

## Original Article

## Determination on the Satisfaction Level of Students who Use the School Bus

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### Abstract

**Purpose:** This study was planned in a cross-sectional descriptive type in purpose of determining the satisfaction level of students, who use the school buses, from the vehicles.

**Design and Methods:** The research was made in 14 basic education institutions in Zeytinburnu District in the structure of İstanbul Provincial Directorate of National Education connected to Ministry of National Education. The research population consists of 1106 students who use the school bus in the educational institutions and the research sampling consists of 603 students who use the school bus and are voluntary to participate into the research. The data was collected with "The Introductory Information Form" and "The Determination Form on The Satisfaction Level of Students Who Use The School Buses" which were prepared by the researchers (Cronbach Alpha= 0.823).

**Results:** It was determined that the students who use the school bus were not informed about what should be made in emergency cases (68,3%), the in-school bus introductions were not made (50,6%), they don't wear the seatbelt (73,0%), an attendant is not available to help the students on the bus (77,1%), the cases which are not suitable for the conditions of School Buses Regulations are available in the buses.

**Conclusion and Recommendations:** It was determined that the general satisfaction level of students who use the school bus within the scope of research is high but they are not satisfied with security in the bus. These results indicate that the security precautions and audits should be increased on the school buses and the students' satisfaction should be evaluated periodically.

**Key Words:**School, School Service, Student, Satisfaction

### Introduction

Today, the procurement of transportation from a place to another one is an important problem in the metropolises due to the increasing population in the cities (<http://www.hurriyet.com.tr/ik-yeni-ekonomi/trafik-calisanlarin-verimini-dusuruyor-27765953>, Access Date: 10.05.2019). The individuals spend a part of their time in the traffic (Kuşçu, 2018). The children spend a part of their time to go to and come from the school. The children's need to use the school buses arises from many reasons. It is inevitable that the accidents and security problems would be in the time when the children are on the school bus. The significant problems related to the school buses

that are seen in the daily life have brought the need to consider this issue. The determination of these problems and interference on them without the occurrence of vital danger should be made in order to protect the children's health. The Regulation about The School Buses was made by The Ministry of Interior on 25th Day of October, 2017 (Regulation of School Buses, 2017). All of the details including the driver's features, the general structure of school bus, the roads to be used, the seating plan and the necessary equipments were stated on this regulation. However, the sufficient studies have not been able to be reached about the convenience of school buses to the regulation, their comfort, security and the students' satisfaction.

This study was made on the purpose of determining the satisfaction level of students who use the school buses at the secondary and elementary schools in Zeytinburnu in İstanbul Province.

### Material and Method

**Research Type, Place Where It Is Made and Its Time:** This study which was planned in the descriptive type was made in 14 basic education institutions in Zeytinburnu District that are included in İstanbul, between May and June, 2018.

**Research Population and Sampling:** The research population consists of 1106 students who use the school bus at 14 formal schools (9 Highschools, 5 Secondary Schools) which use the school transportation connected to Zeytinburnu District Directorate of National Education and its sampling consists of 603 students who are voluntary to participate into the research.

**Data Collection and Data Collection Tools:** The researchers gave information about the forms before the application as the school managers were mutually interviewed in the institution. The data of research was collected with the use of "Introductory Information Form" including 9 questions which were prepared by the researcher in accordance with the literature information and "The Determination Form on The Satisfaction Level of Students Who Use The School Buses". The form consisted of 8 sub-dimensions including the titles of security, communication satisfaction, satisfaction from friends, comfort and ease, satisfaction from time management, satisfaction related to noise.

**Reliability Study:** The items on The Determination Form on The Satisfaction Level of Students Who Use The School Buses which determines the students' introductory features and their satisfaction from the school buses were graded between 0-2 as no (0), I'm not sure (1), yes (2).

