



Role of School Bus Services as a Complementary Element of the Education Process in Hidden Curriculum: School Services Drives' Opinions

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

Aims: The aim of this study is to reveal the views of school bus drivers who perform school bus services as a complementary element of the education process within the scope of the hidden curriculum.

Methodology: This study is of qualitative research type. In this study, in-depth and detailed information was collected by interviewing a sufficient number of school bus drivers with the interview method. In this study, convenience sampling technique, one of the random sampling methods, was utilized. Ten willing and volunteer school bus drivers who provide shuttle service in a public primary school in Ankara participated in the study. Interview technique was utilized in the study. Interviews were conducted using a semi-structured interview form developed by the researcher. In the analysis of the data, content analysis technique was used by going through the basic stages. The main

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categories in the analysis were day, task/responsibility, purpose, behavior, communication, interaction, problem and general. Subcategories were also used.

Results: At the end of the research, more than half of the school bus drivers who provided school bus services in the hidden curriculum process stated that their aim was economic conditions and making a living, while about one third stated that they aimed to provide a happy and peaceful transportation service. Most of the school bus drivers face many problems related to students and traffic. As suggestions, school bus drivers want informative meetings to be organized for parents, to be valued, to be educated, tolerant and well-intentioned, and to give priority to school buses in traffic. In this regard, it can be suggested that meetings be held at the beginning and end of the semester and that interviews be held with students, administrators, teachers and parents, who are the other elements of this process.

Keywords: Hidden curriculum; school bus service; bus driver; interview technique.

1. INTRODUCTION

Education can be considered as a process that all people go through formally or informally throughout their lives. From this dimension, the concept of education includes many main and sub-systems. Students, teachers and curricula can be considered as the main elements of the system, while elements such as parents, auxiliary staff, civil servants, supervisors and bus drivers can be considered as sub-elements. In this context, in order for the education system to achieve its general and specific objectives, the main and sub-systems that make up the system must work in harmony and effectively with each other. A deficiency or disruption in the system or an inability to work may cause the subsystem and thus the main system to fail to fulfill its duties. For this reason, the functioning and functions of the sub-elements as well as the main elements that make up the education system should be taken into consideration.

One of these sub-elements is school bus services. School bus services are included in hidden curriculum. The implicit program is a very broad program that includes extracurricular activities. In the educational process, the hidden curriculum is as effective as educational programs and have important reflections on students. It can be said that school bus services are a service that takes place at the institutional level as customary operations within the scope of the hidden curriculum [1]. Hidden curriculum is one of the curriculum issues discussed by educators. The problem of hidden curriculum occurs as a result of assumptions that are not officially revealed in the learning environment and cannot be fully determined and explained [2]. Dreeben (1968), Lynch (1989), Margolis (2001) and Giroux (2001) were among the first to investigate the concept of hidden curriculum. The implicit curriculum is formed through interaction

in a social environment at school. The implicit curriculum is always in process and consists of limited information [3]. There are two programs in education, the first of which is the official program, and the second is the implicit program, that is, the hidden program, which is not open and official, but includes the knowledge, skills and attitudes that students gain outside the official program [4,5]. At the same time, social values are acquired by students in an informal way with the help of the implicit program [6]. The implicit curriculum can vary from school to school, from teacher to teacher, and some activities can be implemented purposefully and some activities can be implemented purposelessly [7]. In addition, all activities within the scope of school experiences and changing the behavior of students take place with the implicit curriculum [8]. It is important that implicit programs, which are effective and important by taking place in the practices of educational institutions and the concept of social learning, take more place in program development studies [9].

Within the scope of the hidden curriculum within the school system, there are students, teachers, administrators, parents and other staff as well as school bus drivers who provide school bus services that complete the system. In a school day, students spend a considerable amount of time (an average of one hour) in the school bus, considering the arrival and departure. Not only students, but also parents, teachers, administrators and other people are indirectly affected.

School bus services impact a very sensitive age group and form a special and important issue for society. Therefore, it is necessary to provide students with maximum security and take necessary actions, as well as planning the school bus services properly [10].

The implementation of service services in schools is regulated by the school bus service regulations. The important elements that school bus drivers must comply with while performing school bus services can be listed as follows [11].

