

Examining Parents' Opinions on Safe School

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The aim of this study is to examine the views of parents on safe schools and to develop solutions to the problems encountered in a safe school environment based on these views. The research was conducted with phenomenology design, one of the qualitative research methods. The study group of the research consists of 16 parents selected by criterion sampling and maximum sampling method. The research was carried out with volunteer parents who have at least one student in primary school, secondary school, high school age, high school, bachelor's or master's degree graduates in Fatih district of Istanbul province. The data of the study were collected by semi-structured interview technique and analysed with descriptive analysis method. According to the results obtained, parents' views on safe school were categorised under 6 themes. These themes are safe school ecosystem, social relations and educational safety, health and safety balance in education, resources and implementations for safety and governance, communication and solidarity, safe behaviour and moral values. As a result, it has been determined that parents' views on safe school environment are mainly gathered around physiological and psychological safety for students and school climate based on mutual trust of stakeholders. Based on these results, it is recommended that policy makers and implementers in education should prioritise measures to ensure school safety.

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Keywords: Safe school, security, school safety, parents.

INTRODUCTION

It is important to raise socially and mentally healthy individuals for the development and welfare of a society. This depends on the education offered by society to individuals. Individuals start their education in the family, continue at school and social environment. A well-educated society is based on educating their future generations well, and adapt them to society in which they live. While schools prepare individuals for the society, many things such as technology, cultural structures, history and lifestyle affect it. For this reason, as schools carry out important tasks in this process, education and educational environments should be managed correctly by considering all of them.

Schools in this process need to provide a safe environment for their students. In this sense, according to Akgün and Başar (2019) safe schools are schools where students focus on education in a safe environment with fewer problems. Mabie (2003) claims that a safe school is a place where educational activities are carried out away from violence, bullying and fear. In this regard, schools should provide an environment that supports the social and emotional development of students. A safe school is not only a school where security measures are taken, but also a harmonious school with positive relationships between staff and students (Ögel et al., 2006).

In order to create a safe school environment, physical factors such as security guards, controlled entrance-exit, appropriate physical structure of the school, teacher on duty, security cameras, traffic safety, service safety, etc. and psychological conditions should be appropriate. In this regard, factors such as life safety, health, cleanliness and hygiene represent physical conditions, while factors such as anxiety, fear, happiness and comfort represent psychological conditions. Also, elements that constitute the social dimension such as natural disasters, occupational safety, and social networks are important (Borazan, 2019). The reasons that cause schools are places where there are insufficient security measures, lack of a school firewall, lack of a security guard, lack of security cameras or insufficient camera recording time, small school yard, and lack of a fire escape.

It is the duty and responsibility of school management to create and maintain a safe school environment. In order for the school to achieve its organizational goals, it is important that all stakeholders in the school feel safe in every aspect. The support of stakeholders such as teachers, administrators and parents is necessary to ensure this security. In a study conducted on safe school, Turhan and Turan (2012) emphasized that the views of teachers, students, administrators and parents on the security of secondary education institutions in Turkey are in common. Accordingly, the problems of inadequate inspections of school canteens, unhealthy products sold in canteens, the lack of security guards in most schools or the inadequacy of the guards to ensure security in schools where there are security guards have come to the fore. In a similar study, Akyol (2015) revealed that the crime rate around schools is high, schools are not sufficiently prepared for natural disasters, the physical structure of schools poses a danger, and substances such as alcohol and cigarettes are sold intensively around schools regardless of age limits. In addition, Türkmen (2004) concluded that male

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and female students did not feel physically safe in the school environment, and male students felt less safe than female students.

It is important that students and employees feel themselves in a safe environment in order for schools to fulfil their educational activities in accordance with their purpose and to provide effective learning. Learning does not take place when students do not feel safe. Students should feel safe as at home without worrying about security. Practices at school should aim for a safe school environment. It is very difficult for students who do not feel safe to be motivated to learn (Işık, 2004). It can be said that these negative situations experienced as a result of students not feeling safe are also closely related to parents.

Currently, in the Turkish Education System, there are some problems in ensuring school safety and creating a safe school environment in schools. When the PISA 2022 Turkey Report (2022) is analysed, it is reported that the rate of one student threatening to injure another student is 28.5%, the rate of witnessing an injury or fight on school grounds is 26.9%, and the rate of seeing a gang at school is 25.6% according to approximately one out of every four students in Turkey. The rate of students who reported seeing students carrying guns or knives at school is the second highest in Turkey with 25.7 %.

When the recent studies on safe schools in Turkey were analysed, it was seen that the studies were directed towards teachers and administrators. In a study conducted by Koç et al., (2024), the safe school perception of secondary school teachers was examined and it was concluded that the lowest perception levels of teachers were safe school environment, crisis management and registration system, while the highest perception level was the discipline policy dimension of the school. In another study, Zengel et al., (2024) examined the views of school administrators and teachers on safe school and concluded that physical security measures have an important role in providing a safe learning environment. Since the studies conducted in Turkey in recent years on safe school are generally directed towards teachers and administrators, this study is considered important in terms of obtaining the opinions and suggestions of parents, who are important stakeholders of education, on safe school. The fact that parents, who are important stakeholders of education, are included in school processes, albeit through research, is important in terms of making parents feel more belonging to their schools. In this respect, it is considered that the current study will be a guide for policy makers and practitioners in education.

The Purpose of the Study

The main purpose this study is to examine parents' views on safe schools, and to develop solutions to the problems encountered in a safe school environment based on these views. In this regard, answers to the following questions were sought.

1. How are parents' perceptions of the concept of safe school in general?
2. What are the problems encountered in providing a safe school environment according to parent views?
3. According to parents' views, what are their suggestions in providing a safe school environment?

METHOD

In this part of the study, the research model, the study group, data collection and data collection process, data analysis, credibility, transferability and confirmability are included.

Research Design

In this study, phenomenology design, one of the qualitative research methods, was used. Qualitative researches, according to Denzin and Lincoln (1998), are researches that aim to understand, interpret and describe people's attitudes, behaviours, opinions and experiences with a more detailed approach and allow in-depth examination. Qualitative researches are the researches that are conducted to understand in detail and in depth, instead of the measurable features such as the amount, average, number of the events, people or phenomena investigated, and are tried to be revealed with questions such as "how and why" (Cited in Kiral, 2020). Phenomenological design is a phenomenological design that aims to describe the essence of the subjective experiences of several individuals regarding a certain phenomenon (Creswell, 2014). In this research design, the researcher tries to analyze the common experiences of individuals about a phenomenon. In this study conducted with the experiences of a small number of people, the researcher reaches the essence

he/she wants to reach in the research thanks to the data obtained. As the aim of this study is to examine the views of parents on safe schools and to develop solutions to the problems encountered in a safe school environment based on these views, phenomenology design was employed.

Study Group

The study group of the current research consists of 16 parents selected by criterion sampling and maximum sampling method. The research was carried out with volunteer parents who have at least one student in primary, secondary, high school and high school age in Fatih district of Istanbul province. The students of the participants study in public schools. The reason for choosing Fatih district of Istanbul is that the researcher works in this region, it is thought that the safe school environment has deteriorated due to the increasing immigration of foreign nationals in the region, and it is observed that parents living in this region have more concerns about this. In a study on the perspective of the city in Istanbul, Ünal (2023) stated that one of the factors that increased insecurity in Fatih district was the increase in the immigrant population, which caused anxiety. In the same research, in the 'Istanbul Barometer' reports of the Istanbul Planning Agency, the problem of asylum seekers in 2022 is also mentioned and it is stated that this problem is among the four most important problems of Istanbul in recent years. It is also concluded that the residents of Fatih district draw attention to the security problems around the school. When all these results are evaluated, it is assessed that parents living in Fatih district are concerned about safe schools. In the study, 'K' code was used to symbolise the participants. The number next to the 'K' code is the sequence number given to the participants by the researcher. Demographic information about the participants is given in Table 1.

Table 1. Demographics of the Participants

Code	Gender	Education Status	Age	School Grade	Student Gender
P1	Male	Master Degree	44	Secondary School	Boy student
P2	Woman	Licence	36	Primary School	Girl student
P3	Woman	Licence	42	Secondary School	Girl student
P4	Woman	Licence	38	Primary School	Girl student
P5	Woman	Licence	35	Primary School	Boy student
P6	Woman	Licence	44	Primary School	Girl student
P7	Male	Licence	51	Primary School	Girl student
P8	Male	Licence	55	High School	Boy student
P9	Woman	Licence	40	Secondary School	Girl student
P10	Woman	High School	38	Primary School	Boy student
P11	Male	Licence	42	KindergartenClass	Boy student
P12	Male	Master Degree	49	High school	Girl student
P13	Woman	Licence	46	Primary School	Boy student
P14	Woman	Licence	45	Primary School	Girl Student
P15	Woman	Licence	29	Kindergarten Class	Boy Student
P16	Woman	Licence	47	Primary School	Boy Student

As can be seen in Table 1, 5 of the participants are male and 11 of them are female. Again, 2 of the participants have master's degree, 13 of them have bachelor's degree and 1 of them is a high school graduate. In terms of the education level variable, it is seen that 2 of the participants are parents of preschool students, 9 of them are parents of primary school students, 3 of them are parents of secondary school students and 2 of them are parents of high school students. The students of 8 of the participants were male and the students of the other participants were female.

