



(ISSN: 2602-4047)

Erkılıç, T. A., Kılınc, Ş., & Aker, N. (2024). Evaluation of Access to Education from Political Economy Perspective: A Study On Transported Education, *International Journal of Eurasian Education and Culture*, 9(25), 116-130.
DOI: <http://dx.doi.org/10.35826/ijoecc.1817>

Article Type (Makale Türü): Research Article

EVALUATION OF ACCESS TO EDUCATION FROM POLITICAL ECONOMY PERSPECTIVE: A STUDY ON TRANSPORTED EDUCATION

Turan Akman ERKILIC

Prof. Dr., Anadolu University, Eskisehir, Türkiye, terkilig@anadolu.edu.tr
ORCID: 0000-0002-2507-2663

Sahin KILINC

Ministry of National Education, Eskisehir, Türkiye, meliksah987@gmail.com
ORCID: 0009-0002-7631-2855

Nuray AKER

Ministry of National Education, Eskisehir, Türkiye, nryaker@gmail.com
ORCID: 0009-0000-7274-3995

Received: 18.12.2023

Accepted: 15.02.2024

Published: 04.03.2024

ABSTRACT

Transported education is closely related to a large segment of the society. The main purpose of this study is to evaluate the transported education practices in line with the views of teachers working in schools with transportation centers in metropolitan cities. The research was conducted in a in case study design. The study group consists of 12 teachers working in transportation center schools in Eskişehir Tepebaşı district. The participants were selected by stratified proportional sampling method, which is one of the non-random sampling methods. The data were collected through a semi-structured interview form and analyzed by content analysis technique. The results were specified that transported education has some positive and negative reflections on schools. The students have an economically disadvantaged background, encounter nutrition problems, their academic success is generally low, and there are obstacles to access materials, which are considered as negative reflections. However, the transportation center schools offer them relatively richer social and cultural environment and activity opportunities than their surroundings. These are seen as positive reflections of transported education, whereas the places where students reside have limited social and cultural opportunities. In the research, it is suggested that student opinions should be considered in preparation of meal lists and material support should be provided to students. In addition, scale development studies to determine the problems of transported education are recommended.

Keywords: Access to education, transported education, case study.

INTRODUCTION

There are different and controversial views on the state, education and public access to education. Some of these views define education as a private or semi-public good and adopt a "privatization, liberalization and marketist" approach to education. On the other hand, there are "publicists" who argue that education is a right as a public service. States should take the necessary measures for citizens to benefit from educational opportunities through policies that regulate educational services in an organized and planned manner, and should provide all kinds of opportunities and facilities for the emergence of people's talents (Illich, 2006). As a matter of fact, in Turkey, the scope of the right to education is defined in the basic laws and legislative texts regulating the right to education, especially in the constitution, and it is legally guaranteed that no one can be deprived of education and training (National Education Basic Law, 1982).

In Turkey, the issue of access to education has a special importance in terms of geographical and economic conditions, population structure and the requirements of public services. As a matter of fact, the geographical difficulties in rural settlements in Turkey and the sparseness of the population density force alternative methods to be planned in order to provide education services for all students (Ari, 2003). It is a necessity for the education systems of developing countries to be built on the structure in social, economic and political contexts (Dilbaz, 2023). In this respect, transported education was put into practice in the second semester of the 1989-1990 academic year in Turkey as a result of compulsory education for reasons such as ensuring that all citizens can benefit from the right to education, ensuring equality of opportunity and opportunity in education, bringing girls to education, migration and seasonal movements, natural disasters, epidemics or unexpected events (Özgün, 2007). Transported education started to become widespread throughout the country with the "Eight-Year Uninterrupted Compulsory Primary Education Implementation Law" which enacted in 1997. The necessary procedures and principles have been determined by the Ministry of National Education (MoNE) with the regulation "Ministry of National Education Regulation on Access to Education through Transportation" to ensure access to education through transportation in public schools and institutions for students attending primary, secondary and special education schools/institutions and special education trainees benefiting from non-formal education services who may be deprived of the right to education recognized by the Basic Law on National Education (MoNE, 2014).

