



## Necessity, Dissuasive, and Effects of Teachers' Discipline Punishments from Principals' Perspectives\*

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### Abstract

This study was aimed to determine the necessity, dissuasive, and effects of disciplinary punishments on teachers according to the views of the school principals. It was conducted based on a qualitative research approach and case study. Participants were 20 school principals from various school types in the 2020-2021 academic year in Amasya city center, Turkey. A semi-structured interview form designed by the researchers was used to collect the data. The data was analyzed based on content analysis. Findings were gathered under four main themes; necessity, dissuasive, effects, and suggestions. Findings show that existing disciplinary regulations are not functional enough. In the study, the type and personality of the offense are seen as important factors in the dissuasion of disciplinary punishments against teachers. Reasons such as the ineffectiveness of the existing disciplinary regulations, the security of the civil service as a profession, and the effects of pressure groups emerge as factors that prevent the dissuasion of disciplinary punishments. It is considered necessary by school principals to make more functional discipline regulations, to focus on discipline regulations specific to the education and teaching profession, and preventive studies. Personality type, type of offense, school type, and dysfunctional disciplinary arrangements are effective in the emergence of situations requiring disciplinary punishment. There is a need for disciplinary arrangements that are suitable for today's developments and include educational-specific rules. existing disciplinary regulations are not functional enough. As a result of the research, suggestions were given in line with the findings.

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## INTRODUCTION

Education directly affects the development and advancement of all the countries. It determines the future of the countries and combines people's traditions (Kepenekci, 2011; Vardi & Weitz, 2004) and contemporary values in harmony (Carr, 2006). For this reason, it is a very important process in which both developed and new developing countries are emphasizing with great sensitivity. The success of an education system depends on the quality of the teachers and other personnel who will operate the system (Page, 2013), being open to innovation, self-improvement, making learning a lifestyle (Osborne & Russo, 2011), and the compliance of the employees with the rules determined by the system (Çağlar, 2006). Because, as in any organization, there are some rules (Carr, 2006) that education employees have to follow and these rules are necessary for the organization to work more efficiently and reach the targets more quickly (İlgar, 2005). The rules are necessary for the organization to work more efficiently and achieve the objectives more quickly (Jucius, 1979). When organizational problems arise, some measures can be taken by the administration responsible for managing the organization according to the specified objectives (Bursalıoğlu, 2015). Sanctions against individuals who contradict the objectives of the organization (Eckes & Russo, 2012), deviate from these objectives or slow down the achievement of these objectives are provided through discipline procedures (Anthony et al., 2002). Educational institutions continue to operate in line with the legal texts determined by the state (Kiral, 2019). Teachers and administrators working in schools are also obliged to comply with the disciplinary rules set by the state (Kepenekci, 2011). If they do not comply with these legal texts, they may receive some penalties (Banter, 2003). What these penalties are is also given in these legal texts (Kepenekci & Taşkın, 2019). In this study, the concept of discipline and the legal texts in Turkey for teachers were examined and then the research findings are given.

## DISCIPLINE

The discipline is the force that enables employees to behave (Kepenekci, 2011) according to the rules and order of the organization by believing and desiring (Greenberg, 2005). Discipline is used in daily life order (Russo & Gregory, 1999). Discipline is all of the activities aimed at controlling the behavior of individuals or groups in order to achieve the goals of education (Dessler, 1978; Boyd, 1968). Discipline is the power (Eckes & Russo, 2012) that enables employees to behave in accordance with the rules and order of the organization by believing and willingly (Cole, 2002). In a broad sense, the discipline is the rules and measures taken to ensure that people live in harmony (Kepenekci & Taşkın, 2019). Institutions all over the world have established discipline mechanisms that result in punishments when their rules are broken (French, 1978). Every institution has to apply the discipline rules in order to realize its aims (Başaran, 2000). Discipline supervisors have important duties in achieving this goal (Russo & Gregory, 1999). Organizations use the punishments method to adopt the desired and expected behaviors to the employee and to prevent the unwanted behaviors and provide discipline (Greenberg, 2005).

The discipline means creating a suitable environment for teaching today (Alderman, 2001). Discipline is mostly expressed as acting in accordance with legal regulations and controlling it (Cole, 2002). The main purpose of the discipline is to change behavior as in education (Dessler, 1978). If the employee acts undisciplined or commits a discipline infraction, various criminal mechanisms are introduced discipline infraction, non-compliance or incomplete observance of legal texts (Zirkel, 2014). It can be described as acts that prohibit the rules of law and impose punishments sanctions on the execution or non-execution (Dessler, 1978). Discipline offense is the offense that arises as a result of the non-fulfillment, incomplete or timely fulfillment of the duties and responsibilities of the public personnel in order to ensure continuity in the public service and in the public interest (Arica, 2000). The punishments for discipline offenses (Osborne & Russo, 2011) are necessary to ensure an equal working environment in the organization (Zirkel, 2015). The aim of the discipline is not to infamise or

humiliate the employee (Eckes & Russo, 2012) when he/ she encounters a violation of the rules; behavior is made for all kinds of correction (Boyd, 1968).

