

Comparative Study of the Security in Secondary Education According to the Ideas of Administrators, Teachers and Parents

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Abstract

Problem Statement: In order for an education system to reach its goals, it is essential for the schools that make up the education system to do so beforehand. Constitution of physically and psychologically secured school environment is one of the preconditions for achieving such a goal. Security concerns affect students performance. Therefore, particularly school administration and teachers, but in general whole society have responsibilities on the subject of school security. Unwanted incidents may happen in schools or during students' work outside but related to school. These incidents may be the accidents the students get exposed to in educational areas as well as they may be violent incidents among the students. Both cases threaten the students' security. Everything that students go through from the time they leave home for school until they return home from school is considered within school security. School security is of higher importance in schools that provide transportation. School security covers security between home and school, in the school and in the classrooms.

Purpose of Study: The purpose of this study is to determine opinions of the teachers and directors serving in secondary schools and high schools within the Education System of Northern Cyprus and parents about the importance of student security and to what extent it is achieved in the schools.

Methods: In this study, interview and observation technique from the qualitative methods are used. Middle schools and high school, each of them are the biggest in their regions around North Cyprus are chosen for

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this study. These 18 high schools and 14 middle schools include 26 school administrator, 30 teacher and 27 parent (83 participants altogether).

Findings and Results: In this section, The participants have expressed the need for measures towards increasing school and student security in the interview questions. The parents form the group with the lowest information about the measures necessary for school and student security in the scope of the study. The parents do not go to the school and get information on their children and the school unless they are invited by the directors or the teachers serving in the school.

Conclusion and Recommendations: As a result, According to most of the participants, it can be concluded that measures against natural disasters are necessary in schools. However it can also be evaluated that apart from disaster demonstrations, seminars and fire corners, no significant measures take place in the schools. The maintenance measures should immediately be taken as the school buildings are neglected and very old. Student safety is established by informative boards and keeping the potentially dangerous material locked, making first aid materials available in the gyms, laboratories and ateliers and make access to these places only under the teachers' control. However some of the participants and almost half of the participant teachers who use these places due to their occupation express that no measures or insufficient measures are taken in these places for student safety.

Keywords: School, Administration, Administrator, Teacher, Parents, Security.

Introduction

According to Özer and Dönmez (2007) one of the essential conditions required in order to achieve the desired levels in education in schools and educational goals is to provide students and school staff with an environment of education in which they can feel secure and free, however, they state that difficulties arising from students, teachers, directors, school buildings or the society that a school operates in are inevitably faced while attempting to form required conditions for education.

The safe and sound environment a society has leads the schools that operate in it up to being a safe and peaceful. The increase in the security problem that occurred in our country recently (Uysal, 2004) inevitably affected all areas in the society including the schools. In Turkish Republic of Northern Cyprus, students spend one fourth of their days with their teachers and friends in the school environment.

Bahar (2009) states that an education system achieving its goals is dependent upon how successful the schools within that system are in achieving their goals and one of the required conditions in order for this goal to be achieved is to provide a school environment in which students physically and psychologically feel safe, and adds that anxiety decreases the students' performances. Therefore, it can be concluded that particularly school management and teachers, the society as a whole society is responsible for school security.

Unwanted incidents may happen in schools or during students' work outside but related to school. These incidents may be the accidents the students get exposed to in educational areas as well as they may be violent incidents among the students. Both cases threaten the students' security.

Living in a secure environment is every person's natural right. Security is the most essential need of human beings according to Maslow's pyramid of needs as well. Human beings can strive to satisfy their other needs only if they feel secure (Koca, 2009; Kültür, 2006).

According to Tanrıöven and Savçı (2011), for the realization of effective teaching, it is important for students and staff to feel safe and secure in the teaching environment. In another study, Kütük (2008) social disintegration theory views schools as the mirror of the society and suggests that in order for schools to be more secure, the society and families should be secure. According to researcher, the violence and crimes committed in schools are influenced by the environment that surround the schools. In addition to this, it is suggested that schools security can not be separated from the society's security as the schools are a part of the society.

Işık (2004), describes the factors that affect schools safety negatively as follows: the failure caused by ineffective education, incoherent and retributory applications by the school management, insufficient education resources and the lack of elements towards students' self-control, unclear expectations towards expected behaviour, implementation of the rules, existence of clear, just and coherent rules, individualistic education based on personal differences among students, the rules not being comprehended by the teachers fully, ignorance of unwanted behaviour, lack of belief in the rules by students, size of the school, weak teacher - director relations, passive directors and teachers' retributory attitude.

In regards to school security Dönmez (2001) suggests that the students should be protected from the unwanted incidents in schools such as violence, crime, alcohol, drugs and sexual abuse caused by themselves, other students or the environment. In addition to these, it is expressed that ensuring protection of students against incidents such as fire, flood, traffic and earthquakes at the highest level is one of the most important responsibilities of the schools and the school managements as well.

According to Işık (2004), if the school security is related with security for violence from other students, violence from teachers, natural disasters, health and hygiene, security for sexual abuse, psychological and emotional security and security regarding political views. Everything that students go through from the time they leave home for school until they return home from school is considered within school security. School security is of higher importance in schools that provide transportation. School security covers security between home and school, in the school and in the classrooms.