1. The implementation of the regulation on school bus vehicles is provided by the Ministry of National Education as well as by the coordination of the Ministry of Interior, Transport, Family and Social Policies.
2. Service is provided by obtaining a special permit and in cooperation with the school administration, and the guide staff must be present in the bus.
3. Special conditions are required for the vehicle that will be a school bus. Due to these conditions, the vehicle tracking system and internal and external cameras have been postponed for one year for the 2019-2020 academic year.
4. School administration and national education directorates also have responsibilities.
5. School bus vehicles are operated with the decision of the carrier determination commission.
6. There are also many conditions for drivers who will use school buses. For example, the age range of service drivers should be between 26-66.
7. The supervision of the school service services is carried out by the inspection commission formed by the governorship and district governorships each academic year.

There are many different areas of that hidden curriculum are used. Medical education related to the implicit program [12,13], school culture [14], its relationship with e-learning [15], folk narratives [16], gaining values [17,18], acquisition of democratic values [19], the hidden curriculum in schools [20], pre-service teachers' thoughts on teaching profession courses [21], evaluation of school administrators' managerial practices [22], Although research has been conducted on topics such as the desire for education [23], reasoning skills in preschool [24].

In terms of research on school bus services and school bus drivers within the scope of the hidden curriculum, there are only studies on the practice of transported education [25,26], and the music listened to in school buses [27,28]. Since these issues are not directly related to the research, they were excluded from the study. There is no

direct research on school bus drivers. In this context, it can be said that there are very few studies on school bus services and school bus drivers.

The magnitude and impact of the hidden curriculum is striking when the totality of school bus services provided by the MNE (Ministry of National Education) and private education institutions is considered.

In this context of hidden curriculum, it will be very beneficial for the future of our country to examine school bus services, school bus drivers, students, parents, administrators, teachers and other personnel in a versatile way, and especially in terms of school bus drivers who are a complement to the education system.

The aim of this study is to reveal the views of school bus drivers on school bus services within the scope of the hidden curriculum. In line with this purpose, answers to the following sub-problems were sought.

The aim of this study is to reveal the views of school bus drivers on school bus services in the context of hidden curriculum. For this purpose, answers were sought for the following sub-problems.

1. What are the opinions of the bus drivers about a day in school bus services?
2. What are the opinions of the service drivers regarding the status of their duties / responsibilities in school services?
3. What are the opinions of the bus drivers regarding the purpose in school bus services?
4. What are the opinions of the bus drivers regarding the behavior in school services?
5. What are the opinions of the bus drivers regarding the communication status in school bus services?
6. What are the opinions of the bus drivers about the interaction in school services?
7. What are the opinions of the service drivers regarding the problem situation in school services?
8. What are the opinions of the service drivers regarding the general situation in school bus services?

2. METHODS

This study is qualitative research type. Here, a sufficient number of school bus drivers were interviewed using the interview technique and information was collected [29].

Table 1. The coding of the school bus drivers in the interview is as follows

Code	Gender	Age	Graduation status	Years of service
D1	M	29	Higher Education	10
D2	M	56	Secondary Education	7
D3	M	29	Higher Education	8
D4	F	50	Secondary Education	10
D5	M	26	Secondary Education	2
D6	M	27	Secondary Education	27
D7	M	33	Secondary Education	7
D8	M	50	Secondary Education	5
D9	M	32	Secondary Education	15
D10	M	43	Secondary Education	18

In this study, suitable sampling technique among random sampling methods was used. This technique is characterized by time and cost savings and easy accessibility [30]. Ten volunteer and willing school bus drivers who provide service at primary school level in Ankara, Çankaya region participated in the study. Interview technique was used in the research. Interview technique was utilized in the research. The interview was conducted with a semi-structured type and a semi-structured interview form [31]. The interviews were conducted with the semi-structured interview form developed by the researcher. In the study conducted with semi-structured interviews, the interview questions were as follows: 1. How does a day go as a school bus driver?, 2. Can you explain your duties/responsibilities in school bus driving service? The reliability of this form is stated by Miles and Huberman (1994); "Reliability = number of reconciliations / compromise + number of disagreements" [32]: Reliability was found to be 88%. Content analysis has been done by passing through its basic stages. Main categories in analysis; There are eight basic categories: day, task / responsibility, purpose, behavior, communication, interaction, problem and general.

