

Challenges of Female Teachers Working in Villages of The Provinces in the Eastern and Southeastern of Turkey

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ABSTRACT

Hardships of educators can be evaluated in line with the environmental conditions they work and live in. In particular, the hardships experienced by classroom teachers who work in villages are noticeable. In addition, the difficulties faced by female teachers grow even more during their Professional life. This study aims at analyzing the problems of female teachers who work in the villages of some provinces in the eastern and south eastern part of Turkey. The participants were selected using the criterion sampling method, and was composed of 30 female teachers in various villages of Diyarbakır, Van, Gaziantep and Kahramanmaraş provinces in the 2021-2022 school year. In the study, the structured interview technique, which is one of the qualitative data collection techniques was utilized. The obtained data were analyzed via the content analysis method. The results have revealed that female teachers generally do not experience problems with the villagers, but their teaching performance is negatively affected due to various other reasons such as accommodation, transportation, heating and poor living conditions.

Keywords: Village, female teachers, working conditions, environmental problems

INTRODUCTION

Women are the most important beings who discipline, raise and shape communities. In many communities, women are those who are sometimes left behind in terms of status, are oppressed in a hidden or open manner, contribute to the income of their families economically by working, take an active role in work life and take of chores such as cooking, cleaning and raising children (Elçin, 2011). We have been witnessing since the ancient times that the concept of “women” has played a vital role in the shaping of society. In fact, a full understanding of women who are sometimes worshipped, sometimes feared and become religious and political leaders and sometimes devalued and belittled and killed, will allow us to see the world and our experiences from a different point of view and thus, develop and enrich ourselves (Sevim, 2001).

In particular the existence of women in work life and establishing a place for themselves, has begun with their participation in the area of agriculture. With the agricultural revolution, women have especially started working in fields, vineyards and gardens for other people and started having economic gains for the first time (Haşit and Yaşar, 2015). During World War II, there has been a rise in the number of women with the purpose of improving the deficiencies in labor force. After the war, developments in technology, decrease in birth rates, education and economic and social reasons, women have begun to speedily become a part of work life (Kılıç and Öztürk, 2014). In Turkey, women’s active participation in work life began in the 1950’s. Prior to the fifties, industrial labor came after the service sector in urban areas and women did not show much interest to it as long as they had no choice. However, in the period after the fifties, the daily development of in particular the service sector has helped women to find new work opportunities although still less compared to men (Karabıyık, 2012). In the 1970’s, especially

with the effect of urban culture, the number of women who wished to have a place in work life to meet economic needs of difficult urban life has begun to increase in a drastic manner. However, after the 1980’s, the sector of industry has not been able to provide sufficient employment for women despite their desire to work (Kocacık and Gökkaya, 2005). In this period, the service sector has developed faster contrary to the industrial sector to provide more opportunities for employment. One of the primary occupations in the service sector that has provided employment opportunities has been teaching, which has in particular been demanded and favored by women (Pekel, 2019).

Teachers, who guide individuals’ educational life with their manner and actions, speech, life-style, etiquette and knowledge, help them acquire desired behaviors through different methods and techniques and spend effort to provide healthy and successful individuals to society, have the leading role in educational stages. Teachers are the agents who act as mediators to learning, give discipline, shape the learning-teaching environment and act as role models for children. They are the reliable face and backup agents of the education and training process. They are also the guides, colleagues of

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students and social participators. All these are the images of the teaching profession (Balci, 1991; Çelikten, Şanal and Yeni, 2005; Fidan and Erden, 1994). In terms of human relationships, it is understood that compared to other professions, teaching is a profession which embodies a wide social network which is intertwined with parents and society outside of school and not only schools and students in the classroom environment. As the region, social structure and culture where teaching profession is carried out changes, it is seen that expectations from teachers also change. A teacher in a village or hamlet is the “most prominent, most prestigious” person for that region. Perhaps the teacher is regarded as the person who knows everything in that region (Çelikten, Şanal and Yeni, 2005). When the purposes and goals of the education process are taken into consideration, it is known that it involves activities and work such as improving the physical environment, providing educational tools, creating programs, applying educational activities and evaluating results. As known, the responsibility of the work in question and managing it belongs to teachers. The most important places where teachers assume these responsibilities the most are villages in which they do their jobs under difficult conditions, because responsibilities such as managing the educational process under difficult conditions, helping with both social structure and life and contributing to society are heavier in villages (Kuzgun, 1991).

As we know, villages are the smallest settlement units after neighborhoods which are at a certain distance to cities and district centers. Although conditions in villages negatively affect people’s lives most of the time, sometimes they have advantages such as clean air, being close to nature and getting away from the crowded cities. Certainly, village life has both positive and negative consequences for teachers as well (Sidekli, Coşkun, Aydın, 2015). Being a teacher in villages means carrying out the teaching profession in an efficient and successful manner under limited conditions and knowing about village life means maintain a life in a village, knowing the different hardships villagers experience, helping them solve these problems and acting in a willing manner without losing their own identity to adapt to villagers’ thoughts and life-style (Sidekli, Coşkun, Aydın, 2015). Female teachers, who are removed from their families, cities and cultures, adapting in particular to village life and conditions and struggling against hardships can create a more difficult task. If we take a look at the educational system today, it is possible to see that one of the primary reasons for the difficulties of the system consists of the hardships teachers experience. Especially, the productivity and efficiency of female teachers working in villages are the subject of intense discussions. In our country, the hardships of teachers have been the subject of discussion since the past times, however for some reason, the problems of teachers have been subjected to a general evaluation and man of the problems have been attempted to be put under the same category. However, it should be kept in mind

that the hardships of teachers need to be evaluated in terms of the environment they are in and the conditions present in that particular environment (Kalman and Gür, 2021). In particular there is a need as always for female teachers, who carry out their duties in villages under difficult conditions, to do their job with sensitivity today. In this respect, female teachers, who assume a very important and great responsibility, carry out their duties in villages, face various hardships such as accommodation, students, parents, environmental conditions, transportation, should not be left alone with their problems and numerous solutions should be devised and the conditions should be improved (Karataş, Kınalıoğlu, 2018).

