



Available online at globets.org/journal
International Journal of Education, Technology and Science
3(4) (2023) 1381–1396

IJETS
International Journal of
Education Technology and
Science

AWARDS AND PUNISHMENTS GIVEN BY THE MINISTRY OF EDUCATION ACCORDING TO THE JOURNAL OF NOTIFICATIONS IN 1926¹

(Review Article)

Gönül Türkan Demir^{a 2},

^a *Amasya University, Faculty of Education, Campus, Amasya, Türkiye*

Received: 27.08.2023

Revised version received: 03.11.2023

Accepted: 05.11.2023

Abstract

The first years of the Republic were the years when serious changes were made in the field of education, and both legal changes and practices were intensively implemented in order to create a national, secular and modern education system. In this context, it is aimed to convey the changes made with the Journal of Notifications, which has been published by the Ministry of Education since 1924, to all teachers. It is seen that there are sections such as laws, regulations, instructions, council decisions, appointments, awards and punishments related to education between 1924 and 1928 in this journal, which is published monthly. In this study, the rewards and punishments in the February, March, April, May and June issues of the Journal of Notifications, published in 1926, were examined. The research is a qualitative study conducted with a case study pattern. The obtained data were analyzed by content analysis method, visualized in line with the determined themes and presented in the findings section. In the documents examined as a result of the analyzes, information on 102 education employees, 19 women and 83 men, was obtained. It has been determined that mostly teachers are involved, but also people who hold administrative positions such as education directors, principals, primary education inspectors, and education officers receive rewards and punishments. The distribution of awards and punishments according to gender, duty type, school and branch and the reasons for the punishments are given in detail in the findings section. As a result of the study, it is understood that the punishments given by the Ministry of Education are mainly based on reasons such as abusing the profession, lack of moral values, not having the qualifications required by the profession.

Keywords: Ministry of Education, Türkiye; Journal of Notification; reward; punishment; discipline

© 2021 IJETS & the Authors. Published by *International Journal of Education Technology and Science (IJETS)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

¹ This study is an expanded version of the paper presented at the 9th International History Education Symposium on 6-8 September 2023.

²Corresponding author: Gönül Türkan Demir. ORCID ID.: <https://orcid.org/0000-0002-6056-4137>
E-mail: gonul_2818@hotmail.com

1. Introduction

Education is a multidimensional process that requires continuity for both the individual and the society and must be carried out within a certain system. People, institutions and administrators involved in this process should act with the awareness that they are trying to achieve the same goal. It is important that the education process, which is affected in every aspect by the changes and transformations taking place in the world, is carried out within a certain system and order in order to provide the expected benefits by states and societies. In the concept of education, we basically encounter two basic elements: the educator and the trainee. While Ergün (2011, s. 13) expresses the purpose of education as the desired change in the spiritual-mental state of the trainee, he emphasizes that this goal is not only an ideal for the student and the trainee, but also an instruction for the educator and binds the educator.

Education scientists, who describe education as a private, state that student, teacher and program elements should operate in a structure that complements and supports each other (Şimşek, 2010, s.241). Sönmez (2001) states that the elements of the education system, which he describes as an open system, are input, process, output and feedback, and that students, administrators, teachers and parents are included in the input element at the school level (akt. Karagözoğlu & Karagözoğlu, 2023, s. 2). When considered in this context, we encounter the necessity of auditing the processes within the system in order to achieve the targeted goals in the education system, as in all systems existing in society.

Educational supervision is a concept that has been the subject of many studies as an important issue in itself. In terms of ensuring control in education, it is important to correctly express the duties, powers and responsibilities of the elements of education. Duties of teachers, who are important inputs of the system; It were determined by the regulations issued by the Ministry of Education in various periods. Duties of the teacher at school;

- Course teaching duties
- Duties related to teaching work
- Assignments related to education
- Assignments in administrivia

it is possible to evaluate it under four headings. Added to these are the fact that teachers are obliged to read the journal of notifications (Şimşek, 2010, s. 242). As can be understood from these headings, the duties and responsibilities of teachers are quite diverse. In this context, it is important to pay attention to these headings in the supervision of teachers. Today, since teachers are within the scope of the Civil Servants Law No. 657, they are subject to the disciplinary rules specified in the said law at the inspection point. Article 134 of the Civil Servants Law No. 657 has ben states that disciplinary rules and disciplinary superiors will be regulated by regulation. Regulation on Disciplinary Chiefs and Disciplinary Rules The regulation, which came into force in 1982, was completely abolished in 2021 and the Civil Servants Disciplinary Regulation came into force instead (Çınarlı & Azak, 2021, s.17). It is important to examine teacher supervision in the historical process in order to understand these current regulations correctly.