Although it is a known fact that schools are not very safe places (Dönmez and Güven, 2002, 74; Benekos, Merlo ve Cook, 2002, 273), implementations are not enough to make schools secure places. It is a fact that for now we know only little about school security (O'Reilly ve Verdugo, 1999, 334).

School security is a highly sensitive subject. Society's awareness about the school security has increased over the past few years (Welsh, 2001, 930). As an indicator of the increasing awareness, the violence and murder incidents in US schools have decreased over recent years however, the society's belief on this matter is the opposite (Benekos, Merlo, Cook, 2002, 278).

Purpose

The purpose of this study is to determine opinions of the teachers and directors serving in secondary schools and high schools within the Education System of Northern Cyprus and parents about the importance of student security and to what extent it is achieved in the schools. In this regard, the following questions were asked to be answered from secondary school and high school teachers, directors and parent about the students studying in their own schools in order to determine their views on how to establish student security:

1. What are the available measures against natural disasters (flood, earthquake, fire, etc.) in the school building?
2. Is there a need for a watcher in your school?
3. Is entry to school controlled?
4. How are the students protected from any danger from the outside (kidnapping, violence, etc.)?
5. From the security perspective, is the necessary maintenance for the school building done?
6. How is violence among students prevented in the school?
7. What kind of measures are taken against physical punishment towards student?
8. Are the first aid materials available in the school?
9. How are the camera recordings being used in the scope of school security?

Methods

Research Design

In this study, interview and observation technique from the qualitative methods are used. Interview technique is categorized as the structured, semi-structured and unstructured interviews. Semi-structured interviews determine the questions beforehand and tries to collect data through them. (Karasar, 1998) This method is neither as rigid as the structured interviews nor as flexible as the unstructured ones, it is in-between. Since it enables this pliant advantage to the researcher, this semi-structured interview method is chosen. In addition to that observation technique is used to verify the correctness of the data found.

Work Group

In this research targeted sampling is followed and the working group is formed with the snowball sampling. With the snowball model of purposeful sampling methods, a core participant is randomly selected by the researcher. Subsequent participants are found by the participant found beforehand. Therefore the group of participants expand like a rolling snowball. With this method, wider data including

richer, beneficial and useful details have been attained. In this sample the most data to be collected is foreseen to be coming from the teachers, schools administrators and parents, therefore, they are thought to be the most suitable ones for the sample (Tavşancıl ve Aslan, 2001). Middle schools and high school, each of them are the biggest in their regions around North Cyprus are chosen for this study. These 18 high schools and 14 middle schools include 26 school administrator, 30 teacher and 27 parent (83 participants altogether) are shown in table 1.

Table 1

Participant Situation

<i>Type of School</i>	<i>School Administrator</i>	<i>Teacher</i>	<i>Parent</i>	<i>Total</i>
Middle School	13	15	11	39
High School	13	15	16	44
Total	26	30	27	83

Research Instrument and Procedure

The research data is collected through the interviews done at the appropriate times of the participants between the dates of 15 March - 05 May 2012 and through the observations made in schools. The thoughts and the views of the teachers, school administrators and students on the availability of these learning technologies in lectures are tried to be detected by this research. Interview questions are prepared in parallel with the constructivist approach applied in interview format for collecting the data. The interview format is given to 3 professionals to seek the internal validity and to be examined for unlisting the similar questions. Some of the questions are unified with the others due to this problem and some of them are reshaped to make the question easier to understand. Two school administrators and two teachers are interviewed as a sample to make sure that the questions are open and understandable. Voices are recorded and turned into the written format in order to clarify the neatness of the answers. Two other specialists examined the documents and controlled whether the questions are clear and neat or encompassing the subject with the desired information. It is observed that these two specialists are thinking %90 parallel with each other. The validity of the question blots are calculated (detected) at the end of the study. It is believed that (Yıldırım & Şimşek, 2005) the interview questions are providing the needed data so that the study passed directly on to the data collection process.

Analysis of The Data

Data is analysed through the content analysis in this study. 4 different steps are followed for the content analysis. (Yıldırım & Şimşek, 2005)

- a) *Codification of the data:* This includes the analysis of the CDs recorded (taped) during the interviews. Interview document is arranged through giving a number to every line. Interview documents and the tapes are given to another

specialist check and control whether the parts are missing or faulty. After the interview data taken from the participants examined and separated into meaningful parts and these parts are codified and given names. A code list is sustained after the codification of all the data and then it became a key list for examination and arrangement of it. Later on coding keys and interview documents are separately read by the researchers and the required arrangements are done after the discussion of "For" and "Against" arguments. Huberman's (1994) reliability formula is used for calculation and the mean value is found as %94. Since reliability calculations need to be above %70 for a research to be accepted as reliable, our result here is said to be reliable.