According to the coding of the school bus drivers participating in the study above, D1 is the first bus driver, M is male, 29 years old, has a higher education level of education, has a 10-year service year, while D10 is the tenth service driver interviewed, M is a male, 43 years old, He is a service driver with an 18-year service year at secondary education level. While nine of the service drivers participating in the study are male, one is female. Between the ages of 26-56; the majority of whom have a secondary education level; It covers those with 2-27 years of service. The school bus drivers here are employed by private organizations.

3. RESULTS

The findings obtained as a result of the investigations in the research were analyzed according to eight basic categories and explained. Starting with the findings of the day category, which is the first basic category, all categories are given below and interpreted in order.

3.1 Findings Regarding the First Category

Day:

The general view of school bus drivers regarding the "day" basic category is that a day starts very early, has a busy working shift and can be completed in the evening. D3's opinion is as follows: "My morning vehicle is 10 minutes. I pre-run and heat. I run three school buses between 07:00 and 09:30. Approximately 20 minutes. progress. In the afternoon between 14: 00-18: 30, I pick up the students and leave them to their homes." (D3). Besides, the opinion of S9 is; "It starts at 07:00 in the morning and ends at 19:30 in the evening. 15-20 minutes per vehicle. I come early and check the vehicle and start it. Approximately one service end hour is 45-50 minutes. Between. We communicate with the parents of our students and the students we are carrying. To be with them on time while gathering our students. To deliver a healthy return from school to their families" (D9). as explains. In addition to these, Ş1, who is both the bus driver and the manager of the school bus drivers, said, "I provide transportation service between 06:45 and 09:20. In the afternoon, I check whether the vehicles comply with the transportation regulations. For this reason, I am in constant dialogue with all parents of students at the school. I have great responsibility in the field of transportation." (D1). is of the opinion.

School bus drivers participating in the study generally start a day early (07:00-07:30). School service times are different, but it takes about two hours (09:00 - 09:30) in the morning. Then, it is understood that the shuttle service starts at 14:00 and continues until 18:30 in the evening after lunch has passed with rest hours. School bus drivers are in constant communication with the relevant people. In addition, it can be said that the school bus drivers are busy until the shuttle services are completed. In addition to these, this finding indicates that school bus drivers are very busy and carry many responsibilities during school bus hours; It can be argued that the transportation work between the home-school and then the school-home should be taken into consideration by both the family, the students and the teachers. It should not be forgotten that this interaction in the hidden curriculum process within a day will definitely have positive or negative repercussions for both students and families.

3.2 Findings Regarding the Second Category

Duty / responsibility:

Here, views on both the duty and the responsibility status of the school bus drivers were tried to be revealed. Regarding the status of duty and responsibility D2 "To take the students to school safely. To consider the safety of all individual students. While getting off and on " is of the opinion. D6's opinion on duty and responsibility status is "to use the service and maintain order. To safely transport children to their destination. " in the form.

D1's views on this issue are, "It is to ensure that the students on the specified routes can be taken to school on time and safely reach home from the school. To carry out all maintenance and controls of the vehicle, to provide the conditions in accordance with the highway regulations, to provide the necessary documents. "

School bus drivers share common views on the status of duty / responsibility. It is understood that school students are picked up on time and taken to the school safely and in the same way to return home from school. In addition, it has been revealed that the maintenance and control of the service vehicle is as important as providing the transportation of the students. Within the scope of the hidden curriculum, the importance of both the student's own safety and the safety of the vehicle has emerged.

3.3 Findings Regarding the Third Category

Goal:

School bus drivers have opinions about the "purpose" main category. Here, based on the task / responsibility, what is the main purpose of the school bus service is evaluated.

D1's opinion regarding the purpose is as follows: "Our biggest goal in this matter is to ensure that children go to school happily and ready for lessons." D6's view is "the feeling of completing the task with the peace of reaching my goal in safety without accident." expressed as.

The interesting views here are that there are views for economic purposes such as making a living and making money. In this regard, D10 "to sustain our life"; D2 "I cannot support my house. In order to make money ... "; In D3, "I cannot do my own profession due to unemployment. That's why I have to work. "

It is understood that the aims of the school bus drivers when providing the school bus service differ. Here, more than half of the school bus drivers think of this service for economic purposes, while the others think for service purposes. According to these findings, it can be argued that the drivers are concerned about their livelihoods and perform this service due to unemployment while doing school buses. It can be said that the health, success and safety of students should be the main goal while providing school service, and economic concerns should be the next goal. So that, in terms of the hidden curriculum, it can be argued that economic priority takes precedence over student health and safety.

