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PROBLEMS EXPERIENCED BY TEACHERS WORKING IN VILLAGE SCHOOLS IN THE EDUCATIONAL-INSTRUCTIONAL PROCESSES

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ABSTRACT

The purpose of the current study is to determine the problems experienced by teachers working in village schools in the educational and instructional processes. The study employed the case study design, one of the qualitative research methods. The study group was composed of 18 primary school teachers and science teachers who were available by using the easily accessible sampling method from different village schools. A structured interview form consisted of 9 questions was used as the data collection tool. The collected data were analyzed by means of content analysis. On the basis of the data collected through this structured interview form, a total of 4 themes were constructed. According to the results of the study, within the theme of "problems experienced in transportation", the problem "climate conditions and cost of transportation" comes to the fore; within the theme of "problems experienced in eating", the problem "shortage of places to eat such as canteen and restaurant around the school" comes to the fore; within the theme of "problems experienced in social life", the problem "lack of time spared by teachers for themselves and their families" comes to the fore and within the theme of "problems experienced in the profession", the problem "indifferent parents" comes to the fore. In light of the data obtained as a result of the study, the following suggestions were made: the economic conditions of the teachers should be improved, the areas where they can eat should be created, private vehicles for teachers should be allocated, the number of public transportation services should be increased, the physical conditions of the school should be improved, and the parents' awareness should be raised.

Keywords: Village school, teacher experiences, primary school teachers, science teachers.

INTRODUCTION

Many countries in the world have an education system that they have created over the years, taking into account their social structure, past experiences and future strategies, and economic opportunities. The main goal of the Turkish National Education System was stated in the 1739 National Education Basic Law. Teachers are the ones who are the pillars of education systems. Besides training qualified manpower, teachers play an important role in ensuring social peace and harmony, socializing individuals and transferring the culture and values of the society to younger generations (Çelikten, Şanal & Yeni, 2005). Many studies have shown that the most important factor affecting student success is teacher-related factors (Hattie, 2009). When the education system in Finland, which is considered to be successful as a result of international student assessment exams such as PISA and TIMSS attended by students from many international institutions (Çobanoğlu & Kasapoğlu, 2010; Eraslan, 2009; Öztürk; 2013), is examined, it is seen that the basic condition for increasing success in education is training qualified teachers, providing them with opportunities for development in their profession and improving the environment in which teachers work. Professional satisfaction of teachers directly affects the work they do (Erdem & Yaprak, 2011). When a teacher is satisfied with the situation, he/she is in, he/she will be more useful to the system; on the contrary, when a teacher is not satisfied with his/her conditions and is experiencing some problems, the system will adversely be affected from this. Teachers are confronted with many problems today as in the past (Sarpkaya, 1997). It is very difficult to say that the problems experienced by teachers working in different parts of our country are the same or very similar in the educational and instructional processes because many of the problems seen in education differ according to the place of residence of teachers. In our country, problems in the field of education are experienced more frequently in rural areas, especially in villages (Taşkaya, Turhan & Yetkin, 2015). Teachers who are the main element of education are most affected by these problems. Teachers working in village schools are more disadvantaged than teachers working in city centres in many aspects such as accommodation, transportation, parents, environmental conditions and social opportunities. In addition, the fact that the laboratories are not properly equipped in science lessons, the materials are old, incomplete or not at all are one of the problems that teachers experience with the physical conditions and facilities of the school. Hard working conditions in villages also cause many village school teachers to ask for appointment to city schools.

Although we say that village conditions negatively affect people's lives, they also have various advantages compared to life in city centres. Being a teacher in the village is not just working at school. He is the person who combines school and village life and shows this in practice. He/she is a person who makes an effort to contribute to the solution of all kinds of problems his/her experiences. Being a teacher in the village is a person responsible to both the school and the villager. At the same time, he/she is the one who helps the development and development of the village people. Being a teacher in the village is being respected and respected by the village people.

