EXAMINATION OF TEACHERS' VIEWS ON SCHOOL SAFETY

OKUL GÜVENLİĞİ KONUSUNDA ÖĞRETMEN GÖRÜŞLERİNİN İNCELENMESİ

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ABSTRACT

In this research, it is aimed to determine teachers' views on school safety. In addition, it is also aimed to determine whether teachers' views on school safety show a significant difference according to various variables. In line with the stated aims, the survey model was preferred as a method in the research. The sample of the study consists of a total of 468 teachers working at various levels of education. Two data collection tools were used in the study. The first of the data collection tools is the 'Personal Information Form' which includes the demographic information of the teachers participating in the research; the second is the 'School Safety Scale'. The research data collected with the aforementioned data collection tools were analysed using parametric tests due to their normal distribution. In the analysis phase, arithmetic mean and standard deviation calculations were used as descriptive statistical methods, and 'Independent Samples t-Test' and 'One-Way Analysis of Variance' were used as inferential statistical methods by showing differences according to variables. In the study, it was determined that there were significant differences in teachers' views on school safety according to the number of students in the school, the type of school and the teaching style of the school.

Keywords: School, Safety, School Safety, Teacher

ÖZET

Yapılan araştırmada öğretmenlerin okul güvenliğine ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Bunun yanında araştırma ile öğretmenlerin okul güvenliğine ilişkin görüşlerinin çeşitli değişkenlere göre anlamlı bir farklılık gösterip göstermediğinin de belirlenmesi amaçlanmaktadır. İfade edilen amaçlar doğrultusunda araştırmada tarama modeli

yöntem olarak tercih edilmiştir. Araştırmanın örneklemini çeşitli eğitim kademelerinde görev yapan toplam 468 öğretmen oluşturmaktadır. Araştırmada iki veri toplama aracı kullanılmıştır. Veri toplama araçlarının birincisi araştırmaya katılım gösteren öğretmenlerin demografik bilgilerinin bulunduğu "Kişisel Bilgi Formu"; ikincisi ise "Okul Güvenlik Ölçeği" dir. İfade edilen veri toplama araçları ile toplanan araştırma verileri normal dağılım göstermeleri dolayısıyla parametrik testler kullanılarak analiz edilmiştir. Analiz aşamasında betimsel istatistiki yöntemlerden aritmetik ortalama ve standart sapma hesaplamalarından yararlanıldığı gibi değişkenlere göre farklılık göstermek suretiyle çıkarımsal istatistiki yöntemlerden "Bağımsız Örneklemler t-Testi, "Tek Yönlü Varyans Analizi" kullanılmıştır. Araştırmada okuldaki öğrenci sayısı, görev yapılan okulun türü ve okulun öğretim şekline göre öğretmenlerin okul güvenliğine ilişkin görüşlerinde anlamlı farklılıkların olduğu belirlenmiştir.

Anahtar Kelimeler: Okul, Güvenlik, Okul Güvenliği, Öğretmen.

1. INTRODUCTION

School security is defined as the protection of students, teachers and other school employees against undesirable situations such as cases of violence, aggressive behaviours and bad habits arising from inside and outside the school, and ensuring life safety at a high level in cases of crisis in the school (Özer & Dönmez, 2009). As stated in the definition, the importance of ensuring security in educational institutions is understood. There are various methods and methods to ensure this. These methods and methods reveal the necessity of providing a comfortable working environment for students and teachers in schools, as well as providing a safe school environment in a comfortable and peaceful environment (Turhan & Turan, 2012).

School safety is the education of students in a safe environment away from all kinds of violence, aggression, bullying, harassment and harmful substance habits. Students and teachers who do not feel safe in the school environment cannot reach the motivation needed to fulfil a learning-teaching process at the desired level (Marzano, 2003). Since the concept of school safety covers many areas, there are various definitions in the literature. Dönmez and Güven (2002) explained the concept of school safety with the concept of school safety in terms of students, teachers and other school employees feeling more free psychologically, physically, psychologically and socially. In another explanation of school safety, school safety is explained as the whole of all measures taken to reduce unwanted student behaviours and practices aimed at making the school more attractive for school stakeholders (Çankaya, 2010). For a safe learning environment, it is necessary to provide psychological security as well as physical security.

