

An Evaluation of Safety and Security of Primary Schools of Cyprus for Welfare of Society

Aytac Tokel¹, Zehra Altinay², Fahriye Altinay³ and Gökmen Daglı⁴

¹Near East University, Northern Cyprus, Mersin 10 Turkey
E-mail: atokel02@yahoo.com

^{2,3,4}Faculty of Education, Societal Research and Development Center, Near East University,
Northern Cyprus, Mersin 10 Turkey
E-mail: ²<zehra.altinay@neu.edu.tr>, ³<fahriye.altinay@neu.edu.tr>,
⁴<gokmen.dagli@neu.edu.tr>

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ABSTRACT -This case study aims at examining school principals, teachers and parents' perceptions regarding the issue of safety and security in primary schools of Cyprus in the education for the welfare of the society. Semi-structured interview method was used in this qualitative research and school principals, teachers and parents who have children at schools were interviewed using a semi-structured interview form prepared as data collection tool. Thematic analysis was conducted to analyse data. As results, the principals who participated in the study stated that safety is one of the major issues and as principals they face with great difficulties regarding safety issues. The teachers stated that they are not safe at school, either, and that they make great sacrifices so as to help provide school safety which is an indispensable part of their job.

INTRODUCTION

It is needless to state that the dynamics of the educational environment plays a vital role at identifying the psychological safety of all aspects of the educational institution. Lawrance and Vimala (2012) defined the term "education" as an endless process of encountering and experiencing, revising and non-revising of earned experiences to build up a capacity which would fulfill the potential process. A safe, secure, violence-free education institutions is the main driver for child development and effective learning. It is also strongly related students' academic performance which is measured by the scores obtained as a result of tests, letter grades, degrees and certificates. Lacoe (2013) suggested that academic achievement is a prerequisite for future success in adult life since it increases chances for being employed in good positions with high wages. It is also stated that early childhood test scores are positively related with future labour market outcomes (Lacoe 2013).

Design of the school environment plays an important role on the well-being of students, so concern should be given to safety, fairness and adequate disciplinary rules to promote academic performance (Lawrance and Vimola 2012). Studies revealed that children perform better at academics when they feel psychologically safe.

Moreover, it is argued that psychological safety is one of the leading factors that play an important role at reshaping education (Kislayov et al. 2014).

Ziolkowski (2015) has also stressed the importance of school climate in academic achievement and defined the term "school climate" as an interactions of the students with each other which could be influenced by numerous factors such as teacher's morale, student achievement, school disorder, school crime rates, multicultural practices and effective learning atmospheres. Moreover, Ziolkowski (2015) argued that school climate and achievement of students are related. In other words, when individuals feel negative about the school climate, it is expected that the morale of the teacher would decrease which causes a decrease in teaching performance; therefore, students suffer as a result. However, when individuals feel positive about the school climate, it is expected that the morale of the teacher would increase which positively contributes to teaching performance; thus, achievement of the students would also increase. Furthermore, it was also indicated that there is a negative relationship between feeling unsafe and attendance. It was suggested that feeling unsafe may also result in students preferring to stay at home, thereby lowering participation in class; thus, decreas-

ing the academic achievement of students (Lacoe 2013).

It was expressed that the term “school climate” could also be described as a motive of people’s experiences of school life which shows norms, goals, values and interpersonal relationships of teaching and learning practices and organizational structures and it is argued that a positive school climate is necessary to promote a productive, cooperative and satisfying life in a democratic society which fosters the nature of development and learning process (Thapa et al. 2013).

It is stressed that schools should inject the sense of welcoming and avoid promoting the feeling of being unsafe and perception of insecurity. When the climate of a school is not inviting, students would create a separate space for themselves; thus, would not be cooperative in class-related dynamics. Therefore, reforming a school climate and creation of school improvement strategies which aim to enhance safer, supportive schools is becoming a popular phenomena (Thapa et al. 2013).

Thapa et al. (2013) defined the main mechanism of positive school climate as the values and expectations of people which make them feel social and safe emotionally and physically; therefore, students, families and educators should have a strong collaboration among each other in order to develop and give support to shared school vision. Furthermore, as understood from the definition of positive school climate, safety is one of the main drivers of school climate.

Besides school climate, school bonding or school connectedness has an influence on academic performance. School bonding and school connectedness can be used interchangeably and can be defined as how much students feel attached to school and their sense of fairness and safety at school (safe climate) which enables students to perform successfully at academic (Bryan et al. 2012). In other words, students with strong bonds are more likely to stay in school and attend courses regularly; therefore, more likely to succeed at academics.

It was stated that violence could be described as a composition of numerous behaviours which cause a disorder at school through the mission to destruct education, harming school climate, and aggression against persons and property (Espelage et al. 2013). Furthermore, other variations of violence may be stated as theft, mali-

cious insult, racial profiling and most commonly, disrespectful acts (Espelage et al. 2013). It was expressed that violence at schools could affect not only students, but teachers and parents as well; therefore, it might be dispersed to the rest of the society.

Bullying is one of the dimensions of violence. Violence can be defined as a type of behaviour by an individual or a group which may be repeated overtime to deliberately harm other individuals or groups either physically or emotionally (DfE 2014: 6).

The main characteristics of bullying are being intentional and being repeated overtime. These were already mentioned by the definition, but also, imbalance of power which could be described as when victim could not defend him/herself or block deterrent act. Imbalance of power is related to differences which may result from physical size, strength and student’s dexterity about holding social attention and manipulating constructive and cooperative relationship to promote a sense of belonging.

