

Perception of Safe School in Turkey: Opinions of Parents, Students and Teachers*

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Abstract

This study examined the phenomenon of school from the point of view of teachers, students and parents, and the question as to who wants what and who can do what and it was tried to make decisions about school safety and to determine strategies with opinions of stakeholders. The design of the study, which was designed according to the qualitative research model and which aims to examine the phenomenon of school safety in depth by benefiting from the views, experiences and perceptions of the school stakeholders, is phenomenology. The stakeholders of primary and secondary schools in Sivas city centre during the 2018-2019 school year were included in the study group. The participants of the study consist of 50 teachers, 48 students and 50 parents. As a result of the interviews conducted through semi-structured interview form, it is seen that teachers, students and parents address the phenomenon of safe school under the categories of "Psycho-social", "Administrative", "Physical", "External Factors" and "Employee Characteristics" and express their expectations from National education, school management, teachers, parents and students in physical, educational, administrative, disciplinary, legislative aspects and the aspects of courtesy, financial support, responsibilities, personnel and media.

Keywords: Safe school, Safety, School, Expectations related to Safety, School stakeholders

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Introduction

In general, safety can be defined as the state of danger, damage and risk protection. Schools can be seen as hygienic environments. Being hygienic can be defined as not only cleanness but also the school is healthy, effective, physically equipped and being in a good state as a whole.

Safety is considered an important area of need for human beings. A safe life can significantly determine a person's quality of life. In the hierarchy of needs, the need for safety is one of the needs that come after physiological needs and must be met. A person's holding on to life, being successful, reaching effective and productive results in production is related to meeting many of their needs. Schools are institutions that are directly affected by the need for safe living. The nature of schools as an important social institution in social life requires the management of safety actions.

Schools are obliged to provide a comfortable working environment for their employees. The main determinant of comfort and peace in the working environment is safe. Whereas a safe learning environment means that physical elements in school do not pose a danger in terms of the physical environment, it might be defined as the food consumed in school being clean and sanitary in terms of food safety (Turhan and Turan, 2012). Schools should be safe havens (Croft, Moore and Guffy, 2019; Marcella, 2018; Eren, 2019; Xaba, 2006). Crimes and violence in schools affect not only the people involved but the school as a whole. In this sense, it is also necessary to describe, update and monitor the safety indicators of schools for societal security as a whole. Security incidents such as student victimisation, bullying, fights, possession of weapons, drug and alcohol use at school might occur inside or outside the school (Wang, Chen, Zhang and Oudekerk, 2020; Fennelly and Perry, 2014; Xaba, 2006) and might affect the school culture and climate. According to Conaway (2014), education, safety and health in learning and work environments are inseparable concepts. Thus, a state of insecurity in terms of physical, emotional and social conditions jeopardises not only the intellectual development of students, but also the basic principles of education.

According to Gairin and Castro (2011), the concept of school safety and the approach underlying the concept is prevention and reduction of risk factors and encouraging the actions that refrain from consequences or circumstances of unsafe works. Safety at schools has been a constant source of concern in the educational community (as cited in Conaway, 2014). Although the problem of school safety is tried to be solved with different practices over time, the effects of disrupting the quality of learning environments have started to be discussed more. One of the main goals of the school is to provide education and training in a healthy environment. It is necessary to address and evaluate school safety within the framework of the concept of a healthy school.

In ensuring school safety, school management can make significant contributions to the school knowing what is happening in the school and being aware of the risks that may affect the

educational community (Conaway, 2014; Marcella, 2018). By identifying risks and analysing the physical and psycho-social environment, the school administration should make appropriate decisions, set safety policies, and develop prevention plans for each school. In recent years, schools have used specific tools to assess the risks that affect them and to engage in different areas. Fire-related conditions of buildings and facilities, threats, bullying, substance use or work-related safety issues of the teaching staff were identified as risk areas (Conaway, 2014).

The school as a whole can fulfill its functions depending on its structure of being safe in the realisation of its goals. The fact that all stakeholders of the school feel safe socially, emotionally and physically holds an important place in the realisation of the goals of the school. Opportunities provided to classrooms and students in classrooms as a production subsystem of schools by both their teachers and school administrators might reflect positively on their learning outcomes. Students can participate more eagerly and effectively in learning activities in a safe environment that the school provides for the students. According to Hanaya, McDonald and Balie (2020), teachers are the most critical mass after students in schools. Teachers thus represent an important figure for safety in schools. In many ways, teachers' attitudes, approaches and skills most directly affect a student's learning outcomes. Therefore, safety problems that may disrupt learning should be far from school and classrooms. Students are often left out in school safety issues and strategies. However, students, teachers, and parents are responsible for school safety as equal parts of a whole.

Students' physical freedom in a school building, feelings of social belonging, sincerity in relationships, and protective attitudes and actions will make them feel more free and comfortable.

Whereas the physical robustness, usefulness of the building are considered as a sort of safety at school, a climate, where psychologically good relationships, value-driven behaviours, mutual acceptance are exhibited, might also increase student safety at school. In other words, safety at school points to a situation beyond just preventing violence, reducing fights, and controlling school accidents.

School violence can become a national concern due to the number of violent incidents. It is possible to mention the violence that goes so far as to lead students to lose their lives. Violence comes in different forms in school environments. These include fights, bullying, verbal abuse, cyber-bullying, emotional-psychological abuse and sexual violence, gang violence and bringing guns to school. These raise significantly more concerns about safety at schools and incidents are featured in newspapers, television and other media. Violence is one of the most important security problems and can damage the culture and climate of the school. According to De Wall and Grösser (2009), situations such as violence against students, abuse, a tendency towards crime, and insufficient support for appropriate education and training materials strengthen safety problems. Safety barriers can affect the nature of the relationships between teacher and student by reflecting on paedagogical results.

