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SAFETY ISSUES OF HIGH SCHOOL EDUCATION CAMPUSES IN PERSPECTIVE WITH ADMINISTRATORS AND TEACHERS: A SIVEREK EXAMPLE³

Abstract: Exposure to an unsafe environment jeopardizes teacher effectiveness, student learning and physical well-being. The aim of this study is to reveal the unique safety issues of two high school education campuses in Siverek, a district of Sanliurfa [Turkiye], in perspective with administrators and teachers. Under qualitative methods, researchers conducted semi-structured interviews with 12 administrators and 12 teachers. Each interview was later transcribed into MAXQDA software for coding. Content analysis was used on the data in order to determine common phrases and general themes. Findings showed that there were off-campus and on-campus issues which threatened overall safety. Among the off-campus issues, the participants had recurring concerns about the campuses' vulnerability to external threats, transportation difficulties and infrastructure deficit, while among the on-campus issues, they focused on the uncontrollability of the campuses and the bullying and violent behaviors exhibited. Participants also made suggestions for safer campuses which included taking concrete steps towards a better landscape design and campus management. Lastly, the findings were discussed regarding their consistency with prior literature. Although this study highlights the insights to be gained about campus safety, the literature on this subject is very limited and needs more contribution.

Keywords: campus safety, education campus, high school safety.

Introduction

Is a school "safe" if outside visitors are thoroughly searched, every step of students spending time in the garden is closely monitored, and students who break the rules are harshly punished? School safety issues, which were first discussed in the modern sense by Perry (1908), have still not been fully answered despite a century of efforts. As a matter of fact, the Columbine High School massacre in the US in 1999 put the issue of school safety back on the world agenda, and it has become an issue frequently mentioned by the international press in other periods of school attacks (Larkin, 2009; Schildkraut & Hernandez, 2014). Studies on school safety show significant increases in the employment of security personnel, effective use of security cameras, and security trainings provided to stakeholders in education (Diliberti, Jackson, Correa, & Padgett, 2019; Fisher, Nation, Nixon, & Mcllroy, 2016). In an effort to find definitive answers to the school safety issues, policymakers have adopted harsh practices such as "zero tolerance policy" in order to reduce the public pressure on themselves (American Psychological Association Zero Tolerance Task Force, 2008; Gonzalez, 2012); but nearly 20 years later, academic studies have emphasized that zero tolerance policies do not lead to improvement in school safety (Curran, 2019; Hirschfield, 2018; Mowen & Freng, 2019). As it is understood, school safety is not a simple issue, but it

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rather has a complex structure that deserves to be examined with dynamic and multivariate policies; (Cornell & Mayer, 2010; King & Bracy, 2019).

Meanwhile, when an education campus is mentioned, one can easily think of university campuses. However; with the Education Campuses Directive prepared in 2009, Turkey was introduced with high school education campuses for the first time and offered them to the service of students. High school education campuses, just like universities, are large areas that contain more than one school and their related buildings together (Ministry of National Education, [MoNE], 2009). It had been predicted that high school education campuses, which would often be built outside the city centers, would offer a good economic solution to authorities who had difficulty in finding the vacant land necessary to build new schools (Turkmen & Yucel, 2008). Moreover, the demand for new schools following the introduction of compulsory 12-year education in Turkey has increased the importance of high school education campuses (MoNE, 2012). Nevertheless, there are not enough studies on the safety issues of high school education campuses because it is relatively a new idea in Turkey and there are only a few similar ones abroad. Limited literature includes Cankaya, Yucel, Tan, and Demirkol (2014) who collected the opinions of high school administrators on education campuses and found that administrators lean towards to the idea of education campuses in terms of safety. However; it can only be guessed what the safety issues are that distinguish high school education campuses from other schools.

Our study will proceed by adhering to two different bodies of literature. First of all, the "mature" version of Bronfenbrenner's (1979) ecological systems theory will be discussed; secondly, physical factors related to school safety such as bullying and violent behaviors, school perimeter measures and condition of transportation and infrastructure services will be examined.

