



Effective School Management in the Implementation of the Curriculum and Legal Basis

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Abstract

The purpose of this study is to present an effective strategy and model for school management in support of the implementation of the curriculum and the legal basis, based on the latest most successful models in the field of education, the experiences of Western countries. To meet this goal, the study focuses on four research questions in the spectrum of managerial functions: (1) Organization- Are the schools well organized and run and to deal with their informational and educational mission in the future? (2) Change Management - Who should initiate change? (3) Planning-Who should plan the development of the school? (4) Implementation-Who should prepare and train children for the choice of complicated tasks and work in a well-organized, knowledge-based society? The study sample consists of principals of primary and secondary education schools, focusing on all types of schools in Durrës, in total about 7 schools (5 of primary education and 2 of secondary education), about 10% of schools in the Municipality of Durrës. Participants in this study are over 7 school leaders, 15 teachers, 50 parents, 50 students. For the collection of primary data from this sample were used interviews with individuals with special experiences (psychologists), focus group interviews with from 5-10 individuals in three categories, free written interviews, on teaching issues and teachers from open survey questions. Statistical programs were used for data processing and the method of applied multiple linear regression statistics was used for their analysis. The conclusions of the study are oriented towards two main pillars: the qualitative method and the quantitative one. The importance of the study lies in the presentation of a multifaceted model of a fruitful school management as it will provide instruments, paths, experiences and standard models of planning, management and real functioning of the school, the result of which are high achievements. and satisfactory fulfillment of official indicators for the school. The main limitation of this paper is the inability to directly contact and be present in European educational institutions where the problems of effective school management can be widely discussed. This limitation is balanced by the large sample size and advanced statistical methods for testing research hypotheses.

Keywords: School, European Integration, Institutional Performance, Functions

1. Introduction

The great changes that took place in our country, after the 1990s were also reflected in the deep structuring of the school, giving a new dimension to its direction, positioning, organization. In the framework of the reforms that have been implemented in pre-university education, as well as the legal changes that have taken place over more than two decades, it is noticed that the school has been delegated more responsibilities, more decision-making and as such it must be capable to professionally face the problems of management and implementation of the curriculum, planning and implementation of medium-term and annual plans, as well as the implementation of internal evaluation and drafting of its annual reports. On the other hand, it is the school itself that through its comprehensive bodies, as well as through cooperation with the local and educational government, as well as its leaders, selects and appoints its leaders and teachers.

In this context of such autonomy, which the school has gained, it is necessary to emphasize its new role in the governing and managerial process of the institution, but also its transformation into an environment of education, inclusive education and training of younger generations for work and life.

The school is given importance in every society and it is the first in the field of change in every country, but especially in those that are in the process of structural change, which in theory and in practice is known as the process of transition period. changes it is necessary to change the school as an institution, which refers to the need for these changes.

Changes must follow from above as well as from below.

By changes from above we mean when they are initiated by the state or more precisely by the Ministry of Education, while by changes from below, we mean those changes that are initiated by the schools themselves, teachers, principals, students, parents, local government, etc.

1.1 Presentation of the Problem

In recent years, a number of complex problems in education have been trumpeted. The main problem of these problems lies in the direction, organization and management of educational institutions, which have already emerged with new tasks, rights and responsibilities, which require a new culture, management and professional administration.

We all agree with the position that the main responsibility for the management of education as a whole falls on the state, but on the other hand the state through its structures responsible for the implementation of its policies in the school, is represented by democratically selected management and teaching staff.

questions:

1. Are legality correctly applied in every situation of school life?
2. Is the core curriculum and that choice implemented correctly and with new ideas in school?
3. Do the collegial bodies of the school function efficiently, such as: the School Board; Student Government; Ethics and Conduct Committee; Committee on Health, Safety and Environment; Parents' Council; Subject team; Curriculum team?
4. Do the school staff participate in determining the drafting of priorities in the medium and annual plans, which should lead to the improvement of the quality of the educational service provided through its planning and implementation?