There are laws and regulations to ensure that public duties and services are carried out in an orderly, timely and proper manner (Carr, 2006). They impose a number of responsibilities on government officials at home or abroad (Vardi & Weitz, 2004). According to these legal texts, administrative sanctions are applied to those who do not fulfill their responsibilities (Osborne & Russo, 2011) to perform prohibited works, according to the nature and severity of the situation (Kraska & Seçkin, 1995). In short, discipline measures are applied (Sorguç, 1992).

#### **DISCIPLINARY PUNISHMENTS IN TURKEY**

Discipline punishments are intended to ensure that officials working in public institutions perform their duties within their authority and responsibilities and to prevent them from taking actions that disrupt the conditions and working environment provided for working order (Boyd, 1968). Discipline rules and punishments concern all civil servants as teachers, principals, etc. who are employed in public in Turkey (Turkish Ministry of National Education, 2000). Discipline punishments have five basic functions. These are “providing institutional order, protection, training, cleaning/purification and intimidation/deterrence” (Ünal, 2012). Discipline punishments to realize public interest it ensures the continuity of the institutional order (Greenberg, 2005), clarify the rights and duties of civil servants (Başar, 1993). It provides both individual and professional legal security. If the officer commits the same crime again through the discipline punishment. This behavior is tried to be prevented (Turkish Ministry of National Education, 2000).

Disciplinary punishments against teachers are given to be made in accordance with the Civil Servants Law No. 657, which includes general regulations for all civil servants. The punishments are admonition, condemnation, deduction from monthly salary, stopping the progress of seniority, expulsion from state service (657/ Article 125). These are: (1) Admonition and condemnation: While the admonition (warning) is notified to the training personnel in writing that they should be more careful in their duties and behaviors; condemnation is to declare in writing that it is defective in its duties and behaviors. The teacher makes mistakes, admonition is done in the first time, if continues, condemnation punishment is given. (2) Deduction of monthly salary: The punishment as the deduction of salary shall be deducted from one day to fifteen days according to the degree of the act. It is the reduction of the salary of the officer between 1/30-1/8. No more deductions on salary are made. (3) Stopping the progress of seniority: In Turkish education system the teacher has seniority as years. E. g. if the teacher spends 11 years as a teacher, his/her seniority is 11 years. If this punishment is given, his/her seniority progress stops. (4) Expulsion from state service: It can be defined as dismissal not to be appointed to a state service. He/she is never taken for the state post. S/he behaves bad manner for the rules of the Law 657, s/he disrupts the peace, quiet and works order of the institutions for ideological or political purposes, makes boycott, does not serve for a total of 20 days in a year without excuse; commits a crime against Atatürk and Republic of Turkey, this punishment shall be imposed. In addition of these, the Disciplinary Regulation for State Officers (2021) is also prepared and applied for government officials in Turkey. In this disciplinary regulation, defects, misdemeanors, crimes and penalties is very detailed.

#### **SOME COUNTRIES' APPLICATIONS AND RESEARCHES ABOUT TEACHERS' DISCIPLINARY PUNISHMENTS**

Disciplinary punishments given to teachers do not exist only in the Turkish education system. All states impose various disciplinary punishments on teachers who disrupt the order and do not comply with the rules in various legal texts. In the United States, there are disciplinary actions and ethical rules in all states. E. g., in Ohio, if an educator violates the rules, s/he takes suspension (one day to several years), a license suspension, admonishment letter up to revocation/denial of a license, etc. Educators should manner as professionals. They should show on their activities as status and basis of the education profession (Licensure Code of Professional Conduct for Ohio Educators, 2019).

In United Kingdom, a teacher may be disqualified from the teaching profession if he or she does not comply with professional standards, conflicts with the standards of personal and professional behavior expected of a teacher, or jeopardizes the safety of students (Teaching Regulation Agency, 2020). Teachers in Kenya who violate the provisions of the Code of Regulations for Teachers and the Code of Conduct and Ethics face disciplinary action, warning or interdiction, etc. School administrators may firstly issue a verbal warning or caution the teacher in writing on minor breaches. In case of persistent fault, disciplinary action may be increased against him/her. Teachers interdicted on cases of incitement, insubordination, infamous conduct, and negligence of duty are paid half of their salary during the time of interdiction in Kenya (Teachers Service Commission's in Kenya, 2021). The Japan Ministry of Education enforces strict "preventative measures such as banning private interactions between teachers and their students on social media." Loss of job, suspension, and salary cut penalties are given to these teachers (Ministry of Education, Culture, Sports, Science and Technology-Japan, 2021). It is seen that countries take some punitive measures to protect children, families, society and education system. Countries want to secure children and their education system with various rules and penalties for those who do not comply with these rules.