School security does not only consist of physical security measures taken inside the building. School security refers to all stages from the moment students, teachers and staff leave their homes to reach the school until they return home (Işık, 2004). Therefore, it also includes the time the student spends in the school and the time he/she spends in the school. Işık (2004) expressed the dimensions of school security as follows:

- Ensuring the safety of students against violence that may come from their friends,

- Exposure to physical interventions that may be made by teachers, safety in the situation,

- Precautionary safety measures against natural disasters,

- Security measures to be taken against health and cleanliness,

- Security measures to be taken to prevent sexual abuse and harassment,

- Psychological and emotional security issues,

- Non-discrimination on the basis of ethnic origin and different political views.

When a safe school environment is not provided, it may cause students to feel insecure and this insecurity may have a negative effect on learning processes (Çalık, Özbay, Erkan, Kurt, & Kandemir, 2009). Taking precautionary measures such as security cameras and employing security guards for school security by school administrations may be insufficient in some cases. As a matter of fact, in a study conducted on this subject (Delice & Arslan, 2018), it was found that teachers stated that they did not find the schools they worked in safe, that security guards, school entrances and exits and security cameras were insufficient for school security, and that the practice of teachers on duty was similarly insufficient to ensure school security.

It can be said that school security is affected by various factors. These can be grouped as in-school and out-of-school factors. It can be said that the factors affecting school safety within the school are generally caused by the physical situation, school climate and school culture, and outside the school by the family, peer group and social environment (Özer & Dönmez, 2009). If the school climate affecting school safety is positive, an effective education and training process can be provided as well as a positive communication between students, teachers, staff and parents. Since such schools consist of individuals who respect each other's opinions, students who show violent behaviours are less common (Acarbay, 2006). This situation makes the school a healthy learning space, otherwise, an unhealthy school climate may lead to a decrease in the job satisfaction of the employees working in the school, the formation of an oppressive management style, not valuing individuals as much as necessary and limiting communication within the school (Çalık, Kurt, & Çalık, 2011).

1.1. Purpose of the Study

In this research, it is aimed to determine teachers' views on school safety. In addition, it is also aimed to determine whether teachers' views on school safety show a significant difference according to various variables. In line with the aims of the research, answers to the following questions were sought:

1. What is the level of teachers' views on school safety?

2. Do teachers' views on school safety show a significant difference according to the number of students in the school?

3. Do teachers' views on school safety show a significant difference according to the type of the school?

4. Do teachers' views on school safety show a significant difference according to the teaching style of the school?

2. METHOD

2.1. Research Design

In this study, which aims to determine the views of teachers working in primary, secondary and high schools on school safety, the survey model was used. Survey models can be used to describe an existing situation as it exists (Karasar, 2020), as well as to determine

how the data of individuals in a sample are distributed according to one or more variables (Büyüköztürk, Çakmak Kılıç, Akgün, Karadeniz, & Demirel, 2020).

2.2. Population and Sample of the Study

The population of the study consists of teachers working in primary, secondary and high schools. The sample of the study consists of 468 teachers who were determined by 'Simple Random Sampling' from the population. The distribution of the teachers constituting the sample of the research according to various demographic characteristics is as follows:

12,2% of the teachers constituting the sample of the research work in schools with 1-100 students (n=57), 17,1% in schools with 101-200 students (n=80), 26,1% in schools with 201-300 students (n=122), 21,4% in schools with 301-500 students (n=100) and 23,3% in schools with 501 and more students (n=109). Among the teachers constituting the sample of the study, 31.6% work in primary schools (n=148), 52.8% in secondary schools (n=247) and 15.6% in high schools (n=73). Among the teachers who make up the sample of the study, 74,6% of them work in regular schools (n=349) and 25,4% of them work in dual education schools (n=119).

2.3. Data Collection Tools

Two data collection tools were used in this study. The first of the data collection tools is the 'Personal Information Form' to determine the demographic characteristics of the teachers participating in the study; the second is the 'School Safety Scale' to determine their views on school safety.

