INVESTIGATING THE FREQUENCY, CAUSES AND RESULTS OF SCHOOL VANDALISM ACCORDING TO THE VIEWS OF SECONDARY STUDENTS AND TEACHERS

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I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work; otherwise I accept all legal responsibility.

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# ABSTRACT

## INVESTIGATING THE FREQUENCY, CAUSES AND RESULTS OF SCHOOL VANDALISM ACCORDING TO THE VIEWS OF SECONDARY STUDENTS AND TEACHERS

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The aim of the current study was to explore the frequency, causes and results of school vandalism according to the views of secondary students and teachers. The study was conducted at three secondary schools in three different towns (Altındağ, Çankaya and Mamak) in Ankara as the location of school is thought to have influence on the frequency and causes of school vandalism. In the framework of the study, the views of 397 students and 59 teachers regarding the frequency, causes and results of school vandalism were taken via questionnaires developed by the researcher. The data were analyzed by using percentage and frequency tables and Cramer's V correlation (association) coefficient. The results indicated that male students are more likely to get involved in vandalistic acts. Moreover, as the grades of the students increase, the probability of committing school vandalism increases. The most frequently occurring type of vandalism was found to be "giving harm to desks and tables" while the least frequently occurring type of vandalism was "taking friends' or school's materials home without permission". It was also found out that students basically conduct vandalistic acts for seeking joy and fun. According to students and teachers, school vandalism causes the other students to aspire to behave like vandals. It was also found out that school location showed a significant association with the frequency of some vandalistic acts and several causes of school vandalism. The findings of the study were discussed with the relevant literature.

Keywords: Vandalism, school vandalism

# ÖZET

## OKULLARDA YAŞANAN TAHRİPÇİLİĞİN (VANDALİZM) SIKLIĞININ, NEDENLERİNİN VE SONUÇLARININ ÖĞRENCİ VE ÖĞRETMEN GÖRÜŞLERİNE GÖRE BELİRLENMESİ
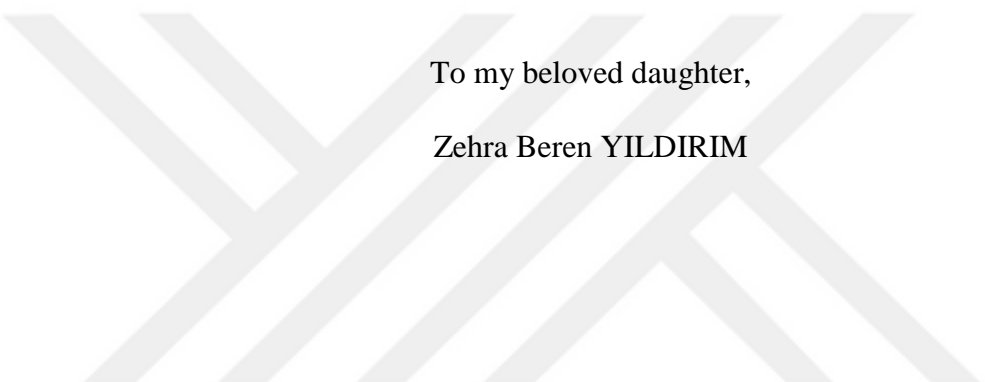
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Bu araştırmanın temel amacı okullarda yaşanan tahripçiliğin sıklığını, nedenlerini ve olası sonuçlarını öğrenci ve öğretmen görüşlerine göre belirlemektir. Çalışma, Ankara'da üç farklı ilçede (Altındağ, Çankaya ve Mamak) üç ortaokulda öğrenim gören 397 öğrenci ve bu okullarda görev yapan 59 öğretmen ile gerçekleştirilmiştir. Çalışma kapsamında katılımcılara okullarda yaşanan tahripçiliğin sıklığı, nedenleri ve sonuçlarını ele alan ve araştırmacı tarafından geliştirilen anketler uygulanmıştır. Toplanan veriler yüzde-frekans tabloları ve Cramer's V korelasyon (uyum) katsayısı kullanılarak raporlaştırılmıştır. Sonuçlar, erkek öğrencilerin daha fazla okul tahripçiliği davranışları gösterdiğini ortaya koymaktadır. Bununla birlikte, öğrencilerin sınıf düzeyi arttıkça daha fazla tahripçi davranışlar gösterdiği ortaya konulmuştur. Öğrencilerin en sık yaptığı tahripçi davranışın "masa ve sıralara zarar vermek" iken en az yaptığı tahripçi davranışın "arkadaşlarının ve okulun malzemelerini habersiz eve götürmek" olduğu bulunmuştur. Öğrencilerin temel olarak eğlence aradıkları için tahripçiliğe başvurdukları belirlenmiştir. Bununla birlikte, öğrenci ve öğretmen görüşlerine göre okul tahripçiliğinin, diğer öğrencilerin tahripçileri "rol-model almasıyla" sonuçlanabileceği sonucuna ulaşılmıştır. Okul tahripçiliği kapsamında yaşanan bazı olayların sıklığının ve okul tahripçiliğinin bazı nedenlerinin okulun bulunduğu yer ile manidar bir birliktelik gösterdiği belirlenmiştir. Elde edilen bulgular ilgili alanyazın dikkate alınarak tartışılmıştır.

Anahtar Kelimeler: Tahripçilik, okul tahripçiliği

To my beloved daughter,

Zehra Beren YILDIRIM

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I wish to express my deepest gratitude to my family for their invaluable support. My father, Hasan Yıldırım and my mother, Rukiye Yıldırım have always supported me with love from my childhood up to now. Other than that, my elder sister and my brother, Zeynep Karaman and Burak Yıldırım, deserve great appreciation for their unconditional support and love.

My thesis would never appear without the source of my motivation, my dear and beloved daughter, Zehra Beren Yıldırım. I would like to thank her for her life-extending smiles.

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| | |
|------|------|
| AYBU | Ankara Yıldırım Beyazıt University |
| DSM | Diagnostic and Statistical Manual of Mental Disorders |
| NSW | New South Wales |
| UCLA | University of California, Los Angeles |
| US | United States of America |

# CHAPTER 1

# INTRODUCTION

## General Introduction

Vandalism is a severe matter all around the world (Bates, 2013; Cohen, 1969; Donnermeyer and Phillips, 1984; Goldstein, 1996; Özen, Gülaçtı ve Çıkılı, 2004; Roos, 1984; Tygart, 1988; Vorobyeva, Kruzhkova and Krivoshchekova, 2015; Zimbardo, 1970). The term *vandalism* started with the "Vandals, the most destructive of the barbarian tribes that sacked the declining Roman Empire" (Coursen, 1975, p.1; Zimbardo, 1970, p.3). The "neovandals" now attack the common properties such as parks, museums, public buses and schools (Dinçtürk, 2007). Schools are the primary targets of vandals for some reasons (Coursen, 1975, p. 4; Goldstein, 1997; Johnson, 2005):

- It is easy to get an access to the schools,
- The schools symbolise the social order,
- The residents who are the students of the schools are in the high-risk age group,
- The vandals think that schools belong to nobody and they are masterless.

Another reason for a school's attracting vandalism might be related to the fact that the school might fail to meet the students' emotional, social and educational needs. So, the students may want to show their discontent (Johnson, 2005). Moser (1992) also argues that schools are especially vulnerable to vandalism as there is no private owner of the schools.

School vandalism has recently attracted researchers from many fields of study like psychology, sociology, educational sciences etc. as it is an interdisciplinary topic. Given the interdisciplinary nature of school vandalism, the current study aimed at questioning the frequency, causes and possible consequences of school vandalism according to the views of secondary students and teachers. In this chapter, first of all historical development of school vandalism will be presented. Then, its legal position and types will be summarized and then studies addressing the causes and consequences of school vandalism will be presented as a basis of the theoretical background and as a ground for the statement of the problem in the current study. The chapter will end up with the aims and research questions generated in the framework of the present study.

**Historical Development of Vandalism**

Vandalism is a kind of aggression which is directed towards objects. These objects might be public or personal properties (Gadekar, Dhakne and Chavan, 2013; Heron, 2003; Kesimli, 2013; Nemlioğlu and Atak, 2010). Vandalism is "an adaptation from the French *vandalisme*". The term vandalism was first coined by French author "Abbe Gregoire" in a meeting held in Paris because the term was related to the French Revolution. Vandalistic events were frequently observed in France during the French Revolution. When the "term" vandalism was coined first, it was used to describe attacking of institutions, beliefs, especially works of art and so on. However, later vandalism was defined as the destruction of any object (Gamboni, 1997).

Even though vandalism is a concept coined after the French Revolution, its history dates back to "East German Tribe" known as Vandals (Cohen, 1969; Çaya, 2015; Long and Burke, 2015). The Vandals invaded and ruined Western Europe and cities during the fourth and fifth centuries. Their motivation was to expand their land. As a result, they murdered people and looted, pillaged the lands of other people. However, in 19th century, vandalism appeared to refer to wilful destruction of historic buildings which represented the medieval ages and Gothic architecture. As a result in 19th century vandalism referred to the destruction of aesthetic beauties (Long and Burke, 2015). Now, aesthetic destruction and vandalism can be interchangebly used (Cohen, 1969). In the past, vandalism was basically based on the enlargement of the lands. However, now vandalism refers to criminal damage as it is reckoned as a criminal act (Dinçtürk, 2007). Moreover, the seriousness of vandalism is associated with both the cost of damage and also the motivation of the vandal.

In 1960's, vandalism in the context of school basically included breaking windows of the school (Cohen, 1969). However, it has evolved and now school vandalism involves giving damage to the properties of school, other students and teachers. Goldstein (1997) alleges that vandalism at schools is in a "linear upward trend".

**School Vandalism as a Form of Violence**

Violence at schools is a common problem and draws the attention of educators, researchers, decision makers. In 1940's, violence at schools involved chewing gums, breaking the line, running in the corridors. However, the level and degree of school violence evolved. Now, drug abuse, attacking others, carrying weapons and vandalism are the most prevalent violent behaviors all around the world (Eisenbraun, 2007). Vandalism might be

seen at schools as frequently as the other places such as streets, means of public transportation etc. (Çaya, 2015; Dinçtürk, 2007). Schools are the places which face violence and vandalism most (Arslan, 2015; Ohsako, 1997; Rappaport and Thomas, 2004; Tygart, 1988; Walker et al., 1996).

School vandalism is a great problem teachers, school principals face (Cohen, 1969; Cooze, 1995; Doğan, 2011a; Esau, 2007; Mayer, Butterworth, Nafpaktitis and Sulzer-Azaroff, 1983; US Department of Justice, 1998; Yavuzer, 1998). Millions of taxes which taxpayers pay are wasted to recover or repair the damage given to the school properties by the students.

School vandalism is a serious problem attracting public attention recently much more than before. As the properties damaged in the framework of school vandalism are public properties, they are highly visible to many people (Clarke, 1978). Since the schools are open systems within the community, they are more vulnerable to vandalism (Çaya, 2015; Tygart, 1988; US Department of Justice, 1998).

**Vandalism as an Antisocial Behavior and Its Legal Position**

Antisocial behaviors the school children show are a basic problem for both educators and the public. One of the aims of education and schools is defined as reducing the antisocial behaviors by implementing theory into practice (Burke, Ayres and Hagan-Burke, 2004). Antisocial behavior in the children and adolescents could be conceptualized as a "mental health issue" (Hawes, 2015). Some of the antisocial behaviours include criminal acts (Sampson and Laub, 1992; Whitehead, Stockdale and Razzu, 2003). One of these antisocial behaviors as a criminal act is vandalism (Prior and Paris, 2005; Zaroban, 2006). Clinical psychologists address vandalism as a pathological behavior. They contend that this behavior is characterized by delinquency. Delinquency is a notion meaning criminal actions done by the juveniles (Wallinius, 2012). Juvenile delinquency is a topic for clinical psychologists to examine (Lévy-Leboyer, 1984). Vandalism is a "subtype of juvenile delinquency" and it basically involves breaking rules and committing deviant behaviors (Cohen, 1969; US Department of Justice, 1998).

According to Bridges (1927), there are some factors contributing to juvenile delinquency. These factors are:

- Home conditions,
- School conditions,
- Mental factors,

- Physical factors.

Home conditions involve broken families, unhealthy conditions, unemployment and poverty while school conditions include unsatisfactory teachers, inadequate recreation facilities, buildings and equipments at school. Mental factors consist of abnormal emotional and mental development, mental defect while physical factors include malnutrition and lack of sleep etc.

Vandalistic acts and their sanctions basically take place in Turkish Criminal Law Article 151 and 152 (Sarıtaş, 2009). According to article 151: Those who destroy, damage, ruin, break one's movable or immovable property partially or completely, based upon the victim's complaint, are penalized with a prison sentence or fine from four months to three years (Türk Ceza Kanunu, 2004). So, we could conclude that vandalism is a serious behavior which could result in the vandal's prison sentence.

Earlier antisocial behaviors are a strong predictor of likelihood of the later violent behaviors (Derzon, 2001). Gill (2013) asserts that vandalism masks the racism, social injustices. As a result, it could be argued that the students commit vandalistic acts in order to rebel against the authority and to show rebelliance against or in favor of racism. According to Martin, Richardson, Bergen, Roeger and Allison (2003), those students who commit graffiti are the ones who have psychological, social, familial and behavioral problems. Graffiti behavior or tagging doesn't take place in the DSM as a specific antisocial behavior. However, graffiti takes place under the title "has deliberately destroyed others' property".

