

Trust between Education Stakeholders in Primary School

Research Article

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ARTICLE INFO	ABSTRACT
<i>Article History:</i> Received: 20.08.2025 Available online: 25.09.2025	This study also aims to determine the views and expectations of primary school education stakeholders regarding the concept of trust. In line with this study, the phenomenology design was preferred among qualitative research methods. The study group consists of 26 administrators, 24 primary school teachers, 21 elementary school students, and 25 parents whose children are enrolled in elementary schools affiliated with the Kahramanmaraş Provincial Directorate of National Education, selected using simple random sampling during the fall semester of the 2024-2025 academic year. Semi-structured interview questions developed by the researchers were used in the data collection phase of the study. Content analysis was used to analyze the data obtained. The results of the study showed that the stakeholders participating in the study were aware of the educational stakeholders, that bilateral agreements between educational stakeholders should be between teachers and parents and teachers and students, that interaction between educational stakeholders was not sufficient according to teachers and administrators but was sufficient according to students and parents, Effective communication, sense of duty, love, respect, and justice are effective factors in establishing trust among stakeholders, while disrespect, irresponsibility, lack of communication, physical violence, and injustice are factors that cause distrust. Stakeholders expect cooperative behavior, healthy communication, tolerance, and respect from other stakeholders. © 2025 IOJES. All rights reserved Keywords: Education stakeholders, trust, primary school

Introduction

Human beings are social creatures and therefore constantly interact with the people around them. As individuals acquire certain skills, they begin to interact with the people around them. With interaction, the individual's environment expands. This expansion of the environment begins with the child's transition to the school environment. The people in the expanding environment do not have the same meaning for the individual. There are some people who connect the individual to life and help them develop. The fundamental

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reason for this connection is the mutual trust between individuals. The quality of education and the well-being of the educational environment improve with the trust between stakeholders in the school environment.

When viewed in different contexts, the definition of education takes on different meanings. Education is a process of deliberately changing what exists in accordance with an individual's own desires and experiences through discipline, social services, earnings, learning, and a combination of these (Ertürk, 2017).

According to the Turkish Language Association (TDK), the term stakeholder is defined as a shareholder. Education stakeholders are defined as individuals who are interested in the success of a program or institution, who contribute to this success, and who are affected by it. These stakeholders, who play a key role in the education system, include students, parents, teachers, and school administrators (Waters, 2011). When the literature is examined, it appears that problems arise from stakeholders or situations that affect stakeholders. One of these problems is seen to be insecurity in schools (Kara 2020).

According to the Turkish Language Association (TDK), trust is defined as “the feeling of believing and committing oneself without fear, hesitation, or doubt; security, confidence.” There are debates among sociologists and economists who clarify the concept of trust, as well as theorists in the field of social psychology. While sociologists and economists defend the view that trust is a phenomenon reflected by individuals within or outside an organization, theorists in the field of social psychology defend the view that it arises as a result of interpersonal interaction (Worchel, 1979). This situation has given rise to various types of trust.

Conflicts in the definition of trust have also influenced the classification of types of trust. McAllister (1995) examined trust in two categories, emotional and cognitive, focusing on the direction, nature, and outcomes of the relationship (Erdem, 2003). Emotional security is defined as the state of internalizing the value and attention received from others and reflecting it back to them (McAllister, 1995). Cognitive trust is defined as the individual's ability to recognize the person in front of them. This type of trust can be established through honesty, responsibility, and accuracy (Costigan et al. 1998; Koçak, 2019).

Another classification of the concept of trust was made by Shapiro and colleagues (1992) into three categories: knowledge-based, account-based, and identity-based. Knowledge-based trust is a type of trust formed by referring to the existing knowledge base regarding individuals' knowledge of each other. Knowledge-based trust has three sub-dimensions (Shapiro et al., 1992). The first is the contribution of knowledge to trust. In other words, it increases the predictability of behaviors that will be exhibited based on the level of familiarity between individuals. The second is the reinforcement of trust. This refers to avoiding behaviors that could negatively impact trust and acting in a manner consistent with the other person's trust criteria. The third is continuous communication and interaction between individuals. This situation is beneficial in terms of confirming the strengthening of trust between individuals (Lewicki & Bunker, 1996; Değirmenci, 2009). Account-based trust is a type of trust that is based on reason and the benefits it provides in the formation of the concept of mutual trust in individuals (Köksal, 2012; Mcknight et al., 1998). In this type of trust, the formation of the concept of trust among individuals is based on the calculation of mutual gain or loss (Karakuş, 2019). Identification is the understanding of the emotional and mental state of the person opposite the individual and the development of similar emotions and thoughts (Yücel, 2006). The type of trust based on identification is based on mutual identification among individuals. The individual knows the other person very well in terms of emotions and thoughts and knows how they will behave. This type of trust can be considered an advanced form of the other two types of trust (Lewicki & Bunker, 1996).

Education is one of the foremost elements in the development of individuals and society. Communication and interaction among education stakeholders, who are also members of society, are factors that influence this development. One of the concepts that emerges as a result of communication and interaction

among stakeholders is the concept of trust. The education provided with this interpersonal trust can affect the quality of education. Especially in elementary school, which is one of the first environments where children open up to the outside world and meet new people, trust can be more important for children of this age than other concepts. In this context, examining how stakeholders get to know each other at the elementary school level and the interactions that develop between them is thought to make important contributions to the field in terms of identifying the elements that reinforce trust or lead to distrust and revealing the mutual expectations of stakeholders.

The purpose of this study is to determine the views of elementary school education stakeholders regarding the concept of trust among themselves, the factors contributing to the formation of trust and distrust among stakeholders, and their expectations of each other. In line with this general purpose, answers were sought to the following sub-objectives:

Education stakeholders' perception of "education stakeholders."

Education stakeholders' thoughts on bilateral cooperation and objectives.

Education stakeholders' thoughts on the level of interaction between stakeholders.

Education stakeholders' thoughts on the other stakeholder they trust the most.

Education stakeholders' thoughts on the factors that create trust among stakeholders.

Education stakeholders' thoughts on the factors that cause distrust among stakeholders.

Education stakeholders' thoughts on their expectations from the other stakeholder in creating trust among stakeholders.

Methodology

Study Model

This study, which aims to reveal trust among education stakeholders in primary schools, uses the phenomenology pattern from qualitative research methods. Yıldırım and Şimşek (2013) define qualitative research as "a research process that uses data collection methods such as observation, interviews, and document analysis to reveal perceptions and events in a realistic and holistic manner in their natural environment." A phenomenological study is a research design that reveals phenomena we are aware of but do not have a detailed understanding of, with the help of individuals who have experience with them (Creswell, 2016; Patton, 2014). Yıldırım and Şimşek (2011) define phenomenology as "focusing on phenomena that we are aware of but do not have a deep and detailed understanding of."

Study Group

The study group for the research was selected using simple random sampling from primary schools affiliated with the Kahramanmaraş Provincial Directorate of National Education in the fall semester of the 2024-2025 academic year and consisted of 26 administrators, 24 primary school teachers, 21 elementary school students, and 25 parents whose children were enrolled in primary school. Simple random sampling is a type of sampling in which each participant has an equal chance of being selected, without the selection of other participants affecting their chances (Büyüköztürk et al., 2010; Karasar, 2009). The demographic characteristics of the participants in the study are presented in Table 1.

Table 1. Demographic characteristics of participants

<i>participant</i>	<i>Demographic Characteristics</i>	<i>f</i>	<i>%</i>	
Administrator	gender	Female	6	33
		Male	20	77
	Educational Degree	University	17	65
		Graduate school	9	35
	Professional Seniority	1-10 Years	12	46
		11-20 Years	7	27
		21-30 Years	4	15,5
		30+ Years	3	11,5
Teacher	gender	Female	16	66,5
		Male	8	33,5
	Educational Degree	University	19	79
		Graduate school	5	21
	Professional Seniority	1-10 Years	10	41,5
		11-20 Years	6	25
		21-30 Years	6	25
		30+ Years	2	8,5
Student	Gender	Female	12	57
		Male	9	43
	Class	1	5	24
		2	5	24
		3	6	28
		4	5	24
	Number of Siblings in Education	1	6	28,5
		2	7	33,5
		3	4	19
		4	3	14
		5+	1	5
Parent	Gender	Female	16	64
		Male	9	36
	Age	20-30	2	8
		31-40	17	68
		41-50	5	20
		51-60	1	4
		60+	0	0
		Educational Degree	Elementary School	0
	Middle School		2	8
	high school		5	20
	University		13	52
	Graduate school		5	20
	Number of Children in Education	1	6	24
		2	11	44
		3	5	20
4		2	8	
5+		1	4	

Data Collection Tool and Analysis of Data

In this study, a form developed by the researcher titled “Thoughts on Trust Among Education Stakeholders in Primary Schools” was used as a data collection tool. During the preparation of the form, the researcher conducted a literature review with the help of printed sources, teachers in the field, and researchers who had conducted studies on this topic. This process, also known as “theory triangulation,” involves conducting literature reviews through various methods to bring forth diverse and differing perspectives (Başkale, 2016). Following the literature review, the researcher created a pool of 17 questions. The question pool was then presented to experts for their opinions. The questions reviewed by the expert were reduced to 9 questions after content and scope adjustments. The question pool was submitted to expert opinion in order to increase the validity and reliability of the data collection tool, prevent misinterpretation and inadequacy in the literature review, and prevent the formation of closed themes (Creswell, 2017). The 9-question form was piloted with four education stakeholders outside the working group. The responses from the stakeholders were resubmitted to the expert opinion, and guidelines were added at the end of the questions to encourage open-ended responses such as “explain” and “why.” Questions with common answers were combined to create a 7-question interview form. The remaining seven questions were piloted again with four different education stakeholders outside of the participants and working group from the first pilot application. The data obtained was analyzed by different researchers, and the analysis results were presented to the participants to obtain their opinion on whether their answers were included in these analyses. After obtaining participant confirmation, the final version of the semi-structured interview form titled “Thoughts on Trust Among Educational Stakeholders in Primary Schools” was finalized.

