

## Comparison of the Republic Period First Inspector Training Program and Modern-day Inspector Training Program

**Gönül Türkan DEMİR<sup>1</sup>**

Amasya University

**Adem BAYAR<sup>2</sup>**

Amasya University

### Abstract

To be able to talk about the existence of a successful education system, it is important to inspect all stages as much as the inputs, processes, and outputs of the system. To reach the distant goals of education smoothly, the close goals need to be checked, problems should be detected and corrected in a right time and in a suitable way, necessary changes should be done before it is too late. The training of inspectors, which is important at all levels of education system is very important. In this study, texts written about the contents of first practice regarding the training of inspectors in the first years of Republic will be examined. It is aimed to present the criteria of inspector training through the curriculum courses opened in that period and to compare with today's applications. In addition, the list of teachers who attended the courses opened in Ankara and Sivas will be included. Thus, expectations from the inspectors of the period will be revealed and contribute to the interpretation of today's inspection understanding. This study was carried out using document analysis method which is a qualitative research approach. The First Educational Inspector Courses, curriculum and the texts including list of the teachers' names who attended courses in Ankara and Sivas were translated into modern-day Turkish. The findings of this study consist of the content of the training given in the first educational courses, professional sufficiency and the education methods providing that sufficiency, training duration of the courses organized in Ankara and Sivas, lists of teachers names attended courses. In training inspection in first years of Republic, it has been found that the aims of principles of education were prioritized.

**Keywords:** Inspection, Inspector, Inspection of Education, Elementary, History of Turkish Education.

**DOI:** 10.29329/epasr.2020.334.2

---

<sup>1</sup> Assist. Prof. Dr., Faculty of Education, Amasya University ,Amasya, Turkey, ORCID: 0000-0002-6056-4137

**Correspondence:** gonul\_2818@hotmail.com

<sup>2</sup> Assoc. Prof. Dr., Faculty of Education, Amasya University, Amasya, Turkey, ORCID: 0000-0002-8693-9523 Email: adembayar80@gmail.com

## Introduction

Education is a process of systematic activities carried out for providing intentionally people behavioral change (Akyüz, 2015; Duman, 2003; Mialaret, 1999). To be able to be reached the goals supposed with education, it should be pointed out the importance of process and function of educational organizations, which these organizations are formed differently in each society (Özkan&Çelikten, 2017). The fact that the inclusion of education in life and directly impact from changes and developments in the world necessitates shaping functions of educational organizations in the form providing to keep up with those changes and developments. Additionally, specification of general and specific goals to be achieved requires control of every initiative which education organizations have done to reach those goals (Kayıkçı&Şarlak, 2013). Considering these two situations together, necessity and importance of concept of education control is understood. Due to this importance, it is also getting important to examine the changes that the practices have undergone in the historical process. Durnalı and Limon clarified the educational inspection "a tool that prepares an environment for achieving the achievement of the goals of education effectively" (2018).

The principles and functions of inspectors designated for the purposes of inspection in education within the framework of the control of planned and executed activities, evaluation of the teaching-learning process and take measures for the development of all the activities is considered as the provider of the necessary arrangements (Yurdakul, 2003). Inspection in education; inspection principles and functions in accordance with the specified goals are considered as activities within the framework (Yurdakul, 2003). It is expected that inspections conducted by the authorities will affect decisions to be made at the point of addressing errors and deficiencies observed in the results of the education system, and, if necessary, make changes to previous decisions (Atay, 1996). The purposes of the educational inspection are listed as follows by Cengiz (1992);

- Improving the educational process,
- Ensuring unity in general in educational practices,
- Make education effective as a means for the continuity of the state, national unity and integrity,
- To provide sufficient information about the plans and programs of the senior management to all relevant people in the field,
- Being a coordinator in all educational activities,
- To be active in improving the efficiency and quality in education,

- To lead in the organization of educational programs,
- To take part in the operation of incentive reward and deterrent penalty,

To take constructive roles in training educational administrators, teachers and staff of all degrees at work, accelerating positive changes in their behavior, and consequently preparing and constructing the appropriate education-training environment (cited in Yurdakul, 2003).

As in education systems, every society has developed a system suitable for itself in education inspection. Although the understanding of educational inspection is affected by the changes in society, it can also be reshaped in the society (Atay, 1996).

Taking into consideration history of Turkish education, it is seen that inspection has an important place in our education system in every period. The concept of inspection began to be used with the regulations made with the opening of Rushtiye schools during the Ottoman Empire. After the Tanzimat period, new regulations and changes were made related to the principles of inspection and the competencies of the inspectors with the regulations issued on education (URL -1). II. During the constitutional period, other rules were made on how to conduct inspections of Secondary Education and institutions associated with the Ministry, as well as rules for conducting inspections of primary schools by first inspectors. It is understood that two different dimensions in the inspection system were formed before the Republican period along with these regulations (Gul, 2017).

A large number of laws and regulations related to teachers' personal rights and inspection system were prepared along with the Republic period. It is possible to list the first attempts in this regard as follows;

- The Secondary Education Teachers Law dated 1924,
- Instruction on the Educational Eminliks and its Tasks dated August 1926,
- Instruction for First Education Inspectors dated January 31, 1927 (Akyüz, 2012; Arabacı, 1999)

It is understood that very important initiatives were made in the field of personal rights, appointment and training of teachers and inspection (Akyüz, 2012) in the first years of the Republic, especially during the Ministry of Education of Mustafa Necati (1925-1929) (Akyüz, 2015). In this paper, it is considered the conditions of the period, it is seen that Mustafa Necati has a positive effect on eliminating the difficulties experienced by the teachers, improving the working conditions, both training teachers and providing appropriate arrangements for the era in in-service training. The texts examined in this study were considered critical in terms of understanding the inspection of that period

and perceiving what was expected from education in relation to the practices carried out during Mustafa Necati's ministry.

The most important factor in achieving the purpose of educational inspection is the qualifications of the officers who will carry out the inspection. The qualifications and competences that officials called education inspectors should have to be appointed to these positions are determined by the Ministry. As a result of developments in education and changes in society, changes were made in these criteria period by period (URL-1).

