

THE VIEWS OF SCHOOL MANAGERS AS PUBLIC ADMINISTRATORS ON THE SOLUTIONS OF VIOLENCE INCIDENTS

Muammer DEĞİRMENDERE¹, Halime GÜNGÖR², Suat GÜRBÜZ³

Article Information	Abstract
Research Article	In this study, it is aimed to determine the views of school managers about the precautions taken and strategies to be followed against the violence incidents experienced at the level of students, teachers, managers and parents in public high schools in Bursa. Phenomenological design, one of the qualitative research methods, was used in the study. The study group consists of 54 public high school managers. A semi-structured interview form developed by the researchers was used as a data collection tool in the study. The data were analyzed with categorical content analysis and frequency analysis. As a result of the research, it was revealed that a collective work should be done in order to prevent violence in schools. Suggestions for increasing the authority of school managers in all school types were expressed intensely.
<i>Article History:</i>	
Received 02.08.2021	
Accepted 29.11.2021	
<i>Keywords:</i>	
Violence at school, High school, Administrators, Teachers, Students, Parents	
Kaynakça Gösterimi: Değirmendere, M., Güngör, H. & Gürbüz, S. (2021). The view of school managers as public administrators on the solutions of violence incidents. <i>Eğitim Yönetimi ve Politikaları</i> , 2(2), 55-73.	

¹ Dr. Bursa İl Millî Eğitim Müdürlüğü, AR-GE Birimi, mdegirmendere@gmail.com, 0000-0002-6617-3946.

² Dr. Bursa İl Millî Eğitim Müdürlüğü, AR-GE Birimi, gungor.halime@gmail.com, 0000-0002-3283-1250.

³ Psikolojik Danışman, Bursa İl Millî Eğitim Müdürlüğü, AR-GE Birimi, suatgurbuz_45@hotmail.com, 0000-0002-5080-2605.

BİR KAMU YÖNETİCİSİ OLARAK OKUL YÖNETİCİLERİNİN ŞİDDET OLAYLARININ ÇÖZÜMLERİNE İLİŞKİN GÖRÜŞLERİ

Makale Bilgisi	Özet
Araştırma Makalesi	Bu araştırmada Bursa ilinde resmi liselerde öğrenci, öğretmen, yönetici ve veli boyutunda yaşanan şiddet olaylarına yönelik alınan önlemler ve izlenecek stratejiler konusunda okul yöneticilerinin görüşlerinin belirlenmesi amaçlanmıştır. Araştırmada nitel araştırma yöntemlerinden olgubilim deseni kullanılmıştır. Araştırmanın çalışma grubu 54 resmi lise yöneticisinden oluşmaktadır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler kategorisel içerik analizi ve frekans analizi ile analiz edilmiştir. Araştırmanın sonucunda okullarda şiddetin önlenmesi için kolektif bir çalışma yapılmasının gerekliliği ortaya konmuştur. Tüm okul türlerinde yöneticilerin yetkilerinin artırılmasına yönelik öneriler yoğun bir şekilde ifade edilmiştir.
<i>Makale Geçmişi:</i>	
Başvuru 02.08.2021	
Kabul 29.11.2021	
<i>Anahtar Kelimeler:</i>	
Okulda şiddet, Ortaöğretim, Yöneticiler, Öğretmenler, Öğrenciler, Veliler	

1. INTRODUCTION

Violence imposes an important social, economic, emotional and spiritual burden to the individual, family and society, and it is inevitable to be passed on from generation to generation unless it is prevented. Violence has become a social phenomenon that occurs differently in almost every layer of society (Atmaca & Öntaş, 2014). The widespread continuity of violence transferred from generation to generation can cause various health problems in individuals and disruptions in the social structure of the society and prevent the future of the society from being based on solid foundations (Özgür, Yörükoğlu & Baysan Arabacı, 2011). It can be said that although the behaviors of individuals differ according to the family environment they grew up in, the violence observed and experienced by individuals during childhood and adolescence prepares the ground for learning and applying violence as a solution while solving their problems, so violence continues to be experienced in every part of the society and everywhere, but the sensitivity to violence varies individually. It can be said that violence is a phenomenon that threatens the health of the individual and the society as a result of the reinforcement of our innate aggressive impulse with learned behavioral patterns. In addition to the fact that violence is a form of behavior that is reinforced by learning from the family and society, it cannot be denied that the media is also a factor in the reinforcement and normalization of violence. While violence is included in the mass media with its psychological, sociocultural and socioeconomic dimensions as an individual and social phenomenon, the element of violence in these tools finds its reflection in social life and affects social life (EARGED, 2008). Since children cannot yet distinguish between imaginary and reality, they are more vulnerable than adults to the images they watch in the media. As a matter of fact, three main effects of violence in the media are mentioned in the study of İldeniz (2015):

1. Children who are highly exposed to images of violence in the media can exhibit more aggressive attitudes and behave more aggressively towards their peers.
2. Individuals who are exposed to media violence on a chronic and long-term basis may become insensitive to violent behavior and its consequences.
3. Children who watch many violent images on TV can develop "dangerous / bad world syndrome".

Although the aim of the school is to contribute to the growth of students as a healthy individual in line with their interests and abilities and to help them integrate with the society with the opportunities it provides, violent incidents in schools both disrupt education and pose serious dangers for students (Avcı, 2010). As a result of the trauma, physiological illnesses, psychological and psychosomatic disorders experienced by teachers who are exposed to violence, educational activities may be affected directly or indirectly (Atmaca & Öntaş, 2014).

Violence in education is the physical, psychological and sexual negative behaviors of the student to the student; the student to teacher or manager¹; other people to students, teachers and managers; managers, teachers and other employees to students (Taşar, 2019). Violence at school is defined as the common name of the forms of violence that occur in or around the school and are directed towards individuals, animals, nature and things (Arslan, 2015). When the literature is examined, it is seen that the types of violence are classified as physical, verbal, emotional, sexual violence and cyber bullying. Namely (Elliot, 1997; Arslan, 2015):

- Physical Violence: Actions that harm a person's body, such as pushing, kicking, punching, hair-ear pulling, bodily joking, attacking or intimidating with a gun or knife.
- Verbal Violence: Name-calling, making fun of, spreading gossip, threatening, saying bad things, writing hurtful notes.
- Emotional Violence: Exclusion from the group, discrimination, humiliation, damage to their belongings, deliberates hurtful behavior.
- Sexual Violence: Sexual abuse, harassment, sexual speech.
- Cyber Bullying: Swearing, insulting, ridiculing and humiliating posts on social networks.

Violence is experienced in different types, in different ways and in different environments. On the other hand, schools are the first social environments where the differences in social life levels are noticed consciously or unconsciously after the family and the living environment and where people who have been raised by families with different characteristics and different sociocultural structures are recognized (Can, 2007). In the school environment, individuals behave in the direction of meeting their expectations and needs within the behavioral patterns they learn from their families and their environment, fed by their genetic heritage. As in other dimensions of life, expectations and needs change in line with interpersonal interactions and experiences, and people's behaviors, rights and wrongs also change as the education process continues. In the education and training process,

¹ In this research; interviews were conducted with high school principals, assistant principals and senior assistant principals. These all participants were mentioned as school managers in this paper.

when students are provided school environment where a healthy, rich in life experience, conflicts are solved effectively and free from the destructive effects of violence, it is inevitable to contribute to the individual development of students as well as to the development of the society whose main resource is human in the long term. A study was conducted by EARGED (2007) with the participation of 605 school administrators in order to determine the knowledge, observations and evaluations of school administrators working in high schools about violence and the suggestions they deem necessary to prevent violence. In the study, it was found that school administrators spend a part of their work to combat violence, some studies especially on psychological counseling and guidance services were carried out to prevent violence, families have important responsibilities in preventing violence, and they perceive violence as a social problem.