3.4 Findings Regarding the Fourth Category

Behaviour:

D1's opinion on behavior category "When I examine both different places, the rules are generally followed. Sometimes students like to break the rules. But in such cases, the guide intervenes and provides control. They do not want to fasten seat belt, make inappropriate words physically or verbally that hurt their friend .. ". S3's views are: "Generally, rules are followed. Unfortunately some students are very spoiled. There are those who do not want to

fasten belts, make noise and hit each other. " his view is similar to the previous opinion.

An interesting view is D4 "The students partially obey the rules. Not all of them. There are unwanted behaviors. They declare their freedom in the vehicle that they cannot live in their homes or classrooms.

It is understood that the views of the school bus drivers above are taken into account, the school bus rules are obeyed, but there are also undesirable behaviors such as not sitting, not wearing seat belts and making noise. Accordingly, it can be said that the behaviors that are appropriate and desired in the school service are less and that the non-compliance with the rules and undesirable behaviors occur more. It can be argued that it would be beneficial to analyze this issue in a multidimensional way. It can be said that this situation service process within the scope of the hidden curriculum affects student behaviors and shifts them towards rulelessness.

3.5 Findings Regarding the Fifth Category

Contact:

In this category, the result of the communication between student, teacher, parent and administrator has been tried to be revealed. He summarizes the D10's view on this issue as follows: "Communication with students is good, if the parents pay their fee, some of the teachers get involved in things that are not their duty. Communication with the school principals is fine if we donate to the school. " Again, D5's opinion was "I have a great meeting with the students. They love me so much. If I get sick one day and cannot come, they will question me. We communicate well with parents by phone in case of any need. We also communicate with teachers about children. Some principals are causing problems. For example, even going to the sink is a problem. " in the form.

D3's interesting point of view is: "We are very good among us, I am always understanding and smiling. They are also responding to me. Parents of the students usually contact my guide because I drive. We are friendly with teachers in some of our schools. Some of them have no communication at all. School administrators vary from school to school. Occasionally they come to check the vehicles. " expressed in the form.

Considering the communication status of school bus drivers, it is generally that communication with students is good and positive. However, there are sometimes problems in communication with parents, teachers and administrators. As a result, it can be said that drivers experience communication problems from time to time with people other than students during the shuttle service. Therefore, the communication is positive in terms of the hidden curriculum and meets the expectations of the students.

3.6 Findings Regarding the Sixth Category

Interaction:

Here, the opinions of school bus drivers about their situation such as speaking, dressing, behavior, and music preferences were tried to be revealed. Regarding the interaction situation D4 "They are affected by our conversation. They are also affected by our clothes. They express it when they like it. They are also affected by our behavior. They are very careful. Even if we do not notice, we can be taken as an example. It is also influenced by music. They even see us as confidants and friends and share their troubles and happiness at home. Winning their love and trust is the most beautiful feeling in the world. They can even make us forget our own troubles. " is of the opinion. D6's opinion on duty and responsibility status is "to use the service and maintain order. To safely transport children to their destination. " in the form.

D3's views on this subject are, "They are definitely affected by our speech. Once I yelled at a student. He went to school crying. I do not think that I am affected by my clothes because I did not get out of the vehicle too much. It is normal for them to be influenced by our behavior because they take us as an example. They are affected by the music. They especially love foreign music. Sometimes they make and bring us pictures. They make the picture of the service. Or they show us what they did at school and ask how it is. That's why what we say is important to them. " has emerged as.

D1's views are like summarizing this interaction situation: "They are highly affected because they see us as role models. Sometimes, raising the tone of our voice can cause them to have a bad whole day. Although it varies according to age groups, I think they are affected. Sometimes they want their parents to buy the items we use.

Students are very skilled at imitation. They do what they see from us in their homes. We receive the feedback of this from the parents of the students. They generally enjoy listening to moving music. They like to listen rather than be impressed. After all, we are examples in their eyes. That's why we, as exemplary individuals, have to pay attention to our behavior and actions. "

School bus drivers share common views on the state of interaction. The drivers stated that interaction with the students is important, talking, dressing, listening to music and engaging in various behaviors affect the students. According to the above opinions, students are implicitly affected positively or negatively with the service drivers in various and hidden ways during the service process. It can be said that it would be beneficial to examine this issue in various dimensions.

