



Education Quarterly Reviews

Bozkaya, H. (2022). The Place of Non-Governmental Organizations in the Turkish Education System According to Social Studies Teachers. *Education Quarterly Reviews*, 5(3), 497-508.

ISSN 2621-5799

DOI: 10.31014/aior.1993.05.03.562

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

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The Place of Non-Governmental Organizations in the Turkish Education System According to Social Studies Teachers

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Abstract

In this research, the place of non-governmental organizations in the Turkish education system was tried to be determined according to the opinions of social studies teachers. Phenomenology design was used from qualitative research methods. The study group of the study consists of 37 social studies teachers selected from schools in Hatay city center through purposeful sampling. Four open-ended questions prepared to collect data were asked to social studies teachers for their opinions. In the analysis of the obtained data, the content analysis method used in qualitative analysis researches was applied and themes were created by grouping according to the similarity of the expressions. The teacher's views that stand out in each theme are reflected in direct quotes. According to the results obtained from the opinions of social studies teachers at the end of the research; It was concluded that non-governmental organizations are necessary but not sufficiently supported by the society, and that non-governmental organizations are not sufficiently involved in education policies and practices, that they remain insensitive in solving the problems related to education and that they cannot express these problems sufficiently.

Keywords: Civil Community Organization, Social Studies, Non-Governmental Organizations Educational Relationship, Teacher Opinion

1. Introduction

1.1 Introducing the Problem

With the social changes in recent years, the phenomenon of civil society has started to have a wide range of spread from economy to politics, from culture to social life. For this reason, individuals need to take into account civil organizations, which can also be referred to as non-state social organizations, in order to better perceive the events (Talas, 2011). These organizations are known by different names in different parts of the world.

Organizations that are generally defined as Non Governmental Organizations (NGOs) in Europe and Public Voluntary Organizations (PVOs) in the USA are referred to as non-governmental organizations (NGOs) or non-governmental organizations (NGOs) in Turkey. However, civil society organizations, lobbies, political groups,

associations, trade unions, chambers, etc. In general, it is possible to see different names such as pressure or interest groups in the political decision-making process. "Non-governmental organizations are voluntary organizations whose members are primarily engaged in non-state activities and through these activities protect their own identities by applying pressure and control over state institutions" (Keane, 1994). Talas (2011) defined non-governmental organizations as voluntary organizations that carry out a number of political, cultural, economic and social activities outside the state organization. Habermas (1999) defined non-governmental organizations as "structures in which people come together outside the official sphere to form groups, to produce social relations by voluntarily coming together outside the sphere of influence and economic sphere of the state." Uğur (1998) and Şirin (2008) define the structures and activities consisting of associations, foundations, civil initiatives, platforms, relationship networks and the like that are formed by citizens in the field other than the legal, administrative, productive and cultural organs of the state by coming together on a voluntary basis with the aim of common view, common interest, common sensitivity, common demand, etc. as non-governmental organizations.

Especially in the 18th and 19th centuries, the official state organization called the public sphere and the bourgeois class, which was a dominant mentality over the state, had an influence on many points of social life. A single understanding of publicity has been tried to be established. The struggle in many areas such as democracy, multicultural life, human rights has led to the acceleration of the birth and development of civil society organizations expressed as civil society, non-governmental society, 3rd class sector (Doğan, 2000). In line with these developments, with the 20th century, civil society organizations in the west have started to increase both in terms of diversity and numbers. The fact that participatory democracy came to the fore after the 1950s, the threat to humanity by two great wars, the imbalance caused by capitalist life are shown among the reasons for the rapid emergence of civil organizations. Associations, foundations, voluntary public activity organizations, trade unions, tradesmen and commercial organizations, cooperatives are among the civil organizations that are rapidly multiplying and becoming effective. The reaction to the emergence of non-governmental organizations only against the inadequate functioning of the state administration cannot be accepted as the only reason. In addition, especially since the middle of the 20th century, the emergence of civil society organizations has gained rapid momentum with the effect of the increasing understanding of participatory democracy and the accumulation of knowledge (Çankaya, 2005).

