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Problems Faced by Teachers Residing in the City and Working in Village Schools

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Abstract

This study aims to determine the problems faced by teachers working in village schools and commuting from the city center. The "open-ended survey technique" was used in the study. The study group of the study consists of teachers working in villages affiliated to the central district of Sivas province in the 2020–2021 academic year and commuting to the city center by shuttle or private vehicle. The study group of the study was formed within the framework of the participation and opinions of 40 teachers working in different branches. The aim of the study was to find solutions to the problems encountered by teachers who live in the city center but have to work in villages affiliated to the central district due to their daily commute to go to the institutions they work in and to find solutions to these problems. It was observed that teachers encountered various problems due to their daily commute. The most important of these problems were waking up early, loss of time, transportation difficulties, accidents, financial loss, lack of commitment to the school, lack of communication with parents and students, etc. It has been concluded that these problems cause

both material and spiritual wear on teachers and negatively affect them physically, spiritually and psychologically. It has been emphasized that the reasons why teachers live in the city center are the lack of basic needs, insecurity, the employment status of spouses, and the children's good education. It is thought that the problems of teachers can be solved with the provision of financial opportunities, additional service points, the provision of institutional transportation vehicles and new arrangements to be made in the regulation of teacher appointment and relocation with the norm staff.

Keywords: Teachers, Transportation Problems, Education.

Köy Okullarında Görev Yapan İkametgahı Şehirde Olan Öğretmenlerin Karşılaştıkları Sorunlar

Özet

Bu araştırmada köy okullarında görev yapıp şehir merkezinden gidiş geliş yapan öğretmenlerin karşılaştıkları sorunların belirlenmesi amaçlanmıştır. Araştırmada “açık uçlu anket tekniği” kullanılmıştır. Araştırmanın çalışma grubunu 2020–2021 eğitim-öğretim yılı Sivas ili merkez ilçesine bağlı köylerde çalışan ve şehir merkezine servis veya özel araç ile geliş-gidiş yapan öğretmenler oluşturmaktadır. Araştırmanın çalışma grubunu farklı branşlarda görev yapan 40 öğretmenin katılımı ve görüşleri çerçevesinde oluşturulmuştur. Araştırmada şehir merkezinde ikamet etmesine rağmen merkez ilçesine bağlı köylerde görev yapmak zorunda olan öğretmenler çalıştıkları kurumlara gitmek için günü birlik gidiş geliş yaptıklarından dolayı karşılaştıkları sorunlar ve bu sorunlara çözüm yolları bulmak amaçlanmıştır. Öğretmenlerin günlük gidiş geliş yapmalarından ötürü çeşitli sorunlarla karşılaştıkları görülmüştür. Bu sorunların başında, erken uyanma, zaman kaybı, ulaşımında yaşanan sıkıntılar, kazalar, maddi kayıp, okula bağlılık kuramama, veli ve öğrenci ile iletişim eksikliği yaşama vb. olduğu görülmüştür. Bu sorunlar öğretilerde hem maddi hem de manevi yönden yıpranmalar, fiziksel, ruhsal ve psikolojik olarak olumsuz yönde etkilediği sonucuna ulaşılmıştır. Öğretmenlerin şehir merkezinde ikamet etmesinin sebeplerini, temel ihtiyaçların eksikliği, güvenli olmaması, eşlerin iş durumu, çocukların iyi eğitim almaları olduğunu vurgulamıştır. Öğretmenlerin sorunları; maddi imkân sağlanması, ek hizmet puanları verilmesi, kurumsal ulaşım araçları sunulması ayrıca norm kadro ile öğretmen atama ve yer değiştirme yönetmeliğinde yapılacak yeni düzenlemeler ile sorunun çözüme kavuşabileceği düşünülmektedir.

Anahtar Kelimeler: Öğretmenler, Ulaşım Sorunları, Eğitim

1. INTRODUCTION

Education is one of the most important factors that play a role in the development of people and societies today. Factors such as motivation and performance must be in very good condition for teachers, who are one of the most important elements of education, to perform their profession successfully. People always live for a purpose and try to realise it throughout their lives. An effort to achieve this appears as motivation (Onay & Ergüden, 2011). The performance of the individual in order to achieve their goals is directly related to their motivation in working life (Çakar & Ceylan, 2005). In the most general sense, motivation is defined as positive changes in the behavior of the individual in line with the goal (Yıldırım, 2007). Similarly, it is seen that highly motivated individuals are more successful in their business lives and reach their goals more easily due to their high performance (Altınkurt, Yılmaz & Erol, 2014). Motivation has an important place in education (Ada et al., 2013). Teachers, who are one of the most important stakeholders of our education system, closely affect the motivations of their classroom practices and evaluations (Dipaola & Walter, 2003). Many studies show that highly motivated teachers are more successful in their working life, while low motivation teachers have low success levels (Cevit & Karadeniz, 2009; Wolf, 2005; Kocabaş & Karaköse, 2005). Therefore, it is important for teachers to be highly motivated. Today, since the Ministry of National Education makes teacher appointments and