The interview form consists of two parts: one section containing the demographic characteristics of the participants and another section aimed at determining the thoughts of education stakeholders regarding trust. The data obtained in the study were analyzed using content analysis. Codes were determined using content analysis, relationships between codes were identified, categories were formed, and themes were created by combining categories. According to Silverman (2008), content analysis is a simple method of analysis that involves labeling specific words or groups of words.

Findings

This part of the study, which aims to determine the views and expectations of primary school education stakeholders regarding the concept of trust, presents the responses of the stakeholders who participated in the study to semi-structured interview questions in the form of codes, categories, and theme tables, and includes direct quotations from the stakeholders.

Findings Related to the First Sub-Problem

The first sub-problem of the study was “Who and what comes to mind when you hear the term ‘education stakeholders?’” Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 2.

Table 2. Education Stakeholders' Perception Of “Education Stakeholders”

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Multidimensional Stakeholder Perception Shaping Education	School Administration	Internal School Stakeholders	Teacher	24
			Student	19
			School Administration	13
	Family and Community-Based Stakeholders		Parent	24
			Civil Society Institutions	6
			Unions	1

Teacher	Official Corporate Stakeholders	Provincial And District Education Directorates	6
		Government Agencies	5
		Administrative And Municipal Units	1
	Academic Stakeholders	Universities	2
	İnternal School Stakeholders	Teacher	22
		Student	17
		School Administration	16
	Family And Close Circle Stakeholders	Parent	24
		Social Media	3
	Official Corporate Stakeholders	Provincial And District Education Directorates	5
		Civil Society Institutions	3
		Government Agencies	2
Student	Academic Stakeholders	Scientists	4
	İnternal School Stakeholders	Teacher	20
		School Administration	12
		Classmates	7
		Guidance Counselor	5
	Family And Close Circle Stakeholders	Parent	10
		Sibling	6
		Private Tutor	4
Parent	İnternal School Stakeholders	Teacher	23
		Student	16
		School Administration	14
		School Staff	5
	Family And Community-Based Stakeholders	Parent	19
		Social Media	2
	Official And Academic Stakeholders	Provincial And District Education Directorates	6
		Scientists	5

According to the opinions of primary school administrators, Table 2 was examined and the codes obtained were categorized into four categories: “İnternal School Stakeholders” “Family and Community-Based Stakeholders” “official Corporate Stakeholders” and “Academic Stakeholders” These categories are grouped under the theme of “Multidimensional Stakeholder Perception Shaping Education.” Within the School-Based Stakeholders category under the theme of Multidimensional Stakeholder Perceptions Shaping Education, “Teachers” received the most opinions, while “School Administration” received the fewest opinions. Within the Family and Community-Based Stakeholders category, ‘Parents’ received the most opinions, while “Unions” received the fewest opinions. Within the Official Institutional Stakeholders category, “Provincial and District MEB” received the most opinions, while “Property and Administrative Units”

received the fewest opinions. Within the Academic Stakeholders category, there was only one opinion, namely “Universities.”

When the opinions of elementary school administrators in the Internal School Stakeholders category were examined, it was found that elementary school administrators viewed teachers (n=25), students (n=19), and school administrators (n=13) as educational stakeholders. Based on the responses provided, the opinions of some elementary school administrators are as follows:

S.A5: “Our teachers...”

S.A12: “Teachers, students, and school administrators...”

When examining the opinions of primary school administrators in the Family and Community-Based Stakeholders category, it was noted that primary school administrators viewed parents (n=24), non-governmental organizations (n=6), and unions (n=1) as educational stakeholders. Based on the responses provided, some of the opinions of primary school administrators are as follows:

S.A21: “Teachers, school administrators, parents, civil society organizations, and unions.”

When examining the opinions of primary school administrators in the Official Corporate Stakeholders category, it was noted that primary school administrators viewed the Provincial and District MEB (n=6), Official Institutions and Organizations (n=5), and Local and Administrative Units (n=1) as educational stakeholders. Based on the responses provided, the views of some primary school administrators are as follows:

S.A2: “Provincial and district MEB...”

S.A13: “Official institutions and organizations are important stakeholders...”

S.A7: “Local and administrative units...”

When the opinions of elementary school administrators in the Academic Stakeholders category were examined, it was noted that elementary school administrators viewed universities (n=2) as educational stakeholders. Based on the responses provided, some of the opinions of elementary school administrators are as follows:

S.A19: “Universities are also among our stakeholders.”

According to the opinions of primary school teachers, Table 2 was examined and four categories were created with the codes obtained: “Internal School Stakeholders,” “Family and Community-Based Stakeholders,” “Official Institutional Stakeholders,” and “Academic Stakeholders.” These categories were grouped under the theme of “Multidimensional Stakeholder Perception Shaping Education.” Within the School-Based Stakeholders category under the theme of Multidimensional Stakeholder Perceptions Shaping Education, “Teachers” received the most opinions, while “School Administration” received the fewest opinions. Within the Family and Community-Based Stakeholders category, ‘Parents’ received the most opinions, while “Social Media” received the fewest opinions. Within the Official Institutional Stakeholders category, “Provincial and District MEB” received the most views, while “Official Institutions and Organizations” received the fewest views. Within the Academic Stakeholders category, there was only one opinion, namely “Scientists.”

When the opinions of primary school teachers in the Internal School Stakeholders category were examined, primary school teachers stated that they saw teachers (n=22), students (n=17), and school administrators (n=16) as educational stakeholders. Based on the answers given, some of the primary school teachers' opinions are as follows:

T3: "Teachers, students..."

T18: "School administrators..."

When the opinions of primary school teachers in the Family and Community-Based Stakeholders category were examined, primary school teachers stated that they viewed parents (n=24) and social media (n=3) as educational stakeholders. Based on the responses provided, some of the primary school teachers' opinions are as follows:

T8: "My parents..."

T17: "Social media is now on its way to becoming an educational stakeholder."

When the opinions of primary school teachers in the Official Institutional Stakeholders category were examined, it was noted that primary school teachers viewed the Provincial and District MEB (n=5), Non-Governmental Organizations (n=3), and Official Institutions and Organizations (n=2) as educational stakeholders. Based on the responses provided, some of the primary school teachers' opinions are as follows:

T12: "Official institutions and organizations, CSOs..."

T15: "Provincial and district MEB..."

When the opinions of primary school teachers in the Academic Stakeholders category were examined, it was found that primary school teachers viewed scientists (n=4) as educational stakeholders. Based on the responses provided, some of the primary school teachers' opinions are as follows:

T2: "Scientists..."

According to the opinions of elementary school students, Table 2 was examined and two categories were created with the codes obtained: "Internal School Stakeholders" and "Family and Close Environment Stakeholders." These categories were grouped under the theme of "Multidimensional Stakeholder Perception Shaping Education." Within the School-Based Stakeholders category under the theme of "Multidimensional Stakeholder Perception Shaping Education," 'Teacher' received the most opinions, while "Guidance Counselor" received the fewest opinions. Within the Family and Close Environment Stakeholders category, "Parent" received the most opinions, while "Private Teacher" received the fewest opinions.

When examining the opinions of elementary school students in the Internal School Stakeholders category, elementary school students indicated that they viewed teachers (n=20), school administrators (n=12), classmates (n=16), and guidance counselors (n=5) as educational stakeholders. Based on the responses provided, some of the elementary school students' opinions are as follows:

S7: "My teacher and my friends..."

S13: "My guidance counselor at school..."

S20: "The principal and vice principals..."

When examining the opinions of elementary school students in the Family and Close Environment Stakeholders category, elementary school students indicated that they viewed their parents (n=10), siblings (n=6), and private teachers (n=4) as educational stakeholders. Based on the responses provided, some of the elementary school students' opinions are as follows:

S1: "My mom and dad."

S19: "My brother/sister."

S11: "The teacher who comes to our house."

According to the opinions of parents whose children are enrolled in primary school, Table 2 was examined and three categories were created based on the codes obtained: "Internal School Stakeholders" "Family and Community-Based Stakeholders" and "Official and Academic Stakeholders." These categories were grouped under the theme of "Multidimensional Stakeholder Perception Shaping Education." Within the School-Based Stakeholders category under the theme of Multidimensional Stakeholder Perceptions Shaping Education, "Teachers" received the most opinions, while "School Staff" received the fewest opinions. Within the Family and Community-Based Stakeholders category, 'Parents' received the most opinions, while "Social Media" received the fewest opinions. Within the Official and Academic Stakeholders category, "Provincial and District MEB" received the most opinions, while "Scientists" received the fewest opinions.

When the opinions of parents whose children attend elementary school were examined in the Internal School Stakeholders category, parents indicated that they viewed teachers (n=23), students (n=16), school administrators (n=14), and school staff (n=5) as educational stakeholders. Based on the responses provided, some parents' opinions are as follows:

P15: "Teachers, school administration, and other people working in schools."

P2: "Children..."

When the opinions of parents whose children attend elementary school in the Family and Community-Based Stakeholders category were examined, parents indicated that they viewed Parents (n=19) and Social Media (n=2) as education stakeholders. Based on the responses provided, some of the parents' opinions are as follows:

P17: "We parents..."

P6: "Internet environments..."

When the opinions of parents whose children are enrolled in primary school were examined in the Official and Academic Stakeholders category, parents indicated that they viewed the Provincial and District MEB (n=6) and Scientists (n=5) as education stakeholders. Based on the responses provided, some of the parents' opinions are as follows:

P4: "The MEBs in the province and district..."

P11: "Our esteemed scientists."

Findings Related to the Second Sub-Problem

The second sub-problem of the study was "Who do you think should interact the most among education stakeholders? Please explain." Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 3.