Within the scope of transported education in Turkey, the Ministry of National Education has created a transported education module and data entries related to transported education in this module are made by schools and stored on the servers of the Ministry of National Education. In the 2022-2023 academic year in Turkey, 744,625 students in 13,050 transportation center schools are continuing their education with transportation (MoNE, 2023). Based on this number of students, when student transportation services and catering services are also taken into consideration, it is possible to state that transported education is closely related to a large segment of the population.

In the Adiyaman-based study conducted by Kaya (2010), it was found that students viewed the process positively in terms of education and training. In other words, there is a common opinion on the necessity of transported education. On the other hand, there is a lack of cafeteria, library and sports fields in schools. It is seen that there is a problem of insufficient number of classrooms and teachers working in schools where transported education is carried out.

In the study conducted by Demir & Eryaman (2021), the problems related to transported education were grouped under the main themes of in-school and out-of-school problems. In the out-of-school problems dimension of the problems, it was determined that there were problems related to service vehicles, service drivers, communication, physical discomfort, climatic conditions and distance. For the school, problems related to inadequate physical facilities, food, hygiene and cleanliness were identified. Apart from these problems, in-class problems are seen as decreased achievement, lack of attention, decreased motivation and absenteeism. Another problem in transported education is that some student groups are victimized due to the different entry and exit times of different levels.

According to the results of a comprehensive study conducted by Turan (2022) in Denizli Buldan district, teachers and students find transported education necessary and important. As for the problems, they focus on the fact that the vehicles are old and the drivers are unconscious. Another problem is the poor quality of the food and the inadequacy of the cafeteria environment. Another problem with the vehicles is the late or early arrival and departure of the vehicles.

The ultimate goal of transported education is to ensure that all students have access to education in line with equality of opportunity and opportunity and that the education services provided are of high quality. Yurtbakan & Altun (2018) conducted studies on the success of students in transported education; Karakütük (1996), Şan (2012), Taşdemirci (2017) on the difficulties encountered in transported education; Arı (2003), Şimşek & Büyükkıdık (2017) on regional transported education practices. In the literature on transported education, it can be seen that studies conducted in rural areas of Turkey are generally predominant. However, transported education is also implemented by transporting students from the suburbs to the provincial centers in provinces with metropolitan status. It is observed that the number of studies on transported education is low and insufficient in this case. It is expected that this study will set an example in the literature and serve as a guide for policy-makers and decision-makers in their decisions and processes regarding transported education.

The main justification for transported education in Turkey is that it is legally aimed at improving equality of opportunity and opportunity in education, but it is also oriented towards solving certain social, political and economic problems. To summarize, although it is based on social, political and economic "good" intentions and is "rational", it is a reality that some problems are experienced in practice. In general, it is evident from the research that there are problems with transportation, nutrition, time management and some disciplinary problems. It is problematic whether there are similarities between studies conducted in different regions. The

reasons and concerns highlighted make it necessary to conduct further studies on transported education. One of the main reasons for conducting this research is to fill such a gap.

The main purpose of this study is to evaluate the transported education practices in line with the opinions of teachers working in schools with transportation centers in metropolitan cities. In line with this purpose, answers to the following questions will be sought: According to the views of the participants;

- 1) How are the general characteristics of transportation-center schools evaluated?
- 2) How are the problems faced by students having education through transportation evaluated?
- 3) How are the general profiles of students involved in transported education practices evaluated in terms of social, economic and cultural dimensions?

METHOD

The research was conducted in a qualitative research method in a case study design. Case study is a method that studies a current phenomenon in its real-life environment, where the boundaries between the phenomenon and its environment are not clear and where multiple sources of evidence or data are available (Yıldırım & Şimşek, 2018).

The case study planning stage of the research was designed by taking Gay et al's (2009) five-stage case study model as a guide. According to the five-stage case study model, the research questions are determined first. In the second stage, the situation that is included in the study and the role of developing a theory about the situation in the third stage are determined. After the theoretical framework for the situation, which is the fourth stage, is established and the rationale is explained, the fifth stage is the stage of deciding on single or multiple case studies (Gay et al., 2009). According to their general characteristics: a) holistic single case design; b) nested single case design; c) holistic multiple case design; d) nested multiple case design (Yin, 2003). This research is a nested single-case design.