With the reforms and regulations made in the education system since the first years of the Republic, it is seen that the necessary changes have been made by law in order to achieve the goals expected from education. In this period, the most important regulations regarding the legal status of teachers regarding their working life are the Secondary Education Teachers' Law dated 1924, the Law on the Promotion and Discharge of Primary and Secondary Education Teachers dated 10 June 1930, and especially Regulations on the duties of the Maarif Eminlikleri dated August 1926 (Akyüz, 2012, s.368). It is understood that the first regulations were made regarding the appointment, reward, punishment, inspection and retirement of teachers in the aforementioned laws and instructions.

This study aims to examine the awards and punishments given by the Ministry in the Journal of Notifications published by the Ministry of Education in 1926 and to reveal who was subject to rewards or punishments and for what reasons in the first years of the republic. When the relevant literature is examined, it is seen that studies on education supervision were carried out in general both during the Ottoman Empire and the Republic period. However, the fact that no study has been found directly containing the nature and justifications of rewards and punishments given to teachers makes this study important in terms of filling a gap in the field. It has important to examine how the new regulations were implemented, especially the reasons for the punishments imposed, through primary sources, both to understand the period in which the practices were carried out and to enable comparisons with the present day in different studies. Studies focusing on the historical processes of general concepts in education history studies make a significant contribution to the field. In addition, studies focusing on concrete examples from history are also considered as an important support in supporting the findings of other studies and making the processes more understandable.

The journal of notifications, which is the source of the study data, started to be published by the Ministry of Education in 1926 and is an important primary source because it continues to be published today. As stated in the Publication Regulations for the Journal of Notifications published in August 1993 regarding the Journal of Announcements, which is defined as a publication belonging to the Ministry of National Education, the journal is published within the first 10 days of each month and sent to the relevant institutions and organizations as of the date of publication. As stated above, every teacher is obliged to read the Journal of Notifications. When the content of the Journal of Notifications is examined, it is seen that there are laws, statutes, regulations, directives, circulars, programs and announcements related to the Ministry of Education (MoNE, 1993).

The problem statement of the research is; “According to the 1926 Journal of Notifications, what are the rewards and punishments given by the Ministry of Education and their justifications? Based on this sentence, the following questions were tried to be answered as a result of the research.

- 1.What is the distribution of the awards given?
2. What is the distribution of the punishments given?
- 3.What are the reasons for the punishments given?

2. Method

2.1. Research design

This study, which was published in the Journal of Announcements published by the Ministry of Education in 1926 and examined the rewards and punishments given by the Ministry, is a qualitative research conducted with a case study design. The most important feature of the case study design, which can be explained as examining a phenomenon or event in its natural context and real environment, is that researchers do not interfere with the natural flow of the event (Martinsuo & Heumann, 2021, s.417). In qualitative research, the case study design is often preferred when an event or situation needs to be examined intensively and in depth. The "situation/event" to be discussed here can be an individual, a group, an event, or a process. Case studies are divided into subtypes according to the characteristics of the situation and the purpose of the research. The main feature of historical and observational case studies, which are expressed as one of these types, is that the phenomenon, whether organizational or not, is investigated over a certain period of time and provides a holistic description and analysis of a particular phenomenon, but does so within a historical perspective (Merriam, 2013, s. 46). Since the rewards and punishments given by the ministry are discussed in a historical perspective in this study, it was deemed appropriate to use the historical and observational case study design in the study.

2.2. Collection of Data Results

The data of the study consists of the Rewards and Punishments titles included in the first 5 issues of the Journal of Notifications published by the MoNE in 1926. Relevant Journal of Notifications were accessed at <http://dhgm.meb.gov.tr/www/tum-sayilar/icerik/814>. Document review method was used to collect data. It is an important study method used in research conducted with a qualitative approach in fields such as history, literature, educational sciences and archaeology (Yıldırım & Şimşek, 2013, s. 217). Depending on the research purpose, subject and pattern, it can be used to support other data collection techniques or as a stand-alone data collection method. The document review method is a scientific method that has its own technical features and stages that need to be taken into consideration (Özkan, 2020, s.3). Yıldırım & Şimşek (2013, p. 223-231), quoting Forster (1995), stated that document review consists of five stages. These are stated as accessing documents, checking their originality, understanding documents, analyzing data and using data. In this study, documents were selected in accordance with the stages of document review.

2.3. Data analysis

In the study where the first 5 issues of the Journal of Notifications published in 1926 were examined, the data were subjected to content analysis. Yıldırım & Şimşek (2013, p. 259-261) explained content analysis as bringing together similar data within the framework of certain concepts and themes and organizing and interpreting them in a way that the reader can understand. In this context, 11 issues of the Journal of Notifications published in 1926 were examined and it was determined that the first five issues had the title of rewards and