Vandalism is more common in urban areas (Finkelhor and Ormrod, 2000). School vandalism is defined as a sort of action urban youngsters perform at schools just for having fun. Because in the country, the children have the alternative ways of channeling their energy to outdoor activities. However, urban children have fewer ways of wasting their energy. So, urban areas and schools are more vulnerable to vandalism (Çaya, 2015).

The majority of juvenile vandalism (about 55%) happen at school. However, most of them are not reported to the police. Because, the vandalistic act is regarded as too trivial to report and most of the acts are seen after the act occurred. As a result, people think that it is too late to report and for the police's effective action (Sturman, 1978).

Schmideberg (1947) divides criminals into five:

1. "The ordinary man who is driven to crime by overwhelming external circumstances."

2. "The apparently normal individual who is carried away by an irresistable impulse."

3. "The neurotic criminal who is driven by equally irresistable but unconscious forces.". He/she considers his/her criminal inclinations as foreign to his personality and also he/she tries to fight against them.

4. "The genuine criminal who prides himself/herself on the delinquent exploits in which he/she expresses his/her antisocial attitude."

5. An individual whose behavior is the consequence of his/her "mental deficiency".

**Types of Vandalism**

School vandalism may take different forms such as doing graffiti on the walls, theft, destruction and carving of a school property (Coursen, 1975; Goldstein, 1996). Theft and destruction of a school property could be defined as anti-social behaviors if they are intentional (Bates, 2013; Geason, 1989). Gadekar et al. (2013) argue that if the vandalist has no motive for destroying the property and it is just done with fault, it is not a real vandalism. However, some researchers (Cohen, 1984; Goldstein, 1996; Lévy-Leboyer, 1984) criticize the fact that some researchers define vandalism as an "unmotivated behavior". They contend that there is no behavior that happens without motivation. Long and Burke (2015) divides vandalism into two, *wilful* and *accidental* vandalism. However, there is no single cause for doing vandalism or no single type of person who does vandalism (Coursen, 1975). Vandals have many motivations behind their vandalistic acts. Vandalism is divided into six categories in the way it helps the researchers understand the motivations behind vandalism. These categories are as follow (Cohen, 1984; Gamboni, 1997; Geason, 1989, p.2; Johnson, 2005; Long and Burke, 2015; Zimbardo, 1970):

- "Acquisitive vandalism" – it refers to the damage performed to obtain money or property. For example, people may damage telephone boxes to acquire money.

- "Tactical vandalism" – it refers to the damage performed to manage something else. For example, a thief may smash a window in order to rob a store.

- "Ideological vandalism" – it refers to the damage performed in order to give message. For example, people may do graffiti on the school walls to write slogans.

- "Play vandalism" – it refers to the damage performed as a part of a contest or a game. For example, throwing stones at the school windows or street lights might be regarded as a free time activity for a lot of boys.

- "Malicious vandalism" – it refers to the damage performed in order to express frustration, e.g. slashing the tyres of expensive cars.

- "Innocuous vandalism" – it refers to the damage performed to the property considered by young people as trivial or unimportant, e.g. slashing of the bus seats.

Graffiti is also one type of vandalism (Gadekar et al., 2013). Bandaranaike (2001) conducted a study to determine how people perceive graffiti. Some of the people interpret graffiti on school walls as an aggressive behavior while some others may interpret it as a kind of self-expression. Bandaranaike argues that graffiti is a way of self-expression used by children. The researcher tries to demolish the stereotyped idea about graffiti. Graffiti is regarded as a criminal action as it is considered as a kind of "intentional violation of the law established by the authorities". According to Bandaranaike (2001), graffiti is "a culture of winning space and assertive behavior". The principal conflict between the society and the students do graffiti is the question if that space belongs to the society or only to the graffitists. Graffiti includes writing one's name on the wall and advanced, elaborated murals. So, graffiti could be interpreted as a way of social expression (Wolff, 2011) by some people while some people perceive it as a serious form of vandalism.

According to Long and Burke (2015), there are two types of vandalism done by the children. The first one is exploratory vandalism. Second one is drift vandalism. Exploratory vandalism is performed by the children for the sake of discovering and curiosity. So, the children may damage to the property incidentally rather than intentionally. However, drift vandalism is likely to be conducted by a group of children in the transitional phase of youth. Drift vandals are mostly those who abide the rules. However, they may sometimes commit vandalistics actions purposefully. However, they are not necessarily from marginalised backgrounds, they may come from respected families. Drift vandalism may begin with "low level anti-social activities" such as the destruction of "for sale signs". However, drift vandalism hierarchically may progress. Throwing stones at the trains, railway vandalism etc. are the advanced forms of the vandalism. Drift vandalism mostly doesn't result in a criminal career for the vandal. Mostly, the children seeking for joy apply this kind of vandalism.

Hespe, Martz and Curry (2014) assert that the most widespread types of vandalism are "theft and damage to property". The higher order vandalism at schools include fire setting (arson), burglary and theft (Rappaport and Thomas, 2004).

Long and Burke (2015) divides vandalism in the sense of cultural vandalism into two types. First one is collateral vandalism and the second one is hate vandalism. Collateral

vandalism is unintentional and incidental. Collateral means "additional". So collateral damage means the unwanted result of an action. Normally the intention is good but the result is unwanted. However, different from collateral vandalism, hate vandalism is a result of prejudice. It is a lot to do with prejudice and racism. Hate vandalism is mostly directed towards the different racial and religious groups with the motivation of prejudice. However, hate vandalism is not limited with races or religions. Because of any other diversity such as sex, sexual orientation, or ideology, people may be the targets of hate vandalism.

Long and Burke (2015) defines state vandalism as well. State vandalism can be pronounced as government vandalism as well. State vandalism is meaningful when the state or government declares war. For most of the citizens, entering war is a threat to national security. Especially, the destruction of cultural targets rather than military targets could be considered as state vandalism.

**Causes of Vandalism**

Detecting the predictors of juvenile violence is necessary for addressing the problem and prevention. The literature review indicates that there is no consensus among social scientists on the reasons of vandalism. There might be some basic causes of vandalism but in social world it is difficult to make a generalization because of the nature of confounding variables (Cooze, 1995). Each juvenile delinquency is the result of many complex causes. So, it is difficult to form a group of causes which may result in the vandalism. However, poverty, miserable home conditions may result in the students' performing vandalistic acts (Bridges, 1927).

Environmental and dispositional risk factors are predictive factors for antisocial behaviours such as vandalism. Especially the interaction between these two could serve to the understanding of the complex nature of antisocial behaviors (Wallinius, 2012). Ngwokabuenui (2015) classifies the causes of students' misbehavior into three. They are student-based, school-based and society-based causes.

Hawkins et al. (2000) conducted a research to investigate the predictors of juvenile violence. They argue that if risk factors might be reduced and protective factors could be fostered, the likelihood of facing violence and vandalism would be reduced. Hawkins et al. (2000) arranged the predictors of juvenile violence in five domains:

- Individual factors such as "aggressiveness, hyperactivity, concentration problems",

- Family factors such as "maltreatment of the child, poor relationship with the family, broken families",
- School factors such as "low academic achievement, drop-out of school, low feeling of belonging to school",
- Peer-related factors such as "gang membership, modeling the delinquent peers",
- Community factors such as "poverty, exposure to violence, etc.".

Thawabieh and Al-rofo (2010) argue that school vandalism has psychological, social, personal and biological reasons. Vandalism as a form of deviant behavior, partially results from the personality of vandals and partially from their family and social background. Thawabieh and Al-rofo (2010) conducted a study in order to examine the forms and the causes of vandalism at schools in Jordan. The results of the study indicate that school and family related factors and communication gap lead to vandalism at schools in Jordan. Most of the vandals have poor academic performance and they have difficulty in understanding the effect of their behaviors on others (Johnson, 2005). Moser (1992) conducted a study to determine the reasons of school vandalism and found out that bad social climate at schools and alienation from the community may lead to vandalism among the students. If there are poor relationships among the stakeholders (teachers, administrators, students) and the schools as institutions don't value the students, the students won't feel belonging to schools and they will probably damage their schools.

Another reason for vandalism among the students is the feeling that vandalists have about their life. They feel dissatisfied with the community and perceive passive dependence on the community. As a result, they believe that they have no control over their life or their future and they seek for a sensation of power over the environment by damaging the properties that symbolize the community in which they live (Moser, 1992). Vorobyeva et al. (2015) argue that poor parent-children relationship may lead to the emergence of vandalism in children. Perceived self control and justice play an important role in the explanation of vandalism (Özen et al., 2004). According to Öğülmüş (1993) if the students perceive an injustice or inequality, they try to show reaction by performing vandalistic acts. As a result, vandalism could be defined as a struggle to reestablish the justice when injustice is perceived. For example, a student may think that the rules and norms at his/her school are unfair and the administrators and teachers don't behave in a fair way. As a result, the student may attempt to break the glasses or carve the desks. This is a protest against the society or

community. That's why, the vandals choose schools or public properties as targets (Öğülmüş, 1993). Accordingly, Cohen (1969) argues that revenge is an initiating factor for school vandalism.

The economic conditions, home conditions and mental factors are some of the risk factors (Eisenbraun, 2007). Bal (2010) conducted a study to see if juvenile deliquency (disobeying the school rules, school vandalism, cheating) differed by gender, social relations of the adolescents and social support they took from family and friends. The results indicate that male adolescents show more antisocial behaviors compared to their female counterparts. Moreover, the children perceiving low social support from their family were inclined to show more deliquent behaviors. In addition to this, as the educational level of the parents increase, the frequency of juvenile deliquency like school vandalism decreased (Doğan, 2011b).

Atherton (2013) performed a study to investigate the relationship between school environment and antisocial behaviors. As a result, he found out that the disciplinary actions at school diminished antisocial behaviors. Moreover, as the students feel emotionally more attached to their school and social environments, they were less likely to behave in an antisocial way. He also found that the basic reasons behind the vandalism are the lack of social and sports activities at schools and the feeling of boredom the students experience during the classes. According to Oruç (2008), those who perform vandalistic acts most are the students who generally show disruptive and aggresive behaviors. Accordingly, school vandalism is a trigger for other violent acts such as bullying, robbery etc.

Kalgı (2014) found out that there is a significant negative correlation between vandalism and self-esteem level of the students. As a result, as the self esteem level of the students rise up, their tendency to show vandalistic acts decreases. Moreoever, the vandalistic tendency significantly differs by gender. Kalgı (2014) also discovered that male students are likely to show vandalistic acts more when compared to female students. In addition to this, those who are at the age of 13 or 14 are more likely to perform vandalistic acts.

Vandalists generally attack or damage the common property of the public as these properties are ownerless. Clarin, Bitzilekis, Siemers and Goerlitz (2014) conducted an experimental study in order to see if personal messages reduce the vandalism or not. In the framework of the study, they sticked labels on the properties which include "*personal, neutral and threatening* messages". The personal message tried to form a personal

relationship with the reader while neutral message was formed in an impersonal tone. However, the threatening message was formed in an impersonal tone and also it gave the message that "if you touch the property, you will be reported to police". As a result, the researchers found out that the personal messages reduced vandalism more effectively than neutral and threatening messages.

Good social relationships with the family has a lowering effect on vandalism. Moroeever, if the student is given a bigger chance for responsibility and participation, it is less likely for the student to commit a vandalistic act (Funk, 1998). Hookstra (2009) carried out a study in order to determine the causes of graffiti vandalism. In the framework of the study, she collected data from both "professional individuals working with the graffiti vandals" and also the young vandals on the causes of graffiti vandalism. The professional individuals contended that family's indifferent attitude causes vandalism while the vandals argue that they see graffiti vandalism as a social activity.

According to Hyman and Perone (1998) teachers' and principals' strict attitudes may lead to more violent and vandalistic acts. Those students who get exposed to strict disciplinary approaches although they don't deserve such an approach are more likely to get involved in violent and vandalistic acts.

Poor academic achievement and poor development of prosocial behaviors are the predictors of antisocial behaviors such as vandalism. So, those students who have lower academic achievement and poor prosocial behaviors at a young age are more likely to show aggressive and antisocial behaviors as adolescents and adults (Luiselli, Putnam, Handler and Feinberg, 2005). Moreover, children who are more exposed to violence in the early years are more likely to get involved in delinquency in the future (Prior and Paris, 2005).

Manguvo, Whitney and Chareka (2011) carried out a study in order to investigate the impact of socioeconomic status of the school and the nation as a whole on the violent and vandalistic behaviors. The results indicated that the economic shortage at school at micro level and in the country at macro level had a deep negative influence on the student misbehavior. For example, the teachers stated that the shortage of teachers at schools as a result of economic problems was the main contributing factor to students' misbehaviors. Therefore, the results indicate that there is a negative correlation between socioeconomic status of the school and the students' misbehaviors.

Those who do graffiti reported hopelessness, risk-taking depression, lower self-esteem (Martin et al., 2003). Njendu (2011) and Ojo (2012) found out that broken families

and remarriage had effects on juvenile delinquency such as vandalism. The presence of both parents with the children contributes to healthy relationship between student and the family, as a result the children are less likely to show violent and vandalistic behaviors.

Otta, Santana, Lafraio, Hoshino, Texeira and Vallochi (1996) carried out a research in order to investigate the graffiti on the restroom walls by the variables "gender and level of school". The results indicated that out of 1349 graffiti acts, 63% came from secondary schools and 37% came from universities. Graffiti was observed more in the male restrooms.

