



## EVALUATION OF TEACHERS' OPINIONS ON INTERINSTITUTIONAL COOPERATION IN EDUCATION FOR ALL

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### Abstract

This research was conducted in 2023 with 18 teachers and administrators who were actively working in schools. In the name of education, schools are not only about students; it also contributes to the real or legal persons with whom it interacts and cooperates. Projects that serve the educational purposes of schools are sometimes provided with the initiative of schools. These projects can contribute by meeting the financial needs of different institutions. This research was conducted using the qualitative research method. Participants revealed what they think about institutions that will contribute to education for everyone. As a result of the research, it was revealed that teachers working in TRNC public primary schools cooperate with various institutions and organizations. It has been concluded that inter-institutional cooperation, where many of the studies vary depending on school needs and objectives, contributes to education for everyone. It has been revealed through participant opinions that schools carry out educational curricula together with public institutions and organizations and that these services contribute positively to everyone through mutual interaction. Conducting a "needs analysis" regarding the nature of the services that non-governmental organizations provide to schools in the name of social responsibility, while schools cooperate with other institutions; It has been concluded that it will contribute to the first goal being "educational goals" and will enable more qualified projects to be put forward. While collaborating institutions and organizations also contribute to the development of a higher quality institutional image in the schools where primary school children are educated; Schools also contribute to the institutions and organizations they cooperate with. In this sense, it will be more beneficial to increase the awareness levels of school leaders, volunteers in cooperation with non-governmental organizations, local government bodies and employees working in public institutions and organizations, with the idea of "education for all" and their contribution to social and economic development through inter-institutional cooperation.

**Keywords:** non-governmental organizations, institutions, cooperation, social responsibility, education economy, education for all.

### Introduction

Schools, school principals or leader teachers who have acquired school leadership qualifications prepare their annual plans with an autonomous attitude, taking into account the students' personal environment, family and cultural characteristics, students' educational background, expectations and needs in the education programs they plan for their students. In this sense, they create their mission and vision, including daily or weekly lesson plans

compatible with the annual plan. Regarding the planning of education, the plans are revised by the school administration, education supervisors, self-evaluation of the teacher, and evaluations by the students and their parents. Modern societies, which have left classical education behind the times, have been replaced by a post-modernist perspective. Today, schools that are under the influence of the developing and changing world are trying to change their education systems related to digital transformation and innovation by adopting continuous development approaches as a philosophy. In order to achieve their educational goals, schools can take part in social responsibility projects that involve cooperation with public institutions and organizations, private institutions and organizations, as well as non-governmental organizations. In this context, education for everyone involved in the development of schools increases the contribution to the development of schools. We can state that external factors are as important as internal factors affecting schools regarding the conditions that will resist change. In order to ensure sustainability regarding the place and importance of education, cooperation, teamwork, including interactive sharing between different generations, and projects carried out with different institutions and organizations related to education are increasing day by day.

The education carried out by generations "X", "Y" and "Z" by coming together and establishing cooperation also offers opportunities for generations to understand and know each other. Due to changes in generations and students in today's world, the opinions and thoughts of other generations should be taken into account in projects carried out in the name of education. The activities carried out within this framework also contribute to the development and sustainability of education. In today's world, the most common definitions about generations are "Generation X", "Generation Y", "Generation Z"; In recent years, the definition of "Generation C" or "Generation Alpha" has been used instead of "Generation Z". The word cohort, written as "cohort" in English, was actually used to describe a unit of soldiers in the army during the Roman Period. Cohorts are not only important for politicians who have a political impact on society. Unlike the traditional generation distinction; The importance of cohorts in historical events is also striking (Dulin, 2008). The characteristics that distinguish a cohort from other cohorts are considered to be similar characteristics as well as common experiences (Talaş and Çakmak, 2013). In this context, when we consider educational institutions based on students, we can define the entire group of students participating in the same educational program as "Cohort" (Reynolds, Hebert, 1998). In this context, programs are developed for students studying in schools, taking into account their development and learning skills in the education and training process, taking into account their cohort structure, and each teacher takes this structure into account and applies classroom management and teaching principles in accordance with student qualifications; It determines course equipment and materials as well as teaching methods and techniques, taking into account their needs.

The changing world also requires educational institutions to cooperate with different institutions. In this sense, schools develop curricula within the scope of program development related to providing educational services. These are educational programs that aim to provide students with achievements appropriate to their age and developmental status. As a matter of fact, while schools carry out projects, events and activities compatible with their plans and programs to achieve their educational goals; they can also benefit from people, institutions, organizations, equipment, environments and resources inside or outside the school. In this context, schools can also contribute to the individuals or institutions they cooperate with in terms of implicit education. In this context, schools also provide services for the public benefit. While technology and digital developments provide education for everyone, directly

or indirectly; Schools indirectly provide this service for the public benefit within the framework of educational purposes. Each product collaborated with different institutions and organizations in the process of providing institutional services is important in terms of the inputs and outputs of education. Teamwork and cooperation have a positive effect on schools gaining momentum in competition when they compete with organizations similar to them, as in other organizations. Collaboration or teamwork is defined as the coming together of knowledge, skills and experiences as well as different disciplines in organizations (Barutçugil, 2004:278).