School climate often refers to interrelated aspects of the quality and character of school life. Factors such as serious crimes related to safety at school, physical facilities or restrictions, legal barriers, bullying and violence might affect school climate (School climate and safety, 2018). Recent researches have shown that better outcomes will be achieved by focusing on more proactive approaches to student behaviour and using interdisciplinary supportive programmes at schools. It is necessary to support school safety with strategies and processes that will improve climate and overall academic results (Matthew, Cuellar, Susan, Elswick and Matthew, 2018)

Opportunities offered to its students by a school in physical, social and emotional dimensions are increasing day by day, however, the safety gaps are increasing to the same extent through changing technology, human needs and psychological pressures (Dönmez, 2001, Memduhoğlu and Taşdan, 2007). Thus, schools today need to be interested not only in ensuring safety for their employees, but also in the dimension of reflection of this safety in their learning and teaching activities. In addition to elements such as physical order, violence, fighting in school, safety should also be aimed at the environment and relationships in which people feel good and connect psychologically and socially.

Building characteristics of schools, crowded school sizes, dual education practices, heavy weekly course loads, as well as the uniform organisation of classes as closed spaces can further expose these problems. Therefore, over time, the traditional concept of school safety is being redefined to include other aspects related to emotional and social well-being. The ultimate goal of safety has become to be thought of as creating a strong school culture with emotional and social ties.

School culture creates identity. The school identity is formed and developed in a healthy school environment (Lunenburg and Ornstein, 2011). It is always more and more an urgent need to determine what school safety problems are and to develop suggestions and solutions for school safety problems in this context. What is more interesting is that the measures, suggestions and solutions developed for these needs must be updated under changing circumstances.

The first of these measures is to utilise developing technologies (Perumean-Chaney and Sutton, 2013). Another is the security guard, which can be seen and criticised as an element that increases tension since it is perceived as police. For example, video cameras, extreme rules can affect the learning climate at school socially and psychologically. For the school to be a healthy and safe place, practices aimed at increasing the school climate and culture should be implemented with a more desirable and flexible attitude; approaches to resolving conflicts should be included and managed, inclusion in decision making, co-deciding areas should be expanded and social ties should be strengthened. At this very point, it is stated with this research that it is needed to define what school safety is and to develop suggestions with regards to necessary measures in the field. According to Matthew and others (2018) (2018), current researches suggest widespread authoritarian strategies

for safety practices in schools, such as metal detectors and security. However, cameras and guards in schools are not effective methods of preventing violence at school. According to Hanaya, McDonald and Balie (2020), "safety is something greater and more valuable than the absence of violence in school" (pp., 5). Therefore, it is necessary to consider many factors related to learning together while establishing the school safety framework. Çankaya (2009) emphasises that besides school safety, changing inside and outside the school environment, it is also necessary to take measures to reduce aggression and similar undesired student behaviours and to make school programmes effective, social and individual-oriented.

When it comes to school safety, it should be understood that all activities and practices of the school are carried out in an environment supported by cultural elements shared in an open climate. In a safe school, every student can express themselves freely and develop their skills. In this context, this study examined the phenomenon of school from the point of view of teachers, students and parents, and the question as to who wants what and who can do what and it was tried to make decisions about school safety and to determine strategies with opinions of stakeholders. For this purpose, answers were sought for the following questions. What are the opinions of

1. Teachers, students, and parents on the phenomenon of a safe school?
2. What are their opinions on the phenomenon of unsafe school?
3. What are their opinions regarding what kind of practices they expect from whom to increase school safety?

Method

This study was conducted using the qualitative research method. The pattern of the study, which aims to examine the phenomenon of school safety in depth by utilising the opinions, experiences and perceptions of school stakeholders regarding the concept of a safe school, is phenomenology. Because the phenomenological pattern focuses on understanding how people perceive themselves and the world around them. It tries to reveal and convey the hidden meanings of daily life experiences (Robson, 2015).

Study group

The study group of the research included stakeholders of primary and middle schools in Sivas city centre during the 2018-2019 school year. The participants of the study consist of 50 teachers, 48 students and 50 parents. The study group was determined according to maximum diversity sampling, one of the purposeful sampling methods. In order to examine the experiences, perceptions and opinions of individuals with different responsibilities and duties regarding school safety and the

phenomenon of school safety in depth, sampling utilizing maximum diversity sampling was preferred. Table 1 includes demographic information of the participants.

Table 1. Information on the study group

Participants		Students	Teachers	Parents
Gender	Female	21	19	20
	Male	27	31	30
Level of Education	Primary school			13
	High School			16
	Bachelor's Degree		45	21
	Master's Degree		5	
School type	Primary school	14	20	22
	Middle school	17	14	16
	High School	17	16	12
Total		48	50	50

According to Table 1, participants consisted of 48 students, 50 teachers and 50 parents, 21 of them were female students, 27 male students; 19 were female teachers, 31 were male teachers, 20 were mothers, 30 were fathers. 45 of teachers were undergraduate, whereas 5 were graduates. 13 of parents were primary school graduates, 16 were middle school graduates and 21 were undergraduates. Since students continue their education, the level of education of students has the same frequency as the type of school. Therefore, the part about the education level of the students is left blank. 20 of the teachers work in primary school, 14 in middle school and 16 in high school. The type of school in which parents' children study consists of 22 primary schools, 16 middle schools and 12 high schools.

Data collection

Interviewing (Stewart and Cash, 1985), a reciprocal and interactive communication process by posing questions and answering was preferred in order to achieve a predetermined and serious purpose. Data were collected using a semi-structured interview form. Before the semi-structured interview form was prepared, the researchers reviewed the relevant literature and asked opinions of two faculty members that are experienced and expert in qualitative studies. A semi-structured interview form was drafted in line with the opinions of researchers and faculty members, and it was reviewed by two experts in the field of educational management. The semi-structured interview form was finalised considering issues and suggestions, for which opinions were expressed. The clarity and comprehensibility of the semi-structured questions were checked through the pre-application. It was decided to ask questions in the semi-structured interview form clearly and comprehensibly according to teachers, students and parents and to ask additional questions or to make explanatory interventions (without exceeding the scope of the research) based on answers given. For example, they were asked to evaluate the question of what does the concept of safe school mean in physical, administrative, and psycho-social dimensions. The interviews with each participant were conducted at a time when the participant was available at school, and the average time allocated to the interview was determined as

20 minutes. This study was conducted with the permission of Ethics Committee of Sivas Cumhuriyet University. Care was taken to ensure that interviews with students were conducted with the consent of parents and identity information of participants was kept confidential.