Firstly, Bronfenbrenner (1979), in his seminal book on human development, criticized the conduct of human development studies in a laboratory setting, emphasizing the fact that individuals do not live in isolation. According to Bronfenbrenner, individuals who feel alienated within a laboratory setting may hesitate to exhibit natural behaviors which may cause false observations about the individual. In conclusion, Bronfenbrenner's ecological systems theory argues that human development is worthy of study only within the confines of the natural environment. So called "ecological systems" where observations should be made can range from the family and school environment (microsystem) in which the individual is actively involved, to the wider social and cultural environment (macrosystem).

Although the ecological systems theory managed to become an appraised and useful framework in a short time, Bronfenbrenner felt the need to make significant changes in his theory in the following years. As his original theory failed to underline the importance of continuous interaction between the individual and the environment, Bronfenbrenner attempted to develop a more "mature" model (Tudge, Mokrova, Hatfield, & Karnik, 2009). In this mature version, known as the "bioecological model", more importance is attached to the mutual interactions between individual and their immediate environment; along with personal characteristics such as age, intelligence and social status (Bronfenbrenner & Ceci, 1994). In this sense, when school safety issues are considered, Bronfenbrenner's bioecological model can produce powerful explanations about how various factors in campus environment interact and how safety is affected as a result.

Secondly, safety is one of the common needs of all humanity. Healthy individuals are those who do not have to worry about the safety of themselves and their loved ones. Only peaceful and stable functioning societies can meet their safety needs (Maslow, 1943). When considered in the school context, one of the fundamental dimensions of safety is considered to be "physical safety" (Cornell, Mayer, & Sulkowski, 2021). Physical safety is related to bullying and violent behaviors in a school and the measures taken to prevent these behaviors from occurring (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005). It is known that students who describe their school as unsafe are more likely to involve in violent incidents (Elsaesser, Gorman-Smith, & Henry, 2013). On the contrary, peer bullying and violence are less common in schools with constructive rules and healthy communication (LaRusso & Selman, 2011). A safe school sets the rules fairly and regulates student behavior in a consistent manner (Way, 2011).

School administrators, who believe that there is a weakness in their physical safety, want to monitor student movement as a precautionary measure and intervene when necessary. Indeed, Kumar, O'Malley, and Johnston (2008) showed that students prefer to smoke, drink alcohol and use drugs in areas where school administrators cannot control and lose track of students. Another safety measure taken for territorial dominance is the walls and fences that define school boundaries. Especially in education campuses where it is hard to protect borders against nearby schools, problems between neighbors are common and exchange of knives, guns, cigarettes and drugs is reported more frequently (Schneider, Walker, & Sprague, 2000).

The physical safety of a school is affected by the environmental conditions in which it is located. Students report fewer incidents of violence when they describe their school perimeter as safe (Laub & Lauritsen, 1998). Moreover, according to Lorion (1998), violent behaviors that students are exposed to are experienced around the school as much as inside the school. Unfortunately, violence that starts around the school can also easily be carried inside the school (Kitsantas, Ware, & Martinez-Arias, 2004). According to Morrison, Furlong, and Morrison (1994), in case of any threat, a school can easily seek help if it is located amongst other workplaces, parks, libraries etc. However, it is hard for a school to seek help if it is located outside of city center where it lacks natural authority figures. Schools, whose perimeter is not claimed by legal authority, have to face several risks. According to Schneider et al. (2000), it is not surprising that such an uncontrolled environment is used as a gathering point by those looking for victims. Violent incidents and drug abuse are more common at these points.

Another physical safety factor related to school perimeter is transportation. It is important to identify what kind of traffic risks that students face when they leave their homes for school. A study examining the relationship between school and traffic found that more accidents occur in schools located on main intersections and main roads (Yu & Zhu, 2016). Schools that prioritize physical safety should be away from vehicle traffic, have safe walking paths and take precautions against various traffic risks (Tanner, 2000).