punishments. Under this heading, it has been observed that rewards and punishments given in the form of tables are included in some issues and in text form in some issues. Since there is no such title in other issues, the data of the study was limited to the first five issues. Since the original of the document examined was in Ottoman Turkish, first the parts that constitute the data of the study were transcribed into modern Turkish and expert opinion was consulted to compare this text with the original text. When the sections on rewards and punishments in the Journal of Notifications has been examined, it was understood that there was information about 102 people in different positions such as teachers, principals, inspectors, and education officers. Data about these people, such as the cities where they worked, the schools, their duties, the branches of the teachers, the awards and punishments they received, and the reasons for the punishments were obtained. In addition to 19 of the 102 people identified in the data were women and 83 were men, it was determined that 19 people were rewarded and 83 people were punished. The results of the analysis on the data are given in the findings section according to the themes and categories created by considering the problem situation and sub-problems of the research. Analysis regarding the created themes and categories were first carried out by the researcher, and then control coding was performed by the researcher again after 60 days. In addition, opinions about the coding were obtained from a different expert too. Checking the originality of the documents and obtaining opinions from different experts both at the transcription and analysis stages positively increased the credibility and consistency of the study.

3. Results

In this section, firstly, the general distributions of rewards and punishments identified in the examined texts are given. While the general distributions are given, the distribution of those who received awards and punishments according to their positions in the Ministry is shown in Table 1.

Table 1. Frequencies of those given rewards and punishments by ministry, according to their task distribution

Their Position in the Ministry	Award	Punishment	f
Teacher	6	41	47
Assistant Teacher + Intern Teacher	1	5	6
Manager	2	10	12
Manager of Education		7	7
Chief Teacher		3	3
Education Inspector		3	3
Education Officer	10	9	19
General Directorate Officer		6	6
Total			103

As seen in Table 1, it is understood that the awards given by the ministry were mostly given to education officers, while the punishments were mostly given to teachers. It is seen that 6 civil servants working in the General Directorate of Education and 3 Education Inspectors were also punished. Although a total of 102 people were identified in the texts examined, the reason why

there are 103 people in this table is because one person has two different duties. The distribution of the places of duty of Primary Education Inspectors, Directors of Education, Orphanages and Museums identified in the examined text are shown collectively in Figure 1.

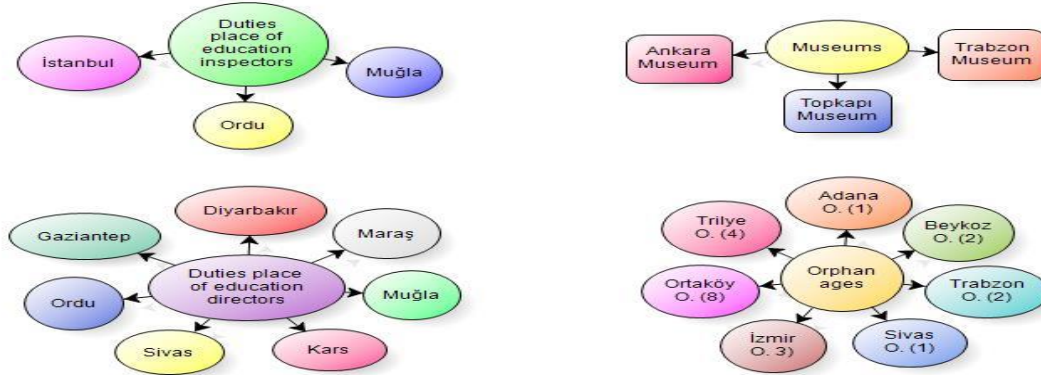


Figure 1. Names of duty places and orphanages related to rewards and punishments.

When Figure 1 and Table 1 are evaluated together, it is understood that Istanbul, Muğla and Ordu Primary Education inspectors were punished for various reasons. When the section on education directors in the figure above is examined, it is understood that education directors working in Diyarbakır, Maraş, Muğla, Kars, Sivas, Ordu and Gaziantep were punished as shown in Table 1. It has been understood that some of the personnel evaluated with rewards or punishments by the Ministry of Education also work in museums. It has been determined that among the officers working in the Topkapı, Ankara and Trabzon museums mentioned in the text, 1 person in Trabzon and 5 in Topkapı were rewarded, and the personnel working in the Ankara museum were punished. In the texts examined, it was determined that some of the education employees who received rewards and punishments were on various duties in orphanages. The orphanages where the teachers and officers working in the orphanages mentioned in the text work and the frequencies of the people who received rewards and punishments there are also given in Figure 1. It was determined that 3 clerks working in Beykoz and Sivas Orphanages received awards, while the others were punished. It has been understood that a total of 18 personnel working in orphanages received various degrees of punishment.

In the texts examined, it was determined that the number of teachers who received rewards or punishments was higher than other personnel working under the ministry. When the information given about the teachers was examined, it was seen that some teachers' branches were stated and some teachers' seniority in teaching was stated without specifying their branches. The branch distribution of the teachers whose branches are specified is shown in Figure 2.