Researches on civil society in Turkey reveal that there is a civil society that dates back to the Ottoman period and the republican years and is identical to our own culture. In the report prepared by the World Bank on NGOs in Turkey in 1997; It is stated that civil society in Turkey developed with the concept of volunteerism and that this was a process of about 700 years dating back to the foundation years of the Ottoman Empire. However, as in many countries of the world, it is possible to say that the concept of civil society was more popular in Turkey after 1980. Civil society organizations operating in many fields from economic field to politics, from education to law exploded after 1980 and started to form a basis for pluralism (Çaha, 2000). New organizational activities such as civil education centers, family counseling centers, private schools, private kindergartens, foundations and associations, solidarity institutions, project and entrepreneurship centers, which gained momentum rapidly after the 1990s in Turkey and accelerated after the 80s, are accepted as indicators that civil social understanding has begun to gain importance (Cahaha, 2000; Cankaya, 2005).

In recent years, the activities of civil organizations have increased and they have started to play a more important role in society by diversifying their activities (Lee, 2010). When we look at the civil organizations operating today, it is possible to see that they have emerged in a wide variety of scenes. For example, they have roles that share political power, and it is possible to see them in multifaceted projects such as projects to protect nature, environment and animals, European Union projects, projects to protect street children, employment projects for young people, projects on women's rights and violence against women, etc. However, Tekeli (2000) examined the characteristics of NGOs under four main headings. These are;

- NGOs are founded on volunteering,
- Contribute to social development,
- Being built on horizontal relations,
- He explained that they are clear and concentrated organizations.

These features are the features of NGOs; It is clearly understood that it should be in a structure that will appeal to a certain subject, field or professional groups in order to contribute to the development of society and the solution of problems and to help individuals protect their rights. Since non-governmental organizations are established for different purposes, individuals become members of these organizations for different reasons. Yılmaz (2004) aims to define the two main objectives of non-governmental organizations; rights-oriented organizations and community service organizations.

Organizations for the Acquisition of Rights: These are organizations that aim to protect the rights and interests of the individual against the authority of the state. For this purpose, non-governmental organizations can be classified as trade unions, associations, professional organizations and professional chambers.

Community Service Organizations: These are the organizations formed by individuals without any distribution of rights with the state, without considering any benefit, in order to contribute to the society by serving in their own fields. Such organizations are called voluntary organizations/organizations. Environmental organizations, charities, development and beautification associations, school associations and foundations can be given as examples of this category.

The factors that cause the rapid development of non-governmental organizations in terms of economy, education, law, political, socio-cultural and human values are listed as follows according to Özdemir (2002) and Çankaya (2005):

- Activities to eliminate the gaps between employers and employees that emerged with the industrial revolution,
- Inadequate public sectors in the face of today's information technology,
- Increasing interaction between people with developing communication technologies in the globalizing world,
- Efforts to ensure that the whole society benefits equally from public services,
- Increasing the imbalances in the economic field in the world,
- Ensuring organized participation in the decision-making process in many areas of society and developing common responsibility,
- National and international activities of value-oriented organizations,
- Increasing peace efforts in the world,
- Development of global governance understanding,
- Instead of bureaucratic organizations, organizations that emphasize human relations and have a flexible structure are rapidly adopted.

NGOs have gained importance in terms of creating a democratic and transparent society, reconciling the views of different interest groups, and ensuring that society that faces new technologies and globalization pressures keeps pace with change. In recent years, non-governmental organizations have an important position in the maintenance and realization of democratic life all over the world (Gözübüyük, 2002).

The fact that NGOs influence decisions at the international level reveal the importance of these organizations. They play an important role in determining the course of political and economic decisions to be taken by forming public opinion and reaching large masses of voters. So much so that they are able to achieve an important position in international agreements and agreements on many issues, from sabotaging multilateral investment agreements to news of environmental disasters, to achieve the results they want. These structures sometimes even have the opportunity to reach the power to deliberately mislead the public (Rugman, 2000). Since they have the feature of being organizations that directly contribute to the development of citizenship awareness by raising awareness of individuals in society, participation and development in these organizations should be supported by the state.

It provides information to the government that the participation of NGOs in this process is necessary for governments to develop appropriate policies. It also monitors the process by establishing pressures in the implementation of the laws and plays a role in supporting government policies in line with the interests of society.

In most developing countries, NGOs have programs that complement policy objectives and government programs. A close working relationship between governments and NGOs emerges in the development of these policies (Ghaus-Pasha, 2005).