Poor academic achievement and disliking school are the other reasons for vandalism (Gladstone, 1978; Özen et al., 2004). The relationship with the family and peers has a profound effect on the students' heading towards the violence and vandalism. Results also show that ethnic differences have no influence on the students' antisocial behaviors (Dekovic, Wissink and Meijer, 2004). Siapoush, Abadi and Siapoush (2013) conducted a study in order to determine the social factors leading to vandalism. They couldn't detect significant relationship between vandalism and socioeconomic status. However, if the students are satisfied with their social relationships and they get social support, they are less inclined to be involved in vandalistic acts. Yavuz and Kuloğlu (2011) conducted a study to investigate the effect of the location on vandalism. As a result, they found out that the location of the properties is a significant factor. Those places which are out of sight of the other people or students and out of control are more likely to be damaged by the vandals.

Phillips (2011) argues that school climate is an important factor for reducing violence and vandalism. Feelings of anger, low academic status, hopelessness urge the students to vandalize the school property. De Wet (2004) conducted a study to investigate the reasons of school vandalism. He found out that learner-related problems are the main causes of school vandalism while the managers' and teachers' practices are trivial causes of vandalism.

NSW Department of Justice and Attorney General (2009) found out that there are a lot of reasons why students do graffiti, a form of vandalism. The reasons are as follow:

- Emotional expression,
- Malevolent destruction,
- Fun,
- Art,
- Ideological expression,
- Pursuit of recognition.

**Results of Vandalism**

According to de De Wet (2004) and Ohsako (1997), school vandalism has social, psychological, financial and educational costs. Vandalism may have monetary and social costs (Dinçtürk, 2007; Doğan, 2011a; Goldstein, 1997; Martin et al., 2003; Özen et al., 2004; Roos, 1984; Whitehead et al., 2003). Monetary costs include financial costs while social costs include the vandalism victim's feeling more alienated and frightened (Doğan, 2011b). If a graffiti written on the school wall includes racial discrimination, its social cost may outweigh its financial cost. Because this situation may result in the closing of the school for a long time (Goldstein, 1996). The economic costs of school vandalism are alarming. In 1970s, the yearly cost of the vandalism in the US was estimated as one and two hundred million dollars (Coursen, 1975). Zimbardo (1970) reports that over 200.000 window glasses were broken only in New York city annually and damage to public schools cost 100 million dollars yearly.

Vandalistic acts at schools inhibit the accomplishment of the curriculum goals and lead to the waste of efforts (Nemlioğlu and Atak, 2010). Esau (2007) conducted a study in order to see whether vandalism at school has an effect on the academic achievement of the students. The researcher found out that vandalism at school had a highly negative impact on the academic achievement of the students.

As a result of vandalism, the victims may feel nervous, anxious and they may have psychological problems (Kesimli, 2013). Kiernan (1975) contends that violence and vandalism at schools cause the school directors to devote most of their time and effort to violence and vandalism related problems. As a result, the school principals and the other staff like teachers cannot do their regular jobs.

According to Finkelhor and Ormrod (2000), vandalism causes depression, fright among the school children. Those who have been exposed to property crime are more likely to have psychological problems. Patterson, Debaryshe and Ramsey (1990) argue that violence and vandalism result in losing out trust in one another.

**How to Tackle School Vandalism**

There is not only an effective way for eliminating vandalism. However, the studies show that it is possible to lessen vandalism at school to some degree. Oruç (2008) argues that school environment could be aesthetically arranged, and school's maintenance and repair could be done regularly in order to eliminate the vandalistic acts of the students. Esau

(2007) took the views of the students and teacher on the ways of eliminating school vandalism. The result showed that preventive measures should be taken and preventive programmes should be implemented. However, these programmes should be implemented in cooperation with the parents, society and the media.

Gill (2013) suggests establishing social justice leadership in order to eliminate the vandalism. Parent traning is another way of eliminating the violent behaviors (Hawes, 2015). Creating an environment that could discourage students or people to commit vandalism can work. In order to curb school violence and vandalism, families, policy makers, principals should work together (Eisenbraun, 2007). Esau (2007) carried out a study in order to investigate if school vandalism influences students' academic achievement and what can be done to curb school vandalism. The results of the study indicate that both students and the teachers thought that preventive measures need to be taken in order to fight against vandalism at schools.

According to Wolff (2011) a "free speech wall" could be designed in order for the students to express their opinions and to eliminate graffiti at schools. However, this wall should be under the control of authorities so that the writings don't include racist, discriminating messages. In order to make schools safe and invulnerable to school violence and vandalism, it is necessary to create a great school climate. School climate enables the students to feel valuable and work for the goals of the school. As a result, meeting the psychological needs of the students and rewarding the students' prosocial behaviors through forming a positive school climate urges the students to keep away from the vandalistic acts. As a result, positive school climate results in the lessening of emotional and behavioral problems (Çalık, Kurt and Çalık, 2011).

School climate could be changed in a way to prevent vandalism at schools (Doğan, 2011b). In order to eliminate school violence and vandalism, school psychologists should be involved more in the preparation of prevention programs and so on (Hyman and Perone, 1998). Ojo (2012) recommends that juvenile delinquency should be incorporated into the school curriculum. Also, communities and municipalities should provide recreational activities for the youth. Students also assert that their recreational needs could be met in order to reduce vandalism (Patience, 1985).

Gladstone (1978) found out that external control (parent control) over children is not an effective way of curbing vandalism. According to Davy (2007), New Jersey Department of Education declared a week as "School Violence Awareness Week". In this week, the

schools are expected to plan activities in order to raise the students' and community's awareness about school violence and vandalism. Moreoever, the department of education requires the schools to carry out public's hearings on violence and vandalism. The department provided a manual on how to document these hearings and plan activities in the framework of the School Violence Awareness Week (Davy, 2007).

Goldstein (1996, 1997) recommends the following to prevent vandalists from vandalistic acts:

- Targets of the students should be hardened (For example, the glasses should be toughened.).
- The access of the buildings should be under control (For example, the gates should be kept locked etc.).
- Offenders should be deflected (For example, graffiti boards should be used, graffiti writers should be recognized in a positive way).
- The facilitators for vandalism should be controlled (For example, those equipments vulnerable to vandalism should be less visible, accessible and available. Fire alarms may be placed out of reach of the students.).
- Patrol (Regular surveillance may be planned).
- School climate (Teachers' and principals' respect towards students).
- Involvement (Permission for the students to personalize the classes, home and school cooperation).
- Education (Vandalism awareness trainings).
- Publicity (Slogans about antivandalism, drawings, films and etc.)
- Counseling (Counseling with the students who have violent and vandalistic attitude).

Zainal and Salleh (2008) carried out a study in order to determine the efficiency of penalty system program against vandalism. The penalty system program involved the punishments ranging from verbal warning to expulsion from school according to the penalty points. They found out that penalty system program was efficient in diminishing vandalism. The program was successful in reducing vandalism at school between 0.1% and 0.6%.

National action plans could be developed in order to prevent the violence and vandalism in the society (Wallinius, 2012). Mayer et al. (1983) conducted an experimental study in order to see the efficiency of the implementation of a package including tranining towards the students, school personnel. They implemented a training package including consultation to improve the positive atmosphere at the school. In the framework of the

training, workshops, seminars were organized on the strategies for the reduction of vandalism. The positive environment created resulted in the significant reduction of vandalistic acts. The implementation of family training programs on antisocial behaviours could be a preventive factor for the reduction of antisocial behaviors (Piquero, Farrington, Welsh, Tremblay and Jennings, 2008).

As seen in the literature review vandalism has many reasons. Besides, literature review shows that as well as financial costs, vandalism has many other negative consequences. For example, theft of a teaching material may cut the well-organized instruction program (Coursen, 1975).

The first step to prevent vandalism is to describe the "neobarbarians who attack schools" and to examine why they do so (Coursen, 1975, p. 4). Violence and vandalism at schools are big problems as they make it difficult for learners to learn (Volokh and Snell, 1998). If decision makers would like to improve the quality of education system, they should address school violence and vandalism. As a result, it is important to investigate the frequency, causes and results of the school vandalism for putting forward proposals in order to prevent vandalism at schools.

**Aims and Research Questions**

The aim of this study is to explore the frequency, causes and the results of school vandalism according to the views of students and teachers. If the promotion of quality in education is desired, the barriers in front of the educational contexts and the problems encountered at schools should be explored. School vandalism, as a form of violence, inhibits the educational facilities, demoralizes the students and the other shareholders at schools, causes fear and frustration among the students. That's why, it is important to put forward the general picture of school vandalism in detail.

1. *According to the views of students;*

    a. What is the frequency of vandalistic acts happening at school?
    b. What are the causes of school vandalism?
    c. What are the results of school vandalism?

2. *According to the views of teachers;*

    a. What is the frequency of vandalistic acts happening at school?
    b. What are the causes of school vandalism?

    c.   What are the results of school vandalism?

3.  Is there a significant association between the frequency of school vandalism and the location of school?

4.  Is there a significant association between the causes of school vandalism and the location of school?

# CHAPTER 2

## METHOD

In this chapter; research model, participants, instruments, procedure of data collection and data analysis methods were addressed.

**Research Model**

As the current study aims at exploring the current situation regarding the frequency, causes and possible results of school vandalism through student and teacher questionnaires, the model of the research is "survey".

**Participants**

Convenience sampling method was employed in the study. Totally 397 students and 59 teachers from three different schools taking place in three different districts in Ankara participated in the study (see Table 1 for the distribution of the students and teachers by the location of school). However, the data were collected from different grades in each school-one fifth grade, one sixth grade, one seventh and finally one eighth grade in order to render the sample diverse and rich in terms of grade level.

Table 1.

*The Distribution of the Students and Teachers by the Location of School*

| Location of school | $N$ (Teachers) | $N$ (Students) |
|---|---|---|
| Altındağ | 19 | 138 |
| Çankaya | 19 | 110 |
| Mamak | 21 | 149 |
| Total | 59 | 397 |

**Instruments**

In the framework of the study, the data were collected through the student and teacher questionnaires developed by the researcher (See Appendix C and D for the instruments). Both questionnaires consist of three chapters. The first chapter of the questionnaires consists

of the items asking about the frequency of vandalistic acts at school, the second chapter involves the items about the causes of vandalism and the third chapter has items asking about the possible results of school vandalism.

While developing the questionnaires, the literature about school vandalism was reviewed. Apart from that, about 25 students and 8 teachers were asked to write an essay about the frequency, causes and possible results of the school vandalism. After evaluating the literature review and essays, a draft form of the questionnaires was developed. These draft forms were finalised by taking expert views from five academicians, three of whom are working in the field of educational psychology, one of whom is working in the field of educational measurement and one of whom is working in the field of sociology. These final forms of the questionnaires were administered to a small group of students and teachers in a nonstandard way to test the understandability of the items. Based upon the feedback from these students and teachers, necessary revision was conducted on the items which may be difficult to understand or ambiguous and the final forms of the questionnaires were created.

**Procedure**

After getting the AYBU ethics committee's approval (see Appendix E), a petition was written to the Ankara Provincial Directorate of National Education to get permission to administer the instruments to the students and teachers at three schools. After getting the research committee's approval (see Appendix F), the questionnaires were administered to the students and teachers in their regular class hours by the researcher. First of all, informed consent form (see Appendix A) was administered to the voluntary teachers. However, as the students were under 18, parent consent forms (see Appendix B) were distributed to the students to get the parents' approval. One day later, the students whose parents gave the permission for his/her child to participate in the study were administered student questionnaires.

**Data Analysis**

To make a general evaluation about the items in the questionnaire, descriptive statistics (e.g. frequency, percentages etc.) were calculated. In order to determine whether the frequency and causes of school vandalism have a significant association with the location of the school, Cramer's V correlation coefficient was calculated in the framework of data analysis. Cramer's V is a measure of association for categorical variables (Bergsma, 2013). Cramer's V is generally used in order to calculate the "strength of association" (Ferguson,

2009). Kilmen (2015) and White and Korotayev (2004) define Cramer's V correlation as a method of correlation which is used to calculate correlation coefficient between two discrete (categorical) variables. However, the levels of the variables may be more than two. As a result, it is a modified version of phi correlation to be used for the cross-tabulation tables greater than 2 rows X 2 columns (Howitt and Cramer, 2011).

Cramer's V values range from 0 to 1 (Kilmen, 2015). The V values between 0 and 0.30 mean weak, the V values between 0.31 and 0.69 mean medium and the V values between 0.70 and 1.0 mean strong correlation (Özbay, 2009). The value +1 means complete association (Everitt, 1977). In the framework of the study, 0.05 significance level was used.

# CHAPTER 3

# RESULTS

The results of the study were reported in the sequence of the research questions generated in the first chapter. Before moving into the responses of the research questions, the answers of the first two questions in the questionnaire asking which grade students and which sex group commit vandalistic acts more were presented. Table 2 summarizes the results regarding which grade students perform vandalistic acts most.

Table 2.

