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Social stakeholder`s role in educational centers

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Abstract. The aim of educational organizations is to raise students as individuals who can analyze their conditions well, are sensitive to the environment, think, research and question. Teachers must be conscious and equipped in this process, and more importantly, they must definitely not make mistakes. The following sentences said by Socrates clearly reveal what a strategic position the teacher has in education. The school administrator is not only the manager of the teachers. Therefore, the leadership behavior of the school director affects non-educator staff and students as well as teachers. The leadership of the school director is of great importance in helping students acquire certain desired behaviors. Since students are in constant development, the school administrator must demonstrate leadership behavior appropriate to the developmental periods of the students. Teachers, who are education workers, are like the windows of schools opening to the outside. Therefore, they have a direct impact on the school's reputation. Their direct contact with students and society makes the size of this impact even more important. Because, in parallel with the positive or negative behaviors displayed by teachers, the stakeholders' perspective on the school is also shaped. The general purpose of the research is to determine the perceptions of internal and external stakeholders in educational organizations regarding corporate reputation in the form of school principals and to determine whether there is a difference between the perceptions of these stakeholders. For this purpose, a literature review was conducted.

Keywords: educational, stakeholders, school director, teacher

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1.Introduction

As long as the managers carry the organization they lead with confident steps into the future and protect their reputation, everything will continue perfectly. For this, it is necessary to determine the target audience of the organization, social stakeholders and what the stakeholders' expectations are from the organization. Messages from stakeholders should be identified and adapted to organizational goals. For this purpose, an organizational communication plan should be prepared and it should be determined which stakeholder should be reached, with which message and within what social responsibility framework. In today's management approach, in addition to material assets, in order for institutions to achieve their goals; They will need trained brainpower that can produce solutions to emerging problems and contribute to the organization's adaptation to market conditions. In addition, managers need to adopt a governance approach that will take into account the desires and expectations of employees. Organizations that produce, develop and market strategic information will have a better say in the global market and lead societies.

2.Literature review school management system

As is known, in times when societies were not complex and living conditions were simpler, education was a part of daily life and was largely provided by families. The change in individual and social relations and the increase in production and consumption needs have also affected the scope and quality of education. Specially designed environments were needed in order to systematically provide a comprehensive and qualified education resulting from this change and interaction to all individuals of the society. Thus, educational institutions called schools emerged.

In parallel with the political, economic and scientific development of society (technology production and use, etc.) and in accordance with the needs emerging in society, reshaping education and creating a more effective and qualified education system has been a constantly needed issue. In order to increase efficiency and effectiveness, efforts to scientificize management that emerged in the industrial field later spread to many areas. Management practices developed using scientific studies to enable organizations to achieve their goals by using their resources in the best way have been transferred to the field of education and educational management has emerged as a branch of science.

With the application of management science to educational organizations, effective organization and organization development studies carried out and put into practice for other organizations have also become a research and application area for educational organizations. Efforts to make organizations

more effective by increasing employee motivation are not a very new issue [Reynolds, D. p.435; Harris, A. p.420; Clarke, P. p.57; Harris, B., and James, S. 2006, p.425].

School advancement arranging 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 make strides the level of understudy accomplishment.

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.

3.School management system with stakeholders

School stakeholders have certain expectations from the school. So, for example, students and their teams have the right 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, p.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 [Zick, C. D., Bryant, W. K., & Österbacka, E. 2001, p.25-27]. 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 [Kurbay, 2008; Silva, 2008; Bussey, 2008; Johnson, 2010]. 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, p.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, p.52].

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 [2006, p.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.

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.

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.

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 [Calhoun, E. and Joyce, B. 2005, p.252].

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, but to the whole U.

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 [Mavisu,. 2010, p.29]. 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.

When the literature on school effectiveness, effective 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, p.125]. 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 directors should take on 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 directors compulsory. Our country has also been affected by this change process experienced in America and many Western countries [Patrinos, H., A., Barrera-Osorio, F., & Fasih, T. 2009, p.29], and efforts are made to make practices such as Performance Model at School (PMS), Student-Centered Education (SCE), Primary Education Institutions Standards (PEİS) 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, p.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, p.315]. The most important duties of school directors 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, pp.255-256]. School directors 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, p.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 directors 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 [Altun, T. and Cengiz, E. 2012, p.673]. Families are at the forefront of relations with the environment.