relocations, this situation closely affects teachers' job satisfaction. Therefore, the fact that teachers work in a region different from their place of residence constitutes a negative situation for teachers. For these reasons, teaching, an important professional group in terms of difficulty and stress, negatively affects the motivation of individuals who perform this profession (Tuğrul & Çelik, 2002; Balaban, 2000). In other researched studies, it is thought that teachers affect the stress status and performance of teachers in their work life in situations such as physical and human facilities, security conditions and transportation conditions of the places where they work (Avşaroğlu, Deniz & Kahraman, 2005). Considering these situations, it is predicted that teachers' expectations and motivation in business life will decrease due to the stresses they experience, and their love and trust for students, administrators, parents and even others will be negatively affected (Kayabaşı, 2008). Therefore, in order to achieve the goals in education, it is emphasized that our teachers, who are the most important part of education, should feel very good both physiologically and psychologically, quality life conditions should be offered to increase their performance, a safe and peaceful working environment should be provided, that is, all negative factors that will stress teachers should be minimized (Bakırcı, 2012). Based on the above-mentioned factors, when other literature studies are examined, it is seen that there are many studies that stress teachers and negatively affect their determination, enthusiasm, performance and motivation. For example, Taşkaya, Turhan and Yetkin (2015) stated that transportation is the most important problem experienced by teachers working in rural areas such as villages or districts in order to go to their schools. Undoubtedly, the most important reason for the emergence of this situation can be considered as the problem of not being able to be assigned to the desired region in the appointment and relocation system of the Ministry of National Education (MEB). Due to the problems arising from the appointment and relocation system of the Ministry of National Education, which is currently in the regulation, teachers have to move from their place of residence to another place. For example, a teacher working in city A comes to his wife who works in city B by using the right to appoint a family unity disability group. However, since there is no vacancy norm in central schools in city B, a school in the district or village affiliated to the center is assigned by provincial order. Due to this situation, these teachers have to transport from their place of residence to the institution where they will work. This mobile teaching status will continue until the vacant norm position in its branch is opened in the center.

Regarding these situations, Özpınar and Sarpkaya (2010) stated that teachers working in rural areas suffer from lack of housing, housing, transportation and financial difficulties, and that the problems arising from the physical and cultural deficiencies of the school will negatively reduce the performance and motivation of teachers.

Yerlikaya (2000) stated that the schools where teachers work have negative conditions due to the fact that they are far from the center, and that they are far from other public and private institutions, which creates many problems.

When the studies of Palavan and Donuk (2016) were examined, it was stated that teachers lost a lot of time due to transportation for a long time, and in this case, it caused physical and psychological problems in teachers. Gündüz (2005), It can be said that teachers who commute

from their place of residence to the institution where they work are seriously worn out. This attrition reveals many problems in teachers. This long-term transportation teaching; boredom, low motivation and performance, decreased job satisfaction, indifference to students and parents, inability to own the school, etc. In addition, it is seen that negative conditions such as spiritual, insomnia, tension, irritability, fatigue and psychological occur as personal problems in teachers. If we come to another situation, teachers working in rural areas and residing in the city center may encounter many problems due to adverse weather conditions when they commute. For example, teachers who transport in adverse winter conditions; They face problems such as being stranded, vehicle breakdown, road closures, getting sick from cold, etc. In this case, negative situations such as anxiety about being late for school, fear of administrative punishment, etc. arise in teachers. Considering Maslow's (1943) hierarchy of needs, it has been concluded that teachers' performance and motivation are negatively affected because they cannot meet the steps of nutrition, belonging and security (akt. Yilmaz, 2009). Alkış and Öztürk (2009), in their studies, Maslow's hierarchy of needs; It presents it to us under 3 headings: existence, relationship and generalization. In existence, which is the 1st title, there is a step of safety and nutrition (Şeker, 2015). As a result, when the studies in the literature are examined, it is expected that the problems experienced by teachers during their commute from their place of residence to the institution they work for negatively affect their motivation, performance and personally. In addition, the focus is on what kind of negative situations the teachers who commute to the institution they work for experience in this transportation process and how this situation affects their lives. As a result of these studies, it helps us to understand to what extent the problems that arise during the commute from the place of residence to the school affect their performance and motivation and how they affect their professional and social lives. Thanks to these studies, the problems faced by the teachers will be determined and examined in line with the data obtained and the necessary information will be provided to the Ministry of National Education. Again, the Ministry of National Education should be the institution that determines, decides and at the same time guides by making evaluations on this issue. While the Ministry of National Education is carrying out these important studies, literature studies should be examined, information about teacher problems should be collected, and evaluations should be made by taking into account the suggestions from local administrative administrations (Provincial-District directorates, School directorates). Thanks to the evaluation studies to be carried out by the Ministry of National Education in this way, the problems of the teachers can be better identified and these problems can be solved with the suggestions that come in a short time. In this case, it can be ensured that teachers are more willing and enthusiastic in their profession, even if they carry or transport. Thus, it is seen that the performance and motivation of our teachers, who are the most important part of education, in their professional lives have increased positively.