The form's general reliability is  $\alpha=0.86$ . According to the sub-dimensions of form, the alpha values were respectively found as 0.78 for the sub-dimension of security, 0.76 for the sub-dimension of communication satisfaction, 0.74 for the satisfaction from friends, 0.65 for the recognition, 0.62 for the satisfaction from driver, 0.68 for the comfort and ease, 0.64 for the

satisfaction from time management, 0.68 the sub-dimension of satisfaction related to noise.

**Statistical Analysis of Data:** The data obtained from the research was analyzed with the use of certified SPSS (Statistical Package for Social Sciences for Windows 22.0) program. The number, percentage, average, standard deviation were used as descriptive statistical methods in the evaluation of data. T-test and one-way Anova test were used respectively for the comparison of quantitative continuous data between two independent groups and in the comparison of qualitative continuous data between more than two independent groups. The supplemental post-hoc analysis was made with Scheffe test in order to determine the differences after the Anova test.

**Content Validity:** The opinion was received from 10 experts about the subject in the purpose of determining whether the items of form are understandable, for the content validity of data collection tools. The form that its final manner was given after the readjustments were made in accordance with the opinion of experts was implemented as the necessary explanations were given to the students who were at the schools within the scope of research.

**Ethics Aspect of Research:** The necessary permits were received from The Directorate of Ethics Committee in İstanbul Medipol University (Ethics Committee No.: 10840098-604.01.01-E.41591) and from The Directorate of İstanbul Governorship Provincial National Education (Ethics Committee No.: 5909041-4-E.7576127) in order that the research can be conducted.

**Limitation of Research:** It is limited with the voluntary students to participate to the study who use the school bus at the schools in the basic education institutions in the border of Zeytinburnu District Directorate of National Education and the data is based on the personal information.

### Results

It was determined that 79.6% of the students who participated into the research is female, most of these students are among the students at 9th grade (34.3%). 53.9% of the students stated that the reason to use the school bus is the distance of their home to the school, 34% of them stated that the school bus is safe. It was determined that 38% of the students in the sampling group travels by the school bus for less than 30 minutes, 36.5%

of them travels for more than 30 minutes ( Table 1).

The students got 0 as the minimum point; 64 as the maximum point from “The Determination Form on The Satisfaction Level of Students Who Use The School Bus”. The section ranges were determined as this range was divided into 3 equal sections ( $64/3=21.33$ ). According to the result range which occurred, it was determined that the range at 0-21.33 is low satisfaction, the range at 21.34-42.67 is medium satisfaction and the range at 42.68-64 is high satisfaction. The increase of point from the form indicates that the students’ satisfaction increases. The average point of satisfaction from the school bus is 44.33, this point indicated the existence of high level satisfaction of the students (Table 2).

The point average of “**security**” which is one of the sub-dimensions of The Determination Form of Satisfaction Level of Students Who Use The School Buses was found low as  $4.63\pm 3.86$  (Min=0; Max=14). This situation indicated that the students are not satisfied from the security of school buses (Table 3). 85.7% of them stated that they were not controlled by the attendant about whether they wear their seatbelt after they wear

it, 73% of them stated that it is not compulsory to use the seatbelt on the school bus, 77.1% of them stated that the attendant was not available in order to help to the students on the school bus.

The statistical significant difference was determined between the sub-dimensions of the students’ gender in the sampling group and the reliability and of the satisfaction from the friends; between the sub-dimensions of the students’ grades and security, communication satisfaction, satisfaction from friends and recognition; between the sub-dimensions of the time that the students spend on the school bus and the satisfaction from friends, satisfaction from time management and satisfaction related to the noise ( $p<0.05$ ), (Table 4).

On Table 5, the relationship between the determination form of satisfaction level of students who use the school buses and the sub-dimensions was shown. It was found that there is a significant difference at the advanced level on the positive direction statistically between all of the sub-dimensions and the general point averages of satisfaction from the school buses ( $p=0.00$ ).