During the development of modern society and the stages that this society goes through in school, we can ask if the school should be part of society?

As such, should it pursue all social changes or anticipate them?

The changes that our society is undergoing must be accompanied by radical changes in the methodology of school management, the quality of the curriculum implemented and the processes of active pedagogical interaction in the teaching and learning process.

All these issues are an object, which will be addressed in this paper, which aims to present some of the contemporary experiences and views, giving and suggestions.

1.2 Purpose and Contribution of the Work

To present an effective strategy and model for school management in support of the implementation of the curriculum and the legal basis, based on the latest most successful models in the field of education, the experiences of Western countries.

1.3 Research Questions

The following issues will be studied during this study:

- ORGANIZATION- Are the schools well organized and run and to deal with their informational and educational mission in the future?
 - CHANGE MANAGEMENT - Who should initiate change?
 - PLANNING - Who should plan the development of the school?
 - IMPLEMENTATION - Who should prepare and train children for the choice of complicated tasks and work in a well-organized, knowledge-based society?
1. How should models evaluate previous ways of management throughout history, even during the period of dictatorship?
 2. What is the model philosophy of the manager and management?
 3. What do the traditional elements of manager and management bring in the context of individual and societal development?

4. What are the social, legal, financial, pedagogical and didactic factors that condition the new models, ways and philosophies in the field of education system management?
5. What is the role of the manager in educational institutions (pre-university and public higher education), as the basic unit of the education system?
6. What are the standards of the manager and the professional competencies of good management and good administration in education?
7. What is the role of the manager's personality in the management process of the educational institution in Albania?
8. How are the current models of the manager in education perceived and evaluated by the subjects of the population that will participate in the survey of this study?

1.4 Limitations of the Study

1. Small number of samples taken into consideration
2. Using only one instrument (interview)
3. The questions, although based on literature, are self-formulated and not standardized.

2. Literature Review

2.1 Teaching, its birth and development over the years

In the '30s the lesson structure was template. The development of the lesson followed this development:

- Homework check;
- Control questions that require short answers;
- The teacher activates one or two students on the blackboard;
- The teacher explains the new topic;
- The teacher makes a summary;
- The teacher assigns homework.

In the '70s and '80s, the development of the lesson (Traditional lesson) followed this trend:

In the '90s, our Education experienced the most rapid developments in its history, some of which are: Model A - 94 of the lesson, which was recommended by the Instruction of the Ministry of Education no. 13, dated 22.08.1994, had three components:

Drafting the annual and semester plan; Student assessment; Lesson format and its development; Lesson format according to model A - 94 is this:

- Theme; Objectives; Motivation; Content development; Comprehension control; Guided practice (guided); Independent practice; Materials to be used; Closing, Recommendations, Homework

After 2000: The teacher has the task is to build functional lessons, learning activities, which are related to and in function of the qualitative realization of certain objectives in strategies and teaching and school platforms. In each lesson the teacher orients himself / herself and the students, and together they find the most fruitful method, makes a scheme of how to realize the lesson so that the learning of knowledge is productive and in implementation of school objectives (MES & Save_the_Children, Self-Assessment Manual of school, 2007). If new teachers are asked to prepare the lesson every day, to make it as analytical as possible and by clearly defining the step they will take, both in teaching and learning, the old, experienced teachers use it. him to proceed during the lesson.

This does not exclude that this type of teacher does not functionally prepare the daily platform and is clearly oriented through the "labyrinths" of the lesson, in the reports that can be created during it (Council_of_Europe, Policies and practices for teaching sociocultural diversity - A survey report, 2008).

What prevails is the opinion that "it is indisputable, that the lesson needs concrete planning, based on the specific needs of students".

So, the distinguishing feature of teaching, as an organized activity, is the process called planning. All those who want to make a career in the fields of productive teaching, should be clear to pay special and systematic attention to the process of planning. Specifically, in order to decide what and how you want students to learn, they should have three characteristics in the evaluation as a model teacher:

- Possess very good organizing and planning skills;

- To convey to students the learning outcomes that will be achieved after teaching;
- Have a high level of demands on themselves and their students;
- The teacher should be aware of the decisions related to the planning, techniques and methodological aspects of the lesson preparation.