Strohmeier and Noam (2012) implied that the main variations of bullying include physical, which refers to hitting, kicking; and verbal, that is, name calling, insulting; and relational, which refers to malicious rumours. There are several studies about bullies and victims. Copeland et al. (2013) conducted a study which classified bullying behaviour according to population and found that, of 1,420 children 21.6 percent were only victims, 5 percent were only bullies and 4.5 percent were bullies only. According to Copeland et al. (2013), bullies are troubled children with an anxious, irritable sense having a high tendency to start a quarrel and show aggression. Victims are passive, shy and submissive individuals whereas pure victims are show angry, dis-regulated behaviours and goal-regulated aggression (Copeland et al. 2013).

How can bullying be stopped in schools? As a first step, teachers should understand and detect bully behaviours, and should try to understand the underlying reasons (antecedents) which causes bully behaviour. Thereafter, at this stage, parents of these students need to construct a strong collaboration and actively deal in preventive measures to generate a positive school climate (bully-free climate) to promote feelings of safety (Connor and Allyson 2012). Moreover, educators should be well-informed about having effective dialogue with bullying

students (Strohmeier and Noam 2012). Espalage et al. (2013) suggested prevention policies on primary, secondary and tertiary levels. Primary prevention includes focusing improvements on school norms, school environments and positive school connections, while secondary preventations include efforts to detect student(s) who have a tendency, in other words, students who show the symptoms of bullying and lastly, tertiary prevention refers to proposition of a plan for students who have shown a violence behaviour. It is also argued that a bullying behaviour could be resolved when staff members and students act collectively to generate a clear set of principles to clarify what bullying is and what would be the steps to follow in case of bullying. Moreover, overcoming bullying necessitates a long-term curriculum work, thus, it requires efforts to identify antisocial behaviours and a training program should be appointed for the educators to provide insights into managing interpersonal relationships. Furthermore, creation and implementation of peer-led policies is also crucial to prevent bullying, particularly with students who are newcomers, to prevent them from feeling lonely, isolated or victimized.

Educational institutions are the agents of social alterations and transformations, and students are the future of society. Thus, it is important to provide a safe, violent-free atmosphere to provide a fruitful learning environment in order to boost academic excellence and for the wellbeing of nation.

One of the problems that school principals and teachers continuously deal with is school security. School security is a problem related to both school environment and school surroundings. Even though school security is about the students, negative incidents which occur because of security malfunctions also affect principals, teachers and parents.

Demirtas (2006) stated that schools should provide a peaceful and comfortable environment for the principals, teachers and the students. To be able to create a peaceful and comfortable school environment, establishing a secured school climate is necessary. When such an environment is created, the success rate of students increases. Increasing the success of students is important in a school, it is even more important in a secured school.

In addition, Memduhoglu and Tasdan (2007) underlined that for both teachers and students to live in safety in school, Security is important. Özer and Dönmez (2007) studied the institutional elements which affects security in the schools and they collected them under three headlines:

Physical factors which are about the physical environment and the building of the school, psychological factors which are about the school climate that affects the relations of the individuals in the school and social factors which are about the culture of the school that forms from the values, beliefs and etiquettes of the individuals in the school.

A school which is secured is a good school. The success rate of students in secured schools is an important phenomenon which school principals and teachers should be concerned about. Distinguishing a school as a secured school is important for all the students in that school to develop. At the same time, a secured school is a school which applies good protection and interference programs, provides a positive school environment and keeps it that way (Reeves et al. 2010). Arabaci (2010) underlined that schools need to be a place which protects the health of school employees and students. For this reason, controlling the factors that affect health in a negative way and engaging in activities that help the school employees and the students to live a healthy life should all be in the content of the school health services. Especially in developed countries, schools employ health personnel as a solution to the health problems. This is a frequent situation. According to 2007 statistics, 50 percent of government schools had a full time and 35 percent had a part time nurse (Gordon 2010).

Secured school; is a school where there is a climate that contains a positive interaction of the students, teachers, principals, assistant personnel and visitors, attitudes and reactions are not in a threatening way, positive relations and individual development are open.

Kurt and Kandemir (2006) underlined that a secured school is a place where there is no violence, supportive factors are dominant continuously, behaviour expectations are definite and all these are applied carefully. Secured schools are schools that not only take the necessary security cautions but also support and care about the development of the kids educationally, socially and emotionally, and encourages positive

relations and cooperation with the family (MEB-Unicef 2006: 59). Çelik (2005) stated that secured schools support the kind of school development where students will be able to solve their problems in a safe school environment, where they will also be able to control their angers, and improve in social activities and be respectful.

Objectives of the Study

The objective of the study were to determine the security and safety measures in primary schools. The study also aimed to set a situation analysis in order to examine the welfare of the society. In this respect, it was essential to identify the progress of primary schools in developing qualified school climate and the culture of primary schools of Cyprus. In addition, there was an intensified need to put together the perceptions of all stakeholders in school safety and security, including school principals, teachers and parents and students. They are key role players in the society; thus, they shape the welfare of the system. Therefore, the study aimed to identify the reasons why the level of school security and safety in primary schools in Cyprus was not at the required levels, determining the deficiencies in school security and aimed to identify and improve the situation of school security, gathering the opinions of the school principals, teachers, students and parents about school security and safety.

