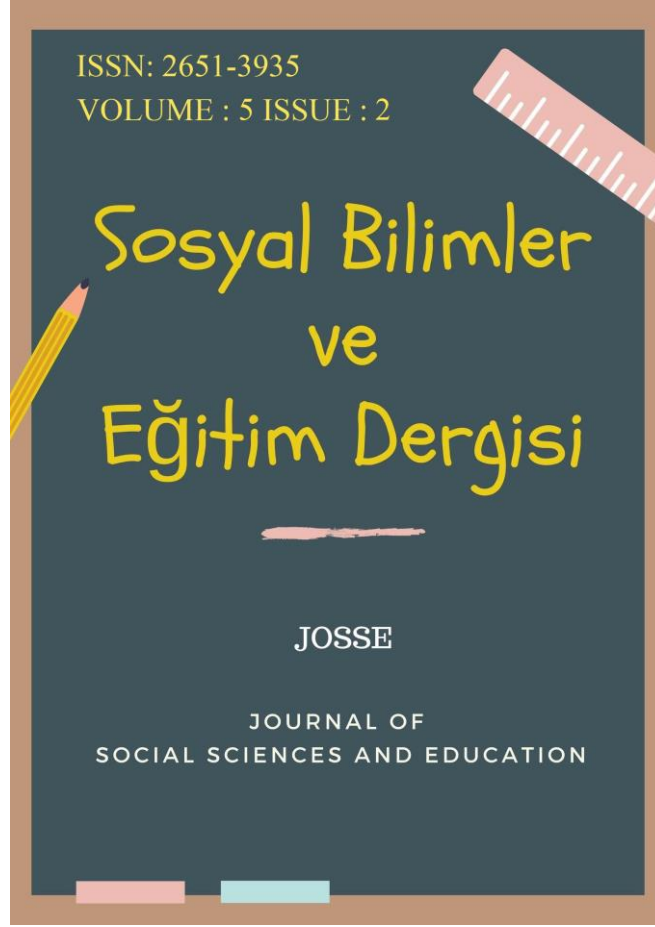


JOURNAL OF SOCIAL SCIENCES AND EDUCATION (JOSSE)



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Opinions of Prospective Teachers Raised in Eastern and Southeastern Anatolia Regions on Regional Educational Problems

Fatih Özdemir¹

Yıldız Technical University, Faculty of Education, Department of Turkish and Social Sciences Education

Research Assistant

ozdemirfth01@gmail.com

Orcid ID: 0000-0001-5759-643X

İpek Su Türkmen²

Yıldız Technical University, Faculty of Education, Department of Turkish and Social Sciences Education

ipeksutrkmn@hotmail.com

Orcid ID: 0000-0002-1124-0048

Article Type: Research Article

Received: 22.04.2022

Revision received: 19.10.2022

Accepted: 29.10.2022

Published online: 30.10.2022

Citation: Özdemir, F. & Türkmen, İ. S. (2022). Opinions of prospective teachers raised in eastern and southeastern anatolia regions on regional educational problems. *Journal of Social Sciences and Education*, 5(2), 140-159.

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Fatih Özdemir¹

*Yıldız Technical University, Faculty of Education, Department of Turkish and Social Sciences
Education*

İpek Su Türkmen²

*Yıldız Technical University, Faculty of Education, Department of Turkish and Social Sciences
Education*

Abstract

The aim of this study is to analyze the experiences of prospective teachers living in East and Southeast Anatolia who have completed their primary and secondary education in these regions in relation to the educational problems in East and Southeast Anatolia. In accordance with this aim, the phenomenological design, one of the qualitative research designs, was used in the research. The research group of the study consists of 9 prospective teachers who are continuing their education in different departments of the Faculty of Education during the academic year 2021-2022. The study used a semi-structured interview form prepared by the researchers as a data collection tool. The data obtained during the study were analyzed using content analysis. As a result of the research, the prospective teachers stated that the most important problems in education in Anatolia's eastern and southeastern regions are general transportation, housing, and family's economical problems. Other important problems are language, social gender, unawareness of parents, and socio-cultural problems. Under the heading of educational problems, the prospective teachers mentioned the problems of school opportunities, teachers' behaviors/attitudes, and the lack of teachers.