In the qualitative study conducted by Aktaş (2019) in order to determine the responses and views of administrators and teachers towards students' in-class discipline problems, face-to-face interviews were conducted with 25 branch teachers, 7 managers that have been working in Vocational and Technical Anatolian High Schools and 21 parents. According to the results of the research; the administrators made suggestions for the solution of students' discipline problems to change the high school regulations, to improve the classroom management skills of teachers and to make it difficult to pass the course in the education system; according to the teachers' views, it was determined that students mostly behaved "talking with friends, joking", "sleeping in class", "displaying disrespectful behavior towards teachers", and the reactions to students in the face of negative behaviors were "verbal warning", "temporarily taking mobile phones", "referral to the disciplinary board/school administration", "guidance to the counseling service" and "one-on-one meeting with the student".

A quantitative study was conducted by Tekeli (2010) with the participation of 150 primary school teachers in order to examine the relationship between classroom management approaches used by primary school teachers and the violent behaviors of students in the classroom. In the study, it was concluded that as the teachers' levels of using instructional management, people management, and behavior management approaches increased, students' level of emotional violence and sexual violence decreased.

It is the fact that violence is a serious problem in schools which are mirrors of society (Özdere & Terzi, 2018). The Ministry of National Education has initiated studies on "Prevention and Reduction of Violence in Educational Environments" with the regulation no. 1995/81. Within the scope of the cooperation between schools and police units in our country in recent years (Safe School Safe Education Cooperation Project), it is aimed that our children complete their development in healthy living conditions, grow up as beneficial individuals for our country, protect them from all kinds of bad habits and raise them as individuals in good mental and physical health, a unit called the school police has emerged and activities have been started to prevent violence by working in coordination with schools (Yüzer, 2013).

Furthermore, innovations and changes are experienced in the lives of individuals and societies in line with the developments and innovations in the 21st century. Considering the development of the virtual world and its place in daily life; it is seen that the concept of violence has gained new dimensions and evolved in another direction. Although cyberbullying, which is experienced in the virtual world and has devastating effects on individuals' lives, is not a concept with a long history, it is extremely important to determine how the concept of violence is affected by all its dimensions (physical/verbal/emotional/sexual/virtual), how violence is experienced today and violence experienced in educational environments, what the current state of the events in terms of re-discussing the precautions that can be taken against the phenomenon of violence. In this study, it is aimed to determine the views of school managers about the precautions taken and strategies to be followed for the solution of violence incidents experienced at the level of students, teachers, managers and parents in public high schools in Bursa.

The main problem of the study is as follows: What are the views of school managers regarding the precautions taken and strategies to be followed for the solution of violence incidents experienced at the level of students, teachers, managers, parents in Bursa province? Do the views of school managers differ according to the types of high schools? Sub problems are;

1. What are the views of school managers regarding the precautions taken when violence occurs at school?
2. What are the solutions suggested by school managers for violence in education?
3. Do the views of school managers differ according to the type of high school?

2. METHOD

2.1. Research Model

In this study, phenomenological design, one of the qualitative research methods, was used. Qualitative research is a type of research where qualitative data collection techniques such as observation, interview and document analysis are used, and the process of revealing perceptions and events in a realistic and holistic manner in the natural environment is followed (Yıldırım & Şimşek, 2008). Phenomenology is a method that focuses on evaluating lived experience (Jasper, 1994; Miller, 2003).

2.2. Study Group

The universe of the research consists of 228 public high schools in Bursa, according to the data of 2019-2020 MEBBİS database. Special education high schools were not included in the study. The following two criteria were taken into account when determining the study group: the number of schools in the districts and the number of disciplinary penalties given to students in schools. In order to ensure internal consistency, the statistics of disciplinary penalties given to students according to the Bursa Provincial Directorate of National Education e-school Management Information System were taken into consideration, and the schools with the least disciplinary penalties and the most disciplinary penalties were selected. The volunteering of the school managers to participate in the study was taken as a basis. The study group consists of 54 school managers.

2.3. Data Collection Tools

A semi-structured interview form developed by the researchers was used as a data collection tool in the study. In the preparation phase of the semi-structured interview form, firstly the literature was examined, the form prepared based on the literature and also purpose of this study. Then, three voluntary high school managers were interviewed and the opinions of two field experts were taken. As a result of making the necessary changes, the final version of the form was obtained.

The necessary research permission was obtained from Bursa Provincial Directorate of National Education in December 2019, all of the data were collected through face-to-face interviews, and the data collection process was completed in March 2020 in line with the implementation plan.

2.4. Data Analysis

The data were analyzed with categorical content analysis and frequency analysis, which are among the types of content analysis. In content analysis, primarily data is converted into units that can be analyzed (Mayring, 2000). In the process of categorical content analysis, firstly, the statements in the interview texts were conceptualized based on the literature and interview questions, and codes were created. The coding were made by two experts separately for the reliability of the study, and the coding made afterwards were checked. In the coding process, the responses of the participants were numbered and the frequencies of the codes were calculated, thus digitizing the qualitative data was provided.

After the codes were created, common aspects between the codes were determined and sub-themes were determined, and finally themes were created by combining the sub-themes. Naming and definitions have been made for the theme and sub-themes. While presenting the findings, direct quotations from the views of the participants were included in order to reflect the accuracy of the findings and to ensure the validity of the study.

The frequency (f) and percentage (%) values were calculated for the demographic characteristics of the participants forming the research group. The demographic characteristics of the participants participating in the study are presented in Table 1.

Table 1: Distribution of Participants by School Type

School Type	Frequency	Percent	Valid Percent	Cumulative Percent
Vocational and Technical Anatolian High School	25	46.30	46.30	96.30
Anatolian High School	14	25.92	25.92	35.18
Science High School	5	9.26	9.26	50.00
Anatolian Imam Hatip High School	5	9.26	9.26	9.26
Multi Program High School	3	5.56	5.56	40.74
Sports High School	2	3.70	3.70	100.00
Gender				
Male	46	85.18	85.18	85.18
Female	8	14.82	14.82	100.00
Position				

Principal	39	72.22	72.22	72.22
Asisstant Principal	14	25.93	25.93	100.00
Senior Asisstant Principal	1	1.85	1.85	74.07
Education Level				
Undergraduate	41	75.93	75.93	75.93
Master Degree-Other	7	12.96	12.96	88.89
Master Degree - Educational Administration	6	11.11	11.11	100.00
Management Seniority				
1-4 year	10	18.52	18.52	18.52
5-8 year	10	18.52	18.52	37.04
9-12 year	10	18.52	18.52	55.56
13-16 year	10	18.52	18.52	74.08
17-20 year	8	14.80	14.80	88.88
21-24 year	3	5.56	5.56	94.44
25-28 year	3	5.56	5.56	100.00
Total	54	100.00	100.00	

When Table 1 is examined, it is seen that 3.70% of the participants have been working in Sports High Schools, 5.56% in a Multi-Program High School, 9.26% in a Science High School, 11.11% in an Anatolian Imam Hatip High School, 24.07% in an Anatolian High School, and 46.30% in a Vocational and Technical Anatolian High School. 85.18% of the participants are men, 14.82% are women, 72.22% are principals, 1.85% are senior assistant principals, 25.93% are assistant principals. 75.93% of the participants are undergraduate, 11.11% have master degree in education management, 12.96% have master's degree in other fields and there is no participant who has completed his/her doctorate. 18.52% of the participants have management seniority of 1-4, 5-8, 9-12, 13-16 years, 14.80% for 17-20 years, 5.56% for 21-24, 25-28 years.

3. FINDINGS

As a result of the coding of the obtained data, a total of 2 themes have been revealed. These themes are precautions against violence in the school environment and suggestions for violence in the school environment. There are sub-themes under the themes.

3.1. Theme 1. Findings on precautions against violence in the school environment

The theme of precautions against violence in schools has been gathered under 4 sub-themes, namely, the contribution of school managers to the solution, the contribution of teachers to the solution, the contribution of students to the solution, the contribution of parents to the solution in solving the violence incidents experienced in the school environment.

