

The Evaluation of the Application of Transported Education By Teachers

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ARTICLE INFO

Article History:

Received 05.05.2016

Received in revised form 08.09.2016

Accepted

Available online 01.01.2017

ABSTRACT

This research aims to find negative and positive aspects within the transported education system thanks to the teachers' evaluation for the application of transported education. The research is a qualitative research. Interview form was used in order to collect the data. Teachers were asked 6 questions in the form. The research was carried out in Kaynarca in Sakarya. It was implemented on 20 teachers at 2 schools. It is concluded that transported education enables considerably equal opportunities. There are much more opportunities in the school to which transportation is realized and this application enhances the students' success in the school. However, drivers should be given seminars and courses because their communication skills are quite inefficient. It is also concluded that transported children get tired because of the fact that they spend too much time in the school bus and this affects negatively the children's performances at school. Moreover, family-teacher communication weakens through time.

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Keywords:

Transported education, school buses for transportation, multigrade class.

INTRODUCTION

For being successful in the process of modernization and innovation which has started with the foundation of new Turkish government, education has been valued. According to constitution of Turkish Republic, there was said "Nobody can be deprived of their education right. Elementary education is compulsory for every male and female citizen and it is complimentary in state schools." As a result of that, elementary education is required to gain fundamental knowledge, ability and habits to each Turkish child to be a good citizen. (MEB, 1992). Transported elementary education is an implementation that the children who are at the age of elementary education, has been applied multigrade class implementation and where has less and scattered population are daily transported where the elementary school was chosen as a center. (MEB, 1994). That education has been made compulsory arises the necessity to reach every individual in the country and education rights to be supplied. But it is needed that more effort has to be shown to provide compulsory education in areas where the population is low and there are dispersed settlements.

Present geographic, financial and social conditions that our country has been in arises the need of being made different studies about the practice of education. One of these studies is transported education. (Taşdemir, 2014) According to Ministry of Education Regulations of Transportation, transported education is to ensure that students who there is no school where they live or study in multigrade classes, whose schools are closed for various reasons get a better education by transporting them to schools which have better facilities (MEB, 2014). Education is not to put in order everybody according to their abilities but it is to provide necessary facilities based on person's learning capacity and degree and to accord the right of education to everybody in benefiting from these facilities (Kaya and Aksu, 1984). When everybody is given the right of education in such a way that it is enough and enables equality, academic differences among students will decrease to minimum. When it comes to enable facility and opportunity equality for students, it is understood to give the opportunity of being able to get information or to make use of sources. Every student are able to equally benefit from education that government provides. In the case that any group or class benefit from opportunities provided, equality opportunities disappears. Country must use every financial means available to enable equality opportunity. Furthermore, individuals must feel the right to

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claim these financial means from government. Otherwise, equality before the law will look good on paper (Kaya and Aksu,1969).

In classes where multigrade class education is applied, students have to be alone with themselves. While teacher teaches one grade, students have to study by themselves in class. Teacher must organize the class very well. Teachers in those schools are generally ones who have just been assigned and are inexperienced. It seems hard for them to cope with this kind of difficulty. as one can see, if multigrade class teacher is not qualified, skilful and experienced, it is inevitable that teacher wil cause unpleasant memories for students educated there (Recepoğlu,2009). With the beginning of the application, 3298 students from 258 schools have been transported to central 78 schools. Transported education application has continued by expanding in all country.(Arı,2003). This research aims to find the negative and positive aspects within the system with the teachers’ evaluationfor the application of transported education.

METHOD

This study is a qualitative research and data were collected through interview form. It was applied to 20 teachers who were randomly chosen from one school in village and one in center in Kaynarca in Sakarya. The analysis was made by creating theme and codes in accordance with answers got by asking open-ended questions to teachers. Teachers interviewed were shown as T1,T2...

Sample group

In research, working group was ascertained with convenient sampling method. In convenient sampling method, “researcher chooses a situation which is close and easy to access.”(Yıldırım and Şimşek,2008:113) . In 2014-2015 education year, 10 women and 10 men in total 20 teachers, one from village, one from center in Kaynarca in Sakarya consist working group.

Frequency and percentage distribution related to demographical information of teachers who are in the research are presented in Table 1.