Keywords: East and Southeast Region, prospective teachers, educational problems

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¹ **Corresponding author:**

Research Assistant

ozdemirfth01@gmail.com

Orcid: 0000-0001-5759-643X

² ipeksutrkmn@hotmail.com

Orcid: 0000-0002-1124-0048

Introduction

Education is one of the most effective tools societies use to pass on their cultures and experiences to future generations. It is an important tool to prevent unrest that may occur in different societies and countries worldwide due to their own transfer processes. On the other hand, it helps people with the potential to improve their skills based on specific levels according to their needs. If we look at education from a general point of view, we can say that it aims to grow ideal people.

As societies developed, there were also differences in the perception of education. Education, which was more readily available with the invention of printing, became more common with the increased need for educated labour after the Industrial Revolution (Tunç, 2012). In the last one or two hundred years, education has acquired a structure that embraces all individuals (Tabak, 2019). In 1948, the 26th article of the Universal Declaration of Human Rights made the 'right to education' binding in the legislation of most countries (TEDMEM, 2019). Equal opportunities in education began with the increasing number of schools in our country in the last years of the Ottoman Empire and then continued in the republican period based on fundamental principles. The article on equal opportunities in the Basic National Education Law numbered 1739, issued on 24 June 1973, reads as follows: "To ensure that successful students who lack financial resources receive an education up to the highest levels of education, the necessary assistance shall be provided through free accommodation, scholarships, loans, and other means" (MoNE, 1973). This article, which is an important basis for equal opportunities in education, cannot be fully implemented in some cases. Income inequality has continued to increase and worsen since the 1980s (TEDMEM, 2019).

In addition to this economic inequality in the world, equality of opportunity in education can be disrupted by the internal dynamics and geopolitical differences of countries. In our country, some regions have socioeconomic rural characteristics due to their geopolitical location, climate, and macroeconomic variables (Özdemir and Erol, 2021). The socio-economic and geographical characteristics of rural areas (Turan and Garan, 2008; Donuk and Palavan, 2016), can create disadvantageous situations. In our country, the regions of Eastern Anatolia and Southeast have rural characteristics in terms of geopolitical features, geographical conditions and level of socio-economic development. Due to these characteristics, these regions, which have the characteristics of a disadvantaged region compared to other regions, have some problems with equal opportunities in education. Due to this characteristic, it was found that the enrolment rate in our country decreases from west to

east (Taşkaya, Turhan, & Yetkin, 2015). If this situation continues, it can lead to social imbalance and problems in the country. Problems with education and schooling can lead to child labour, early marriage and children drifting into criminal groups (Watkins & Zyck, 2014).

For the future of the society and the country, it is important to recognise the problems in the East and South-East and make adequate provisions. Looking at the relevant literature, there are many studies on rural areas and disadvantaged regions. Abroad, there are studies about the teaching experience in disadvantaged areas (Poppleton et al., 1987) and the schools in disadvantaged areas (Muijs, 2003; Lupton, 2004). In Turkey, there are studies on the educational problems of the East and Southeast Anatolia region in general (Koç, 2014; Korkmaz, 2016; Şahin and Analı, 2019; Altun, 2019; Analı, 2020), the historical position of the regions (Demirtaş, 2008). There are also studies on the regions (Karataş and Çakan, 2018; Dağlı and Han, 2017; Taşkaya, Turhan and Yetkin, 2015; Atmaca, 2004) and the problem of mother tongue throughout the country (Yılmaz and Şekerci, 2016). As can be seen, the studies have focused on the problems faced by teachers when they are first recruited and the problems in rural areas.

There is no study in the literature on the views of teachers and prospective teachers who grew up in the region on the problems of the same region. The views of these prospective teachers on the educational problems they experienced in the region are significant in the context of the field education they received. This is because they can perceive the problems in the regions where they live better than others in a long thought process. At this point, the opinions of the prospective teachers who have received their primary and secondary education in the region on the regional problems are important. In this direction, the study aims to analyze the experiences of prospective teachers who live in East and Southeast Anatolia and have received their primary and secondary education in these regions about the educational problems in East and Southeast Anatolia.