3.7 Findings Regarding the Seventh Category

Problem:

Here, the school bus drivers have their views on the "problem" basic category. Problems with students, parents or technical and traffic are evaluated here.

D2's opinion on this issue is as follows: "There is no significant problem with stakeholders. Parking in front of the school is a problem and students' get off from bus by parents. School buses are not given the necessary priority, and the lack of experience of female drivers may be traffic problems.

The inadequacy of the school staff or the insufficiency of security, we cannot get rid of the fear that we may harm the students during the school leaving. " D9's opinion is that "Students shouldn't stand up during service, parents do not inform us that they took their children, if there is a breakdown in the vehicle, a spare vehicle is provided. A time passes until the vehicle arrives . Drivers who do not obey the traffic rules leave them in a difficult situation. Traffic density is also a problem ".

What was interesting here was the opinion of a female service driver. In this regard, D4 said, "Sometimes parents can tweeze the incident from wherever they want and understand it as they wish. Your explanations may be insufficient.

I do not have too many problems in traffic. I can be surprised that I am a lady. I am also very respected. "

According to the above opinions, it is understood that school bus drivers experience various problems while providing school bus service. There are problems with students, parents and traffic. According to these findings, drivers may encounter various problems from time to time while performing school service works, and what is most important is that they should not be aware of how to manage these problems and how to communicate. In other words, within the scope of the hidden curriculum it can be said that providing school bus drivers with short courses that will provide knowledge and skills on issues such as problem solving and conflict management can be effective. It can even be argued that increasing the number of female drivers may have positive effects.

3.8 Findings Related to the Eighth Category

General:

Here, the positive and negative situations in the school service process were revealed. In addition, suggestions given by school bus drivers on this issue are presented.

Considering the school bus service in general, as its positive aspects D3 "I enjoy working with children. I enjoy interacting with people. " In his opinion, D4 "Being with children keeps our souls young." In his opinion, D5 "Children get infected with us because their energy is great. Sometimes we forget about our problems while having fun with them. " says, D6 "The peace of mind and happiness of bringing people to their loved ones, their jobs and their schools. Indescribable." D10 means "being with the students", while D2 means "I love children very much. Although this job is very difficult, it is pleasant to see children who care about their school and lessons. " he stated his opinion.

D1's view is, "It is very difficult for people who do not like children to do this job. Even if they do, it will do it with difficulty. It is extraordinary to work by feeling their perfect energy, smiling faces, the purity of their love. The only positive side is to be with the children of our future. " he summed up.

As the negative aspects of school bus drivers D3 "We are tired of doing too much service.

Sometimes parents of students take their children from school, but they do not inform us. " means, D4 "Working hours are long. Heavy traffic." In his opinion, D5 "We have difficulties in getting the transportation fee from parents. That's why it affects our salary. " D9 thinks, "The problem is not driving. We get more tired with problems in car such as to say sit down, shut up, stand up, put on your belt etc. There is too much noise. " D1 means "I think working conditions are heavy. Since there is too much noise and too much driving time, individuals in older ages may be overwhelmed. " defends his opinion.

The suggestions of the school bus drivers regarding the school service services are as follows: D1 "In order to inform parents and students, meetings can be held in the first days of the school and it can be ensured that both students and parents are informed and think about their attitudes." In the opinion, D2 "School parents should be educated by the parents of children." means, D3 "Parents need to know their responsibilities." D6 suggests, "Being educated, tolerant and well-intentioned are definitely factors that will make our work easier." D10 said, "My suggestion is to give priority to service vehicles in traffic." made a suggestion.

The positive aspects of the school bus drivers regarding the school bus service; Being with the students, having their energy, having fun with the students and their views such as love of children.

Their views on the negative aspects are the length of service time, the difficulty of working conditions, the intensity of traffic and the difficulty of charging the service fee. Besides, students' noise is in the form of not obeying the rules.

Within the hidden curriculum, school bus drivers suggested holding meetings that informed both students and parents about the school service process, and that those concerned should be educated and tolerant. An interesting suggestion is to give priority to service vehicles in traffic.