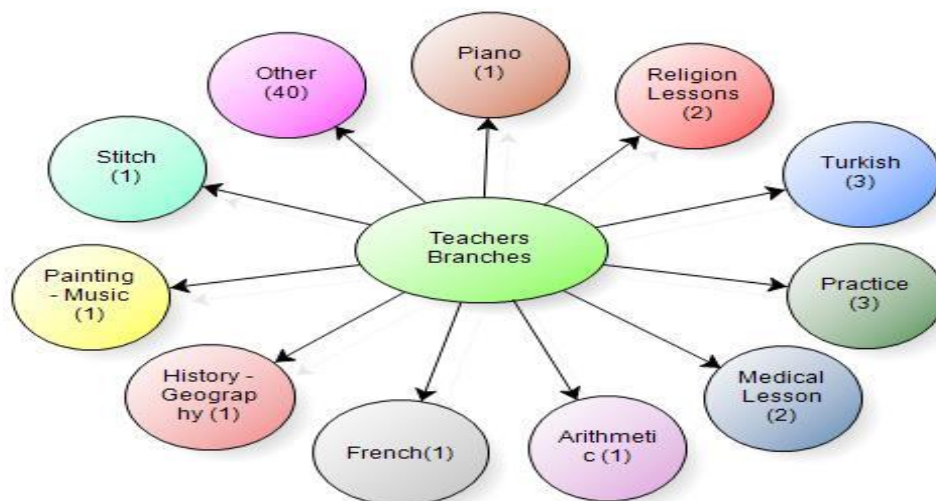


Figure 2. Distribution frequencies of teachers by branches

When Figure 2 is examined, it is understood that teachers receive rewards and punishments in the branches of Piano, Religion Lessons, Turkish, Practice, Medical Lesson, Arithmetic, French, History-Geography, Painting-Music and Stitch. It was understood that the 40 teachers listed as "Other" in the figure did not have a special branch. The distribution of these teachers according to their professional seniority and the schools they work in is shown in table 2.

Table 2. Distribution of teachers without branches according to schools and professional seniority

Schools Where They Work	Chief Teacher	Teacher	Assistant Teacher	Intern Teacher
Secondary School Primary Section	1	9		
Girls Industrial School		1		
Boarding Schools		1		
Primary Girls School	2	3		
Secondary Boys School		2		1
High School Primary Section		2		
Orphanages		13	1	
Boys' High School			4	
Total	3	31	5	1

As seen in Table 2, mostly (14) teachers work in orphanages. While it is understood that there are 10 teachers working in the first sections of the Secondary Schools, it is seen that the majority is on teachers in terms of professional seniority. It was also determined that there were 3 Head Teachers, 5 Assistant Teachers and 1 Trainee Teacher. Reward and punishment distributions are discussed separately in the following sections.

Awards Given by the Ministry

When the distribution of awards given by the ministry in the Journal of Notifications was examined, it was seen that awards were made at various degrees. The distribution of these awards according to degree is shown in table 3.

Gender	Promotion	Gratifying	Raise	Total
Female	1			1
Male	7	6	5	18
Total	8	6	5	19

Table 3. Distribution of awards given by the ministry by degree and gender

Table 3 shows the types of awards identified in the text examined and their distribution by gender. When the award recipients are examined, it is understood that 1 out of 19 people is female and the others are male. When we look at the types of awards, it is seen that the most awards are given in the form of promotion (8). Explanations about the awards are shown in table 4.

Table 4. Positions and award amounts of those awarded by the ministry

Positions	Name	Award	Award Description	Date
	Yusuf Ziya Bey	Promotion	Salary promoted to the aforementioned school principal: 2500	15 March 1926
Ahlat boarding school teachers				
Beykoz orphanage clerk	Hilmi Bey	Promotion	Promotion to Ortaköy orphanage warehouse officer Salary for: 1500	“
Bolu secondary school boys' school intern teacher	Mehmet İhsan Bey	Promotion	His title was changed to teacher. Salary: 1700	“
Erzurum boys' high school warehouse and storehouse clerk	Refik Bey	Gratifying	1200 with 200 raise	“
Konya boys' high school clerk and account officer	Nedim Bey	Gratifying	3000 with 200 raise	“
Konya boys' high school second principal	Süleyman Salim Bey	Gratifying	2000 with 500 raise	“
Konya boys' high school principal	Kemal Bey	Gratifying	3500 with 700 increase	“