Table 3. Thoughts Of Education Stakeholders On Bilateral Cooperation And Its Objectives

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Perception Of Interactive Stakeholder Collaboration In Education	School Administration	Stakeholder Pairs Where Interaction Is A Priority	Teacher-Parent	18
			Teacher-Student	8
			Between Each Stakeholder	3
			Teacher-School Administration	2
		Reasons and Objectives Of Interaction	Because It Forms The Basis Of Stakeholders	7
			The Idea That They Need To Get Together The Most	3

Teacher		For Student Self-Confidence	2
		To Achieve Academic Success	2
		Responsibility-Related	2
		In A Behavioral Context	1
	Stakeholder Pairs Where Interaction Is A Priority	Teacher-Parent	15
		Teacher-Student	9
		Teacher-School Administration	4
		Teacher- Teacher	3
		Between Each Stakeholder	2
	Reasons and Objectives Of Interaction	For Cooperation	6
		Because He Was A Student At The Center	2
	Student	Teacher-Parent	7
		Teacher-School Administration	6
		My Family-Me	4
		Me - My Friends	2
		Teacher- Teacher	2
		Student-School Administration	1
		Because I Love You So Much	4
		They Support	3
		Communication Training Improves	2
		You Should Make Them Feel Loved	1
Parent	Stakeholder Pairs Where Interaction Is A Priority	Student-Teacher	17
		Student-Parent	13
		Teacher-School Administration	3
	Reasons and Objectives Of Interaction	Parent Supported	5
		Teachers Should Understand The Family Environment	3
		Education Begins At Home	2
		Teachers Should Be Dedicated	1

According to the opinions of primary school administrators, Table 3 was examined and two categories were created with the codes obtained: "Stakeholder Pairs Where Interaction is a Priority" and "Reasons and Purposes of Interaction." These categories were grouped under the theme of "Perception of Interactive Stakeholder Cooperation in Education." Within the category of Stakeholder Pairs Where Interaction is a Priority, which falls under the theme of Perception of Interactive Stakeholder Collaboration in Education, "Teacher-Parent" received the most opinions, while "Teacher-School Administration" received the fewest opinions. Within the category of Reasons and Purposes for Interaction, "Because it forms the basis of stakeholders" received the most opinions, while "In a behavioral context" received the fewest opinions.

When examining the opinions of elementary school administrators in the category of Stakeholder Pairs with Priority Interaction, it was found that elementary school administrators believe that the most interaction among stakeholders should be between Teacher-Parent (n=18), Teacher-Student (n=8), Among All

Stakeholders (n=3), and Teacher-School Administration (n=2). Based on the responses provided, the views of some elementary school administrators are as follows:

S.A24: "It should be between teachers and parents because..."

S.A16: "It should be between teachers and students."

S.A1: "It should be between all stakeholders for academic success."

S.A14: "Between school administration and teachers."

When examining the opinions of primary school administrators in the category of Reasons and Purposes of Interaction, it was found that the primary school administrators believed that the reason for interaction among stakeholders was Because it forms the basis of stakeholders (n=7), The Belief That They Need to Come Together Most Often (n=3), For Student Self-Confidence (n=2), To Achieve Academic Success (n=2), Due to Responsibility (n=2), and In a Behavioral Context (n=1). Based on the answers given, some elementary school administrators' views are as follows:

S.A10: "Teachers spend the most time with students at school, while parents spend the most time with them at home. That's why they form the foundation of stakeholders."

S.A4: "Teachers and students are always together, that's why."

S.A8: "Because of their responsibilities."

S.A1: "To achieve academic success..."

According to the opinions of primary school teachers, Table 3 was examined, and two categories were created with the codes obtained: "Stakeholder Pairs Where Interaction is a Priority" and "Reasons and Purposes of Interaction." These categories were grouped under the theme of "Perception of Interactive Stakeholder Cooperation in Education." Within the category of Stakeholder Pairs Where Interaction is a Priority under the theme of Perception of Interactive Stakeholder Collaboration in Education, "Teacher-Parent" received the most opinions, while "Between All Stakeholders" received the fewest opinions. Within the category of Reasons and Purposes for Interaction, "For Collaboration" received the most opinions, while "Because the Student is at the Center" received the fewest opinions.

When examining the opinions of primary school teachers in the category of Stakeholder Pairs with Priority Interaction, it was found that primary school teachers believe that the most interaction among stakeholders should be between Teacher-Parent (n=15), Teacher-Student (n=9), Teacher-School Administration (n=4), Teacher-Teacher (n=3), Between All Stakeholders (n=2). Based on the responses provided, some primary school teachers' opinions are as follows:

T8: "On the one hand, it should be between teachers and parents, and on the other hand, it should be between teachers and students."

T2: "It should be between teachers."

T10: "It should be between teachers and administrators."

T20 "It should be between all stakeholders."

When examining the opinions of primary school teachers in the category of Reasons and Purposes of Interaction, primary school teachers stated that the reasons for interaction among stakeholders were Cooperation (n=6) and Student-Centeredness (n=2). Based on the answers given, some of the primary school teachers' opinions are as follows:

T6: "Dual cooperation is very important in this regard."

T16: "We need to put the student at the center."

According to the opinions of elementary school students, Table 3 was examined and two categories were created with the codes obtained: "Stakeholder Pairs Where Interaction is a Priority" and "Reasons and Purposes of Interaction." These categories were grouped under the theme of "Perception of Interactive Stakeholder Cooperation in Education." Within the category of Stakeholder Pairs Where Interaction is a Priority under the theme of Perception of Interactive Stakeholder Collaboration in Education, "Teacher-Parent" received the most opinions, while "Student-School Administration" received the fewest opinions. Within the category of Reasons and Purposes for Interaction, "Because I Love It Very Much" received the most opinions, while "It Should Make You Feel Loved" received the fewest opinions.

When examining the opinions of elementary school students in the category of Stakeholder Pairs with Priority Interaction, it was determined that the most interaction among elementary school students should be between Teacher-Parent (n=7), Teacher-School Administration (n=6), My Family-Me (n=4), Me-My Friends (n=2), Teacher-Teacher (n=2), and Student-School Administration (n=1). Based on the responses provided, the views of some elementary school administrators are as follows:

S1: "It should be between my mother and my teacher."

S8: "Between my teacher and the assistant principal."

S18: "I have a good relationship with my friends."

S2: "Me and my father."

When examining the opinions of elementary school students in the category of Reasons and Purposes of Interaction, elementary school students stated the following reasons for interaction among stakeholders: Because I Love Them Very Much (n=4), They Support Me (n=3), It Improves Communication Skills (n=2), They Should Make Me Feel Loved (n=1). Based on the answers given, the views of some elementary school administrators are as follows:

S16: "Because I love them very much (my family and my teacher)."

S9: "They are always behind me."

S17: "They should make me feel loved."

According to the opinions of parents whose children are enrolled in primary school, Table 3 was examined, and two categories were created based on the codes obtained: "Stakeholder Pairs Where Interaction is a Priority" and "Reasons and Purposes of Interaction." These categories were grouped under the theme of "Perception of Interactive Stakeholder Cooperation in Education." Within the category of Stakeholder Pairs Where Interaction is a Priority, under the theme of Perception of Interactive Stakeholder Cooperation in Education, "Student-Teacher" received the most opinions, while "Teacher-School Administration" received the fewest opinions. Within the category of Reasons and Purposes for Interaction, "Parent Support" received the most opinions, while "Teachers Should Be Self-Sacrificing" received the fewest opinions.

When examining the opinions of parents whose children are enrolled in elementary school in the category of Stakeholder Pairs with Priority Interaction, parents indicated that the most interaction among stakeholders should be between Student-Teacher (n=17), Student-Parent (n=13), and Teacher-School Administration (n=3). Based on the responses provided, some parents' opinions are as follows:

P9: "While our children should have a good relationship with their teachers, they should also get along well with us."

P17: "Teachers and school administration."

When examining the opinions of parents whose children are enrolled in elementary school in the category of Reasons and Purposes of Interaction, it was found that the reasons for interaction among stakeholders were Parent Support (n=5), Teachers Should Understand the Family Environment (n=3), Education Begins at Home (n=2), and Teachers Should Be Self-Sacrificing (n=1). Based on the answers given, some of the parents' opinions are as follows:

P18: "Teachers should understand the family and support us in relation to the student."

P9: "Because education begins at home, not at school."

Findings Related to the Third Sub-Problem

The third sub-problem of the study was "What level of interaction do you think currently exists among education stakeholders? Please explain." Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 4.

Table 4. Education Stakeholders' Opinions On The Level Of Interaction Between Stakeholders

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Perceived Level Of Interaction Among Education Stakeholders	School Administration	Negative Reviews	Not Sufficient	17
			Social Media-Related	3
			Varies From Person To Person	3
			Know-It-All	2
			Inability To Update Themselves	2
			Irresponsibility	1
		Positive Reviews	Sufficient Level	9
		Influencing Factors	Social	3
			Cultural	2
			Economical	2
	Teacher	Negative Reviews	Not Sufficient	16
			Differences Of Opinion	5
			Parents' Lack Of Education	2
		Positive Reviews	Partially	3
			Sufficient Level	2
		Influencing Factors	Socio-Economically Influential	2
	Student	Positive Reviews	They Get Along Well	19
			Direct Communication	12
			Respectful Conversation	11
			Because There Is Love	8
			They Work Together	2
		Difficulty Statement	They're Pushing Hard In Between	2
	Parent	Negative Reviews	Independent Of Each Other	5
			Not Sufficient	3
			Very Different	2
			Should Be Increased	1
		Positive Reviews	Good Level	14
			Intermediate Level	4
			Solution-Oriented	1

According to the opinions of primary school administrators, Table 4 was examined and three categories were created with the codes obtained: "Negative Evaluations," "Positive Evaluations," and "Influencing Factors." These categories were grouped under the theme of "Perception of the Level of Interaction Among Education Stakeholders." Within the Negative Evaluations category under the theme of Perception of the Level of Interaction Among Education Stakeholders, "Not Sufficient" received the most opinions, while 'Irresponsibility' received the fewest opinions. Within the Positive Evaluations category, there was only one opinion, "Sufficient." Within the Influencing Factors category, "Social" received the most opinions, while 'Cultural' and "Economic" received the fewest opinions.

When examining the opinions of elementary school administrators in the Negative Evaluations category, it was found that elementary school administrators expressed opinions such as Not Sufficient Level (n=17), Social Media-Related (n=3), Varies Depending on the Person (n=3), Know-it-all (n=2), Unable to keep up to date (n=2), Irresponsibility (n=1) were mentioned. Based on the answers given, some of the primary school administrators' opinions are as follows;

S.A26: "Interaction between stakeholders is not sufficient. Our parents are know-it-alls. They do not fulfill their responsibilities."