In this context, schools need to be selective when collaborating with different institutions, organizations or people other than their own employees, depending on changing situations. Because if we consider schools as a business; In addition to increasing the efficiency of the business, it is necessary to evaluate opportunities that contribute to the development of the business and increase its competitiveness. As a matter of fact, team and collaboration, which can provide advantages in competition, is an important issue in the field of management sciences (Zehir and Özşahin, 2008:268). Teams should select team members according to the requirements of the work to be done. In this regard, a number of factors must be present in the successful completion of the work that the team has set as its goal. Managers should take into account the characteristics of their team members and pay attention to and experience cooperation among members. Managers should make accurate predictions about the actions determined for the team to achieve success and should also define team characteristics in the evaluations they will make on behalf of the team (Mealiea, L. and Baktazar, R., 2005:142-143). In this sense, school administrators or leader teachers need to know the factors that fall into the field of teamwork. The factors involved in teamwork can be listed as follows (Boni, A.A. and Weingart, L., 2012:34):

- a) Team structure including routine tasks and roles
- b) Diversity management and behavioral participation
- c) Team norms, goals, sharing values, ensuring coordination and communication, decision making, conflict management

In this context, they contribute to school development while producing cooperation and teamwork with common stakeholders in various organizations, events and activities in line with the corporate purpose and the aims aimed at providing students with their services in line with educational purposes. While school leaders plan activities that increase the school's vision, if they can motivate their employees by evaluating collective resources that facilitate reaching the goal outside of legal procedures; the entrepreneurial courage of children from preschool to compulsory education will develop with the school cultures present in schools. Every institution has its own unique corporate culture. As a matter of fact, corporate culture is achieved by gaining integrity as a result of the combination of different qualities and elements for each institution. There are seven (7) basic elements related to corporate culture that should be present in any institution, including core values, norms, beliefs, assumptions, stories, as well as leaders or heroes specific to that institution, as well as myths specific to that institution. If we were to expand on these further; Criteria that characterize the functions of employees in an institution's corporate culture and express what kind of services the institution expects from its employees regarding the evaluation of their status regarding these skills can be described as the "core values" of that institution (Erdem, 2003:56). "*Norms*", as in the literal sense, are the habits of the employees of the institution, which are not clearly expressed and taught by the institution through its own natural

environment, without being written down, and they have a significant impact on the behavior of the employees (Değirmenci, 2007; Sabuncuoğlu, Tüz, 1998). "*Beliefs*" are; These are the values that reveal what to believe and what not to believe within the institution; These values express the beliefs of the members of the institution, that is, its employees, and the basic elements that not only create the corporate culture but also ensure its continuity (Bakan et al., 2004); While revealing the general policies and actions of the institution, having strong beliefs is a requirement for the institution to ensure or maintain its existence or success (Peters, Waterman, 1987). "*Assumptions*", another value that institutions have, are values that are accepted without any discussion or questioning (Schein, 2004:21). As a matter of fact, since the problems of the institution are constantly resolved in the same way, in the solution of existing problems or in the form of solutions, they descend from the conscious level of the employees to the subconscious level, so it is possible to produce solutions with this consciousness without questioning the solution of the problems (Değirmenci, 2007).

"*Stories*", which contain the stories of each institution and the vision and mission that exist at the origin of the institution, also contain a comprehensive narrative about all the organizations of the institution, and contain the values that most accurately express the realistic characteristics and goals of the institution (Balmer, Grayser, 2003: 143). "*Myths*", another institutional element, refer to the legends that keep the unity and solidarity of the institution dynamic regarding the vitality of the institution. In this context, myths remind the employees who have been in the institution for a long time, as well as who they are, what they believe in the success of the institution, and tell the newcomers what it means to belong to that institution (Cohen, Prusak, 2001). Regarding "*Leaders and Heroes*", another of the corporate elements, leaders are people who reach the highest management level, who, in addition to contributing to the culture of the institution, also make positive contributions to the image of the institution with the same effect, with their inherent characteristics that have positive effects on the work motivation of employees (Kozlu, 1986:67); Leaders have a high impact on cultural change, as they give their organizations a competitive position with their accelerating effects, and they can also be a source of inspiration for the development of existing values (Jones 2002:35). Heroes representing an accessible personality are; they are people who embody the values and culture of the institution with their personality, with characteristics that each member of the institution takes as an individual example (Sabuncuoğlu, Tüz, 1998:38).

In this context, schools where education and training activities are carried out may be institutions or higher education institutions that provide education in a single field other than education. Schools that provide educational services with different qualifications consist of public schools or private schools; In this research, teachers and administrators working in schools established and operated by the state were studied. Public schools, where education is provided in accordance with the aims of national education, are affiliated with the Ministry of National Education; All expenses of these schools are covered by the state budget, and the education program given to students is prepared and content is created by the state, and the state also sets the laws and regulations that the schools comply with, and also supervises the education provided (Kırmızı, 2014:8-9). While the aim is for everyone to receive training regarding educational services; The existence of public schools is very important, especially for low-income families and their children. In this context, if parents are not able to finance educational investments for their children due to possible disruptions in the financial market, the state's intervention in this regard is of course a necessity (Freidman, 1998; Taylor 1999).