There were some researches about discipline for teachers in Turkey and other countries about this subject. E. g., studies in Turkey, Kraska and Seçkin (1995), the most common disciplinary offense committed by teachers is absenteeism or late arrival; in Beşirli's (1997) research, the most common disciplinary offenses are not making a plan in primary schools, indifference to one's duty in secondary schools, and acting imperfectly and irregularly. It has been concluded that the penalties given are mostly condemnation and deduction from salary, and expulsion from state service. In Karataş' (2000) research, it was found that the most disciplinary offense was committed for not complying with the dress code, and the teachers were most punished with admonition and condemnation; in Çağlar's (2006) study, it was found that teachers committed the crime of union actions the most, deduction from monthly salary; in Gözcü's (2008) study, novice teachers in the early years of their profession had more information about disciplinary punishments and made more efforts to avoid disciplinary punishment; it was concluded that teachers who are approaching retirement commit more disciplinary offenses.

In Turkey, there were 4710 teacher discipline investigations in 2019. There were 1081 admonition, 2041 condemnation, 414 deduction of monthly salary, 209 stopping the progress of seniority, 17 expulsions from occupation teacher discipline punishments in total Turkey (Ministry of National Education Administrative Annual Report in 2019, 2020). Taş and Kiroğlu's (2019) researched the teacher discipline punishments from 2010 to 2016 years in Ordu. There are 32,747 teachers in primary schools and 2.97% of these had discipline offenses. The most discipline offenses were "the duty have not fulfilled the procedures and legal text." It is determined that 66% of them were male, others were female. Gezer (2015) has examined teachers discipline offenses from 2005 to 2012 years in Çanakkale. There are 22,417 teachers. 0.82% of these have had punishment. Gezer's (2015) research showed the male teachers discipline offences more than female just like Taş and Kiroğlu's (2019) and Çağlar's (2006) research. The teachers 16 years and above seniority have much discipline offenses than 5 and below years teachers.

Barrett et al. (2006) study shows that educators' violations are wrong behavior about sexual implication, sharing improper or private information with students and replacing grades for favors. Page (2013) examined 300 disciplinary orders to the teachers issued by the General Teaching Council of England 2009-2011. The results of the study are two central categories as misconduct. The crimes category covered all unlawful behaviors, such as crimes about drugs, kinds of violence, crimes of driving, cheat, and types of abuses. Internal misconducts are such as wrong relations with students, misuse of technology, inappropriately withholding data, fiddling with data, and defeat to sustain student health and safety. In addition, he found that 70% of male teachers have disciplinary penalties.

Zirkel (2014) examined educator penalties by the Kentucky Education Professional Standards Board during the 2005-2006 year. He found 500 instances of licensure sanctions, of which 70% were reprimanded, 15% were suspended, and 15% were revocations. Hartley and Cartwright's (2015) examined counselors. There were 25% of ethics violators received reprimands, 13% received probations, 13% received suspensions, and almost 42% received revocations. Zirkel (2015) examined cases that resulted in the cancellation or suspension of the license of educators between 1985 and 2014. Results included that approximately 45% of the violations were included sexual bad behaviors, child misuse or hazard, robbery, aggression, or alcohol offenses. Finally, violations show 12% of the arbitrated behaviors The offenses covered being fault to assure student protection, wrong reporting of information, and maintaining professional goodness. He directed only on license suspension and cancellation, to the exclusion of condemnation or other less impactful sanctions. Apgar (2018) examined teacher penalties who have in ethical code infractions in the teaching profession in eight US states. The findings showed that the highest number of penalties teachers was young, male, with physical education and health teachers. The most known ethical infractions are sexual harassment of students, physical attack towards students, and endangering student physical health and their safety. As a result of these, it has been determined that disciplinary penalties such as License or Certification Sanctions are given.

When the literature is examined, it can be said that the researches (Seçkin, 1990; Seyhani et al., 2009, etc.) on discipline infraction and discipline punishments are generally aimed at determining the relationships between the awards and punishments received by teachers (Çelebi, 2009). In addition, there are studies where discipline offenses and discipline punishments are handled only on the basis of managers (Çelebi, 2009; Öter 2002; Terzi, 1996) or only on the basis of teachers working in secondary education institutions (Çelik, 1998; Seçkin, 1990). There are also studies based on the literature review of discipline law and civil offenses (Erdogan, 2010; Güneşleyici, 2010; Orman, 2011; Uygun, 2012, etc.). Knowing the discipline infractions committed by teachers (Page, 2013), the most important element of the education system, and the punishments that may result from them, may ensure that discipline offenses are not committed (Osborne & Russo, 2011). For these reason the research is considered to be important.