1.2 Discover the Importance of the Problem

NGOs play a variety of roles in supporting educational services. Some civil society organizations aim to contribute to the development of education by putting pressure on governments to fulfill their responsibilities related to education (Rose, 2009). In our country, non-governmental organizations are thought to have an impact on education-related studies. The most obvious example of this is the inclusion of the opinions of non-governmental organizations as well as universities, institutions and organizations and the central and provincial organizations of the Ministry of National Education in the National Education Councils (Board of Education [TTKB], 2010). In the study conducted by Eraslan (2011), it was stated that there are 23 education unions organized in the field of education, 909,168 people work in this business line and 524,484 people are members of these unions. According to the Law on Public Servants' Unions and Collective Bargaining, unions affiliated to the "Education, Training and Science Services" branch; All employees affiliated with the Ministry of National Education (MoNE), the Institute of Public Administration of Turkey and the Middle East (TODAİE), the Council of Higher Education (YÖK), the Interuniversity Council (ÜAK), the Student Selection and Placement Center (OSYM), the Higher Technology Institutes, the Higher Education, Credit and Dormitories Institution (YURTKUR) have the right to become members. When the aims of education unions in general are examined, the basic elements of universal trade unionism, such as solidarity, unity, protection and development of rights and interests, are also included. In general, when the activities of non-governmental organizations related to education in Turkey are examined, it can be said that they coincide with the education policies of the state (Çakır, 2006; The Sun and the Sun, 2003). When we look at the educational services of some of the non-governmental organizations, it can be said that they also provide important services in the field of education. In particular, non-governmental organizations such as foundations and associations have turned to educational activities. Thus, their impact on the education system cannot be denied as they contribute to the development of Turkish democracy (Tezcan, 2003).

NGOs, which are defined as the structure in which individuals voluntarily come together for purposes such as common view, common interest, common sensitivity, common demand, etc., are thought to express the demands of the society and individuals in the problems and developments related to education. In this direction, it is important to determine the opinions of teachers about what teachers think about non-governmental organizations in our country and the place of NGOs in education. Another factor that makes the study important is that there are few studies in the literature on the place of NGOs in education. Within the framework of this importance, teachers' opinions about the place of non-governmental organizations in education constitute the purpose of the research. For this purpose, the following questions were answered:

1. Is there a need for non-governmental organizations in the Turkish education system?
2. Are the non-governmental organizations in the Turkish education system adequately supported by the society?
3. Are non-governmental organizations included in educational policies and practices in the Turkish education system?
4. Do non-governmental organizations adequately express the problems of society related to education in the Turkish education system?

2. Method

In this research, where teachers' opinions about the place of NGOs in the Turkish education system are tried to be determined, the phenomenology design, one of the qualitative research methods, was used. The phenomenology science pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. It is also an appropriate research method for investigating phenomena that are not completely alien to us but whose meaning we cannot fully comprehend (Yıldırım and Şimşek, 2018).

2.1 Working Group

In determining the study group, the easily accessible situation method included in the purposeful sampling methods was used. This sampling method gives the researcher speed and practicality. Because in this method, the researcher chooses a situation that is close and easy to access (Şimşek and Yıldırım, 2018). The study group consists of 37 teachers working in secondary schools (n=37) in the city center of Hatay. The demographic characteristics of these teachers are shown in table 1.

Table 1: Frequency table of teachers according to different variables

Gender	Chile		Village	Sum	
	N	20	17		37
%	54.0	46.0	100		
Learning State	License		Graduate	Sum	
	N	27	10		37
%	73.0	27.0	100		
Seniority	1-3		4-6	7 years +	Sum
	N	11	13	13	
	%	30.0	35.0	35.0	100

2.2 Data Collection Tool

Six open-ended questions were prepared to determine teachers' opinions on the contributions of non-governmental organizations to education. In the preparation of the questions, the existing studies in the literature were examined and presented to three expert opinions. In line with the expert opinions, two of the six questions in the interview form were removed from the form on the grounds that they were similar to the other questions. Interview forms containing the remaining four questions were given to the teachers, necessary explanations were made and they were asked to respond to the questions in these forms. These interview forms filled out by social studies teachers were accepted as the main data source of the research.