In this research, teachers and administrators are educators who provide service to the corporate image of public schools; It revealed what was produced regarding education-related cooperation for everyone in the projects developed in their schools, apart from the traditional education approach, during the education process, what difficulties were encountered and what institutions were most preferred when forming a team. As a matter of fact, the findings conveyed by the participants in their interviews revealed the cooperation between the non-governmental organizations, government institutions with which they collaborated. It will also reveal definitions regarding the corporate images of business organizations other than their organizations. Apart from the way the organization introduces itself or expresses itself to its internal and external stakeholders, how the audience to which it provides services recognizes it or how it introduces itself to its target audience, how it affects its customers, what kind of strategic planning it will make to increase its market share in order to develop and grow in the future or in a competitive environment. The company's own corporate image adds great value in determining its advantages and disadvantages. In this context, while schools advance their corporate images in line with the National Education Goals; Apart from state institutions and organizations suitable for school purposes, they can produce projects in which they have a common share with local organizations, non-governmental organizations, foundations, unions, associations, centers, chambers and unions, as well as small business organizations. In this sense, while the corporate image is defined as any emotional or cognitive definition of what the target audience of any institution perceives about the institution (Onal, 2000:47), the collaboration and project initiatives are also reflected in the corporate image of schools. There are ten (10) ministries in TRNC in cooperation with the Prime Ministry; Institutions and organizations affiliated with these ministries provide services on behalf of the state by cooperating with horizontal hierarchical structures in addition to the vertical hierarchical order. Among these ministries, the Ministry of National Education also has horizontal hierarchical structures by being divided into different units with a vertical hierarchical structure. Regarding formal education; there are many institutions and organizations affiliated with the Department of Primary Education, the Department of General Secondary Education, the Department of Vocational and Technical Education and the Foreign Relations of Higher Education. This research was conducted with teachers and administrators who provide actual service in primary schools in the Northern Mesarya region, affiliated with the Directorate of Primary Education Department. In this context, it was created with the aim of revealing what kind of cooperation activities they produce with municipal services, non-governmental organizations that schools cooperate with in field trips and observation or school activities, as well as with institutions and organizations affiliated with ministries or not, as well as with state bodies and ministries.

In TRNC, the Ministry of Internal Affairs is the unit that completes the registry and registration of associations, investigations into the founding members of the association, and examination of the statutes established by the relevant association in terms of legal compliance. If the applicant, who has the ministry approval of the relevant regional district governorship, finds it appropriate after reviewing the documents approved by the TRNC Ministry of Internal Affairs, the applicant's association registration is recorded in the TRNC Associations Registry. As a matter of fact, in line with the requirements of the age, there are 173 non-governmental organizations registered under the name of "Associations and Unions" in the north of the island in the Kyrenia Region, 945 in the Nicosia Region, 70 in the Famagusta Region, 24 in the Güzelyurt Region, and 150 in the İskele Region (Northern Cyprus Turkish Republic Ministry of Internal Affairs, 2023). Non-Governmental Organizations (NGOs) (Yıldız, 2007), which have become widespread in contemporary

societies, also operate in TRNC with the approval of the Ministry of Internal Affairs and the District Governorate.

Non-governmental organizations are institutions and organizations that have gained legal formality, including labor unions, chambers, bar associations, self-employed organizations, political parties, sports clubs, foundations and associations that aim to serve various purposes. Apart from these institutions and organizations, platforms whose continuity is based on alternative needs may also consist of formalized groups under the names of enterprises or initiatives (Tunçay, 2009; Keyman, 2009). However; Organizations such as medical associations, chambers of architects and engineers, official professional associations or bar associations, where members of relevant professions are obliged to become members in order to practice any profession, are not considered as NGOs (Köker, 2004:103; Akgül, 2005:96). Even though political parties are indispensable for democracy; Tunçay argues that political parties should not be in power in order to be considered NGOs (Tunçay, 2009). As a matter of fact, due to the weakening of the legitimacy of many states in the world; NGOs undertake responsibilities to uphold the values appropriate to state membership. Through these institutions and organizations, there are a variety of non-governmental organizations (NGOs) that are autonomous from the state and stand on their own feet, as well as being formed on the basis of volunteerism. In this respect, there has been an even greater need to provide an environment for members to provide services for the public benefit, in terms of democratic balances that provide the opportunity for every member of the society to find a place in harmony with their own interests and values (Tunçay, 2009; Çopur, 2009; Yıldız, 2007:54). In the USA, non-governmental organizations are used as "Private Voluntary Organizations" in Turkish. Because Non-Government Organizations (NGOs) are called "non-governmental organizations" in the United Nations Charter, this definition has been perceived as "anti-government" by some groups (Dinçer, 1996:49).