METHODOLOGY

Research Model Qualitative research method was used in this study. "Qualitative research can be defined as a research where qualitative data collecting methods like observation, interview and document analysis are used, a research that a qualitative process is followed for putting the perceptions and incidents naturally, realistically and totalitarian way" (Yildirim and Simsek 2008). According to Kus (2009), "the basic characteristic of the qualitative research is to show the participants point of view and their semantic world, seeing the world with eyes of the participants." In this research, a qualitative research method was used. "The most basic characteristic of the qualitative research is to investigate a case or more than one case deeply" (Yildirim and Simsek 2008). "The most significant characteristic of the interview method which is used

in qualitative research is that the point of view of the interviewed individual comes up" (Kus 2009).

In this study, interview and semi-structured interview techniques which are methods for qualitative research were used. "the significant characteristic of the interview method is to unveil the interviewed individual point of view. For this reason, the main aim in interviews is to understand the semantic world, opinions, emotions and the thoughts of the interviewed individual and gaining a deep information" (Kus 2009). The questions in semistructured interviews are prepared beforehand and with these prepared questions, the data is obtained (Karasar 1998). This method is not as strict as the fully-structured interviews but at the same time, it is not as flexible as the unstructured interviews; it takes a place between them. Semi-structured interview method was used as the interview technique because the researcher considered it flexible.

Study Group

The population of the research consists of the principals, teachers and the parents of the students in primary schools of Cyprus who are dependent on the primary school office in Cyprus education system of 2014-2015. According to the educational statistics that was prepared by the Ministry of National Education's Primary School Office up until January 2014 in the northern part of Cyprus within the primary school office, there were 131 principals (66 Principal, 65 deputy principal), 1160 teachers and 15049 students. The number of the parents can be guessed as half of the students number. The study group of this research consisted of 30 participant who were from 3 primary schools located in the northern part of Cyprus and the breakdown included 10 principals, 10 teachers and 10 parents. The number of principals, teachers and parents who constituted the study group can be seen in Table 1.

To derive the study group, an easily accessible case management method was used from the oriented study group methods. This was done

Table 1: Study group

School	Principal	Teacher	Parent	Total
School A	3 People	4 People	3 People	10 People
School B	3 People	4 People	3 People	10 People
School C	3 People	4 People	3 People	10 People

in the hope that, because the universe is big, when individuals are designated, they would prove useful as an information source, that is, they would be influential because they belong to that particular "source". Moreover, for the oriented study group, the researcher used his experience and his own sense of judgement to determine the most suitable individuals for selection. As for the easily accessible case management method; it is an effective technique especially when determining the individuals or the cases which can be a rich information source for the research problem. Process starts with the question which might have the maximum information related to this subject (Yildirim and Simsek 2011).

Process of Data Collection

The research data was collected between 3rd December 2014 and 15th January 2015, by securing appointments with the participants and meeting them face-to-face at times and places previously agreed on. To document the opinions of principals, teachers and parents, in relation to school security in this research, face-to-face meetings were held which were approximately 30-40 minutes long each. These meetings were held by informing and asking the permission of principals, teachers and parents. Their opinions were recorded and it was like a conversation rather than a "question-and-answer". As Yildirim and Simlek (2008) put it, it is very important to have an interaction between the researcher and the participant which will be based upon trust and empathy. By courtesy of this kind, individuals can express the feelings or perceptions that, even they, did not realize or notice before. For this reason, participants were told that their private, personal or professional information will not be disclosed. Meetings were held in quite and physically suitable environments. The data source of the research was formed from the written records that were obtained from the meetings with participants. The interviews of participants who allowed who allowed voice recording were transferred to a computer. Later, these recordings were converted into written forms by the researcher. In order to increase the reliability of the written record, two more researchers undertook the same process. Some participants have shared their thoughts by filling the interview forms handed to them. The views of a number of participants were recorded by written notes taken by the re-

searcher. Convenient times, dates and duration for the interviews were set by the participants.

Data Collection Tool

A semi-structured interview form was prepared for the research. In the introductory part, expressions that aim to give confidence to the participants were presented, a suitable introduction for the research was prepared and questions that require short, personal answers from the participants followed the introduction. Semi-structured, open-ended questions which were designed according to the research goal followed. To provide an internal validity for the meeting form, at first, meetings were held as pilot schemes with 2 principals, 2 teachers and 2 parents. The questions and the answers were previously examined by five experts. Internal validity of qualitative researches was carried out to see if the researcher could really measure the data intended with the tools or the methods being used (Yildirim and Simsek 2008). Some of the questions were either removed or compounded because of their similar content and with this, the latest shape of the form was prepared and the process of data collection started.

Analysis of data

The data obtained from the research were analysed using the content analysis method. Content analysis is usable in data analysis which are obtained from observation and interviews. "the aim in this method is to reach the concepts and the relations that will be able to explain the collected data." (Yildirim and Simsek 2008). Data was analysed in 4 stages in content analysis.

1. Coding the Data: In this first step of the content analysis, by giving each participant a number, data obtained from the participants were examined within the research content after documenting the interview and then divided into meaningful parts and then classifying each point by content and coding. The conceptual framework of the research and a list of codes based on previously prepared interview questions, after reviewing all of the data, were finalized. The code list acted as a key list when regulating the data. Data outside of research questions were excluded from coding. Then data were separately coded from interview transcripts reading by researchers and by discussing the "Consensus" and

“difference of opinion” issues, necessary arrangements were made. For reliability calculations of the study, by using the formula proposed by Miles and Huberman (1994), The reliability was calculated to be 94 percent. It was considered reliable if the reliability calculations exceeds 70 percent (Miles and Huberman 1994). The result obtained showed that the data was reliable. In the coding performed by researchers codes that matched were fundamental to achieving the theme.