1.1 Problem Statement

How do the problems faced by teachers who have to travel to their institutions affect their private and professional lives because the institutions they work for are in different places from the city center where they reside?

1.2 Purpose of the Research

The aim of this research is to determine what kind of problems teachers working in public schools affiliated to the Ministry of National Education (MEB) experience due to the fact that the city center where they reside and the institution they work for are in a different place, and how these problems affect both the professional lives of teachers and their individual and family lives in their private lives, as well as the performance of these problems in teachers' professional lives. motivation, etc. to understand whether there is a factor that affects the factors positively or negatively. It is aimed to get suggestions for teachers to minimize the existing problems they experience and to develop solutions accordingly. For this purpose, the problem statement of the study was defined as "How do the problems faced by teachers who have to travel to go to their institution affect their private and professional lives because the institution they work for is in a different place than the city center where they reside?" This research subject has been examined in the literature and it has been seen that there are not enough studies on the problems faced by the teachers who come and go to the institution they work for by means of transportation because they reside in the city center, although they work in village schools. Thus, in this study, it is necessary to reveal the problems faced by teachers who come and go.

1.3. Limitations

In this study, it was limited to the teachers working in the central villages of Sivas and residing in the center in the 2020-2021 academic year and the answers given to the open-ended survey questions applied to these teachers.

2.METHOD

2.1 Research Model

What kind of problems are experienced by teachers working in public schools affiliated to the Ministry of National Education (MEB) due to the fact that the city center where they reside and the institution they work for are in a different place, and how these problems affect both the professional lives of the teachers and their individual and family lives in their private lives, as well as the factors such as performance, motivation, etc. in the professional lives of teachers. In this study, which aims to determine whether there is an influencing factor, research design, study group, data collection tools, data collection process and evaluations for data analysis are included. The research was carried out within the scope of the qualitative research model. The data of the study were analyzed by descriptive analysis technique.

It is possible to define qualitative research as "research in which qualitative data collection techniques such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in the natural

environment" (Yıldırım and Şimşek, 2008, p. 39). Qualitative research is a method that adopts an interpretive approach to examine the research problem based on an interdisciplinary holistic perspective. The facts and events on which research is conducted are considered in their own context and interpreted in terms of the meanings that people attribute to them (Altunışık et al., 2010: 302).

2.2 Universe and Sample

A total of 40 teachers, 21 male and 19 female, working in some central villages of Sivas province. While forming the study group, teachers who had the characteristics suitable for the purpose of the research and participated voluntarily were included.

2.3 Data Collection Tools

A survey can be defined as a systematic data collection technique by asking questions to the source persons who make up a universe or sample depending on the hypotheses or questions determined on a certain subject. Within the framework of a research, a question paper in which the questions prepared to determine the thoughts, opinions or tendencies of the people are placed in a certain order; The research technique, not the method, aimed at gathering information in this way. It is a systematic data collection technique by asking questions to the subjects who make up a universe or sample, depending on the hypotheses determined on a certain subject. Surveys are one of the most used techniques in field research. It is a technique of collecting information by asking questions to people who represent a universe or this universe and make up a sample. The questions in the questionnaire can be of two types in terms of form. (1) open-ended questions (2) closed-ended questions. Open-ended questions allow people to answer without any limits. Closed-ended questions, on the other hand, provide the opportunity to choose from at least two alternatives. The type of questionnaire depends on the subject, the universe, the education of the people who will sample and respond, their profession and interests. In open-ended surveys, survey questions require answers to be written by the respondents. Considering that the study is a qualitative study, paying attention to the rules to be followed in this study was carried out with the open-ended survey technique prepared according to the descriptive analysis technique of the data. It is thought that the fact that the survey technique is suitable for the field where the research will be conducted and the academic evaluations to be made in line with this field will affect the contribution it will make to the literature. For this purpose, the questions in the open-ended survey technique prepared by the researcher were created in line with the objectives. The open-ended questionnaire was prepared with 5 questions planned in accordance with the purpose of the study. In addition, 5 questions regarding the personal information of the participants were added to the form, provided that they remained confidential. Later, it was applied to teachers working in the field in educational activities. During the implementation, it was stated that there was a voluntary basis for participation in teachers.

In the open-ended survey, teachers were asked the following questions:

1. What are the problems you encounter when you go to the institution you work for by means of transportation and what are your solution suggestions?
2. What are the disadvantages of residing far from the institution where you work?
3. How do your journeys to school affect your daily life?
4. Do you think that going to school by means of transportation affects you financially? What are your expectations or demands that you can offer in this regard?
5. Would you like to reside in the location of your current school? Explain why.