The quality of a school's civil infrastructure services also affects physical safety. According to Buckley, Schneider, and Shang (2004), significant infrastructural deficiencies can directly determine the health of stakeholders. Keeping the school clean, maintained and proper use of heating and cooling systems lower the infection risk of respiratory diseases and the symptoms of allergy and asthma (Fisk, 2000). In a study conducted by Uline and Tschannen (2008), it is revealed that student achievement is related to the quality of basic infrastructure needs such as electricity, water and heating. The feeling of safety also depends on adequate lighting (Jennings, Gover, & Pudrzynska, 2007). A study on campus lighting confirmed that students will feel safer if good lighting systems are installed at critical points of the campus (Soydan & Benliay, 2019). Another study stated that areas with insufficient lighting on university campuses are underutilized by female students. These areas would be visited more frequently with adequate lighting. (Kelly & Torres, 2006).

The aim of this study is to reveal the unique safety issues of two high school education campuses in Siverek, a district of Sanliurfa [Turkiye], in perspective with administrators and teachers. The sub-objectives of this study are determined as to explore:
1. The experience of administrators and teachers regarding safety issues on campus.
2. The suggestions made by administrators and teachers to make campuses safer.

Method

Study Design

This study was conducted using qualitative methods in a case study design. Qualitative paradigm tries to interpret existing problems after accepting the assumption that reality is constructed through social experiences. It aims to acquire the knowledge of how people make sense of their own world (Crotty, 1998). Case studies, in addition, are the in-depth investigation of a single or a small number of cases

based on observational data. A case study makes long-term analysis in real-life settings and tries to produce explanations (Gerring, 2017). Although it is used less frequently in natural sciences, it is highly preferred in social sciences.

Participants

The study group consisted of 12 administrators and 12 teachers working in two high school education campuses in Siverek, a district of Sanliurfa [Turkiye]. Purposeful sampling, one of the non-probabilistic sampling methods, was used in the selection of study group (Patton, 1990). It was ensured that all of the participants had been working on the same campus for at least one year. Participants were first informed about the aim and method of the study and then assured that the information to be collected from them would remain confidential. For the same reason, each participant chose a nickname for themselves, and in cases where they did not, they were given a random nickname. All participants in this study will be addressed by their nicknames. Nicknames starting with the letter "Y" refer to administrators while those starting with the letter "O" refer to teachers.

Table 1. Demographic Information of Participants

Participant	Job	Year of Duty on Campus	Seniority Year	Age	Gender
Yusuf	Administrator	2	8	33	Male
Yaren	Administrator	2	9	33	Female
Yasemin	Administrator	3	8	32	Female
Yelda	Administrator	4	8	31	Female
Yasar	Administrator	4	10	34	Male
Yesim	Administrator	4	11	34	Female
Yalcin	Administrator	5	10	36	Male
Yagiz	Administrator	5	11	40	Male
Yavuz	Administrator	5	15	42	Male
Yigit	Administrator	5	17	41	Male
Yekta	Administrator	6	12	38	Male
Yahya	Administrator	7	15	40	Male
Onder	Teacher	1	1	25	Male
Omur	Teacher	1	5	28	Female
Ogeday	Teacher	2	2	27	Male
Ozgur	Teacher	2	2	28	Female
Ozden	Teacher	2	4	28	Male
Ozcan	Teacher	2	6	37	Male
Omer	Teacher	2	9	33	Male
Oztekin	Teacher	3	3	35	Male
Ozge	Teacher	3	8	37	Female
Ovgu	Teacher	3	9	35	Female
Okten	Teacher	5	5	30	Male
Oyku	Teacher	5	13	36	Female

Data Collection Tools

The study utilized semi-structured interviews in order to listen to the participants' campus experiences in their own words to collect candid data and clues on the issue. In the first part of each interview, personal information of the participants (job, age, gender, etc.) was collected; in the second part, 6 semi-structured interview questions which were prepared to achieve the aim of the study were asked and answered. Interviews were audio recorded with the consent of the participants. In cases where audio recording was not allowed, interview details were noted.