2. Finding the Themes: In this stage, each codedetermined during the encoding of the data was treated as a separate category and each was treated as a separate theme. In this study, ten dimensions were established in order to investigate their views on the status of the mainstreaming.

3. Organizing and Identifying the Data according to the Codes and Themes: In this stage, the opinions of the participants were explained in a language that is understandable to the reader and opinions were presented to the reader at first hand. Footnote was used to determine which interview notes belongs to which participant and interview notes were given in quotation marks. Then the conversation were reported to be in the parentheses of the participants. The following examples give coding system description: Table 2 A signifies School A, B signifies School B and C signifies School C. In addition to this, Y signifies Principal and Ö represents Teacher and V signifies Parent. 1(one) Numbered Participants in the presentation of the research results.

Table 2: Coding that used in writing the participant opinions

Code	Explanation
A	School A
B	School B
C	School C
Y	Principal
Ö	Teacher
V	Parent
1	1 (one) Numbered Participant

Example: “.....” (Y: A(1))

4. Commentating on the Findings: Commentating on the findings succinctly described and presented by the researcher, some explanation of the results were made in this final stage. The collected data were interpreted through the stages required by the qualitative research method and

some results were found, information on the significance of the results is supported by literature.

FINDINGS

In this section, the findings and the comments are presented which are derived from the analysis of data obtained from the participants in accordance with the aim of the research.

First Dimension: The Characteristics that Teachers Needs to Have for School Security to be Better

To determine the characteristics that teachers needs to improve school security, participant opinions that belongs to the principals, teachers and the parents, ratios and the themes are indicated in Table 3. Richard et al. (2012) found that teacher behaviours are instrumental in the fight against bullying, he also found that student-teacher relationships are important predictors of bullying behavior which affects security and safety in schools.

He/She Should be Responsible in His/Her Occupation, Should Love and Must be Sensitive

The researchers asked the opinions of the participants in the study group on how to determine the characteristics that teachers needs to have in order to improve school security. Results revealed that 30 percent of the participant principals, 20 percent of the teachers and 30 percent of the students opined that “ Teachers must be responsible in their occupation, must love and must be sensitive”. A principal related to the subject opined that “ in my point of view, a teacher must be responsible in his/her occupation first and then must be sensitive to every subject. Only after that can he/she become a teacher. Then he/she will love his/her occupation, he/she will love the kids. These three things are musts. (B:Y(1))” Another teacher who worked in a different school opined that “ Teachers carry big responsibilities in terms of security. Teachers need to carry a lot of responsibilities. They should not say “Ok I am free” and then just sit down. (A:Ö(1))”. One parent opined that “ teachers should not refrain from their duty. They should be rigorous.” (A:V(1)).

He/She Should Explain the School Security, He/She Should Raise the Awareness.

In the content of this theme, 10 percent of the participant principals, 30 percent of the teach-

Table 3: The opinions about the characteristics that teachers needs to have for the school security to be better

Themes	Principal				Teacher				Parents						
	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage			
He should be responsible in his job, He should love and be sensitive.	3	7	10	30	70	2	8	10	20	80	3	7	10	30	70
He should tell about the school security and raise an awareness	1	9	10	10	90	3	7	10	30	70	-	10	10	0	100
He should be Conscience, tolerant to the students and he should be able to communicate well	0	10	10	0	100	4	6	10	40	60	1	90	10	10	90
He should be able to communicate well with the families	1	9	10	10	90	1	9	10	10	90	2	8	10	20	80
He should not carry his own problems when he comes to the school	0	10	10	0	100	1	9	10	10	90	1	9	10	10	90
He should have enough information related to the security and the student behavior	0	10	10	0	100	4	6	10	40	60	1	9	10	10	90
He should be authoritative and discipline to the student	0	10	10	0	100	1	9	10	10	90	0	10	10	0	100
Personal characteristics should be taking under consideration in the students	1	9	10	10	90	1	9	10	10	90	0	10	10	0	100
Should be foresight to the dangers	3	7	10	30	70	1	9	10	10	90	0	10	10	0	100
Should be able to provide a security to kid to	1	9	10	10	90	2	8	20	80	90	1	9	10	10	90

ers and 10 percent of the parents expressed the idea that “teachers should explain the security of the school and they should raise an awareness.” Regarding the subject, one principal opined that “Our teachers should educate children in particular about school safety. They need to inform the students about the dangers that may come from outside, as well as be able to protect themselves from the inside. (B: H (2)) “. One teacher opined that “As role models will do so in daily training times, how behavior patterns develop sampling showing that children as their example, always saying goes wasted because moving difference. So the children inhale the means to fight with one instead of causes as little drama in this class and while meet children with the consequences, unwanted movements related security will be in even less of, I think (B: Ö (1))”

He/She Should be Conscious and Tolerant Toward Students, He/She Should be able to Communicate Well

In the content of this theme, none of the participant principals, 90 percent of the teachers and 10 percent of the parents expressed the idea that “He/She Should be Conscious and Tolerant Toward Students, He/She Should be able to Communicate Well”. Regarding the subject, one teacher opined that “If teachers must constantly deal with children, they need to be very tolerant. He/She needs to let the kids play the games they want (to: Ö (1)). The other teacher opined that “First of all, I think I need to establish a good communication with the children (to: Ö (4))”. Another teacher opined that, “Teachers must first notice the elements that threaten school safety, then they they must understand measures that should be taken in their own conscience and professional conscience. Sometimes, the teacher would not know what the next line of action should be. Sometimes, this is worse because he/she is aware of it, but does not do anything to change it. This explains the conscience aspect of it (B: Ö (1)) “as stated earlier, Principals did not expresse any opinion on this subject.