Data Collection

The data of the study were collected with a semi-structured interview technique. In order to increase the validity and reliability of the semi-structured interview form, interview questions were determined in accordance with the research questions. While preparing the interview questions, the literature was analysed and a question pool was created. From this pool of questions, basic interview questions suitable for the purpose of the research were determined. Then, expert opinions of researchers specialised in qualitative research were sought for these questions. As a result of the feedback received from the experts, the interview form was finalised. After this stage, 2 pilot interviews were conducted to understand whether the interview questions served the purpose of the research. In this interview, 1 question was removed because it was not fully understood. Again, for the linguistic comprehensibility of the questions, they were submitted to the opinion of a Turkish teacher. In line with the opinion received from this expert, the questions were finalised and the interviews were started. In the final semi-structured interview form, it was decided to have 6 questions. The questions are as follow:

1. What do you think the concept of safe school is?
2. What kind of concerns do you have about safe school climate in your school?
3. According to you, what kind of physiological and psychological problems are there in creating a safe school environment? Who and what can be the source of these problems?
4. Do you have information about the regulations and written resources related to providing a safe school? How do you think we can improve these resources?
5. What kind of co-operation do you think there should be between school management, teachers and parents in terms of safe school? Can you list them?
6. Which rules of behaviour do you think should be taught to students at school to ensure safety?

The researcher contacted the participants to be interviewed and obtained their consent to participate voluntarily in the research. The interviews were conducted face-to-face in environments outside the school so that the participants would not be affected by different power relations. Each interview lasted approximately 15 minutes. The interviews were audio-recorded with the permission of the participants and the audio recordings were deleted after transcription. The research was conducted with the permission of the ethics committee of Yıldız Technical University Academic Ethics Committee numbered 2023.09 and dated 03.09.2023.

Data Analysis

In the study, the data were analysed by descriptive analysis method. Descriptive analysis method is a method that includes the processes of classifying, summarising and interpreting the data obtained as a result of the interview according to the themes and establishing cause and effect relationship among the findings. While organising the data, direct quotations are used (Yıldırım & Şimşek, 2006). In line with the research questions, appropriate themes were extracted by examining the data, appropriate categories and codes were created and parents' opinions were analysed within the framework of these. The voice recordings taken as a result of the interviews with the participants were transcribed and divided into codes. The codes were combined into categories and the categories were combined into themes. The themes were organised to form six themes by considering the relevant literature and four categories were formed for the first theme and three categories for the other themes.

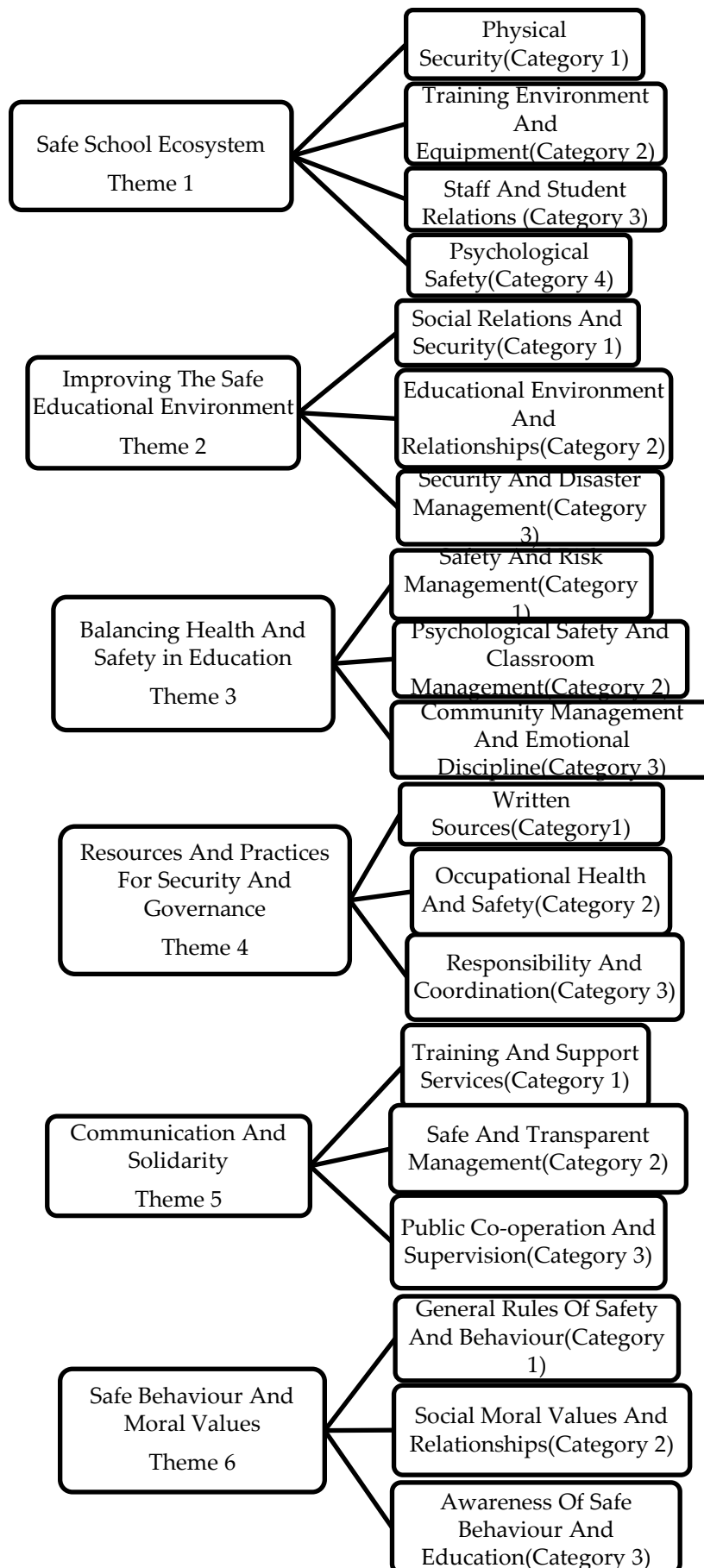
Credibility, Transferability and Confirmability

According to Lincoln and Guba (1985), in order to increase validity and reliability in the analysis of qualitative data, validity and reliability strategies are classified as credibility, transferability and confirmability (Cited in Çokamay, Kapçı, & Sever, 2017). In order to increase the credibility in these studies, an expert who has sufficient qualifications in qualitative research was assisted throughout the qualitative study. The researcher received expert opinions in preparing the semi-structured interview form, conducting the interviews, transcribing the audio recordings, analysing and interpreting the data. As a result of the feedback received from the experts, the missing or erroneous parts of the qualitative study were rearranged and the biases were recognised. The data collection process was continued until it was thought that sufficient data was obtained on the subject being analysed. In order to diversify the views of parents, interviews were conducted with the parents of students at each level. In the interpretation of the findings, other data sources were also utilised for triangulation. In order to increase the robustness and confirmability of the findings obtained as a result of the analysis, expert opinion was used in the data analysis process, and codes and categories and themes were discussed until they were reached. In order to increase transferability, categories and themes were described in detail and direct quotations of the participants were included in each theme and category.

FINDINGS

In this part of the study, the findings consisting of parents' views on safe school, problems encountered in providing a safe school environment and suggestions on how a safe school environment can be provided are included. In this context, 6 themes and 19 categories were reached. These themes and categories are given in Table 2 below.

Table 2. Themes and Categories of the Research

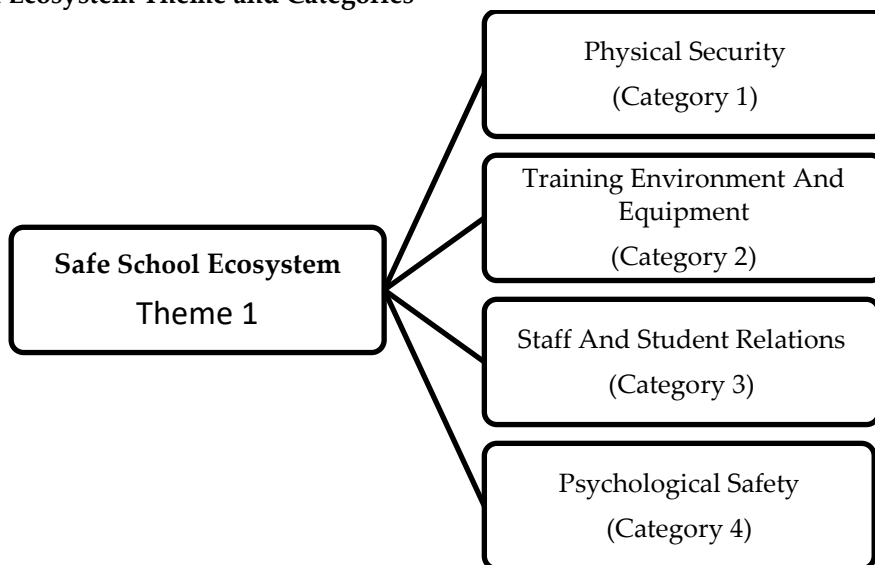


As seen in Table 2, the main themes found out are "safe school ecosystem", "improving the safe educational environment", "health and safety balance in education", "resources and practices for safety and governance", "communication and solidarity", "safe behaviour and moral values". In this part of the study, these themes are discussed in turn.