4. DISCUSSION, CONCLUSION, SUGGESTIONS

Within the scope of the hidden curriculum, the opinions of the school bus drivers who work in the school bus services, which are one of the complementary elements of the education system, were revealed and various results were reached. School bus drivers who provide the school bus service, which is one of these

important complementary services, expressed opinions according to the basic categories identified. At the end of this research, the following conclusions were reached respectively, taking into account the hidden curriculum.

The first result of the research is that school bus drivers start their services very early in the day, have a heavy workload, communicate with relevant stakeholders, and spend a lot of time in traffic. It can be said that school bus drivers have an intense workload.

Secondly, the school bus drivers are responsible for picking up the school students on time and delivering them to the school on time. While doing this, it is to do it safely. In addition, it was concluded that it was their duty to provide maintenance and controls of the vehicle.

The third research result is that more than half of the school bus drivers have to do the bus service for livelihood and economic purposes. In other words, the aim of school bus drivers is not only to bring students to school in a healthy and timely manner, but to earn money for their own sustenance.

As a fourth result, school bus drivers stated that some students obey some rules in the school bus and most of them do not. Non compliant student behaviors are undesirable behaviors such as not sitting in place, not wearing seat belts, making noise and talking loudly. It can be said that it would be more useful to analyze this situation in depth in terms of in-school and in-service student behaviors.

Fifth conclusion reached, regarding the communication situation, it was concluded that school bus drivers generally communicate well and positively with the students. However, there are also some communication problems with other stakeholders such as parents, teachers and administrators. As a result, it is important to establish a healthy, suitable and effective communication with both students and other staff during the service of the drivers.

The sixth conclusion reached again is, school bus drivers stated that interactions affect students' behaviors in various ways. It has been concluded that interaction with students is very important, language of speech, clothing, music listened to, and dealing with their activities and problems have significant effects. Here, it can be said that it will be useful to examine it in various dimensions.

As the seventh result, school bus drivers experience various problems while serving. These problems can be experienced with students, parents, administrators and teachers. In addition, drivers have various problems in traffic during the service period. It would be beneficial to consider the existence of these problems as an opportunity to improve the school bus service. Practical training such as effective problem solving, conflict management and effective communication with other elements, especially school bus drivers, who are the main elements of this process, can be effective.

The final result reached as a result of the research is that the positive aspects of school service in general are the happiness and love of the students. It has been concluded that the negative aspects of this service are the long and tiring service time and the heavy traffic. School bus drivers recommend holding informative meetings with relevant stakeholders, showing a positive and tolerant attitude, and having priority in traffic in order to improve the school bus service.

As a result, the basic categories that make up the school bus service should be taken into account by the relevant stakeholders as an important and effective process. Sims [33], in his research in the United States, revealed that school bus drivers, even though they are rarely seen in school buildings, have an effect on the behavior of students getting on school bus [33]. He also emphasized that school bus drivers can make going to school fun or even more terrifying. Millions of students and parents, thousands of teachers are faced with all these dimensions during the school period. As a result of the research, it was found that the school bus service has multiple effects on students. This interaction and cooperation within the scope of the hidden curriculum is built in the school, which is a learning and teaching institution. The place of school and school bus services in the hidden curriculum and the importance of all stakeholders should not be forgotten. In support of these results, Yüksel emphasized that the implicit curriculum should be shaped by schools in accordance with social expectations [4].

Based on this research, in terms of the hidden curriculum in relation to school bus services;

1. Within the scope of the hidden curriculum, it may be recommended to conduct various studies with the participation of students, teachers and parents, especially on value

behaviors and topics that are outside the formal teaching objectives.

2. Interview technique can be utilized for some in-depth and descriptive qualitative studies on services.
3. A single dimension of the eight basic categories discussed from the hidden curriculum perspective can be examined in detail. For example, communication or interaction as a dimension can be analyzed very well in detail and in breadth.
4. With the hidden curriculum approach, studies can be designed to examine the demographic structures of school bus drivers, especially in terms of their gender. In addition, it is hoped that studies on other dimensions such as technical features of school buses and cleanliness of the vehicles will be useful.

DISCLAIMER

A part of this research was presented as an oral presentation at the 28th International Congress of Educational Sciences.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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