Study Group

For the research, two schools were selected from the four schools in Tepebaşı district of Eskişehir province, where transported education was carried out in 2019, as primary and secondary schools in the same garden. These schools are transportation center schools that have the capacity to transport students from a wider area than other schools, and students are transported from 17 villages/neighborhoods. In the study, purposive sampling technique, one of the non-random sampling methods, was used in the selection of the study group. Among purposive sampling techniques, stratified purposive sampling method was preferred due to its suitability for the purpose of the study. The advantage of purposive sampling is that it gives the researcher the chance to return to people and events that are believed to be critical for the research (Denscombe, 2007). Purposive sampling is applied when the researcher knows something about certain people or events and deliberately selects specific ones to produce the best data. The participant profile of the study was divided into

two strata: classroom teachers and subject teachers to ensure data diversity. Then, a total of 12 participants were selected from each of these two strata with the stratified proportional sampling technique, taking into account the proportionally appropriate number of students receiving transported education at both levels and easy accessibility in terms of time and cost. The demographic profile of the participants is given in Table 1.

Table 1. Demographic Information of Participants

Participant	Branch	Professional Seniority	Education Degree	Number of students/transported students he/she teaches
T1	Classroom	23 years	Bachelor	22 / 6
T2	Classroom	13 years	Master's Degree	16 / 4
T3	Classroom	14 years	Master's Degree	13 / 3
T4	Turkish	17 years	Bachelor	73 / 24
T5	Science	8 years	Bachelor	86 / 29
T6	Mathematics	12 years	Bachelor	71 / 21
T7	English	7 years	Master's Degree	52 / 17
T8	Classroom	19 years	Master's Degree	13 / 3
T9	Physical Education	17 years	Master's Degree	73 / 24
T10	Religious Culture	9 years	Bachelor	81 / 27
T11	Technology and Design	11 years	Bachelor	88 / 33
T12	English	8 years	Bachelor	76 / 26

When the Table 1 is analyzed, it is observed that seven of the participants have bachelor's degree and 5 of them have master's degree. When the distribution of seniority years is analyzed, it is observed that the participants have a distribution between 8 years and 23 years.

Information on the distance of the settlements of the transported students to the transportation center schools was requested from the directorates of the relevant institutions to be used in the study. Information on the distance of the transported students to the transportation center schools is given in Table 2.

Table 2. Distance of Transported Students to Transportation Center Schools

Moved Neighborhood	Transport Distance
A	49 km
B	26 km
C	44 km
D	34 km
E	23 km
F	31 km
G	28 km
H	35 km

When the table is examined, it is observed that the distance of the transported students to the transportation center schools varies between 23 km and 49 km.

Data Collection Tools

In this study, semi-structured interview technique, one of the qualitative data collection techniques, was used. The interview technique allows for the examination of things such as people's experiences, knowledge,

feelings, attitudes, perspectives, how they organize or define their own actions and the world in a certain period of time that cannot be directly observed (Patton, 2002). The data of the study were collected from the teachers working in the transportation schools in Tepebaşı district of Eskişehir province in 2019 through semi-structured interview technique.

Face-to-face interviews were conducted through a semi-structured interview form prepared by the researcher. While preparing the interview form, the necessary arrangements were made in the form by taking the opinions of three faculty members who are experts in the field of educational sciences as well as benefiting from the literature review. Since the boundaries of structured interviews are predetermined, the answers received from the participants who participate in the interview do not go beyond a certain framework (Ocak, 2019).

In this study, interviews were conducted with 12 teachers working in transportation schools at different times after informing them about the study. Before the interviews, participants were asked to sign a voluntary participation form. After the interviews were completed, participant confirmation was obtained by asking whether there were any issues that the participants wanted to add or remove. During the interviews, voice recordings were made with the help of a cell phone and the interviews lasted between 30 and 50 minutes.

Data Analysis

In the study, the content of the interviews conducted face-to-face with the teachers and audio-recorded by telephone was analyzed and the data were transcribed without making any changes. The interview transcripts were analyzed in detail and conceptual connections were established by capturing the relationships between teachers' views.