Regarding the figure that the new teacher seeks to create, it starts from the imitation of the model teacher that he encountered during his schooling and tries to plan in detail each part of the lesson to avoid any "surprises" that may arise during the development of lesson.

Later, with the benefit of experience and during the professional training, the environment of the role and task of the teacher, the planning should be organized in accordance, in a fair and functional relationship with the characteristics of the students, with the problems they may present (Peshkëpia, "On administration of school", lectures, 2012). The innovations of the teacher's work are related to his continuous qualification, as well as to the application of various active methods, reaching a conviction which are those techniques and methods that are fruitful, encourage the student to learn, to actively participate in the learning process, encourage his independent work and gradually he acquires a logical reasoning in the elaboration of the transmitted knowledge (Kraja, 2008).

The planning and preparation of the lesson is closely related to the way the lesson is realized. This makes the teacher clearer and the structuring of the lesson, guarantees the time needed for each stage and task of the lesson developed in the classroom.

2.2 Preparation and Knowledge of the Teacher as a Decision Maker

The teacher makes multiple decisions within one lesson. It should be noted that the teacher before preparing the learning process, he must decide on the goals and learning outcomes he seeks to achieve. His decisions in planning are key to design a successful lesson, as only in this way he provides a learning structure, which realizes the combination of his social values with the professional ones. The more capable a teacher is, the easier the job of a leader is (Teacher Professional Standards, ASCAP 2020). Today the teacher must reach some professional standards in which he must meet:

- New teaching vision.
- Identifying the needs of the school in general.
- Commitment through knowledge, skills and attitudes to successfully perform his role in school.
- Continuously works to increase his professional development.

The teacher must perceive and understand the needs of the students, ie: To have qualified knowledge for his students: to know the styles of the students; their zeal for learning; self-concepts; take into account the shortcomings of the curriculum and know how to organize the lesson; design such objectives that match the characteristics of his students

Another aspect of planning the learning process is mastering subject knowledge. The content is organized for the reason that the teacher expresses the knowledge better and at the same time to acquire it better by the student, so that he acquires the knowledge logically and knows how to interpret them. In-depth knowledge of the subject or scientific discipline it develops. Good knowledge of teaching methods, their types. An important aspect nowadays is the lesson planning and an important element of this aspect is the selection of active methods that make teaching more productive and more assimilable by students.

Based on the teaching methods, the teacher makes the following decisions:

- Appropriate rhythm for the material to be taught; Manner of submitting the material; Classroom organization and management; Selection of teaching materials

All decisions made by the teacher should be in coherence with each other and in function of the objectives and orientation of the learning process, especially for the conscious learning of scientific knowledge elaborated from one module to another. So in order to realize an effective and functional planning, it is necessary for the teacher to have mastered the following elements, which he must acquire through study, qualification, various trainings, as well as through lifelong learning.

2.3 The Director of the Educational Institution

Directs the activity of the educational institution and is responsible for: implementation of this law and bylaws in its implementation, improving the quality of educational service, implementation and development of curricula, personnel management and creating conditions for professional development of employees of the institution .

Today the principal plays different roles in the school: he is responsible for the effectiveness of education legislation,

he is responsible for quality assurance through contemporary teaching, he is responsible for student achievement and outcomes through curriculum management and professional development of teachers within the school .

Leaders in Albania are responsible for the proper functioning of the school, measuring the efficiency and effectiveness of teaching, conducting staff meetings, observing classrooms for teacher teaching and student achievement, regulating student activities, evaluating teachers, and delivering instructions on appropriate teaching methods, the smooth running of the school infrastructure, etc.

