

**Abstract:**

## **Organizational culture as an essential resource for school safety**

Dr. Daiva Bubeliene  
*Vytautas Magnus University Kaunas*

Prof. Dr. Gediminas Merkys  
*Kaunas University of Technology*

In this paper the most important results of development of standardized questionnaires aimed for the measurement of school safety are presented. Three separate questionnaires for schoolchildren, teachers and parents were worked out and tested. 25 schools were examined, 980 schoolchildren, 194 teachers and 308 parents were questioned. The questionnaire of the schoolchildren has been aimed for the schoolchildren studying in the 10th-12th years. The questionnaires underwent all their usual procedures of psychometric quality revision - control of reliability and logical, factorial and construct validity.

Already at the beginning of the study project results which immensely astonished the examiners were obtained. It appeared that the opinion of the parents and teachers regarding the opinion on school safety is not diagnostically informative and reliable. The quantitative evaluation of certain risk sources and factors in the populations of children and adults differed by 2-3 times. The adults do not recognize the real risks, value them non-differentiatedly, unsensitively, unreliably. Later only the development of schoolchildren questionnaire was concentrated upon. The final questionnaire version was compiled of 160 primary items. Long scales and subscales enabled to form a questionnaire measuring very various aspects of school safety. These are: physical and psychological safety, safety inside the school premises, in the nearest and farther school environment, travel to school and back; manifestations of narcotic behaviour; violence, vandalism, aggression, sneering; role of school administration, pedagogues, family, school culture, the level of schoolchildren self-organization for maintaining order and other issues.

The results of correlation study have indicated that the essential systemic factor preventing the disfunctions of school safety is the school organizational culture. Here the following aspects and factors are worth mentioning: 1. Principled atmosphere of intolerance and sensitiveness in respect of any violations nurtured by the administration. 2. The teachers refuse the so-called "diplomatic" position: if the malady, faulty behaviour can be not noticed, it is better to feign that "I did not see", "did not know", "it does not concern me". 3. Among the schoolchildren there is a

critical mass of morally high-minded schoolchildren who in the face of harsher violations actively interfere themselves, attempt to take over the functions of social control voluntarily. School safety depends quite a lot on the spiritual state of its community, on the culture of school as of an organization of a peculiar type. Surely, the marginal events as the attacks and risks of "Amok" type, shooting, taking of hostages and similar have not been the object of this study. The theory and indicators of the study were orientated towards routine life of a "normal" school.