A Metaphorical Study about Transported Education in Turkey

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Abstract

This is a quantitative designed phenomenological research to investigate the perceptions of students, parents and teachers on transported education. It consists of the metaphors created by the participants from a selected school that supplies such an educational service in an urban area. Critical sampling, one of the purposeful sampling methods, was used in the study. Participants were chosen from a high school in Şebinkarahisar town of the Giresun Province in 2012-2013 Academic Year. The school was also serving transported education to the rural area around the town. Population of the study were 15 teachers, 15 students and 15 parents from the school. In the study, an open ended phrase; "Transported education is like ………, because …………", was used as data collection tool. Data was analyzed via content analyses technique. Findings show that students created 13 different metaphors, teachers have produced 15 different metaphors and parents have expressed 12 different metaphors. Taking into consideration, the common features of those metaphors, they were grouped into two different conceptual categories. Results revealed that participants produced both positive and negative metaphors, yet teachers had more negative metaphors compared to the other two study groups.

1. Introduction

Education has an important place in one's lifetime. Human beings gain improvement in both individual and social life with education. Although every society gives importance to education, the main aims are to increase the quality of the education, to diversify the educational activities and to allow all individuals access to education (Töremen,2011). Education is accepted as a consumption commodity because people have a demand for knowledge. Education provides opportunities to the individual to improve himself, widen his horizons and to increase his qualifications (Çalık, 2003). Educational institutions undertake the duty and responsibility of changing the behaviors of individuals at different levels such as primary schools, secondary schools or higher education institutions. Primary schools undertakes the main educational duty and responsibility in this process.

In Turkey, primary schools are the educational institutions in which the schooling rate is the highest. Efforts to widen compulsory schooling within the Turkish educational system are continuously updated. The geographical conditions of Turkey and dispersed settlement areas in the regions have forced the government to adopt different primary schooling applications (Kılıç and Abay, 2009). In this way, all citizens are tried to be given the right to equally benefit from basic compulsory schooling and the governments carry out various applications and make necessary arrangements to realize this. In our country there have been various practices and applications in this respect. One of them is the transported education application (Bilek and Kale, 2012).

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2. Statement of the Problem

Transported education for primary schools project is based on the transportation of children compulsory age education who live in sparsely populated and dispersed settlements to central schools on a daily basis (Yeşilyurt, Orak, Tozlu, Uçak and Sezer, 2007; MEB, 2000). The education right in Article42 of the Turkish Republic Constitution is expressed as "No one can be deprived of the right of education and schooling, primary schooling is compulsory for both girls and boys and state schools are free of charge". According to this Article of the Constitution, it can be said that the Transported Primary Schooling Application is an appropriate one in terms of 'the equality of opportunity in Education' (Kaya, 2006). In its Regulation of Access to Education by Transportation, the Ministry of Education has determined necessary rules and regulations in order for students to attend primary, secondary and private tutoring schools or institutions; and private tutoring trainees using the mass education, all of whom are possibly deprived of the education right mentioned in the National Education Principal Law (Regulation of Access to Education by Transportation (TYEEY), 2014). Although how to manage transported education has been determined within the regulations, its effects on teachers, parents and students need to be studied, searched and analyzed. The advantages and disadvantages of the application must be determined. For this reason, metaphor analysis related to the transported education (TE) may provide an important point of view to the educational authorities as well as researchers.

Metaphor is defined as a situation in which the unfamiliar is expressed in terms of the familiar which is already known. It is to express himself better through simulation and to strengthen the cognitive conception of the person of the opposite. According to Levine (2005), the word metaphor stems from the 'Mehapherein 'or Metafora' in Greek in which meta means 'to change' and 'pherein' means 'to carry'. In Turkish, it can be used as simulation or metaphor and this etymological form can be used to conceptualize the object or concept different from its reality and express it differently (Eraslan, 2011).

Metaphors have become the center and subject of an increasing interest in both social sciences and organizational analyses. Metaphors are considered important organizational tools in thinking and speaking about complex phenomena (Çelikten,2005). According to Guirraud (1994), metaphors are symbolic expressions which create different meanings for individuals by carrying different meanings. The common meaning of a word which has been in use for many years is called the real meaning of that word. Yet, it becomes a metaphorif the word takes the place of the other word.