S.A20: "It varies from stakeholder to stakeholder."

S.A15: "Our teachers are unable to update themselves. They have become slaves to social media."

When the opinions of elementary school administrators in the Positive Evaluations category were examined, elementary school administrators stated that the level of interaction among stakeholders was adequate (n=9). Based on the responses given, the opinions of some elementary school administrators are as follows:

S.A6: "The level of interaction among stakeholders is adequate."

When examining the opinions of primary school administrators in the Influencing Factors category, primary school administrators indicated their views on factors affecting the level of interaction among stakeholders in terms of social (n=3), cultural (n=2), and economic (n=2) factors. Based on the responses provided, some of the opinions of primary school administrators are as follows:

S.A23: "One of the biggest things that affects interaction among stakeholders is the social, cultural, and economic characteristics of the area."

According to the opinions of primary school teachers, Table 4 was examined and three categories were created with the codes obtained: "Negative Evaluations," "Positive Evaluations," and "Influencing Factors." These categories were grouped under the theme of "Perception of the Level of Interaction Among Education Stakeholders." Within the Negative Evaluations category under the theme of "Perception of the Level of Interaction Among Education Stakeholders," "Not Sufficient" received the most opinions, while "Parents' Lack of Education" received the fewest opinions. Within the Positive Evaluations category, "Partially" received the most opinions, while "Sufficient Level" received the fewest opinions. Within the Influencing Factors category, there was a single opinion stating "Socio-Economic Factors Are Influential."

When examining the opinions of primary school teachers in the Negative Evaluations category, elementary school administrators indicated that the level of interaction among stakeholders was Not Sufficient (n=16), Disagreements (n=5), and Parents' Lack of Education (n=2). Based on the responses given, some of the primary school teachers' opinions are as follows:

T24: "Communication between stakeholders is not very adequate in this era. No one respects anyone else's opinion."

T4: "Our parents misunderstand us and our teachers because they are uneducated."

When the opinions of primary school teachers in the Positive Evaluations category were examined, elementary school administrators indicated that the level of interaction among stakeholders was Partially Adequate (n=3) and Adequate (n=2). Based on the responses provided, some primary school teachers' opinions are as follows:

T11: "Communication between stakeholders is adequate at our school."

T13: "Interaction between stakeholders is partially adequate."

When examining the opinions of primary school teachers in the Influencing Factors category, primary school teachers stated that socio-economic factors influence the level of interaction among stakeholders (n=2). Based on the responses provided, some primary school teachers' opinions are as follows:

T22: "I have worked in many schools, and this situation can vary somewhat from a socio-economic perspective."

According to the opinions of elementary school students, Table 4 was examined and two categories were created with the codes obtained: "Positive Evaluations" and "Expression of Difficulty." These categories were grouped under the theme of "Perception of the Level of Interaction Among Education Stakeholders." Within the Positive Evaluations category under the theme of Perception of the Level of Interaction Among Education Stakeholders, "They get along well" received the most opinions, while "They work together" received the fewest opinions. Within the Expression of Difficulty category, there is only one opinion, "They struggle with each other."

When examining the opinions of elementary school students in the Positive Evaluations category, it was found that elementary school students expressed opinions such as They Get Along Well (n=19), Direct Communication (n=12), Respectful Conversation (n=11), Because There Is Love (n=8), and They Work Together (n=2). Based on the responses provided, some of the elementary school students' opinions are as follows:

S4: "My mother and my teacher get along well. When something happens, I can call my mother right away."

S10: "When I see my mother and teacher talking, I see that they speak very respectfully. They love each other."

S15: "My mother and teacher work at the same school."

When examining the opinions of elementary school students in the Difficulty Expression category, elementary school students expressed the opinion that the level of interaction among stakeholders was difficult (n=2). Based on the answers given, some of the elementary school students' opinions are as follows:

S21: "When they are together, they sometimes make it difficult for me. ☹"

According to the opinions of parents whose children are enrolled in primary school, Table 4 was examined, and two categories were created based on the codes obtained: "Negative Evaluations" and "Positive Evaluations." These categories were grouped under the theme of "Perception of the Level of Interaction Among Education Stakeholders." Within the Negative Evaluations category under the theme of "Perception of the Level of Interaction Among Education Stakeholders," "Independent of Each Other" received the most opinions, while "Should Be Increased" received the fewest opinions. Within the Positive Evaluations category, "Good Level" received the most opinions, while "Solution-Oriented" received the fewest opinions.

When examining the opinions of parents whose children are enrolled in elementary school in the Negative Evaluations category, parents expressed the following opinions regarding the level of interaction among stakeholders: Independent of Each Other (n=5), Not Sufficient (n=3), Very Different (n=2), Should Be Increased (n=1). Based on the responses provided, some parents' opinions are as follows:

P1: "Everyone acts independently. Very different."

P13: "Interpersonal interaction is not sufficient."

P24: "Not sufficient but should be increased."

When the opinions of parents whose children are enrolled in primary school were examined in the Positive Evaluations category, parents indicated Good Level (n=14), Medium Level (n=4), and Solution-Oriented (n=1) opinions regarding the level of interaction among stakeholders. Based on the responses provided, some parents' opinions are as follows:

P12: "We have a very good relationship with our teacher and always have solution-oriented conversations."

P20: "Moderate."

Findings Related to the Fourth Sub-Problem

The fourth sub-problem of the study was "Who do you trust the most among education stakeholders? Why?" Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 5.

Table 5. Thoughts Of Education Stakeholders Regarding The Other Stakeholder They Trust The Most

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
The Most Trusted Stakeholder Among Education Stakeholders And The Reasons Why	School Administration	Trusted Stakeholders	Teacher	20
			School Administration	4
			Parent	3
			Provincial And District Education Directorates	2
		Reasons For Trust	Relevant	5
			Direct Impact	4
			Knowledgeable	2
			Accountable	2
	Teacher	Trusted Stakeholders	Teacher	20
			School Administration	7
			Student	4
			Parent	3
		Reasons For Trust	Being On The Field	5
			Hard Work	2
			Pure - Innocent	1
			Teacher	12
	Student	Trusted Stakeholders	My Family	9
			I Don't Tell Anyone My Secrets	6
		Reasons For Trust	I Trust Them More	5
			They Are Always Behind Me	4

Parent		I Love Them	4
		I Know Him Better	4
		He Behaves Very Well	4
		He Gives Good Education	3
	Trusted Stakeholders	Teacher	23
		School Administration	3
		My Child	2
	Reasons For Trust	Transparent Communication	4
		Comes After Family	3
		The Most Important Person	3
		Objective	3
		Direct Impact	3
		Provides Good Education	2

According to the opinions of primary school administrators, Table 5 was examined and two categories were created with the codes obtained: “Trusted Stakeholders” and “Reasons for Trust.” These categories were grouped under the theme of “The Most Trusted Stakeholders Among Education Stakeholders and the Reasons for Trust.” Within the Trusted Stakeholders category under the theme of Most Trusted Stakeholders Among Education Stakeholders and Reasons for Trust, “Teachers” received the most opinions, while “District MEB” received the fewest opinions. Within the Reasons for Trust category, ‘Relevant’ received the most opinions, while “Responsible” received the fewest opinions.

When examining the opinions of primary school administrators in the Trusted Stakeholders category, the most trusted stakeholders among primary school administrators were identified as Teachers (n=20), School Administration (n=4), Parents (n=3), and Provincial/District Ministry of Education (n=2). Based on the responses provided, the opinions of some primary school administrators are as follows:

S.A10: “I trust my teachers and fellow administrators.”

S.A18: “I trust parents.”

S.A11: “I trust my institutional superiors, i.e., the individuals at the provincial and district MEB.”

When examining the opinions of elementary school administrators in the Reasons for Trust category, the following opinions were expressed regarding why elementary school administrators trust so much: Relevant (n=5), Direct Impact (n=4), Knowledgeable (n=2), Responsible (n=2). According to the responses, some elementary school administrators' opinions are as follows:

S.A3: “Our teachers and parents are very concerned and knowledgeable. Both sides are aware of their responsibilities.”

S.A9: “Our teachers are in direct communication with both us and the parents.”

According to the opinions of primary school teachers, Table 5 was examined and two categories were created with the codes obtained: “Trusted Stakeholders” and “Reasons for Trust.” These categories were grouped under the theme of “The Most Trusted Stakeholders Among Education Stakeholders and the Reasons for Trust.” Within the Trusted Stakeholders category under the theme of Most Trusted Stakeholders Among Education Stakeholders and Reasons for Trust, “Teachers” received the most opinions, while ‘Parents’

received the fewest opinions. Within the Reasons for Trust category, "Being on the Field" received the most opinions, while "Pure - Innocent" received the fewest opinions.

When the opinions of primary school teachers in the Trusted Stakeholders category were examined, the most trusted stakeholders among primary school teachers were identified as Teachers (n=20), School Administration (n=7), Students (n=4), and Parents (n=3). Based on the responses provided, some of the primary school teachers' opinions are as follows:

T19: "Among the stakeholders, I trust us teachers the most. Then my dear students."

T1: "I trust my school principal."

T23: "I trust my children's families."

When examining the opinions of primary school teachers in the Reasons for Trust category, the following reasons for why primary school teachers trust them so much were mentioned: Being in the Field (n=5), Hardworking (n=2), Innocent (n=1). Based on the answers given, some of the primary school teachers' opinions are as follows:

T21: "I trust hardworking teachers who are present in the field."

T19: "Because my children are very young, they are very innocent and pure."

According to the opinions of elementary school students, Table 5 was examined and two categories were created with the codes obtained: "Trusted Stakeholders" and "Reasons for Trust." These categories were grouped under the theme of "The Most Trusted Stakeholders Among Education Stakeholders and the Reasons for Trust." Within the Trusted Stakeholders category under the theme of Most Trusted Stakeholders Among Education Stakeholders and Reasons for Trust, "Teacher" received the most opinions, while "My Family" received the fewest opinions. Within the Reasons for Trust category, "Doesn't Tell Anyone My Secrets" received the most opinions, while "Provides Good Education" received the fewest opinions.

