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THE RISK ANALYSIS PERCEPTIONS OF "TOP LEVEL ADMINISTRATORS" OF MINISTRY OF EDUCATION IN THE CONTEXT OF RISK MANAGEMENT: SAMPLE OF NORTHERN CYPRUS AND TURKEY

LAS PERCEPCIONES DE ANÁLISIS DE RIESGO DE "ADMINISTRADORES DE NIVEL SUPERIOR" DEL MINISTERIO DE EDUCACIÓN EN EL CONTEXTO DE LA GESTIÓN DEL RIESGO: MUESTRA DE CHIPRE DEL NORTE Y TURQUÍA

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Abstract

This research has been carried out to get informed about the opinions of the administrators working in public institutions dependent on the Ministry of Education of TRNC and Turkey, to determine whether they conduct risk analysis and to determine what kind of risks there are in schools. The research has been conducted via "phenomenology design" which is one of qualitative research designs. The sample of the research having qualitative screening consists of 37 school administrators that are working in both Cyprus and Turkey in the period of 2015-2016. The interview technique which is formed of open-ended questions that are standardized in terms of structure has been used in order to get the opinions of the group. In this regard, the "Interview Form of Risk management Adequacy of School Administrators" which is formed of open-ended questions regarding risk analyses of school administrators that have been prepared by the researcher and whose content validity has been observed by three lecturers has been developed. The data of the research has originated from written registrations that are obtained from interviews done with the participants within the scope of related form. Obtained data has been subject to "categorical analysis" among the content analysis types. The qualitative data analysis NVIVO 11.0 has been used in grouping and coding data in categories.

Keywords

Risk – Risk Management – Risk Analysis – School Administrator

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Introduction

The risks that the students in primary and secondary schools do not passing the class and the problems created and the studies conducted for the solution of these problems were explained in the book named "Effective Programs for Students at Risk" of Slavin[1], to be one of the keystone books in this field. It was drawn attention to the coherence of the behaviors of teachers and course coverage across the capacity of students exclusively for the education of primary and secondary education. It was notified in this study that these factors increase the risk of failing the class of the students. It should be identified that there are institutions providing vocational and technical studies in addition to educational institutions. It should be taken into consideration not only the risks that are given above regarding safety for occupational and technical institutions but also the risks of accidents that could occur on the matters of safety and occupational health.

According to Arthur[2], these levels are identified in three main topics; these are respectively at department level, campus level and institutional university level for the higher education sector. He identified the risk level in his study at five oral levels; these are minimum, low, medium, high and maximum. According to this definition, it has been detected that; computer security and fire safety is low risk level; that the workers leave work is medium ridk level, application of students, budget limitations and insufficiency of library is high risk level. The risk of impact levels for their effects have been identified for computer and fire as high, that the workers leave work and insufficiency of the library as medium, application of students as high, budget constraints as maximum.

The risk analysis is one of the phases included in risk management. Risk analysis is the measure of the risks determined and put in order of importance upon assessment.

The Project Management Institue clearly talks about the importance of arranging into the state of menacing of the risks in the piece publishing the standards regarding the management of the project named Project Management Body of Knowledge (PMBOK), and suggests the project managers to use 2 different analyses.

1. Qualitative Risk Analysis: It is the process which the defined risk realization possibility and and potency are assessed on. It aims at listing the effect and possibilities of risks especially by consulting the opinion of experts.

2. Quantitative Risk Analysis: It is the study of detecting the state of menacing of risks with more numeric values taking lessons from the past.

The analysis of these defined risks on the project is carried out by being interpreted with quantitative and qualitative techniques. This analysis is the most subjective of the studies that are carried out within the scope of risk management, the reason is either quantitative or qualitative, the findings should be interpreted by the experts of this matter upon analysis[3].

[1] R. Slavin, Effective Programs for Students at Risk. Needham Heights Pub. 1989.
[2] J. G. Arthur, Risk Management Services, Road to Implementation ERM for Colleges and Universities (USA: Gallagher Co & Pub., 2009).
[3] S. Savvides, "Risk Analysis in İnvestment Appraisal", Beech Tree Publishing Vol: 9 num 1 (1994): 1-20.