It is a known fact that the geographical, demographic, economic and socio-cultural disadvantages that exist in rural areas negatively affect the education of people living in rural areas (Turan & Garan, 2008). According to

Tütengil (1979: 130), in order to make village education effective, schools should be established and arranged in such a way as to respond to the village conditions and the needs of villagers. To do so, teachers working in village schools should take important responsibilities. The source of the bad conditions that teachers are in is too important to be isolated from the general problems of the society. The source of many of the problems we are currently experiencing should be sought in education. The problems experienced in today's education systems in rural areas are different from the ones experienced in urban areas. While teachers all over the country have some problems, the most serious problems are experienced by teachers working in village schools. The problems experienced by village school teachers, who are under important and heavy responsibilities, are too important to ignore.

In particular, it is discussed how effective the teachers working in the villages are in the education-teaching process and the problems faced by the teachers. As a result, many studies have been conducted. When the field article was examined, the problems faced by both teachers working in village schools and other teachers have been the subject of many studies: Korkmaz (1999) determined that the problems of adaptation to the profession of new teachers and found that teachers working in villages faced higher levels of problems than teachers working in towns and cities.

Özpinar and Sarpkaya (2010), as a result of the study in which they examined the opinions of teachers working in the village about the problems they encounter, determined that the highest average of teachers' opinions was in the dimension of "Control" and the lowest average in the dimension of "Environmental conditions". The most common problem faced by classroom teachers working in the village is such as theater and cinema. The least problem he encounters is that they are not respected by the village people.

Şekerci (2000) stated that there are problems in encouraging experienced teachers to go to schools in rural areas, expanding in-service training especially in these regions, arranging education programs in accordance with the conditions of each region and providing wider opportunities to village schools. Considering the difficulties of duty in the inspections, it was emphasized that the village teachers should be treated more moderately and that the village teachers and teachers working in central schools should be integrated with the activities.

Taş (2005) conducted research on the factors affecting the motivation of classroom teachers. It has been determined that there is a significant difference between the teachers working in the villages and the classroom teachers working in the district centres in terms of the factors of "Physical Conditions", "Quality of the Job", "Pay", "Award" and "Professional Development and Promotion". As a result, it has been suggested that the physical conditions of village schools and the wages and personal rights of classroom teachers should be improved.

Yerlikaya (2000) identified that the problems experienced by classroom teachers in the village as the negative working environment and conditions, the distance of the schools to the centre, the difficulties of the combined

classrooms, the inadequacy of social activities. In addition, financial problems, lack of tools and equipment, and the inability to fully realize the student-teacher-parent relationship and the low socioeconomic and cultural structure of the student-family and school environment, the low social status of the profession, and the inadequacy of pre-school education are among the problems of both the teachers working in the village and the teachers working in the city.

One of the indispensable elements of education is teachers. The first steps in an individual's life are the kindergartens and primary schools in basic education. In our country, this basic education process has a great importance. In our country, there are teachers who teach the most in the field of basic education. In this case, the problems experienced by these teachers need to be resolved. Because a significant part of Turkey's population lives in rural areas. In order to increase the quality and quality of education in village schools, it is necessary to identify and eliminate the problems and to propose solutions. This research can contribute to the pre-service primary school teachers' knowledge of the problems they may encounter in the village schools where they will work and to be prepared in this regard. It is also extremely important in terms of guiding both academically and teachers and institutions in this field. In the current study, the problems experienced by teachers working in village schools, which cause the desired productivity not to be obtained from the village schools today, were tried to be determined and possible solutions were suggested.

Research Purpose

The purpose of the current study is to try to understand the problems experienced by teachers working in village schools in the educational and instructional processes from the teachers' point of view and to offer solutions to these problems. To this end, answers to the following questions were sought:

- What are the transportation problems experienced by teachers working in village schools?
- What are the eating and health problems experienced by teachers working in village schools?
- What are the problems experienced by teachers working in village schools regarding their social life outside the school?
- What are the professional problems experienced by teachers working in village schools?