It is thought that revealing the necessity and deterrence of disciplinary punishments according to the opinions of school administrators will support the policymakers who prepare the punishments. In addition, determining the impact on the teacher will be beneficial for both students, the education system, and the society. Because a happy teacher will be more successful. Because they will be monitors for their students. According to the results of the research, superintendents will take the necessary measures, the approaches to defects and crimes will be more positive. This research was conducted to examine disciplinary punishments, and effects applied to teachers. This is the basis of the basic aim to respond to the following questions.

1. How are the necessity, dissuasive, and effects of disciplinary punishment for teachers according to school principals?
2. What are the suggestions on disciplinary punishments of school principals?

## **METHOD**

### **RESEARCH DESIGN**

This research was conducted based on qualitative research approaches and a case study. The study focuses on determining the effects of disciplinary punishments on teachers concerning the opinions of school principals. The case in the study was determined as disciplinary action against teachers. The effects of disciplinary actions on teachers were tried to be determined according to the

opinions of school principals. According to Merriam (2009), case studies are used to expand readers' experiences, discover new meanings or confirm what is known.

### **PARTICIPANTS**

The research participants are 20 school principals from various school types in the city center of Amasya. Nine of them are vice principals and 11 are principals. Two of all participants are female and 18 are male. Participants were determined according to convenience and criterion sampling methods. It was determined as a criterion for teachers to be experienced in disciplinary procedures. In this context, one of the researchers visited the schools that could be visited daily, informed the participants about the research; some participants did not participate in the research by stating that they did not have enough experience about the situation, and interviews were held with those who were willing to participate in the research. Only one participant from each school was interviewed, but since one participant in one of the schools specifically wanted to take part in the research, two participants were interviewed in this school. The ages of principals range from 30 to 60 years.

### **DATA COLLECTION**

Research data were collected in the 2020-2021 academic year. A semi-structured interview form designed by the researchers was used to collect the data. A draft interview form was created by the researchers through literature review. Opinions of two experts from the field of educational administration were taken about this form and a pilot interview was made with a principal. It was decided that the interview form was working. In the interview form, four questions were asked about (1) what school administrators think about the necessity of disciplinary punishments against teachers, (2) what they think about the deterrence of disciplinary punishments against teachers, (3) what they think about the effects of disciplinary punishments against teachers, and (4) their opinions and suggestions, if any. Before starting the data collection, ethical approval from one of the researcher's university was obtained. During the data collection process, the researchers acted upon the COVID-19 measures declared by the authorized institutions. Face-to-face interviews were conducted with 18 participants, and online interviews were carried out with two participants. Before the interviews, the participants were informed, and their consent for participation was obtained. With the consent of the participants, the interviews were recorded as audio recordings. Interviews with four participants were recorded by taking notes.

### **DATA ANALYSIS**

Analyst variation, participant verification (Merriam, 2009) and direct quotations were used in this study. Content analysis was used in the research, and categories and subcategories were created by the researchers for the purpose (Yıldırım & Şimşek, 2005). Then, coding was done, and for each sub-problem, categories and sub-categories were created according to the opinions of the participants. MS Word and MS Excel programs were used in the coding and analysis of the data. The data was analyzed based on content analysis. The analysis was continued until the agreement between the two researchers in themes and coding was achieved, and full agreement was ensured between the researchers.

### **TRUSTWORTHINESS, VALIDITY, AND OBJECTIVITY**

After the collected data was written down, it was sent to the participants, and their confirmation as obtained. Three randomly selected data from the research data were coded by someone other than the researchers, and the agreement between the coders was calculated as 92% according to the Miles and Huberman (1994) formula. This ratio shows that the research is reliable. Besides, two colleagues, one experienced in qualitative research and the other in school administration and disciplinary

investigations, were asked to examine the research findings, and their opinions were also considered in the data analysis and the presentation of the findings. While presenting the findings, direct statements of the participants were also included in the relevant parts of the research.

**RESEARCHERS' ROLE**

The researchers acted in accordance with scientific and ethical principles while collecting, analyzing, and reporting the entire study. In short, they completed the research by complying with the principle of confidentiality in an impartial manner and away from prejudices at every stage of the research. The research started with the permission of the ethics committee and the national education directorate. Interviews were held face-to-face or online, voluntarily, at the request of the participants, on the day, time, and place they planned. No coercion was applied to the participants in the study, and no attempt was made to direct their opinions. In the study, each of the participants was given code names such as Umut, Dursun, and Irmak, and the participants' identities were kept confidential. While participant opinions were mentioned in the study, statements that would reveal school and participant information were excluded from the study.

**FINDINGS**

As a result of the data analysis, the research findings were gathered under four main themes: necessity, dissuasion, effects, and suggestions.

