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University students' opinions regarding school vandalism in Turkey

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Abstract

In this study, the aim is to determine university students' opinions regarding school vandalism. The study group consisted of 203 first- to fourth-year students studying at Faculty of Humanities and Social Sciences, Yildirim Beyazit University; Gazi Faculty of Education, Gazi University; Faculty of Health Science, Kirikkale University; Faculty of Education; Faculty of Education, Hacettepe University; Faculty of Agriculture, Omer Halis Demir University; Faculty of Economics and Administrative Sciences; Faculty of Arts and Sciences and Faculty of Education in Spring 2016–2017 academic year[AQ: Please approve edits made to sentence 'Faculty of Education. . . ']. In this study, university students' views regarding school vandalism form were developed by the researcher in order to determine the views of university students. The study is a descriptive type of study. These forms consisting of 20 items were designed as a five-point Likert-type scale. The frequencies and percentages will be calculated later on. It was found that students' positive perceptions about damage to the property by someone exposed to violence. On the other hand, their most negative perceptions were increase in vandalism as the students' age increases.

Keywords: University students, school vandalism, student views.

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1. Introduction

The amount of violence and vandalism in the schools is gradually increasing. There are some teachers, parents and especially students are affected by this problem negatively. Dogan and Demir (2012) stated that people damage personal or institutional property around them in a variety of ways and for a variety of reasons. Using coping strategies to deal with the problems in life phases particularly during adolescence and expressing anger constructively necessary to a healthy community (Tambag & Oz, 2005). Thus, examining the underlying reasons for violence, taking pre-emptive measures to prevent violence and minimising violent behaviour when it happens has attached great importance (Aydogan & Ozyurek, 2013) given that vandalism is one of the most important problems in our schools today. Vandalism occurs as result of personal or environmental factors and may hinder education in schools.

1.1. The aim of the study

In this study, the aim is to determine the views of university students about school vandalism.

1.2. Method

The studies aiming to define a situation, which already exists or existed in the past, are studies designed according to scanning model (Karasar, 2003). In this study, an existing situation was analysed since the study aimed to determine university students' opinions regarding school vandalism. Therefore, this study is a patterned research designed according to scanning model.

1.3. Participants

In this study, the aim is to determine university students' opinions regarding school vandalism. The study group consisted of 203 first- to fourth-year students studying at Faculty of Humanities and Social Sciences, Yildirim Beyazit University; Gazi Faculty of Education, Gazi University; Faculty of Health Science, Kırıkkale University; Faculty of Education; Faculty of Education, Hacettepe University; Faculty of Agriculture, Omer Halis Demir University; Faculty of Economics and Administrative Sciences; Faculty of Arts and Sciences and Faculty of Education in Spring 2016–2017 academic year. The number of female students participating in the study was 136 (66.99%), and the number of male students participating in the study was 67 (33.01%).

1.4. Data collection tool

The university students' views regarding school vandalism form was developed in order to determine university students' opinions regarding school vandalism. These forms consisting of 20 items were designed as a five-point Likert-type scale.

1.5. The analysis of the data

The frequencies and the percentages obtained from the form were computed.

2. Findings

In this section, you can see the frequency (n) and percentage (%) distributions according to the answers given to the items in the 'university students' views on school vandalism'.

Table 1. Student perception frequency and percentage distribution regarding adverse behaviour in the class depends on physical inadequacy of the class

Rating	<i>n</i>	%
Strongly disagree	33	16.2
Agree to some extent	47	23.0
Indecisive	40	19.6
Strongly agree	66	32.4
Totally agree	18	8.8

As can be seen in Table 1, 8.8% of students completely agree, while 32.4% said that they strongly agree with the adverse behaviour in the class depends on physical inadequacy of the class.

Table 2. Student perception frequency and percentage distribution regarding adolescents' desire to adapt influences violence

Rating	<i>n</i>	%
Strongly disagree	1	0.5
Agree to some extent	31	15.2
Indecisive	48	23.5
Strongly agree	98	48.0
Totally agree	26	12.7

As can be seen in Table 2, 0.5% of students strongly disagree, while 48.0% said that they strongly agree with the adolescents' desire to adapt influences violence.

Table 3. Student perception frequency and percentage distribution regarding the adolescent's destructive behaviour is related to the educational level of the parents

Rating	<i>n</i>	%
Strongly disagree	4	2.0
Agree to some extent	48	23.5
Indecisive	55	27.0
Strongly agree	78	38.2
Totally agree	19	9.3

As can be seen in Table 3, 2.0% of students strongly disagree, while 38.2% said that they strongly agree with the adolescent's destructive behaviour is related to the educational level of the parents.