2.3 Analysis of Data

In the analysis of the data obtained by taking into account the opinions of social studies teachers, the "content analysis" method used in the analysis of qualitative researches was used. In content analysis, the basic process is to bring together similar data within the framework of certain concepts and themes and to organize and interpret it in a way that the reader can understand. The main goal of content analysis is to reach concepts and relationships that can explain the collected data. In this way, data are tried to be defined and facts that may be hidden in the data are tried to be revealed (Yıldırım and Şimşek, 2018). In the study, firstly, the responses of social studies teachers to the interview form were examined and all the collected data (37 interview forms) were accepted as valid. Later, analyzes were made on these interview forms and a word document was created for each question by giving the number to each of the forms sequentially and the answers transferred to the computer environment were analyzed with the statistical data analysis program Nvivo package program (demo version). In the analysis of teacher opinions, themes were created by grouping according to the similarity of the expressions and teacher opinions were placed in appropriate themes. In addition, frequency values related to teachers' opinions were determined in the study. The opinions of the participants were coded as Ö1, Ö2,...,Ö37 and the participants' opinions that attracted attention in each theme were included with direct quotations. In order to measure the reliability of the research, expert opinion was consulted to see whether the answers to four different questions obtained from their opinions represented the theme in which they were placed. In this respect, the answers obtained from the questionnaires requested to be examined by the expert and the list of themes created by the researcher were matched in such a way that no answer was left out. In addition, to measure the reliability of the research, Miles and Huberman (1994) developed; The formula Consensus Percentage (P) = Consensus (Na) / (Consensus (Na) + Disagreement (Nd)) X 100 was used. In qualitative studies, reliability is ensured when the agreement between expert and researcher evaluations is 90% or more (Saban, 2008). Accordingly, the expert whose opinion was consulted placed only nine statements in a different category from the researchers. After this calculation, the reliability of the research; P =

$223 / (223 + 9) \times 100 = 96\%$. In this way, the internal validity of the research was ensured. In order to ensure the external validity of the research, the sample of the research was selected in a way to allow generalization.

3. Findings and Interpretation

In order to examine the general opinions of social studies teachers regarding the determination of the place of non-governmental organizations in the Turkish education system, the main themes and categories related to these main themes were formed by taking into account the answers given to four different questions in the interview form. The main themes related to the necessity of non-governmental organizations related to the question "Is there a need for non-governmental organizations in the Turkish education system?", the categories and frequency values depending on the main themes are shown in Table 2.

Table 2: Is there a need for non-governmental organizations in the Turkish education system?

als		f	%
	Common sound	9	24.0
	Democracy	7	18.0
	Organization	6	16.0
Has	Self-expression	4	11.0
	Raising public awareness	3	8.0
	Modernity	2	6.0
	Assistance to the state administration	1	3.0
		32	86.0
nials		f	%
None	Ideological thought	4	11.0
	Ineffectiveness	1	3.0
Sum		5	14.00

When the obtained data were examined, it was seen that the number of teachers who argued that NGOs were necessary ($f = 32$) was higher than the number of teachers who argued that they were unnecessary ($f = 5$). In the views of teachers who argued that NGOs were necessary, statements about the categories of common voice ($f = 9$) and democracy ($f = 7$) were more often encountered. It is also noteworthy that there are repeated views in the categories of organization ($f = 6$), self-expression ($f = 4$), raising public awareness ($f = 2$), modernity ($f = 2$) and assistance to state administration ($f = 1$). In the views that argued that it was not necessary, ideological thought ($f = 4$) and the ineffectiveness of NGOs ($f = 1$) were among the repeated statements. Sample statements about teachers' views on the necessity of NGOs are given below:

Yes, because...

Ö2: "They contribute to the spread of democracy and the achievement of rights." (Democracy)

Ö9: "As a matter of democracy, there must be an organization that defends rights." (Organization)

Ö12: "Since NGOs are the common voice of individuals, problems are easily expressed." (Common voice)

Ö15: "It is necessary to be a modern and democratic society." (Modernity)

Ö17: "I believe that it is necessary for different ideas to be expressed." (Common voice)

Ö18: "I strongly believe that the more NGOs there are in a country, the better the democracy works in that country, the easier the country's problems will be solved." (Democracy)

Ö119: "I believe that it is necessary to protect rights or raise awareness on any issue in order to bring disruptions to the forefront." (Public awareness)

Ö21: "I think it is useful in terms of raising public awareness." (Public awareness)

Ö23: "I think of it as an environment where the individual can express himself better in line with his own interests and needs." (Self-expression)

Ö37: "It is necessary for us to adapt more easily to innovations by being in practice, so that it can more easily articulate the deficiencies in the required area." (Modernity)

The main themes created for the question "Do you think that the non-governmental organizations in the Turkish education system are adequately supported by the society?" the categories and frequency values related to the main themes are shown as in Table 3.