Table 1. Demographical features of teachers who are in the research

Variable		f	%
Gender	Woman	10	50
	Man	10	50
Age	25 - 30 years	10	50
	31 - 35 years	5	25
	36 - 40 years	4	20
	41 – 45 years	1	5
	46 years and more	0	0
Seniority in Occupation	1 – 5 years	4	20
	6 – 10 years	7	35
	11 – 15 years	8	40
	16 – 20 years	1	5
	21 yearsand more	0	0
Seniority in transported education	1 – 5 years	9	45
	6 – 10 years	7	35
	11 – 15 years	3	15
	16 – 20 years	1	5
	21 yearsand more	0	0

As seen Table 1, 50% of teachers who participate in interview is woman and 50% of teachers who participate in interview is man. 50% of participants at the age of 20-30, 25% is at the age of 31-35, 20% is at the age of 36-40 and 5% is at the age of 41-45. There are no teachers at the age of 46 and more.

With regard to occupation seniority, 20% of teachers has worked for 1-5 years, %35 has worked for 6-10 years, 40% has worked for 11-15 years and 5% has worked for 16-20 years. There are no teachers who are in their 21 years of seniority and more.

When examined the seniorities in transported schools, 45% has 1-5 years of seniority, 35% has 6-10 years of seniority and 15% has 16-20 years of seniority. There are no teachers who are in their 21 years of seniority and more.

3.2. Data Collection Tool

In this research, interview form was used as data collection tool. In preparation phase of interview questions, by examining literature, 6 open ended questions that will Express related sub problems in the best way were written on interview form. Clarity and operability of the questions were tested by applying interview form on teachers different from research group and interview form was applied to sample group.

Interviews were realised dates and times which were organized according to teachers' timetables. Not to confront with data loss, even if it was intended to record interviews, interviews were written down because teachers don't have the permission to do so. During the interview, teachers answered 6 questions competely and stated their opinions.

3.3. Data Analysis

For the evaluation of data that were obtained from interview forms, there was used descriptive analysis method. Descriptive analysis is a type of analysis which contains different datas, which were obtained with different data collecting techniques, were summarized and commented according to predetermined themes. With this type of analysis, researcher can often include direct citations with the aim of being able to reflect completely views of people whom he/she has observed or interviewed. Primary aim is to present findings obtained to audience as summarized and interpreted.(Yıldırım and Şimşek,2008). By examining written texts formed from interviews over and over, data that are consonant with the aim research are coded and themes that explain coded data in general level are designated. Findings obtained were shown in tables. Teachers interviewed were indicated from T1 to T20 by being coded. In evaluation of findings, direct citations from teachers' views.

Findings

The research of findings were shown in tables. Table 2 showed that Teachers' views about differences observed between transported students and other students.

Table 2. Teachers' views about differences between transported students and other students.

Thema (Categories)	Codes	n	%
There is no diffence	(T2,T3,T6,T7, T13, T20)	7	35
Skipping school	(T4,T8)	2	10
Ownage feeling	(T4,T8)	2	10
Family interest	(T5,T16)	2	10
Trust problem	(T9,T10)	2	10
Academic success	(T16,T19)	2	10
Expressing himself/herself	(T12,T14)	2	10
Communication	(T16,T19)	2	10
Participating in after school activities	(T15,T17)	2	10
Interest and curiosity	(T18)	1	5
Sleep problem	(T1)	1	5

Coming regularly (T4)	1	5
Tiredness(T11)	1	5

When asked about differences observed between transported students and other students, 35% of teachers said they don't think there is difference. 10% of teachers think that students show the tendency of skipping school, 10% think that families don't show enough interest to students, 10% think that students have trust issues, 10% think that students embrace school more, 10% think that students have problems in expressing themselves, 10% think that students have problems in communicating, 10% think that students can't participate in after school activities, 10% think that their academic successes are different, 5% think that students have sleep problems. 5% of teachers think that students continue lessons regularly, 5% think that students suffer from tiredness, 5% think that students' interests and curiosities are very different.