Nuchpo conducted a literature study regarding risk assessment and analysis in institutions. We frequently encounter with the risk assessment and analysis of 'Failure Mode and Effects Analysis (FMEA) which is a method often used. The 'Risk Priority Number (RPN)' having an important place in FMEA method is used by 3 parameters that are testing the situation whether it will be unsuccessful or not for the risk analysis; (Severity (S); Possibility (Frequency) (Occurrence (O); (Detection (D). The relationship of these parameters with each other is formed by the usage of the formulation of RPN = S x O x D of RPN risk indicator number. FMEA method is one of the most commonly used methods because it addresses an extensive area in terms of ease of calculation and applicability, and its usage area is expanding thanks to the increasing researches. The insufficiency alleged as disadvantage of usage is that it cannot respond to what risk factor this method will give priority to Nuchpo et al. This situation could be overcome by making risk analysis separately about the current situation with help of the opinions of specialized professionals in education field and according to data results to be obtained following the order of precedence to be formed. As a consequence, as scientific problem solving methods are used, the risk possibility reduces; on the contrary, the risk possibility increases when a problem is tried to be solved by emotion and intuition by ignoring the scientific methods in the decisions made.

This research has been carried out to get informed about the opinions of the administrators working in public institutions dependent on the Ministry of Education of Turkey and Northern Cyprus which is one of the developing countries, to determine whether they conduct risk analysis and to determine what kind of risks there are in schools.

Method

Design / Model of Research

The qualitative scanning design/model has been used in this research pointing out the opinions of the school administrators working in public institutions dependant on Ministry of Education about the risk analysis. The qualitative research can be described as the research where the qualitative data collection methods like observation, negotiation and document analysis are used, and a qualitative process is monitored regarding the perceptions and events to be set out in a realistic and holistic manner in the natural environment[4].

It is aimed in this study to identify the importance given by the school administrators in risk analysis context for the risk management how to analyze the risks in schools as well as their opinions about the risk analysis and to detect with whom to set the management group and what risks in the school or around the school to what extent they could deal with. For this reason, the phenomenology design which is one of the qualitative research designs has been used in the research.

Yıldırım and Şimşek[5] pointed out that the phenomenologic design focuses on the cases that we are aware of but we do not have a deep and detailed mentality. We come across with cases in various ways such as the cases, experiences, perceptions, concepts

[4] A. Yıldırım and H. Şimşek, Qualitative Research Methods in Social Sciences (7th Edition) (Ankara: Seckin Pub., 2008).
[5] A. Yıldırım and H. Şimşek, Qualitative Research Methods in Social…

and situations that we experience in our lives. We may come across with such cases in our daily life in several ways. However, this does not mean that we can understand the cases exactly. The phenomenology is an appropriate research method in utilizing the cases which are not totally stranger to us but whose meaning we cannot comprehend exactly[6].

Working Group

The working group is determined as a result of the observations and negotiations to be conducted in the field. "Criteria sampling method" is appropriate for such researches[7]. 37 interviews were conducted with school administrators that are working in Turkey and Northern Cyprus within the scope of the research. Out of the administrators participating in the research were 21 male and 16 female administrators. The average of service period of the participants is 21,27. When quotations were adapted one-to-one from the opinions of the participants, the following coding system was used. K; female, E; male, M: Administrator, ŞB: Branch Manager, MY: Deputy Director (Assistant). For example, the code of [KMY4] states the fourth, female deputy director.

Development of Data Collection Tool

The main data collection tool in phenomenology researches is the interview. The interview is conducted so as to bring to light the feelings and thoughts of the contacted individual regarding the subject that has been researched. Furthermore, the interview is one of the most powerful methods for empathy and a good way for people to have a good command of the perceptions for reality, understanding, defining and building the truth.