**NECESSITY**

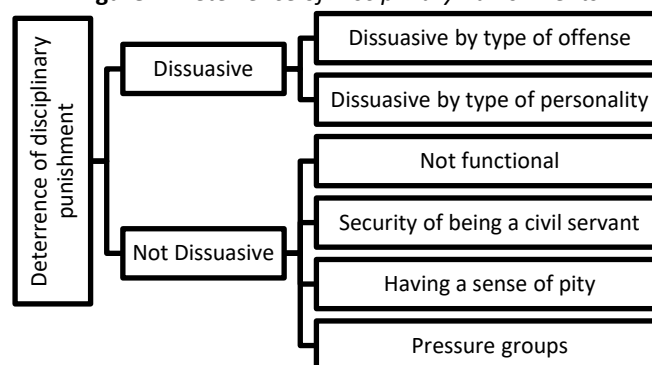
Opinions on the necessity of disciplinary punishments against teachers are discussed in two categories as necessary and not necessary. The necessity of disciplinary punishments is seen primarily as a requirement of human nature. E. g., Umut states this situation as indicating, *"If a crime is going to occur due to the nature of human life, that crime must also be punished."* expressed as Dursun, on the other hand, expressed his opinions saying, *"I wish there was no punishment, even if these things were not implemented, people would follow certain rules and do the things they were going to do properly. But we are human after all; sometimes we need to be bored, sometimes we need to be warned."*

One justification for those who state that disciplinary measures are unnecessary is that they do more harm than good. Yasin expressed this situation as follows: *"So I think it is something that will do more harm than good for me. Another reason why disciplinary punishment is unnecessary is that someone who will commit disciplinary punishment should not be a teacher anyway."*

**DISSUASION**

Opinions on the deterrence of disciplinary punishments against teachers are grouped in two main groups: dissuasive and not dissuasive, as seen in Figure 1.

**Figure 1. Deterrence of Disciplinary Punishments**



As seen in Figure 1, according to the participants' opinions, the effect of the type of offense and personality type comes to the fore in the deterrence of disciplinary punishments.

Umut: *People's opinions on punishment cannot be the same for once. Some officers say, "I got a warning; what will happen?" and they don't care. Others think of the warning as a stain on their record, and they are afraid of it. But not everyone thinks the same.*

Mutlu: *"There are actions that we call disgraceful crimes in our society. For instance, God forbid, there is a theft, something related to money or morality, so this is something that people really don't want to encounter in society. Nobody wants to be subject to such an administrative investigation."*

Yener: *"Since there is not only one type of punishment, it has a dissuasive effect depending on the subject that caused the punishment."*

The main reasons for the deterrence of disciplinary punishments are that it creates an obstacle to being appointed as a school administrator and the concerns that it may happen to candidates of such duties in the future or that they may be punished more severely:

Kudret: *"The intention of the person, if he is in the deputy director, administration, or similar things, can be a binding of the punishment. Sometimes, when you look at the nature of the punishment or the proposed punishment, the teacher may think that it can happen to him."*

On the other hand, the view that disciplinary punishments are not dissuasive was emphasized more than the view that they are dissuasive. Participants think that disciplinary punishments are not functional and therefore not dissuasive because they cannot be applied correctly in accordance with their purpose. Salih explained this case as follows: *"A teacher knows that this punishment is not put into effect, and he knows that it cannot be applied. Especially teachers who have returned back to teaching from school management duties know this very well, many of them do not apply it, and they do not pay attention because they know this."*

According to the participants' opinions, reasons such as the security of being a civil servant, the feeling of pity, and the effects of pressure groups are also effective factors in the fact that disciplinary punishments are not dissuasive. Therefore, these factors also prevent the correct application of disciplinary actions:

Burak: *"...being a civil servant is hard, but getting fired from a civil service is much more difficult."*

Yener: *"Some teachers have adopted the law on civil servants no. 657. They create a protective shield for themselves by using factors such as these and move very easily."*

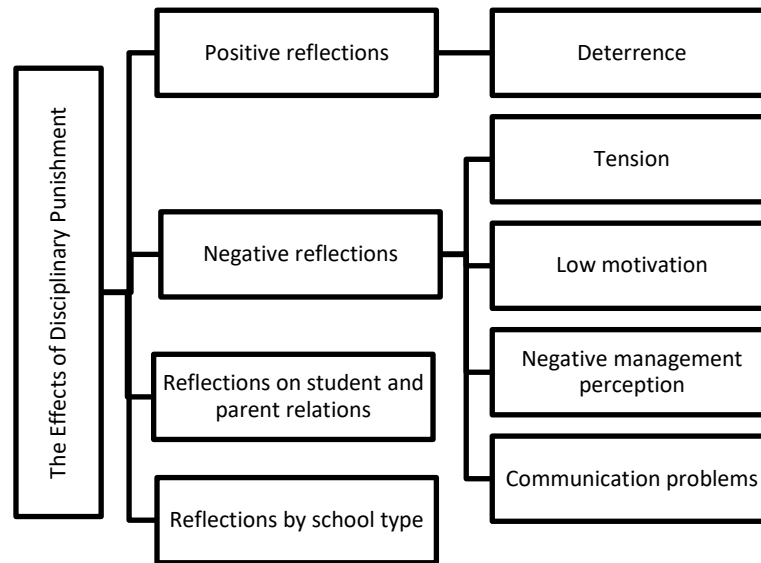
Irmak: *"The reasons for the penal sanctions are clear, but human feelings come to the fore at the point of evaluation. Or different things, what might be his political view, it might be a union, it might be friendship, it might be a feeling of pity. These are emerging."*