3.1.1. Theme 1-Sub Theme 1. Findings on Contribution of the School Managers to the Solution

Findings on contribution of the school managers to the solution are presented in Table 2.

When Table 2 is examined, 6.15% of the school managers who participated in the research regarding the contribution of the school managers to the solution in violent incidents in schools did not express their opinions. According to the views of the school managers, the views stated in the contributions of the managers to the solution in the violence incidents in the schools were determined as 20.77% meeting with the family and 17.69% as cooperation with the administration-guidance service, 13.07% meeting with students, 10.77% disciplinary committee studies, 6.15% collaborated with the school police, 4.61% meeting with the teacher, 3.08% meeting with the on-duty teacher, 2.31% took preventive measures, 1.54% student trainings, observation, social-sports activities, meeting with the classroom teacher, crisis intervention team work, 0.77% reporting to the District National Education Directorates, informing, family trainings, violence prevention commission studies, psychosocial protection, prevention and intervention services, coaching system, home visit, risk mapping.

According to the views of the school managers participating in the study, it is seen that the managers' contribution to the solution of violence in schools is the cooperation of the administration-guidance service, meeting with the family, meeting with the student, meeting with the teacher in the school type of the Anatolian Imam Hatip High School. In the type of Anatolian High School, the contributions that school managers make to the solution of violent incidents are cooperation with the administration-guidance service, observation, preventive measures, social, sports activities, meeting with the family, meeting with the student, meeting with the class teacher, cooperation with the school police, disciplinary committee studies. One of the Anatolian High School managers stated the contribution of the managers to the solution of violent incidents as "*Instant intervention. Direction to the guidance service. Putting the required units into operation. We attach importance to social*

development. Projects, theater, poetry, science, sports. We do not leave any opportunities to allow violent incidents. (K31)"

Table 2: Theme 1-Sub Theme: Contribution of the School Managers to the Solution

Codes	Frequency	Percent
Meetings with families	27	20.77
Administration-guidance service cooperation	23	17.69
Meetings with students	17	13.07
Disciplinary Board Studies	14	10.77
No comment	8	6.15
Cooperation with the school police	8	6.15
Meetings with teachers	6	4.61
Meetings with teachers on duty	4	3.08
Preventive measures	3	2.31
Student trainings	2	1.54
Observation	2	1.54
Crisis intervention teams	2	1.54
Referral to health institution	2	1.54
Reporting District National Education Directorates	1	0.77
Informing	1	0.77
Family trainings	1	0.77
Social, sporting events	2	1.54
Meetings with class teachers	2	1.54
Violence Prevention Commission	1	0.77
Psychosocial protection, prevention and intervention services	1	0.77
Coaching System	1	0.77
Home visit	1	0.77
Risk map	1	0.77
Total	130	100

In the Multi-Program High School type, the contributions offered by the school managers to the solution are the cooperation with the administration-guidance service, meeting with the family, meeting with the student, meeting with the on-duty teacher, meeting with the teacher, and disciplinary committee studies. In the Science High School type of school, the contributions offered by the school managers to the solution are preventive measures and disciplinary committee studies. One of the Multi-Program High School Manager expressed the contribution of the managers to the solution as "*The first responders are on-duty teachers. Then, the result is reached with the joint efforts of the on-duty deputy principal and teachers close to the incident, and then the school guidance service, the disciplinary committee student, their parents and the school administration (K10)*".

In the Sports High School type, the contributions offered by the school managers to the solution are the cooperation with the administration-guidance service, meeting with the family, meeting with the on-duty teacher, and disciplinary committee studies. One of the Sports High School managers expressed the situation as "*They go to the sport clubs. The trainers are not very tolerant of their mouths, they try to carry the behavioral patterns to the school. When we start to meet it normal, s/he does it everywhere. We call their families and talk, we also apply punishment. (K16)*"

Vocational and Technical Anatolian High School type school managers' contributions to the solution, cooperation with the administration-guidance service, reporting to the district National Education Directorates, informing, student training, family education, observation, family meeting, meeting with the student, meeting with the classroom teacher, meeting with the on-duty teacher, meeting with the teacher, cooperation with the school police, disciplinary committee studies, violence prevention commission, psychosocial protection, prevention and intervention services, crisis intervention team, coaching training, home visit, risk map, referral to health institution. One of the school managers of the Vocational and Technical Anatolian High School stated the contribution of the administrators to the solution of violent incidents as "*We organize adolescence and cyber bullying trainings. We get support from out the school. For example, the mufti gave a training. Our efforts are not enough. We cannot reach families. We also organize family trainings. It is not enough. We seem more responsible. We are dealing with it. The counseling service is talking to the student. We inform the parents and call them to the school. In a very serious way, we also meet with the counselor. If we cannot reach the result, we make home visits. If we can't solve the problem, it goes to the disciplinary board. (K38)*"

3.1.2. Theme 1-Sub Theme 2. Findings on Contribution of the Teachers to the Solution

Findings on contribution of the teachers to the solution are presented in Table 3.

Table 3: Theme 1-Sub Theme 2: Contribution of the Teachers to the Solution

Codes	Frequency	Percent
No Comment	21	27.63
Having a meeting with the student	5	6.57
Communicate effectively with students	5	6.57
Psychological Counselor support	4	5.26
Presence of the on-duty teacher	4	5.26
Informing the administration	4	5.26
Support of the classroom guidance teacher	3	3.94
Prepare a report regarding the incident	3	3.94
Teachers contribute	2	2.63
Inform students during guiding hours	2	2.63
Having a meeting with parents	2	2.63
Involving the parent in the process	2	2.63
To intervene in time to events	2	2.63
To be present at the meeting about the student organized by the administration	2	2.63
Serving in the Disciplinary Board	2	2.63
Teachers' contribution is insufficient	1	1.32
Teachers have a lot of contribution	1	1.32
Teachers' contribution to the solution is through the direction of the administration	1	1.32
Reconciling the students	1	1.32
Taking the student to the hospital	1	1.32
Being a role model	1	1.32
Organizing social, sports activities	1	1.32
Creating a workshop culture	1	1.32
Having a recorded meeting with parents	1	1.32
Communicate effectively with parents	1	1.32
Parent visit	1	1.32
Exchange of views	1	1.32
Serving in the Honorary Board	1	1.32
Total	76	100

When Table 3 is examined, 27.63% of the school managers who participated in the study did not comment on the contribution of teachers to the solution in violence incidents in schools. Regarding the contributions of teachers to violence in the school, 1.32% of the school managers think that teachers have a lot of contribution, 2.63% of them are teachers contribute, 1.32% of them is teachers' contribution with the guidance of the administration, 1.32% of them think that teachers' contributions are insufficient.

According to the school managers' views, 6.57% of the views stated in the contribution of teachers to the solution in cases of violence in schools, to interview with the student, to establish effective communication with the student, 5.26% to the counselor support, the presence of the on-duty teacher, to inform the administration, 3.94% to the classroom guidance teachers' support, preparing a report about the incident, 2.63% informing the student during the counseling hours, interviewing the parents, intervening in time, being present at the meeting held by the administration with the student, taking part in the disciplinary board. 1.32% of the views stated in the contributions of teachers to the solution are reconciling students, taking the students to the hospital, being a role model, organizing social-sports activities, creating a workshop culture, having a recorded meeting with parents, effective communication with parents, visiting parents, exchanging views, to serve on the honor board.

According to the school managers' views stated about contributions of teachers in the solution of violence in schools in the Anatolian Imam Hatip High School type are that effectively communicate with the students, involve the parents in the process, the parents visit. School managers' views stated about contributions of teachers in the solution of violence in schools in the Anatolian High School type are that the support of the classroom counselor, the readiness of on-duty teacher, interviews with students, to establish effective communication with students, to organize social sports activities, to inform the administration.