He/She Should be able to Communicate Well with the Families

In the content of this theme, 10 percent of the participant principals, 10 percent of the teach-

ers and 20 percent of the parents expressed the idea that “He/She Should be able to Communicate Well with the Families”. Regarding the subject, one principal opined that “He/she must frequently communicate with the parents for the safety of the children. Because education starts at home. How a child prompted the school to line go to need to tell the time when the security troubles at home solve we can house solve my schools less Move (B: Y (1)), “. One teacher opined that, “Teachers needs to establish good relations with the families of students to know them better. Because without knowing the family, we cannot understand the children’s behavior (B: Ö (2)), “. The principals, teachers and parents expressed very little opinion about the subject.

He/She Should be Authoritative and Discipline Towards to Students

In the content of this theme, none of the participant principals, 10 percent of the teachers and none of the parents expressed the idea that “He/She Should be Authoritative and Discipline Towards to Students.” Regarding the subject, one teacher opined that, “Firstly, He/She needs to impose his/her self to the students. So he/she should be authoritative when dealing with the kids, he/she should be able to make the kids listen to his/her words. So, by applying discipline against the students, he/she must be imposing (B: Ö (3))”. Except for one teacher, no teacher expressed any opinion on this subject.

Personal Characteristics of the Students Should be Taken into Consideration

In the content of this theme, 10 percent of the participant principals, 10 percent of the teachers and 0 percent of the parents expressed the idea that “Personal Characteristics of the Students Should be Taken into Consideration”. Regarding this subject, one principal opined that “Children should be approached with love, so as not destroy their personal characteristics for the perception of and the desire to invent and imagine (B: Y (1)) “. A teacher from another school opined that “ I think teachers should lay emphasis on identification of the personal characteristics of these students who are at a young age (A: Ö (2))”. Less than half of the participating principalsopined that teachers should be highly

sensitive in order to improve security at school. These sensitivities are part of the duties of their profession. They should feel love for children and should be sensitive to the environment. They indicated that these characteristics should necessarily possess these characteristics. Children who love their teachers will be more engaging and curious at school. Therefore, teachers should love the students in order to contribute to their success (Vural 2004: 37). Steinberg et al. (2012) found that student characteristics are not completely deterministic of the level of safety of the schools.

Second Dimension: The case of the Actions That are Taken by the Principals to Make the School Security Better

To define the case of the actions that are taken by the principals to make the school security better, the opinions of principal, teacher and parent participants were grouped into ratios and themes as indicated in Table 4.

He/She Controls the Teachers and the Other Staff

In the content of this theme, 30 percent of the participant principals, 30 percent of the teachers and 10 percent of the parents expressed the idea that "He/She Controls the Teachers and the Other Staff". Regarding the subject, one of the principals opined that "We also have our shift day, once a week, like the teacher. We are always on call except for one day in a week. We also take the same tasks as the teachers. We work as much as the teachers do. In case of unwanted incidents, we reprimand the teachers. We ensure that there is no problem in all situations and with this we guide the teacher. (C: H (2))". Another school manager opined that, "I check who the teacher on duty is before the bell rings. Does he/she arrive on time? I check the doors, the main door to ensure that children do not escape. So I look into all the homerooms" (A: Y (3)). One teacher in another school opined that "Everyday there is a deputy head who controls the guards. His control is continuous and I monitor his duties. (B: Ö (3))".

He/She Determines the Security Deficiencies that could occur outside and inside and takes the Precautions

In the content of this theme, 40 percent of the participant principals, 40 percent of the teach-

ers and 40 percent of the parents expressed the idea that "He/She Controls the Teachers and the Other Staff". Regarding the subject, one of the principals opined that "Of course, we put an effort into not having a security problem first. When I first came to this school, I got rid of things that posed a security threat to children by thinking of the outside environmental factors. For example, there was no such a thing that we could call the school environment. It was not closed. The school courtyard was a shortcut. It was a place where everyone's could cross. I got these places in safety first. (B: Y (1))". Another Principal opined that, "First we made our camera to detect the deficiency as I said, we increased the height of the walls for the safety of children. We controlled the doors (B: Y (3))". A parent opined that "They should make an effort with the camera. It is very important and it should be done urgently. The school plans to do this". (A: V (3))". The parents of another school opined that "This year, we are also considering making wrought iron shields on the second floor of the building for safety purpose. Without compromising the design of the school, we tried to take some precautions. Wire was higher. (C: V (2))", he said as opinion.