## EFFECTS

When the effects of disciplinary punishments are examined, it was determined that there are positive and negative reflections based on student and family relations and school type. The categories are given in Figure 2.



**Figure 2.** Effects of Disciplinary Punishments



As seen in Figure 2, when the effects of disciplinary punishments are examined, it can have positive reflections in terms of providing a dissuasion to committing the offense:

Ahmet: *“When a friend of ours is punished, it gets a little demoralized, but people think I can get this punishment too. They try to pay more attention.”*

Disciplinary punishments can also negatively reflect low motivation, tension, negative management perception, and communication problems. Negative reflections were emphasized more than positive reflections:

Burak: *“Punishment also has a demotivating side; I have observed this a lot. Apart from the person who was punished, the motivation of the friends around him also decreases.”*

Fikret: *“You don’t make a good impression in the upper level because you give punishment. For example, the director of national education does not like it... The inspector’s arrival at school is not welcome. Managers don’t like it. The best manager is the one who doesn’t cause trouble; it’s looked upon as such.”*

Apart from this, disciplinary punishments against teachers can also have reflections on students and parents:

Deniz: *“The atmosphere of gossiping, whispered newspapers, such different things, sometimes maybe reasoning, happens among students too... Children have different thoughts in their minds... This is also reflected in their family atmosphere.”*

The participants’ opinions indicate that the type of school is an important factor in disciplinary punishments. Therefore, disciplinary punishments have different reflections based on the school type. This difference can be caused by school levels such as primary, secondary, and high school, as well as the environment in which the school is located, whether or not students are admitted in order of success. Thus, depending on the type of school they work in, some teachers have a higher risk of being involved in the disciplinary action process, while some teachers do not face such a risk. Here are some opinions about it:

Kudret: *“I mean from the student perspective, from the student profile perspective. Here the teacher does not even need to do anything. The student is self-sufficient anyway... As I said, what an industrial teacher encounters is not the same as what the teacher experiences here.”*

Sezer: *"...schools with a good academic level have fewer teacher and staff problems. This is also an advantage. As the academic level of schools with a good academic level decreases, the problems they encounter increase both as a staff and as a manager. In other words, the administration can also face investigations, just like the teachers."*

### **PARTICIPANTS' SUGGESTIONS**

The main suggestions of the participants regarding disciplinary punishments are as follows: punishments should be dissuasive, unpenalized practices should be developed, teacher rotation should be made, the legislation should be up-to-date, the security of civil service should be flexible, and the managers should be qualified.

#### **DISSUASIVE PUNISHMENTS**

Participants defending that punishments should be dissuasive think that disciplinary punishments in their current form do not have a sanction feature. In this context, suggestions such as making a change in institutions, appointment to non-teaching civil servants, and implementing practices with real economic value were presented:

Burak: *"(Disciplinary punishments) does not prevent anything in any way. So, I think some things should be more dissuasive."* Another participant Mert, stated that *"in order for punishments to be dissuasive, they should have economic punishments: The result should be based on material things, the crucial point of teachers is the additional course fee."*

#### **DEVELOPMENT OF UNPENALIZED PRACTICES**

Participants stated that punishment should be considered as a last resort, and necessary measures should be taken before criminal offenses arise. In this context, it was stated that the reward system should be improved, the financial (economic) rewards should be used, and the right communication environment should be established:

Sezer: *"We usually try to handle this without making it a punishment. It's a bit like preventative guidance."*

Yasin: *"I think that the issues that can be settled here can be solved with the right communication rather than discipline."*

#### **ENACTING THE TEACHING PROFESSION LAW**

One of the suggestions of the participants is the enactment of the teaching profession law. Thus, it is thought that disciplinary procedures will be better by making arrangements specific to education and teaching:

Yasin: *"The law we call the teaching profession law should be enacted, and these things should be unique to us. ... This should definitely be approved, and we should be independent of the law, such as 657, where every civil servant is included because the work we do is very different from theirs."*