Today schools have a category with a group of students and teachers, with time planned for teaching and all other activities, specific time for the beginning and end of the school day and management structure that in most cases has a hierarchical nature. The highest official in the hierarchy in a school is that of the principal, so the responsibility for running the school falls entirely on the principal. According to Dunklee (2000) 4 the differences between learning achievement and student behavior are influenced, among other things, by the principal. This means that the leader agrees to take on this responsibility, both in communication and in action, to create an environment that facilitates teaching and learning. Considering the importance of the duties and responsibilities of the leader, the way of leadership is one of the biggest factors in the effectiveness of his school.

The effectiveness and climate that accompanies each school starts from the principal and is reflected in: the relationship between teachers, the relationship between teachers and students, the relationship between students, the commitment of teachers to an effective teaching and the achievement of goals and objectives set for the school.

In other words, the leader is the one who has the responsibility to create and maintain a positive school environment through his behavior. The leader is the one who knows, monitors, evaluates, motivates, organizes, communicates, cooperates, respects and defines the tasks and responsibilities for everyone. school, is the most important factor in identifying and evaluating the work of teachers, is the most important factor in stimulating the work of teachers, is the most important factor in the training and professional development of teachers. The main task of the leader is to create an environment of healthy work, in which students feel good and ready to learn, but also teachers contribute to the achievement of the mission and goals of the school.

Direction is art or science, or a mixture of both?

The leader should be well acquainted with the Albanian legislation, various documents related to educational policies, various orders and instructions drafted by the Ministry of Education and Science, as well as various documents related to the protection of children's rights and laws against discrimination of children in school.

3. Methodology and Study Results

3.1 The method of this paper is quantitative and qualitative

3.2 Population and sample

The study sample consists of principals of primary and secondary education schools, focusing on all types of schools in Durrës, in total about 7 schools (5 of primary education and 2 of secondary education), about 10% of schools in the Municipality of Durrës. Participants in this study are over 7 school leaders, 15 teachers, 40 parents, 50 students. For the collection of primary data from this sample were used interviews with individuals with special experiences (psychologists), focus group interviews with 5-10 individuals in three categories, free written interviews, on teaching and teacher issues from open survey questions. Statistical programs were used for data processing and the method of applied multiple linear regression statistics was used for their analysis. The conclusions of the study are oriented towards two main pillars: the qualitative method and the quantitative one.

3.3 Instrument and Analysis

The study is based on:

1. first, in reviewing the current experience of Albania, but also of other countries.
2. second, in statistics.

For its realization, the basic research methods in social sciences will be used, such as surveying, interviewing. It is foreseen to apply, in a intertwined way, qualitative methods with the quantitative one. In this study, the first three types of resources are important.

- Structured interviews; Secondary data; DOCUMENTATION

There are three of these sources that will be used to gather information about our work. The interview instrument is the main research instrument. Qualitative data that will be an identification problem.

We plan to provide them in several ways: through interviews with experts and individuals with special experiences on this topic, leaders of educational institutions, associations, through focus group interviews with 5-10 individuals in three categories: students, teachers and parents.

Quantitative data that will be an identification problem. This data will be provided through the sampling method. The survey will be with closed questions (with predefined answer alternatives). Surveys are expected to be completed individually by respondents. The survey will be anonymous.

3.4 Collection and processing of data

Table 1. Study model design and operationalization of study variables

VARIABLE	INDICATOR	DATA COLLECTION			
		School leaders	Teacher	parents	Pupils
organization		X	X		
	Delegation	X	X		
planning	Centralization of the plan	X	X		
implementation	Manager communication	X	X		
	Teacher communication	X	X		
Change Management	Transformational leadership	X	X		
	Transactional leadership	X	X		
Change Management Outcome (Process Outcome Integration)	Teacher participation in the project			X	X
	Student satisfaction			X	X
	Parental satisfaction			X	X

Table 2. Relation of the study questions to the questionnaire questions for each interest group