*Students' and Teachers' Views About Which Grade Students Do Vandalistic Acts Most*

|  | Students' Views | | Teachers' Views | |
|---|---|---|---|---|
| Grade Levels | *N* | % | *N* | % |
| Fifth Grade | 29 | 8.3 | - | - |
| Sixth | 35 | 7.8 | 2 | 3.4 |
| Seventh | 112 | 28.2 | 18 | 30.5 |
| Eighth | 221 | 55.7 | 39 | 66.1 |
| Total | 397 | 100 | 59 | 100 |

Frequencies and percentages were calculated in order to determine which grade students commit vandalistic acts most. According to students' views, eighth grade students commit vandalistic acts at school more when compared to other grades. Similar results were obtained based upon the teachers' views. Teachers also think that eighth grade students get involved in vandalistic acts most. There is a hierarchical increase in the frequency of vandalistic acts as the grade of the students increase according to the views of both students and teachers. So, it could be argued that the older the students at a school are, the more likely they get involved in vandalistic acts. The views of students and teachers regarding which sex group do vandalistic acts more were shown in Table 3.

Table 3.

*Students' and Teachers' Views About Which Sex Group Do Vandalistic Acts More*

|  | Students' Views | | Teachers' Views | |
| --- | --- | --- | --- | --- |
| Sex Group | N | % | N | % |
| Female | 72 | 18.1 | 3 | 5.1 |
| Male | 325 | 81.9 | 56 | 94.9 |
| Total | 397 | 100 | 59 | 100 |

Table 3 indicates that majority of both students (81.9%) and teachers (94.9%) think that male students commit vandalistic acts at schools more when compared to female students.

**Results About School Vandalism According to Students' Views**

The frequency of vandalistic events occurring at schools according to the students' views were presented in Table 4.

Table 4.

*Students' Views About the Frequency of Vandalistic Acts Happening at School*

| Vandalistic Acts | Never | | Rarely | | Sometimes | | Always | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | N | % | N | % | N | % | N | % |
| Giving harm to desks and tables | 14 | 3.5 | 46 | 11.6 | 117 | 29.5 | 220 | 55.4 |
| Taking school materials home without permission | 207 | 52.1 | 116 | 29.2 | 55 | 13.9 | 19 | 4.8 |
| Giving harm to walls | 60 | 15.1 | 106 | 26.7 | 124 | 31.2 | 107 | 27 |
| Giving harm to electric and electronic materials | 163 | 41.1 | 138 | 34.8 | 67 | 16.9 | 29 | 7.3 |
| Taking friends' materials home without permission | 194 | 48.9 | 102 | 25.7 | 72 | 18.1 | 29 | 7.3 |
| Breaking school's doors and windows | 115 | 29 | 160 | 40.3 | 81 | 20.4 | 41 | 10.3 |
| Giving harm to friends' materials | 76 | 19.1 | 135 | 34 | 115 | 29 | 71 | 17.9 |
| Using toilets at schools inconveniently | 41 | 10.3 | 39 | 9.8 | 90 | 22.7 | 227 | 57.2 |
| Giving harm to sports fields and materials | 125 | 31.5 | 135 | 34 | 107 | 27 | 30 | 7.6 |
| Giving harm to trees and flowers in garden | 169 | 42.6 | 111 | 28 | 75 | 18.9 | 42 | 10.6 |

*N*=397

Table 4 addresses the frequency of vandalistic cases at schools according to students' views. The results show that more than half of the students (about 85%) think that students *always* or *sometimes* give harm to school desks and tables. Moreover, more than half of the students (about 79%) also think that students *always* or *sometimes* use toilets inconveniently.

However, more than half of the students (about 81%) state that students *never* or *rarely* take school materials home without permission. In addition to this, about 75% of the students also think that students *never* or *rarely* take their friends' materials home without permission. So, it could be concluded that the most frequently occurring vandalistic acts are *giving harm to school desks and tables* and *using toilets inconveniently* while the least frequently occurring vandalistic events are *taking school materials and friends' materials home without permission* according to the students.

In addition to the vandalistic acts listed in the questionnaire, some of the students wrote down several other vandalistic acts occurring at their schools. For example, five of the students stated that students always give harm to coat racks, waste baskets, smart boards and bookcases in the classroom. Furthermore, seven of the students stated that students sometimes give harm to teachers' belongings. In addition to this, about ten of the students stated that students usually do graffiti on the walls and floors.

The causes of vandalistic incidents at schools according to students' views were displayed in Table 5.

Table 5.

*Students' Views About the Causes of School Vandalism*

| Causes of School Vandalism | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Taking low scores in the exams | 126 | 31.7 | 177 | 44.6 | 74 | 18.6 | 20 | 5 |
| The desire to prove himself/herself | 74 | 18.6 | 106 | 26.7 | 135 | 34 | 82 | 20.7 |
| Thinking that school is ownerless/unowned | 124 | 31.2 | 110 | 27.7 | 117 | 29.5 | 46 | 11.6 |
| Giving messages to school staff | 142 | 35.8 | 141 | 35.5 | 82 | 20.7 | 32 | 8.1 |
| Undervaluing school materials | 72 | 18.1 | 100 | 25.2 | 142 | 35.8 | 83 | 20.9 |
| Problems in friendship relationships | 72 | 18.1 | 112 | 28.2 | 141 | 35.5 | 72 | 18.1 |
| Problems in familial relationships | 101 | 25.4 | 140 | 35.3 | 116 | 29.2 | 40 | 10.1 |
| The desire to seek joy and fun | 63 | 15.9 | 71 | 17.9 | 137 | 34.5 | 126 | 31.7 |
| Not feeling belonging to school | 116 | 29.2 | 151 | 38 | 84 | 21.2 | 46 | 11.6 |
| The tendency to move together with friends | 75 | 18.9 | 109 | 27.5 | 134 | 33.8 | 79 | 19.9 |
| Lack of discipline at school | 143 | 36 | 96 | 24.2 | 83 | 20.9 | 75 | 18.9 |

*N*=397

The distribution of frequencies and percentages in Table 5 show that about 66% of

the students *agree* or *strongly agree* that students commit vandalistic acts in order to seek joy and fun. The second cause about 57% of the students *agree* or *strongly agree* is undervaluation of school materials by the students. However, most of the students (about 76%) *strongly disagree* or *disagree* that taking low scores is a cause of vandalism. In addition to that, about 71% of the students *strongly disagree* or *disagree* that students conduct vandalism because of the fact that they want to give messages to school staff. As a result, it could be stated that the primary cause of school vandalism is *seeking joy and fun* while the minor cause of school vandalism is *taking low scores in the exams* according to students.

In addition to the causes listed in the questionnaire, some of the students listed several other causes behind school vandalism. For example, nine of the students stated that students sometimes commit vandalistic acts accidentally. About five of the students stated that students conduct vandalism because of boredom. Furthermore, about ten of the students stated that students do vandalistic acts to gain popularity among their peers. In accordance with the finding, Gladstone (1978) contends that vandalism is perceived as an activity for "status promotion" among school boys.

The consequences of vandalistic incidents happening at schools according to students' views were presented in Table 6.

Table 6.

*Students' Views About the Consequences of School Vandalism*

| School Vandalism Causes … | Not at all | | Little | | Much | | Very Much | |
|---|---|---|---|---|---|---|---|---|
| | *N* | % | *N* | % | *N* | % | *N* | % |
| Educational facilities to halt | 101 | 25.4 | 171 | 43.1 | 67 | 16.9 | 58 | 14.6 |
| The other students to feel frightened | 114 | 28.7 | 119 | 30 | 98 | 24.7 | 66 | 16.6 |
| School resourses to be wasted | 53 | 13.4 | 76 | 19.1 | 120 | 30.2 | 148 | 37.3 |
| School climate and discipline to be spoiled | 64 | 16.1 | 91 | 22.9 | 103 | 25.9 | 139 | 35 |
| The other students to model vandals | 44 | 11.1 | 65 | 16.4 | 90 | 22.7 | 198 | 49.9 |
| School administration to take extra precautions | 74 | 18.6 | 100 | 25.2 | 110 | 27.7 | 113 | 28.5 |
| Our school to be notorious for vandalism | 109 | 27.5 | 85 | 21.4 | 82 | 20.7 | 121 | 30.5 |

*N*=397

According to 73% of the students, school vandalism causes the other students to take vandals as a model *much* or *very much*. Morever, about 68% of the students think that school vandalism leads to the waste of school resources *much* or *very much*. However, according to

about 68% of the students, vandalism at school *never* or *slightly* causes educational facilities to halt. Apart from that, about 59% of the students think that school vandalism *never* or *slightly* leads to fear among the other students. Therefore, it could be argued that the basic result of school vandalism is the other students' modelling vandals at schools while the minor result of school vandalism is the inhibition of educational activities.

In addition to the consequences listed in the questionnaire, some of the students listed several other consequences school vandalism may lead to. For example, about ten of the students stated that school vandalism causes some students to *feel reluctant to go to school*. About five of the students complain that as a result of school vandalism, teachers and school administrators reprimand everybody including those who are not involved in vandalism. As a result, those who are not involved in school vandalism are likely to commit vandalistic acts as they feel offended by unfair scolding according to the students.

**Results About School Vandalism According to Teachers' Views**

The frequency of vandalistic incidents happening at schools according to the views of teachers were displayed in Table 7.

Table 7.

*Teachers' Views About the Frequency of Vandalistic Acts Happening at School*

| Vandalistic Acts | Never | | Rarely | | Sometimes | | Always | |
|---|---|---|---|---|---|---|---|---|
| | *N* | % | *N* | % | *N* | % | *N* | % |
| Giving harm to desks and tables | - | - | 3 | 5.1 | 29 | 49.2 | 27 | 45.8 |
| Taking school materials home without permission | 23 | 39 | 30 | 50.8 | 4 | 6.8 | 2 | 3.4 |
| Giving harm to walls | 1 | 1.7 | 10 | 16.9 | 32 | 54.2 | 16 | 27.1 |
| Giving harm to electric and electronic materials | 8 | 13.6 | 19 | 32.2 | 31 | 52.5 | 1 | 1.7 |
| Taking friends' materials home without permission | 9 | 15.3 | 36 | 61 | 14 | 23.7 | - | - |
| Breaking school's doors and windows | 1 | 1.7 | 25 | 42.4 | 25 | 42.4 | 8 | 13.6 |
| Giving harm to friends' materials | - | - | 11 | 18.6 | 36 | 61 | 12 | 20.3 |
| Using toilets at schools inconveniently | - | - | 7 | 11.9 | 23 | 39 | 29 | 49.2 |
| Giving harm to sports fields and materials | 1 | 1.7 | 25 | 42.4 | 25 | 42.4 | 8 | 13.6 |
| Giving harm to trees and flowers in garden | 5 | 8.5 | 24 | 40.7 | 25 | 42.4 | 5 | 8.5 |

*N*=59

Table 7 indicates that much more than half of the teachers (about 95%) think that students *always or sometimes* give harm to school desks and tables. Moreover, much more than half of the teachers (about 88%) also think that students *always or sometimes* use toilets

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inconveniently. These results are similar to the views of students. However, more than half of the teachers (about 90%) state that students *never or rarely* take school materials home without permission. In addition to this, about 76% of the teachers also think that students *never* or *rarely* take their friends' materials home without permission. These results are also in parallel line with the views of students. So, it could be concluded that the most frequently occurring vandalistic acts are *giving harm to school desks and tables* and *using toilets inconveniently* while the least frequently occurring vandalistic events *are taking school's and friends' materials home without permission* according to the teachers.

In addition to the vandalistic acts listed in the questionnaire, some of the teachers listed several other vandalistic events happening at schools. For example, three of the teachers stated that students always give harm to notice boards in the classrooms and school corridors. Moreover, six of the teachers stated that students always give harm to waste baskets in school garden. In addition to this, about five of the teachers stated that students frequently waste school materials such as papers, soap etc.

The causes of vandalistic events at schools according to teachers' views were shown in Table 8.

Table 8.

*Teachers' Views About the Causes of School Vandalism*

| Causes of School Vandalism | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|
| | *N* | % | *N* | % | *N* | % | *N* | % |
| Taking low scores in the exams | 9 | 15.3 | 40 | 67.8 | 9 | 15.3 | 1 | 1.7 |
| The desire to prove himself/herself | 2 | 3.4 | 8 | 13.6 | 31 | 52.5 | 18 | 30.5 |
| Thinking that school is ownerless/unowned | 7 | 11.9 | 34 | 57.6 | 16 | 27.1 | 2 | 3.4 |
| Giving messages to school staff | 7 | 11.9 | 27 | 45.8 | 24 | 40.7 | 1 | 1.7 |
| Undervaluing school materials | 3 | 5.1 | 16 | 27.1 | 24 | 40.7 | 16 | 27.1 |
| Problems in friendship relationships | 4 | 6.8 | 4 | 6.8 | 45 | 76.3 | 6 | 10.2 |
| Problems in familial relationships | 3 | 5.1 | 11 | 18.6 | 35 | 59.3 | 10 | 16.9 |
| The desire to seek joy and fun | 3 | 5.1 | 5 | 8.5 | 37 | 62.7 | 14 | 23.7 |
| Not feeling belonging to school | 5 | 8.5 | 27 | 45.8 | 20 | 33.9 | 7 | 11.9 |
| The tendency to move together with friends | 2 | 3.4 | 8 | 13.6 | 38 | 64.4 | 11 | 18.6 |
| Lack of discipline at school | 10 | 16.9 | 26 | 44.1 | 18 | 30.5 | 5 | 8.5 |

*N=59*

The results presented in Table 8 show that about 87% of the teachers agree or *strongly agree* that students commit vandalistic acts because of the *problems they experience with their friends*. The second cause about 86% of the teachers *agree* or *strongly agree* is that *students seek joy and fun*. However, most of the teachers (about 83%) *strongly disagree* or *disagree* that taking low scores is a cause of vandalism. This result is similar to the result reached according to the views of students. In addition to that, about 69% of the teachers *strongly disagree* or *disagree* that students commit vandalism because of the fact that they think *school is ownerless*. As a result, it could be propounded that the primary causes of school vandalism is *problems in friendship and seeking joy and fun* while the minor causes are *taking low scores* and *thinking that school is lordless* according to teachers.