Table 4. Student perception frequency and percentage distribution regarding damage to the property by someone exposed to violence

Rating	<i>n</i>	%
Strongly disagree	9	4.4
Agree to some extent	21	10.3
Indecisive	35	17.2
Strongly agree	108	52.9
Totally agree	31	15.2

As can be seen in Table 4, 4.4% of students strongly disagree, while 52.9% said that they strongly agree with the damage to the property by someone exposed to violence.

Table 5. Student perception frequency and percentage distribution regarding affecting student psychology of school environment

Rating	<i>n</i>	%
Strongly disagree	2	1.0
Agree to some extent	24	11.8
Indecisive	33	16.2
Strongly agree	91	44.6
Totally agree	54	26.5

As can be seen in Table 5, 1.0% of students strongly disagree, while 44.6% said that they strongly agree with the affecting student psychology of school environment.

Table 6. Student perception frequency and percentage distribution regarding applying to school vandalism when the individual thinks that they are not treated equally

Rating	<i>n</i>	%
Strongly disagree	4	2.0
Agree to some extent	28	13.7
Indecisive	45	22.1
Strongly agree	92	45.1
Totally agree	35	17.2

As can be seen in Table 6, 2.0% of students strongly disagree, while 45.1% said that they strongly agree with the applying to school vandalism when the individual thinks that they are not treated equally.

Table 7. Student perception frequency and percentage distribution regarding vandalism triggered by competitive school environment

Rating	<i>n</i>	%
Strongly disagree	5	2.5
Agree to some extent	26	12.7
Indecisive	47	23.0
Strongly agree	93	45.6
Totally agree	33	16.2

As can be seen in Table 7, 2.5% of students strongly disagree, while 45.6% said that they strongly agree with the vandalism triggered by competitive school environment.

Table 8. Student perception frequency and percentage distribution regarding increase in school property damage behaviour as students are influenced by friends

Rating	<i>n</i>	%
Strongly disagree	5	2.5
Agree to some extent	37	18.1
Indecisive	45	22.1
Strongly agree	97	47.5
Totally agree	20	9.8

As can be seen in Table 8, 2.5% of students strongly disagree, while 47.5% said that they strongly agree with the increase in school property damage behaviour as students are influenced by friends.

Table 9. Student perception frequency and percentage distribution regarding school administration's decisions to increase school vandalism

Rating	n	%
Strongly disagree	5	2.5
Agree to some extent	34	16.7
Indecisive	39	19.1
Strongly agree	93	45.6
Totally agree	33	16.2

As can be seen in Table 9, 2.5% of students strongly disagree, while 45.6% said that they strongly agree with the school administration's decisions to increase school vandalism.

Table 10. Student perception frequency and percentage distribution regarding change of school vandalism according to gender

Rating	n	%
Strongly disagree	5	2.5
Agree to some extent	38	18.6
Indecisive	54	26.5
Strongly agree	76	37.3
Totally agree	31	15.2

As can be seen in Table 10, 2.5% of students strongly disagree, while 37.3% said that they strongly agree with the change of school vandalism according to gender.

Table 11. Student perception frequency and percentage distribution regarding increasing school vandalism by not valuing students' ideas

Rating	n	%
Strongly disagree	1	0.5
Agree to some extent	27	13.2
Indecisive	50	24.5
Strongly agree	104	51.0
Totally agree	22	10.8

As can be seen in Table 11, 0.5% of students strongly disagree, while 51.0% said that they strongly agree with the increasing school vandalism by not valuing students' ideas.

Table 12. Student perception frequency and percentage distribution regarding harmful behaviours of young people trying to prove themselves

Rating	n	%
Strongly disagree	5	2.5
Agree to some extent	30	14.7
Indecisive	46	22.5
Strongly agree	94	46.1
Totally agree	29	14.2

As can be seen in Table 12, 2.5% of students strongly disagree, while 46.1% said that they strongly agree with the harmful behaviours of young people trying to prove themselves.

Table 13. Student perception frequency and percentage distribution regarding school vandalism are influenced by exam results

Rating	<i>n</i>	%
Strongly disagree	6	2.9
Agree to some extent	25	12.3
Indecisive	43	21.1
Strongly agree	96	47.1
Totally agree	34	16.7

As can be seen in Table 13, 2.9% of students strongly disagree, while 47.1% said that they strongly agree with the school vandalism are influenced by exam results.