Metaphors are used to help individuals to describe the social events that we encounter around us. Individuals can express themselves better with metaphors and explain the events and situations that they have already known more effectively. Through metaphors, they are also ableto explain their feelings and thoughts about transported education in a more emphasized way.

The students who are educated in combined classes (different grades in the same classroom),teachers who educate them and their parents have undergone a big change with the transported education period. The schools in which transported education is conducted have also experienced certain changes. The most important change are the new duties and responsibilities of the directors and teachers who are employed in those central schools in towns and districts. However, the new system which aims to educate the students in rural areas more effectively has brought some negative aspects and problems along with its positive contributions to basic education in Turkey. So this study tries to reveal the opinions and thoughts of the students, teachers and parents of such a school in Şebinkarahisar town of Giresun.

3. Method

3.1. Model

Phenomenology which is one of the qualitative methods design was used to determine the metaphors of the students', teachers' and parents' perceptions about transported education. According to Yıldırım and Şimşek (2011), a phenomenon or all dimensions of a case could be examined in phenomenological studies. It also reveals the individuals' perceptions, ideas and experiences about the related case.

3.2. Study Group

Participants of this study were chosen according to critical sampling, one of the purposeful sampling methods which emerged during the research process of qualitative studies. This kind of sampling strategy enables researchers to fully understand the cases which have rich information.

The basic idea of critical sampling is to handle all cases having the predetermined criterion. Researchers may form that criteria themselves or could benefit from a criterion list previously prepared (Yıldırım and Şimşek, 2011). As the main criteria, state schools were chosen for the study and an equal distribution in population in terms of sex was preferred. Fifteen high school students in the Şebinkarahisar district of Giresun province, 15 teachers employed in those schools and also 15 parents were chosen as the population of the study. Percentages and frequency of their sex are given below in Table 1.

Table 1: Percentages and frequency of the participants' sex

Participants	Sex	Frequency (f)	Percentage (%)
Students	female	7	46,7
	male	8	53,3
Teachers	male	6	40
	female	9	60
Parents	male	5	66,7
	female	10	33,3
Total		*45*	*100*

As seen in Table 1, eight students (53, 3%) are female and seven students (46, 6%) are male. Of the 15 teachers, six are male (40%) and the other nine teachers (60%) are female. As for the parents, one third of them (33, 3%) is male and ten parents (66, 6%) are female.

3.3. Data Collection Tools

Data were collected via an open ended phrase; "Transported education is like ...., because ....". Participants were supposed to simulate the transported education to some metaphors as perceived by them.Before data collection, the participants were told to think about transported education and they were also told to produce metaphors about it and to write them down. They were also wanted to give a reason as "because ....". So in this study participants used "like" for simulation and "because" for the reason.

3.4. Data Analysis

Content analysis was applied to analyze and evaluate the data obtained. Content analysis is commonly used to detect and determine some certain terms and phrases in stories or data collected as a text or texts. Researchers identify those terms or phrases and find out the relations from the messages given in the text (Büyüköztürk, et al., 2012, 240). Therefore the metaphors produced by the participants were analyzed and evaluated accordingly. First, the terms that the participants used in the forms were coded and a temporary list was formed. Then those metaphors developed by the students, the teachers and the parents were evaluated in different categories. Metaphors produced by all participants were also classified as similar and different for each group.

Two different coders examined and coded the texts to determine the metaphors of all participants about transported education. Therefore coding coherence for reliability formulated by Miles and Hiberman (1994) was checked and it was calculated as %94 for the study.

4. Findings

Findings obtained from the participants' metaphors related to transported education were analyzed and transformed into the tables in the direction of the research questions. Students and parents had developed 13 metaphors each as separate groups whereas the teachers' group has produced 15 metaphors. All these metaphors were classified and evaluated according to each group as students, teachers and parents under different topics below.

4.1. Students' metaphors about transported education

Students' metaphors about transported education and their frequencies are presented in Table 2 below.