2.4 Data Collection

During the application process in which we conducted our study, the open-ended survey technique was applied face-to-face to volunteer teachers suitable for our research purpose. The application process took 2 weeks. During the implementation phase, teachers who voluntarily participated were informed about open-ended survey questions. In addition, it has been stated that attention will be paid to the confidentiality of the answers to the open-ended survey questions, and that they should be comfortable and safe in this regard. The data were collected by ensuring that the answers to the open-ended survey questions of the teachers participating in the research would ensure mutual reconciliation, maintenance and adoption of the purpose of the research.

2.5 Analysis of Data

Since we used the qualitative research method in this research, the 'descriptive analysis' method, which is one of the qualitative research techniques, was used in the data analysis part. In the descriptive analysis method, the data are classified, summarized and interpreted according to predetermined themes. A cause-and-effect relationship is established between the findings and, if necessary, comparisons are made between the cases. (Yıldırım and Şimşek, 2006). In the reporting of the research, the names of the teachers who participated in the research were not given due to ethical principles (Chowdury, 2024). The opinions of the participants were coded and expressed as (Ö1, Ö2, Ö3).

According to the descriptive analysis we used in this research;

1. A framework must be created.
2. Data should be processed in line with the established framework.
3. The findings obtained should first be defined and finally interpreted.

After applying the open-ended survey technique, the collected data were coded, digitized, themed and expressed in tables in the form of teachers' opinions. While the table was being formed, a table was created separately for each question in the open-ended survey technique and it was done for a total of 5 questions.

The answers given by the participants in the open-ended survey technique were grouped and interpreted as themes and codes in accordance with the group.

3. RESULTS

Table 3.1.1 What are the problems you encounter when you go to the institution you work for by means of transportation?

| Themes | Codes | Number of views | Teachers |
|-----------------|---------------------------------------|-----------------|--|
| PROBLEMS | Gathering Place | 4 | S1, S24, S26, S28, |
| | Unfavorable weather conditions | 14 | Ö3, Ö4, Ö7, Ö8, Ö10, Ö14, Ö16, Ö20, Ö21, Ö22, Ö25, Ö29, Ö32, Ö39, |
| | Common Vehicle | 2 | S2, S4 |
| | Lack of own vehicle | 5 | S5, S6, S21, S30, S40 |
| | Bad roads | 6 | S7, S11, S15, S23, S30, S38 |
| | Waiting for service | 9 | Ö8, Ö9, Ö12, Ö15, Ö18, Ö22, Ö26, Ö37, Ö39 |
| | Poor performance | 6 | S11, S19, S32, S33, S37, S38 |
| | Impact materially | 4 | S14, S15, S35, S38 |
| | Problems with the driver | 2 | S16, S26 |
| | Family troubles | 6 | S19, S23, S34, S35, S37, S39 |
| | Health problems | 3 | S27, S31, S38 |

As shown in Table 3.1.1, all 40 teachers also indicated the various problems they faced in transportation. 40 teachers; 4 of them stated that they experienced problems due to the fact that the meeting place did not fit, 4 of them due to adverse weather conditions, 2 of them used a shared vehicle within the family, 5 of them did not have their own private vehicle, 6 of them stated that the roads were negative, 9 of them were waiting for the service too much, 6 of them stated that their performance decreased, 4 of them affected them financially, 2 of them stated that they were uncomfortable with the driver, 6 of them caused problems in the family, and 3 of them stated their problems due to health problems. Sample statements of teachers showing these thoughts are given below:

"I used to take a taxi or bus to a place far from my house and take a car to go to school from there." (S1)

"3 friends and I are going to school in my car. However, since the vehicle belongs to the family, my parents sometimes need the vehicle. We have to find another vehicle" (S4)

"There are times in winter when it adversely affects transportation, such as snow and icing, due to adverse weather conditions." (S8)

"I don't have my own vehicle, I go with other teacher friends. If one of them has a job, I have a lot of trouble because the other vehicles are full."(S6)

"It is a big problem for the shuttle to stay on the road due to road closures during the winter months." (S7).

"It is a big problem that the shuttle does not arrive on time, and that the friends who use the same shuttle comply with the departure time of the shuttle." (S9)

"Teachers who provide transportation to the village school by bus carry the fatigue left by the bus to the school and our educational performance is negatively affected by this situation." (S11)

"In addition, the means of transportation has a serious financial burden for us teachers. (S14)

"When we go with the shuttle, we have some problems with the driver. The style of the driver and price issues are among the problems we experience."(S16)

"Traveling makes you tired. Finally, there is the uneasiness of not being able to be close to home and family members, and not being able to act quickly in an emergency." (S19)

"The crowding of the service increases our concern during the epidemic process we are in." (S27)

Table 3.1.2 What are your suggestions for solutions to the problems you encounter when

| Themes | Codes | Number of views | Teachers |
|-----------------------------------|--|-----------------|------------------------------|
| SOLUTION & SUGGESTIONS | Provision of corporate services | 5 | S1, S6, S24, S27, S37 |
| | Maintenance of roads | 3 | S7, S8, S29 |
| | Provision of financial support | 4 | S14, S21, S35, S34 |
| | Construction of lodging | 1 | S15 |
| | Other | 1 | S20 |

you go to the institution you work for by means of transportation?