This study is of vital importance in terms of identifying the lives of female teachers, seeing female teachers from the eyes of villagers, determining the problems female teachers face in villages and helping to find different solutions to these problems. In addition, it is considered that the study will help female teachers who will be working in villages see what kind of problems they may face. In the study, it was aimed at analyzing the experiences of female teachers working in villages and presenting the existing problems. With this general purpose, the answers to the following sub-problems were sought:

- What are the thoughts of female teachers on the attitude of villagers towards female teachers working in villages?
- What are the thoughts of female teachers on the effect of being female teachers in villages on their teaching performance?
- What are the thoughts of female teachers on the approach of parents to female teachers?
- What are the thoughts of female teachers on the advantages of being female teachers in villages?
- What are the thoughts of female teachers on the disadvantages of being female teachers in villages?
- What are the thoughts of female teachers on being female administrators in villages?
- What are the thoughts of female teachers on how being female teachers affect their views on the teaching occupation?
- What are the thoughts of female teachers on the physical characteristics of villages and schools in villages?
- What are the thoughts of female teachers on the effect of working in villages on their relationships with their colleagues?
- What are the thoughts of female teachers on transportation and accommodation in villages?

METHOD

Research Design

In this study which aims at identifying the experiences of female teachers working in villages, the case study method, which is one of the qualitative research methods, was used.

Study Group

The study group of the study consists of 30 female teachers who worked in villages in the cities of Diyarbakır, Van, Gaziantep and Kahramanmaraş in the 2021-2022 academic year, who were selected through criterion sampling method which is one of the purposeful sampling methods.

Data Collection Tool and Analysis of Data

In this study, the structured interview form developed by the researcher was used as a data collection tool. Structured interview technique is a technique based on the questions prepared by researchers and field experts prior to the study in which it is definite which questions will be asked during the course of the study (Türnüklü, 2000).

The development of the data collection tool began with the researcher's reviewing of the studies in this field and then preparing the interview question pool consisting of 18 questions. The questions were shared with a field expert and 12 of them were accepted as suitable after the corrections of the expert were made. The accepted interview questions were applied to two female classroom teachers as a pilot application. The obtained data were read with the field expert and it was decided that the answers of 3 questions were similar. Therefore, these 3 questions were rearranged as a single question and the data collection tool consisting of 10 questions was finalized.

In the analysis of data, the content analysis method, which is one of the qualitative data analysis techniques, was used. Content analysis is a frequently used method in qualitative data analysis. The main purpose of content analysis is to obtain concepts and relationships which can fully explain the data. In addition, content analysis is a method in which the data is analyzed in detail and are gathered under certain topics to be presented to the reader at an understandable level (Boyraz, 2022).

Validity and Reliability

With the purpose of achieving the validity of the study, the related literature was reviewed in depth by the researcher and similar studies were identified and analyzed. It was seen that studies in the literature in particular dealt with the general problems of teachers and that many of the problems experienced by female teachers were presented as sub-purposes in many of the studies. Therefore, the study was carried out with the consideration that it will contribute to the literature. With this purpose, the collected data were shared with the field experts with the intention of strengthening the validity of the study during the preparation of the question pool and 4 randomly selected female teachers were asked to analyze the data. The data of the field expert and the data of the researcher were compared and it was seen that the result was consistent.

With the purpose of achieving the validity of the study, firstly the participants' volunteering to participate in the study was taken as the basis. Then, the data collected from the participants were analyzed and the analyzed data were shared with 2 participants. Thus, it was attempted to validate the accuracy and objectivity of the data with the participants. With the purpose of strengthening the transmissibility of the study, the study group was selected through purposeful sampling types. In addition, the views of the participants were presented as direct quotes.

FINDINGS

Findings related to the first research question

The first question of the study is: "What are the thoughts of female teachers on the attitude of villagers towards female teachers working in villages?" and the obtained data were analyzed, coded and presented in Table 1 with their frequency values (Table 1).

Table 1: Teachers views on the question "What are the thoughts of female teachers on the attitude of villagers towards female teachers working in villages?"

Theme	Categories	Codes	f
Attitude towards female teachers	Positive attitudes	Optimistic	12
		Respectful	11
		Living in harmony	10
		Interested	6
		Affectionate	5
	Negative attitudes	Helpful	4
		Giving value	4
		Uninterested	2
		Having expectations of money	1

*Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

The answers of the female teachers were analyzed in Table 1 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as “Positive Attitudes” and “Negative Attitudes” and these categories were gathered under the “Attitude Towards Female Teachers” theme. While the “optimistic” code received the most views in the positive attitudes category under the attitude towards female teachers theme, the “uninterested” code in the negative attitudes category received the most views.