Theme 1: Safe School Ecosystem

The safe school ecosystem theme includes parents' definitions and explanations about safe school. The opinions related to the first question of the study, "What do you understand from safe school? How would you define a safe school?" are included in this theme. The safe school ecosystem theme consists of the categories of "physical safety", "staff and student relations", "educational environment and equipment" and "psychological safety". This theme and its categories are shown in Table 3.

Table 3. Safe School Ecosystem Theme and Categories



Regarding the first category of the Safe School Ecosystem Theme, Physical Security, parents expressed their views on the physical structure and environmental security issues related to the schools where their students are located. The most common issues about physical security are that the school entrances and exits are controlled, there is a security guard at the entrance of the school, there is a security wall around the school to prevent any threats from outside, the school road is safe, and the cameras and electrical systems are working.

In the category of physical security, according to the views of parents, the important thing is to organise the physical structure of the school by taking measures to protect the physical and mental health of the students. Physical safety in schools is of vital importance to protect the health and safety of students and staff. When the right security measures are not taken, schools can be exposed to various dangers, which can lead to serious consequences. Physical security measures can be important to protect against adverse events such as fire, theft, attacks, natural disasters and other emergencies. These measures may include security cameras, alarm systems, door locking systems, emergency exit plans, fire extinguishing equipment and periodic security checks. These measures can help the school to provide a safe learning and working environment and can help to protect the health and safety of the whole school community. The opinion of a parent regarding the physical security category is as follows:

P4: "The most important thing when we say safe school is that there should be a security guard at the door to prevent unrecognised people from entering the school. For perimeter security, there should be walls that prevent children from contact with the outside, and these walls should be high. Children should be prevented from going outside on their own." She emphasised the importance of the environment and the physical structure of the school for a safe school.

Regarding the second category of the Safe School Ecosystem Theme, Educational Environment and Equipment, parents expressed their opinions on classroom layout and material safety, organisation of the

school environment in accordance with the age of the students, clean and safe toilets, adequate precautions against all kinds of falls and injuries, and the school being equipped and prepared for emergencies.

The safety of the educational environment and equipment can be important in terms of ensuring that students and teachers are in a healthy and safe learning environment. In this context, it is important that the physical structure of schools, classroom equipment, laboratories, sports fields and playgrounds are safe. In addition, emergency equipment such as fire safety, emergency plans, emergency exits, first aid supplies may also need to be available and usable. The safety of the educational environment and equipment can help students and teachers to focus on the teaching and learning process in a comfortable and safe environment, thus helping to create a more effective educational environment. The opinions of some parents about the educational environment and equipment category are as follows:

P₁₄ : *"A safe school is a school that is designed in accordance with the level of the children at primary, secondary and high school levels. In other words, it is a school whose entrances and exits are healthy, physically appropriate, and the entrance and exit of outsiders are controlled."* P₁₄ expressed her views with the importance of the suitability of the educational environment and equipment design in the school to the student level.

Regarding the category of Staff and Student Relations, opinions were expressed about parents, teacher's duty, student-teacher relations, parent-teacher relations, trust between staff and students trusting each other. If students have a trusting and supportive relationship with staff, they may feel more secure and feel encouraged to communicate freely about their problems. Likewise, the staff's guidance and encouragement of positive behaviour can be an important factor in maintaining discipline and safety in the school. These relationships can positively influence student behaviour, help improve school safety and contribute to student achievement. Therefore, strengthening staff-student relationships can be an important factor for a safe school.

P₁: *"Safe school involves a multidimensional correlation. A safe school in terms of the child's psychological and biological development, and trust between the staff. Trust in the relationship between the school and the family. In other words, it is not correct to think only physically."* He stated that the safe relationship between staff, students, teachers and parents is important.

Regarding the category of Psychological Safety, parents expressed their opinions on the prevention of peer bullying, measures to be taken at school against psychological threats, the importance of a safe school for the psychological development of the child, the importance of psychological support services appropriate to the level of the student, the behaviour of the teacher on duty, student-teacher relations, parent-teacher relations, trust between staff and students trusting each other.

Students' psychological safety at school can be an important factor affecting their success in the educational process and their general well-being. A student's feeling psychologically safe is associated with having the freedom to express himself/herself, finding an environment where he/she can share his/her feelings and having a support network where he/she can get support for the problems he/she experiences. Psychological safety at school can affect a student's participation in lessons, motivation to learn, social relationships, and overall school engagement. When students do not feel safe at school, they may face emotional difficulties such as anxiety, stress and depression. Therefore, it is important that school management and teachers are sensitive to understand and support students' emotional needs. To ensure psychological safety at school, it may be necessary to offer emotional support to students, create a safe environment, help them develop skills to cope with emotional difficulties and encourage the development of positive relationships. In this way, students can feel psychologically safe at school and maximise their potential. Some parents' views on the Psychological Security category are as follows:

P₁: *"We see mother and father behaviours at the basis of psychological problems at school. Especially mothers and fathers in urban life do not take responsibility and contribute to the development of children on their own, so when these children come to the school environment, they can put all the responsibility on the staff and teachers. The negative sense of anxiety in working mothers and fathers is also transferred to children."* With his statements, he stated that family ties and emotional security of students are important for a safe school environment.

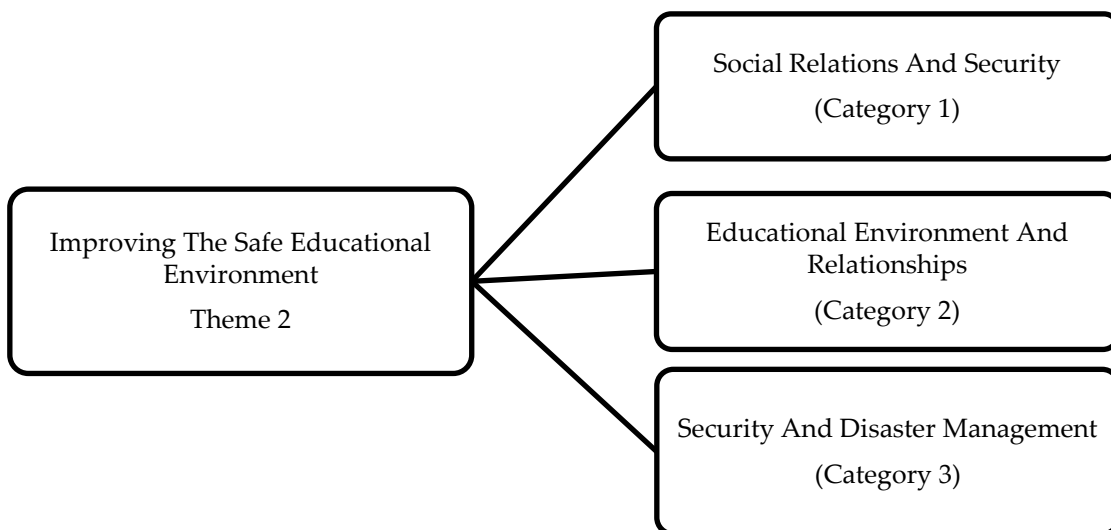
When the parents' views on the Safe School Ecosystem Theme were evaluated, the findings that the physical structure of the school, the equipment of the educational environment, the importance of the interaction of

school stakeholders with each other, and the psychological safety of the student as well as the physical safety of the student are important for creating a safe school environment came to the fore in relation to the definition of a safe school. In this theme, parents think that the perception of peer bullying as a security threat is an important risk for a safe school. Parents expressed the views that students, teachers, school administration, staff and parents should have strong communication for student safety, and that the communication breakdown between these stakeholders could jeopardise student safety both psychologically and physiologically. It was stated that every environment in the school should be safe in order for schools to carry out educational activities regularly and carefully. Students should not have security concerns in order to learn the educational outcomes and create behavioural changes. If they are anxious, they do not feel psychologically safe and cannot concentrate on the lessons (Çalık, Kurt & Çalık, 2011).

Theme 2: Improving the Safe Education Environment

In the Improvement of Safe Educational Environment Theme, there are explanations about parents' perceptions of safe school climate. In this theme, the opinions related to the second question of the research, "What kind of concerns do you have about the safe school climate of your school?" are included in this theme. The theme of improving the safe educational environment consists of the categories of "Social Relations and Security", "Educational Environment and Relationships" and "Security and Disaster Management". These themes and categories are shown in Table 4.

