Perceptions of Managers, Teachers, Students and Bus Drivers about the Problems of School Bussing and School Bussing Vehicles in Turkey

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Summary

INTRODUCTION

The Ministry of National Education conducts educational activities on a central level in the Republic of Turkey. The national education system aims to educate all citizens as individuals who are able to cope with the challenges of the information and technology era, are able to think critically, have developed problem-solving skills, have high sense of responsibility, are respectful for democratic values and are committed to the principles and reforms of Atatürk.

School Bussing aims to provide education for the children of compulsory education age living in less populated and sparsely settled areas. It aims to reduce the number of schools with combined classes and offer more qualified education and training services. Students are bussed to central schools from their regions on a daily basis. The Ministry of National Education (MONE) meets the needs of transported students such as transportation, lunch, books and stationery (MONE, 2000; meb.gov.tr). School bussing started as a pilot implementation in Kırklareli and Kocaeli provinces in the academic year 1989-1990 for the first time in Turkey and in addition to these provinces, Antalya, Balıkesir, Çankırı, Gaziantep, Konya, Çanakkale and Van provinces were added to school bussing in the academic year 1990-1991. The number of provinces included in school bussing increased to 57 in the academic year 1994-1995. With the transition to eight years compulsory education in the academic year 1997-1998. School Bussing was expanded to 70 provinces by determining its principles and standards. School Bussing continues to expand since 1989. Especially its role on spreading compulsory education is important. Numerical data show that bussed primary education made a major contribution to the process especially in and after the period of eight years of primary education. It is thought that the scope of school bussing will expand as compulsory education increased to 12 years.

PURPOSE

The aim of this research is to analyze perceptions of managers, teachers, students and bus drivers about the problems of school bussing and school bussing vehicles and the situation of drivers of school bussing vehicles in Turkey and to propose solutions to the problems by putting forward, analyzing and commenting on the manager’s, teacher’s, students’ and bus drivers’ views about the problems of school bussing and school bussing vehicles. It is thought that the findings of this research will contribute a great to solve the problems of school bussing and create a data base for increasing the efficiency of educational management at all levels. This research also will contribute a great as it put forward the situation of drivers of school bussing vehicles in Turkey.

METHOD

This research is a descriptive study in the survey model. The study group includes managers, teachers, students and drivers of school bussing vehicles in central provinces of

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Kastamonu, Karabük and Çankırı. The study group of the research is from 25 primary schools in Kastamonu, Karabük and Çankırı cities central provinces in the academic year of 2005–2006. Questionnaire which is developed to gather information suitable for the aim of the research have been conducted on 38 managers, 256 teachers, 440 students and 155 bus drivers who are in study group. SPSS 11.5 program was used in data analysis. The frequency, percentage, arithmetic means and t test were used in data analysis and in the interpretation of the data.

RESULTS AND CONCLUSION

When we evaluate the research findings about the problems of school bussing and school bussing vehicles; According to the managers, teachers, students and drivers of school bussing vehicles, Difficulties faced in transportation because of deteriorated and blocked ways in winters, absence of seat belts in transportation vehicles, bus driver’s cigarette smoking and taking any kind of people to these vehicles except students and personnel, absence of guide teacher or personnel who will control and take care of students in transportation vehicles are seen as a main problem areas. Also; there is a meaningful difference in most of the problem articles about school bussing and transportation vehicles between the opinions of managers, teachers, students and drivers of school bussing vehicles.