Table 3- Teachers' opinions about transported education's equivalent of opportunity and facility

Theme (Categories)	Codes	n	%
Enables equality	(T1,T2,T3,T4,T5,T6,T7 T8, T9,T10, T16,T19,T20)	13	65
Doesn't enable completely	(T13,T15,T17,T18)	4	20
Student can't benefit from courses	(T17,T18)	2	10
Education is everyone's right	(T2)	1	5
Increases socialization	(T4)	1	5
Doesn't enable facility equality	(T9)	1	5
They come to school early	(T9)	1	5
Doesn't enable equality	(T11)	1	5
Kindergarden education is insufficient	(T11)	1	5
Student can't adapts	(T12)	1	5
There are level differences	(T14)	1	5

According to teachers' opinions about whether education provides equivalent of opportunity and facility, 65% of teachers say transported education provides equivalent for students. 20% of teachers think transported education cannot provide equivalent of opportunity and facility completely. 10% of teachers think that students cannot benefit from courses, 5% of teachers say that education is for everybody and this system increases socialization, it doesn't provide equivalent of facility, students come to school very early, kindergarden education is inadequate, transported students cannot accommodate and there are level differences between students. Citations that are taken from teachers' one-to-one views are presented below.

Yes, I think it provides. Students have lessons in a very good conditions and it provides equality. (T3)

I think it cannot provide completely but it decreases inequality. (T13)

Students cannot benefit from courses and training which are out of school hours. (T18)

Table 4- Teachers' opinions about the effects of the transported education for academic success.

Theme (Categories)	Codes	n	%
Tires students(T1,T18)		2	10
Effects success negatively (T1,T14)		2	10
Transported students are more unsuccessful(T11,T12)		2	10
Can't communicate with parents (T1)		1	5
There is timidity(T10)		1	5
There are more facilities (T5,T9,T10,T13,T16,T19,T20)		7	35
Increases success (T4,T5,T7,T13,T20)		5	25
There is no difference (T2,T8,T15,T16,T17)		5	25
Compared to multigrade class, it increases success (T4,T6,T18,T19)		4	20
Make easier to make plan(T3)		1	5

When analyzed according to their answers about academic differences between transported students and others that they observed, 35% of teachers think that there are more facilities when compared to one-class schools and this effects the success. 25% of teachers think it increases success, 25% think there is no difference between students, 20% think it increases success when compared to multi-grade classes, 10% think transported students get tired, 10% think it affects success negatively, 10% think students can't attend in after school activities, 5% think students are timid, 10% think timid ones are more unsuccessful, 5% think they can't interact with parents, 5% thinks it makes easier to make plans and 5% think transported students have difficulties in communicating. Citations that are taken from teachers' one-to-one views are presented below.

I am of opinion that transported education increases success. (T4)

It affects success negatively because of the reason that it causes risks and tiredness .(T1)

There is no material, computer and projections. But there are these facilities there and this increases the quality of education. (T20)

Table 5- Teachers' views about communication of school bus drivers doing the transportation with students and equipments of school buses

Theme (Categories)	Codes	n	%
Their communication is insufficient(T1,T2,T4,T8, T11,T12,T13,T15)		8	40
Drivers should be given education, seminars (T2,T3,T13,T20)		4	20
Drivers shouldn't be chosen randomly(T9,T10,T16)		3	15
Contracts should be given educated drivers(T7,T18,)		2	10
Drivers don't obey rules (T5)		1	5
Musics of poor quality are listened(T13)		1	5

Inspection is not conducted(T4,T6,T8)	3	15
Inspection shouldn't be conducted by teacher(T11,T16)	2	10
Vehicles are in bad condition(T1)	1	5
School buses regulation should change(T4)	1	5

When answers of questions about teachers' views of communication of school bus drivers doing the transportation with students and equipments of school buses are analyzed, 40% of teachers think drivers' communications are inadequate, 20% think drivers should be given education and seminars, 15% think drivers are chosen randomly, 15% think buses are not controlled adequately, 10% thinks tenders that are done at the beginning of the year should be given to educated drivers, %10 think inspection of buses should not be realised by teachers. 5% of teachers think that drivers do not obey the rules, poor quality musics are listened and regualtions for school buses should change. The other 5% think school buses are in good condition.Citations that are taken from teachers' one-to-one views are presented below.

Communion of drivers with students is not in the level desired. (T1)

Because school buses are old, required equipments in buses are too few or they are only for show. (T4)

Drivers are chosen randomly. Some are good, some are rude.(T9)

Control of buses should be realised by police department but not by teachers.(T16)

Table 6-Teachers' views about effects of transported education on parent-teacher interaction

Theme (Categories)	Codes	n	%
Decreases communication (T1,T2,T3,T4,T5,T6,T7,T8, T11,T12,T13,T14,T16,T17,T18,T19)		16	80
Parent can communicate if needed (T10,T13,T15,T20)		4	20
Participation to parent's meeting is low(T12,T18)		2	10
There is no connection between transported education and parents (T15,T20)		2	10
Parents can't get closer with steacher(T7)		1	5
Parents can't be reached (T9)		1	5
Parents in rural are more uninteresred (T19)		1	5

When answers of questions about teachers' views about effects of transported education on parent-teacher interaction are analyzed; 80% of teachers think transported education lowers parent-teacher interaction, 20% of teachers think parents attend in parents meeting less, 10% of teachers think there is no connection between transported education and parent-teacher interaction, 5% of teachers think parents can't be close with teachers, 5% think they cannot contact with parents, 5% think parents in rural areas are more uninterested.Citations that are taken from teachers' one-to-one views are presented below.