- b) *Finding the themes*: This step consists of thematical coding process that are categorized under the first step of codification of data.
- c) *Arrangement of the data according to the codes and the themes*: In this step, participant views are explained in an easy language and the views are given to the reader from the first hand. Footnotes are used to maintain which interview note is belonging to whom. The interview notes are shown between apostrophe signs and then the participant's interview is indicated within paranteses. Codification system is shown as below,

EXAMPLE 1: "....." (A(B(1)))

A: School Administrator; T: School Teacher; P:Parent; B: Name of school; 1: Number of participant

- d) *Interpretation of the findings*: The interpretation of the presented findings in detail and explanation of some results take place in this last step. Collected data is interpreted after the qualitative steps done and some results emerged after having support of the literature.

Results

The findings and comments obtained from the analysis of the participants' answers based on the purpose of the study are presented in this section under 11 dimensions. For the formation of the study's dimensions, firstly, in the scope of the study's purposes, the common points of the participants' answers to the researchers' questions have been determined. Afterwards, the dimensions of the study have been established by thematically coding the common points of the participants' answers.

Dimension I: Making Provisions against Natural Disasters:

The answers of 26 directors, 30 teachers and 27 parents for the question of the measures taken against natural disasters (flood, earthquake, fire, etc.) in your school building are presented by the ratios and themes in Table-2.

Table 2*Making Provisions Against Natural Disasters in School Buildings*

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Having knowledge of measures	-	-	1	3	6	23
Not making provisions against natural disasters	16	62	19	63	14	54
Not taking measures apart from fire extinguisher tube	6	23	7	23	5	19
Rain affect (negatively)	3	13	2	7	2	8
Being very old and weak of school buildings	4	15	6	20	6	23
Setting earthquake drill, seminars ve distrubuiting pamphlet	4	15	1	3	1	4

The participants were asked about their opinions on the measures taken against natural disasters in their school buildings. 23% of the parents stated that they had no idea about such measures. A parent from high school N said "I do not know what kind of measures are taken or should be taken against natural disaster in the school building (P(N(2)))." This answer makes the lack of information about this issue among the parents. It is observed that all of the directors and most of the teachers, except a small proportion (3%), have sufficient information about the measure that should be taken against natural disasters in school buildings. On the other hand, parents are the group with the highest lack of information proportion (23%) about the measures that should be taken against natural disasters in school buildings. According to Çelik (2007) disaster demonstration is a very good education tool as it provides the opportunity to apply the crisis plan and test the theories.

II. Dimension: Necessity of watchman for school security**Table 3***Necessity of Watchman for School Security*

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Not being in need of watchman	3	12	3	10	4	15
Be in need of watchman for school security	20	77	26	87	20	74
Be in need of wathman to prevent different source of crime	-	-	3	10	1	4

The participants were asked about their opinions on the necessity of a watcher in the school. 12% of the directors, 10% of the teachers and 15% of the parents stated that there is no need for a watcher in schools. Director of secondary school B claims that there is no need for a watcher by saying “*the watchers have lost their functions due to the improvements in technology (such as CCTV systems) (A(B(2)))*”. A parent in high school G, on the other hand, stated that watcher bring extra unnecessary costs to schools and it is pointless to hire watchers when there are camera systems available by saying “*all corners of our school are surrounded with cameras. The system works 24 hours. The money paid to the watcher is for nothing. Camera system work more efficiently than the watcher. The system sees and records what the watcher cannot even see (P(G(6)))*”.

III.Dimension: Necessity of controlling of schools’ entrance and exit:**Table 4***Necessity of Controlling of Schools’ Entrance and Exit*

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Controlling schools’ entrance and exit as a need for the security of the students	25	96	30	100	27	100
Uncontrolled entrance and exit	6	23	9	30	9	33
Controlling entrance and exit by picket assistant manager , teachers and subsidiary staff	14	54	5	17	4	15
Deficiency of controlling entrance and exit	9	35	7	23	3	11

96% of school directors and all of the teachers and parents said entrance and exit should be controlled in order to establish school security. Director of secondary school K emphasizes that people who walk in and out of the school should be known and that is why entrance and exit of the school should be controlled by saying "it is important to know who walks in and out of our school and in this regard the entrance and exit should be controlled (A(K(1)))". On the other hand director of high school D states that the exit and entrance of schools should be controlled because students coming from other schools may cause trouble by saying "there is a need to control the exit and entrance to schools. From time to time people who are not students of our school may try to enter the school (A(D(2)))".

IV.Dimension: Taking measures for Student Security Against Possible Dangers which can come from outside of the school:

Table 5

Students' Guarding Measures and Deficiency of the Measures Against Dangers Which Can Come From Outside of the School.

	<i>School Administrat or</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Performing a duty of Administrator, Teacher, and Staff	14	54	8	27	3	11
Asking for help from Police	6	23	4	13	1	4
Locking school entrance doors	6	23	2	7	2	7
Raise the level of garden wall and bar	1	4	3	10	1	4
Using video surveillance system	1	4	4	13	1	4
Deficiency of the Measures	5	19	9	30	2	7
No measures	3	12	4	13	7	26

54% of the directors, 27% of the teachers and 11% of the parents stated that as a measure against dangers from outside, directors, teachers and staff carry out duties. The director of high school D states that hall monitors serve to protect students coming to school by bus services against dangers from the outside by saying "hall monitor teachers serve in getting students into shuttle services (A(D(2)))".