Data Analyses

All data collected in the study were first transcribed verbatim for content analysis. Computer software named "MAXQDA" was used to analyze the data. In accordance with the qualitative paradigm;

meaningful answers, concepts and ideas that emerged during the interview were coded. In the first stage, 33 different codes were identified. After coding, the data were grouped under categories related to campus safety. Finally, themes were reached from the categories. At this stage, a second researcher independently checked codes, categories and themes, later warned about inappropriate or repetitive data. In the final evaluation; 3 codes were removed from the list, and a consensus was reached on the use of the remaining 30 codes.

Credibility

To increase the credibility of the study, two pilot interviews (one administrator and one teacher), which were not included in the data analysis, were conducted. In this way, it was tested whether the interview questions were suitable for the aim of this study. Inefficient interview questions were redesigned and researchers gained experience on the atmosphere in which future interviews would be conducted.

Findings

This study aimed to reveal the unique safety issues of two high school education campuses in Siverek, a district of Sanliurfa [Turkiye], in perspective with administrators and teachers. All participants shared their own experiences about campus safety and made suggestions to make the campuses safer. Three themes that emerged from the data were as follows: (a) off-campus issues, (b) on-campus issues and (c) suggestions for safer campuses.
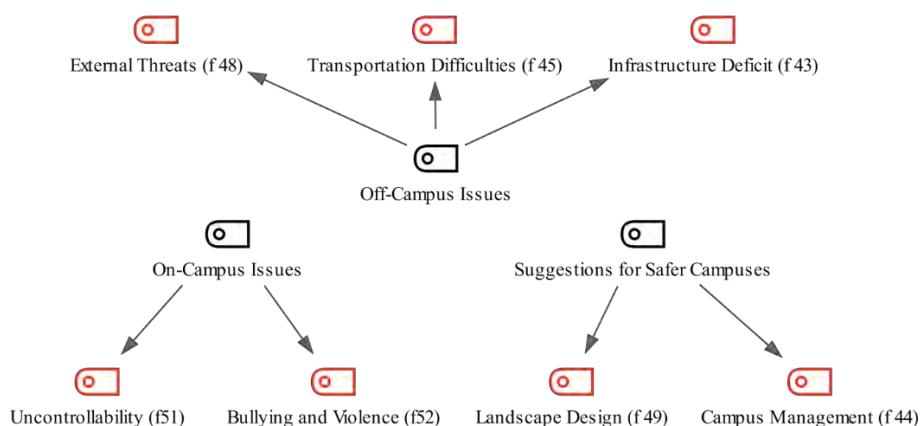

Figure 1. Themes, Categories and Frequencies Resulting from Data Analysis

Off-Campus Issues

Describing the campuses where they worked, participants often emphasized the isolated and secluded nature of their campus. The fact that both campuses were built far from the city center, according to many participants, brought along various safety issues.

External Threats

Reminding the fact that there was almost no civilian population or community life around the campuses, participants noted that the campus perimeter was easily invaded by strangers with ill intentions. These ill-intentioned people took advantage of the absence of preventive elements to engage in harmful behavior. Ozden said: "In social life, people have a motive to protect each other when an undesirable behavior is observed. But when there are no people around, there is no one to ask for help." In addition to that Ovgu said: "…during school hours, there is nobody but students, teachers and, at certain times,

student shuttle drivers around the campus. After dismissal time, it can get isolated very quickly." It was obvious that campus stakeholders, who spent their day away from the city center, were vulnerable to external threats. In support of this statement, Yasar shared his concern by saying:

"There is no one to see and report what is going on around. If we were in the city center, someone would definitely see these incidents of violence and report them to the authorities, but it is impossible in here. Who will see?"