### **The Purpose and Importance of Study**

In order to achieve the purpose of the inspection system, which is one of the most important elements of the education system, it will be useful to consider the regulations made in this regard from the past to the present. A re-examination of the subject in accordance with first-hand sources is important both in terms of understanding past practices and in terms of basing today's practices. In this study, the programs of the First Education Inspectors Courses that were first applied in our country in 1927 and the conditions required for those who will attend the course and the texts containing the lists of those who participated in the courses organized in Ankara and Sivas were examined. By examining the mentioned texts, the understanding of inspection and the content of inspector training programs that were implemented in the first years of the Republic will be revealed. In this way it will be possible to identify and compare the ongoing and/or changing situations from that period to the present. It is also believed that providing a list of the names and places of duty of the teachers who attended the courses opened in Ankara and Sivas in the appendix part of the study will also contribute to researchers studying local history.

### **Research Problem and Sub-Problems**

The main research problem of this study is followingly; “What are the qualifications of the First Education Inspector Courses, which is one of the practices regarding educational inspection in the first years of the Republic?”.

Based on the above-mentioned problem, the following sub-problems have been examined during this study;

1. Which conditions were sought for the trainees of First Education Inspectors?
2. How long is the training period of First Education Inspector Courses?
3. What are the contents of the curriculum of First Education Inspectors Courses?

## **Method**

### **Research Model**

This study has been organized by qualitative research approach conducted by the document analysis technique based on the examination of the contents of the First Education Inspectors Courses, which was applied for the first time in the field of educational inspection in the Republican Period, and the texts with the list of participants with the conditions of participation in these courses. Bowen has referred to document review as a systematic process for examining or evaluating both printed and electronic materials (cited Özkan, 2019) In the document review, written materials containing information about the facts and events that need to be investigated are analyzed. Documents can constitute the main data of the study according to the research question as well as the supporting element of the research as auxiliary data (Güler, Halıcıoğlu, & Taşkın, 2013) The texts used in the study have been determined in accordance with the stages of the document review method. During document review, the stages of accessing documents, checking their authenticity, understanding documents, analyzing data and using data have been followed (Yıldırım&Şimşek 2013).

The course curriculum examined in this study have been found to be suitable for use as a data source in Document Analysis. To determine the originality of the examined documents, the documents have been reviewed in line with the questions stated by Merriam (2013).

### **Collecting Data and Analysis**

The texts examined in the study were published in the Journal of Ministry Education in 1928. Right to the relevant number of Journal of Ministry Education from the collection of Hakkı Tarık Us digitally was accessed. The First Educational Inspector Courses, curriculum and the texts including list of the teachers' names who attended courses in Ankara and Sivas were translated into modern-day Turkish. The translation text has also been studied by experts and provided the reliability of the translation. Data in the studied texts has been made meaningful through content analysis. In content analysis, the goal is to put together data that is similar to each other around specific concepts and themes and interpreting by organizing them in a way that reader can understand (Yıldırım&Şimşek, 2013). Content analysis was done by using QSR NVIVO 9 program. During content analysis, reduction of data, presentation of data, and formatting of results were implemented in accordance with Miles and Huberman method (Baltacı, 2017). Encodings have been done in line the sub-problems identified during the reduction of data. The expressions contained in the texts have been simplified to facilitate understanding. While simplifying, some words that are not used today without distorting the meaning of the text were given as current equivalents of word groups (anasir-element, delegation-iazasi-delegation member, riyaset-presidency, etc.). The lists of trainees were given in the appendix section in the same way. Validity in qualitative research is expressed is the control of researcher for

accuracy of findings through certain processes. Qualitative reliability is accepted as consistency of the researcher's approach in terms of different projects and different researchers (Creswell, 2013). On the other hand, Merriam (2013) stated that the concepts of reliability, transportability, verifiability and credibility stand out in qualitative research.

As this study is carried out through document review method, it is ensured the control of originality of documents investigated for providing reliability and expert approval has been obtained for study of transcription. For reliability, encodings in the texts were evaluated by different field experts again and it was formed as a result of expert ideas.

Comparing the findings reached in the examined text with the current situation, the laws and regulations of the Ministry of Education on this issue were taken as the basis. A comparison of the main themes identified in the studied texts with explanations in the relevant laws and regulations today is given in the results section. This comparison has also been supported by the relevant literature.

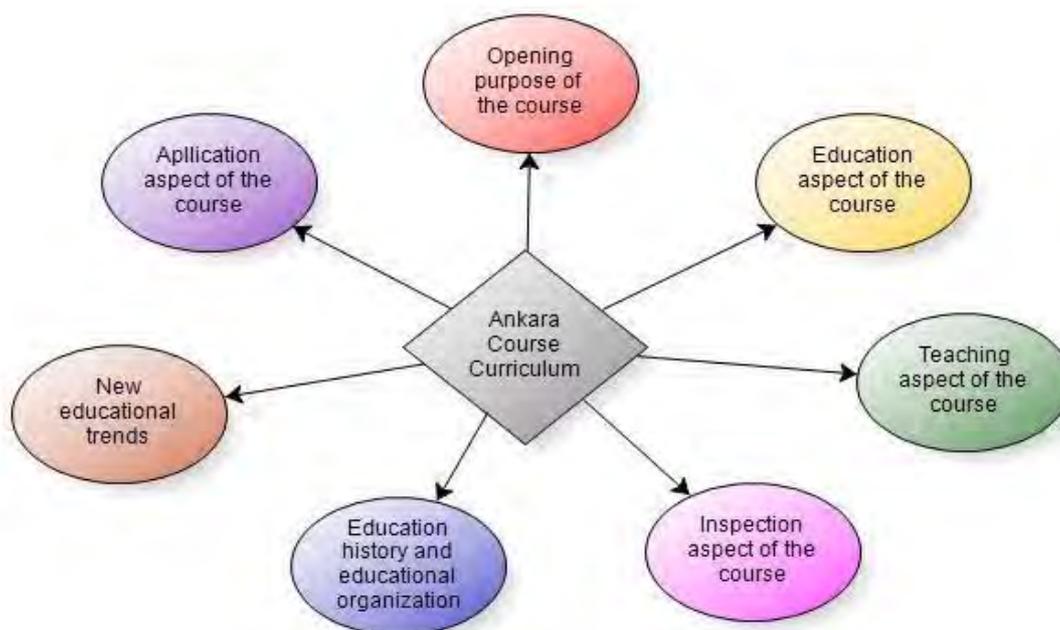
## **Results**

### **Purpose of First Education Inspector Courses and Course Participation Conditions**

The First Education Inspectors Courses, held in the summer of 1927, are important in terms of being the first practice in this regard. The following statements about the purposes and importance of these courses are included in the Journal of Ministry Education;

This initiative, which was carried out for the first time in our country, equipped the guides of our first school education elements with new information and yielded more ambitious results than the point-of-view. In these courses, which last for two months, young inspectors and inspector candidates, under the presidency of Mehmet Emin Bey, Head of the Education Committee in Ankara, with members of the delegation İhsan, Ali Haydar, İbrahim Alaeddin, Chief of the Ministry of Education Sanitation Branch Director Mr. Dr. Celal, members of the Education and Discipline Committee Mr. Rıdvan Nafiz, Kadri and Mr. Reşit Şemsettin from the Ministry of Education and Reşit Şemsettin, and Mr. İsmail Hakkı, the director of the Ministry of Education School Museum and with their education currents, they have returned to their duties by taking the necessary information and experience about the duty activities expected by the country from the inspection and the inspector in the first education. We found it useful to find out here the information about the conditions for the establishment of the courses, the programs they followed, and those who attended the courses in order to constitute a document in our education and training history about these courses, which constituted one of the positive steps taken in the development of our education in the Republican era.