The interview technique which is formed of open-ended question that are srandardized in terms of structure has been used because it is suitable for the scope of our research as well as the nature of the qualitative research method in our research. Before preparing data collection tool, the idea of experts was received about whether this technic was appropriate or not and thus it was concluded that this technique would be appropriate. The main objective of the standardized open-ended interview is to reduce the effect of the researcher to the research by asking the same type questions to the participants. The questions have been indicated clearly in this interview type, but the researcher has the right to ask additional questions in order to deepen the questions beyond the answers[8].

In the research, the "Interview Form of Risk management Adequacy of School Administrators" which is formed of open-ended questions was developed in order to get information about the opinions of the school administrators regarding risk analysis. The interview form that was developed formed of open-ended questions regarding risk analyses of school administrators that have been prepared by the researcher and whose content validity has been observed by three lecturers has been developed. Besides that, the form got examined by an administrator and a Turkish language teacher for the determination whether there was any incomprehensibility and difficult statements or not and afterwards the form was given the last shape after necessary amendments.

[6] A. Yıldırım and H. Şimşek, Qualitative Research Methods in Social…
[7] A. Yıldırım and H. Şimşek, Qualitative Research Methods in Social…
[8] A. Yıldırım and H. Şimşek, Qualitative Research Methods in Social…

Data Collection

Data source of the research consists of the written registrations that are obtained from the interviews made with the participants. The interview hours were negotiated with the related participants and the appropriate day and hours were set upon being informed. The negotiations were realized within the period that was suitable for both sides. All comments and suggestions that were obtained from the participants during negotiation were noted down to the interview form and recorded.

The written or audio recordings are useful in repeating any statement or word and in quoting. Moreover, it helps to identify the categories in content analysis (Bell, 1999). Recording the interview registrations allowed the analysis of the opinions of the school administrators regarding risk analysis and the interpretation of the speakings.

Analysis of Data

The data which is collected from the administrators through data collection tool has been subject to "content analysis". The content analysis is a research and screening strategy that focuses on meaning contents having importance in terms of research question that has been identified by the researcher. The written records that were taken during the interview were transferred to computer media after the interview through Microsoft Office Word 2007 program which is one of the text editor software by the researcher. The process that data are transferred to computer media by the researcher has led to positive results like clarification of the conceptual framework thoroughly by the researcher.

Coding of Analysis

When the data that is obtained in phenomenology method is analyzed, the researcher forms categories based on the similarities and differences among the statements of the individuals participating in the research. Each category shows how different individuals perceive different concepts and experience them. This method is based on the principle that a limited number of categories for each concept will be obtained and these categories shall be created by analysing the data collected in the study[9].

The "categorical analysis" among the content analysis types has been used in the research. The categorical analysis in general is to divide the message into units generally and then to group these units in categories according to the criteria that were identified before.

The qualitative data analysis NVIVO 11.0 has been used in grouping and coding data in categories in the research. Thanks to NVIVO 11.0 program, a broad range of content can easily be coded, complex information can be arranged easily, and thus it is ensured to dominate the whole data. NVIVO 11.0 program allows bringing information quickly during encoding, and it gives the opportunity to conduct analysis later. This software provided much convenience in finding the common statements among the answers given to the same question.

[9] N. Didis; Ö. Özcan & M. Abak, "Quantum physics from students' perspective: a qualitative study"., Hacettepe University Journal of Education, num 34 (2008): 86-94.

Reliability

It was counted by using the reliability formula that was suggested by Miles and Huberman[10] for reliability calculation of the research. Accordingly, a number of data was given to another researcher in order that he could form the themes. This researcher formed the themes based on data and these themes were compared to the actual themes. As a result of this comparison, the similarity between the two theme groups was counted as 93%. Because this proportion is over the similarity threshold of 70% which is foreseen in the literature, the verifiability has been proved and accepted to be reliable.

Findings

1.- Who does take part when risk analysis is conducted in your school?