The origin of the word "civil", which is used to mean "related to citizens or a group of citizens, their administration or their relations with each other, suitable for those living in the city, not related to rural or village life, non-military or religious, civilized, civilized, polite, well-mannered", is French-Latin. is (Çopur, 2009); The concept of "civil society", defined as a social lifestyle created by combining the word "society" (Çaha, 2005a:20); It occurred due to some social and political movements (Abay, 2009). "Civil society organizations" (Kabasakal, 2008), which you define as non-profit organizations or non-governmental organizations or non-governmental organizations in international expressions, aim to provide services to social purposes on a voluntary basis, without profit, based on democratic frameworks. While Non-Governmental Organizations provide these services; they are considered as organizations that can create public opinion in society (Akatay and Harman, 2014, Baykal, 2010). In this sense, non-governmental organizations can solve existing problems related to the demands of the society regarding social responsibility or add value to the society regarding social satisfaction, motivate their members with the services they provide, and create a corporate reputation as well as a corporate image by affecting their loyalty and belief in the organization they have created (Akım, 2010). As a matter of fact, non-governmental organizations, just like other institutions existing in businesses, will contribute to their existence in the future as long as they show willingness to undertake responsibilities towards the country and society they are subject to through social responsibility practices (Samast, 2012). As a matter of fact, in addition to glorifying the reputation of the existing non-governmental organization in the process of cooperation of non-governmental organizations with educational institutions, projects can also be a tool for

reflecting the performance of the non-governmental organization on behalf of the institution in terms of providing services related to its founding purpose (Kadıbeşegil, 2006: 316).

This research was conducted to evaluate the opinions of schools about the institutions and organizations they carry out as cooperation and team work in order to develop the philosophy of education everywhere. In this context, it has been revealed what the opinions of administrators and teachers who provide actual service in schools are about the institutions and organizations with which they cooperate institutionally regarding the school and classroom activities they carry out within the framework of educational programs. The participants who contributed to the research are private or state institutions and organizations as well as they expressed their opinions about what kind of contributions non-governmental organizations do or do not provide to the education process. The importance of education for everyone involved in communication and collaboration between generations in institutions with generational differences has also been demonstrated. In this context, as well as the realization of expectations, challenges and projects on behalf of school administrators, teachers, non-governmental organizations, government organizations and private institutions and organizations, as well as all organizations cooperated in the education process, which contribute to the adaptation of students preparing for the future to the modern and modern society. It is also aimed to reveal in which activities schools most are looking for partners to cooperate with. In the answers given by the participants, they revealed what activities they did about the non-governmental organizations, public institutions, private-government institutions with which they cooperated, what difficulties they experienced regarding these activities, and what they thought were the problems regarding inter-institutional cooperation in Cyprus. By offering solutions to the problems, a scientific contribution has been made to the literature on the importance of disciplinary solidarity regarding "education for all" in the field of educational sciences. In this context, the problem statement of the research is "How do teachers and administrators regarding education for all evaluate the cooperation of schools with different institutions and organizations?" The answer to the question has been sought. In the sub-problems of the research, according to the opinions of the participants, their opinions about which institutions and organizations the schools cooperate with and what difficulties they experienced while cooperating with these institutions and organizations were also revealed.

### **Purpose of the Study**

This research was conducted with school principals and teachers who provide active teaching and administrative duties in Mesarya Regional schools in the North of Cyprus. A total of eighteen (18) people were studied in the study. The names of the 18 participants who responded to the questions in the semi-structured interview form were hidden and coded as "P1, P2, P3..." in accordance with scientific ethical rules and confidentiality principles. In line with the purpose and scope of this research, the analogous sampling method, which is one of the purposeful sampling methods, was used in order to make an in-depth evaluation of the findings in accordance with the qualitative research method (Büyüköztürk, et al., 2010; Patton, 2014).

### **Research Questions**

- 1) How do the participants evaluate their experiences with the institutions and organizations with which they collaborated as a team within the framework of education for all throughout their professional lives?

- 2) According to the participants' opinions, how do they interpret the phenomenon of schools and cooperation with different institutions and organizations?
- 3) According to participant opinions, which institutions and organizations do schools cooperate with the most?
- 4) According to participant opinions, what are the difficulties experienced by schools and institutions regarding inter-institutional cooperation?

### Methodology

This research was conducted using the phenomenology pattern, one of the qualitative research methods, to evaluate the participants' opinions about inter-institutional cooperation. Phenomenology method is a type of research that reveals individuals' prior experiences or experiences of the facts they have obtained as a result of their experiences (Van Manen, 1990). The researchers conducted the research by asking the questions in the semi-structured interview questions through one-on-one face-to-face interviews with the participants. The interview questions were prepared by the researchers themselves and were completed by obtaining opinions and approval from academics who are experts in the field of educational administration. Participants answered the questions voluntarily. This research was limited to May 2023, 18 Participants, Northern Mesarya Region in TRNC, findings based on the answers given by the participants to the questions in the semi-structured interview form prepared by the researchers themselves, and the evaluation of these findings with the phenomenology pattern, one of the qualitative research methods.

### Participants

In this section, after the demographic situations of the participants are presented in Table 1 to Table 7, the answers given by the 18 participants to the questions were analyzed by dividing them into themes in Table 8, Table 9 and Table 10.