Table 2. Students' transported education metaphors and their frequencies

METAPHORS

Positive	Frequency (f)	Negative	Frequency (f)
Like a work	3	Like pain	1
Like a family	2	Like a meal without salt	1
Like a vehicle	1	Like boredom	1
Like water	1	Like an anarchy	1
Like autumn leaves, spring	1	Like a difficult game	1
Like a good opportunity for the future	1		
Like a journey	1		

Students' positive transported education metaphors: Students have developed ten positive metaphors which are seen as seven different words or phrases. Frequency distribution of those metaphors is as follows: Work (f=3), Family (f=2), Vehicle (f=1), Water (f=1), Journey (f=1), Good opportunity for the future (f=1) and Autumn leaves, spring (f=1). Direct quotations of the participants in this category are also given below:

"Transported education is like a *work*, because drivers do it and earn money." (ö1,ö4,ö12)
"Transported education is like a *family*, because we are altogether most of the time." (ö7,ö15)
"Transported education is like *water*, because time flies when we get on the school bus." (ö2)
"Transported education is like *autumn leaves* or *spring*, because every year some students leave and new students join us." (ö7)

Students' transported metaphors in terms of negative perceptions: Students have five metaphors related to transported education in negative sense. They are listed as: Pain (f=1), Meal without salt (f=1), Boredom (f=1), Anarchy (f=1), Difficult game (f=1). Students' direct quotations about these negative perceptions are sorted below:

"Transported education is like *pain*, because drivers maltreat to students." (ö3)
"Transported education is like a *meal without salt*, because there is always something missing in it." (ö5)
"Transported education is like *boredom*, because we do the same every day." (ö8)
"Transported education is like *anarchy*, because everybody says something different." (ö14)
"Transported education is like a *difficult game*, because it is like off-road tour in winter." (ö3)

4.2.Teachers' metaphors about transported education

Teachers' metaphors about transported education and their frequencies are presented in the following table.

Table 3: Teachers' transported education metaphors and their frequencies

METAPHORS

Positive	Frequency (f)	Negative	Frequency (f)
Like flowers blooming in spring	1	Like bowing against the current	1
Like sometimes good, sometimes bad	1	Like bowing for nothing	1
Like a struggle against difficulties	1	Like sparing time for nothing	1
Like a comfort refreshing the life	1	Like a train	1
		Like fermenting a lake yogurt	1
		Like a 3rd class funfair	1
		Like life wasting	1
		Like a turtle	1
		Like porter carrying something heavy	1
		Like a disabled body	1
		Like sometimes good, sometimes bad	1

Teachers' positive transported education metaphors: As seen in the table, teachers have developed only four positive metaphors about transported education. Frequency distribution of those metaphors is as follows: Flowers blooming in spring (f=1), Sometimes good, sometimes bad(f=1), Struggle against difficulties (f=1), Comfort refreshing the life (f=1). Teachers' direct quotations about these metaphors are given below:

"Transported education is like *blooming flowers in the spring*, because every student is a flower." (T2)
"Transported education is *sometimes good, but sometimes bad.* It is good for the students who have not got other opportunities for education. It is bad for the students who hate travelling every day. It is also bad for teacher-parent co-operation." (T5)
"Transported education is like *a challenge against all difficulties*, because education has many difficulties for both teachers and students. The worst is that parents do not take care of their students and leave all the responsibilities to teachers and as a result, teachers' work load is doubled." (T7)
"Transported education is like *a refreshing comfort*, because it is a kind ofdeliverance from muddy roads. It is an enlivening service." (T13)

Teachers' negative transported education metaphors: Teachers have created 12 negative metaphors. The negative metaphors produced by teachers are listed as follows: Rowing against the current (f=1), Beating the air (f=1), Timewasting (f=1), Slow train (f=1), Yeasting a lake (f=1), 3rd Class funfair (f=1), Wasting life for nothing (f=1), A slow walking turtle (f=1), A porter carrying cargo on his back(f=1), A handicapped body (f=1), Sometimes good, sometimes bad (f=1).

Teachers' direct quotations in this category are as follows:

"Transported education is like **beating the air**, because it is useless whatever you do about it. As a teacher, you always arrive at different points rather than the targets"(T1)
"Transported education is like a **slow train**, because it goes very slowly. All partners, school administration, families, parents and students are away from each other." (T4)
"Transported education is like **yeasting a lake**, because it is impossible to get success. It is a kind of hope, as Hodja Nasrettin says." (T9)
"Transported education is like **wasting time for nothing**, because it infuriates us. Parents are never there. Everything is on the shoulders of teachers." (T10)
"Transported education is like **a porter carrying cargo on his back**, because teachers are in charge of heavy work load." (T14)

4.3. Parents' metaphors about transported education

Teachers' metaphors about transported education and their frequencies are presented in Table 4 below.