The data of the study were analyzed using the content analysis method. The main goal of content analysis is to reveal codes and themes that are not noticed in descriptive analysis with this method (Yıldırım & Şimşek, 2018). Kuckartz's (2014) five-stage content analysis procedure was used to analyze the data. Accordingly, in the first stage, the responses were read and interpreted. In the second stage, categories were created to classify the data, the data were divided into sections around the sub-problems and named. In the third stage, the data were coded in detail and the codes were listed and brought together around the sub-problems. At this stage, direct quotations were used in the analysis and the data were described. When direct quotations were made, each participant was given a code instead of the real names of the participants as an ethical requirement. In the fourth stage, the categorized and coded data were analyzed. The individually coded data were interpreted in the findings section in the light of the themes obtained. In the fifth stage, the results were presented. The overlap between the direct answers given by the participants and the categories and themes specified in the content analysis increased the internal validity of the research.

Reliability

Participant confirmation, data triangulation and expert evaluation methods were used to ensure internal validity. To ensure internal reliability, the findings were presented according to the categories and subcategories created, without adding the researcher's interpretation. For external validity, participants were selected by considering some criteria. To ensure external reliability, all data related to the research are recorded.

Finalizing the interview form by taking the opinions of 3 experts is a step towards ensuring content validity in the research. In addition, the rate of agreement between expert opinions was determined. The rate of agreement between expert opinions was determined by Miles & Huberman (1994) reliability formula. The reliability of the research was determined by the formula "Reliability = Agreement / (Agreement + Disagreement) X 100" (Miles & Huberman, 1994). In line with the agreement rate between the expert opinions, the reliability rate of the research was calculated as 89%.

FINDINGS

This section presents the research findings based on the data obtained through semi-structured interviews with the participants. The themes and categories based on the research problem and participant views are shown in Figure 1.

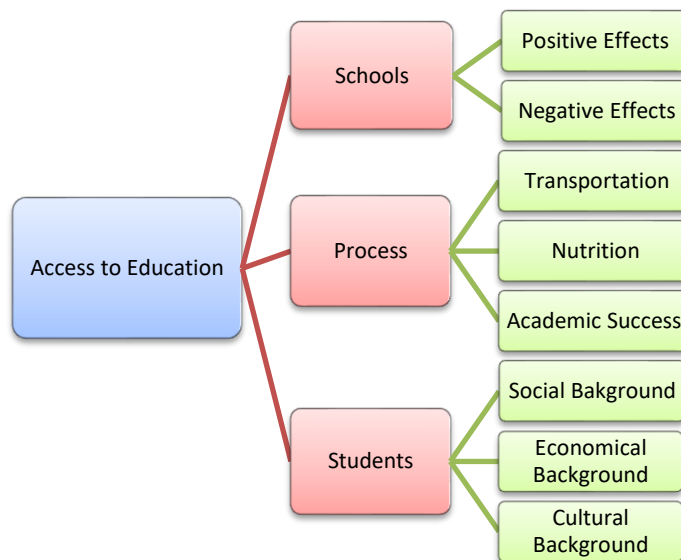


Figure 1. Views on Transported Education

When the figure is seen, it is seen that the theme of "Schools" is categorized under positive and negative dimensions; the theme of "Problems" is categorized under transportation, nutrition and academic success; and the theme of "Students" is categorized under social background, economical background and cultural background dimensions.

General Characteristics of Transportation Schools

Opinions on the general characteristics of schools where transportation is practiced are given in Table 3.

Table 3. Opinions on the General Characteristics of Schools Where Transportation Is Implemented

	Codes	Participants
Positive	Low class population	T2, T5, T7, T11, T12
	Few disciplinary problems	T1, T2, T8, T10
	Students to be respectful	T3, T4, T6, T10
Negative	Opportunity to get to know different cultures	T9
	Low student achievement	T2, T3, T6, T9, T10, T12
	Problems in teacher-parent communication	T1, T3, T7, T8, T9, T10
	Food and service shifts	T2, T4, T6, T7, T11, T2
	Economic inadequacies of the school	T2, T4, T5, T8, T12

According to the views on the positive aspects of transportation center schools; participants (T2, T5, T7, T11, T12) stated that the low class sizes provide convenience for teachers. In addition, some participants (T3, T4, T6, T10) stated that the students coming from the villages are more pure, sincere and respectful and that discipline problems are less than the children studying in the city center.