**Table 1.**

*Qualifications of the participants about their task situations*

Task Nature	Value (n)	Percentage (%)
Teacher	14	%77,7
Assistant Manager	2	%11,1
Chief Deputy	1	%5,6
School Principal	1	%5,6
<b>Total</b>	<b>18</b>	<b>%100</b>

In the opinions expressed by the participants regarding their job status, it is seen that 77.7% are teachers, 11.1% are assistant principals, 5.6% are assistant chiefs and 5.6% are school principals. In this sense, it is possible to state that the majority of the participants are teachers. Those who work in the management staff of the participants; It is seen that it is 22.3%. In this context, it is important to consider the perspectives of people in different positions who contribute to the research.

**Table 2.** Distribution of participants by gender

Gender	Value (n)	Percentage (%)
Female	13	%72,2



Male	5	%27,8
<b>Total</b>	<b>18</b>	<b>%100</b>

As seen in Table 2, 72.2% of the participants are women; 27.8% are men. When we evaluate it from this perspective, it is possible to state that the rate of female participants is higher than male participants.

**Table 3.** Status of participants according to their age

Age Avarage	Value(n)	Percentage (%)
20-25	1	%5,6
26-30	1	%5,6
31-35	1	%5,6
36-40	8	%44,4
41-45	4	%22,2
46-50	1	%5,6
51-55	1	%5,6
56-60	1	%5,6
<b>Total</b>	<b>18</b>	<b>%100</b>

When the age distribution of the participants is examined, it is understood that the teachers and administrators who contributed to the research are in the age range of 20-25, 26-30, 31-35, 46-50, 51-55, 56-60, with a total of 33.6%, with a rate of 5.6% each. 22.2% of the participants were between the ages of 41 and 45, and lastly, the highest number of participants were between the ages of 36 and 40; We can state that it is 44.4%.

**Table 4.** Status of participants according to their education level

Educational Background	Value (n)	Percentage (%)
Bachelor Degree	11	%61,1
Master Degree	5	%27,8
Doctorate Degree	2	%11,1
<b>Total</b>	<b>18</b>	<b>%100</b>

The educational level of the participants who contributed to the research ranged from high to low; It is seen that 61.1% of them have a bachelor's degree, 27.8% have a master's degree, and 11.1% have a doctorate degree. It is seen that 38.9% of the teachers who contributed to this research have completed their postgraduate education. In this context, it is possible to state that the education levels of the participants who contributed to the research were high.

**Table 5.** Status of participants according to their professional fields

Status according to their profession	Value (n)	Percentage(%)
Classroom teaching	9	%50
Preschool education teaching	5	%27,8
Branch (Art,Music,English)	4	%22,2
<b>Total</b>	<b>18</b>	<b>%100</b>

Table 5 shows that 50% of the participants who contributed to the research came from the field of classroom teaching, 27.8% from the field of preschool education teaching, and 22.2% from the field of branch teaching. In this sense, it is possible to state that 77.8% of the teachers who contributed to the research were teachers who worked actively in the classrooms. This highlights the importance of teacher roles regarding project leadership, team collaboration, and school leadership.

**Table 6.** Information about the professional seniority status of the participants

Seniority	Value (n)	Percentage (%)
0-5	3	%16,7
6-10	1	%5,6
11-15	3	%16,7
16-20	6	%33,2
21-25	2	%11,1
26-30	3	%16,7
<b>Total</b>	<b>18</b>	<b>%100</b>

Table 6 shows that the participants who contributed to the research are 16.7% between 0 and 5 years, 5.6% between 6 and 10 years, 16.7% between 11 and 15 years, and 33.2% between 16 and 20 years. It is seen that it is 11.1% between 21 and 25 years, and finally 16.7% between 26 and 30 years. When we take into account the years of professional experience of the participants who contributed to the research, which are outside the range of 0 to 5 years, it is possible to state that 83.3% of the years of experience of the participants who contributed to this research are experienced.

### Data Collection Tools

The data collection tools of the research are the questions in the semi-structured interview form prepared by the school administrators and teachers working actively in primary schools and the researchers themselves.

### Data Analyses

In the semi-structured interview form, the questions asked to the participants were listed as participant 1 (P1), participant 2 (P2), etc., by hiding the names in rows. are listed as follows. Then, the answers given by each participant were thematized in relation to the topic.

### Procedure

This research will contribute to the more efficient studies in which schools cooperate in the field of educational sciences and educational administration, based on scientific data.