Personal Information Form: In the Personal Information Form, which was used to determine the demographic characteristics of the teachers participating in the study, there are items to determine the number of students in the school where the participants work, the type of school they work in (primary-secondary-secondary-high school) and the teaching style of the school they work in (regular-twoschool).

School Safety Scale: In the study, the scale developed by Akan and Zengin (2019) was used to determine the level of teachers' views on school safety. The scale consists of 27 items and a total of 4 factors, namely 'Situational', 'Action/Actual', 'Precautionary' and 'Intrinsic', and is in five-point Likert type. The reliability coefficient of the scale was determined as ',962' for the whole scale in the study. The value obtained shows that the data is highly reliable.

2.4. Data Collection and Analysis

In order to collect the data of the study, in the first stage, permission was obtained from the owners of the scales used as data collection tools via e-mail. After the permission obtained in the second stage, the scales were sent to the teachers in the sample via Google Forms. The data collected through Google Forms were first transferred to Microsoft Excel and then to SPSS 25 package programme and analysed.

SPSS 25 package programme was used in the analysis phase. Before starting the analysis, the normality of the data was checked to decide whether parametric or non-parametric tests would be used in the analysis of the data. In order to examine whether the data collected with the 'School Safety Scale' in the data set of the study were normally

distributed, the skewness and kurtosis values of the factor scores and total scores were examined and it was determined that the kurtosis and skewness coefficient values of the total scores of the scales were within the range of '±1.5'. According to these values, it was accepted that the scores of the scales used as data collection tools in the research exhibited a normal distribution (Tabachnick & Fidell, 2013). Since the data fulfilled the normal distribution condition, it was decided to use parametric tests in the analysis of the research data. In the analysis of the data, arithmetic mean and standard deviation calculations, Independent Samples t-Test and One-Way Analysis of Variance (ANOVA) were preferred according to the sub-problems of the research.

The following analysis techniques were preferred in the analysis of the data obtained by applying the measurement tools used to collect the data of the research to the teachers:

1. Arithmetic averages and standard deviations of the answers given to the scale items were calculated for the sub-problem of the research as 'At what level are teachers' views on school safety?' and the findings obtained as a result of the analyses were shown in the form of tables.
2. ANOVA was preferred for the sub-problems of the research as 'Do teachers' views on school safety show a significant difference according to the variable of the number of students in the school?' and "Do teachers" views on school safety show a significant difference according to the variable of the type of the school?'.
3. 'Independent Samples t-Test' was preferred for the sub-problem 'Do teachers' views on school safety show a significant difference according to the teaching style of the school?'.

3. FINDINGS

3.1. Findings Related to the Level of Teachers' Views on School Safety

The findings obtained as a result of the analyses conducted for the problem 'At what level are teachers' views on school safety?' are given in Table 1:

Table 1. Data on the Level of Teachers' Views on School Safety

Dimensions	$\overline{x}$	SS
Situational	3,39	,686
Actual/Factual	3,68	1,010
Precautionary	3,75	,938
Internal	3,86	1,192
General	3,57	,768

When Table 1 is analysed, it is understood that teachers' views on school safety are at the level of "Moderately Agree" ($\overline{X}$=3,39) in the "Situational" dimension, "Somewhat Agree" ($\overline{X}$=3,68) in the "Actional/Actual" dimension, "Somewhat Agree" ($\overline{X}$=3,75) in the "Precautionary" dimension, and "Somewhat Agree ($\overline{X}$=3,86)" in the "Internal" dimension. In addition, it is understood that the general average of the teachers' scores related to school safety is at the level of "Somewhat Agree" ($\overline{X}$=3,57).