In addition to the causes listed in the questionnaire, some of the teachers listed some other causes of school vandalism. For example, four of the teachers stated that students usually commit vandalistic acts as there is no deterring sanction at schools. About five of the teachers stated that students conduct vandalism as they cannot express themselves by conversation and they don't feel self-confident.

The consequences of vandalistic events happening at schools according to teachers' views were presented in Table 9.

Table 9.

*Teachers' Views About the Consequences of School Vandalism*

| School Vandalism Causes … | Not at all | | Little | | Much | | Very Much | |
|---|---|---|---|---|---|---|---|---|
| | *N* | % | *N* | % | *N* | % | *N* | % |
| Educational facilities to halt | 11 | 18.6 | 25 | 42.4 | 18 | 30.5 | 5 | 8.5 |
| The other students to feel frightened | 8 | 13.6 | 25 | 42.4 | 22 | 37.3 | 4 | 6.8 |
| School resourses to be wasted | 2 | 3.4 | 9 | 15.3 | 26 | 44.1 | 22 | 37.3 |
| School climate and discipline to be spoiled | 3 | 5.1 | 11 | 18.6 | 24 | 40.7 | 21 | 35.6 |
| The other students to model vandals | - | - | 9 | 15.3 | 18 | 30.5 | 32 | 54.2 |
| School administration to take extra precautions | 2 | 3.4 | 12 | 20.3 | 32 | 54.2 | 13 | 22 |
| Our school to be notorious for vandalism | 10 | 16.9 | 19 | 32.2 | 19 | 32.2 | 11 | 18.6 |

*N*=59

According to 85% of the teachers, school vandalism causes the other students to take vandals as a model *much* or *very much*. Morever, about 81% of the teachers think that school vandalism leads to the waste of school resources *much* or *very much*. These results are

analogous with the results obtained according to students' views. However, 61% of the teachers state that vandalism at school *never* or *slightly* causes educational facilities to halt. Apart from that, about 56% of the teachers think that school vandalism *never* or *slightly* leads to fear among the other students. These results are also similar to the results reached according to the views of students.

In addition to the consequences listed in the questionnaire, some of the teachers wrote down several other consequences school vandalism may lead to. For example, about six of the teachers stated that school vandalism inhibits the academic achievement of successful students. About five of the teachers stated that school vandalism causes school order and system to be damaged.

**Results About the Association Between the Frequency of School Vandalism and the Location of School**

In order to determine the association between the frequency of vandalistic acts occurring at school and the location of school according to the views of students, Cramer's V values were calculated (See Table 10 for Cramer's V values and significance levels estimated for the association between the frequency of school vandalism and the location of school).

Table 10.

*Cramer's V Values Between Vandalistic Acts and Location of School According to Students' Views*

| Vandalistic Acts | Location of School |
|---|---|
| Giving harm to desks and tables | .08 |
| Taking school materials home without permission | .12 |
| Giving harm to walls | .20* |
| Giving harm to electric and electronic materials | .15* |
| Taking friends' materials home without permission | .14* |
| Breaking school's doors and windows | .14* |
| Giving harm to friends' materials | .13* |
| Using toilets at schools inconveniently | .24* |
| Giving harm to sports fields and materials | .11 |
| Giving harm to trees and flowers in garden | .25* |

*$p<0.05$

Table 10 indicates that seven out of ten vandalistic acts have been found to have significant association with the location of school. Significant Cramer's V values ranging from .13 to .25 show that the association between some vandalistic acts and school location is weak (Özbay, 2009). The distribution of these vandalistic acts by the location of school was presented in Tables from 11 to 17.

Table 11.

*The Distribution of the Frequency of Giving Harm to Walls by the Location of School*

| Location of School | Giving Harm to School Walls | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| Altındağ | 27 | 19.6 | 44 | 31.9 | 47 | 34.1 | 20 | 14.5 |
| Çankaya | 17 | 15.5 | 30 | 27.3 | 39 | 35.5 | 24 | 21.8 |
| Mamak | 16 | 10.7 | 32 | 21.5 | 38 | 25.5 | 63 | 42.3 |

The distribution of the frequency of *giving harm to walls* by the location of school shows that the biggest difference is that 42.3% of the students in Mamak district think that students *always* give harm to school walls while 14.5% and 21.8% of the students in Altındağ and Çankaya respectively think that students *always* give harm to school walls. As a result, it could be stated that the vandalistic event, *giving harm to school walls,* is more likely to be encountered in Mamak when compared to Altındağ and Çankaya.

Table 12.

*The Distribution of the Frequency of Giving Harm to Electric and Electronic Materials by the Location of School*

| Location of School | Giving Harm to Electric and Electronic Materials | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| Altındağ | 54 | 39.1 | 52 | 37.7 | 26 | 18.8 | 6 | 4.3 |
| Çankaya | 58 | 52.7 | 35 | 31.8 | 13 | 11.8 | 4 | 3.6 |
| Mamak | 51 | 34.2 | 51 | 34.2 | 28 | 18.8 | 19 | 12.8 |

The distribution of the frequency of *giving harm to electric and electronic materials* by the location of school indicates that the biggest difference is that 52.7% of the students in Çankaya district think that students *never* give harm to electric and electronic materials while 39.1% and 34.2% of the students in Altındağ and Mamak respectively think that students *never* give harm to electric and electronic materials. Therefore, it could be propounded that the vandalistic event, *giving harm to electric and electronic materials,* is less likely to be seen in Çankaya when compared to Altındağ and Mamak.

Table 13.

*The Distribution of the Frequency of Taking Friends' Materials Home Without Permission by the Location of School*

| Location of School | Taking Friends' Materials Home Without Permission | | | | | | | |
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
|---|---|---|---|---|---|---|---|---|
| Altındağ | 76 | 55.1 | 27 | 19.6 | 24 | 17.4 | 11 | 8 |
| Çankaya | 62 | 56.4 | 30 | 27.3 | 14 | 12.7 | 4 | 3.6 |
| Mamak | 56 | 37.6 | 45 | 30.2 | 34 | 22.8 | 14 | 9.4 |

The distribution of the frequency of *taking friends' materials home without permission* by the location of school indicates that the biggest difference is that 37.6% of the students in Mamak district think that students *never* take friends' materials home without permission while 55.1% and 56.4% of the students in Altındağ and Çankaya respectively think that students *never* take friends' materials home without permission. So, it could be argued that the vandalistic act, *taking friends' materials home without permission,* is more likely to be observed in Mamak when compared to Altındağ and Çankaya.

Table 14.

*The Distribution of the Frequency of Breaking School's Doors and Windows by the Location of School*

| Location of School | Breaking School's Doors and Windows | | | | | | | |
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
|---|---|---|---|---|---|---|---|---|
| Altındağ | 30 | 21.7 | 57 | 41.3 | 36 | 26.1 | 15 | 10.9 |
| Çankaya | 35 | 31.8 | 52 | 47.3 | 18 | 16.4 | 5 | 4.5 |
| Mamak | 50 | 33.6 | 51 | 34.2 | 27 | 18.1 | 21 | 14.1 |

The distribution of the frequency of *breaking school's doors and windows* by the location of school shows that the biggest difference is that 21.7% of the students in Altındağ district think that students *never* break school's doors and windows while 31.8% and 33.6% of the students in Çankaya and Mamak respectively think that students *never* break school's doors and windows. As a result, it might be concluded that the vandalistic incident, *breaking*

*school's doors and windows,* is more likely to be encountered in Altındağ when compared to Çankaya and Mamak.

Table 15.

*The Distribution of the Frequency of Giving Harm to Friends' Materials by the Location of School*

| Location of School | Giving Harm to Friends' Materials | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| Altındağ | 29 | 21 | 51 | 37 | 41 | 29.7 | 17 | 12.3 |
| Çankaya | 23 | 20.9 | 43 | 39.1 | 29 | 26.4 | 15 | 13.6 |
| Mamak | 24 | 16.1 | 41 | 27.5 | 45 | 30.2 | 39 | 26.2 |

The distribution of the frequency of *giving harm to friends' materials* by the location of school indicates that the biggest difference is that 26.2% of the students in Mamak district think that students *always* give harm to friends' materials while 12.3% and 13.6% of the students in Altındağ and Çankaya respectively think that students *always* give harm to friends' materials. Therefore, it might be argued that the vandalistic event, *giving harm to friends' materials,* is more likely to be observed in Mamak when compared to Altındağ and Çankaya.

Table 16.

*The Distribution of the Frequency of Using Toilets at Schools Inconveniently by the Location of School*

| Location of School | Using Toilets at Schools Inconveniently | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| Altındağ | 12 | 8.7 | 13 | 9.4 | 32 | 23.2 | 81 | 58.7 |
| Çankaya | 17 | 15.5 | 19 | 17.3 | 38 | 34.5 | 36 | 32.7 |
| Mamak | 12 | 8.1 | 7 | 4.7 | 20 | 13.4 | 110 | 73.8 |

The distribution of the frequency of *using toilets at school inconveniently* by the location of school shows that the biggest difference is that 32.7% of the students in Çankaya

district think that students *always* use toilets inconveniently while 58.7% and 73.8% of the students in Altındağ and Mamak respectively think that students *always* use toilets at school inconveniently. So, it could be concluded that the vandalistic act, *using toilets at school inconveniently,* is less likely to be seen in Çankaya when compared to Altındağ and Mamak.

Table 17.

*The Distribution of the Frequency of Giving Harm to Trees and Flowers in Garden by the Location of School*

| Location of School | Giving Harm to Trees and Flowers in Garden | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | *N* | % | *N* | % | *N* | % | *N* | % |
| Altındağ | 67 | 48.6 | 46 | 33.3 | 17 | 12.3 | 8 | 5.8 |
| Çankaya | 63 | 57.3 | 23 | 20.9 | 21 | 19.1 | 3 | 2.7 |
| Mamak | 39 | 26.2 | 42 | 28.2 | 37 | 24.8 | 31 | 20.8 |

The distribution of the frequency of *giving harm to trees and flowers in garden* by the location of school indicates that the biggest difference is that 26.2% of the students in Mamak district think that students *never* give harm to trees and flowers in garden while 48.6% and 57.3% of the students in Altındağ and Çankaya respectively think that students *never* give harm to trees and flowers in garden. As a result, it could be propounded that the vandalistic incident, *giving harm to trees and flowers in garden,* is more likely to be encountered in Mamak when compared to Altındağ and Çankaya.

Table 18.

*Cramer's V Values Between Vandalistic Acts and Location of School According to Teachers' Views*

| Vandalistic Acts | Location of School |
|---|---|
| Giving harm to desks and tables | .16 |
| Taking school materials home without permission | .19 |
| Giving harm to walls | .29 |
| Giving harm to electric and electronic materials | .38* |
| Taking friends' materials home without permission | .23 |
| Breaking school's doors and windows | .23 |
| Giving harm to friends' materials | .17 |
| Using toilets at schools inconveniently | .29* |
| Giving harm to sports fields and materials | .18 |
| Giving harm to trees and flowers in garden | .26 |

*$p<0.05$

Two out of ten vandalistic acts have been found to have significant association with the location of school based upon the views of teachers. The significant Cramer's V values ranging from .29 to .38 seem to be weak and medium (Özbay, 2009). The distribution of these vandalistic acts by the location of school was displayed in the Tables 19 and Table 20.

Table 19.

*The Distribution of the Frequency of Giving Harm to Electric and Electronic Materials by the Location of School*

| Location of School | Giving Harm to Electric and Electronic Materials | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| Altındağ | 2 | 10.5 | 2 | 10.5 | 14 | 73.7 | 1 | 5.3 |
| Çankaya | 3 | 15.8 | 12 | 63.2 | 4 | 21.1 | - | - |
| Mamak | 3 | 14.3 | 5 | 23.8 | 13 | 61.9 | - | - |

The distribution of the frequency of *giving harm to electric and electronic materials* by the location of school shows that the biggest difference is that 63.2% of the teachers in Çankaya district think that students *rarely* give harm to electric and electronic materials while 10.5% and 23.8% of the teachers in Altındağ and Mamak respectively think that students *rarely* give harm to electric and electronic materials. In addition to this, the second biggest difference is that 21.1% of the teachers in Çankaya district think that students *sometimes* give harm to electric and electronic materials while 73.7% and 61.9% of the teachers in Altındağ and Mamak respectively think that students *sometimes* give harm to electric and electronic materials. As a result, it could be argued that the vandalistic event, *giving harm to electric and electronic materials,* is less likely to be observed in Çankaya when compared to Altındağ and Mamak.

Table 20.