As can be seen in Table 3.1.2, 14 out of 40 teachers suggested solutions. 2 of these teachers did not see the need to propose a solution. Teachers who offer solutions; 5 of them stated that a special service should be arranged for the institution, 3 of them stated that the maintenance of the roads should be done continuously, 4 of them stated that an additional budget should be given to

teachers, 1 of them stated that they should build suitable housing for the school, and 1 of them stated that they should provide other means of transportation. Sample statements of teachers showing these thoughts are given below:

"I think there should be a bus to the school." (S1)

"Instead of a shuttle, it can be a public service or a city bus, as other institutions do." (S37)

"Preventing road closures by taking precautions by looking at the weather conditions of places with bad roads." (S7)

"Teachers working in the provinces can be paid extra." (S21)

"Construction of well-equipped lodgings in settlements." (S15).

Table 3.2 What are the disadvantages of residing far from an institution where you work?

| Themes | Codes | Number of views | Teachers |
|----------------------|---|-----------------|--|
| DISADVANTAGES | Transportation shortage | 6 | Ö1, Ö3, Ö4, Ö18, Ö31, Ö39 |
| | Problems in the family | 15 | Ö2, Ö6, Ö7, Ö9, Ö11, Ö15, Ö19, Ö22, Ö24, Ö26, Ö30, Ö31, Ö32, Ö33, Ö40 |
| | Waste of time | 15 | Ö4, Ö11, Ö12, Ö13, Ö14, Ö16, Ö19, Ö23, Ö27, Ö28, Ö29, Ö30, Ö31, Ö34, Ö36 |
| | Nutritional shortage | 4 | S3, S11, S26, S28 |
| | Inability to make use of free time | 6 | S17, S18, S14, S28, S29, S32 |
| | Early awakening | 9 | Ö11, Ö14, Ö15, Ö17, Ö18, Ö22, Ö23, Ö26, Ö38 |
| | Negative effects on performance | 7 | Ö16, Ö20, Ö25, Ö34, Ö35, Ö37, Ö38 |
| | Inability to find time for private affairs | 10 | Ö6, Ö9, Ö11, Ö15, Ö21, Ö24, Ö26, Ö29, Ö35, Ö37 |
| | Inability to take ownership of the school | 2 | S5, S10 |
| | Financial hardship | 2 | S34, S35 |

As can be seen in Table 3.2, all 40 teachers expressed their opinions about the disadvantages (negative situations) of residing far from the institution. 40 teachers; Of the 6 transportation problems, 15 of them stated the problems they experienced due to problems in the family, 15 of

them due to the loss of time spent during the day, 4 of them due to nutrition-related problems, 6 of them were stuck at school during free class hours, 9 of them were the problems of waking up early and sleeping less, 7 of them stated that their performance decreased, 10 of them did not find time to do their private work, 2 of them did not own the school, and 2 of them stated their problems due to financial problems. Sample statements of teachers showing these thoughts are given below:

"It is a problem to miss the bus because there is no personal vehicle and there is no way to reach the school." (S1)

"Being separated from my children, not being able to go to them when I was needed."(S32)

"In the village where we work, the facilities are limited, there is a market that we can go to when we need it , etc. There are no places. That's why we need to get what we need before we go."(S28)

"The biggest disadvantage is time. We set off 1 hour early for our class, which starts at 9 am, return home 1 hour late, and approximately 2-2.5 hours of time are lost per day." (S29)

"You don't connect enough with the student and the school. Activities with the student after school, etc., when necessary.your opportunity is limited (S5).

"We need to get up early and get ready." (S15)

"Naturally, these journeys increase both mental and physical fatigue. This causes us to have low energy during the day." (S16)

"Branch teachers who do not have classes in the afternoon cannot go home, they have to wait for the shuttle service." (S17)

"When we need to go down to the emergency center, we can't get off immediately, we have to wait for the service." (S29)

"Financially, our expenses are increasing compared to other teachers." (S35)

Table 3.3 How does your journey to school affect your daily life?