He/She Raises the Awareness of the Families Related to the School Security

In the content of this theme, 10 percent of the participant principals, 10 percent of the teachers and 20 percent of the parents expressed the idea that "He/She Raises the Awareness of the Families Related to the School Security". Regarding the subject, one of the principals opined that "We have a dialogue every time with the teachers and parents and with children at the same time. So we raise awareness among parents about school safety. (B: H (2))". A teacher opined that "That guy's a mistake operation was clearly a friend and split the head or something, that's not allowed undershoot it did cause a child. One child if making it habit and getting such a knowledge from the teacher, then this is the event that the child is trying to be descended into said stem acts such reasons before heading to calling the children of punishment in the family may be he will be children again. It is trying to resolve problems in consultation with the family absolutely. (B: Ö (1))", One parent opined that "Our managers are doing their duties. They take responsibil-

Table 4: The opinions about the case of the Actions That are Taken by the Principals to Make the School Security Better

Themes	Principal				Teacher				Parents			
	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage
He controls the teacher and the other staff	3	7	10	30	3	7	10	30	1	9	10	10
He Determines the security deficiencies that could occur outside and inside and takes precautions	4	6	10	40	4	6	10	40	4	6	10	40
He raises the awareness of the families related to the school security	1	9	10	10	1	9	10	10	2	8	10	20
Principals have economic problems in terms of school security	2	8	10	20	3	7	10	30	0	10	10	0

ity. This is really important. When there is a complaint, the parent passes information directly to the deputy principal, this is a good thing, for example (B: V (2)). In this frame, the opinions of the principals, teachers and the parents was inadequate. Half of the participant principals expressed the idea that principals should control the the affairs of the teachers and the other staff to for better school security in our primary schools. They expressed their opinions by saying that control and guide teachers within the school hours, they should reprimand teachers in case of unwanted behaviours and besides these, they should ensure that teachers are on duty when they ought to be. The duty of the school management is to keep the school in a way that it will reaches its goals. Besides these, the school managment determines the authority and responsibilities of the principals. (Bursalioglu 2002). Half of the participant teachers expressed the idea that principals should control the the activities of the teachers who works in primary schools for better school security. Participant parents did not expresseany idea related to the subject. This can be viewed as parents does not have an information about the things that are done in this matter by the principals to make the school security better. Also, 40 percent of the participant principals, 40 percent of the teachers and 40 percent of the parents expressed the idea that principals who works in primary schools “determine the security deficiencies that could occur outside and inside and should take necessary precautions”. Half of the participant principals expressed the idea that determining the security deficiencies that could occur outside and inside and doing the necessary studies to be able to resolve this issues to make the school security better is the duty of the principal. Either the factors and the deficiencies that threaten the school of the security inside or determining all the deficiencies that may come from outside and can put the security in trouble and the necessary precautions to resolve these within a time and a plan and are the duties of the one in a leader position. Leadership is to set an example for the others, affecting them in a positive way and encouraging them to follow the innovations within this context and solving the problems that they face (Çalik 2003: 75).

Third Dimension: Technological Equipments for a Safe School in Our Primary Schools

To be able to designate the technological situations of the primary schools to make the school

Table 5: The case of the technological equipments of the elementary schools in our country in terms of school security

Themes	Principal				Teacher				Parents			
	States an opini- on	Not state an opin- ion	Total	Per- cen- tage	States an opi- nion	Not state an opin- ion	Total	Per- cen- tage	States an opi- nion	Not state an opin- ion	Total	Per- cen- tage
	8	2	10	80	10	0	10	100	0	9	1	10
Teknolojik Donanim Yeterli Degil, Artirilmali												

security better, participant opinions that belongs to the principals, teachers and the parents, their ratios and the themes are indicated in Table 5.

Technological Equipments are Not Enough, Should be Increased

The opinions of the participants who are in the study group were asked in relation to the subject of determining the situation of the technological equipments of the primary schools in the country in terms of school security. It was found that 80 percent of the participants, 100 percent of the teachers and 90 percent of the parents expressed the idea that the technological equipments found in primary schools are not enough in terms of school security and should be increased. Regarding the subject, one principal opined that “we need to use the opportunities of today’s developing technology. Of course, at the end of the day, these technological developments must be used. We are not a very rich country. Our government is not very strong. Let them give the money and then we can use the possibilities of technology. Each school is trying to do something according to their power structure which is determined by the budget of the parents. Two years ago, we implemented a camera system in our own facilities. We turned on the camera system, thanks to this, various parts of the school now have cameras and we can prevent some events. In the garden of our school, we had a few incidents in which electricity was policing. Thanks to cameras, we were able to avoid it. Here, we can take advantage of the moment, we can make use of such technologies as cameras. In conclusion, I believe that there is no other school security without technological equipments (C: H (2))”. One teacher in another school opined that obviously we are very weak technologically. So, when we look at technology in primary schools with an international benchmark, our primary schools are very weak in this regard. (B: SM (4)). One parent opined that “First of all, camera systems have to be installed in every area. In Schools, cameras should be installed to see all kind of incidents. In other aspects, technology is important in such cases as using projectors in classes.

Our air conditioning as PTA Just got hot in the cold. (This should be re-written for clarity). These are examples of things the Parents Teachers Association (PTA) does. We receive support

Table 6: The case of the Development of the Security to Carry the Present School Security Further in Elementary Schools

Themes	Principal				Teacher				Parents						
	States	Not	Total	Per-	States	Not	Total	Per	States	Not	Total	Per-			
	an opi- nion	state opin- ion		centage tage	an opi- nion	state opin- ion		centage tage	an opi- nion	state opin- ion		centage tage			
Interior and exterior physical environments should be more safer	5	5	10	50	50	2	8	10	20	80	2	8	10	20	80
There Should be a watchman and a police control in schools	6	4	10	60	40	7	3	10	70	30	5	5	10	50	50

from the Ministry. PTA does all sorts of things in agreement with the administration. I think other schools should follow this example in order to improve (B: V (1)).”

Fourth Dimension: Development of the Security to Carry the Present School Security Further in Primary Schools

To be able to determine the opinions related to the subject of to make the school security in primary schools even better, how can we carry the present school security further. Participant opinions that belong to principals, teachers and parents, their ratios and the themes have been indicated in Table 6.