As can be understood from the above statements, the purpose of publishing this practice, which breaks new ground in our educational history, in the Journal of Ministry Education, is to contribute to the educators of the future. A circular was sent by the Minister of Education, Mustafa Necati Bey on June 19, 1927, to the education assurance of the period regarding the purpose of the courses and the conditions required by those who will attend the course. The points that come to the fore in the circular are shown in Figure 1.



**Figure 1.** Course Instructions

Regarding to prominent titles in Figure 1, the following explanations are included in the circular.

1. Ministry Education: will open two inspector courses, one of them in Ankara and other one is Sivas, on purpose of increasing the knowledge of first Education inspectors and educate candidates of inspector in 1927.

2. The training period of these courses is two months. These courses will begin on fifteen, July and end on fifteen, September.

3. Courses are accepted with the following requirements:

- a) To graduate from school of teaching.
- b) To be first inspector of education and benefits long service or being teacher or head of teacher despite of his level and to be delivered to perform the duty by Eminliks.

4) They should distinguish those who have qualifications, especially who are first inspector of education when selecting within of the conditions.

5) *Feeding and housing costs of those who attend the course will supply by budget of ministry.*

6) *Expenses of inspectors and teachers who will come to the course will be supplied by private budgets of education associations, if they dissatisfy, these costs will be provided and paid with budget of Ministry.*

7) *6 from Ankara, 8 from Istanbul, 8 from Izmir, 5 from Edirne, 6 from Konya, 4 from Antalya, 4 from Adana, and 4 from Gaziantep will attend to Ankara course and 8 from Trabzon, 8 from Sivas, 6 from Erzurum, 5 from Elazig, and 5 from Van inspectors or teachers will be appointed or sent.*

8) *Inspectors and teachers who will attend will be distinguished by taking into needs of provinces by education associations*

9) *Inspectors or teachers who attend the course will be definitely present in the centers of Sivas and Ankara on fifteen of July.*

10) *Some of limited inspectors and teachers, including their expenses who demand to attend the course are accepted to courses, but they should be qualified with conditions in the circular (Journal of Ministry Education, 1928).*

As can be seen from the above circular, it is also possible for those who have the conditions set for participation in the course and want to participate voluntarily in the course, except for the quotas set. In addition, the most notable point in this circular is that these courses are not only an in-service training for those who currently work as inspectors, but also carry out the purpose of preparing training for the training of new inspectors.

When the education inspection system applied in our country since the Republican period is examined, it is seen that changes and updates were made in different time intervals with regulations, laws, and decree laws. 14 September 2011, No. 652 "On Organization and Duties of Ministry of National Education Decree", published in the Official Newspaper No. 6528 on the date of 14 March 2014 "Some Laws and Decrees with Law on National Education Basic Law", published in the Official Newspaper No. 29009 on the date of 24 May 2014 of the "Ministry of National Education Inspectors with the Department of Education for Guidance and Control of the President of Regulation", published in Official Newspaper No. 29655 on the date of 16 March 2016 "Guidance and Control of the Ministry of National Education Inspectors with the Department of Education Implementing Regulation Amending Regulation on the President", and published in the Official Newspaper No. 6764 on the date of 9 December 2016 "Organization and Duties of Ministry of National Education Decree Law on Changes to Some Laws and Decrees with the the Law" constitutes the legal basis of today's education inspection system in recent years (Durnalı and Limon, 2018).

Currently, the Ministry of Education Inspection Board Regulation published in the Official Newspaper dated 20 August 2017 and numbered 30160 and the directive on the Duties, Authorities, Responsibilities, and Working Principles of the Ministry of National Education Inspection Board prepared by the Ministry of Education constitute the basis for conducting activities related to educational inspection. With these regulations and directives, the necessary conditions for the inspectorate and the expectations from the inspection are determined in modern-day.

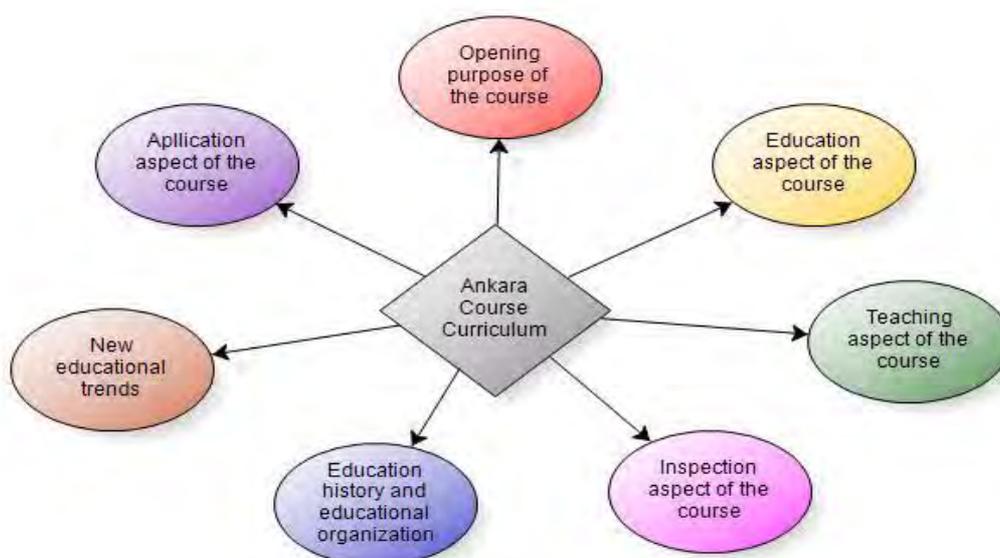
When the Ministry of Education Inspection Board Regulation is examined, it is seen that the inspectors are employed in two different ways as the Ministry's Education Inspector and the Ministry's Deputy Education Inspector. It is necessary to pass the "competition exam" for the Ministry's Deputy Education Inspector and the "proficiency exam" for the Ministry's Education Inspectorate. It is stated in the 22nd article of the regulation that the assistant inspectors who were appointed after being successful in these exams were subjected to a three-year training period. In this three-year period, on-the-job training was taken as a basis with an inspector (Official Newspaper, 2017).

