Perceptions of High School Teachers Related to Crisis Management in Their Schools

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Abstract

Problem Statement: Like all organizations, schools as well, have to be effective and efficient in order to survive. It becomes difficult to realise effective schooling when the individual himself doesn't feel safe. To create that safe environment on school grounds is the responsibility of school management. Any event that hinders the teaching and training process at schools, and sometimes makes it stop working, is defined as 'crisis' and crises at schools can vary from a simple power failure or the accidents in science labs to a student's getting hurt or even death because of the fall of the flagstaff, and shootings/assaults with weapons on school grounds or armed/unarmed intruders or trespassers. It is possible to experience an effective and productive teaching process and a safe school environment only by the whole staff's being aware of the possible crises and by the effective management of these crises which may occur at schools. When considered that the school environment has certain effects on students' achievement, it becomes more evident that researching the management of the crises met at schools is important.

Purpose of Study: The purpose of the study is to determine the perceptions of high school teachers in the city center of Denizli related to the effective management of the crises they come across in their schools and to develop proposes related to this subject.

Methods: In this study descriptive survey has been used. The sample of the study consists of 310 randomly chosen teachers working in public high

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schools during the 2007-2008 Academic Year. The 33 item scale developed by the researchers was administered to the subjects in order to collect data. The data was analyzed by using the techniques such as mean, standard deviation, t-test, and one way variance analysis.

Findings and Results: According to the perceptions of the teachers who work in the central high schools of Denizli, the most frequently seen crisis at schools is 'violence towards a student by another student'; the crises observed at schools are managed 'partially' appropriately according to the academical management strategies and, the crises on which teachers have training needs most are 'armed/unarmed intruder', 'bomb threat', 'drug addict students' or 'gang related attacks'.

Conclusions and Recommendations: Expansive seminars can be held upon reasons and results of violence at schools. Health controls can often be carried out at schools; infirmary sections at schools can be improved. If every school has its own generator, power failures affect school functions less. Obligatory in-service training courses entitled as crisis management for teachers and managerial staff should be given by specialists.

Keywords: Crisis, crisis management, high school, teacher

Every society has the aim of training individuals who will keep the basic social philosophy alive and thus will circulate its existence. The path to realize that aim passes through the system of education. The systems of education, via the schools that are the parts of their main structures, inform the individuals on different issues; on the other hand they validate the function of transferring the present culture to the next generations, to keep the sustainability of the society (Tutkun, 2002).

Like all organizations, schools as well, have to be effective and efficient in order to survive. When researches on effective schools are examined, it is seen that among the factors to be effective and to attain their goals, having a 'safe and orderly environment' plays an important role for schools. In an effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm (Fultz-Simmons, 2001). In other words, effective schools are the schools which give major importance to the safety of their students and everybody at school and the orderliness of all the facilities at school.

Safe and orderly environment refers primarily to the personal security of adults and children and the security of the school ground and the daily routines/procedures that add the sense of security to the school life (Marsden, 2005). As Marsden (2005) stated in his study, to create a safe and orderly environment is under the responsibility of the management. An administrator who wants to create a safe and orderly environment in his school must think of the precautions which will help remove the deficiencies related to the subject.

However, the news in mass media shows that some events which disturb a healthly school life are tragically getting more and more frequent every day. The sad events which take place at schools in the written and visual press disturb the families and thus the society, and they also show that the events which lead to crises and affect the schools negatively are increasing day by day. As Aksoy & Aksoy (2003) stated in their study, schools are expected to interfere with or to overcome the crises with least harm. To meet that expectation is related to the adequacy of interferring as a trained team towards all sorts of crises.

The term 'crisis' for the school organizations can be defined as "a sudden and unexpected situation which deeply and negatively affects an important part of the school population" (Atkinson, 2002). A crisis is a threat and should be managed immediately. It is an unexpected situation for some, and a situation whose signs are misunderstood or understood late because of various reasons although those signs indicate the coming of a crisis for others (Mitroff 2000, in Çelik, 2007).

Every event that hinders the teaching and training process at schools, and sometimes makes it stop working, is defined as crisis. All sorts of crises that school organizations may face will interfere with the process first and then will give harm to the organization itself and to its surroundings. School organizations are the kind of organizations which provide the service of teaching and training to the individuals. Any delay during the realization of those services will lead to the negative effects on the people on whom the service is provided (Ocak, 2006).