## Findings

**Table 7.** Participant opinions about schools' cooperation with institutions and organizations for education for all

Theme	Value (n)	Percentage (%)
1.Inadequacy in collaborative approach	6	% 14,29
2.Negative situations of municipalities among NGOs	4	% 9,52
3.Negative impact of economic difficulties on cooperation	5	% 11,90

4.Difficulties regarding willingness to cooperate	1	% 2,38
5.Disruptions due to insufficient infrastructureand facilities	1	% 2,38
6.Problems related to the lack of long term planning	1	% 2,38
7.Communications skills will have a pisitive impact on the process belief	1	% 2,38
8. The positive impact of the electronic document management system(EBYS) on inter-institutional communication and functionsa	1	% 2,38
9.The positive impact of receivingvoluntary services from institutions on schools	1	% 2,38
10.Having alternatives as external resources	3	% 7,15
11.Problems related to not evaluating opportunities correctly	3	% 7,15
12.The negative impact of bureaucraticpressure on project production and motivation	2	% 4,76
13.The negative impact of bureaucratic pressure on Project production and motivation	1	% 2,38
14.The communication of association managers with schools has a positive effect on the process	2	% 4,76
15.Regarding the cooperation of NGOs in response to school demands reluctanse	4	% 9,52
16.Negative impact of political policies	3	% 7,15
17.Discrimination	1	% 2,38
18.Schools should be more active than NGOs in initiatives related to cooperation	2	% 4,76
<b>Total</b>	<b>42</b>	<b>%100</b>

As seen in Table 7, the participants' opinions were organized into 18 different themes. In this context, 14.29% of the participants' opinions included *"Inadequacy in collaborative approach"*, 9.52% *"Negative situations of municipalities among NGOs"*, 11.90% *"Negative impact of economic difficulties on cooperation"*, 2.38% *"Difficulties regarding willingness to cooperate"*, 2.38% *"Disruptions due to insufficient infrastructureand facilities"*, 2.38% *"Problems related to the lack of long term planning"*, 2.38% *"Communications skills will have a pisitive impact on the process belief"*, 2.38% *"The positive impact of the electronic document management system(EBYS) on inter-institutional communication and functionsa"*, 2.38% *"The positive impact of receivingvoluntary services from institutions on schools"*, 7.15% *"Having alternatives as external resources"*, 7.15% *"Problems related to not evaluating opportunities correctly"*, 4.76% *"The negative impact of bureaucraticpressure on project production and motivation"*, 4.76% *"The communication of association managers with schools has a positive effect on the process"*, 9.52% *"Regarding the cooperation of NGOs in response to school demands reluctanse"*, 7.15% *"Negative impact of political policies"*, 2.38% *"Discrimination"*, 4.76% *"Schools should be more active than NGOs in initiatives related to cooperation"* They expressed their opinions that "it should be more active". In this context, as indicated in Table 7, the participants expressed some positive as well as negative situations in the non-governmental organizations of the schools or the private or public institutions with which they cooperate. In this sense, schools need some support and cooperation to achieve their goals, and they have conveyed their opinions regarding these needs through their teachers and administrators based on their experiences. It is understood that schools are open to significant initiative and support regarding students' achievements in education, the organization of educational curricula, and the desired level of success in education. In this sense, it is understood from Table 7 that 14 themes out of 18

themes have content expressing negative views, and 4 themes have positive views that require improvement. Based on these findings, we can state that 88.1% of the opinions expressed negative deficiencies or complaints about the cooperation of schools with institutions and organizations, while 11.9% expressed positive opinions that included suggestions for expectations and development. Therefore, to give an example, in the theme called "negative impact of political policies", which is in the 16th place,

Therefore, to give an example, in the theme called "negative impact of political policies", which is in the 16th place,

*P1: "We are faced with a problem that political interests come to the fore." while P18 said: "Current governments in TRNC are trying to save the day."*

he said. In the theme called "Discrimination", which is also in the 17th place

*P5: "There is not much desire to cooperate with village schools. "More central schools are preferred."*

he said. Regarding the wishes to be improved, in the theme named "The positive impact of the Electronic Document Management System (EBYS) on inter-institutional communication and functions", which is ranked 8th;

*P4: "Schools are in communication with the departments or different government institutions to which they are affiliated. This saved time and labor. However, this development could not truly serve the purposes of the institutions. Because civil servants with insufficient technological usage skills could not improve themselves."*

**Table 8.** Institutions and organizations that the participants cooperate with in the schools where they work for the sake of education for all

Theme	Value ( f )	Percentage (%)
1.Activities with Municipalities	7	% 18,42
2.Mesarya Scouting Association	3	% 7,90
3. Embassy of the republic of Turkey	5	% 13,15
4.Atatürk Vocational High School	1	% 2,63
5.EU Central Office	2	% 5,27
6.Village Youth Center	1	% 2,63
7.Civil Defense Organization Presidency	3	% 7,90
8.Cyprus Turkish Foundations Administration	2	% 5,27
9.Cooperation with Private Universities in TRNC	2	% 5,27
10.Ministry of Health	5	% 13,15
11.Taskent Nature Picnic Area	1	% 2,63
12. TRNC Department of Antiquities and Museums	1	% 2,63
13.TRNC Republican Assembly	1	% 2,63
14.Olive oil Factory	1	% 2,63
15.Milk Factory	1	% 2,63
16. TRNC Ministry of Tourism and Environment	1	% 2,63
17. TRNC Presidency	1	% 2,63
<b>Total</b>	<b>38</b>	<b>%100</b>