**Table 1. Introductory Information**

Variances		Number	%
<b>Gender</b>	Female	480	79.6
	Male	123	20.4
<b>Grade</b>	5	70	11.6
	6	82	13.6
	7	38	6.3
	8	37	6.1
	9	207	34.3
	10	128	21.2
	11	25	4.1
<b>Reason to use The School*</b>	12	16	2.7
	Distance of Home	325	53.9
	Easy Transportation to Home	94	15.6
	Being Safe	20	34.0
<b>Taken Time on The School Bus</b>	Family’s Demand	94	15.6
	Other	19	3.2
<b>Taken Time on The School Bus</b>	Less than 30 minutes	229	38.0
	More than 30 minutes	220	36.5
	1 hour	96	15.9
	More than 1 hour	58	9.6

\*Questions which are chosen more than one

**Table 2. Satisfaction Sub-Dimension and General Point Average on The School Buses**

Dimensions	Number of Article	Average±SD	Min.-Max.
Reliability	7	4.63±3.8	0-14
Communication Satisfaction	6	8.53±3.0	0-12
Satisfaction from Friends	3	4.55±1.99	0-6
Recognition	4	6.92±1.64	0-8
Satisfaction from Driver	4	6.71±1.83	0-8
Comfort and Ease	3	4.70±1.73	0-6
Satisfaction from Time Management	3	5.02±1.49	0-6
Satisfaction related to Noise	2	3.27±1.28	0-4
<b>Total Point Average</b>	<b>32</b>	<b>44.33±10.32</b>	<b>0-64</b>

**Table 3. Statements Related to Reliability**

Sub-Dimension	Yes		No		I's not sure/ I don't know		Average± SD
	n	%	n	%	n	%	
Information was given about what to be held for the emergency situations on the school bus.	144	23.9	412	68.3	47	7.8	0.56-0.85
My seatbelt is controlled by the bus attendant after I wear my seatbelt in my school bus.	56	9.3	517	<b>85.7</b>	30	5.0	0.24-0.61
The rules that we have to follow on the school bus were noticed on the first day when I got on.	225	37.3	318	<b>52.7</b>	60	10.0	0.85-0.94
It is compulsory that we use the seatbelt in my school bus.	93	15.4	440	<b>73.0</b>	70	11.6	0.42-0.74
Our school bus was introduced to us on the first day when I got on.	249	41.3	305	<b>50.6</b>	49	8.1	0.91-0.96
An attendant is available in order to help us in my school bus.	121	20.1	465	<b>77.1</b>	17	2.8	0.43-0.81
I know what I should do in the emergency situations in the time when I am in my school bus.	334	<b>55.4</b>	196	32.5	73	12.1	1.23-0.91

Table 4. Relationship between The Satisfaction Point from The School Buses and The Descriptive Features (N 603)