Table-1: Opinions of school administrators regarding those taking part in realizing risk analysis in the school

Codes	**Frequency (n)**	**Percentage (%)**
Administrators	26	35,14
Teachers	21	28,38
Other school staff	8	10,81
Risk analysis is not carried out	8	10,81
Representatives of parent-teacher association	7	9,46
Students	2	2,70
Other persons	2	2,70
Total	**74**	**100**

It can be seen in Table-1 that the percentage breakdown regarding who take part in the risk analysis of the school administrators; Administrators %35,14, Teachers %28,38, Other school staff and Risk analysis is not carried out % 10,81, Representatives of parent-teacher association % 9,46, Students and Other persons % 2,70. When conducting risk analysis, the school administrators pointed out that the administrators have the highest rate (n=26, % 35,14) in Table-1.

Besides that, some of the opinions stated by the participants in general terms and obtained from the related school administrators about those taking part in risk analysis are as follows:

> *The school director, other administrators, school counselors and classroom teachers take part in risk analysis (KMY8).*
> *In risk analysis all staff members of the school and some students take part (EÖ33).*
> *School administrators, school counselors, classroom teachers and other teachers feeling responsability take part in risk analysis (EÖ26).*
> *We conduct the risk analysis with the participation of school administrator, assistant directors, school counselors, school captain and representatives of parent-teacher association (EÖ24).*
> *Risk analysis should be conducted with the participation of the school director, administrator, assistant director, school counselors, responsible teachers and parents (KÖ22).*

[10] M. B. Miles & A. M. Huberman, An Expanded Sourcebook: Qualitative Data Anlysis. (2nd Edition) (USA: Sage Publications Inc., 1994).

2.- How Long Does The Risk Analysis That Is Conducted In The School Last?

Table-2: Opinions of the school administrators about how long lasts the risk analysis that is conducted in the school

Codes	Frequency (n)	Percentage (%)
It changes depending on the situation of risk	15	68,18
A few hours	3	13,64
Continuously	2	9,09
Other durations	2	9,09
Total	**22**	**100**

It can be seen in Table-2 the percentage breakdown of the school administrators regarding how long the risk analysis lasts which is conducted in the school that; It changes depending on the situation of risk % 68,18, A few hours % 13,64, Continuously and Other durations % 9,09. In Table-2, the school administrators pointed out that the duration of risk analysis conducted in the school changed at the highest rate (n=15, % 68,18) according to the situation of the risk.

Besides that, some of the opinions stated by the participants in general terms and obtained from the related school administrators about how long the risk analysis that was conducted in the school lasted are as follows:

> *The assessment of analysis may take time according to the indicated risk factor (1 day, 1 week or more) (EŞB36).*
> *The duration of the risk analysis may vary according to the number of students of the school, its location, staff number and educational status (EMY5).*
> *The duration may change depending on the quality of the risk (KMY10).*

3.- How Much Costs The Risk Analysis That Is Conducted In The School?

Table-3: Opinions of the school administrators about how much costs the risk analysis that is conducted in the school

Codes	Frequency (n)	Percentage (%)
There is no cost	8	38,1
It depends on the situation of risk	6	28,57
I have no knowledge	4	19,05
Other amounts	3	14,29
Total	**21**	**100**

It can be seen in Table-3 the percentage breakdown of the school administrators regarding how much the risk analysis cocts which is conducted in the school that; It changes depending on the situation of risk % 28,57, I have no knowledge % 19,05, Other amounts % 14,29. In Table-3, the school administrators pointed out that there is no cost at the highest rate (n= 8, %38,1) on the matter about how much costs the risk analysis that is conducted in the school.

Besides that, some of the opinions stated by the participants in general terms and obtained from the related school administrators about how much the risk analysis cost which was conducted in the school are as follows:

> *The cost is generally low. There may be cost regarding the solution (EŞB36).*
> *The cost of risk analysis vary according to the risks and situations encountered (EÖ33).*
> *There is no need for money because there is no professional service procurement (KMY10).*

4.- Which Locations Are Risky Areas In The School And Its Environment?