	Interviews with school leaders	Interviews with teachers	Interviews with pupils	
General	1. What do you think are the most important qualities of a school leader? 6. Who is called a successful director, what does he feel sorry for and how can you become one?	2. What do you think are the most important qualities of a leader?	6. What are some of the qualities you prefer in your teacher? 7. What are some of the qualities you prefer in your principal? 8. What are some of the qualities you do not prefer in your principal?	6. In your opinion, is a strict and authoritarian leader more successful than an understanding and humorous leader? Why? 7. What is the ideal director for you that you would have dreamed of for your child?
Organization (Mission Orientation)	4. Have you made the pilot activities known to teachers? What has been the result?	5. How much does the teacher benefit from the experience of the leader? 8. Does the director delegate competencies to you and how does he do it? Yes No		
Planning	5. What should a leader do to improve leadership practices?	1. Do you think that the school principal has a key role in the performance of school work? 3. Do you think the leader influences the way the classroom and teaching?		
Implementation	2. What communication do you have with your teachers? 3. What about pupils?	6. What is your relationship with the director? 7. What about the principal with the pupils?	4. How is your relationship with your teacher? 5. Very good 6. Good 7. somewhat 8. Not good	1. How is your relationship with your child's teacher? 5. How important is the role of the leader in school-community relations

3.5 Questionnaire Analysis

40 Parents participated in this questionnaire of which 25% were female and 15% were male.

Asked about, do you think your child feels good in our school?

Very	36	90%
Agree	4	10%
Partly agree	0	0%
Disagree	0	0%
TOTAL	40	100%

In the first question, the parents answered positively to the question where it is very much agreed that his child feels very good at school and from this we did not have any negative evaluation.

In the second question, do our school teachers take into account your child's needs and interests?

Very	32	80%
Agree	8	20%
Partly agree	0	0%
Disagree	0	0%
TOTAL	40	100%

All parents correctly expressed the question that school teachers take into account the needs and interests of students in school, having no negative answers.

To the question, is our school schedule convenient for your family?

Very	17	42,5%
Agree	4	10%
Partly Agree	10	25%
Disagree	9	22,5%
TOTAL	40	100%

When asked about the appropriateness of school hours, only half of the respondents agreed that the rest of the respondents want the school to be only one shift. Given that the school environment does not meet the conditions made the request of parents impossible to pass the school with only one shift.

Are our school staff hospitable to you?

Very	30	75%
Agree	10	25%
Partly Agree	0	%
Disagree	0	%
Total	40	100%

In this question the parents expressed themselves positively and were well received by the school staff.

To the question, do you think the school is clean and maintained?

Very	17	42,5%
Agree	14	35%
Partly agree	0	0%
Disagree	9	22,5%
TOTAL	40	100%

In the 5th question where the request for dirt in the school is submitted, it is seen that a part of the parents have concerns about this.

To the question, do you think our school is safe?

Very	27	67,5%
Agree	6	15%
Partly agree	4	10%
Disagree	3	7,5%
TOTAL	40	100%

With regard to school safety most parents feel safe for their children, only a very small proportion of parents express this as a concern. The basic safety rules in the school territory have been strictly implemented in the school.

Are you aware of whether laboratories and teaching aids are used regularly by school teachers?

Very	10	25%
Agree	17	42,5%
Partly agree	7	17,5%
disagree	6	15%
TOTAL	40	100%

Regarding the laboratories and teaching aids, some parents have expressed that they partially agree with their use during the lesson, their use by teachers during the lesson in the classroom has been ascertained.

To the question, are you satisfied with the teaching provided by our school?

Very	35	87,5%
Agree	5	2,5%
Partly agree	0	0%
Disagree	0	0%
TOTAL	40	100%

Parents have expressed themselves positively and are very satisfied with the teaching provided at the school.

To the question, are you satisfied with your child's relationship with the teachers?

Very	37	92,5%
Agree	3	7,5%
Partly agree	0	0%
Disagree	0	0%
TOTAL	40	100%

Are teachers available to work with you?

Very	30	75%
Agree	10	25%
Partly agree	0	%
Disagree	0	%
TOTAL	40	100%

The answers are totally positive about communication.