A participant stated that he sees it as an advantage that students from transportation center schools come from different settlements and have different cultures as follows *"...Because this creates a mosaic, we can get to know different students from different places. This can be an advantage for us and for the students."* (T9)

In their opinions on the negative aspects of schools where transportation is implemented, the participants stated that parents have great difficulties in communicating with teachers, which negatively affects the entire education process. In addition, participants (T2, T3, T6, T9, T10, T12) stated that the low student achievement posed difficulties for teachers to perform their duties and that teachers could not gain professional satisfaction. The participants stated that unlike other schools, in schools with transportation practice, lunchtime meal shifts and the shifts kept while delivering the students to the transportation services impose extra responsibility and that this is a negative feature for teachers working in the transportation center school. In the context of the economic inadequacies of the school, participants (T2, T4, T5, T8, T12) stated that in transportation center schools, due to the weak economic situation of the students, the school family unions do not have enough income and therefore the school's opportunities are limited. A participant expressed his views on this issue as follows:

"... In the central school, let's say the governor or the mayor is your parent, the functioning of the school here is better than in the provinces. Because the parent is the most important control mechanism. But in rural schools, there is no parental support..." (T4)

Problems Faced by Students Receiving Education in Transportation

The opinions on the problems faced by students receiving education through transportation are given in Table 4.

Table 4. Findings on the Problems Faced by Students

Main Theme	Codes	Participants
Transportation Problems	Sleep problems in the first lessons	T2, T4, T6, T7, T8, T11
	Transportation problems in winter	T1, T2, T5, T6, T9
	Disagreement over seating arrangement in wards	T3, T4, T8, T9, T11, T12
	Fatigue	T1, T3, T4, T6, T10, T12
Nutrition Problems	Inability to eat breakfast due to transportation	T2, T3, T5, T7, T9, T10, T11
	Disliking school lunches	T1, T2, T4, T5, T8, T11, T12
Academic Problems	Low motivation	T2, T3, T6, T8, T9, T11
	Problems with homework	T4, T5, T10, T12
	Difficulty in obtaining course materials	T3, T4, T6, T7, T8, T10, T11
	Low class participation	T1, T2, T5, T6, T12

Participants (T2, T4, T6, T7, T8, T11) stated that the problems experienced by students in transportation to school were that students were sleepy in the first lessons in the morning and tired on the roads. Moreover, participants (T1, T2, T5, T6, T9) stated that in winter months, students coming from far distances have difficulty in accessing education due to road closures. In this regard, some participants (T3, T4, T8, T9, T11, T12) stated that students had problems in the buses, did not comply with the seating arrangements, distracted the driver and posed a risk factor in the journey.

There is a great deal of consensus among the participants that students have problems with nutrition. The teacher coded a participant expressed her views on this issue as follows:

"...The students are still in their formative years, they come very early in the morning. Class starts at 9 am but these children have to get up at 7 am. They may have slept late at night, they may have difficulty getting up in the morning or they may not feel like having breakfast at that time. They come here hungry and they don't eat well here. I think that children's academic achievement decreases just because of nutrition alone." (T5)

In this regard, a participant expressed the problems experienced in this regard as follows:

"...Students from remote villages have a much more difficult job. I also think that the lunches here are not what the children want. I am a mother of 3 children. For example, which child likes to eat spinach or eggplant? You know, the menus need to be a little more child-friendly. Because children don't like it and they don't eat it because they don't like it." (T1)

Regarding the academic problems experienced by the students, the participants (T2, T3, T6, T8, T9, T11) stated that their academic motivation was low and this was not independent from other problems. In this category, participants (T1, T2, T5, T6, T12) stated that students' class participation was low; and some participants (T4, T5, T10, T12) stated that the homework given to the students was not done. Participants (T3, T4, T6, T7, T8, T10, T11) stated that students could not obtain course materials. A participant stated that students had difficulties in procuring course materials with the following words:

"...There is no stationery in their villages. For example, I taught letter writing in class with the students I graduated the day before, and the next day I said, bring envelopes tomorrow and let's write on the

envelope. They told me, teacher, tomorrow is Wednesday, so what, I said, what's the matter, don't envelopes come on Wednesday, they said, no, teacher, the grocery store comes to us on Monday..."
(T11)

General Profiles of Students Receiving Education in Transportation

Opinions on the general profile of students receiving education through transportation are given in Table 5:

Table 3. Opinions on the General Profile of Students Receiving Education Through Transportation