Communication problem with transported students' parents is quite high.(T2)

Transported students' parents' participation in parents meeting is pretty low.(T4)

If teachers are in their village, parents can embrace them more by saying he/she is our teacher.(T7)

If parent really concerns his/her child, he/she keeps in touch with teachers.(T10)

Table 7-Teachers' views about how time spent in school buses effects students' performance and motivation

Theme (Categories)	Codes	n	%
Decreases performance (T1,T9,T11,T12,T13,T14,T17,T20)		8	40
Time spent in school bus is too long (T3,T11,T13,T14,T15,T18,T19,T20)		8	40
Student gets tired(T1,T2,T9,T13)		4	20
Interest for school decreases(T18,T19)		2	10
Doesn't decrease performance(T6,T7,T8,T10,T16)		4	20
Students enjoy it (T11,T16)		2	10
School buses should be equipped with technology(T3)		1	5
Mini libraises can be built in school buses(T4)		1	5

When answers of questions about teachers' views about how time spent in school buses effects students' performance and motivation; 40% of teachers think it lowers students' performance, 40% think time spent in school buses is too long, 20% think students get tired, 10% transported education lowers interest for school. 20% of teachers think students wil not show performance decrease, 10% think they enjoy transportation. 5% of teachers state school buses should be equipped with technology, 5% state mini libraries can be set up in school buses.Citations that are taken from teachers' one-to-one views are presented below.

Because student comes to school as being tired, efficiency of lesson decreases. (T1)

Time spent in school bus can be too long. (T3)

Mini libraries can be set up in school buses. So, students both have the opportunity of benefiting from free time and they have habit of reading books. (T4)

I don't think that it will effect negatively. Students in metropolises go to school by school buses and spend time on the way. (T16)

Discussion

In this study, transported education system is evaluated from teachers and is reached these results; there is no many differences between the students who come transportation and other students but there are some differences such as; expressing him/herself, communication, distrust. According to results; it is arised that transported education substantially provides equality of opportunity. Transported students cannot attend some courses and extracurricular exercises. Transported students have a long time in school bus and they are getting tired so their performance are affected negatively. Transported education increases successwith regard to combined classess. Students have more opportunity in central schools. The drivers who carries out the transportation illiterate and inadequate as communication. The jargon which is used in shool bus affects students in negative way. The veichles are neglected and the inspection is left to teachers

and it lowers the quality of transportation. Transported students' houses are too far from school so the communication between parents and teachers is insufficient. The attendance to the meetings decreases. It was emphasized in the workshop which was done by Tokat provincial directorate for national education that should be given seminars for drivers and they should be attended inservice training. A study which was done by Kaya (2006), it is stated that children get up very early so they come to school without having a rest. Furthermore, students cannot attend afterschool activities.

In his study, Receptoğlu (2009), managers, parents and teachers say that transported education is more successful and useful than multigrade classes and they are glad about this application. However, in order to be more effective of this application, these items are emphasized; the materials which are used in transported schools should have more capacity and implement, the communication of the drivers is appropriate for children's level, the communication between the parents and the family should be increased.

According to the study which was done by Arı (2003) the transported students' parents' concern is inadequate, the attendance of meeting is too low and teachers cannot reach parents when they want. Arı's study's results and this study's results are very resemble with each other. According to study which was done by Yeşilyurt and others (2007), it was reached that even transported education has negative sides, it provides equality of opportunity in education and increases success.

As a result of the study which was done, these suggestions may be produced; there should be done some studies for students to accomodate the school. There should be a heterogenic distribution in the classes. Transported students can be established different classes to merge other students. there should be done a research about the reasons of parents' neglection. It can be questionized that how we can attract parents to school. Transported students cannot attend to afterschool activities so these activities can be planned temper to transported students. The drivers should be educated before education starts. The quality of the cars should be increased.

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