One of the Anatolian Imam Hatip High School managers expressed the contribution of teachers to the solution as "*We contribute by establishing a close and sincere bond with students and involving parents in the process. (K7)*". One of the Anatolian High School managers expresses the contribution of teachers to the solution as "*Class counselors identify problems. It is reported to the guidance service and administration. The counseling service is interested, in case of severe cases, they are referred to psychiatry (K53)*"

In the Multi-Program High School type, it is seen that teachers' contributions to the solution of violent incidents are the support of the psychological counselor, the support of the classroom guidance teacher, their interview with the student, their effective communication with the students, and being a role model. One of the Multi-Program High School managers explained the contribution of teachers to the solution as *"The teacher should explain the things that need to be known about the student to the administration and especially the counselor, the classroom counselor, should be involved in the subject (K6)"*.

It is observed that the Science High School managers don't comment on the teachers' contribution to the solution in violent incidents. In the Vocational and Technical Anatolian High School type, teachers' contributions to the solution of violent incidents are the support of the psychological counselor, the support of the classroom guidance teacher, the presence of the on-duty teacher, having a meeting with the student, effectively communicating with the students, reconciling the student, taking the students to the hospital, informing the students during the counseling hours, to create a workshop culture, to have interviews with parents, to have a recorded meeting with parents, to involve parents in the process, to communicate effectively with parents, to intervene in events on time, to prepare a report about the incident, to be present at the meeting held by the administration to the student, to inform the administration, to exchange views, to take part in the discipline and honor board. One of the managers of the Vocational and Technical Anatolian High School explained the contribution of teachers to the solution as *"They provide information about the family and socioeconomic structure of the students involved. If there is a teacher in the incident, the teacher also attends the parents' meeting (K13)"*.

In the type of Sports High School, teachers' contribution to the solution of violence in schools is the support of psychological counselors, meeting with the student, preparing a report about the incident, and informing the administration. One of the managers of the Sports High School explained the contribution of the teachers to the solution as *"Teachers record what they see. The counselor makes the necessary conversation (K16)"*.

3.1.3. Theme 1-Sub Theme 3. Findings on Contribution of the Students to the Solution

Findings on contribution of the students to the solution are presented in Table 4.

When Table 4 is examined, 41.38% of the school managers who participated in the research did not give information about the contribution of the students to the solution in the violence incidents experienced in the schools. 1.72% of the school managers stated that students contributed to the solution of violent incidents at school, and 1.72% did not.

According to the views of the school managers , 8.62% of the students' contribution to the solution of violence in schools was expressing their regret, communicating effectively with the student, 6.90% mediating, 5.18% admitting their mistakes, apologizing, complaining each other, 3.45% the support of their friends, their solution-oriented approach, the habit of obeying the rules, fear of discipline, 1.72% being understanding, behaving honestly, making peace, being persuaded, respecting the rights of others, giving eyewitness testimony.

According to the views of Anatolian Imam Hatip High School managers students' contribution to the solution of violence in schools is mediation with the student, respecting the rights of others; according to the views of Anatolian High School managers students' contribution to the solution of violence in schools is support of their friends, solution-oriented approach, being honest, being persuaded, gaining the habit of obeying the rules, fear of discipline. One of the Anatolian High School managers expresses the contribution of the students to the solution as *"Honest students' contribution is high, relationships progress on the axis of trust and respect (K49)"*.

Table 4: Theme 1-Sub Theme 3: Contribution of the Students to the Solution

Codes	Frequency	Percent
No Comment	24	41.38
By expressing their regret	5	8.62
By mediation	4	6.90
By admitting their mistakes	3	5.18
By apologizing	3	5.18
By complaining about each other	3	5.18
Support of friends	2	3.45
By a solution-oriented approach	2	3.45
By gaining the habit of obeying the rules	2	3.45
Fear of Discipline	2	3.45
Students contribute	1	1.72
Students don't contribute	1	1.72
By being tolerant	1	1.72
By acting honestly	1	1.72
By making peace	1	1.72

As persuasion	1	1.72
By respecting someone else's rights	1	1.72
By giving eyewitness testimony	1	1.72
Total	58	100

In the Multi-Program High School type, students' contribution to the solution is eyewitness testimony, and in the Science High School Type students' contribution to the solution is to admit their mistakes. One of the Multi-Program High School managers expresses the contribution of students to the solution as *"After such incidents happen, they make serious efforts not to be punished in the disciplinary committee. (K10)"*.

In the Vocational and Technical Anatolian High School type, students' contribution to the solution is the support of their friends, mediation, solution-oriented approach, admitting their mistakes, apologizing, expressing their regret, making peace, gaining the habit of obeying the rules, fear of discipline, complaining about each other. One of the managers of the Vocational and Technical Anatolian High Schools expresses the contribution of the students to the solution as *"Most of the violent students are in a position to apologize to both their teachers and friends within a few hours. Classmates are also often with the administration. They tell their friends about their mistakes. Here, too, the love and respect created by the administration and the teacher on the student prevent some violent incidents from escalating (K8)"*.

In the Sports High School type, students' contribution to the solution is their apology and their expressing regret. One of the managers of the Sports High School expresses the contribution of the students to the solution as *"They do not prolong the result of the action they do with a moment's anger. They take their punishments and make peace. Since they know this, the events do not have continuity, they do not prolong (K16)"*.

3.1.4. Theme 1-Sub Theme 4. Findings on Contribution of the Parents to the Solution

Findings on contribution of the parents to the solution are presented in Table 5.

When Table 5 is examined, 17.54% of the school managers who participated in the research did not give information about the contribution of parents to the solution in the violence incidents experienced in schools. 1.75% of the school managers regarding the contribution of parents to the violence incidents experienced in the school stated that they were not reflected to the parents, 3.52% of them convinced the parents, the majority of them were not constructive, 14.03% were the ones who helped.

Table 5: Theme 1-Sub Theme 4: Contribution of the Parents to the Solution

Codes	Frequency	Percent
No comment	10	17.54
There are those who help	8	14.03
Contribute	8	14.03
By being tolerant and open to communication	4	7.02
Rarely	3	5.26
By taking care of their children	3	5.26
By taking into account the guidance and advice of the school	3	5.26
Majority of them contribute	3	5.26
We convince	2	3.52
Contribution is insufficient	2	3.52
Most of them are not constructive	2	3.52
By keeping their children under control	2	3.52
By collaborating with teachers	2	3.51
Not reflected to parents	1	1.75
There are those who carry to the forensic dimension	1	1.75
There are those who have assault reports	1	1.75
By trying to close the incident	1	1.75
By visiting the school	1	1.75
Total	57	100

14.03% of the school managers stated that parents did not contribute, 3.52% had insufficient contributions, 5.26% rarely contributed, most of them contributed, 1.75% were those who took the legal dimension, and those who received assault reports. According to the school managers' views, 1.75% of the parents' contribution to the solution in the violence incidents in schools tried to close the incident, make a school visit, 3.51% cooperate with teachers, 3.52% keep their children under control, 5.26% take care of their children, pay attention to their guidance and recommendations, and 7.02% of them are understanding and open to communication.

According to the views of the Anatolian Imam Hatip High School type managers, the contribution of the parents to the solution of the violence incidents in the schools is that they take the guidance and recommendations of the school into account. According to the views of the managers in the Anatolian High School type, the contribution of parents to the solution of violence in schools is to keep their children under control, to be understanding and open to communication. In the Multi-Program High School type, parents' contribution to the solution of violence in schools is to keep their children under control, take care of their children, and make school visits. In the Science High School type, the contribution of parents is understanding and open to communication. In Vocational and Technical Anatolian High School type of school, the contribution of the parents to the solution of violence in schools is to try to close the incident, to take care of their children, to take into account the school's guidance and recommendations. In the Sports High School type the contribution of the parents is that they are understanding and open to communication.

One of the managers of the Anatolian Imam Hatip High School stated the contribution of the students to the solution as *"Parents are getting informed and participating in prevention efforts so that the incident does not grow (K48)"*. One of the Anatolian High School managers stated that *"The family is supportive. When we look at the family structures of the children we have problems with, the parents are usually the ones who are divorced (K53)"*. One of the Multi-Program High School managers expressed the situation as *"They contribute to the process by collaborating with the school (K10)"*.