Table 4. Theme of Improvement of Safe Education Environment:



Regarding the first category of the theme of improving the safe educational environment, "Social Relations and Safety", parents expressed their opinions about the inability to prevent peer bullying, the negative effects of the conflict between the units in the school on the school climate, the lack of friendly treatment of students and parents, and the development of negative behaviours due to the high amount of time students spend on social media. Healthy social relationships between students can positively affect the general security atmosphere of the school. Strong friendship ties can enable students to support each other and solve problems together. This can contribute to the prevention of peer bullying and increase the psychological safety of students. Likewise, student-teacher relationships are part of social relationships and can help students feel safe. Teachers' reassurance and support to students can enable students to learn in a safe environment. It is also important that the school administration supports these relationships and contributes to the creation of a positive social environment. As a result, the creation of a safe social environment at school can support meeting the emotional and social needs of students and help increase the overall safety level of the school. Some of the parents' views on the social relations and safe category are as follows:

P1: "The biggest security concern in our school is that children cannot perceive the problems they face in real life, especially because they spend too much time in the virtual world, and they do not perceive the situation that this may

end badly and hurt them in the face of a problem they face in real life. In addition, teachers should think of children as individuals under their protection. They should think that it is a humanitarian situation rather than fulfilling a duty. If there is any damage to a child's body integrity or emotional state, they should take care of them. When a child is taken care of, he/she develops a sense of trust towards school and teachers." With these statements, it was stated that the time spent by students on social media negatively affects the school climate by affecting student behaviour and that the social relationship between students and other stakeholders in the school affects the safe school environment.

Regarding the category of educational environment and relationships, parents expressed opinions about the negative effects of negative relationships between teachers, negative teacher-administrator relationships, negative teacher-parent and teacher-student relationships, not seeing the student as an individual, and focusing only on the academic aspects of the student on the safe school climate. Educational environment and relationships can be directly related to safety in school. Students' feeling safe in the learning process and being physically and emotionally comfortable can be a basic requirement for a successful educational experience, and this safety can be ensured not only by providing the physical environment, but also by ensuring that teacher-student interactions and classroom atmosphere are supportive, respectful and reassuring. An educational environment that attaches importance to the emotional needs of students can increase their self-confidence, increase their motivation and support their success. At the same time, when student-teacher relationships are strong, students may feel more comfortable and be more willing to express their problems openly. In this way, the safety of the educational environment and relationships can support students' academic and emotional development and ensure a successful educational experience. Parents' opinions about the educational environment and categories are as follows:

P4: "The school climate is actually all about the classroom teacher. If the child is satisfied with the classroom teacher, there can be no problem. If the child likes his/her teacher, he/she likes his/her school, likes his/her class, and likes his/her friends." With her statements, he expressed the opinion that school climate and teacher-student relationship are closely related.

Regarding the Security and Disaster Management Category, parents expressed opinions about the inability to prevent external dangers, inattention of the teacher on duty, inability to follow up students, and the lack of emergency exit plans to be used during natural disasters.

P2: "The precautions, warnings, necessary trainings, seminars and the duty area of the teacher on duty are important for a safe school. All kinds of measures should be taken, from stairs to entrance and exit steps. Having first-degree escape plans and signs against natural disasters such as fire and earthquake are also effective factors for me." With these statements, she stated that teachers on duty monitoring students and having emergency plans indirectly affect the school climate.

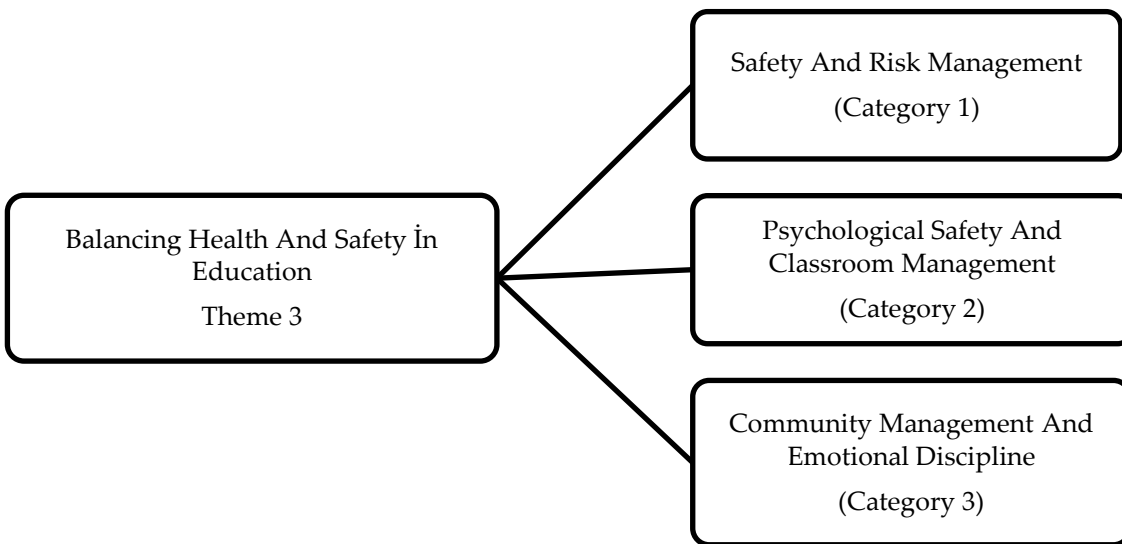
Regarding the safe school climate in the theme of Improving the Safe Educational Environment, parents stated that the relationships between school stakeholders are the key point to improve the climate positively. It was stated that the relationship of the student with his/her teacher, school staff and friends closely affects the psychological state of the student as well as the school climate.

Safe school climate is a very important concept in creating a safe school environment. Whether the school climate is positive or negative affects student success. While students show positive behavioural changes when they receive education in school environments with a positive school climate, students who are exposed to a bad school climate are psychologically negatively affected and have problems with school attendance. Administrators, teachers and other school staff establishing good relationships with students and supporting them depends on the development of a safe school climate. It is important for a safe school climate that students develop good relationships with their peers and reduce violence, that the school's physical environment and social activities are adequate for students, and that academic programmes and achievements are appropriate for student level and support student development. School climate increases students' commitment to school and enables them to enjoy school and to be positively attached to school (Özdemir et al., 2010).

Theme 3: Health and Safety Balance in Education

In the theme of Health and Safety Balance in Education, there are explanations of parents about physiological and psychological factors affecting safe school. In this theme, the opinions related to the second question of the research, "What are the problems encountered in providing a safe school environment according to parents' opinions?" are included. The theme of Health and Safety Balance in Education consists of the categories of "Safety and Risk Management", "Psychological Safety and Classroom Management", "Community Management and Emotional Discipline". These themes and categories are shown in Table 5.

Table 5. Health and Safety Balance Theme in Education



Regarding the Safety and Risk Management Category, parents expressed their opinions about stair safety, ground safety of the school, garden and floors, control of school entrances and exits, security walls, crowded classrooms, pushing and collision incidents during breaks, emergencies, risky areas of the school, material facilities, physical structure of the school, and financial impossibilities. Safety and risk management at school plays a critical role in ensuring the physical, emotional and psychological safety of students and staff. This management process should aim to identify and analyse potential risks and take appropriate measures. Plans can be made and implemented to prevent or minimise incidents such as fires, earthquakes, accidents and bullying. Monitoring and controlling security threats around the school is also an important part of this process. Measures taken to ensure the safety of students and staff can make the school a more robust and supportive environment. This can enable students to focus on the educational process and realise their full potential. Some parent views on the Safety and Risk Management Category are as follows:

P2: "When I think of the physiological factors affecting the safe school environment, I think of the control of entrances and exits and the measures taken against all kinds of negativities. Barriers to be used for falling from height, nets or handrails that can be used in stairwells, and measures to be taken on the ground or in the garden are important. It is necessary to keep the park area locked in case the iron or wooden parts in the park inside the school are broken or rotted by factors such as rain, mud, snow over time, and rusting of the tiles. Camera systems must be operational." With these statements, the participants expressed the opinion that risky areas in need of repair and maintenance threaten the safe school environment.

Regarding the category of Psychological Safety and Classroom Management, parents expressed opinions on peer relations, peer bullying, family ties, emotional safety, anxiety, small and large classes next to each other, classroom layout and structure, psychological and mental insecurity in children.

Psychological safety can make students feel that they have the freedom to express themselves in the classroom and relax emotionally. In this context, classroom management should include the creation of an environment that understands the emotional needs of students, supports them and makes them feel safe. Teachers' empathic approach, understanding students' emotional reactions and treating them fairly can be

important for psychological safety. In addition, setting clear and consistent classroom rules can help students regulate their behaviour and ensure safe classroom interactions. In this way, students' self-confidence can be increased, cooperation and interactions can be strengthened and a more positive learning environment can be created.

Regarding the category of Community Management and Emotional Discipline, parents expressed opinions on the structure of school management, student discipline, teacher duty, denial of problems at school, non-compliance with school rules, child-related problems, immigrant integration and language problems.

School management, teachers and other staff can use emotional intelligence and conflict resolution skills in managing interactions between students. An emotionally safe environment can help students express their feelings, build healthy relationships with each other and cope with stress. Moreover, in this environment, students can reduce their negative behaviour by developing the skills needed to cope with emotional difficulties. Community management and emotional discipline can support the social and emotional development of students while also ensuring the overall safety of the school. Therefore, it is important to create a safe and supportive learning environment in schools by focusing on these issues. Parents' views on the Community Management and Emotional Discipline Category are as follows:

P2: *"When I gave my first child to school, my concerns were about the teacher portfolio, the teachers' approaches to children, safety, and ensuring that their feedback to them against any dangers that may occur. Apart from that, the answers or help they can get when they report the bullying that may occur between children to the higher authorities. These are a problem for me and the fact that the measures against them are taken by the school administration is effective for me."* With her statements, she stated that meeting the psychological and physiological security gaps that may occur in the school by the school administration is important in terms of safe school.