Interior and Exterior Environments Should be Safer

In the content of this theme 50 percent of the participant principals, 20 percent of the teachers and 20 percent of the parents expressed the idea that Interior and Exterior Environments Should be Safer. Half of the principals expressed this opinion. Less than half of the teachers and the parents did not expressed. Regarding the subject, one of the principals opined that “First of all the stucture of the garden wall and the garden should be safer. Kid’s playground equipments should be made from the standard materials. Ventilation of classrooms, heating and cooling should be adequate. Camera surveillance system, after school we went to the cooperation with this municipality, the police come to our school and directing traffic. Pedestrians help when children pass from one side to the other side. On that subject, I think much is being done, but also one of the most important problems is that there is almost no place in any school (Be specific. What is meant by “place” in this context?) while bringing the children to school in the morning and in the afternoon while taking the school children from school. (A: H (1)) One school teacher opined that “Maybe we can move the schools to a little distance outside the city center. The environment of the school should be safe. So it should not be in a relationship with the outside. So it is necessary to have an environment where passersby cannot see the inside from the road. The external environment should be apart from the school environment. Perhaps the school could be moved to somewhere outside the city. (B: Ö

(2)) One parent opined that “the possibility of escape from school is very high. We have to have locks on the doors in terms of security. If this system was in all schools it would be good. In addition, cameras should be installed in all schools. Chaney and Sultan (2013) conducted a study and found that security measures such as metal detectors and cameras may lead to a decrease in school violence and thus increase the sense of feeling safe in school.

There Should be a Watchman and a Police Control in Schools

In the content of this theme, 60 percent of the participant principals, 70 percent of the teachers and 50 percent of the parents expressed the idea that There Should be a Watchman and a Police Control in Schools. More than half of the principals and the teachers expressed an opinion and half of the parents expressed this opinion as well. Regarding the employment of the watchman in primary schools one principal opined that “there is a need for watchman with shift system, of course, it is not a solution to bring a man here for 24 hours, but there is an understanding. (C:Y(1)). Another teacher opined that “a watchman should be employed for such periods as after-school hours for the safety of the school. (B:Ö(2))”. One parent opined that “I think there should be one watchman at the front and one at the back for the security of our childrens, teachers and the school so no one can enter with out their identity card. (B:V(3))”.

Half of the participant principals expressed the idea that Interior and Exterior Environments Should be Safer in order to make the school more secure. They opined that, first of all the school yard and school walls, gardens, playing grounds and the airconditioning systems of classes should be standard. Ventilation, cleaning of the indoors that affect human comfort and health; humidity, air conditioning should be kept at the best possible conditions of temperature and air movement (Ministry of Education UNICEF 2006). Chaney and Sultan (2013) found that policies implemented by security officers, such as visitor sign-in and locked door reduce school violence and boost the sense of feeling safe in schools.

Fifth Dimension: What Needs to Change in Our Primary Schools in Cyprus to Improve the School Security

To determine the opinions related to the subject of what needs to change in our primary

Table 7: What needs to change in our elementary schools to improve the school security

Themes	Principal				Teacher			Parents				
	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage	States an opinion	Not state an opinion	Total	Per-centage
There Should be a Sperate Budget for Each School and The Budget Should be Increased Seminars and on-the-job trainings should be done	4	6	10	40	60	2	8	10	20	80	0	100
	2	8	10	20	80	2	8	10	20	80	2	80

schools in Cyprus to improve the school security, participants opinions that belongs to principals, teachers and parents, their ratios and the themes are indicated in Table 7.

There should be a separate budget for each school and the budget should be increased in the content of this theme, 40 percent of the participant principals, 20 percent of the teachers and none of the parents expressed the idea that there should be a separate budget for each school and the budget should be increased. Less than half of the principals and the teachers and all of the parents did not express any opinion. Related to the subject, one principal opined that “first of all, The only solution is budget proportioning. I think training and education of children and people is important, if everything is already when he began consciously training the child to ensuring a more modern structure of our education system. To be able to achieve better security, the budget should be increased by more than hundred percent, the increase should be up to five hundred in order to achieve results (B: H (2))”

Seminars and on-the-job trainings should be done in the content of this theme, 20 percent of the participant principals, 20 percent of the teachers and 20 percent of the parents expressed the idea that seminars and on-the-job trainings should be done. Less than half of the principals, teachers and the parents expressed no opinion. Regarding the subject, one principal opined that “About what to do, we need to organize seminars. It is necessary to organize meetings that would raise awareness and educate. For this, we need to review the training services. (C: H (2))”. One school teacher from another school, opined that “National Education Ministry have a special unit, and these units control the schools and they should provide an effective on-the-job trainings to the teachers and the individuals who would become teachers. It’s that simple. So we have to give in to the existing ones as well. (B: Ö (1)). Another parent, opined that “For safety, seminars and trainings should be organized”. The Ministry of Education should implement this. I do not think there are much contributions from the Ministry of Education (CV (1)).

DISCUSSION

First Dimension: Determining the Characteristics that Teachers Should Have

To determine the characteristics that the primary school teachers should have, the researchers

asked the opinions of the participants. Of these, 50 percent of the participants expressed their opinion on the subject. Participants expressed the characteristics that teachers should have as being responsible in their job, they should love and be sensitive, they should raise awareness about school security they should be conscious, tolerant to with the students and they should be able to communicate well, they should be able to communicate well with the families, they should leave his/her own personal problems aside when he/she comes to the school, they should have enough information related to the security and the student behavior, they should be authoritative and extend discipline to the student, they should be able to take the personal characteristics of the children into consideration and they should have a foresight to recognize dangers. These characteristics are important to improve school security. Another of the necessary conditions is environment. For this reason, the environment collected just like that should not constitute objects that are harmful (Basaran 1999).