When examining the opinions of elementary school students in the Trusted Stakeholders category, the most trusted stakeholders among elementary school students were identified as Teachers (n=12) and Family (n=9). Based on the responses provided, some of the opinions of elementary school students are as follows:

S5: "I trust my teacher."

S14: "I trust my family."

When examining the opinions of elementary school students in the Reasons for Trust category, the top reasons why elementary school students trust others are: They Don't Tell Anyone My Secrets (n=6), I Trust Them More (n=5), They Are Always Behind Me (n=4), I Love Them (n=4), I Know Them Better (n=4), They Behave Very Well (n=4), They Provide Good Education (n=3). Based on the answers given, some of the elementary school students' opinions are as follows:

S5: "I don't share my secrets with my friends in class."

S14: "They are my family and always have my back. I trust them more."

S17: "I love them more because they are my family."

S21: "My teacher is very kind."

S6: "Because they teach us lessons."

According to the opinions of parents whose children are enrolled in primary school, Table 5 was examined, and two categories were created based on the codes obtained: "Trusted Stakeholders" and "Reasons for Trust." These categories were grouped under the theme of "The Most Trusted Stakeholders Among

Education Stakeholders and the Reasons for Trust.” Within the Trusted Stakeholders category under the theme of Most Trusted Stakeholders Among Education Stakeholders and Reasons for Trust, “Teachers” received the most opinions, while “My Child” received the fewest opinions. Within the Reasons for Trust category, “Transparent Communication” received the most opinions, while “Providing Good Education” received the fewest opinions.

When examining the opinions of parents whose children are enrolled in primary school in the Trusted Stakeholders category, the most trusted stakeholders were identified as Teachers (n=23), School Administration (n=3), and My Child (n=2). Based on the responses provided, some parents' opinions are as follows:

P7: “I trust our teacher very much.”

P25: “I trust the school principal.”

P16: “I trust my child more.”

When examining the opinions of parents whose children are enrolled in elementary school in the “Reasons for Trust” category, the following views were expressed regarding why parents trust the school: Transparent Communication (n=4), Comes After Family (n=3), Most Important Person (n=3), Objective (n=3), Direct Impact (n=3), and Provides Good Education (n=2). Based on the responses provided, some parents' opinions are as follows:

P7: “Because after family comes the teacher, who has direct contact with the student.”

P10: “Because the most important person in education is the teacher.”

P19: “Because administrators are very impartial towards us.”

P5: “Teachers provide good education.”

Findings Related to the Fifth Sub-Problem

The fifth sub-problem of the study was “What are your thoughts on the factors that ensure trust among education stakeholders?” Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 6.

Table 6. Education Stakeholders' Thoughts On Factors That Build Trust Among Stakeholders

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Factors That Build Trust Among Education Stakeholders	School Administration	Individual Characteristics And Attitudes	Sense Of Duty	7
			Attitude	5
			Behavior	4
			Seriousness	3
			Honesty	3
		Social And Communication Elements	Effective Communication	8
			Mutual Understanding	6
			Teamwork	4
			Respect	3
			Tolerance	2
			Valuing Others	2

Teacher	Principles Of Justice And Equality	Behaving Fairly	4
		Behaving Equitably	3
	Knowledge And Equipment	Information Equipment	3
	Individual And Ethical Characteristics	Honesty	5
		Goodwill	3
		Sense Of Duty	3
		Love	3
		Sincerity	2
	Social And Communication Elements	Effective Communication	14
		Respect	8
		Cooperation	8
		Mutual Understanding	5
		Transparency	4
Student	Elements Of Trust And Emotional Support	Trustworthy	10
		Supportive	9
		Discreet	7
		Motherly	6
	Quality Of Education And Recognition	You Should Know Me Well	7
		he Quality Of The Education Provided	6
	Ethical And Behavioral Characteristics	Good Communication Skills	10
		Honesty	9
		Good Behavior	7
Parent	Ethical And Relationship-Based Elements	Love	6
		Respect	5
		Trustworthiness	4
		Sincerity	3
		Honesty	2
		Building Relationships	2
	Communication And Cooperation	Effective Communication	6
		Accessibility	3
		Cooperation	3
		Dynamism	2
	Quality And Equity In Education	Healthy Education	6
		Care	4
		Fairness	2

According to the opinions of primary school administrators, Table 6 was examined and the codes obtained were categorized into four categories: "Individual Characteristics and Attitudes," "Social and Communication Elements," "Principles of Justice and Equality," and "Knowledge and Equipment." These categories were grouped under the theme of "Factors that Build Trust Among Education Stakeholders."

Within the Individual Characteristics and Attitudes category under the theme of Factors Creating Trust Among Education Stakeholders, "Sense of Duty" received the most opinions, while 'Seriousness' and "Honesty" received the fewest opinions. Within the Social and Communication Elements category, "Effective Communication" received the most opinions, while "Tolerance" and 'Valuing' received the fewest opinions. Within the Principles of Justice and Equality category, "Behaving Fairly" received the most opinions, while "Behaving Equitably" received the fewest opinions. Within the Knowledge and Equipment category, there is only one opinion, namely "Knowledge Equipment."

When examining the opinions of primary school administrators in the Individual Characteristics and Attitudes category, the following factors were identified as contributing to trust among stakeholders: Sense of Duty (n=7), Attitude (n=5), Behavior (n=4), Seriousness (n=3), and Honesty (n=3). Based on the responses provided, the views of some primary school administrators are as follows:

S.A25: "A sense of duty must be reflected in behavior. The rest will follow naturally."

S.A22: "People should do their jobs honestly."

S.A7: "If teachers do their jobs seriously, the people on the other side will also take steps toward this attitude."

When examining the opinions of primary school administrators in the Social and Communication Elements category, the following views were expressed regarding the factors that build trust among stakeholders: Effective Communication (n=8), Mutual Understanding (n=6), Teamwork (n=4), Respect (n=3), Tolerance (n=2), and Valuing (n=2). Based on the responses provided, the views of some primary school administrators are as follows:

S.A10: "Effective communication, cooperation, and mutual understanding are essential."

S.A6: "Mutual respect and tolerance."

S.A9: "One must value their work and the person."

When examining the opinions of primary school administrators in the Justice and Equality Principles category, it was noted that primary school administrators expressed opinions regarding factors that build trust among stakeholders, such as Acting Fairly (n=4) and Acting Equitably (n=3). Based on the responses provided, some of the opinions of primary school administrators are as follows:

S.A18: "One should act fairly and equitably."

When examining the opinions of elementary school administrators in the Knowledge and Equipment category, it was noted that elementary school administrators expressed their views on Knowledge Equipment (n=4) as a factor that builds trust among stakeholders. Based on the responses provided, some of the opinions of elementary school administrators are as follows:

S.A13: "If a person is knowledgeable and equipped, they will get along better with others."

According to the opinions of primary school teachers, Table 6 was examined and two categories were created with the codes obtained: "Individual and Ethical Characteristics" and "Social and Communication Elements." These categories were grouped under the theme of "Factors That Build Trust Among Education Stakeholders." Within the Individual and Ethical Characteristics category under the theme of Factors Contributing to Trust Among Education Stakeholders, "Honesty" received the most opinions, while "Sincerity" received the fewest opinions. Within the Social and Communication Elements category, "Effective Communication" received the most opinions, while "Transparency" received the fewest opinions.

When examining the opinions of primary school teachers in the Individual and Ethical Characteristics category, the following factors were mentioned as contributing to trust among stakeholders: Honesty (n=5), Goodwill (n=3), Sense of Duty (n=3), Love (n=3), and Sincerity (n=2). Based on the responses provided, some of the primary school teachers' opinions are as follows:

T5: "Honesty, sense of duty, and sincerity."

T14: "Goodwill is necessary."

When examining the opinions of primary school teachers in the Social and Communication Elements category, the following views were expressed regarding the factors that build trust among stakeholders: Effective Communication (n=14), Respect (n=8), Cooperation (n=8), Mutual Understanding (n=5), Transparency (n=4). Based on the responses provided, some of the primary school teachers' opinions are as follows:

T12: "Effective communication and cooperation are necessary."

T23: "Transparency and mutual understanding are important at this point."

According to the opinions of elementary school students, Table 6 was examined and three categories were created with the codes obtained: "Trust and Emotional Support Elements," "Education Quality and Recognition," and "Ethical and Behavioral Characteristics." These categories were grouped under the theme of "Factors Creating Trust Among Education Stakeholders." Within the Trust and Emotional Support Elements category under the theme of Factors That Build Trust Among Education Stakeholders, "Trust" received the most opinions, while "Should Be Like a Mother" received the fewest opinions. Within the Education Quality and Recognition category, "They Should Know Me Well" received the most opinions, while "The Education They Provide Should Be Good" received the fewest opinions. Within the Ethical and Behavioral Characteristics category, "They Should Communicate Well" received the most opinions, while "They Should Behave Well" received the fewest opinions.

When examining the opinions of elementary school students in the Trust and Emotional Support Factors category, the following opinions were expressed regarding the factors that create trust among stakeholders: Trust (n=10), Should Be Supportive (n=9), Should Be Able to Keep Secrets (n=7), Should Be Like a Mother (n=6). Based on the responses provided, some of the elementary school students' views are as follows:

S16: "I need to trust them; they should support me in every way."

S12: "I would trust my teacher if they were like a mother."

S9: "They should not share my secrets with anyone."

When examining the opinions of elementary school students in the Education Quality and Recognition category, the following opinions were expressed regarding the factors that build trust among stakeholders: "They should know me well" (n=7) and "The education they provide should be good" (n=6). Based on the answers given, some of the elementary school students' opinions are as follows:

S12: "They should know me well."

S3: "They should teach us well."

When examining the opinions of elementary school students in the Ethics and Behavioral Characteristics category, the following opinions were expressed regarding the factors that build trust among stakeholders: Good Communication (n=10), Honesty (n=9), and Good Behavior (n=7). Based on the answers given, some of the elementary school students' opinions are as follows:

S10: "They should talk to us openly about everything."