The qualifications required for candidates who will participate in the competition exam are stated in the 13th article of the regulation. The most outstanding point in this article is *schools of law, political sciences, economics and administrative sciences, economics and business administration or their equivalence to these, or to be currently working in the Ministry staff or at least four years of undergraduate education, provided that they have a service of eight years or more, including candidacy and contract teaching period which is the expression as being graduated from higher education institutions abroad accepted by the Higher Education Council*. As can be seen from this statement, besides teachers, graduates of departments not related to education have been given the opportunity to become Deputy Inspector of Ministry Education (Official Newspaper, 2017).

The curriculum of these courses opened in Ankara and Sivas are given separately in the texts examined.

### **First Education Inspectors of Ankara Course Curriculum**

When the curriculum of the course held in Ankara is examined, the prominent subject distribution in the course content is shown in Figure 2.



**Figure 2.** Ankara Course Curriculum

The statements in the documents examined regarding the subject headings in Figure 2 are as follows;

a) *General introduction to the course (why the course was opened. The importance of the first of Education Inspectorate, the phases of the first of Education Inspectorate in Turkey, the information which is needed for a good first Education inspector the activities which are expected from the hometown Education Inspector.)*

b) *Training aspect of the course:*

1. *Purpose of decency*
2. *Ways to evoke of National, Patriotic Decency, Republic conversation*
3. *Examining children in primary schools, examining the organic and spiritual environment*
4. *Discipline in primary schools. General ideas and application problems*
5. *Predicting the causes of child failures in schools, the issue of laziness, the reasoning of schools at this point.*
6. *Information about the issue of children who remain after and are not natural, their separation through intelligence experiences*
7. *The issue of oral language in the first schools. It's like a matter of habits that should avoid and win when talks.*
8. *How are school and family relations ensured?*
9. *Activities of primary schools on children socialization*
10. *Emotional education in our first schools. The school was thought to be in charge of intellectual education, its duties in this regard are general remedies to raise children, modest, righteous, self-sacrificing, altruistic.*
11. *Youth education in schools, briefly precaution of individualized education*

12. *How should social life information procedures be provided through schools? Street decency, decency in general places. It's the pleasure to influence the parent through children.*

c) *Teaching aspect of the course:*

1. *Purpose of teaching*

2. *Available tools to the teacher for achieving the goal of teaching.*

3. *Taking advantage of children's instincts in teaching.*

4. *Relevance*

5. *Classroom technique: question-answer, suggestion, experience, exercise, use of the book, social aspect of the lesson, collective education, precaution to be taken against students who do not match each other.*

6. *Lesson plans.*

7. *Examination of the curriculum.*

8. *Procedures of various courses, the importance of crafts course in new education.*

9. *Administration of a classroom containing an offensive class.*

d) *Aspect of Inspection*

1. *Introduction: The duty of First Education Inspectors, administration, education.*

2. *Teaching tasks.*

3. *How to inspect a lesson.*

4. *How to criticize.*

5. *How to enlighten the teacher.*

6. *How is a school inspected by general members?*

7. *The main points seen in our schools (Education, sanitary, educational ...)*

8. *Duty of head of teacher, how to enlighten head of teacher. (Rather from administrative and educational points)*

9. *The current position of teachers of the first school in Turkey is the duty of teachers who have previously graduate the teacher's school or have not left the teacher's school.*

10. *How to train foreign teachers in the profession?*

11. *Instead of Environmental duty First Education Inspector – First Education Inspector in villages, towns, and cities what legal duties are they responsible for. How to apply the first education obligation. To popularize the education, to contact the public, to collect the information and to report it to the authority. Education depends on other social affairs.*

e) *Our history of education and our educational organization. Comparison with a few country organizations.*

f) *Various new school and innovations*

g) *Practice*

1. *To teach well.*

2. *Criticizing the lesson.*

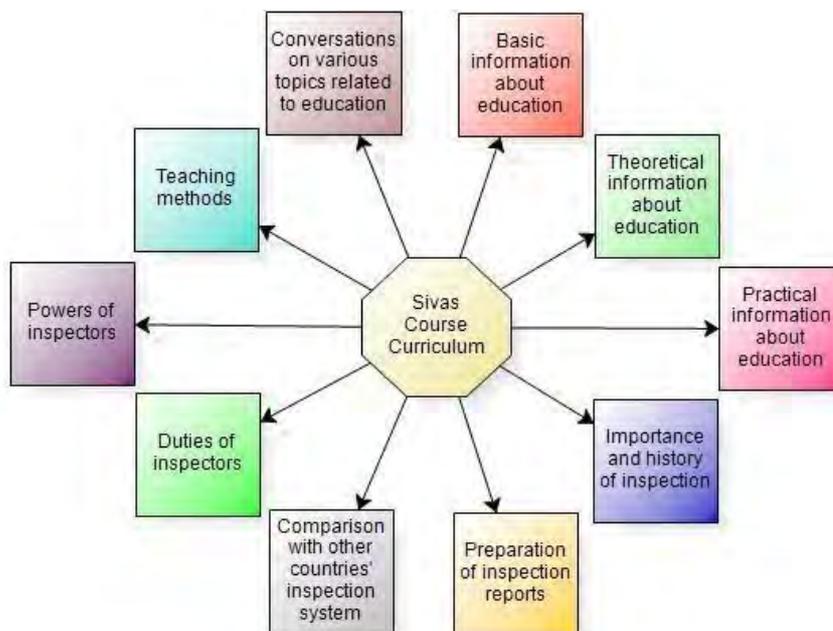
3. *To illuminate.*

4. *Inspecting a school.*

5. *Going to a village or town, studying the education there*
6. *Report related to them*

### **First Education Inspectors of Sivas Curriculum**

Topics that draw attention when investigating the curriculum of the course opened in Sivas was shown in Figure 3.