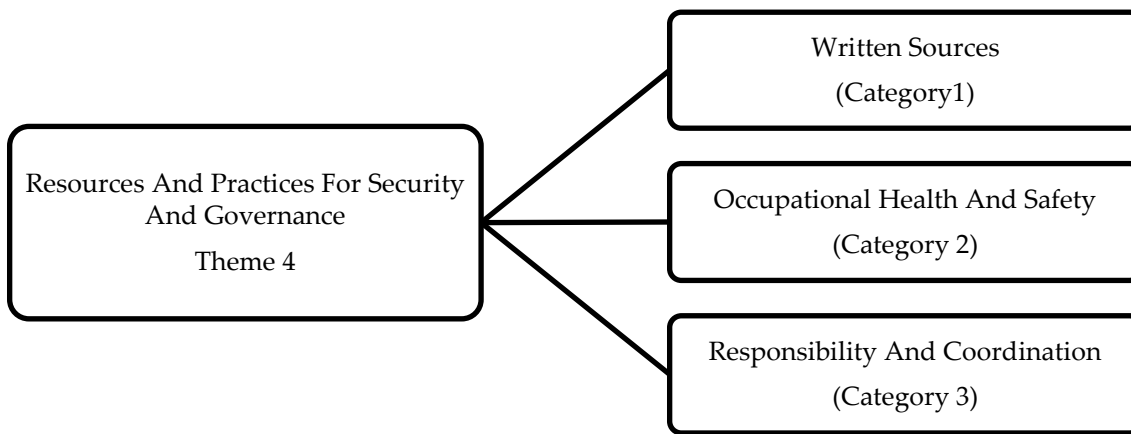
P14: *"It can be economic, for example, students coming from other cities, disaster areas or Syria or other countries through migration experience psychological disorders. These children feel alienation, they feel excluded, they are excluded because they do not speak the language, or they start to express themselves differently and express themselves with anger because they cannot speak."* With her statements, she stated that foreign students who migrated from other countries negatively affect the safe school environment because they have adaptation problems and do not speak the language.

In the Health and Safety in Education Theme, parents expressed opinions based on their own experiences about the physiological and psychological factors affecting the safe school environment. It was stated that the primary need of the student is physiological safety and that he/she cannot participate in the education process at school without protecting his/her body health, and that the psychological state of the student affects the lesson process at least as much as his/her physiological state. In organising a safe school environment, the environment should be made safe by considering the best interest of the student. The best interest of the child can be realised primarily by protecting his/her physical and emotional integrity. According to Öğülmüş (2006), school environments where students feel safe are very important for the school to fulfil its mission of integrating children into society. In order to realise this aim, a safe school environment must be an environment where students feel physically and psychologically safe, where they can have a common learning opportunity and where their differences can be supported. In an educational environment where the basic need for security is not met and the student feels in danger, the student cannot complete the educational process. For this reason, it is necessary to create environments in schools where students feel safe and comfortable in every aspect (Cited in Şabano, 2017).

Theme 4: Resources and Applications for Security and Communication

The theme "Resources and Practices for Safety and Communication" includes parents' information about the resources used for safe school, what can be done to improve these resources and how to ensure a safe school environment. Resources and Practices for Safety and Communication Theme consists of "Written Resources", "Occupational Health and Safety" and "Responsibility and Coordination" categories. These themes and categories are shown in Table 6.

Table 6. Resources and Practices for Safety and Communication Theme



In the Written Sources Category, parents expressed opinions about written sources such as regulations, circulars, national education councils, fire and earthquake instructions, entrance-exit signs, pedestrian crossing signs, school rules, announcements. Fifty per cent of the parents interviewed stated that they did not have information about written resources. Written resources play an important role in providing a safe school environment. These resources can include a variety of documents such as school policies, procedures, safety guidelines, emergency plans and training materials. Written resources ensure that teachers, staff and students are aware of safety issues and help them to identify potential risks in advance. They can also provide guidance on how to act in emergencies and provide a framework for ensuring the safety of the school community. Having complete and accessible written resources for a safe school is an important step for the safety of all stakeholders. Parent views on the Written Resources Category are as follows:

P2: *"When we look at the regulations and resources, of course, as a citizen, we can interpret them according to our experiences. We apply to the school administration when necessary. We see written sources such as school rules or entrance and exit rules, the location of the school, pedestrian crossing. I think we have more or less knowledge."* She stated that school rules, school entrance and exit signs and pedestrian crossing signs are written sources and that these sources can be accessed by applying to the school administration when necessary.

P11: *"Unfortunately, I do not have enough information about written sources."* He stated that he did not have information about written sources with his expressions.

Regarding the Occupational Health and Safety Category, parents expressed opinions about occupational health and safety trainings, regulations and circulars issued within the scope of occupational health and safety. Occupational health and safety is extremely important for school management because the school is responsible for ensuring the safety of students, teachers and other staff. In this context, school management should establish, implement and continuously review occupational health and safety policies. All necessary measures should be taken to ensure that teachers and other staff have safe working environments and stakeholders should be trained in this regard. In addition, establishing emergency plans and procedures and conducting regular drills can also play a critical role in ensuring occupational health and safety. Occupational health and safety is a priority responsibility of school management and should not be neglected, it can be a fundamental requirement for the health and safety of the whole school community. Parent views on the Occupational Health and Safety Category are as follows:

P8: *"There is occupational safety. There are duties of the school administration, duties of the school staff and duties of the teacher to ensure that students are in a safer environment."* With his statements, he stated that there are occupational health and safety resources for student safety.

Regarding the Responsibility and Coordination Category, the parents stated that financial opportunities can be improved, the Ministry of National Education can support schools to create a safe school environment, all responsibility cannot be left to the school administration, meetings and information on the subject should be held frequently, security guards and health officers can be provided in schools, first aid courses can be given

to teachers, experiences can be learnt from, and written resources can be developed better. Providing a safe school environment requires the effective fulfilment of coordination and responsibility. School management should establish a strong communication network between teachers, staff, students and parents and act in co-operation. This is vital for effectively managing emergencies, establishing and implementing safety policies, identifying risks and taking precautions. Everyone should have specific roles and responsibilities and should act in a way that recognises these responsibilities. Coordination and responsibility are the basis for coming together and working together to ensure the safety of the school community. Therefore, everyone's active participation and sense of responsibility is important to create a safe school environment. The opinions of the parents about the Responsibility and Coordination Category are as follows:

P16: "It is necessary to take precautions before something happens to the child, there is nothing to do after the event happens. The child can lose a limb, there is a risk of blindness in the eye, so we need to be constantly alert to see if the child can be harmed without missing anything we see." The teachers and school administrators should take the necessary precautions before the incident occurs.

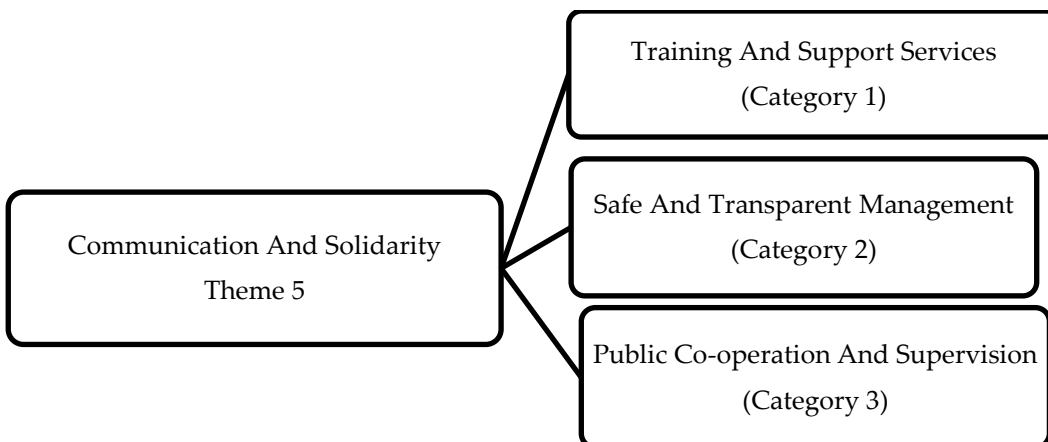
In the Resources and Practices for Security and Governance Theme, parents expressed opinions on the types of written resources and their requirements for a safe school environment, and underlined that written resources should be developed and measures should be taken before security vulnerabilities occur. It was stated that security gaps in schools jeopardise the physical and psychological safety of students and that the school administration and the Ministry of National Education should work in coordination to close these gaps. In order for occupational health and safety trainings to be more effective, these trainings should also be given to parents because in half of the interviews, it was observed that parents did not have sufficient knowledge about written resources.