S21: "If they treat us well, I can trust them."

According to the opinions of parents whose children are enrolled in primary school, Table 6 was examined and three categories were created based on the codes obtained: "Ethical and Relationship-Based Elements," "Communication and Cooperation," and "Educational Quality and Justice." These categories were grouped under the theme of "Factors That Build Trust Among Education Stakeholders." Within the Ethical and Relationship-Based Elements category under the theme of Factors That Build Trust Among Education Stakeholders, "Love" received the most opinions, while 'Honesty' and "Establishing Connections" received the fewest opinions. Within the Communication and Cooperation category, "Effective Communication" received the most views, while 'Dynamism' received the fewest views. Within the Education Quality and Justice category, "Healthy Education" received the most views, while "Fairness" received the fewest views.

When examining the opinions of parents whose children are enrolled in elementary school in the Ethical and Relationship-Based Elements category, the following opinions were expressed regarding the factors that build trust among stakeholders: Love (n=6), Respect (n=5), Reliability (n=4), Sincerity (n=3), Honesty (n=2), and Bonding (n=2). Based on the responses provided, some parents' opinions are as follows:

P22: "Love, respect, honesty."

P6: "I need to trust the teacher."

When examining the opinions of parents whose children are enrolled in elementary school in the Communication and Cooperation category, parents indicated Effective Communication (n=6), Accessibility (n=3), Cooperation (n=3), and Dynamism (n=2) as factors that build trust among stakeholders. Based on the responses provided, some parents' opinions are as follows:

P14: "They need to collaborate with us and maintain constant communication."

P21: "They need to have a dynamic personality."

When examining the opinions of parents whose children are enrolled in primary school in the Education Quality and Justice category, parents expressed opinions regarding factors that build trust among stakeholders, such as Healthy Education (n=6), Caring (n=4), and Fairness (n=2). Based on the responses provided, some parents' opinions are as follows:

P23: "They need to communicate with us in a healthy way. We have had teachers who did not care about us and yelled at us."

Findings Related to the Sixth Sub-Problem

The sixth sub-question of the study was "What factors do you think cause mistrust among education stakeholders? Please explain." Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 7.

Table 7. Education Stakeholders' Thoughts On Factors Causing Mistrust Among Stakeholders

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Factors Causing Mistrust Among Education Stakeholders	School Administration	Individual And Ethical Shortcomings	Unfair Treatment	9
			Lack Of Professionalism	8
			Disrespect	3
			Lack Of Appreciation	2
			Lack Of Communication	9

Teacher	Communication And Relationship Problems	Inconsistency	4
	Differences In Perception And Understanding	Differences In Perspective	7
		Making Distinctions	4
	Individual Ethical And Behavioral Deficiencies	Irresponsibility	5
		Disrespect	4
		Lack Of Objectivity	3
		Hypocrisy	2
		Dishonesty	2
		Indifference	1
	Communication And Social Relationship Problems	Lack Of Communication	8
		Prejudice	5
		Complaints	3
		Jealousy	3
		Gossip	2
	Negative Attitudes Toward Perceptions Of Justice And Trust	Injustice	4
Student	Behavioral Negativity That Undermines Trust	Telling Secrets	11
		Lying	8
		Stealing	3
		Cheating	1
	Issues Of Justice And Equality	Unfair Treatment	10
		Racist Attitude	1
	Physical Security Breaches	Physical Violence	9
Parent	Communication And Consistency Issues	Lack Of Communication	5
		Inconsistent Actions	3
		Failure To Keep Promises	2
	Ethical And Responsibility Deficiencies	Unfairness	5
		Disrespect	3
		Indifference	3
		Irresponsibility	2
	Structural And Socio-Cultural Factors	Level Of Education	3
		he Link Between Education And Politics	2

According to the opinions of primary school administrators, Table 7 was examined and three categories were created with the codes obtained: "Individual and Ethical Inadequacies," "Communication and Relationship Problems," and "Perception and Understanding Differences." These categories were grouped under the theme of "Factors Causing Distrust Among Education Stakeholders." Within the category of Individual and Ethical Inadequacies under the theme of Factors Causing Distrust Among Education Stakeholders, "Unfair Behavior" received the most opinions, while "Lack of Appreciation" received the fewest

opinions. Within the Communication and Relationship Problems category, "Lack of Communication" received the most opinions, while 'Inconsistency' received the fewest opinions. Within the Perception and Understanding Differences category, "Differences in Perspective" received the most opinions, while "Discrimination" received the fewest opinions.

When examining the opinions of primary school administrators in the category of Individual and Ethical Inadequacies, the following factors were identified as causing mistrust among stakeholders: Unfair Treatment (n=9), Lack of Awareness of Responsibilities (n=8), Disrespect (n=3), and Lack of Appreciation (n=2). Based on the responses provided, the views of some primary school administrators are as follows:

S.A9: "An administrator values their teachers and treats them fairly. If they don't, nothing will be right."

S.A24: "If no one does their job, the wheel won't turn."

When examining the opinions of elementary school administrators in the Communication and Relationship Problems category, it was noted that elementary school administrators cited Lack of Communication (n=9) and Inconsistency (n=4) as factors causing mistrust among stakeholders. Based on the responses provided, some of the opinions of elementary school administrators are as follows:

S.A15: "If there is a lack of communication, no connection can be established."

S.A6: "Inconsistent work should not be done. Everyone should stand behind the work they do."

When examining the opinions of elementary school administrators in the Perception and Understanding Differences category, the following opinions were expressed regarding factors causing mistrust among stakeholders: Perspective Differences (n=7) and Discrimination (n=4). Based on the responses provided, the opinions of some elementary school administrators are as follows:

S.A19: "There may be mistrust stemming from differences in perspective."

S.A16: "If administrators discriminate."

According to the opinions of primary school teachers, Table 7 was examined and the codes obtained were categorized into three categories: "Individual Ethical and Behavioral Deficiencies," "Communication and Social Relationship Problems," and "Negative Attitudes Toward Justice and Trust Perception." These categories were grouped under the theme of "Factors Causing Distrust Among Education Stakeholders." Within the category of Individual Ethical and Behavioral Deficiencies under the theme of Factors Causing Distrust Among Education Stakeholders, "Irresponsibility" received the most opinions, while "Indifference" received the fewest opinions. Within the Communication and Social Relationship Problems category, "Lack of Communication" received the most opinions, while 'Gossip' received the fewest opinions. Within the Negative Attitudes Towards Justice and Trust Perception category, there was only one opinion, namely "Injustice."

When examining the opinions of primary school teachers in the Individual Ethics and Behavioral Deficiencies category, the factors causing distrust among stakeholders were identified as Irresponsibility (n=5), Disrespect (n=4), Lack of Objectivity (n=3), Hypocrisy (n=2), Dishonesty (n=2), and Indifference (n=1). Based on the responses provided, some of the primary school teachers' opinions are as follows:

T11: "Irresponsibility and indifference."

T19: "If one is not objective."

T23: "In cases of hypocrisy and dishonesty."

When examining the opinions of primary school teachers in the Communication and Social Relationship Problems category, the following factors were identified as causing mistrust among stakeholders: Lack of

Communication (n=8), Prejudice (n=5), Complaints (n=3), Jealousy (n=3), and Gossip (n=2). Based on the responses provided, some of the primary school teachers' opinions are as follows:

T21: "Lack of communication and prejudice."

T1: "Complaints and gossip in the teachers' lounge."

When examining the opinions of primary school teachers in the category of Negative Attitudes Towards Perceptions of Justice and Trust, primary school teachers expressed the opinion of Injustice (n=4) regarding factors causing distrust among stakeholders. Based on the answers given, some of the primary school teachers' opinions are as follows:

T6: "Injustice is the most important factor at this point."

According to the opinions of elementary school students, Table 7 was examined and the codes obtained were categorized into three categories: "Behavioral Negativity that Undermines the Foundation of Trust," "Issues of Justice and Equality," and "Physical Security Violations." These categories were grouped under the theme of "Factors Causing Distrust Among Education Stakeholders." Within the category of Behavioral Negativity Undermining the Foundation of Trust, which falls under the theme of Factors Causing Distrust Among Education Stakeholders, "Sharing Secrets" received the most opinions, while "Cheating" received the fewest opinions. Within the category of Justice and Equality Issues, "Unfair Behavior" received the most opinions, while "Racist Approach" received the fewest opinions. Within the category of Physical Security Violations, there was only one opinion, namely "Physical Violence."

When examining the opinions of elementary school students in the category of Behavioral Negativity that Undermines Trust, the following factors were identified as causing distrust among stakeholders: Sharing Secrets (n=11), Lying (n=8), Stealing (n=3), and Cheating (n=1). Based on the responses provided, some of the elementary school students' views are as follows:

S9: "Sharing my secrets with others and lying..."

S17: "My friends cheating or stealing."

When examining the opinions of elementary school students in the Justice and Equality Issues category, it was noted that elementary school students expressed opinions regarding factors causing distrust among stakeholders, such as Unfair Behavior (n=10) and Racist Attitude (n=1). Based on the responses provided, some of the opinions of elementary school students are as follows:

S3: "My teacher's unfair behavior."

When examining the opinions of elementary school students in the Physical Security Violations category, elementary school students expressed opinions regarding Physical Violence (n=9) as a factor causing distrust among stakeholders. Based on the answers given, some of the elementary school students' opinions are as follows:

S20: "Our teacher beating us."

According to the opinions of parents whose children are enrolled in primary school, Table 7 was examined, and the codes obtained were categorized into three categories: "Communication and Consistency Problems," "Ethical and Responsibility Deficiencies," and "Structural and Socio-Cultural Factors." These categories were grouped under the theme of "Factors Causing Distrust Among Education Stakeholders." Within the Communication and Consistency Problems category under the theme of Factors Causing Distrust Among Education Stakeholders, "Lack of Communication" received the most opinions, while "Failure to Keep Promises" received the fewest opinions. Within the category of Ethical and Responsibility Deficiencies, "Unfair Treatment" received the most views, while 'Irresponsibility' received the fewest views. Within the

category of Structural and Socio-Cultural Factors, “Level of Education” received the most views, while “Education-Politics Link” received the fewest views.