When the teachers’ views under the positive attitudes category were analyzed, it was seen that the teachers expressed that they were optimistic (n=12) about the attitude of villagers towards them, some teachers (n=11) stated that they are respectful, some (n=10) stated that they have no problems with the villagers, some (n=6) stated they are interested, some (n=5) stated that they are affectionate, whereas some (n=4) stated that they are helpful about the attitudes of the villagers. In line with the answers, some of the views of the teachers are as follows:

Ö27: “They were kind to us, I did not have any problems.”

Ö24: “We are loved and respected by the villagers. They have a very positive attitude.”

Ö22: “They are respectful and value teachers.”

Ö12: “Their attitude towards me is interested, careful and attentive.”

Ö6: “In general, they always rush to help... I have never seen them act disrespectful.”

Ö15: “The villagers value me since I am a respectful person and value them.”

Ö1: “As a female teacher, the villagers never had a negative attitude towards me. On the contrary, all of the villagers are kind and candid towards all teachers. They act in a respectful and affectionate manner.”

When the teachers’ views under the negative attitudes category were analyzed, it was seen that the teachers (n=2) stated that they are uninterested and some teachers (n=1) stated that they have expectations of money. In line with the answers, some of the views of the teachers are as follows:

Ö4: “In general, the villagers are uninterested. Most of the time, I try to communicate with them.”

Ö19: “They are respectful and interested towards teachers. They try to help as much as they can. But their expectation of money is quit high.”

In view of the answers of the teachers, it can be stated that the teachers mostly expressed positive attitudes on the attitude of villagers toward female teachers. The optimistic, respectful and no problem codes came to the fore among the positive attitudes.

Findings related to the second study question

The second question of the study is, “What are the thoughts of female teachers on the effect of being female teachers in villages on their teaching performance?” and the obtained data were analyzed, coded and presented in Table 2 with their frequency values.

The answers of the female teachers were analyzed in Table 2 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as “Decreases Performance” and “Increases Performance” and these categories were gathered under the “Effect on Teaching Performance” theme. While the “There are negative aspects” code in the decreases performance category under the effect on teaching performance theme received the most views, the “Gives occupational experience” code in the increases performance category received the most views.

When the teachers’ views in the decreases performance category were analyzed, the teachers (n=7) stated there are negative aspects, some teachers (n=6) stated the conditions are hard, some (n=10) stated there is extracurricular work and some (n=3) stated exhaustion about the effect of being female teachers in villages on their teaching performance. In line with the answers, some of the views of the teachers are as follows.

Ö5: “In particular when I think about the first village I worked in, difficulty in transportation and the conditions of the village were very hard for me. These caused me to be unhappy in school.”

Table 2: Teachers’ views on the question “What are the thoughts of female teachers on the effect of being female teachers in villages on their teaching performance?”

Theme	Categories	Codes	f
Effect on teaching performance	Decreases performance	There are negative aspects	7
		The conditions are hard	6
		Extracurricular work	3
		Exhaustion	3
	Increases performance	Gives occupational experience	4
		Makes you solution oriented	4
		Teaches you to struggle	3
		I developed myself	2

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

Ö28: "Since families in villages are a bit uninterested, the children are behind their level. This makes it difficult to perform the teaching profession."

Ö7: "There is too much work and insufficiency in village schools. Most of the time, I cannot allocate time for lessons dealing with subjects related to the school. While administrative work takes too much time on its own, when issues such as firewood, coal, locks for doors etc. are added, even if there is time left for the lessons, I have difficulty in focusing mentally."

When the teachers' views in the increases performance category were analyzed, the teachers (n=4) stated gives occupational experience, some teachers (n=4) stated makes you solution oriented, some (n=3) stated teachers you to struggle and some (n=2) stated I developed myself. In line with the answers, some of the views of the teachers are as follows.

Ö26: "Teaches you how to act in the face of problems and difficulties in the teaching profession."

Ö3: "Taches you to be solution oriented, try to meet the needs of your school and makes you self-confident."

Ö4: "There are positive and negative sides. The positive one is that I got a chance to develop myself, while the negative one is that the difficulties experienced sometimes affect performance."

In view of the answers of the teachers, it can be stated that the teachers mostly expressed that being female teachers in villages decreases their teaching performance. In the increases performance category, there are negative aspects and the conditions are hard codes came to the fore.

Findings related to the third study question

The third question of the study is, "What are the thoughts of female teachers on the approach of parents to female teachers?" and the obtained data were analyzed, coded and presented in Table 3 with their frequency values.

The answers of the female teachers were analyzed in Table 3 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as "Positive

Approaches" and "Negative Approaches" and these categories were gathered under the "Approach of Parents" theme. While the "Respectful" code in the positive approaches category under the approach of parents theme received the most views, the "Not taking us seriously" code in the negative approaches category received the most views.

When the teachers' views in positive approaches category were analyzed, the teachers (n=11) stated that they are respectful, some teachers (n=7) stated they are positive, some (n=6) stated they are helpful, some (n=6) stated that communication is better with mothers, some (n=3) stated thy love female teachers and one teacher (n=1) stated they trusted female teachers. In line with the answers, some of the views of the teachers are as follows:

Ö17: "Thy have a very respectful attitude."