One of the first section teachers of Maraş secondary school	Mehmet Niyazi Bey	Gratifying	250 raise	“
Sivas orphanage clerk	Şevket Bey	Gratifying	1500 with 200 raise	“
One of the first section teachers of Konya boys' high school	Abdulaziz Bey	Promotion	Promotion to the primary head teacher of the mentioned school section salary:1700	15 April 1926
One of the teachers of Ankara boys' teaching school	Muhiddin Bey	Promotion	Promotion for handicrafts teacher at Ankara boys' high school salary 1500	“
From the teachers of Trabzon boys' teaching school	Mehmet Salih Bey	Promotion	Promotion to the aforementioned school practice directorate salary 2000.	“
One of the chief officers of Trabzon Museum's Cardigan-i Saadet Department	Süleyman Sudi Bey	Promotion	Promotion to the chief officer of Cardigan-i Saadet salary 1700	“
Topkapı Museum Cardigan-i Saadet Department officer	Muhittin Bey	Raise	1700 with 100 raise	“
Topkapı museum treasury officer	Zekeriya Bey	Raise	1500 with 500 raise	“
Topkapı Museum Cardigan-i Saadet Department officer	İsmail Bey	Raise	1700 with 100 raise	“
Topkapı Museum Cardigan-i Saadet Department officer	Hasan Şükrü Bey	Raise	1600 with 100 raise	“
Ankara Museum	Sabiha Hanım	Promotion	Ankara library went from a hafiz library with a salary of 800 kuruş to a hafiz library with a salary of 1000 kuruş.	15 May 1926
Gaziantep secondary school principal and French teacher	Fazıl Bey	Raise	500 raise	“

When Table 4 is examined, it is seen that six teachers, one intern teacher, two principals and ten civil servants were rewarded by the ministry. When we look at the descriptions of the awards, it is understood that those who were rewarded with gratifying and raises were given a salary increase, and those who were promoted were assigned to a higher-paid position. Two clerks working in orphanages were rewarded, one with a promotion and the other with a gratifying. When the award recipients from the personnel working in the museums are examined, it is understood that the officers working in the Trabzon and Ankara museums were promoted, and 4 officers working in the Topkapı museum were rewarded with a raise. When the information about the awarded teachers is examined, it is understood that 9 teachers in different schools and seniorities in Ahlat, Bolu, Erzurum, Konya, Maraş, Ankara, Trabzon and Gaziantep were rewarded at different degrees. It is understood that in the statements made about the awards, the reason for the award is not stated, only the degree of award given and the deservingness given with the award are stated.

Punishments Imposed by the Ministry

The distribution of the punishments obtained as a result of the analysis, according to their degrees and gender, in the sections related to the punishments imposed by ministry in the Journal of Notifications examined, is shown in Table 5.

Table 5. Distribution of punishments imposed by the ministry by degree and gender

Gender	Warning	Severe Warning	Dismiss	Expulsion	Job was Terminated	Leave to the command of the Ministry	Criminal Bond	Criminal Transfer	Condemnation	Lowerd Class	Daily Outage	Resignation	Total
Female	1		1	5	1	6		1		1	2		18
Male	7	7	15	4	4	9	9		1	1	7	1	65
Total	8	7	16	9	5	15	9	1	1	2	9	1	83

Table 5 shows the distribution of punishments imposed by the ministry by type and gender. In the texts had been examined, it has been understood that a total of 83 people were punished, 18 of them were women and 65 were men. When we look at the types of punishments given, it can be seen that the most punishments are dismissal (16) and leave to the command of the ministry (15), while the least punishments are criminal transfer, condemnation and resignation. Based on the expressions in the texts, where the justifications of the punishments are given in detail, the justifications of the punishments are coded during the analysis and has been divided into certain themes, and these themes has been shown in figure 3.

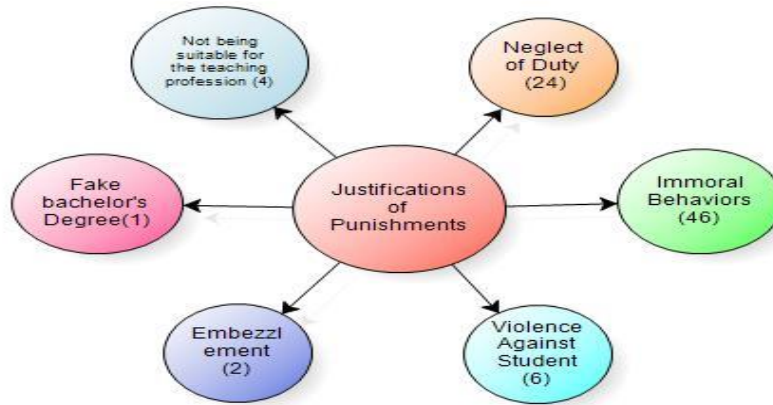


Figure 3. Themes identified regarding the reasons for punishments

When Figure 3 is examined, it can be seen that the justifications for the punishments given are collected under six themes. Among these themes, immoral behavior (46) was determined to be the situation that caused the most punishment. It appears that there are (24) statements justifying neglect of duty. It has been seen that 6 people were punished for violence against students, 4 people for not being suitable for the teaching profession, 2 people for embezzlement and 1 person for fake bachelor's degree. The justifications for punishments given for immoral behavior and neglect of duty are also divided into subgroups. These groupings are shown in figure 4.