METHOD

Research Model

In this study, the case study design, one of the qualitative research methods, was used to examine a situation and practice in depth, to present the existing problems systematically and to offer suggestions for the solution of the problems. In this type of research, it is aimed to reveal the information about the existing situation in detail and to guide the subsequent research and applications with the qualitative information obtained (Yıldırım & Şimşek, 2005; Hesse-Biber & Leavy, 2011). In the current study, data were collected through a structured interview form consisted of open-ended questions in order to understand the situation, to clarify the details of the general situation, to gain a broader perspective and to understand the situation in depth.

Study Group

This study, which aims to determine the problems experienced by teachers working in village schools in the educational and instructional processes and to propose solutions, was carried out in village schools. A total of 18 teachers participated by using the easily accessible sampling method in the current study. Of the 18 teachers, 11 are primary school teachers and 7 are science teachers. When the professional seniority of the teachers constituting the study group is examined; There are 6 primary school teachers with 1-5 years of experience, 1 primary school teacher and 5 science teachers with 6-10 years of experience, 4 primary school teachers with more than 10 years of experience and 2 science teachers. Considering the gender of the teachers; 3 out of 5 male teachers are science teachers and 2 are primary school teachers. Of the 13 female teachers, 4 are science teachers and 9 are primary school teachers. The participation was on a volunteer basis. The teachers participating in the current study were coded as K1, K2,....., K18.

Data Collection Tools

The data were collected by using a structured interview form consisted of 9 open-ended questions. These questions were formed by collecting general information about the subject through a literature review. These questions are:

- ✓ *What kind of transportation method do you choose for going to and from school? What are the problems you have in transportation while going to school?*
- ✓ *What are your thoughts on the cost of transportation? Does this cost affect you? Why?*
- ✓ *Can you eat regularly during school hours? What do you think about the effect of disordered eating on your body and health? Why?*
- ✓ *Do you believe that you can spare enough time for yourself and your family outside the school hours? How do school hours affect your social life? Why?*
- ✓ *Do you like your job? Why?*
- ✓ *If you had another job opportunity, would you prefer it? Why?*
- ✓ *Would you quit teaching if your financial conditions were better? Why?*
- ✓ *How do you evaluate the parent profile as a teacher working in a village school? Why?*
- ✓ *What do you think about the physical conditions of the school? Why?*

The applications of the article related to this section were approved by Necmettin Erbakan University Ahmet Keleşoğlu Faculty of Education with the decision numbered 40008.

Data Analysis

The open-ended structured questionnaire applied to the participant group was collected in written form. The collected data were analyzed by means of content analysis. Codes were determined, sub-themes were reached from the codes, and themes were reached from the sub-themes (Yıldırım & Şimşek, 2005). The frequencies of

the opinions expressed by the participants were determined. Excerpts from the explanations of the teachers are also given under the tables created, and codes such as K1, K2 are used instead of teacher names.

In order to establish the validity of the study, while creating the categories they were presented to the review of two experts for confirmation. In order to ensure the reliability of the study, expert opinion was sought to understand whether the codes under the 4 conceptual themes derived from the data represent the category under which they were collected. Reliability was calculated using the agreement and disagreement formula ($\text{Reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}} \times 100$) (Miles & Huberman, 1994). In this way, reliability was found to be $(\frac{27}{27+2}) \times 100 = 0.93\%$.

Information such as the name of the study, the type of the study, the type of data collection tool, the date of data collection, the researchers, the research summary, the participants, the voluntary participation consent form of the participants are detailed in the ethical leave. The applications of the article related to this section were approved by Necmettin Erbakan University Ahmet Keleşoğlu Faculty of Education with the decision numbered 40008.

FINDINGS

In this section, the findings obtained from the responses given to the open-ended questions by the teachers in village schools were separated according to the themes determined in line with the thoughts of the participants, and the problem was tried to be summarized by making direct quotations from the opinions of the participants.

The teachers working in village schools in Turkey were asked questions about the problems they had with transportation and the answers are given in Table 1.