Method

Model

The research was conducted using a phenomenological design, one of the qualitative research designs. Phenomenological research generally refers to a group's experience of a concept or phenomenon (Creswell, 2017). Phenomenological design, also called phenomenology, encompasses the concepts such as case, phenomenon, experience, understanding and attitude that we frequently encounter in our daily lives but are not fully

explained (Kıncal, 2013). The experiences of the prospective teachers who completed their primary and secondary education in the East and Southeast Anatolia regions of Turkey overlapped with the experiences underlying the phenomenological design regarding the problems they experienced or observed. In this study, the phenomenological design was used to analyze the experiences of prospective teachers who lived in East and Southeast Anatolia and completed their primary and secondary education in these regions about the educational problems in East and Southeast Anatolia.

Study Group

The criterion sampling method, which is one of the purposive sampling methods, was used to determine the study group for the study. The logic of this type of sampling is to study situations that meet predetermined criteria (Patton, 2014). A criterion sample is a type of sample consisting of people, cases, objects or situations with the characteristics specified for the problem (Yıldırım & Şimşek, 2013). In this study, prospective teachers who received their primary and secondary education in the regions of Eastern and Southeastern Anatolia (2nd, 3rd and 4th grades) were set as criteria. Accordingly, the study group of the research consists of 9 prospective teachers studying in different departments of the faculties of education (science, Turkish, primary education, mathematics, preschool, social studies, classroom).

Table 1.

Participant Information

No	Gender	Age	Department	Grade level	Place of Residence
PT-1	Female	20	Science Teaching	3. Year	Gaziantep
PT-2	Female	21	Science Teaching	3. Year	Ağrı
PT-3	Male	27	Turkish Language	2. Year	Van
PT-4	Female	20	Primary Education Mathematics	3. Year	Adıyaman
PT-5	Male	20	Primary Education Mathematics	2. Year	Şanlıurfa
PT-6	Male	20	Preschool Teaching	4. Year	Adıyaman
PT-7	Female	20	Social Studies Teaching	3. Year	Siirt
PT-8	Male	21	Classroom Teaching	3. Year	Bingöl
PT-9	Male	21	Social Studies Teaching	4. Year	Şanlıurfa

Demographic information about the participants (age, gender, department, grade level, place of residence) can be found in Table 1. "PT-1" stands for the participant in first place and "PT-6" for the participant in sixth place.

Data Collection Tools

As part of the research, in-depth interviews were conducted with participants in order to ascertain the views of prospective teachers trained in the regions of Eastern and South-Eastern Anatolia on the educational problems of the region. A semi-structured interview form developed by the researchers was used for the interviews. Before preparing the semi-structured interview form, the literature on the topic was reviewed and the questions were prepared. The prepared questions were compiled with the help of the opinion of a professional and a language expert. A pilot interview was then conducted with a prospective teacher. During the pilot application, one question was revised due to ambiguity. In a semi-structured interview, the researcher makes a plan to explore certain topics and ask open-ended questions. During the interview, he or she can change the order of the questions and add new questions depending on how the interview progresses (Johnson & Christensen, 2014). In addition, during the semi-structured interview, participants can be asked further questions about the details of the topic to clarify the issue or provide examples (Merriam, 2009). In this study, the interviews were conducted by the researchers in private with the prospective teachers, and third parties were not included in the interview. During the interview, care was taken to ensure that the environment was suitable for data collection, and interviews were recorded on a voice recorder with the consent of the participants.

Collection of Data and Analysis

Qualitative data analysis aims to code the data, divide the text into small units (statements, sentences, or paragraphs), assign labels to each unit, and collect the codes under themes (Creswell & Plano Clark, 2014). The data obtained in this study were analyzed using the content analysis method. Content analysis involves scanning qualitative material with many repeated words and themes to convert it into smaller qualitative data and make it meaningful (Patton, 2015). The data obtained from the interview was repeatedly listened to and read by the researchers as part of the content analysis. Then, the data obtained was coded and the related data of the coded data was combined to find the themes. After transcribing the interviews with the prospective teachers, "PT-1" was coded for the first participant and "PT-6" for the sixth participant. The data was presented under the themes and supported by direct quotes from the prospective teachers' opinions where appropriate.