To the question, are you satisfied with the relationship with the school principal?

Very	30	75%
Agree	9	22,5%
Partly agree	1	2,5%
Disagree	0	%
TOTAL	40	100%

Parents have expressed great satisfaction with their relationship with the school principal and correctness regarding work.

To the question are you regularly informed by the school about your child's progress?

Very	37	92,5%
Agree	3	7,5%
Partly agree	0	%
Disagree	0	%
TOTAL	40	100%

3.6 Questionnaire of pupils

No	Questions	completely agree	Agree	disagree	completely disagree	I do not know
1.	In your opinion, is the welfare of students a priority in school?	43	5	2	0	0
2.	According to you, all the school staff is hospitable and sociable for all students?	36	8	0	0	6
3.	Do you feel good at school?	45	5	0	0	0
4.	Do you think that the subjects / fields you have studied and the teaching you have will you need it in the future?	43	7	0	0	0
5.	Do teachers take into account your needs and interests in the classroom?	45	3	1	0	1
6.	Do teachers regularly involve you in classroom activities?	41	8	1	0	0
7.	Do teachers give challenging classroom assignments and levels?	38	9	3	0	0
8.	Do teachers make you feel good and inclusive during class?	44	6	0	0	0
9.	Do you think your school schedule has taken into account your needs?	24	17	5	3	0
10.	Do you think teachers give you personalized homework, challenging or motivating?	37	7	2	2	2
11.	Are you satisfied with the activities of the school?	41	6	2	0	1
12.	Does the school use information technology to develop learning and participation of all nxiensve?	19	13	5	1	12
13.	Do you know how to use the didactic tools and materials to be made available?	41	8	1	0	0
14.	Do teachers stimulate classroom collaboration through pair and group work?	45	4	0	0	1
15.	Are you happy with your relationship with your classmates?	43	4	2	0	1
16.	Do the teachers help the students with difficulties in it enough learned?	43	4	2	0	1
17.	Do you think your class shows respect for teachers?	43	4	2	0	1
18.	Are you satisfied with the relationship with the teachers?	47	3	0	0	0
19.	Are you satisfied with the relationship with the non-teaching staff?	31	15	0	0	4
20.	Are you regularly informed by the school about teaching activities-educational and your results?	40	9	0	0	1
21.	What other activities and activities would you like to do at the school? your?					

- In your opinion, is pupil well-being a priority in school?** In the first question, the students answered that their well-being is a priority in school.
- In your opinion, are all school staff hospitable and sociable to all pupils?** A good part of the students have expressed themselves positively and are satisfied with the school staff in terms of hospitality and socializing with all pupils.
- Do you feel good at school?** The pupils have all expressed that they very much agree that they feel very good at school.
- Do you think that the subjects/ fields you have studied and the teaching you have received will be needed in the future?** They are of the positive opinion that they will need these subjects for the future.
- Do teachers take into account your needs and interests in the classroom?** Pupils give answers that strongly agree that teachers take into account your needs and interests in the classroom.
- Do teachers regularly involve you in classroom activities?** According to the answers given by the pupils, the teachers include them regularly in the activities developed in the classroom.
- Do teachers give challenging classroom assignments and levels?** Yes, we give pupils challenging classroom assignments and levels.