Table 1. Teachers' Opinions on Transportation-related Problems

Theme	Sub-theme	Code	Participant	f
Transportation related problems	Preference for transportation	Private car	K1, K2, K4, K5, K6, K7	6
		Shared car	K3, K8, K9, K10, K11	5
		Public transportation	K12, K13, K14, K15, K16, K17, K18	7
	Time spent on transportation	Getting up early	K13, K14, K15, K16	4
		Bus schedules	K12, K17	2
		Time spent on the way	K1, K8, K10, K13, K15, K16, K17	7
	Transportation safety	Climate conditions	K4, K1, K5, K6, K8, K9, K10, K11, K14	9
		Vehicle breakdowns	K7, K8	2
	Transportation cost	Finding expensive	K3, K2, K5, K6, K8, K9, K14, K16, K18	9

When Table 1 is examined, it is seen that the teachers prefer private cars, public transportation and shared cars for their trips to and from their schools. Travel to only one of the schools is possible via public transportation,

since the other school does not offer such an opportunity, the teachers of this school have to make a choice for their transportation to the school between their private car and shared car. Among the problems experienced by teachers in terms of transportation, cost of transportation, climate conditions, and the time spent on the way are among the most problematic issues. The distance between the village schools and city centre, more severe winter conditions experienced in the villages and the long time spent on the way because of the long distance between the villages and city centre seem to be the most important transportation problems for the teachers. Examples of teacher opinions on transportation;

"We go to school in our own car, with a few teachers together. We are experiencing problems such as the car being broken down on the road, its consuming away and difficulties due to weather conditions. It costs too much. We all get tired on the way". (K7, K8)

"I have to change two buses while commuting to school and thus I have to wake up very early. In addition, the road is long and changing two vehicles is physically very tiring." (K13, K14, K15, K16)

"We go to school by bus. Sometimes the little bus comes and many of us are standing. Bus services are very few." (K12, K17)

"...Transportation is of course costly compared to the teachers in the city centre. This affects our motivation." (K6, K8, K9, K14)

"We provide transportation with our own cars. Tire explosion on the road, engine failure, moreover, the car of one of our friends was burned. Besides the extra expenses, chauffeuring also makes us tired. It becomes difficult to be 100% productive, and there is a decrease in motivation." (K3, K7, K8)

"I travel to and from school by city bus. The travel takes about an hour and a half. I'm having a lot of trouble with time. I have to leave the house at 7:30. My arrival at school is at 8:50. Bus services are very few. Since I am a commutation ticket, the transportation cost does not bother me much." (K13, K17)

"... Cost is not much of an issue. The main thing that affects motivation is the boredom of commuting for about an hour every day." (K1, K5, K16)

"...Covering the cost of transportation is challenging for the teacher." (K14)

"I commute by city bus. The problem is that there is no bus in some hours and we spend that hour waiting at school when there is no bus. I don't have a problem with the cost." (K12, K17)

"I'm using the city bus. Cost affects my motivation. Of course, it would be better if there was a better price." (K18)

"...I spend 10% of my monthly salary on my transportation." (K9)

The teachers working in village schools in Turkey were asked questions about the problems they experienced regarding eating and the answers are given in Table 2.

Table 2. Teachers’ Opinions about the Problems related to the Eating

Theme	Sub-theme	Code	Participant	f
Problems related to eating	Places for eating	Lack of canteens	K10,K1, K11,K7,K16	5
		Lack of hygienic environments	K3	1
	Disordered eating	Gaining weight	K10 , K1,K7,K8	4
		Weakness	K5,K18, K13, K7	4
		Stomach/intestinal problems	K10 , K3,K6, K17	4
		Getting sick often	K4,K9,K15, K12,K14,K13	6

As can be seen in Table 2, the most frequently mentioned problem among the eating problems is getting sick often as a result of disordered eating, followed by the problems of lack of places to eat such as canteen and restaurant, gaining weight, weakness and stomach and intestinal problems. One of the teachers also mentioned the problem of lack of hygienic environments at school. Examples of the village school teachers’ opinions about eating are given below;

“Since there is no canteen and cafeteria in our school, I have to bring my food from home.”(K16)

“In previous years, we always had breakfast with pastries, which affected out intestines badly. This year we have built ourselves a mini kitchen. Here, we cook most of the time.” (K17)