Table 3: Are the non-governmental organizations in the Turkish education system adequately supported by the society?

		f	%
als			
	Lack of organizational awareness	12	33.0
	Ideology	7	18.0
Not supported	Insensitivity	6	16.0
	Shyness	5	14.0
	Moving away from their goals	3	8.0
		33	86.0
nials		f	%
Supported	Raise issues	3	8.0
	ideology	1	3.0
Sum		5	11.00

In addition to the teachers' opinions that non-governmental organizations are not supported by the society (f = 33), there were teacher opinions (f = 4) that they are not supported. Of the views that argued that they were not supported, expressions related to the categories of lack of organizational consciousness (f = 12), ideology (f = 7), insensitivity (f = 6), timidity (f = 5) were frequently encountered, while statements about the category of moving away from the goals of NGOs (f = 3) were less repeated. It has been mentioned by a small number of teachers that non-governmental organizations are supported by the society. The categories formed under this view are; it was seen as voicing problems (f = 3) and ideology (f = 1). Sample statements regarding teachers' views on the state of public support of NGOs are given below:

No, because...

Ö2: "There is not enough support because the public is not made aware." (Lack of organizational awareness)

Ö3: "Our people are not sensitive about NGOs." (Insensitivity)

Ö5: "They are not supported much because they are close to political parties." (Ideology)

Ö8: "Individuals have not been made aware of NGOs." (Lack of organizational awareness)

Ö12: "People are afraid to side with NGOs." (Shyness)

Ö15: "Our people are not very aware of this issue. Necessary introductions can be made and disseminations can be made about this issue." (Lack of organizational awareness)

Ö24: "Unfortunately, the people of our country are indifferent to these organizations." (Insensitivity)

Ö27: "People are afraid to be given an ideological stigma." (Shyness)

Ö35: "The supports are more aimed at political and ideological views." (Moving away from purpose)

The main themes related to the question "Are non-governmental organizations included in the education policies and practices in the Turkish education system?" asked of the teachers, the categories and frequency values related to the main themes are shown in Table 4.

Table 4: Are non-governmental organizations included in educational policies and practices in the Turkish education system?

		f	%
als			
	Governments ignoring civil society organizations	9	24.0
Not included	ineffectiveness of non-governmental organizations	5	14.0
	moving away from the purpose of non-governmental organizations	3	8.0
	Governments implementing their own education policies	2	6.0

	Moving away from their goals	1	3.0
		20	53.0
	nials	f	%
	Problems with education		24.0
Taking place		9	14.0
	In determining the curriculum programs	5	0
	In development plans	3	8.0
Sum		17	46.0

It was observed that the number of teachers who thought that NGOs were not involved in education policies and practices (f = 20) was higher than the number of teachers who thought they were involved (f = 17). In opinions that think that they are not included in education policies and practices; The categories of governments ignoring NGOs (f = 13), ineffectiveness of NGOs (f = 12), drifting of NGOs from their purpose (f = 8), and governments implementing their own education policies (f = 5) were frequently expressed. When the opinions of teachers who think that NGOs are involved in education policies and practices are examined, it is seen that frequent opinions are expressed in the categories of problems related to education (f = 12), in the determination of curriculum programs (f = 6) and in development plans (f = 3). According to teacher views, these categories are the areas in which NGOs take part in educational policies and practices. Sample statements regarding teachers' views on the involvement of NGOs in education policies and practices are given below:

No...