Data analysis

The data were analysed with content analysis for the research. Content analysis is the technique of collecting and analysing text content. In qualitative content analysis, the researcher uses symbolic and systematic counting and recording procedures of a text (Neuman, 2008). In the content analysis, five stages were followed in order. First, open coding was conducted in order to generate initial codes to determine and categorise themes, then the data was reviewed and axial coding was conducted in order to create additional codes or new themes. In the third stage, analytic reminder notes (Miles and Huberman, 1994) were utilised by taking into account discussion notes regarding each theme and concept coded during and after selective coding in order to review all data and previous codes. Finally, the data were analysed through the process of interpretation and elaboration (Neuman, 2008).

The validity and reliability of the study

The paradigm of qualitative researches is different from that of quantitative researches. Therefore, the concepts of plausibility, transferability, consistency and confirmability that correspond to the validity and reliability of study in quantitative research are more appropriate to the nature of qualitative research (Mills, 2003). In this context, the procedures and principles are taken into account to ensure the plausibility, transferability, consistency and confirmability of the research are explained below.

In order to ensure plausibility the participants of the research were informed about the purpose and content of the research and were asked to answer relevant questions accordingly. During the process of converting each opinion into text, participant opinions were recorded, confirming whether the statements are written were in line with the opinion that the participants wanted to express. In the analysis of the data, the credibility of the study was tried to be ensured by the two researchers for themes to be consistent in generating categories and codes, by clearly reviewing code-theme compatibility.

Detailed information about the purpose, content, method, findings and how these stages were carried out were expressed within the scope of the study. Besides, the opinions of participants, where were source of the themes obtained within the scope of the study, were supported by direct quotations.

The demographic characteristics of the participants of the study are detailed in order to ensure consistency. Opinions of participants were coded by the researchers and it was tested whether

participants expressed their opinions consistently with each questions, then data related to the participants were analysed. It was paid attention that the time allocated to each participant and the research environment was similar. The consistency between the themes reached in the study and the theoretical information was also taken into account.

Ensuring the confirmability is about whether similar data can be obtained by re-posting the questions prepared within the scope of the research to the study group. In this study, the opinions of certain participants were taken through pre-application of interview forum and the same participants were found to express similar opinions during the application. Besides, the raw data of the study and the documents related to obtaining the categories are reserved for the concerned parties to review.

Results

The results of the research are presented under the headings of the opinions of teachers, students, and parents "on the phenomenon of safe school", "on their phenomenon of unsafe school", and "on their expectations from students, teachers, and parents to increase school safety".

Opinions of students, teachers and parents on the phenomenon safe school

In order to take opinions of students, teachers and parents on the phenomenon of safe school, the following questions were posed to the participants "How would you define the concept of safe school? What does it mean for you that a school is a safe place (environment)? ", "Please state the words that come to your mind when it comes to safe school?" and "What are the factors/situations that you think increase the safety of the school?" - The categories of the safe school phenomenon are seen in the graphic created within the framework of the answers to the questions.

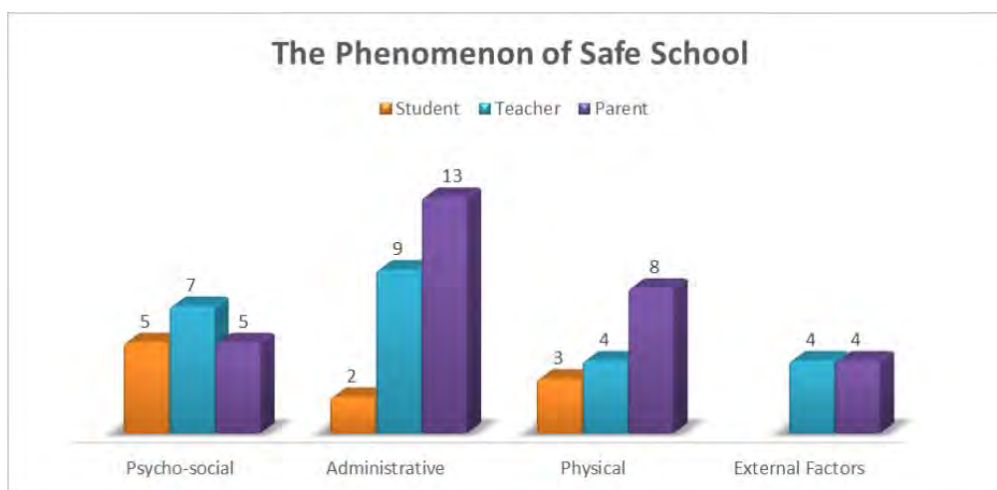


Figure 1. The Phenomenon of Safe School

Teachers, students and parents explained the phenomenon of safe school with categories of "Psycho-social", "Administrative", "Physical" and "External Factors". When evaluated overall, while

the participants mentioned the phenomenon of safe school mostly in administrative dimension (f=24); this is followed by psycho-social (f=17) and then physical dimension (f=15). The fact that school it is thought that the administration has primary responsibility in ensuring school safety, might explain the answers that mostly express the administrative dimension regarding the phenomenon of safe school. The phenomenon of a safe school related to external factors (f=8) appears to be the least mentioned dimension.

For example, teacher coded as 7 mentioned external factors as *"In my opinion, school safety means ensuring safety, well-functioning of control mechanisms, minimising physical risks, absence of insult, violent and fear in terms of occupational safety, public order and civil defence and all personnel including school bus drivers and auxiliary staff being reliable people"*.

When evaluated separately, while parents and teachers mostly consider a safe school with its administrative dimensions; students, on the other hand, mostly mentioned about safe school with its psycho-social dimensions. The following answer of student coded as 32 might be an example to this *"According to me, safe school means going to school willingly and with pleasure, feeling comfortable, happy and peaceful. Trust is more valuable than love"*. Similarly, parent coded 21, who frequently emphasised the phenomenon of safe school with its administrative dimension stated their opinion as follows *"Places, where there is no fear or anxiety, which is free, peaceful and successful academically, where parent-school relations are developed, where emergency and crisis management is established, where measures to ensure school safety are taken and where inspections are conducted"*.