In the event the crises' not being managed properly, -these crises may happen due to several reasons- schools' basic mission, that is 'effective teaching and training process', can be prevented from working smoothly. Therefore it is possible to experience an effective and productive teaching process and a safe school environment only by the whole staff being aware of the possible crises and by the effective management of these crises which may occur at schools.

What differentiates the crises at school from the crises in other organizations and what makes them more important than the others is that they consist of the children who the society is responsible for protecting. So, when the society can't protect them, it feels itself defenseless and a loss of trust is experienced. Schools remind the people of the years of youth and innosence. Therefore the crises met at schools which are the most important organizations of the society play an important role (Damiani, 2006).

The crises at schools can vary from a simple power failure or the accidents in science labs to a student's getting hurt or even death because of the fall of the flagstaff, and shootings/assaults with weapons on school grounds or armed/unarmed intruders or trespassers. When considered that the school environment has certain effects on students' achievement, it becomes more evident that research on the management of the crises met at schools is important.

Crisis management at schools is an important process in providing school safety and thus the effectiveness of the school. In this process, the role of the teachers

especially takes the most crucial part when compared with the other staff. Therefore, the intervention of the crises scientifically and properly would be possible by providing the necessary training of the staff related. In this study, to determine the level of the crisis management studies carried out at high schools of Denizli and to develop the researches made on that issue further away by drawing attention to the subject have been intended.

Method

Research Design

The general purpose of this descriptive survey is to determine the perceptions of high school teachers related to the effective management of the emergency events they come across in their school and to develop suggestions related to this subject. For this purpose the following research questions have been asked:

1. According to the perceptions of teachers, how frequently are crises seen in the public high schools of Denizli?
2. According to the perceptions of teachers, are crises seen in the public high schools of Denizli managed scientifically and properly?
3. What is the level of teachers' training needs on crisis management?

Sample

Participants of the emergency incidence checklist. The population of the study consists of all the teachers who work in public high schools in the city center of Denizli during the 2007-2008 Academic Year. The total number of these teachers was 1556. By using Cochran (1962)'s formula proposed for stratified random sampling 310 teachers working for public high schools in Denizli have been chosen as a sample of this study. To find out an appropriate sample size to represent the population, the table generated by Krejcie & Morgan (1970) and reprinted by Gay (1996) was used.

Research Instrument

The data of this research was collected by "The Emergency Incidence Checklist (EIC)" developed by the researchers. In order to develop this checklist, a review of the literature identified those events that often result in a school crisis; over one hundred teachers and administrators were interviewed and asked to indicate possible emergency incidents in school settings. Their responses were counted and categorized. The draft checklist composed by school specialists' opinions and literature review was sent to several experts to take their thoughts and suggestions. After taking the specialists' views and suggestions a 33 item scale was developed by the researchers. The instrument was given to a group of experts studying in the field of educational administration to test the content validity of the emergency incidence checklist. At the end of the evaluation, necessary corrections were carried out and it proved that the instrument has content validity.

Procedure

The emergency incidence checklist has been applied to 310 teachers working for public high schools in Denizli.

Data Analyses

The collection of data was realized by handing out the survey instruments to the subjects by visits paid to the schools and waiting for their replies. In the analysis of the data such techniques as mean, standard deviation, t-test, and one-way variance analysis were used. In order to have the validity of the scale, professional views were taken into consideration. In the statistical analyses, significance level has been taken as .05.

Findings and Results

The first question of the research was defined as, "According to the perceptions of teachers, how frequently are crises seen in the public high schools of Denizli?". Data needed to answer question one are reported in Table 1.

As can be seen in Table 1, the arithmetic means of the scores of teachers' perceptions related to the frequency level of the crises lived at schools changes between 1.04 and 2.09. When the mean scores of the items were examined, none of the items that can be lived at schools as a crisis, is lived "frequently" according to the perceptions of teachers. According to this finding, it can be said that at high schools, the events which can disturb a healthly school life, which may endanger personal security of adults and children are not frequently seen events. In other words, the events which cause a crisis are not frequent at high schools of Denizli.

According to the answers given to the survey instrument by the teachers, the item which has the highest score in the scale is, "violence towards a student by another student" ($\overline{X}$ =2.09). According to the perceptions of teachers, this event is observed 'sometimes' at schools, that is to say it is not a frequent situation.

Another item which has a high score ($\overline{X}$ =1.89) and which was reported as seen 'sometimes' in the survey instrument is, "students having serious health problems (epilepsy, panic-struck, any heart disease)". This finding shows that, at high schools in Denizli, the most frequently seen event is students' having serious health problems following violence towards a student by another student.