One of the Science High School managers stated the contribution of the students to the solution as *"We involve the parents in the process. We cooperate with them. It has not been a problem so far (K29)"*. One of the Vocational and Technical Anatolian High School managers expressed his opinion in the form of *"Some parents can take the incident to the forensic dimension after meeting with us (K38)"*. One of the Sports High School managers expressed his opinion as *"It depends on the parent's attitude, when some parents come to school, the problem may increase (K27)"*.

3.2. Theme 2. Findings on Suggestions for Violence in the School Environment

The theme of suggestions for violence in schools has been gathered under 6 sub-themes, namely, suggestions in terms of system, ministry, legislation, suggestions in terms of school managers' suggestions in terms of parents, suggestions in terms of students, suggestions in terms of teachers and suggestions in terms of physical conditions of the school.

3.2.1. Theme 2-Sub Theme 1. Findings on Suggestions in terms of System, Ministry, Legislation

When suggestions of school managers in terms of system, ministry and legislation on prevention of violence in schools compared according to the school type, the suggestions of the Anatolian Imam Hatip High School managers are that punishments should be deterrent, the job descriptions should be clarified, the education should not be compulsory for 12 years, there should be a psychologist in the schools. As a matter of fact, one of the managers of the Anatolian Imam Hatip High Schools expressed his suggestion as *"Disciplinary legislation should be constructive and deterrent and have sanctions, parent and student-centered approach is not correct. (K7)"*

When the suggestions of Anatolian High School managers regarding the prevention of violence in terms of system, ministry and legislation are examined; suggestions are that the regulations should be deterrent, the regulation should be updated by taking the opinions of teachers and administrators, violent images in social media and visual media should be removed, the curriculum should be updated, the environment of schools should be made attractive, social and sports activity lessons should be increased, the guidance service should be used actively, every student should have a goal, mothers should not work.

K35 who is one of the Anatolian High School managers stated as *"Regulations should be stricter. The violence perpetrated is about people. Whether students, parents, teachers or administrators are among which groups, the sanction should be of a deterrent nature. There is nothing to be defended about violence. Violence should not come to mind as an alternative"*. K9 explained as *"To equip young people in terms of social ethics and values"*. K14 explained as *"It is necessary to retire those waiting for retirement. In their time, violence was normal, the point of view was different. To use the Counseling Service actively in the new period. Keeping the communication open, improvement works. The teacher does not intend to solve it by resorting to violence in the new generation"*.

When the suggestions of Multi-Program High School managers in terms of the system, ministry and legislation for preventing violence are examined; the suggestions are that the authority of the school guidance service should be increased in terms of preventing violence, and students should be educated about life skills. K11

who is one of the Multi-Program High School managers explained the views on suggestions as *"A lesson on morality and manners can be introduced"*.

When the suggestions of the Science High School managers in terms of the system, ministry and legislation regarding the prevention of violence are examined, the suggestions are that violent images in social media and visual media should be removed, education should not be compulsory for 12 years, the Ministry should protect teachers and administrators from the violence of the parents, social and sports activity lessons should be increased, students should be trained in line with their interests. K18 who is one of the Science High School managers explained the suggestions as *"Thanks to the rights granted to parents and students, parents consider the student justified, complain to CIMER, and the teacher withdraws his/her hand. The Ministry should protect the teacher and administration"*. K22 explained suggestions as *"Family, social media and environment are effective. Legislation is important but not a solution. Four years is not enough for management task, managers need to be empowered in this regard. Four years of change make us powerless. We start to be accepted in two years, then the period of leaving the institution begins"*.

When the suggestions of Vocational and Technical Anatolian High School managers regarding the prevention of violence system, ministry and legislation are examined; suggestions are that penalties should be deterrent in the regulation, regulations should be applied as written, applicable rules should be set, coordination should be ensured in basic education and secondary education regulations, violent images in social media and visual media should be removed, basic education should be strengthened, vocational education methodology should be changed, university examination system should be reconsidered, students should be admitted to vocational high schools with an exam, education should not be compulsory for 12 years, the authority of administrators and teachers should be increased, the workload of administrators should be reduced, the number of class hours should be reduced, the system of student placement in high schools should be reconsidered, the curriculum should be updated, social and sports activity lessons should not be graded, psychological counselors should be assigned, the number of them should be increased, the classroom should have a guidance teacher at 10 and 11, the teacher should be at school 5 days a week, the status of teachers should be improved, teachers' performance should be good, there should be a coaching system, seminars should be efficient, family trainings should be provided, uncontrolled use of smart boards should be prevented, families should show affection for their children, cooperation with families should be made, home visits should be made, healthy and effective communication should be established with students and parents, and the powers of security personnel should be increased.

K8 who is one managers of Vocational and Technical Anatolian High Schools explained the suggestions as *"System: The concept of the school of the neighborhood should be developed thoroughly. The lowest scoring students should not be enrolled in the same school. The number of courses of vocational high school students should be reduced and the amount they will learn should be selected. Social activity areas should be increased. Social and sports lessons should be more and outside if possible. Students who attend such courses should not be graded. When the student fails, s/he has no expectation from school and education. Neither punishment nor reward has a meaning for them. Then the student is open to all kinds of violence. The university exam should either be canceled or all students should be prevented from taking the exam. One hundred thousand of the students qualify for a good university, while the remaining two million students pursue dreams for 12 years. Eighteen years of age is considered a little late to give them a way to choose a profession. A male guidance counselor and at least as many male culture teachers should be appointed to our school as much as the number of female culture teachers. Male teachers are the group of teachers with the least problems. Our students are predominantly male and do not know how to behave to whom due to the environment they come from. There are always problems with female teachers"*.

K12 expresses its views as *"The seminars held in our organization are not productive. The Ministry is working according to the situation in the field. The rights given are not used correctly, especially in terms of parents. Twelve-year compulsory education should be abandoned"*. K15, on the other hand; *"When students come from primary education, they get confused, there is no absenteeism, punishment, no class failing. So it sounds so easy. There should be absenteeism and punishment in primary and secondary school legislation. There is a problem caused by the differences between the levels. The worst comes to us as a student. We say you will fail, s/he does not believe it because s/he thinks that s/he will pass with ŞÖK. We say you will fail if you are absent, s/he does not believe. There is a problem in primary education. There are students in the ninth grade who cannot read. With six poor grades, the kid passes in high school"* expressed in the form.

When the suggestions of Sports High School managers regarding the prevention of violence system, ministry and legislation are examined; suggestions are that the penalties should be deterrent, the regulations should be applied as written, the social and sports activity lessons should be increased. K27 who is one of Sports High School managers explained the suggestions as *"The rules must be precise. All the trouble is in the 4 + 4 + 4 system. When you send the student from the school with disciplinary punishment, there is a problem in the other*

school. When trying to graduate from the 12th grade, you can't deal with the good student. Wherever there are students who are causing problems, you are dealing with them to take precautions. This is the same for teachers. So the rules need to be strict, clear and deterrent. When the student does something, s/he will know the punishment. Nobody knows the rules. We are also intervening, the rules are not fully implemented. We are not professional. The system and rules should be clear and unchanging. Students should be able to say their thoughts, but they should be punished when they make mistakes. Everyone should turn to the field that they can achieve and have talent, and do what they love”.

3.2.2. Theme 2-Sub Theme 2. Findings on Suggestions in terms of School Managers

When comparing the suggestions for the prevention of violent incidents in schools according to the type of school, the suggestions of the Anatolian Imam Hatip High School managers are that administrators should be protected by law, the authorities of the administrators should be increased, everyone should do their job correctly, and they should be able to communicate effectively with the students and parents. As a matter of fact, one of the managers of the Anatolian Imam Hatip High School explained the suggestion as *“Violence against administrators or education personnel must be punished according to their justifications, and legal support must be provided in this regard (K7)”*.