8. **Do teachers make you feel good and inclusive during class?** Yes they are clear that teachers make you feel good and inclusive during the lesson.
9. **Do you think the school schedule has taken into account your needs?** Not all pupils agree on the question of timetable, but this is impossible as the school does not have enough facilities to develop in just one shift.
10. **Do you think teachers give you personalized, challenging or motivating homework?** Pupils feel fulfilled that teachers give you personalized, challenging or motivating homework, a very small percentage are with opinions that do not agree at all on this we emphasize that teachers to be more careful.
11. **Are you satisfied with the activities of the school?** Pupils are positive and feel satisfied with the activities of the school.
12. **Does the school use information technology to develop the learning and participation of all pupils?** Pupils answer double in the use of ICT during the lesson, not even half of the students agree.
13. **Do you know how to use the didactic tools and materials to be made available?** Pupils use very well the didactic tools and materials that are made available to them.
14. **Do teachers stimulate classroom collaboration through pair and group work?** Yes, teachers stimulate classroom collaboration through pair and group work.
15. **Are you satisfied with the relationship with your classmates?** Pupils feel satisfied with the relationship with their classmates.
16. **Do teachers help students with learning difficulties enough?** Teachers help teachers enough students with learning difficulties.
17. **Do you think your class shows respect for teachers?** Pupils express themselves positively, the class shows respect for teachers.
18. **Are you satisfied with the relationship with the teachers?** Pupils are completely satisfied with the relationship with the teachers.
19. **Are you satisfied with the relationship with the non-teaching staff?** They think they feel good about the teaching staff.
20. **Are you regularly informed by the school about the teaching-educational activities and your results?** Pupils are regularly informed by the school about the teaching-educational activities and your results.
21. **What other activities and activities would you like to have in your school?** The emphasis of the students is more on creating artistic and sports environments where they have the opportunity to dedicate themselves and work harder.

3.7 Questionnaire of teachers

No.	questions	Very agree	Agree	Partly agree	Disagree
1.	Based on your experience, do pupils feel good in the classroom?	25	1	0	0
2.	Are you satisfied with your pupils' results?	10	16	0	0
3.	When teaching, do you consider the needs and interests of your pupils?	26	0	0	0
4.	During the lesson, do you actively involve all pupils in the activities you carry out?	26	0	0	0
5.	Do you think school services are effective?	24	2	0	0
6.	Do you regularly use laboratories / cabinets and teaching aids?	0	0	0	0
7.	Do you think that the school has enough teaching aids and materials?	3	19	3	1
8.	Based on your experience, do you think the use of laboratories and cabinets is very fruitful?	24	2	0	0
9.	Do you use appropriate strategies and methods for developing core competencies during the lesson?	21	5	0	0
10.	Are you satisfied with your relationship with the students?	19	7	0	0
11.	Are you satisfied with your relationship with the students?	26	0	0	0
12.	Are you satisfied with your relationship with the school principal?	26	0	0	0
13.	Are you satisfied with your relationship with the non-teaching staff?	24	2	0	0
14.	Are you satisfied with your relationship with the pupils's parents?	23	3	0	0
15.	Are you informed by the school board on all aspects and innovations?	26	0	0	0
16.	Do you feel involved in school decision making?	26	0	0	0

1. **Based on your experience, do pupils feel good in the classroom?** Teachers have expressed that pupils feel good in the classroom.
2. **Are you satisfied with your pupils' results?** Teachers feel they agree, but not the highest point of their achievement.
3. **When teaching, do you take into account the needs and interests of your pupils?** Teachers fully agree that you take into account the needs and interests of pupils.
4. **During the lesson, do you actively involve all pupils in the activities you carry out?** Their involvement is actively all pupils in the activities that take place in the classroom.
5. **Do you think school services are efficient?** Teachers say they agree that they try to make school services as efficient as possible.
6. **Do you regularly use laboratories / cabinets and teaching aids?** Teachers agree to use labs and teaching aids.
7. **Do you think that the school has enough teaching aids and materials? A good part of the teachers agree.**
8. **Based on your experience, do you think the use of laboratories and cabinets is very fruitful?** Yes, the use of laboratories and cabinets is very fruitful.
9. **Do you use appropriate strategies and methods for developing basic competencies during the lesson?** Yes, appropriate strategies and methods are always used during the lesson to develop basic competencies.
10. **Are you satisfied with your relationship with the pupils?** Teachers express that they feel satisfied with your relationship with their pupils.
11. **Are you satisfied with your relationship with the pupils?** Teachers express that they feel satisfied with your relationship with their pupils.
12. **Are you satisfied with your relationship with the school principal?** Teachers agree that they are satisfied with your relationship with the school board.
13. **Are you satisfied with your relationship with the non-teaching staff?** Agree on working with your relationship with non-teaching staff.
14. **Are you satisfied with your relationship with your parents?** Yes, they are satisfied with your relationship with your parents
15. **Are you informed by the school board on all aspects and innovations?** Teachers fully agree that they are informed by the school administration on all aspects and innovations.
16. **Do you feel involved in school decision making?** All teachers feel involved in school decision-making