The greatest inconvenience for the participants was the aforementioned strangers who could roam around the campuses without a second thought. In Yasemin's words, these "third parties" would "cause trouble around the campus and leave without facing any punishment". According to Yelda, strangers with ill intentions who were aware of these campuses built on the outskirts of the city would "come here [to the campus] just to pick on students, provoke them and invite them to fight". Moreover, several participants who shared their experiences on the issue said that they had encountered groups of strangers armed with knives and pocketknives. Recalling that none of the schools on his campus had security personnel and that the law enforcement officers only rarely patrolled the campus area, Yigit expressed his helplessness, saying that they had tried to solve this problem only with their own efforts and that even if they drove the strangers away from the campus perimeter, the strangers returned after a while. The most striking statement was Yahya's: "I also know that the strangers deliberately damage our [border] walls and fences. They do this so that our students can escape from school more easily." Preferring to get in touch with the ill-intentioned strangers, campus students soon became part of various fights, increasing the extent of harm.

Oyku who compared the secluded nature of her campus perimeter with the city center: "For example, I was much more peaceful when I worked in the center. Presence of community life gives me confidence." Yesim, who frequently worked as a tutor at a girls' dormitory on her campus, reported that she could not take any other precaution other than locking the doors at night, that some strange vehicles drove into campus perimeter for no apparent reason and waited for long periods of time, and she doubted the intentions of these people. Yigit, in addition, stated that strangers came to the campus perimeter to 'drink alcohol while enjoying the view' and that such groups often encountered with dormitory students with a permit to leave on weekends.

Another proof that education campuses were open to external threats took place during the summer months when formal education was discontinued. Unlike teachers, administrators who continued to work at schools during summer months reported on different burglaries that occurred at both campuses. Yasar was describing the incidents by saying: "Burglaries occur at summer nights. Our computers, televisions, sound systems and recording devices get stolen. Our lock systems, iron doors and windows that protect these items also get severely damaged."

Transportation Difficulties

The distance of the campuses from the city center also meant that they were far from emergency responders. "When a child [student] gets sick, it can take a long time to get help because the campus is far from the city center." Ozge said about first aid and health services. A similar situation applied to law enforcement officers. In the event of a possible fight, it took a long time for law enforcement officers to arrive. By the time they arrived, the fight was either already over or it had escalated.

The remoteness of the campuses also required many students to use city buses to get to and leave from school. The fact that both campuses were located on the Sanliurfa - Diyarbakir main road posed traffic risks for students using the city buses. Yalcin said "On that road [main road], hundreds of students coming from the center with city buses are waiting there, on the road, at the same time." Yekta added: "The bus stop they are waiting at is small and dangerous." Yahya said of the city bus drivers who perhaps want to avoid the workload of dealing with a large number of students: "… sometimes they are cunning and pass by without stopping at our campus bus stop. They change routes." The city buses, which were said to be inadequate and insensitive during such rush hours, increased the waiting time at the bus stop,

sometimes causing students to walk home. This put students' health at risk, especially in cold and rainy weather conditions.

Difficulties in transportation also caused problems that would not come to mind at first glance. Yalcin contributed to the issue with an interesting detail: "It is difficult for parents to come [to the campus]. Many parents refuse to do so with the excuse of distance. … It is also difficult for us to meet with the parents in disciplinary cases." Apparently, parents, who had become one of the main stakeholders in education, were discouraged from taking an active role in solving safety issues due to difficulties in transportation.

Infrastructure Deficit

Talking about the safety issues, many participants frequently underlined various infrastructure deficiencies. They made negative comments about the condition of roads connecting the schools on the campus, which were used by student shuttles and many students on foot. Stating that the roads on the campus were quite narrow, Yavuz said: "These roads do not allow two vehicles to pass side by side because the whole road has turned into a parking lot for student shuttles." Ozge: "Students do not have the opportunity to walk along the roadside. The shuttles drive however they want; the students walk however they want. Therefore, there is no pedestrian safety." The lack of parking spaces for shuttles, the lack of maneuvering space for shuttles, the fact that students were forced to walk in between these vehicles all the time, and the number of personal vehicles of dozens of employees working on these campuses further increased the risk of accidents. "After all, last year, one of our student shuttles collided with a speeding vehicle on this [Sanliurfa – Diyarbakir] main road while leaving the campus." said Yalcin, recalling an accident that had happened.