Preventive activities, taking measures and completing the deficiencies within the scope of Occupational Health and Safety in educational institutions are very important. School management should meet the health and safety needs of students, teachers and other staff with the measures to be taken in the fields of Occupational Health and Safety. School management should inform teachers, students, parents and other stakeholders of the school about all risks in the school in terms of health and safety and this process should be continuous (Kumtepe & Akkaş, 2022).

Theme 5: Communication and Solidarity

The Communication and Solidarity Theme includes the views of parents on how the school administration, family and teachers should communicate with policy makers in creating a safe school environment. The Communication and Solidarity Theme has the categories of "Education and Support Services", "Safe and Transparent Management" and "Public Cooperation and Supervision". These themes and categories are shown in Table 7.

Table 7. Communication and Solidarity Theme



Regarding the Education and Support Services Category, parents expressed their opinions on the effective role and strong services of the counselling service within the scope of safe school, parent and student

education processes supported by seminars and trainings, and the issues of individual parents raising their children.

Education and support services at school are closely related to the concept of security because they are designed to ensure the safety and well-being of students. These services may include various measures to ensure the physical and psychological safety of students. Guidance services provide counselling and guidance to support students' emotional safety and help them through difficult times. They can also be important in raising students' awareness of safe behaviour and helping them cope with risky situations by organising educational seminars and support programmes. By providing a safe learning environment, education and support services can increase students' achievement and contribute to the development of healthy relationships within the community. The opinions of the parents about the Education and Support Services Category are as follows:

P2: *"My first preference is, of course, the cooperation of parents and teachers, followed by the cooperation of teachers and school administration, the cooperation of guidance counsellors, and providing the necessary training to children is important for them to ensure their own safety. When an incident occurs, a common solution should be created. If solution-oriented, a healthy education system can be reached in a good cooperation."* With her statements, she stated that in the creation of a safe school environment, it is necessary to be solution-oriented at the time of an incident with the guidance of the guidance service.

Within the Safe and Transparent Management Category, parents expressed their views on transparent and uninterrupted information exchange, interaction and activity planning on social networks, inclusive and supportive management rather than bureaucratic and hierarchical, effective and transparent communication with parents, teachers and students.

A safe school environment should include a transparent management approach as well as ensuring the physical and emotional safety of students and staff. In this framework, school management can co-operate with students, parents and staff to determine and implement safety measures. Through a transparent communication and decision-making process, all stakeholders can contribute to the school's safety policies and evaluate the effectiveness of these policies. In this way, a safe school environment is supported not only by physical measures but also by an open and transparent management approach. This approach can enable students to focus on their education and at the same time strengthen trust and solidarity in the school. Parent views on the Security and Transparent Management Category are as follows:

P3: *"There should be very close co-operation to ensure security. First of all, everything should be transparent. In order to reduce the anxiety levels of the parents a little bit, we can actually invite them to the school, what I mean by being transparent is that they should see the school environment. In order to give them that perspective, training seminars can be repeated, they can be continuous. Camera systems are also important for obtaining transparent information in case of an incident."* With her statements, she stated that transparent management is important for safe schools and camera systems support transparent management.

Regarding the Public Co-operation and Supervision Category, parents expressed opinions on information sharing, teamwork, co-operation among public institutions, solution-oriented communication, and supervision of policy makers in the field within the scope of safe school.

School management can bring together different stakeholders such as parents, students, teachers and local communities to cooperate to improve safety. Through this co-operation, they can set, implement and continuously review security policies. It can also monitor and evaluate the effectiveness of these policies through audit mechanisms. Public co-operation and oversight can support the achievement of a safe school environment not only through physical measures, but also through the joint efforts and participation of the community. In this way, the safety of students and staff can be maximised. Parent views on the Public Co-operation and Supervision Category are as follows:

P6: *"I think that opinions and suggestions can be collected and the parts of the requests that can be done on a common ground can be implemented. Now the school administration is already in the school, but the people who determine the policy should also come to the school, see the school on site and work in the field."* With her statements, she stated that it is important for policy makers to spend more time in the field within the scope of creating a safe school environment.

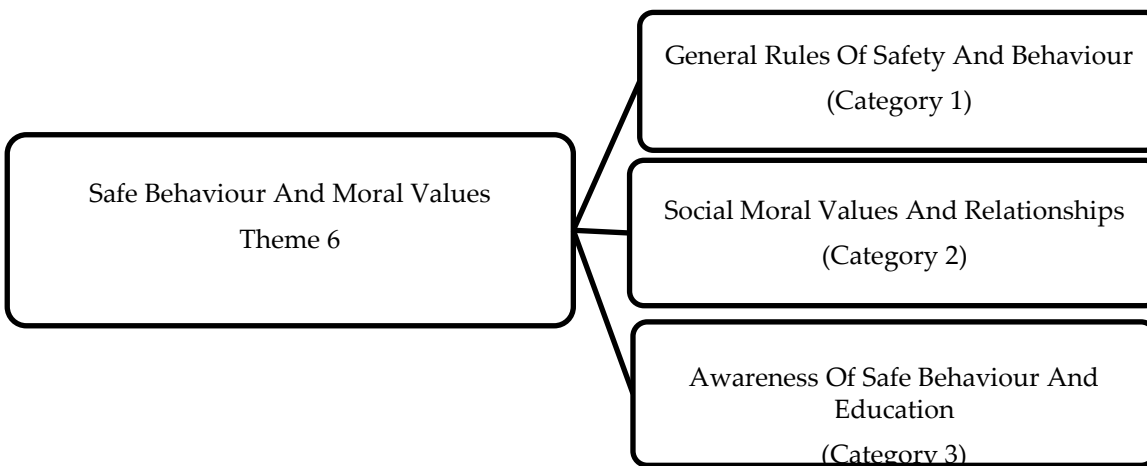
Communication and Solidarity Theme In the Communication and Solidarity Theme, parents emphasised the importance of communication and solidarity in creating a safe school environment and inferred that the stakeholders that make up the school should work in coordination. Positive communication between policy makers, public institutions, school administration, guidance service, teachers and parents is necessary for a safe school environment. Guidance service is an important unit that will provide communication between students-teachers, parents-teachers. School management should be solution-orientated in problems that will negatively affect the safe school environment due to communication in the school.

In order to create a safe school environment, it is necessary to plan the applications to be made in the long term due to the fact that the variables are many and multidimensional. Effective participation of students, parents, teachers and school management stakeholders is important in terms of creating a good model. Due to the multidimensional nature of the safe school, ensuring security requires taking measures that concern all school components. A school environment where the security measures taken are not shared with stakeholders may bring insecurity (Karakütük, Özdoğan Özbal, Sağlam, 2017). Policy makers, public institutions and school management should work in coordination to create a safe school environment.

Theme 6: Safe Behaviour and Moral Values

In the Safe Behaviour and Moral Values Theme, parents' views on what behaviours should be taught to students in order to create a safe school environment are included. The Safe Behaviour and Moral Values Theme consists of the categories of "General Safety and Rules of Behaviour", "Social Moral Values and Relationships" and "Safe Behaviour and Educational Awareness". These themes and categories are shown in Table 8.

Table 8. Safe Behaviour and Moral Values Theme



Regarding the General Safety and Code of Conduct Category, parents expressed their opinions about following the safety rules at school, respecting the school entrance and exit times, acting in a controlled manner and knowing how to act in case of emergency, not fighting and respecting their friends, and developing a school policy by disregarding parents.

General safety and behaviour rules at school should include measures taken to protect the physical safety of the school, but also promote harmony among students. Procedures such as regular walking in the corridors, fire and emergency drills can be established to ensure that students move around the school safely. In addition, codes of conduct that emphasise values such as respect, tolerance and empathy can help students to build healthy relationships with each other and learn in a positive environment. Strict enforcement of these rules can ensure the safety of students and contribute to the achievement of the school's purpose. Parents' opinions on General Safety and Behaviour Rules are as follows:

Ps: "Our teachers should warn students not to run in the corridors, to go down the stairs from the right and come out from the right, not to get too close to the stair railings, that is, not to touch them, and not to hang from the windows if they are open. Students should be told how to behave in public areas. Students should be taught that uncontrolled

movement in these areas may cause accidents." With his statements, he stated that students should behave in a controlled manner especially in crowded environments for safety.

Regarding the Social and Moral Values and Relationships Category, parents expressed opinions about showing appropriate behaviour in society, standing against peer bullying, the importance of privacy and teaching it correctly, not trusting parents, and improving student self-confidence.

The school should encourage students to adopt social and moral values such as empathy, respect, justice and responsibility. These values can support the establishment of healthy relationships between students and the creation of a positive environment. The school can implement social and emotional learning programmes to help students develop skills such as respecting differences, resolving conflicts in a healthy way and helping each other. Thus, while strengthening students' relationships with each other, it can contribute to the prevention of negative behaviours such as violence and bullying at school. These values and relationships are important as they form an important basis for both academic success and personal development of students. Parents' opinions on the Social and Moral Values and Relationships Category are as follows

P2: "Students can learn the situations to be considered when going up and down the stairs or the rules to be applied when directing them to emergency exit doors in an emergency. It can give an education against bullying. It can be explained that they should not leave the safe area unless the teachers give permission, and that they should report to the teacher in case of negative experiences with their friends. Families should raise the student with self-confidence so that the student can tell the teacher about the problem." She stated that students should be given education about preventing peer bullying and parents should develop behaviours to improve students' self-confidence.