**Figure 3.** Sivas Course Curriculum

**Education:** *Principles and duty, importance, elements and types; degree of power, boundaries and validity, roles of environmental impact in education*

*Pedagogy problems*

*Changes of goals of manner according to time and place*

*Educational goals of the Middle Ages of Christianity*

*Educational goals of Western societies after Renaissance and Reformation*

*Character of the period following the French Revolution and desirable educational goals of this period in nationalist, liberal and democratic society*

*Until the end of the 18th century, the goal of education in Turkish society, clear characteristics of educational methods and their institutions*

*The goal of educational methods and institutions in Turkish society until the last revolution from the beginning of the 19th century*

*The educational goals of current Turkey*

*The nature, importance, and duty of teaching as an educational tool*

*The first schools, their development history, duties, and importance*

*Recommended innovations to practice educational goals of modern society*

*Active schools, business schools*

*General decency in current schools*

*Health and physical education, games, sport, and gymnastics*

*Moral education*

*Patriotic education*

*Aesthetics education*

*Discipline in school*

*Duties of the school except for the school*

*Practical pedagogy issues*

*Research and procedures on children*

*Educational tests*

*Organizations which is responsible for protecting the child and their activities*

*Organizations, responsible for protecting the child and their activities*

*Children's literature and films*

*Knowledge about nursery, active World, girls' education dormitories*

*Institutions for the training and education of Arthur Miller*

*This curriculum will be completed in 32 hours.*

***Inspection:***

- 1. Importance of inspection, expected benefits from inspections, first education inspection officers and authorities*
- 2. History about the first education inspection, legal status of first education inspectors, the subjects, and institutions that they have authority to inspect*
- 3. Conditions stipulated appointment to the first education inspectorate and spiritual and professional qualifications which first educational inspector should carry to be successful on his duty*
- 4. Authority and duties of first education inspector about schools and (to investigate the financial and administrative situation, inspection of education and educational life)*

5. *Activities expected from the first education inspectors except for school and examination between environment and school and investigation possible effects, contact with their families, regulation of general conferences, giving information to parents and authorities about issues that attract attention as a result of the inspection.*

6. *The relationship of the inspector with the teachers, the Essentials that inspectors must comply with. The form criticism and determining the deficiencies and giving information to head masters and teachers, professional conversations, sample lectures, etc.*

7. *Reports (What should the reports include, which points should be considered in editing the report. Explanation and interpretation of articles related to reports)*

8. *Comparing the institutions of inspection of several countries to ours*

### ***Teaching methods***

1. *Purpose of education and training*

2. *Course materials suitable for the purpose of teaching*

3. *Curriculum program*

a. *The scope and limits of the curriculum program. Curriculum theories*

b. *Types of curriculum*

4. *Weekly course schedules (spiritual and sanitary principles on which the curriculum is based)*

5. *Child's personality*

6. *Teacher's personality*

7. *Teaching methods (types and scope)*

8. *The role of tools and equipment in teaching*

9. *Provision of course tools and ways of construction by the teacher*

10. *Lesson plans*

11. *Course preparation, teaching (examples, recipes, experiences)*

12. *Teaching methods: 1 - giving lessons by making an example, 2 - giving lessons by showing an example, 3 - giving lessons by telling, 4-giving lessons by question and answer, 5 - collective education, 6 - giving lessons based on business principles. teaching with projection and cinema.*

13. *Course duties and correcting the duties*

14. *Teaching methods of various courses and giving sample courses*

*15. Administration of a classroom consisting of various classes*

*16. Course practice (criticism and discussion)*

***Education Talks:***

*1. Characteristics of the new circuit and the duty of the school*

*2. Exams*

*3. Relations of principals with teachers, teachers with principals*

*4. Pressure and penalties*

*5. Qualifications that must be present of the teacher*

*6. A necessary revolution in methods*

*7. Moral teaching*

*8. Female teacher in the village*

*9. Relations with local authorities, villagers and student families*

*10. Strangeness and dangers that the teacher should avoid*

*11. The role of female teachers outside the school*

*12. How can a teacher be happy in his professional life?*

*13. How should the teacher work?*

*14. How will the teacher be understood and listened to?*

*15. Teacher in the face of the big issues of the century*

*16. Duties of the teacher as a human being*

*17. Respect*

*18. Self-Management*

*19. Mixed Education*

*20. School and family*

When the course curriculum given above were examined, although there are differences in Ankara and Sivas courses, a curriculum that is basically within the same framework was applied. By this curriculum, inspector candidates were educated in terms of national and universal values, methods and techniques, communication skills, inspection methods and the issues to be considered during inspection, classroom management, educational psychology, measurement and evaluation, history of education, school-family relations, teaching profession. In this context, it is clearly

understood that they have been subjected to an education in topics that form the basis of today's educational sciences such as general competencies, the importance of communication between teachers and inspectors with the environment.

Currently, when the Ministry of Education Inspection Regulation published by the Ministry of Education is examined, it is seen that candidates for inspectors are subjected to two different exams in written and oral form. In this regulation, articles 16 and 17 specify the scope of the written exam, and 18 items specify the explanations about the oral exam. When article 16 is examined, it is seen that the written exam subjects are arranged separately for candidates working within the Ministry and candidates applying from outside. Accordingly, Law, Political Sciences, Economics and Administrative Sciences, Economics and Management Faculties or equivalent for applicants who graduated from institutions of higher education that is held responsible for the issues are as follows; law (constitutional, administrative law, criminal law, law of obligations), economics (microeconomics, macroeconomics, economic development, international economics), finance (general finance, public finance, budget, public debt), accounting and management (general ledger, financial statement analysis, balance sheet analysis and techniques, management control and financial management), other topics (statistics, assessment, general culture).

In the same article, the subjects for which candidates who have eight years or more service in teaching are held responsible in the Written Exam are listed as follows; General Legislation (the Constitution of the Republic, Administrative Law, Law on civil servants, law on Provincial Administration), Ministry of education Legislation (Decree on the organization and duties of Ministry of National Education, Basic Law of National Education First Education Law, Special Education Law, the Ministry of Education, Management, and capital-related regulations), Financial and Judicial Legislation (law on fighting corruption and bribery of the goods declaration fill out the form to the prosecution of civil servants and other public officials, law, public procurement law, public procurement contracts law, public financial management and control Law), Other Topics (Statistics In, Measurement and Evaluation, General Culture).

Article 18 of the relevant regulation states that a certain percentage of the candidates who are successful in the competition exam will be invited to the oral exam. The candidates in the oral exam, information about exam levels, subjects understand to summarize, verbal ability and reasoning powers, competence, representational skills, behaviors and reactions of relevance to the profession, confidence, persuasion and credibility, skills and general culture, to evaluate the direction of openness to scientific and technological developments are expressed (MoE, 2017). Candidates who are successful in these exams are appointed as assistant inspectors.