As seen in Table 8, participants stated that they cooperated with 17 different institutions and organizations in the name of education for all. In this sense, while 10 of these institutions and organizations stated by the participants are state-affiliated institutions and organizations; 7 of them are private institutions and organizations. In this sense, 58.83% of the participants provided examples of public institutions and organizations in the name of education for all, while 41.17% cited private institutions. In Table 8, examples of what kind of institutions and organizations the participants cooperate with in the schools where they work are given in the numbers in their opinions. stated accordingly. It is understood that they cooperate with a total of 17 different types of institutions and organizations, as well as state and private institutions and organizations. In this context, it is seen that the participants cooperate with state institutions in 9 themes, and with associations and foundations within private or Non-Governmental Organizations in the other 8 themes. It is understood that 65.76% of schools cooperate with state bodies within public institutions and organizations, and 34.24% prefer to cooperate with private or non-governmental organizations. In this context, it is understood from the opinions of the participants who contributed to the research that public institutions and organizations and schools cooperate more.

**Table 9.** Difficulties experienced by schools with the institutions and organizations they cooperate with regarding education for all

<b>Theme</b>	<b>Value (f)</b>	<b>Percentage (%)</b>
1.It is due to the fact that there are many municipal schools problems	3	% 13,63
2.Inadequacies in the state's education budget	5	% 22,72
3.Inability to determine strategy regarding social responsibility projects	1	% 4,55
4.Violation of the principle of impartiality regarding cooperation	4	% 18.17
5.Problems regarding eligibility for training in NGO qualifications	1	% 4,55
6.Lack of entrepreneurship support	1	% 4,55
7.Projects not receiving interest/value from the other party	2	% 9,09
8.The problem of projects being based on personal applications	1	% 4,55
9.The problem of project collaboration being voluntary	1	% 4,55
10. Problems with motivation	1	%4.55
11 Difficulties in time planning (Needs analysis)	2	% 9,09
<b>Total</b>	<b>22</b>	<b>% 100</b>

Table 9 shows the difficulties that schools experience with the institutions they cooperate with in the name of education for all. In Table 9, the participants' opinions are categorized under 11 different themes. The participants expressed their opinions as "*It is due to the fact that there are many municipal schools problems*" at a rate of 13.63%, and "*Inadequacies in the state's education budget*" at a rate of 22.72%. In both themes, the difficulties experienced by the participants regarding the institutions with which schools cooperate for education for all are basically related to economic-financial opportunities. As a matter of fact, schools can be included in the social responsibility projects of some institutions or in projects that will serve their own purposes, just like the institutions that schools partner with in projects related to fulfilling their own purposes. The planning of each project includes strategies for the implementation of this project. Institutions create a budget from time to time while providing services in these plans. Participants stated that the budget is insufficient due to the high number of schools affiliated to the municipalities when local government bodies have problems with providing a budget; They state that the same problem exists in the budget allocated to schools by the state. In this context, participant opinions reveal that there are deficiencies in the planning regarding the education budget.

Apart from this, 4.55% "*Inability to determine strategy regarding social responsibility projects*", 18.17% "*Violation of the principle of impartiality regarding cooperation*", 4.55% "*Problems regarding suitability for training in NGO qualifications*", 4.55% all themes such as "*Lack of entrepreneurship support*", "*Inability to determine a strategy regarding social responsibility projects*" at 4.55%, "*Problems with motivation*" at 4.55% and "*Difficulties in time planning (needs analysis)*" at 9.09% They are concepts related to management sciences. The management science-related awareness and skills of the personnel in the management staff of schools or cooperating institutions may affect the achievement of the aim of the projects produced. In this regard, when these findings are evaluated in terms of phenomenology, it is possible to state that deficiencies regarding management sciences are revealed from both sides. In this context, for everyone interested in the field of education management, the deficiencies of school leaders in education management, supervision, economy and planning while cooperating with institutions can be drawn attention. It is possible to state that a total of 45.46% expressed administrative problems regarding the institutions and organizations with which schools cooperate. When we add the economic factors mentioned in the first themes, this rate becomes 81.81%. It is possible to state that the participant opinions reveal the problems that the schools are experiencing with the institutions they cooperate with regarding management and organization. A very high rate of participant opinions indicate the lack of professionalism regarding inter-institutional cooperation. In addition to these, the themes named "*Problem of projects being based on personal applications*" at 4.55%, "*The problem of project collaboration being voluntary*" at 4.55%, "*Problems related to suitability for education in NGO qualifications*" at 9.09%, 18% in total. It is 19; Regarding institutional cooperation, the lack of awareness about "*Cooperation*" and "*Teamwork*" regarding both the schools and the institutions with which the schools cooperate has been revealed.

In this context, under 11 different themes, participants expressed their opinions about the difficulties that schools experience in establishing cooperation, such as economic, strategy and planning, communication, quality, ethics and merit, motivation and lack of understanding. It is possible to state that all themes in Table 9 are related to management and organization issues.