Another infrastructure-related deficiency was about electricity and water supply. About electricity, Yagiz said: "The existing campus schools were built without changing the old [power transmission] line. Energy was taken directly from that line. This causes frequent power cuts." Ogeday who mentioned that his campus uses well water instead of municipal water said: "Our water infrastructure is connected to electricity. … when there is a power cut or a technical malfunction here, our water also goes out." which meant that they could not have clean water from time to time. Moreover, these cuts could threaten physical health. Yasar: "Last year, our electricity failure could not be restored for a long time, and we had to take a one-week break from education due to risk of low hygiene, as there was no clean water during this period." Because they were located far from the city center, the participants reported that campus's official address was with the nearby village of Karakoyun. Yalcin complained:

> "When the electricity goes out on this campus, they forget about us. They say 'it's a village, never mind' and turn the electricity on whenever they want. Therefore, we go on without electricity for hours. … they are the institution we call the most."

Finally, participants working in school dormitories said that students staying in dormitories were the most affected by the frequent and prolonged cuts; underlining that these students had difficulty in meeting the most basic personal hygiene needs such as bathing and washing their clothes.

On-Campus Issues

Looking at the data, it was revealed that the on-campus interaction between the students who populate these schools has a major role on determining the levels of safety. To elaborate on said interaction, Yelda:

> "I think that the cooperation and communication between school administrators and teachers is quiet limited. We are not, aware of each other most of the time. But, on the other hand, the students in this campus are in contact constantly."

Many participants, who made similar statements, complained about the lack of control over the campus and the day-long chaos created by the crowd of students.

Uncontrollability

Ozge made an overall summarization of the issue when she said: "We [teachers] are usually in classrooms; this is when the kids [students] walk out." Because the campus was huge; it had countless nooks and crannies. Since there was no security personnel in any of the schools on the campuses, the control and supervision of this large crowd of students was left entirely to the teachers. Ozden: "No administrator, no teacher can control the collective safety of so many schools in a solid way." Ozcan added: "I don't know whether someone escaped from the door or jumped from the wall, I don't know which one to catch. I don't think we are keeping a healthy watch because we can't keep up." The existing control mechanism was only active during the recess periods, and when teachers returned to the classroom, there were even greater weaknesses. Ogeday said angrily: "A person can come inside the school, go up to the third floor. He/she can knock on the door of the classroom and come in while the class is in session. Safety is at this point."

When the campuses were examined, it was noticeable that many schools were very close to each other and even adjacent to each other. About the boundary walls separating the adjacent schools, Oztekin said: "…very dysfunctional. Students can easily jump over them and pass to other schools." About the students whose schools were farther from the main road, Okten said: "…they pass through our school to reach their own school. We have a hard time protecting our school boundaries." Similar problems persisted in schools with student dormitories at night. Students who wanted to meet their friends in the next dormitory could do so by escaping from the dormitory.

Easy interaction between students who took advantage of this uncontrolled environment also facilitated the use and exchange of harmful substances. Yasemin explained the gravity of the issue by addressing: "We see students using harmful substances such as cigarettes. So many students smoke that it has become normal now." In addition, Omer said: "We have given up taking measures because how will you deal with hundreds of students?" Yahya reminded that it is very easy for students to find harmful substances by stating: "If students cannot find it from his friends, they get it from their friends at the next school."

Bullying and Violence

The fact that all schools on campuses had similar entry and exit times, and similar efforts of all students to make their way towards common destinations such as bus stops and student shuttles, eventually led to incidents of bullying and violence. Yalcin: "Students pile up and get stuck on this road. This inevitably leads to arguments and bullying." Many participants described behaviors that caused students to fight with each other, especially at exit times. For example, Onder: "…while waiting for the bus at the bus stop, one student may disrespect another one. Then it can easily turn into a fight."

The coexistence of different schools served as a breeding ground for fights between schools. Ozden: "[Students say that] your friends at your school disrespected my friends at my school; gave a hostile look, opposed, insulted etc. And then we see that a fight has broken out." Ozgur: "Because there are so many students together, in the event of a small incident, other students can immediately gather and make a big deal out of that small incident." Many participants who talked about student fights that they had to intervene stated that these fights could take place between large groups of up to 30 people and that injurious weapons such as knives, brass knuckles and even axes were used.