Besides, the fact that parents (f=8) mostly emphasised the phenomenon of school in physical dimensions and teachers (f=7) mostly emphasised it in psycho-social dimension and the fact that students' answers did not include the phenomenon of safe school related to external factors, are amongst other findings of the research.

Following the answer given by student coded as 1 might be an example of physical safety *"I think that safe schools are places that provide physically safe conditions for their students. The presence of security camera at the school, the presence of iron fences around the school, locked windows and presence of net in stairwells indicate that the school is safe"*.

Table 2. The Phenomenon of Safe School According to Opinions of Students, Teachers and Parents

Categories	Subcategories		
	Student	Teacher	Parent
Psycho-social	Peace	Peace	Peace
	Happiness	Happiness	Happiness
	Comfort	Comfort	Comfort
	Friendship	Care-love-respect	Care-love-respect
	Love	Belonging Consciousness Positive school climate	Consciousness
Administrative	Authoritarian school	Academic achievement Transparency	Academic achievement Transparency
	Orderly school	Occupational safety Being cautious Healthy school Continuity Positive relationships Cooperative school Orderly school	Occupational safety Accessibility Cooperative school Orderly school Discipline Permission to go out of the school Clarity Justice Freedom Crisis management Inspection
	Security camera	Security camera	Security camera
	Being equipped	Being equipped	Being equipped
	Safeguarded buildings	Hygiene Material safety	Hygiene Safeguarded buildings Material safety Robustness of school building Entrance-exit security Canteen health
		Safety of the school environment Safety of school bus Security Guard Competence of auxiliary staff	Safety of the school environment Safety of school bus Security Guard Isolation of school location

The subcategories, based on which teachers, students and parents consider school safety, are seen in Table 2. When evaluated overall, teachers, students and parents both agree that the subcategories of *peace*, *happiness* and *comfort* in the *psycho-social* dimension express the phenomenon of a safe school; students also believe that a safe school is a place of *friendship* and *love*, as well. Similarly, teachers and parents believe that the subcategories of *care-love-respect* and *consciousness* should also be in a safe school; teachers believe that the sense of "*belonging to their schools*" and *a positive school climate* also express school safety.

When evaluated in *administrative* terms, students, teachers and parents think that a safe school should necessarily *be an orderly school*; *teachers and parents also think that they should be places that are academically successful, transparent*, that care about occupational safety and *cooperation* in all matters. Besides, students describe the phenomenon of a safe school as an

authoritarian school, while teachers *believe that being cautious and healthy, continuity of safety measures*, and *positive relationships* established with other school stakeholders in the administrative dimension also express school safety. Besides, parents define a safe school in an administrative dimension as *accessible, disciplined, open, fair and free places*, and also state that a safe school must have *crisis management* skills and must be inspected.

When the physical dimension is examined, whereas teachers, students and parents agree that a school must have a *security camera* and *be equipped* for the school to be considered safe, students and parents think that schools must be *safeguarded buildings*; teachers and parents state that schools must be reliable in terms of *material safety* and *hygiene*. Additionally, parents believe that the *robustness of school building, entrance-exit security* and *canteen health* are qualities that a safe school should have.

Lastly, when the dimension of external factors is examined; teachers and parents believe that a safe school should also ensure that the *school environment and school busses* should be safe and there should be a *security guard*. Also, teachers stated that *the competence of auxiliary staff* is related to school safety whereas parents stated that *school is located in an isolated area* is related to school safety.

Opinions of students, teachers and parents on the phenomenon unsafe school

In order to take the opinions of students, teachers and parents on the phenomenon of unsafe school, the following questions were posed to the participants "How would you define the concept of unsafe school?" "What does it mean for you that a school is an unsafe place (environment)?", "Please state the words that come to your mind when it comes to unsafe school?" and "What are the factors/situations that you think violate the safety of the school?" - The findings obtained as a result of the analysis of the answers can be seen in the graphic below.

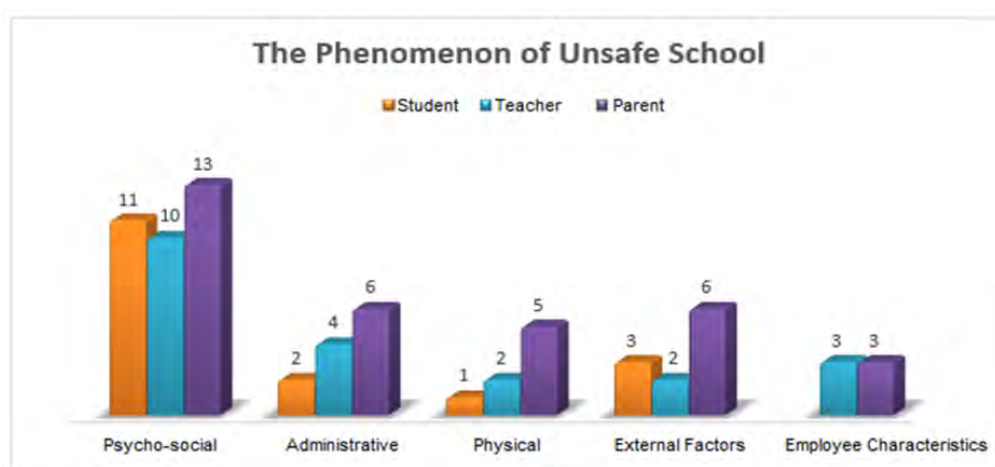


Figure 2. The Phenomenon of Unsafe School

The phenomenon of unsafe school was evaluated by teachers, students and parents under the categories of "*Psycho-social*", "*Administrative*", "*External Factors*" and "*Employee Characteristics*". When examined overall, teachers, students and parents explain the phenomenon of unsafe school mostly with its psycho-social dimensions (f=34). The reason for this finding may be that the unsafe school is mostly matched with psychological and social concepts. Psycho-social dimension is followed by administrative dimension (f=12), dimension of external factors (f=11) and physical dimension (f=8). Employee characteristics (f=6) appear to be the least mentioned dimension in the answers.