Table-4: Opinions of the school administrators regarding which locations are risky areas in the school and its environment

Codes	**Frequency (n)**	**Percentage (%)**
Locations like canteens, cafe, etc. near the school	9	25,71
All fields in the school	7	20
Garden	6	17,14
School building	5	14,29
Locations out of the school	5	14,29
Sports hall	2	5,71
Canteen	1	2,86
Total	**35**	**100**

It can be seen in Table-4 that the percentage breakdown of the school administrators regarding the risky areas of the school and its environment; Locations like canteens, cafe, etc. near the school % 25,71, All fields in the school % 20, Garden % 17,14, School building and Other places out of the school % 14,29, Sports hall %5,71, Canteen %2,86. In Table-4, the school administrators pointed out at the highest level (n=9, % 25,71) that the areas like canteen, cafe, etc. near the school are risky areas.

Besides that, some of the opinions stated by the participants in general terms and obtained from the related school administrators about the risk analysis in the school are as follows:

> *The presence of petrol stations, base stations and canteens near the school poses risk for the school (EÖ7).*
> *We may come across with risk at any time (EMY17).*
> *All fields in the school and the roads in its environment are each a risky area (EÖ33).*
> *The playgrounds, dangerous that may come from outside and Internet cafe are each a risky area (KMY6).*
> *The environment of the school, the garden and places where the students are present in bulk are each a risky area (EMY5).*

5.- What Level Do You Think Are The Risks That May Occur In Risky Areas?

Table-5: Opinions of the school administrators regarding the level of the risks that may occur in risky areas in the school.

Codes	**Frequency (n)**	**Percentage (%)**
High level	9	40,91
Medium level	7	31,82
Low level	6	27,27
Total	**22**	**100**

It can be seen in Table-5 that the percentage breakdown of the school administrators regarding the level of risks in the risk areas of the school that; High level % 40,91, Medium level % 31,82, Low level % 27,27. In Table-5, many of the school administrators (n=9, % 40,91) pointed out that the level of the risks that may occur in risky areas in the school is at high level.

Besides that, some of the opinions stated by the participants in general terms and obtained from the related school administrators about the level of the risks that may occur in risk areas of the school are as follows:

> *It is quite high due to the physical structure, educational system and staff (EÖ26).*
> *These risks are reduced by taking the necessary measures and so it is low (EÖ33).*

6.- What Is The Possibility Level That The Risks You Have Detected To Occur?

Table-6: Opininons of the school administrators regarding the possibility level that the risks they have detected to occur

Codes	**Frequency (n)**	**Percentage (%)**
High level	9	45
Low level	7	35
Medium level	2	10
Cannot be estimated	2	10
Total	**20**	**100**

It can be seen in Table-6 that the percentage breakdown of the school administrators regarding the realization probabilities of the risks; High level % 45, Low level % 35, Medium level and Unpredictable % 10. In Table-13, many of the school administrators (n=9, % 45) pointed out that the realization probabilities of the risks they detected is at high level.

7.- How Do You Calculate The Realization Probabilities Of The Risks In The School?

Table-7: Opinions of the school administrators regarding how they calculate the realization probabilities of the risks in the school

Codes	**Frequency (n)**	**Percentage (%)**
By experience	13	52
By examining the cases experienced before	8	32

By feedbacks coming from students	3	12
By statistical methods	1	4
Total	**25**	**100**

It can be seen in Table-7 the breakdown percentage of the school administrators regarding how they calculate the realization probabilities of the risks in the school that: By experience % 52, By examining the cases experienced before % 32, By feedbacks coming from students % 12, By statistical methods % 4. In Table-7, the school administrators pointed out that they calculated the realization probabilities of the risks in the school to be at high rate (n=13, % 52) according to their experiences.

Discussion and results

The risk included in Occupational Health and Safety Law[11] with number 6331 which is related to detect all negativities that pose or possible to pose danger for the health and safety of the employees is identified as a possibility that a loss, injury or other dangerous results may come up wich may arise from the danger.