When examining the opinions of parents whose children are enrolled in elementary school in the Communication and Consistency Problems category, parents indicated that the factors causing mistrust among stakeholders were Lack of Communication (n=5), Inconsistent Actions (n=3), and Failure to Keep Promises (n=2). Based on the responses provided, some parents' opinions are as follows:

P3: “The teacher's lack of communication and inconsistent actions.”

P16: “Not keeping their promises.”

When examining the opinions of parents whose children are enrolled in elementary school in the category of Ethical and Responsibility Deficiencies, parents indicated the following factors contributing to mistrust among stakeholders: Unfair Treatment (n=5), Disrespect (n=3), Indifference (n=3), and Irresponsibility (n=2). Based on the responses provided, some parents' opinions are as follows:

P11: “Discriminating between students and behaving indifferently.”

P23: “Behaving indifferently and irresponsibly.”

When examining the opinions of parents whose children are enrolled in primary school in the Structural and Socio-Cultural Factors category, parents' opinions regarding factors causing mistrust among stakeholders were expressed in terms of Educational Level (n=3) and Education-Politics Connection (n=2). Based on the responses provided, some parents' views are as follows:

P5: “The lack of education of teachers and parents.”

P25: “The political ties of teachers and school administrators.”

Findings Related to the Seventh Sub-Problem

The seventh sub-problem of the study was “What are your expectations from other stakeholders in building trust among education stakeholders? Please explain.” Based on the data obtained, coding was performed and the frequency values of the codes are presented in Table 8.

Table 8. Thoughts Of Education Stakeholders Regarding Their Expectations From Other Stakeholders İn Establishing Trust Among Stakeholders

<i>Scale</i>	<i>Stakeholder</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Expectations Of Education Stakeholders Regarding The Formation Of Trust	School Administration	Corporation And Participation	Cooperation	11
			Willingness	4
		Individual Attitude And Awareness	Responsibility Is A Must	7
			Be Conscious	5
			Open-Mindedness	3
		Ethical And Social Values	Healthy Communication	12
			Justice	7
			Respect	5
			Tolerance	3
		Teacher	Cooperation And Relationship Management	Healthy Communication
	Cooperation			11
	Understanding			4

Student	Individual Attitude And Responsibility	Empathy	3
		Sincerity	2
		Responsibility	6
		Honesty	2
	Social And Ethical Values	Respect	8
		Tolerance	4
		Interest	4
		Love	3
	Good Behavior And Emotional Support	Love	9
		Respect	8
		Be Kind	6
		Make Them Feel Important	2
	Family And Social Support	Family-Directed	11
	Ethical Values And Educational Quality	Honesty	5
		Good Education	2
Parent	Communication And Environment Management	Healthy Communication	11
		Comfortable Environment	5
		The System Must Be Fixed From The Top Down	5
		Family Education Must Be Provided	3
		Joint Decision-Making	3
		Teachers Must Be Freed From Pressure	2
	Ethical And Social Values	Respect	5
		Responsibility	4
		Understanding	3
		Fairness	3
		Cooperation	3
		Honesty	2
	Quality Of Education And Discipline	Order And Discipline	6
		Good Education	4
		Interest Should Be Increased	3

According to the opinions of primary school administrators, Table 8 was examined and three categories were created with the codes obtained: "Cooperation and Participation," "Individual Attitude and Awareness," and "Ethical and Social Values." These categories were grouped under the theme of "Expectations of Education Stakeholders from Counterparties in Building Trust." Within the Cooperation and Participation category under the theme of "Expectations of the Other Party in the Formation of Trust Among Education Stakeholders," 'Cooperation' received the most opinions, while "Willingness" received the fewest opinions. Within the Individual Attitude and Awareness category, "Responsibility" received the most opinions, while "Open-mindedness" received the fewest opinions. Within the Ethical and Social Values category, "Healthy Communication" received the most opinions, while "Tolerance" received the fewest opinions.

When examining the opinions of primary school administrators in the Cooperation and Participation category, it was noted that primary school administrators expressed the views of Cooperation (n=11) and Willingness (n=4) regarding their expectations from other stakeholders in establishing trust among stakeholders. Based on the responses provided, the views of some primary school administrators are as follows:

S.A2: "There should be cooperation among stakeholders."

S.A8: "Each stakeholder should perform their duties with enthusiasm."

When examining the opinions of primary school administrators in the Individual Attitude and Awareness category, it was noted that primary school administrators expressed the following views regarding their expectations of other stakeholders in establishing trust among stakeholders: Responsibility (n=7), Awareness (n=5), and Open-mindedness (n=3). Based on the responses provided, the views of some primary school administrators are as follows:

S.A20: "If teachers are responsible, it makes our job easier."

S.A14: "Everyone should express their opinions clearly."

When examining the opinions of primary school administrators in the Ethical and Social Values category, it was noted that primary school administrators expressed opinions regarding expectations from other stakeholders in establishing trust among stakeholders, including Healthy Communication (n=12), Justice (n=7), Respect (n=5), and Tolerance (n=3). Based on the responses provided, the views of some primary school administrators are as follows:

S.A18: "Healthy communication, respect, and tolerance."

S.A21: "Justice must be upheld."

According to the opinions of primary school teachers, Table 8 shows that three categories were created with the codes obtained: "Cooperation and Relationship Management," "Individual Attitude and Responsibility," and "Social and Ethical Values." These categories were grouped under the theme of "Expectations of Education Stakeholders from Counterparties in Building Trust." Within the Cooperation and Relationship Management category under the theme of Educational Stakeholders' Expectations from Counterparties in Building Trust, "Healthy Communication" received the most opinions, while "Sincerity" received the fewest opinions. Within the Individual Attitude and Responsibility category, "Responsibility Should Be Present" received the most opinions, while "Honesty" received the fewest opinions. Within the Social and Ethical Values category, 'Respect' received the most opinions, while "Love" received the fewest opinions.

When examining the opinions of primary school teachers in the Cooperation and Relationship Management category, it was found that primary school teachers expressed opinions regarding the expectations of other stakeholders in establishing trust among stakeholders, such as Healthy Communication (n=12), Cooperation (n=11), Understanding (n=4), Cooperation (n=3), and Sincerity (n=2). Based on the responses given, some of the primary school teachers' opinions are as follows:

T17: "Cooperation should be achieved through healthy communication."

T24: "There should be mutual understanding; false sincerity should not be established."

When examining the opinions of primary school teachers in the Individual Attitude and Responsibility category, it was noted that primary school teachers expressed the views that Responsibility (n=6) and Honesty (n=2) should be expected from other stakeholders in order to build trust among stakeholders. Based on the responses provided, some of the primary school teachers' opinions are as follows:

T6: "Parents should be responsible."

T4: "Parents should be honest and instill this in their children."

When examining the opinions of primary school teachers in the Social and Ethical Values category, the following views were expressed regarding their expectations of other stakeholders in establishing trust among stakeholders: Respect (n=8), Tolerance (n=4), Interest (n=4), and Love (n=3). Based on the responses given, some of the primary school teachers' opinions are as follows:

T10: "Parents should not forget that we are human beings too and should approach us with love, respect, and tolerance."

T18: "Parents should be interested in the education we provide."

According to the opinions of elementary school students, Table 8 was examined and three categories were created with the codes obtained: "Good Behavior and Emotional Support," "Family and Social Support," and "Ethical Values and Education Quality." These categories were grouped under the theme of "Expectations of Education Stakeholders from Counterparties in Building Trust." Within the Good Behavior and Emotional Support category under the theme of Educational Stakeholders' Expectations of Counterparties in Building Trust, "Love" received the most opinions, while "Making Them Feel Important" received the fewest opinions. Within the Family and Social Support category, there is a single opinion: "My Family Should Guide Me." Within the "Ethical Values and Educational Quality" category, 'Honesty' received the most opinions, while "Good Education" received the fewest opinions.

When examining the opinions of elementary school students in the Good Behavior and Emotional Support category, the following opinions were expressed regarding their expectations of other stakeholders in building trust among stakeholders: Love (n=9), Respect (n=8), Need to Be Good (n=6), and Make Me Feel Important (n=2). Based on the responses provided, some of the elementary school students' views are as follows:

S2: "There should be love and respect."

S20: "My teacher should see me as an individual."

When examining the opinions of elementary school students in the Family and Social Support category, it was noted that elementary school students expressed the opinion that their families should guide them (n=11) in terms of their expectations from other stakeholders in building trust among stakeholders. Based on the answers given, some of the opinions of elementary school students are as follows:

S15: "My family should guide me in this matter."

When examining the opinions of elementary school students in the Ethical Values and Educational Quality category, it was noted that elementary school students expressed opinions regarding honesty (n=5) and good education (n=2) in relation to their expectations of other stakeholders in establishing trust among stakeholders. Based on the responses provided, some of the opinions of elementary school students are as follows:

S16: "They should be honest with me."

S11: "My teacher should provide a good education."

According to the opinions of parents whose children are enrolled in primary school, Table 8 was examined, and the codes obtained were categorized into three categories: "Communication and Environment Management," "Ethical and Social Values," and "Educational Quality and Discipline." These categories were grouped under the theme of "Expectations of Education Stakeholders from Counterparties in Building Trust."

Within the Communication and Environment Management category under the theme of Expectations of Counterparties in Building Trust among Education Stakeholders, "Healthy Communication" received the most opinions, while "Teachers Should Be Freed from Pressure" received the fewest opinions. Within the "Ethical and Social Values" category, "Respect" received the most opinions, while 'Honesty' received the fewest opinions. Within the "Education Quality and Discipline" category, "Order and Discipline" received the most opinions, while "Interest Should Be Increased" received the fewest opinions.

When examining the opinions of parents whose children are enrolled in primary school in the Communication and Environment Management category, it was found that parents' expectations of other stakeholders in terms of building trust among stakeholders were as follows: Healthy Communication (n=11), Comfortable Environment (n=5), The System Should Be Fixed from the Beginning (n=5), Family Education Should Be Provided (n=3), Joint Decision (n=3), Teachers Should Be Relieved of Pressure (n=2). Based on the responses given, some of the parents' opinions are as follows:

P20: "Teachers should communicate well with us. We should make decisions together on important issues."