| Themes | Codes | Number of views | Teachers |
|-----------------|---|-----------------|---|
| PROBLEMS | Problems in the family | 18 | Ö2, Ö5, Ö9, Ö11, Ö17, Ö18, Ö20, Ö21, Ö22, Ö24, Ö25, Ö27, Ö32, Ö33, Ö35, Ö37, Ö38, Ö40 |
| | Negatively affecting social life | 11 | Ö8, Ö14, Ö15, Ö16, Ö18, Ö19, Ö27, Ö37, Ö22, Ö30, Ö38 |

| | | | |
|--|---------------------------|----------|--------------------------------|
| | Health problems | 5 | S10, S11, S16, S17, S34 |
| | Financial hardship | 2 | S34, S35 |

As shown in Table 3.3, all 40 teachers expressed their views on how the journey to school affected their daily lives. 40 teachers; 18 of them stated the situations they faced due to problems in the family, 11 of them due to problems arising from their social lives, 5 of them due to health problems, and 2 of them due to financial problems. In addition, 4 of them stated that it did not affect their daily lives in any way. Sample statements of teachers showing these thoughts are given below:

"I come to school and leave my family at a distance, and if there is a problem that develops, transportation to them is a problem." (S24)

"I can't keep track of my own child's school." (S5)

"The long journeys make our social life almost non-existent." (S16)

"It affects me negatively, I can't spend much time on social life." (S37)

"She may also experience some health problems (dizziness, stomach upset, pregnancy , etc.)." (S10)

"Since the institution I work for is not very far away, it does not have an impact on my daily life." (S1)

Table 3.4 What are your suggestions or requests for financial support because you go to school by means of transportation?

| Themes | Codes | Number of views | Teachers |
|--------------------|--|-----------------|---|
| SUGGESTIONS | Common enterprise service request | 10 | Ö1, Ö8, Ö13, Ö15, Ö19, Ö22, Ö29, Ö32, Ö35, Ö38 |
| | Request additional fees | 21 | Ö2, Ö3, Ö4, Ö6, Ö9, Ö11, Ö13, Ö14, Ö16, Ö21, Ö22, Ö25, Ö26, Ö28, Ö30, Ö31, Ö34, Ö35, Ö37, Ö38, Ö40 |

| | | | |
|--|--|----------|-----------------------|
| | Request for special vehicle maintenance costs | 3 | S16, S21, S24, |
| | Additional service points request | 2 | S37, S38 |
| | Provision of lodging | 2 | S19, S31 |

As can be seen in Table 3.4, all 40 teachers expressed their opinions on their suggestions or requests for financial support. 40 teachers; 10 of them demanded that there be a shuttle or vehicle specific to the institution, 21 of them demanded that there be a road fee as an additional fee to their salaries, 3 of them demanded that there be a vehicle maintenance fee for the schools visited by private vehicle, 2 of them requested that there be additional service points, and 2 of them requested that housing be built. In addition, 4 of them stated that there was no need for any financial support. Sample statements of teachers showing these thoughts are given below:

"My only expectation is that the ministry, like many other institutions, will provide service facilities or service allowances." (S38)

"Our state needs to allocate special free services to teachers to address this income disparity among teachers." (S13)

"The fee we spend on transportation is a considerable fee, it affects our salary a lot." (S14)

"We are struggling financially, we are always in the negative while those in the center do not spend on transportation." (S25)

"Village teachers, in particular, should be given additional service points." (S37).

"Staff can be provided with transportation or livable housing by the state." (S19)

"When we go with a personal car, the cost of the car is negatively affected economically, so additional payments should be made." (S21)

"I don't think it seriously affects me financially." (S18)

"It doesn't affect us financially because we, as a school, agree on an affordable fee." (S10)

Table 3.5. Would you like to reside in the location of the school where you are currently employed? Reason

| Themes | Codes | Number of views | Teachers |
|--------|-------|-----------------|----------|
|--------|-------|-----------------|----------|

| | | | |
|---------------------------|---|-----------|--|
| YES WANT | Being financially advantageous | 2 | S18, S27 |
| | Increased performance | 2 | S10, S27 |
| | Relief from road troubles | 1 | S27 |
| | Avoid wasting time | 1 | S18 |
| | Ensuring school-parent cooperation | 1 | S10 |
| NO I DON'T WANT TO | Impossibilities | 14 | Ö11, Ö12, Ö14, Ö15, Ö16, Ö17, Ö20, Ö28, Ö30, Ö31, Ö33, Ö37, Ö38, Ö40, |
| | Lack of basic needs | 8 | Ö6, Ö13, Ö14, Ö20, Ö28, Ö30, Ö31, Ö38 |
| | Lack of social life | 7 | Ö6, Ö19, Ö30, Ö31, Ö33, Ö35, Ö37 |
| | Inability to trust yourself | 3 | S4, S9, S29 |
| | Transportation shortage | 1 | S22 |
| | Being away from family | 2 | S11, S13 |