The item in the scale, which has the third highest score ($\overline{X}$ =1.84) is "power failure". This fact shows that teachers observe problems owing to power failure in their schools. It is an unfortunate sign that the problem of electricity cuts have still currency in spite of the improving technology.

Table 1

The Arithmetic Means of Teachers' Perceptions Related to the Frequency Level of the Crisies

	FREQUENCY OF THE EVENTS	Frequently		Sometimes		Never		$\overline{X}$
		F	%	F	%	F	%	
1	Violence towards a student by another student	75	24,2	189	61,0	46	14,8	2,09
2	Student having serious health problems (epilepsy, panic-attack, any heart diseases)	17	5,5	244	78,7	49	15,8	1,89
3	Power failure	17	5,5	228	73,5	65	21,0	1,84
4	Threatening, swearing parents	20	6,5	192	61,9	98	31,6	1,74
5	Vandalism that disrupts the normal school operation	50	16,1	130	41,9	130	41,9	1,74
6	Gang related attacks	21	6,8	164	52,9	125	40,3	1,66
7	Political controversy between s tudents	17	5,5	156	50,3	137	44,2	1,61
8	Violence towards a student by a teacher	5	1,6	175	56,5	130	41,9	1,59
9	Drug possession or addiction	17	5,5	145	46,8	148	47,7	1,57
10	Death of a student outside school	3	1,0	168	54,2	139	44,8	1,56
11	Bus accidents	3	1,0	167	53,9	140	45,2	1,55
12	Death of a staff member	3	1,0	162	52,3	145	46,8	1,54
13	Student's killing or wounding a teacher	2	0,6	146	47,1	162	52,3	1,48
14	Armed/unarmed intruder or trespasser	3	1,0	131	42,3	176	56,8	1,44
15	Natural disaster that disrupts the normal school operation	1	0,3	127	41,0	182	58,7	1,41
16	School service accidents	3	1,0	115	37,1	192	61,9	1,39
17	Suicide threats	6	1,9	107	34,5	197	63,5	1,38
18	Possession of any weapons on school grounds by students or staff members	3	1,0	99	31,9	208	67,1	1,33
19	Shootings/assaults with weapons on school grounds	4	1,3	92	29,7	214	69,0	1,32
20	Rape of a student on school grounds	2	0,6	73	23,5	235	75,8	1,24
21	Epidemic diseases (influenza eg.)	4	1,3	66	21,3	240	77,4	1,23
22	Accidents on school expeditions	2	0,6	65	21,0	243	78,4	1,22
23	Accidents in science labs	4	1,3	61	19,7	245	79,0	1,22
24	Collective botulism (in canteen, cafeteria or refectory of the school)	2	0,6	54	17,4	253	81,6	1,21
25	Death of a student on school grounds	4	1,3	59	19,0	247	79,7	1,21
26	Fire	2	0,6	45	14,5	263	84,8	1,15
27	Rape of a staff member on school grounds	3	1,0	42	13,5	265	85,5	1,15
28	Sexual affairs of a student with a staff member	3	1,0	39	12,6	268	86,5	1,14
29	Kidnapping (by parents or strangers)	1	0,3	27	8,7	282	91,0	1,09
30	Leakage of chemicals on school grounds (natural gas eg.)	3	1,0	21	6,8	286	92,3	1,08
31	Bomb threats	1	0,3	21	6,8	288	92,9	1,07
32	Hostage situation on school grounds	2	0,6	13	4,2	295	95,2	1,05
33	Emergence of a student who has AIDS	1	0,3	13	4,2	296	95,5	1,04

Again, according to the answers given to the survey instrument by the teachers, the items which have the fourth and the fifth highest scores are "threatening or swearing parents" ($\overline{X}$ =1.74) and "vandalism that disrupts the normal school operation" ($\overline{X}$ =1.74). These events were also reported as seen 'sometimes' at high school in Denizli and the rest of the events were reported as 'never' seen events in the survey. Reagarding to the high rate of the event of threatening or swearing parents, it can be said that once sedate parents who hand their children over to schools with ease, now have changed a lot as to become meddlesome ones who interefere with the school course in every subject and who have a blaming tendency towards teachers in every mistake.

About the fifth situation, it can be deduced that both the public and schools couldn't achive their duty well enough to give the students the responsibility of protecting the public properties as their private ones.

When these events of which frequency levels are 'sometimes' as mentioned above, are put in order in percentages, the ones over 50 % are gathered in Table 2.