Ö11: "Except for some parents they have a positive approach."

Ö26: "Parents are kinder to female teachers. In particular female parents see them as friends."

Ö22: "In general, mothers communicate. Communication between the opposite genders is not very developed. But they always listen to our thoughts and suggestions."

Ö10: "Parents treated me as if I was a family member and with love, respect and trust."

When the teachers' views in the negative approaches category were analyzed, the teachers (n=6) stated that parents do not take them seriously. In line with the answers, some of the views of the teachers are as follows:

Ö7: "We can see that we are not taken very seriously in places where the patriarchal structure in society is felt more intensely. It is as if they know everything better and not the teachers. They can approach us with a more relaxed attitude and we are always communicating with mothers. Since mothers do not have much influence and say over their children, I do not see any benefits in this communication."

Ö30: "There is mor trust shown to male teachers rather than female teachers."

In view of the answers of the teachers, it can be stated that the teachers mostly expressed positive approaches in terms

Table 3: Teachers' views on the question "What are the thoughts of female teachers on the approach of parents to female teachers?"

Theme	Categories	Codes	f
Approach of parents	Positive Approaches	Respectful	11
		Positive	7
		Helpful	6
		Better communication with mothers	6
		Love	3
		Trust	1
	Negative Approaches	Not taking us seriously	6

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

of the approach of parents to female teachers. The respectful, positive and helpful codes came to the fore in the positive approaches category.

Findings related to the fourth study question

The fourth question of the study is, “What are the thoughts of female teachers on the advantages of being female teachers in villages?” and the obtained data were analyzed, coded and presented in Table 4 with their frequency values.

The answers of the female teachers were analyzed in Table 4 and analyzed as themes, categories and codes. In view of the obtained codes, three categories were formed as “Environmental Advantages”, “Personal Advantages” and “No Advantages” and these categories were gathered under the “Advantages of Being a Female Teacher in Villages” theme. While the “Attitude of parents is good” code in the environmental advantages category under the advantages of being a female teacher in villages theme received the most views, the “makes you self-confident” code received the most views in the personal advantages category and the “not advantageous” code received the most views in the no advantages category.

When the views of the teachers were analyzed in the environmental advantages category, the teachers (n=9) stated that the attitude of parents is good, some teachers (n=3) stated that there is a small number of students in class and some (n=3) stated that the villagers are friendly. In line with the answers, some of the views of the teachers are as follows:

Ö26: “You encounter a friendlier environment; village children are more innocent and friendly and parents try to help female teachers more.”

Ö30: “Since there are less students, you get a chance to take care of students individuals. Communication with families is more frequent and this increases the sense of belonging to the school and your students.”

When the views of the teachers were analyzed in the personal advantages category, the teachers (n=6) stated that it makes them self-confident, some teachers (n=3) stated that it teaches them to struggle against difficulties and some (n=3) stated that

it makes them have a different point of view. In line with the answers, some of the views of the teachers are as follows:

Ö3: “It makes you feel solution oriented.”

Ö6: “Since we deal with lots of difficulties in villages, we deal with other difficulties at normal times in an easier manner.”

Ö3: “Learning different things about village life and that region, getting to know different cultures and beauty of nature are advantageous things.”

When the views of the teachers were analyzed in the no advantages category, the teachers (n=7) stated that it is not advantageous. In line with the answers, some of the views of the teachers are as follows:

Ö8: “I do not think that it has advantages.”

In view of the answers of the teachers, it can be stated that the teachers expressed being a female teachers in villages mostly has environmental and personal advantages. While the attitude of parents is good code came to the fore in the environmental advantages category, the it makes you self-confident code came to the fore in the personal advantages category.

Findings related to the fifth study question

The fifth question of the study is, “What are the thoughts of female teachers on the disadvantages of being female teachers in villages?” and the obtained data were analyzed, coded and presented in Table 5 with their frequency values.

The answers of the female teachers were analyzed in Table 5 and analyzed as themes, categories and codes. In view of the obtained codes, three categories were formed as “Extracurricular Disadvantages”, “Inadequacies” and “No disadvantages” and these categories were gathered under the “Disadvantages of Being a Female Teacher in Villages” theme. While the “Transportation problem” code in the extracurricular disadvantages category under the disadvantages of being a female teacher in villages theme received the most views, the “dealing with problems alone” code in the inadequacies received the most views and the “it is not disadvantageous” code in the no disadvantages category received the most views.

Table 4. Teachers’ views on the question, “What are the thoughts of female teachers on the advantages of being female teachers in villages?”

Theme	Categories	Codes	f
Advantages of being a female teacher in villages	Environmental Advantages	The attitude of parents is good	9
		Small number of students in class	3
		Villagers are friendly	3
	Personal Advantages	Makes you self-confident	6
		Teaches you to struggle against difficulties	5
		Makes you have a different point of view	3
	No advantages	Not advantageous	7

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

Table 5: Teachers' views on the question, "What are the thoughts of female teachers on the disadvantages of being female teachers in villages?"