Validity and Reliability in Research

To enhance the credibility of the research, the opinions of technical and linguistic experts were sought in the preparation phase of the interview form. In addition, the researcher

interacted with the participants over a long period of time during the research process. Long-term interaction between the researcher and the participants increases the credibility of the research data (Yıldırım & Şimşek, 2013). To ensure transferability, a purposive sample was used in the research phase, which consisted of prospective teachers who have more experience with regional problems. Another application to ensure the consistency of the research is expert review. The entire research process was reviewed by an expert. In addition, triangulation of data sources and researchers (Stake, 2010) was used to verify the data obtained from prospective teachers. Several researchers were involved in the collection, analysis and interpretation of the data in the study. During the data analysis, the researchers created the coding and themes in different ways, and then the analyses were examined for similarities and differences. In this way, compatibility between coders was checked and coordination between researchers was ensured. On the other hand, the data was originally recorded with a voice recorder and transferred to the computer environment to ensure the confirmability of the research.

Ethical Committee Approval

The ethical review was carried out by = Yıldız Technical University Social and Human Sciences Research Ethics Committee.

Date of the decision on the ethical review: 29.03.2022

Issue number of the certificate of ethical review: 2022/03

Findings

In this study, which aims to explore the views of prospective teachers who have grown up in disadvantaged areas about the educational problems in the region, the findings are explained within the framework of three themes. Information on these themes can be found in Table 2.

Table 2.

Table of theme and Sub-themes

Theme	Sub-theme
Economic al Problems	Transport and housing problems
	Family's economical problems
Socio- Cultur al Proble	Language problems
	Social gender-related problems

Education al Problems	Unawareness of parents
	Problems due to school impossibilities
	Teacher's behaviors-attitudes
	Lack of teachers

These themes are economic problems, socio-cultural educational problems and educational problems. These themes were identified based on the statements of the prospective teachers. The themes identified were explained through supporting one-to-one quotes from the views and ideas obtained as a result of the interviews with the prospective teachers.

Theme 1 Economical Problems

According to the data collected from the prospective teachers during the research, one of the main themes highlighted among the educational problems in the regions of East and Southeast Anatolia is the economic problem. This main theme is presented under the sub-themes of transport and housing problems and family's economic problems.

1.1. Transport and Housing Problems

When the views of the prospective teachers were examined, they highlighted transport and housing problems among the economic problems related to the educational problems of the region in which they live.

Regarding the transport problems;

PT-1; *"The region where I live is the town center, therefore, I have not had any problems with transport. In rural areas, there can be problems with transport."*

PT -2; *"Sometimes we could not find shuttle buses. When we did find one, the drivers charged too high a fare because it was a one-time trip. After school, we had to wait for hours for the shuttle service. As students, we were often late for class because of the problems with the service."*

PT-6; *"For children living in the villages, the transport problem is a challenge. For people who come from the villages, transport can be difficult because it costs too much money. Families can not or do not send their children to school because of financial difficulties."*

PT-5; *"For example, there are schools in the villages, but the schools remain inactive. Such situations can lead children to go to school far away."*

When one examines the opinions of prospective teachers, one finds that students living in rural areas have great difficulty with transport because there is no school in their villages or towns. When travelling from small settlements to city centres by minibus, the higher fares have a negative impact on the educational life of the students due to the lack of a competitive environment.

The opinions on housing problems as follows;

PT -7; *"The child has to stay in the dormitory. I think that staying in a dormitory at a very young age can have very negative consequences. I lived in the dormitory when I was little. It leads to a certain disconnection from the family."*

PT-9; *"Even if you want to stay in a boarding school, the number of students is too many, so, you can not accommodate all the students in the dormitory."*

With regard to housing, one prospective teacher stressed that the dormitories were inadequate, while the other prospective teacher explained, based on her own experience, that some problems arose due to alienation from the family among the students stayed in the dormitory.

1.2.Economical Problems

Another sub-theme highlighted in relation to the educational problems of prospective teachers in the regions of Eastern and South-Eastern Anatolia is the economic problems of the family.