Assistant inspectors are subjected to a three-year training period. In article 22 of the relevant regulation, the factors to be taken into account in the training of assistant inspectors are stated as follows: to develop qualifications such as attitude, behavior, and representation capability required by the inspectorate behavior and qualities such as the ability to represent duties and powers to develop legislation and practices in the field of teaching, inspection, guidance, investigation and prior investigation to increase their professional knowledge and skills in the subjects of scientific study and research habits. Assistant inspectors are required to work with an inspector for at least one year (MoE, 2017).

Assistant inspectors have the chance to take written Ministry proficiency exam from six months after completing their training period and if they are successful, they start to work as inspectors for the Ministry of Education. When the proficiency exam subjects determined in the regulation are examined, we see that it consists of General Laws, National Education Legislation and Inspection, Examination-Investigation Procedures and Techniques (MoE, 2017).

### **Discussion, Conclusion and Recommendations**

When the findings of this study, which compares the first inspector training program of the Republic and today's inspection regulation, are examined, it is possible to evaluate the results in terms of educational inspection practices in two main groups: the conditions of being an inspector and the scope of the training of inspectors. When the qualifications supposed to be an inspector are examined, it is seen that in the first years of the republic, only teachers were selected, but today this opportunity is also given to graduates of different departments.

The fact that graduates of departments such as law, political sciences, economics, and finance have been allowed to become inspectors shows that a great change has taken place in the understanding of educational inspection. The result of this change brings with the conclusion that the expectations from the inspector have dramatically changed.

Examining the current inspection regulation, it is seen that legal texts such as laws and regulations are emphasized in the subject areas that inspector candidates are responsible for. In addition, candidates for inspectors work for these issues themselves and are selected through central exams. After the ones who are successful on exam start the job as candidate inspector, they are subjected to a practical training with an inspector. At the end of the practical training process, the candidates are appointed as Ministry Education Inspector through a central examination.

When the findings of the study are examined, it is seen that the most notable difference is in the subject areas in which the inspectors are responsible for. It is understood that the curriculum of the first inspector course of the Republic has a large part of the basic fields of educational sciences and

the expectations from inspectors focus on education subject. It is been touched important points about inspector's attitude towards teacher, student, school, parents, and environment. Considering all these, it is clear that the educational inspection will make great contributions to both the student, the teacher, and the society. Nowadays, it is seen that the emphasis on inspection is more and inspectors are expected to dominate the relevant legislation. In this direction, it is understood from the sections of the inspector's duties and responsibilities (7th chapter, articles 34 - 45, MoE, 2017) that the inspectors have ceased to inspect teachers about education. The guidance roles of inspectors in education have been increased (8th chapter, articles 46-53, MoE, 2017), and the teacher investigation roles of inspectors have been left to school principals.

The changes in the inspector selection and training system in the Republic were examined by Ekinici, Öter, and Akin in 2013. The reasons for the changes made in this study are discussed periodically. When the results of the study are examined, it is understood that some new regulations were made to adapt to the changes in education. Education is a very broad concept that includes many different dimensions. Each of the dimensions of school, program, organization, family, and environment, especially students and teachers, are in a very close relationship with the other. For this reason, educational inspection should be handled in a way that includes all processes of encouraging the professional development of teachers, re-determining and arranging the aims of education, encouraging the development of teaching tools and methods, and improving the evaluation of education (Gökçe, 1994).

As a result, considering the expectations from educational inspection today, it is understood that the first inspector training program of the republic was at a level that can meet these expectations. In today's practices, it is understood that the concept of supervision has been emphasized in educational supervision and the expectations from inspectors have changed. This study is expected to guide field researchers to achieve desired and expected situations in educational inspection.

### **Suggestions**

Considering the comparison of the documents dealing with the content of the first inspector training of the Republic examined in this study and the content of today's inspector training, it is thought that paying attention to the following points will contribute to increase the quality of education inspection.

1-) In line with the purpose of educational inspection, emphasis may be placed on selecting education auditors or ministry inspectors from among teaching graduates,

2-) Arrangements can be made to focus the content on the main objectives of education rather than legislation in central and special examinations to be held to determine the Ministry inspectors,

3-) Considering that educational supervision is expected to realize not only on teachers but also on students, parents, and schools, new regulations can be made on the duties and powers of education inspectors.

### References

- Akyüz, Y. (2012). Türkiye’de öğretmenlerin toplumsal değişimdeki etkileri, Pegem.
- Akyüz, Y. (2015). Türk eğitim tarihi. Pegem.
- Arabacı, İ. B. (1999). MEB teftiş politikaları (1). Kuram ve Uygulamada Eğitim Yönetimi, 20(20), 545-575.
- Atay, K. (1996). İlköğretim müfettişlerinin yeterlilikleri. Kuram ve Uygulamada Eğitim Yönetimi, 5(5), 25-38.
- Baltacı, A. (2017). Nitel veri analizinde Miles-Huberman modeli. Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (AEÜSBED), 3(1), 1-15.
- Creswell, J. W. (2013). Araştırma deseni nitel, nicel ve karma yöntem yaklaşımları. (S. B. DemirÇev. Edt.), Eğiten Kitap.
- Duman, A. (2003). Bazı eğitim bilim kavramlarına ilişkin genel bir değerlendirme. Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 10, 1-13.
- Durnalı, M. & Limon, İ. (2018). Çağdaş Türk eğitim denetimi sistemi (Değişmeler ve yasal dayanakları). Kastamonu Eğitim Dergisi, 26(2), 413-425.
- Ekinci, A. Öter, Ö.M. & Akın, M. A. (2013). Cumhuriyet sonrası eğitim sisteminde müfettiş seçme ve yetiştirme sistemi. Milli Eğitim Dergisi, 199, 106-125.
- Gökçe, F. (1994). Eğitimde denetimin amaç ve ilkeleri. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 10, 73-78.
- Gül, İ. (2017). Maarif Müfettişleri Başkanlıklarının kaldırılmasıyla ilgili müfettiş görüşleri. Uşak Üniversitesi Sosyal Bilimler Dergisi, 2, 23-38.
- Güler, A. Halicioğlu, M.B. & Taşğın, S. (2013). Sosyal bilimlerde nitel araştırma yöntemleri. Seçkin.
- Kayıkçı, K. Ve Şarлак, Ş. (2013). İlköğretim okullarında denetimin etkili işleyişini zorlaştıran örgütsel engeller. İlköğretim Online, 12(2), 461-478.
- Mialaret, G. (1999). Eğitim bilimlerinin epistemolojik ve metodolojik temelleri. (S. Özsoy Çev.), Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 32(1), 317-330.
- Merriam, S. B. (2013). Nitel araştırma desen ve uygulama için bir rehber. (S. Turan Çev. Edt.), Nobel.
- Özkan, H.H. ve Çelikten Y. (2017). Milli eğitim sisteminin örgütsel yapısı ve maarif müfettişleri alt sisteminin işleyişi. Uluslararası Toplum Araştırmaları Dergisi OPUS, 7(13), 965-990.
- Özkan, U. B. (2019). Eğitim bilimleri araştırmaları için doküman inceleme yöntemi, Pegem.
- MoE. (2017). Milli Eğitim Bakanlığı teftiş kurulu yönetmeliği, Resmi Gazete, sayı 30160, 1-15.
- Türk Eğitim Sisteminde Teftişin Tarihi Gelişimi. <https://tkb.meb.gov.tr/www/turk-egitim-sisteminde-rehberlik-ve-denetimin-tarihsel-gelisimi/icerik/9> (Erişim Tarihi: 08.03.2019)
- Yıldırım, A. ve Şimşek, H. (2013). Sosyal bilimlerden nitel araştırma yöntemleri. Seçkin.