Demographic Features		n	Reliability	Communication Satisfaction	Satisfaction from Friends	Recognition	Satisfaction from Driver	Comfort And Ease	Satisfaction from Time Management	Satisfaction related to Noise	Satisfaction from School Buses General
			Ave±SD	Ave±SD	Ave±SD	Ave±SD	Ave±SD	Ave±SD	Ave±SD	Ave±SD	Ave±SD
Gender	Female	480	4.27±3.67	8.57±3.01	4.67±1.89	6.97±1.65	6.74±1.82	4.68±1.76	5.02±1.47	3.24±1.33	44.14±10.01
	Male	123	6.03±4.22	8.35±3.31	4.09±2.28	6.74±1.60	6.58±1.86	4.81±1.62	5.04±1.54	3.43±1.10	45.07±11.49
	t=		-4.61	0.71	2.91	1.38	0.88	-0.79	-0.17	-1.51	-0.90
	p=		<b>0.00</b>	0.48	<b>0.010</b>	0.17	0.38	0.43	0.86	0.09	0.37
Time Grade	5	70	6.17±4.26	8.14±3.05	3.51±2.17	6.71±1.78	6.70±1.94	4.24±1.94	5.20±1.43	3.34±1.14	44.03±12.14
	6	82	5.66±4.18	8.63±3.56	3.65±2.38	6.71±1.96	6.63±1.93	4.78±1.66	4.95±1.62	3.54±1.05	44.55±12.31
	7	38	5.40±3.78	8.95±2.47	4.42±2.23	6.71±1.66	6.66±1.62	4.61±1.57	5.05±1.37	3.61±0.86	45.40±9.20
	8	37	4.62±4.41	8.70±2.91	3.73±2.32	7.11±1.65	6.84±1.63	4.49±1.84	5.08±1.50	3.27±1.35	43.84±10.03
	9	207	3.85±3.47	8.55±2.89	4.98±1.69	7.19±1.26	6.70±1.80	4.68±1.78	4.93±1.48	3.23±1.33	44.10±9.38
	10	128	3.91±3.55	8.84±2.97	5.07±1.54	7.05±1.37	6.95±1.73	5.02±1.60	5.13±1.35	3.07±1.45	45.05±9.47
	11	25	4.64±3.38	8.28±3.57	5.52±1.19	6.80±2.31	6.48±2.18	4.92±1.41	5.00±1.61	3.04±1.43	44.68±10.19
	12	16	6.56±3.44	5.69±3.38	4.75±1.65	4.69±2.55	5.44±1.97	4.56±1.83	4.62±2.22	3.50±1.16	39.81±12.97
	F=		5.33	2.50	10.61	6.01	1.55	1.52	0.55	1.58	0.63
	p=		<b>0.00</b>	<b>0.02</b>	<b>0.00</b>	<b>0.00</b>	0.15	0.16	0.80	0.14	0.74
	PostHoc=		1>4, 1>5, 2>5, 3>5, 8>5, 1>6, 2>6, 3>6, 8>6 (p<0.05)	1>8, 2>8, 3>8, 4>8, 5>8, 6>8, 7>8 (p<0.05)	3>1, 5>1, 6>1, 7>1, 8>1, 3>2, 5>2, 6>2, 7>2, 8>2, 7>3, 5>4, 6>4, 7>4 (p<0.05)	5>1, 5>2, 1>8, 2>8, 3>8, 4>8, 5>8, 6>8, 7>8 (p<0.05)					
	Less than 30 minutes	229	5.08±3.73	8.77±2.80	4.52±1.95	6.75±1.80	6.67±1.86	4.70±1.72	5.19±1.40	3.45±1.13	45.14±9.67
	More than 30 minutes	220	4.45±3.96	8.46±3.14	4.30±2.18	6.98±1.60	6.81±1.73	4.66±1.76	5.05±1.45	3.32±1.24	44.02±10.56
1 hour	96	4.02±3.68	8.12±3.37	5.05±1.70	7.09±1.38	6.67±1.86	4.88±1.62	4.77±1.55	3.01±1.46	43.60±9.99	
More than 1 hour	58	4.52±4.13	8.45±3.32	4.83±1.68	7.09±1.56	6.50±2.03	4.62±1.87	4.67±1.73	2.85±1.55	43.52±12.37	
F=		2.05	1.11	3.67	1.47	0.54	0.42	2.98	5.16	0.81	
p=		0.11	0.34	<b>0.01</b>	0.22	0.66	0.74	<b>0.03</b>	<b>0.00</b>	0.49	
PostHoc=				3>1, 3>2 (p<0.05)				1>3, 1>4 (p<0.05)	1>3, 2>3, 1>4, 2>4 (p<0.05)		

**Table 5. Relationship between The Determination Form of Satisfaction Level of Students Who Use The School Buses and The Sub-Dimensions**