V.Dimension: Timing of essential reparations inside the school building and its periphery.

Table 6

Timing of Essential Reparations Inside the School Building and Its Periphery

	<i>School Administrat or</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
When students are not at school	15	58	4	13	6	22
When students are at school	6	23	19	63	7	26

58% of the directors, 13% of the teachers and 22% of the parents stated that the compulsory maintenance in and around school buildings is held when the students are not in the building. A greater proportion of the directors (58%) in opposition to the teachers state that the compulsory maintenance in and around school buildings is held when the students are not in the building. The director of secondary school P emphasizes that the compulsory maintenance in and around school buildings is held when the students are not in the building for the students' security and in order not to distract the lessons by saying "*when the students are in school no activities that would threaten their security of distract the lessons are done (A(P(2)))*". The director of secondary school C also points out the negative effect of noise pollution and rubbish caused by compulsory maintenance and claims that these activities should take place when the students are not in school by saying "*in order not to distract education the noise pollution and rubbish should be avoided and this is why compulsory maintenance should be done when the students are not in school (A(C(3)))*". A teacher from high school G stated that the compulsory maintenance in and around school buildings are held when the students are not in school in order to avoid the negative results of these activities by saying "*this kind of maintenances are done out of the education times in order to avoid any negative incidents that may occur (T(G(4)))*". A parent from secondary school C stated that in order not to distract the students' motivation, the compulsory maintenance in and around school buildings should be held when the students are not in school by saying "*the compulsory maintenance in and around school buildings are held when the students are not in school and especially during summer breaks (P(C(4)))*".

VI.Dimension: Taking Measures against possible injuries and circumstances that might endanger the safety of students in sport centers, laboratory and atelier.

Table 7

Measures and Deficiency of Measures for Students' Security in Sport Centers, Laboratory and Ateliers.

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Informational signboard and locking method	4	15	3	10	-	-
Having first-aid materials	7	27	5	17	1	4
Teacher supervision	7	27	11	37	4	15
Not taking measures and deficiency of measures	3	12	14	47	7	26

15% of the directors and 10% of the teachers expressed that as a measure in laboratories, ateliers and fitness centres boards are formed in places that can be seen by the students and the material that may cause danger are locked inside them. Director of high school D stated that information boards are used in the gyms, laboratories and ateliers for student security and added that these places are locked and students can have access to them only under a teacher's care by saying "laboratory and atelier rules are hung on the walls and to places that students can see. Moreover these places are places that students are let in by the teachers in charge (A(D(2)))". A teacher from high school G expressed that there is only the warning boards for establishing student security in the gym, laboratory and atelier by saying "at the moment in order to establish student security on our school gym, laboratory and atelier there are only warning boards (T(G(5)))".

VII.Dimension: Taking inhibitor measures against vulgar display of power amongst students

Table 7

Measures Against Vulgar Display of Power Amongst Students

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Picket teacher	8	31	14	47	7	26
Benefiting from surveillance system	1	4	2	7	1	4
Giving seminars, works of class and guidance teacher	9	35	3	10	3	11
Discipline	5	19	4	13	7	26
Not taking measures and deficiency of measures	1	4	8	27	6	22

31% of the directors, 47% of the teachers and 26% of the parents expressed that hall monitors are hired as a measure against violence among students. The director of secondary school P stated that hall monitors are hired as a measure against violence among students by saying “hall monitors serve among the students during break times. Potential incidents are prevented by the existence of the teachers. In case such an incident happens, the hall monitor intervenes (A(P(1)))”. A teacher from school A expresses how the hall monitors are the only measure taken against violence among students by saying “the only measure against violence among students is the teachers walking among students in order to intervene in case an unwanted incident happens (T(A(4)))”. A parent from high school G explains that teachers keep guard as a measure against violence among students by saying “measures against violence in school are necessary. There are some measures available against violence in school. These are provided by the teachers that walk among the students during break times (P(G(3)))”. Bridge (2003) also states that taking measure against potential violence among students is a part of the teachers’ and the managers’ duty.

VIII.Dimension: Taking measures in school security for students not facing with physical punishment.

Table 8

Taking Measures and Deficiency of Measures in School Security for Students Not Facing With Physical Punishment.

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Not imposing physical punishment, not to have need for punishment	12	46	5	17	5	19
Giving information and being conscious	6	23	6	20	4	13
Not welcoming of imposing physical punishment apart from the rules of discipline charter	2	8	5	17	4	13
Not taking measures and deficiency of measures	1	4	5	17	5	19
Necessity of physical punishment	-	-	-	-	3	11

46% of the directors, 17% of the teachers and 19% of the parents expressed that the students are not exposed to physical punishment and that there is no need for measures against it. The director of high school E pointed out that the students are not exposed to physical punishment in their school by saying “there is no need for measures as no such incidents happen in our school (A(E(2)))”. A parent from high school G expressed that the students are not punished in any other way than discipline punishments and this is why there is no need for measures against physical punishment towards students by saying “there is no need for measures against physical punishment

towards students. We have disciplinary punishment in our school and our students get punished in no other way (P(G(2)))". A parent from secondary school C also stated that the students in their school are not exposed to physical punishment by saying "students should never be punished physically. This would jeopardise their self-confidence and cause personality disorders. No such punishment takes place in our school (P(C(4)))". Ataç (1991) also signifies that insulations would always cause negative results, bad criticisms an punishment would cause disappointment and that the teachers and staff are obliged to actively affect students and increase their success.