As can be seen in Table 3.5, all 40 teachers expressed their opinion that they would like to reside in the place where their institution is located. 7 of the 40 teachers stated that they wanted to live in the area where the school is located. Of these 7 teachers; 2 of them stated that they were financially advantageous, 2 of them stated that their performance would increase because they would be less tired, 1 of them would get rid of the daily road trouble, 1 of them would not waste time, and 1 of them stated that they wanted to live because it would provide better cooperation between the school and the parents. Sample statements of teachers showing these thoughts are given below:

"Yes, I would. Because I would save time in terms of time, a certain time of my day would not be spent on the road." (S18)

"Yes, I would. It would make me more comfortable financially and spiritually. Especially in the unfavorable winter months, I would be less affected, I would not have to spend my time and energy outside of school on the road, and I would be more productive in my school." (S27)

"Yes, I would. Because when I worked in a small place in the east before, we worked more intimately and efficiently with everyone. We were also in contact with students and parents." (S10)

In addition, 33 teachers stated that they did not want to live in the area where the school is located. From these teachers; 14 of them stated that they did not want to stay due to impossibilities (institutional, etc.), 8 due to lack of basic needs, 7 due to lack of social life, 3 because of lack of self-confidence, 2 because they were away from their family and 1 because of transportation problems. Sample statements of teachers showing these thoughts are given below:

"When I first came, I thought I would definitely stay in the village, but there is no lodging or a house for rent. There is no grocery store, not even a grocery store." (S31)

"There is no suitable school for my children. In addition, there are no facilities to meet basic needs. Health center, doctor, etc. There are no facilities to meet social needs." (S37)

"There are serious infrastructure problems in the village where we work. The lack of electricity, water and internet structure negatively affects life." (S16)

"I don't want to live because I'm not used to village life, and it's a place where opportunities are limited." (S29)

"My family lives in the center, my wife and children have a certain order in city life, I don't want it to be disrupted. In addition, there is no lodging, even if there is, it is not like it can be lived, I have experienced this in the east. (S11).

"I don't want to stay in the village because there is a lack of transportation, we can't always find a car." (S22)

"No, I don't. I would still be away from many institutions that I need. Where I am, there is no high school to send my child to after middle school, no hospital, no grocery store, no butcher, etc. There is none, opportunities are limited. There is no social life and no friendships." (S33).

CONCLUSION AND RECOMMENDATION

The results of this study, in which we aim to determine the problems experienced by teachers working in village schools and commuting from the city center, are presented below.

It has been concluded that there are many problems experienced by teachers due to the fact that they come and go to their duties due to the fact that they live in the city centers instead of residing around the village schools where they work for various reasons.

The findings of the study coincided with the finding of Özpınar (2008) and Önen and Doğaner (2017) that the fact that teachers work in a school far from their place of residence negatively affects teachers' personal lives, social lives, family lives, as well as their work and professional lives. It was seen that the results obtained in our study were similar to the results of the study on these teachers, who gained the status of "transportation teachers" because they had to make

transportation, and supported our study. Again, in solving the norm staff problem that emerged in our study, it was seen that it was similar to the norm staff problems finding of Demir and Ari (2013). From this point of view, taking the necessary measures, especially legal regulations, in order to solve this problem as soon as possible will have positive reflections for both teachers and the schools they serve, students and parents. A decision or correction to the norm staff regulation that spouses work in the same education region can contribute to the solution of this problem. It has been observed that teachers who work by transportation use methods such as alternating with their own private vehicle, public transportation vehicle, own vehicle and friends' vehicles for transportation to the school they work in. Considering that the reasons for preferring transportation in this way are savings, comfort, being in control, and less stress, it can be concluded that it is the right choice, and that this choice reduces and minimizes the problems caused by arrival and departure to some extent.

It has been observed that the teachers who prefer public transportation for arrival and departure prefer public transportation due to the fact that they do not have their own vehicles, their working hours do not comply with other teachers, there is no other alternative, and their spouses use the vehicle because they have only one car.

Bussing teachers spend more than an hour commuting to and from school every day, and this situation, which adversely affects physical and mental health, is both professional and It has been determined that it has negative effects on his personal life. This situation negatively affects the teachers' ability to do their work fully and completely as well as their personal life, as well as the fact that they are not sufficient in terms of performance for the students and parents they serve. Problems in transportation to the school on arrival and departure; stress caused by heavy traffic on highways, fatigue, financial burden, distress caused by public transportation, physical and mental fatigue caused by travel, inability to spare time for himself and his family, climate and weather conditions create danger, they get wet in snowy and rainy weather, they get cold, they set off in the dark in the morning, and this situation poses a danger and negatively affects their performance, He stated that their energy decreased, they came to school tired and could not be productive, and their motivation decreased a lot. In the study of Önen and Doğaner (2017), it is similar to the finding that transportation causes poor performance in teachers who come to their institution or school by transportation, due to boredom, early wake-up, financial problems, security problems, difficult winter conditions, etc.