Sub-Dimensions	r	Reliability	Communication Satisfaction	Satisfaction from Friends	Recognition	Satisfaction from Driver	Comfort and Ease	Satisfaction from Time Management	Satisfaction related to Noise	Satisfaction from School Buses General
Reliability	r	1.00								
	p	0.00								
Communication Satisfaction	r	0.46**	1.00							
	p	0.000	0.00							
Satisfaction from Friends	r	0.12**	0.18**	1.00						
	p	0.00	0.00	0.00						
Recognition	r	0.17**	0.39**	0.13**	1.00					
	p	0.00	0.00	0.00	0.00					
Satisfaction from Driver	r	0.27**	0.54**	0.24**	0.35**	1.00				
	p	0.00	0.00	0.00	0.00	0.00				
Comfort Ease	r	0.24**	0.26**	0.29**	0.12**	0.22**	1.00			
	p	0.00	0.00	0.00	0.00	0.00	0.00			
Satisfaction from Time Management	r	0.26**	0.38**	0.17**	0.29**	0.40**	0.23**	1.00		
	p	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Satisfaction related to Noise	r	0.16**	0.22**	0.13**	0.14**	0.24**	0.21**	0.25**	1.00	
	p	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Satisfaction from School Buses General	r	0.71**	0.79**	0.45**	0.50**	0.66**	0.51**	0.57**	0.41**	1.00
	p	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

\*<0.05; \*\*<0.01

## Discussion

As a result of our study, the general satisfaction point of school buses was found as a high level. The students stated that they are generally satisfied with the school buses. However, it was determined that there are the situations that they are not satisfied with the security on the school bus.

On the study related to the evaluation of school buses which was made by Gedik in Uşak in 2013, the problems such as the use of seatbelt, the absence of attendant, listening to music on the school bus which show parallelism with our study were determined (Gedik, 2013). On this study, most of the studies stated that they were not informed about what to be made in the emergency situations on the school bus for the security.

The drivers of school buses should know how to interfere in the emergency situations such as the physical injury or getting sick. The Precaution and Preparation Plan in The Emergency Situations which is compulsory in the business in accordance with 6331 numbered labor law should be applied on the school buses. It is important that the drivers have the main first aid information and ability inhibiting the deterioration of injured person or patient's situation in the time taken for the transition of 112 emergency team to the case place in the event of an accident or getting injury which would occur on the school bus (The Law of Occupational Health and Safety, 2012; <https://www.haberturk.com/meb-den-okul-servislerine-15-dakika-kurali-1804356>. Access Date: 20.05.2019.).

Akay stated in his research that the pediatric patients who are hospitalised as a result of the trauma are hospitalised at 49% as a result of the traffic accidents. The importance of giving the training on the protection from the accidents at the schools and other places especially for the children and mother-fathers in the research (Akay et al., 2013)

A similar study was made by Demir et.al. It was found that the most frequent application reason is the traffic accident on the analysis of children forensic case applying to the emergency service. As a result of the research, it was stated the educational deficiencies and traumatic events are the preventable health problems (Demir et al.,

2013). Today, the traffic accidents as one of the most important problems show that necessary information for the emergency situations should be known. It was determined that the information deficiency (68.3%) of students about the emergency situations is an important problem in our study (Table 3).

The reason why the students don't know about what to do in the emergency situations that they have on the school bus can be thought that the informing related to the subject at the schools are not made, as a result of the research. 40 thousands school buses are available over the country, only 14 thousands and 5 hundreds school buses are in İstanbul. Today, when the reasons of school buses' accidents which bring up the security of school buses are searched; it is seen that the guide is not employed on the school buses, the sufficient audit is not made for the drivers' educations and experiences (<https://www.haberturk.com/polemik/haber/722220-okul-servisleri-ne-kadar-guvenli>. Date of Update: 06.03.2012. Access Date: 20.05.2019). Our study showed that the students don't wear the seatbelt (73.0%), have the information about what to do in the emergency situations (68.3%). In such a case, it will be inevitable that the irremediable significant health problems occur as a result of the accidents, in the event that the precautions are not taken.