Ö2: "Since NGOs are like extensions of political parties, they do not object to the decisions taken by the governments or the governments do not take into account those who object." (Governments disregarded)

Ö4: "Because even if the opinions of NGOs are taken, they are not given importance. They read what they know." (Governments implementing their own policies)

Ö7: "Because governments in our country do not take NGOs into account because they have an understanding that we have done it." (Governments disregarded)

Ö8: "Instead of taking the opinions of NGOs, the policies of governments are carried out." (Governments implementing their own policies)

Ö11: "Even if they are in the environment where decisions are made, they are ineffective." (Ineffectiveness of NGOs)

Ö14: "We could not see them in these radical reforms in the 4+4+4 system." (Ineffectiveness of NGOs)

Ö18: "NGOs are in a race to put themselves at the forefront instead of fulfilling their duties." (Moving Away from Your Purpose)

Ö19: "NGOs are doing politics instead of their main duties." (Moving Away from Your Purpose)

Yes.

Ö27: "They often raise the problems of educators." (On problems related to education)

Ö32: "There are many educational institutions. There are organizations to explain the deficiencies in the system." (On problems related to education)

Ö34: "In the development of educational programs and curricula.." (In the curriculum)

Ö36: "I think that especially in development plans and councils, the opinions of non-governmental organizations are definitely taken." (Development plans)

The main themes created for the question "Do non-governmental organizations adequately express the problems of the society related to education in the Turkish education system?", the categories and frequency values related to the main themes are shown in Table 5.

Table 5: In the Turkish education system, do non-governmental organizations adequately articulate the problems of society related to education?

	als	f	%
Does mention	Insufficient attention to education	9	24.0
	Ideology	6	16.0
	Apathy for non-governmental organizations	5	14.0
	Constantly changing education policy	2	6.0
	Moving away from their goals	1	3.0
		23	62.0
	nials	f	%
Voices	As long as the opinions of non-governmental organizations are taken		18.0
	Civil society organizations to demonstrate their interest in educational issues	7	14.0
		5	0
			32.0
		12	0
Partially expresses		2	6.0
Sum		2	6.0

In addition to teachers who think that NGOs do not raise problems related to education ($f = 25$ and ($f = 12$), there are teacher opinions who think that they partially express these problems ($f = 2$). Of the views arguing that NGOs do not raise issues related to education, frequent opinions have been expressed in the categories of lack of importance given to education ($f = 9$) and ideology ($f = 6$). The apathy of NGOs ($f = 1$), the ever-changing education policies ($f = 2$ categories were also found to be opinions. On the other hand, teachers noted that NGOs raise issues as long as their own ideas are taken ($f=7$) and to show that they are interested in educational issues ($f=5$). Sample statements regarding teachers' opinions on NGOs' situations in which they raise problems related to education are given below:

No...

Ö1: "It doesn't. Because NGOs in our country are a continuation of a political ideology." (Ideology)

Ö3: "NGOs do not raise the problems related to education very much. A new education policy is constantly being developed. Education has become a summer-puzzle board." (Constantly changing education policies)

Ö5: "I believe that NGOs established in relation to education are distant and insensitive to problems." (Apathy of NGOs)

Ö7: "The views of NGOs are not taken into account." (Ignoring NGOs)

Ö9: "At least even if they cannot fully replace it, they express their interest, they express their interest." (To show that they are interested)

Ö12: "Since the country's agenda is quite intense, education cannot take its turn." (Not giving enough importance to education)

Ö14: "NGOs cannot say anything because of the ever-changing education policies." (Constantly changing education policies)

Yes.

Ö25: "At least they make it clear that they are interested."

Ö31: "NGOs raise issues related to education, but governments ignore them and implement their own policies."

Ö32: "They speak the words as much as they pass."

4. Results and Recommendations

When the studies on NGOs both in the world and in our country are examined; it has been observed that research emphasizing the importance and necessity of these organizations has been limited.

Research shows that the importance and necessity of NGOs in all sectors are increasing day by day (Ghaus-Pasha, 2004; Lee, 2010; Özdemir, Başel and Şenocak, 2009; Talas, 2011). This importance and necessity are also supported by the opinions of teachers in the education sector. While the vast majority of teachers feel that non-governmental organizations are necessary, few teachers feel that they are unnecessary. In the views of teachers who argue that NGOs are necessary; They expressed their opinion that NGOs are the common voice of society and that NGOs should be a requirement of democracy. In addition, it is noteworthy that the views of organization, self-expression, raising public awareness, modernity and helping the state administration are repeated to a lesser extent. In the study conducted by Taş (1995), he expressed the expectations of teachers from non-governmental organizations related to education as helping the Ministry of National Education in the solution of the education system. In the research conducted by Karakaya (2001), it was stated that teachers are organized to participate in the solution of general problems in the education system and in decisions related to education. These results support the results of our research.