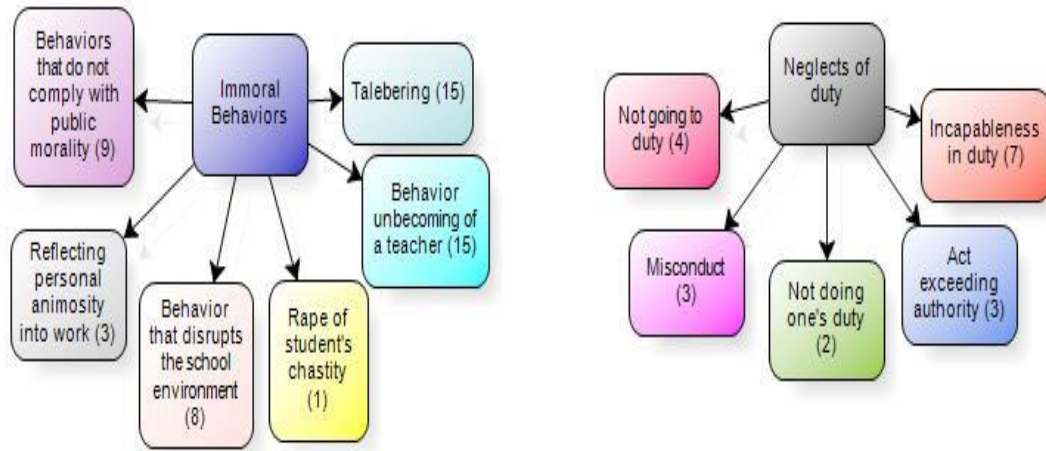


Figure 4. Sub-grouping of immoral behaviors and neglects of duty

When Figure 4 is examined, there are 6 different situations that are considered immoral behavior. It is understood that talebearing (15) and behavior unbecoming of a teacher (15) are the most recurring reasons. It was determined that one person was punished for behavior that does not comply with public morality (9), behavior that disrupts the school environment (8), reflecting personal animosity into work (3) and one person rape the chastity of a student. Five different situations considered as neglect of duty are divided into subgroups as incapableness in duty (5), act exceeding authority (3), not doing one's duty (2), misconduct (3) and not going to duty (4).

Examples of Justifications for Punishments in the Examined Texts

Sample expressions and punishments given from the text regarding the themes and subgroups determined above are as follows:

Talebearing: Gaziantep Secondary School First Section Teacher Hüseyin Bey was sentenced to leave to the command of the Ministry because he was a gossip and agitator. Nevşehir Secondary School Medical Teacher Nail Vahdet Bey was dismissed because it was understood that they encouraged the student against the former principal. Maraş Secondary School Religious Lessons Teacher Mehmet Rıza Bey was dismissed because he spread ugly rumors among the education family and was known for his mischief and discord for a long time. Ms. Saadet, Piano Teacher at Çamlıca Girls' Secondary School, was expulsion because it was understood that she told some stories and personal adventures in the teacher's room that would violate the chastity and decency of the school environment and that unpleasant gossip about her continued in the Kadıköy neighborhood.

Behavior unbecoming of a teacher: Kars Education Director Cenap Muhittin Bey received a lowerd class punishment due to his failure to arouse affection in his duty, his addiction to alcohol to the point of causing him to forget his duty and position and irreparably damaging his dignity and honor, and the helplessness and lack of management associated with this situation. Mediha Hanım, Head Teacher of Konya Primary School for Girls, has been temporarily

dismissed from the profession due to her behavior that is contrary to the motto and actions of being a teacher. Trabzon Orphanage Director İsmail Ferit Bey due to that he lacked the qualifications that a school principal should have; keep up to his personal interest to the interest of the school; He was dismissed on the grounds that he preferred his rest to the rest of the orphans, whom the nation cares about, and was indifferent to his duty. Tahsin Bey, the director of the first Boarding School in Kars, was sentenced to be leave to the command of the ministry because he was thought to be poor in terms of intelligence, almost unnatural in terms of intelligence, and because he did not have a renowned authority in the school.

Behavior that does not comply with public morality: Ortaköy Orphanage Dormitory Director Osman Kemal Bey was sentenced to bond for establishing an entertainment environment for himself, his son and his family, forgetting that his residence was within the walls of the school and that he would be an example to the environment in every way, and for tolerating his son's unauthorized entry and exit to the institution despite numerous warnings. Ms. Yegane, teacher of Ortaköy Orphanage, was leave to the command of the Ministry because it was understood that they would go to the principal's private apartment at night, dance together, play some inappropriate games, and taken photographs in a way that were attract attention, even though the principal's son, Sait Bey, was also included. Former Director of Kozan Central Numune School, Nuri Bey, was dismissed from his profession because he was sentenced to three years for homosexuality.