According to the report of "High Road Accident Statistics" in 2018, Turkey Statistics Institution, 1.229.364 accidents in total occurred (Turkish Statistical Institution, 2019). The data indicates that the traffic accidents occur greatly in our country. The seatbelt is a simple but an effective protective equipment which is used in the vehicles (Omolase et al. 2012). As a result of our study, most of the students stated that wearing the seatbelt is not compulsory. The School Buses Regulation of The Ministry of Interior was published on The Official Gazette. Accordingly, the obligations of three-point seatbelt and necessary protective fittings for each student and child, the existence of seating-sensitive sensor-fitted system on each seat, interior-exterior camera system and the recording device which can record at least for 30 days were brought for the school buses. On the study which was made by Gedik about the school buses in Uşak, it was seen that the students who use the school bus don't wear the seatbelt (Gedik, 2013). On the

study which was made in Uşak, the attitude related to the seatbelt showed the parallelism with our research.

Li et.al. focused the neck injuries which are seen on the school buses. They recommended for the injuries that the seatbelts are redesigned and the shoulder seatbelts are used together except the lapbelts which are used traditionally (Li et al. 2014). The studies state the seatbelts should be developed, including its usage obligation

77,1% of the students in the sampling group stated that the attendant is not presence on the school bus. It was also stated on Gedik's study that the attendant is not presence on the school buses this situations supports our research result (Gedik, 2013). Nearly all of the students stated (85,7%) that it is not controlled by the attendants whether the seatbelts are worn. It is known that the seatbelts rescue the life greatly and get ahead the significant injuries. It is seen that the attendants are not presence on the school buses and if they are presence, they don't fulfill their duty. The presence of an active attendant on the school bus will make the control on the usage of seatbelt and will prohibit many problems.

The significant difference was determined statistically between the gender of students, security of school buses and satisfaction from friends ( $p < 0.05$ ). The female students' point average on the security of the school buses is less than the male students, the point average of satisfaction from friends was found higher than the male students. It is considered that these findings arise from that number of female students is more than the number of male students.

The statistical significant difference was determined between the sub-dimensions of the grade level of students in our sampling group, the security, the communication satisfaction, the satisfaction from friends and the recognition ( $p = 0 < 0.05$ ). It was determined that 9th and 10th graders' security points are lower than the other grades. It is considered that the students' education is more as their grade goes up and the expectation of students at the upper grades connected to their education from the school buses increases. In this context, it was decided that the course of traffic is given at 9th grades, by The Ministry of National Education in 2017-2018. In this course, it was foreseen to tell the necessity that the drivers are calm, respectful and tolerant to the other drivers in the traffic so the

fighting and negation of the traffic accidents can be prevented. On the study of Hatipoğlu et.al. that they compare the traffic training in Turkey and the traffic training which is given in the different countries; the main reason why the number of children who get injured and lose their life as a result of the traffic accident in Turkey is more than the other countries was connected to that the traffic training is not given in a way to gain the sufficient awareness. In the scope of training which was given, it is considered that they can understand and evaluate the traffic better (Hatipoğlu, Özdemir, Öztürk, 2012).

According to our research's result, the significant difference was statistically found between the sub-dimensions of grade level and communication satisfaction ( $p < 0.05$ ).

It was determined that the point average on the communication satisfaction was higher at the low grades. Its reason is considered as the increase of expectations in accordance with the cognitive and physical factors which develop with the average of age. It was considered that it arose from that the students evaluate the environment better proportionally with the age and they communicate their problems in easier way.

The factor that the upper grades enter puberty according to their age range should be considered. According to Adams, the pubescence is defined as a period when the child starts to need less observation of his/her family and the security of their protection, his/her physiologic and hormonal development come close to the adults' level and the physiologic maturity forces the child in the aspect of getting a responsibility in the society. It is considered that the upper graders who are in our research and participated into the research are more developed physically and mentally their expectations are much more in this aspect (Turkish Statistical Institution, 2019).