3.2. Analyses of Teachers' Views on School Safety According to the Number of Students in School Variable

As a result of the analyses conducted for the sub-problem of the study 'Do teachers' views on school safety show a significant difference according to the number of students in the school?', the findings in Table 2 were obtained:

Table 2. Data Related to the Number of Students in the School where the Teachers' Opinions on School Safety are Variable

Dimensions	Number of Students	n	$\overline{X}$	SS	F	p
Situational	1-100[1]	57	3,30	,857	15,856	,00 1-5 2-4 2-5 3-4 3-5
	101-200[2]	80	3,08	,625		
	201-300[3]	122	3,23	,640		
	301-500[4]	100	3,51	,607		
	501 and above[5]	109	3,74	,569		
	Total	468	3,39	,686		
Actual/Factual	1-100[1]	57	3,36	1,108	38,961	,00 1-4 1-5 2-4 2-5 3-4 3-5
	101-200[2]	80	3,00	,920		
	201-300[3]	122	3,34	,898		
	301-500[4]	100	4,12	,838		
	501 and above[5]	109	4,32	,703		
	Total	468	3,68	1,010		
Precautionary	1-100[1]	57	3,40	,993	24,049	,00 1-4 1-5 2-4 2-5 3-4 3-5
	101-200[2]	80	3,28	,900		
	201-300[3]	122	3,50	,934		
	301-500[4]	100	4,13	,645		
	501 and above[5]	109	4,22	,830		
	Total	468	3,75	,938		
Internal	1-100[1]	57	3,36	1,266	28,974	,00 1-4 1-5 2-4 2-5 3-4 3-5
	101-200[2]	80	3,27	1,168		
	201-300[3]	122	3,48	1,184		
	301-500[4]	100	4,55	,781		
	501 and above[5]	109	4,34	,977		
	Total	468	3,86	1,192		
General	1-100[1]	57	3,33	,855	27,856	,00 1-4 1-5 2-4 2-5 3-4 3-5
	101-200[2]	80	3,14	,710		
	201-300[3]	122	3,34	,717		
	301-500[4]	100	3,87	,588		
	501 and above[5]	109	4,00	,642		
	Total	468	3,57	,768		

When Table 2 was analysed, it was determined that the opinions of the teachers participating in the research according to the number of students in the school showed a significant difference ($p<.05$) in all dimensions of the scale related to school safety. Tukey HSD test, one of the Post-Hoc multiple comparison tests, was performed to determine between which groups the significant difference was determined. As a result of the Tukey HSD test, the significant difference in the 'Situational' sub-dimension was determined by the number of students in the school

- Teachers with 1-100 and teachers with 501 and above
- 101-200 teachers and 301-500 teachers
- Teachers with 101-200 and teachers with 501 and above
- Teachers between 201-300 and teachers between 301-500
- It is between teachers with 201-300 and teachers with 501 and above.

The significant difference determined in the Actional/Actual sub-dimension is the number of students in the school where he/she works

- 1-100 teachers and 301-500 teachers
- Teachers with 1-100 and teachers with 501 and above
- 101-200 teachers and 301-500 teachers
- Teachers with 101-200 and teachers with 501 and above
- Teachers between 201-300 and teachers between 301-500
- between teachers with 201-300 and teachers with 501 and above.

The significant difference determined in the precautionary sub-dimension is between the number of students in the school

- 1-100 teachers and 301-500 teachers
- Teachers with 1-100 and teachers with 501 and above
- 101-200 teachers and 301-500 teachers
- Teachers with 101-200 and teachers with 501 and above
- Teachers between 201-300 and teachers between 301-500
- between teachers with 201-300 and teachers with 501 and above.

The significant difference determined in the intrinsic sub-dimension is the number of students in the school,

- 1-100 teachers and 301-500 teachers
- Teachers with 1-100 and teachers with 501 and above
- 101-200 teachers and 301-500 teachers
- Teachers with 101-200 and teachers with 501 and above
- Teachers between 201-300 and teachers between 301-500
- between teachers with 201-300 and teachers with 501 and above.

The significant difference determined in the overall scale is the number of students in the school,

- 1-100 teachers and 301-500 teachers
- Teachers with 1-100 and teachers with 501 and above
- 101-200 teachers and 301-500 teachers
- Teachers with 101-200 and teachers with 501 and above
- Teachers between 201-300 and teachers between 301-500
- It is between teachers with 201-300 and teachers with 501 and above.