Theme	Categories	Codes	f
Disadvantages of being a female teacher in villages	Extracurricular Disadvantages	Transportation problem	9
		Heating problem	4
		Disrespect	3
		School cleaning	2
	Inadequacies	Dealing with problems alone	8
		Difficulty in meeting needs	5
		Limited opportunities	2
	No disadvantages	It is not disadvantageous	1

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

When the views of the teachers were analyzed in the extracurricular disadvantages category, most of the teachers (n=9) stated that there is a transportation problem, some teachers (n=4) stated that there is a heating problem, some teachers (n=3) stated disrespect and some (n=2) stated school cleaning as disadvantages in terms of disadvantages of being a female teacher in villages. In line with the answers, some of the views of the teachers are as follows:

Ö23: "We have difficulty in finding certain solutions due to physical conditions. Transportation being difficult causes problem in meeting our needs. In particular, closing down of the roads makes it even more difficult. Th infrastructure is insufficient and frequently cases problems in electricity and water supply."

Ö27: "The greatest disadvantage I their point of view about women and sending their daughters to school only until high-school level. Therefore, it is difficult to have influence over parents and students."

Ö10: "I especially had difficulties during winter. Since there is no personnel for heating and cleaning, I had to spend extra effort and that was extremely exhausting."

When the views of the teachers were analyzed in the inadequacies category, most of the teachers (n=8) stated that they dealt with problems alone, some teachers (n=5) stated that they had difficulty in meeting their needs and some teachers (n=2) stated that the opportunities are limited in terms of the disadvantages of being a female teacher in villages. In line with the answers, some of the views of the teachers are as follows:

Ö30: "Transportation and inadequate physical conditions tire you more physically. For instance, as a woman I have to do things such as carrying coal bags and sometimes cutting firwood which require muscle power."

Ö9: "...We had difficulties in meeting certain needs of our school in terms of physical power."

Ö1: "As a disadvantage, we don't find too many opportunities to develop ourselves."

When the views of the teachers were analyzed in the no disadvantage category, the teachers stated that it is not disadvantageous in terms of the disadvantages of being a female teacher in villages (n=1). In line with the answers, some of the views of the teachers are as follows:

Ö15: "I don't see being a female teacher in villages and the conditions in villages as a disadvantage."

In view of the answers of the teachers, it can be stated that the teachers mostly expressed that being a female teacher in villages has extracurricular disadvantages and inadequacies. While the transportation problem code came to the fore in the extracurricular disadvantages category, the dealing with problems alone code came to the fore in the inadequacies category.

Findings related to the sixth study question

The sixth question of the study is, "What are the thoughts of female teachers on being female administrators in villages?" and the obtained data were analyzed, coded and presented in Table 6 with their frequency values (Table 6).

The answers of the female teachers were analyzed in Table 6 and analyzed as themes, categories and codes. In view of the obtained codes, three categories were formed as "Negative Aspects", "Other Thoughts" and "Contributions to the Profession" and these categories were gathered under the "Being A Female Administrator in Villages" theme. While the "Had difficulties in being an administrator" code received the most views in the negative aspects category under the being a female administrator in villages theme, the "I do not want to be an administrator" code received the most views in the other thoughts category and the "increases respectability" code received the most views in the contributions to the profession category.

When the views of the teachers were analyzed in the negative aspects category, most of the teachers (n=13) stated they had difficulties in being an administrator and some teachers (n=8) stated that they did all the work. In line with the answers, some of the views of the teachers are as follows:

Ö20: "I think it might be difficult to be an administrator. Because our villagers are patriarchal, we need to talk to male parents more. Therefore, I think female teachers might have more difficulties in terms of transportation, etc."

Ö24: "It is difficult being an administrator in villages. School lack so many things that it is difficult to meet the needs when there is not financial support."

Ö21: "I am an administrator. It is extremely difficult. I'm trying to learn and do everything myself. Even learning dys took a lot of time. Teachers should either be administrators or only teach in classes. Teachers who are principals get exhausted. I don't advise it to anyone."

When the views of the teachers were analyzed in the other thoughts category, most of the teachers (n=5) stated that they do not want to be administrators, while one teacher (n=1) stated that administrative work is the same as city centers. In line with the answers, some of the views of the teachers are as follows:

Ö13: "I'm not thinking about doing administrative work."

Ö9: "I don't think there is a difference between villages and district centers in terms of doing administrative work."

When the views of the teachers were analyzed in the other thoughts category, most of the teachers (n=2) stated that it increases respectability, one teacher (n=1) stated that he learned about administrative work and one other teacher (n=1) stated that order is achieved in schools. In line with the answers, some of the views of the teachers are as follows:

Ö4: "I did not have any problems. I saw that being an administrator increased my respectability in the eyes of the villagers."

Ö2: "I also learned about administration."

In view of the answers of the teachers, it can be stated that the teachers mostly expressed negative aspects of being a female administrator in villages. The code I had difficulties in being an administrator and I do all the work codes came to the fore in the negative aspects.

Findings related to the seventh study question

The seventh study question is, "What are the thoughts of female teachers on how being female teachers affect their views on the teaching occupation?" and the obtained data were analyzed, coded and presented in Table 7 with their frequency values.

The answers of the female teachers were analyzed in Table 7 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as "Occupational Loyalty" and "Alienation from Occupation" and these categories were gathered under the "Point of Views on Occupation" theme. While the code "It increased my knowledge and skills" code in the occupational loyalty category under the point of view of occupation theme received the most views, the "It's difficult to be a teacher in villages" code received the most views in the alienation from occupation category.

When the views of the teachers were analyzed in the occupational loyalty category, most of the teachers (n=13) stated that it increased their knowledge and skills, some

Table 6. Teachers' views on the question, "What are the thoughts of female teachers on being female administrators in villages?"

