active (PF1). School trips bring parents closer together (PF4). As a result of the implementation, parents are more willing to participate in school activities (PF1). A parent's interest in their child and being appreciated by the school has a positive effect on the job satisfaction of the student and parent as well as the teacher. The parent's meeting where this finding was made is presented below: Either the environment at school or my attention affects my child. My child says that you came to school, you listened to my lesson, my teacher liked it. After you left, he praised me in class. He said that your friend's parent should come and sit, and your parents should come and sit in the lessons (PF2).

It has been found that when one of the partners in the school-family cooperation does not fulfill his responsibilities correctly, it affects the others negatively. Managers and teachers had the following meetings regarding the negative impact of the problems experienced in the process of school-family cooperation: We are interested in the quality of education, student issues, and the problems created by parents, this affects us negatively (PE). The fact that my assistant principals and teachers are not helping enough in this cooperation affects me negatively. I have to do everything alone (PF). When the student is not approached as an individual, when the condition of active learning is not created, the parent becomes unhappy and complains to the principal. Parents' complaints negatively affect me and the principal, we spend our energy to solve these problems (PF1). According to all participants, school-family cooperation creates a sense of happiness, parent satisfaction and increased student success.

CONCLUSION

In conclusion, stakeholders play a vital role in the development and improvement of schools. Administrators, teachers, parents, students, and the wider community all have a vested interest in the success of educational institutions. Their active participation, collaboration, and engagement in school development initiatives are crucial for achieving positive outcomes.

By recognizing the importance of stakeholders and involving them in decision-making processes, schools can benefit from diverse perspectives, expertise, and support. Effective communication and collaboration among stakeholders can lead to better understanding, alignment of goals, and the implementation of evidence-based practices.

However, it is important to acknowledge and address the barriers and challenges that stakeholders may face in actively participating in school development efforts. Strategies should be implemented to enhance stakeholder engagement, such as providing opportunities for involvement, fostering open and transparent communication channels, and addressing any cultural or contextual factors that may impact stakeholder perceptions and engagement.

Ultimately, when stakeholders are actively involved in school development, it can lead to improved student achievement, enhanced school performance, and the creation of a positive and supportive learning environment. By valuing and empowering stakeholders, schools can create a collaborative and inclusive culture that promotes continuous improvement and success.

1. The research findings indicate that school-family cooperation practices include regular parent-teacher meetings, parent involvement in school activities, parent volunteer programs, parent education workshops, and the establishment of parent-teacher associations. These practices aim to foster collaboration between schools and families, enhance parental engagement in their child's education, and create a supportive learning environment.

2. Communication during the school-family cooperation process is ensured through various channels such as parent-teacher conferences, newsletters, school websites, online platforms, email, and mobile applications. These communication channels facilitate the exchange of information, updates on student progress, sharing of resources, and addressing any concerns or questions parents may have.

3. The research identifies several challenges in the school-family cooperation process. These challenges include language barriers, lack of parental involvement, limited communication between schools and families, differing expectations and attitudes towards education, and socio-economic factors that may hinder parental engagement. These problems can impact the effectiveness of school-family cooperation and hinder student success.

4. To address the problems encountered in the school-family cooperation process, various strategies are employed. These strategies include offering translation services for non-native speaking parents, implementing parent education programs to enhance parental involvement, establishing regular and open lines of communication between schools and families, providing resources to support parents in their role as educators, and addressing socio-economic barriers through targeted interventions and support systems.

5. School-family cooperation has a significant impact on stakeholders. Research suggests that when schools and families collaborate effectively, students experience improved academic achievement, increased motivation, better attendance, and enhanced social-emotional development. Additionally, parents feel more connected to their child's education, have a better understanding of their child's progress, and are more likely to be involved in school activities. Teachers also benefit from increased support and engagement from families, which can positively impact their teaching effectiveness. Overall, school-family cooperation creates a positive and supportive learning environment that benefits all stakeholders involved.

In order to get more effective and systematic results from scientific research, it is necessary to conduct more than one research for the same purposes. Based on this point, the following suggestions are offered for researchers:

1. Similar research can be conducted in middle schools (second four-year schools) and high schools.
2. Similar studies can be done in different provinces.
3. Obstacles to parent participation can be revealed through research with wider participation.
4. What can be done to make parent participation more effective can be revealed through research with wider participation.
5. A similar study can be carried out with working groups attended by senior education administrators and education supervisors.
6. Research can be conducted on what kind of educational services can be provided to stakeholders (administrators, teachers and parents) within the scope of school development studies.