4.Conclusion

In the research, the reasons that negatively or positively affect participation in school stakeholders are; Lack of communication, autocratic management approach, lack of value for ideas by the management, negative attitudes and behaviors of managers, lack of authority, work intensity, transportation problems and social impossibilities.

By evaluating the findings and results of the study, the following recommendations were developed for practitioners and researchers.

• It was understood in the research that stakeholders have some negative attitudes regarding their role in participation in management (business-oriented and uninterested). In order to prevent these negative attitudes and increase the participation of stakeholders in management, seminars prepared

by experts on the importance of participatory management approach can be organized for all school stakeholders.

• In the research, stakeholders stated that they participated in school management mostly in terms of school and student development. At this point, strong communication and cooperation can be achieved between administrators, teachers and families to ensure school development and the development of the student in every aspect. Parents can be invited to the school frequently to receive parental support during this process.

• In the study, stakeholders stated that they could contribute to management, especially in decision-making, planning and implementation processes. In schools, the autocratic management approach can be moved away from and a participatory and sharing management approach can be adopted in which responsibility and authority can be given to all school stakeholders.

• Most of the factors that negatively affect participation in school management arise from the negative attitudes and behaviors of school administrators (lack of communication, not valuing ideas, not giving authority to stakeholders, etc.). In this context, school administrators can be given practice-oriented training on communication skills, participatory management and effective leadership behaviors with the support of field experts.

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Təhsil mərkəzlərində sosial maraqlı tərəflərin rolu

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Abstrakt. Hər bir şagirddə bir şəxsiyyət olaraq formalaşma, şəxsi düşüncə, tədqiqat və sual vermə bacarığı, fərdi təhlil etmə və ətraf mühitə görə cavabdehlik hissinin aşılanması təhsil müəssisələrinin məqsədləri sırasındadır.

Şagirdlərin inkişafı prosesi çox mürəkkəbdir və xüsusi yanaşma tələb edir. Bu prosesdə iştirak edən müəllimlər səhvlərdən yan keçməyə çalışmalıdır.

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Məktəb direktoru öz davranışı ilə yalnız pedaqoji heyətə deyil, həm də şagirdlərə təsir etməyi bacarmalıdır. Məhz direktorun və inzibati heyətin doğru və nümunəvi rəhbərliyi sayəsində arzu olunan nəticələr əldə etmək mümkündür.

Ümumtəhsil müəssisələri işçilərinin tələbələrlə münasibəti və müəllimlərin müsbət davranışı məktəbin müvafiq dəyərinin formalaşmasına təsir edən faktorlardır.

Məqalədə məqsəd təhsil mərkəzlərində sosial maraqlı tərəflərin rolunu tədqiq etməkdir. Problemin işlənilməsində müvafiq ədəbiyyata və sorğulara istinad edilmişdir.

Açar sözlər: təhsil, maraqlı tərəflər, məktəb direktoru, müəllimlər

Роль социально заинтересованных сторон в образовательных центрах

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Абстракт. Целью образовательных организаций является - помощь учащимся в формировании их как личностей, способных мыслить, исследовать и задавать вопросы, анализировать свои условия, а также чувствовать ответственность за окружающую среду.

Процесс развития учащихся очень сложен и требует своеобразного подхода. Преподаватели, участвующие в данном процессе, должны избегать ошибок.

Директор школы своим поведением должен влиять не только на педагогический персонал, но и на учащихся. Именно благодаря правильному и успешному руководству директора и администрации школы возможно достижение желаемых результатов.

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Контакт работников общеобразовательных учреждений со студентами, позитивное поведение учителей являются факторами, способствующими формированию должной репутации школы.

Целью статьи является изучение роли социально заинтересованных сторон в деятельности образовательных организаций. Проблема разрабатывалась, основываясь на соответствующую литературу и опросы.

Ключевые слова: образование, заинтересованные стороны, директор школы, учителя