3.3. Analyses of Teachers' Views on School Safety According to the Type of School Type

As a result of the analyses conducted for the sub-problem of the study 'Do teachers' views on school safety show a significant difference according to the type of school where they work?', the findings in Table 3 were obtained:

Table 3. Data Related to the Type of School in Which Teachers' Opinions on School Safety are Variable

Dimensions	School Type	n	$\bar{X}$	SS	F	p
Situational	Primary school	148	3,34	,773	28,290	,00 1-2 1-3 2-3
	Middle school	247	3,56	,587		
	High school	73	2,92	,569		
	Total	468	3,39	,686		
Actual/Factual	Primary school	148	3,44	1,031	44,598	,00 1-2 1-3 2-3
	Middle school	247	4,03	,888		
	High school	73	2,97	,831		
	Total	468	3,68	1,010		
Precautionary	Primary school	148	3,48	,956	26,616	,00 1-2 2-3
	Middle school	247	4,03	,828		
	High school	73	3,36	,956		
	Total	468	3,75	,938		
Internal	Primary school	148	3,47	1,180	24,240	,00 1-2 2-3
	Middle school	247	4,21	1,113		
	High school	73	3,48	1,127		
	Total	468	3,86	1,192		
General	Primary school	148	3,40	,814	33,588	,00 1-2 1-3 2-3
	Middle school	247	3,81	,681		
	High school	73	3,10	,635		
	Total	468	3,57	,768		

When Table 3 is analysed, it is determined that the opinions of the teachers participating in the research according to the type of the school they work in show a significant difference ($p<.05$) in all dimensions of the scale related to school safety. Tukey HSD test, one of the Post-Hoc multiple comparison tests, was performed to determine

Araştırma Makalesi ISSN:2757-5519 socratesjournal.org Doi: 10.5281/zenodo.13889630

between which groups the significant difference was determined. As a result of the Tukey HSD test, the significant difference in the 'Situational' sub-dimension was determined according to the type of the school

- Primary school teachers and secondary school teachers

- Primary school teachers and high school teachers

- The significant difference was between the teachers whose type of school was secondary school and the teachers whose type of school was high school.

The significant difference determined in the Actional/Actual sub-dimension is between teachers whose type of school is secondary school and teachers whose type of school is high school.

- Primary school teachers and secondary school teachers

- Primary school teachers and high school teachers

- It is between secondary school teachers and high school teachers.

Significant difference determined in the precautionary sub-dimension,

- Primary school teachers and secondary school teachers

- It is between secondary school teachers and high school teachers.

The significant difference determined in the intrinsic sub-dimension is between the type of the school

- Primary school teachers and secondary school teachers

- It is between secondary school teachers and high school teachers.

The significant difference determined in the overall scale is between the type of the school

- Primary school teachers and secondary school teachers

- Primary school teachers and high school teachers

- It is between secondary school teachers and high school teachers.

3.4. Analyses of Teachers' Opinions on School Safety According to the Variable of the Type of School Teaching

As a result of the analyses conducted for the sub-problem of the research 'Do teachers' views on school safety show a significant difference according to the teaching style variables of the school where they work?', the findings in Table 4 were obtained:

Table 4. Teachers' Views on School Safety in Relation to the Variable of the Type of Education of the School

Dimensions	Teaching Method	n	$\overline{X}$	SS	t	p
Situational	Normal	349	3,45	,632	3,030	,00
	Dual	119	3,21	,800		
Actual/Factual	Normal	349	3,78	,972	3,913	,00
	Dual	119	3,37	1,061		
Precautionary	Normal	349	3,81	,921	2,254	,02
	Dual	119	3,59	,972		
Internal	Normal	349	3,93	1,187	2,086	,03
	Dual	119	3,66	1,191		
General	Normal	349	3,64	,743	3,240	,00
	Dual	119	3,38	,808		

In Table 4, as a result of the independent group t test conducted to determine whether the sub-dimensions of the school safety scale differed according to the teaching style of the school, a significant difference was found in all dimensions of the scale ($p<.05$). It was found that the significant difference was in favour of teachers working in schools with normal teaching style ($\overline{X}_{normal} > \overline{X}_{dual}$).