## **Discussion, Conclusion and Recommendations**

### **Discussion**

Based on the questions asked to the participants in this research, it is understood that the schools where the participants work cooperate with different institutions and organizations. In this sense, it has been understood from the research findings that public institutions and organizations, as well as private institutions and organizations, non-governmental organizations and local government bodies contribute to the educational services of schools. When we evaluate the general results of the research, it turns out that the institutions with which schools cooperate the most are government institutions and are preferred more than other non-governmental organizations. The fact that municipalities, known as local government bodies, give confidence to schools as state-affiliated institutions and organizations can be considered as a reason for preference, which may be related to their consultation with the Ministry. Apart from these, it has been concluded that the regional municipality is more preferred as the local government body, as well as private institutions and organizations and non-governmental organizations. Despite the fact that the participants cooperated with the municipalities, based on the result that schools receive the most financial support other than service procurement from the municipalities; Their complaint is that municipalities cannot keep up with all schools in solving financial problems. This means that schools have financial difficulties regarding the economic dimension of education.

### **Conclusion**

This research was evaluated with the opinions of teachers and administrators working in public primary schools; The economic difficulties of the schools in the Northern Mesarya Region under the TRNC Ministry of National Education, Primary Education Department Directorate also mean that the existing treasury or budget regarding the education budget does not fully meet the school needs. This means that planning for the education budget requires planning in relation to management sciences. It can be thought that educating schools or the institutions with which schools cooperate in the field of management sciences can solve this problem.

It may be useful for the TRNC Ministry of Internal Affairs and non-governmental organizations affiliated with district governorships to provide rewards, project examples and incentive support for success in educational projects with state bodies. As a result of this research, it has been revealed that schools form organizations by coming together in different situations or with different institutions/organizations and can establish new team friendships while collaborating with different institutions for different purposes. In this context, as stated in the book "Organizational Behavior" prepared by scientists Robbins and Judge (2009), schools also have teams that are more flexible and sensitive to changing situations than traditional departments as well as other permanent group forms, so they can quickly assemble and share tasks, as well as work together. In addition to refocusing, they also have the ability to disperse when their work is done. We must accept that schools deal with a high level of people related to communication in the projects they produce regarding teamwork. This situation may contribute positively to the "cooperation" of the experiences of school leaders working in schools in the education system. Increasing academic studies in this direction may benefit education about being a contemporary and modern society. Organized activities require team members to create a common mission, in addition to different types of talents, skills and equipment infrastructures and awareness. The main reason for the problems that schools experience in the process of cooperation can be resolved by clearly expressing the

goals determined regarding the goals of the organizations or by explaining and stating the objectives to be achieved by the people they are in contact with in the institutions and organizations with which they establish team friendship (Çetin, 2009:74-75). In the opinions of the participants, schools information about whether there are projects listed in its annual activities in a strategic sense has not been shared. This leads to speculation that schools organize events and activities based on spontaneous weekly and monthly developments, or that the invitations are unplanned in this way. In this context, it may be useful for schools to specify their collaborations with non-governmental organizations and institutions and organizations in their strategic plans. In this regard, the institutions that cooperate with schools can be documented in reports that will generate scientific data. Thus, these results can guide future educational planning.

### **Recommendations**

Based on the results of the research, it has been revealed that the first need of schools to cooperate is the financial inadequacy or hunger to seek common stakeholders, and that they have a positive approach to social responsibility projects because they are in search of sponsor resources depending on this need. This research shows that schools of the same level are producing different types of institutional collaboration products and that these products are involved in projects where they see opportunities with quick decisions outside the school's autonomy. In this context, it generally means that schools cooperate with individuals/institutions/organizations that are social responsibility and education stakeholders, depending on the circumstances. It may be more beneficial to contribute to economic and social development if institutions and organizations that contribute to the image development of schools as educational institutions evaluate them with the "education for all" dimension and put forward targets and projects that will improve their own corporate images.

These data can be evaluated by other state bodies and university researchers other than the Ministry of National Education and can contribute to revealing which non-governmental organizations have social responsibilities regarding education. The fact that state institutions, with which schools cooperate through the Ministry of National Education, give more trust to schools may cause "state" controlled organizations and activities for the public benefit to be preferred over private institutions and organizations. In this case, it is necessary for private institutions and organizations to find answers to the question of why concepts such as "trust", "cooperation" and "Social Assistance" prefer schools. Directing the projects carried out in this direction from the ministry to the schools in a way that does not require permission from the schools to the ministry can also eliminate the negative images that schools impose on non-governmental organizations or private institutions and organizations. Essentially, it would be a facilitating choice on behalf of the Primary Education Department Directorate for the TRNC Ministry of National Education to conduct a committee or commission work for inter-institutional cooperation, taking into account the financial support provided to schools regarding the education economy, as well as the expenses in ongoing projects. Since the process of cooperating with different institutions that are in line with contemporary education approaches will also contribute to the development of internal factors that affect education related to providing school services, the state is also related to external factors in the corporate images that schools attach to the institutions related to the preferred institutions, and if all school factors progress with visionary leadership in the development direction, the participants will especially benefit. It can eliminate the negative evaluations made about the management and organization due to the negativities they experience.



## Limitations

This research was conducted in the TRNC Mesarya region in May 2023, by answering the questions in the semi-structured interview form.

It is limited to the opinions of teachers and school administrators who actively serve in public primary schools and the phenomenology pattern, which is one of the qualitative research methods.

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