Some opinions about the family's economical problems are as follows;

PT-7; *"Another economic problem is the economic situation of the family. Since the family's economic situation is generally poor, the child's needs cannot usually be met at school."*

Regarding the impact of the family's economic problems on the school;

PT-6; *"Financial impossibilities are already reflected at school."*

There are also opinions from trainee teachers that the family's poor economic situation affects students' school attendance. For example;

PT -1 *"If the child's grades are not good, or if his family gets into economic difficulties despite good grades, his educational life ends. He is employed by his family at a young age. Especially when boys finish secondary school, if their exam marks are not good, they are sent to industry."*

PT-7 *"As families are engaged in sheep rearing and farming, they usually do not send their children to school. For example, they do not send their 12-13 year old child to school and ask him to help them in the garden or field."*

PT-4 *"The students whose economic situation was not good participated less in class psychologically. When the economic situation was bad, the parents were also less interested in the students. Because the parents had to work and the students had little interest in their classes. Therefore, the parents could not stand by the students. For this reason, I think one of the biggest problems is the economic problem."*

The main source of income for families living in the region is agriculture and livestock. The financial difficulties of these families have a negative impact on their children's school life. Some student families make their children work in agriculture and livestock at an early age, while others send them to some industries as child labourers. In this context, some prospective teachers emphasised that the economic situation of the family affects the students' access to resources.

For example;

PT -3 *"Due to the economic difficulties in the region, it is difficult to reach the desired resources. Of the parents there, the mothers are mostly housewives, while the fathers work as seasonal laborers, construction workers, etc. I can say that 80% of the students lack resources because their parents cannot earn income from their work."*

PT-8 *"Let me say this: since their income comes from farming and animal husbandry, they do not have much cash, and since they can not buy source books from alternative publishers, they can not expand and deepen their knowledge too much."*

When the teachers' opinions were explored, one trainee teacher explained that the students had resource problems as the fathers were mostly seasonal workers and the mothers mostly housewives. Another prospective teacher explained that students also have little access to resources due to low access to cash in the agriculture and livestock sectors. Based on these statements, it can be said that agriculture and livestock are the main sources of income for the student families, so this fact has a negative impact on the student's educational life.

Theme 2 Socio-Cultural Problems

According to the data obtained from the prospective teachers as a result of the research, one of the main issues highlighted among the educational problems in the regions of East and Southeast Anatolia is the socio-cultural problems. This main theme was presented

with sub-themes such as language problems, social gender-related problems and parents' unawareness.

2.1. Language Problems

Some prospective teachers explained that one of the educational problems in the disadvantaged regions is the language problems. They talked about the fact that the spoken language of some people in the region is Kurdish, which is a problem for education. Accordingly, they said that new teachers who are appointed in the above-mentioned regions have difficulties in settling in and communicating with both parents and students due to language problems. The examples given below prove this.

PT -3: *"Until school started, we did not speak Turkish but Kurdish. Our friends suffered even more as a result. Since Kurdish is mostly spoken, our teachers wanted us to speak Turkish. This time, some children were on their own. Although they had to learn to read and write in Grade 1, some friends did not make it until Grade 3, 4, or 5. This situation has a big impact on a child's educational life."*

PT-6: *"Because most of them know Kurdish, they have difficulties learning Turkish. Some families know Turkish, but others do not. Or they do not care about their child's education. The children start school 1:0 behind compared to the West."*

PT-7: *"The language problem is very common in the eastern and south-eastern regions, which we call the disadvantaged regions. The children there do not start their lives in Turkish. Because their parents do not know Turkish, they speak Arabic, Zazaic, Kurdish, and other languages. When they come to school, they feel as if they are strangers. The language problem comes up when they try to learn new things."*

According to the prospective teachers, it can be said that speaking different languages in the Eastern and South-Eastern regions has a negative impact on the educational life of the students. If the student's mother tongue is not Turkish, learning to read and write is a big problem, which causes the students to become introverted. This situation has a negative impact on their overall educational experience. In addition, parents' attachment to the school is weakened by the language differences, which affects the students' success and thus the continuity of education. Considering all these conditions, there can be significant setbacks compared to students from other regions.