The suggestions of the Anatolian High School managers are that authorities of the administrators should be increased, the administrators should apply the rules, the stakeholders should be able to participate in the management, the problems should be kept at a controllable level, administrators should be able to manage the crisis, should not only focus on success, should be focused on correcting behavior rather than punishment, should use the media for education, take care of the student, try to win the student, they should be able to communicate effectively with the student and their parents, approach the student with affection, see the student as their own child, and should plan activities for students where they can release their energies. One of the Anatolian High School managers expressed the suggestion as *“This is inherent in the business. It is against the nature of things to have no fighting in a place with 850 students. It will surely be a problem. Problems can be controlled and should be under our control. It is important to keep it at a controllable level. It is important to manage the crisis (K20)”*.

Suggestions of Multi-Program High School managers are that the authorities of administrators should be increased, communication training and seminar on adolescents should be given to administrators, and there should be more parents and students in the disciplinary board. On the other hand, the suggestions of Science High School managers are that the authorities of administrators should be increased, teachers and administrators should be able to act together, and administrators should apply the rules and communicate effectively with students and parents. One of the Science High School managers explained the suggestion as *“Authorization needs to be given to administrators. We are trying to see the problems by good faith. As we sincerely solve it in good faith, we do not have any problems. Where does it go? If this place is MTAL, we cannot apply this technique (K18)”*.

Vocational and Technical Anatolian High School managers’ suggestions are that the density of the paperwork of the administrators should be reduced, the administrators should be protected by law, the authorities of administrators should be increased, communication training should be given to the administrators, the administrators should be aware of everything that happens in the school, the experience should be shared on management, the way of being a manager should be organized, managers and teachers should act together, administrators should apply the rules, administrators should be appointed according to their merit, everyone should do their job correctly, entry and exit to school should be controlled, sports activities should be emphasized, education on anger management should be given, administrators should take care of the student, and be able to communicate effectively with the student and parents. One of the managers of the Vocational and Technical Anatolian High School explained the suggestion as *“We cannot deal with the students due to the workload. We come to school, we enter our room. We can't even get out of the room by finding time to do signature and paperwork. Unfortunately, our day is over without even seeing the student's face. The problem is right here (K3)”*.

The suggestions of Sports High School managers are that the authorities of the administrators should be increased and communication training should be given to the administrators. One of the managers of the Sports High School explained the suggestion as *“Teacher-student, administrator-student, communication is effective. You lose the student when you shout, and you win when you act constructively. If s/he accepts you, loves you, knows that you love him/her, you have a positive effect on the student. The important thing is that effective and healthy communication. Communication is important. When communication is healthy, the situation improves. (K27)”*.

3.2.3. Theme 2-Sub Theme 3. Findings on Suggestions in terms of Parents

When suggestions of principals in terms of parents on prevention of violence in schools compared according to the school type, the suggestions of the Anatolian Imam Hatip High School managers are that parents should be in dialogue with the school even if there is no problem, parents should take into account the advice of teachers and administrators, and parents should be trained to raise awareness. As a matter of fact, one of the managers of the Anatolian Imam Hatip High School expressed the suggestion as *“Rather than standing next to the students, they should take into account the advice of the teacher and administration (K7)”*.

Suggestions of Anatolian High School managers for parents are that they should follow, control and take care of their children, be a good example for them, increase their parent-school cooperation, be in contact with the school even if there is no problem, come to the school when called, listen unilaterally and not blame the school, ensure them to trust the school, raise awareness of parents with trainings should be given and they should not forget that young people are the future of society. One of the Anatolian High School managers explain suggestions as *“We can't reach parents. They should be found more in school. Parents should be aware. Parents should improve themselves in listening unilaterally to children. Cooperation with the school should be developed. Parents do not come because they suppose that we will ask for money when they are invited. They listen to the children one-sided, they get angry and come. We call them to school and calm them down. They try to go to the prosecutor's office. Our state should pay per student to schools (K14)”*.

Suggestions of Multi-Program High School managers for parents are that school rules and regulations should be explained to parents and the workings done at school with the parents of students who are subjected to violence should be more binding. One of the Multi-Program High School managers explained the suggestions as *“Parents should be educated on the events experienced, and information should be provided by the counselor teachers about what to do before and after. (K6)”*.

The suggestions of Science High School managers for the prevention of violence in schools for parents are that parents should teach their child to be a good person, after they listen to their child unilaterally and should not blame the school. One of the Science High School managers made a suggestion that *“Many parents says: We have suffered, they should not suffer. They burden the teacher because s/he sees the child right. Teachers' slightest intervention becomes a problem, so teachers withdraw themselves (K18)”*.

Suggestions of Vocational and Technical Anatolian High School managers are that parents should follow, control and take care of their children, teach their children to be good people, spend quality time with their children, be a good model for their children, teach their children the social values, should not get permission with the request of the student, increase the cooperation between the parents and the school even if there is no problem, parents should not listen to their children unilaterally and blame the school, parents should be involved to the administration process, parents should be trusted in the school, parents should be educated to raise awareness. One of the managers of the Vocational and Technical Anatolian High School suggested that *“Parents should also be educated frequently, and their children should be made to feel that they are trained by themselves. Parents should not see themselves as a power over the system, and should trust their school and teachers (K5)”*.

Suggestions of Sports High School managers is that parents should not listen to their children unilaterally and blame the school. One of the Sports High School managers made the suggestion as *“After all, these students will also be parents in the future. The old system was also wrong, and this is wrong also. Only organizing seminars for parents are not enough. Conversations do not affect parents, they do not change, the child's attitude does not bother the parent. Parents perceive this as self-confidence. (K16)”*.

3.2.4. Theme 2-Sub Theme 4. Findings on Suggestions in terms of Students

When the suggestions for the prevention of violent incidents in schools are compared according to the school type, the suggestions of the Anatolian Imam Hatip High School managers are that, the students' respect and empathy skills should be developed, the school activities should be increased, guidance and orientation activities should be given more importance. The suggestions of Anatolian High School managers are that risky groups should be followed, social life skills should be added to the curriculum, students should learn to be patient, learn to share, students' responsibility skills should be developed, students should not see violence as a solution, activities should be increased, students should adopt rules as behavior, the number of lesson hours should be reduced, outdoor activities should be increased. One of the Anatolian High School managers stated the suggestions for the students as *“The time spent for student in a closed area should be reduced. The number of lessons should be reduced especially in vocational high schools where students have no academic interest. They teach for 10 hours indoors, so an environment of violence occurs. They are more comfortable in the workshop environment. Because they have no academic interest, it is not easy to settle them. (K14)”*.

Suggestions of Multi-Program High School managers regarding the prevention of violent incidents in schools should be increased, the activities should be increased, information should be given about what will happen if they do not obey the rules, the school culture should be created, preventive studies should be done, solutions should be produced according to the problem, students should be approached sincerely. One of the Multi-Program High School managers stated the suggestions for the students as *"The information about what to do before and after should be given to the students by educating students over the events experienced by the counselors (K6)"*.

The suggestions of Vocational and Technical Anatolian High School managers to students about the prevention of violence in schools are that social life skills should be added to the curriculum, students should be able to act conscientiously, the habit of apologizing and thanking should develop, students' responsibility skills should be developed, they should learn to ask for help from their elders when they have problems, the number of the activities should be increased, the student should not watch inappropriate images in the media, use social media in a controlled manner, students should participate in management, students should be informed about what will happen in case of obeying the school rules and not obeying the rules, a sense of duty should be created, the reward and punishment should be deterrent and interesting, schools should be controlled with security cameras, students should be placed in schools according to their interests, students should be approached in small groups, there should be a branch in sports, abilities of students should be determined, students should be guided according to their interests, the students should feel belonging to the school, the students should feel valued. It is seen that the Sports High School principals' suggestion for students is that the number of the activities should be increased. One of the managers of the Vocational and Technical Anatolian High School stated the suggestions for the students as *"Our state needs to get a grip on the media. Because they are watching series and trying to implement them. If the state does not want to lose these children, it must solve. We see this in MTALs. Girls are swearing, fighting, teasing, smoking and etc. (K15)"*.