Table 2
The Events of which Percentages are over 50 at Frequency Level

Events	%
Students having serious health problems (epilepsy, panic-struck, any heart disease)	78.7
Power failure	73.5
Threatening or swearing parents	61.9
Violence towards a student by another student	61.0
Violence towards a student by a teacher	56.5
Death of a student outside school	54.2
Bus accidents	53.9
Gang related attacks	52.9
Death of a staff member	52.3
Political controversy between students	50.3

In the rank order of the items in Table 1, the events which take place after the fifth event, are least frequently or 'never' seen events at schools. When the items having the lowest scores in the scale are examined, the least arithmetic means belong to the events such as "kidnapping (by parents or strangers)" ($\overline{X}$ =1.09), "leakage of chemicals on school grounds (natural gas eg.)" ($\overline{X}$ =1.08), "bomb threats" ($\overline{X}$ =1.07), "hostage on school grounds" ($\overline{X}$ =1.05), "emergence of a student who has AIDS" ($\overline{X}$ =1.04). The 'never' percentages for these items are over 90s, which means they are not frequently seen at schools.

The second question of the research was stated as, "According to the perceptions of teachers are crises seen in the public high schools of Denizli managed scientifically and properly?" Data needed to answer question two are reported in Table 3.

Tablo 3

The Arithmetic Means of Teachers' Perceptions Related to the Scientific and Proper Management of the Crises

No	SCIENTIFIC APPROACH OF THE SCHOOL MANAGEMENT TO THE EVENTS THAT CREATE CRISIS	Quite		Partially		Never		$\overline{X}$
		F	%	F	%	F	%	
1	Violence towards a student by another student	68	21,9	185	59,7	57	18,4	2,03
2	Student having serious health problems (epilepsy, panic-struck, any heart diseases, etc.)	72	23,2	163	52,6	75	24,2	2,03
3	Fire	70	22,6	166	53,5	74	23,9	1,98
4	Threatening, swearing parents	71	22,9	160	51,6	79	25,5	1,97
5	Power failure	63	20,3	174	56,1	73	23,5	1,96
6	Accidents on school expeditions	76	24,5	148	47,7	86	27,7	1,96
7	School service accidents	69	22,3	162	52,3	79	25,5	1,96
8	Vandalism that disrupts the normal school operation	53	17,1	192	61,9	65	21,0	1,96
9	Bus accidents	64	20,6	165	53,2	81	26,1	1,94$
10	Violence towards a student by a teacher	54	17,4	185	59,7	71	22,9	1,94
11	Natural disaster that disrupts the normal school operation	66	21,3	161	51,9	83	26,8	1,94
12	Collective botulism (in canteen, cafeteria or refectory of the school)	82	26,5	127	41,0	101	32,6	1,93
13	Accidents in science labs	68	21,9	154	49,7	88	28,4	1,93
14	Drug possession or addiction	55	17,7	180	58,1	75	24,2	1,93
15	Death of a student on school grounds	62	20,0	165	53,2	83	26,8	1,93
16	Death of a staff member	52	16,8	183	59,0	75	24,2	1,92
17	Possessionof any weapons on school grounds by students or staff members	53	17,1	167	53,9	90	29,0	1,88
18	Political controversy between students	57	18,4	158	51,0	95	30,6	1,87
19	Student's killing or wounding a teacher	60	19,4	152	49,0	98	31,6	1,87
20	Epidemic diseases (influenza eg.)	59	19,0	153	49,4	98	31,6	1,87
21	2. Bomb threats	72	23,2	127	41,0	111	35,8	1,87
22	Death of a student outside school	40	12,9	188	60,6	82	26,5	1,86
23	Shootings/assaults with weapons on school grounds	46	14,8	174	56,1	90	29,0	1,85
24	Sexual intercourse of a student with a staf member	73	23,5	117	37,7	120	38,7	1,84
25	Suicide threats	45	14,5	173	55,8	92	29,7	1,84
26	Kidnapping (by parents or strangers)	58	18,7	146	47,1	106	34,2	1,84
27	Armed/unarmed intruder or trespasser	30	9,7	201	64,8	79	25,5	1,84
28	Gang related attacks	50	16,1	157	50,6	103	33,2	1,82
29	Emergence of a student who has AIDS	59	19,0	130	41,9	121	39,0	1,80
30	Leakage of chemicals on school grounds (natural gas eg.)	47	15,2	150	48,4	113	36,5	1,78
31	Rape of a staff member on school grounds	58	18,7	122	39,4	130	41,9	1,76
32	Rape of a student on school Grounds	47	15,2	135	43,5	128	41,3	1,73
33	Hostage situation on school grounds	37	11,9	148	47,7	125	40,3	1,71

As can be seen in Table 3, the arithmetic means of the scores of teachers' perceptions related to the scientific and proper management of the crises changes between 1.71 and 2.03. When the mean scores of the items were examined, ıt is seen that all the means related to the items are in "medium" level. That is to say, according to the perceptions of teachers, the crises that can be experienced on school grounds are managed "partially" scientifically or properly.