Regarding the category of Safe Behaviour and Education Awareness, parents expressed their opinions about staying away from windows and safety, emergency exit doors and fire safety, lessons and training on safety, reminding rules and behaviours at school ceremonies, not comparing students and preventing violence.

In terms of safe behaviour and education awareness at school, it may be important for safe schools to carry out activities for students to recognise their personal boundaries, to recognise dangers and to exhibit safe behaviours. In addition, evaluating the risks in their environment and cooperation skills can be important skills that students can learn about safety at school. While preparing students to deal with dangerous situations, the school can also encourage them to be responsible individuals in society. Parent views on the category of Safe Behaviour and Education Awareness are as follows:

P14: "The most important thing for my student is his/her relationship with his/her friends at school. I tell him that he should keep his distance, not gesticulate, not push and shove. For example, I warn him not to touch his friend when he is drinking something in his hand. In the lessons, I tell him to sit completely in the lesson, sit back and listen to the teacher, not to speak before the teacher gives the right to speak, not to be in communication with his right and left, not to answer if his friends are in contact with him. It turns out that I give a good education from the feedback I receive." She stated that safe behaviour patterns are started to be taught in the family.

In the Safe Behaviour and Moral Values Theme, parents stated that students should start learning behaviour patterns related to their physical and psychological safety in the family, and that these behaviours should continue to be reinforced and taught at school in order to make the school environment safe. In order to create a safe school environment, the rules of behaviour that should be taught to students can be evaluated within the scope of school rules and these behaviours can be taught to students by stating them verbally or in writing during the whole time the student is at school. Especially against peer bullying, measures can be taken against this situation that threatens the safe school environment psychologically and physically by bringing the sense of compassion to the forefront and by creating behavioural changes in students that our own freedom ends where the limits of others begin.

Conclusion, Discussion and Recommendations

Within the scope of this study, which was conducted to examine parents' views on safe schools, some results were obtained. These results are as follows:

According to one of these results, the most frequently mentioned issues related to the definition of a safe school are safe school entrances and exits, students being recognised by school staff and teachers, having a school boundary wall, having security at the entrance of the school and environmental security. Recognition

of students by school staff and teachers can increase their sense of security and enable rapid intervention in possible risk situations. The presence of security measures at the entrance of the school and the presence of walls surrounding the school can increase parents' trust in the school in terms of the physical security of the school. These factors are important in terms of ensuring that parents are confident that their children are in a safe educational environment. Considering the security concerns of parents, school management and stakeholders should take necessary measures to create safe school environments. In a study conducted by Açıkgöz (2022), safe schools were described as living spaces where general security measures are taken and possible risks are reduced, and it was concluded that the most important criterion for all schools to reach safe school qualifications is to control school entrance and exit security. This research result is in parallel with the current research result.

According to the parents' opinions, when the points that parents with primary, secondary and high school students drew the most attention about safe school were analysed, it was concluded that parents with students in primary school generally drew attention to the physical safety of the school in response to the problem of falling and injury of their students and that they saw foreign students in their classes as a problem. It was concluded that peer bullying was the most common point that parents with students in secondary and high school levels drew attention to. According to a study conducted by Koç et al. (2024), violence and peer bullying among students threaten the safe school environment and make teachers sensitive to this issue. In the study, it was pointed out that teachers need school discipline policies in this regard and that a transparent discipline policy with clear rules can be effective on students. Regarding physical security, according to a study by Açıkgöz (2022), it is important to provide physical environment and school conditions for a safe school environment. Because the physical environment of the school is directly related to security. The results of this research support the findings of the current research.

Another result reveals that parents' trust in school staff, teachers and school management is important in terms of safe schools. Parents want to be sure that their children will be safe while entrusting them to school. For this reason, it has been determined that trust in school staff and teachers is one of the main factors affecting parents' trust in the school. Parents should be sure that their students will receive safe education at school and that they will be guided in the right way when necessary. Parents who do not trust school staff and teachers may be concerned about the education and safety of their children, which may lead to mistrust and communication problems between the school and the parents. For this reason, school management and staff should be in transparent communication, effective management and co-operation with teachers in order to gain the trust of parents. According to Dönmez's (2001) research, school personnel and school administrators have important duties in taking physical measures in schools, and the conclusion that these school stakeholders play a central role in the process of determining, taking measures and implementing security problems that threaten the school indicates that school management and personnel affect school security and supports the results of the current research.

A further result shows that maintenance and repair works in the school should be carried out by evaluating the safety of the students and parents should be informed and their opinions should be taken. Parents emphasised that maintenance and repair works at school should be evaluated meticulously in terms of students' safety. It was understood that one of the primary concerns of the parents was to ensure the physical and psychological safety of the students. It is considered that maintenance and repair works in schools have a direct impact on student safety and it is important to inform parents about this issue and to ensure their participation. According to the result of the research conducted by Özer and Dönmez (2007), the school building should be evaluated in terms of physical security, measures should be taken in deficient and problematic sections, and technological equipment can be utilised in this regard when necessary, which coincides with the result of the current research that maintenance and repair works in the school affect the safe school environment and cause anxiety for parents.

In the current study, it was determined that parents' anxiety increased when they could not get feedback about their students during the day and that teachers on duty should be careful during the watch, that it is important for the teacher on duty to intervene when there is a problem with the student in terms of safety, and that the relevant parent should be contacted quickly. According to the results of the research, parents want to know that their children are safe at school and they want to be informed quickly when there is any security problem. In a study conducted by Günay and Özbilen (2014), it was pointed out that on-call

teachers fulfil the duty of guard duty expected from them most of the time, but in some cases they could not detect the negative situations developing in the area where the students were located and could not take the necessary precautions because they did not make the necessary controls, which is in line with the result of the current study that it is important for the teacher on duty to be careful during the guard duty in terms of security. It is important for teachers on duty to follow the students closely and intervene quickly in possible security violations in order to reduce the security concerns of parents and contribute to the provision of a safe environment in the school.

It was concluded that the maintenance and repair work in the school is closely related to the financial situation of the school and that parents have this concern that schools with insufficient financial situation may be insufficient to create a safe school environment. It is important for parents to make efforts to solve such problems in co-operation with the school administration and relevant stakeholders and to apply to the relevant authorities when necessary. According to the study conducted by Gürel and Sarışık (2022) in secondary schools, it was concluded that school principals had difficulties when there were not enough resources that school financial resources were mostly used to meet maintenance and repair expenses and that the high number of classes caused the cost of maintenance and repair to increase. These results support the conclusion in the current study that the financial situation of the school affects maintenance and repair works and indirectly the safe school environment. When the lack of financial resources is solved with alternative financing sources, meeting the maintenance and repair needs is important in terms of responding to the concerns of parents on this issue and supporting the formation of a safe school environment.

It was concluded that the school environment and crowded classrooms, the inability to distribute students according to the class area, and the fact that the classrooms are on the lower floor are perceived as threats by parents in terms of a safe school environment. Again, according to the results of the research, it is important for parents that the classroom environment is created by taking student safety into consideration. It has been determined that this situation raises concerns that it may make exits difficult and jeopardise the safety of students, especially in emergencies. Parents think that it is important to organise the classroom environment by taking student safety into consideration and to distribute students according to the class area. Providing an environment where students can safely evacuate in emergencies and move freely in the classroom can reduce parents' safety concerns. School management and relevant stakeholders can review classroom arrangements by taking into account the concerns of parents and make arrangements to prioritise student safety. In this way, a safe learning environment can be created in schools and parents' concerns about safety can be addressed. According to a study conducted by Şabano (2017), the increase in the number of students in schools increases violence, fights and grouping, and in parallel with this, unwanted behaviours are observed more. Since this situation directly affects the increase in security problems in schools, it is recommended that new schools be built as small neighbourhood schools. According to a study by Geyin (2007), the increase in the size of the school prevents control within the school, individual monitoring of students and support for their individual development. In addition, since it becomes difficult to organise social activities, it paves the way for security problems within the school. These results in the literature support the conclusion in the current study that crowded schools threaten the safe school environment and are perceived as a security threat by parents.

It was concluded that the preparedness of schools for emergencies and disasters is an important factor for safe schools according to parents. According to parents, emergency and disaster situations are seen as potential risks that may threaten the physical safety of students and school staff. Parents want a prepared school environment that will ensure that their children are safe in such situations. Therefore, it is important for parents that schools are effectively prepared in terms of disaster plans, evacuation procedures, emergency communication systems and crisis response teams. The result of Özcan's (2015) study that administrators and teachers should create school safety plans for emergency safety situations and teach students how to behave in emergency safety situations supports the result of the current study that it is important to take precautions and be prepared for a safe school against emergencies. In addition, according to a research result of Turhan and Turan (2012), the fact that schools are not prepared for any disaster situation and parents are sensitive about disaster safety indicates that disasters and emergencies are seen among the risks threatening safe schools. This result supports the conclusion of the present study that measures related to emergencies and disasters are important for parents in terms of safe school. When

parents have confidence in the ability of schools to manage such emergencies, they feel that their children are safe at school. Therefore, it is vital for parents to have confidence in school management in terms of disaster and emergency management in order to ensure a safe school environment.