2. 2. Social Gender-Related Problems

Some of the prospective teachers stated that perceptions of social gender negatively affect education in their regions. They explained that these problems cause both educational and social problems, such as preventing continuity in education, early marriage, child labor, and girls' being left out of the picture.

Examples of these are presented below;

PT -1; *"To speak for the girls: Girls are often married off at a young age. I have an aunt my age. She has a child now. One of my cousins also has a child. A 17-year-old child can be married off with her parents' permission."*

PT-5; *"The percentage of girls receiving education in Akçakale is very low compared to Turkey in general. There are such problems: The children who should be going to school are working in the fields like cotton and maize fields. In some regions girls are behind in education."*

PT-5; *"There is one parent who does not send her daughter to school. The cause of this problem is the lack of education. A woman in Urfa, for example, has many difficulties to face. She has to bear all the problems of her husband."*

PT-8; *"Since girls in eastern and south-eastern Anatolia are considered housewives, they are allowed to go to school at most until the eighth grade. Even high school is not considered necessary."*

According to the prospective teachers, the differences in social gender perceptions in the region have a negative impact on the educational life of girls. This situation poses a major problem for education. Considering that half of the student body in education are girls, one can better understand the extent of the problem. As a result of this perception, girls who do not receive schooling may be exposed to individual abuse such as early marriage and child labor.

One of the prospective teachers stated that the problems regarding girls have decreased compared to the past.

PT-9; *"The problem of fewer girls going to school is not as big as it used to be."*

When the views of the prospective teachers are examined, it is revealed that there is a serious problem when compared to the number of prospective teachers who state that there is a problem and the number of prospective teachers who state that there is no problem. In addition, when we examine the expression of the prospective teacher PT-9, there is still gender discrimination, even if it is less compared to the past.

2. 3 Unawareness of Parents

Some of the prospective teachers stated that parental unawareness has a negative impact on education in the regions where they live. An example of the general unawareness in the region;

PT-3; *"The biggest problem in my region is illiteracy. Before the time of the Prophet, there was a period called the age of ignorance. As a Kurd, I can definitely say that there are ignorant customs in my region."*

As an example of the unawareness of parents and the fact that they ignore the students;

PT-9; *"Parents think like this: I sent the child to school anyway, I do not care about the rest. This belief is a big problem for education."*

An example of unawareness leading to violence;

PT-5; *"There is an unawareness among parents. Parents who are violent, for example, can easily attack teachers."*

PT-7; *"Parents may not be able to communicate very well with their children. As they are not aware of this, there is a disconnect between them and the child and a greater tendency towards violence. Or the child suffers from psychological loneliness, which can lead to various problems later on."*

According to the prospective teachers, the unawareness of the parents in the region has a negative impact on the educational life of the students. Looking at the statement of the prospective teacher PT-3, we find that there is a general unawareness in the region that affects many situations, especially the perception of social gender. Moreover, unawareness leads to interest in the school and violence against students and teachers. In this situation, one of the most important factors that have a negative impact on education is that there is insufficient awareness among parents.

3 Educational Problems

According to the prospective teachers, the other main theme highlighted in the educational problems in the regions of Eastern and South-Eastern Anatolia is the educational problems. This main theme is presented with the sub-themes of problems due to school facilities, lack of teachers and teachers' behaviors-attitudes.

3.1 Problems Due to School Facilities

Some of the prospective teachers stated that the lack of school facilities in the regions where they lived caused problems in the education process. Among the school impossibilities,

they cited: no school buildings, classrooms, libraries, laboratories, or workshops. The following examples demonstrate this situation:

PT -9; *"In the east and southeast, there are still villages without schooling, their number is too great to be underestimated."*

PT -2; *"Apart from that, there is a lack of classrooms such as libraries, music rooms, etc. There was a lack of materials in our science laboratories. As a prospective science teacher, I can say that science experiments are very important, especially for secondary children in terms of curiosity and observation. When we were at school, we could not do experiments. Our materials were missing or too old."*

PT-2 *"There is not even a library. I want to buy a book. The prices of books are high, as you know. I would like to borrow expensive books from the library to read, but there is no library. There should be a big library that everyone can use."*