3.2.5. Theme 2-Sub Theme 5. Findings on Suggestions in terms of Teachers

When the suggestions for the teachers to prevent violence in schools are compared according to the school type, the suggestions of the Anatolian Imam Hatip High School managers are that teachers should be valued, teachers should know students well, teachers take care of students individually, the teacher should be a role model, and the teaching staff should be complete. As a matter of fact, one of the managers of the Anatolian Imam Hatip High School explained the suggestions as *"By being involved in the process, the teacher should know the students very well and pay close attention to them and make the strong and solid connection between parent-school-student (K7)"*. Another Anatolian Imam Hatip High School manager stated that *"I'm saying I don't stand behind anyone for two things. Violence and harassment. Our age is the age of communication. Nobody should touch the student, neither by love nor hate (K33)"*.

Suggestions of Multi-Program High School managers for teachers are that teachers should be trained about what to do in cases of violence, they should identify students who are prone to violence, and teachers should take care of students individually. One of the Multi-Program High School managers expressed his suggestions as *"Teachers should be trained based on the events experienced. Information about what to do before and after should be explained by the counselors (K6)"*.

The suggestions of Anatolian High School managers to teachers in preventing violence in schools are that teachers should be valued, the personal rights of teachers should be respected, violence against teachers should be stopped, a common attitude should be developed among teachers, teachers should be rotated, teacher training should be focused on students who are prone to violence. Teachers should act the students equally. The teacher should be able to understand the problems and needs of the new generation. The teacher should be able to empathize, a role model, equipped with the students who are prone to violence in social activities and should not be in physical contact with the student. One of the Anatolian High School managers explained his suggestion as *"The society and the school are an inseparable system, to be able to identify the students' inclination to violence by staying in cooperation with parents beforehand, to identify the broken family, to assign social activities to students who are prone to violence, to teach them to share (K9)"*. Another Anatolian High School manager made a suggestion as *"We have to develop a common attitude, the same reactions should be given to the same behavior. If we develop this the problem will be solved. This is not a profession of making money. Our profession is a matter of conscience, it cannot be done without involvement (K42)"*.

Suggestion of Science High School managers for preventing violence in schools is that the respect environment between teachers and the students should be protected. According to the Sports High School managers, teachers should be valued and should be good in classroom management. One of the managers of the Sports High School explained the suggestion as *"The teacher's hands are tied in every matter. When the grade in sports lesson is good, they find the average of 50. Other lessons are out of jurisdiction. The teacher is guilty if s/he raises his/her voice, stretches his/her hand and does not give grades (K16)"*.

The suggestions of Vocational and Technical Anatolian High School managers for the prevention of violence in terms of teachers are that teachers should be valued, personal rights of teachers should be respected, violence against teachers should be stopped, job description of teachers should be defined well, teachers should be educated about what to do in cases of violence. They should be in contact with students and parents, treat equally to students and know how to use technology, take more responsibility, know students well, take care of students individually and treat students with patience and compassion. They should not be prejudiced against students, should teach students to apologize and thank, spend time in and out of school with students, value the student, inspire students in lessons, be good in classroom management. The teacher should work efficiently, the career system should be organized, the class size should be reduced, the teaching staff should be full, the teacher should be in the school.

One of the managers of the Vocational and Technical Anatolian High School explained the suggestion as *"The teacher has to be fair in his/her actions, when grading, talking and should not be prejudiced. The student should know why the teacher gave the punishment, his/her teacher should not make a hasty decision on anything. Even the decision made after an hour is very different. It should teach children that it is virtue to apologize and that giving thanks is a friendly gain. (K8)"*. Another Vocational and Technical Anatolian High School manager explained the suggestion as *"The teacher should educate himself/herself in every field, not use his/her lesson as a means of pressure, be patient and compassionate towards his/her students, and do not just worry about the curriculum (K46)"*.

3.2.6. Theme 2-Sub Theme 6. Findings on Suggestions in terms of Physical Conditions of the School

When the suggestions for the prevention of violence in schools in terms of the physical conditions of the school are compared according to the school type, the suggestions of the Anatolian Imam Hatip High School managers stated that schools should be built on large lands far from the city center, the number of the places where energy can be discharged should be increased, skill workshops should be opened, there should be a cafeteria in the school.

The suggestions of Anatolian High School managers in terms of the physical conditions of the school are that schools should become living spaces, security precautions should be increased, there should not be separate buildings in the school garden, there should be an environment in the school that children can love, extracurricular activity areas should be offered, social facilities should be wide, skill workshops should be opened. A manager working at an Anatolian High School explained the suggestion for physical conditions as *"To provide opportunities for information technologies, painting, music workshops, theater, sports, team games and sharing at school (K9)"*.

Another Anatolian High School manager stated that *"It is not true for students to be educated within the four walls, it should be only knowledge-oriented, life is not just about knowledge, but campus education should be at school until one o'clock after breakfast, there should be social activities in the afternoon, campus schools with trained staff (K42)"*.

The suggestions of Multi-Program High School managers in terms of the physical conditions of the school, schools should become living spaces and extracurricular activity areas should be offered. The suggestions of the Science High School managers are to make schools living space, schools should be built on large lands away from the city center, the physical spaces of the school should be kept under control, the school should be an environment that children can love, students should be supported technologically, and there should be a cafeteria in the school. Extracurricular activity areas should be presented on the recommendation of sports high school managers.

A manager working in a Multi-Program High School explained the suggestion for physical conditions as *"Having social facilities where more activities can be done, hall, field, large garden, canteen, etc. (K11)"*. A manager working in a Science High School explained the suggestion as *"School environments should be relaxed and canteens should be like patisseries. They should have a good environment at school so that they don't need to go outside. We have a dormitory, their minds should not be left out (K43)"*.

The suggestions of Vocational and Technical Anatolian High School managers in terms of the physical conditions of the school; schools should become living spaces, should be built on large lands far from the city center, sauteed places and escape points should be less, security precautions should be increased, students should be visible from everywhere, a protection system should be built on windows, two schools should not be in the same garden, green areas should be increased in schools, the garden should be large, the school garden and cleanliness should be nice, the school should be an environment that children can love, extracurricular activity areas should be offered, the places where energy can be discharged should be increased, social facilities should be wide, there should be shower areas for after sports, sports areas should be built, skill workshops should be established, the school must have a gym.

A manager who has been working in the Vocational and Technical Anatolian High School explained the suggestion regarding physical conditions as *“Schools should not only consist of classrooms and workshops, they should have such social areas that the student can come to the school on the weekend, do the homework at school, and play the game in the school. Of course, under the supervision of the teacher. At that time, it will be easier to find local athletes. The student who sheds his energy does not deal with anyone. S/he will be happier because s/he will taste the sense of success. Physical education class student runs for two hours and sweats. There is no environment to take a shower. Class smells of sweat until evening. There should be no physical education in this way (K8)”*.

4. DISCUSSION AND RESULT

Based on the findings obtained as a result of the content analysis conducted in the research in order to determine the views of school managers on the precautions taken against the violence incidents experienced at the level of students, teachers, administrators and parents in public high schools in Bursa, and the strategies to be followed, the results are as follows.

