

Investigating the Applicability of Risk-Based Inspection into Education According to Education Supervisors' Thoughts

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Abstract

Inspection is the control of to what extent organizational objectives has been achieved. There are different types of inspection varying from aim to process and risk-based inspection is one of those which takes inspection to a higher point with all its parameters. Risk-based inspection sees the guidance, a modern type of control, which requires an inspection high-risk situation with existing applications, as a priority, works to ensure early detection and elimination of high risk situation.

The main motivation for this study is to search whether this type of control, which is applied more widely in the management system and hasn't been applied in educational system yet, is applicable in educational system or not. For this purpose, inspectors serving in Kahramanmaraş were asked three open-ended questions and a descriptive study was conducted with the aim of collecting data. Descriptive analysis method was used to analyze the data. At the end of the study it is concluded that some think a risk-based inspection can be applied in educational systems but risk-based inspection cannot be applied because of either itself or limiting reasons. There are some suggestions about implementation of risk-based inspection in educational organizations.

Keywords: *Supervision, School, Risk-Based Inspection*

SUMMARY

Different definitions have been made for supervision; understanding whether organizational objects are appropriate for predetermined principles and rules in accordance with adopted purposes (Aydın, 2000), the process of controlling human behaviors on behalf of the public and organizations (Taymaz, 2012), a control method of behaviors on behalf of the public interest (Bursalıoğlu, 2012). In short supervision is the process of control whether organizational objects are reached or not. In the other definition; supervision is said to include encouraging teacher development; choosing, reviewing and improving learning objectives, teaching materials and teaching methods and evaluating teaching (Harris, 1963. Translator: Oktay, 1999).

According to Uyar (2006), Risk-Based Supervision is a process focusing on business risks, direction and control of these risks. In the inspection risk-based approach, inspectors focus on the main risks of the company and systems that provide control and management of these risks (Uyar,2006). In risk-based supervision,

high-risk factors are determined to be inspected. Factors that pose a risk are listed according to the degrees of risk that constitute the greatest risk. The area that has the highest risk are controlled and guided and assistance is provided for people who are related to the issues accepted within the scope of the supervision in the field of risk. The most important aim of the current type of control is to identify risk factors which are dangerous to the future of the institution and prevent achievement of the objectives before they happen and provide preventive work.

The aim of the study is to investigate the feasibility of risk-based inspection at schools. A descriptive study was conducted to collect data and three open-ended questions were used in the data collection form. Ten provincial educational supervisors working in Kahramanmaraş participated in the study. Descriptive analysis method was used to analyze the data. While creating a form, general information about risk-based inspection was written at the top of the form and provincial education supervisors who would answer the questions were intended to have prior knowledge about the study. The following questions were asked in the data collection form: “1- Is Risk-based inspection applicable at Schools? 2- What are the benefits of this type of supervision to prevent harms of the risk if Risk-based inspection can be applied at Schools? 3- What are the reasons of being inapplicable if Risk-based inspection can not be applied at Schools?”

In the study;

1. Theme: “The Applicability of Risk-Based Inspection Schools ”
 2. Theme: “The outcomes of risk-based supervision practices in educational organizations”
 3. Theme: “and the reasons for being inapplicable in educational organizations”
- are three main theme

According to the findings of these themes, in first. theme; risk-based supervision is suitable for schools and in second theme; risk areas were identified, the necessary guidance for the field after the risk-weighted prevention material and human loss would eliminate the risk of making the inspection findings were referred to by the majority of provincial education supervisors. In third theme; risk-based supervision can't be applied due to outside problem and/or its own nature. According to the results of the study; It is concluded that similarity between current supervision and risk-based supervision is that “the supervision staff should be informed about these issues to avoid situations that is seen as an open field to be improved”.

According to the result of the implementation of this type of supervision, predicted risks will be blocked before emerging, which will support institutional development, professional development of staff and contribute education system to realize its objectives. It can be concluded it is possible to identify obstacles to the implementation of schools as caused by their own nature and outside effect and these obstacles will be possible to be identified as existing education policies, situations arising from the current system, the budget inadequacies, recruitment and training of supervisors, the absence of policy problems. These obstacles, arising from the nature, prevent application in educational organizations, might be identified as profits and losses in education, difficulty of measurement, differences between businesses and educational institutions, difficulty in measurement of profit and loss in education system, the limited application area, the cost of the application in some areas out of the financial issues in terms of cost and time. The number of institutions and staff has to be inspected, the

number of inspectors isn't enough which is not compatible with characteristics of the risk-based inspection. With this aspect it has been concluded that this supervision system is not suitable for application according to the current legislation.

The recommendations that are found at the end of this research; that pilot implementation might be done by creating legislation infrastructure for this type of supervision or it can be used as a further supervising tool for high risked schools.