Main Themes	Codes	Participants
Social Background	Introversion, timidity	T2, T3, T5, T6, T8, T12
	Having self-confidence	T1
	Inadequate social facilities	T1, T2, T3, T4, T5, T6, T6, T7, T8, T9, T10, T11, T12
	Socialization function of the school	T2, T6, T7, T10, T12
Economical Background	Farming and animal husbandry	T1, T3, T4, T8, T9, T10
	Unfavorable financial conditions	T2, T4, T6, T8, T11
Cultural Background	Limited cultural activities where they live	T1, T2, T3, T4, T5, T6, T6, T7, T8, T9, T10, T11, T12
	Cultural awareness through the school	T1, T3,T4,T10

When the table is examined, the participants stated that the students who receive education with transportation are socially timid and introverted, in addition a participant has contrary views:

"...Transportation school students can stand on their own a little more. For example, a first grade student can wait for the transportation bus by himself and go to his own village. Students in the center cannot even go to buy bread. Because, you know, this is also because of the families and mothers; but here, the students in the transportation school are more self-confident, they are more confident in themselves and I believe that these students will be more successful in life." (T1)

The participants expressed their views that especially the students who are transported have self-confidence. Participants agree that social opportunities are inadequate in the places where students live. However, some participants (T2, T6, T7, T10, T12) emphasized the socialization function of the school as a social space despite this inadequacy.

In relation to the economic profiles of students who receive education through transportation, participants (T1, T3, T4, T8, T9, T10) stated that students' families are engaged in farming and animal husbandry as a source of livelihood, which means that students also meet the need for labor force in these economic activities. On the other hand, some participants (T2, T4, T6, T8, T11) stated that the financial opportunities of students with transportation are generally insufficient.

While all of the participants stated that cultural activity opportunities are insufficient in the places where students live, some participants (T1, T3, T4, T10) think that the school creates a cultural activity area for students and that it is an important opportunity for them in this regard. T3 expressed the following opinion on the subject:

*"...The social and cultural difference between the child in the center and the child who is transported may not be very different economically. Because there are also very rich people who are engaged in farming in the village. They have more social and cultural differences. Most of them have never been to the cinema, visited a museum, and there are children who look at me when we ask them what theater is."
(T3)*

CONCLUSION and DISCUSSION

In this research on the perception of education with transportation based on the views of teachers in schools where transportation is practiced, teachers working in schools with transportation described education with transportation as a form of access to education in which the children of people living in rural settlements with low socio-economic living opportunities, who make their living mostly through farming and animal husbandry, having education. In the literature, it is seen that the reason for the emergence of education with transportation and the views of teachers overlap. According to Arı (2003), the geographical difficulties in rural settlements in Turkey and the sparse population density led to the planning of alternative methods to provide education services to all students. Özgün (2007), on the other hand, transported education was put into practice in the second semester of the 1989-1990 academic year in Turkey as a result of compulsory education for reasons such as ensuring that all citizens can benefit from the right to education, ensuring equality of opportunity and opportunity in education, bringing girls to education, migration and seasonal movements, natural disasters, epidemics or unexpected events.

The problems experienced by students in transport schools are discussed in the opinions of the teachers as follows: transportation-related problems such as problems in coming to school in winter months, problems arising from transportation services, getting tired on long-distance roads and having sleep problems; nutrition-related problems such as students not being able to have breakfast because they set off too early in the morning, the free meals provided at lunchtime not appealing to students, and together with these problems, low student motivation, difficulties in doing homework, and academic-based problems in accessing educational equipment in rural areas. In the literature review, according to Yurdabakan & Tektaş (2013), education with transportation was put into practice to ensure equality of opportunity and opportunity. He states that it is an advantage for students to be educated in central schools with a wide range of opportunities for children who are educated in unified classes in villages. However, in this study, it is expressed in the opinions of teachers that transportation center schools do not have sufficient facilities.

In the opinions of teachers working in transportation center schools regarding their perceptions of transportation center schools, it is seen as an advantage that there are fewer students in transportation center schools, there are fewer disciplinary problems in students' behavior, and students are generally respectful. Şimşek & Büyükkıdık (2017), in their study, concluded that students' disciplinary problems increase in transportation center schools, which shows that there are results in the opposite direction in this study.