IX.Dimension: Sufficiency of first-aid materials in School security:

Table 9

Sufficiency of First-Aid Materials

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Sufficient amount of First-aid materials	19	73	11	37	12	44
Not being sufficient of First-aid materials	6	23	15	50	6	22
Need of seminars, healthcare personnel, and infirmary	6	23	11	37	5	19
Having insufficient information	-	-	2	7	7	26

73% of the directors, 37% of the teachers and 44% of the parents stated that first aid materials are available in sufficient amounts in schools. The director of high school B stated that there are sufficient first aid materials in their school by saying "Of course there are sufficient first aid materials in our school. We make first aid materials available in our school by the philosophy that first aid saves life (A(B(2)))". Moreover the director of high school D expressed how they supply the necessary amount of first aid materials in their school by saying "form time to time, small cuts, falling over and injuries may happen. Required first aid materials are supplied from the hospital which is close to our school and from pharmacies (A(D(2)))". A teacher from secondary school C said "there is sufficient amount of first aid materials in our school (T(C(7)))." and expressed their view that sufficient amounts of first aid material are available in schools. A parent from high school G stated that sufficient amounts of first aid material are available in schools by saying "there is a need for first aid materials in case students get injured in schools. This is why there is always sufficient first aid material in our school(P(G(3)))".

X.Dimension: Doing school trips by secure transportation vehicles**Table 10***Doing School Trips by Secure Transportation Vehicles*

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Paying attention to vehicle's maintenance	15	58	8	27	12	44
Not paying attention to vehicle's maintenance	3	12	11	37	4	15
Controlling official registration of vehicle	14	54	1	3	3	11
Old and poor vehicle	7	27	10	33	4	15
Good and qualified vehicle	2	8	5	17	5	19

The director of high school F stated that they pay attention to the maintenance of the vehicles when going on a school trip as well as the official paperwork of the vehicles by saying "we make sure the school trips are done by secure transportation vehicles in a controlled way. We allow the vehicles to transport the students after making sure that their maintenance, insurance and police maintenance check are done (A(F(2)))". A teacher from high school D also expresses that they pay attention to the maintenance of the vehicles when going on a school trip as well as the official paperwork of the vehicles by saying "we make sure the school trips are done by secure transportation vehicles in a controlled way however they do not have much vehicle selections by saying "the vehicles used for school trips in TRNC do not comply with the standards. There should be sufficient staff in the busses. The students should not be left without attention (T(D(1)))". A parent from high school N stated that the school trips should be done by secure transportation vehicles in a controlled way by saying "in our school high importance is given to the school trip being done by secure vehicles in a controlled way (P(N(1)))".

XI.Dimension: Effectiveness of Security Cameras in School Security.**Table 11***Effectiveness of Security Cameras in School Security*

	<i>School Administrator</i>	<i>%</i>	<i>Teacher</i>	<i>%</i>	<i>Parent</i>	<i>%</i>
Bringing incidents into light	9	35	11	37	9	33
Improve security	17	65	21	70	17	63

35% of the directors, 37% of the teachers and 33% of the parents expressed that security cameras are effective in bringing incidents into light. The director of high school E said, "the camera recordings are kept for 10-15 days. Incidents that may happen regarding discipline or security 3-4 days ago get resolved. The danger that may come from out-

side can be controlled (A(E1)).” and emphasised that security cameras are effective in bringing incidents into light. The director of secondary school C stated that security cameras are effective in bringing incidents into light by saying “the camera we have helped resolve the robbery incident that happened in the school next to ours (A(C1))”. A teacher from school J also expressed that security cameras work efficiently in bringing unwanted incidents into light in schools by saying “Security cameras should be placed in schools for security. We have security cameras in our school and in case of an incident the camera recordings are the first thing to be looked at (T(J1))”. A parent from secondary school C stated that security cameras work effectively in bringing incidents into light in schools by saying “Cameras have been placed inside the school this year. And they are very useful. It is important to know who goes inside the school and what they do at night. As far as I heard there were beer bottles behind the school. As the students and teachers do not drink those in the day, it is important to know what happens there at night (P(C2))”.

Discussion and Conclusion

The participants have expressed the need for measures towards increasing school and student security in the interview questions. The parents form the group with the lowest information about the measures necessary for school and student security in the scope of the study. The parents do not go to the school and get information on their children and the school unless they are invited by the directors or the teachers serving in the school. Ünlü (2005) states that good education is the one that goes on all day, however it is not possible for all of this time to be spent in the school, and outside the school the education must be given by the parents and then adds that, the security of a student against the potential danger from outside of the school is highly dependent on this awareness of the parents and thus, the parents should be actively involved in the children’s education process.