For example, the answer of parent coded as 44 as follows "*Especially unreliable personnel, entrance and exit of strangers to and from school and different attitudes of employees indicate an unsafe school for me*" and answer of parent coded as 12 as follows "*When it comes to an unsafe school, non-disciplinary school and unreliable school bus drivers come to my mind*" might be examples for the dimension of employee characteristics regarding the phenomenon of unsafe school.

When we evaluate it separately from the point of view of students, teachers and parents, all 3 groups seem to mention unsafe school most often in the psycho-social dimension, while students seem to mention other dimensions other than the psycho-social dimension in their answers. At this point, it can be said that students mostly want to feel safe in their schools, both psychologically and socially.

The answer of student coded 33 as follows "*Unsafe school means worrying about what will happen to me at school today*", the answer of student coded 30 as follows "*I fear at an unsafe school and get anxious*", the answer of student coded 47 as follows "*The concept of unsafe school scares people, they are places of violence, bullying, fear and oppression*" might be examples for this.

The fact that parents mostly mentioned concepts in administrative dimension (f=6) and dimensions of external factors (f=6) and in physical dimension (f=5), teachers criticised the phenomenon of unsafe school mostly in administrative dimension (f=4) after psycho-social dimension is amongst other findings of the research. Teacher coded as 32, emphasising the concepts in administrative dimensions in their answer stated their opinions as follows "*An unsafe school is an uninspected school, where neglected dangers occur, where strangers enter and exit school, where there is no action plan in cases of extraordinary situations, where health and hygiene rules are not followed*".

The subcategories, based on which teachers, students and parents consider the phenomenon of unsafe school, are seen in Table 3.

Table 3. The Phenomenon of Unsafe School According to the Opinions of Students, Teachers and Parents

Categories	Subcategories		
	Student	Teacher	Parent
Psycho-social	Peer bullying	Peer bullying	Peer bullying
	Discrimination	Anxiety	Violence
	Anxiety	Violence	Unconsciousness
	Violence	Disrespect	Indifference
	Disrespect	Uneasiness	Insecurity
	Doubt	Abuse	Dislike school
	Fear	Dislike school	Unhappiness
	Uneasiness	Insincerity	Disorder
	Abuse	Disharmony	Uneasiness
	Fight	Negative school climate	Threat
	Bullying		Abuse Oppression Harassment
Administrative	Indiscipline	Indiscipline	Indiscipline
	Uncontrolled entrance and exit	Uncontrolled entrance and exit	Uncontrolled entrance and exit
		Lack of inspection	Lack of follow-up of absenteeism
		Lack of disaster and emergency management	Lack of parent-school cooperation
			Absence of social activities
			Lack of crisis management
Physical	Lack of hygiene	Lack of equipment	Lack of equipment
		Lack of equipment during entrance and exit	Unsound buildings
			Lack of hygiene
			Absence of an infirmary
			No security camera
External Factors	Theft	Insecurity of the school environment	Insecurity of the school environment
	Substance abuse	Bad habits	High traffic density
	Pressure groups		Insecurity of school road
			Substance abuse
			Ganging up
			Theft
Employee Characteristics		The impropriety of criminal records	Unreliability of school bus drivers
		Lack of reliable staff	Lack of reliable staff
		Inadequate staff	Irresponsible behaviour of employees

When categories in Table 3 are evaluated separately; whereas all participants match the phenomenon of unsafe school in *psycho-social* dimension with the concepts of *peer bullying, uneasiness, violence and abuse*; teachers and students agree that unsafe school is related to the concepts of *anxiety, disrespect* and teachers and parents agree that it is related to the concept of *dislike school*. Apart from these, students think that there is *doubt, fear, fight, bullying and discrimination* in an unsafe school; teachers are of the opinion that schools, where *insincerity, disharmony and a negative school climate* are present, are unsafe. Lastly, when the answers of parents are examined, it is seen that the phenomenon of unsafe school is matched with subcategories of *unconsciousness, indifference, insecurity, unhappiness, disorder, threat, oppression and harassment*.

When *the administrative* dimension is examined, it is seen that all teachers, students and parents emphasise that *indiscipline* and *uncontrolled entrance and exit* indicate the phenomenon of unsafe school. Additionally, teachers stated that an unsafe school lacks *disaster and emergency management*; parents stated that *lack of follow-up of absenteeism, lack of social activities* and *lack of crisis management* evoke unsafe school.

When the *physical* dimension of the phenomenon of unsafe school is examined, it can be said that students and parents associate *lack of hygiene* with the phenomenon of unsafe school and parents associate *lack of equipment* with the phenomenon of unsafe school. Apart from these, *lack of equipment as stated by teachers* and *unsound buildings, lack of infirmary* and *security camera* as stated by parents, are other factors that indicate a deficiency in physical terms and affect the phenomenon of safe school negatively.

When we evaluate the phenomenon of unsafe school in the dimension of *external factors*; it is seen that teachers and parents agree that *insecurity of school environment* is associated with the concept of unsafe school and students and parents agree that *substance abuse* is associated with the concept of unsafe school. Besides this finding, students believe that *theft* and *pressure groups* violate safety of school, teachers think that *bad habits* violate the safety of the school and parents believe that *high traffic density, insecurity of school road, ganging up* and *theft* violate the safety of a school.

Lastly, when it is evaluated in terms of dimension of employee characteristics, teachers think that *lack of reliable staff, inadequate staff* and *impropriety of criminal records of employees* violate the safety of a school. Additionally, parents, like teachers, associate the phenomenon of unsafe school with *lack of reliable staff, the unreliability of school bus drivers* and *irresponsible behaviours of employees* in terms of characteristics of employees.

Opinions on expectations of students, teachers and parents in increasing school safety

In order to take the opinions of students, teachers and parents in increasing school safety, the participants were asked following questions “What kind of practices from whom do you expect to make a school a safe school? Within the scope of the safe school, specify your expectations and the group from which you have expectations”. As a result of the analysis of the answers given to the question, the graphic below was created.