According to the answers given to the survey instrument by the teachers, the items which have the highest score in the scale are, "violence towards a student by another student" ($\overline{X}$ =2.03) and "students having serious health problems (epilepsy, panic-struck, any heart disease)" ($\overline{X}$ =2.03).

Teachers who perceive all the crisis situations on school grounds are managed 'partially' scientifically or properly, perceive "violence towards a student by another student" and "students having serious health problems (epilepsy, panic-struck, any heart disease)" are managed more scientifically or properly than the others. This situation can be explained by the successful studies of the psychological consultant services at schools in recent years. This service has gained importance in recent years and helped schools solve problems related to violence tendencies in students. It is the same service which also helped teachers be aware of the students with physical retardedness by handing out the list of these students to teachers so that they can know them better and take the needed precautions. Table 4 shows the events which havethe least persentages.

Table 4

The Last Five Events which were Reported as Partially Scientifically Managed

Events	%
Intercourse of a student with a staff member	37.7
Rape of a staff member on school grounds	39.4
Bomb threats/Collective botulism (in canteen, cafeteria or refectory of the school)	41.0
Emergence of a student who has AIDS	41.9
Rape of a student on school grounds	43.5

From the events above the "bomb threats" and the "emergence of a student who has AIDS" events were the least frequently or even never seen crises at schools according to the findings of the research question one. So it can be reasonable for the teachers not to be quite sure of the scientific management of never seen events only if they emerge at schools. But apart from these events, the other ones are more frquently seen events among the crises and teachers' perceptions about the scientific and proper management of these events show that school managements don't pay enough attention to them. It is thought that solving the crises using proper techniques or in a scientific way has a positive impact on school effectiveness.

The third question of the research was stated as, "What is the level of teachers' training needs on crisis management?" Data needed to answer question two are reported in Table 5.

Table 5

The Arithmetic Means of Teachers' Perceptions Related to the Crises on which They Need Training

No	TRAINING NEEDS	Quite		Partially		None		$\overline{X}$
		F	%	F	%	F	%	
1	Armed/unarmed intruder or trespasser	172	55,5	119	38,4	19	6,1	2,49
2	Bomb threats	163	52,6	113	36,5	34	11,0	2,41
3	Drug possession or addiction	155	50,0	126	40,6	29	9,4	2,40
4	Gang related attacks	147	47,4	135	43,5	28	9,0	2,38
5	Hostage situation on school grounds	138	44,5	145	46,8	27	8,7	2,35
6	Suicide threats	139	44,8	130	41,9	41	13,2	2,31
7	Student's killing or wounding a teacher	138	44,5	131	42,3	41	13,2	2,31
8	Possessionof any weapons on school grounds by students or staff members	137	44,2	131	42,3	42	13,5	2,30
9	Death of a student on school grounds	132	42,6	138	44,5	40	12,9	2,29
10	Rape of a student on school grounds	135	43,5	129	41,6	46	14,8	2,28
11	Epidemic diseases (influenza eg.)	134	43,2	131	42,3	45	14,5	2,28
12	Shootings/assaults with weapons on school grounds	134	43,2	131	42,3	45	14,5	2,28
13	Leakage of chemicals on school grounds (natural gas eg.)	128	41,3	139	44,8	43	13,9	2,27
14	Emergence of a student who has AIDS	136	43,9	122	39,4	52	16,8	2,27
15	Student having serious health problems (epilepsy, panic-struck, any heart disease)	115	37,1	154	49,7	41	13,2	2,23
16	Violence towards a student by another student	111	35,8	161	51,9	38	12,3	2,23
17	Vandalism that disrupts the normal school operation	106	34,2	170	54,8	34	11,0	2,23
18	Rape of a staff member on school grounds	123	39,7	135	43,5	52	16,8	2,22
19	Kidnapping (by parents or strangers)	109	35,2	154	49,7	47	15,2	2,20
20	Political controversy between students	100	32,3	171	55,2	39	12,6	2,19
21	Death of a staff member	102	32,9	166	53,5	42	13,5	2,19
22	Death of a student outside school	100	32,3	168	54,2	42	13,5	2,18
23	Threatening, swearing parents	106	34,2	152	49,0	52	16,8	2,17
24	Fire	109	35,2	143	46,1	58	18,7	2,16
25	Violence towards a student by a teacher	91	29,4	176	56,8	43	13,9	2,15
26	Collective botulism (in canteen, cafeteria or refectory of the school)	113	36,5	132	42,6	65	21,0	2,15
27	Accidents in science labs	104	33,5	148	47,7	58	18,7	2,14
28	Intercourse of a student with a staff member	121	39,0	114	36,8	75	24,2	2,14
29	Natural disaster that disrupts the normal school operation	102	32,9	148	47,7	60	19,4	2,13
30	Bus accidents	94	30,3	150	48,4	66	21,3	2,09
31	Accidents on school expeditions	95	30,6	145	46,8	70	22,6	2,08
32	School service accidents	84	27,1	156	50,3	70	22,6	2,04
33	Power failure	77	24,8	144	46,5	89	28,7	1,96