Suggestions for Safer Campuses

All the participants in this study offered many suggestions for dealing with and addressing the safety issues they faced on campuses. Responses ranged from basic issues such as improving the landscape design to managerial suggestions to strengthen on-campus organization.

Landscape Design

Many participants made concrete suggestions for addressing their infrastructural needs. Repairing and widening the roads connecting the schools were at the top of the list. According to Yaren, this would "relieve congestion at school entry and exit times, and ensure pedestrian safety". There was also a request to create parking and maneuvering spaces for the student shuttles that operate on campus roads. The city bus stops on Sanliurfa – Diyarbakir main road were expected to be expanded to make them safer. Moreover, some participants suggested that the number of city buses that serve during school entry and exit times should be increased and they should be re-routed that to pass through the campus rather than on the main road.

Another infrastructure-related suggestion was to provide a transformer that could meet the electricity needs of the campuses. This transformer would prevent power outages, provide a continuous flow of clean water, and help reduce the hygiene problems of students at schools and dormitories. In addition, on behalf of solving the lighting problem, Yelda: "…there are schools with dormitories here. Students reside in them day and night. The lack of light paves the way for strangers to come to this area and use it for different purposes." Participants with similar reasons supported the idea that the campus area needed more lighting. Omur: "A well-lit campus will show that this place is not unclaimed."

> "…these students are together no matter what we do. They are together, they are in communication. There is no point in preventing it. They will be together. That's why we have to determine the place where and the time when they can be together."

Ozden was in fact guiding policy makers. In fact, it could not be underestimated how beneficial the social activities were in channeling aggressive emotions and reducing stress. Such activities could take place at a time determined by the teachers. However; according to many participants, campuses lacked common spaces such as sports facilities or conference halls as promised in the Education Campuses Directive (MoNE, 2009). On the issue, Okten said: "An indoor sports hall is necessary. It is very important to gain the beautiful aspects of life and the unifying spirit of sports." He underlined that sporting activities would lead to a decrease in safety threatening behaviors.

Campus Management

Looking at the data, one of the striking points was that almost all participants stated that they needed security personnel to solve the safety issues on campus. Yasemin: "We need personnel who have the authority to use force against third parties coming to the campus from outside because we cannot use force. There is a need for personnel who will take their job seriously and prevent incidents." According to Yusuf, it would be quite effective if "a security point was set up to serve the entire campus and people were asked to identify themselves and asked why they are visiting the campus". Security personnel should also be tasked with securing dormitories at night and, during the summer months, securing valuable supplies on campus.

Some teachers also appealed to their campus administrators, suggesting that each school should have a fixed and visible dress code. About the issue, Ovgu said: "…otherwise we cannot recognize the student. We don't even know if they are students or not because there happens to be strangers of similar age here." Thanks to the fixed school uniform, they would be able to identify which school the person was a student of and report the incident quicker when they encountered any border violation, harmful behavior or attempted violence. Ozgur, who argued that even school buildings should be painted with different colors and have their own character in appearance, said: "This way, law enforcement officers and ambulance vehicles can find the schools they need to go to more easily." The idea was accepted that such concrete rules would increase the speed of response.

Results and discussion

In this study, it was aimed to reveal the safety issues of two high school education campuses in Siverek district of Sanliurfa [Turkiye], in perspective with administrators and teachers. In order to achieve the aim of the study, semi-structured interviews were conducted with 12 administrators and 12 teachers working in education campuses. All participants talked about their experiences about the safety of campuses and made suggestions to make campuses safer. In line with Bronfenbrenner's bioecological model (Bronfenbrenner & Ceci, 1994), the findings showed that there were mutual and continuous interactions between the campus perimeter and the individual schools that made up the campus. Candid responses collected first-hand will make it easier to determine the steps to be taken to create a safe campus atmosphere.