1. In the case of violence in schools, the contributions of managers to the solution are in the type of Anatolian Imam Hatip High School and Multi-Program High School, the administration-guidance service cooperation and negotiation; in addition to this, observation, preventive precautions, social, sports activities, cooperation with the school police, disciplinary committee studies, interviews in the Sports High School type as well as disciplinary board studies, preventive measures, disciplinary committee studies are in the type of Anatolian High School type. It can be said that in the vocational and technical Anatolian High School type of school, the contributions made by the managers to the solution are more intense in proportion to the intensity of the events. In the study conducted by Aküzüm and Oral (2015), suggestions about school, education and students were presented to prevent violence in schools, and the solutions suggested by the administrators and teachers in the research support results of this research.
2. In the case of violence in schools, students' contributions to the solution are mediation with students, respect for someone else's rights, support of their friends, understanding, solution-oriented approach, honest behavior, persuasion, gaining the habit of obeying the rules, fear of discipline in the Anatolian Imam Hatip High School type. In the Multi-Program High School type, students' contribution to the solution is eyewitness testimony. It was concluded that they admitted their mistake in the Science High School type.
3. In the Vocational and Technical Anatolian High School type students' support to the solution is that mediation, solution-oriented approach, admitting their mistakes, apologizing, expressing their regrets, making peace, gaining the habit of obeying the rules, fear of discipline, complaining about each other. It was concluded that in the Sports High School school type, students' contribution to the solution is their apologies and regrets.
4. Parents' contribution to the solution in the type of Anatolian Imam Hatip High School is that parents should take into account the school's orientation and recommendations; keeping their children under control and being understanding and open to communication in Anatolian High School school type; keeping their children under control, taking care of their children, visiting schools in the Multi-Program High School school type; be understanding and open to communication in the Science High School school type of school. It was concluded that they try to close the incident, take care of their children, take into account the guidance and recommendations of the school in the Vocational and Technical Anatolian High School school type; be understanding and open to communication in the type of Sports High School.
5. When the suggestions of the managers in terms of system, ministry and legislation were compared according to school type, it was concluded that there was no significant difference according to school types, and the suggestions of Vocational and Technical Anatolian High School administrators and their expectations from the ministry were higher in this sense. In the study conducted by Avcı (2010), it was determined that the occurrence of violence cannot be explained by a single reason, and it is not possible to prevent violence with a single solution strategy.
6. When the suggestions for the prevention of violence in schools are compared according to the school type, it can be said that the recommendation to increase the authorities of the managers in all school types is explained intensely.
7. It has been concluded that school managers have higher expectations from parents in terms of preventing violence in schools in Anatolian High Schools and Vocational and Technical Anatolian High Schools.
8. It has been concluded that school managers have higher expectations from students and teachers in terms of preventing violence in Vocational and Technical Anatolian High Schools.

9. It was concluded that the suggestions for the physical conditions of the school that extracurricular activity areas should be offered and schools should become living spaces offered in all school types intensely.

10. It can be said that the contributions of managers to the solution of violence in schools are the cooperation of the administration and guidance service, meetings and disciplinary committee studies in all districts. Studies conducted support the results of this research. In a study conducted by EARGED (2007) with school managers, it was found that some studies were carried out to prevent violence, especially psychological counseling and guidance services, families had important responsibilities in preventing violence, and they perceived violence as a social problem.

In this study, the views of school managers about the precautions taken and strategies to be followed in the violence incidents experienced in the dimensions of students, teachers, managers and parents in public high schools in Bursa province were investigated. The following recommendations have been developed based on the research results.

1. Informing students, teachers, parents and managers about violence, crime and cooperation with police forces,
2. Making studies on making schools a living space, a place where students can come to enjoy and be happy,
3. It is recommended to plan leisure time activities at school, to increase social, sportive and cultural activities, to plan activities for students to drain their energy.
4. In future research; a research in which violence events in schools are determined according to the views of teachers, parents and students can be designed.

REFERENCES

- Aktaş, A. (2019). *Sınıf yönetiminde sınıf içi disiplin sorunları ve çözüm yöntemleri konusunda yönetici ve öğretmen görüşleri*. (Yüksek lisans tezi). Maltepe Üniversitesi, İstanbul.
- Aküzüm, C. ve Oral, B. (2015). Yönetici ve öğretmen görüşleri açısından okullarda görülen en yaygın şiddet olayları, nedenleri ve çözüm önerileri. *EKEV Akademi Dergisi*, 19(61), 1-30.
- Arslan, Y. (2015). Okullarda yaşanan şiddet olaylarının düzey ve dinamiklerini anlamak: Batman Merkez Örneği/Türkiye. *Manas Sosyal Araştırmalar Dergisi*, 4(5), 1-17.
- Atmaca, T. ve Öntaş, T. (2014). Velilerin öğretmenlere uyguladığı şiddete yönelik nitel bir araştırma. *Anadolu Eğitim Liderliği ve Öğretim Dergisi*, 2(1), 47-62.
- Avcı, A. (2010). *Eğitimde şiddet olgusu lise öğrencilerinde şiddet, saldırganlık ve ahlakî tutum ilişkisi, Küçükçekmece ilçesi örneği*. (Doktora tezi). Marmara Üniversitesi, İstanbul.
- Can, Y. (2007). *İlköğretim okullarında şiddet (öğrenci, öğretmen ve yöneticilerin yaklaşımları)*. (Yüksek lisans tezi). Beykent Üniversitesi, İstanbul.
- EARGED (2007). *Ortaöğretim okullarında görevli yöneticilerin şiddet konusundaki bilgi ve becerilerine ilişkin mevcut durum analizi*. Millî Eğitim Bakanlığı, Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı (EARGED).
<https://www.meb.gov.tr/earged/earged/%C5%9Fiddet%20ara%C5%9Ft%C4%B1rmas%C4%B1.pdf>
- EARGED (2008). *Öğretmenlerin şiddet konusundaki bilgileri, gözlemleri, değerlendirmeleri ve çözüm önerileri*. Millî Eğitim Bakanlığı, Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı (EARGED).
https://www.meb.gov.tr/earged/earged/ogrt_siddet_konu_gorusleri.pdf
- Elliot, M. (1997). *101 Ways of dealing with bullying*. Hodder Childrens' Book.
- İldeniz, B. (2015). *Okullarda şiddetin nedenleri ve önlenmesi*. (Yüksek lisans tezi). Yeditepe Üniversitesi, İstanbul.
- Jasper, M. A. (1994). Issues in phenomenology for researchers of nursing. *Journal of Advanced Nursing*, 19, 309-314.
- Mayring, P. (2000). Qualitative content analysis [28 Paragraphs]. *Forum Qualitative Sozial for schung / Forum: Qualitative Social Research*, 1 (2), Art.20, <http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204>
- Miller, S. (2003). Analysis of phenomenological data generated with children as research participants. *Nurse Researcher*, 10(4), 68-82.
- Özdere, M. ve Terzi, Ç. (2018). Liselerde öğretmene yönelik şiddetin çeşitli değişkenler açısından incelenmesi: Niğde ili örneği. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 4(1), 68-88.
- Özgür, G., Yörükoğlu, G. ve Baysan Arabacı, L. (2011). Lise öğrencilerinin şiddet algıları, şiddet eğilim düzeyleri ve etkileyen faktörler. *Psikiyatri Hemşireliği Dergisi - Journal of Psychiatric Nursing*, 2(2), 53-60.
- Taşar, H. H. (2019). Eğitimde şiddet ve şiddeti azaltma. *Erciyes İletişim Dergisi*, 6(2), 899-912.
<https://doi.org/10.17680/erciyesiletisim.557870>
- Tekeli, A. (2010). *Sınıf öğretmenlerinin kullandıkları sınıf yönetimi yaklaşımlarıyla öğrencilerin sınıfta gösterdikleri şiddet (bullying) davranışları arasında ilişki*. (Yüksek lisans tezi). Abant İzzet Baysal Üniversitesi, Bolu.
- Yıldırım, A. ve Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri* (6. Baskı). Seçkin Yayıncılık.
- Yüzer, M. F. (2013). *Okullarda şiddetin önlenmesinde güvenlik hizmetlerinin rolü: Okul polisi uygulaması Ankara ili örneği*. (Yüksek lisans tezi). Polis Akademisi Güvenlik Bilimleri Enstitüsü.

Ethical approval

This study is among the studies that do not require ethics committee approval; due to the approval of the research, which is the source of the study's data, was received from Bursa Provincial Directorate of National Education in December 2019, and the research reached the final stage when TR DİZİN informed about the studies requiring the "Ethics Committee Permission".