Behavior that disrupts the school environment: Maraş Secondary School Religious Lessons Teacher Mehmet Rıza Bey was sentenced to criminal bond for violating the order and harmony of the school. Reşat Bey, Practice Teacher of Adana Men's Teacher's School, was dismissed for violating the solidarity and sincerity among his schoolmates, and for making some incompatible rumors with the honor of being a teacher, while always ignorant and insulting his friends. Salih Zeki Bey, one of the teachers of Trabzon Orphanage, was sentenced to bond for violating the general harmony of the school.

Reflecting personal animosity into work: Maraş Secondary School Principal Sitki Bey was given a warning because he brought his personal conflict with the director of education to his field of duty. Maraş Education Director Haydar Bey was dismissed because he included the conflict between him and the secondary school principal in his job, assaulted and insulted the teacher Rıza Efendi, took a serious attitude towards his subordinates and was known for his lack of administration. Muğla Primary Education Inspector Ali Rıza Bey was dismissed due to his insolent attitude towards the Director of Education by relying on the governor, his actions that did not comply with the law, and education family's busyness with demonstrations without fulfilling their duties.

Neglect of Duty - Incapableness in Duty - Act Exceeding Authority - Not Doing One's Duty - Misconduct - Not Going to Duty: Diyarbakır Education Director Nahit Cemal Bey, when he was at the Diyarbakır Teachers' School Directorate, was given a warning punishment due to his negligence some provisions were found in the warehouse in excess and some were missing. Giresun Secondary School First Section Teacher and fiduciary Mustafa Bey was expelled because he received money with fake bills, spent money beyond his authority without relying on any decision or document, and was incapable of working as a teacher. Muğla Education

Director Şükrü Bey was given a warning due to his weakness in administration. Ordu Primary Education Inspector İsmail Hakkı Bey was dismissed due to the fact that he did not perform his duties regularly and was indifferent to his duties with many evasive excuses in the duty of inspecting escrowed, and that he behaved recklessly and dishonestly towards his superior. Ortaköy Orphanage Warehouse Officer Faik Bey was dismissed because he abused his duty. Adnan Bey, Third Branch Examiner of the General Directorate of Primary Education, was sentenced to a one-day salary deduction on the grounds that he could not prove that he was in the office during working hours.

Violence against students: İzmit Secondary School First Section Teacher Hüsametdin Bey was sentenced to leave to the command of the Directorate of Education because he defaulted in beating the student despite repeated admonitions and warnings. Ankara Boys' High School Assistant Teacher Kuddusi Bey leave to the command of the ministry on the grounds that he beat his student and caused a rift between the teachers and the administration by telling the principal about private and unimportant things talked about among his friends. Kamil Bey, one of the teachers of the First Section of Vefa High School, was sentenced to bond because he deliberately beat a student.

Embezzlement: Giresun Secondary School Principal Şevket Bey was given a warning (confirmed later) due to his embezzlement of 268 lira while he was at the Rize Secondary School Directorate. Talat Bey, Accounts Officer of Adana Orphanage, was dismissed because he embezzled sixty-two lira from the proceeds of the institution.

Not being suitable for the teaching profession: Sivas Girls Teachers' School Turkish Teacher Haledi Bey was dismissed from the profession because it was understood that she could not teach at any level of education. Ms. Aliye, Kadıköy Girls' Secondary School Medical Teacher, was punished a lower class because it was understood that she could not teach in secondary schools. Mahmut Ziya Bey, Turkish Teacher at Istanbul French Saint Benoit School, was dismissed because he was not considered fit to be a teacher due to his criminal record.

4. Discussion and Conclusions

When the analysis results given in the findings section are examined, the nature of the rewards and punishments given by the Ministry of Education is understood. Based on these, it is possible to make the following evaluations.

The teaching profession has great importance for the change and transformation of society. The qualifications that teachers must have in all societies are similar to each other. The National Education Association of America (NEA) has been summarized the professional ethical principles of teaching as follows; “An educator who believes in the dignity of all individuals knows the importance of pursuing truth, focusing on excellence, and advancing democratic principles. ... The educator accepts responsibility for adhering to the highest ethical standards.” In line with these statements, two basic principles have been determined: commitment to the student and commitment to the profession. When the sub-principles of the principle of commitment to the profession determined by NEA are examined, the following points that overlap with the findings of this study draw attention:

1. The educator will not intentionally make a false statement or omit to disclose an important fact.
2. An educator shall not assist a person who is known to be incompetent in terms of character, education or similar qualifications to enter the profession.
3. Will not disclose any information about colleagues unless legally or professionally required to do so.
4. Will not deliberately make false or damaging statements about a colleague (Akyüz, 2012, s. 2-3).

Considering these principles, it is understood that there is a great deal of consistency between these principles determined by the American National Education Association, which was founded in 1857 (Eraslan & Bertlek, 2016, p. 102), and the justifications for the punishments given by the Ministry of Education in 1926. The most important reasons for this consistency emerge when the republic's expectations from teachers are examined.