In addition, teachers stated that the anxiety of being late for class at school means that the time they experience is wasted, that they waste a lot of time, and that daily transportation affects their work life and home life negatively. Teachers who provide transportation emphasized that they have to drive faster due to the concern of being late for school, which can lead to accidents and criminal proceedings.

During the pandemic period, which is the biggest problem in the world today, they stated that they were uncomfortable breathing the same air as many people in public transportation, especially in crowded services, that they were afraid of virus transmission, and that they were worried about transmitting this disease to both their homes and relatives. Again, it was observed that teachers

complained that they could not take care of their children enough and spend quality time with them, and that they had to leave the house very early due to the distance of the school, while stating that one of the biggest effects of comings and goings was family problems. They stated that because they came to the city center too late, they could not do the work that should be done during working hours and experienced disruptions. In addition, they stated that it was very sad and difficult for them to leave their children early to school or babysitters because they got up very early. Some teachers, on the other hand, stated that they had to report or leave early due to their home and family work, even for the studies and activities they would attend in their children's kindergartens and schools, and that they had to experience rush and stress every time they complained about this situation. Some teachers, on the other hand, said that they were impatient, aggressive, angry and nervous towards their families at home because they could not do and train their household chores adequately. In addition, when we look at the situation of administrators, students and parents in schools and institutions, it is seen that it brings with it a problematic and troublesome process. It can be said that personal, management, student and parent problems such as the anxiety of being late for school, the rush of not being able to catch the lessons, the fear of missing the morning service, waiting for the bus for a long time, not being able to take care of the students outside the classroom, exercise, not being able to take part in courses such as Support and Training Course (), Primary Schools Training Program (İYEP), etc., not reaching the desired level of mutual relations with parents, not being able to adapt to the school and its environment. The teachers, who had many problems despite coming and going, said that they did not want to live in the place where the school is located despite everything, and that the reason for this situation was that the living conditions and opportunities in the city center were more attractive to them, as well as some compulsory situations. One of the reasons that obliges teachers to have to come and go is that in the appointment and relocation regulation of teachers, an appointment and relocation system has not been established that will enable the spouses to work in the same education region in family unity disability status, health problems union disability status, optional in-province appointment and out-of-province appointments. It is thought that when spouses have the opportunity to work in institutions in the same education region, the problem of bussing education will be minimized.

In general, when all negative situations such as traveling in teachers, traffic accidents, waking up early, leaving the house early, coming home late in the evening, not being able to catch up when you have urgent work, problems encountered on the road, financial expenses, wear and tear of private vehicles and spiritual stress are considered and evaluated together, it can be said that really coming and going brings many problems, troubles and problems and is quite wearing. Based on these results and comments, it is found that the teachers who come and go have great financial losses, have problems in their personal, social and family lives, experience constant stress, anxiety, rush in their business and professional lives, experience fatigue, boredom and insomnia because they travel every day. It has been concluded that they experience psychological problems such as uneasiness, insecurity, imprudence, etc., and that they face negativities such as not being able to communicate adequately with students, parents and school because they cannot keep up with the village settlement, and in this case, it negatively affects both their performance and motivation,

and this situation negatively affects the quality and level of education and training to a large extent. As stated in the study of Önen and Doğaner (2017), it was seen that these findings coincided with the results of our study as a result of the fact that the teachers who came and went wanted to work in a school close to the region where they lived or resided.

1. With the new legal regulations that will allow spouses to work in the same education region, the obligation to come and go can be eliminated to a large extent.
2. A new norm staff regulation can be established so that incoming and departing civil servants, one of whose spouses is a teacher or education staff, can work in the same education zones.
3. New regulations can be made in the Teacher Appointment and Relocation Regulation for incoming and outgoing civil servants, one of whose spouses is a teacher or educational staff.
4. Institutionally handled in the Ministry of National Education; The wear and tear of teachers, both financially and spiritually, performance, motivation, physical, mental and spiritual conditions of teachers, who have to constantly come and go from their place of residence to the institutions or schools where they work every day, should be investigated quantitatively and qualitatively, and the data can be analyzed statistically and evaluated with stakeholders.
5. In order to minimize the loss of time in transportation, corporate service or direct service facilities can be increased.
6. It can be ensured that teachers receive psychological support in order to minimize their negative effects due to the problems they encounter as a result of their daily comings and goings.
7. Considering that the data obtained in this research are obtained only from a certain village, similar studies and researches can be carried out in other places, considering that they may differ in regions with different geographical, climatic and social characteristics. Thus, more general cases can be reached by evaluating the results.
8. As in other public institutions (police, soldiers, guards, etc.), teachers can be provided with shuttle services by their institutions, or encouraging and supportive activities can be carried out such as covering the transportation costs of teachers by their institutions, re-evaluating their salaries, providing security, economic and/or educational support for their children studying in the city center, and providing cafeteria services in the schools or regions where they work.
9. Teachers can be provided with additional service points for working in the village.

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