PT -3 *"Moreover, there is inequality of opportunity in education. In the Western regions, there are classrooms with 20 students, sitting one after the other. But where I am, there are 40-50 students sitting in 20-student classrooms. Students who have to sit alone can only sit with 3-4 students."*

PT-4 *"For example, in the past, more importance was given to teaching mathematics, science and social studies, as is the case in all schools. In primary school we did not have a workshop because art and music classes were not given much importance. This situation changed in high school, but in primary and secondary school our class consisted of about 40-50 students. 40-50 students tried to paint pictures in one classroom. We tried to take music lessons."*

When the views of the prospective teachers were examined, they expressed similar problems to the general problems of the country, such as overcrowded classrooms, lack of music and arts classrooms and science laboratories in the East and Southeast Anatolia regions. In addition, there were also region-specific problems such as villages without schools, schools without libraries and students sitting too cramped due to lack of classrooms and desks. This situation in the region has negative consequences for the region's students in the current education system.

3.4 Teacher's Behaviors-Attitudes

The prospective teachers stated that the behavior and attitude of teachers employed in the regions of Eastern and South-Eastern Anatolia are among the factors that harm education. The opinions on this situation are presented below;

PT-2: *"I saw too much discrimination by some of our teachers. They discriminated against students according to their status. For example, they asked questions like, "What is your father's profession?". In fact, teachers were trying to do their personal jobs with this attitude. I saw that some students felt offended by this attitude. I could not see any passion and determination on the part of the teachers to win over the students. I have seen many students who have the light within them and the determination to study and achieve their goals. I have also seen such students slip through teachers' fingers because of the attitude and shortcomings of their teachers."*

PT-4; *"The teacher preferred to show interest in the student whose parents have a good financial situation."*

As a result of the interviews, prospective teachers stated that teachers positively discriminate against students with high economic or social status and that this situation causes other students to develop negative attitudes towards school. As a result, some students stated that this disappointed them.

For example, prospective teachers commented as follows on the negative impact on the education caused by teachers asking to be appointed from the region:

PT-8; *"Teachers appointed to rural areas are trying to escape, they are just trying to do the job given to them and teach what they can."*

PT-3; *"Until 10-15 years ago, teachers did not want to go to these regions at all. That is true. Perhaps they were not committed to education after they went there. That's why the students in the East did not learn enough mathematics."*

When the opinions of prospective teachers were examined, they stated that teachers sent to the region as compulsory service could not devote enough time to education. This situation can have a negative impact on students and make it difficult to learn some lessons that require effort. If lessons that are not taught well in the first years are difficult to learn in the following years.

3.3 Lack of Teachers

Prospective teachers emphasized that the other problem that poses a problem in education in the Eastern and Southeastern Anatolia Regions is the lack of teachers. Participants stated that the lack of teachers in different branches and paid teacher practices affect education negatively. The examples presented below indicate this;

PT-2: *"In the area where I live, there is a lack of teachers. An example of this is that our science teacher was teaching a technical design course. In secondary school, teachers*

from other subjects such as maths and music teachers taught religious culture classes. Therefore, we could not learn these subjects properly and adequately. First of all, new teachers should be recruited to solve the problem of teacher shortage. They say we are now in the computer age. But we have never seen a computer teacher in my area."

PT-9: *"The biggest problem in education is the shortage of teachers. Teachers should be appointed. Although there are so many teachers, no teachers are being appointed. At the same time, there is a shortage of teachers in schools. It would be different, if a branch teacher taught his subject. A paid teacher who has studied any subject teaches any classes, for example, someone graduates from nursing school, but s/he serves as a classroom teacher."*

It is clear from the statements of the prospective teachers that not only are there similar problems in the regional schools, but that there are also region-specific problems. The fact that paid teachers who lack pedagogical training can be a problem that is also found in other regions. However, the involvement of teachers from different disciplines in the core subjects and the arts subjects can reduce the quality of education. This can also reduce interest in the subject and make it difficult to discover talented students

Result and Discussion

Within the framework of the research conducted to analyse the experiences of trainee teachers living in East and Southeast Anatolia, who have completed their primary and secondary education in these regions, regarding the educational problems in East and Southeast Anatolia, the educational problems in the respective regions were studied under three main themes. These themes are "economical problems, socio-cultural problems and educational problems". In this context, the article presented the educational problems in the area we determined as a disadvantaged region by corroborating the opinions of prospective teachers who have lived and studied in this region with the relevant literature.