Second Dimension: Determining the Actions that are Taken by the Principals to Make the School Security Better in Our Primary Schools

To improve security in primary schools of Cyprus, 33 percent of the principals, 37 percent of the teachers and 23 percent of the parents opined that principals controls the teachers and the other staff, principals determine the security the deficiencies that could occur outside and inside, inform the families in matters of school security and deal with the economic problems. Principals are the head who provide school security. When you look at the percentages in here, it can be sad that the participant principals, teachers and the parents opinions related to the subject are not very different from each other. In this context, it can be opined that, especially in this subject, that principals determine the security deficiencies that could occur outside and inside and takes the necessary precautions, this opinion was unanimous. In terms of management, the duties of the principal can be separated as; management of the school education programs, management of the student services, management of general services and management of the educational budget. The school and the community leadership can be added to these categories (Giray 2006: 104).

Third Dimension: Designating the Technological Equipments of the Primary Schools in Terms of the School Security

To determine the availability of technological equipments in the primary schools in terms of the school security, the researchers asked the opinions of the participants. Of these, 90 percent of the participants opined that, there is no technological equipments such as smart board, projection, computer, internet or camera in primary schools and an opinion was reached that the technological equipments in primary schools in Cyprus were not sufficient.

Fourth Dimension: Determining the Requirements for the Improvement of Security to primary schools

To determine the requirements for improvement of security in primary schools in Cyprus, according to the opinions of the participants, 60 percent stated that interior and exterior physical environments should be safer in order to meet world standards, 80 percent stated that there should be a watchman and a police control in schools. In conclusion, to improve security in schools, the requirements for improvement need to be determined.

Fifth Dimension: What Needs to Change in Primary Schools to Increase School Security

To determine what needs to be changed in primary schools to increase school security, 60 percent of the principals and the teachers who participated in the study expressed the opinion that budget should be increased and a budget should be formulated for each school, seminars and trainings must be done in the content of school security. Regarding the subject, 80 percent of the participant parents did not expressed any opinion. It can be opined that the reason for this is that parents do not have enough information regarding the subject. In conclusion, for school security to improve, necessary changes should be made.

CONCLUSION

A safe atmosphere is one of the fundamental aspect of effective learning and feeling unsafe in

class may decrease concentration and motivation of the students, this may lead to a poor academic performance. Although the terms “safety” and “security” are used interchangeably, they might not have the same meaning. Studies also revealed that a school should be formed and designed carefully to boost safety and security dynamics. Thus, safety and security of the school environment could be achieved by reforms in physical spaces and psychosocial environment. Moreover, reforms in physical environment might create opportunities of constructing friendly, rewarding and supportive environment which may promote an active cooperation, active learning and block physical punishment and school disorder such as violence. It can be concluded that safe and security in schools enhance welfare of the society in order to catch quality in education system.

RECOMMENDATIONS

Recommendations were made based on the opinions of the participants. For improved security in schools, teachers should be responsible, conscious, tolerant, communicate well and should have enough information about the students behaviours. Also, they should consider the personal characteristics of the students and they should have a foresight to recognize dangers. To be able to do these, first of all, they should have enough information and training regarding with the school security.

More than half of the participant principals expressed the opinion that determining the security deficiencies that could occur outside and inside and taking the necessary precautions for these will improve school security. Actually, these factors that constitute danger should be considered in all schools within the content of a government plan and programmes should be implemented to pave the way for principals to be more efficient towards education and school security.

LIMITATIONS

It was determined that the physical environments of primary schools in our country are satisfactory. It is suggested that by increasing the necessary interest and the budget for the school security by the government which is responsible for education, these security deficits in schools can be annihilated to reach the world standards within a short time frame.

It was determined that the technological equipments of our primary schools are not sufficient enough in terms of school security. It is inevitable to not use this technology in our schools in terms of security that grows like a snowball in the world. Thereby, we can suggest that school security will be much better if our schools can obtain these technological opportunities as soon as possible.

It was determined that the students who are in primary schools in our country are not receiving their education in a good school security. It can be opined that by reforming or renovating the physical environments, by executing the technological equipments, by raising the awareness of the teachers and the principals even more which forms the school security, school security will be improved.

It was determined that the principals use their performances and accumulations to find a sponsor to meet the financial needs of the schools instead of increasing the education in school. Also, besides the search for the sponsors to create financial resources, it was determined that they spend their energy for activities such as bazaar, ticket and uniform sales. An independent budget that will meet the needs in terms of both the school security and the education and it will be determined by each school's potential students and location and by forming a system that will allow this budget to be used by the principals can enable the school security to better.

It was determined that the students who needs specific requirements in primary schools in our country are taken into account, teachers and education venues that will meet the needs of such students are not sufficient enough. It is determined that this situation creates drawbacks in terms of school security. Therefore, school security will be better by forming the environments for the special education and the teachers in primary schools.

It was determined that due to uncontrolled population migration to our country, we are experiencing a cultural change and a change in the structure of the society. It was determined that these negativities affects the school security in adverse. It can be sad that in case of taking these negativities under control will make the school security better.

It was determined that like in every segment in our country, the validity of the government policies still continues in school security as well

and it was determined that this damages the school security. Also, to improve school security better applying the state policy instead of the government policy will increase the school security.

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