Theme	Categories	Codes	f
Being a Female Administrator in Villages	Negative aspects	Had difficulties in being an administrator	13
		I do all the work	8
	Other Thoughts	I do not want to do administrative work	5
		Same as city centers	1
	Contributions to the profession	Increases respectability	2
		I learned about administrative work	1
		Order is achieved in schools	1

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

Table 7. Teachers' views on the question, "What are the thoughts of female teachers on how being female teachers affect their views on the teaching occupation?"

Theme	Categories	Codes	f
Point of view on their occupation	Occupational loyalty	Increased my knowledge and skills	13
		Made me love my occupation	8
	Alienation from occupation	Increased my willingness to learn	5
		It is difficult to be a teacher in villages	4
		It alienated me from my occupation	2

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

teachers (n=8) stated that it made them love their occupation and some (n=5) stated that it increased their willingness to learn. In line with the answers, some of the views of the teachers are as follows.

Ö9: *“The difficulties we faced made us acquire occupational experience.”*

Ö21: *“When I see village children come to school happily, my love and energy for my occupation increases as I spend effort for them. As I see the enthusiasm of in particular female students who live in difficult conditions in villages in the eastern region, I feel that I am sufficient in all areas in my occupation.”*

Ö11: *“The light in the eyes of the village children and their immense curiosity, their dreams make me more willing.”*

When the views of the teachers were analyzed in the alienation from occupation category, most of the teachers (n=4) stated that being a teacher in villages is difficult and some teachers (n=2) stated that it alienated them from their occupations. In line with the answers, some of the views of the teachers are as follows:

Ö5: *“...I mostly have difficulty meeting the needs of the school. Such reasons either make me love my occupation or get alienated from teaching.”*

Ö8: *“...of the teacher is unhappy where he/she is and does not receive support, then productivity decreases.”*

In view of the answers of the teachers, it can be stated that the teachers mostly expressed the occupational loyalty side of how being female teachers affect their views on the teaching occupation. The it increased my knowledge and skills code in the occupational loyalty category came to the fore.

Findings related to the eighth study question

The eighth question of the study is, “What are the thoughts of female teachers on the physical characteristics of villages and schools in villages?” and the answers of the female teachers were analyzed in Table 8 and analyzed as themes, categories and codes.

The answers of the female teachers were analyzed in Table 8 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as

“I Have Difficulty in Adapting” and “I Have Adapted” and these categories were gathered under the “Adaptation of Physical Conditions” theme. While the code “Because of the inadequacies of the school” in the I have difficulty in adapting category under the adaptation to physical conditions theme came to the fore, the “I did not have any problems” code came to the fore in the I have adapted category.

When the views of the teachers were analyzed in the I have trouble adapting category, most of the teachers (n=12) stated because of the inadequacies of the school, some teachers (n=9) stated I have difficulty in adapting and some others (n=3) stated that the village representative helped them. In line with the answers, some of the views of the teachers are as follows:

Ö24: *“I cannot adapt to the school in particular during wintry. If you don’t know how to use a heating stove, it is even more difficult. There isn’t enough classrooms and this decreases the productivity of education. There is almost nothing in the school in terms of educational materials. When the village representative does not help you, you try to do everything yourself. And this exhausts you.”*

Ö30: *“There is not internet in our classrooms and the board in my classroom being the green chalk board makes it difficult for me.”*

Ö22: *“Until The Ministry of Education comes to your rescue, the village representative does the painting job and the other work. Things progress very slowly at the Ministry, but teachers are expected to be very prepared and perfect.”*

When the views of the teachers were analyzed in the I have adapted category, most of the teachers (n=6) stated that they did not have problems, some teachers (n=4) stated that they adapted even through it was difficult. In line with the answers, some of the views of the teachers are as follows:

Ö17: *“There used to be order in my previous school and as long as I stuck to it, I did not have much difficulty.”*

Ö20: *“Depending on the condition of the village, even though it can be hard at the beginning, you get used to used and start taking precautions.”*

In view of the answers of the teachers, it can be stated that the teachers mostly expressed that they have difficulty in adapting in terms of the physical conditions. The inadequacy

Table 8. The teachers’ views on the question, “What are the thoughts of female teachers on the physical characteristics of villages and schools in villages?”

Themes	Categories	Codes	f
Adaptation to physical conditions	I have trouble adapting	Because of the inadequacies of the school	12
		I have difficulty in adapting	9
	I have adapted	The village representative helps	3
		I did not have any problems	6
		I adapted even though it was difficult	4

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

of the school code came to the fore in the I have difficult in adapting category.

Findings related to the ninth study question

The ninth question of the study is, “What are the thoughts of female teachers on the effect of working in villages on their relationships with their colleagues?” and the answers of the female teachers were analyzed in Table 9 and analyzed as themes, categories and codes.

The ninth question of the study is, “What are the thoughts of female teachers on the effect of working in villages on their relationships with their colleagues?” and the answers of the female teachers were analyzed in Table 9 and analyzed as themes, categories and codes. In view of the obtained codes, two categories were formed as “Good Relationships” and “Bad Relationships” and these categories were gathered under the “Relationships with colleagues” theme. While the code “strong communication” in the good relationships category under the relationships with colleagues theme came to the fore, the “There might be problems” code came to the fore in the bad relationships category.