According to most of the participants, it can be concluded that measures against natural disasters are necessary in schools. However it can also be evaluated that apart from disaster demonstrations, seminars and fire corners, no significant measures take place in the schools. The maintenance measures should immediately be taken as the school buildings are neglected and very old. Erol (2009) also found out in his research that 60% of the students, parents and director/teachers stated that the schools are not fully secure because of the lack of measures against disasters such as fire, flood and earthquake. A very small proportion of the participants think that a watcher is necessary. However a large proportion states that the entrance and exit of schools should be controlled and this requires a watcher. It can be concluded that a watcher can be needed in order to prevent outsiders from using the school building and garden for their own pleasures out of school times.

For student security, hall monitor teachers and other staff attempt to keep the entrance and exit of the school under control. It is also understood that in order to avoid danger from outside, security cameras, higher walls and fences are placed. School gates are kept locked. According to Taymaz (2005) as the entrance and exit will be used by students at specific hours, these entrance and exits can be kept under control and at other times the main gates can be kept closed. According to most of the participants however, the exit and entrances are not controlled or the measures

are insufficient. It is understood from their answers that from time to time support from the police may be hired in this regard.

Maintenance is needed in a large proportion of the schools. However schools are not capable of finding finances required and the Ministry of Education is expected to pay for the related expenses. Tanrıoğen and Yücel (2007), find in their study that school directors generally face difficulties in the maintenance of their schools. It can be recommended that compulsory maintenance should be done both at school times and when the students are not in the school.

Student safety is established by informative boards and keeping the potentially dangerous material locked, making first aid materials available in the gyms, laboratories and ateliers and make access to these places only under the teachers' control. However some of the participants and almost half of the participant teachers who use these places due to their occupation express that no measures or insufficient measures are taken in these places for student safety. According to Guler (2004) study, it is concluded that insufficient security measures taken in the classroom that it is overlap with result of this study.

For the prevention of violence among students, hall monitor teachers are responsible, security cameras are placed, seminars are being held, classroom teachers and councillor's works are hired and the students are informed about the disciplinary regulation. However it can be thought that these measures are not sufficient. Eraslan (2007) finds that most of the accidents happen during break times (44%) and P.E classes (29%) and there was no authorised teacher or hall monitor at the scene in almost half of these cases (41%). Turan (2007) also finds in his studies that most of the teachers do not do their guard keeping duty properly.

The least important measure to be taken in regards to student safety has been the measures against physical punishment of the students according to the participants. Given the unfortunate incidents in the past, informative facilities take place in this regard. According to Ögülmüş (2006) in order to establish student safety, informative hand-outs about the rules laws and regulations against chaos and disorder in school and among students should be prepared and distributed. It is stated that the students do not get punished in any other way than what the disciplinary regulation states and the teachers are highly aware about this. According to Turan (2007) on the other hand, the teachers do not have the behaviour and common sense about education, discipline and etc. This situation causes problems in student discipline matters.

There is a sufficient amount of first aid materials in schools for student safety. Some of the participants however find the amount of first aid materials insufficient. It can also be concluded that besides materials seminars, health centres and educated staff are needed for first aid. According to Taymaz (1995) the students should be informed timely about what to do in case of an accident of fire inside the school building or around it. Some of the participant teachers and parents said they did not have enough information about the first aid measures in their schools.

The conditions and comfort of the public transportation vehicles in TRNC are low and this is due to the fact that public transportation is not on high demand. This causes low quality, comfort and selection of vehicles to be used in the school trips as well. The condition and official controls of vehicles to be used in school trips are

given high importance however the vehicles are very old and insufficient. Turan and Kavak (2012) found in their study held in 3 towns in Zonguldak that the transportation vehicles used in the transportation of student to primary schools were evaluated as “moderate” by the school teachers and directors in comfort and safety.

It can be concluded that security cameras and the camera records are useful in establishing school and student security and bringing unwanted incidents into light. In his study, Kütük (2008) finds that there is a significant relation between the existence of security cameras and the number of students in a school.

According to a small number of participants, security personnel in schools is not necessary for school and student security. However, according to a large proportion of the participants, a security personnel is necessary and the entries to school should be controlled. On the other hand, a security personnel is necessary to keep the school building and garden closed to arbitrary use.

School and student security is a multidimensional and difficult task for the school managements to deal with alone. Because of the schools physical condition and the fact that it is in interaction with its wide radius, it can be recommended that all levels of the society and community should cooperate with the school management in this regard. Most important of all school security should become a national policy. Ozan (2008) finds in his study that establishment of good relations between the school management and the environment the school operates in is of high importance for the security of the area and the support of police station, mukhtar and the surrounding inhabitants should be provided.

When building a school building, the existing criteria for a structure to be strong against natural disasters should be taken into consideration as well as the existing school building should be renovated and made compatible with the aforementioned criteria instantly. According to Nural (2005) the school building should make its users feel secure with its strength against disasters and cleanliness. Basic Disaster Education should not only be given to small groups at the civil defence organisation, but also should be added to the syllabus of the Ministry of Education. Plans that would keep the schools secure and safe in case of emergencies should be developed. The staff that will be hired based on these plans should be educated.