#### **MAKING CIVIL SERVICE SECURITY FLEXIBLE**

According to the participants' opinions, the fact that the Civil Servants Law No. 657 provides excessive protection for civil servants prevents the functionality of disciplinary punishments; therefore, this protection needs to be made flexible:

Irmak: *"It should be determined that being a civil servant is not that easy and that it will not be that easy after being appointed."*

### **UPDATING THE LEGISLATION**

The participants emphasized that the legal regulations that are not suitable for today's conditions are not functional and cannot be applied correctly. Hence, they stated that changes should be made in legal regulations based on contemporary requirements:

Umut: *"Our day is constantly changing...I think they should be updated in accordance with that new life. For example, there are things related to it, you see, a punishment article was written, but that article has no chance of processing because the conditions at that time also disappeared. Instead, different conditions appeared."*

### **INCREASING THE AUTHORITY OF SCHOOL PRINCIPALS AND QUALIFIED PRINCIPALS**

Participants stated that school principals should have more authority in the disciplinary process. Besides, they emphasized that school principals should be qualified and skilled. It is thought that the effects of factors such as higher authorities, pressure groups can also be reduced by the presence of qualified and skillful school administrators with authority.

Mutlu: *"Only good administrators can create a school climate with fewer investigations and less disciplinary action."*

Irmak: *"The school principal, takes a firm stance, rest assured that many such punishments are not needed."*

### **DISCUSSION, CONCLUSION, AND IMPLICATIONS**

The punishments are given to correct the defective behavior and not to repeat the wrong behavior (Zirkel, 2015). The aim is to correct the education system, to ensure that students receive a better education, to minimize wrong teacher practices, to complete the missing practices, in short, a number of punishments are given for the well-being of both the education system and the students (Osborne & Russo, 2011). Every organization must apply discipline rules to achieve its goals (Başaran, 2000). Against individuals who oppose, sling or slow down the organization's purposes the punishments applied are provided by discipline proceedings (Banter, 2003). If discipline rules are not followed, there will be disorder and disorder in the organization and the objectives of the organization are ignored (Taş & Kiroğlu, 2019). This situation may endanger the organization's future and life (Apgar, 2018). Although it has different meanings in daily life, in terms of discipline administrative law, legal framework in public institutions and organizations is a set of precautions taken to ensure compliance with the drawn order (Alikashifoğlu, 1977). In this sense, discipline is the punishment of a misconduct (Page, 2012). Since it is possible to discipline the values, rules and relationships of the society in which individuals live and to act accordingly, it is also possible to discipline employees to act in accordance with organizational goals system is needed (Kepenekci & Taşkın, 2019).

There are five discipline punishments according to the Law of 657 in Turkey. These are admonition, condemnation, deduction of monthly salary, stopping the progress of seniority and expulsion from the state service. This research was conducted to determine the point of view of 20 school administrators regarding these disciplinary punishments given to teachers. While some of the administrators consider disciplinary punishments necessary, some do not consider it necessary and state that the crimes are committed again. The main reason for those who consider disciplinary punishments necessary is that punishment is a requirement of human nature. Nevertheless, those who state that disciplinary punishments do not necessarily base this on that the punishments do not give the expected results. Assumptions about human nature constitute the essence of organization and management theories (Aydın, 2010). It is emphasized in classical management theories that

punishment is a necessity of human nature. One of the management principles put forward by Taylor, one of the representatives of scientific management, is punishment. In McGregor's Theory X and Theory Y, punishment is among the assumptions of Theory X besides; Theory Y assumes that when the appropriate environment and conditions are provided, people will reveal their potential without the need for punishment. Theory Z, which was developed as an alternative to Theory X and Theory Y, draws attention to the interdependence of the individual and the organization and the participation of the individual in the management.

The view that disciplinary punishments are not deterrent was emphasized more than the view that they are deterrent. Participants think that disciplinary punishments are not functional and therefore not a deterrent because they cannot be applied correctly in accordance with their purpose. Although other studies did not find a direct answer to this question, they obtained similar results (E. g. Apgar, 2018; Karataş, 2000; Kraska & Seçkin, 1995; Zirkel, 2015).

According to the school administrators' opinions, the type and personality of the offense are seen as important factors in the dissuasion of disciplinary punishments against teachers. It is clear that no one wants to be punished, especially for infamous crimes due to the social and cultural structure. On the other hand, the regulations that are not very dependent on the social and cultural context are less dissuasive. On the other hand, personality traits are closely related to organizational behavior (Robbins & Judge, 2017). Uğurlu (2012) also revealed a relationship between teachers' personality traits and their preferred discipline styles.