As can be seen in Table 5, the arithmetic means of the scores of teachers' perceptions related to their training needs on crisis situations changes between 1.96 and 2.49. When the mean scores of the items were examined, it is obviously seen that the first five means related to the items are in "high" level and the others are in "medium" level. It can be deduced from this fact that teachers accept they need training in crisis situations.

According to the answers given to the survey instrument by the tachers, the item which has the highest score in the scale is, "armed/unarmed intruder or trespasser" ($\overline{X}$ =2.49). The second highest score ($\overline{X}$ =2.41) in the scale belongs to the item "bomb threats". This item was reported as one of the "never" seen events in the survey. But it was also reported as one of the crisis situations in which the school managements would be insufficient to overcome if they were to happen at schools according to teachers' perceptions.

Another item in the scale, which has a very high score ($\overline{X}$ =2.40) is "drug possession or addiction". The news in the mass media shows that students addicted to drugs are becoming more and more in recent years. Although this event was not reported as a frequently seen event among the crises in the survey, this finding implies that teachers need training on this issue in case they may face such an event in their schools.

When the items of which arithmetic means are at the level of "partial" are put in order according to the percentages, the ones which are over 50 percent can be seen in Table 6.

Table 6

The Events of which Percentages are over 50 at the Level of 'Partial'

Events	%
Violence towards a student by a teacher	56.8
Political controversy between students	55.2
Vandalism that disrupts the normal school operation	54.8
Death of a student outside school	54.2
Death of a staff member	53.5
Violence towards a student by another student	51.9
School service accidents	50.3

The conclusion that teachers need a crisis management training especially on these subjects has been reached from this finding.

Discussion

According to the perceptions of the teachers who work in the central high schools of Denizli, among the most frequently seen crises at schools; 'violence towards a student by another student', 'student having serious health problems (epilepsy, panic-struck, any heart disease)', 'power failure', 'threatening, swearing parents' and 'vandalism that disrupts the normal school operation' constitute the top five of the list.

When the evaluation of those top five items is done, it can be said that those events are the events which the school management can overcome easily by carrying out successful plans. When compared with the foreign countries, the most frequently seen events met at high schools of Denizli are not as complicated as the ones faced in other conuntries. It is also pleasing that the events met at high schools of Denizli, are the ones of which a solution can be easily managed by the management when compared with the ones met at Virginia State of America during the 2004-2005 academic year, according to statistical results of research done for examining the safety of the schools. The findings of that research has shown that the events such as "armed/unarmed threat", "gang attacks", "drug abuse", "rape","use of tobacco" and "vandalism" are the most frequently seen events in an academic year. On the other hand, the frequency level of an event such as "power failure" of which solution is so easy, shows the development stage at high schools of Denizli.

According to the results of the research, it has been observed that the items which have the least mean are the events of "kidnapping (by parents or strangers)", "leakage of chemicals on school grounds (natural gas eg.)", "bomb threats", "hostage situation on school grounds", and "emergence of a student who has AIDS". The fact that these events are seen almost never at high schools of Denizli can be regarded as good news.

The findings of the research has also shown that, the crises observed at schools are managed 'partially' appropriately according to academic management strategies. This is consistent with the findings of research made by Özdemir (2002) on the efficiency levels of coordination skills of the management. The reason behind that fact can be that the research has been done in different types of schools of different cities or maybe because the school managers are quite qualified on coordination skills, whereas they lack that skill on over all proper and scientific management of the crises.