When the views of the teachers were analyzed in the good relationships category, most of the teachers (n=10) stated that they have strong communication (n=7), some teachers (n=7) stated candidness, some teachers (n=7) stated that they have good relationships, some teachers (n=7) stated cooperation and some teachers (n=4) stated that their colleagues are helpful. In line with the answers, some of the views of the teachers are as follows:

Ö8: “Firstly, the communication and cooperation between teachers in villages are stronger for sure.”

Ö9: “Since the number of teachers were small, we always had strong communication and gave support to each other.”

Ö27: “Since there is a small number of teachers in villages, the relationships are more candid. When you encounter the same problems, you start to cooperate. You are able to form stronger friendships. You have a small family in villages.”

Ö7: “Since there is a small number of us, we become close in a short time.”

When the views of the teachers were analyzed in the bad relationships category, most of the teachers (n=4) stated there might be problems. In line with the answers, some of the views of the teachers are as follows:

Ö18: “Being together all of the time and spend time together can have bad consequences, because we live in the same place and we are always together.”

In view of the answers of the teachers, it can be stated that the teachers mostly expressed that they have good relationships. The strong relationships code came to the fore in the good relationships category.

Findings related to the tenth study question

The tenth study question is, “What are the thoughts of female teachers on transportation and accommodation in villages?” and the answers of the female teachers were analyzed in Table 10 as themes, categories and codes.

The answers of the female teachers were analyzed in Table 10 and analyzed as themes, categories and codes. In view of the obtained codes, four categories were formed as “Inadequacies”, “Economic hardships”, “No Problem” and “Physical hardships” and these categories were gathered under the thoughts on transportation and accommodation theme. While “I have transportation problems” code received the most views in the inadequacies category under the thoughts on transportation and accommodation theme, the “the public housing is not clean” code received the most views in the economic hardships category; “there is no public housing problem” code received the most views in the no problem category and “negative weather conditions” code received the most views in the physical hardships category.

When the views of the teachers were analyzed in the inadequacies category, most of the teachers (n=17) stated that they have transportation problems, some teachers (n=7) stated that there is no public housing, some teachers (n=4) stated that there is no school bus and one teacher (n=1) stated that the school bus hours do not fit him/her. In line with the answers, some of the views of the teachers are as follows:

Table 9: Teachers’ views on the question, “What are the thoughts of female teachers on the effect of working in villages on their relationships with their colleagues?”

Themes	Categories	Codes	f
Relationships with colleagues	Good Relationships	Strong communication	10
		We have the same problems	7
		Candidness	7
		Good relationships	7
		Cooperation	4
	Helpful	4	
	Bad Relationships	There might be problems	4

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

Table 10: Teachers' views on the question, "What are the thoughts of female teachers on transportation and accommodation in villages?"

Theme	Categories	Codes	f
Thoughts on transportation and accommodation	Inadequacies	I have transportation problems	17
		There is no public housing	7
		There is no school bus	4
		The school bus hours do not fit me	1
	Economic hardships	Public housing is not clean	7
		Transportation cost	6
		Transportation should be met by the state	6
	No problem	There is no public housing problem	3
		I don't have any problems	1
	Physical hardships	Negative weather conditions	3

* Since more than one teacher gave answers to some of the codes, the total result may be higher than the number of teachers.

Ö22: "Transportation is terrible. There are no school buses or public transportation. You need to have a car. But I do not have a car. I go with my teacher friends. I don't know what I would do if I did not have my friends. Due to the increasing fuel prices, we are already in a bad situation economically. Teachers who work in villages should be given transportation help. There is no public housing; you need to commute to work."

Ö24: "As for transportation, if there is a school bus, then there is no problem. But if you are vice principal, you really have big problems. You are exhausted financially and motivationally."

Ö5: "We have problems with transportation in general. We have to take cabs. The buses come to then villages at hours that do not fit us and it makes it even more difficult."

When the views of the teachers were analyzed in the economic hardships category, most of the teachers (n=7) stated that public housing is not clean, some teachers (n=6) stated that transportation is costly, some teachers (n=6) stated that the state should cover transportation costs. In line with the answers, some of the views of the teachers are as follows:

Ö12: "transportation is a problem financially..."

Ö28: "Living in the houses in the village is impossible for a woman with children. But when you live somewhere else, transportation also becomes a great problem."

Ö25: "These two issues are problematic. As a person who has experienced both, I think that solutions need to be found and school buses should be provided for teachers by district officials. If transportation is not possible daily to the city or the district center, then public housing should be provided. Public housing can be insufficient. Teachers who are appointed to villages should not worry about these issues, they need to focus on training and education to be successful."

When the views of the teachers were analyzed in the economic hardships category, most of the teachers (n=3) stated

that they did not have an accommodation problem, one teacher stated (n=1) there is no problem. In line with the answers, some of the views of the teachers are as follows.

Ö1: "Since I lived where I worked, I did not have any problems with accommodation and transportation."

Ö2: "I did not have any accommodation problems. Transportation was very costly..."

When the views of the teachers were analyzed in the physical hardships category, the teachers (n=3) stated bad weather conditions. In line with the answers, some of the views of the teachers are as follows.

Ö3: "When it snows, we have trouble reading the village."

Ö10: "...as for transportation, I had big problems during winter."