In order to prevent violence among students, the school management and the parents should be in active and intense cooperation. It is of high importance that the hall monitor teachers do their job properly especially during the break times to prevent violence among students and the school management should not hesitate to warn those teachers who do not do their duty properly. According to Gözütok (1995) against violence among students, projects should be developed, enough importance should be given to out-of-class activities, and in the scope of these activities, the students should be given sense of responsibility and decision making skills.

Availability of first aid materials is not found as a sufficient measure in school safety. In addition to this, seminars for first aid education, first aid demonstrations should be given and all of the school staff and students should be informed about this matter (Demirtaş, 2007). Eraslan (2007) finds that very few of the students who participated in his study have been educated about accidents at their schools. More-

over, in the schools with high number of students, or distant from a hospital, a health centre should be open and health personnel should be hired.

Parents are informed about the measures taken for security in schools through various methods. Some of these methods are meetings, telephone and SMS. Research revealed that the most commonly used method is the meetings. According to a number of the participants, parents and students are weakly informed or not informed at all about the security measures in schools.

Technological improvements such as security cameras should be hired in establishing school security (Öğülmüş, 2006; Özer & Dönmez, 2007), and educational seminars should be arranged for active and efficient use of these Technologies and the human factor should not be ignored completely.

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Ortaöğretimde Öğrenci Güvenliğinin Okul Yöneticileri, Öğretmenler ve Velilerin Görüşlerine Göre Karşılaştırmalı Durum Çalışması

Atıf:

Dagli, G. (2013). Comparative study of the security in secondary education according to the ideas of administrators, teachers and parents. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 53/A, 37-58.

Özet

Problem Durumu: Okullarda öğrenmenin hedeflenen düzeyde gerçekleşebilmesi için en önemli koşulların başında öğrencilerin ve okul personelinin kendilerini huzur ve güvende hissetmeleri gelmektedir. Bir toplumun sahip olduğu güvenlik ve huzur ortamı, bünyesinde bulunan okulların da güvenli ve huzurlu olmalarına zemin hazırlar. Son yıllarda ülkemizde artan güvenlik sorununun toplumun her alanını etkilediği gibi okullarımızı da etkilediği bir gerçektir. Kuzey Kıbrıs Türk Cumhuriyeti'nde öğrenciler günlerinin yaklaşık dörtte birini öğretmenleri ve arkadaşları ile birlikte okul ortamında geçirmektedirler. Öğrencilerin okul içinde veya okul ile ilgili okul dışı çalışmaları sırasında çeşitli istenmeyen durumlar oluşabilir. Bu durumlar öğrencilerin eğitsel alanlarda maruz kalabileceği kazalar olduğu gibi, öğrenciler arasında ortaya çıkabilecek şiddet içerikli davranışlar da olabilir. Her insanın en doğal hakkı güvenli bir ortam içinde yaşamını sürdürmektir. Maslow'un ihtiyaçlar piramidine göre de güvenlik her insanın en temel ihtiyacıdır.

Araştırmanın Amacı: Bu araştırmanın amacı Kuzey Kıbrıs Eğitim Sistemi içinde yer alan ortaokul ve liselerde görev yapan öğretmenlerin, yöneticilerinin ve velilerin, öğrenci güvenliğinin önemi ve okullarında gerçekleşme derecesi ile ilgili görüşlerini belirlemektir. Bu amaç doğrultusunda KKTC sınırları içerisinde görev yapan ortaokul ve lise öğretmenleri yöneticileri ve velilerin kendi okullarında öğrenim gören öğrencilerin güvenliklerinin sağlanması ile ilgili görüşlerine ulaşabilmek için şu amaçlara cevap aranmıştır: Bunlar; okul binasında doğal afetlere karşı (sel, deprem, yangın vb.) önlemlerin neler olduğu, okulların bekçiye ihtiyaç durumu, okul giriş çıkışlarının kontrol edilme durumu, öğrencilerin okul dışından gelebilecek tehlikelere (öğrencilerin dövülmesi, kaçırılması vb.) karşı korunma durumu, okul bina içi ve çevresinde yapılması zorunlu tamiratların güvenlik açısından durumu, okul güvenliğinde öğrencilerin birbirlerine karşı kaba güç kullanmalarının nasıl engelleneceği, okul güvenliğinde öğrencilerin fiziksel cezaya maruz bırakılmamaları için hangi önlemlerin alınacağı, okul güvenliğinde ilkyardım malzemelerinin durumu, güvenlik kamerası ve kayıtları okul güvenliği kapsamında nasıl kullanıldığı gibi durumların araştırılması amaçlanmıştır.

Araştırmanın Yöntemi: Bu araştırma nitel bir araştırma olup, 18 lise ve 14 ortaokuldan 26 okul yöneticisi, 30 öğretmen ve 27 veli olmak üzere 83 katılımcı araştırmaya dahil edilmiştir. Araştırma verileri 15 Mart - 30 Nisan tarihleri arasında katılımcıların uygun oldukları saatlerde ve uygun gördükleri yerlerde yapılan görüşmeler yoluyla toplanmıştır. Araştırmada katılımcıların görüşlerine göre okullarındaki öğrenci güvenliğinin durumu belirlenmeye çalışılmıştır. Bu araştırmada önce görüşme formunun birinci bölümünde belirtilmesi istenen, katılımcıların demografik özelliklerini özetlemek bakımından yaş, cinsiyet ve görev değişkenlerinin frekans ve yüzdeleri

hesaplanmıştır. Daha sonra aynı formun ikinci bölümündeki soruların cevaplarından elde edilen veriler içerik analizi ile çözümlenmiştir.