Another result shows that parents think that safe school environment is closely related to the physical structure of the school, educational environment and equipment, effective communication of school stakeholders, as well as the psychological well-being of the student. According to the results of a study conducted by Güngör, Değirmendere and Gürbaz (2021), the main causes of physical, verbal and emotional violence that threatens the safe school environment are the student himself, his family, environment and school. A study conducted by Göksoy, Emen, and Aksoy (2013) revealed that there is a positive relationship between physical and psychological factors related to the safety of primary and secondary schools, and that as the psychological factors improve in the school, physical factors and social factors also improve accordingly, and for this reason, the factors that make up a safe school are interconnected. The result of the present study supports the conclusion that physical factors and psychological factors should be evaluated together for a safe school.

In the study, it was concluded that parents perceive peer bullying as a security threat and think that school stakeholders should work in coordination on this issue and school administration should take deterrent measures. In addition, it was determined that parents have an opinion that the fact that the classes of older and younger students are next to each other in terms of grade and age increases peer bullying. According to the results of the research, parents perceive peer bullying as a serious security threat and think that the school should take effective measures in this regard. According to the results of PISA 2022, in OECD reports, on average one in 10 students do not feel safe at school. 20 % of students reported that they had been vandalised at school, 17 % had witnessed an injury or a fight at school, and 11 % knew students carrying knives or guns. These results support the parents' perception of peer bullying as a security threat. Furthermore, according to a study conducted by Abu Afach, Kiwan, and Semaan (2017), students with special needs are more likely to be bullied. Peer bullying is seen as an important problem that can cause physical and psychological harm to children and parents do not want their children to encounter such negative experiences. For this reason, parents expect school stakeholders to cooperate and make a joint effort to prevent peer bullying. In addition, since parents are concerned that having students of different age groups in the same classes may increase peer bullying, they want the school administration to be careful about classroom arrangements and take appropriate measures to prevent peer bullying. According to the study conducted by Çalık, Kurt, and Çalık (2011), the prevention of bullying in schools depends on students being supported by teachers and school administrators, students feeling psychologically safe at school, participating in decision-making processes, teachers being success-oriented, and school rules being clear and understandable. This result coincides with the result of the current study that peer bullying, which threatens the safe school environment, can be solved with the co-operation of school stakeholders.

It has been determined that parents think that the safe school environment should have a positive climate, and for this, it is important to make decisions in the direction of the student's best interest in solving problems that threaten the safe school environment. The parents drew attention to the necessity of a positive climate for a safe school environment and to find solutions to the problems faced by the school by considering the best interests of the students in order to create this climate. Because according to parents, a safe learning environment can be possible with a positive school climate. In a project conducted by Çalık, Özbay, Erkan et al., (2009) on safe schools, it was predicted that meeting the psychological needs of students and providing students with skills such as problem solving and emotion management could prevent violence problems at school and this would create a positive school climate at school. The aim of the safe school programme, which was developed based on this prediction, is to improve the social and emotional competence levels of students and to implement compensation programmes to complete the deficiencies of students who are seen as problematic. At the end of the project, it was concluded that the bullying behaviours and victimisation levels of the students decreased and a positive school environment was formed in which the students' friendship relations improved (Cited in Çalık, Kurt & Çalık, 2011). The result of the project supports the result of the current study regarding the importance of school climate in creating a safe school environment.

In the study, it was concluded that the parents thought that the problem of adaptation of foreign students and the problem of not knowing the language led these students to violence and this situation threatened the safe school environment. The problem of not knowing the language of foreign students may cause lack of communication and misunderstandings, which may lead to negative social interactions and conflicts. Students who experience adaptation problems may feel excluded or lonely, and this may lead to negative behaviours such as violence. Therefore, providing support for foreign students' integration processes and language learning can be an important step in maintaining a safe environment at school. These supports can be provided through understanding and accepting cultural differences and implementing programmes and policies that will facilitate the integration of students. In a study conducted by Saritaş, Şahin, and Çatalbaş (2016) on the problems encountered with foreign students, it was concluded that the majority (62 students) of the 125 foreign students in the schools they studied were Syrian students and that the biggest integration problem belonged to this majority. In addition, they evaluated the reason for the adaptation problems as the fact that the reason for the migration of these students who migrated from Syria was the war, that they experienced death and fear during this war, and that it was difficult for them to overcome the traumas they experienced accordingly. These results support the conclusion of the current study that foreign students threaten the safe school environment due to adaptation problems. However, the result of the same study that students who migrated from Iran and Afghanistan do not have adaptation problems because they come to Turkey for better living conditions in Turkey or for transition to Europe contradicts the result of the current study.

Parents think that the school administration should take early measures to create a safe school environment, that the attitude of the school administrator is important in terms of security, and that counsellors, parents, teachers, policy makers and other institutions that support the school should support the school administration in these measures. According to the results of the research, the measures to be taken by the school administration regarding the safe school should aim to identify and prevent potential risks in advance and minimise possible security problems. Parents believe that the attitude of school administrators in this regard is of vital importance. A sensitive and proactive attitude of school administrators on security issues can be a critical factor in gaining the trust of parents and ensuring the safety of students. In a study conducted by Tekin and Kılıç (2010), it was concluded that it is important for the school administration to increase the sensitivity of the school administration regarding the safe school, to carry out studies to increase the sense of belonging of students and parents to the school, to create areas where everyone can spend natural and free time within the scope of the responsibility of local governments regarding the school and its surroundings, and to increase in-school activities by helping the psycho-social development of students. These results coincide with the results of the current study that school administration should take precautions against the risks that will create a security gap and threaten the safe school environment and should cooperate with other stakeholders.

Another result of the study proves that parents attach importance to safe behaviour awareness training that starts in the family and continues at school for a safe school environment. Safe behaviour awareness training should guide students in recognising risky situations, avoiding dangers and establishing positive social relationships. Parents believe that such trainings will contribute to creating a safer environment at school by increasing students' safety awareness. In a study conducted by Yavuzer (2011), behaviours that threaten safety in schools are an important risk factor for a safe school environment. Teachers' establishing positive relationships with families and students, supporting student development, providing students with skills such as conflict resolution and anger management are among the important duties of teachers in terms of preventing violence and aggressive behaviours at school. The results of this research coincide with the results of the current research that students should develop behaviours that will positively affect the safe school environment. Effective strategies can be developed and programmes can be prepared to teach safe behaviours to students in schools.

Since the family environment is the first place where emotional security is learnt, it was concluded that parents think that the family environment in which students are raised affects the safe school environment and that students with good family ties have low anxiety levels. Strong relationships within the family can support students' general emotional and psychological well-being, and whether these relationships are good or bad can positively or negatively affect the safe school environment. In a study conducted by Yıldırım

(2017), it was concluded that the educational status of students' parents is a factor affecting students' perceptions of safety, the behaviours reflected on the student are more positive due to the high educational status in the family, the student grows up in an environment of trust and for this reason, the strong relationship network in the family is reflected on the student and the school, the student with high educational status participates in many social activities, so these students are considered as students who contribute to the positive climate of the school, and these students have a high sense of belonging to the school. In the current study, it is in parallel with the result that the student's family environment affects the safe school environment and that the behaviour patterns in the family are related to the safe school environment.

It was concluded that parents did not have sufficient information about written sources and occupational health and safety. According to a study conducted by Günay and Özbilen (2023), occupational health and safety practices; predicting and eliminating hazards that may endanger human life, raising awareness of employees and students against occupational health increases trust in the institution and supports a more efficient teaching process. According to the results of a research conducted by Özakün et al., (2023), the importance of occupational health and safety practices in schools should aim to make the school environment safe and healthy for students, teachers and other staff. When the researches in the literature were examined, it was seen that there were results about occupational health and safety related to school administrators, teachers and students, but there were no results about parents. Raising awareness of parents about occupational health and safety can be an important factor in terms of creating and maintaining a safe school environment and ensuring parents' trust in the school.

Based on the results of the study, some recommendations were made for policy makers, practitioners and other researchers:

- In order to develop a safe school environment, policy makers and Ministry of National Education officials can visit schools more often, visit the environments of schools and examine them in terms of security. They can prepare school-specific reports on the security problems they encounter in schools and raise awareness on the issue.
- Policy makers and practitioners can consider the views of parents as an important stakeholder suggestion in relation to safe schools and make decisions about safe schools within the framework of parent, school and environment co-operation.
- Practitioners can frequently review the security measures of schools at all levels of education and make it compulsory to have security guards in schools.
- Policy makers and practitioners can ensure that administrators and teachers are provided with trainings on ensuring the psychological safety of students.
- Occupational health and safety trainings given periodically to school administrators and teachers can be given in accordance with the characteristics of the school.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Yıldız Technical University (Approval Number/ID: 03/09/2023/2023.09 Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

1st author contributed 50%, 2nd author 50%.

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