According to the findings of this study, reasons such as the ineffectiveness of the existing disciplinary regulations, the security of the civil service as a profession, and the effects of pressure groups emerge as factors that prevent the dissuasion of disciplinary punishments. Civil Servants Law No. 657 was adopted in 1965. Significant changes have been made in the provisions of this law on disciplinary proceedings since the 1980s. However, today, there are significant changes in issues such as the meaning of education, the nature of learning, and the structure of the school. On the other hand, discussions on job security based on the Civil Servants Law continue (Yıldız, 2019). In the study conducted by Engür and Kayıkcı (2020), it was concluded that although job security is considered necessary by teachers, excessive and unconditional job security is harmful for the organization and the employee. Pressure groups are also effective elements in school management. In Özcan's (2014) study, it was concluded that the effects of pressure groups on schools differ by the type and level of the school, the region where the school is located, the achievement level of the school, and the profile of students and parents. Consistent with this research, Özcan's (2014) research findings also show that pressure groups impact disciplinary actions.

Additionally, the feeling of pity and compassion for someone who will suffer in return for his offense seems to prevent dissuasion. Studies show a relationship between compassion and the level of punishment applied (Condon & DeStano, 2011). Since the feeling of pity may emerge in different ways according to different cultures and societies, the effects of pity (and compassion) on disciplinary punishments may also differ. Acting by prioritizing the feeling of pity in disciplinary punishments may lead to unfair practices.

School administrators emphasized that the reflections of disciplinary punishments against teachers on the school are mostly negative. In the study of Taş and Kiroğlu (2019), it was underlined that disciplinary punishments lead to undesirable results such as lowering the motivation of teachers, loss of confidence, and lowering the efficiency of educational institutions. These situations can also be considered as a reason why impunity is needed. Richardson and Watt (2010), teachers experience more job satisfaction and less burnout when there is a positive school climate and student behavior

when supported by parents and school administration. This situation necessitates consideration of factors such as the grade, size, region, and quality of the school in disciplinary arrangements.

According to the research findings, it is considered necessary by school principals to make more functional discipline regulations, to focus on discipline regulations specific to education and teaching profession, and preventive studies. To this end, it can be suggested it would be more appropriate to rearrange Law No. 1702 on the Promotion, Appreciation, and Punishment for Primary School Teachers, which was adopted in 1930 and repealed in 2014, which includes disciplinary provisions specific to teachers, rather than abolishing it completely. In this context, there is a need for legal regulations that include disciplinary actions specific to teachers.

It can be said that the discipline system has two main benefits in organizational life. The first is to ensure that employees act according to the organization's efficiency standards and rules. Employees are faced with discipline sanction when they do not fulfill the requirements of the job. When there is a failure to fulfill the requirements in the working life, the process of the discipline process is extremely beneficial for both employees and organizations. Employees are distinguished from those who do not work, and deviations from specified standards can be prevented. The second is the mutual relationship between the upperis to create feelings of trust and respect and continuity.

If the discipline is applied incorrectly, moral lowness, anger, conflict between the workers, and contrasts between the subordinate upper (Beşirli, 1997). Discipline practices are only wrong attitudes and behaviors (Carr, 2006). Not only does it correct, but it also minimizes the problems that may arise in the subordinate relations (Kraska & Seçkin, 1995). The aim of discipline action is to connect the employees to the task (Gezer, 2015), to ensure that the services are carried out in the best way (Page, 2013), to prevent the situations and behaviors that will negatively affect the titles and duties (Zirkel, 2014).

This study shows that the main suggestions of the participants regarding disciplinary punishments are deterrence of penalties, development of impunity practices, rotation, up-to-date legislation, stretching of civil service security, qualified administrators. The fact that the participants gave these suggestions shows that these areas are missing. So, eliminating the areas that the administrators deem lacking can be the future of the education system. Discipline punishments should be clearly defined, and teachers should be provided with the necessary training on discipline offenses, punishments and consequences. In fact, these trainings should be given to students studying at the faculty of education.

This research is limited to the opinions of 20 school administrators. Due to the COVID-19 restrictions, there was a limitation in accessing the teachers who received disciplinary punishment, and such teachers could not be included in the research. The same research can be done by interviewing teachers who receive punishment, and the reasons for the punishments and their effects on teachers can be investigated. The discipline crime and punishment of private school teachers can be compared with the teachers working in the state by determining the punishments received by private school teachers. On the other hand, studies involving groups such as parents and students who are affected by the disciplinary punishments faced by teachers can be conducted. Research findings show that personality type, management style, school type and dysfunctional disciplinary arrangements are effective in the emergence of situations requiring disciplinary punishment. Consequently, existing disciplinary regulations are not functional enough. There is a need for disciplinary arrangements that are suitable for today's developments and include educational-specific rules.

### AUTHOR CONTRIBUTION

The first author has made substantial contributions to data collection and analysis, and discussion and conclusion parts. The second author has been contributions to the literature review, data analysis, discussion, and conclusion parts. Both authors have read and approved the final version of the article.

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