Araştırmanın Sonuçları ve Önerileri: Katılımcılar, görüşme sorularında belirtilen, okul ve öğrenci güvenliği için alınması gereken güvenlik önlemlerine okullarında ihtiyaç olduğunu yüksek oranlarda belirtmişlerdir. Veliler, araştırmanın kapsamı içerisinde yer alan, okul ve öğrenci güvenliği için alınması gereken önlemlerle ilgili en yüksek oranda bilgi sahibi olmayan katılımcı grubunu oluşturmaktadır. Katılımcıların çoğunluğuna göre, okullarda, doğal afetlere karşı önlemlere ihtiyaç olduğu söylenebilir. Ancak okullarda doğal afetlere karşı, tatbikatların yapılması, seminerler verilmesi ve yangın köşelerinin oluşturulmasının dışında kayda değer herhangi bir önlem alınmadığı şeklinde değerlendirme yapılabilir. Okul binaları bakımsız ve çok eski olduğu için önlemlerin bir an önce alınmasının uygun olacağı düşünülebilir. Okul ve öğrenci güvenliğinde katılımcıların çok azına göre bekçiye ihtiyaç duyulmamaktadır. Ancak çoğunluğun görüşüne göre bekçiye ihtiyaç duyulduğu, okul giriş ve çıkışlarının kontrol altına alınması gerektiği anlaşılmaktadır. Okul saatleri dışında okul ve bahçesinin toplumda hoş karşılanmayacak şekilde zevk ve eğlence amaçlı olarak kullanılmasını engellemek için de bekçiye ihtiyaç duyulduğu söylenebilir. Öğrenci güvenliği açısından nöbetçi müdür yardımcıları, öğretmenler ve yardımcı personel okul giriş ve çıkışların kontrol altına almaya çalışmaktadır. Ayrıca okul dışından gelebilecek tehlikelere karşı okul giriş ve çıkışlarını kontrol altına almak için kamera sisteminden yararlanılmakta, duvarlar ve parmaklıklar yükseltilmekte olduğu anlaşılmaktadır. Okul giriş kapılarının bazılarının kilitlenmediği ve haftasonu dahil açık olduğu görülmektedir. Katılımcıların yarısına yakını öğrenci güvenliği için spor salonu, laboratuvar ve atölyelerde, bilgilendirici levhalar asılarak, zararlı ve tehlikeli malzemeler kilitlenerek, ihtiyaç duyulabilecek ilkyardım malzemeleri bulundurarak ve bu yerlere öğretmen gözetimi olmadan öğrencilerin girmelerine izin verilmeyerek önlem alındığı yapılan görüşmelerden anlaşılmaktadır. Ancak katılımcılar içerisinde bu yerleri meslekleri dolayısıyla en çok kullananlar olan öğretmenlerin diğer yarısına yakınına göre ise spor salonu, laboratuvar ve atölyelerde öğrenci güvenliği için hiçbir önlem alınmamış ya da alınan önlemler yetersiz olduğunu ifade etmektedirler. Öğrencilerin birbirlerine karşı güç kullanımını engellemek için, nöbetçi öğretmenler görev yapmakta, kamera sisteminden yararlanılmakta, seminerler verilmekte, sınıf ve rehber öğretmenlerinin çalışmalarından yararlanılmakta, disiplin tüzüğü ile ilgili öğrenciler bilgilendirilmektedir. Ancak alınan önlemler yetersiz olduğu düşünülebilir. Öğrenci güvenliğinin sağlanması için, katılımcıların en az ihtiyaç duyulduğunu ifade ettikleri önlem, öğrencilerin fiziksel cezaya maruz bırakılmama önlemidir. Öğrencilerin fiziksel cezaya maruz bırakılmamaları için geçmişte yaşanan olumsuz örneklerin sonuçları da göz önünde bulundurularak bilgilendirme yapılmaktadır. Öğrenci güvenliği için okullarda yeterince ilkyardım malzemesi bulunmaktadır. Katılımcıların önemli bir kısmına göre ise ilkyardım malzemelerinin miktarı yeterli görülmemektedir. İlkyardım malzemelerinin yanı sıra okullarda ilkyardım konusunda seminere, sağlık personeline ve revire ihtiyaç duyulduğu söylenebilir. Okul ve öğrenci güvenliği, okul yönetimlerinin tek başlarına altından kalkamayacağı kadar önemli ve çok yönlü bir meseledir. Okulun fiziki durumu ve geniş bir çevreyle etkileşim içerisinde olması nedeniyle okul güvenliğinin sağlanmasında toplumun tüm katmanları birlikte hareket etmeleri önerilebilir. Her şeyden önce okul güvenliğinin sağlanması bir devlet politikası haline getirilmelidir.

Anahtar Sözcükler : Okul, Yönetim, Yönetici, Öğretmen, Veli, Güvenlik.