“Since it is a village school, there is no place to eat around. This is one of the reasons why we have disordered eating. As a result of disordered eating, there occur some problems such as gaining weight, weakness and fatigue.” (K5, K7,K1)

“I leave the house with just a toast in the morning. I can’t have a healthy diet. I feel weak and exhausted. This adversely affects my health. I am always sick.” (K13, K15)

“Teachers cannot pay attention to their eating during school hours. The obligation to be at school very early and the routine work in the school do not allow this. The most obvious effect of disordered eating is vitamin deficiency, leading to anaemia, stress and decrease in body resistance.” (K14)

“We eat whatever we bring for lunch at school. I often eat junk food because I can’t find time to prepare something. I eat unhealthily, which causes me to get sick all the time.” (K4, K9, K15, K12, K13)

“Since the school’s facilities are limited, we do not even have the opportunity to buy water. When I drink tap water, health problems arise, I get infections. Eating bagels and pastries all the time, of course, affects people negatively. Carbohydrates change the body’s energy. We usually cook soup with friends at school.” (K10)

While 16 teachers who participated in the study had problems with eating, 2 of the teachers stated that they did not have problems with eating as follows:

“It is okay for me, I already have two meals at home or outside. I don’t think it has any effect on my health.” (K4)

“We eat the food we bring from home. Generally, there is no problem. It does not have any negative effect on my health.” (K2)

The teachers working in village schools in Turkey were asked questions about the problems they experienced in social life and the answers are given in Table 3.

Table 3. Teachers’ Opinions on Social Life-Related Problems

Theme	Sub-theme	Code	Participant	(f)
Problems-related to social life	Time spent at school	Public offices	K15,K17	2
		Preparations for lessons	K1,K18 ,K13,K7,K6,K8,K15	7
	Time spent outside the school	Time allocated to oneself	K11,K10, K5,K3,K6,K17,K16,K15	8
		Time allocated to the family	K9,K11 ,K3,K14,K1,K13,K17,K15	8

As can be seen in Table 3, the most frequently mentioned problems related to social life are the time allocated to the family and the time allocated to oneself. Teachers generally said that they could not spare time for themselves and their families due to school hours and time spent on the road. Again, for the same reasons, they stated that they could not make the preliminary preparations for the lesson, which is actually very important and necessary. Two of the teachers who participated in the study stated that they were not able to do their work in public offices on weekdays after the school and could not get an appointment from state hospitals. Examples of the opinions of the teachers working in village schools on the problems they experienced in their social lives;

“While I have a chance to spend time and chat with my family at home, I do not have the opportunity to go out and spend time with my friends, I do not have a social life because there are things to be dealt with like preparing for classes at school, preparing materials, and my e-school works.” (K16)

“School has finished all my social activities. I can’t find time to meet my friends even on the weekend. I can’t spare time to drink tea because I’m tired. In addition, we do not have the opportunity to make an appointment with state hospitals as we have to leave the school late.” (K3, K15)’

It’s about 5pm when I get home on weekdays. Then I cook dinner and then it becomes 7pm. We don’t have enough time either for ourselves or for our family. In addition, we are often unable to do our work in public offices, since our arrival in the city centre is at about 5 o’clock” (K17)

“Almost all day is spent at school and on the road. I feel tired when I go home. I’m short of time and energy.” (K6)

My getting home is about 5 o'clock. Then, I rest and cook and it becomes 8 o'clock. I go to bed at half past 10. So I can't spare time for myself, my family or my friends." (K13)

"I devote my time outside the school hours to my family and my children. As a married teacher with children, I do not have a private time for myself unfortunately. There is no time left for our social life." (K14)

"I don't think I have time for myself and my family because the school is far from the centre, we spend an average of 2-3 hours a day on the road, so when we get home, we are both physically tired and psychologically tired." (K3)

"I can't find enough time for myself. School takes most of my time." (K12, K5, K18)

"When I set off early in the morning and go home in the evening, travel time and low student motivation consume all my energy. We can't say that we are having quality time. Our social life is full of desire to sleep and headache." (K10)