A century after Perry (1908) initiated the debate on school safety; this study revealed that campus stakeholders were still concerned about safety. During the interviews, many participants described their fear of ill-intentioned strangers surrounding their campuses. Consistent with the predictions of Morrison et al. (1994), both campuses, which have no community life around them, experience intense activity of ill-intentioned strangers. The low number of adults in the campus perimeter and the ease of access to campus students seem to have encouraged their activity. According to participants, ill-intentioned strangers have violent behaviors that threaten campus safety and pave the way for harmful substance use. To solve this issue, the bioecological model (Bronfenbrenner & Ceci, 1994) suggests positive interactions between nearby community and campuses. For example, cooperation between community and campus will lead more people to report suspicious behavior and respond quickly to emergencies. However, as both campuses are located far from the city center, it is only with the help of law enforcement officers that the strangers be removed from campus perimeter.

It did not escape our attention that some infrastructure services, which were categorized as "basic needs" by participants, were lacking in one of the campuses, and that these deficiencies could reach dimensions that threatened physical safety. Frequent power and water outages led to hygiene problems that put human health at risk in education campuses shared by many stakeholders, confirming the findings in the literature (Buckley et al., 2004; Fisk, 2000). Furthermore, many participants also mentioned about the poor condition of the roads surrounding the campus and various traffic risks. Are there walking paths that a large number of students can safely use? Is there a parking space for student shuttles? Are the traffic signs in the area adequate? What is the condition of the bus stops used by students? These are just some of the questions that local authorities should ask themselves. Infrastructural services will meet the basic needs of the campus. But more importantly, these services will be proof that local authorities take ownership of campus perimeter. The presence of workers working on behalf of the campus, the regular garbage collection around the campus and close monitoring of activity in campus perimeter will send important messages to the ill-intentioned strangers mentioned earlier. Campuses that are supported by local authorities, well-maintained, well-supplied and as safe at night as during the day will be treated with respect.

It is not fair to claim that campus safety is threatened only by external factors. According to the findings of our study, on-campus interaction between students can also threaten safety. Although, on paper, there are walls and fences that define the boundaries of each school and are built to prevent other students from crossing over them, participants stated that these walls and fences were easily destroyed and could not fulfill their function. Plus, participants emphasized that there were no security personnel in campus schools. Therefore; it should be questioned what kind of safety measures are taken on the education campuses that serve thousands of students at the same time, especially because there is a trend in increasing the employment rate of security personnel, effective use of security cameras and security training given to stakeholders in education around the world (Diliberti et al., 2019; Fisher et al., 2016).

Finally, participants made suggestions to make their campuses safer. Looking at the findings, many of the suggestions offered by participants are concrete and realistic. Schools on campuses cannot be

considered in total isolation. In line with the bioecological model (Bronfenbrenner & Ceci, 1994), each school should act together with other schools, communicate rules clearly, use distinctive dress codes, and demonstrate its culture of safety to all campus students. On a larger scale, local authorities should complete infrastructural deficiencies in roads, electricity and water, which are among top priorities of both campus stakeholders, provide opportunities for sports and cultural activities that will pave the way for healthy interaction between students, and take steps to keep these campuses free from ill-intentioned strangers.

Although our study has contributed to the safety of high school education campuses, it is not exempt from certain limitations. First of all, it would not be correct to generalize this study, which was conducted in Siverek district of Sanliurfa [Turkiye], to the education campuses in other cities. The dynamics of each campus and its interaction with its environment may differ. In addition, it is likely that the Covid-19 pandemic, which caused people to stay away from social life, has affected the safety perception and expectations of all campus stakeholders to a certain extent.

Recommendations

Although this study has revealed the safety issues in high school education campuses from the perspective of administrators and teachers, it is incomplete in terms of expressing student experiences. Further study is needed to give voice to students, who are perhaps the most affected by safety issues. In addition, the flow of our study has mostly focused on the physical safety of education campuses. Further study may address psychological safety which is considered as the other fundamental dimension besides physical safety (Cornell, Mayer, & Sulkowski, 2021).

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