P12: "Teachers should educate not only the child but also us."

P24: "Teachers should be relieved of pressure."

When examining the opinions of parents whose children are enrolled in elementary school in the Ethics and Social Values category, it was found that parents expressed expectations regarding the establishment of trust among stakeholders, including Respect (n=5), Responsibility (n=4), Understanding (n=3), Fairness (n=3), Cooperation (n=3), and Honesty (n=2). Based on the responses provided, some parents' opinions are as follows:

P1: "There should be an environment of love, respect, and tolerance."

P5: "There should be cooperation and understanding."

P18: "There should be honesty between the parties."

When examining the opinions of parents whose children are enrolled in primary school in the Education Quality and Discipline category, parents expressed their expectations of other stakeholders in terms of establishing trust among stakeholders, stating that there should be Order and Discipline (n=6), Good Education (n=4), and Increased Interest (n=3). Based on the responses provided, some parents' opinions are as follows:

P11: "Teachers should ensure order and discipline."

P3: "Teachers should increase their interest in students and parents."

Conclusion, Discussion and Suggestions

The first sub-question posed to the stakeholders participating in the study was, "When you hear the term 'education stakeholders,' who and what comes to mind?" Based on the results obtained, it was observed that most stakeholders predominantly associated the term with "teachers, students, parents, school administrators, and provincial/district MEB." It is noteworthy that school administrators and teachers have a more institutional perception of education stakeholders, while teachers and parents view "social media" as an education stakeholder. Karip (2015) revealed in his study that this is due to the areas of responsibility of administrators and teachers, whom he defined as education leaders. Kraft and Dougherty (2013) found in their study that social media and the internet are a necessity of the age, leading to them being seen as stakeholders in terms of ensuring the quality of education and the sharing of information (Greenhow & Lewin, 2016). This study also concluded that each stakeholder actually has some prior knowledge about education stakeholders in general. The reason for this may be that primary school teachers and administrators have

increased their pedagogical knowledge by pursuing postgraduate education rather than limiting themselves to undergraduate education. The reason for parents' extensive knowledge on this subject may be due to their good educational background, their concern for the education provided to their children, and their awareness of education. Students' knowledge of the subject may stem from spending time with stakeholders throughout the educational process. In general, it is evident that all stakeholders are aware that education is not limited to teachers and students, as school-family collaboration has increased in recent years.

The second sub-question posed to the stakeholders participating in the study was, "Who do you think should interact the most among education stakeholders? Please explain." Based on the results obtained, it was observed that most stakeholders focused on opinions such as "teacher-parent" and "teacher-student." This situation is consistent with Bryson's (2004) strategic stakeholder status within education. In education, harmony and agreement between actors such as teachers and parents, who are in managerial positions from the child's perspective, can facilitate better progress in the process of achieving the desired behavioral change (Leithwood & Jantzi, 2006). Tsuyuguchi (2023) concluded in his study that higher levels of trust among teachers within schools had a positive impact on their students' academic and social achievements. The reason for bringing stakeholders together under a limited common umbrella in this study may be that teachers, students, and parents, who are the three pillars of education, are seen as key stakeholders, that the teacher-parent duo acts as a bridge in the child's academic success, and that the student-teacher duo is at the heart of education. The reason why these two views are more popular among other stakeholders may be that while relationships among other stakeholders are more limited, relationships between these pairs are more sincere and frequent.

The third sub-question posed to the stakeholders participating in the study was, "What level of interaction do you think currently exists among education stakeholders? Please explain." Based on the results obtained, the majority opinion among teachers and administrators was that the level of interaction was insufficient and that they were independent of one another, while the majority opinion among parents and students was that the level of interaction was sufficient. Ainscow et al. (2012) considered collaboration among stakeholders to be an important step in ensuring inclusivity. In our study, the statement that stakeholders are independent of one another may actually stem from a lack of communication and collaboration among them. Teachers and administrators tend to view the interaction between stakeholders from an institutional perspective, while parents and students tend to view it from a social perspective, which is noteworthy. Epstein (2001) concluded in his study that cooperation between school and family positively affects children's academic achievement. Pianta and Stuhlman (2004) concluded that good relationships between students and teachers also positively affect children's social skills. In our study, administrators and teachers who said that the level was not sufficient may have had reduced immunity due to heavy workloads, viewed the situation more professionally, and had higher expectations. The reason parents and students find it sufficient may be due to their perception of a more sincere relationship, a shared educational goal, and their desire to experience this interaction in a more emotional and concrete way, while children may be more inclined to establish pure and innocent relationships compared to other stakeholders.

The fourth sub-question posed to the stakeholders participating in the study was "Who do you trust the most among education stakeholders? Why?" Based on the results obtained, it was observed that all stakeholders focused most on the "teacher" opinion. Babaoğlu and colleagues (2018) concluded in their study that parents exhibit inappropriate behavior toward teachers, while Özdoğru (2021) found in their study that parents do not trust teachers very much. Karataş and Çakar (2018) concluded in their study that parents' interference in primary school teachers' work was seen as a risk by teachers. In this study, on the contrary, it is noteworthy that all stakeholders trust teachers the most. This situation may be attributed to the socio-

cultural characteristics of the region where the study was conducted, such as the high value society places on teachers, the role model status of teachers within society, and the image of teachers within society.

The fifth sub-question posed to the stakeholders participating in the study was, "What are your thoughts on the factors that build trust among education stakeholders?" Based on the results obtained, it was observed that all stakeholders focused on views such as "communication, sense of duty, reliability, love, respect, justice, and sincerity." Calp and Kaşkaya (2020) concluded in their study that when primary school teachers get to know their students, the students' academic achievement takes precedence over other personality, emotional, interest, expectation, and other characteristics. Demirel (2008) and Öneren et al. (2016) concluded in their study with teachers that transparency and information sharing form the foundation of trust in organizational trust among stakeholders. Halıcı et al. (2015) concluded that cooperation is the basis of this trust. The literature also contains findings that communication, task distribution, and fairness are factors in establishing trust between managers and employees (Arslan & Gül, 2022). Holzer and Daumiller (2025) emphasized the importance of the concept of justice in building trust in the classroom in their study with teachers and students, concluding that classes with a developed sense of justice also had high levels of participation and motivation. In this study, the reason for the presence of factors such as effective communication, love, respect, justice, and sense of duty is that communication is seen as one of the important elements of interaction among stakeholders, and that the basis of the mistrust previously experienced by stakeholders is disrespect, injustice, lack of love, the perception that trust can naturally form when each stakeholder fulfills their role, and the fact that justice forms the foundation of trust.

The sixth sub-question posed to the stakeholders participating in the study was, "What do you think are the factors causing mistrust among education stakeholders? Please explain." Based on the results obtained, it was observed that all stakeholders focused on views such as "lack of communication, unfair treatment, inconsistencies, irresponsibility, disrespect, and physical violence." In their study, Karataş and Çakan (2018) found that teachers view the involvement of parents in many areas of the process as a problem. On the other hand, the inconsistencies and behavioral disorders of parents also hinder this situation, as evidenced in the literature (Orçan Kaçan et al., 2019). Özmen et al. (2016) concluded in their study that factors such as lack of communication and insufficient information lead to mistrust between parents and teachers. Altuntaş and Sulak (2022) revealed verbal and physical bullying among peers in primary schools in their study. They concluded that students exposed to such bullying were insecure. Zhao et al. (2024) concluded in their study that excessive psychological control reduces feelings of trust; they also concluded that the foundation of trust within the school is formed by factors within the family. This study also found that the reasons for such factors causing insecurity included stakeholders suffering from such situations, having been exposed to such problems in the past or from their peers, the possibility of teachers or administrators who have worked in the profession for a long time being involved in such cases or work environments, parents not fulfilling their promises, stakeholders not fulfilling their responsibilities, and students experiencing physical bullying from their teachers or peers.

The seventh sub-question posed to the stakeholders participating in the study was, "What are your expectations of other stakeholders in terms of building trust among education stakeholders? Please explain." Based on the results obtained, it is observed that all stakeholders focus on expectations such as "cooperation, healthy communication, justice, sense of responsibility, respect, and love." Bryk and Schneider (2002) concluded in their study that concepts such as mutual responsibility and cooperation would support the establishment of trust in the school environment. Similarly, teachers have also found that concepts such as tolerance, sincerity, and empathy are effective in building trust (Moran, 2004). Epstein (2001) concluded that systematic cooperation is necessary for a successful school system. In this study, the reason why stakeholders' expectations of each other are in this direction is that the reason for their expectation of cooperation is a

common good education, the reason for their expectation of healthy communication is to solve problems through open and transparent dialogue, the reason for their expectation of justice is their previous experience of biased attitudes, their expectation of responsibility stems from not wanting the process to be disrupted, and their expectation of respect and love stems from wanting to form an emotional bond with the other person.

Suggestions

Social or scientific activities can be organized to bring together education stakeholders inside or outside the school.

Agenda items related to the concept of “trust” can be created in cooperation with the school and families.

Provincial and district MEBs can organize training and seminars for education stakeholders on the concept of “trust.”

School administrators and teachers can visit families. If they already do so, they can increase the frequency of visits.

A review of the literature reveals that there is little research on trust among educational stakeholders in primary schools. More research could be conducted to demonstrate the trust relationship between stakeholders in a more concrete manner.

Author Contribution Rates

All authors have taken equal responsibility for all stages of the article. All authors have read and approved the final version of the paper.

Ethics Committee Approval

This research has been approved by the Kahramanmaraş Sütçü İmam University Social and Human Sciences Ethics Committee with decision no. 7, taken at the meeting dated 03.11.2023 and numbered 2023-40. In addition, all authors mentioned in the study have contributed equally to the study and there is no conflict of interest among the authors.

Declaration of Conflict of Interest

The authors declare that they do not have a conflict of interest with any organizations or persons within the scope of the study.

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