*The Distribution of the Frequency of Using Toilets at Schools Inconveniently by the Location of School*

| Location of School | Using Toilets at Schools Inconveniently | | | | | | | |
| | Never | | Rarely | | Sometimes | | Always | |
| | N | % | N | % | N | % | N | % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Altındağ | - | - | 2 | 10.5 | 5 | 26.3 | 12 | 63.2 |
| Çankaya | - | - | 5 | 26.3 | 9 | 47.4 | 5 | 26.3 |
| Mamak | - | - | - | - | 9 | 42.9 | 12 | 57.1 |

The distribution of the frequency of *using toilets at school inconveniently* by the location of school indicates that the biggest difference is that 26.3% of the teachers in Çankaya district think that students *always* use toilets at school inconveniently while 63.2% and 57.1% of the teachers in Altındağ and Mamak respectively think that students *always* use toilets at school inconveniently. So, it could be stated that the vandalistic act, *using toilets at school inconveniently,* is less likely to be encountered in Çankaya when compared to Altındağ and Mamak.

**Results About the Association Between the Causes of School Vandalism and the Location of School**

In order to determine the association between the causes of school vandalism and the location of school, Cramer's V values were calculated (See Table 21 for Cramer's V values

and significance levels estimated for the association between the causes of school vandalism and the location of school).

Table 21.

*Cramer's V Values Between the Causes of School Vandalism and Location of School According to Students' Views*

| Causes of Vandalism | Location of School |
|---|---|
| Taking low scores in the exams | .06 |
| The desire to prove himself/herself | .15* |
| Thinking that school is ownerless/unowned | .13* |
| Giving messages to school staff | .12 |
| Undervaluing school materials | .12 |
| Problems in friendship relationships | .11 |
| Problems in familial relationships | .09 |
| The desire to seek joy and fun | .05 |
| Not feeling belonging to school | .12 |
| The tendency to move together with friends | .10 |
| Lack of discipline at school | .16* |

*$p<0.05$

Three out of eleven causes of school vandalism have been found to have significant association with the location of school. Significant Cramer's V values ranging from .13 to .16 indicates that the association between some causes of school vandalism and school location is weak (Özbay, 2009). The distribution of the causes of school vandalism which show significant association with school location was presented in Tables 22, 23 and 24.

Table 22.

*The Distribution of the Frequency of the Desire to Prove Himself/Herself by the Location of School*

| Location of School | The Desire to Prove Himself/Herself | | | | | | | |
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | N | % | N | % | N | % | N | % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Altındağ | 27 | 19.6 | 47 | 34.1 | 37 | 26.8 | 27 | 19.6 |
| Çankaya | 23 | 20.9 | 23 | 20.9 | 49 | 44.5 | 15 | 13.6 |
| Mamak | 24 | 16.1 | 36 | 24.2 | 49 | 32.9 | 40 | 26.8 |

The distribution of the frequency of *the desire to prove himself/herself* by the location of school indicates that the biggest difference is that 44.5% of the students in Çankaya district *agree* that students commit school vandalism as they want to prove themselves while 26.8% and 32.9% of the students in Altındağ and Mamak respectively *agree* that students commit school vandalism as they want to prove themselves. As a result, it could be propounded that students in Çankaya are less likely to get involved in school vandalism in order to prove themselves when compared to the students in Altındağ and Mamak.

Table 23.

*The Distribution of the Frequency of Thinking that School is Ownerless/Unowned by the Location of School*

| Location of School | Thinking that School is Ownerless/Unowned | | | | | | | |
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | N | % | N | % | N | % | N | % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Altındağ | 47 | 34.1 | 40 | 29 | 38 | 27.5 | 13 | 9.4 |
| Çankaya | 45 | 40.9 | 25 | 22.7 | 28 | 25.5 | 12 | 10.9 |
| Mamak | 32 | 21.5 | 45 | 30.2 | 51 | 34.2 | 21 | 14.1 |

The distribution of the frequency of *thinking that school is ownerless/unowned* by the location of school indicates that the biggest difference is that 21.5% of the students in Mamak district *strongly disagree* that students commit school vandalism as they think that

school is ownerless/unowned while 34.1% and 40.9% of the students in Altındağ and Çankaya respectively strongly *disagree* that students commit school vandalism as they think that school is ownerless/unowned. So, it could be concluded that students in Mamak are more likely to commit school vandalism as they think that school is masterless when compared to the students in Altındağ and Çankaya.

Table 24.

*The Distribution of the Frequency of Lack of Discipline at School by School Location*

| Location of School | Lack of Discipline at School | | | | | | | |
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | N | % | N | % | N | % | N | % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Altındağ | 56 | 40.6 | 42 | 30.4 | 22 | 15.9 | 18 | 13 |
| Çankaya | 45 | 40.9 | 22 | 20 | 27 | 24.5 | 16 | 14.5 |
| Mamak | 42 | 28.2 | 32 | 21.5 | 34 | 22.8 | 41 | 27.5 |

The distribution of the frequency of *lack of discipline at school* by school location shows that the biggest difference is that 27.5% of the students in Mamak district *strongly agree* that students commit school vandalism due to the lack of discipline at school while 13% and 14.5% of the students in Altındağ and Çankaya respectively *strongly agree* that students commit school vandalism due to the lack of discipline at school.  In addition to this, the second biggest difference is that 28.2% of the students in Mamak district *strongly disagree* that students commit school vandalism due to the lack of discipline at school while 40.6% and 40.9% of the students in Altındağ and Çankaya respectively *strongly disagree* that students commit school vandalism due to the lack of discipline at school. Therefore, it could be argued that students in Mamak are more likely to conduct school vandalism due to the lack of discipline at school when compared to the students in Altındağ and Çankaya.

Table 25.

*Cramer's V Values Between the Causes of School Vandalism and Location of School According to Teachers' Views*

| Causes of Vandalism | Location of School |
|---|---|
| Taking low scores in the exams | .14 |
| The desire to prove himself/herself | .23 |
| Thinking that school is ownerless/unowned | .22 |
| Giving messages to school staff | .20 |
| Undervaluing school materials | .24 |
| Problems in friendship relationships | .18 |
| Problems in familial relationships | .16 |
| The desire to seek joy and fun | .20 |
| Not feeling belonging to school | .27 |
| The tendency to move together with friends | .21 |
| Lack of discipline at school | .24 |

None of eleven causes of school vandalism has been found to show significant association with the location of school according to the teachers' views. So, it could be concluded that the causes of school vandalism are not significantly associated with the location of school. That is to say, the causes of school vandalism don't significantly differ by the location of school based upon the views of teachers.

# CHAPTER 4

# DISCUSSION

The aim of this study was to investigate the frequency, causes and possible results of school vandalism according to the views of secondary students and teachers. Moreover, with the study it was aimed to explore the association of the school location with the frequency and causes of school vandalism. Students and teachers from three secondary schools in three different towns in Ankara were the data sources in the study. In this chapter, first of all, research findings will be summarized and discussed in the framework of the findings in the literature. Then the contributions, assumptions and limitations of the present study will be presented and then suggestions to the policy makers based on the findings of this study and suggestions for future research will be put forward.

**Overview of the Research Findings**

Research findings of the present study will be presented in six subtitles. First of all, the findings regarding which grade and sex group get involved in school vandalism more will be presented. Then, findings about the frequency, causes and possible results of school vandalism will be presented respectively. Lastly, the findings about the association between school location and frequency and causes of school vandalism will be summarized.

**Differences in Terms of Grade and Sex**

Both teachers and students think that higher grades at school, namely eighth and seventh grades, commit vandalism more compared to lower grades. Kalgı (2014) also found that those who are at the age of 13 or 14 are more likely to perform vandalistic acts. Ages 13-14 correspond to the seventh and eighth grades. Funk (1998) revealed that there is a positive significant correlation between age and school vandalism. The older the adolescent is, the higher the probability of performing vandalistic acts at school is. Goldstein (1997) asserts that vandalism is at the top at seventh grade and eighth grade. However, after eighth grade, it starts to decrease gradually. As a result, it could be propounded that the results obtained in this study are compatible with the findings in the literature.

Moreover in this study it was found out that both teachers and students think that male students are more likely to get involved in school vandalism compared to their female

counterparts. Bal (2010) also found out that male adolescents are more likely to show antisocial behaviours such as bullying and vandalism than female adolescents. In addition to this, Kalgı (2014) also discovered that male students are more likely to show vandalistic acts compared to female students. Furthermore, Funk (1998) and Stahl (2000) also found that boys are more likely to show vandalistic acts. Otta et al. (1996) conducted a study to explore the volume of graffiti in the restroom walls at secondary schools and universities. They found less graffiti on women's restroom walls compared to men's restroom walls. De Wet (2004) carried out a study and found out that boys are the primary vandals at schools. The research (Doğan and Demir, 2012) also shows that perceptions of female and male students about vandalism are also different. Female students perceive that much more vandalistic acts occur at school while male students perceive that fewer vandalistic acts happen. As a result, it could be asserted that the results reached through this study are in parallel line with the findings in the literature.

**Findings About the Frequency of Vandalistic Acts**

According to students and teachers, the most frequently occurring type of vandalism at school is giving harm to school desks and tables. As these materials are very close to the students and the students spend most of their time sitting on the desks, these materials might be thought to be more vulnerable to vandalism. Oruç (2008) conducted a study in order to determine students', teachers' and school principals' views about vandalistic behaviors the students perform. The researcher found out that the most frequently happening vandalistic act at schools is scratching the desks and writing upon them.

Apart from this, using school toilets inconveniently was found to be the second most frequently occurring event in the framework of school vandalism. In addition to the vandalistic acts listed in the questionnaire, some students and teachers stressed that giving harm to teachers' belongings, notice boards in the classroom, wasting school materials and doing graffiti are also the vandalistic acts they encounter at schools.

**Findings About the Causes of School Vandalism**

According to the students, the basic cause behind school vandalism is seeking joy and fun. Furthermore, the second cause of school vandalism is underestimation of school materials. Matusova (1997) carried out a study to find out the reaons of vandalism. The researcher discovered that looking for thrill was the first basic reason for vandalism. The second reason was boredom. However, according to the teachers in this study the first reason

why the students do vandalism is the problems the vandals experience with their friends. Rappaport and Thomas (2004) also argue that social rejection of the children and problems in friendship relationships could be determinants of vandalism and violence in the juvenile.

Most of the students and teachers disagree that taking low scores is a reason behind school vandalism. Moreover, the students and teachers think that *thinking that school is unowned* and *giving messages to teachers and school administrators* are two insignificant reasons behind school vandalism. In addition to the causes listed in the questionnaire, some students and teachers emphasize that students commit vandalism accidentally, because of boredom and low self-confidence. Moreoever, some of the teachers and students state that the students apply school vandalism in order to gain popularity among peers and as there is no deterring sanction against vandalism at schools.

**Findings About the Consequences of School Vandalism**

Both teachers and students think that school vandalism primarily causes the other students to take the vandals as role models. Walker et al. (1996) assert that outliers in the communities such as schools have an intensifying effect on antisocial behaviors. So, the students who are involved in school vandalism have a great influence on vandalistic and violence-oriented behaviors among the others at schools. As a matter of fact, De Wet (2004) states that vandalism is a learned action. As the students' behaviors, beliefs and values come to life as a result of observing and modeling the behaviors of the others and interacting with the others (Burke et al., 2004), this is an expected finding.

Moreoever it was also discovered that students and teachers think that school vandalism secondly causes school resources to be wasted. The vandalism has not only financial costs but also social costs (De Wet, 2004; Goldstein, 1996). So, we can conclude that the other students' imitating the vandals at schools is the social cost of school vandalism while wasting school resources is the financial cost of school vandalism.

Both teachers and students think that school vandalism doesn't cause the educational facilities to end much. Both teachers and students consistently think the same way. However, according to UCLA report (2015), teachers and students state that vandalism at schools pose a barrier and menace to the educational facilities.

Teachers and students added some more consequences which school vandalism may lead to. For example, some students and teachers stated that school vandalism may cause the students to feel reluctant to go to school. Some teachers emphasize that school vandalism may hinder the academic achievement of some students. Moreoever, some students stressed

that school vandalism causes the teachers and school administrators to reprimand each and every student by not discriminating those who are not involved in vandalism. This fact, in return, causes these students to commit vandalistic acts. According to Hyman and Perone (1998) teachers' and principals' strict attitudes towards the students and the students' victimization in the name of discipline may lead to more violent and vandalistic acts. Those students who get exposed to strict disciplinary approaches although they don't deserve such an approach are more likely to get involved in violent and vandalistic acts.

Furthermore, some students stated that as a result of school vandalism, the school administration has to take extra precautions.

**Association Between the School Location and Frequency of School Vandalism**

Those vandalistic acts showing significant association with the location of school are listed below:

a. *Giving harm to school walls*: *More* students in Mamak but *fewer* students in Altındağ and Çankaya think that giving harm to school walls *always* happens.

b. *Giving harm to electric and electronic materials*: *More* students in Çankaya but *fewer* students in Altındağ and Mamak think that giving harm to electric and electronic materials *never* happens. The teachers in all three districts also think the same way as the students.

c. *Taking friends' materials home*: *More* students in Altındağ and Çankaya but *fewer* students in Mamak think that taking friends' materials *never* happens compared to the students in Mamak.

d. *Breaking school's doors and windows*: *More* students and teachers in Çankaya and Mamak but *fewer* students and teachers in Altındağ think that breaking windows and doors of the school *never* happens.

e. *Giving harm to friends' materials*: *More* students in Mamak think that giving harm to friends' materials *always* happens when compared to the students in the other two districts.

f. *Using toilets inconveniently*: *Fewer* students in Çankaya think that students *always* use toilets inconveniently when compared to the students in the other two districts. The teachers think the same way as the students.

g. *Giving harm to trees and flowers in the school garden*: *More* students in Mamak think that students *always* give harm to trees and flowers compared to the students in the other two districts.