Yurdakul, H. (2003). İlköğretimde teftişin değerlendirilmesi. [Yayımlanmamış Yüksek Lisans Tezi],  
Yakın Doğu Üniversitesi.

**Appendix: List of Name and Official Places of Teachers Attending Ankara and Sivas Courses**

**Inspectors and Teachers Attending the First Course of Inspection in Ankara from 21  
July 1927 to 25 August 1927**

Names		Duties
Rüstem	Mr.	Bilecik Central Inspector
Şevket	“	Muğla Central Inspector
Hakkı	“	İzmir Inspector of Sixth District
Muhittin	“	Tekirdağ Central Inspector
Hulusi	“	Elbistan Inspector
Necati	“	Cebeli Bereket Primary School Teacher
Fazıl	“	Kütahya Central Inspector
Abdulkadir	“	Bor Teacher
Rafet Orhan	“	Ermenek Guidance Head Teacher
Ali Rıza	“	Afyon Karahisar Central Inspector
Naim Turan	“	Adana Seyhan Head Teacher
Salih	“	Urfa Nusretiye Head Teacher
Vahit	“	Manisa Two Number School Head Teacher
Baki	“	Urfa Central Inspector
Mahmut Celal	“	Niğde Central Inspector
Hamdi Nazım	“	İstanbul Eleventh School Manager
Vasfiye	Mrs.	Ankara Gazi Teacher
Taciser	“	İstanbul Cerrahpaşa 24 <sup>th</sup> School Teacher
Hayriye	“	Tire İstiklal School Teacher
Pakize	“	İstanbul 8 <sup>th</sup> Girl School Teacher
Nimet	“	Ankara İsmet Paşa School Teacher
Memduha	“	Ankara Meçhul Asker School Head Teacher
Leman	“	İnebolu 2th Girl School Teacher
Sıdıka	“	Tosya Girl School Head Teacher

Mevlüde	“	Ankara İnönü Girl School Head Teacher
Agah	Mr.	Dursunbey Boarding School Manager
İhsan	“	Urfa Turan School Manager
Sabri	“	Aydın Inspector
Avniye	Mrs.	Gazi Girl School Teacher
Muharrem	Mr.	Üsküdar 14 <sup>th</sup> School Manager
Bayram Savacı	“	Eskişehir Turan School Manager
İsmail	“	Pazarköy Head Teacher
İbrahim	“	Malatya'nın District of Arapgir Inspector
Tahsin	“	Antalya'nın Alaiye Head Teacher
Tevfik	“	Adana İstiklal School Teacher
Tevfik Fikret	“	Denizli Inspector
Lütfi	“	Cebelibereket Inspector
Celal	“	Mersin Kurtuluş School Teacher
Hüsnü	“	Kütahya Tavşanlı Head Teacher
Hüseyin Turgut	“	Karaman Center Teacher
Abdulmecit Sami	“	Adapazarı Central Manger
Hüsnü Bey	“	BigaPrimary School Manager
Hüseyin	“	Eğridir Boy School Teacher
Hilmi Bey	“	Antalya Sakarya Head Teacher
Cemal	“	İstanbul Kartal First School Teacher
Mustafa Safvet	“	Afyonkarahisar 8 <sup>th</sup> School Head Teacher
Şevket	“	Mersin Çankaya Teacher
Sait İsmail	“	Adana Karasu Cumhuriyet School Manager
Talat	“	Antalya Korkuteli Çomaklı Dede Head Teacher
Sami	“	İzmir Ödemiş Birgi Head Teacher
Hüseyin Şükrü	“	Silifke Central First Boy School Head Teacher
İzzet	“	Üsküdar 15 <sup>th</sup> School Manager

Ali Dođan	“	Konya Inspector
Fevzi	“	Bursa Inspector
Refik	“	Manisa Teacher
Mithat	“	Konya Aksaray Inspector
Abdullah	“	Urfa’da School Manager
Osman Rahmi	“	Balıkesir Bandırma Inspector
Hüsamettin	“	Antalya Elmalı Inspector
Adil Atalı	“	Kırklareli Inspector
Ferit Ođuz	“	Balıkesir Inspector
Ahmet Nuri	“	Edirne Selimiye School Head Teacher
Tevfik	“	Military Primary School Inspector
Muhammed Ali	“	Kırklareli Kocahisar Head Teacher
Mansur	“	İzmir Inspector
Mustafa Nadir	“	Gaziantep Inspector
Fehmi	“	Adana Girl School Teacher
Fehmi	“	Isparta Center Inspector
Cevdet	“	Kengiri Merkez Numune School Deputy Manager
Abdulkadir Ođuz	“	Aydın 3th District Inspector
Seyfettin	“	Erzurum Practice Teacher
Ahmet Hilmi	“	Burdur Center Inspector
Hadi Fikret	“	Adana Center Teacher
Kemal Edip	“	Urfa Village Boardin School Teacher
Mahmut Nuri	“	Darende Inspector
Ahmet Şevket	“	Bolu Düzce Head Teacher
İhsan	“	Ankara Yeni Hayat School Head Teacher
Cemil	“	Yozgat İsmet Paşa Boarding School Teacher
İhsan	“	Ankara Çubuk District of Kalecik Inspector
İbrahim Alaaddin	“	Kırşehir Fırt School Head Teacher