The participation of parents in schools in Baku is also a finding observed in the study of Ratliffe and Ponte (2018). Ensuring the participation of teachers and students and parents in the events held in schools can contribute to the fusion of stakeholders and the strengthening of school-family cooperation. From the participants' meetings, it was understood that the school's most preferred means of communication is the telephone, while parents prefer the School Booklet. Abreu, Rocha and Cota (2015), who conducted their research in a school in Vila Nova de

Famalicão Municipality, Portugal, found that the electronic student booklet is an important communication tool between the family and the school, while the most important communication tool in Azerbaijan is the School Booklet. The student's assessment results and final grades for each lesson and information about student behavior and teacher meetings are common features of the Electronic Student Booklet and Mektebli Booklet. An invitation letter is an effective communication tool to ensure that parents participate in meetings, seminars and events organized in schools in a way that attracts their attention. The use of the complaint and suggestion box as a means of communication between the school and the parents in order to learn the wishes, expectations, criticisms and suggestions of the parents is a finding found in this study and other studies. The use of the notice board as a means of communication between the school and parents to share the management notice and information about the events to be organized in schools is a finding observed in this study as well as in this study. It is understood that the class parents' committee mediates the cooperation between the school and the parents. From the participant meetings, it was understood that the heads of the class parent committee mostly convey the messages of the class guide teacher to the parents, help the teachers in the organization of class holiday events and trips, collect money from parents to meet the stationery needs of the class, and attend general parent meetings when it is not possible to gather all the parents. However, the findings revealed that the heads of the class parent committee are not aware of the rights and responsibilities specified in the Regulation on the Parent Committee of General Education Schools (2017). The findings related to the problems caused by the teachers in the study reveal the conclusion that the teachers are professionally incompetent and do not have a sense of responsibility. The teacher's professional incompetence is a problem that negatively affects the creation of an efficient learning environment and healthy communication with parents. Achieving findings showing that teachers do not have a sense of duty in the study is a problem that complicates the work of the school administration, negatively affects cooperation with students and parents, and weakens the attachment of students and parents to the school. The fact that teachers discriminate between students is a finding with the highest frequency. Article 5 of the Azerbaijan Education Law (2009) and Article 30-34 of the Azerbaijan Constitution (1995) state that every citizen has the right to receive education under equal conditions, regardless of gender, race, language, religion, social status, ethnic origin, and political opinion. Despite this, it is against the legal principles for teachers working in a state educational institution to discriminate between students. Also, this behavior of teachers is stated in their Teacher's Oath: "I will not allow any unethical behavior while performing my professional activity." It is a problem that shows that the principle is not accepted. One of the

problems experienced by the school in the school-family cooperation is the inadequacy of the school in terms of providing psychological services. Regardless of the number of students (800-1000 or 2000), only one psychologist works in schools. In schools, in addition to students, in the process of communicating with parents, school management and teachers also need the support of psychologists. It is impossible for a psychologist to deal with so many men and it negatively affects the quality of the service. The report by Guluyeva (2021) also supports this finding. In the study, the manager's lack of openness to cooperation with parents was identified as a problem caused by the school administration. A similar finding has been found in some of the studies conducted on this issue, that the school administration is not open to cooperation with the parents who provide the student's first education and continue the learning process started at school at home, which can lead to the school being left alone in educational activities and the decline in school success. The findings of the study revealed that some parents are not open to cooperation with the school and are negligent. In schools, parents' lack of interest and compassion for their children, lack of interest in their education, can cause a child's loss of self-confidence, aggressive behavior, withdrawal from school, and failure in learning.

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APPENDIX

1. How often do you actively participate in school-related activities or events?
 - a. Regularly
 - b. Occasionally
 - c. Rarely
 - d. Never

2. In what capacity do you contribute to the development of the school?
 - a. Providing financial support
 - b. Volunteering for school events or committees
 - c. Advocating for the school in the community
 - d. Providing expertise or resources in a specific area
 - e. Other (please specify) _____

3. How do you stay informed about the school's development and progress?
 - a. Attending parent-teacher meetings or school board meetings
 - b. Reading school newsletters or website updates
 - c. Following the school's social media accounts
 - d. Engaging in conversations with school staff or administrators
 - e. Other (please specify) _____

4. What specific initiatives or improvements would you like to see in the school's development?

5. How do you believe your role as a stakeholder can contribute to the success of these initiatives or improvements?

6. Are there any challenges or barriers that hinder your involvement in the school's development?
 - a. Lack of time
 - b. Lack of communication or transparency
 - c. Limited resources or opportunities
 - d. Other (please specify) _____

7. What support or resources would you require to enhance your involvement in the school's development?

8. How would you rate the level of collaboration and engagement between stakeholders and the school administration in the development of the school?

a. 5

b. 4

c. 3

d. 2

9. What suggestions do you have to improve stakeholder engagement and collaboration in the school's development?

10. Is there any additional feedback or comments you would like to provide regarding your role as a stakeholder in the development of the school?