**Association Between the School Location and Causes of School Vandalism**

The causes of school vandalism showing significant association with the school location are listed below:

a. *The desire to prove himself/herself*: *More* students in Çankaya and Mamak *agree* that students commit vandalism in order to prove themselves compared to the students in Altındağ.

b. *Thinking that school is ownerless*: *Fewer* students in Çankaya and Altındağ but *more* students in Mamak think that students commit vandalism as they think the school is ownerless.

c. *Lack of Discipline*: *More* students in Mamak but fewer students in Altındağ and Çankaya think that lack of discipline causes vandalism at school.

Yavuz and Kuloğlu (2011) also found out that location is a predictive factor for vandalism. Especially places in which discipline is poor are more vulnerable to vandalism. Goldstein (1997) also asserts that school's ecological and environmental construction is a great risk factor for vandalism.

**Contributions of the Current Research to the Literature**

With the study it was aimed to explore the frequency, causes and consequences of school vandalism according to the students and teachers. Moreoever, the association between the school location and frequency, causes of school vandalism was explored. So, the current study is important in terms of putting forward a general picture of school vandalism.

Anti-social behaviours such as vandalism are a big challenge before the society (Wallinius, 2012). In order to promote the quality of education, the barriers in front of the educational system should be explored. As a form of violence, vandalism is a barrier before education. So, this study is important because of the fact that it exhibits the current situation about the frequency, causes and results of school vandalism. As a result, the determination of the reasons of vandalism could result in the development of the methods to prevent vandalism. Furthermore, the studies show that when the level of vandalism decreases at schools, the other antisocial behaviors such as bullying decrease. That is, antisocial behaviors go together (Matusova, 1997). Based upon the results of this study, precautions could be developed in order to prevent school vandalism and other antisocial behaviors.

Hawes (2015) states that more surveys are necessary to come to conclusion about the causes and consequences of violent behaviors. As a result, this study is thought to provide a

basis for the educators and psychologists and also fill the gap in the literature by providing an overall assessment of school vandalism with the dimensions of frequency, causes and consequences. The findings of the study may lead to the development of training programs, seminars towards students, parents, teachers and school administrators. In addition to this, as this study addresses the location of school as a risk or predictive factor, it has a place in the literature.

**Assumptions of the Current Research**

It is assumed that the participants of the survey fully understood the questions in the questionnaires and responded them sincerely and trutfully.

**Limitations of the Current Research**

It should be accepted that the study's primary weakness is working only with the secondary students and teachers. Further research could be enriched with different levels of students including primary and secondary schools.

Findings of the research are merely based on the data collected through questionnaires as the research model is survey. Some other instruments like "school vandalism scale, inventories of anti-social behaviors" could be used to be able to do more comprehensive research and data analysis.

Schools were selected judgmentally by the researcher based upon the personal observation in framework of the study. In further research, schools might be selected based upon the socio-economic status of the schools.

While making interpretations about the items regarding vandalistic acts, causes and consequences of school vandalism, four levels of variables were reduced into binary levels. For example, "strongly agree" and "agree" were combined and also "strongly disagree" and "disagree" were combined and interpreted together.

**Suggestions to Policy Makers**

Schools are both the targets of vandalism and also the places to prevent these antisocial behaviors (Walker et al., 1996). So, curriculum about violence and vandalism might be developed and implemented at schools in order to raise the awareness of students about school violence and vandalism.

Seminars regarding the prevention of violence and vandalism could be organized towards both students and teachers.

As younger students' taking older students as role-models is the primary consequence of school vandalism, intervention methods could be developed so that the younger students could imitate positive behaviors of older students. For example, an essay writing contest about school vandalism could be organized and those who show a good performance in the contest might be awarded. In this way, the other students (especially younger ones) will be imitating positive behaviors of older students.

In-service training programs related to the prevention of vandalism could be planned for teachers and school administrators.

As toilets are the basic targets of vandals, regular patrols could be planned around the restrooms.

As the desks and tables are also primary targets of vandals, they may be toughened.

Lack of discipline at school is a risk factor for vandalism. So, deterring precautions could be taken in order to prevent vandalism.

Students usually commit vandalism in order to seek joy, fun and release their energy. As a result, more parks and space might be allocated to the students so that they could get rid of boredom.

As scolding of the students who are not involved in school vandalism causes them to commit vandalistic acts, generalized and unfair scolding may be avoided.

**Suggestions for Future Research**

Further research could be carried out in a way that enables the researchers to collect data using qualitative methods like interview and observation.

Prospective research could be designed to develop a "school vandalism scale" and explore the correlation between school vandalism and other antisocial behaviors such as bullying, using drugs etc.

Views of school psychologists, parents and school administrators could also be taken in order to explore school vandalism from their perspectives.

Another sampling method apart from convenience sampling might be employed in future research for the concern of generalizability.

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# APPENDICES

# APPENDIX A. INFORMED CONSENT FORM

Bu çalışmanın amacı, okullarda yaşanan tahripçiliğin sıklığı, nedenleri ve sonuçları ile ilgili bilgi toplamaktır. Sizden üç bölümden oluşan anketi tamamlamanız beklenmektedir. Anketin birinci bölümünde tahripçiliğin okulunuzda yaşanma sıklığı ilgili sorular yer almaktadır. Anketin ikinci bölümünde okullarda yaşanan tahripçiliğin nedenlerine, üçüncü bölümünde de okullarda yaşanan tahripçiliğin olası sonuçlarına ilişkin sorular yer almaktadır. Yaklaşık olarak 15 dakikanızı alacak bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Elde edilen veriler yalnızca araştırmacı tarafından kullanılacak, üçüncü kişilerle paylaşılmayacaktır.

Çalışma sırasında yanıtlamanız gereken sorular, kişisel rahatsızlık yaratacak nitelikte değildir. Ancak, çalışma esnasında herhangi bir nedenden dolayı kendinizi rahatsız hissederseniz anketi tamamlama işini yarım bırakıp çıkmakta serbestsiniz. Anketi tamamladıktan sonra bu çalışmayla ilgili sorularınız cevaplanacaktır. Çalışma hakkında daha detaylı bilgi almak için Ankara Yıldırım Beyazıt Üniversitesi Psikoloji Bölümü yüksek lisans öğrencisi Ahmet YILDIRIM (yildirimahmat@yahoo.com) ile iletişime geçebilirsiniz.

Çalışmaya sağladığınız katkı için teşekkür ederim.

*Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman çalışmayı yarıda bırakıp çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı çalışmalarda kullanılmasını kabul ediyorum.*

İmza:

# APPENDIX B. PARENT CONSENT FORM

**Araştırmacının Adı:** Ahmet YILDIRIM

**Araştırmanın Başlığı:** Okullarda yaşanan tahripçiliğin sıklığının, nedenlerinin ve sonuçlarının öğrenci ve öğretmen görüşlerine göre belirlenmesi.

Çocuğunuz, okullarda yaşanan tahripçiliğin sıklığı, nedenleri ve sonuçlarını ortaya koymaya çalışan bir araştırmaya katılmak üzere seçilmiştir. Bu form, çocuğunuzun bu araştırmaya katılması için sizin izninizi almak üzere hazırlanmıştır. Araştırma deneysel bir çalışma değildir ve araştırma kapsamında çocuğunuzun okullarda yaşanan tahripçilikle ilgili görüşleri alınacaktır. Bu yönüyle çocuğunuz bilimsel bir araştırmaya katkı sağlamış olacaktır. (*Bu araştırma, Ankara Yıldırım Beyazıt Üniversitesi Etik Kurulu tarafından da incelenmiş ve onaylanmıştır.*).

*Araştırma kapsamında öğrencilerin ne yapması istenecek?*

Araştırma kapsamında öğrencilerin üç bölümden oluşan anket sorularına yanıt vermesi istenecek ve anket sorularının yanıtlanması yaklaşık olarak 15 dakika sürecektir. Araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Elde edilen veriler yalnızca araştırmacı tarafından kullanılacak, üçüncü kişilerle paylaşılmayacaktır. Bununla birlikte çocuğunuz çalışma esnasında herhangi bir nedenden dolayı anketi tamamlama işini yarım bırakıp çıkmakta serbesttir (Anket soruları ekte yer almaktadır).

**Araştırmacının Telefonu:** 0553 371 85 22         **E-posta adresi:** yildirimahmat@yahoo.com

Araştırma ile ilgili sorularınız için yukarıdaki iletişim bilgilerini kullanarak araştırmacı ile iletişime geçebilirsiniz.

Çocuğumun ne yapacağını biliyor, araştırma kapsamında toplanan verilerin bilimsel amaçlı çalışmalarda kullanılmasını kabul ediyor ve çocuğumun araştırmaya katılmasında herhangi bir sakınca görmüyorum.

Öğrencinin adı: …………………………….....................

Velinin adı: …………………………………………….

Velinin imzası: ……………………………...................

Tarih: …………………………………………………..

# APPENDIX C. STUDENT QUESTIONNAIRE
## Okul Tahripçiliğinin (Vandalizm) Yaşanma Sıklığı, Nedenleri ve Sonuçları Anketi

**Değerli Öğrenci**,

Okullarda yaşanan tahripçiliğin sıklığı, nedenleri ve sonuçlarını öğrenci ve öğretmen görüşlerine dayalı olarak ortaya koymayı amaçlayan bir araştırma yürütmekteyim. Bu araştırma çerçevesinde, siz değerli öğrencilerin görüşlerine ihtiyaç duyulmuştur. Bu ankette yer alan soruları yanıtlayarak araştırmaya önemli bir katkı sağlamış olacaksınız.

Anket üç bölümden oluşmaktadır: Anketin birinci bölümünde okul tahripçiliğinin okulunuzda yaşanma sıklığı, ikinci bölümünde nedenleri ve üçüncü bölümünde de sonuçları ile ilgili sorular yer almaktadır. Ankette yer alan hiçbir soruyu yanıtsız bırakmamanız ve soruları gerçek düşüncenizi yansıtacak şekilde yanıtlamanız büyük önem taşımaktadır.

Katkınız için şimdiden çok teşekkür ederim.

**Ahmet YILDIRIM**
Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler
Enstitüsü
Psikoloji Bölümü Yüksek Lisans Öğrencisi

1. Okulunuzun adı nedir?
( ) Cebeci Ortaokulu ( ) Kavaklıdere Ortaokulu ( ) Mamak Ortaokulu
2. Sizce okulunuzda **en çok** hangi sınıf düzeyindeki öğrenciler okul malzemelerine zarar vermektedir?
( ) 5 ( ) 6 ( ) 7 ( ) 8
3. Sizce okul malzemelerine **en çok** kız öğrenciler mi yoksa erkek öğrenciler mi zarar vermektedir?
( ) Kız öğrenciler ( ) Erkek öğrenciler

| | **1. BÖLÜM – Okul Tahripçiliğinin Yaşanma Sıklığı** <br> Aşağıdakiler **okulunuzda ne sıklıkla yaşanmaktadır** (Malzemelerin kırılması, masa ya da duvarların kazınması, üzerine resimler yapılması vb.)? <br> **Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.** <br> *Okulumuzdaki öğrenciler,* | Hiçbir zaman | Nadiren | Ara sıra | Her zaman |
|---|---|---|---|---|---|
| 1 | Masalara ve sıralara zarar verirler (yazı yazmak, kazımak vb.). | ( ) | ( ) | ( ) | ( ) |
| 2 | Okul malzemelerini habersiz bir şekilde evlerine götürürler. | ( ) | ( ) | ( ) | ( ) |
| 3 | Duvarlara zarar verirler (yazı yazmak, kazımak vb.). | ( ) | ( ) | ( ) | ( ) |
| 4 | Elektrikli ya da elektronik malzemelere zarar verirler (bozmak vb.). | ( ) | ( ) | ( ) | ( ) |
| 5 | Arkadaşlarının eşyalarını habersiz bir şekilde evlerine götürürler. | ( ) | ( ) | ( ) | ( ) |
| 6 | Okulun kapı ve pencerelerini kırarlar. | ( ) | ( ) | ( ) | ( ) |
| 7 | Arkadaşlarının eşyalarına zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| 8 | Tuvaletleri uygun kullanmazlar (temiz kullanmamak, muslukları açık bırakmak vb.). | ( ) | ( ) | ( ) | ( ) |
| 9 | Spor alanlarına ve spor malzemelerine zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| 10 | Bahçedeki ağaçlara ve çiçeklere zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| 11 | Diğer (Lütfen Belirtiniz): <br> ……………………………………… | ( ) | ( ) | ( ) | ( ) |

| | 2. BÖLÜM - Okul Tahripçiliğinin Nedenleri<br>Öğrenciler okul malzemelerine **niçin zarar vermekteler** (Malzemelerin kırılması, masa ya da duvarların kazınması, üzerine resimler yapılması vb.)?<br>**Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.**<br>*Okulumuzdaki öğrenciler okul malzemelerine,* | Kesinlikle Katılmıyorum | Katılmıyorum | Katılıyorum | Kesinlikle Katılıyorum |
|---|---|---|---|---|---|
| 1 | Düşük not aldıkları için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 2 | Kendilerini kanıtlamak ve dikkat çekmek için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 3 | Okulun sahipsiz olduğunu düşündükleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 4 | Okul idarecilerine ve öğretmenlere mesaj vermek için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 5 | Okul malzemelerini değersiz gördükleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 6 | Arkadaşlık ilişkilerinde yaşadıkları sorunlardan dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 7 | Aile ilişkilerinde yaşadıkları sorunlardan dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 8 | Eğlenmek ve heyecan aramak için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 9 | Bu okula kendilerini ait hissetmedikleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 10 | Arkadaşlarıyla birlikte hareket etme eğilimi gösterdikleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 11 | Okuldaki disiplin eksikliğinden dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 12 | Diğer (Lütfen belirtiniz):<br>………………………………………………… | ( ) | ( ) | ( ) | ( ) |

| | 3. BÖLÜM - Okul Tahripçiliğinin Sonuçları<br>Okulunuzda yaşanan tahripçilik okulunuzu ve eğitim-öğretimi **ne derece** etkilemektedir?<br>**Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.**<br>*Okulumuzda yaşanan tahripçilik,* | Hiç | Biraz | Oldukça | Çok fazla |
|---|---|---|---|---|---|
| 1 | Eğitim ve öğretim etkinliklerinin aksamasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 2 | Diğer öğrencilerin korku yaşamasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 3 | Okulumuzun kaynaklarının boşa harcanmasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 4 | Okuldaki disiplin ortamını bozmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 5 | Diğer öğrencilere kötü örnek olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 6 | Okul idaresinin fazladan tedbirler almasına yol açmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 7 | Okulumuzun adının kötü bir şekilde anılmasına yol açmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 8 | Diğer (Lütfen belirtiniz):<br>………………………………………………… | ( ) | ( ) | ( ) | ( ) |