According to the result of our study, the statistical significant difference was found between the sub-dimensions of students' grade and the satisfaction from friend ( $p < 0.05$ ). It is considered that this difference arose from the high number of satisfaction points at 9th and 10th grades and the participation number of students.

According to our research, the significant difference was observed between the grade level of students and the recognition sub-dimensions ( $p < 0.05$ ). When the students in the sampling

group were reviewed, it was found that the lower graders' recognition points are higher. It is considered that it arises from that the families are more interested in the students at small ages in terms of communication and it is associated with the approaches of drivers and attendants to the students at small ages. The parallelism was observed between the small-age graders' communication problem and the recognition points.

The significant difference was statistically found between the time that the participant students of our research spend on the school bus and the sub-dimension points of satisfaction from friends. ( $p < 0.05$ ). It is considered that the difference arises from the high satisfaction points of those who travel by the school bus for less than an hour and the high number of students

In our study, the significant difference was found between the sub-dimensions of the time that the students spend on the school bus, the satisfaction related to the noise and the satisfaction from the time management ( $p < 0.05$ ). It was determined that the satisfaction points of those who travel by the school bus for less than 30 minutes and the students' number are high. It is considered that the students who travel by the school bus for more than 30 minutes are bored and disturbed from the environment stimulus proportionally with the time that they spend on the school bus.

It shows that providing the security and comfort in the vehicle during the transportation from home to school or from school to home, the effective communication of students with the attendants and friends, following the necessary rules in the vehicle and the existence of necessary equipments of the attendants on the school bus affect directly on the students' satisfaction from the school buses on the general and sub-dimensions. Thus, it reveals that the vehicles should serve precisely with all the aspects as the personnel, team and equipment in order to get the students' satisfaction from the school buses.

**Conclusion and Recommendations:** As a result of our research, it was determined that the students are pleased with the school buses as the general point averages of "The Determination Form on The Satisfaction Level of Students Who Use The School Bus" was found as 44.33. However, it was determined that they are not pleased with the security precautions which are taken on the school buses. Our research indicated

that the information is not given in the emergency situations on the school buses (68,3%), the student's seatbelt usage on the school bus is not considered as compulsory (73%), the attendant is not present for helping (77.1%).

The situations such as the traffic accidents, forgetting the students on the school buses, driving the school bus as improper to the laws which are seen on the school buses that the students use due to the various reasons bring up that the school buses should be enhanced.

As a result of the research, it was found that the seatbelts preventing greatly the death and getting injured during the accidents are not used (73%). So the drivers should receive education and the training should be given to the students on the first day that they start to use the school buses. The traffic rules and First Aid Courses should be given effectively in the elementary, secondary schools and highschools.

There should be an attendant to help the students on the school bus. This attendant should be interested with the students' problems generally. At the same time, the controls whether the students wear their seatbelts should be provided.

In an unexpected case, the individuals who have to make the first aid interference are the drivers and attendants before 112 comes. Thus, they have to have the knowledge about what to be made in the first aid and emergency situations.

Our research's results show that the students use the school buses even for the short distances. It is foreseen that the students whose ages are suitable are encouraged to the beneficial vehicles in terms of health such as the bicycle instead of the school bus for the close-ranges and it will be beneficial that the bicycle roads are made as to use their bicycle securely on this subject. Moreover, It will be beneficial for the healthy life that the students are encouraged to walk in the short distance as the security of school roads is provided.

It is very important that there is a nurse for the schools' health who protects the health of children and determines the problems at schools and who can make the audit, evaluation and suitable attempts in the formation of a safe environment for the children. In this process, the school health nurses should be employed not only at the private schools but also at the public schools.

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