If one examines the views of the prospective teachers, one finds that the first of the main issues highlighted in the educational problems in the regions of Eastern and South-Eastern Anatolia are economic problems. These economic problems include transport, housing, and family's economic problems. Similar to the research findings, Demirtaş (2008) found that the East and Southeast Anatolia regions had transport problems between 1923-1938 and housing problems in school districts due to rural settlement. In the case study of Ağrı province (Atmaca, 2004; Taşkaya, Turhan, & Yetkin, 2015), it was reported that teachers had problems with transport, housing and heating, and in the case study of Bismil, conducted by Karataş and Çakan (2018), it was found that students and teachers had problems

with transport to school. In the study conducted by Özdemir and Erol (2021) on the appointments of prospective teachers in the regions of Eastern and South-Eastern Anatolia, it was determined that participants were concerned about transport and housing. The results of the study show that the transport and housing problems in the region have not yet been fully solved. The other sub-theme highlighted in the study under the theme of economic problems is the economic problems of families. Similar to our findings, Dağlı and Han (2017) suggest in their study that the financial impossibility of families is a problem in education. Koç's (2014) study states that the financial situation of families contributes to girls not participating in education.

The other main theme highlighted by the prospective teachers among the educational problems in the regions of Eastern and South-Eastern Anatolia is socio-cultural problems. This theme was presented with the subthemes of problems with the mother tongue, social gender-related problems, and unawareness of parents. The prospective teachers stated that the fact that the mother tongue of the students in the regions where they live is not Turkish is a problem in the classroom. Similar to our findings, studies on regional education problems (Atmaca, 2004; Taşkaya, Turhan and Yetkin, 2015; Karataş and Çakan, 2018; Analı, 2020) and studies by Yılmaz and Şekerci (2016) on mother tongue education problems across Turkey have shown that the fact that student's mother tongue is a language other than Turkish is a problem in education. Another socio-cultural issue highlighted by prospective teachers is social gender. The research findings are consistent with the studies (Atmaca, 2004; Gedikoğlu, 2005; Koç, 2014) and the fact that girls have not participated in education. The prospective teachers stated that the unawareness of parents is a problem in education. These findings of the research are consistent with the studies in the literature (Karataş and Çakan, 2018; Dağlı and Han, 2017; Taşkaya, Turhan, and Yetkin, 2015).

One of the main issues highlighted by the prospective teachers among the educational problems in the regions of East and Southeast Anatolia is the educational problems. This main theme is presented under the sub-themes of problems arising from school facilities, lack of teachers and teachers' behaviour/attitude. The prospective teachers indicated that the physical inadequacies of school facilities, such as buildings, classrooms, libraries and workshops, negatively affect teaching. This finding of the research is in line with the findings of the studies in the literature (Atmaca, 2004; Gedikoğlu, 2005; Demirtaş, 2008; Koç, 2014; Taşkaya, Turhan and Yetkin, 2015; Dağlı and Han, 2017; Altun, 2019; Analı, 2020). In the research, prospective teachers stated that the attitudes and behaviours of teachers in the region

cause educational problems. The findings of the study are similar to the findings of Altun's (2019) study that problems may arise in relationships when teachers' humanitarian needs are not met in their place of residence, as well as the study findings of Taşkaya, Turhan, and Yetkin (2015), which indicate that the problems may occur in relationships between teachers and students and between teachers and parents. In contrast to studies in the literature, this study concluded that teachers working in the region positively discriminated against some students and did not care about students with poor economic status. The prospective teachers stated that the inadequate number of teachers in the region where they live causes educational problems. Similar to this finding in research, it was found that the lack of teachers in the region is a problem in education (Taşkaya, Turhan, & Yetkin, 2015 Karataş & Çakan, 2018).

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