# APPENDIX D. TEACHER QUESTIONNAIRE
## Okul Tahripçiliğinin (Vandalizm) Yaşanma Sıklığı, Nedenleri ve Sonuçları Anketi

**Değerli Öğretmen**,

Okullarda yaşanan tahripçiliğin sıklığı, nedenleri ve sonuçlarını öğrenci ve öğretmen görüşlerine dayalı olarak ortaya koymayı amaçlayan bir araştırma yürütmekteyim. Bu araştırma çerçevesinde, siz değerli öğretmenlerin görüşlerine ihtiyaç duyulmuştur. Bu ankette yer alan soruları yanıtlayarak araştırmaya önemli bir katkı sağlamış olacaksınız.

Anket üç bölümden oluşmaktadır: Anketin birinci bölümünde okul tahripçiliğinin okulunuzda yaşanma sıklığı, ikinci bölümünde nedenleri ve üçüncü bölümünde de sonuçları ile ilgili sorular yer almaktadır. Ankette yer alan hiçbir soruyu yanıtsız bırakmamanız ve soruları gerçek düşüncenizi yansıtacak şekilde yanıtlamanız büyük önem taşımaktadır.

Katkınız için şimdiden çok teşekkür ederim.

**Ahmet YILDIRIM**
Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü
Psikoloji Bölümü Yüksek Lisans Öğrencisi

**1.** Okulunuzun adı nedir?
( ) Cebeci Ortaokulu ( ) Kavaklıdere Ortaokulu ( ) Mamak Ortaokulu
**2.** Sizce okul malzemelerine **en çok** hangi sınıf düzeyindeki öğrenciler zarar vermektedir?
( ) 5 ( ) 6 ( ) 7 ( ) 8
**3.** Sizce okul malzemelerine **en çok** kız öğrenciler mi yoksa erkek öğrenciler mi zarar vermekteler?
( ) Kız öğrenciler ( ) Erkek öğrenciler

| | **1. BÖLÜM – Okul Tahripçiliğinin Yaşanma Sıklığı** Aşağıdakiler **okulunuzda ne sıklıkla yaşanmaktadır** (Malzemelerin kırılması, masa ya da duvarların kazınması, üzerine resimler yapılması vb.)? **Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.** *Okulumuzdaki öğrenciler,* | Hiçbir zaman | Nadiren | Ara sıra | Her zaman |
|---|---|---|---|---|---|
| **1** | Masalara ve sıralara zarar verirler (yazı yazmak, kazımak vb.). | ( ) | ( ) | ( ) | ( ) |
| **2** | Okul malzemelerini habersiz bir şekilde evlerine götürürler. | ( ) | ( ) | ( ) | ( ) |
| **3** | Duvarlara zarar verirler (yazı yazmak, kazımak vb.). | ( ) | ( ) | ( ) | ( ) |
| **4** | Elektrikli ya da elektronik malzemelere zarar verirler (bozmak vb.). | ( ) | ( ) | ( ) | ( ) |
| **5** | Arkadaşlarının eşyalarını habersiz bir şekilde evlerine götürürler. | ( ) | ( ) | ( ) | ( ) |
| **6** | Okulun kapı ve pencerelerini kırarlar. | ( ) | ( ) | ( ) | ( ) |
| **7** | Arkadaşlarının eşyalarına zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| **8** | Tuvaletleri uygun kullanmazlar (temiz kullanmamak, muslukları açık bırakmak vb.). | ( ) | ( ) | ( ) | ( ) |
| **9** | Spor alanlarına ve spor malzemelerine zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| **10** | Bahçedeki ağaçlara ve çiçeklere zarar verirler. | ( ) | ( ) | ( ) | ( ) |
| **11** | Diğer (Lütfen Belirtiniz): ……………………………………….. | ( ) | ( ) | ( ) | ( ) |

| | **2. BÖLÜM - Okul Tahripçiliğinin Nedenleri**<br>Öğrenciler okul malzemelerine **niçin zarar vermekteler** (Malzemelerin kırılması, masa ya da duvarların kazınması, üzerine resimler yapılması vb.)?<br>**Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.**<br>*Okulumuzdaki öğrenciler okul malzemelerine,* | Kesinlikle Katılmıyorum | Katılmıyorum | Katılıyorum | Kesinlikle Katılıyorum |
|---|---|---|---|---|---|
| 1 | Düşük not aldıkları için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 2 | Kendilerini kanıtlamak ve dikkat çekmek için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 3 | Okulun sahipsiz olduğunu düşündükleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 4 | Okul idarecilerine ve öğretmenlere mesaj vermek için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 5 | Okul malzemelerini değersiz gördükleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 6 | Arkadaşlık ilişkilerinde yaşadıkları sorunlardan dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 7 | Aile ilişkilerinde yaşadıkları sorunlardan dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 8 | Eğlenmek ve heyecan aramak için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 9 | Bu okula kendilerini ait hissetmedikleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 10 | Arkadaşlarıyla birlikte hareket etme eğilimi gösterdikleri için zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 11 | Okuldaki disiplin eksikliğinden dolayı zarar vermekteler. | ( ) | ( ) | ( ) | ( ) |
| 12 | Diğer (Lütfen belirtiniz):<br>………………………………………………… | ( ) | ( ) | ( ) | ( ) |

| | **3. BÖLÜM - Okul Tahripçiliğinin Sonuçları**<br>Okulunuzda yaşanan tahripçilik okulunuzu ve eğitim-öğretimi **ne derece** etkilemektedir?<br>**Lütfen aşağıda yer alan ifadelere ne düzeyde katıldığınızı belirtiniz.**<br>*Okulumuzda yaşanan tahripçilik,* | Hiç | Biraz | Oldukça | Çok fazla |
|---|---|---|---|---|---|
| 1 | Eğitim ve öğretim etkinliklerinin aksamasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 2 | Diğer öğrencilerin korku yaşamasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 3 | Okulumuzun kaynaklarının boşa harcanmasına neden olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 4 | Okuldaki disiplin ortamını bozmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 5 | Diğer öğrencilere kötü örnek olmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 6 | Okul idaresinin fazladan tedbirler almasına yol açmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 7 | Okulumuzun adının kötü bir şekilde anılmasına yol açmaktadır. | ( ) | ( ) | ( ) | ( ) |
| 8 | Diğer (Lütfen belirtiniz):<br>………………………………………………… | ( ) | ( ) | ( ) | ( ) |

# APPENDIX E. AYBU ETHICS COMMITTEE APPROVAL FORM

## ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ (AYBÜ)
## SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU (SBEK)
## PROJE ONAY BELGESİ

Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü Psikoloji bölümü öğrencilerinden Ahmet YILDIRIM'ın "Okullarda Yaşanan Tahripçiliğin (Vandalizm) Sıklığının, Nedeninin ve Sonuçlarının Öğrenci ve Öğretmen Görüşlerine Göre Belirlenmesi" adlı araştırması değerlendirilmiştir. *(Bu kısım başvuru sahibi tarafından doldurulmalıdır)*

Proje etik açısından uygun bulunmuştur.

Proje etik açısından geliştirilmesi gerekmektedir.

Proje etik açısından uygun bulunmamıştır.

| SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU KARARI | |
|---|---|
| (Etik Kurul tarafından doldurulacaktır) | |
| Araştırma kodu (Yıl – Araştırma sıra no) | 435 |
| Başvuru formunun Etik Kurula ulaştığı tarih | 19.01.2017 |
| Etik Kurul Karar toplantı tarihi ve karar no | 22.02.2017 / 08 |
| Yer | Yıldırım Beyazıt Üniversitesi, Esenboğa Külliyesi |
| Katılımcılar | Formda imzası bulunan üyelerimiz toplantıya katılmıştır. |

## KURUL BAŞKANI, BAŞKAN YARDIMCISI VE ÜYELER:

| | | İMZA |
|---|---|---|
| Prof. Dr. Cem Şafak ÇUKUR | Başkan | |
| Doç. Dr. Musa AYGÜL | Başkan Yardımcısı | |
| Prof. Dr. Şükrü ÖZEN | Üye | |
| Prof. Dr. Ergün ERASLAN | Üye | katılmadı |
| Prof. Dr. Metin ÖZDEMİR | Üye | katılmadı |
| Prof. Dr. Necmiye ÜN YILDIRIM | Üye | |
| Doç. Dr. Tekin AKDEMİR | Üye | |
| Doç. Dr. Rıza GÖKLER | Üye | katılmadı |

# APPENDIX F. ANKARA PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION RESEARCH COMMITTEE APPROVAL FORM

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.2797505
Konu : Araştırma İzni

03.03.2017

.......................... KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) Ankara Yıldırım Beyazıt Üniversitesi'nin 01/03/2017 tarihli ve 1921 sayılı yazısı.

Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü Psikolojik Anabilim Dalı Yüksek Lisans öğrencisi Ahmet YILDIRIM'ın **"Okullarda Yaşanan Tahripçiliğin Sıklığının, Nedenlerinin ve Sonuçlarının Öğrenci ve Öğretmen Görüşlerine Göre Belirlenmesi"** konulu tez kapsamında uygulama talebi Araştırma Komisyonumuzca incelenmiş olup, ilçenize bağlı ekli listede belirtilen okullarda uygulamanın yapılması Müdürlüğümüzce uygun görülmüştür.

Uygulama formunun (6 sayfa) uygulama yapılacak sayıda araştırmacı tarafından çoğaltılarak, araştırmanın ilgi (a) genelge çerçevesinde, ilçe milli eğitim müdürlüklerinin sorumluluğunda okul ve kurum yöneticileri de uygun gördüğü takdirde gönüllülük esasına göre yazımız ekinde gönderilen mühürlü uygulama araçlarının uygulanmasına izin verilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

EKLER:
1-Uygulama formu (6 sayfa)
2-Okul listesi (1 sayfa)

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA

Ayrıntılı bilgi için

# APPENDIX G. PARTICIPANT (STUDENT) EVALUATION FORM

Anketin uygulandığı tarih: ……………………………

Yaşınız: ………..

Sınıfınız: ( ) 5        ( ) 6        ( ) 7        ( ) 8

Cinsiyetiniz: ( ) K        ( ) E

Okulunuz: …………………………………………………….

1. Sizce bu çalışmayı yürüten kişinin amacı nedir ve bu kişi, bu çalışma ile neyi anlamaya çalışıyor olabilir?

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2. Ankette yer alan sorularla ilgili görüşleriniz nedir ve anket bölümlerinin birbiri ile olan ilişkisini nasıl değerlendiriyorsunuz?

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# APPENDIX H. PARTICIPANT (TEACHER) EVALUATION FORM

Anketin uygulandığı tarih: …………………………

Yaşınız: ………..

Kaç yıldır öğretmenlik yapıyorsunuz? ……………….

Cinsiyetiniz: ( ) K          ( ) E

Okulunuz: …………………………………………………….

1. Sizce bu çalışmayı yürüten kişinin amacı nedir ve bu kişi bu çalışma ile neyi anlamaya çalışıyor olabilir?

………………………………………………………………………………………
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2. Ankette yer alan sorularla ilgili görüşleriniz nedir ve anket bölümlerinin birbiri ile olan ilişkisini nasıl değerlendiriyorsunuz?

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# APPENDIX I. THESIS PHOTOCOPYING PERMISSION FORM

## TEZ FOTOKOPİ İZİN FORMU

### ENSTİTÜ

Fen Bilimleri Enstitüsü   ☐

Sosyal Bilimler Enstitüsü   ☒ X

### YAZARIN

Soyadı  : YILDIRIM
Adı      : AHMET
Bölümü : PSİKOLOJİ

**TEZİN ADI** (İngilizce) : INVESTIGATING THE FREQUENCY, CAUSES AND RESULTS OF SCHOOL VANDALISM ACCORDING TO THE VIEWS OF SECONDARY STUDENTS AND TEACHERS

**TEZİN TÜRÜ**:     Yüksek Lisans   ☒ X         Doktora   ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.   ☒ X

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.   ☒ X

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.   ☐

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**