"I have almost no social life. I can spend very little time with my family outside the school hours due to other tasks to be performed such as cleaning and cooking." (K9)

"When we add the time spent commuting to school hours, we can say that we work all day long. If we add the fatigue caused by long trips to school from home and to home from school, there is not much time and energy left to spare for our family and ourselves." (K11)

While 14 of the 18 teachers participating in the study stated their problems related to their social life, 4 teachers stated that school hours do not affect the time they devote to their social lives, themselves and their families as follows:

"I think I take time for myself and my family. Time spent at school does not affect my social life." (K4)

"I engage in different social activities outside the school hours. I have enough time." (K2)

"School hours do not have a negative effect on spending time with my family." (K7)

"I don't have a problem with school hours. I can spend enough time with my family." (K8)

The teachers working in village schools in Turkey were asked questions about the problems they experienced in their profession, and the answers are given in Table 4.

Table 4. Teachers’ Opinions on the Problems They Experience in their Profession

Theme	Sub-theme	Code	Participant	f
Problems experienced in the profession	Loving the profession	Making financial contribution	K9	1
		Quitting the job	K9	1
		Not preferring any profession (professional burn-out)	K9,K11,K13,K17	4
		Preferring another job	K6,K7,K10,K15,K18	5
		Not quitting the job	K2,K3,K8	3
	Not loving the profession	Making spiritual contribution	K14,K16	2
		Financial and spiritual dissatisfaction	K10	1
	Parent profile	Interest of parents	K2,K4, K8,K14	4
		Indifference of parents	K10,K9,K5,K3,K12,K13,K11,K6,K7 K16,K15	11
	Physical conditions	Positive	K5,K2,K4,K6,K7,K17,K14,K9,K10,K11,K12, K16,K18	13
Negative		K8,K3,K13,K1	4	

In Table 4, the problems experienced by the teachers working in village schools in their profession are presented and here it is seen that the most frequently mentioned problem by the teachers is the indifference of parents. Some of the teachers stated that they like their profession, some of them stated that they do not like it, and some stated that they want to work in another job as follows:

“I love my job, but I do it not because I love it, but to contribute financially to my family. If I could, I would immediately quit it; I would not prefer any job.” (K9)

“I love my job, but I could choose another profession because the conditions at my school are not favourable.” (K18)

“I love my job, but the difficulties caused by bad conditions are sometimes very tiring. Since I have just started my profession and I am just at the beginning of the job, I would not leave my job even if better financial conditions were offered in another job.” (K3)

“I love my job, I wouldn’t choose another job. Even if my financial conditions were better, I would not leave the profession of teaching.” (K11, K12, K13)

"Teaching is not a job to be done without being loved. Even when I am sick, I will recover when I enter the class. I think all my colleagues think so. If the profession of teaching is done from the heart, it achieves its purpose. Money is not important." (K14, K16)

"I love my job, but if the opportunities are provided, I can do another job." (K6, K7)

"I love my job. I really think it is the most suitable profession for my personality and character. I never quit it." (K17)

"I love my job. But working in a village school tires me a lot; I would quit if my financial conditions were better." (K15, K10)

"I love my job, I can't think of myself doing something else. But if my financial conditions were better, I would prefer to educate only my own children." (K8)

"Although there are times when I feel very happy and lucky, I do not think that it is a job suitable for me. If I had a better opportunity, I would quit." (K2)

"I don't like my job. If I had another decent job, maybe I'd quit. It is impossible to achieve both financial and spiritual satisfaction in this profession." (K10)

While the majority of the teachers had a negative opinion about the parent profile, which is the most frequently mentioned problem by the teachers, some of them did not see this as a problem (Table 4). The opinions of teachers working in village schools about the parent profile are as follows:

"Parents don't much care about their children. This naturally reflects in the education of children." (K6, K9, K12, K18)

"The fact that the family leaves their child at the door of the school does not mean that they do everything for their children. Although their financial conditions are good, they may avoid buying a second notebook to their children." (K3, K7)