Table 4.Teachers' transported education metaphors and their frequencies

METAPHORS Positive	Frequency (f)	Negative	Frequency(f)
Service	3	Infamy	1
Easiness	2		
Providing opportunity	1		
Helping hand	1		
Educating the girls	1		
Easiness for arriving at the school	1		
Better of the worst	1		
Fortunate choice	1		
Better service than boarding school system	1		
Good luck	1		
Making the distances closer	1		

Parents' positive metaphors about transported education: Parents have created positive 14 metaphors altogether and 11 of those metaphors are different. Frequency distribution of these positive metaphors produced by the parents in this study are: Service (3), Easiness (2), Providing opportunity (1), Helping hand (1), Educating the girls (1), Easiness for arriving at the school (1), Better of the worst (1), Fortunate choice (1), Better service than boarding school system (1), Good luck (1) and Making the distances closer (1). Some of direct quotations of the participants in this category are as follows:

"Transported education is like **easiness for parents**, because families are poor and they cannot afford it economically. So the government provides a service like this." (P3, P7, P13)

"Transported education is like **a helping hand**, because it is difficult for the students to have education opportunities in their villages." (P1, P6)

"Transported education is **better than boarding school system**, because students can return home every day and this good for both students and families." (P5)

"Transported education is like **making the distances closer,** because families do not have an opportunity to send their children away from their villages but this way they can have a chance like this." (P12)

Parents' negative metaphors about transported education: It is understood that there is only one negative metaphor produced by parents. This only negative metaphor from the parents in the study is; Infamy (f=1). The direct quotation of that participant, coded as P9, is as follows:

"Transported education is like infamy. Because it does not give anything to the students and not useful for them. Children feel very tired in the classroom and they cannot join the lessons fruitfully as they travel a long way every morning. Students also have problems to have lunch.Service buses are also problem for them. Students also feel unhappy because they are away from their families for a longer time during the day."(P9)

5. Discussion

This study examines and evaluates the metaphors produced about ran sported education by students, teachers and parents of a central school that gives such a service for rural area students. Considering the data, 10 out of the 15 students (66.66%) evaluate transported education positively, whereas the other five students consider it in a negative way. When we look atthe opinions of teachers, seven out of the 15 teachers (46.66%) think about transported education positively, while the remaining 8 teachers (53.33%) have made negative judgments. In the evaluation of the parents, regarding transported education, 14 out the 15 parents (93.33%) have made positive comments, whereas only one parent (6.66%) has criticized the transported education.

Residents in rural areas and students' parents have expressed that they are not pleased with the new application called 'transported education'. They have indicated that the previous application was more fruitful both for families and in terms of the quality of education. They have mentioned that it was wrong not to ask and consider their ideas before the application or during the transition of transported education. They have also added that they lost their trust in the government (Işık ve Şentürk, 2003). In his study Kaya(2006) has detected some problems that the students experienced because of transported education. It is also understood that students had problems such as getting up early, joining the classroom without having breakfast, having economic and educational anxieties. This study has showed, as well, that students have similar problems and they have expressed them as metaphors.

In another study on transported education, several suggestions have been developed for the problems which emerged due to the transported education. These are as follows: Students should have lunch services in such schools. There should be some social activities for students during the journey on school buses. Counseling and guidance services should be given for those students to solve their adaptation problems. Those schools should be well equipped in terms of physical conditions and stuffing. Principals', teachers' and students' opinions about this application should be taken into consideration. School buses shouldn't carry anybody except the students and a companion must be on the school bus every day. Students should not be left free by themselves during the school time. And the last one is that it should be avoided to bring economic burden for families (Yeşilyurt, et, al. 2007).

6. Suggestions

Studies show that transported education has serious problems in our country. Improving efforts might provide good results for better education to some extent. Yet, instead of a long term or permanent application of such an education system, schools should be opened with enough equipment (buildings, classrooms, teachers, etc.) in rural areas in order to offer equal education opportunities for the residents there.

7. References

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