It is known that in the first years of the Republic, major and radical changes were made in all areas of society. In the context of these changes, the most important expectation of the new regime from teachers is to raise a "new type of person" who will protect and develop the revolutions and transformations. This expectation is based on M. K. Atatürk's words: "*Teachers, you, the self-sacrificing teachers and educators of the Republic, will raise the new generation. New generation will be your craft. The value of the work will depend on the degree of your skill and sacrifice.*" (Akyüz, 2012, s. 359-360). As can be understood from these statements, Atatürk entrusted the future of the republic to teachers and expected them to fulfill their duties with great sacrifice. It is thought that teachers must first possess these qualifications in order to raise generations with free ideas and free conscience.

Considering the conditions of the period, it is understood that the importance given to education and that there were certain professional criteria expected from teachers. The remarkable point of this study can be considered as the punishments given and their justifications. When the explanations about the punishments are examined, it is understood that there is no forgiveness, especially for immoral behavior. One of the conclusions that can be drawn from the findings is that what is expected from teachers is not only in terms of education and training, but also that great importance is given to the general attitude and attitude of the teacher that befits his/her profession. When the reasons for the punishments are examined, the frequent recurrence of a situation such as gossiping and the reasons described as behavior unbecoming of a teacher show that situations that should not exist in educational institutions occurred at that time, as they do today. It is understood that using violence against students was an attitude that was not accepted by the Ministry of Education at that time. It is understood that punishments for neglect of duty and embezzlement are mainly given to education officers.

When the findings are examined, another striking point is that punishment was given for problems arising from behaviors that were thought to disrupt the school environment and personal hostilities. When the punishments given to those who reflect their personal issues in their work are examined, it is understood that both parties who act with hostility towards each other are punished. Another striking point is that whether the act committed for the first time or

a repeated act is stated as a situation that affects the degree of punishment given. A striking example of the findings regarding this is Maraş Secondary School Religious Lessons Teacher Mehmet Rıza Bey, who first received a criminal bond sentence on the grounds that he disrupted the order and harmony of the school, but was dismissed when it was seen that there was no improvement in his behavior.

Considering the first years of the Republic, it can be seen that it was a period when there were great shortages and difficulties in education, as in every subject. The most important conclusion that can be drawn from this study is that, despite all the difficulties, the principles established in line with the determined goals are adhered to. It is understood that the basic values and character traits expected from the new generation are sought first in teachers. At this point, it is understood that the ministry regularly monitors and supervises teachers. It is seen that those who are successful in their duties are rewarded and punished when necessary situations.

As a result, many of the situations revealed in this study are still important today. The necessity of inspections and the implementation of various sanctions as a result of these inspections in order for education to achieve the desired goals is a process that every system should have. This study will contribute to the field by revealing the ministry's auditing approach through concrete examples.

References

- Akyüz, Y. (2012). *Türkiye’de öğretmenlerin toplumsal değişimdeki etkileri 1839-1950*. Ankara: Pegem.
- Çınarlı, S. & Azak, K. (2021). Devlet memurları disiplin yönetmeliğine ilişkin bir inceleme. *NKÜ Hukuk Fakültesi Dergisi*, 1, 15-31. doi: 10.51562/nkuhukuk.2021212.
- Eraslan, L. & Bertlek, S. B. (2016). Seçilmiş uluslararası eğitim derneklerinin amaç, yapı, işleyiş bağlamında değerlendirilmesi. *21. Yüzyılda Eğitim ve Toplum*, 5(13), 99-118.
- Ergün, M. (2011). *Eğitim felsefesi*. Ankara: Pegem.
- Karagözoğlu, A. & Karagözoğlu, N. (2023). Cumhuriyetin ilk yıllarında eğitimde teftiş: “Bir müfettiş nasıl hareket etmeli?” Teftiş rehberi örneği. *Çağdaş Yönetim Bilimleri Dergisi*, 10(1), 1-22.
- Martinsuo, M.& Heumann, M. (2021). Designing case study research. *International Journal of Project Management*, 39, 417-421. doi: <https://doi.org/10.1016/j.ijproman.2021.06.007>
- MoNE (1993). *Millî Eğitim Bakanlığı Tebliğler Dergisi Yayın Yönetmeliği (Regulations of Journal of Notifications)* . (<http://mevzuat.meb.gov.tr/dosyalar/382.pdf>).
- Merriam, S. B. (2013). *Nitel araştırma desen ve uygulama için bir rehber*. (Trans. Edt. Selahattin Turan), Ankara: Nobel.
- Özkan, U.B. (2020). *Eğitim bilimleri araştırmaları için doküman inceleme yöntemi*. Ankara: Pegem.
- Şimşek, H. (2010). Eğitim sisteminde öğretmenin rolü ve öğretmenlik mesleği. İçinde: *Eğitim bilimine giriş*, ss. 241-262, Ed. Hasan Basri Memduhoğlu ve Kürşat Yılmaz, Ankara: Pegem.
- Yıldırım, A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).