"I can't find anything good to tell about parents. If I try to count their negative sides, the page is not enough. I think it's enough to write one. We can't bring parents to school." (K1)

"Parents are indifferent in general. I think they do not have any expectations for the success of their children. There is no attention to the teacher. A parent who comes to ask about the student sometimes forgets that he/she is talking to a teacher." (K10)

"Parents are indifferent. They are not interested in their children. Let alone helping their children with their assignments, they do not even clean their children while sending to school." (K13, K15)

"Parents are not interested in children because they are engaged in agriculture and animal husbandry, and some of them cannot help them with their lessons because they are illiterate. When I hold a parent meeting, attendance is very low." (K5, K16, K17)

"Parents are indifferent. I have difficulty in communicating with them. We have some difficulties due to lack of coordination between parents, students and teachers." (K11)

"Parents are respectful and grateful to teachers in general. In some regions, hosting the teacher during the lunch break and talking about the education status of the student during the lunch break and getting information improve the cooperation. Since the education level of the parents in the village is generally low, they should be clearly informed about their children." (K14)

"There are also parents who are very conscious and strive for the future of their child..." (K8)

"Parents are understanding, friendly; there is no negative side in my opinion." (K4)

"I think the parent profile in village conditions is quite good. The only thing I see as a problem is that some parents don't know how to help their children." (K2)

The problems experienced by the teachers regarding the physical conditions and facilities of the school generally include cleaning problems in schools, especially in the toilets, the lack of science laboratory, canteens and kitchens in schools, the absence of equipment such as smart boards, projectors, human models, microscopes. While most of the teachers found the physical conditions of the school inadequate, some of them stated that the school was in good condition and there were no inadequacies (Table 4). The opinions of teachers working in village schools about the physical conditions of the school are as follows:

"The physical conditions of the school, apart from the smart board, are good. There are all kinds of possibilities." (K5, K2, K4, K6, K7, K17)

"A dirty school with a lot of shortcomings, not fully heated." (K8)

"In recent years, the physical conditions of schools have been improved compared to the past. The state, teachers and volunteer donors are trying to cope with the problems for the safety of students, for heating them at school and for students to benefit from technological developments." (K14)

"I think that the school is adequate in terms of buildings and facilities, but there is a need for a canteen." (K9)

"The physical conditions of the school are insufficient and there is neither a kitchen, a science laboratory, a canteen nor an area where we can do a social activity." (K3)

"Science laboratories have deficiencies in terms of materials and equipment. It is necessary to eliminate these deficiencies." (K8)

"There is a particular need for human models and microscopes in biology subjects in science lessons, but these are not available at the school I work at." (K15)

"The physical conditions of the school are better than many village schools. But they could be better." (K10,K11,K12)

"The school is somewhere high in Konya province. Roads are closed due to snowfall. The school is dirty; toilets are dirty." (K13)

"Our school is a big school having a prayer room, teachers' room, kindergarten, football and basketball court, laboratory, special education class etc.; a school where the physical conditions are generally not bad." (K16)

The school is not clean. Other conditions of the school are below the average, depressing for people." (K1)

"The physical conditions of the school are very good. Almost every classroom has a projector. I do not have any difficulties while teaching science lessons because it is a school that provides the necessary materials and materials for both classroom and laboratory. Also there is a central heating system. I think cleaning is enough." (K18)