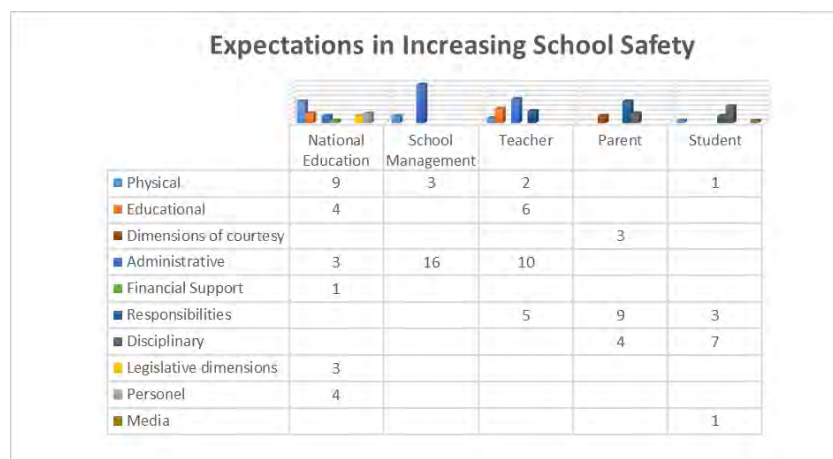


Figure 3. Expectations in Increasing School Safety

As can be seen in the graph, the participants stated their expectations from national education, school management, teachers, parents *and* students in increasing school safety, with *physical, educational, administrative, disciplinary, legislative dimensions and dimensions of courtesy, financial support, responsibilities and media*. When evaluated overall, expectations of participants are mostly from National Education (f=24), teachers (f=23) and school management (f=19). When school safety is considered with all its dimensions, this finding might be explained with the fact that it is primary responsibility of central organisation to make a school safe against risks related to physical and external factors and it is primary responsibility of school management and teachers to make a school safe against psycho-social and administrative risks.

When evaluated separately, the expectations of participants from *National Education* are mostly in physical, educational, administrative, legislative dimensions and dimensions of financial support and personnel. Additionally, it is seen that participants mostly expect from National Education to make a school safe in *physical* (f=9) terms and awareness to be raised in educational (f=4) terms, then *personnel* (f=4) employment that will affect the safety, to be provided.

The answer of teacher coded as 12 as follows "*I expect from National Education to inspect the school and its environment, to inform parents, students and teachers, to implement deterrent punishments*" might be an example for this.

Expectations of participants from *school management* are in *administrative* (f=16) and *physical* (f=3) dimensions. Because it is the responsibility of school management to take measures for all kinds of security gaps in the school, to ensure the safety of students and employees, and to coordinate interventions against safety problems.

For example, parent coded as 25 stated their opinion in this regard as follows "*My expectation from a school principal is to take all kinds of measures in and around the school, in cases of*

situations that will disrupt physical and psychological health and to request help from relevant institutions, if necessary and to intervene in events that violate safety".

When their expectations from *teachers* are examined, it is seen that expectations of participants from teachers are mostly in *administrative* (f=10) dimension such as management, inspection in classroom and providing cooperation and secondly in *educational* (f=6) dimensions and in terms of *responsibilities* (f=5) and thirdly in *physical* (f=2) dimensions.

Student coded as 21 stated their opinion from teachers in terms of school safety as follows *"They should warn students without breaking their hearts or without scaring them"* and student coded as 37 as follows *"They should inform students about situations that jeopardise safety in order to raise awareness among students"*.

The fact that teachers, parents and students have expectations from *parents* mostly in terms of *responsibilities* (f=9), secondly in *disciplinary* (f=4) dimension, thirdly in the dimension of *courtesy* (f=3); and they have expectations from *students* mostly in *disciplinary* (f=7) dimension, secondly in terms of *responsibilities* (f=3) and thirdly in *physical* (f=1) dimension and dimension of *media* (f=1), are other findings of the research.

To give an example, teacher coded as 4 stated their expectations from parents as follows *"They should obey school rules, cooperate with school and raise awareness of their children about safety problems that they might encounter"*. Parent coded as 11 stated their expectations from students as follows: *"Students should attach importance to socialisation as well as academic success at school. Besides they should share safety problems with their teachers and families in dialogue with their class teachers and school counsellors."*

Table 4. Opinions of Students, Teachers and Parents Regarding What Their Expectations are in Increasing School Safety and from Whom They Expect

	Categories	Subcategories		
		Student	Teacher	Parent
National Education	Physical	Camera system	Camera system	Safety means
		Fingerprint application	Small school buildings Adequacy of equipment Suitable playgrounds	Safety of school environment Spatial separation of school types
	Educational		Activities to raise awareness Seminars	First aid training Activities to raise awareness
	Staff		Healthcare professionals Security Guard	Security Guard Teacher circulation
	Legislation		Safety policies Legislation to protect teacher Deterrent punishments	
	Administrative		Inspection Cooperative management	Inspection
	Financial Support			Allocation of allowance

School management	Administrative	Increasing counselling services Increasing shift duties Inspection	Transparent management approach Control by on-duty teacher Knowing school and student Safety measures Inspection Cooperative management approach (Directorate of National Education-Parent-Student cooperation) Implementation of disciplinary rules	Safety measures Inspection Student ID card application Rules Cooperative management approach (school-parent cooperation) Participation in decisions
	Physical	Regulation of entrance and exit of schools according to age	Security camera Material safety	
Teacher	Educational		In-service training Raising awareness Love-interest	Raising awareness Preventive counselling Love-interest
	Administrative	Classroom rules Inspection	Family visits Classroom rules School-family cooperation	Inspection Instant absenteeism notification School-family cooperation Parent-teacher meetings Family visits
	Physical		Material safety	Material safety
	Responsibilities	Informing parents	Informing management about safety Colleague collaboration Being on duty responsibly	Informing parents
	Responsibilities	Keeping communication channels open Raising awareness of children Cooperation with school	Providing a safe and peaceful home environment Raising awareness of children Cooperation and communication with school	Raising awareness of children Cooperation and communication with school Being in constant contact with their children
Parent	Courtesy		Not to interfere with teacher Respectfulness	Respectfulness
	Discipline		Obeying school rules Ensuring children behave following the rules	Obeying school rules Ensuring children behave following the rules
Student	Physical	Protecting school		
	Discipline	Obeying rules Protecting and looking after their friends Being respectful Not communicating with people they do not know	Obeying rules Avoiding uncontrolled behaviours	Obeying rules
	Responsibilities		Reporting problems to authorised persons	Informing families Keeping in touch with the counsellor
	Media		Avoiding violent stimuli (movies, TV shows, series ...)	