In parallel with other studies in the literature, it is seen that the academic motivation of students studying in transportation center schools is low and this causes the teacher's professional satisfaction to remain low. In addition, it is seen that teacher-parent communication is weak in transportation center schools and this situation has a negative impact on the general functioning of the school, the continuation of the management in the desired way, and the effectiveness and efficiency. Unlike other schools, the fact that teachers in transportation center schools are on duty during lunch breaks and in transportation services has burdened them with a heavy responsibility compared to other teachers and it is understood that teachers have difficulties in this regard.

SUGGESTIONS

Based on the findings, suggestions for the research are discussed in the dimensions of suggestions for research and suggestions for practice.

Suggestions for Research

- According to the research findings, it is seen that students' achievement is low, teacher-parent communication is poor, food and service shifts are tiring and school facilities are limited. Based on these findings, it is recommended that researchers should investigate the reasons for low student achievement, poor teacher-parent communication, tiring food and service shifts, and limited school facilities in transported education, as well as suggestions for solutions based on teachers' opinions.
- According to the findings of the research, it was concluded that students were sleepy in the transportation dimension, they had difficulties with direct transportation, there were disagreements about seating arrangements and students were socio-psychologically tired. Research on the causes of these problems and solutions can be conducted based on the views of teachers, administrators, students and parents.
- According to the research findings, it is seen that students have malnutrition problems in the nutrition dimension. Research can be organized to solve the problems. In addition, it may be seen as a necessity to conduct research on the causes of students' low motivation and solution suggestions.
- According to the research findings, students face a range of social, economic and cultural problems. Research can be planned with the participation of all stakeholders, including teachers, administrators, students, parents and the ministry, to solve problems in different dimensions
- This research was organized as a qualitative research. A scale development study on the problems of transported education can be conducted. It is also recommended to conduct a quantitative study by developing measurement tools. Such a study can be conducted as a mixed design study by using both research methods.

Suggestions for Implementation

- It is seen that as the distance of the settlements of the students receiving education through transportation increases, the problems experienced by the students also increase. For this reason, the

distances determined in the regulations can be arranged in favor of students with pedagogical approaches.

- The transportation service vehicles used in the transportation practice can be used in models that provide comfortable transportation for students.
- Lunch lists provided free of charge to students within the scope of transportation can be prepared by taking student requests into consideration.
- Considering the difficulties students face in affording school supplies, school canteens, including stationery products, can be established in transport center schools.
- Considering the adaptation problems of students in transportation center schools, at least one guidance counselor can be assigned to transportation center schools, even if the number of students is not sufficient, with the exception of the norm staffing principles with student enrollment.
- Teachers working in transportation center schools can be paid additional salaries in return for the responsibility they take and the extra performance they show during lunch breaks and transportation service shifts.
- Considering that parents of students in transportation center schools do not contribute sufficiently to the functioning of the school, these schools can be allocated funds by the ministry.

ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author (s) for any violations that may arise regarding the article. Since the data of the research were collected in October 2019; ethics committee approval could not be obtained.

Author(s) Contribution Rate: The first author's contribution rate is 40 per cent. The second and the third author's contribution rates are 30 per cent for each.

REFERENCES

- Arı, A.(2003). Taşımali ilköğretim uygulaması (Uşak örneği). [Transportation primary education practice (Uşak example)]. *Gazi Üniversitesi Eğitim Fakültesi Dergisi*, 23(1), 101-115.
- Demir, M., & Eryaman, M. Y. (2021). Taşımali ilkokul uygulaması ve karşılaşılan sorunlar: Antalya ili Korkuteli kırsalı örneği. [Transportation primary school practice and problems encountered: The case of Korkuteli rural area in Antalya province]. *Akdeniz Eğitim Araştırmaları Dergisi*, 15(35), 213-247.
<https://doi.org/10.29329/mjer.2021.340.10>
- Denscombe, M. (2007). *The good research guide*. Open University.
- Dilbaz, E. (2023). An overview of education, its sociological functions and the community-based schools. *International Journal of Education Technology and Scientific Researches*, 8(23), 2074-2091.
<http://dx.doi.org/10.35826/ijetsar.636>