4. Conclusions

- The main objective of this paper is to provide professional knowledge and practical ideas so that we can understand them more easily and apply them in the teaching and management practice of the school.
- The purpose of this paper is to help understand the changes that occur in education by trying to reflect social developments and adapt them more easily to the requirements of new curricula, new teaching methodology and the incorporation of new technology in schools.
- The study is a research, which included three methods: literature review, review of documentation, training and qualifications throughout the career of leaders and teaching staff, to enable the exploration of experiences and perceptions of the leadership-teacher relationship. Part of the study will consist of principals of primary and secondary schools, focusing on all types of schools in Durres.
- The instruments are semi-structured interview, observation checklist, questionnaire.
- The two most important conclusions from the simple analysis of statistical descriptive parameters are:
 1. Parental satisfaction has a very high oscillation between the subjects asked (i.e. parents' responses in terms of their children's school satisfaction are homogeneous from parent to parent)
 2. Teacher participation in projects is the variable with the lowest average level.

Appendix 1: Questionnaire for students

Dear pupil, Your views are very important to our school. Please read each question carefully and put x in the answer that it is fairer for the school. What you tell us will be private. We consider your opinion very valuable. Thanks for the answers.

1. In your opinion, is the welfare of students a priority in school?
2. According to you, all school staff are cooperative hosts for all pupils
3. Do you feel good at school?
4. Do you think that the subjects you have studied and the teaching you have received will be needed in the future?
5. Do teachers take into account your needs and interests in the classroom?
6. Do teachers regularly engage in classroom activities?
7. Do teachers give challenging classroom assignments and levels?
8. Do teachers make you feel good and inclusive during class?
9. Do you think that the school schedule has taken into account your needs?
10. Do you think teachers give you personalized, challenging or motivating homework?
11. Are you satisfied with the activities of the school?
12. Does the school use information technology to develop the learning and participation of all students? Do you know how to use the didactic tools and materials to be made available?
13. Do teachers stimulate classroom collaboration through pair and group work?
14. Are you satisfied with the relationship with your classmates?
15. Do teachers help students with learning difficulties enough?
16. Do you think your class shows respect for teachers?
17. Are you satisfied with the relationship with the teachers?
18. Are you satisfied with the relationship with the non-teaching staff?
19. Are you regularly informed by the school about the teaching-educational activities and your results?
20. What other activities and activities would you like to have in your school?

Appendix 2: Questionnaire of parents

1. Do you think your child feels good in our school?
2. Do our school teachers take into account your child's needs and interests?
3. Is our school schedule suitable for your family?
4. Are our school staff hospitable to you?
5. Do you think our school is clean and maintained?
6. Do you think our school is safe?
7. Are you aware of whether the laboratories and teaching aids are used regularly by the teachers of our school?
8. Are you satisfied with the teaching provided by our school?
9. Are you satisfied with your child's relationship with classmates / schoolmates?
10. Are you satisfied with your child's relationship with the teachers?
11. Are teachers available to dialogue with you?
12. Are you satisfied with the relationship with the school principal?
13. Are you regularly informed by the school about your child's progress?
14. What would you like to see change in our school?

Appendix 3: Questionnaire of teachers

1. Based on your experience, do pupils feel good in the classroom?
2. Are you satisfied with your pupils' results?
3. When teaching, do you take into account the needs and interests of your pupils?
4. During the lesson, do you actively involve all pupils in the activities you carry out?
5. Do you think school services are efficient?
6. Do you regularly use laboratories / cabinets and teaching aids?