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In the study, it was determined that teachers' views on school safety were at the level of "Somewhat Agree" in all dimensions except the "Situational" sub-dimension of the scale related to school safety used in the research. According to this result, it can be said that the teachers participating in the research accept their schools as safe. Because the statements contained in the items of the school safety scale used in the research consist of statements that pose a threat to school safety in the school and the low level of participation of the participant teachers and administrators in this situation are among the reasons for this inference.

In the study, it was determined that the opinions of the teachers participating in the research on school safety showed a significant difference according to the number of students in the school. This result can be interpreted as that teachers' views on school safety are not similar to each other in terms of the number of students in the school where they work. In addition, the significant difference can be shown as evidence that the number of students in the school has an effect on teachers' views on school safety.

In the study, it was determined that teachers' concerns about school safety were higher in schools with more students. Considering the results obtained in terms of the number of students in the school, it was determined that there was an increase in teachers' concerns about school safety from schools with few students to schools with many students. This situation can be evaluated as that the problems related to school safety are more in educational institutions with a large number of students.

In the study, it was determined that there were problems related to school safety as the number of students increased. Similarly, Özer (2006), Yıldız and Sümer (2010), Çalıkoğlu (2012), Barış (2018) determined that there are problems related to school safety in schools with a high number of students.

Bakioğlu and Polat (2002) stated that the most appropriate number of students for a primary school should be between 300-400 and for a secondary school between 400-800. Studies on the number of students show that schools with fewer students have fewer disciplinary problems, violence, theft, misuse of school property and gang activities.

According to Karakütük, Özbal, and Sağlam (2017), school population is one of the main indicators of a safe school. Therefore, a safe school is a school with an optimal and manageable number of students. Demirtaş, Üstüner, and Özer (2007) found that as the number of students in schools increases, problems arising from teachers, school climate, students, and administration increase. Karakütük et al. (2012) concluded that large school administrators did not consider any physical conditions more adequate than small and medium-sized school administrators.

In the study, it was determined that the opinions of the teachers participating in the research on school safety showed a significant difference according to the type of school. This result can be evaluated as that teachers' views on school safety are not similar to each other in terms of the type of school they work in. In addition, the significant difference can be shown as evidence that the type of the school in which the teachers work has an effect on their views on school safety. Unlike the results of the study, in their studies, Kütük (2008) and Uluğ (2015) determined that the opinions of the participants regarding school safety did not differ significantly according to the type of school.

In this study and in the study conducted by Barış (2018), Göçer, Çobanoğlu, Köseoğlu (2021) the participants whose school type is primary and secondary school see their schools safer than the participants whose school type is high school. Demirtaş, Üstüner, and Özer (2007) concluded that problems are experienced more in general high schools than in other schools in terms of school type variable.

In the study, it was determined that teachers' concerns about school safety were higher in schools with more students. When the results obtained in terms of school type variable were analysed, it was determined that there was an increase in teachers' concerns about school safety from primary schools to high schools. This situation can be said that there are problems related to school safety in secondary education institutions.

In the study, it was determined that the views of the teachers participating in the research on school safety showed a significant difference according to the teaching style of the school. This result can be evaluated as the teachers' views on school safety are not similar to each other in terms of the school's teaching style variable. In addition, the significant difference can also be evaluated in favour of the teachers working in regular schools since the opinions of the teachers working in regular schools on school safety are higher than the teachers working in dual schools. In addition to these, this result can be shown as evidence that the teaching style of the school has an effect on teachers' views on school safety.

In line with the results of the research, the following suggestions are presented.

1. 1. The research is limited to teachers. Similar studies involving school administrators, parents and other stakeholders of the school can be conducted to compare teachers' views on school safety with the views of other stakeholders.
2. 2. In order to increase the skills related to school safety, different in-service trainings can be organised to increase the level of expertise of teachers about their competencies related to school safety.
3. 3. Preventive measures can be taken and existing measures can be improved by decision makers in the field of education in order to eliminate the problems perceived by teachers related to school safety from primary schools to high schools.

4. 4. The results of the study were obtained with a quantitative research approach. Qualitative research approaches can be included in research processes to obtain more comprehensive and in-depth results.

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