- Gay, L. R., Mills, G. E., & Airasian, P.W. (2009). *Educational reseach: competencies for analyses and applications* (9th edition). Pearson.
- Illich I. (2006). *Okulsuz toplum*. (Çev. M. Özay). (7.Baskı). Şule.
- Kaya, İ. (2010). *Taşımali eğitimin yönetimi ve sorunları: Adıyaman ili örneği*. [Management and problems of transported education: Adıyaman province example]. [Yayınlanmamış Yüksek Lisans Tezi]. Malatya Üniversitesi Sosyal Bilimler Enstitüsü.
- Karakütük, M. (1998). Taşımali ilköğretim uygulaması ve sorunları: Sincan ilçesi örneği. [Transportation primary education practice and its problems: The case of Sincan district]. *Eğitim ve Bilim Dergisi*, 22(108), 16-21.
- Kuckartz, U. (2014). *Qualitative text analysis: a guide to methods, practice and using software*. Sage.
- MEB. (2023). *Milli eğitim istatistikleri: örgün eğitim*. [National education statistics: formal education].T.C. Milli Eğitim Bakanlığı Strateji Geliştirme Başkanlığı Resmi İstatistik Programı.
- MEB. (2014). Millî Eğitim Bakanlığı Taşıma Yoluyla Eğitime Erişim Yönetmeliği. [Ministry of National Education Regulation on Access to Education through Transportation]. Retrived from: <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=20040&MevzuatTur=7&MevzuatTertip=5>
- Miles, M. B., Huberman, A. M. (1994). *An expanded sourcebook: qualitative data analysis* (2nd Edition). Sage.
- Milli Eğitim Temel Kanunu. (1973). T.C. Resmi Gazete, 14574, 24 Haziran 1973.
- Ocak, G. (2019). Eğitimde bilimsel araştırma yöntemleri. [Scientific research methods in education].Pegem Akademi.
- Özgün, A. (2007). *İstanbul'da taşımali eğitimin okul-veli-öğrenci açısından olumlu ve olumsuz etkileri*. [Positive and negative effects of transported educationin Istanbul in terms of school-parent-student]. [Yayımlanmamış Yüksek Lisans Tezi]. Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü.
- Patton, M. Q. (2002). *Qualitative evaluation and research*. (2nd edition). Sage.
- Şan, A. (2012). *İlköğretimde taşımali eğitim öğrencilerin sorunları*. [Problems of students in primary education with transportation]. [Yayımlanmamış Yüksek Lisans Tezi]. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü.
- Şimşek, A., & Büyükkıdık, S. (2017). Öğretmen ve öğrenci görüşleriyle taşımali eğitim uygulaması değerlendirilmesi: Bozova ilçesi örneği. [Evaluation of transported education practise with teacher and student views: Bozova district example]. *İlköğretim-online Dergisi*, 16(1), 15-34. <https://doi.org/10.17051/io.2017.09377>
- Taşdemirci, M. (2017). *Taşımali ilkokullarda karşılaşılan güçlükler: Ağrı ili örneği*. [Difficulties encountered in primary schools with transportation: Ağrı province example]. [Yayımlanmamış Yüksek Lisans Tezi]. İbrahim Çeçen Üniversitesi Eğitim Bilimleri Enstitüsü.
- Türkiye Cumhuriyeti Anayasası. (1982). T.C. Resmi Gazete, 1863, 9 Kasım 1982.
- Turan, E. (2022). *Taşımali eğitimde yaşanan sorunlar ve çözüm önerileri: Denizli ili - Buldan ilçesi örneği*. [Problems and solution suggestions in transported education: Denizli province - Buldan district example]. [Tezsiz Yüksek Lisans Projesi]. Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü.

Yıldırım, A., & Şimşek, H.(2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11.Baskı). [Qualitative research methods in social sciences (11th Edition)]. Seçkin.

Yin, R. K. (2003). *Case study research design and methods* (3th Edition). Sage.

Yurdabakan, İ., & Tektaş, M. (2013). Taşımali ilköğretim öğrencilerinin taşımali eğitime ilişkin görüşleri. [Transported primary education students' views on transported education]. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15(3), 511-527.

Yurtbakan, E., & Altun, T. (2018). Taşımali eğitimle öğrenim gören öğrencilerin başarılarına ilişkin eğitimcilerin görüşleri. [Educators' opinions on the achievements of students studying with transported education]. *Uluslararası Bilimsel Araştırmalar Dergisi*, 3(2), 753-768.

<https://doi.org/10.21733/ibad.460200>