In Table 4, the expectations of students, teachers and parents from National education, school administration, teachers, parents and students are presented in separate sub-categories.

When expectations from National education are examined, teachers, students and parents mentioned expectations in *physical* dimension such as *camera system, fingerprint application, small school buildings, adequacy of equipment, suitable playgrounds, safety means, the safety of school environment* and *spatial separation of school types* and *educational* dimension, they expect from

National Education to *conduct activities to raise awareness, to provide first aid training* and to hold *seminars* about school safety. Expectations in the dimension of *personnel were expressed with subcategories of the presence of healthcare professionals and security guards at schools and occurrence of teacher circulation; and in administrative dimension with subcategories of the presence of inspection and cooperative management*. Lastly, participants expected security policies, *legal regulations to protect teachers and legal regulations regarding deterrent punishments from National Education in legislative dimensions* and they stated that *an additional allowance should be allocated in order to ensure safety at schools in the dimension of financial support*.

Expectations from school management in *administrative dimensions* can be summarised with subcategories such as *increasing counselling services, inspection, transparent management approach, implementing disciplinary rules, taking safety measures, student ID card applications* and *cooperative management approach*; whereas expectations in the *physical dimension* are *regulating entrance and exit according to ages, security camera and ensuring material safety*.

Teachers, students and parents stated their expectations from teachers in the *educational dimension* with subcategories such as *conducting preventive counselling activities and raising awareness and showing love and care to students*; and in *administrative dimension* with subcategories such as *establishing classroom rules, inspection, family visits and holding parent-teacher meetings, ensuring school-parent cooperation, instant absenteeism notification*. Besides, while *ensuring material safety* is expected from teachers in the *physical dimension*, responsibilities such as *informing parents, informing management about safety, colleague cooperation and being on duty responsibly* are also expected.

When expectations from parents in increasing school safety are examined, it is seen that responsibilities such as *keeping communication channels open, raising awareness of children, cooperating and communicating with the school and their children, providing a safe and peaceful home environment* are expected. Besides, in the dimension of *courtesy, not interfering with teachers, being respectful* and in *disciplinary dimension, obeying school rules and ensuring children obey school rules* are expectations from parents.

Lastly, when expectations of teachers, students and parents from students are examined, in *physical dimension* students are expected to *protect their school*; in the dimension of *responsibilities* they are expected to *inform authorised persons of problems, inform their families and communicate with school counsellors*. Additionally, in the *disciplinary dimension, obeying rules, protecting and looking after their friends, not communicating with people they do not know, avoiding uncontrolled behaviours* and in the dimension of *media, refraining from violent stimuli (movie, TV shows, series...)* are expectations of teachers, students and parents from students.

Discussion, Conclusion and Recommendations

In line with the opinions of teachers, students and parents, the data obtained on safe schools, unsafe schools and who is expected to improve school safety were analysed and the phenomenon of school safety was tried to be examined in depth. In order to determine the content of school safety and explain the dimensions of a safe school, opinions about the perception of a safe school were evaluated in the dimensions of teachers, students and parents.

Opinions of school stakeholders on the concept of safe school

The opinions of parents and teachers about a safe school mostly concentrate on the administrative category; the opinions of students mostly concentrated on the psycho-social category. Other categories with regards to the perception of the phenomenon of the safe school were determined as physical and external factors. It is understood that adults focus on different subjects than students in creating a perception of a safe school. Whereas students define a safe school as an environment that is happy and peaceful etc., adults, on the other hand, depicted with administrative factors such as academic success, transparency, occupational safety etc. In the literature, it is stated that modern school principals play a role in ensuring a safe environment for school and students (Bayer, 2012; Minkos et al., 2017; Turhan and Turan, 2012). Besides, as per "Regulation on Occupational Health and Safety Boards" published in Official Gazette with number 28532 on 18.01.2013, school principals are responsible for occupational health and safety (OHS, 2012). A study conducted by Karakütük, Özbal and Sağlam (2017) found that the purpose of the school administration's use of security cameras to ensure school safety is to identify people coming to school from outside and monitor their behaviours within the school, and to detect conflicts between students. In the study conducted by Özbaş and Badavan (2009), ensuring school safety was stated as the highest responsibility to be realised in school-parent cooperation. The finding indicating that administrative factors are important and priority in creating a safe school, parallels with the results of the mentioned research and the literature.

The students matched school safety with a psycho-social dimension of peace, a happy and comfortable environment. Loving their school is one of the primary conditions for students to have confidence in it, to learn and to develop (Döş, 2013). Schools must be happy environments and for them to be happy environments, they must be safe, fair and far from violent (Calp, 2020). Likewise, Salmon (2016) stated that one of the characteristics of a happy school is the school being safe. Sezer and Can (2018) found in their study that a happy school is expressed in the categories of attractive school, safe school and school that values students. It is seen that safe school expression of students as a happy and peaceful environment corresponds to the results of the mentioned study. In this context, a safe school can be specified as a basic requirement in creating a happy school.