On the other hand, it was seen that many teachers expressed opinions that non-governmental organizations were not supported by society, while a small number of teachers expressed the opinion that they were supported. From the opinions of teachers who argued that they were not supported, it was seen that expressions about the lack of organizational awareness in individuals, the proximity of NGOs to political and ideological activities, and the insensitivity and timidity of individuals towards NGOs were frequently used. A small number of teachers who stated that non-governmental organizations are supported by society; They stated that it was easier to express problems with NGOs than to individually and that they were supported for ideological reasons. In the study conducted by Kahyaoğlu and Kaya (2012); While teacher candidates have sufficient information about the duties of non-governmental organizations related to the environment, it is noteworthy that they do not recognize some of them. This situation also reveals that although non-governmental organizations include activities for environmental education, they have not achieved their purpose in the national sense. In addition, in the research conducted by Aksu (1998); teachers defined the inadequacy of legal regulations on the establishment and work of unions, the inadequacy of the work of unions on professional development and the ineffectiveness of trade union decisions as obstacles to organizing. According to the teachers' views, this can be interpreted as the inability of the education unions to fulfill the functions they undertake. These results support the findings of the research.

In addition, many opinions that think that NGOs are not involved in education policies and practices have been reported by teachers. In opinions that think that it is not included; the fact that governments do not take NGOs into account, the ineffectiveness of NGOs, the drift of NGOs from their purpose, and the views that governments implement their own education policies are expressed by teachers. When the opinions of teachers who think that NGOs are involved in education policies and practices are examined, there are opinions of teachers who think that they are involved in solving problems related to education, determining curriculum programs and development plans. In the research conducted by Top (1999), he investigated the participation of the education union in decisions. As a result of the research, it was determined that the existing education unions agreed with the positive decisions taken by the ministry center, but they put an annotation against the unilateral decisions taken and rejected them. This conclusion supports the views that the unions agreed with the decision.

The majority of teachers stated that NGOs did not raise issues related to education, while a small number of teachers stated that they did or partially raised them. The teachers, who argued that they did not express it, stated that education was not given enough importance and that NGOs were indifferent and inadequate in the problems related to education. In addition, NGOs' disregard for educational problems and ever-changing education policies are among the common reasons. Stating that NGOs express the problems related to education, teachers say that NGOs are concerned with education.

The Place of Non-Governmental Organizations in Education. they stated that they raised educational issues as long as their ideas were taken in the studies or to show that they were interested. Mundy and Murpy (2001) stated in their study that NGOs play an oppressive advocacy role in order to voice their problems related to education.

This view does not coincide with the views of many teachers who stated that NGOs did not raise problems related to education in our study.

In the literature, it is seen that there are many studies on education and non-governmental organizations. In his study titled "The Effects of Education Unions on the School Development Process" conducted by Gemici (2002), it was concluded that those who were union members emphasized more that education unions had a positive contribution to the school development process than those who did not. In the study conducted by Şirin (2008) titled "The Political Functions of Education and the Analysis of the Views of Civil Society Organizations in Turkey on These Functions," we investigated the level of participation of NGOs in the decision process or decision to be taken in education and it was seen that there were differences in the perceptions of NGOs. It concluded that the majority of NGOs expressed their opinion that they partially participated.

Although the Ministry of National Education included non-governmental organizations in its educational activities, this study revealed that non-governmental organizations did not contribute enough to education and that society did not support non-governmental organizations sufficiently. It is thought that eliminating these deficiencies on the way to becoming a democratic and developed society will benefit society, individuals and non-governmental organizations. What non-governmental organizations can do to eliminate these deficiencies can be suggested as follows:

- To inform the education workers by clearly expressing their aims and activities through meetings or publication organs,
- To raise awareness of teachers about organizing,
- To take the opinions of the society in the changes and decisions to be taken regarding education and to convey them to the relevant management organs,
- Individuals should not engage in political and ideological activities that cause timidity about their participation and contribution to NGOs.

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