There are researches showing that the participation of parents to the education; increases the success of children, decreases the number of the students leaving the school, and results in the improvement of the motivation and behaviors of the students[12]. As it can be seen, it is widely discussed in the literature that when parents are indifferent, it creates a big risk exclusively for the students. It can be said that it will increase the interest of parents against their children's education by making conduct risk analyses to that effect that the school administrators make a determination in this direction.

As the educational level and socio-economic status of families decrease, their attendance to education decreases too[13]. It can be said that it will be appropriate to conduct risk analyses in the direction of preventing such results.

It is specified in the research that was carried out by Turan[14], the problems that the school directors mostly encounter (f=18, % 60.00) in respect of performing and monitoring teaching are the insufficiencies of the staff in terms of quality. This result makes an occupational insufficiency to be regarded as a dominant risk at the level of both management and personnel. Bastas[15] pointed out this insufficiency as burnout. Horzum also underlines the risk of interaction, social presence and satisfaction of students that can affect the quality of teaching.

A part of 52% of the school administrators stated that they have conducted the risk analysis by arranging meetings with the teachers and administrators. It was identified by the school administrators that mostly the administrators took place while conducting risk

[11] Occupational Health and Safety Law, With article number 6331 Official Gazette, 28339, 30 June 2012.
[12] A. Ünal; A. Yıldırım & M. Çelik, "Analysis of perceptions of primary schools principals and teachers about parents", Journal of Selcuk University Social Sciences Institute, num 23 (2010): 261-272.
[13] A. Ünal; A. Yıldırım & M. Çelik, "Analysis of perceptions of primary schools…
[14] H. Turan, Çankaya İlçesi'inde Görev Yapan İlköğretim Okul Müdürlerinin Yönetim İşlevlerinde Karşılaştıkları Sorunlar Ve Sorun Çözme Uygulamaları, Ankara University Institute of Education, Unpublished Masters Thesis, Ankara. 2007.
[15] M. Bastas, "Development of the Teacher's Burnout Scale", The Anthropologist, Vol: 23 num 1-2 (2016): 105-114.

analysis. It can be said that conducting the risk analysis with teachers and administrators having a strategic importance in helping the school to reach its goals is natural and necessary result. Furthermore, it is possible to say that the school administrators that include the school parents and student representatives in the process could reach more successful results.

Risk analysis is a series of studies carried out in order to improve the preventive and protective precautions that are necessary for identifying the dangers and risks. It comprises taking measures and documentating in order that not only the possible risks are detected but also these risks could be removed or minimized, and their revision. Even though it is so important, a rate of 32% of the school administrators pointed out that risk analyses are not conducted. We can say that it is a big risk all by itself that school does not to carry out risk analysis. It can be said that it will cause big problems and decrease the safety of the school that school administrators do not conduct risk analyses. While it is cheap to prevent a risk before it actualizes, trying to remove its effects after coming true is more expensive. It is important to conduct risk analyses in terms of making our schools safe.

The school administrators stated that the risk analysis duration would change according to the situation of the risk. In the same way, they stated that the risk analysis cost would change according to the situation of the risk. However, many of the school administrators stated about the cost that risk analysis has no cost for the schools too. Due to the fact that every risk has its own characteristics, the factors that risk would affect change accroding to the situation of the risk. Whereas some risks could be on a large scale, some could be on smaller scale. For this reason, it is possible to say that risk analyses and risk analysis costs would change according to the situation of the dangers that could occur in the organization and the situation of the risks. For example, the dangers that could be in a primary school and the dangers that could be in vocational high school are different. For this reason, it can be said that changing risk analyses according to the situation of the risks is normal. In the same way, it can be said that it is natural that the costs of risk analyses which have a cost change according to the situation of the risks. However, it can be said that the statements of many of the school directors that this does not entail any cost stems from conducting the risk analysis without buying any service from outer environment but realizing it by help of their own personnel. In a short expression, it can be said that it will be appropriate if the school management and teachers conduct risk analyses according to the nature of the risk and school conditions.

The unified opinions of the school administrators of both countries about the risk analyses are given in findings section. And here, there will be the comparison of the most provided opinions of school administrators participating from both Cyprus and Turkey for the same variant questions.

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