On the other hand, it is amazing that while the item "student having serious health problems (epilepsy, panic-struck, any heart disease)" takes place in the second row, "Suicide threats" comes in the twenty-fifth place in the list of the events to which the management has a proper and scientific approach according to the perceptions of teachers. This means that according to the perceptions of teachers at high schools in Denizli, the management does not take enough pains to a psychological issue when compared with the affection they display on a physical health problem. This shows that the management does not have a consistent attitude which holds a varying approach to different issues on which they are supposed to display the same sensitivity to each item in that list.

It is also worrisome that the items which have higher means in the list of most frequently seen events (violence towards a student by another student, student having serious health problems, power failure, threatening-swearing parents, vandalism that disrupts the normal school operation) are among the events which are 'partially' scientifically and properly managed events according to the

perceptions of teachers. It is thought that it will increase the effectiveness of a school to achieve success at solving the problems not with coincidental ways, but with scientific methods. Therefore, it would be beneficial to follow scientific methods in solving problems that lead to crises at schools in terms of crisis management.

Considering research findings, the following suggestions have been improved:

1.   'Violence towards a student by another student' has been confirmed as the most common crisis situation in the research. On this account, participation can be provided spreading "Stop Violence" studies under the club activities at schools. Expansive seminars can be held upon reasons and results of violence at schools. More attention can be attracted to the point with picture and/or poem contests related to the point.

2.   'Student having health problems (epilepsy, panic-struck, any heart disease)' has been confirmed as one of the most common crisis situations in the research. This finding reminds that medical services at schools are considerably crucial. In this context, health controls can often be carried out at schools, infirmary sections at schools can be improved. Schools, in case of any contingencies of crisis, can develop their relations with the hospitals very close to them. Studies that every school has its own nurse can be conducted.

3.   Resource that every school has its own generator can be improved in case of power failure, which is frequently encountered at schools and appears in results of surveys.

4.   The teachers see that their education on crisis management is not sufficient. The crises on which the teachers have training needs most are; 'armed/unarmed intruder or trespasser', 'bomb threats', 'drug possession or addiction', 'gang related attacks' and 'hostage situation on school grounds'. Therefore, in-service training courses, including not only teachers but also managerial staff, and entitled as crisis management should be put on by specialists, and teachers and managerial staff should be prompted to these courses.

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Ortaöğretim Okullarında Çalışan Öğretmenlerin Kriz Yönetimine İlişkin Algıları

(Özet)

Problem Durumu

Tüm örgütler gibi okulların da varlıklarını sürdürebilmeleri, etkili ve etkin olmalarına bağlıdır. Etkili bir okulda, her şeyden önce herhangi bir fiziksel tehdit unsurunun olmadığı, düzenli ve sistemli bir atmosfer vardır. Etkili bir öğretimin gerçekleştirilebilmesi için, öğretim ortamında öğrenci ve çalışanların kendilerini güven içinde hissetmeleri büyük bir önem arz etmektedir. Bireyin kendisini güvende hissetmediği ortamlarda etkili bir öğretim ve öğrenmenin gerçekleştirilmesi çok zordur. Önce okulun her bir köşesinde, her bir öğrencinin, kendisini evinde olduğu gibi güvende hissetmesi gerekir. Güvenli bir okul ortamı yaratmak, okul yönetiminin sorumluluğudur. Okullarda çeşitli nedenlerle meydana gelebilecek kriz durumlarının iyi yönetilememesi halinde, okulun temel misyonu olan 'etkili eğitim-öğretim', gerçekleşmeyebilir. Bu nedenle, etkili ve verimli bir öğretim sürecinin ve güvenli bir okul çevresinin yaşama geçirilmesi, kriz durumlarının etkili bir biçimde yönetilmesi ve okulda çalışan tüm işgörenlerin kriz durumlarına duyarlı olmasıyla mümkün görülmektedir. Okul güvenliği, okulda tehlike arz eden olayların ve kriz durumlarının

bilimsel ve etkili şekilde yönetimiyle sağlanır. Okul ortamının, öğrencinin okul başarısı, okul doyumu ve ruh sağlığı üzerinde bir takım etkileri olabileceği düşünüldüğünde, okul ortamında yaşanılan kriz durumlarının yönetimine yönelik olarak yapılacak çalışmalar önem arz etmektedir.