Habib	“	Keskin District of Bala Inspector
Hüseyin Avni	“	Tosya Merkez First Boy School Teacher
Sabri	“	Taşköprü Ağacı Kavak Head Teacheri
Cavit	“	Çorum Gazi Paşa School Teacher
Hüsnü Basri	“	Daday Merkez First School Head Teacher
Hüseyin Avni	“	Yahşihan Teacher
Zeki	“	Çorum Inspector
Saffet Şefik	“	İnebolu Inspector
Mehmet Tayyip	“	Kırşehir Primary School Inspector
Serdar Erkul	“	Kırşehir’in Bağı First School Head Teacher
Rafet Rami	“	İskilip Azmimli Head Teacher
Ali Orhan	“	Haymana Oyaca Kariyesi Head Teacher
Abdulhamit	“	Kırşehir Borading School Manager
Seyfeddin	“	Kırşehir Inspector
Ali Rıza	“	Keskin Teacher
Fehmi	“	Hüseyinabad Head Teacher
Şevki	“	Çorum Osmancık Head Teacher
Abdullatif	“	Araç Inspector
Osman Fahri	“	Çorum Seydi Karyesi Head Teacher
Talip	“	Haymana Teacher
Melih	“	Gazi Erkek Numune School Deputy Manager
Fahri	“	Çerkeş Primary School Inspector
Mehmet Satılmış	“	Haymana Merkez Girl School Head Teacher
Mithat	“	Ankara Cumhuriyet School Manager
Muhittin Teacher	“	Afyon Karahisar Pedagoji Sınıfları Painting and Handicrafts
Sururi	“	Çankırı Primary School Inspector
Kutsi	“	Mecitözü Education Officer

Mehmet Refik	“	Kırşehir Karaca Viran School Head Teacher
Mehmet Şevket	“	Kayseri Primary School Teacher
Yakup Necip	“	Mihalıççık Head Teacher

**On July 18, 1927, until 29 August 1927, The list of participant of Sivas First Educators  
Inspectors Course and the Inspector and Teachers of the Names and Duties**

Hikmet Mr.		Trabzon 2 <sup>nd</sup> District Primary School Inspector
Hasan	“	Trabzon First Primary School Inspector
Hakkı	“	Samsun Havza Primary School Inspector
Hüseyin Avni	“	Rize Merkez Primary School Inspector
(Adil) Kasım	“	Rize Hopa First Inspector
Remzi	“	Tokat, Merkez First Inspector
Hüsnü	“	Elazığ First Inspector
Lütfi	“	Samsun Merkez Primary School Inspector
Orhan	“	Malatya First Inspector
Ahmet Zeki	“	Tokat 2 <sup>nd</sup> District Inspector
Şükrü	“	Erzincan District Inspector
Hikmet	“	Sivas: Zara District Inspector
Cevdet	“	Sinop First District Inspector
Fahri	“	Ordu Primary School Inspector
Hikmet	“	Sivas: Merkez Primary School Inspector
Cemil	“	Giresun 2 <sup>nd</sup> District Inspector
Turgut	“	Gümüşhane District Inspector
Doğan	“	Elazığ Çemişgezek District Inspector
Sıtkı	“	Beyazıt District Inspector
İbrahim	“	Siirt District Inspector
Hüseyin Avni	“	Elazığ Pertek District Inspector

Asım	“	Erzurum 2 <sup>nd</sup> District Inspector
Saim	“	Bitlis District Inspector
Ali	“	Bafra Kızıl İbrahim First Boy School Head Teacher
Ruşen Zeki	“	Sivas İsmet Paşa District Inspector
Nuri Zeki	“	Elazığ Birinci Primary School Manager
Şevket	“	Gümüşhane: Bayburt Village Boarding School Teacher
Şaban Hilmi	“	Kayseri: Tacettin Mektebi Teacher
Bekir Necip	“	Tokat: Erbaa First Primary School Head Teacher
Muhlis	“	Elazığ: 3th School Manager
Nusret	“	Erzincan First Boy School Teacher
Rauf	“	Kayseri Şehri Boarding School Teacher
Mustafa	“	Develi Merkez Numune Mektebi Manager Assistant
Ragıp	“	Develi Merkez Numune Mektebi Manager Assistant
Bahri	“	Erzurum Çağlayan Mektebi Head Teacher
Naciye	Mrs.	Sivas Ziyaköy Alp Mektebi Teacher
Hüseyin	Mr.	Tokat Erbaa 2 <sup>nd</sup> Primary Boy School Head Teacher
Mustafa	“	Diyarbakır: Gazi Paşa Numune Mektebi Manager
Fehmi	“	Yenihan Yıldızeli Head Teacher
Nevzat	“	Giresun Teacher
Nuriye Sabri	Mrs.	Tokat Teacher
Hamdi Uluğ	Mr.	Elazığ: Şehri Boarding School Teacher
Zihni	“	Kayseri: Aziziye Numune Mektebi Manager Assistant
Hüseyin Yılmaz	“	Sivas Erkek Muallim Mektebi Tatbikat Kısmı Teacher
Eşref	“	Erzincan: Kemah Teacher
Mahmut Bahaeddin	“	Sinop Merkezi: Necati Bey Mektebi Teacher
Ruhi Hüsnü	“	Ünye Merkez Head Teacher
Osman Fuad	“	Kayseri Develi Primary Boy School Head Teacher
Nurettin Sırat	“	Mardin Numune Manager

İlhan	“	Elazığ 2 <sup>nd</sup> Primary School Teacher
Muhsin	“	Tokat Feyziyye Primary School Teacher
Sıtkı	“	Giresun Teacher
Ragıp	“	Van Merkez Cumhuriyet Primary Boy School Head Teacher
Nigar Ruhiye	Mrs.	Ünye Merkez Primary Girl School Head Teacher
Abdurrahman	Mr.	Erzincan Kemah Merkez Primary Girl School Head Teacher
Enis Turgut	“	Erzurum Aşkale Village Boarding School Teacher
Said	“	Erzincan Kemah Mektebi Head Teacher
Rasim	“	Şankışla Head Teacher
Bahaeddin Turan	“	Elazığ Boy Teacher’s School Practice Teacher
Hüsnu Hamit	“	Diyarbakır Ziya Köy Alp Mektebi Manager
Refik	“	Ahlat Village Boarding School Manager
Reşit Hayri	“	Sivas Zara Boy School Teacher
Kaya	“	Diyarbakır Gazi Paşa Numune Mektebi Teacher
Ahmet Nazım	“	Samsun Havza Primary Girl School Head Teacher
Kami	“	Erzurum Cumhuriyet Primary Boy School Teacher