CONCLUSION and DISCUSSION

As a result of this study, in which the problems experienced by the teachers working in village schools were investigated, in the theme of the problems experienced in transportation, climate conditions and cost of transportation come to the fore as problems; in the theme of the problems experienced related to eating, the problem of lack of places to eat such as canteens and restaurants around the school comes to the fore; in the theme of the problems experienced related to social life, the shortage of time allocated to themselves and their families by the teachers comes to the fore and in the theme of problems experienced in the profession, the problem of indifferent parents comes to the fore. In addition to these, there are teachers who see coming to the school with their personal cars, with a shared car or with public transportation as a problem from different perspectives. Having to get up early due to school hours, time spent on the road, lack of bus services for teachers using public transportation, breakdowns experienced in cars for teachers coming by private or shared cars are among the problems experienced in transportation. Teachers think that they have to adopt disordered eating habits while working in the village school. One of the problems related to eating is the lack of a hygienic environment for eating at school. Teachers also stated that they experience stomach and intestinal problems as a result of disordered eating, feel tired during the day and gain weight. In addition to the problems experienced in social life, the teachers stated that they could not find time to prepare for the lesson due to the time spent on the road, that they could come to the city centre late due to school hours and the time spent on the road and thus they could not get their work done in public offices and they could not get an appointment from state hospitals. The teachers working in village schools stated that they like their profession although they experience some problems because of the inadequate conditions of the schools. This study is similar to the findings of Şekerci (2000) study.

In the studies conducted to investigate the problems of teachers working in rural areas in Turkey, the participants have seen the indifference of students, insufficient support of parents and senior management, lack of cultural opportunities, lack of equipment, economy-based problems, loss of prestige in the society, curricula and legislation as the main problems (Dağdeviren, 2009; Demir & Arı, 2013; Özpınar & Sarpkaya, 2010;

Turan & Garan, 2008). It is similar to the findings of this study. Many studies and organizations (TED, 2007; Yılmaz & Altinkurt, 2011; OECD, 2013; TUIK, 2014) stated that the most important problems experienced in the Turkish education system are related to physical and technical infrastructure, finance, curriculum and instruction, inequalities in access to education, the system's being centralized and exam-oriented and focus on general education policies.

Families are one of the pillars in the education of children. However, some of the families in the villages cannot devote enough time to their children because they are usually engaged in agriculture and animal husbandry, and some of them cannot help their children with their lessons because they are illiterate. In the study conducted by Çapuk and Ünsal (2017), it was concluded that the professional development of many teachers was negatively affected by various factors such as the low level of education and awareness of parents, not being able to take enough care of their children, not having a healthy dialogue with teachers, their being prejudiced and not having demands from teachers. In many studies, it has been observed that parents living in a village are indifferent to their children (Özben, 1997; Yapıcı & Yapıcı, 2003; Atmaca, 2004; Çelik, 2005).

When the literature on the subject is reviewed, it is seen that transportation is one of the main problems experienced by teachers (Kuzey, 2002; Atmaca, 2004; Yazıcı, 2006; Özpınar, 2008). In addition, the lack of school equipment, physical conditions and technological difficulties are the most frequently mentioned problems by teachers (Yerlikaya, 2000; Kuzey, 2002; Yapıcı & Yapıcı, 2003; Fidan, 2008). In the current study, however, the positive aspects came to the fore more.

The physical conditions of schools are also one of the factors affecting teacher motivation. Taş (2005) stated that the fact that village schools are worse in terms of physical conditions than schools in the city centre negatively affects the professional development of teachers. Seferoğlu (2001) also stated that there are problems such as economic problems, lack of materials, negative attitudes of families, and physical inadequacy of schools in relation to the professional development of teachers. Gedikoğlu (2005) also stated that the financing, building, equipment, laboratory and library deficiencies in primary education are mostly felt in rural areas.

RECOMMENDATIONS

In light of the findings of the current study, following suggestions can be made to find solutions to the problems of teachers working in village schools:

- Teacher salaries should be increased by taking into account the conditions of the place where they work.
- In schools, areas where teachers can eat should also be created.
- Private teacher vehicles should be allocated for the transportation of teachers working in villages, and the state should cover the cost of these vehicles.
- The number of the bus services teachers use to go to the school should be increased.

- The physical conditions of the schools should be improved, the necessary supplementary materials should be provided for teachers. A laboratory environment should be created in primary schools that do not have a laboratory, and existing laboratories should be made adequate in terms of equipment.
- Conferences should be held in order to raise parents' awareness of education.
- Motivational activities should be done for teachers.
- In-service training for teachers should be increased.

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 for any violations that may arise regarding the article. Ethics committee approval was obtained for this study from Necmettin Erbakan University Social and Human Sciences Ethics Committee with the decision numbered 100.

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