Araştırmanın Amacı

Bu araştırmanın genel amacı; ortaöğretim okullarında çalışan öğretmenlerin, okullarında ve çevre okullarda yaşanan kriz durumlarının sıklığı, yaşanan krizlerin bilimsel ve uygun olarak yönetimi ve bu konuda öğretmenlerin eğitim ihtiyacına ilişkin algılarını belirlemek ve konuyla ilgili öneriler geliştirmektir.

Araştırmanın Yöntemi

Bu araştırma, öğretmenlerin, okullardaki kriz yönetimine ilişkin algılarını belirlemeye yönelik bir çalışmadır. Araştırma, tarama modeli için uygundur. Araştırmada evren Denizli il merkezinde 2007- 2008 öğretim yılı içerisinde ortaöğretim okullarında görev yapan tüm öğretmenlerdir. Bu öğretmenlerin toplam sayısı 1.556'dır. Araştırmanın örneklemini Denizli il merkezinde 2007- 2008 öğretim yılı içerisinde ortaöğretim okullarında görev yapan öğretmenler arasından rastgele seçilen 310 öğretmen oluşturmaktadır. Araştırma verileri, literatür taraması ışığında 33 maddelik ölçme aracı yoluyla toplanmış ve verilerin istatiksel analizleri SPSS paket programı kullanılarak hesaplanmıştır. Ölçme aracının geçerliliğinin sağlanması için uzman görüşüne başvurulmuştur. Uzmanlardan gelen öneri ve eleştiriler doğrultusunda değişiklikler yapılmıştır. Araştırmanın alt problemlerine yanıt bulmak amacıyla standart sapma, ortalama, t-testi, tek yönlü varyans analizi gibi istatistiksel tekniklerden yararlanılmıştır. İstatistiksel çözümlemelerde anlamlılık düzeyi .05 olarak alınmıştır.

Araştırmanın Bulguları

Denizli il merkezindeki ortaöğretim okullarında görev yapan öğretmenlerin algılarına göre, okullarda en sık görülen kriz durumu 'öğrencinin öğrenciye uyguladığı şiddet'tir; okullarda yaşanan krizler 'kısmen' bilimsel ve uygun olarak yönetilmektedir ve de öğretmenlerin en çok eğitim ihtiyacı duydukları kriz konuları, 'okula tehlikeli birilerinin (silahlı/silahsız) girmesi', 'bomba ihbarı alınması', 'öğrencilerin uyuşturucu madde kullanması'dır.

Araştırmanın Sonuçları ve Önerileri

Araştırmada en sık karşılaşılan kriz durumunun, 'öğrencinin öğrenciye uyguladığı şiddet' olduğu saptanmıştır. Bu nedenle okullarda kulüp faaliyetleri kapsamında yürütülmekte olan "Şiddete Hayır!" çalışmaları yaygınlaştırılıp, katılımın artması sağlanabilir. Okullarda şiddetin

nedenleri ve sonuçları üzerine yaygınlaştırılmış seminerler düzenlenebilir. Konuyla ilgili resim ve /veya şiir yarışmaları düzenlenerek konuya daha fazla dikkat çekilebilir. Araştırmada en sık karşılaşılan kriz durumlarından biri olarak 'sağlıkla ilgili ciddi problemleri (sara nöbeti, panik atak, kalp rahatsızlığı vb.) olan öğrenci' gösterilmiştir. Bu bulgu, okullarda sağlık hizmetlerinin ne kadar önemli olduğunu hatırlatmaktadır. Bununla ilgili olarak okullarda sık sık sağlık taramaları yapılabilir, okullardaki revir bölümleri geliştirilebilir. Okullar, herhangi bir kriz olasılığına karşı kendilerine en yakın hastanelerle ilişkilerini geliştirebilir. Her okulun bir hemşiresi olması için çalışmalar yürütülebilir. Okullarda sıkça karşılaşılan ve anket sonuçlarında da ortaya çıkan elektrik kesintileri için önlem olarak, her okulun kendi jeneratörü olması için kaynak geliştirilebilir. Öğretmenler, kriz yönetimi konusunda eğitimlerini yeterli görmemektedirler. Bunun için, gerek öğretmenleri gerekse idari kadroyu içine alan ve kriz yönetimi başlıklı, bu konuda uzman kişiler tarafından verilmek üzere hizmetiçi eğitim kursları açılmalı ve öğretmen ve idari personel bu kurslara teşvik edilmelidir.

Anahtar Sözcükler: Kriz, kriz yönetimi, ortaöğretim, öğretmen