Table 14. Student perception frequency and percentage distribution regarding the subsequent acquisition of violence and aggression

Rating	<i>n</i>	%
Strongly disagree	7	3.4
Agree to some extent	24	11.8
Indecisive	51	25.0
Strongly agree	85	41.7
Totally agree	37	18.1

As can be seen in Table 14, 3.4% of students strongly disagree, while 41.7% said that they strongly agree with the subsequent acquisition of violence and aggression.

Table 15. Student perception frequency and percentage distribution regarding increased vandalism in school due to increased computer use

Rating	<i>n</i>	%
Strongly disagree	2	1.0
Agree to some extent	29	14.2
Indecisive	57	27.9
Strongly agree	81	39.7
Totally agree	35	17.2

As can be seen in Table 15, 1.0% of students strongly disagree, while 39.7% said that they strongly agree with the increased vandalism in school due to increased computer use.

Table 16. Student perception frequency and percentage distribution regarding vandalism emerging due to inadequate enforcement of school rules

Rating	<i>n</i>	%
Strongly disagree	5	2.5
Agree to some extent	27	13.2
Indecisive	47	23.0
Strongly agree	96	47.1
Totally agree	29	14.2

As can be seen in Table 16, 2.5% of students strongly disagree, while 47.1% said that they strongly agree with the vandalism emerging due to inadequate enforcement of school rules.

Table 17. Student perception frequency and percentage distribution regarding the emergence of vandalism with insufficient classroom control of teachers

Rating	<i>n</i>	%
Strongly disagree	4	2.0
Agree to some extent	26	12.7
Indecisive	37	18.1
Strongly agree	102	50.0
Totally agree	35	17.2

As can be seen in Table 17, 2.0% of students strongly disagree, while 50.0% said that they strongly agree with the emergence of vandalism with insufficient classroom control of teachers.

Table 18. Student perception frequency and percentage distribution regarding the effect of violent events in mass media on devastating behaviour

Rating	<i>n</i>	%
Strongly disagree	3	1.5
Agree to some extent	23	11.3
Indecisive	44	21.6
Strongly agree	85	41.7
Totally agree	49	24.0

As can be seen in Table 18, 1.5% of students strongly disagree, while 41.7% said that they strongly agree with the effect of violent events in mass media on devastating behaviour.

Table 19. Student perception frequency and percentage distribution regarding increase in vandalism as the students' age increases

Rating	<i>n</i>	%
Strongly disagree	11	5.4
Agree to some extent	52	25.5
Indecisive	58	28.4
Strongly agree	56	27.5
Totally agree	27	13.2

As can be seen in Table 19, 5.4% of students strongly disagree, while 28.4% said that they are undecided with the increase in vandalism as the students' age increases.

Table 20. Student perception frequency and percentage distribution regarding the tendency of vandalism in schools in high-violence individuals

Rating	n	%
Strongly disagree	3	1.5
Agree to some extent	26	12.7
Indecisive	34	16.7
Strongly agree	95	46.6
Totally agree	46	22.5

As can be seen in Table 20, 1.5% of the students strongly disagree, while 46.6% said that they strongly agree with the tendency of vandalism in schools in high-violence individuals.

3. Discussion and Suggestions

In conclusion, the study findings revealed that the most positive perceptions of university students regarding school vandalism are damage to the property by someone exposed to violence and increase in school vandalism by not valuing students' ideas and the emergence of vandalism with insufficient classroom control of teachers, whereas their most negative perceptions are increase in vandalism as the students' age increases and the adolescent's destructive behaviour is related to the educational level of the parents and adverse behaviour in the class depends on physical inadequacy of the class. The findings of the relevant published studies suggest that students who are subject to violence or feel undervalued by their environment are likely to have a tendency towards vandalism. Also, lack of student–teacher interaction may give rise to vandalism. In light of our findings, we can say that vandalism is a behaviour that may manifest later in life. These findings are in accordance with some other published studies (Gokyer & Dogan, 2016; Karaman & Yurtal, 2015; Kesimli, 2013; Tunc, Yıldız, & Dogan, 2015; Unisen & Demirbag, 2016). The results of this study could be used to develop guidance programs about vandalism for parents, teachers and students. Students who have been subject to violence or who feel undervalued should be offered an individual or group psychological guidance. Psychological guidance programs could also be prepared for these students. In light of findings revealed in the scope of the present research, future research may investigate whether there is an association between cultural, personal, social or any problem they experience and the different support mechanisms that university students in Turkish society perceive as compensation for psychological counselling. Also, there is a need to introduce the psychological counselling and guidance services in the universities and raise awareness among students about the contribution of the counselling and guidance programmes to the students' life, which are tailored to students' needs.

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