In view of the answers of the teachers, it can be stated that the teachers mostly expressed that there are inadequacies in villages and the I have transportation problems code came to the fore.

CONCLUSION AND DISCUSSION

In this section of the study, the results of the obtained findings of the study in relation to the views of the female teachers who work in villages and suggestions are presented.

The first sub-problem of the study is, "What are the thoughts of female teachers on the attitude of villagers towards female teachers working in villages?" and it was seen that villagers mostly have positive attitudes towards female teachers. Among these positive attitudes, being optimistic, respectful, living in harmony can be listed. Villagers have positive views about female teachers who work in villages. Villagers might be thinking that female teachers need support and the other reason might be that teaching is a highly prestigious occupation in rural areas.

The second sub-problem of the study is, "What are the thoughts of female teachers on the effect of being female teachers in villages on their teaching performance?" and the teachers stated that being a female teacher in villages decreases

their performance. The reasons stated by female teachers are: negative aspects, conditions being hard, extracurricular work and exhaustion. The occupational performance of female teachers are affected due to certain reasons. Similarly, Erdem and Yaprak (2011) have reached similar findings. The reasons behind this findings might be that female teachers are not able to get used to the negative conditions in villages and are insufficient in work that requires physical power.

The third sub-problem of the study is, "What are the thoughts of female teachers on the approach of parents to female teachers?" and the teachers mostly stated that parents have a positive attitude towards female teachers. These positive attitudes can be listed as being respectful, positive and helpful. In a similar study, Özdoğru (2021) has underlined that parents have an important influence on teachers and education. The reason might be the motherly role of female teachers on children and the healthy communication formed with the mothers of their students.

The fourth sub-problem of the study is, "What are the thoughts of female teachers on the advantages of being female teachers in villages?" and a majority of the teachers think that being a female teacher in villages has environmental and personal advantages. Female teachers stated environmental advantages such as parents having a good attitude, small number of students and friendly villagers, while they stated that learned how to struggle against problems and gained self-confidence as personal advantages. Some of the teachers stated that being a female teacher in villages does not have any advantages. This might be due to some problems experienced in schools in city centers (parent-teacher relationships, crowded classrooms).

The fifth sub-problem of the study is, "What are the thoughts of female teachers on the disadvantages of being female teachers in villages?" and the teachers mostly stated that being a female teacher in villages has extracurricular disadvantages and inadequacies. They stated reasons such as dealing with problems alone and having problems meeting their needs. Similarly, Fidan (2008) and Duran, Sezgin and Çoban, (2011) have underlined in their studies that the materials in schools are insufficient and there are physical inadequacies. This might be due to the location of village schools and the bad life quality of teachers due to these insufficiencies.

The sixth sub-problem of the study is, "What are the thoughts of female teachers on being female administrators in villages?" and a majority of the female teachers stated negative sides of being administrators in villages. They stated that they experience problems about administrative work and they do all the work. Being a female administrator in villages comes to the fore with its negative sides. Similarly, Mert (2019) underlined the hardships of female administrators and Külekçi (2013) concluded that female teachers who work in villages need to spend more time and effort. The reasons behind this

might be the limited and difficult conditions of village schools and teachers who have administrative duties dealing with school and paper work besides lessons.

The seventh sub-problem of the study is, "What are the thoughts of female teachers on how being female teachers affect their views on the teaching occupation?" and the teachers mostly stated that they feel occupational loyalty. They stated that despite all the hardships in villages, working in villages increase their knowledge and skills and make them love their occupation. Working in villages increases the loyalty of most female teachers to their occupation. The reasons might be that female teachers become the hope and the guiding light of their students and work selflessly.

The eighth question of the study is, "What are the thoughts of female teachers on the physical characteristics of villages and schools in villages?" and most of the teachers stated that they have trouble adapting to villages and the physical conditions of villages. The reasons they stated is that schools lack many things and they have trouble adapting. In general female teachers have difficulty in adapting to villages and the physical conditions of their schools. Similarly, Duran, Sezgin and Çoban, (2011) showed in their studies that teachers have difficulty in adapting. The reasons might be the physical conditions of the schools (old buildings, heating, etc.), accommodation problems and being far from the city centers.

The ninth sub-problem of the study is, "What are the thoughts of female teachers on the effect of working in villages on their relationships with their colleagues?" and the teachers mostly stated that they have good relationships with their colleagues. Forming strong communication, experiencing the same problems and being candid are the reasons behind having good relationships. The female teachers in general have good relationships with their colleagues. The reasons might be the small number of teachers, taking the same vehicle and living in the same building.

The tenth sub-problem of the study is, "What are the thoughts of female teachers on transportation and accommodation in villages?" and a majority of female teachers who work in villages stated that they have transportation and accommodation problems. The primary inadequacies are transportation problems and lack of public housing and school buses. Therefore, it was seen that the teachers experience transportation and accommodation problems. Similarly, the studies of Yazıcı (2006) and Özpinar (2008) indicated that transportation is among the primary problems of teachers. The reasons might be villages being far from the city centers, not having accommodation in school and villages and costly fees of accommodation.

SUGGESTIONS

The physical and technological infrastructure of schools can be improved.

MoE can meet the transportation and accommodation costs of teachers who work in villages. Guidance activities can be provided for teachers who also act as principals and village administrators.

Teachers can be in communication with villagers and parents and meetings can be organized to bring people closer.

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