Opinions of school stakeholders on the concept of unsafe school

Another result of the study revealed with opinions of teachers, students and parents that an unsafe school is firstly present in the psycho-social dimension, secondly in administrative dimension and as other factors, in physical dimension and dimensions of external factors and employee characteristics. It was concluded that each subsystem was evaluated with the system approach of an unsafe school. Bullying, violence, anxiety, abuse, fight, negative school climate etc. in occurring in psycho-social dimension within the system were found to be primary factors threatening safety at schools. Results of research conducted on violence and bullying in schools indicate that they are serious problems in our country (Yavuzer, Gündoğdu and Dikici, 2009; Yavuzer, 2011). In a study conducted by Çalık et al. (2009) negative school climate was found to be effective in increasing bullying and violence in schools. In a study conducted by Yang et al. (2018) bullying, a type of violence at schools, was found to be associated with a negative school climate. Studied revealing that there is a negative relationship between positive school climate and bullying (Farina, 2019; Aldridge, McChesney and Afari, 2018; Yang, Chan and Ma, 2020) confirm that one of the indicators of a positive school climate in the psycho-social dimension in being a safe school is being free from negative incidents such as violence, bullying, abuse, fight etc. Another characteristic of an unsafe school is that problems are arising from the administrative structure and practices of the school. İnandı and Yıldız (2012) found in their study that expectations of school managers from teachers in reducing violence at school, in other words, regarding their abilities in ensuring school safety, are high. In a study conducted by Teyfur (2014) on media coverage related to the frequency and subjects of incidents of violence at schools, it was found that before the year 2000, the first reason was the attitude of teachers, the second reason was the attitude of a school principal; and after the year 2000 the first reason was the attitude of parents. Teyfur's study finding shows that characteristics of an unsafe school can change over time. The results of this study on school safety may differ from the results of the related study, as it focuses on in-depth examination rather than generalisation. The fact that school management is effective in being a safe school however it is also one of the characteristics of an unsafe school, indicates parallelism between the findings of our study. On the other hand, in the literature and related study results, it has been revealed that the finding indicating that school management is a factor in school safety (Dönmez, 2001; Conaway, 2014; Sindhi, 2013; Karakütük et al., 2017) was found to be confirmed.

Opinions of school stakeholders regarding what their expectations are in creating a safe school and from whom they expect

Another result of the study is the opinions of teachers, students and parents about what is expected from whom to create a safe school. It was found that the expectations of school stakeholders from national education in creating a safe school are especially concentrated in the physical domain (camera system, fingerprint application). As for other expectations, it was revealed that there are

expectations in terms of providing training about safety, providing personnel need to increase safety, focusing on the relevant legislation, administrative implementations and financial support. Expectations from the school management are related to administrative issues and practices involving the regulation of physical factors. Also, expectations from teachers for a safe school are practices about educating students about safety, taking measures for safety problems including classroom management and informing parents about safety. The expectations of school stakeholders from parents for school safety are taking responsibilities related to safety and obeying disciplinary rules-ensuring that the rules are obeyed and exhibiting appropriate behaviours in terms of courtesy. In ensuring school safety, the expectations of school stakeholders from students are not to damage their school, to act knowing that there are a certain order and rule, to fulfill their responsibilities, and to avoid media practices that damage school safety. It was seen that school stakeholders (ministry of national education, school principals, teachers, students and parents) create expectations within their authorities/responsibilities.

Comments and suggestions

It was seen that the factors underlying the concepts creating the perception of safe/unsafe school in Turkey mostly focused on administrative structure and psycho-social dimension; and external factors are effective in the physical dimension. It is seen that the ministry of national education, which is responsible for the management of school structure, functioning, planning and all resources related to education-training, plays a key role in establishing a safe school. The fact that Memduhoğlu and Taşdan (2007) asserted that education policies related to safety must be established to ensure school safety, is parallel to the finding indicating that the Ministry of National Education creates an expectation in establishing safe school. It is seen that preparation of safety policies that constitute the legal basis and bindingness in ensuring school safety, is of the essence in terms of determining safe school standards by the Ministry of National Education. Provision of necessary equipment and materials (security camera, preventive materials for emergencies and disasters, physical equipment etc.) by the Ministry of National Education for all schools to ensure school safety, might be suggested. Besides, the inclusion of legal regulations by the Ministry of National Education within the framework of teaching profession law, to ensure the protection of teachers and instructors against security threats from other school stakeholders, might be suggested. In order to apply the first response to unexpected situations such as accidents, injuries, falls that may occur in school, it is necessary to introduce a mandatory certification requirement by the Ministry of Education for the provision of First Aid training to security guards of schools.

School stakeholders have considerable expectations from teachers, who are primarily responsible for the learning and education of students during the education-training process, in ensuring school safety. In a study conducted by Tavşanlı, Birgül and Oksal (2016), the finding

indicating that the first factor in cultivating a positive school environment, which is one of the safe school indicators as stated by students, is supportive and positive behaviours of teachers, confirms that teachers have an important role in establishing a safe school. Besides, in a study conducted by O'Breannan, Bradshaw and Furlong (2014) one of the reasons why students exhibit destructive and aggressive behaviours was found to be related to the way they reflect perceptions of teachers related to school climate. The fact that establishing a safe classroom environment and a classroom with a positive climate, constitutes the basis in establishing a safe school and teachers create an expectation in school stakeholders in this regard, is consistent with the results of the mentioned study. In this context, it may be suggested to provide practical in-service trainings on the development of classroom management skills for teachers to create a positive classroom climate in a safe environment.

The fact that school principals have roles and responsibilities in ensuring school safety showed that school stakeholders might have expectations from school principals in this regard. It is important for school principals to create and implement school safety programmes in cooperation with school stakeholders in ensuring school safety. On the other hand, awareness of parents about school life and order and educating students by parents in this regard, might be considered as results that are parallel to each other. Hoşgörür and Orhan (2017) found that the opinions of school principals regarding the reasons for violence and bullying at school, arise from the way parents raise their children and domestic violence. Yıldırım, Akan, and Çiftçi (2018) found in their study that one of the factors that threaten school safety is the attitude of parents and this is also reflected in behaviours of students. It is understood that behaviours towards the realisation of expectations from parents and students regarding school safety are similar to the results of the relevant research. Students can be given responsibilities to ensure school safety by teachers and parents according to student development characteristics. It might be necessary for school management, to ensure participation of students in decision-making in establishing school and classroom rules in student board meetings; and to grant student representatives authorities for them to democratically affect their classmates. It may be suggested to hold periodic meetings on the planning and putting plans into practice within the framework of school-parent and the teacher-parent cooperation regarding the responsibilities that parents will take in establishing a safe school and the behaviours that they will exhibit.

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